

NINTH GRADE ON-TRACK

Reynolds High School



Reynolds High School

Official Enrollment 2016-17: 2,418 students

Source: ODE School Report Card 2016-17



Composer Sydney Guillaume worked with the Pro Cantorum choir. They worked on his Haitian Creole piece, "Ansanm Ansanm," which means "All Together."

RHS Student Racial & Ethnic Diversity

American Indian/
Alaska Native: 1%

Asian: 11%

Black/African American: 8%

Hispanic/Latino: 39%

Multi-Racial: 5%

Native Hawaiian/Pacific
Islander: 2%

White: 36%

Source: ODE School Report Card 2016-17



RHS Selected Student Demographics

Economically Disadvantaged: 55%

Students with Disabilities: 12%

Ever English Learners: 52%

Different Languages Spoken: 45

Regular Attenders: 69.9%

Mobile Students: 20.1%



Source: ODE School Report Card 2016-17

RHS Licensed Staff by Race & Ethnicity

African American: 2%

Asian: 1%

Hispanic/Latino: 2%

Multi-racial: 2%

White: 93%



Source: ODE Staff Ethnicity Report 2016-17

RHS Highlights 2016-17

- ❑ \$6.4 million in scholarship and grants received by the Class of 2017
- ❑ Drama and Choir programs recognized at state educators' conferences.
- ❑ Over 1800 student enrollments in a CTE class in 2016-17 in 10 CTE programs.
- ❑ Living History Day brought over 400 veterans to campus for a day of recognition



But, there's a problem...

Ninth Grade On-Track Rates

2013-14	2014-15	2015-16	2016-17
49.3%	63.0%	81.7%	70.0%

4-Year Graduation Rates

2012-13	2013-14	2014-15	2015-16
61.3%	63.2%	64.6%	67.2%

Source: ODE School Report Card 2016-17

Enrollment by Grade for the 9th Grade Class of 2013-14

9th Grade: 770

10th Grade: 695 *(-75 students)*

11th Grade: 605 *(-90 students)*

12th Grade: 558 *(-47 students)*

2016-17 4-year graduates (unofficial): 416

Source: ODE October 1 Student Enrollment, 2013-17

Loss by Class Enrollment by Grade, 2013-17

	Hispanic Students	White Students	Black/African American Students	Ever EL Students
9 th Grade	248	278	70	313
10 th Grade	-27	-30	-12	-51
11 th Grade	-30	-18	-18	-25
12 th Grade	-23	-19	-2	-14
Total by 12 th Grade	-80	-67	-32	-90
% of Total	-32.3%	-24.1%	-45.7%	-28.8%

Source: ODE May 1st Student Enrollment Report

RSD Measure 98 Allocation

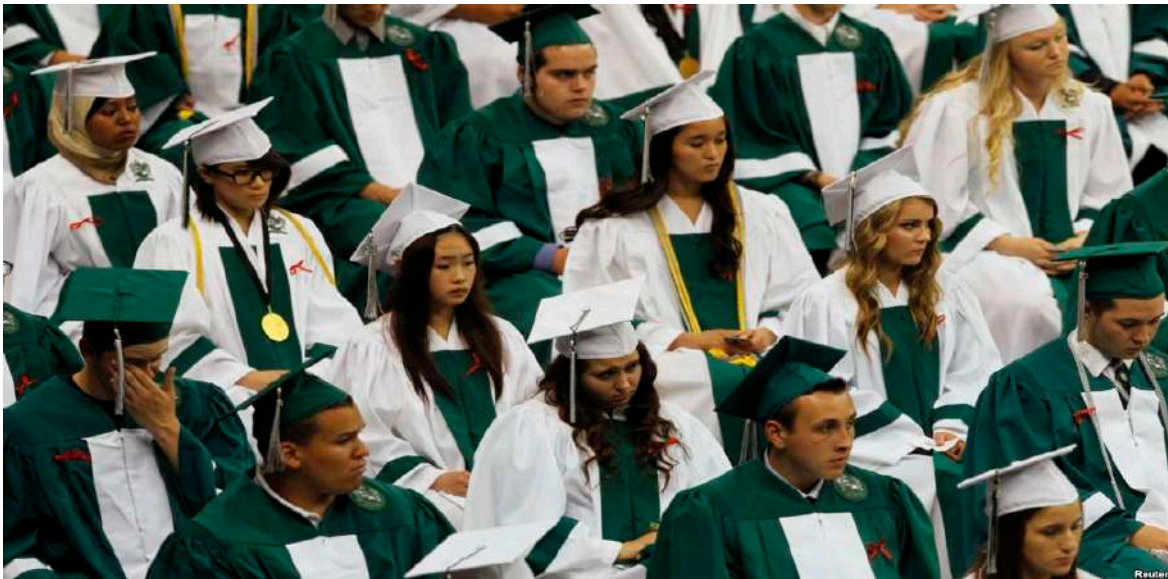
2017-18: \$1,473,884.84

2018-19: \$1,534,043.41



Ninth Grade On-Track **Goal**

Increase the percentage of ninth grade students who earn 6+ credits by the start of sophomore year and have +90% attendance.



A college education fosters greater health, wealth, and happiness

People who earn at least a 2-year college degree:



Live an average of
7 YEARS LONGER



Earn at least
51% MORE



Are 26% more likely to
be **“VERY HAPPY”**

“Most students fail courses because they aren't attending class, aren't studying, or aren't turning in their homework, rather than lacking academic capacity.”

The To & Through Project: toandthrough.uchicago.edu

Ninth Grade On-Track Strategies

- ❑ Elevate the understanding of the importance of ninth grade with students, parents, partners and staff
- ❑ Improve counseling support for ninth grade students
- ❑ Create processes for regular review of student data on grades and attendance with students and staff
- ❑ Add/increase academic, attendance and behavioral interventions
- ❑ Utilize counselors as case managers to implement interventions

Elevate the Importance of 9th Grade

- Provide a unified message to community partners to use with parents and students:

Students who complete 9th grade with six or more credits and don't miss more than 1 day per month are 4 times more likely to graduate.

- Participate in the University of Chicago Network for College Success in partnership with Stand for Children
- Educate staff on the importance of ninth grade
- Integrate *Naviance* College and Career Planning Software

RHS Counseling Department Restructure

Restructure counseling department to dedicate three counselors to 9th grade, while fostering ongoing relationships as students progress through their high school career.

- Reduced 9th grader/counselor ratios (250:1)
- 10th, 11th & 12th grades: Counselors “loop” with students
- Institute department-wide expectations using a PLC model of professional learning


Create a process for reviewing student data on grades and attendance

Ninth Grade Success Team:

- Ninth grade counselors, teachers, administration, attendance and engagement specialists
- Meet regularly to review attendance and grades for ninth grade students
- Counselors follow up with students and case-manage intervention plans

Create a process for quarterly meetings with each 9th grade student to review progress

RHS Raider Report



As of

Name	Student ID#
Counselor	Grade

Snapshot	On-Track	Making Progress	Off-Track
Attendance – 90% or higher	X		
Grades – No more than 1 F in all classes	X		
GPA Goal – 2.5 or higher weighted GPA	X		
Credit Recovery Needed	N/A		

My Attendance

Am I meeting RHS's attendance expectations?

Attendance Scorecard	Year-To-Date
# of Days of School	64
Attendance (% Attended)	99%
Days Absent	4
Tardies	5

My Credits

Am I on-track to graduate?

Graduation Scorecard	Year-To-Date
Total Credits	1
Grade Level Based on Credits	8
Essential Skills Reading	Met ES: No SBAC Score: N/A
Informational	Met WS: N/A Type: N/A Met WS: N/A
Essential Skills Writing	Met ES: No SBAC Score: N/A
Type: N/A	Met WS: N/A Type: N/A Met WS: N/A
Essential Skills Math	Met ES: No SBAC Score: N/A
Algebra: N/A	Geometry: N/A Probability/Statistics: N/A

My Grades

How am I performing academically in my classes?

Academic Scorecard	Teacher	Grade
1-Modern World History		A
2-Physical Education		A
3-AP/D		B
4-Integrated Science		C
5-Spanish 3		A+
6-Integrated Math 1		C
7-Language Arts		B

Current GPA:

My Success

How am I progressing toward my post-secondary goal?

Graduation Scorecard	Year-To-Date
Weighted Cumulative GPA	3.76
Unweighted Cumulative GPA	3.75
Class Rank	N/A

Next Steps

What will I follow-up on?

Task	Check-In With

Reflection

One thing I am proud of is:

One thing I will work on is:

RAIDER REPORT

Individual Quarterly Report on All Ninth Grade Students:
Attendance & Grades

GOAL: Passing all classes, +90% attendance

On-Track?

NO

YES

Freshman Success Team
(Counselors, 9th grade teachers,
Re-engagement Coordinator, V.P.)

Intervention:
Academic? Attendance? Behavioral?

Case Management by Ninth Grade
Counselors

Continue to
Monitor
Quarterly

Increase Interventions & Support

- Ninth grade Access class expanded to full year
- Academic tutoring
- Attendance intervention staff
- Student advocates
- Socio-emotional support utilizing community partners (mentorship, career training, culturally-specific programming focusing on positive self-identity and self-efficacy)
- Mental health counseling
- Substance abuse counseling

Community Partners at RHS

- Schools Uniting Neighborhoods (SUN)
- Self-Enhancement Inc. (SEI)
- Native American Youth and Family Association (NAYA)
- Immigrant and Refugee Community Organization (IRCO)
- Latino Network
- El Programa Hispano
- NW Family Services
- Multnomah County Health
- Metropolitan Family Services (MFS)
- Impact NW
- College Possible
- I Have a Dream Oregon
- NW Outward Bound
- Portland State University
- Mt. Hood Community College
- Stand for Children Oregon

Attendance Intervention Staff

Attendance Intervention Coordinator

- Call center coordination
- Student/parent meetings
- Data reporting to Ninth Grade Success team

Re-Engagement Specialists

- Home visitations and student advocacy
- Coordination with community partners and counselors

RAIDER REPORT

Individual Quarterly Report on All Ninth Grade Students:
Attendance & Grades

GOAL: Passing all classes, +90% attendance

On-Track?

NO

YES

Freshman Success Team
(Counselors, 9th grade teachers,
Re-engagement Coordinator, V.P.)

Intervention:
Academic? Attendance? Behavioral?

Case Management by Ninth Grade
Counselors

Continue to
Monitor
Quarterly

Ninth Grade On-Track Strategies

- ❑ Elevate the understanding of the importance of ninth grade with students, parents and staff
- ❑ Improve counseling supports for ninth grade students
- ❑ Create processes for regular review of student data on grades, attendance and behavior with students and staff
- ❑ Add/increase academic, attendance and behavioral interventions
- ❑ Utilize counselors as case managers to implement interventions

Thank you!

□ Network for College Success:

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

□ Email: fcaropelo@rsd7.net

□ Email: khull@rsd7.net