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

Hawai‘i P-20 DataXP
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Agenda

• Short overview of Connecting for Success
• Using DOE & Evaluation Data
• Student Outcomes (through Year 3)
• Strengthened Data Use in CFS schools
• Experience of the Schools
• Experience of the Students
SCHOOL CONNECTEDNESS is the belief held by students that the adults and peers in their school care about their learning as well as about them as individuals.
Robert Balfanz research on school connectedness

- Fail Math or English in 6th grade: 18% graduate
- 1+ early warning sign in 6th grade: 36% graduate
- More than 20% absent: 13% graduate on time
- Missed 20+ days in 1 year: 29% graduate
Our Theory

TO strengthen the capacity of Hawaii’s public schools to identify, support, and focus services on 6<sup>th</sup>-8<sup>th</sup> grade students most at risk of dropping out of school

BY providing a range of interventions that strengthen their connection to school

SO THAT they will stay in school, successfully transition to and complete 9<sup>th</sup> grade, and graduate high school on time.
Connecting for Success schools

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

Kaua‘i Schools and Partners
- Waimea Canyon Middle School
  *Hale ‘Opio Kaua‘i, 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*
Our CFS students

2,000+ across 4 years of CFS

13% ELL and 18% LD

75% low SES
Year 1 (2013-2014)

Schools implemented a mix of programs
- Academic, tutoring, computer-assisted instruction
- Counseling and mentoring
- SEL, student incentives
- Family engagement
- Professional development
- Whole-school interventions
What we learned in Year 1 (2013-2014)

HEWS identifies students most at risk of dropping out ABCs

Student Survey

- Most of our CFS students feel connected BUT
  - 15-20% do not feel supported by school or adults
  - 20-25% do not have positive peer relationships
Data and Evaluation

- Data sharing MOU
- Matched pair comparison
- Student survey
- Evaluation of implementation
- iResult
- Evaluation of quality
What we learned in Year 2 (2014-2015)

Implementation matters

Schools with stronger CFS implementation improved attendance and behavior

- Behavior offenses ↓ 20%
- 49% of students had good/excellent attendance compared to 36% in other schools
What we learned in Year 2 (2014-2015)

Quality Counseling + SEL activities made a difference

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SEL or Counseling</td>
<td>40% (n=141)</td>
<td>38% (n=128)</td>
</tr>
<tr>
<td>Either SEL or Counseling</td>
<td>46% (n=170)</td>
<td>50% (n=159)</td>
</tr>
<tr>
<td>Both SEL and Counseling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percent of students who improved their grades
What we learned in Year 2 (2014-2015)

CFS students improve grades more compared to similar students in other schools

CFS students 6th → 8th more A+Bs, fewer D+Fs

Comparison students had no change

Students with “more CFS” (2+ years) had more grade improvement

CFS girls improving much better than CFS boys
What we learned in Year 2 (2014-2015)

93% of graduated CFS 8th graders made it successfully through 9th grade and entered 10th grade on time.

Higher than the overall DOE 10th grade promotion rate of 86.5%
What we are seeing in Year 3 (2015-2016)

Most of Year 2 findings hold up

- Better **grade improvement** the longer students are involved in CFS (2+ years)

- More CFS students improving in **Math** than English
Students in CFS all three years had no Fs in Math/English in 8th grade.
What we are seeing in Year 3 (2015-2016)

Students participating in social/emotional learning SEL activity improve grades in English and have even greater improvement in Math.

Math Grades

<table>
<thead>
<tr>
<th></th>
<th>No SEL</th>
<th>SEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y2</td>
<td>2.1</td>
<td>2.2</td>
</tr>
<tr>
<td>Y3</td>
<td>2.0</td>
<td>2.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y2 (n=74)</td>
<td>28%</td>
<td>33%</td>
<td>34%</td>
<td>18%</td>
<td>1%</td>
</tr>
<tr>
<td>Y3 (n=70)</td>
<td>2%</td>
<td>1%</td>
<td>7%</td>
<td>32%</td>
<td>13%</td>
</tr>
<tr>
<td>Y2 (n=218)</td>
<td>2%</td>
<td>1%</td>
<td>6%</td>
<td>34%</td>
<td>31%</td>
</tr>
<tr>
<td>Y3 (n=209)</td>
<td>4%</td>
<td>9%</td>
<td>6%</td>
<td>34%</td>
<td>27%</td>
</tr>
</tbody>
</table>
What we are seeing in Year 3 (2015-2016)

Attendance and Behavior overall still not changing across all of CFS schools (in Y3)

Our CFS students are struggling in 9th grade

- 45% receiving Ds & Fs
- yet...Students with 2yrs of CFS doing better
Waiting for additional data

• Comparison data on similar students in other schools for Year 3 (2015-2016)

• 9th grade completion/10th grade enrollment

• Year 4 (2016-2017) data at end of 2017
Community of Learners Data Use

• Lessons learned and challenges through
  ▪ Face to Face Convenings
  ▪ Webinars
  ▪ Social Media Site
  ▪ Ongoing technical assistance
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 Use Capacity

• Data Accessibility & Usability for School Team
• Data Reflection Practices & Routines
• Data-Based Decision Making
Data Accessibility & Usability for School Team
Data Reflection Practices & Routines
Data-Based Decision Making
I hope to graduate high school.

College so I can get a good job.

My family supports me.

I hope to work hard and get on.
Number of offenses – longitudinal “year to date”

Total

- May 3 2014: 774
- May 3 2015: 769
- May 3 2016: 551
- May 3 2017: 257
Waiakea Intermediate:
School-wide offense data: longitudinal, “year to date”

![Bar chart showing offense data for different classes from May 3, 2013-2014 to May 3, 2016-2017]
HOW WE CHOSE TO USE OUR DATA

• Identifying students at risk through HEWS (Hawaii Early Warning System), STAR Renaissance, LDS
• Assessing student needs through a Response to Intervention (RTI) System
• Family and school connections
• (SEL) Social and Emotional Learning systems with TRIBES and PBIS Rewards
Response to Intervention

- Year 1: Part-time reading intervention class
- Year 2: Part-time reading intervention class + part-time math intervention class + tutoring
- Year 3: Full-time reading intervention class + part-time math intervention class + tutoring
- Year 4: Full-time reading intervention class + full-time math intervention class + tutoring + RtI Coordinator
## YEAR 4 RtI DATA

<table>
<thead>
<tr>
<th>Tier 2 &amp; Tier 3 Math</th>
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<th>Tier 2 &amp; Tier 3 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 - 6th graders</td>
<td>21 - 6th graders</td>
<td>20 - 6th graders</td>
</tr>
<tr>
<td>14 - 7th graders</td>
<td>13 - 7th graders</td>
<td>13 - 7th graders</td>
</tr>
<tr>
<td>6 - 8th graders</td>
<td>6 - 8th graders</td>
<td>6 - 8th graders</td>
</tr>
<tr>
<td><strong>63% showed growth</strong></td>
<td><strong>80% showed growth</strong></td>
<td><strong>87% showed growth</strong></td>
</tr>
<tr>
<td>between Fall I and Fall II screeners</td>
<td>between Fall I and Winter screeners</td>
<td>between Fall I and Spring screeners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2 &amp; Tier 3 ELA</th>
<th>Tier 2 &amp; Tier 3 ELA</th>
<th>Tier 2 &amp; Tier 3 ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>39 - 6th graders</td>
<td>34 - 6th graders</td>
<td>34 - 6th graders</td>
</tr>
<tr>
<td>9 - 7th graders</td>
<td>10 - 7th graders</td>
<td>10 - 7th graders</td>
</tr>
<tr>
<td>7 - 8th graders</td>
<td>7 - 8th graders</td>
<td>7 - 8th graders</td>
</tr>
<tr>
<td><strong>67% showed growth</strong></td>
<td><strong>72% showed growth</strong></td>
<td><strong>92% showed growth</strong></td>
</tr>
<tr>
<td>between Fall I and Fall II screeners</td>
<td>between Fall I and Winter screeners</td>
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</tr>
</tbody>
</table>
What we learned through Connecting for Success...

• Students are more than just numbers. They respond most when connections are formed with community, teachers, counselors, and family.

• Over time, we began to utilize data to analyze our effectiveness and where we were making the biggest impact on student learning.

Students need to feel like they have a place at school
“A lot of the way we did business before was gut level. This kid is not making progress because ‘blank.’ It wasn’t based upon data. We didn’t look at...their reading score, we didn’t drill down on their attendance, whatever may impact their lack of progress. It’s not ‘we think’ [anymore]. Now, we know.”

CFS Team Member
Pathways Funder Collaborative

Aloha United Way
American Savings Bank
Atherton Family Foundation
Bank of Hawaii Foundation
Central Pacific Bank Foundation
Cooke Foundation, Ltd.
Harold K.L. Castle Foundation
Hawaii Community Foundation
Hawaii Tobacco Prevention and Control Trust Fund
Kosasa Family Fund
Omidyar Ohana Fund
Richard M. Smart Fund
Stupski Family Fund
Kresge Foundation
McInerny Foundation