EXTENDING ON-TRACK SUPPORTS TO ALL SECONDARY STUDENTS IN THE 2021 & 2022 SCHOOL YEARS

Pathways to Adult Success COVID-19 & Social Justice Solution Forum
Everyone Graduates Center
Johns Hopkins University School of Education
April 6, 2021
WELCOME AND AGENDA

• Extending On-Track Supports to All Secondary Students in the 2021 & 2022 School Years

• Solution Sharing:
  – Robert Balfanz, Director, Everyone Graduates Center at Johns Hopkins University School of Education
  – Sarah Howard, Senior Director, Partner School Network, Kareem Sayegh, National Student Success Manager, Andrea Cortes, Postsecondary Coach, and Jillian Carew, Lead Instructional Coach, Network for College Success at University of Chicago
  – Dave Calhoun, Senior Data Strategist, Victor Ignacio-Phu, Data Strategist, and Amanda Meyer, Director of Improvement at CORE Districts
  – Jenny Scala, Principal Researcher and Practice Area Director at AIR

• Upcoming Events
ORGANIZING OUR DISCUSSION

• We have a large and diverse group of people and organizations participating in today’s session
  – K-12, Higher Ed, Non-Profits, State Dept. of Ed.

• So we can hear from as many as possible, we have muted everyone upon entry. Please share ideas and ask questions via the chat function.
  – One of the moderators will read each question or comment out loud, and then ask for responses via the chat function
  – The moderator may ask the participant to respond verbally for elaboration or clarification
  – If you are sharing a resource that can be reached via a web link, please share the link in the chat box
  – After the call, we will send out a follow-up email listing resources shared during the session and add to the COVID-19 resource webpage on the PAS website
INTRODUCTION
BUILDING PATHWAYS TO ADULT SUCCESS FOR AND WITH ALL OUR STUDENTS HAS NEVER BEEN SO CRUCIAL

• The pandemic has disrupted existing student support and guidance systems.
• Uncertainty is the norm.
• We need to share and build on existing innovations.
PAS EARLY WARNING/ON-TRACK SYSTEMS 2.0

• Pre-pandemic, PAS Learning Community members who were experienced users of, and support providers for, early warning and on-track systems, including
  – K12 school districts,
  – state departments of education, and
  – non-profits
came together to consider how to modify early warning and on-track systems initially focused on high school graduation to support providing all students with pathways to postsecondary and adult success.

• The result was a series of EWS 2.0 workgroup recommendations for data, indicators, analysis, and response, the use of teams, and leadership.
CORE IDEAS OF EWS/ON-TRACK SUPPORTS 2.0

• To graduate from high school on a Pathway to Adult Success, students need to navigate transitions, achieve key milestones, and have positive learning and development experiences in school.

• Students’ progression on these can be monitored using predictive indicators that enable more proactive rather than reactive responses. Key indicators include:
  o **Attendance**
  o **Behavior** and beliefs (social-emotional development)
  o **Course performance**/course choice
  o **Postsecondary transition benchmarks**: exposure, experience, informed choice; good match, application, financial aid, and transition supports
On-track systems can be created that enable teams of adults who know students to continually observe students’ progress on key indicators, pooling their insights on students with insights from students to develop and tailor appropriate supports and learning / development opportunities.

The key to effective on-track systems is developing actions and response to the on-track data that focus on the most strategic level of action. Sometimes this is the individual student, but just as often, it is at the classroom, grade, school or district level.

Another key is regularly evaluating the actions’ and responses’ effectiveness, then modifying them until they work.
WHY WE NEED TO EXTEND ON-TRACK SYSTEMS TO ALL SECONDARY STUDENTS IN 2021-2022

• Everyone experienced the pandemic, but everyone experienced it differently. We must base improvement actions and student supports, not on assumptions about student need, but on real-time actionable data and student input

• All students will be experiencing a transition year.
  o Pre-pandemic 7th graders becoming 9th graders and 8th graders becoming 10th graders
  o Pre-pandemic 4th graders becoming 6th graders (i.e., going to middle school)
  o Pre-pandemic 9th graders becoming 11th graders
  o Pre-pandemic 10th graders becoming 12th graders (with a very short window to make up any missed credits)
WHY WE NEED TO EXTEND ON-TRACK SUPPORTS TO ALL (CONT.)

• High school course failure rates increased in 2020-21.
  – More students will need opportunity and support to stay on-track in credit accumulation.

• Pre-pandemic, chronic absenteeism rates were much higher than commonly appreciated, especially in high schools.
  – The impact of the pandemic is likely to increase them, especially for students who had to suspend schooling during the pandemic (no connectivity, supporting siblings, working to help family, etc.).

• Decent grades in challenging classes that are aligned with state university system requirements is the best predictor of earning a four-year college degree.
  – All students can achieve this with the right opportunities and supports.
SOLUTION SHARING
Sarah Howard
Senior Director, Partner School Network

Kareem Sayegh
National Student Success Manager

Andrea Cortes
Postsecondary Coach

Jillian Carew
Lead Instructional Coach
Students will guide us

April 6, 2021

“As long as any adult thinks that he, like the parents and teachers of old, can become introspective, invoking his own youth to understand the youth before him, he is lost.”

- Margaret Mead
Equity Stance
We operate from a moral imperative to pay the educational debt to Black and Latinx communities.

Student experience drives student outcomes

Focus on Adults
Emphasis on adult learning, leadership, and collective efficacy.

Research-driven
Translate research to practice.

Network for College Success

Andrea Cortes, Postsecondary Coach
Jillian Carew, Lead Instructional Coach
Kareem Sayegh, Nat’l Student Success Mngr.
Sarah Howard, Sr. Director, Partner School Network
Co-creating the Transition Back

**Learning Gain:** Young people have learned many things during the pandemic and remote learning.

**Build Trust:** Young people need to experience strong developmental relationships with adults to feel comfortable sharing their experiences and knowledge.

**Student Voice:** Hearing young people’s experiences, values, and feelings will teach us a lot about their needs.

**Humanize Young People:** Transition to in-person learning should center on experiences and knowledge young people have gained.
If we …

Empower educators to collect and analyze student voice data to identify how students are experiencing adult/student relationships

We will…

Support educators in utilizing the data to reflect on their practice and identify change ideas that will strengthen developmental relationships with their young people.

Which will Increase…

Students’ sense of belonging, integrated identity, and likelihood of graduating ready for college and career success.
Habits of Successful 9th Grade Success Teams

- Plan to **meet students where they are**
- Anchor plans in **what students say** about how they experience school
- Use developmental relationships data as one way to **welcome students into the planning process**
**The Secret Sauce: Elevating Student Voice**

If... we **elevate and center student voice** and create space for adults to reflect on and improve their practice

Then... we will **improve the learning conditions for young people** and create classroom experiences that are more equitable

Which will increase...

- Social and emotional outcomes (86% report feeling a higher sense of belonging)
- Student engagement (2x more likely to report having “tried their best”)
- Student outcomes (30% more likely to earn an A or B)
- Motivation and energy for teachers (self-reported)

Classrooms are a huge key lever; it’s where all the magic happens!

10% is the Tipping Point
Collective Efficacy

“If educators’ realities are filtered through the belief that they can do very little to influence student achievement, then it is very likely these beliefs will be manifested in their practice. If, however, teachers share a sense of collective efficacy, research demonstrates it is the greatest factor that impacts student achievement.”

Necessary Conditions

• Teams are spaces for learning where we build on what works

• Shift toward understanding student outcome data as a lagging indicator -- use data for improvement not accountability

• Center race -- interrogate our identities and how we show up for young people
Dave Calhoun
Senior Data Strategist

Victor Ignacio-Phu
Data Strategist

Amanda Meyer
Director of Improvement
Breakthrough Success Community (BTSC)

Network For School Improvement

Measuring Student-Adult Developmental Relationships
Our Community Aim

We will produce **breakthrough improvement** in our **students’ life trajectories** by **transforming the 9th grade experience**.
Developmental Relationships

Close connections through which young people **discover who they are**, gain abilities to **shape their own lives**, and learn how to interact with and **contribute to the world** around them.

- **Express Care**
  
  "Show me that I matter to you."

- **Challenge Growth**
  
  "Push me to keep getting better."

- **Provide Support**
  
  "Help me complete tasks and achieve goals."

- **Share Power**
  
  "Treat me with respect and give me a say."

- **Expand Possibilities**
  
  "Connect me with people that broaden my world."
Relationships Survey Report

Breakthrough Success Community

Developmental Relationships Trends Over Time
October 2020 - January 2021

Select School: [Dropdown]
Select Race/Ethnicity: [Dropdown]
Select Gender: [Dropdown]
Select English Learner Status: [Dropdown]
Select Participation Group: [Dropdown]

Students by Overall Relationship Strength

**OCT '20**
- 48% of students have STRONG developmental relationships
  (1,817 of 3,846 total students)
- 44% of students have MODERATE developmental relationships
  (1,703 of 3,846 total students)
- 8% of students have WEAK developmental relationships
  (303 of 3,846 total students)
- 0% of students have N/A developmental relationships
  (4 of 3,846 total students)

**JAN '21**
- 47% of students have STRONG developmental relationships
  (2,505 of 5,346 total students)
- 43% of students have MODERATE developmental relationships
  (2,316 of 5,346 total students)
- 10% of students have WEAK developmental relationships
  (521 of 5,346 total students)
- 0% of students have N/A developmental relationships
  (4 of 5,346 total students)

Overall Relationship Strength

<table>
<thead>
<tr>
<th><strong>OCT '20</strong></th>
<th><strong>JAN '21</strong></th>
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</thead>
<tbody>
<tr>
<td>48%</td>
<td>44%</td>
</tr>
<tr>
<td>47%</td>
<td>43%</td>
</tr>
<tr>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

# of Students: 3,846  # of Students: 5,346

Responses by Element:

- Express Care
  - **OCT '20**: 67% (19,112 responses)
    - Strong: 67% (25% on Survey: 5)
    - Moderate: 20% (20% on Survey: 4)
    - Weak: 22% (22% on Survey: 4)
  - **JAN '21**: 67% (26,563 responses)
    - Strong: 67% (24% on Survey: 4)
    - Moderate: 20% (20% on Survey: 4)
    - Weak: 22% (22% on Survey: 4)

- Challenge Growth
  - **OCT '20**: 74% (19,260 responses)
    - Strong: 74% (20% on Survey: 4)
    - Moderate: 20% (20% on Survey: 4)
    - Weak: 22% (22% on Survey: 4)
  - **JAN '21**: 73% (21,196 responses)
    - Strong: 71% (22% on Survey: 4)
    - Moderate: 22% (22% on Survey: 4)
    - Weak: 27% (26% on Survey: 4)

- Provide Support
  - **OCT '20**: 71% (19,251 responses)
    - Strong: 65% (27% on Survey: 4)
    - Moderate: 64% (26% on Survey: 4)
    - Weak: 29% (29% on Survey: 4)
  - **JAN '21**: 70% (21,232 responses)
    - Strong: 65% (29% on Survey: 4)
    - Moderate: 64% (29% on Survey: 4)
    - Weak: 21% (21% on Survey: 4)

- Share Power
  - **OCT '20**: 22% (15,246 responses)
    - Strong: 13% (14% on Survey: 4)
  - **JAN '21**: 22% (15,872 responses)
    - Strong: 14% (14% on Survey: 4)

Click Here for Report Guide
# Relationships Survey Report

## Breakthrough Success Community

### Developmental Relationships Student Report

**Select a Student:**
- [ ] October 2020 Relationship Strength: Strong
- [ ] January 2021 Relationship Strength: Moderate

**October 2020 Relationship Strength: Strong**

If you could give adults at this school one piece of advice for building a relationship with you, what would it be?

<table>
<thead>
<tr>
<th>To listen to students, and answer emails</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Express Care</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. If I have a problem, I know that adults at my school will help me.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Adults at my school really listen to me.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Adults at my school do things that make me feel like I matter.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>4. Adults at my school show me they enjoy being with me.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. When I work hard, adults at my school encourage me to keep going.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

**Provide Support**

10. Adults at my school make it clear what behaviors are acceptable and not acceptable.
11. Adults at my school teach me how to ask for help when I need it.
12. Adults at my school help me figure out how to do things that are new or challenging to me.
13. If I am treated unfairly, adults at my school say or do something to help.

**Share Power**

14. Adults at my school treat me with respect.
15. Adults at my school consider my ideas when making decisions.
16. If I have challenges, adults at my school work with me to find a solution.
17. Adults at my school give me chances to be a leader.

**Expand Possibilities**

18. Adults at my school help me to think of different possibilities for my future.
19. Adults at my school help me discover new things that interest me.
20. Adults at my school introduce me to other adults who offer resources or support that I value.

**Select Administration Window:**
- [January 2021](#)
Structures & Supports for Data Use

Dashboard View

Team Members

COACH  PRINCIPAL  COUNSELOR  TEACHER

We want to learn how students overall are experiencing developmental relationships, including which elements of Developmental Relationships are most and least present for our students. What do you notice about the data? What are you curious about?

PRINCIPAL

I notice that of our students, 12% have WEAK relationships, 43% have MODERATE relationships, and 45% have STRONG relationships. I wonder how this looks for our Latinx and African American students.

COUNSELOR

I notice that Challenge Growth is our strongest element with 74% of strong responses. I wonder if these students are enrolled in AP/Honors courses.

TEACHER

I notice expand possibilities has the highest number (18%) of weak responses across all elements. I wonder who these specific students are.

COACH

Great, let’s take a look at how students responded individual questions within each element...

School teams may toggle through filters and notice differences between subgroups.
Jenny Scala
Principal Researcher and Practice Area Director, AIR
EARLY WARNING SYSTEMS FALL 2021

Jenny Scala | Principal Researcher
American Institutes for Research
Graduation Ready Project

Impact study funded by Office of Elementary and Secondary Education on AIR’s early warning intervention and monitoring system (EWIMS) process

Conducting pilot cohort (school years 2020 and 2021)

Recruiting high schools to participate (80-120 high schools) to begin summer 2021

More information on project at: https://www.graduationready.org/
EWIMS Seven-Step Implementation Process
Lessons from this year

Overall lessons underscore what we’ve heard previously but with an increased sense of urgency:

1. Catalogue of available interventions allows for efficiency
2. Team of adults to champion this work is critical
3. Outside coaching and support is beneficial to schools
4. Disaggregation of data continues to be key for decision-making
5. Tiered systems of support approach facilitates process
Looking forward: Fall 2021 assumptions

- Will need to re-engage students and families who did not participate in learning this school year
- Students will be displaying higher level of risks
- Requires strong Tier 1 and likely will require bolstering Tier 1
- Requires more robust catalogue of available interventions and strategies (e.g., mental health, community supports)
- Requires a process for meeting and making decisions about student needs, supports, and monitoring student progress
- Communication campaign must be non-stop
<table>
<thead>
<tr>
<th>Considerations and opportunities</th>
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<tbody>
<tr>
<td>Use summer-bridge type opportunities for social, emotional learning, expectations of student in school, community building and academics</td>
</tr>
<tr>
<td>Opportunity to modify processes and supports to include equity</td>
</tr>
<tr>
<td>Potential influx of funds for districts and schools from ESSER funds, how to choose good partners</td>
</tr>
<tr>
<td>Anticipate hearing more about seat time vs. competency-based mastery</td>
</tr>
<tr>
<td>Districts and schools will need support in these efforts</td>
</tr>
<tr>
<td>Embedding student voice throughout the process</td>
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</table>
OPEN DISCUSSION AND RESOURCE SHARING
UPCOMING EVENTS

• Pathways to Adult Success Workgroup Sessions
  – Supporting SEL in K12 and Postsecondary Education
    • May 6, 2021, 2:00 – 4:15pm ET
    • https://zoom.us/meeting/register/tJAtcOqurjMtG91QejOmCPhnUPC
      LNuzkZoeQ
  – Reimagining Career Education
    • May 20, 2021, 2:00 – 4:15pm ET
    • https://zoom.us/meeting/register/tJcud--
      przgqHdahLzvO0LpsWx_tjozd1Lh8
  – Community Postsecondary Transition Supports
    • June 3, 2021, 2:00 – 4:15pm ET
    • https://zoom.us/meeting/register/tJctcuutpjsOGNCB9cR622xqMfEER
      D75OeDXr
THANK YOU, BE WELL, & ONWARD!

We will follow up with:

a recording of the session, slides, and a list of references and materials shared today