

# Empowering Growth: Measurable Impact Across the R.N.H. Program (2025)

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## Executive Summary

In 2025, the *Reach New Heights* (RNH) program once again demonstrated measurable and transformative impact on student growth across all key areas of social-emotional learning. Through intentional curriculum design and an evidence-based approach, participants developed critical life skills that extend well beyond the classroom.

Every participant showed measurable improvement — **100% of students exhibited growth** — reaffirming the program's success in cultivating resilience, leadership, and confidence. The 2025 data highlights especially strong advancement in **Challenge** and **Bravery**, alongside balanced progress across all five CLIMB pillars, reflecting the program's holistic and inclusive design.

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## Program Design: The CLIMB Model

The RNH experiential education curriculum is structured around five core CLIMB pillars, derived from the **CASEL Framework** for social-emotional learning (SEL). Each pillar represents a key dimension of student development:

- **CHALLENGE** – Building resilience and adaptive problem-solving skills.
- **LEADERSHIP** – Enhancing teamwork, communication, and the ability to inspire others.
- **INTEGRITY** – Promoting ethical reasoning, self-awareness, and responsible action.
- **MENTEEESHIP** – Fostering mutual support, empathy, and peer connection.
- **BRAVERY** – Encouraging participants to take risks and step outside their comfort zones.

These pillars form the foundation of the RNH program and serve as the key growth indicators in annual evaluation.

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## Research Methodology: Data Collection

Participants completed standardized self-assessments using a 1–10 Likert scale to evaluate personal growth, confidence, and skill development before and after the program.

### Assessment Stages

- **Pre-Program Assessment** — Established individual baselines across all CLIMB areas.
- **Post-Program Assessment** — Captured self-reported progress and reflection at program completion.

This data-driven framework ensures that results are measurable, equitable, and comparable year over year.

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## Findings: 2025 Growth Metrics

The 2025 data reflects consistent and well-distributed growth across all five CLIMB categories, with standout improvement in **Challenge** and **Bravery** — two areas central to the program's experiential learning design.

Pillar	Total Growth (Points)	Average Growth per Student
Challenge	87	4.35
Leadership	53	2.65
Integrity	59	2.95
Menteeship	51	2.55
Bravery	77	3.85

## **Total Program Growth:** 327 points

This distribution demonstrates the program's success in fostering comprehensive development across all SEL dimensions — ensuring growth is balanced, measurable, and meaningful.

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## **Growth Metrics Analysis: A Focus on Potential Improvement**

The **Total Potential Improvement (TPI)** metric provides a realistic benchmark for evaluating total growth across participants, offering a clear measure of both overall development and achievable progress. This metric helps quantify not just how much students grew, but how far they could have grown based on their individual starting points.

There are two models for measuring TPI:

- The **absolute model** measures growth against the program's total possible score of **3,000 points**, calculated from  $20 \text{ participants} \times 5 \text{ CLIMB categories} \times 15 \text{ questions}$  (each scored 1–10).
- The **adjusted model** refines this by considering each participant's actual potential for growth — the gap between their baseline score and the maximum possible score of 10 per question. This approach offers a more precise picture of improvement by factoring in each student's starting point.

For example, a participant improving from 3 to 8 would reflect 55.6% growth under the absolute model but 71.4% growth under the adjusted model, which accounts only for the 7-point headroom (3–10).

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## Findings: Comparative Growth Metrics (2025)

Model	Basis	Result
<b>Absolute Measurement</b>	Out of 3,000 total possible points	<b>10.9% of total potential improvement</b>
<b>Adjusted Measurement</b>	Out of 869 achievable points (after accounting for baseline scores)	<b>37.7% of total potential improvement</b>

Both models affirm the program's measurable and meaningful impact. The **adjusted model**, based on realistic growth capacity, reveals more than **three times** the growth captured by the absolute model — highlighting the importance of measuring student development relative to individual potential.

This framework underscores the program's ability to meet students where they are and guide them toward significant, personalized progress across all CLIMB pillars.

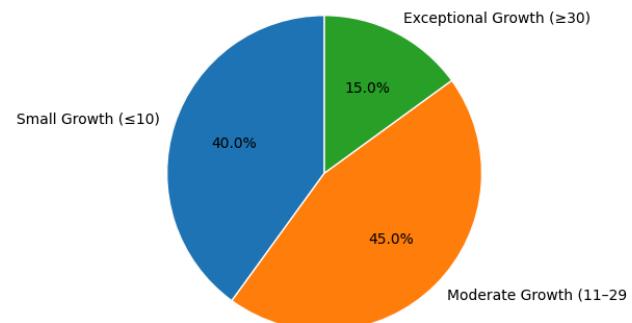
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## Growth Distribution Analysis

Each participant's overall growth score (sum of all CLIMB pillars) was categorized into three tiers to capture the range of progress achieved across the cohort.

Growth Tier	Range (Points)	Percentage
Small Growth	$\le 10$	40.0%
Moderate Growth	11–29	45.0%
Exceptional Growth	$\ge 30$	15.0%

RNH 2025 — Growth Distribution by Tier



Nearly **60%** of participants achieved moderate or exceptional growth, showcasing meaningful progress for students at all levels of experience and confidence.

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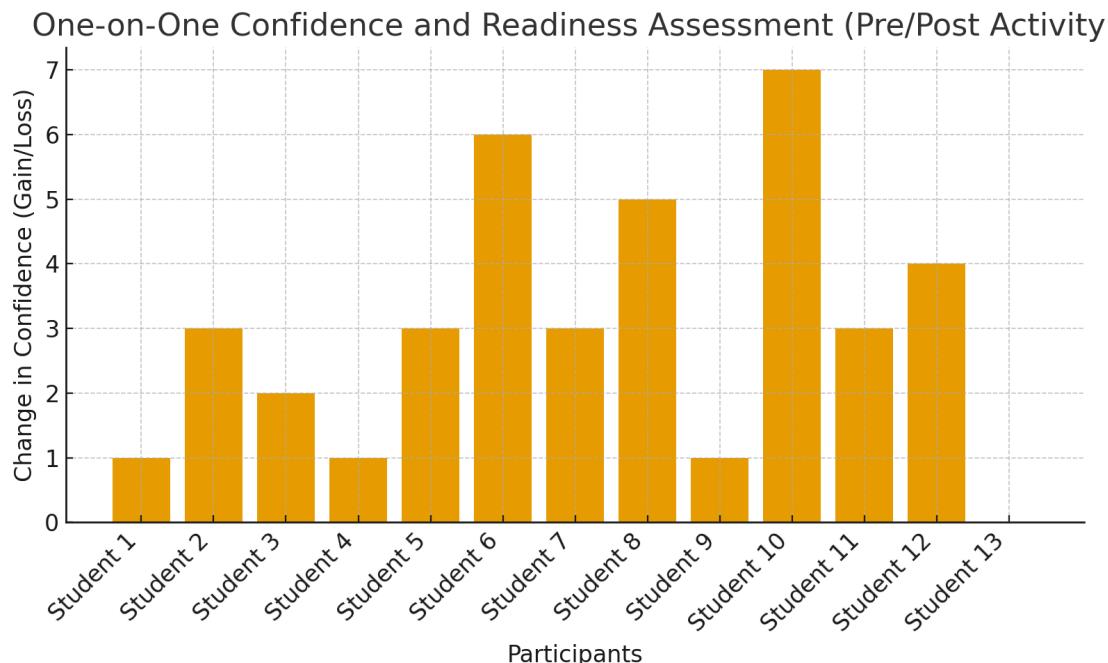
## **Supplemental Assessment: Confidence and Readiness Evaluation**

To complement the primary CLIMB growth analysis, a **one-on-one pre/post assessment** was administered by a single instructor during a major experiential activity. The purpose of this assessment was to collect quantitative data on short-term changes in student confidence and readiness immediately before and after participation in a challenging task.

### **Assessment Framework**

- **Evaluator:** One instructor
- **Participants:** Grades 7–8
- **Assessment Timing:** Immediately before and immediately after a single major activity
- **Scale:** 1–10 Likert scale with visual reference (emotional readiness continuum)
- **Variables Measured:** Self-perceived confidence and readiness to engage

Each student independently provided a **pre-activity score** and a **post-activity score**. The difference between these values was recorded as the **gain/loss** variable, representing the magnitude and direction of change in self-assessed readiness following engagement.



## Results Summary

Statistic	Value
<b>Total Gain (sum of all positive changes)</b>	+39 points
<b>Average Gain per Student</b>	+3.0 points
<b>Median Gain</b>	+3 points
<b>Range of Change</b>	0 to +7 points
<b>Percentage of Participants with Positive Change</b>	92%

## Interpretation Framework

This supplemental dataset isolates **situational confidence growth** within a controlled, activity-specific context. While the core CLIMB framework evaluates longitudinal development across multiple program components, this assessment measures **acute pre/post shifts** in self-assessed readiness.

By comparing initial confidence (pre-score) to post-engagement perception, the data provides a micro-level metric of emotional adaptation within a single learning episode. This framework may be used in future years to replicate one-on-one readiness evaluations for specific activities to further refine program-level understanding of short-term confidence acquisition.

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## Impact Highlights

- **Universal Growth:** Every participant demonstrated measurable improvement across one or more CLIMB areas.
- **Standout Pillars:** *Challenge* (+87) and *Bravery* (+77) led all categories, highlighting increased resilience, perseverance, and comfort with risk-taking.
- **Balanced Development:** All five pillars exhibited positive growth, reinforcing the holistic, integrated design of the program.
- **Tier Outcomes:** 45% of participants reached *Moderate Growth* and 15% achieved *Exceptional Growth*, marking continued progress in overall program impact.
- **Leadership and Integrity:** Combined, these two categories accounted for over one-third of total growth, emphasizing teamwork, communication, and ethical leadership.