



Write on the posters!

Using Data to Grow 9th Grade Success

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OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

11/6/2017

We're Glad You're Here

Introduce yourself

Stand up

- Name
- Role
- School District
- One thing you wrote on a poster



Preview of Today

As a result of this session you will know:

- Why freshmen success is important
- How Washington's students are doing
- What key system and student supports build freshman success
- Resources to help you



Getting all students to graduate is like ...

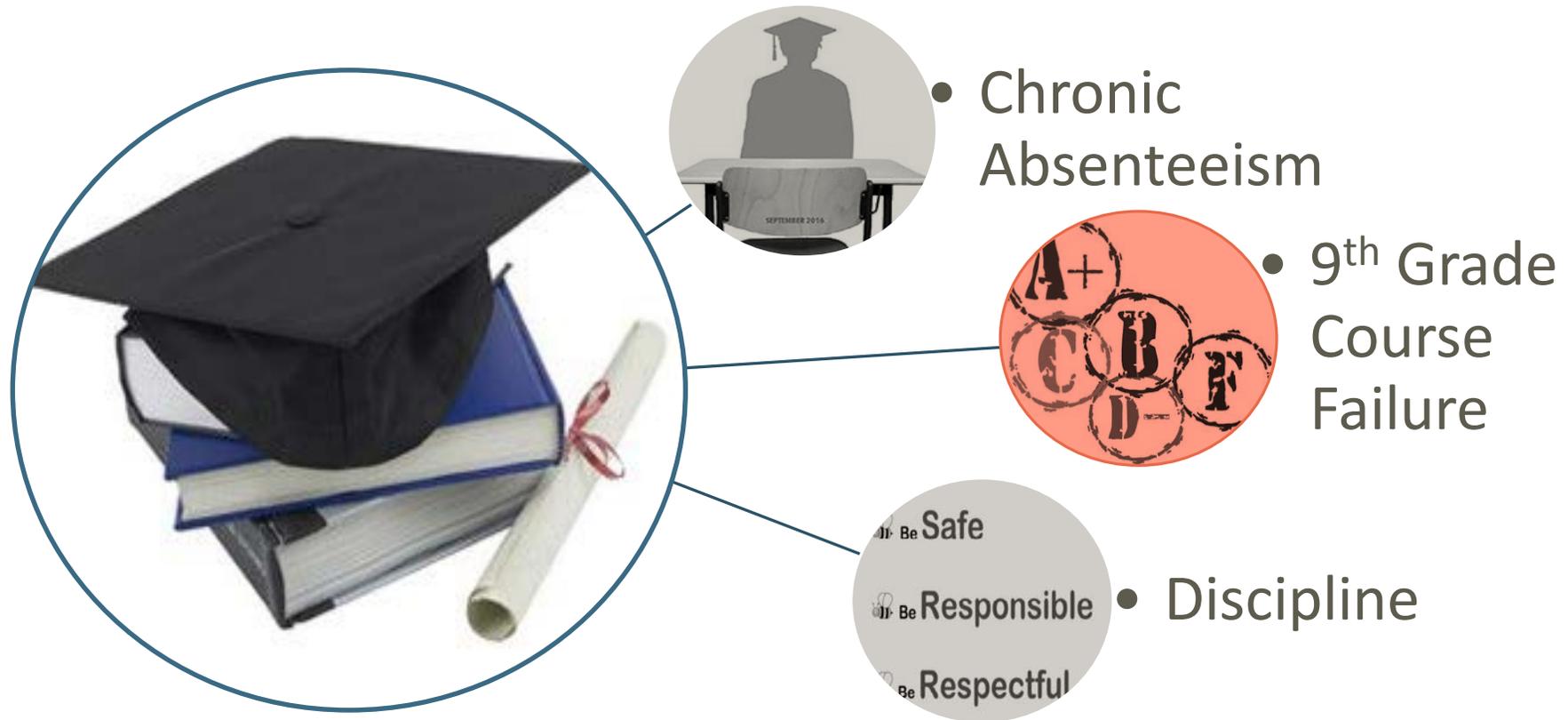
Jot your thoughts on a sticky note



BECAUSE...

3 minutes

Graduation is the Goal: Performance Indicators Are the Early Warning Measures



Why are we concerned with 9th course failure?



Students who end their ninth grade year on-track, are four times more likely to graduate from high school than those who are off track.



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6

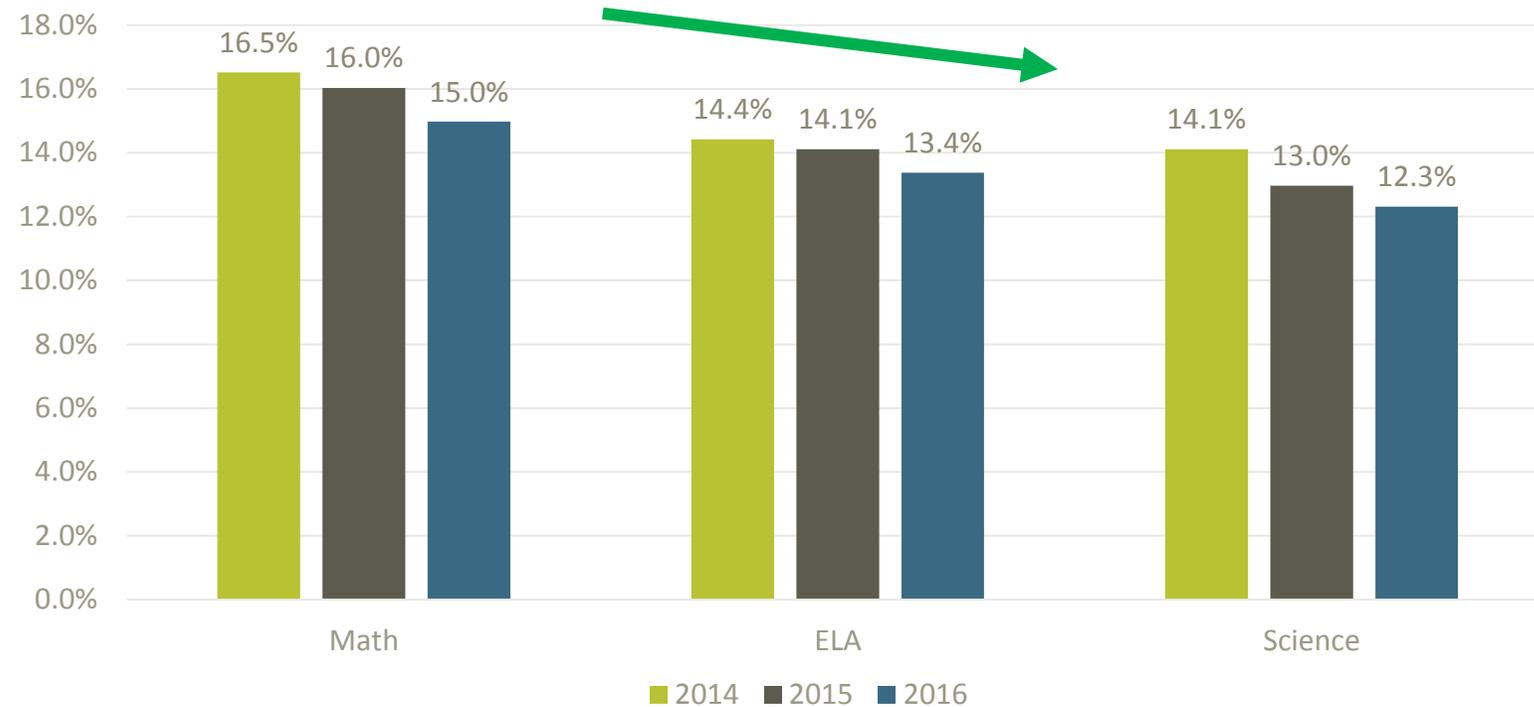
Every Student Succeeds Act (ESSA) Accountability Indicators

Grade Span	Academic Indicators			School Quality or Student Success Indicators
Elementary	Proficiency on the statewide assessments in ELA and Math	Academic growth as measured by Student Growth Percentiles (SGPs)	English Learner Progress	Chronic Absenteeism
Middle				
High	Proficiency on statewide assessments on ELA and Math	Graduation Rate	English Learner Progress	Chronic Absenteeism
				9 th Graders on Track
				Advanced Course-Taking (dual credit)

A.4.iv.



9th Grade Course Failure Rates are Decreasing Over Time



Range: 15% (Math) to 12% (Science)
Largest decrease over time: 2 percentage points for math and science

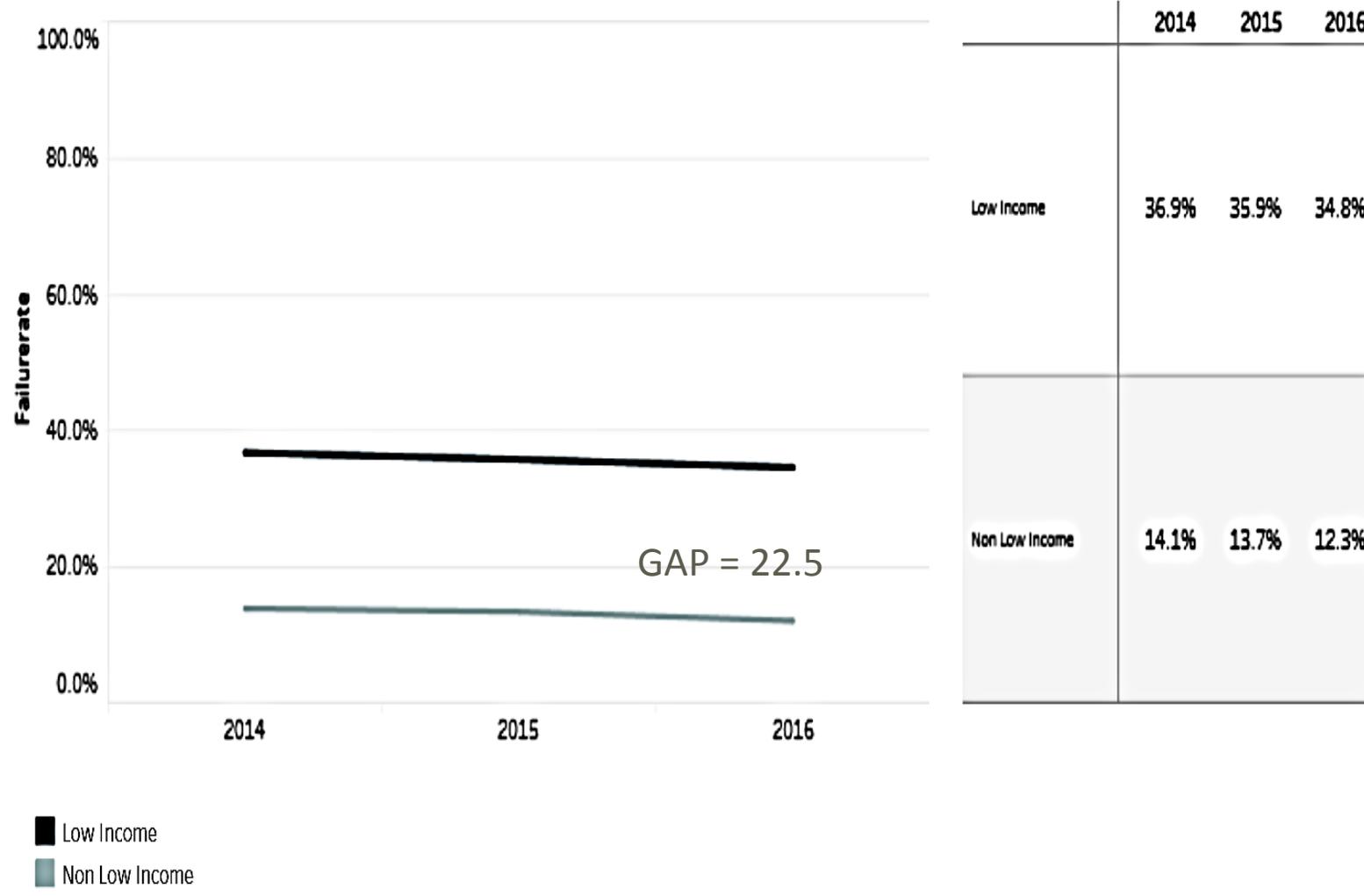


What about Low Income 9th Graders?

Check out the Equity Analytics: <http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx>



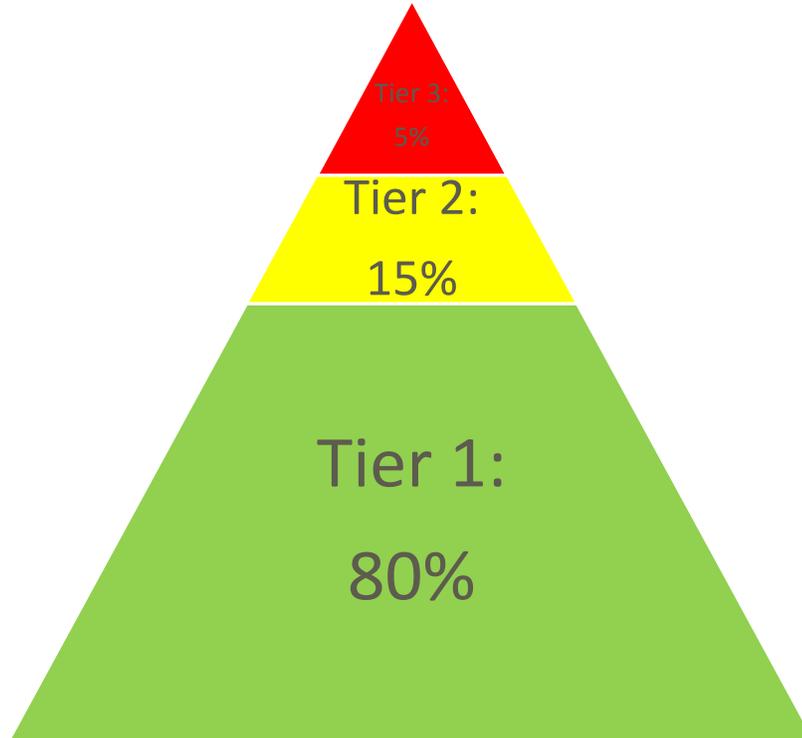
District Name: STATE
 Select Subject: 9th Grade (ELA Math or Science)
 Gap - Type of View: Gap Trend
 Select Subgroup: Low Income Students



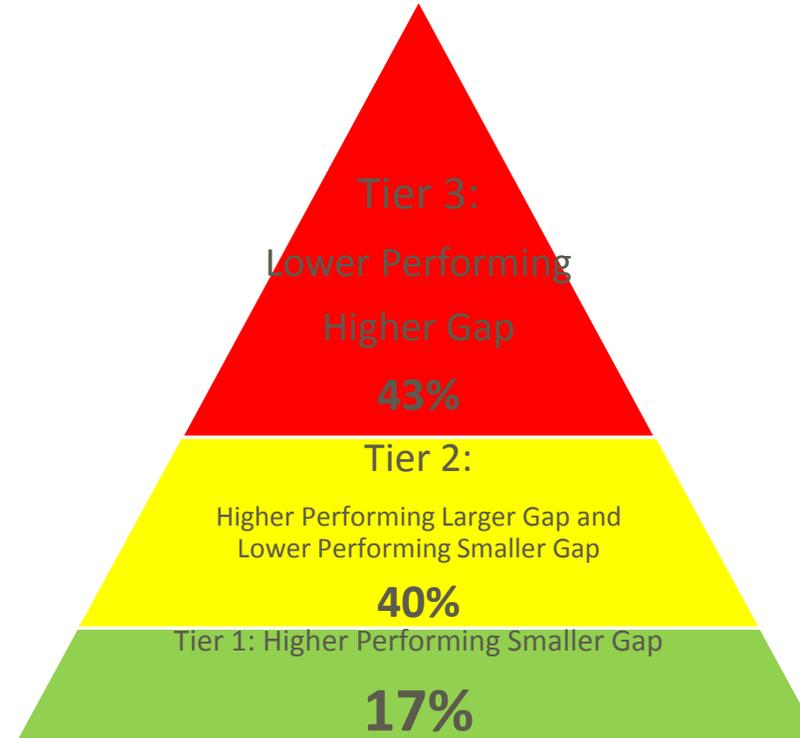
How Many Washington Districts Are There in Each Tier?

High Performing: Less than 20% Failure
Low Gap: Less than 20%

What We Want

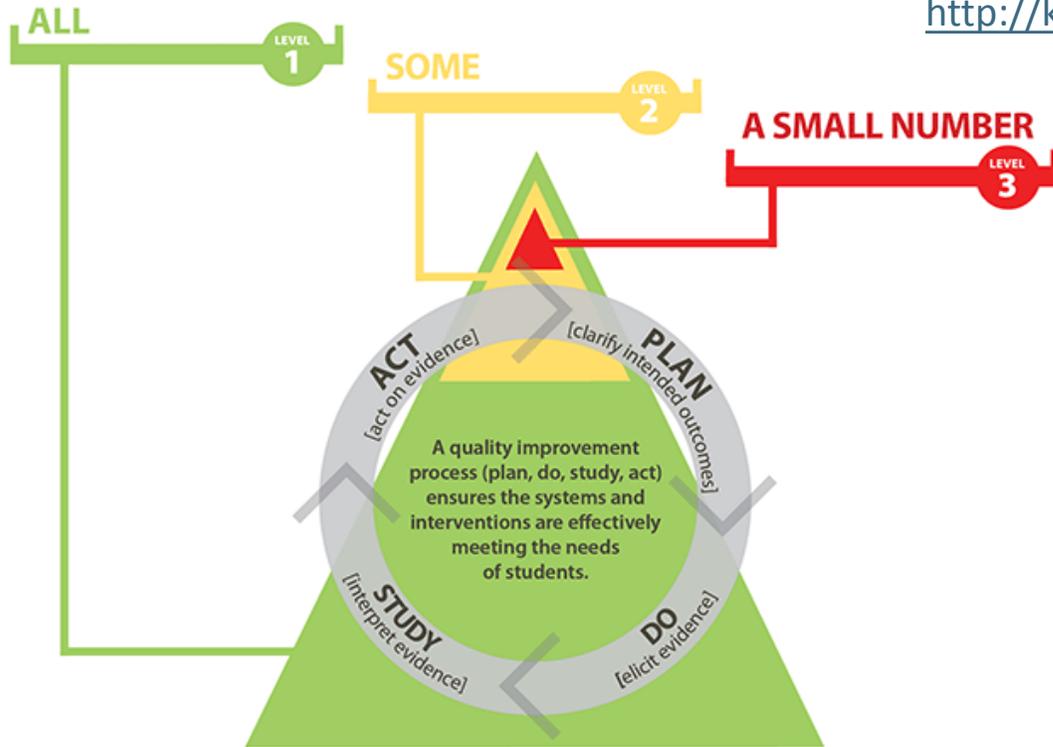


What We Have



Washington State MTSS Framework

<http://k12.wa.us/MTSS/default.aspx>



- Data-Based Decision-Making
- Building the Capacity and Infrastructure for Implementation
- Family, School, and Community Partnerships
- Tiered Continuum of Supports
- Team-Driven Shared Leadership and Problem Solving



Fist to 5 Check In

Do you know who is failing and why?

No- Not sure



Yes- Absolutely

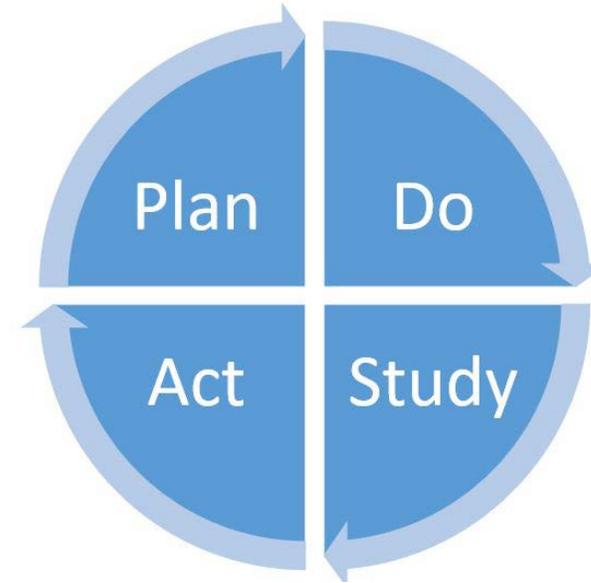


Systemic Foundation

Culture of Trust



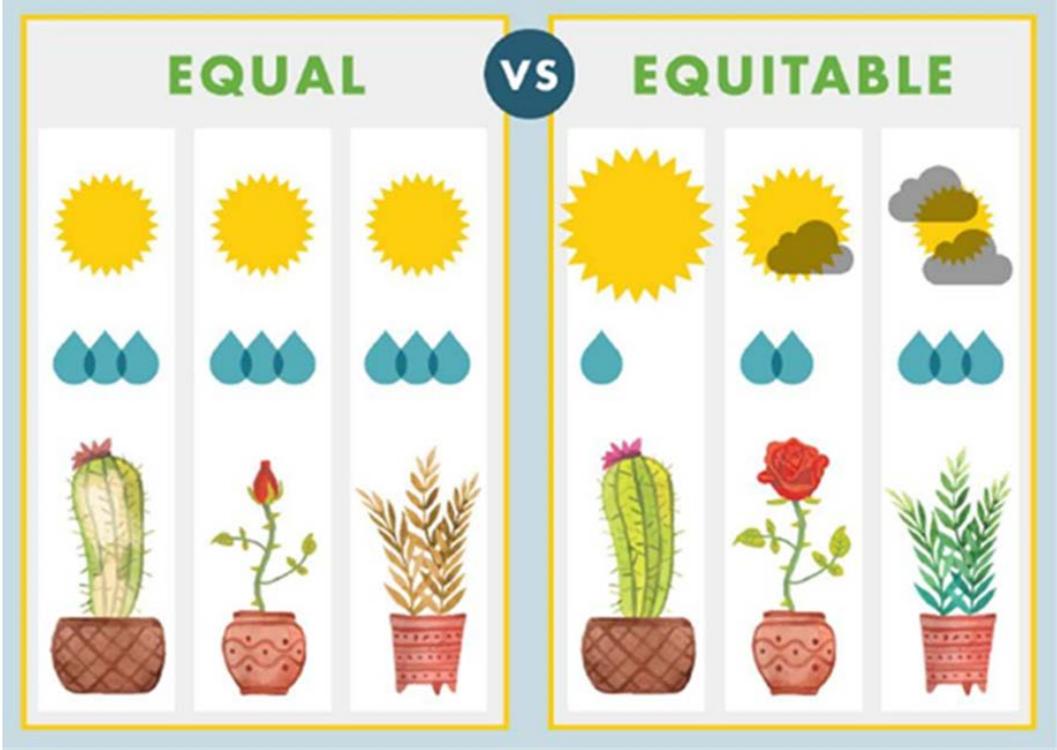
System of Supports



Data Supported Cycle of Inquiry



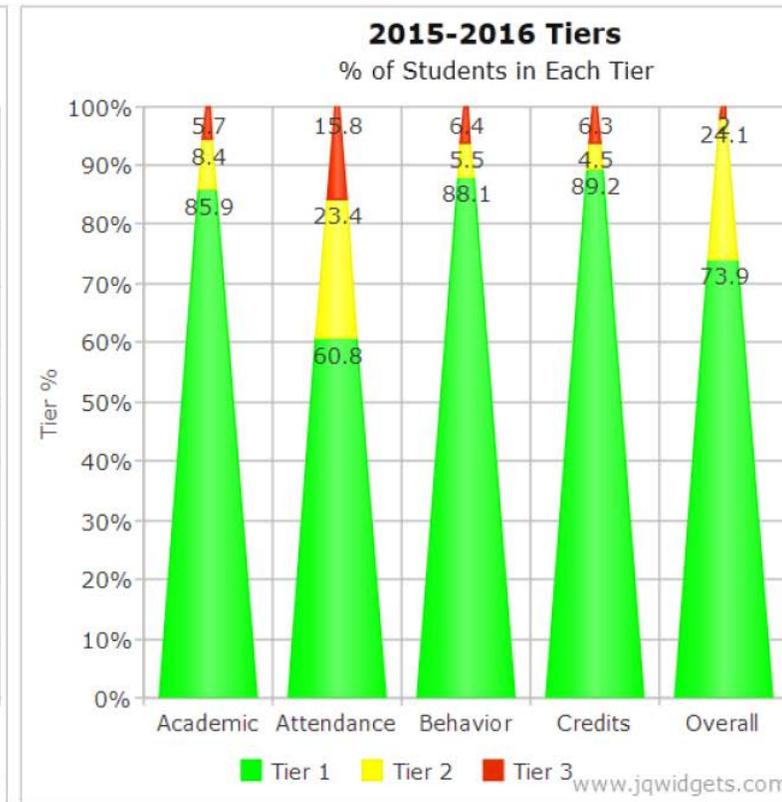
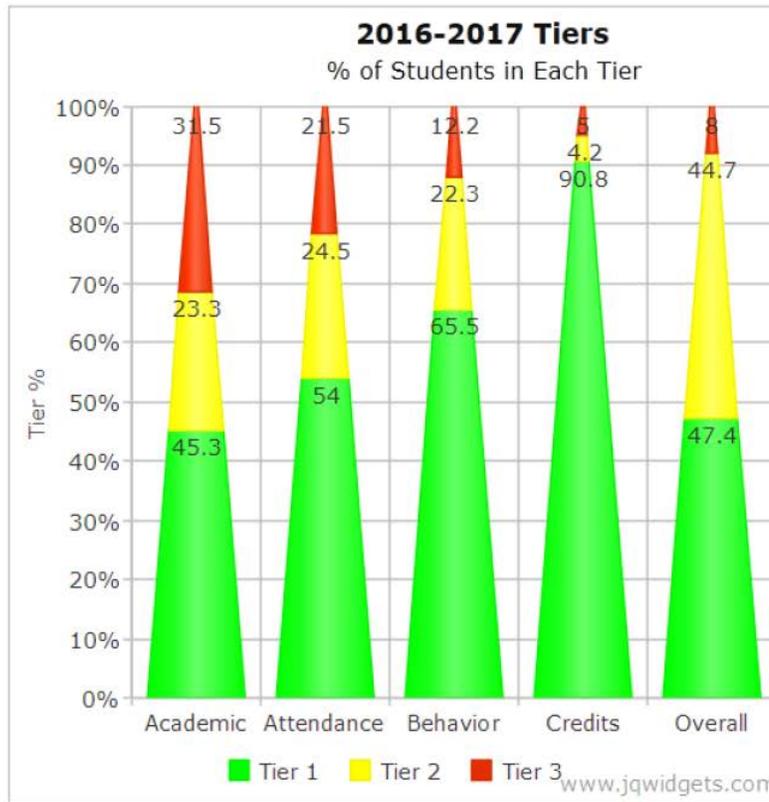
Do you have a leadership **focus**?



Do you use data ?

- 1) identify
- 2) monitor
- 3) evaluate

Tiers	Attendance %:	Behavior:	Academics	Credits Earned	Overall (Sum of all Tiers)
Tier 3	90% or less	2+ Suspensions or 4+ days suspended or 6+ ODRs	Failing 2+	behind by 3+ credits	10+
Tier 2	greater than 90% and less than 95%	1 Suspension or 1-3 days suspended or 2-5 ODRs	Failing 1 Class (INC)	behind by 2 credits	6-9
Tier 1	95% to 100%	0 Suspensions and 1 or fewer ODRs	Passing All Classes	behind by less than 2 credits	4-5



Precise Problem Statements

Who?

All 8th graders

Jack Sprat and Peter Pumpkin-Eater

What?

Are defiant

When?

Mondays and Fridays during 1st passing period and after lunch

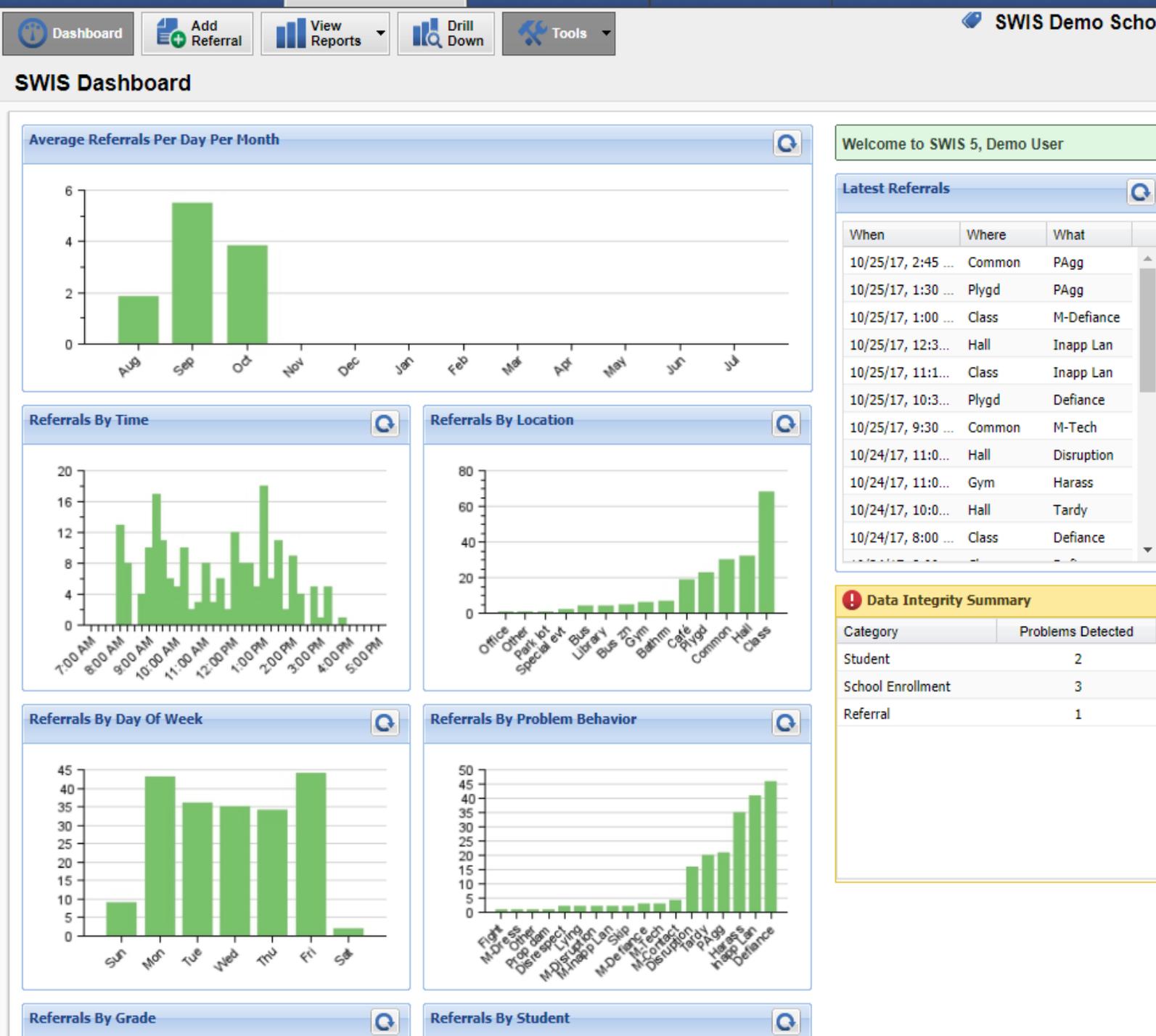
Where?

Class

Why?

Other

Get more time with friends in the morning and avoid reading after lunch



Do you have a **system of supports**?



Academic Behavioral Social-emotional Interventions

How do these interlock?



TIER 3 • INTENSIVE:

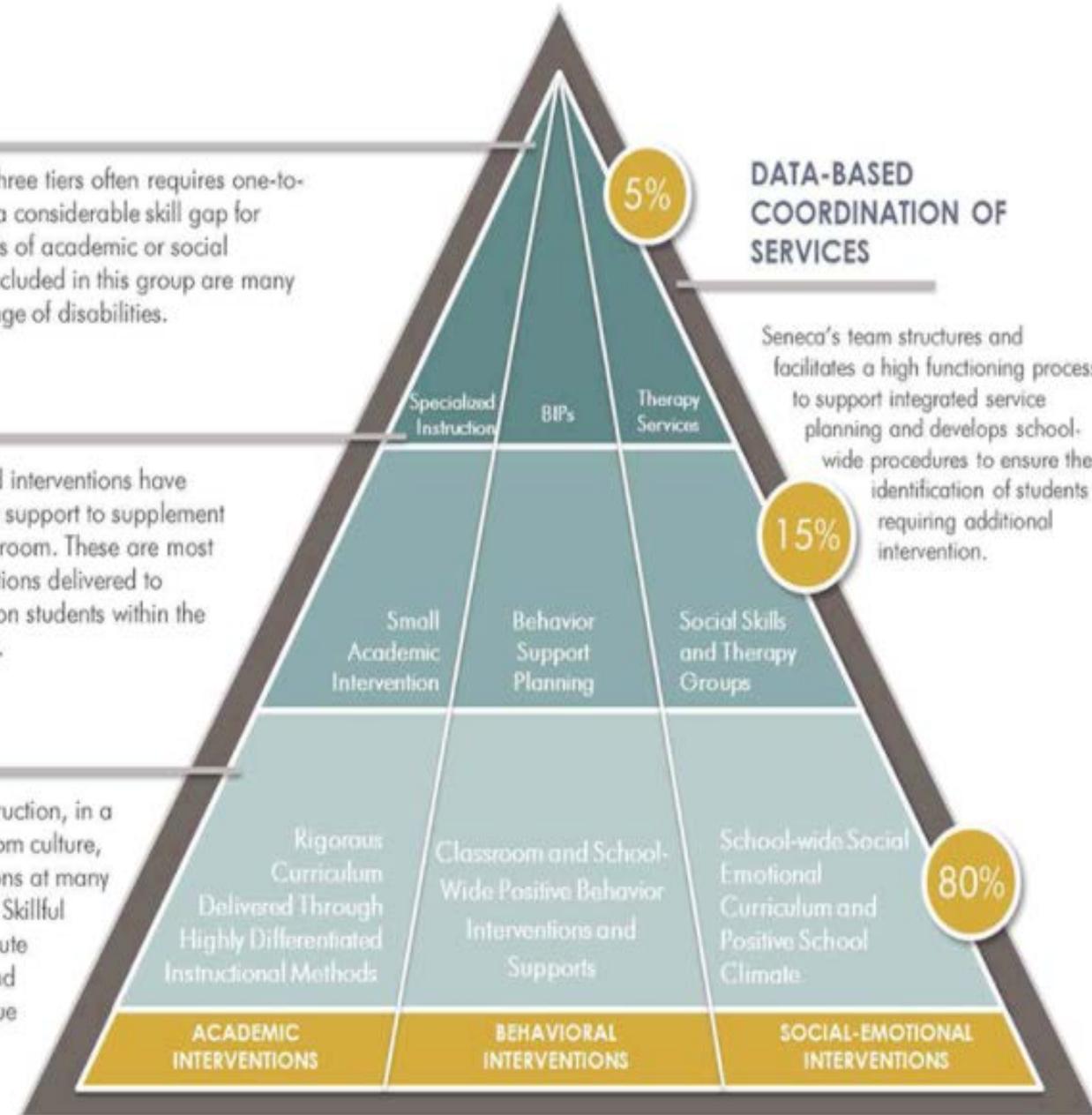
The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

TIER 2 • TARGETED:

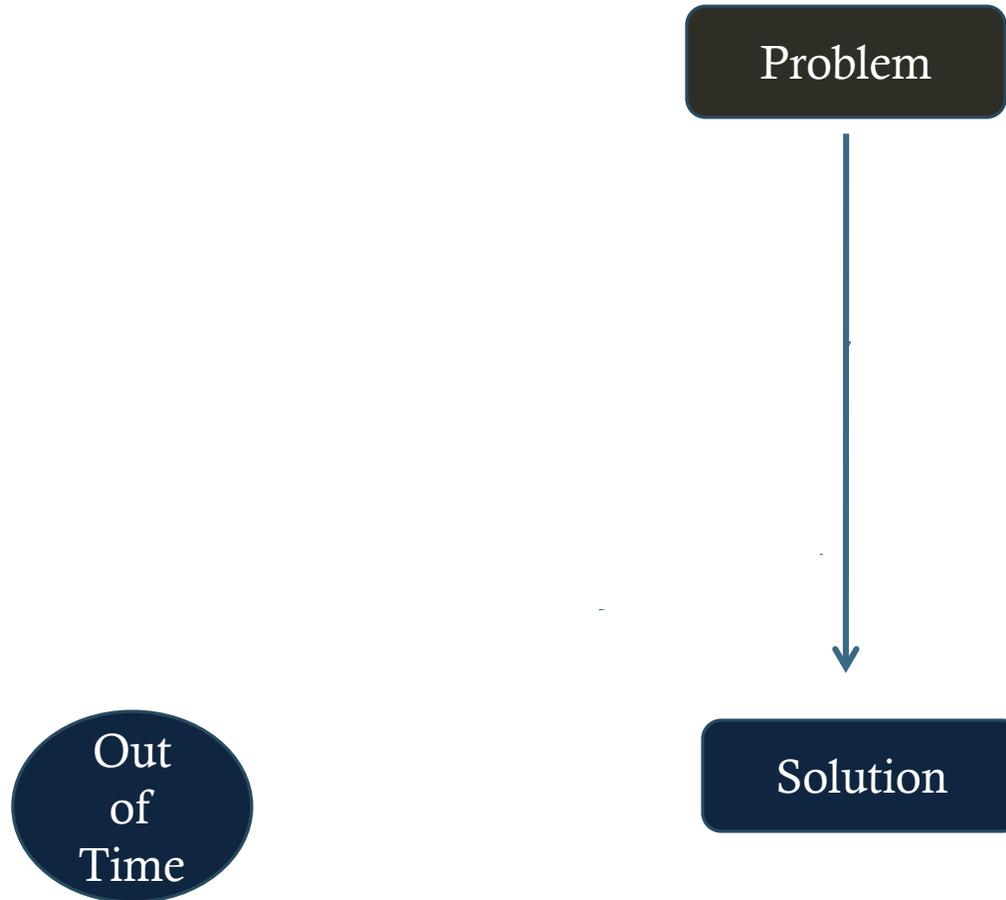
Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

TIER 1 • UNIVERSAL:

As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.



Effective Problem Solving Conversations?



Do you use a **Cycle of Inquiry**?

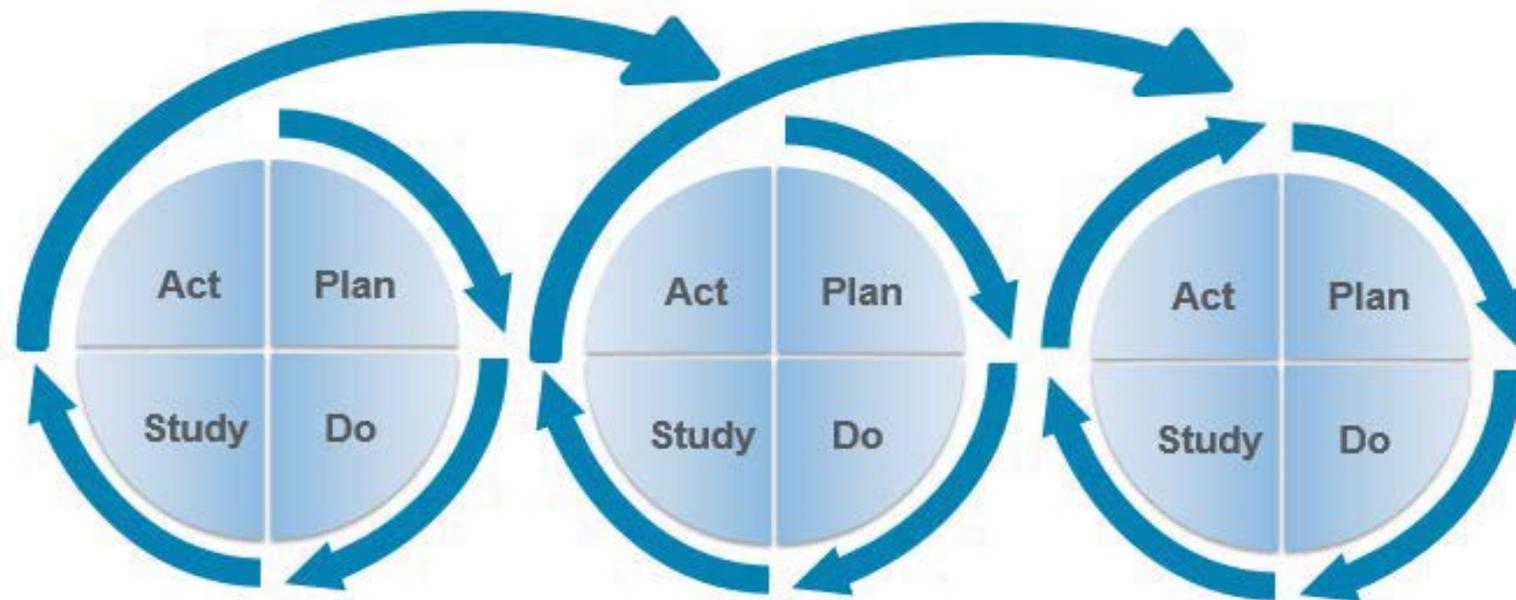


Image used with permission from the National Implementation Research Network.



Building Solution Plans: TIPS Demo School- Example A

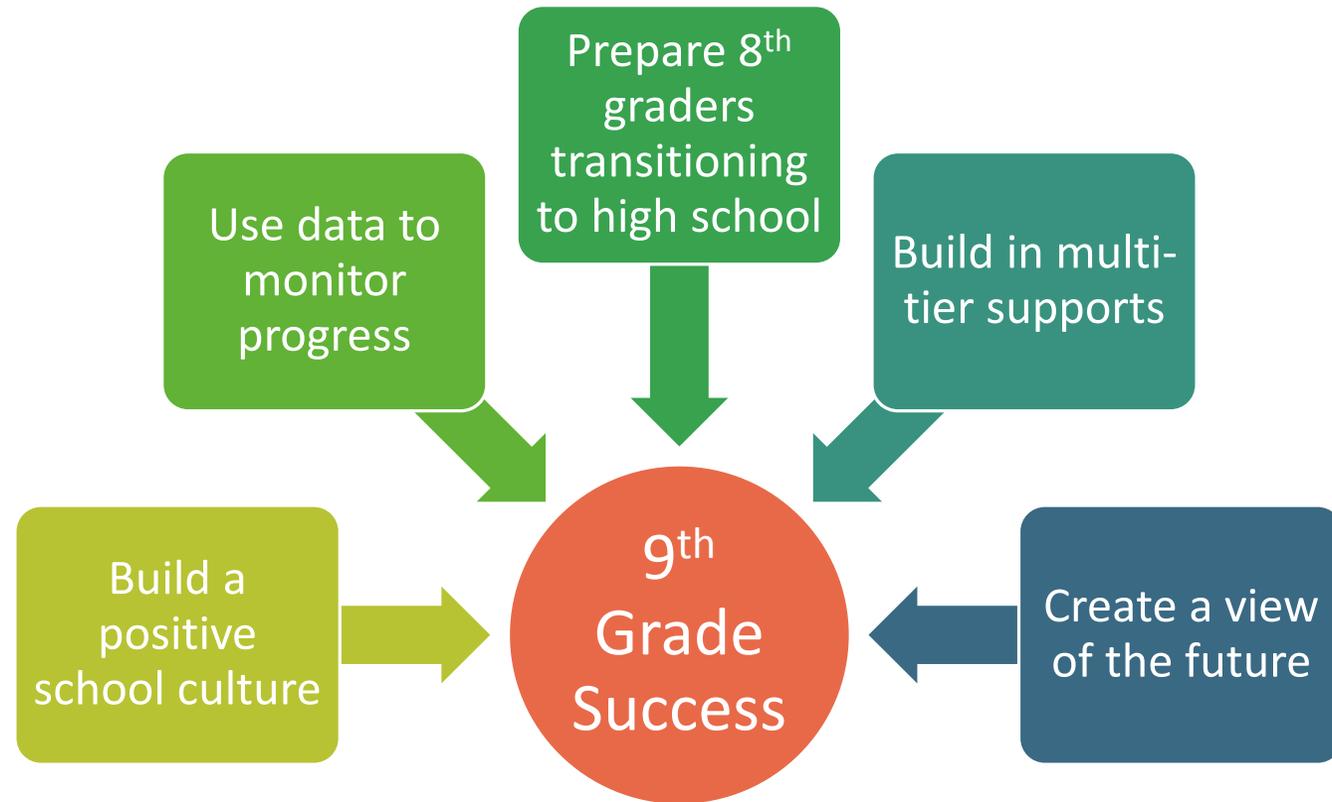
Building Solution Plans: TIPS Demo School- Example A

Goal: Reduce instances so that the reviewed data show a rate of .20 instances per school day or less (i.e., no more than 1 instance every 5 school days) by the date of our April meeting, and to maintain at that level or lower for each successive monthly review for the remainder of the school year.



Element	Solution Idea	Impact	Feasibility
Prevent	Remind students to use transition to classroom routine	MEDIUM	MEDUIM
Teach	Define transition to classroom routine & procedures Teach transition to classroom routine & procedures to staff and students	HIGH	MEDIUM
Reward	Provide specific positive feedback related to respect and use of transition to classroom routine Provide preferred desk activity at end of routine	HIGH	HIGH
Extinguish	Use Stop signal when disrespect is heard or observed	HIGH	MEDIUM
Correct	Use School Defined Process	HIGH	MEDIUM
Safety	No additional safety concerns	HIGH	HIGH

What We Know About Preventing 9th Grade Course Failure



Multi-Tiered Strategies to Prevent 9th Grade Course Failure: An Example from one School District

Tier 3: Individual

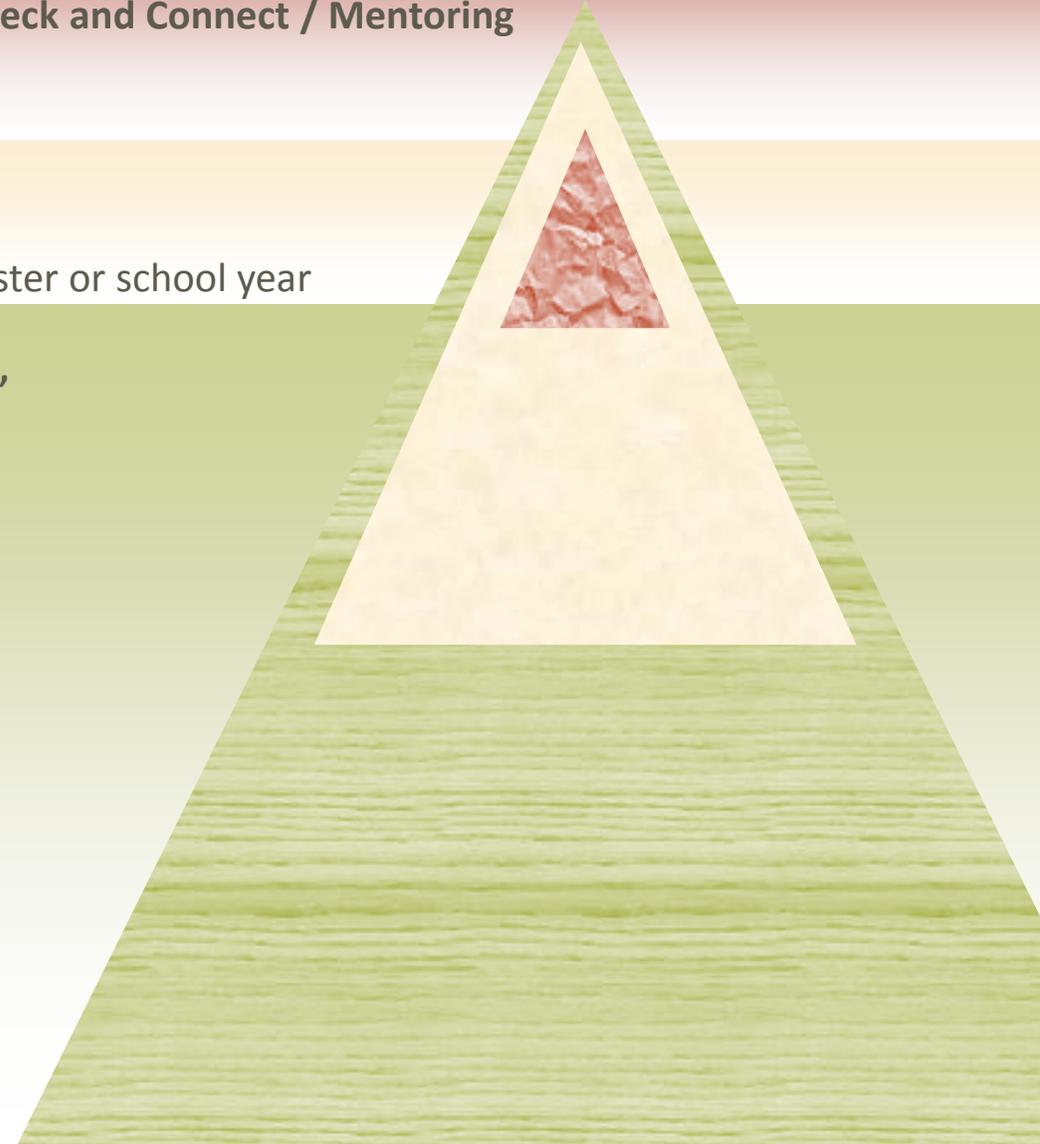
- Unannounced home visits with door hangers for **absentees**
- One on One study time with class teachers whose classes they are struggling in / **Check and Connect / Mentoring**
- **Required Learning Lab**/ study hours to make up for incomplete credit
- Engaging students and families in **wrap-around services**

Tier 2: Group

- Targeted Lunch Study Hall Hours / **Flex Time**
- **Competency Based Credits** and extended grade deadline to 20 days into next semester or school year

Tier 1: Universal

- **Staff shares the attitude “We will not let a single student fail – our will is stronger”**
- **Prepare** for new students in January: identify Tier 2-3 and plan interventions.
 - Counseling staff holds interviews with parents to set up appropriate classes and teachers before school begins, connect to services, test reading
- Team up with the **middle school** to offer reading intervention classes so student is ready before entering high school
- **Freshmen Academy**: separates freshmen from the rest, reinforces study skills
- **Connect** students to the school: Link Crew, Day Long Freshmen Camp where they get to go to classes
- “Inspect what you expect” **Track data** for who’s struggling with attendance, behavior, and coursework each week and get interventions in place right away
- **Standards Based Grading**: missed deadlines don’t mean failing the assignment
- **Strong teachers** who volunteer to focus on Freshmen
- Start with freshmen but **keep support going** for 10-12th grade



Using OSPI Equity Analytics

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Maps & Web sites
K-12 Data & Reports
E-Certification

Washington **2017 Common School Manual** **School Safety Center** **Grants Application and Reporting Center** **eDS**

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Reflecting on shadowing a student. #WYDPMWx
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WA State OSPI Retweeted Neal Morton @nealmorton
Looks like @WASPI also did what it

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K-12 Data and Reports

<< Data and Analytics

9th Grade Course Failure Analytics

Table of Contents | Statewide Summary | District Detail | Gap | Performance | Performance - View Data | Analyze Raw Data | Business rules

Schoolyear: 2018 | District Name: STK18 | Select Subject: 9th Grade (ELA Math or Science) | Select Racial or Program Comparison: Program

Student Group	Number 9th Graders Failing at least 1 Course in Subject	Total District 9th Grade Students	Failure Rate	State Failure Rate
904	1,062	9,736	28.2%	28.2%
Non 904	17,494	76,510	22.3%	22.3%
ELL	1,977	4,628	42.7%	42.7%
Non ELL	14,517	71,882	21.3%	21.2%
Female	7,406	39,814	18.6%	18.6%
Male	11,110	42,068	26.2%	26.2%
Low Income	13,125	37,768	34.8%	34.8%
Non Low Income	5,546	44,935	12.3%	12.3%
Migrants	725	1,812	40.0%	40.0%
Non Migrants	17,789	80,315	22.1%	22.1%
Special Education	3,309	9,636	34.3%	34.3%
Non Special Educat.	15,206	72,522	21.0%	21.0%

- Look at disproportionality in student groups

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Table of Contents | Statewide Summary | District Detail | Gap | Performance | Performance - View Data | Analyze Raw Data | Business rules

Schoolyear: 2018 | Select Subject: 9th Grade (ELA Math or Science)

Subgroup #1 Failure Rate vs Subgroup #2 Failure Rate

Subgroup #1 State Average: 22%
Subgroup #2 State Average: 35%

Legend:
Higher Performing-Larger Gap
Higher Performing-Smaller Gap
Lower Performing-Larger Gap
Lower Performing-Smaller Gap

Filter by District Characteristics:
Total Enrollment: 86 (0.0 - 133.0)
Percent Low Income: 0.0 (0.0 - 100.0)
Percent Special Education: 0.0 (0.0 - 100.0)
Percent ELL: 0.0 (0.0 - 100.0)

Select Specific Districts:
Filter by Districts: (All)
Highlight Specific District: (Highlight District Name)
Click Here to view scatterplot data:

- Find a Mentor



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9th Grade Course Failure Equity Analytics



9th Grade Course Failure Scavenger Hunt Using Tableau

OR

9th Grade Success Self-Assessment Rubric

Scavenger Hunt
 9th Grade Course Failure: www.k12.wa.us/DataAdmin/PerformanceIndicators/9thGrade
 Chronic Absenteeism: www.k12.wa.us/DataAdmin/PerformanceIndicators/ChronicAbsenteeism

- Look at your district compared to other districts. How does your district **compare to the state average**?
 9th Grade Course Failure:
 Chronic Absenteeism:
- Looking at your subgroups, where do you see one of the **biggest disparities**? Is this a **trend** that is improving over the last few years?
 9th Grade Course Failure:
 Chronic Absenteeism:
- Which districts are doing really well in your ESD** based on the data that you might want to learn from? Use the filters. Are some of these **districts more like your district** in terms of the number of enrollment, low-income students, ELL students, or special education students (your peer districts)?
 9th Grade Course Failure:
 Chronic Absenteeism:

	Proactive	Reactive	Passive
1 - OVERARCHING ELEMENTS			
1a. Culture	<ul style="list-style-type: none"> All staff believes that all students can graduate on time prepared for college and careers. This belief is central to the school's vision and is reinforced in staff interactions with students. 	<ul style="list-style-type: none"> Staff identifies high achievers and pushes to provide them with extra supports to help scaffold their matriculation into postsecondary programs. 	<ul style="list-style-type: none"> Staff believes that students' postsecondary opportunities are determined by their earlier educational experiences.
	<ul style="list-style-type: none"> Staff meets students where they are at entry into high school and consistently does what it takes to get them where they need to go to achieve academic success. 	<ul style="list-style-type: none"> Staff anticipates that some students will have difficulty with the standard curriculum, 	<ul style="list-style-type: none"> Staff operates on the assumption that students will arrive ready for high school.
	<ul style="list-style-type: none"> There is a building-wide commitment to, systems in place for using data to know where students are academically from the time they enter, and to assess how they are progressing throughout the year. 	<ul style="list-style-type: none"> When students have problems, staff can review performance data to see which students need help, and to inform appropriate decision making. 	<ul style="list-style-type: none"> Student data are available and accessible by staff.
	<ul style="list-style-type: none"> Staff all are committed to implementing an array of supportive and welcoming actions for ALL incoming ninth graders that last throughout the freshman year. 	<ul style="list-style-type: none"> Staff identifies students who are struggling with the transition to ninth grade and reaches out to them with supports and other welcoming actions. 	<ul style="list-style-type: none"> Staff tries to make the high school a supportive and welcoming place, but has no specific strategies in place.
1b. Resource Allocation	<ul style="list-style-type: none"> Staffing pattern enables students and staff to spend all or almost all their time within one small learning community. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Some staff and students are placed within small learning communities, while others are not.
	<ul style="list-style-type: none"> A system of student supports that is both integrated into the instructional program, and available afterschool, such as tutoring and credit recovery. 	<ul style="list-style-type: none"> A system of student supports, such as tutoring and credit recovery, is available after school. 	<ul style="list-style-type: none"> Some student support services are available, such as afterschool tutoring and credit recovery options.
	<ul style="list-style-type: none"> Regularly scheduled professional development opportunities, are offered on an array of topics to improve instruction and student outcomes. Teachers have guaranteed common planning time that is supported and monitored by school leadership. 	<ul style="list-style-type: none"> Professional development is scheduled in response to issues with instruction and/or student outcomes. 	<ul style="list-style-type: none"> Pre-determined, annually; revisited professional development to improve instruction and student outcomes.

Appendix A: Matrix of key elements in Promising Ninth Grade Transition Strategies

What data do you need access to?



Jot it down...

Identify
your **key**
take-
aways

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3 minutes



Say it out loud...

Share
key
take-
aways
with a
partner

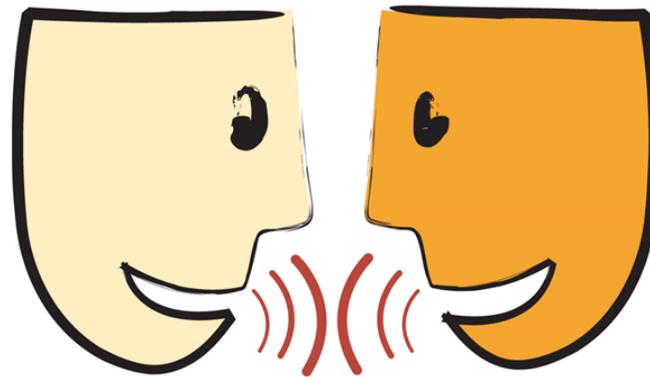


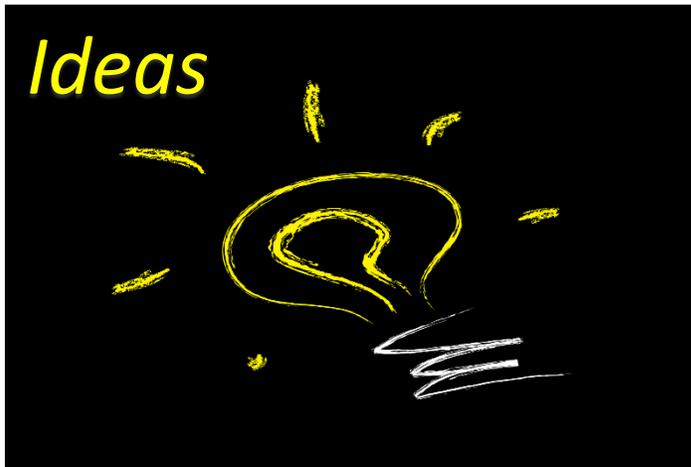
Image from <http://eric01pd2012.wikispaces.com/13.+thinking+and+communicating+with+clarity+and+precision> CC BY-SA

3 minutes



Review Goals for Today

- Overall what is one idea you'll use from today?
- What is one action you'll take as a result?



+



Helpful Resources

9th Grade Success Page

For Rubrics, Leadership Team Workbook, Extended Reflective Questions, Research

• <http://www.k12.wa.us/DataAdmin/PerformanceIndicators/9thGradeFailure/default.aspx>

9th Grade Course Failure Rates - Tableau

• <http://www.k12.wa.us/DataAdmin/PerformanceIndicators/9thGrade.aspx>

Walkthrough Presentation

• <http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx>

OSPI Attendance Webpage

- [Attendance Works](#)
- [Get Schooled Attendance Calculator](#)
- [California Attendance Communications Toolkit](#)
- [Absences Add Up Campaign](#)
- [OSPI Truancy Webpage](#)

OSPI Mental Health Webpages:

- [Mental Health and Schools](#)
- [Project AWARE – Curriculum and Training Opportunities](#)
- [OSPI Substance Abuse Prevention Resources - Life Skills Curriculum Grant Opportunity](#) – proven to reduce anxiety, prevent substance use, improve school climate, and reduce bullying



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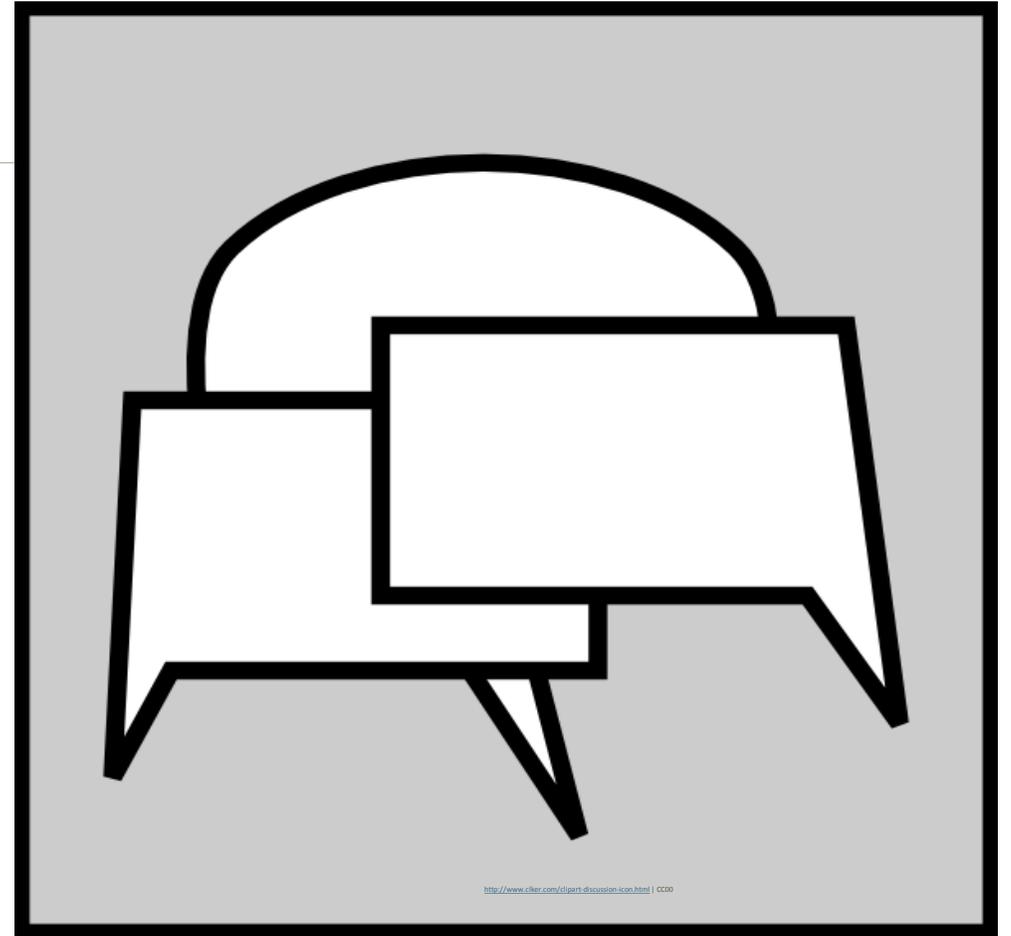
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Survey

Tell us how we're doing:

<http://www.surveygizmo.com/s3/3887996/2017-18-GATE-Webinar-Series-Survey>



Questions?

For 9th Grade:

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Scavenger Hunt

9th Grade Course Failure: www.k12.wa.us/DataAdmin/PerformanceIndicators/9thGrade

Chronic Absenteeism: www.k12.wa.us/DataAdmin/PerformanceIndicators/ChronicAbsenteeism

1. Look at your district compared to other districts. How does your district **compare to the state average**?

9th Grade Course Failure:

Chronic Absenteeism:

2. Looking at your subgroups, where do you see one of the **biggest disparities**? Is this a **trend** that is improving over the last few years?

9th Grade Course Failure:

Chronic Absenteeism:

3. **Which districts are doing really well in your ESD** based on the data that you might want to learn from? Use the filters. Are some of these **districts more like your district** in terms of the number of enrollment, low-income students, ELL students, or special education students (your peer districts)?

9th Grade Course Failure:

Chronic Absenteeism:

4. Imagine you are making an advertisement for your school. Which parts of this data are you **most proud of**? Which parts are you **planning to work on**? Write a couple of **marketing messages** that would resonate with your community.

9th Grade Course Failure:

Chronic Absenteeism:

5. **Who** do you think should see this data? You have **multiple audiences** in your community (district and school staff, parents, students, community members etc.) How will you **share what you are proud of and what you are working on** differently depending on audience? Keep in mind how each group communicates.

Want resources and support?

9th Grade Course Failure: Kefi.Andersen@k12.wa.us

Attendance: Krissy.Johnson@k12.wa.us