



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Dropout Early Warning Intervention Ninth Grade Success Pilot

1. **Purpose:**

Proviso funds were used to support pilot projects at five districts to build data systems and practices to identify and support high school students who require additional supports and are at risk of not graduating on time or dropping out.

2. **Description of services provided:**

Leveraging the Center for High School Success investments in similar work, OSPI granted five districts funds for a data analytics system and creating success teams to analyze and act on the data in order to improve the number of 9th graders on track to graduate (completing all enrolled credits during the 9th grade year).

Funds were used to:

- Secure a data analytics system to identify students needing the most intentional support using attendance, behavior, and course performance data. Schools worked with Homeroom.
- Teacher time for professional development and teaming, including travel costs
- Student supports

Schools were supported with coaching and quarterly collaborative meetings with other pilot schools to examine data, share best practices, and set goals for the next quarter. OSPI partnered with a Continuous Improvement Partner to leverage the relationships already in place in these districts. OSPI has also partnered with researchers at University of Washington to evaluate the program's outcomes.

3. **Criteria for receiving services and/or grants:**

Districts were preselected based on scores of 1–3 on the WSIF in 9th grade on track, geographic location, and identification for school improvement within their district.

Beneficiaries in 2020-21 School Year:

Number of School Districts:	5
Number of Schools:	5
Number of Students:	1,675
Number of Educators:	125

Other: 0

Number of OSPI staff associated with this funding (FTEs): 0.0

Number of contractors/other staff associated with this funding: 1.0

FY21 Funding: State Appropriation: \$125,000

Federal Appropriation: \$0

Other fund sources: \$0

TOTAL (FY21) \$125,000

4. **Are federal or other funds contingent on state funding?**

☒ No

☐ Yes, please explain.

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY21	\$125,000	\$122,675
FY20	\$125,000	\$104,980

6. **Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

Fiscal Year	Number of Districts
FY21	5
FY20	5

7. **Programmatic changes since inception (if any):**

None

8. **Evaluations of program/major findings:**

The COVID-19 pandemic hit as this project launched and through a year of remote learning. Responses to project participation were positive and evaluators recommended scaling up to more sites and continuing to evaluate outcomes. Teams reported their continued interest in implementing these practices and found them valuable for offering supports to students.

9. **Major challenges faced by the program:**

School facility closures in the spring of 2020 impacted the teaming practices of educators and the academic success of some students. Evaluation data was difficult

to compare to previous years where some data wasn't collected by the state or was no longer comparable to previous years.

10. **Future opportunities:**

ESSER dollars have funded a scaling up of this project for the next 2 years (2021-2023) with the continued coaching support of Stand for Children's Center for High School Success. We hope to continue to scale regional networks, expanding the current 105 and 171 networks as well as adding schools in ESD 189 (NW Washington) and ESD 114 (Kitsap area).

11. **Statutory and/or budget language:**

ESSB 5092 Sec. 1501 (4)(u) - \$125,000 of the general fund—state appropriation for fiscal year 2020 and \$125,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for the office of the superintendent of public instruction to conduct a pilot program in five school districts of a dropout early warning and intervention data system as defined in RCW 28A.175.074, to identify students beginning in grade eight who are at risk of not graduating from high school and require additional supports. The system at a minimum must measure attendance, behavior, and course performance. The office of the superintendent of public instruction must report to the appropriate committees of the legislature the progress of all participating schools by December 15, 2020.

12. **Other relevant information:**

N/A

13. **Schools/districts receiving assistance:**

[See OSPI's Grantee List](#)

14. **Program Contact Information:**

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