

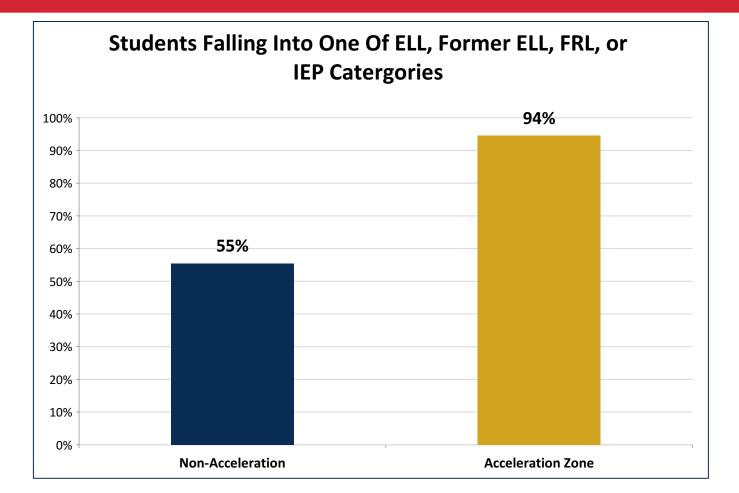
# Support and Accountability to Address School and Student Risk in Washoe County School District

### February 28, 2014





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





## WCSD Student Profile



### 24% Transiency

## 48% Free/Reduced Lunch





### School Performance Frameworks

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

N	WSCDPF										
	2012	2013									
I Star	I	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.





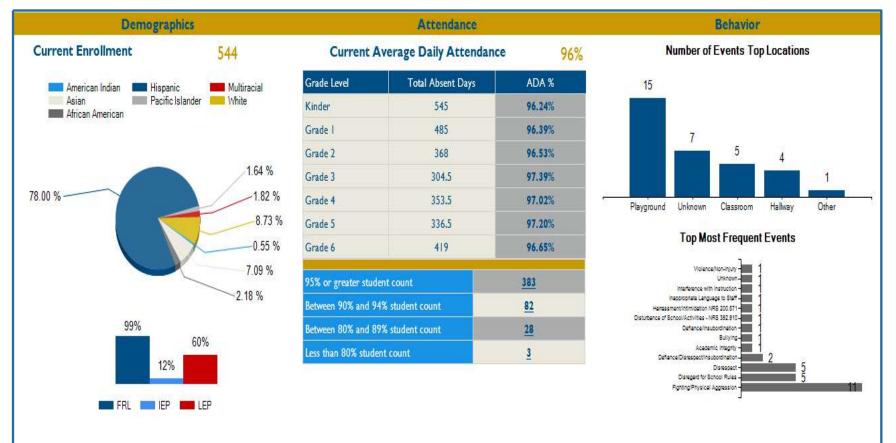
# WCSD Data Tools







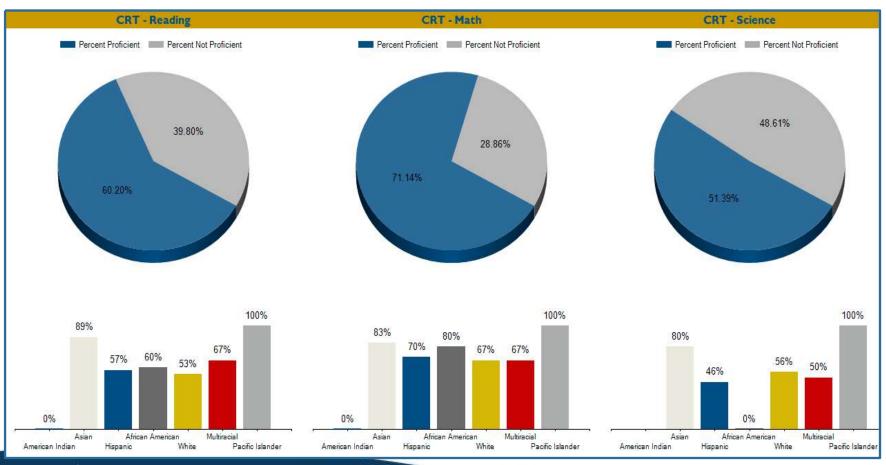
## **Dashboard Elements**







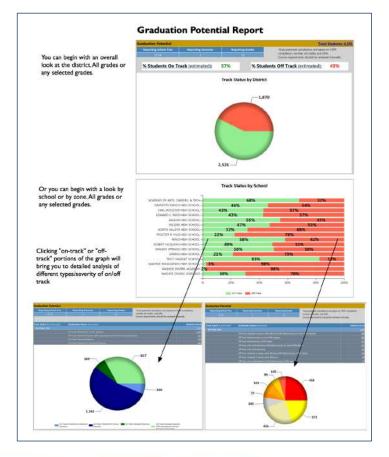
## **Dashboard Elements**







# **Graduation On-Track Monitoring**

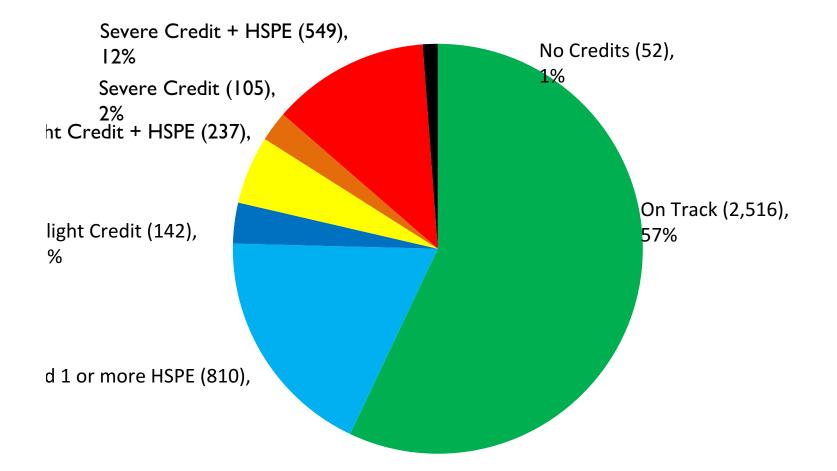


Click o	tial" Lists n student id to b Grad Profile page			listed here len now)	Charmen Talaster Talaster Char					43 40 40 40 40 40 40 40 40 40 40 40 40 40	
		On Track	: Potentia	for Honors	Diploma	1114		-	1 1000	-	
Credits Earned -	Number required	(#All Diploma t	ypes) or (	Standard#,Ga	teway#,	Adv	anced#, Ho	nors#)	X		
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1.5	2.5	0.5		1.0		0.5		0.0	2		
ENGLISH (4)	ART/HUM/CTE	(1) ELECTIVES		MATHEMAT	ICS (4)	WO	RLD HISTOR (1)		FOREIGI		
2.5	5.0	1.3		4.0		0.5		1.0	2		
lick here to view	all passed courses	by name									
	Credits Earned				Cre	dits	Needed				
20.25		5	itandard/Ga	ateway: 2.25 Ad	vanced/H	lonor	s: 3.75				
	GPA					v	eighted GP	A			
	3.3514						3.7254				
HSPE Status:											
Math HSPE	Reading HSPE	Writing HSPE	Science	HSPE	Math	HSPI		Re	ading HSPI	8	
Pass = 242	Pass = 300	Pass = 7	Pass =	300	Pass	ed		Passed			
363	371	7.5	321		Writing	HSI	YE	Science HSPE			
					Pass	ed		Passed			
For Advanced a	nd Honors diplom	at									
	lits must be Algebr	and the second second	M	athematics			Science				
				G 2 S1 (H)	0.	5 A	and the second second	STRY	0.5	С	
		CBE ALGEBRA 1 S1			5 5			0.5	в		
2 of 3 Science cr	euro mest se propi		CB						0.5	в	
2 of 3 Science cri 24 total credits				E ALGEBRA 1 S	2 0.	5 S					
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2 of 3 Science cr			CB GE GE PR	E ALGEBRA 1 S OMETRY 1 OMETRY 2 A ALG 2 S2	0. 0. 0.	5 A 5 A 5 C	CHEMIST Total Cre	RY 1 (H)	1		





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





# **Student Profile Page**

			SAN	<b>IPLE</b>	STUD	ENT	1			
		-			SCHOOL					
Student Number	xxxxxxxxx	IEP	No	IEP - Last		5	_	in Mercuria a		
student Number	2000000	TEP	NO	TEP - Last	2 Years	No	Ear	ly Warning S	ystem 12	2013
Gender	Female	504	No	504 - Las	t 2 Years	No	Attendance		•	
							CRT Math		S	22
		and the	20.2						_	
Grade	08	ELL	No	ELL - Last	2 Years	No	CRT Reading	1	_	
	-					-	Recention			
DOB	6/16/1998	MTSS	No	MTSS - La	st 2 Years	No	Suspension			-
		and a local	1,644	INTERNAL (INTERNAL)	and the second second	April 1	Transiency		81 T	18
		-						Distant	of College Street St	
Gifted	No	Phone	(775)	789-3456			End Year 2012		itegory Risk	
							2012	LOW	NOR.	
Address	123 Main	St. Reno, N	V 89502	3			2013	No	Risk	
			AP Resi	ults Click	here to see all	MAP d	etail			
	and the second sec	rcentile				Math	Reading			
	207	21					22	2		
	211 222	27			219		-			
	222									
Minter 12-13	216	1.175.6.1			1	-			210-	
	216 Score Pe	36			211	>			216 -	
Math RIT		1.175.6.1	20	8	211	>			216 -	
Math RIT Winter 11-12	Score Pe	36 rcentile	20	-	211	>	20		216 -	
Math         RIT           Winter 11-12            Spring 11-12            Fall 12-13	Score         Pe           208         219           204         204	36 incentile 12 26 6	20	7		>	-		204 -	
Math         RIT           Winter 11-12            Spring 11-12            Fall 12-13	Score Pe 208 219	36 rcentile 12 26		7	211 Spring 11	1-12	20 Fall 1		225.1	2-13
Math RIT Winter 11-12 Spring 11-12 Fall 12-13	Score         Pe           208         219           204         204	36 rcentile 12 26 6 5	20 Winter	7		1000	Fall 1		204 -	2-13
Math RIT Winter 11-12 Spring 11-12 Fall 12-13	Score         Pe           208         219           204         204           204         204	36 rcentile 12 26 6 5	20 Winter	7	Spring 11	CRT de	Fall i		-204 - Winter 1	2-13 cale
Math         RIT           Winter 11-12         Spring 11-12           Fall 12-13         Winter 12-13	Score         Pe           208         219           204         204           204         Re	36 rcentile 12 26 6 5	20 Winter	7 11-12 ults <u>Click (</u>	Spring 11 nere to see all	CRT de	Fall i stall Re	2-13 \	204 • Winter 1	22.52
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Math         RIT           Winter 11-12         Spring 11-12           Fail 12-13         Winter 12-13           Wath         10-11	Score Pe 208 219 204 204 204 Re Approach Meets :	36 rcentile 12 26 6 5 Ci asult es Standard Standard	20 Winter	7 11-12 ults Click I Scale 221 302	Spring 11 Terre to see all Reading 10-11	CRT de	Fall 1 stall Approach	2-13 N esult es Standard	204 Winter 1	cale 273
Math         RIT           Winter 11-12         Spring 11-12           Spring 11-12         Spring 11-12           Winter 12-13         Winter 12-13           Math         10-11           11-12         11-12	Score         Pe           208         219           204         204           204         Re           Approach         Re	36 rcentile 12 26 6 5 Ci asult es Standard Standard	20 Winter	7 11-12 ults Click I Scale 221 302	Spring 11 tere to see all Reading 10-11 11-12	CRT de	Fall 1 stall Approach	2-13 A	204 Winter 1	cale 273
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Math         RIT           Winter 11-12         Spring 11-12           Spring 11-12         Math           10-11         10-11           11-12         Growth Percentile           16         16	Score Pe 208 219 204 204 204 Re Approach Meets 1 Readi	36 rcentile 12 26 5 Ca sult es Standard Standard Standard	20 Winter	7 11-12 Scale 221 302 Growth	Spring 11 Reading 10-11 11-12 (SY 2012) Growth Percen 95	CRT di	Fall 1 etail Re Approach Approach Matt Adequate Gro Catching up to pro	2-13 V esuit es Standard es Standard mon ficiency	204 - Winter 1 S	cale 273 265
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Math         RIT           Winter 11-12         Spring 11-12           Fail 12-13         Winter 12-13           Winter 12-13         Winter 12-13           Math         10-11           10-11         11-12           Growth Percentile         16           Term 1 (12         Course Name           ADV ORCHESTRA         10	Readi Adougate C Readi Adougate C Not catoring readication Mark	36 rcentile 12 26 6 5 Cl sult es Standard Standard Standard Term Course	20 Winter RT Rest Move 1 1 2 (12) Name	7 11-12 scale 221 302 Growth Up 13) Mark	Spring 11 Terre to see all a Reading 10-11 11-12 (SY 2012) Growth Percen 95 Terrn Course	CRT de 9 tile n 3 (1 Name	Fall 1: etail R( Approach Approach Adequate Gro Catching up to por (2-13) Mark	2-13 N suit es Standard es Standard with ficiency Atten	204 Winter 1	cale 273 265
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# **Grad On-Track Profiles**

			D	oro	thy <mark>E</mark>	Day			
			Commu	nity Gar	den High	School			
Address: .						IEP	ELL:		
Το (	Grad	luate	:	Math HSPE	Science HSPE	Reading HSPE	22.5 Credits		
Credits Ear	ned: 2	23.75	G	3	HSPE History				
	С	ours	e Histor	у			Matl	า	
Course		Grade	Cou	irse	Grade	SS = 246		Passed	
ADVISORY		s	OL ENGLISH 2	2	с	SS = 209 (pa	ss = 242)		
ADVISORY		S	READ STRATE		s	SS = 183 (pa	,		
ALGEBRA I		D	READ STRATE		s	SS = 153 (pa			
ALGEBRA I		D	WORLD HIST		B	55 .55 (pa	,		
ARTI		c	WORLD HIST		В				
ARTI		c	ALG 2 SI (H)		D				
ENGLISH I		D	ALG 2 S2 (H)		D				
HEALTH		D	CHEMISTRY I	(H)	c		Scien	ce	
NTRO TO PHYSICS		D	CHEMISTRY 2	( )	c	SS = 303		Passed	
INTRO TO PHYSICS		D	DRAMA 3	(1)	B	SS = 276 (pa	ss = 300)	1 assect	
PE	-	В	DRAMA 4				ss = 300)		
ž ž		B	ENGLISH 5		c	SS = 255 (pa			
RESOURCE STUDY	HALL	A	ENGLISH 6		c	00 200 (pa	55 500)		
RESOURCE STUDY		В	ENRICH/INTE	RV	S				
WEB DESIGN		D	ENRICH/INTE		S				
BIOLOGY I		c	SSTS		A				
BIOLOGY 2		c	US HISTORY I	1	A			1	
DRAMA I		В	US HISTORY 2		A		Readi	ng	
DRAMA 2		B	YEARBOOK	-	B	SS = 295 (pa	ss = 300)	-	
ENGLISH 3		c	ADV ALG 3 SI	(H)	C	SS = 291 (pa	,		
ENGLISH 4		В	ADV DRAMA	x 7	A	SS = 257 (pa	,		
GEOMETRY I		c	AMER GOVT	1	В	SS = 239 (pa	,		
GEOMETRY 2		c	COMP LIT/APP		B	SS = 237 (pa SS = 236 (pa			
HSROTC I		A	ENGLISH 7	-	B	SS = 149 (pa			
HSROTC II		A	ENRICH/INTE	RV	S		,		
Plan									
- 142	/ Eliş	gible to atte	end TMCC upon co	ompletion. See 1	reverse for		Writi	ng	
ATMCC		cement info				SS = 7	_	Passed	
Internet of the set of	See reve counseld	erse for UN or will comp	R acceptance and p plete a plan with yo	placement infor	mation.Your	SS = 6 (pass	= 7)		
Other									
Post-secondary									
Water Courty School Dispit	until you	complete )	you through summ your diploma. Pleas and post secondary	se work with yo					

# **School and District Profiles**



# **WCSD Framework Profiles**

						Perf	ormano	e Sum	mary				
	e County	Overa	all Points	Earned	8	0			out of 5 S	tars	**	**	*
School	District		Points P	Possible	10	00		This st	tool aarned 3 o	un ba w	an capped at	+ stars by Se	prior at
Profici	iency							Eng	agemei	nt			-
		Reductio	on in Non-	Points		5							1
	Proficiency	Pro	ficient	Earned	Points I	nts Possible			5 Agree	ment on 1 mont ite		Points	Points
teading	77%		0%	8		0		2	Student			Earned	Possible
Tath	79%		n% =	7		0		U E	in the second	STURNES.	source.		
iciance	85%	3	18%	8		B)		Student Engagement	3	75.3%		4	5
Growt	h							3.5		1.1.1.4			
	Student		Points E	arned	Points	Possible							
	Perce		monor?	ARMAN AND	362/11/202	ENGINE OF			Rubric Po	ana an			
Hath			6			7		in the second	Family E			Points	Possible
	% Meetin	In Colorador	Points E		Points I	11-11-11-1		mily gagoment	0.01103/03	Destanda.			
teading	S Procon		Fonta E	arnes	- C	0		dime.	-	4.2	_	_	5
Math	33		7	-	10				14 - C	9.4			,
								<u> </u>	Sonus Pol	ots		2	**
	vement (	pecial Pro		otal of 4 ;	points for			lerived by		points f Program	ns)	Ethnicity	/Special
Race/Esh	inicity and 5	pecial Pro Progr	am (for a to		ding	Race/Eth	nicity and	erived by 4 points	averaging for Special	points f Program	is) ath		A. A.
Rater/Esh		pecial Pro		otal of 4 ;	points for		nicity and Tetal	lerived by	averaging	points f Program	ath Points	Ethnicity, Points Possible	Total
Rece/Est	unicity and 5	picial Progr	am (for a to	Rea	ding Points	Race/Eth	nicity and	erived by 4 points District	averaging for Special %	points f Program	is) ath	Points	Total
PROFIC	unicity and 5	Progr District	am (for a to	Rea	ding Points	Race/Eth	Total Average	District	averaging for Special %	points f Program	ath Points	Points	Total Arrerag
PROFIC Umerican Uspanic Urican Ar	nicity and 5 CIENCY Indian	picial Progr	am (for a to S Proficient	Real GAP	Points for Points Earmed	Race/Eth Points Possible	nicity and Tetal	erived by 4 points District	averaging for Special N Proficient	points f Program GAP	ath Pairts Earned	Points Possible	Total
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PROFIC PROFIC American Hispanic African Ar Pacific Ida	nicity and 5 CIENCY Indian	Progr District	S Proficient 70%	GAP	Points for Points Earned - 4 -	Race/Eth Points Possible 4	Total Average	District	averaging for Special Professore 67%	points f Program GAP	ns) Paints Earnad - - -	Points Possible - 4	Total Amrag
PROFIC PROFIC American Hispanic Minican Ar Pacific Iula FRL: EP	inicity and 5 CIENCY Initian	Progr District	am (for a to % Proficient 70% - 58% 23%	atal of 4 ( Real GAP - - - - - - - - - - - - - - - - - - -	Points for Points Esrmal - - - 2 0	Race/Eth Points Possilais - 4 -	Total Average	District	averaging for Special Proficient 67% - - - - - - - - - - - - - - - - - - -	points h Program GAP - - - - - - - - - - - - - - - - - - -	ns) Points Earrood - -	Points Position - - - -	Total Amrag
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# **AP Potential Identification**

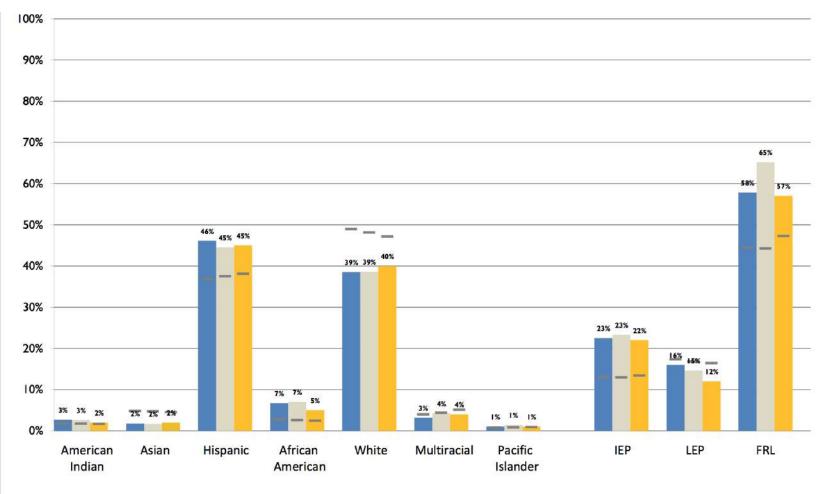
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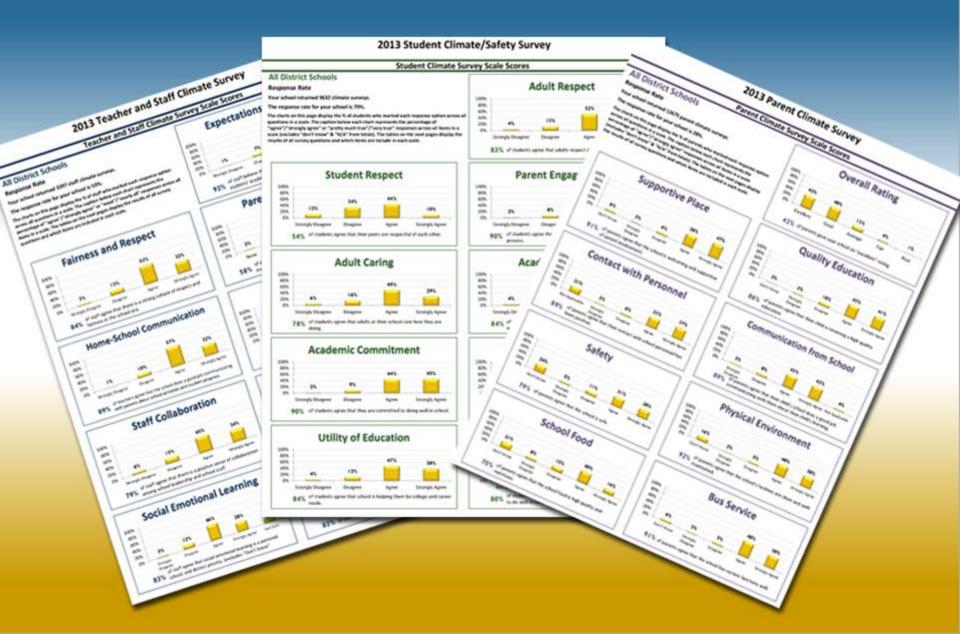




#### **Proportionality in Accessing The Pathway to Graduation**



# **School Climate Surveys**





# Early Warning System

				Early Warning System	
Risk	Index Values	2012	2013	11-12 Risk	12-13 Risk
Attendance Risk	0	253	385		
	1	59	21		
	2	14	6	High 54	High 10
CRT Math Risk	0	268	412		
	1	43	0	Moderate 31	Moderate 18
	2	15	0		
CRT Reading Risk	0	246	412		
	1	48	0	Low 73	Low 22
	2	32	0		
Retention Risk	0	320	401		
	2	6	Ц	None 168	None 362
Suspension Risk	0	313	407		
	1	13	5		
Transiency Risk	0	286	388		
	1	29	19		
	2	Π	5		





# 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

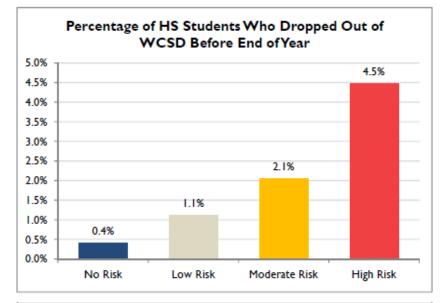
#### **TOTAL RISK SCORE**

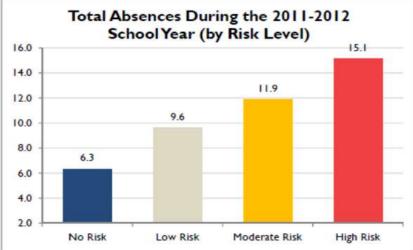
0 = No Risk

- 1 = Low Risk
- 2 = Moderate Risk
- 3+ = High Risk

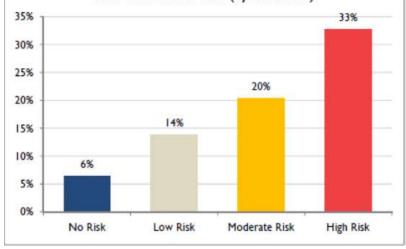


### **Student Behavior Data & Early Warning**

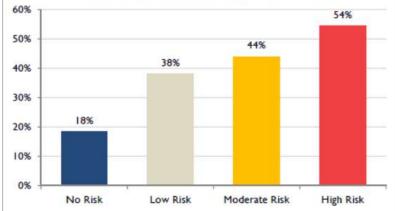




Percentage of WCSD Students Suspended during the 2011-2012 School Year (by Risk Level)

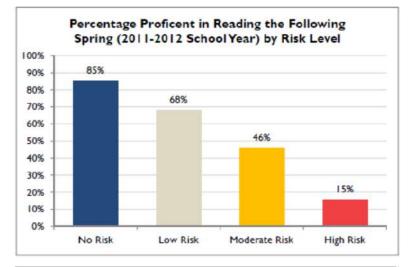


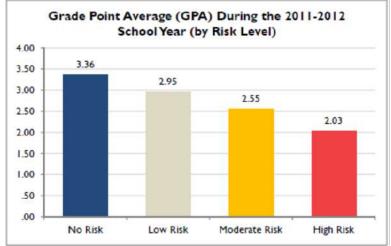


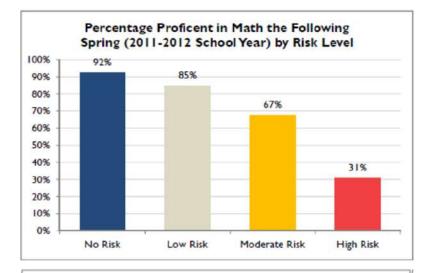


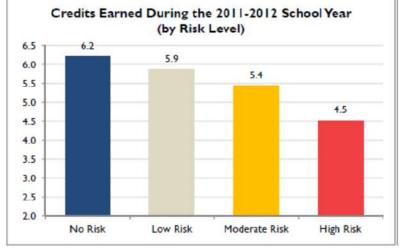


### **Student Achievement Data & Early Warning**







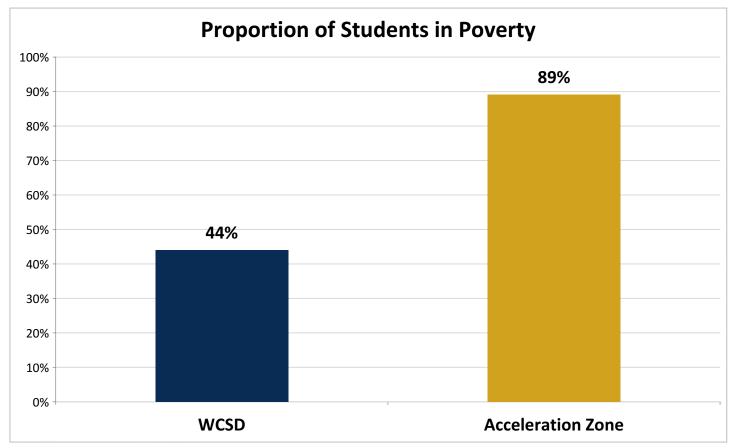




- Process
- Changes
- Leadership
- Frequent monitoring and accountability
- Higher expectations

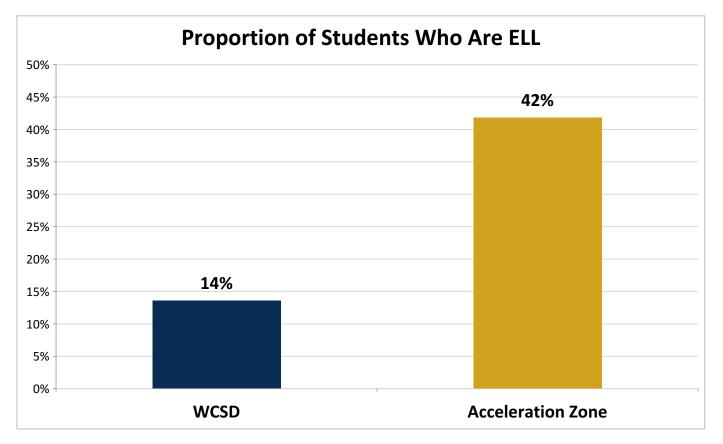








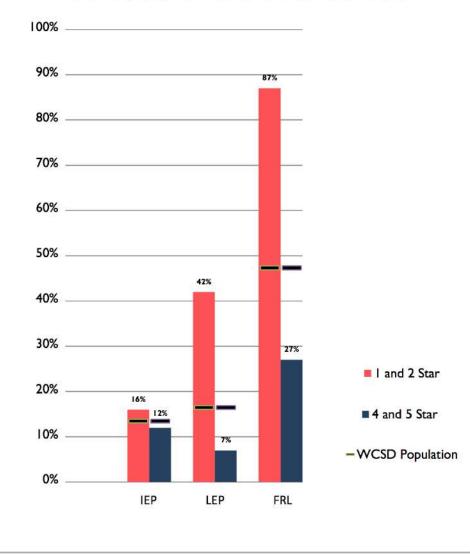






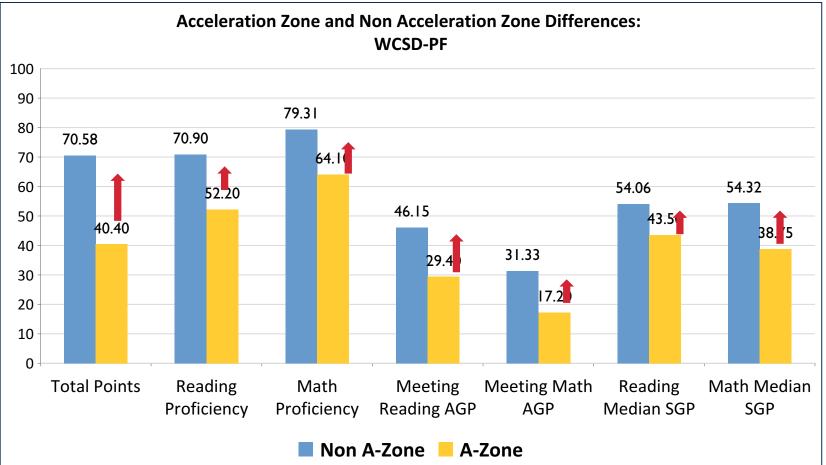


Proportionality Among I and 2 Star Schools and 4 and 5 Star Schools





• Higher expectations of accelerated improvement across the performance framework





## Why "Acceleration Zone"

- With chronically low performing schools there is a great need for <u>urgency</u> around better support and outcomes for students.
- The Acceleration Zone is a special circumstance in which tight management is balanced with <u>innovation</u> 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 <u>two times</u> 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





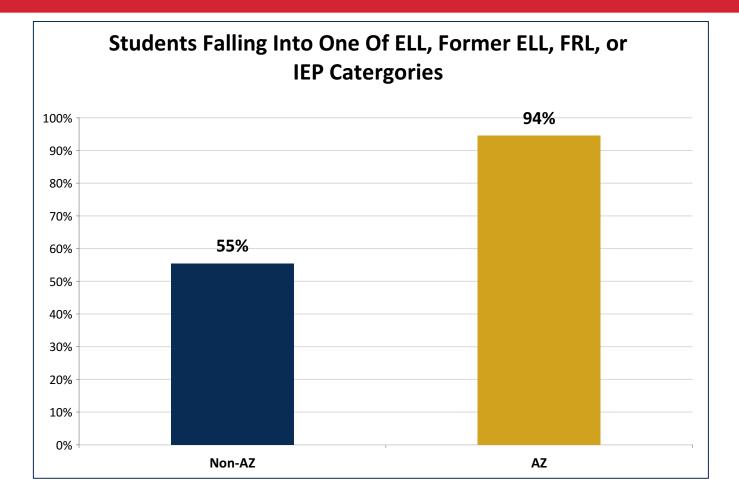
## **Progress and Evaluation**

- 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.

