



# November GATE Equity Webinar 9<sup>th</sup> Grade Success 101: Student Success Teams

Exploring topics related to equity in graduation success



*The webinar will begin soon.*

*While you wait, please share in the chat panel:*

**Use 6 words to describe your connection to  
9<sup>th</sup> Grade Success**

Office of Superintendent of Public Instruction

Chris Reykdal, State Superintendent

# Connect to Audio

You can **join** by computer audio or call in.

Dial +1 669 900 6833 or  
+1 646 558 8656

Webinar ID: 122-657-497

Test Audio

The screenshot shows a Zoom meeting interface. At the top right, there is a 'Talking:' indicator. Below it, the 'Meeting Topic:', 'Host:', and 'Invitation URL:' fields are visible. Further down, the 'Participant ID:' field is shown. In the center, a 'Select a Microphone' menu is open, listing options: 'Microphone Array (Realtek High Definition Audio) Same as System' (checked), 'Speakers (Realtek High Definition Audio) Speakers (Microsoft Docking Station Audio Device) Same as System (no Audio Connected)', 'Test Speaker & Microphone...', 'Switch to Phone Audio...', 'Leave Computer Audio', and 'Audio Settings...'. A red arrow points from the 'Test Audio' text to the 'Test Speaker & Microphone...' option. To the right of the menu are 'Share' and 'Invite Others' buttons. At the bottom, a toolbar contains icons for 'Unmute', 'Start Video', 'Invite', 'Manage Participants', 'Share', 'Chat', 'Record', 'Breakout Rooms', and 'End Meeting'. The 'Unmute' icon is circled in red.



# Sound Check

We're going to get started in a few minutes.

Can you hear us?

Please let us know in the chat!

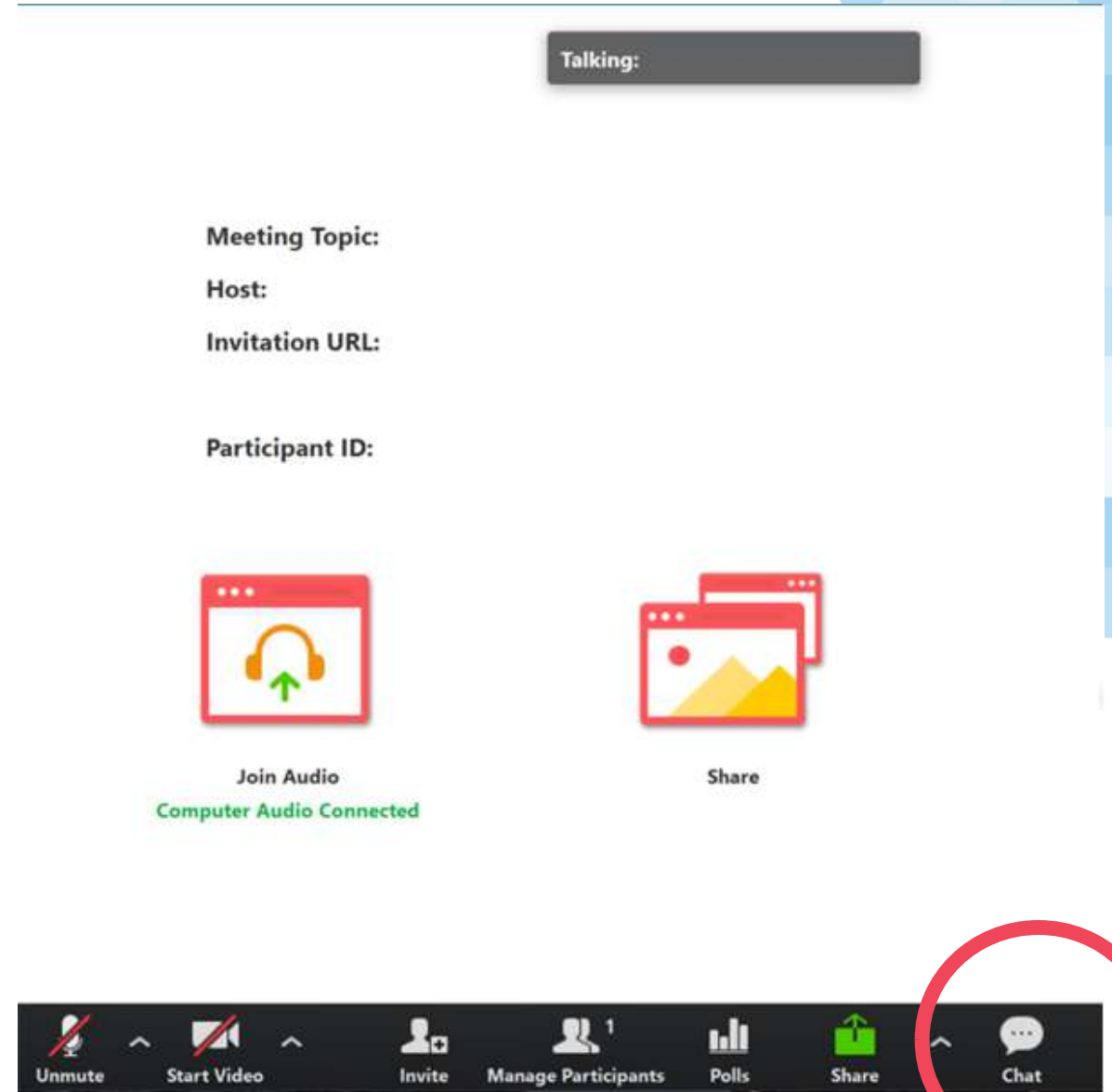
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# Tips for Participating

- Share comments and ideas in the **Chat** panel (send to “All”)
- Ask presenters questions in the **Q&A** panel
- **Slides** are available on the [GATE Equity Webinar page](#) in the Archive now.
- **Recording** will be available at the end of the month.



# Webinar Etiquette



If you aren't speaking, please mute your audio



Growth mindset



Focus on the topic, stay present



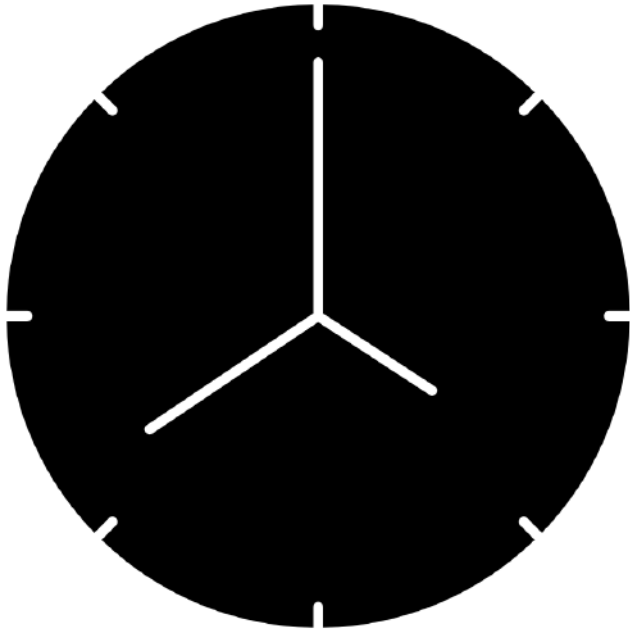
Assume positive intent





# Do You Need Clock Hours?

We are offering 3 free Clock Hours for attending both of today's webinars.



1. Register for clock hours.
2. Attend both the morning and afternoon GATE Equity Webinars Live.
3. Complete the pre-reading assignment.
4. Print and sign the clock hour form.
5. Send the signed evaluation to [Ronnie.Larson@k12.wa.us](mailto:Ronnie.Larson@k12.wa.us).

[Clock Hour Instructions and Registration Here!](#)





# November GATE Equity Webinar 9<sup>th</sup> Grade Success 101: Student Success Teams

Exploring topics related to equity in graduation success



Office of Superintendent of Public Instruction

Chris Reykdal, State Superintendent



# Vision:

All students prepared for post-secondary pathways, careers, and civic engagement.

# Mission:

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

# Values:



Ensuring Equity



Collaboration  
and Service



Achieving  
Excellence  
through  
Continuous  
Improvement



Focus on the  
Whole Child



# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefit their peers, educators, and schools.

## Ensuring Educational Equity Goes Beyond Equality

- it requires education leaders to **examine the ways current policies and practices result in disparate outcomes** for our:
  - Students of color
  - Students living in poverty
  - Students receiving special education
  - Students receiving English Learner services
  - Students who identify as LGBTQ+
  - Highly mobile student populations

## Inclusion & Reimaging

- Requires education leaders to develop an understanding of **historical contexts**;
- engage students, families, and community representatives as **partners in decision-making**;
- Actively **dismantle systemic barriers**
- replacing them with **policies and practices that ensure all students have access** to the instruction and support they need to succeed in our schools



# Office of System & School Improvement

We believe we are more likely to see school improvement across multiple measures if we:



## Study

Focus on schools identified for supports



## Support

Connect programming to specific needs



## Serve

Build the health of systems



## Elevate

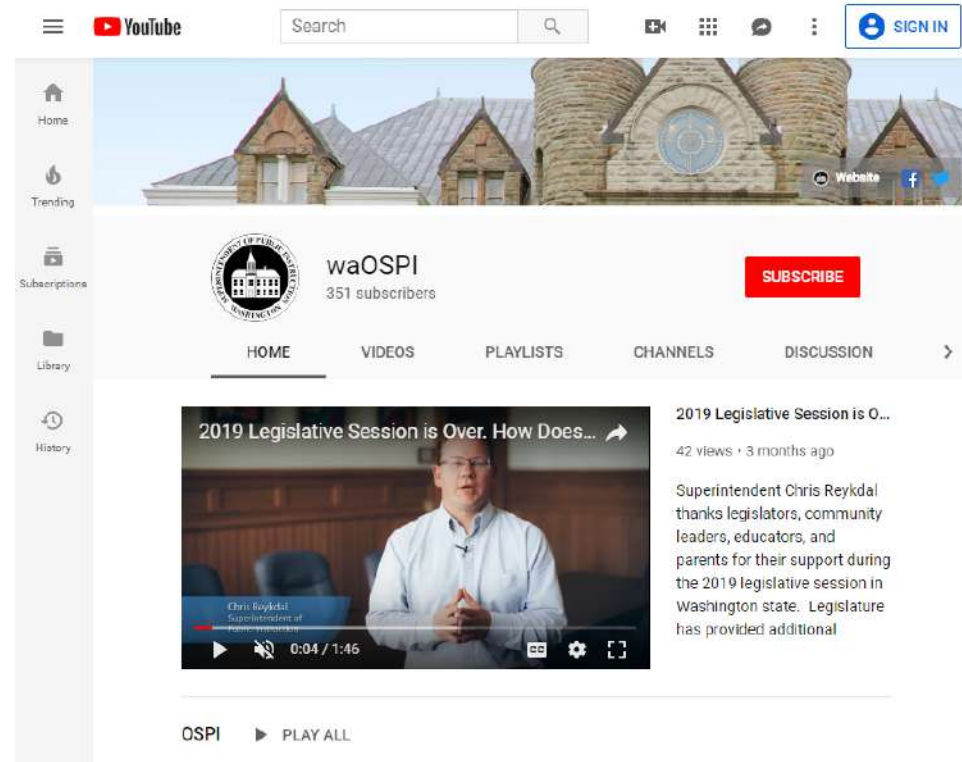
Provide professional learning on data inquiry and supportive resources and tools

# OSPI YouTube Channel

Did you know you can subscribe to the OSPI YouTube Channel?

Watch our past webinars!

[Youtube.com/waOSPI](https://www.youtube.com/waOSPI)



# Objectives

- Describe the **importance** of 9<sup>th</sup> Grade Success
- Understand high leverage **foundational 9<sup>th</sup> grade supports**
- Get innovative ideas for **your 9<sup>th</sup> Grade Success Team**
- **Learn from a district** how they are implementing these supports
- Get **resources** to get started!



# Who Are We?



**Kefi Andersen**

Graduation Equity Program  
Supervisor

OSPI

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**Nettie Legters**

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Multiple Pathways to  
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**John Golden**

9<sup>th</sup> Grade Success Teacher on  
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**Matthew Eide**

Director of High School  
Success

College & Career Readiness

Portland Public Schools

[meide1@pps.net](mailto:meide1@pps.net)





# More This Afternoon

3:00

## 9<sup>th</sup> Grade Success 201:

## Getting the Most Out of Advisory



OSPI



Earn 3 FREE Clock Hours!

**9th Grade Success 101:  
Student Success Teams**  
Featuring Portland Public Schools

**9th Grade Success 201:  
Getting the Most Out of Advisory**  
Featuring Chelan High School

# WEBINARS

November 13, 2019

101 Morning Session 10am | 201 Afternoon Session 3pm

REGISTER TODAY!  
[bit.ly/9thGradeSuccess](https://bit.ly/9thGradeSuccess)



# Next Month

**December 11, 2019**

**Hope 101:**

**Youth Voice**

10 a.m. – 11 a.m.

**Hope 201:**

**The Science of Hope**

3 p.m. – 4 p.m.



# Questions & Polling 1

## Who's here?

- Administrator
- Counselor
- Teacher
- Parent
- ESD
- District
- Continuous Improvement Partner or Coach
- Grad Specialist
- Community Based Organization
- Paraprofessional
- Other

## Has your school been identified for Comprehensive or Targeted Supports by OSPI?

- Yes
- No
- Not Sure

## How familiar are you with our topic?

- A. Very
- B. Somewhat
- C. It's new!



Why?



# Statewide Trends from the Healthy Youth Survey



**45%** of 8<sup>th</sup> graders reported that they felt the schoolwork they were assigned was usually meaningful or important.

**50%** of 8<sup>th</sup> graders rated that the things they are learning in school are not usually important to them later in life.

**72%** of 8<sup>th</sup> graders reported that they knew an adult at their school who will help them if they need it.

\*[OSPI Report Card](#) & [Healthy Youth Survey data](#)





# An Ounce of Prevention!



A 9<sup>th</sup> grader who is on-track is **four times more likely to graduate** from high school than an off-track student.



**Stronger predictor** than test scores, demographics, including poverty and race/ethnicity.



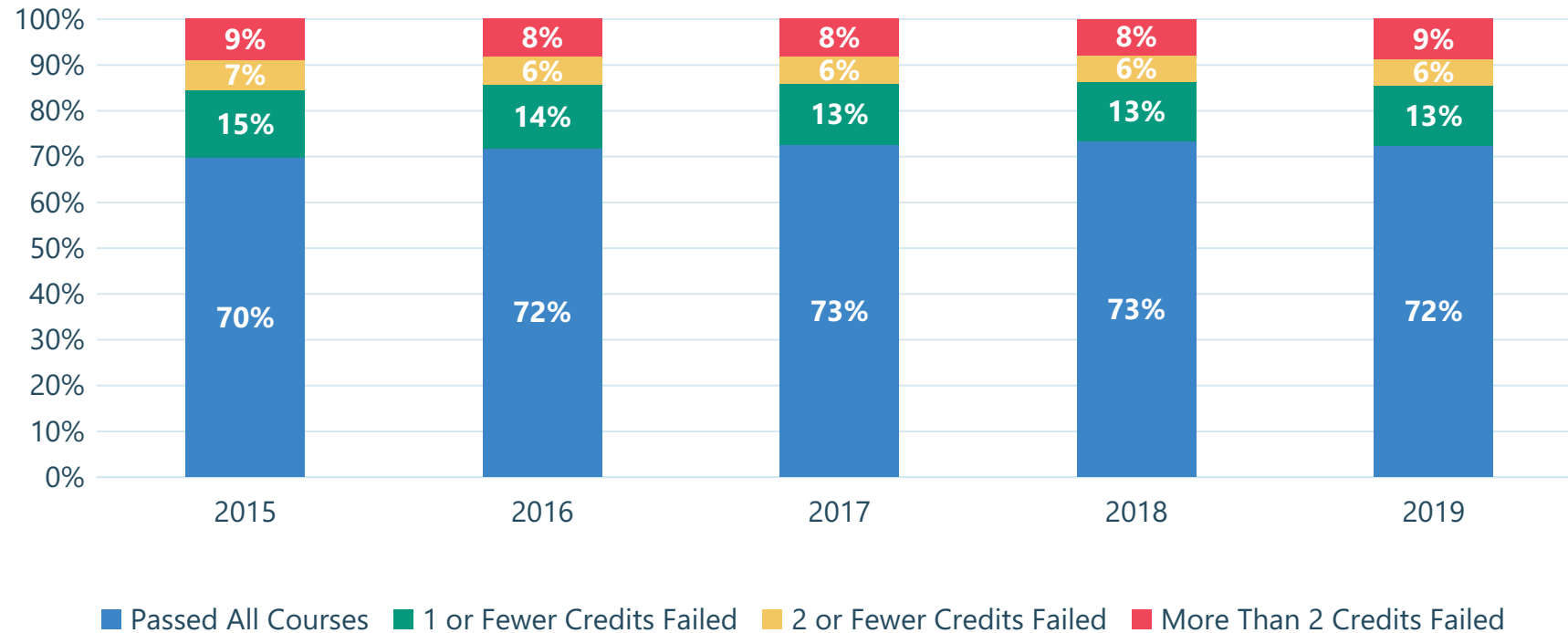
More than 93% of students with a **B average or better** in their freshman year **graduate**.

\*Network for College Success



# Graduation and On-Track Rates

9<sup>th</sup> Grade Courses Passed 2015-2019



Graduation Rates for Class of 2018



\*Data reported from OSPI CEDARS collection 2019



# Why You Should be Paying Attention to 9<sup>th</sup> Grade Success



MTSS Starting Place



Data-Based Decision Making



Dropout Prevention Timing

# What Changes Between 8<sup>th</sup> and 9<sup>th</sup> Grade for Students?

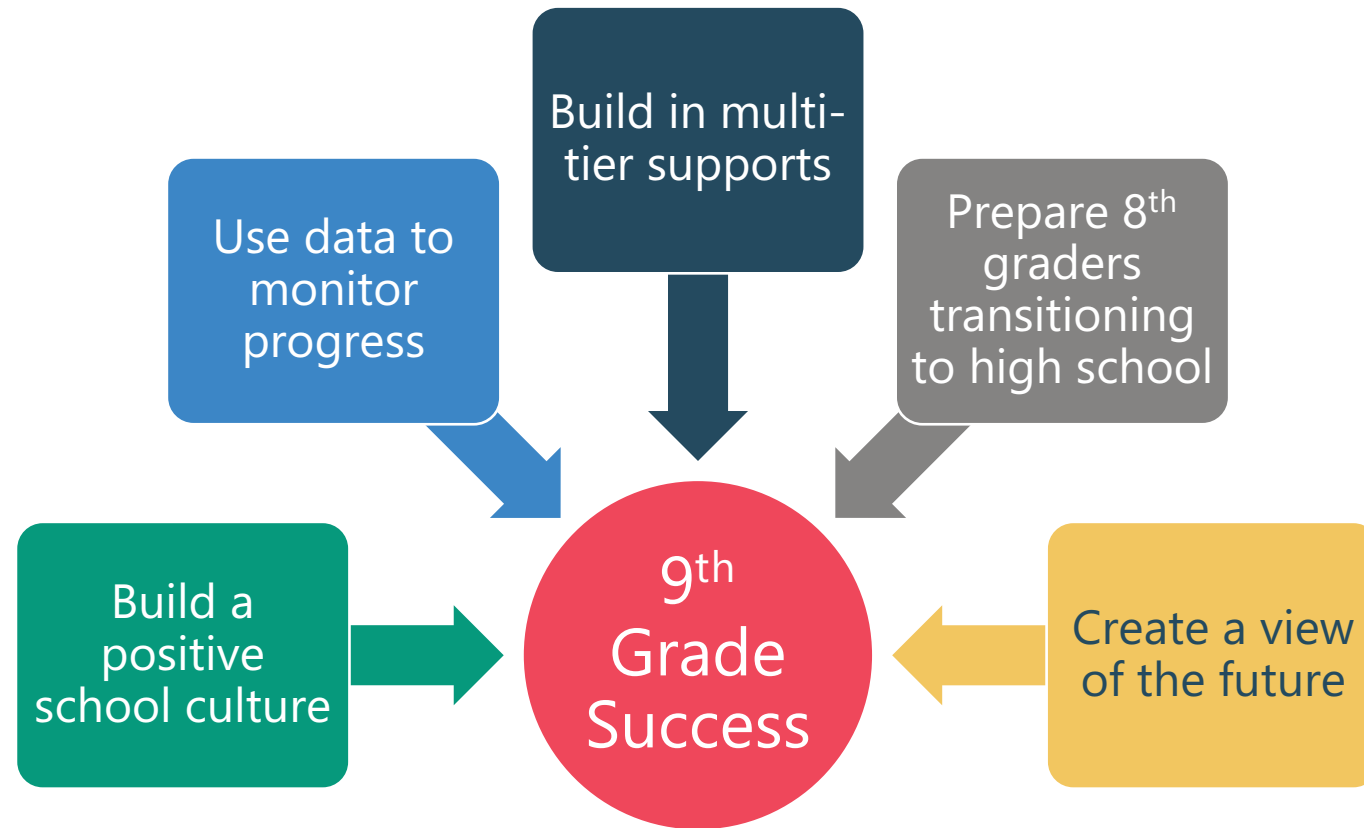


**No evidence that academic demand changes!**

\*Network for College Success



# What We Know About Preventing 9<sup>th</sup> Grade Course Failure





# Big Ideas for 9<sup>th</sup> Grade Success Teams

- Membership:
  - Administrator
  - Data Analyst
  - Counselor
  - 9<sup>th</sup> Grade Teachers
  - Grad Specialist
- Meets 2-4 times a month
- Focus on 9<sup>th</sup> grade students (not in Tier 3)

## 9<sup>th</sup> Grade Success Team



- Socialize data into useful information
- Use early warning indicators to spot student who are falling:
  - Attendance/Behavior
  - Course work
  - Last year's history as a guide

## Access to Actionable Data



- Trust
- Buy In
- Community Partners
- Identifying needs
- Strengthening Tier 1-2 Supports
- Evaluating the impact

## Freedom to Design Supports



# Implications for Rural Districts

- Designated time
- The right data
- Administrative support

Time



Data



Support



# Freshman Success Framework

## Goals of Success Model

- Improve grade level on-track rates
- Improve student course performance as reflected in GPA
- Increase college readiness and access indicators for students

## Guiding Beliefs for Student Success

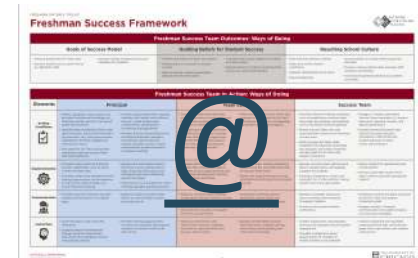
- Children and adults can learn and achieve
- Relationships are essential to student success
- High and future minded expectations must be held for all students
- Transition plans assist student acclimation to school culture
- Opportunities for students to demonstrate success are varied and plentiful

## Resulting School Culture

- Data-informed decision making
- Goals and solution-based orientation
- Capacity development at all levels
- Shared leadership
- Accountability for results while supporting the work
- Positive working relationships amongst staff, students, families
- Increased responsible behavior from students and adults

## Ways of Doing

- Roles and Responsibilities for Principal, Team Lead, and Success Team
- Setting Conditions, Implementation, Communication, Instruction



# High Leverage Supports Examples

## Universal

- Advisory, academic support
- Caring adults
- Engaging, relevant courses
- School clubs, sports
- Planner
- Student Led Conferences
- Transition Support
  - Link Crew
  - Orientation

## Targeted

- Peer Mentoring
  - Students with disabilities
- Summer Bridge
- Check In / Check Out
- SEL groups
- Class referrals: RTI, Title
- Assigned academic support
- Attendance letters

## Personalized

- Adult mentoring
- Wraparound services
- Transportation
- Home visits or family/support meeting
- Alternative Pathways to Promotion
- Attendance Board Referral
- Behavior Intervention Plan or Functional Behavior Assessment



# What Advice Would You Give To Schools Starting This Work?

## Set Conditions

- Make time to meet
- Make sure the right people attend

## Own the Data

- Spreadsheets aren't information
- Follow up

## Protocols

- Talk about the kids you can help
- Keep it strengths based





# Questions & Polling 2

**Do you have a 9<sup>th</sup> Grade Success Team started?**

- A. Not Yet
- B. New this year
- C. We've been working on it for a couple of years
- D. We've been working on this a very long time

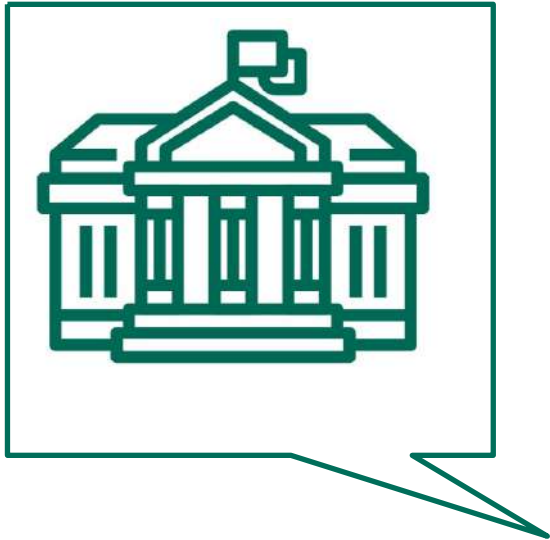




# What Does it Look Like in Real Life?

Portland Public Schools

# Our Intentions & Their Perceptions



## Our Intentions

High School is serious business

You need to work harder

You need to be more independent

You need to step up

## Their Perceptions

High School is impossible

I'm not smart enough, so why try?

No one cares or wants to help me

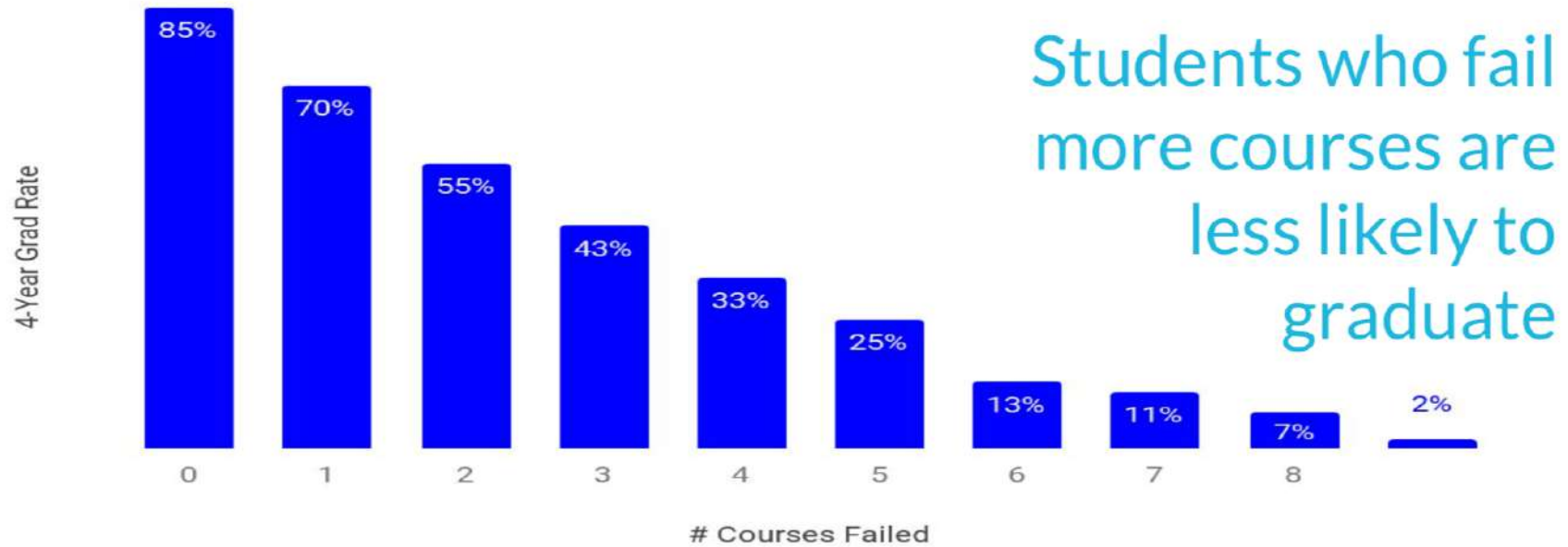
I just don't belong here.



# Why Ninth Grade? University of Chicago

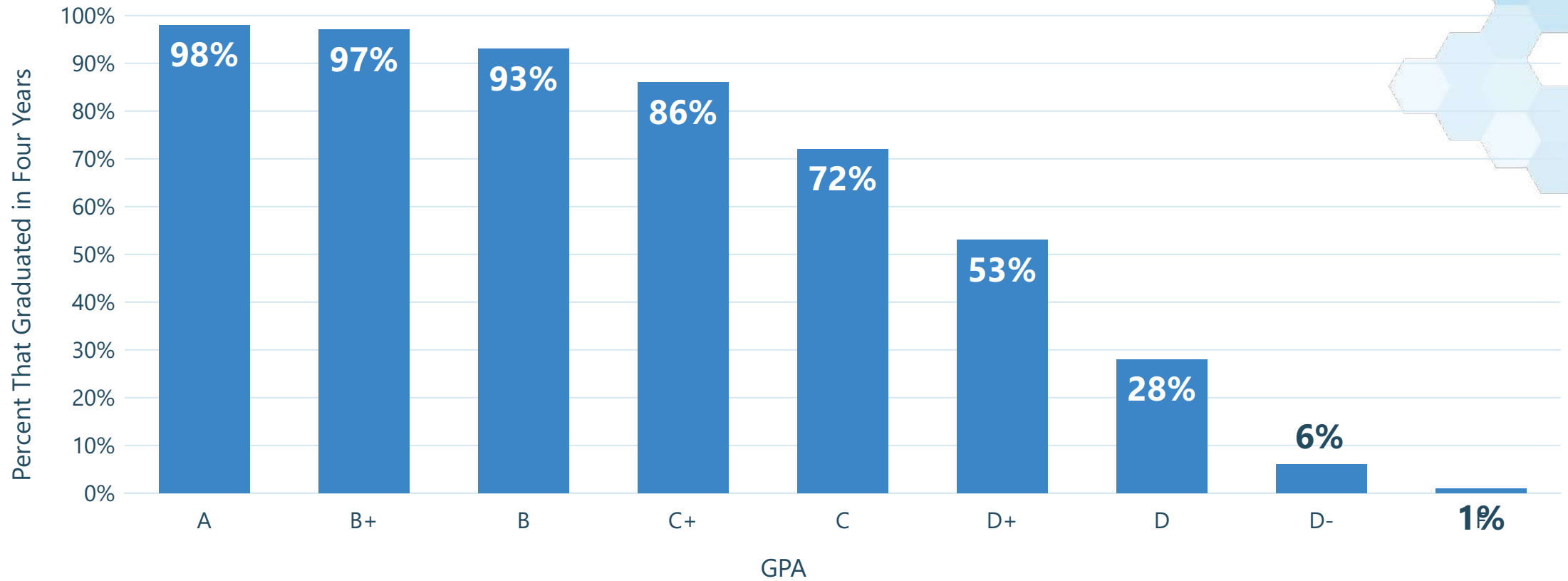
## Course performance matters

4-Year Grad Rate By # of Courses Failed in 9th Grade



# GPA Matters

4-Year Grad Rate by 9th Grade GPA





# Why Use "On-Track"?

Predictive

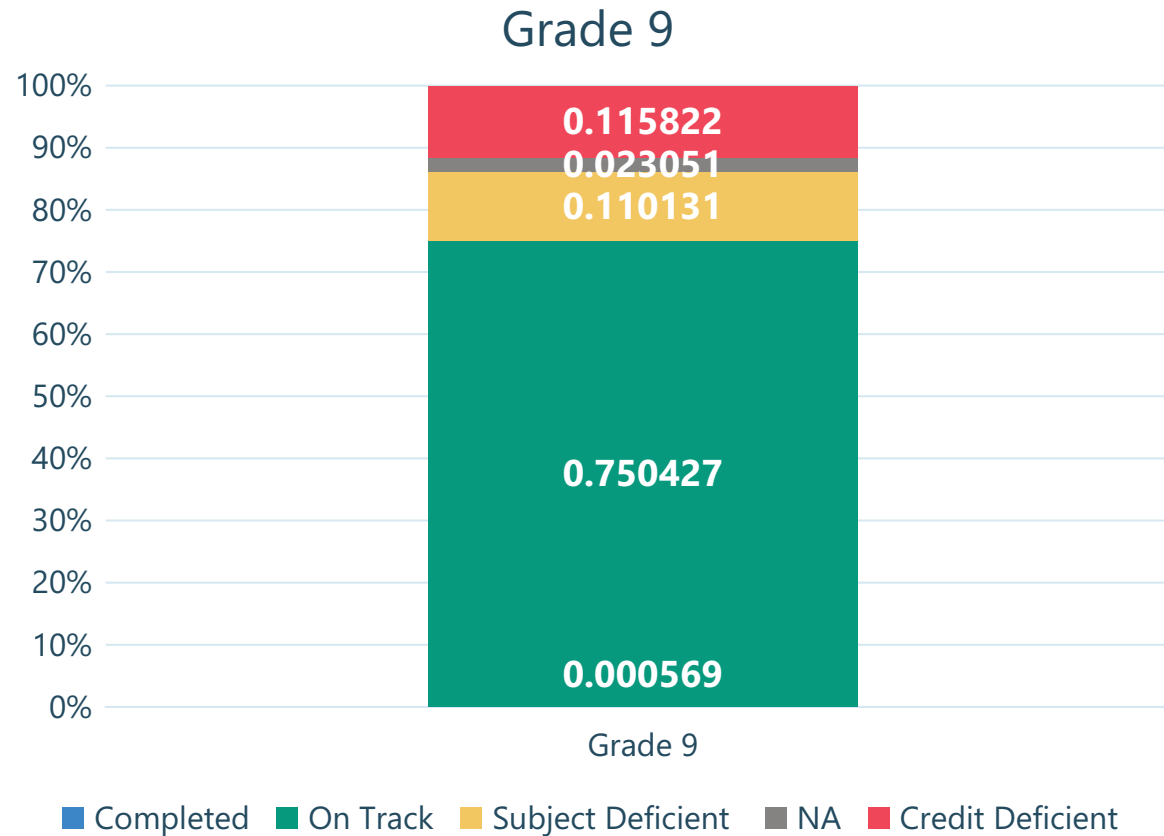
Clear and  
usable

Available  
in real time

Malleable



# "On-track" in PPS: Earn 6 Credits; Passing Core Courses

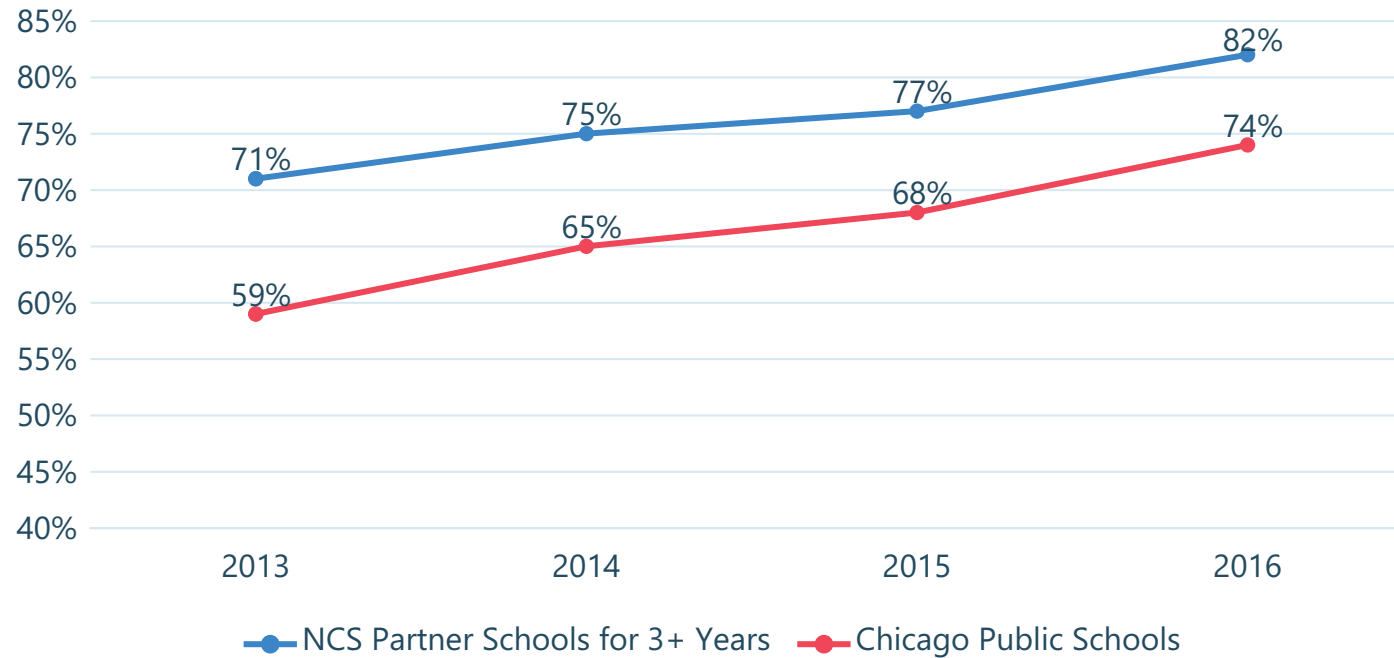


Standing	Number of Students	Percentage
Credit Deficient	407	11.58%
NA	81	2.31%
Subject Deficient	387	11.01%
On Track	2,637	75.04%
Completed	2	0.06%



# University of Chicago's Network for College Success

High School Graduation Rates  
NCS Partner Schools Compared to Chicago  
Public Schools



**Main Tool**  
Student  
Success Teams



# Student Success Teams...

**Meet regularly** with time sufficient for the work

Contribute toward attaining **ninth grade On-Track**

**Use data** to develop, implement, and track interventions for targeted students, as well as cohorts of students

Design and participate in relevant **professional development**

Keep **“equity”** at the center of all discussions

Reflect on and evaluate **effectiveness of student interventions**



# A Little Context



**49,500 Students**

**14,000 High School Students**

**7 Comprehensive High Schools**

**2 Focus Option High Schools**

**3 District Administered Alternative High Schools**

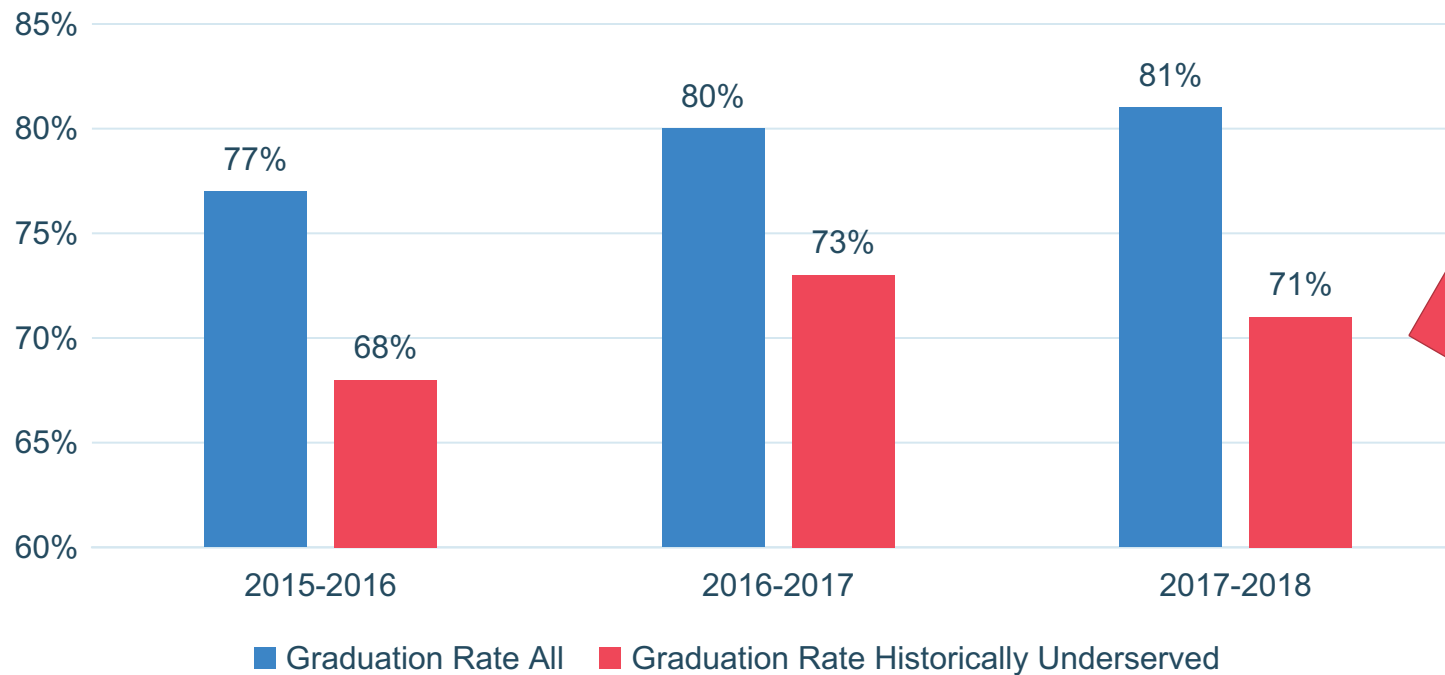
**9 Contracted Alternative Schools**





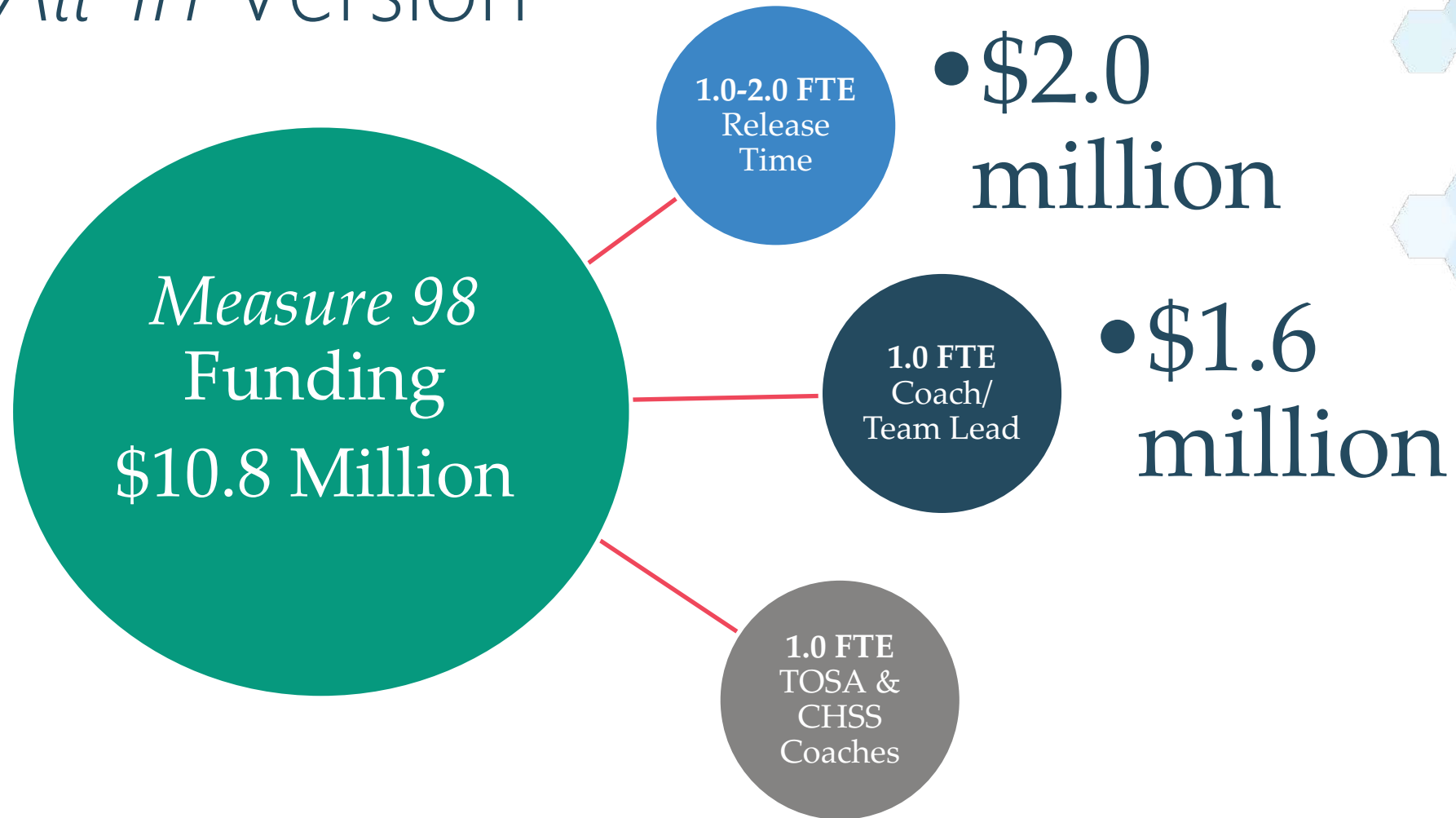
# Our Why

## Portland Public Schools 4-Year Cohort Graduation Rates Classes of 2016-2018





# Our *All-In* Version



# Spectrum of Implementation

Multiple SSTs  
that meet  
during extra  
release periods

Multiple SSTs  
that meet  
during prep  
periods

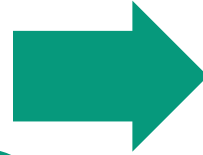
One SST for  
site that meets  
during  
scheduled time



# History of 9th Grade Support in PPS

## Academy Structure

- English, Science, and Social Studies teachers sharing a cohort of 80-100 students
- Scheduled with a common planning period



## Student Success Team Model

- Do NOT ask teachers to meet during their planning periods
- Asked to begin to do slightly different work using a Student Success Team model



# Activities of Student Success Teams

- Student Intervention & Follow-up Protocol

2-3

- SST Work Time

2

- Data Trends Protocol

1

Approximate times per month for a site that has release time: 10 meetings a month



# Activities of Student Success Teams

- Professional Development

1

- Scheduled Meeting

1-2

- Team Reflection

<1

Approximate times per month



# Meeting Format for EVERY SST meeting

1. Determine (rotate) Roles and Connections

2. Revisit Norms and Purpose

3. SST Activity (approx 60 minutes)

4. Reflection on the Meeting





# Student Intervention Protocol



## 1: Strengths

- What are the student's **STRENGTHS**?
- Where do we see success?
- What **positive contributions** have we seen the student make in as many different contexts as possible, including outside of the classroom?
- Who are the **adults** in the building who appear to have a good and close relationship with the student?

3 minutes



## 2: Concerns

- What are the **CONCERNS** we have seen with this student?
- What **evidence** is in place that illustrates this concern:
  - achievement data,
  - attendance patterns,
  - discipline referrals, etc.?
- Do we know some of the **root causes** that might be leading to the concerns we are seeing?
- In what ways are issues of **race, gender, ethnicity**, and other factors playing a role in this student's achievement?

5 minutes



## 3: Interventions

- What are possible **INTERVENTIONS** we could take for this student?
- What are the steps that **WE** can take in the classroom to better support this student based on the concerns we identified?
  - Instructional?
  - Relational?
  - Curricular?
  - Assessment? Etc.?
- What are other steps we will ask the **STUDENT** to take to address some of the concerns identified, based on the actions we said we will take?
- What are **other actions** we should take to support this student? Who will take these steps? When would be the best time to check back in about this student?

7 minutes



# Closing of Follow-up Protocol



## 1: Actions

- Take a minute or two to review the actions each member will take before next meeting.

1-2 minutes



## 2: All Students

- Thinking about this students we discussed today, what are the interventions that seem to be most effective for our **ALL** students? How do we know?
- What are interventions that seem to be least effective? Why?
- How might race, gender, ethnicity, and other factors affect the effectiveness of the interventions?

6 minutes



## 3: Professional Learning

- Based on the interventions and concerns we discussed, what are topics that we think we'd like to learn more about and practice with in our own professional learning opportunities?

2 minutes



# Other Protocols the Student Success Teams Use...



Looking at Student Work In Common



Looking at Data/Team Reflection



In-person Student Intervention Protocol

# Sample Schedule with Release Time

Monday	Tuesday	Wednesday	Thursday	Friday
SST Student Intervention Protocol		SST meets to work on interventions together		School/Academy-wide Trends Data Protocol
	SST Scheduled Meeting: Students, Parents, etc.		SST Student Follow-up Protocol	
SST Student Intervention Protocol		SST meets to work on interventions together		SST Professional Development
	Team Reflection Protocol		SST Student Follow-up Protocol	



# Sample Schedule Without Release Time: Meet Weekly

<b>Week</b>	<b>Meeting Activity</b>
Week 1	SST Student Intervention Protocol
Week 2	Team/Individual Time to Implement Interventions and/or Scheduled Meeting Times
Week 3	SST Student Follow-up Protocol
Week 4	School/Academy-wide Trends Data Protocol/Team Reflection Time/Professional Development



# What we provide the SSTs

In Order of Importance

Time!

A Site Lead (minimum .5 FTE release)

Coaching support (TOSA and CHSS)

Data and Data Training

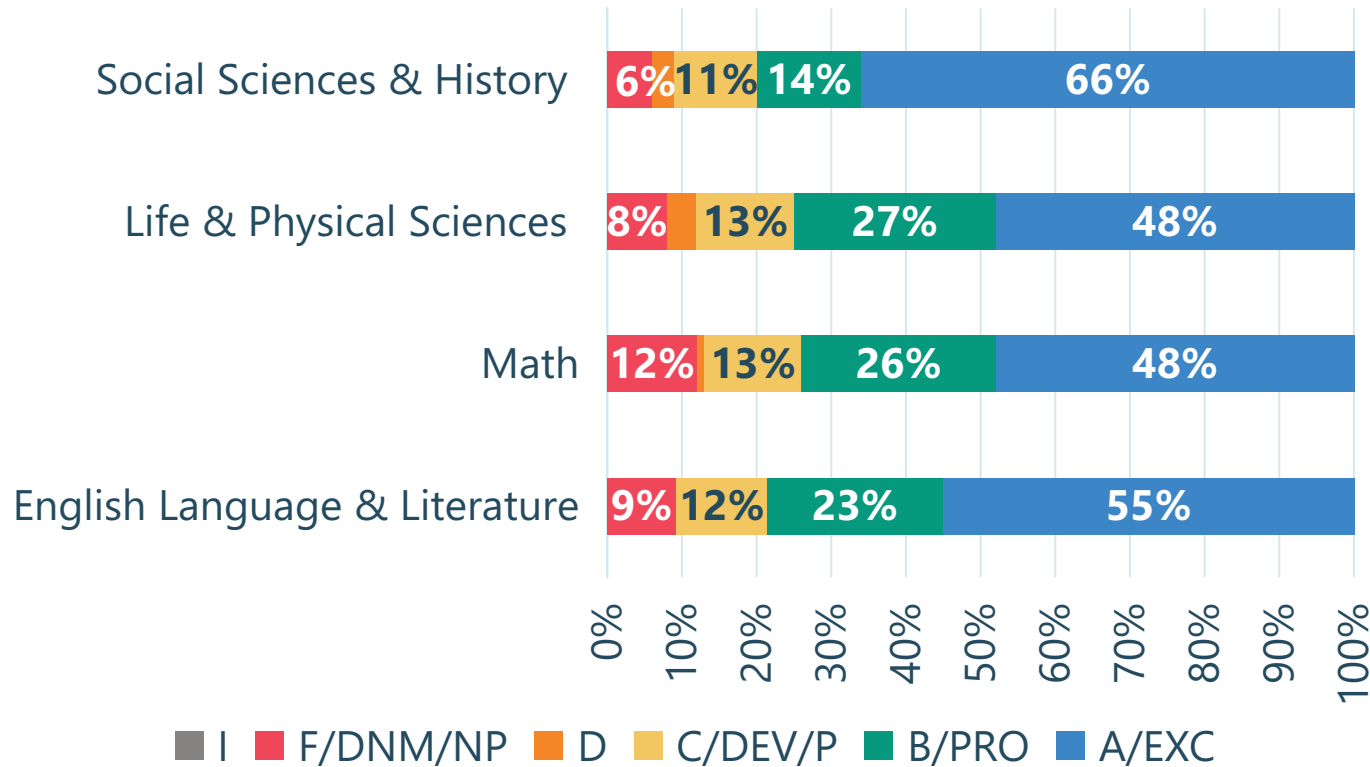
Places to record and review data



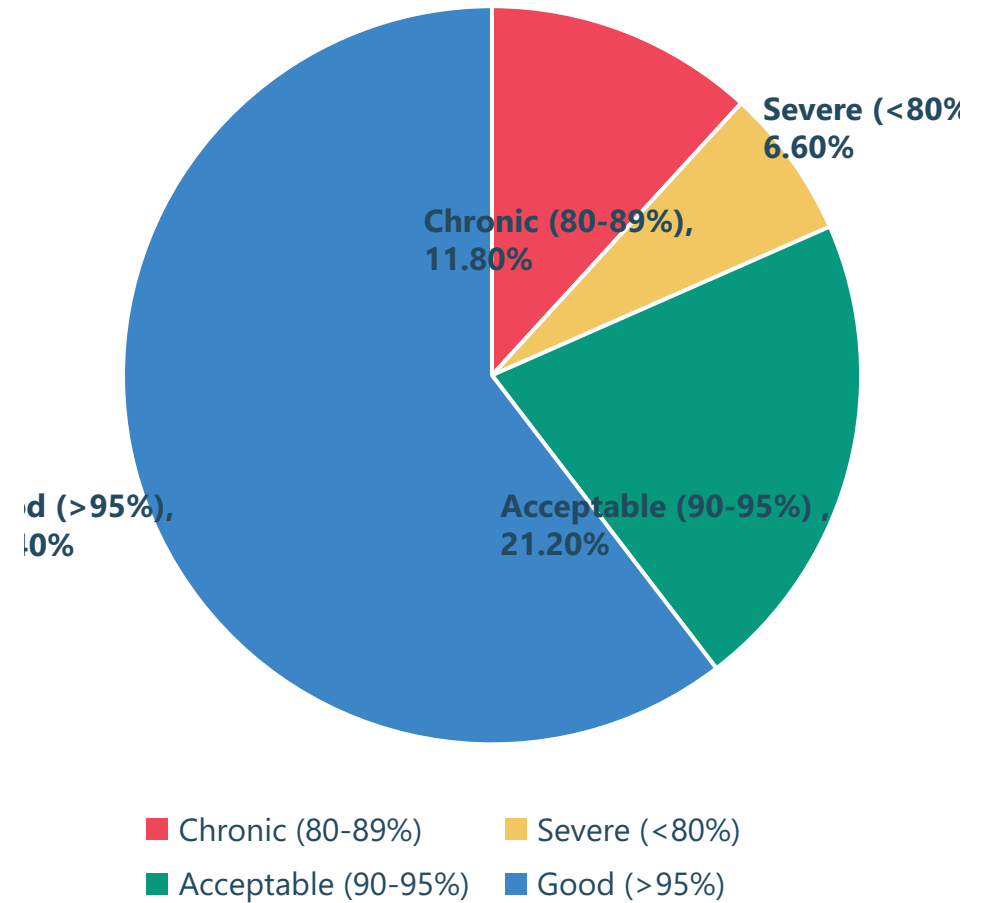


# Data Visualizations

**9-12 Course Mark Distribution by Core Subject  
2018-2019 Q1, Grade 9**



**Attendance**



# Data Reports for SSTs

C	D	E	F	G	H	I	J	K	L
Gn	Race	Prior Year GPA 2018-2019	Cum GPA 2019-2020	Progress Q1 GPA 2019-2020	Failing PQ1Core SubjMarks	Prior Year ADA	Annual ADA	20 Day ADA	10 Day ADA
F	Black	2.17		3.6		80.50%	84.60%	85.00%	70.00%
M	Black	1		0.6	4	73.40%	86.80%	86.80%	80.00%
M	White	2.88		3	2	93.10%	88.50%	85.00%	100.00%
F	Black	2.5	2	3.6		91.10%	96.20%	100.00%	100.00%
M	White	3.05		4		96.30%	100.00%	100.00%	100.00%
F	Hispanic	1.89		2.6		83.60%	82.70%	77.50%	60.00%
M	White	2.7		2.6	1	98.90%	98.10%	97.50%	95.00%
M	White	3.89	4	4		95.40%	98.10%	97.50%	95.00%
F	Multiple	4	4	4		99.70%	100.00%	100.00%	100.00%
F	White			4			94.20%	92.50%	85.00%
F	Hispanic	3.56		3		61.10%	36.50%	40.00%	35.00%
F	Black			3.83			100.00%	100.00%	100.00%
M	White	3.04	2	2.25	1	98.00%	98.10%	97.50%	95.00%
F	Hispanic			1.4	1		88.50%	85.00%	80.00%
F	White	4	4	4		96.30%	94.20%	92.50%	85.00%
M	Multiple	3.79	4	3.8		98.30%	96.20%	95.00%	90.00%



# Tracking Interventions Version 1

## All Students at a Glance

General Team Notes/Strengths	Date	Intervention Notes #1
Brave/confidence, friends in the community, S – non-disruptive, positive; M – attempts work, attendance	9-9-2019	Challenges: Isn't engaged in most classes; doesn't seem happy; doesn't seek out help, not attempting work in English, distracting others/avoidance; disengages from work; attention seeking behavior can be disruptive and problematic, SM- withdrawn from class in history; English literacy is a challenge; didn't want to open up in student survey. INTERVENTIONS – Teacher check in to demonstrate concern,/interest in helping him; ELL after school tutoring once it gets going; moving seat to be closer to teacher; re-connect about student survey; scaffold assignments for ELL accommodations. Personal check ins and seating change. Check for understanding often.
Confident in M's class; follows teacher's direction; respects teacher; will work with groups; willing to accept help when offered; willing to try difficult work	9-9-2019	Challenges: Will need significant extra time for literacy tasks; low confidence in academics; very low ELD scores; challenging schedule with no electives; Can express himself in paragraphs, but not longer writing assignments; Gets frustrated. INTERVENTIONS – Work closely with N to make accommodations; M & M will collaborate on assessments that count for both classes; provide teacher notes; find alternative texts for history; texts in Spanish for history; using a phone or Chromebook to translate Spanish to English (S will help);
Strength: participating in football; friendly/respectful to teacher; older brother is a strong role model; self identifies as an introvert; has friends in physics and works in groups;	9-9-2019	Challenges: withdrawn from class; negative attitude about school, not willing to participate in many activities; says he hates school. INTERVENTIONS: teachers will connect with him individually in R's room to begin to build relationships; S will reconnect with him about finishing the survey; IEP stresses group work and creative writing; seating next to teacher.
Strong academically, he is capable of producing at or above grade level	10-17-2019	Challenges: Exhibiting behavioral concerns in class which includes playing around, talking to friends, and distracting others. His ADHD has also caused him to become so distracted that he is not finishing his work on time in English class. In MWH he is showing more focus and control.



# Tracking Interventions Version 2

(single student at a time)

Student Strengths and Interests	Student Concerns
<p>He came back to school friendly, outgoing, honest, leadership            Connections with people, outgoing            Good in Spanish            Tendency to dive into whatever he's working on            Has a lot of skills in shop and robotics. welding</p>	<p>9/23 Attendance            V= skill level and attendance            Work pressure on attendance            Has not gotten counseling support            Not checking in for advisorv. smoking on the</p>
Wednesday Team Interventions	

Date	Actions that the Team Members Will Take / Effectiveness of Interventions
<p>9/11/20 19</p>	<p>R is working on reinstating IEP            J will talk to G about setting up a contract            Mediation for D's past transgressions with E            Refer to nurse for medical checkup</p>
<p>9/18/20 19</p>	<p>Update: Refused IEP services in 2018.</p>



# On-site Supports

## Administrator

- Sets the conditions of work, protects time, coordinate with school goals

## Lead

- Helps facilitate SSTs, sets calendar, provides data, coordinate services

## Core Team

- Helps ensure consistency across site and elevates promising practices



# Other Supports

TOSA

- Supports Leads, assisting with data, facilitation, problem-solving

CHSS

- Our partners provide coaching of Leads and Admin at the school-level

\$\$\$\$

- Sites have a discretionary budget and centrally we support other aspects





# How's it Going?

Teams meeting, using data & protocols

Members enthusiastic about improvements

"Students are doing much better than they did before these success teams!"

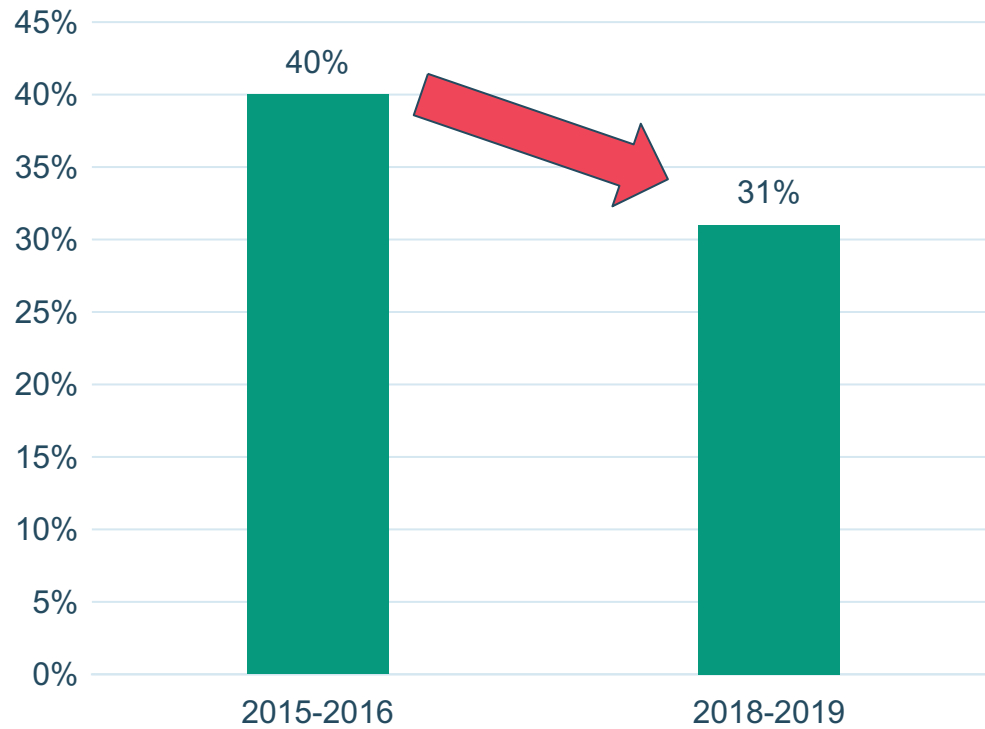
"We have helped students improve their grades!"

"We are almost at our 90 percent on-track goal!"



# Outcomes

PPS Students Failing One or More Courses in Ninth Grade Dropped by 19% over 3 Years



**+300**  
ninth graders  
on track to  
graduation

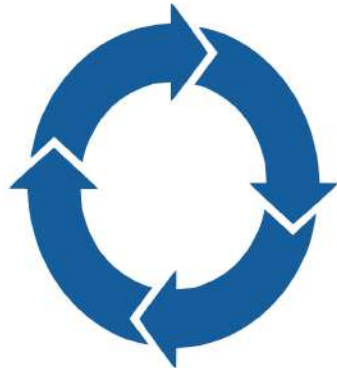
Over 60% of this improvement occurred in 2018-19 when PPS implemented SST's districtwide.



# Lessons Learned



Schedule  
time to  
meet during  
school day



Support  
progress  
monitoring



Allow teams  
to grow



Promote  
cross-team  
and cross-  
site learning



# Moving Forward

## Sustain strengths and...



Identify the “right” students to discuss during meetings



Design interventions for cohorts of students (Tier 2).



Move focus into classroom instructional, grading, and assessment practices



Provide team-level professional development, especially in culturally responsive teaching and curriculum



# GATE Evaluation

**This presentation will change my practice in the future:**

- Definitely
- Probably
- Not Sure
- No – not helpful

**This presentation was well organized with a variety of participant involvement:**

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

**The presenters were content experts:**

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

**The presentation met the stated learn objectives:**

- Strongly agree
- Agree
- Disagree
- Strongly Disagree



GATE Evaluation

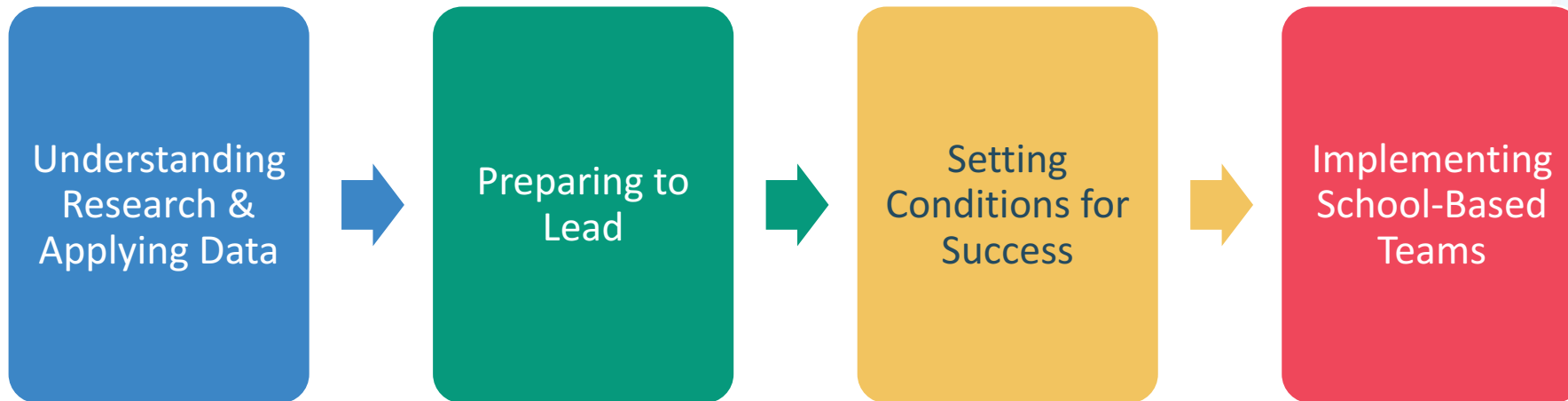


# Resources





# Freshman On-Track Toolkit



# Resource: Freshman Success Inventory

How close is your team to implementing Success Teams?

You can check!

**TOOL SET**  
**D** Assessing Success Team Progress PAGE 1 OF 7

### Freshman Success Inventory

**Rating descriptions**

- **Embedded**- This practice is so ingrained in our work that it is a distinguishing feature of the culture of freshman success in our school (way of being)
- **Practicing**- This is a regular practice in our school (way of doing)
- **Emerging**- This practice is in its beginning stages in our school
- **Not Yet Practicing**- We have not begun this practice/we are planning to implement this practice in our school

*Rate your team's current implementation level for each of the indicators below.*

Guiding Beliefs for Students (Principal, Team Lead, Success Team)	Embedded	Practicing	Emerging	Not Yet Practicing
We believe children and adults can learn and achieve				
We believe relationships are essential to student success				
We believe high and future-minded expectations must be held for all students				
We believe transition plans assist student acclimation to school culture				
We believe opportunities for students to demonstrate success are varied and plentiful				



# 9<sup>th</sup> Grade Success Web Page

Best Practices & Strategies

FAQ


Why Are We Focused on 9<sup>th</sup> Grade?

9<sup>th</sup> Grade Success Resources

The screenshot shows the website for the Office of Superintendent of Public Instruction in Washington. The header includes the state seal and the name of the superintendent, Chris Reykdal. A navigation menu lists Home, Student Success, Certification, Educator Support, and Policy & Funding. The main content area is titled 'Freshman Success' and features a sidebar with a 'STUDENT SUCCESS' menu. The menu items include: Resources by Subject Area, Learning Standards & Instructional Materials, Graduation, Testing, Career & Technical Education, Special Education, Support Programs (with sub-items: Dual Credit Programs, Multi-Tiered System of Supports (MTSS), and Center for the Improvement of Student Learning (CISL)), and a partially visible 'Support Programs' item. The main content area contains three sections: 'Freshman Success Best Practices & Strategies' (describing the importance of the first year of high school), '9th Graders on Track Frequently Asked Questions' (regarding academic success), and 'Why Are We Focused on 9th Grade?' (stating that 9th graders who are on track are four times more likely to graduate).



# Resource: System Improvement Guides



## Attendance System Improvement Guide

### For Building and District Leaders

*Shannon Davidson and Kriszy Johnson*

#### Introduction

Promoting regular attendance is a strategy states and districts are using to ensure all students have equitable opportunities to learn and that all students graduate from high school. In Washington state, Regular Attendance is a key performance indicator and one measure in the Washington School Improvement Framework, the state's new accountability framework under the Every Student Succeeds Act (ESSA). Regular Attendance is defined as the percent of students that miss fewer than 10% of their school days, and reflects students that are not chronically absent.

The Office of Superintendent of Public Instruction (OSPI) provides schools in Washington state with an annual analytic report featuring statistics on Regular Attendance. As district and school leaders, you are uniquely positioned to use these data to drive positive action, such as building awareness about the importance of attendance and using attendance data to offer support to students early, before they fall behind or disengage.

This guide may be used by individual school or district leaders, but it will most benefit a team of district and building personnel and community members charged with developing and carrying out plans for improving attendance. To enrich the data review and planning process, consider including a wide variety of stakeholders on your team, including administrators, cross-sector partners, school counselors, teachers, after-school providers, community organizations, students, and families.



The four sections of this guide are organized sequentially. The first two sections build understanding of the rationale for addressing chronic absenteeism and improving Regular Attendance in your school or district. The third and fourth sections prompt team members to interpret this information and to develop goals and strategies for improvement. After completing all sections of the guide, the team will have answered key focus questions and developed an informed action plan.

\* In this document, Regular Attendance is capitalized when used in the context of Washington OSPI's specific definition.

#### USING THE GUIDE

This guide is designed to help you and key stakeholders:

- Understand and interpret attendance data for your school or district
- Engage in a collaborative self-assessment of your school's or district's strengths and challenges regarding Regular Attendance
- Develop concrete plans to improve Regular Attendance in your school or district

## Ninth-Grade On Track System Improvement Guide

### For Building and District Leaders

*Nettie Legters and Kafi Anderson*

#### Introduction

Keeping ninth-graders on track to graduate is a high-leverage success strategy that states and districts across the country are using to ensure all students graduate from high school on time with their peers. In Washington state, many school systems are adopting evidence-based practices to support students' transition into high school and throughout their freshman year. Successful schools recognize that most students struggle with this transition and are intentional about ensuring every ninth-grader has strong relationships with trusted adults who understand their strengths and challenges and are equipped to respond skillfully and effectively.

The Office of Superintendent of Public Instruction (OSPI) provides schools with statistics on the Ninth Grade on Track indicator, which measures the rate of credits students earned relative to credits they attempted in ninth grade. As district and building leaders, you are uniquely positioned to use these data to drive positive action, such as identifying struggling students before they fall off track and providing a welcoming learning community and the academic and social supports necessary to keep them on the path to graduation and adult success.



This guide may be used by individual leaders but will most benefit a team of district, building staff members, and community members charged with developing and carrying out plans for improvement. To enrich the data review and planning process, consider including administrators, school counselors, student support staff, teachers, students, families, and community organization staff members on your team.

The four sections of this guide are organized sequentially. The first two sections build understanding of the rationale for prioritizing supports for ninth-graders and of each district's Ninth Grade on Track statistics. The third and fourth sections ask team members to assess strengths and areas for growth, and to develop goals and strategies for improvement. After completing all four sections of the guide, the team will have answered key focus questions and developed an informed action plan.

#### USING THE GUIDE

This guide is designed to help you and key stakeholders use your district's Washington School Improvement Framework (WSIF) data to:

- Understand and interpret Ninth Grade on Track statistics for your district and for the state.
- Engage in a collaborative self-assessment of your strengths and challenges in this area.
- Develop concrete plans to strengthen supports for ninth graders in your district.

Northwest Comprehensive Center  
of Education Northwest

## Dual Credit System Improvement Guide

### For Building and District Leaders

*Ashley Pierson, Nettie Legters, and Melinda Leong*

#### Introduction

Dual credit is a strategy that states and districts are using to ensure all students graduate high school ready to succeed in college, additional training, and/or a career. Dual credit programs provide high school students with the potential to earn college credit for courses and/or exams they complete while in high school. In Washington state, students may pursue dual credit coursework in a variety of programs, including but not limited to:


PROGRAM	Offered by	Taught by	Credit earned by
Advanced Placement (AP)	High school	High school teacher	Passing an exam
Cambridge International (CI)	High school	High school teacher	Passing an exam
College In High School (CHS)	High school	High school teacher (trained by college)	Passing college course
Career and Technical Education Dual Credit (CTE Dual Credit)	High school	High school teacher	Passing course (some colleges require a B or better grade)
International Baccalaureate (IB)	High school	High school teacher	Passing an exam
Running Start (RS)	College campus	College faculty	Passing college course

Dual credit completion is a key performance indicator in our state and many school systems are expanding access to and staff support for their programs in an effort to help students meet the 24-credit high school graduation requirement while also advancing their career and college readiness goals.

#### USING THE GUIDE

This guide is designed to help you and the key stakeholders in your building or district use your data to:

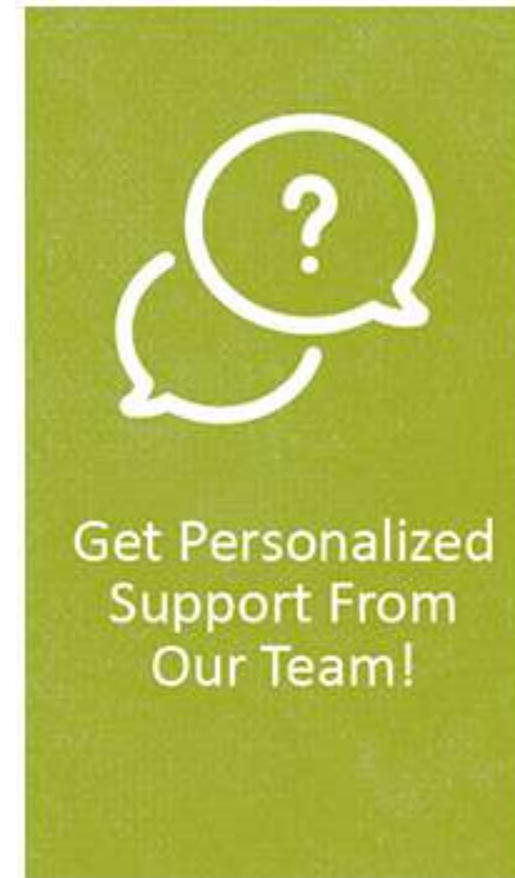
- Understand and interpret dual credit statistics for your district and for the state
- Engage in a collaborative self-assessment of your strengths and challenges in this area
- Develop concrete plans to improve dual credit opportunities in your district






# Get Personalized Assistance

- Do you want personalized support?
- We want to help connect you to the right people!
- Use the Green Button!



# Contact



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# Discussion Questions for the Chat

What were the big ideas you got from today?

What are your next leadership moves?

What did you value in the presentation?

What questions do you still have?

