

Welcome!

COSA Secondary Administrators Conference October 2019





To ensure all children, regardless of background or circumstance, graduate high school on time, and prepared for college, a career, or both.



Ballot Measure 98 requires state funding for dropout prevention, career and technical education, and college readiness programs in Oregon high schools.



a project of Stand for Children

The Center for High School Success (CHSS)

The Center for High School Success (CHSS)—a project of Stand for Children—provides FREE training, technical assistance, data support, and resources to districts and high schools interested in developing effective 9th grade success programs as a key lever for increasing on-time graduation rates.

CHSS supports partner districts and schools through:



Coaching



Continuous Improvement
With Data Analytics



Collaboration



2017 CHSS Pilot Districts

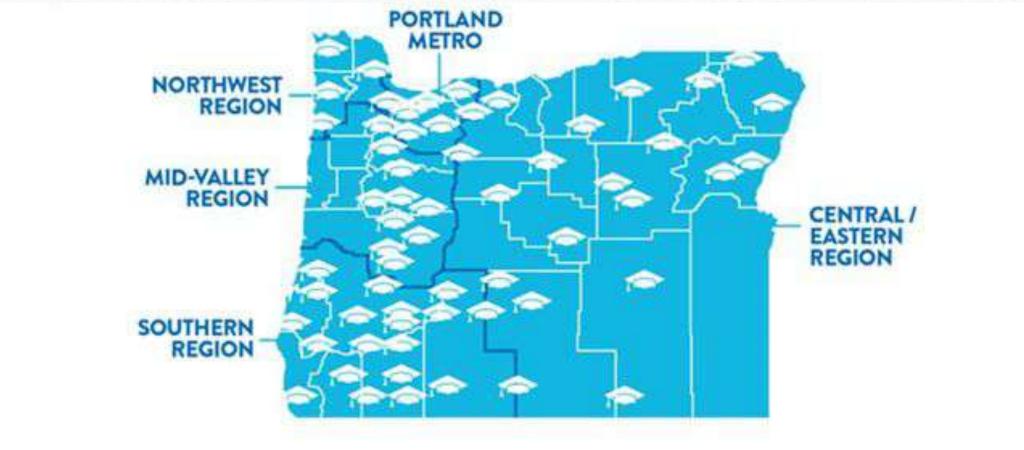
Reynolds Medford St. Helens

Centennial Tigard-Tualatin

Eugene Hillsboro



The Oregon 9th Grade Success Network





High School Success National Network



CHSS Network

States = 6

Districts= 50+

Schools= 148

Ninth-graders ~40,000



Session Objectives:

- Learn about the research on:
 - the importance of 9th grade as a lever to high school graduation
 - early warning indicators of 9th grade success or failure
 - adolescent brain development and the implications for 9th grade
- Forming 9th grade success teams
- Student Intervention Cycle



Oregon NAEP

8th Graders in 2009

Reading: At national average

Math: Above national average



OR. Graduation Rates

Class of 2013

49th in the nation

8th Graders in 2011

Reading: At national average

Math: At national average



Class of 2015

48th in the nation

8th Graders in 2013

* Reading: At national average

* Math: At national average



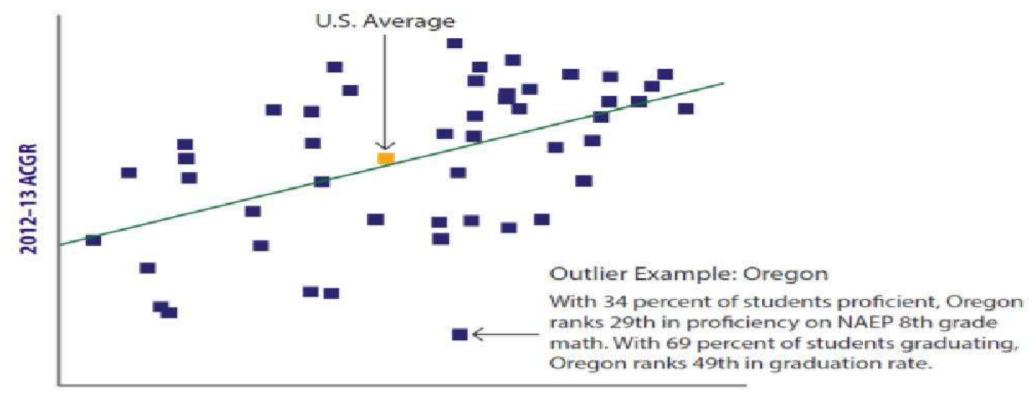
Class of 2017

48th in the nation



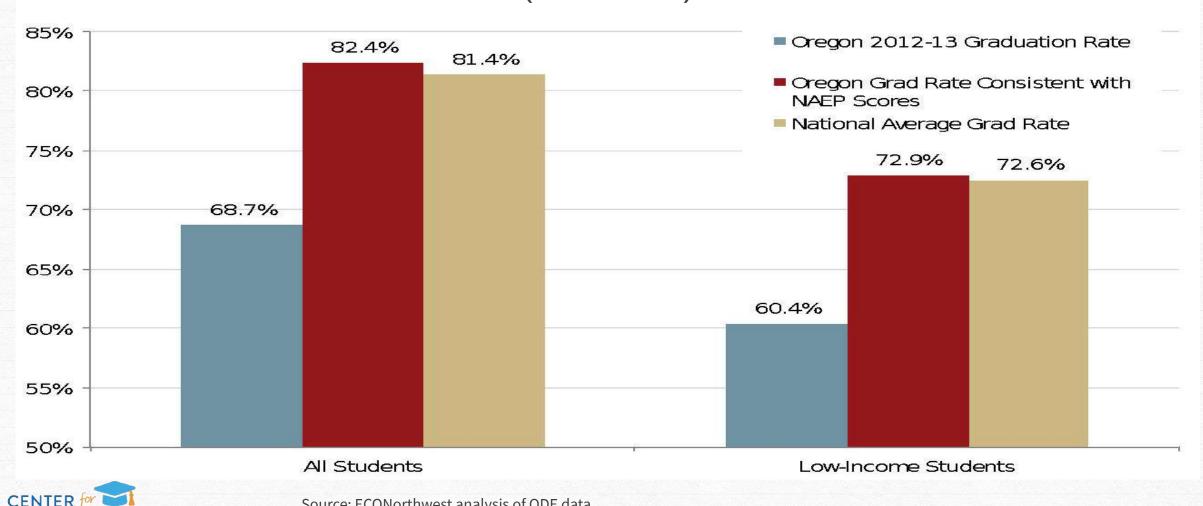
OREGON IS AN OUTLIER

Average Cohort Graduation Rate and NAEP Reading Scores



2009 NAEP Reading Scores

Oregon's Graduation Rate, Predicted Graduation Rate if Consistent with 8th Grade NAEP Scores, and National Average (2012-13)



Source: ECONorthwest analysis of ODE data

What is the biggest predictor of who will graduate from high school within 4 years?

What is the biggest predictor of who will graduate from high school within 4 years?

- Socio-economic Factors
- K-8 Grades
- K-8 Standardized Test Scores
- Race/Ethnicity
- Gender
- Mobility
- Earning 6 credits in 9th Grade
- Other



On-track indicator is stronger predictor of graduation than all background factors combined



9 th Grade Indicator	Prediction of Graduates
Background: Eighth grade test scores, race, economic status, gender, mobility prior to high school, over-age for grade	65 percent

On-track indicator is stronger predictor of graduation than all background factors combined



9 th Grade Indicator	Prediction of Graduates
Background: Eighth grade test scores, race, economic status, gender, mobility prior to high school, over-age for grade	65 percent
On-Track in 9th Grade: One quarter of credits needed to graduate, and no more than one F in a core subject class	80 percent

Research from the University of Chicago

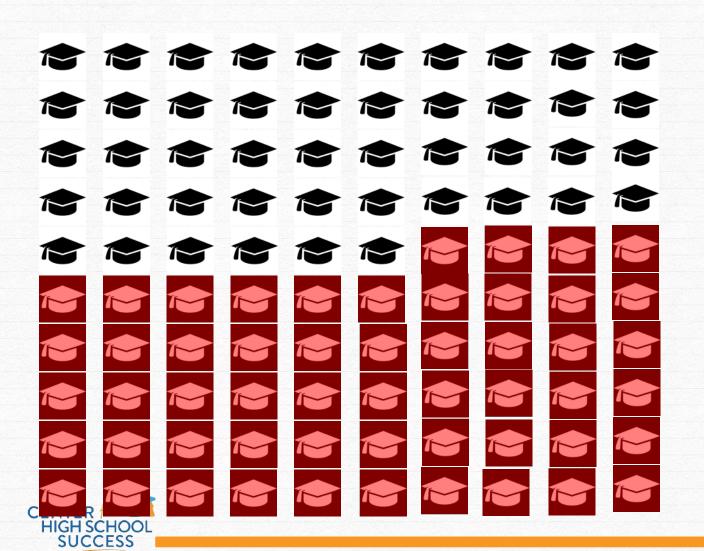


The University of Chicago's Network for College Success has made their research available online:

- All research reports are available here: https://consortium.uchicago.edu/
- A summary of the research reports in the NCS on-track toolkit is available here:

https://ncs.uchicago.edu/freshman-on-track-toolkit

CHICAGO: 46% GRAD RATE IN 1996

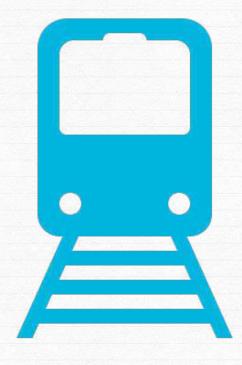


- How can we improve grad rates?
- Can we predict who will graduate or dropout?
- Where should we focus for greatest leverage?

The "On-Track" Metric

Based on Research by the UChicago Consortium, a student is "on-track" at the start of 10th grade if they have:

- Completed one quarter of the credits needed to graduate on time;
- Received no more than one F in a core subject class



Allensworth, E. (2013). The Use of Ninth-Grade Early Warning Indicators to Improve Chicago Schools. Journal Of Education For Students Placed At Risk (JESPAR) Vol. 18, Issue. 1.



Students who are "on-track" in the 9th grade are



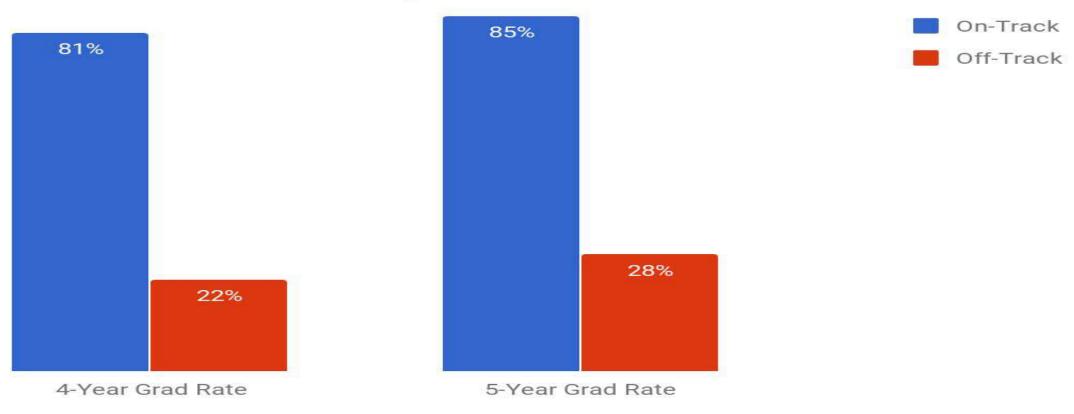
more likely than their off-track peers to graduate from high school

Allensworth, E. (2013). The Use of Ninth-Grade Early Warning Indicators to Improve Chicago Schools. Journal Of Education For Students Placed At Risk (JESPAR) Vol. 18, Issue. 1.



CPS Outcomes By On-Track Status

Grad Rate By On-Track Status

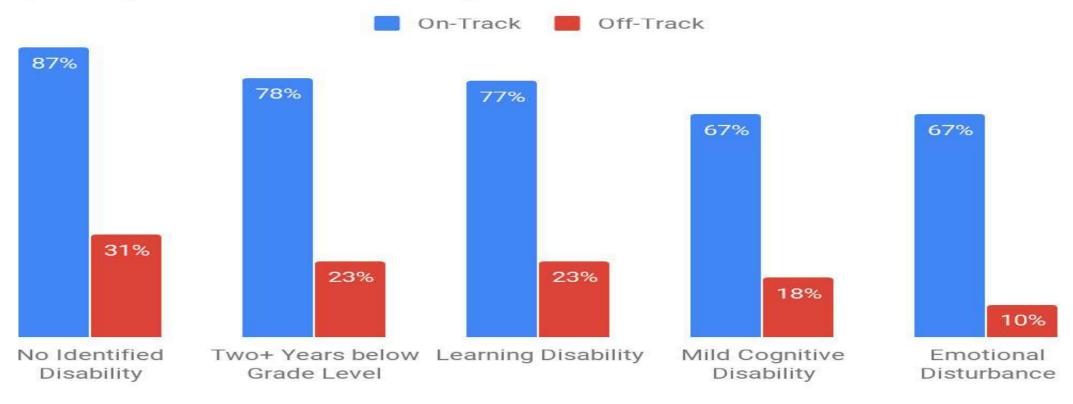


Allensworth, E. (2013). The Use of Ninth-Grade Early Warning Indicators to Improve Chicago Schools. Journal Of Education For Students Placed At Risk (JESPAR) Vol. 18, Issue. 1.



On-Track Indicator Predicts Grad Rates Regardless of Instructional Program Service Type

Five-year graduation rates by freshman on-track status

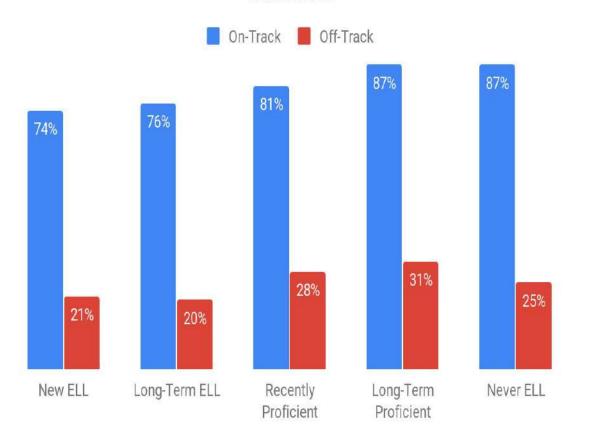


Gwynne, J., Lesnick, J., Hart, H. M., & Allensworth, E. M. (2009). What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Focus on Students with Disabilities. Research Report. *Consortium on Chicago School Research*.

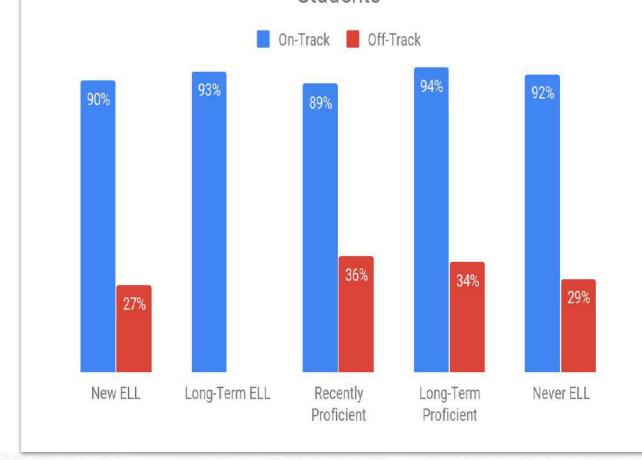


On-Track indicator predicts grad rates regardless of ELL Status

Four-Year Grad Rates, by on-track status for Hispanic ELL Students



4-Year Grad Rates, by on-track status for White and Asian ELL Students

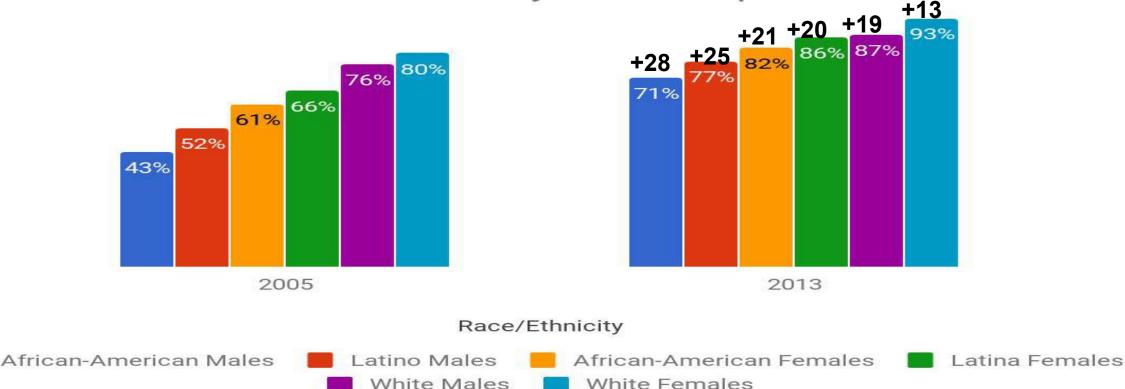




Gwynne, J., Pareja, A. S., Ehrlich, S. B., & Allensworth, E. (2012). What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Focus on English Language Learners. Research Report. Consortium on Chicago School Research. 1313 East 60th Street, Chicago, IL 60637.

Largest Gains Made By Historically Underserved Students

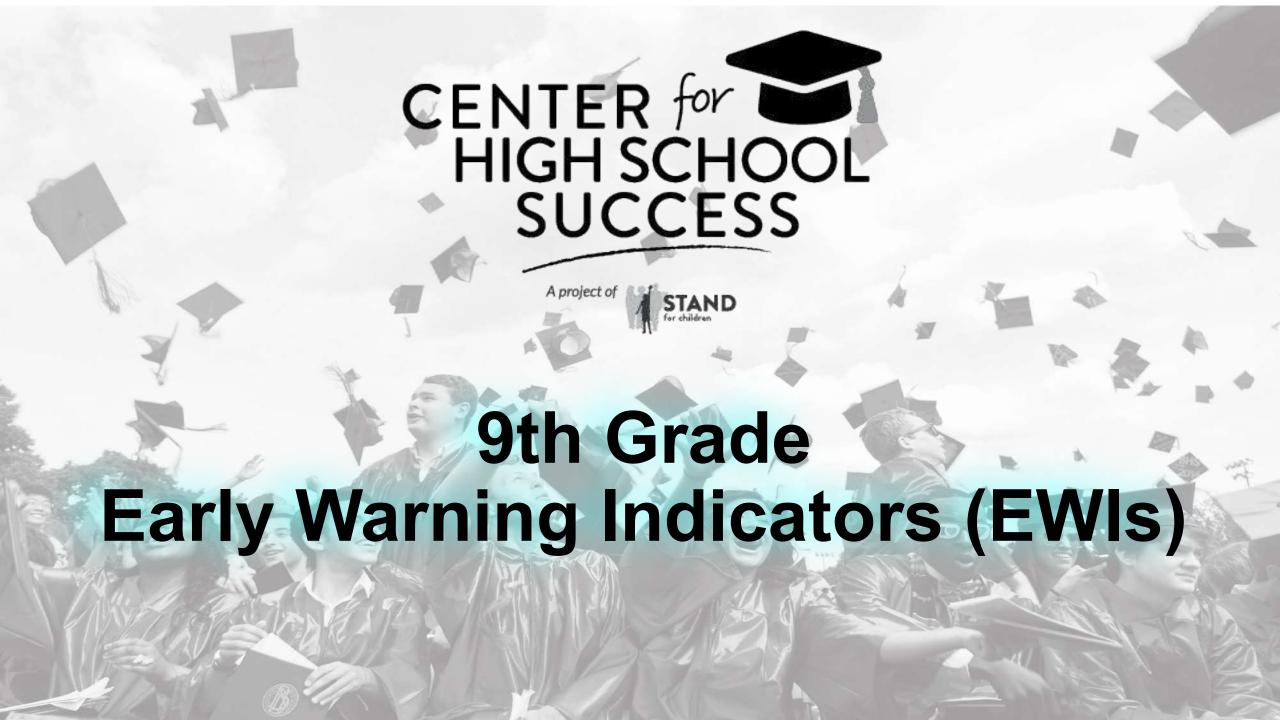
CPS On-Track Rates By Sub-Group 2005-2013





Oregon 2016-17

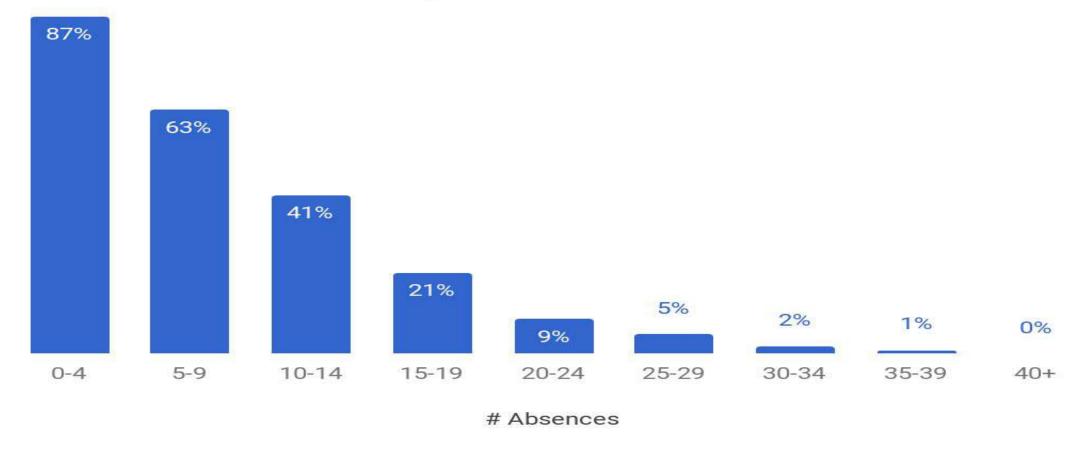
4-year Cohort Graduation Rates	On- track	Not On- track	Rate Ratio
Total	91.1%	40.1%	2.27
American Indian/Alaska Native	82.9%	30.5%	2.72
Asian	95.6%	59.7%	1.60
Black/African American	89.6%	39.9%	2.24
Hispanic/Latino	90.2%	43.4%	2.08
Multi-Racial	91.8%	38.5%	2.38
Native Hawaiian/Pacific Islander	92.3%	37.3%	2.47
White	91.1%	38.7%	2.35
Male	89.9%	38.2%	2.35
Female	92.2%	42.9%	2.15
Economically Disadvantaged	86.2%	37.3%	2.31
Students with Disabilities	78.9%	34.9%	2.26
English Learners	81.6%	38.6%	2.11



Attendance Matters

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

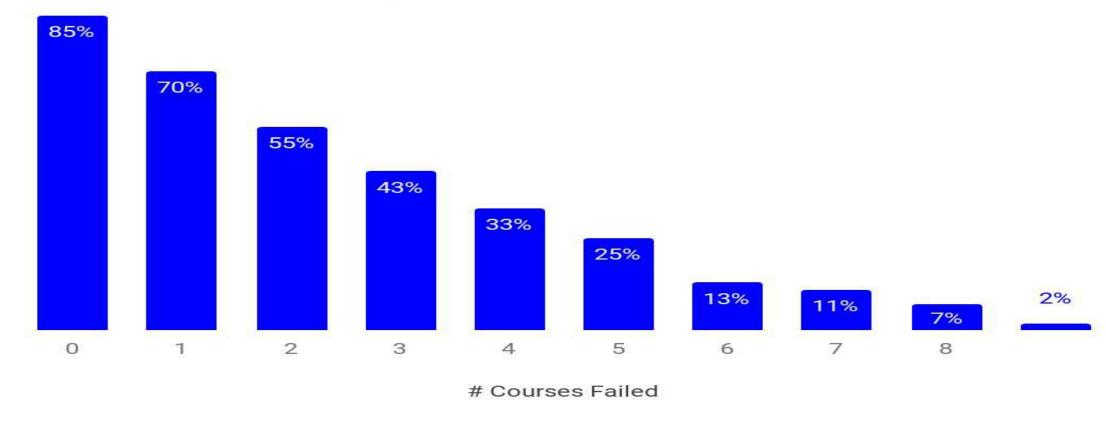






Course performance matters

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

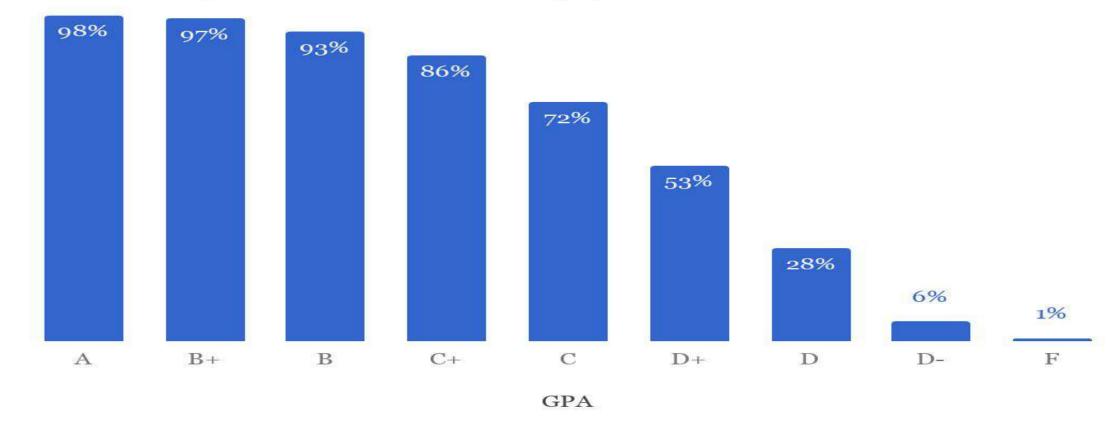




4-Year Grad Rate

GPA Matters

4-Year Grad Rate By 9th Grade GPA

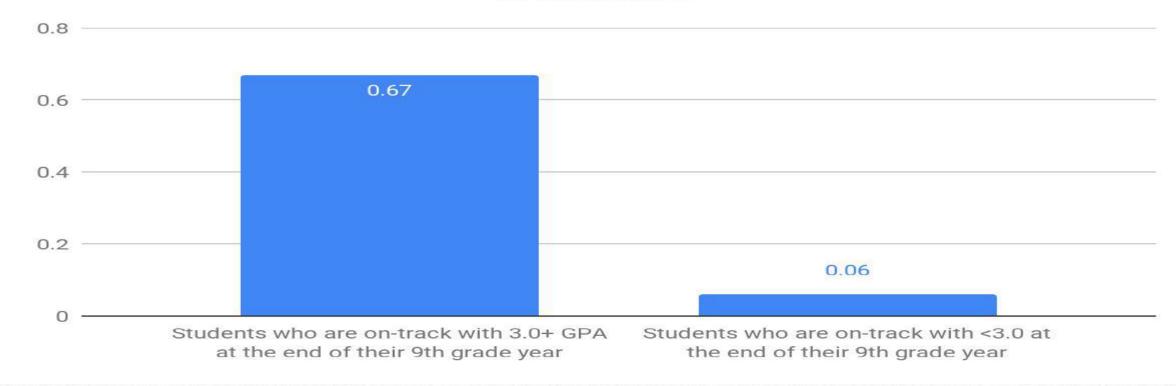




Percent That Graduated In Four Years

Freshman Year Grades Dictate Future HS Course Performance

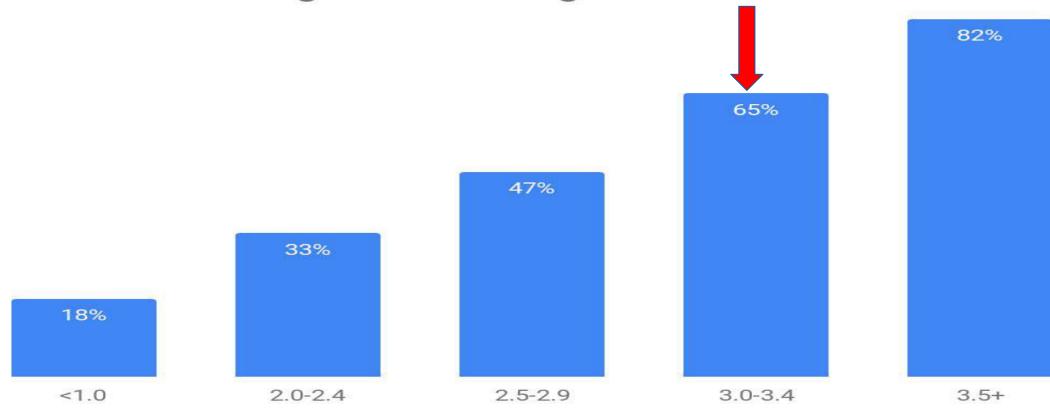
9th Grade Students Odds of having a 3.0 GPA At HS Graduation





A 3.0+ GPA Dramatically increases a students' odds of making it through college

Graduating GPA & College Persistence Rates







Middle school *grades* are a strong predictor of freshman year success



3.3 8th Grade GPA 95% Chance of Being On-Track Freshman Year



2.0 8th Grade GPA





Middle school *attendance* is a strong predictor of ninth-grade success

In 8th grade, a student who misses fewer than two days has a 93% chance of being on track in their freshman year of high school, while a student who misses about two weeks a year in 8th grade has just a 66% chance of being on track.



Missed fewer than 2 days per year in 8th grade



Chance of Being On-Track Freshman Year



Missed about 2 weeks per year in 8th grade



Chance of Being On-Track Freshman Year



Early Warning Indicators of Struggle



Less than 80% Attendance & Failing English or Math in 8th Grade 75% Probability of Dropping Out

Greater . than 50%

Students who dropped out



Showed one of these signals



Students who struggle in 9th grade tend to send signals as early as the first or second marking period and even during the first few weeks of school... few students recover from grade failure and that early failure often predicts future failure.



Source: Roderick & Camburn (1999)

A Detrimental Cascade

8th Grade	9th Grade	9th Grade	11th Grade	12th Grade	Post-Grad
Low Attendance & GPA→ 9th struggles	Academic struggles in the first few weeks→ EOY Outcomes	FOT→ On-time grad. GPA→ 11th Grade GPA	GPA→ College Access and Options	GPA→ College persistence	College completion→ Social mobility; labor force participation; infant mortality; life expectancy; cross-generat ional educational attainment

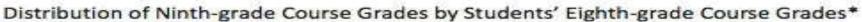


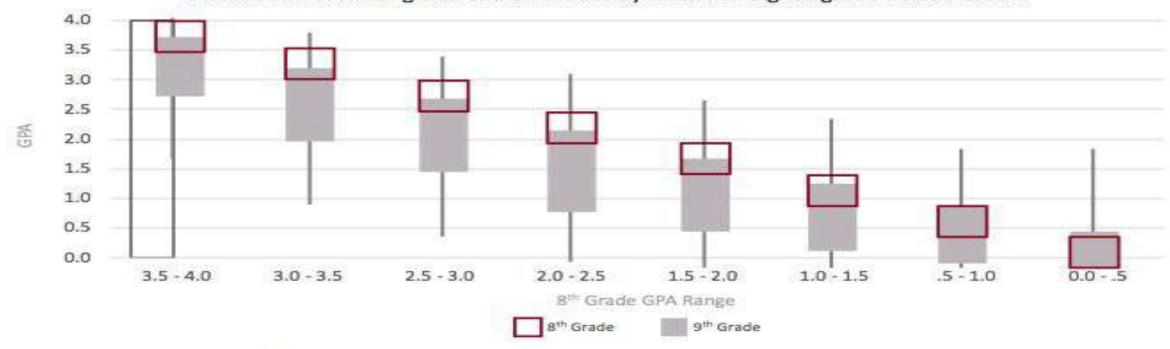
What one word or phase would you use to describe your experience starting 9th grade?



Precipitous decline in course grades from 8th to 9th grade

Ninth-grade GPA declines regardless of eighth-grade GPA



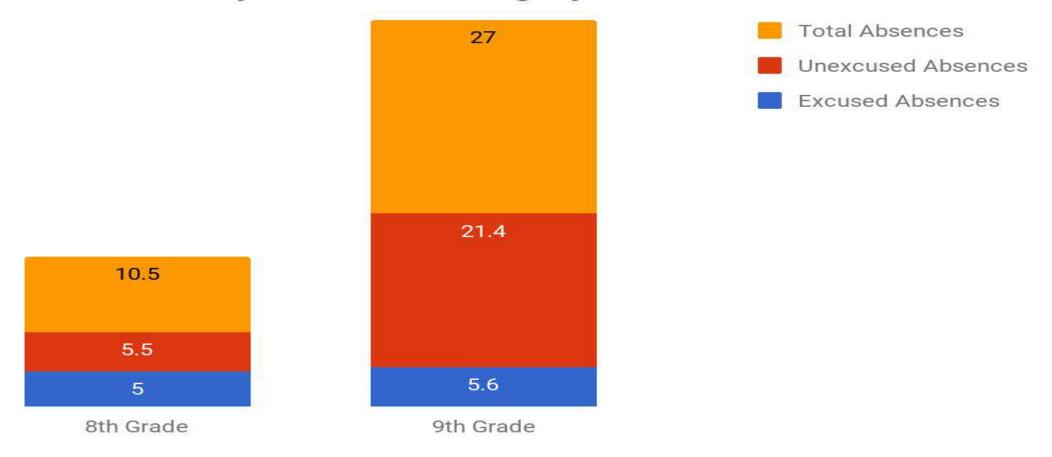


Source: Rosenkranz, T., et al. (2014). Free to fail: Why grades drop when students enter high school and what adults can do about it. Chicago, IL: University of Chicago Consortium on School Research.



Unexcused Absences Quadruple from 8th-9th Grade

Of Absences By Absence Category From 8th to 9th Grade





Source: Rosenkranz, T., de la Torre, M., Stevens, W. D., & Allensworth, E. M. (2014)

What do you think explains the declines in attendance and academic performance?



Drops In Grades Due To Decline In Academic Effort From 8th-9th Grade

Definition of Academic Effort:

- Attending class
- Paying attention in class
- Participating in class
- Completing homework
- · Seeking help when needed
- Studying



Decline In Academic Effort from 8th-9th Grade

Percent Of Students Answering "Strongly Agree" MS HS Set aside time for homework & 13% 16% studying Try hard on schoolwork, even if it's 27% 18% boring When need to study, do not go out 17% 12% with friends Always study for tests 13% 10%



What accounts for the drastic change in behavior from 8th to 9th grade?





Stage Environment Mismatch (Eccles, 1989)

Changes in Adult Behaviors & Expectations

8th Grade

- Adults as nurturers
- They're just kids
- We expect them to make mistakes
- Multiple opportunities for success

9th Grade

- Adults as instructors
- They're not kids anymore
- They should know better by now
- Failure as motivator



Structural changes -- Barriers to opportunity

8th Grade

- Small Learning
 Communities
- Closer Monitoring
- Personalized Experience
- Less Transitions

9th Grade

- Much Larger Communities
- Less Monitoring
- Impersonal & Anonymized
 Experience
- More Transitions



Driving...

Driving to work

Comfort level:

Focused attention level:

Ability to think about other stuff:

Driving to an appointment in a new place

Comfort level:

Focused attention level:

Ability to think about other stuff:



School...

8th Grade

Comfort level:

Focused attention level:

Ability to think about other stuff:

9th Grade

Comfort level:

Focused attention level:

Ability to think about other stuff:



How might the average 14-year old perceive and experience this sudden shift in culture and structure?



- Uncaring
- Difficult to Navigate
- Confusing
- Scary



Intent & Impact

Our Intentions

- HS is serious business
- You need to work harder
- You need to be more independent
- · You need to step up

Their Perceptions

- HS is impossible
- I'm not smart enough so why try
- No one cares or wants to help me
- I don't belong in this community



When are the key times during 9th grade when students might feel disoriented?

School Events

- Start of the year
- New schedule
- Semester change
- Big school events
- Finals week
- Before/After Winter break

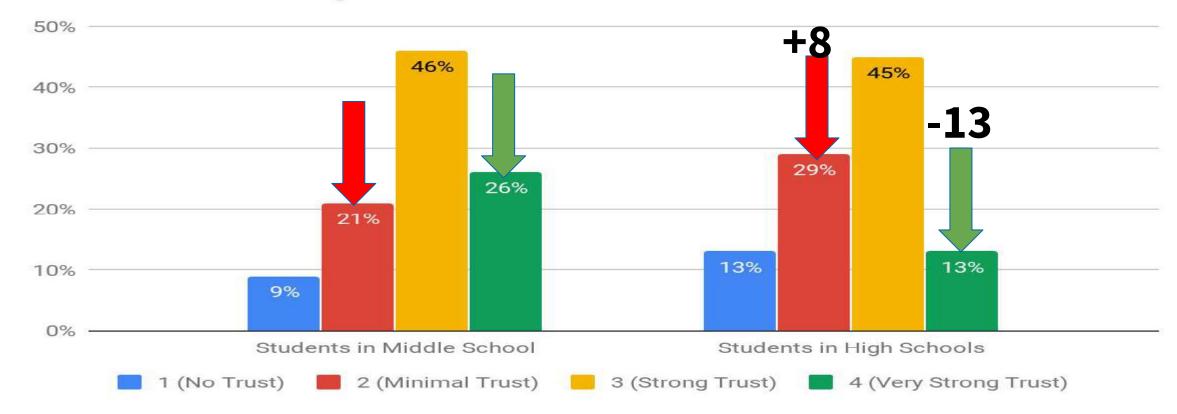
Pre-planned Adult Response

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Relationships matter

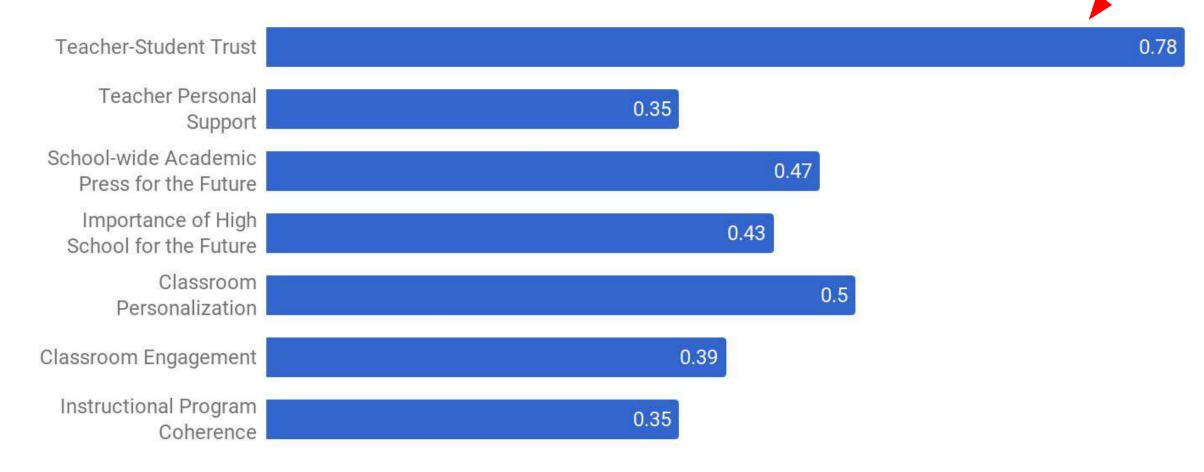
Student Ratings of STR from Middle School To 9th Grade





Rosenkranz, T. (2014). Why Grades Drop when Students Enter High School and what Adults Can Do about it. University of Chicago Consortium on Chicago School Research.



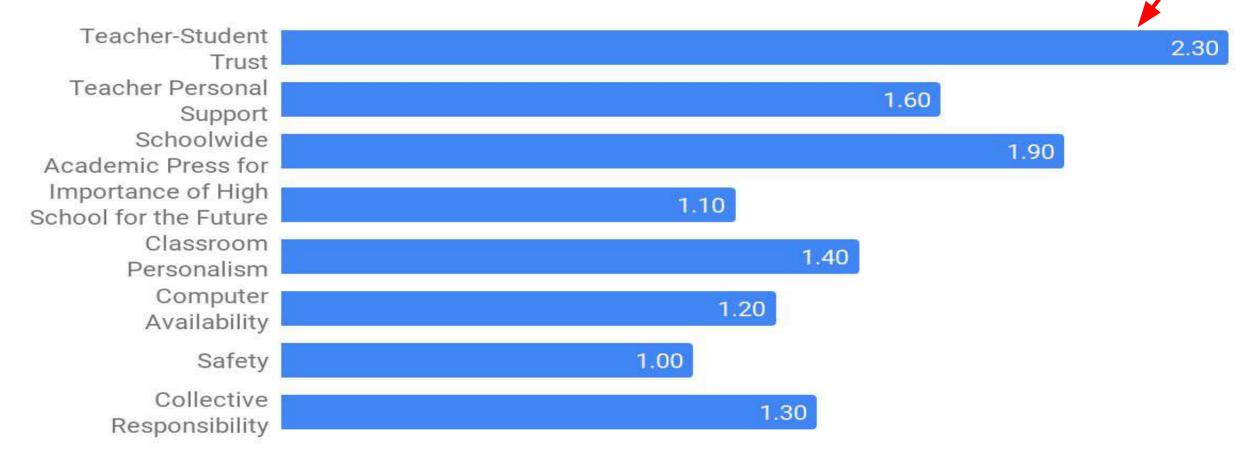


Difference in Average Number of Course Failures Between Schools Low and High in Each Measure



School Climate Factor

Relationships of School Climate Measures with Course Absences

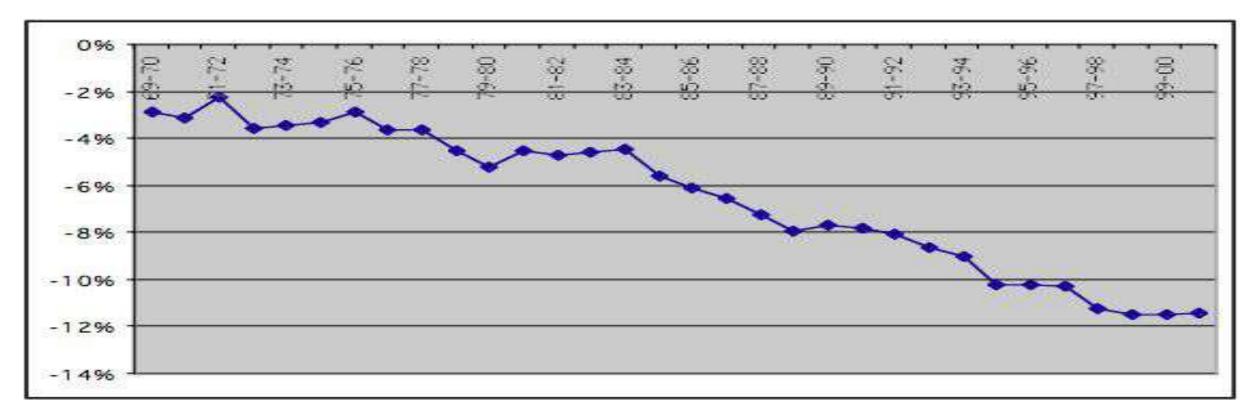


Difference in Avg # of Semester Absences Between Schools Low & High in Each Measure



9th Grade is when students decide to drop out; 10th grade is when they act on it

Figure 2: National Public School Enrollment, Percent Fewer Students in Grade 10 than in Grade 9 the Previous Year







Cognitive Development

Adult-Like

Develops in later adulthood

Region 1:

Emotional Center of the Brain

Region 2:

Organizing/Self-Management Center of the Brain

Fully
Developed in
Adolescence

Region 3:

Thinking Center of the Brain

When adults focus only on changing behavior by altering knowledge & beliefs (i.e. telling) =

Result: Increased awareness, but <u>NO CHANGE IN BEHAVIOR</u>

Example:

- Driver's Ed Courses
- Failure as a motivator
 - Fact: Q1 failures predict Semester 1 failure which in turn predict 9th grade failure

When adults focus on changing contexts in which risks are taken and increasing knowledge =

Result: Reduction in risky behaviors

EXAMPLE:

- Driver's Ed + Teenage driver licensing laws
- Required study hall for struggling students w/ peer tutoring



A New Perspective On Interventions

Alter Knowledge & Beliefs

+

Change Contexts

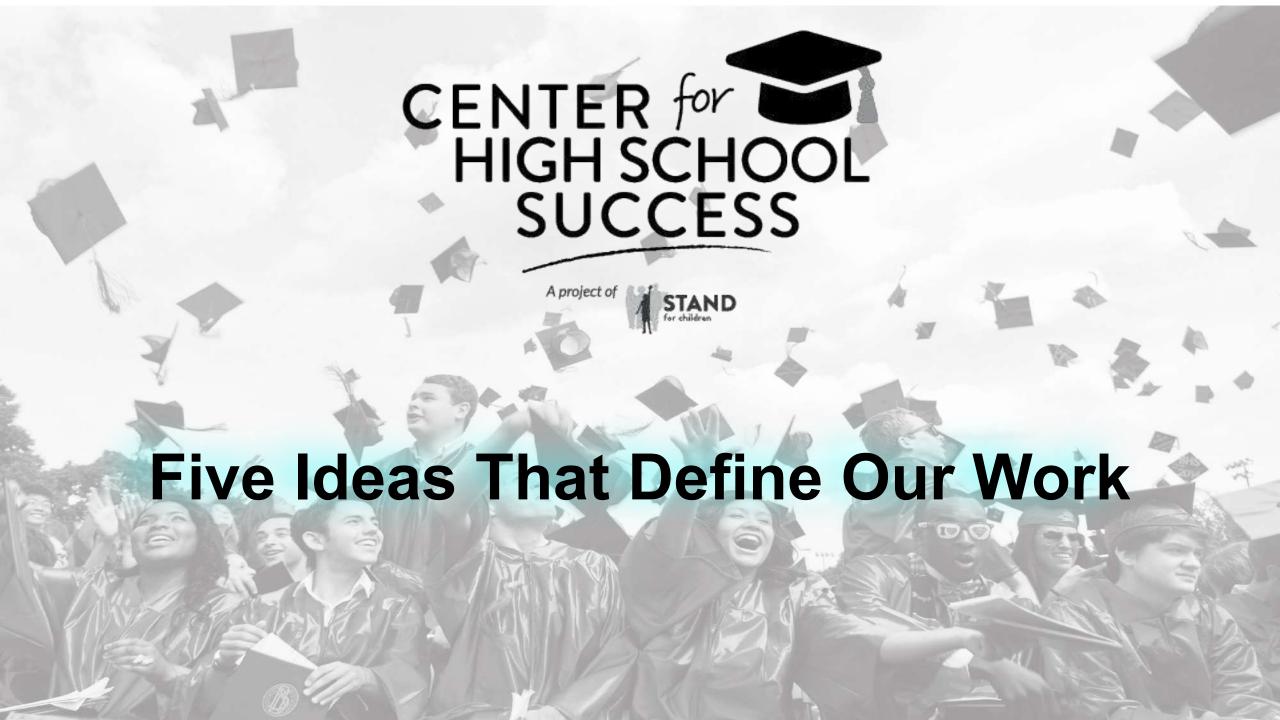
Sustained reductions in risky behaviors



Summary of Key Research Findings

- Declines in grade are explained by decline in academic effort.
- Less adult monitoring explains reduced effort.
- Pass rates, grades, and attendance are better at schools and classrooms where students trust and feel more supported by teachers.
- Clear expectations, regular updates on progress, and help with specific academic problems are effective strategies to support 9th graders
- Effective interventions must: Increase knowledge/awareness AND change the context in which risks are taken.







The transition to high school is the most critical time for graduation

Who will graduate
(and enroll and
persist in college)
can be predicted
accurately based on
course grades in the
freshman year

The primary driver of course failure is course absence, not weak skills

Monitoring and support from adults can prevent failure

Dropping out is not a function of student characteristics; schools have a major impact on whether or not students graduate



9th Grade Success Teams: Purpose

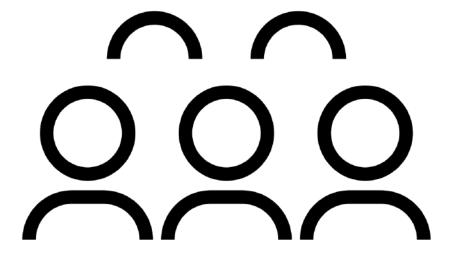
To holistically support <u>all</u> students as they transition into high school (academically & socially).



Who?

CENTER FOR HIGH SCHOOL SUCCESS

- Admin point person
- Success Team Lead
- 9th Grade Core Content Teachers
- Additional 9th Grade Support
 - Counselors/case managers
 - Data point person
 - Dean/AP/VP
 - 9th Grade Elective Teachers



When & Where?



- Research suggests that success team should meet at least every other week
- Minimally 45 minutes
- Success team lead plans agenda & data

What Happens? Two types of conversations

CENTER FOR HIGH SCHOOL SUCCESS

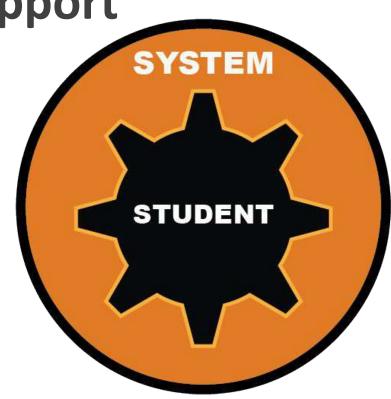
Individual strengths-based student support

discussions

→ At least every other week

System work: problem of practice

→ At least every 6-8 weeks



9th Grade Team: Individual Student Support Cycle



Review

Review student level data attendance, grades, behavior for on-track/off track



Identify

Identify students and needed supports/ interventions



Action Planning

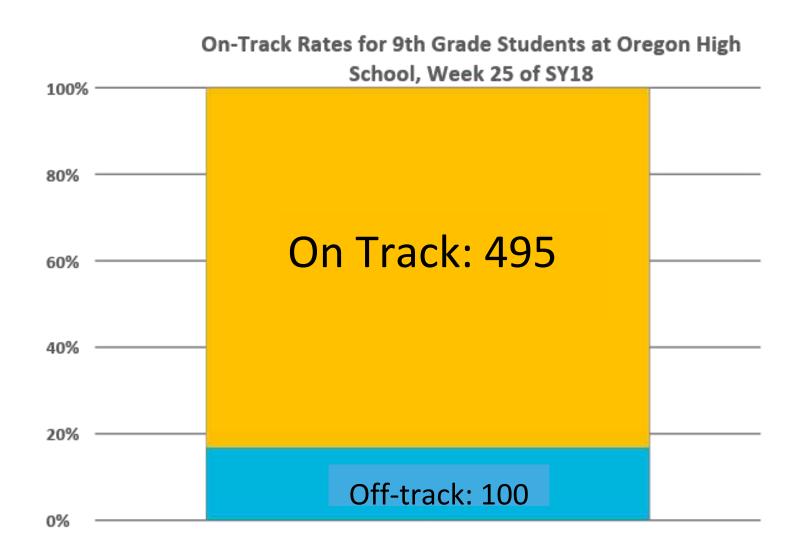
Plan actions & assign tasks



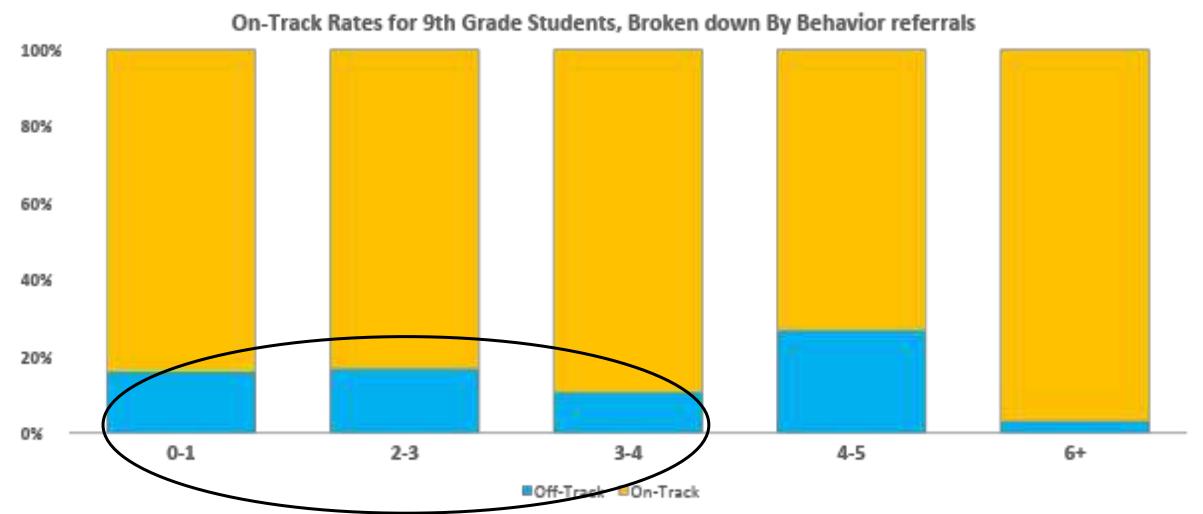
Follow-up

Set a date to revisit action taken & evaluate for effectiveness



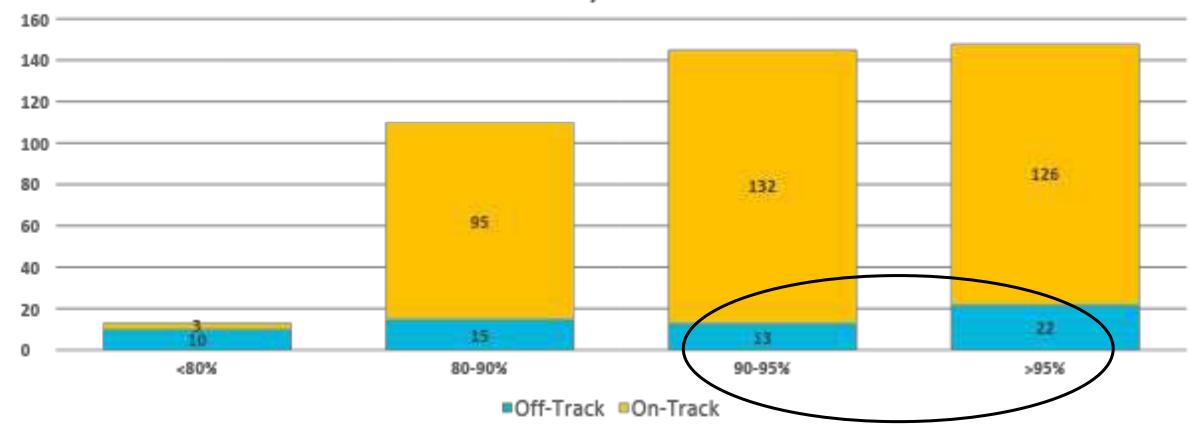






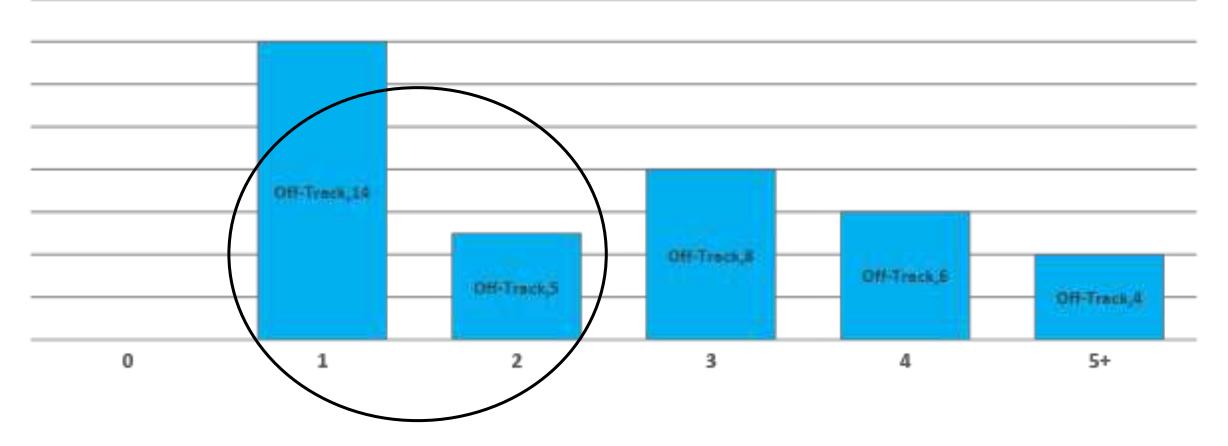


On-Track Rates for Students with <5 behavior referrals, Broken down By Attendance Rate





Count of Students with <5 behavior referrals AND Attendance >90% AND who are not on-Track, Broken down By the Number of F's they have in their current courses





SO, WHO ARE THESE 19 STUDENTS? HOW CAN WE SUPPORT THEM?



Qualitative Data: Empathy Interviews

A project of STAND

Student Empathy Interviews





Empathic Listening





Tell me more about...

And what else?

Why do you think that happened?

How did that make you feel?

Capture what you hear

Sample Root Cause Analysis Process



- 1. Data analysis to identify a problem
- 2. Non-judgemental statements about the data to identify the system that is causing the problem
- 3. Five Whys Protocol to identify what we think is going on
- 4. Empathy Interviews to understand more deeply the causes and impact on people
- 5. Fishbone Diagram to bring together what we think is going on
- 6. Try a test solution. Evaluate impact. Scale up or give up.

