



# Support and Accountability to Address School and Student Risk in Washoe County School District

February 28, 2014

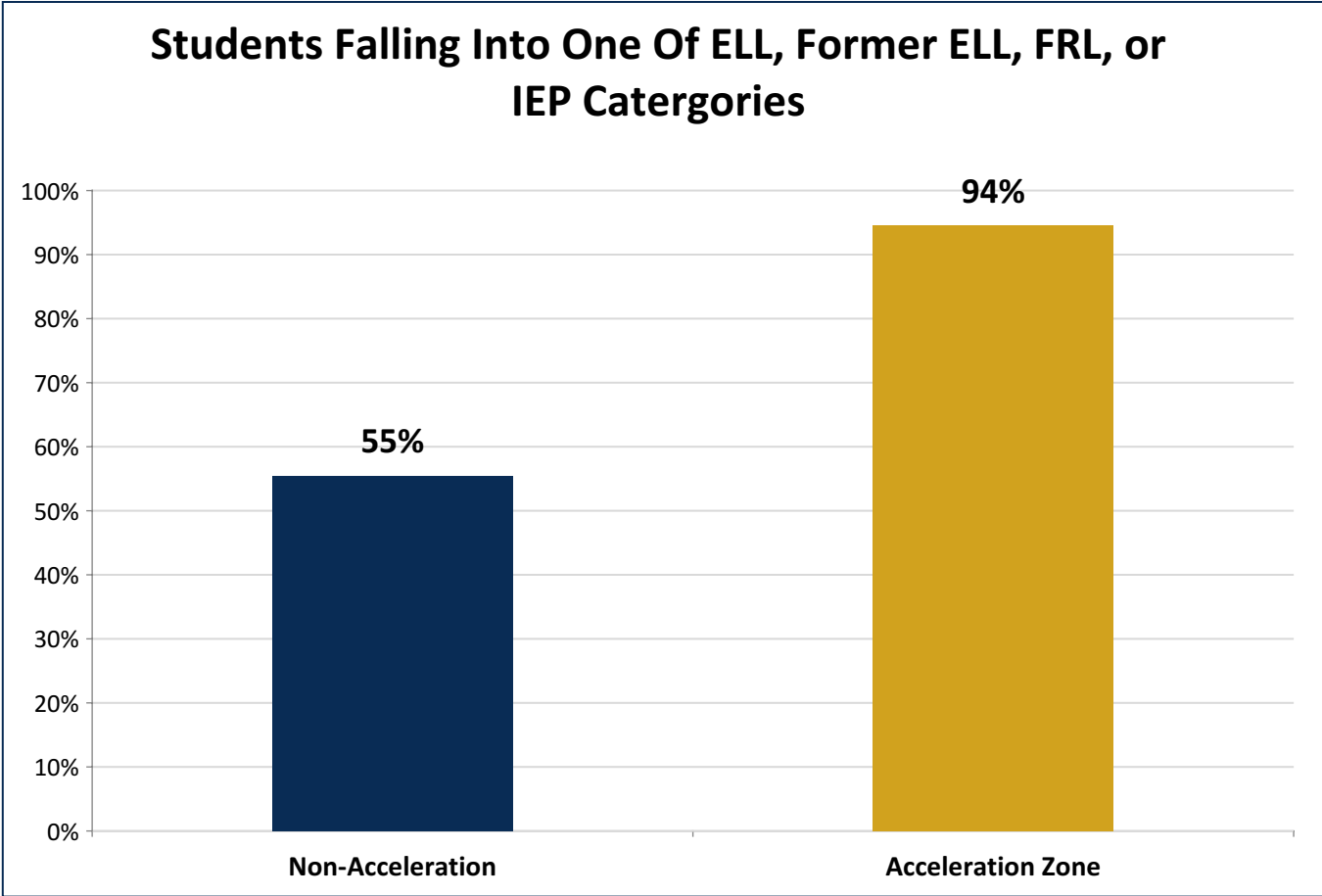


*Washoe County School District*

Every Child, By Name And Face, To Graduation™

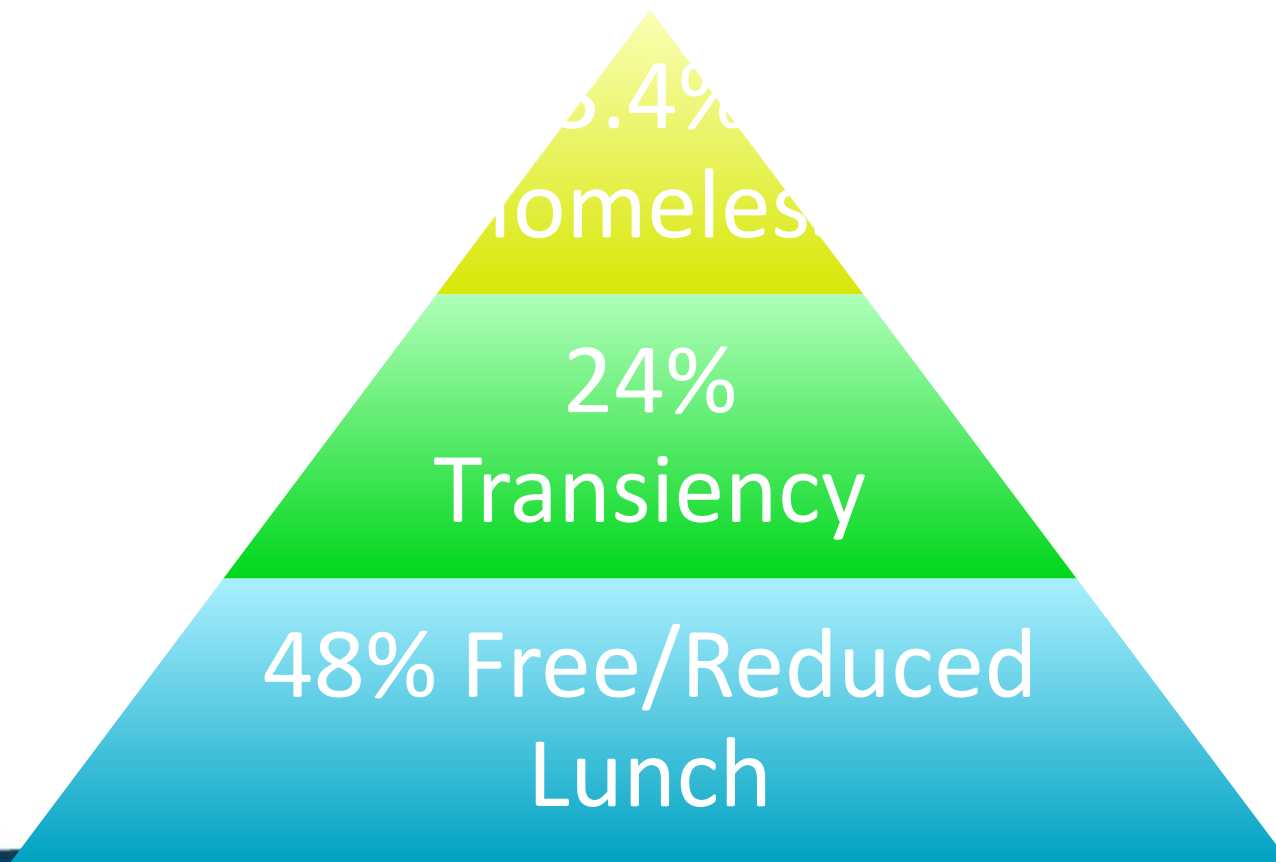


# 59% of WCSD Students are either ELL, IEP, FRL or Former IEP





# WCSD Student Profile





# School Performance Frameworks

NSPF		
	2012	2013
1 Star	0	0
2 Star	9	13
3 Star	40	39
4 Star	20	20
5 Star	20	17

WSCDPF		
	2012	2013
1 Star	1	3
2 Star	14	20
3 Star	35	32
4 Star	25	19
5 Star	14	15

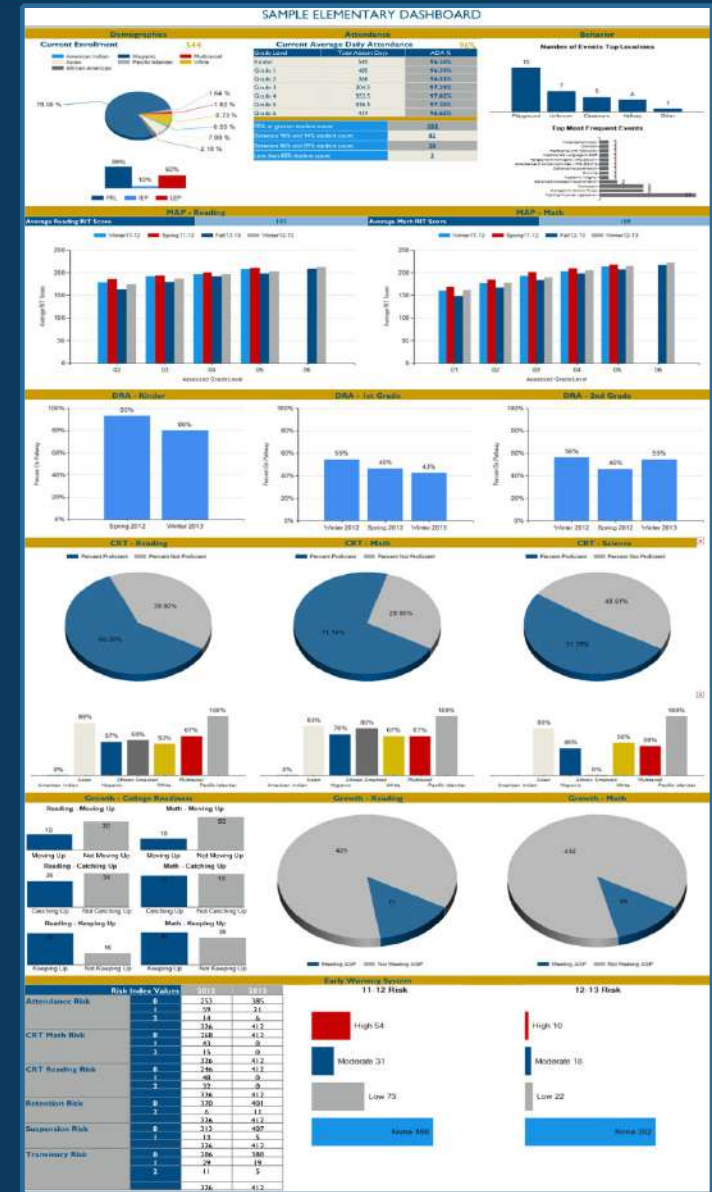


# Accountability As Support

- Moving from AYP label/punitive model.
- Into “Accountability for Support” model
  - The ability to account for strengths and challenges.
  - The ability to target support and resources to schools and populations most in need.
  - The ability to tell a richer “data story” for each school.



# WCSD Data Tools

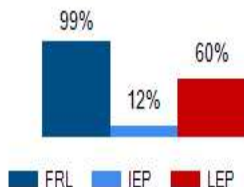
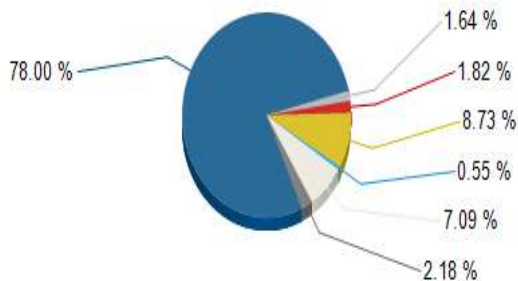


# Dashboard Elements

## Demographics

### Current Enrollment

544



## Attendance

### Current Average Daily Attendance

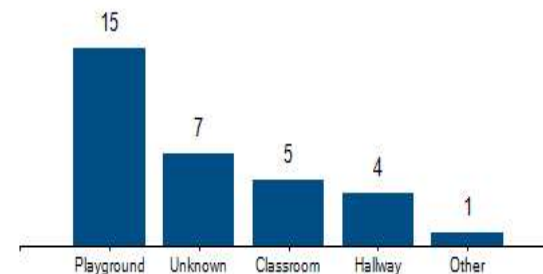
96%

Grade Level	Total Absent Days	ADA %
Kinder	545	96.24%
Grade 1	485	96.39%
Grade 2	368	96.53%
Grade 3	304.5	97.39%
Grade 4	353.5	97.02%
Grade 5	336.5	97.20%
Grade 6	419	96.65%

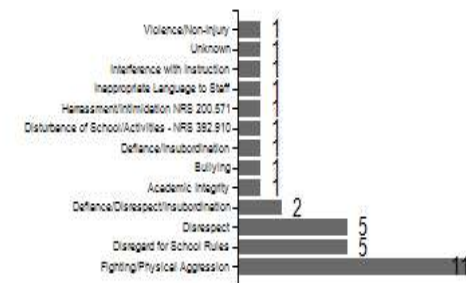
95% or greater student count	383
Between 90% and 94% student count	82
Between 80% and 89% student count	28
Less than 80% student count	3

## Behavior

### Number of Events Top Locations

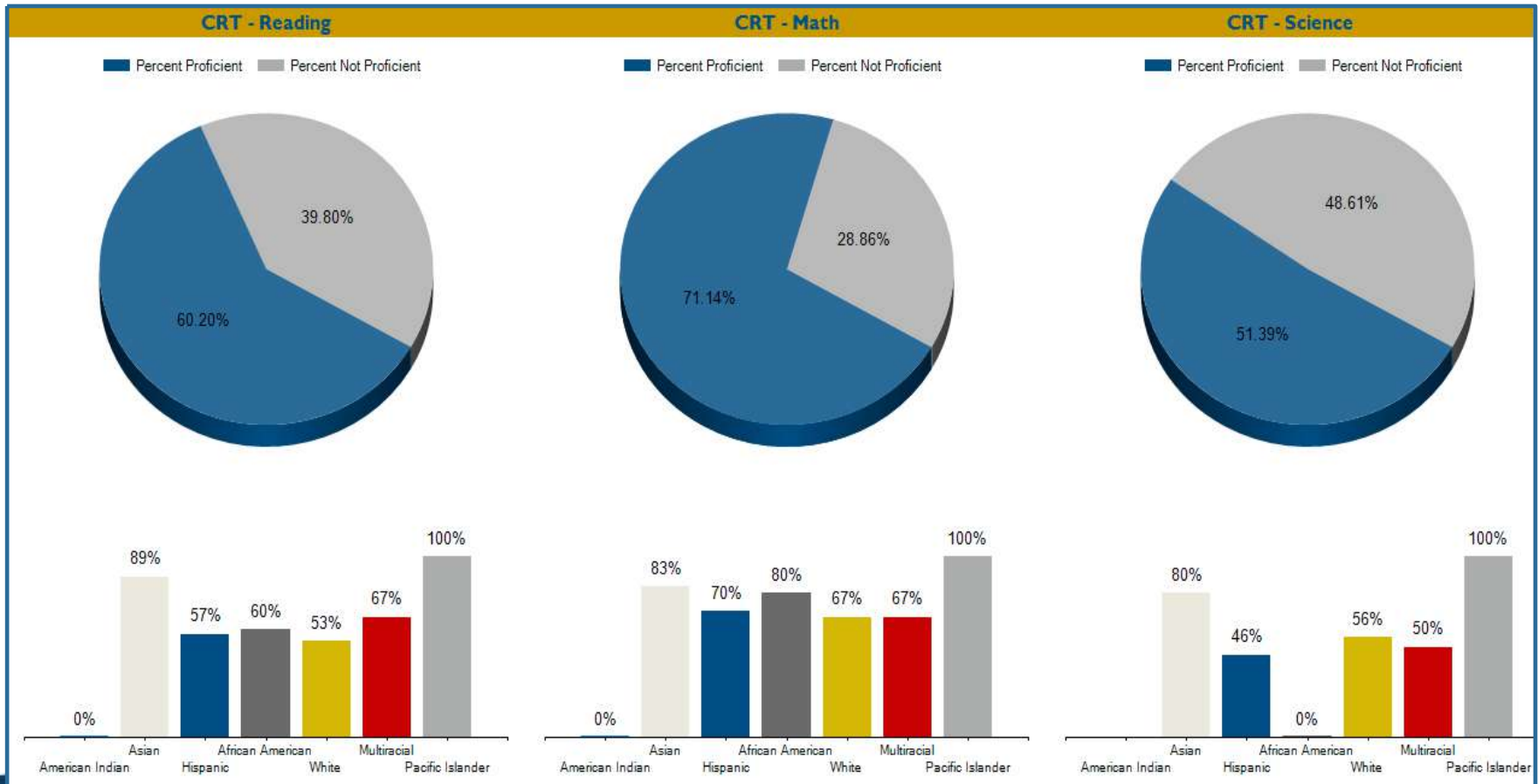


### Top Most Frequent Events





# Dashboard Elements







# Graduation On-Track Monitoring

**Graduation Potential Report**

You can begin with an overall look at the district. All grades or any selected grades.

Or you can begin with a look by school or by zone. All grades or any selected grades.

Clicking "on-track" or "off-track" portions of the graph will bring you to detailed analysis of different types/severity of on/off track.

**Graduation Potential**

Reporting School Year: Reporting Semester: Reporting Grades: Total Students: 4,321

% Students On Track (estimated): 57%    % Students Off Track (estimated): 43%

**Track Status by District**

**Track Status by School**

School	On Track	Off Track
ACADemy OF ARTS, CAREER, & TECH	68%	32%
DAVIDSON HIGH SCHOOL	43%	57%
EMERALD CREEK HIGH SCHOOL	43%	57%
GRANITE HIGH SCHOOL	47%	53%
INDEPENDENT HIGH SCHOOL	47%	53%
NORTH VALLEY HIGH SCHOOL	22%	78%
PROCTOR HIGH SCHOOL	22%	78%
RENEE HIGH SCHOOL	49%	51%
ROBERT WOODRUFF HIGH SCHOOL	49%	51%
EMERY SPRINGS HIGH SCHOOL	21%	79%
SPARKS HIGH SCHOOL	21%	79%
TRACY HIGH SCHOOL	33%	67%
WARHOLE INNOVATION HIGH SCHOOL	33%	67%
WADSWORTH HIGH SCHOOL	34%	66%
WINDY HILLS HIGH SCHOOL	34%	66%

**Graduation Potential**

Reporting School Year: Reporting Semester: Reporting Grades: Total Students: 4,321

% Students On Track (estimated): 57%    % Students Off Track (estimated): 43%

**Track Status by District**

**Track Status by School**

**Student by Student "Potential" Lists**

names listed here (hidden now)

Click on student id to bring up Grad Profile page

**On Track: Potential for Honors Diploma**

Credits Earned - Number required (#All Diploma types) or (Standard<sup>2</sup>, Gateway<sup>2</sup>, Advanced<sup>2</sup>, Honors<sup>2</sup>)

PE HS/ROTC (2)	SCIENCE (3)	COMPUTER LITERACY (0.5)	U S HISTORY (1)	HEALTH (0.5)	AMERICAN GOV (1)
1.5	2.5	0.5	1.0	0.5	0.0

ENGLISH (4)	ART/HUM/CTE (1)	ELECTIVES (5-6.5, G-4.5, A-7, H-4)	MATHEMATICS (4)	WORLD HISTORY (1)	FOREIGN LANGUAGE (H-2)
2.5	5.0	1.3	4.0	0.5	1.0

Click [here](#) to view all passed courses by name

Credits Earned	Credits Needed
20.25	Standard/Gateway: 2.25 Advanced/Honors: 3.75

GPA	Weighted GPA
3.3514	3.7264

**HSPE Status:**

Math HSPE	Reading HSPE	Writing HSPE	Science HSPE	Math HSPE	Reading HSPE
Pass = 242	Pass = 300	Pass = 7	Pass = 300	Passed	Passed
363	371	7.5	321	Writing HSPE	Science HSPE
				Passed	Passed

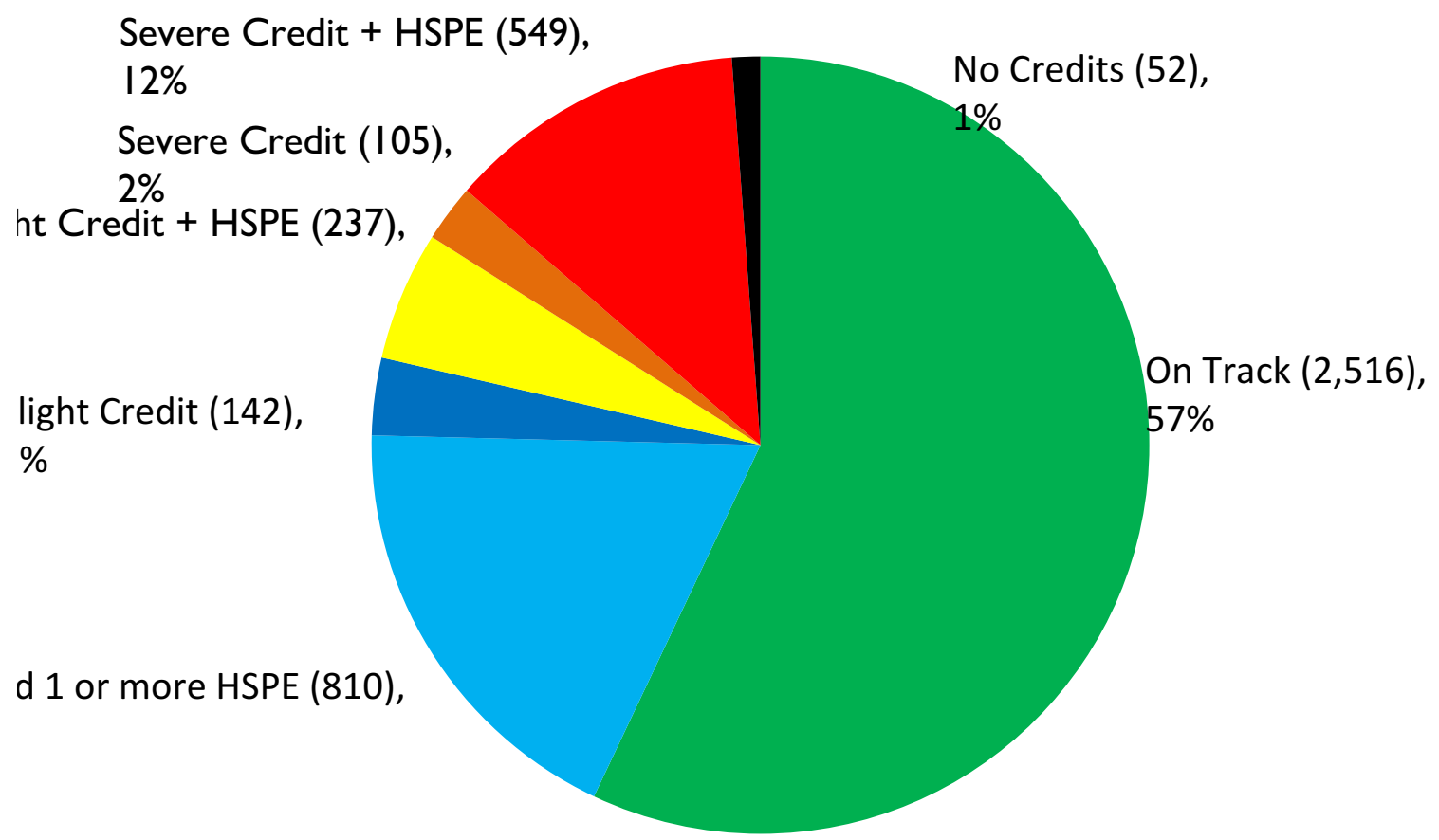
**For Advanced and Honors diploma:**

3 of 4 Math credits must be Algebra 1-2 and above  
24 total credits

Mathematics	Science
ALG 2 S1 (H)	AP CHEMISTRY
0.5 A	0.5 C
CBE ALGEBRA 1 S1	BIOLOGY 1 (H)
0.5 S	0.5 B
CBE ALGEBRA 1 S2	BIOLOGY 2 (H)
0.5 S	0.5 B
GEOMETRY 1	CHEMISTRY 1 (H)
0.5 A	0.5 A
GEOMETRY 2	<b>Total Credits</b>
0.5 A	<b>2.0</b>
OLA ALG 2 S2	
0.5 C	
PRE-CALCULUS (H)	
0.5 C	
TRIGONOMETRY (H)	
0.5 B	
<b>Total Credits</b>	<b>4.0</b>



# Entering Status of Class of 2014 12th Grade Students (N=4411)





# Student Profile Page



SAMPLE STUDENT																																				
MIDDLE SCHOOL																																				
Student Number	XXXXXXX	IEP	No	IEP - Last 2 Years	No	<table border="1"> <thead> <tr> <th colspan="3">Early Warning System</th> </tr> <tr> <th></th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>-</td> <td>-</td> </tr> <tr> <td>CRT Math</td> <td>-</td> <td>-</td> </tr> <tr> <td>CRT Reading</td> <td>1</td> <td>-</td> </tr> <tr> <td>Retention</td> <td>-</td> <td>-</td> </tr> <tr> <td>Suspension</td> <td>-</td> <td>-</td> </tr> <tr> <td>Transiency</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Early Warning System				2012	2013	Attendance	-	-	CRT Math	-	-	CRT Reading	1	-	Retention	-	-	Suspension	-	-	Transiency	-	-						
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CRT Reading	1	-																																		
Retention	-	-																																		
Suspension	-	-																																		
Transiency	-	-																																		
Gender	Female	504	No	504 - Last 2 Years	No																															
Grade	08	ELL	No	ELL - Last 2 Years	No																															
DOB	6/16/1998	MTSS	No	MTSS - Last 2 Years	No																															
Gifted	No	Phone	(775) 789-3456																																	
Address	123 Main St. Reno, NV 89502				2012	Risk Category																														
					2013	Low Risk																														
						No Risk																														
<p>MAP Results <a href="#">Click here to see all MAP detail</a></p> <table border="1"> <thead> <tr> <th>Reading</th> <th>RIT Score</th> <th>Percentile</th> </tr> </thead> <tbody> <tr> <td>Winter 11-12</td> <td>207</td> <td>21</td> </tr> <tr> <td>Spring 11-12</td> <td>211</td> <td>27</td> </tr> <tr> <td>Fall 12-13</td> <td>222</td> <td>57</td> </tr> <tr> <td>Winter 12-13</td> <td>216</td> <td>36</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Math</th> <th>RIT Score</th> <th>Percentile</th> </tr> </thead> <tbody> <tr> <td>Winter 11-12</td> <td>208</td> <td>12</td> </tr> <tr> <td>Spring 11-12</td> <td>219</td> <td>26</td> </tr> <tr> <td>Fall 12-13</td> <td>204</td> <td>6</td> </tr> <tr> <td>Winter 12-13</td> <td>204</td> <td>5</td> </tr> </tbody> </table>							Reading	RIT Score	Percentile	Winter 11-12	207	21	Spring 11-12	211	27	Fall 12-13	222	57	Winter 12-13	216	36	Math	RIT Score	Percentile	Winter 11-12	208	12	Spring 11-12	219	26	Fall 12-13	204	6	Winter 12-13	204	5
Reading	RIT Score	Percentile																																		
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<p>Growth (SY 2012)</p> <table border="1"> <thead> <tr> <th colspan="3">Reading</th> <th colspan="3">Math</th> </tr> <tr> <th>Growth Percentile</th> <th>Adequate Growth</th> <th>Move Up</th> <th>Growth Percentile</th> <th>Adequate Growth</th> <th>Move Up</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>not catching up to proficiency</td> <td>--</td> <td>95</td> <td>Catching up to proficiency</td> <td>--</td> </tr> </tbody> </table>							Reading			Math			Growth Percentile	Adequate Growth	Move Up	Growth Percentile	Adequate Growth	Move Up	16	not catching up to proficiency	--	95	Catching up to proficiency	--												
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Term 1 (12-13)		Term 2 (12-13)		Term 3 (12-13)		Attendance																														
Course Name	Mark	Course Name	Mark	Course Name	Mark	Whole Day	Half Day																													
ADV ORCHESTRA	A	CONCERT BAND	B	ADV ORCHESTRA	A	1	0																													
ELA 8	C	ELA 8	B	ART	D																															
ENRICH / INTERV 8	C	ENRICH / INTERV 8	B	ELA 8	C																															
MATH 8	F	MATH 8	C	ENRICH / INTERV 8	B																															
PHY SCIEN 8	C	PHY SCIEN 8	C	MATH 8	C																															
SOC STUDIES 8	F	SOC STUDIES 8	D	PHY SCIEN 8	B																															
SPANISH 2	D	SPANISH 2	D	SOC STUDIES 8	F																															
						MS Algebra																														
						Algebra Taken																														
						No																														



# School and District Profiles



# WCSD Framework Profiles

		Beasley Elementary School		2012-2013 School Year																									
<b>Performance Summary</b>																													
Overall Points Earned		80		4 out of 5 Stars 																									
Points Possible		100		This school earned 3 stars but was capped at 4 stars by State rating																									
<b>Proficiency</b>			<b>Engagement</b>																										
<table border="1"> <thead> <tr> <th>Proficiency</th> <th>Reduction in Non-Proficient</th> <th>Points Earned</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>77%</td> <td>8</td> <td>10</td> </tr> <tr> <td>Math</td> <td>79%</td> <td>7</td> <td>10</td> </tr> <tr> <td>Science</td> <td>85%</td> <td>8</td> <td>8</td> </tr> </tbody> </table>			Proficiency	Reduction in Non-Proficient	Points Earned	Points Possible	Reading	77%	8	10	Math	79%	7	10	Science	85%	8	8	<table border="1"> <thead> <tr> <th>Student Engagement</th> <th>% Agreement on Student Engagement Items on Student Climate Survey</th> <th>Points Earned</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td></td> <td>75.3%</td> <td>4</td> <td>5</td> </tr> </tbody> </table>			Student Engagement	% Agreement on Student Engagement Items on Student Climate Survey	Points Earned	Points Possible		75.3%	4	5
Proficiency	Reduction in Non-Proficient	Points Earned	Points Possible																										
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<b>Growth</b>			<b>Family Engagement</b>																										
<table border="1"> <thead> <tr> <th>Student Growth Percentile</th> <th>Points Earned</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60</td> <td>7</td> </tr> <tr> <td>Math</td> <td>65</td> <td>7</td> </tr> </tbody> </table>			Student Growth Percentile	Points Earned	Points Possible	Reading	60	7	Math	65	7	<table border="1"> <thead> <tr> <th>Rubric Points Awarded for Family Engagement Plan</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>4.2</td> <td>5</td> </tr> </tbody> </table>			Rubric Points Awarded for Family Engagement Plan	Points Possible	4.2	5											
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<b>Achievement GAP</b>																													
Race/Ethnicity and Special Program Achievement GAP Groups: Points will be derived by averaging points from each Ethnicity/Special Program (for a total of 4 points for Race/Ethnicity and 4 points for Special Programs)																													
<b>PROFICIENCY</b>	<b>Reading</b>					<b>Math</b>																							
	District %	% Proficient	GAP	Points Earned	Points Possible	Total Average	District %	% Proficient	GAP	Points Earned	Points Possible	Total Average																	
American Indian	-	-	-	-	-	-	-	-	-	-	-	-																	
Hispanic	70%	70%	0%	4	4	4.00	73%	67%	6%	3	4	3.00																	
African American	-	-	-	-	-	-	-	-	-	-	-	-																	
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-																	
FRL	70%	58%	12%	2	4	0.67	73%	64%	9%	3	4	1.33																	
IEP	-	23%	47%	0	4	-	-	30%	43%	0	4	-																	
LEP	-	33%	37%	0	4	-	-	52%	21%	1	4	-																	
Race/Ethnicity and Special Program Achievement GAP Groups: Points will be derived by averaging points from each Ethnicity/Special Program (for a total of 3 points for Race/Ethnicity and 3 points for Special Programs)																													
<b>Growth</b>	<b>Reading</b>				<b>Math</b>																								
	Median SGP	Points Earned	Points Possible	Total Average	Median SGP	Points Earned	Points Possible	Total Average																					
American Indian	-	-	-	-	-	-	-	-																					
Hispanic	59	3	3	3.00	60	3	3	3.00																					
African American	-	-	-	-	-	-	-	-																					
Pacific Islander	-	-	-	-	-	-	-	-																					
FRL	54	2	3	1.00	60	3	3	3.00																					
IEP	27	0	3	-	61	3	3	-																					
LEP	43	1	3	-	65	3	3	-																					

\* Reduction in non-proficient calculations in math used non-transient cut stars for 2012 and 2013 non-proficient calculations.

\*\* All schools received 2 bonus points to accommodate statistical noise stemming from the addition of CCSS Add test and CCSS replacement items in the 2013 CRT.



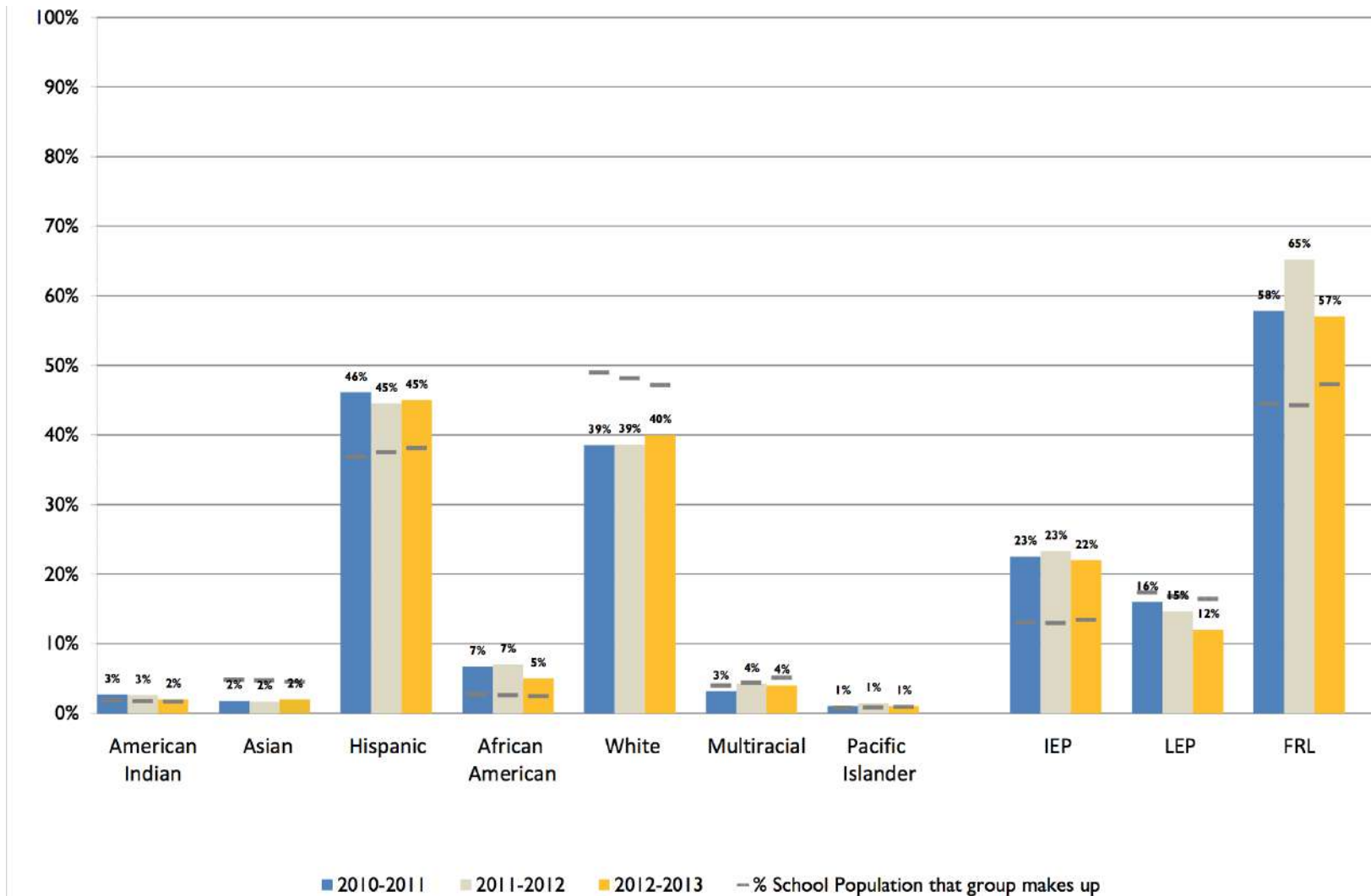
# AP Potential Identification

## Honors and Advanced Placement Identification Tool (HAPIT)

First Name	BirthDate	Grade 2011-2012	Ethnicity	IEP	LEP	FRL	Took 8th Grade Algebra	Took Honors Course	AP Course Taken	Enrolled in AP Now	GPA	Weighted GPA	Credits Earned	Credits Attempted	ART HISTORY	HUMAN GEOGRAPHY	ENGLISH LANGUAGE	COMPARATIVE GOVERNMENT & POLITICS	BIOLOGY
SHOLAS	2/27/96	9	C					X		X	2.5833	2.6833	6	6	Y		Y	Y	Y
STIN	5/22/96	9	C			X					1.9	1.9	6	6					
MTRU	7/17/96	9	C								1.0909	1.0909	4	4					
CY	2/2/96	9	C				X	X			3.4167	3.5667	8	8	Y	Y	Y		
RHO	4/23/96	9	H								2.8	2.8	7	7					
IES	8/18/95	9	A					X			3.3846	3.5346	7	7					
DC	10/30/95	9	C					X			2.4545	2.5545	7	8	Y		Y		
IAH	1/15/97	9	C				X												
RCY	12/10/96	10	H					X			3.5833	3.6333	6.5	6.5	Y		Y		
ELSEA	7/28/96	10	A								1.75	1.75	4	4					
EB	1/20/96	10	A				X	X			3.4615	3.6615	9	9	Y	Y	Y		
METRIO ANTON	8/17/96	10	A								3.4167	3.4167	6	6					
RISTOPHER	1/31/96	10	A								3.25	3.25	8.5	8.5	Y				
NESS	8/14/96	10	H			X					4	4	6	6					
HUA	1/8/96	10	P								2.2308	2.2308	6.5	7					
VICE	3/11/96	10	B				X	X		X	3.5714	3.7214	10	10	Y	Y	Y	Y	Y
EPH	5/15/96	10	C				X	X			2.8571	3.0571	8	8	Y	Y		Y	Y
ANCE	7/11/96	10	C								2.5833	2.5833	3.5	6					
ELEY	4/5/96	10	C								2.1	2.1	6	6					
JSTON	10/19/95	10	M								1.5	1.5	5	6		Y			
RISTOPHER	2/9/96	10	C								2.6667	2.6667	6	6	Y	Y		Y	Y
ISTA	1/13/96	10	C								3.2727	3.2727	6	7					
PANNAH	8/1/96	10	H	X							2.25	2.25	5	6					
LLIN	3/6/96	10	C		X		X	X			4	4.15	8	8	Y	Y	Y	Y	Y
IA	5/23/96	10	C							X	3.9167	4.0667	7	7	Y	Y	Y		
NE	9/13/96	10	P								3.0909	3.0909	7	7					
ITLYN	8/28/96	10	C					X			3.6667	3.7167	8.5	8.5	Y	Y	Y		
NESS	8/12/96	10	P			X					2.3333	2.3333	6	6					
FLA	8/26/95	10	C								3.75	3.75	7	7					
IA	7/14/95	10	C				X				3.7143	3.7143	5	5					
MINE	6/18/95	10	H			X					0.7	0.7	3.5	6					
ER	10/4/95	10	C								2.9167	2.9167	6.5	6.5					
TTHEW	2/13/96	10	H								3.2857	3.2857	8	8					
BREEN	10/6/96	10	A				X	X		X	4	4.2	9.5	9.5	Y	Y	Y		
JATHON	7/5/96	10	H								2.1	2.1	6	6					
SSIDY	3/16/96	10	C								3.3077	3.3077	7.5	7.5	Y	Y			
FTNY	7/20/95	10	H								2.1667	2.1667	6	6					
VJOT	12/25/95	10	A			X					3.3333	3.3333	6	6					
INDON	1/22/96	10	M								2.1818	2.1818	6.5	6.5					
JAE	9/20/96	10	H				X	X		X	3.0714	3.2714	8	8	Y	Y	Y		
JVOR	9/14/95	10	C				X	X			3	3.05	6	6					
DEN	3/31/96	10	C					X			2.3846	2.5346	6.5	6.5	Y				
SHOLAS	5/10/96	10	C								2.9375	2.9375	8	8	Y				
SHOLAS	10/19/95	10	C								2.4615	2.4615	6.5	6.5	Y				

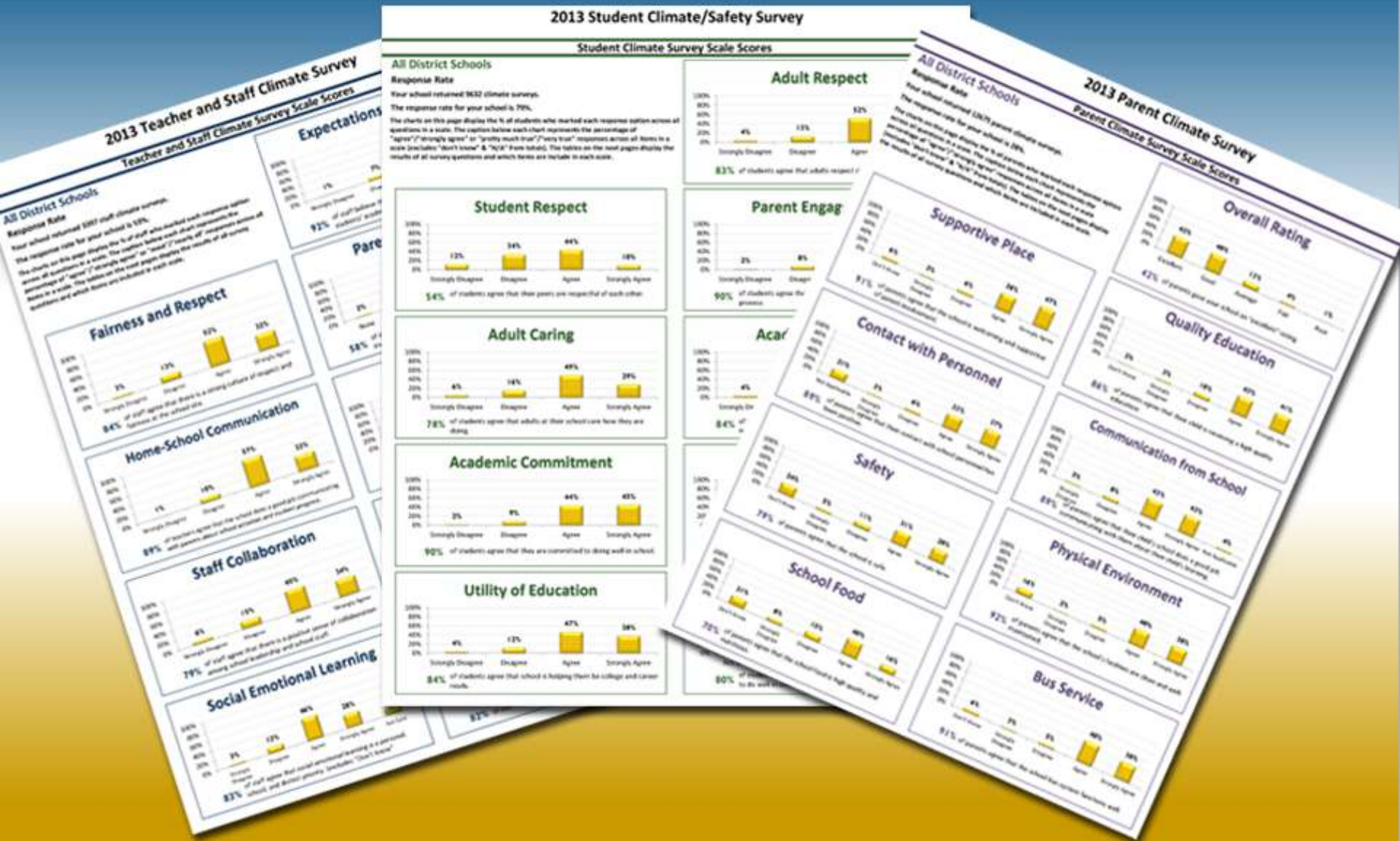


# Proportionality in Accessing The Pathway to Graduation



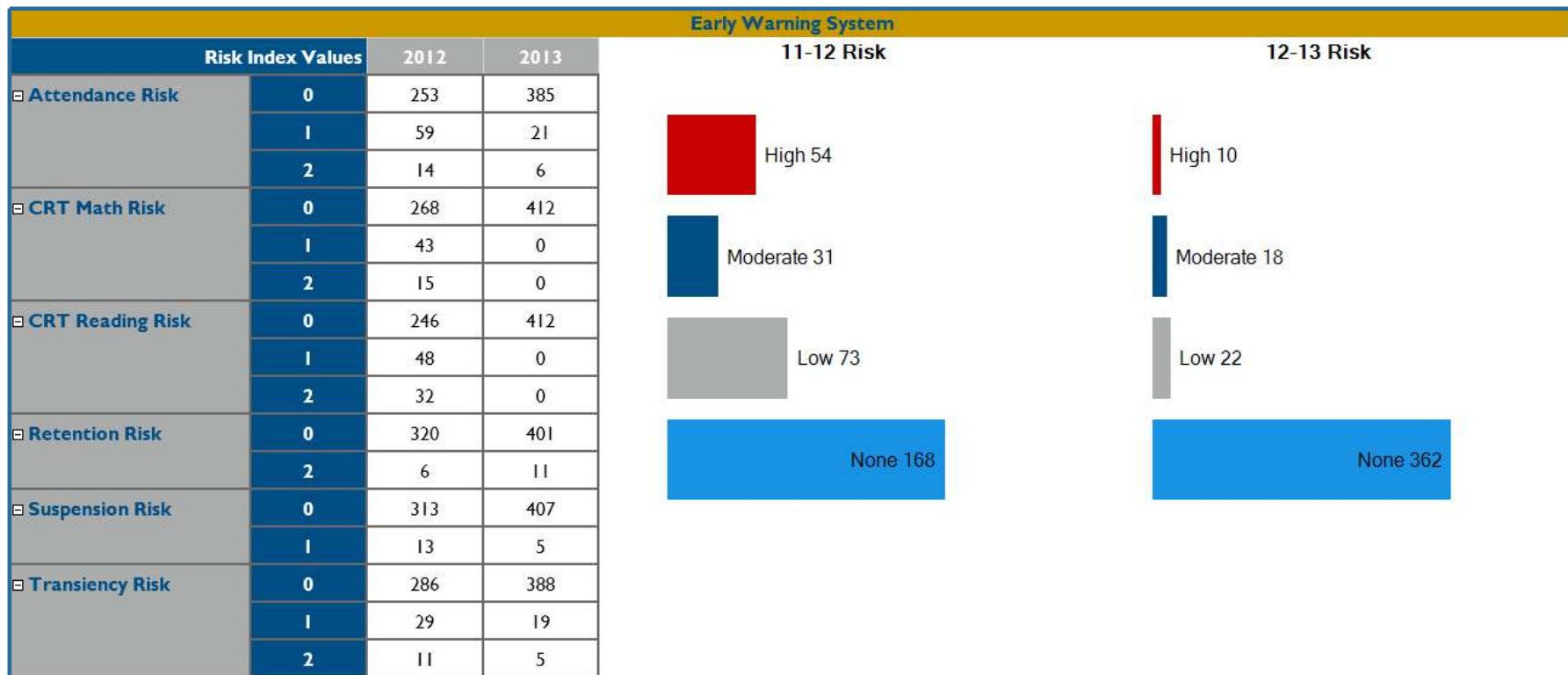


# School Climate Surveys





# Early Warning System





# Early Warning System

- WCSD has combined local and national research on factors that predict which students will, absent intervention and support, struggle and ultimately drop out of school.
- Analysis of multiple variables that *push* and *pull* kids from school.
- The results of the analyses identified a series of risk factors that prevent students from successfully completing their education.



# Early Warning System

Index predicts negative academic outcomes based on prior year of:

Retention

Transiency

**+** Attendance

Suspension

CRT or HSPE

Credit Attainment

**TOTAL RISK SCORE**

0 = **No Risk**

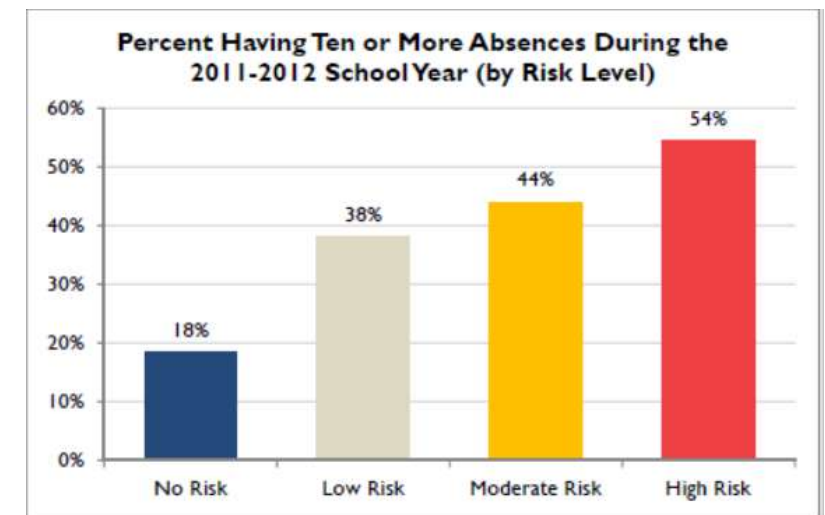
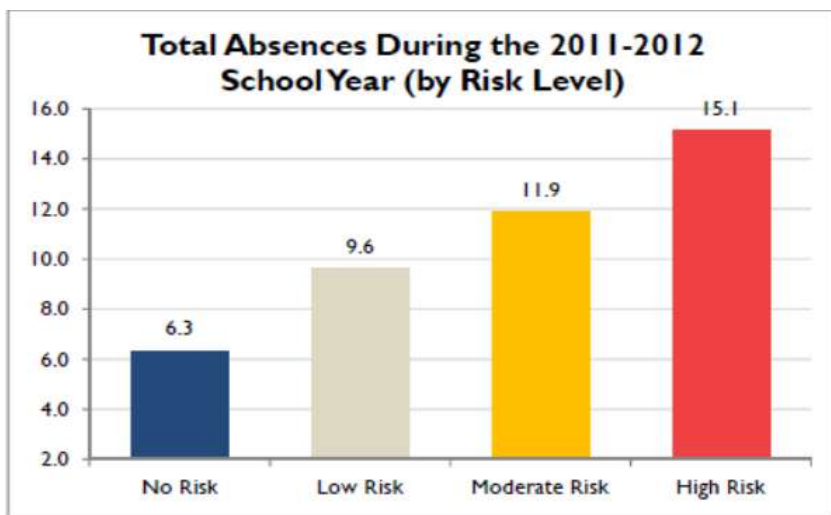
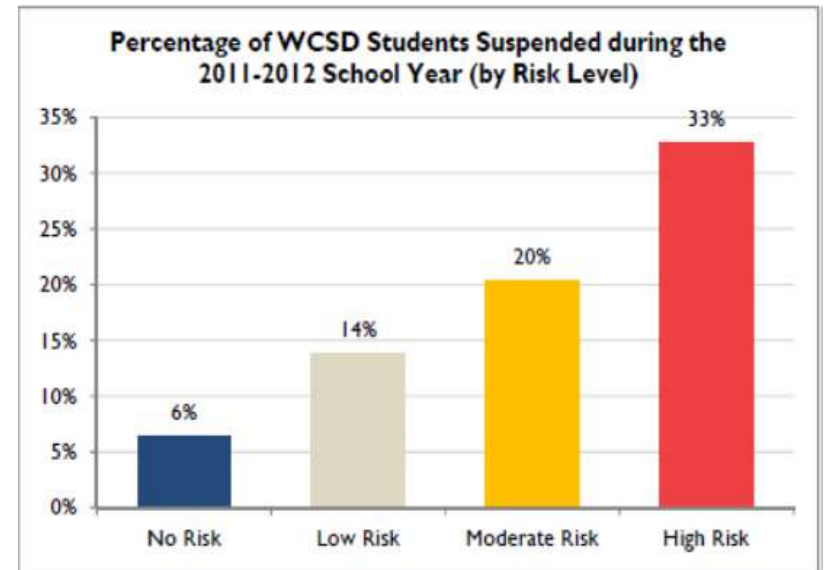
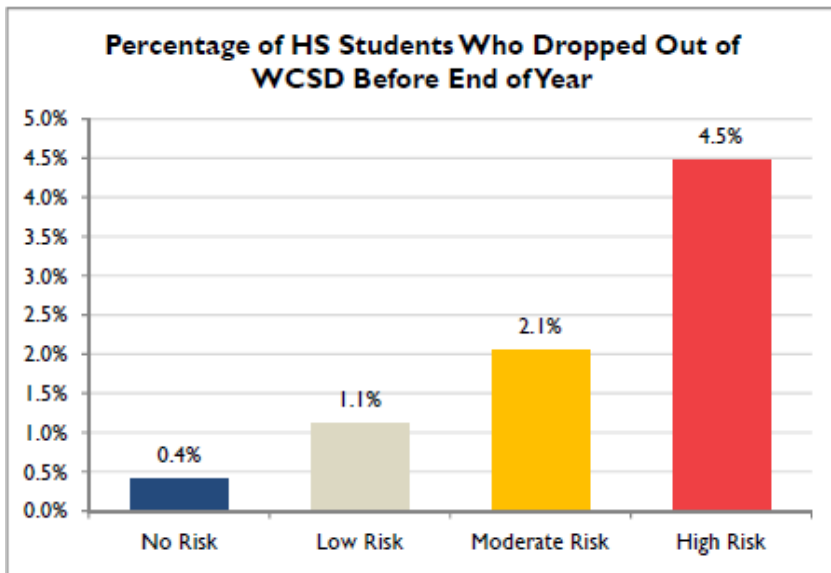
1 = **Low Risk**

2 = **Moderate Risk**

3+ = **High Risk**

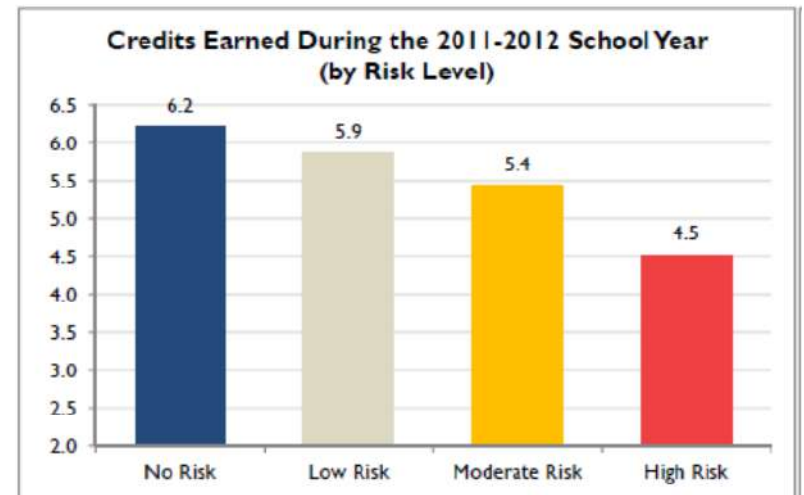
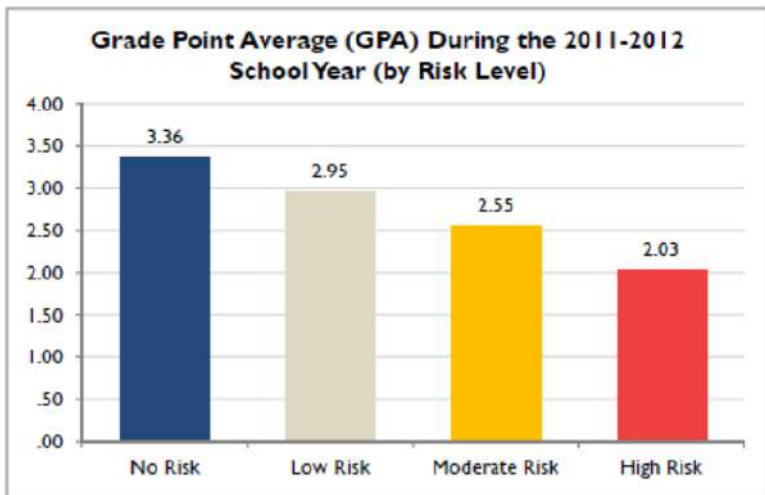
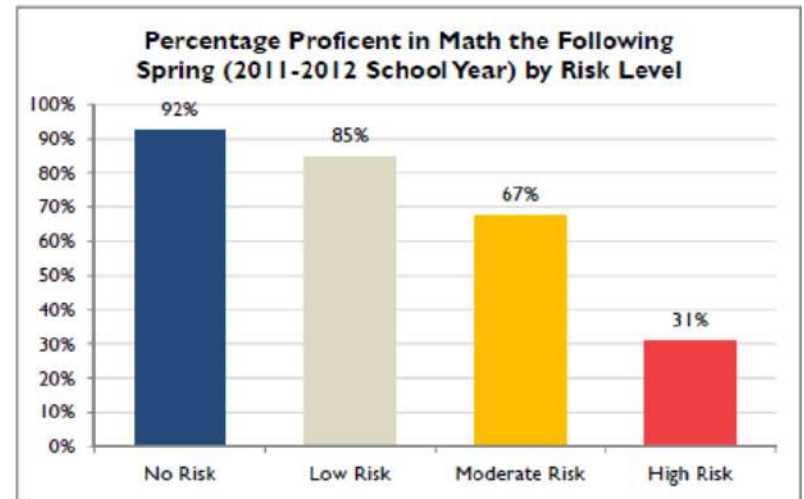
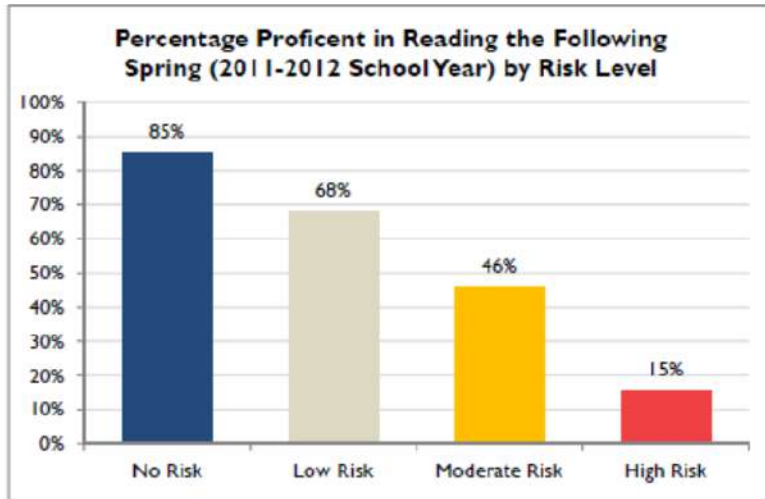


# Student Behavior Data & Early Warning





# Student Achievement Data & Early Warning



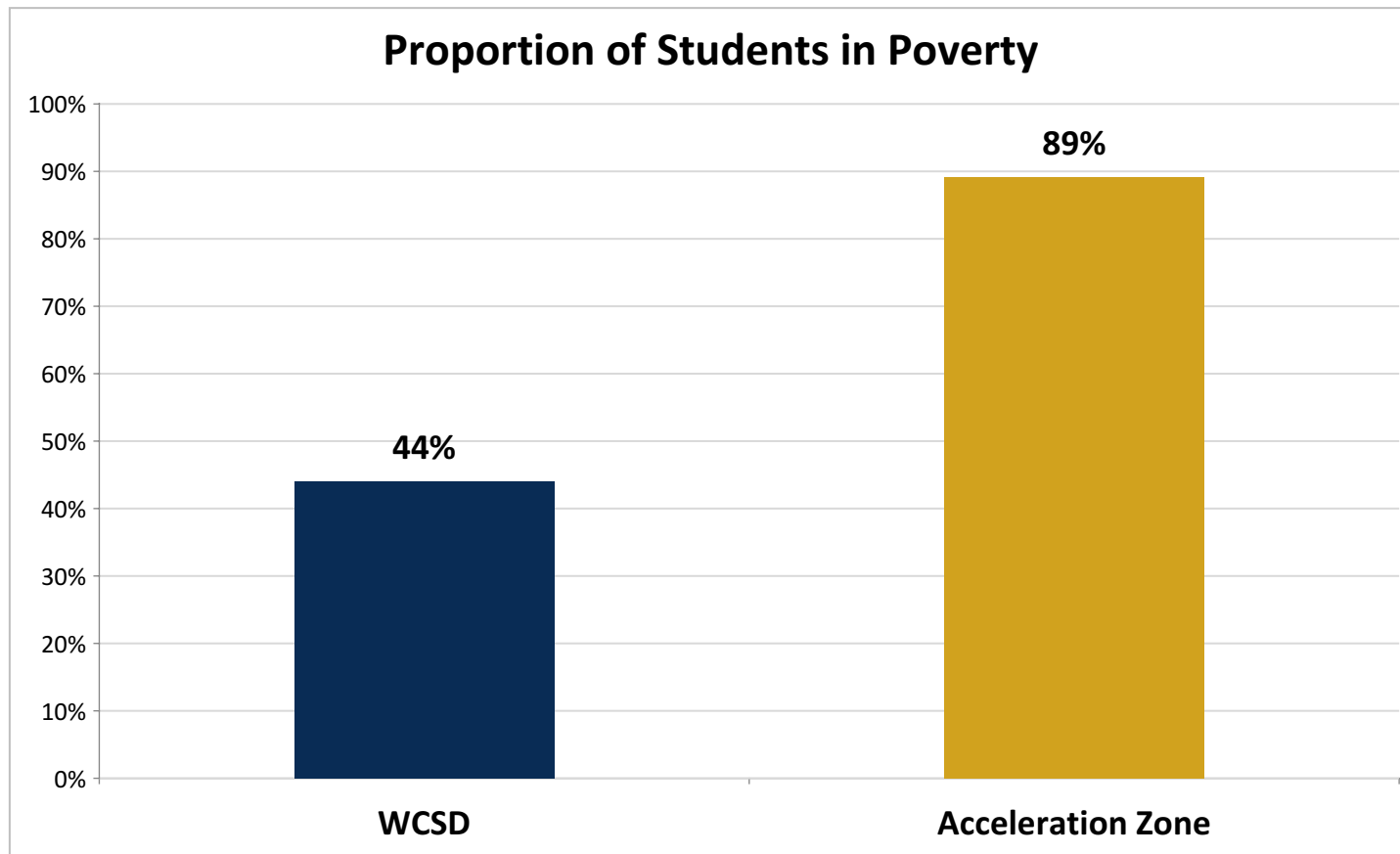


# Acceleration Zone

- Process
- Changes
- Leadership
- Frequent monitoring and accountability
- Higher expectations



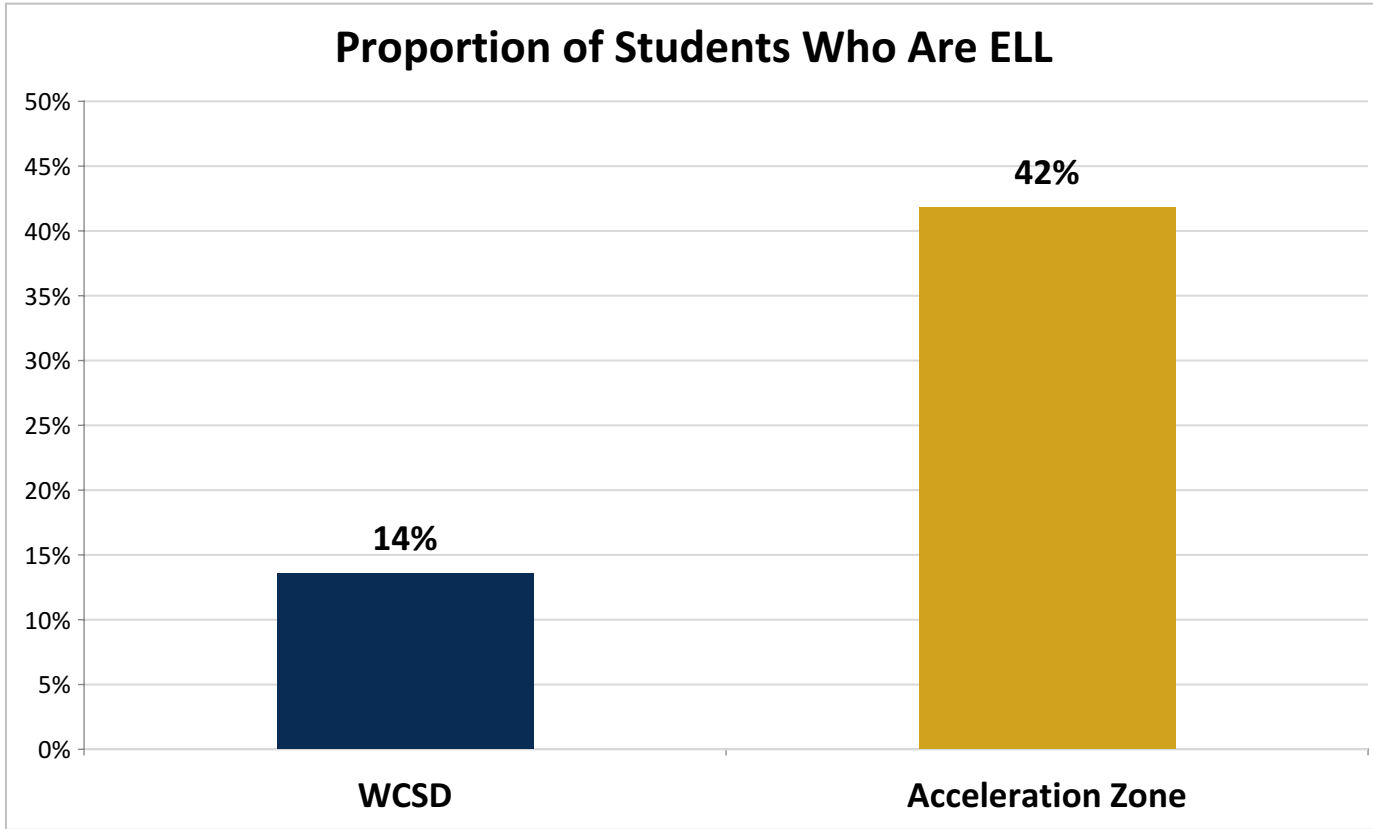
# Acceleration Zone







# Acceleration Zone





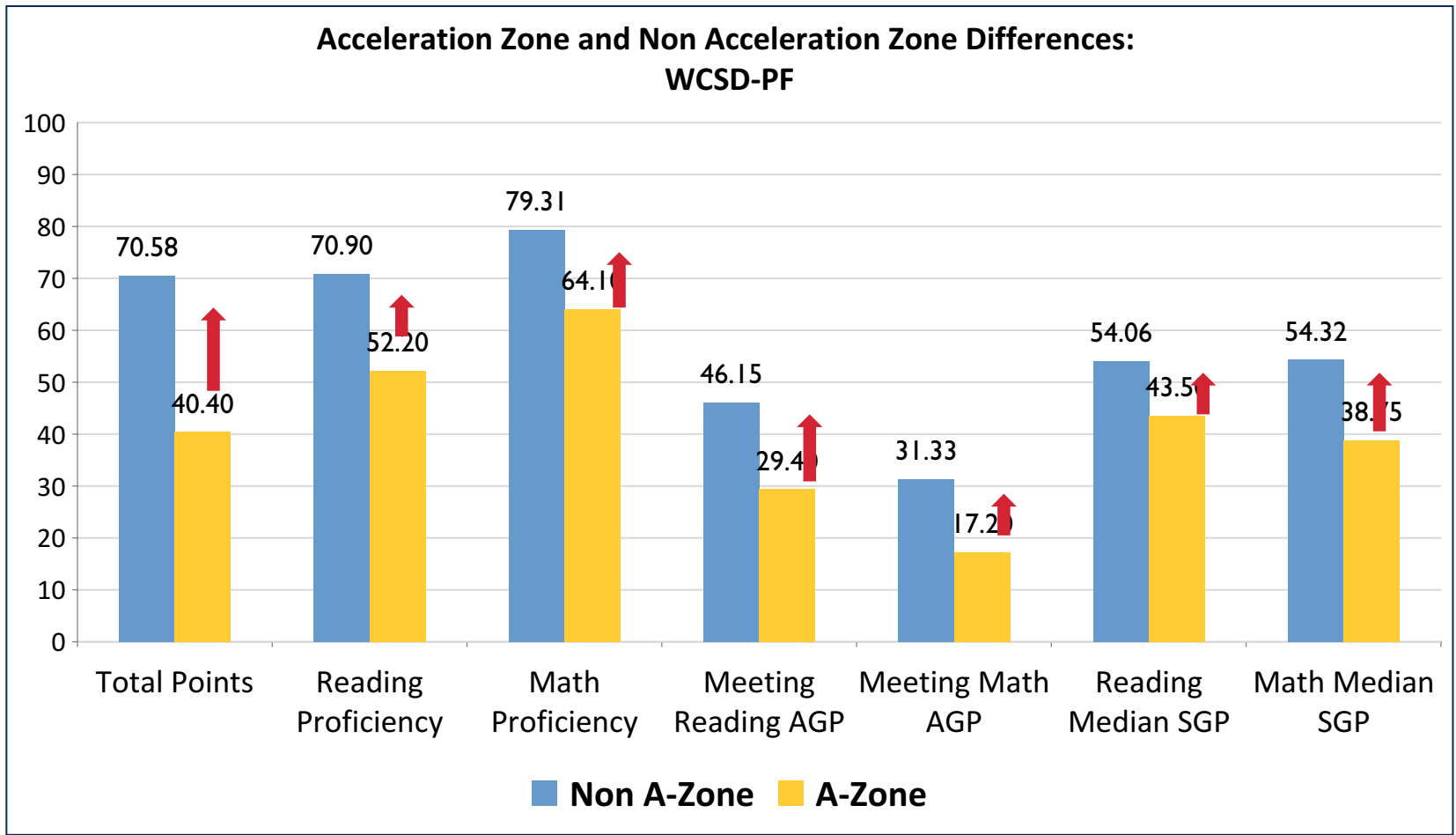
## Proportionality Among 1 and 2 Star Schools and 4 and 5 Star Schools





# Acceleration Zone

- Higher expectations of accelerated improvement across the performance framework





# Why “Acceleration Zone”

- With chronically low performing schools there is a great need for urgency around better support and outcomes for students.
- The Acceleration Zone is a special circumstance in which tight management is balanced with innovation with a goal of affecting immediate substantial and sustainable change.



# The Acceleration Zone Schools

- Chronically low performing schools (3-year trend) that were 1 or 2 star schools based on 2011-12 accountability framework results.
  - Currently includes 10 elementary schools and 1 high school
  - An area superintendent, and her team, have the responsibility of supporting and supervising the eleven schools



# What Did A-Zone Schools Receive

- In seven schools, established principals were solicited to lead the building.
- In four schools, existing principals with a strong plan for immediate change were allowed to continue to lead their schools.
  - All eleven schools were deemed at-risk allowing for early transfer-in and transfer-out of staff



# What Did A-Zone Schools Receive

- The eleven schools were provided a budget augmentation to support the implementation of their various initiatives.
- Each of the eleven schools were provided with an embedded instructional coach.
- Six of the eleven schools were provided with “Zoom” funding to support expanded Pre-K, Full Day Kindergarten, Reading Skills centers and additional instructional time (Summer Academy).



# School Expectations

- School expectations include rigorous academic performance expectations
  - Generally we expect **two times** as much growth in our non-AZ schools
- In addition, each school set high expectations around:
  - School climate and culture
    - Culturally responsive practice
    - Social Emotional Learning
    - Anti Bullying
  - Family Engagement
    - Home visitation
    - Parent/Teacher Academic teams



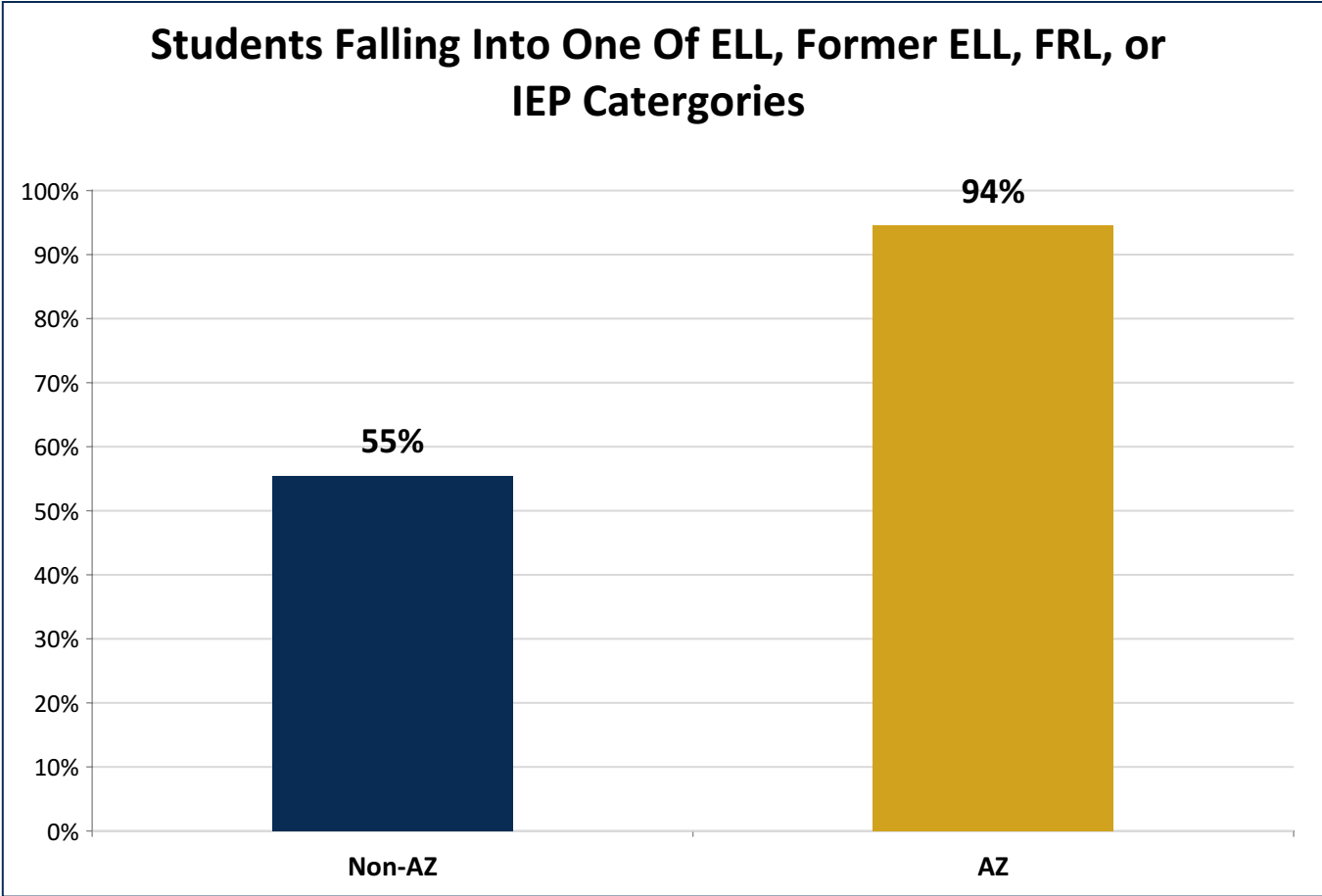


# Progress and Evaluation

- The Acceleration Zone is in its first year of implementation. Based on progress to date the Zone will be sustained and additional schools may be added.
- A year-end evaluation will be conducted to:
  - Identify promising practices.
  - Identify school level barriers and solutions
  - Identify system wide barriers and solutions



# 59% of WCSD Students are either ELL, IEP, FRL or Former IEP





# Conclusions

- WCSD is a diverse district comprised of a broad spectrum of students with needs and we have high expectations for ALL.
- We strategically use our current resources (both state and federal) to meet our students needs for academic success.
- We know all students can learn and deserve an equal opportunity to achieve success, regardless of their challenges.