

Data Driven Efforts to Improve Graduation Rates in WCSD

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EXHIBIT E - EDUCATION
Document consists of 26 pages.
Entire document provided.
Meeting Date 02-16-12



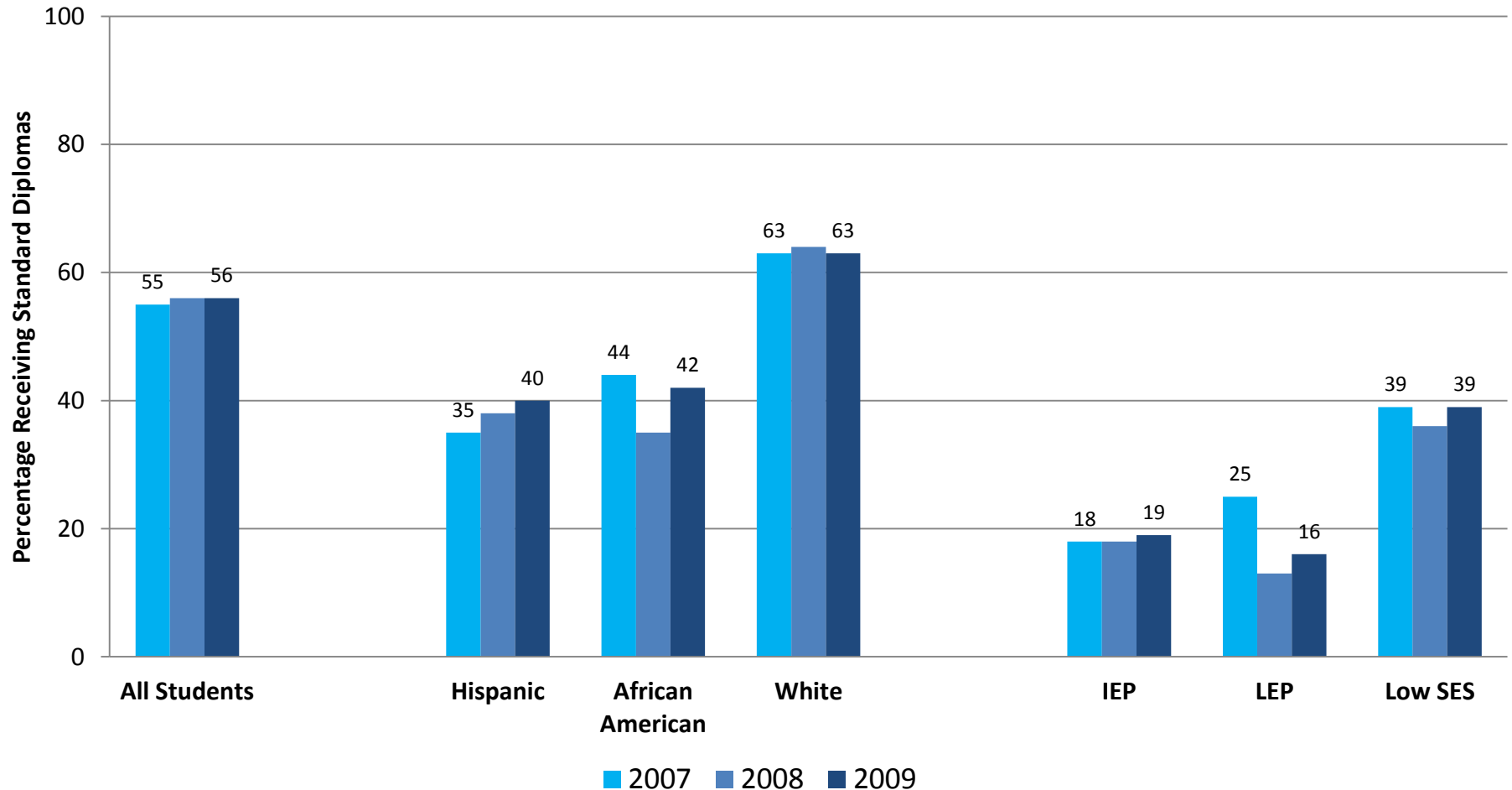
Today's Presentation

- Every child, by name and face, to graduation!
- A strategic plan and “Pathway to Excellence”
- A need to study the “pathway” and to turn data into action
- Executing on the plan
- Monitoring progress



Framing the Discussion

WCSD Graduation Rates (Adjusted Cohort Model)





Graduation

7

**Grade 11: AP/IB/ACT/SAT Participation and Performance;
Career Technical Education Credit Attainment**

6

Grade 9: On Track with Credit Attainment for Graduation

5

Grade 8: Algebra 1 & 2, Writing and Literacy Mastery

4

Grade 5: Reading, Writing and Advanced Math

3

Grade 3: Reading, Writing and Numeracy

2

Kindergarten: Reading, Writing and Numeracy

1

BUILDING HUMAN CAPITAL

- Principal Effectiveness
- Teacher Effectiveness
- High Quality PD and Training

BUILDING COMMUNITY CAPITAL

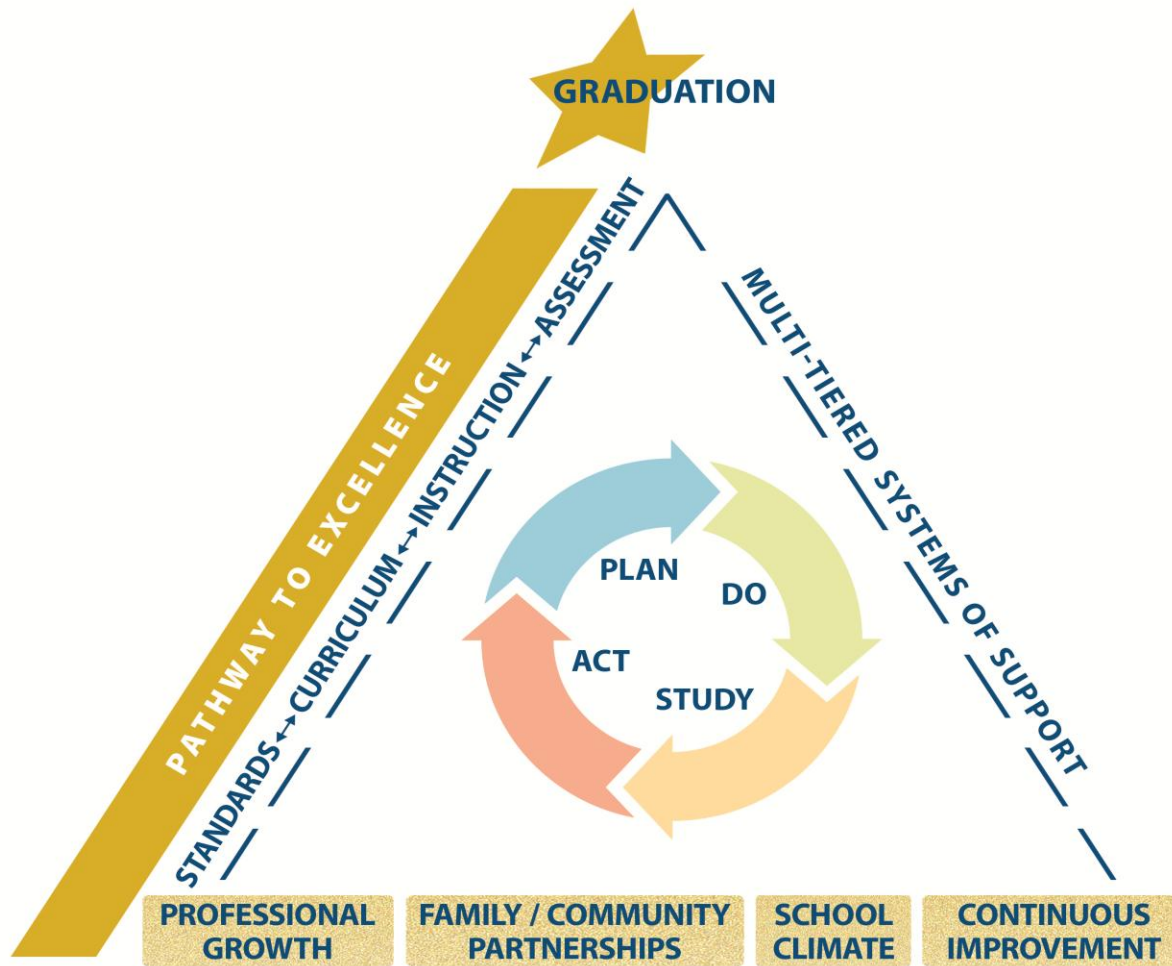
- Parent Engagement
- Community and Business Partnerships
- Higher Education Partnerships

SCHOOL CLIMATE / CULTURE

- Collaborative, Caring, Safe & Healthy Environment
- Valuing Diversity

PERFORMANCE MANAGEMENT SYSTEMS

- 21st Century Infrastructure
- Effective Operations
- Fiscal Responsibilities



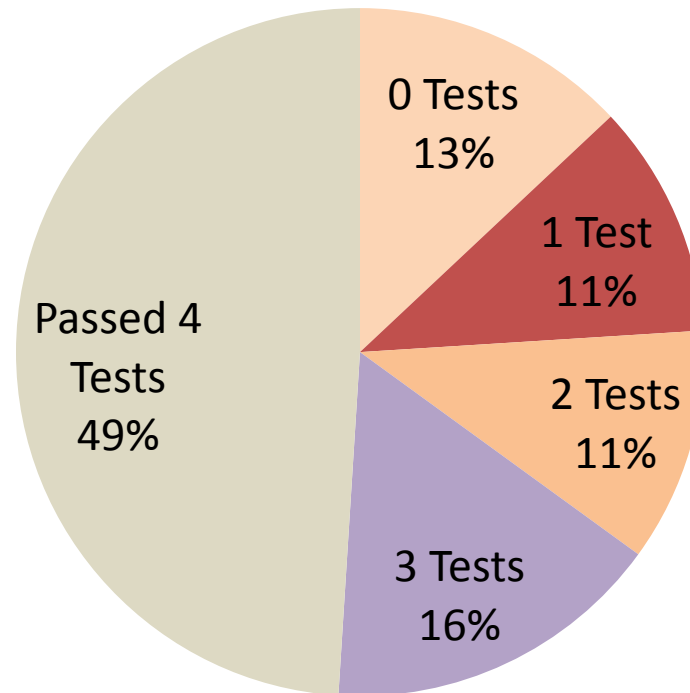
A need to study the “pathway” and to turn data into action.

- WCSD and REL West research collaboration.



Predicting High School Graduation from Grade 8 CRT Performance

About Half of the Students Expected to Graduate in 2009 Passed All Four CRTs as Eighth Graders



Based on 3,644 students expected to graduate in 2009 who attended Washoe schools in eighth grade and in high school and who attempted all four tests.

Graduation Rate

Varied with the Number of Tests Students Passed in 8th Grade

4 Tests

84%



3 Tests

63%



2 Tests

52%



1 Test

36%



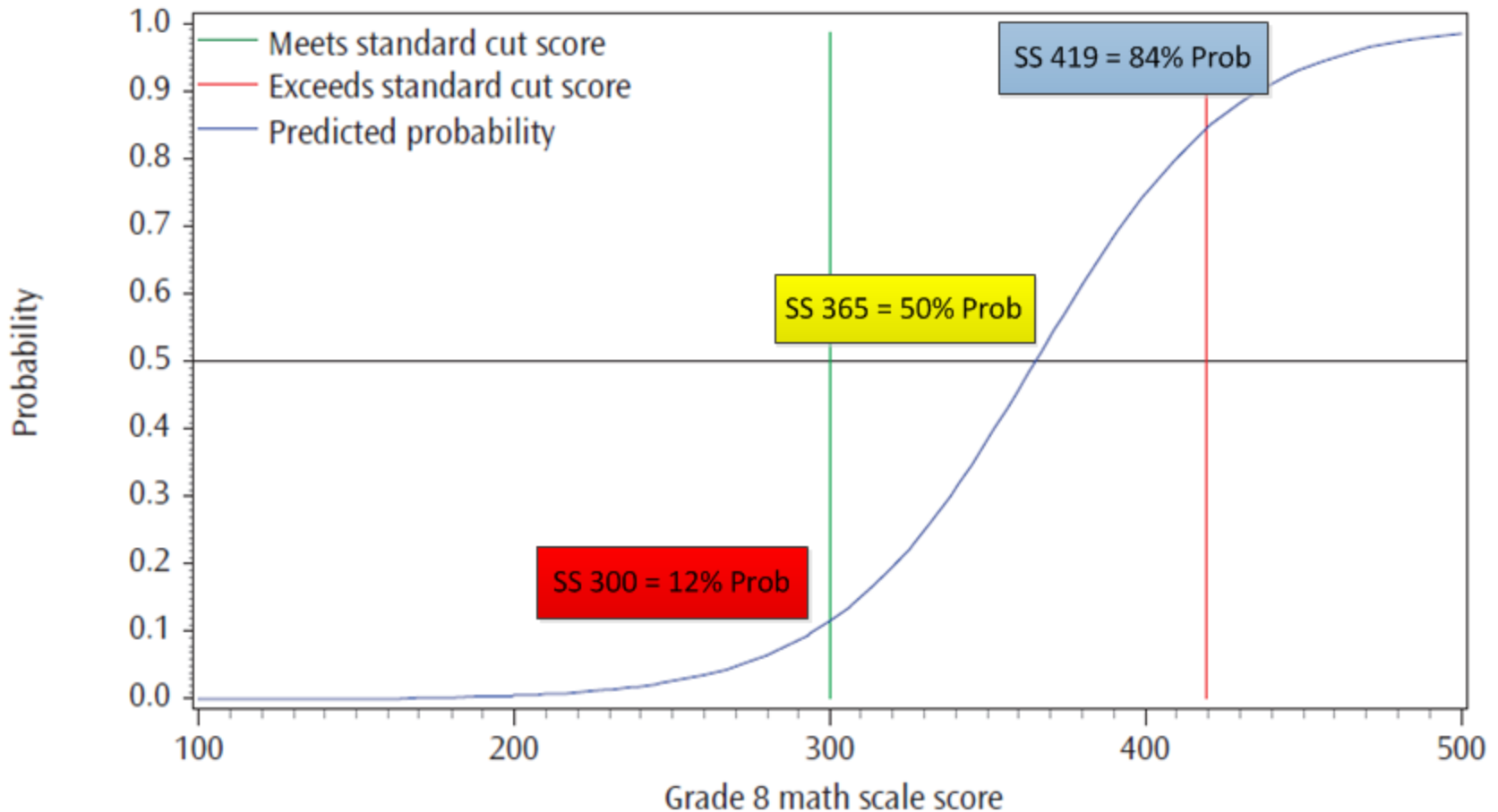
0 Tests

13%



Is “Proficient” Good Enough for “College Ready?”

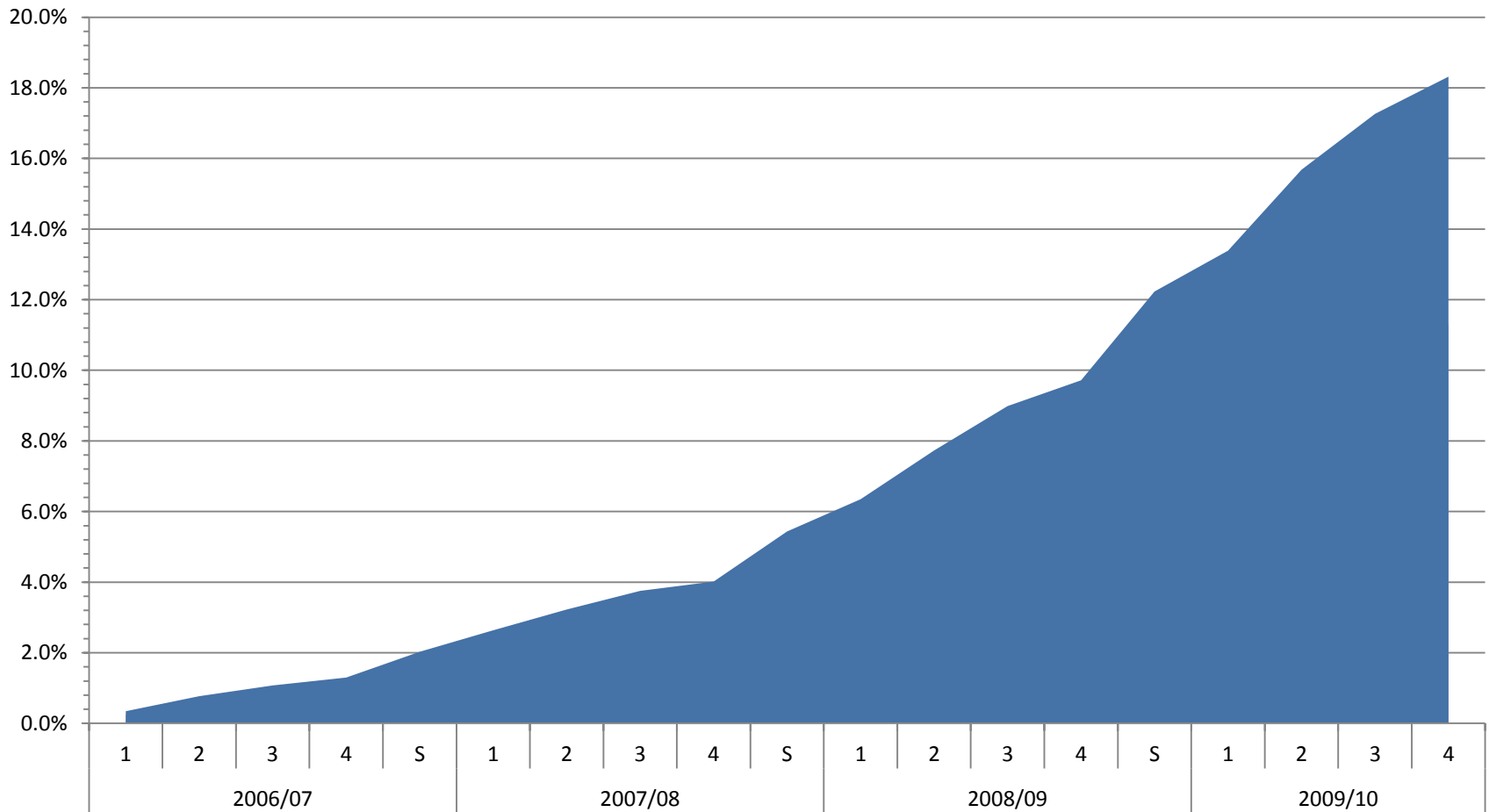
Figure 2. The probability a student will be judged ready for college-level mathematics courses as a function of the student’s scale score on the statewide grade 8 mathematics test





When Students Leave High School
Before Graduating

Cumulative Percentage of Students Leaving 2010 Graduation Cohort by Quarter



Executing the Plan!



- **The High School Graduation Initiative**
- **High School Signature Programs**

Alternative Learning Options



Outreach and Enrollment

Reengagement Centers

- Six centers regionally located and embedded in community
- Outreach to students who are not enrolled or who are at-risk of dropping out
- Case management to meet immediate physical and social-emotional health needs
- Transitional site: “shepherded” into educational system

Transitional Learning Site

School Within a School at North Valleys High School

- Two additional SWS sites will open in 2012-13 and 2013-14
- Alternative school environment, credit recovery structure
- Focus on personalized instruction
- Students may temporarily enroll in SWS to “catch up” or may remain through graduation

Alternative High School

Washoe Innovations High School

- Online and main campus with day and evening programs
- Alternative school environment, credit recovery structure
- Access to career and technical education opportunities
- Focus on personalized instruction

Re-Envisioning of Traditional High Schools

- Early identification of student needs through multi-tiered systems of support
- Focus on personalized instruction
- Expanded credit recovery options
- Increased accountability to meet academic *and* social-emotional student needs

2012-2013 WCSD High School Options

AACT HS

*The Performing Arts
Center (PAC) at
Damonte Ranch HS*

*Health Sciences
Academy at Hug HS*

*Global Studies Academy
at McQueen HS*

Wooster's IB
Program

*H.O.P.E. Academy
at Reed HS*

*S.T.A.R.S. CTE
Academy at Reed HS*



TMCC HS

*Wooster Sustainable
Resource Academy (WSRA)*

*Microsoft IT Academy of
Excellence at Sparks HS*

WOLF

*Cougar Academy of Media
Arts & Communications at
Spanish Springs HS*

*Red House Project
at Reno HS*

Zoned High School

Continuous Improvement!

- Use of data to evaluate, plan, and to monitor progress.
 - Supporting students and schools as they make the journey to college and career readiness.

WCSD Pathway Performance Scorecard (All Schools)

Reed High School 2010-2011 Scorecard			
Schools strive to meet the needs of all students and the scorecard is a year-end summary of some of those efforts. It provides, at a quick glance, a school's strengths and areas needing improvement. Academic performance along the District's "Pathway" is highlighted. Performance across several years is shown with emphasis placed on current year status and annual progress. More detail regarding a school can be found at www.nevadareportcard.com .	Demographics/Student Populations	School	WCSD
	American Indian/Alaska Native	2.8%	1.8%
	Asian	7.7%	4.8%
	Hispanic	25.8%	36.9%
	African American	3.5%	2.7%
	White	57.2%	49.0%
	Multiracial	1.9%	4.0%
	Pacific Islander	1.0%	0.8%
	Students with an IEP	10.3%	13.0%
	English Language Learners	2.8%	17.4%
	Low SES	22.7%	44.5%



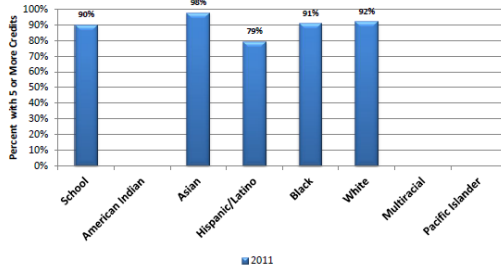
**Washoe County
School District**

**2209 Students
Enrolled in Grades
9-12**



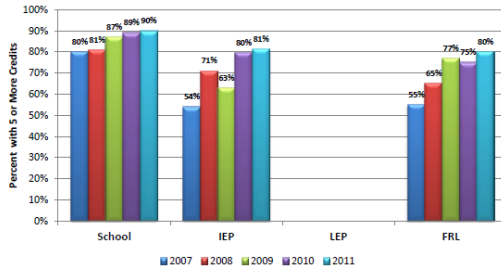
Detailed School Profiles and Performance Targets

9th Grade Credits Earned by Ethnicity



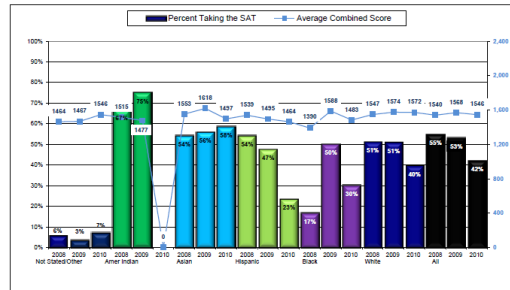
* Due to the new race/ethnicity categories adopted by the state this year, there is a break in race/ethnicity trends. Therefore, historical trends are not provided. Please see your school's 2009-2010 profile, included on your data CD, for previous race/ethnicity trend data.

9th Grade Credits Earned by Special Programs

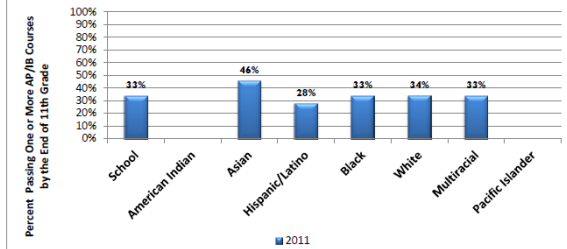


SAT Participation and Performance through 2010* - McQueen HS

Percentage of Students Taking the SAT and Average Combined Score (Math, Reading, Writing)



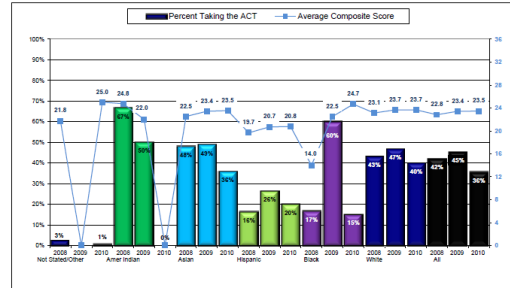
AP-IB Completion by Ethnicity - 11th Grade



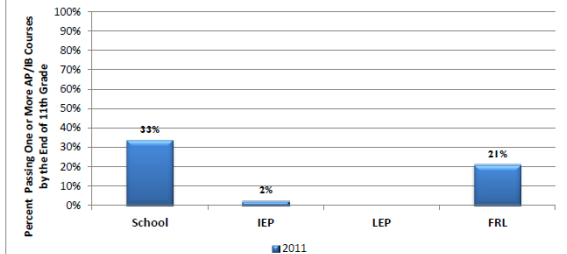
Due to the new race/ethnicity categories adopted by the state this year, there is a break in race/ethnicity trends. Therefore, historical trends are not provided. Please see your school's 2009-2010 profile, included on your data CD, for previous race/ethnicity trend data.

ACT Participation and Performance through 2010* - McQueen HS

Percentage of Students Taking the ACT and Average Composite Score



AP-IB Completion by Special Programs - 11th Grade



High Expectations & Support:

- Schools
- Teachers
- Grade levels
- Student groups
- Students

			School	Asian	African American	White	Hispanic	Am Indian / Pac Islander	Multiracial	Pac Islander	FRL	IEP	LEP			
School Name	Zone	Vertical	% Participation	% Participation	% Participation	% Participation	% Participation	% Participation	% Participation	% Participation	% Participation	% Participation	% Participation	% Participation	Index	Weighted Index
KENDYL DEPOLI	1	DRHS	29%	41%	-	32%	20%	-	27%	-	13%	-	-	-	2.0	2.0
FRED W. TRANER	1	HUG	31%	-	30%	32%	31%	-	-	-	32%	-	-	6%	4.0	4.3
COLD SPRINGS	1	NVHS	42%	-	-	42%	46%	-	40%	-	34%	-	-	0%	4.0	4.3
WILLIAM O'BRIEN	1	NVHS	34%	50%	40%	40%	26%	-	-	-	30%	-	-	4%	4.0	4.3
GEORGE L. DILWORTH	2	SPKS	27%	30%	-	33%	24%	-	-	-	22%	-	-	7%	3.0	3.3
SPARKS	2	SPKS	27%	50%	-	29%	33%	-	-	-	25%	-	-	2%	3.5	3.8
E. OTIS VAUGHN	2	WSTR	36%	-	18%	47%	34%	-	-	-	32%	-	-	2%	3.8	4.0
LOU MENDIVE	3	REED	26%	46%	17%	28%	17%	36%	23%	27%	15%	-	-	0%	2.8	3.1
DARREL SVOPE	3	RNO	47%	60%	14%	59%	17%	-	47%	-	16%	-	-	0%	3.7	3.7
YVONNE SHAW	3	SSH	32%	41%	33%	32%	22%	13%	38%	-	22%	-	-	-	1.6	1.9
EDWARD L. PINE	4	GLNA	92%	92%	-	97%	85%	-	-	-	87%	-	-	61%	4.0	4.3
INCLINE	4	INCL	45%	-	-	60%	9%	-	-	-	13%	-	-	-	4.0	4.0
ARCHIE CLAYTON	4	McQ	26%	56%	11%	35%	14%	-	23%	-	16%	-	-	0%	4.0	4.0
BILLINGHURST	4	McQ	32%	34%	20%	38%	13%	-	32%	-	9%	-	-	-	4.0	4.0
DISTRICT			37%	49%	23%	43%	30%	24%	35%	27%	29%	5%	19%	3.4	3.9	

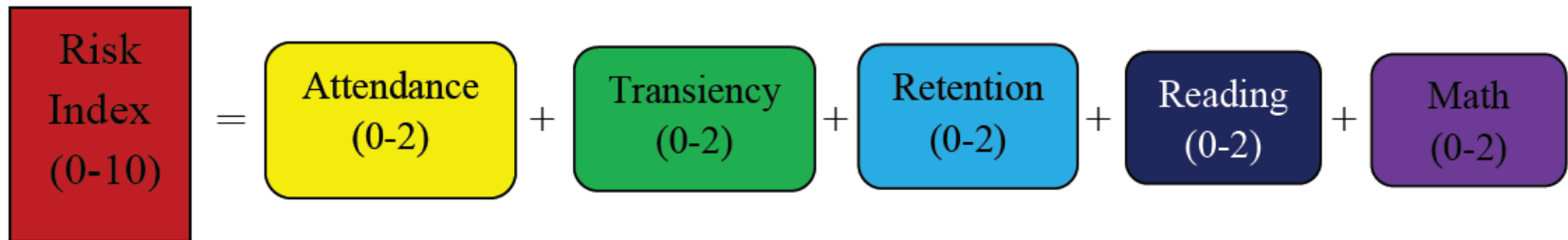
Student Monitoring Tool

Every Child, By Name and Face, To Graduation

1	ID	L Name	F Name	Teacher Name	Track	Grade	Ethnic	LEP	IEP	FRL	GT	Y13 = 1	Prev. Yr. ELA Interim 3(b)	Prev. Yr. Math Interim 3(a)	Prev. Yr. Reading CRT	Prev. Yr. Reading SS	Prev. Yr. Math CRT	Prev. Yr. Math SS	Prev. Yr. Writing Lvl	Prev. Yr. Writing Scr	ELA Interim 1(a)	ELA Interim 1(b)	Math Interim 1(a)	Math Interim 1(b)
2	###	Ginsberg	A	Hobbes	Red	6	White			Y			On Track	Not on Track	Exceeds	463	Exceeds	384	Exceeds	18	303	70	318	98
3	###	Chavez	C	Hobbes	Red	6	White					Y	On Track	On Track	Exceeds	431	Exceeds	376	Exceeds	17	288	67	303	94
4	###	Brown	R	Hobbes	Red	6	White					Y	On Track	On Track	Meets	327	Exceeds	436	Exceeds	17	274	64	288	89
5	###	Keroac	J	Hobbes	Red	6	Hispanic			Y	Y		On Track	On Track	Meets	335	Exceeds	420	Exceeds	15.5	261	61	275	85
6	###	Dylan	B	Hobbes	Red	6	Hispanic			Y		Y	On Track	Not on Track	Meets	335	Exceeds	395	Meets	14.5	249	58	262	81
7	###	Orwell	G	Hobbes	Red	6	Black		crmt			Y	Not on Track	Not on Track	Meets	363	Exceeds	376	Meets	14.5	237	55	249	77
8	###	West	C	Hobbes	Red	6	Hispanic			Y		Y	Not on Track	On Track	Approaches	268	Meets	360	Meets	14.5	226	53	237	74
9	###	Eggers	D	Hobbes	Red	6	White					Y	On Track	On Track	Approaches	210	Meets	341	Meets	14	215	50	226	70
10	###	Hewson	P	Hobbes	Red	6	Asian	Fmr		Y		Y	Not on Track	On Track	Approaches	263	Meets	330	Meets	14	211	49	221	69
11	###	Ginsberg	A	Hobbes	Red	6	Hispanic	Emrg				Y	On Track	Not on Track	Approaches	289	Meets	353	Meets	13.5	206	48	217	67
12	###	Morrison	T	Hobbes	Red	6	Asian		fmr			Y	Not on Track	On Track	Exceeds	408	Meets	367	Meets	13.5	202	47	213	66
13	###	Vonnegut	K	Hobbes	Red	6	Hispanic					Y	On Track	On Track	Exceeds	375	Meets	319	Meets	13.5	198	46	208	65
14	###	Jobs	S	Hobbes	Red	6	Asian		crmt	Y			Not on Track	Not on Track	Meets	327	Meets	367	Meets	13.5	194	45	204	63
15	###	emmingwa	E	Hobbes	Red	6	Hispanic					Y	On Track	On Track	Meets	320	Meets	367	Meets	13.5	190	44	200	62
16	###	Wallace	DF	Hobbes	Red	6	Asian					Y	On Track	Not on Track	Meets	327	Meets	360	Meets	13.5	187	43	196	61
17	###	Day	D	Hobbes	Red	6	Hispanic				Y	Y	On Track	On Track	Meets	327	Meets	353	Meets	13	183	43	192	60
18	###	Senge	P	Hobbes	Red	6	Hispanic			Y		Y	Not on Track	On Track	Meets	343	Meets	341	Meets	13	179	42	188	58
19	###	Picasso	P	Hobbes	Red	6	Hispanic					Y	On Track	On Track	Meets	363	Meets	335	Meets	13	176	41	185	57
20	###	Davis	A	Hobbes	Red	6	Black		crmt			Y	On Track	Not on Track	Meets	335	Meets	335	Meets	13	172	40	181	56
21	###	Tan	A	Hobbes	Red	6	Hispanic			Y	Y	Y	On Track	Not on Track	Meets	327	Meets	335	Meets	13	169	39	177	55
22	###	Iewis	M	Hobbes	Red	6	Asian					Y	On Track	Not on Track	Meets	320	Meets	335	Meets	13	165	38	174	54
23	###	Sachs	O	Hobbes	Red	6	Hispanic		fmr			Y	Not on Track	On Track	Meets	327	Meets	330	Meets	12.5	162	38	170	53
24	###	Vedder	E	Hobbes	Red	6	Hispanic					Y	Not on Track	On Track	Meets	363	Meets	324	Meets	12.5	159	37	167	52
25	###	Keroac	J	Hobbes	Red	6	Asian					Y	On Track	On Track	Meets	313	Meets	353	Meets	12.5	156	36	164	51
26	###	Dylan	B	Hobbes	Red	6	Asian					Y	On Track	Not on Track	Meets	307	Meets	353	Meets	12.5	153	35	160	50
27	###	Chavez	C	Hobbes	Red	6	White	Beg					On Track	Not on Track	Meets	301	Meets	347	Meets	12.5	149	35	157	49
28	###	Brown	R	Hobbes	Red	6	Black						On Track	On Track	Exceeds	375	304	299	Meets	12.5	146	34	154	48
29	###	Tan	A	Franklin	Green	6	Hispanic	Beg		Y		Y	Not on Track	On Track	Approaches	284	pproache	295	Meets	12.5	144	33	151	47
30	###	Iewis	M	Franklin	Green	6	Hispanic	Adv	fmr			Y	On Track	Not on Track	Approaches	284	pproache	285	Meets	12	141	33	148	46
31	###	Sachs	O	Franklin	Green	6	Hispanic	Emrg				Y	On Track	Not on Track	Approaches	289	pproache	280	Meets	12	138	32	145	45
32	###	Ginsberg	A	Franklin	Green	6	White			Y		Y	On Track	On Track	Approaches	279	pproache	299	Meets	12	135	31	142	44
33	###	Chavez	C	Franklin	Green	6	Hispanic	Fmr		Y			On Track	Not on Track	Approaches	279	pproache	299	Meets	12	132	31	139	43
34	###	Orwell	G	Franklin	Green	6	Asian			Y		Y	On Track	On Track	Approaches	263	pproache	299	Approaches	10.5	130	30	136	42
35	###	Orwell	G	Franklin	Green	6	White				Y	Y	Not on Track	On Track	Approaches	295	Meets	347	Approaches	10.5	127	30	134	41
36	###	Morrison	T	Franklin	Green	6	White					Y	Not on Track	On Track	Approaches	289	Meets	341	Approaches	8	125	29	131	41
37	###	Vonnegut	K	Franklin	Green	6	Hispanic					Y	Not on Track	On Track	Approaches	284	Meets	341	Emergent	7.5	122	28	128	40
38	###	Jobs	S	Franklin	Green	5	Asian		fmr			Y	On Track	On Track	Approaches	295	Meets	335	Emergent	7	120	28	126	39
39	###	West	C	Franklin	Green	5	White					Y	On Track	Not on Track	Approaches	295	Meets	319			117	27	123	38
40	###	Day	D	Franklin	Green	5	Hispanic			Y		Y	On Track	Not on Track	Approaches	289	Meets	314			115	27	121	37
41	###	Hewson	P	Franklin	Green	5	Ethnicity	LEP	crmt	Y		Y	Not on Track	On Track	Approaches	289	Meets	314			113	26	118	37

Risk Index

Early Warning Systems Based on Displayed Risk Factors



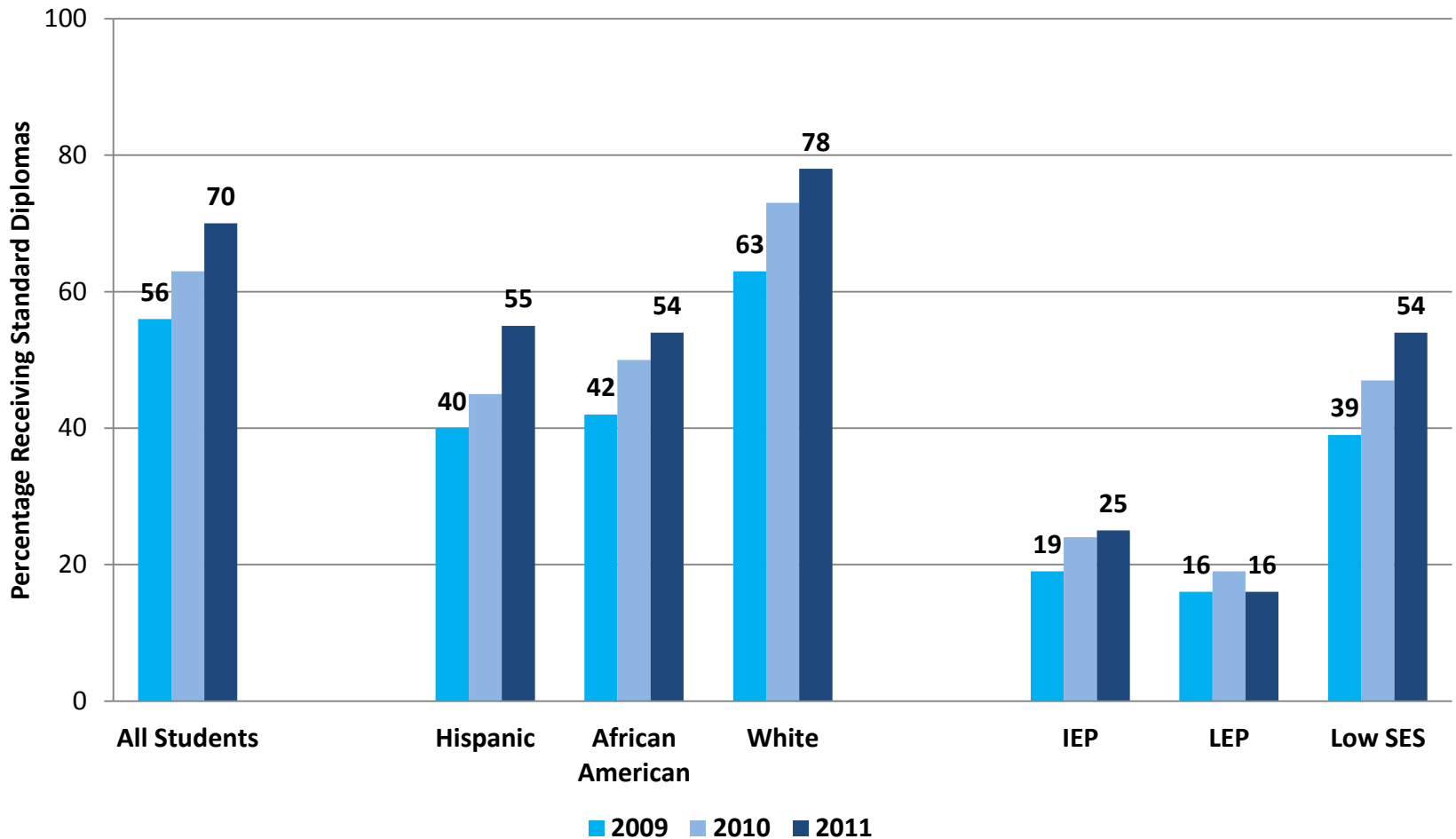
- Risk is Based on Reading & Math Assessment Performance, Attendance, Mobility, and Retention
- Based on research developed by Balfanz (2007), and tailored to WCSD data and student population
 - In WCSD Risk is significantly associated with year-end GPA, credit attainment, suspensions
- ALL schools serve at-risk students but risk across schools is uneven
- School Leadership and Counselors are using the student risk index to identify students and build connections
- Family engagement office is using the student risk index to help schools identify families and to build connections with them

Conclusion

- WCSD is dedicated to fulfilling its mission and making its vision a reality.
- An unrelenting focus on the needs of students serves as our compass.
- Using data to guide decision making, with respect to both outcomes as well as process, enables us to continuously improve in our efforts to support students.

A Continuing Need to Improve

WCSD Graduation Rates (Adjusted Cohort Model)



Two Students' Tales of Success!

- Yomali, Sparks Re-engagement Center
- Victor, Sparks Re-Engagement Center

Thank You 😊

Questions ?

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