

# OSPI's Focus on At-Risk Students

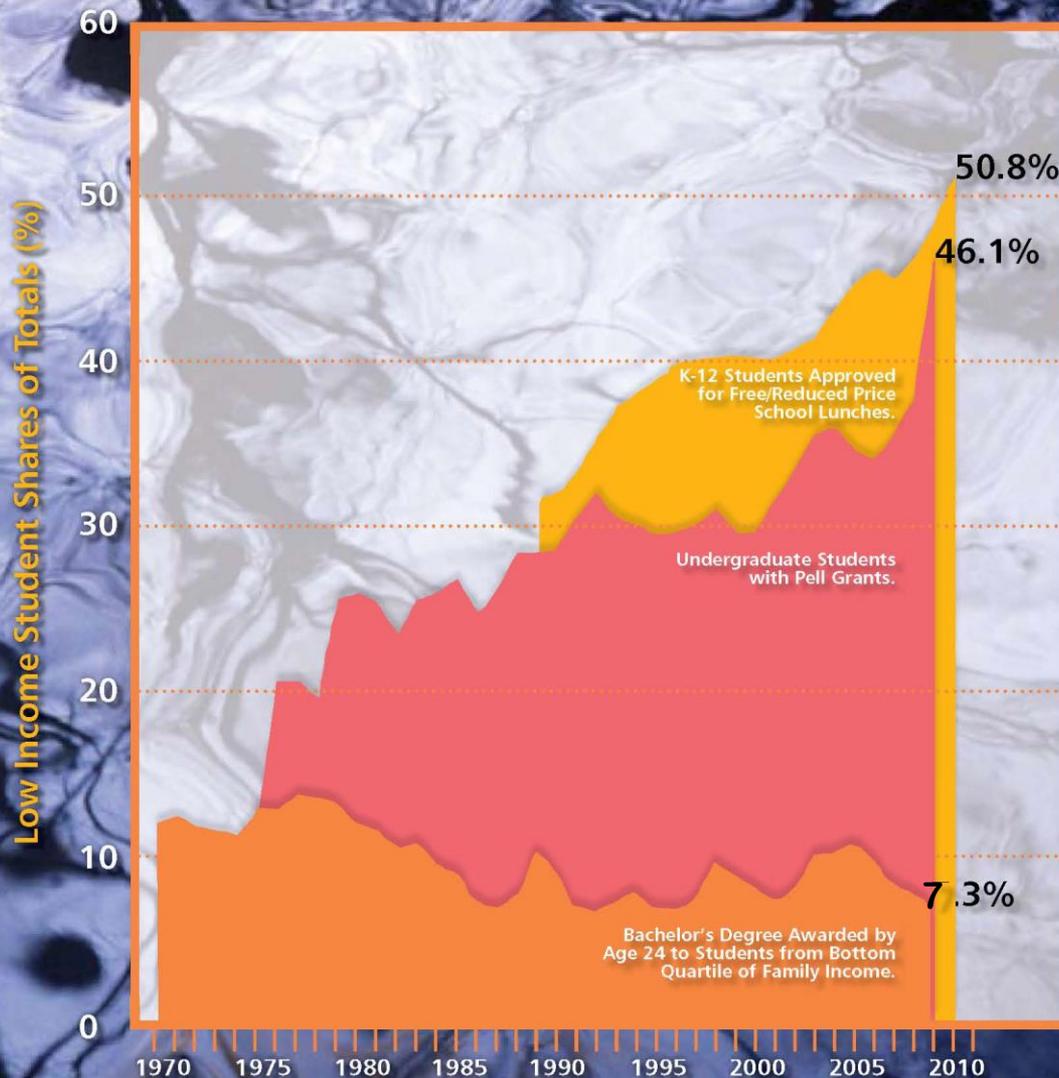
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Office of Superintendent of Public Instruction

Context

# Low Income Student Shares of Totals 1970 to 2010



Census 2003

- 75% of BA Degrees awarded to students from top quartile



## Vision

Every student ready for career, college and life

## OSPI's Mission

To provide funding, resources, tools, data and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.

## OSPI Performance Indicators – all disaggregated

### **Achievement:**

- The percentage of students demonstrating the characteristics of entering kindergartners in all six areas as identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS)
- The percentage of students meeting standard on the 3<sup>rd</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade statewide English Language Arts (ELA) and math assessments, and 8<sup>th</sup>-grade statewide science assessment
- Percentage of students making adequate growth toward proficiency in ELA/math as determined by Student Growth Percentiles in 4<sup>th</sup> and 6<sup>th</sup> grades
- The percentage of students enrolled and the percentage who earned high school credits in Algebra I/Integrated Math I by the end of 8<sup>th</sup> grade, and by the end of 9<sup>th</sup> grade
- The percentage of students meeting standard on all state assessments required for graduation, by the end of 10<sup>th</sup> grade
- The percentage of students enrolled in dual credit programs and the percentage of students who earned dual credits and certificates (e.g., AP, IB, Running Start, Tech Prep)
- The percentage of students who took the SAT and ACT, and the average SAT and ACT scores earned
- The percentage of high school graduates who were academically prepared and attended post-secondary education institutions within one year of graduating high school
- The percentage of students who accessed financial aid for college
- Percentage of students who persisted in post-secondary programs and completed certificates and degrees

### **Dropout Prevention and Graduation:**

- Four-year and five-year graduation rates
- ELA, math, and science course failure rates in 9<sup>th</sup> grade
- Suspensions and expulsions
- Attendance, especially chronic absenteeism

# Briefed AWSP, WSSDA and WASA

## COLLEGE & CAREER READINESS & SUCCESS Center

at American Institutes for Research

### Predictors of Postsecondary Success

The purpose of this brief is to provide information to state, district, and school personnel seeking support to determine whether their students are on a path to postsecondary success. The College and Career Readiness and Success Center (CCRS Center) has received technical assistance requests from a number of states regarding factors that predict postsecondary success, and this brief summarizes and expands on the information shared with these states. Specifically, we summarize early childhood through early postsecondary education research that identifies student skills, behaviors, and other characteristics that predict future academic and workplace success. We have attempted to focus on a variety of measures drawn from readily available data that schools, districts, and states are likely to have. Through this information, policymakers and practitioners can begin to inform the development and validation of factors to identify students who are not on a path to postsecondary success as early as prekindergarten and as late as their senior year of high school. These factors can inform practice and can be integrated into a longitudinal tracking mechanism to identify and monitor individual students who may need additional resources or supports at any point during their schooling. In addition, tracking and measuring factors of success across prekindergarten to early postsecondary education offer a prime opportunity to develop and evaluate systemwide improvement efforts. For example, these data may help identify particular grades, schools, or subgroups of students (e.g., English language learners) that need additional support, enabling both school and district personnel to develop and monitor the impact of policies, programs, or interventions designed to improve outcomes for targeted groups or for the system in general.

### General Approach

We began our review of the research looking for studies that identify measures of postsecondary success. Our goal was to identify factors at all levels of education that predict future academic attainment and economic security. Not surprisingly, we found very few studies that link early childhood, elementary, or middle school characteristics with postsecondary success. Even at the secondary level, the limited research linking secondary characteristics to postsecondary readiness and success focuses primarily on course taking, test scores, and early postsecondary outcomes, such as college enrollment and attainment of industry certification. The fact that state longitudinal data systems have not been in existence long enough to support such analyses is



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American Institutes for Research  
Article – “College & Career Readiness & Success”  
November 2013

- Indicators are measures with an established threshold (e.g., students who earn 3.0 GPA or higher) are more likely to be prepared for their college and career pursuits.
- Predictors are measures that are strongly correlated with improved postsecondary outcomes but for which a numeric threshold has not been established.

## Elementary Indicator

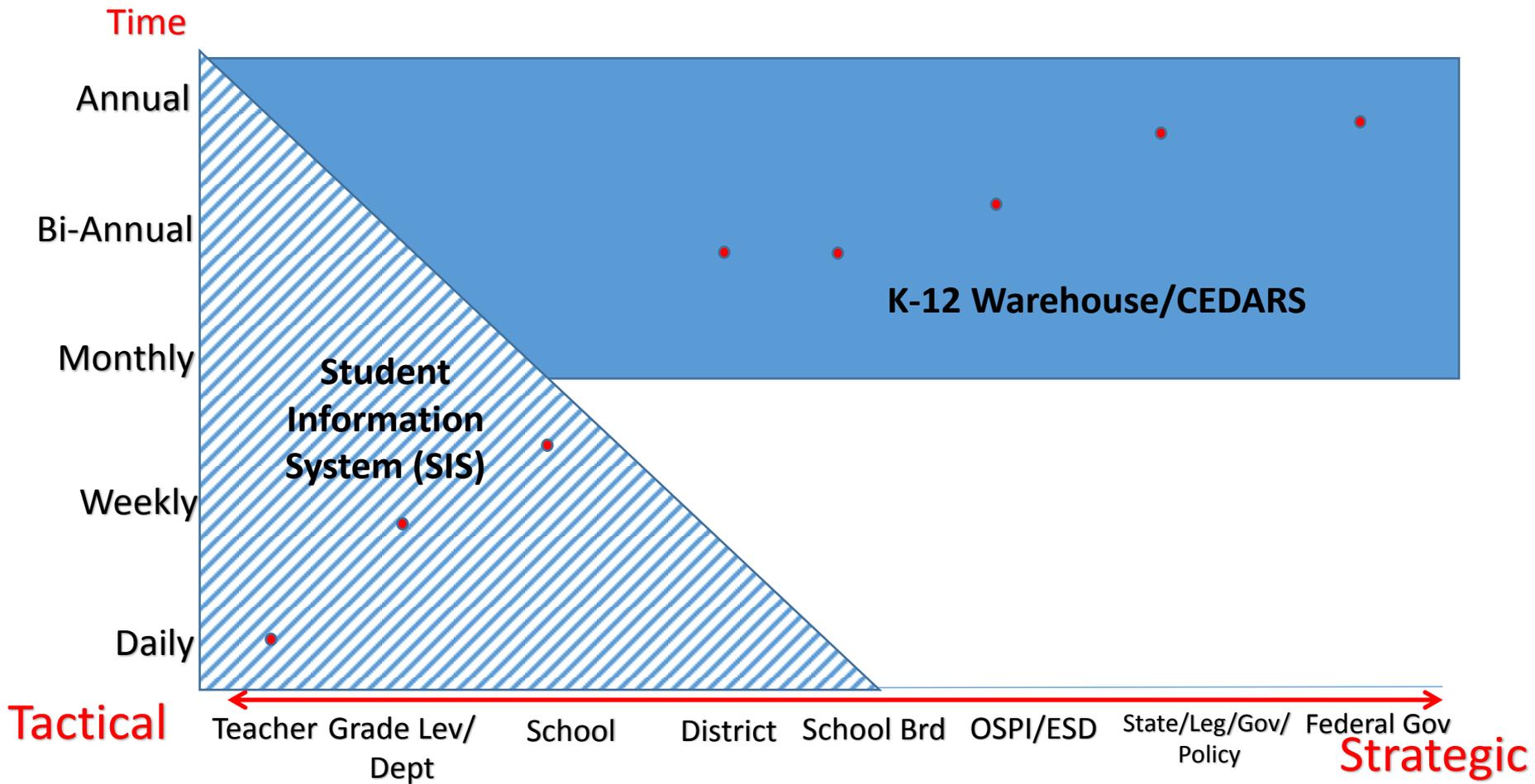
- Reading by third grade
- < 10% absenteeism in elementary school

## Middle School Indicator

- <20% absenteeism in the middle grades
- Remaining at the same school
- Receiving no unsatisfactory behavior grades in 6<sup>th</sup> grade
- Passing all ELA and mathematics courses and meeting benchmarks on state exams
- Passing Algebra I in the 8<sup>th</sup> grade
- Two others – NAEP and ACT/SAT scores

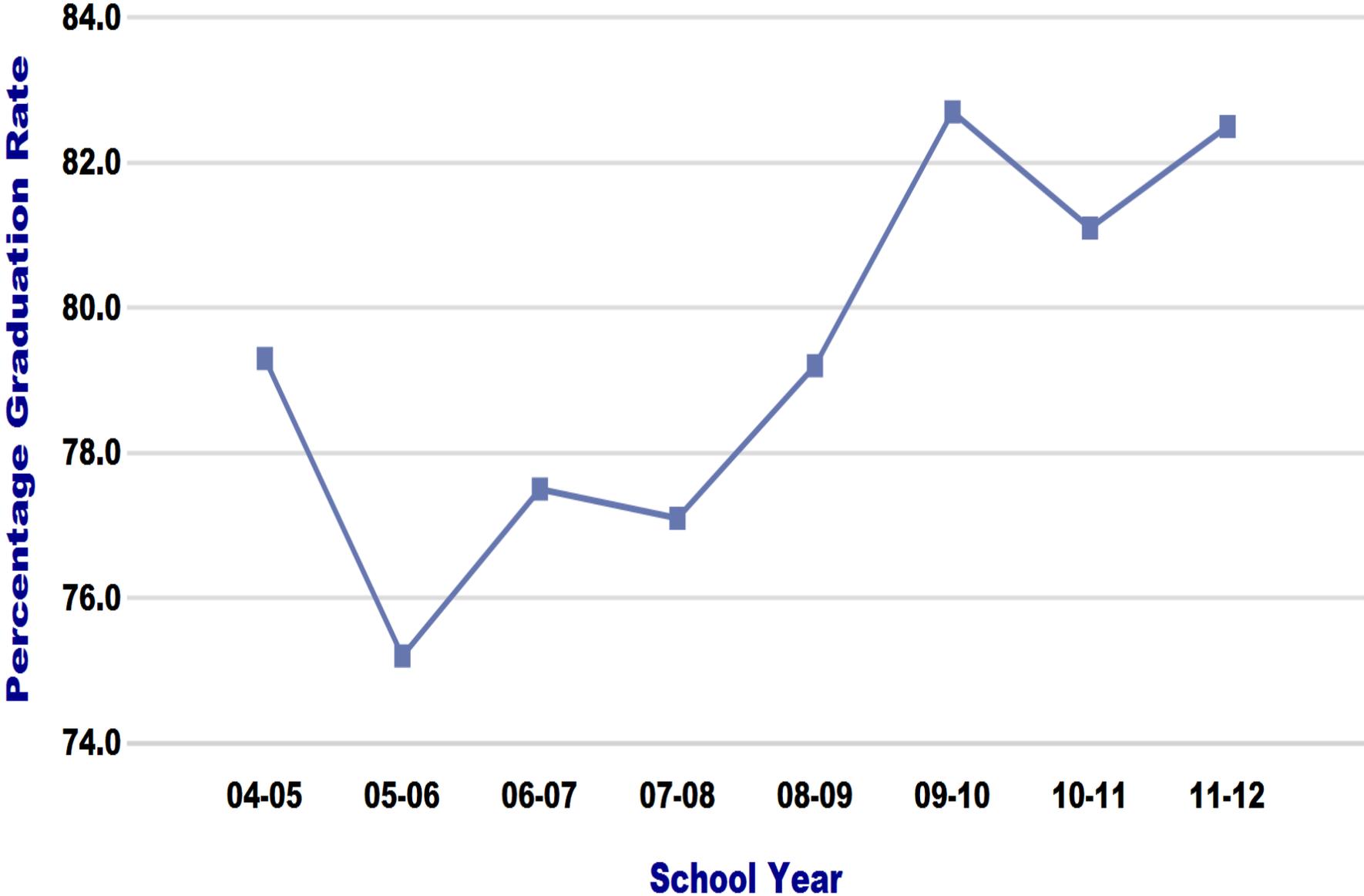
## High School Indicator

- < 10% absences
- No more than one failure of nine-grade subjects
- Completing the following math sequence Algebra II, geometry, Algebra III and trigonometry or higher
- 3.0 GPA
- Dual enrollment participation
- FAFSA completion
- SAT/ACT benchmarks
- Others: NAEP, participation in a summer bridge program, multi-year college knowledge outreach program (including college-readiness lessons)

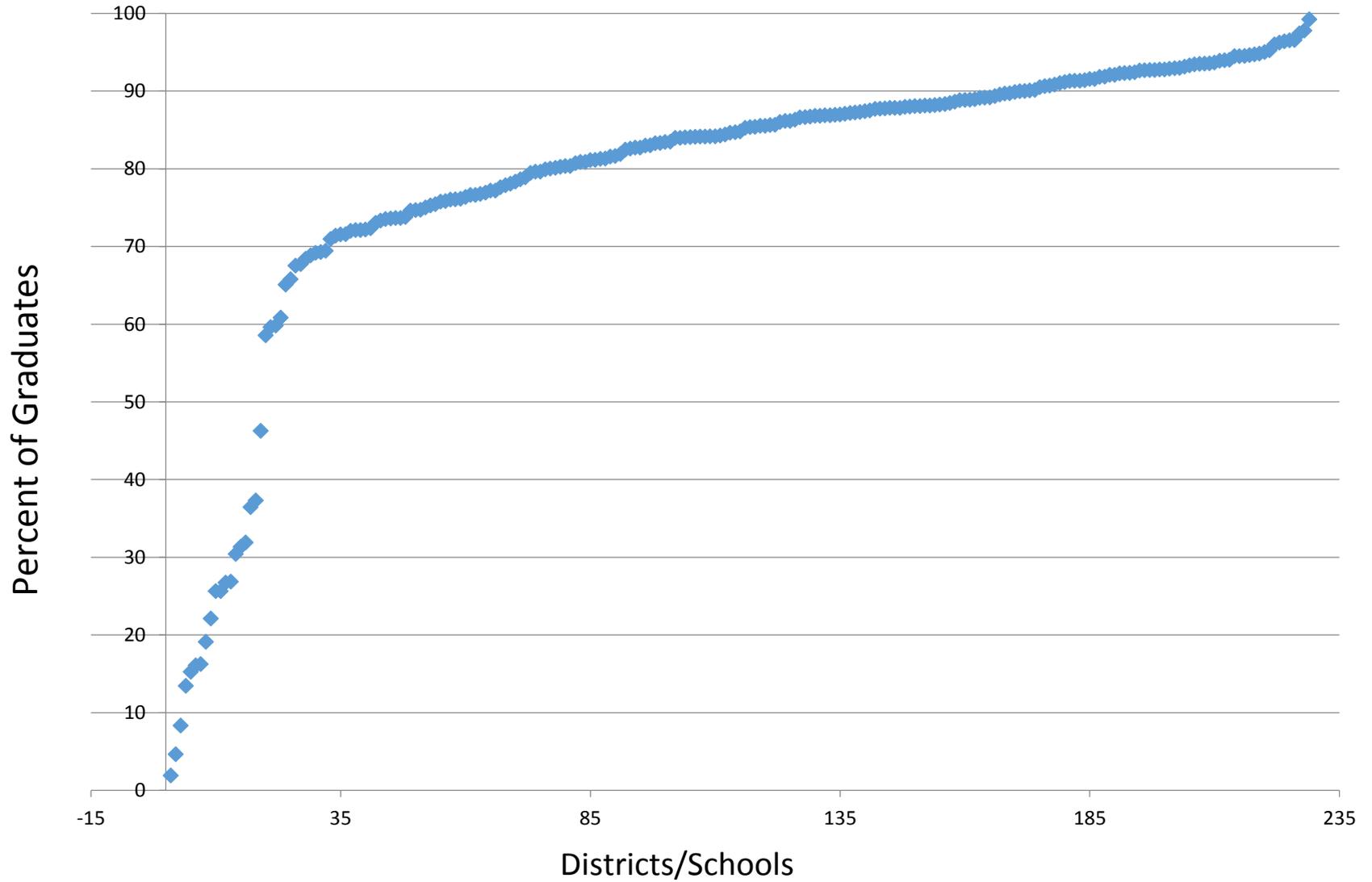


# Graduation

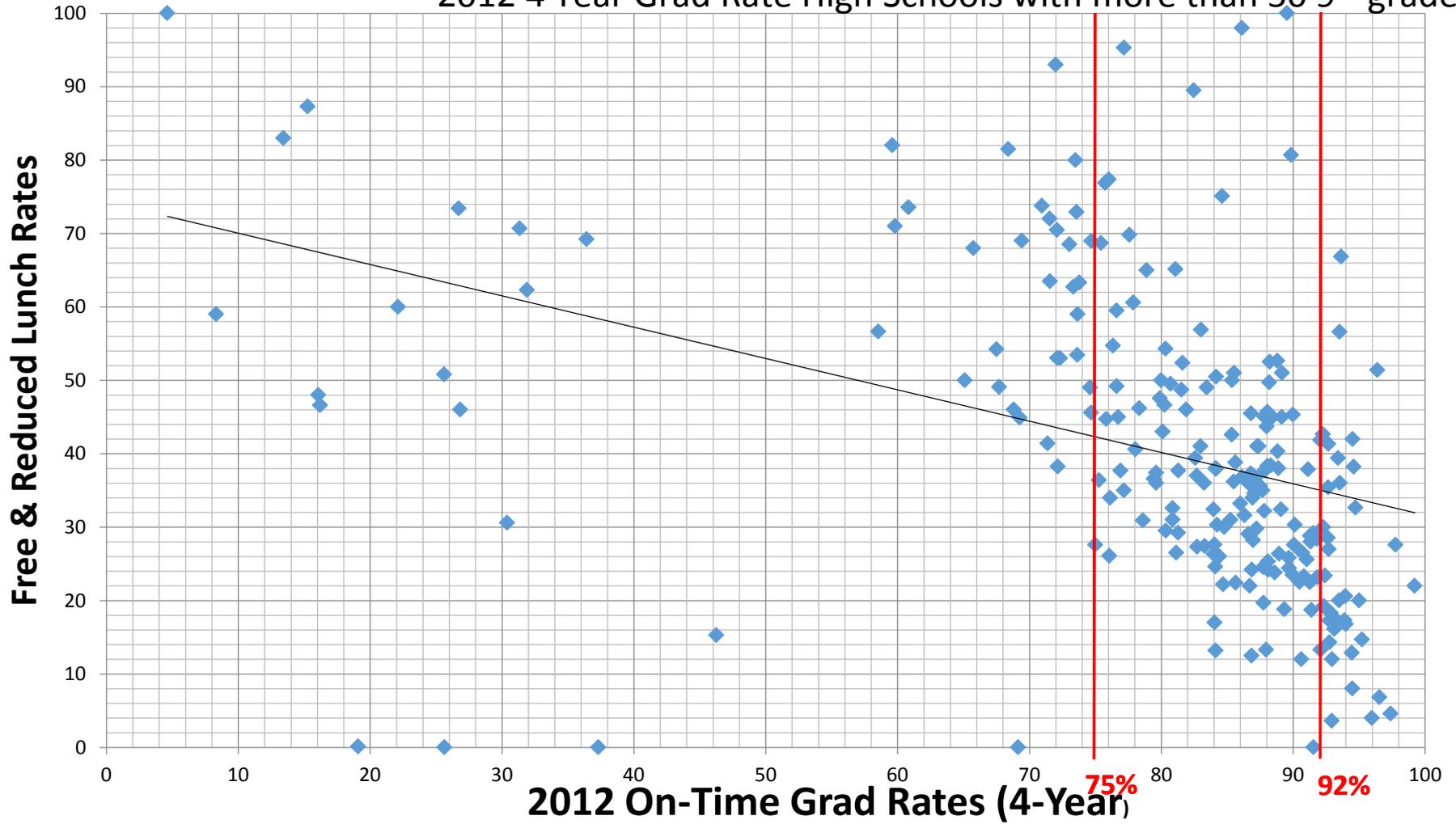
# Graduation - Graduation Rate



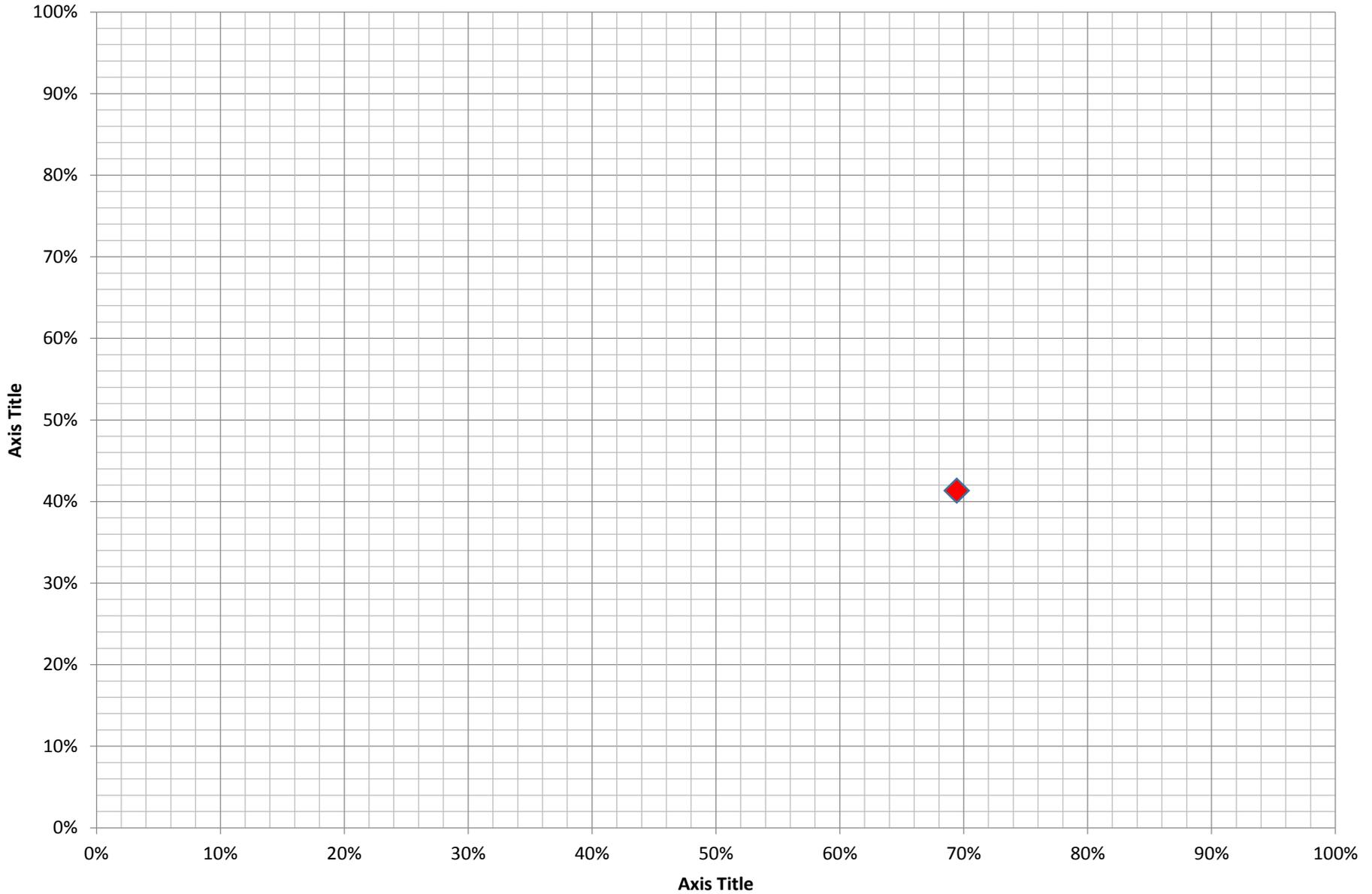
# Adjusted Actual 4-Year Cohort Graduation Rate 2012



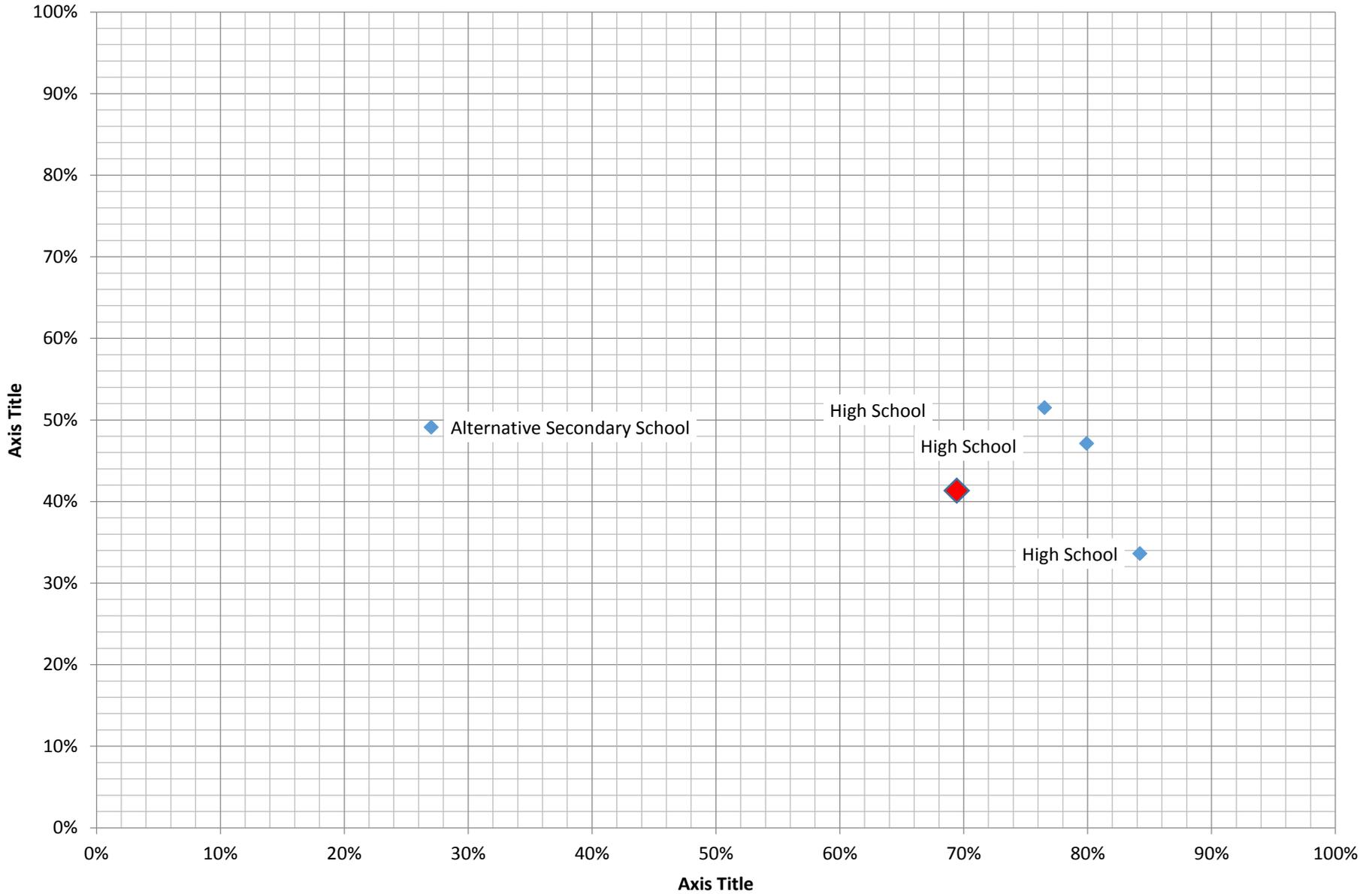
# 2012 4 Year Grad Rate High Schools with more than 50 9<sup>th</sup> graders



# XXXXSchool District



# XXXXSchool District



**District Adjusted 4-Year Cohort Graduation Rate 2013 vs FRL All Districts**

