Using Data to Reduce the Number of At-Risk Students in Middle Schools

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Agenda

• Short overview of Connecting for Success (CFS)
• Defining and assessing Data Use
• Strengthening Data Use in CFS schools
• Examples and Lessons Learned in Data Use
Connecting for Success (CFS)

Strengthen connections to school for high-risk 6-7-8 graders to increase the likelihood of successfully completing 9th grade with improvements in

- Attendance
- Behavior
- Coursemarks
Connecting for Success schools

Hawai‘i Schools and Partners
- Kealakehe Intermediate School
  *Friends of the Future*
- Pāhoa High and Intermediate School
- Waiākea Intermediate School
- Waimea Middle Public Conversion Charter School

Kaua‘i Schools and Partners
- Waimea Canyon Middle School
  *Hale ‘Opio Kaua‘i, Inc.*

Maui Schools and Partners
- ‘Iao Intermediate School
  *Maui Family Support Services, Inc.*

O‘ahu Schools and Partners
- Central Middle School
- ‘Ewa Makai Middle School
- Robert Louis Stevenson Middle School
  *Kula no na Po‘e Hawai‘i*
- Waimānalo Elementary and Intermediate School
  *The UH Uehiro Academy for Philosophy and Ethics in Education*
CFS Implementation Framework

**INFRASTRUCTURE**

*Data Use Capacity*
- Data Accessibility and Usability
- Data Reflection Practices
- Data-Based Decision-Making

*Strategic Coherence*
- Shared Vision
- High-Quality Planning
- Role Clarity
- Authentic Integration

**SUPPORTIVE FACTORS**

- High-Quality Leadership
- Staff Buy-in
- Relational Trust
- Continuous Improvement
- Orientation

**PROGRAM SERVICES**

*Quality & Sufficiency*
- Cohort Selection
- Individual Student Assessments and Plans
- Attendance Supports
- Academic Supports
- Social-Emotional Supports

**RESULTS**

- Improved Attendance
- Behavior
- Course marks
- Successful completion of 9th grade

**SCHOOL CONNECTEDNESS**
We need to have data to look at. Because in all the years past, I’ve been here for almost 16 years now – we never looked at data. We look at failing grades and attendance and referrals for discipline but never all together. So being able to review actual data is one of the things that really helps us.

CFS Team Member
Data Use Capacity

The ability of schools to track data effectively and use it as a basis for decision-making -- continuous program improvement and how to work more effectively with a particular student.

• **Data Accessibility & Usability for School Team**
• **Data Reflection Practices & Routines**
• **Data-Based Decision Making**
Data Accessibility & Usability

Schools struggle to access and gather relevant data, and cannot see across data systems

Schools are able to gather needed data and put the various data sources together into a useable format

- Data quality
- Staff member access to & comfort with data systems
- Data centralization
- Data leads’ skills
Quality Data Reflection Routines

Schools cannot or do not dedicate time to data reflection

- Data presented in an easily understood format
- Schools have routine meetings where data are presented & used
- Data lead’s skills

Schools are able to reflect on data and do so regularly, making adjustments to implementation as needed
Data Based Decision Making

- Strong data culture
- All team members engage with data (not just data lead)
- School team uses data to make decisions about program and individual students

Schools enter data into the system but do not use data to assess progress or examine trends

Schools use the data on a regular basis to review progress and make decisions about interventions for individual or groups of students
One of the CFS Initiative’s greatest benefits is the opportunity to build face-to-face relationships with other schools and learn from each other.

CFS Team Member
Sharing Best Practices
Sharing Best Practices
Sharing Best Practices with Community
Data Accessibility & Usability

**CHALLENGE**

HEWS “off track” attendance is cumulative and doesn’t change

Aggregating data across HEWs, eSIS, eCSSS, iResult, other (STAR, Lexile, etc)

**SOLUTION**

Alternative attendance and absentee measures

Excel spreadsheets that compile multiple data sources and allow analysis over time
P20 Provided Graphs and Visuals
Information Shared During COLS
iResult Provides Central Source and Visualization

- Absences: 24%
- Behavioral Risk Scores: 2%
- Students with Course Failures (grades 6-12): 37%
iResult Helps Correlate Information

% of students with absences greater than 8.5% of elapsed school year

- % of students with absences greater than 8.5% of elapsed school year
- Waimea Middle P20 All Participation
- Year 3 Waimea Middle Individual Mentoring All Participation
Quality Data Reflection Routines

**CHALLENGE**

Not enough time

Not enough capacity

**SOLUTION**

Routine meetings include dedicated time for data

A data lead *with* skills built in multiple staff
Data Based Decision Making

**CHALLENGE**
- Student engagement
- Teacher and team capacity

**SOLUTION**
- Data Wall
  - Incentives (points)
  - “Passport”
- Routine data review with skill-building and practice
CONNECTING FOR SUCCESS

Waimea Middle Public Conversion Charter School
IDENTIFICATION OF POSSIBLE COHORT

STEP 1 – Utilize the Hawai’i Early Warning System
<table>
<thead>
<tr>
<th>School Name</th>
<th>Waimea Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Code</td>
<td>394</td>
</tr>
<tr>
<td>Complex</td>
<td>Honokaa</td>
</tr>
<tr>
<td>District</td>
<td>Hawaii</td>
</tr>
<tr>
<td>Marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>65%</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>53%</td>
</tr>
<tr>
<td>Incidents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>96%</td>
</tr>
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</table>

**Export Indicators**

**Export Indicators**
IDENTIFY STUDENTS OFF TRACK OR APPROACHING OFF TRACK FOR:

- Attendance

OFF TRACK = >8.5% DAYS ABSENT

APPROACHING OFF TRACK = 5%

to 8.5% DAYS ABSENT
IDENTIFY STUDENTS OFF TRACK OR APPROACHING OFF TRACK FOR:

- Incidents

**OFF TRACK** = WEIGHTED INCIDENT SCORE OF 10 OR MORE

**APPROACHING OFF TRACK** = WEIGHTED INCIDENT SCORE OF 5-9

Class A = 10      Class B = 7
Class C = 4      Class D = 2
IDENTIFY STUDENTS OFF TRACK OR APPROACHING OFF TRACK FOR:

- Marks

**OFF TRACK** = 1 F or 2 D’s (or 2 U’s) IN A CORE SUBJECT

**APPROACHING OFF TRACK** = 1 D (or 1 U) IN A CORE SUBJECT
DATA COLLECTION

Step 2 – Gather additional Data

- STATEWIDE TESTING DATA
- SCHOOL WIDE ASSESSMENT DATA
- PLACEMENT IN SPECIAL PROGRAMS
## Prioritization Matrix

<table>
<thead>
<tr>
<th>GR.</th>
<th>NAME</th>
<th>MARKS</th>
<th>ATTEN</th>
<th>INC</th>
<th>SBAC R</th>
<th>STAR R</th>
<th>SBAC M</th>
<th>STAR M</th>
<th>ELL</th>
<th>MIG.</th>
<th>SPED</th>
<th>504</th>
<th>SBBH</th>
<th>PRIOR.</th>
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<tr>
<td>7</td>
<td>APP.</td>
<td>OFF</td>
<td>APP.</td>
<td>OF</td>
<td>1</td>
<td>2.9</td>
<td>2</td>
<td>4.2</td>
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<td>OFF</td>
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<td>APP.</td>
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<td>2</td>
<td>6</td>
<td>2</td>
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RECOMMENDATIONS

**Step 3** – Meet with counselor and administration for their recommendations

**Step 4** – Meet with teacher teams for their recommendations
UTILIZE DATA

- **STEP 5** – Prioritize Cohort
DISCUSS PROGRAM

- **STEP 6** – Meet with students to discuss program
- **STEP 7** – Call Parents/Guardians to discuss program
CONSENT

- **Step 8** – Garner consent for placement in program and for gathering and analysis of data
# COMPLETE INDIVIDUAL STUDENT LEARNING PLANS (ILP)

## WAIMEA MIDDLE PUBLIC CONVERSION CHARTER SCHOOL

### Individual Student Learning Plan

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>School Year:</th>
<th>Beginning Date of Plan:</th>
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<tr>
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</tbody>
</table>

### Supports Currently in Place:

- Special Education
- 504 Plan
- ELL
- Migrant Education
- SBH
- Tutoring
- Other (please list):

### Grading:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grading Period</th>
<th>Language Arts</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

### Attendance:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Average Daily Attendance Percentage</th>
<th>Comments</th>
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<tbody>
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</tbody>
</table>

### Behavior:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of A Offenders</th>
<th>Number of B Offenders</th>
<th>Number of C Offenders</th>
<th>Number of D Offenders</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
CONSTANTLY MONITOR STUDENT PROGRESS

- Hawaii Early Warning System
- iResult
- Jupiter Grades
- Team meetings
- Student counseling and check-ins
- Parent contacts
- Quarterly benchmark assessments
- Report cards
- Mentor feedback
- Anecdotal feedback
- Bi-monthly CFS data meetings
Connecting for Success
Be Your Best
Check out the Online Community of Learners: http://cfshawaii.ning.com

Thank You