

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

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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

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INTRODUCTION

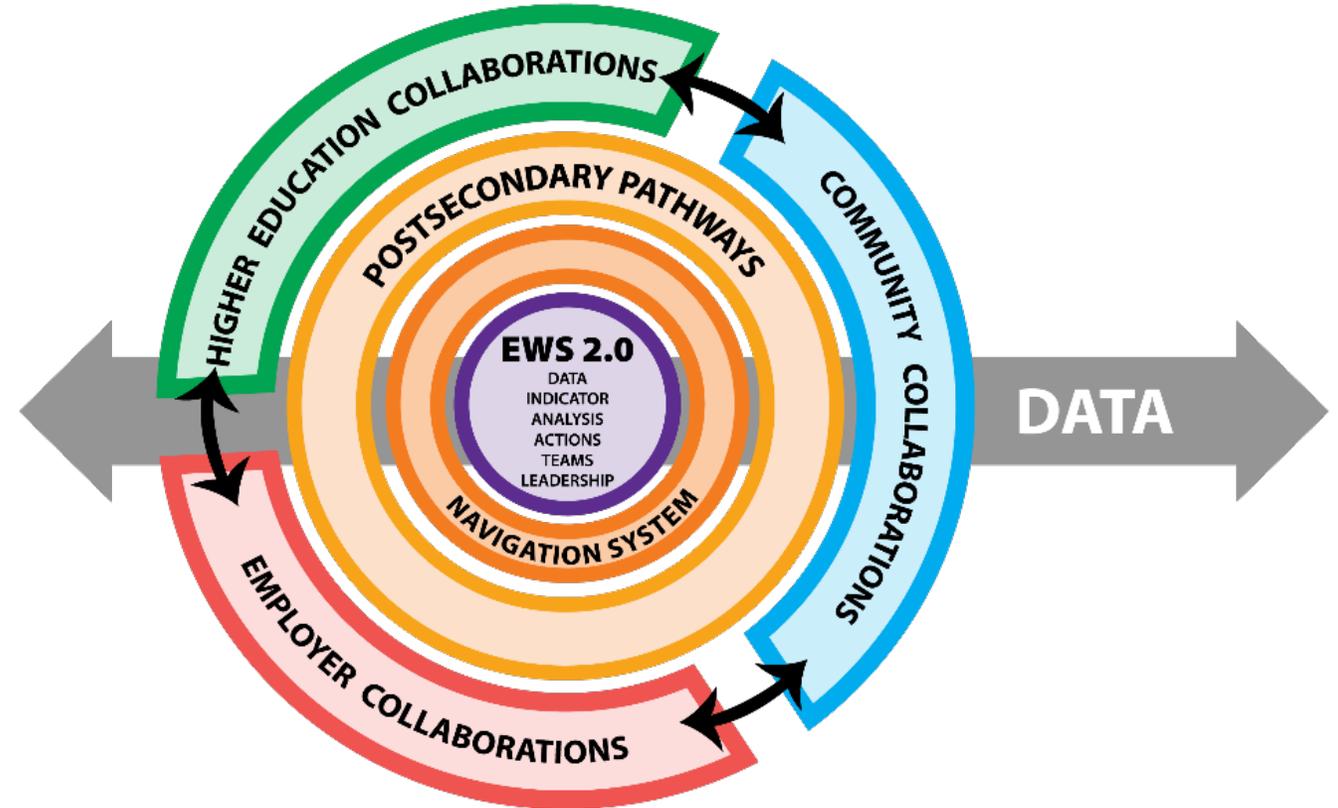
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BUILDING PATHWAYS TO ADULT SUCCESS FOR AND WITH ALL OUR STUDENTS HAS NEVER BEEN SO CRUCIAL

- 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-profitscame 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.

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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:
 - **Attendance**
 - **Behavior** and beliefs (social-emotional development)
 - **Course performance**/course choice
 - **Postsecondary transition benchmarks**: exposure, experience, informed choice; good match, application, financial aid, and transition supports

CORE IDEAS EWS/ON TRACK SUPPORTS 2.0 (CONT.)

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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.
 - Pre-pandemic 7th graders becoming 9th graders and 8th graders becoming 10th graders
 - Pre-pandemic 4th graders becoming 6th graders (i.e., going to middle school)
 - Pre-pandemic 9th graders becoming 11th graders
 - 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.

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SOLUTION SHARING

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Senior Director, Partner School Network

Kareem Sayegh

National Student Success Manager

Andrea Cortes

Postsecondary Coach

Jillian Carew

Lead Instructional Coach

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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



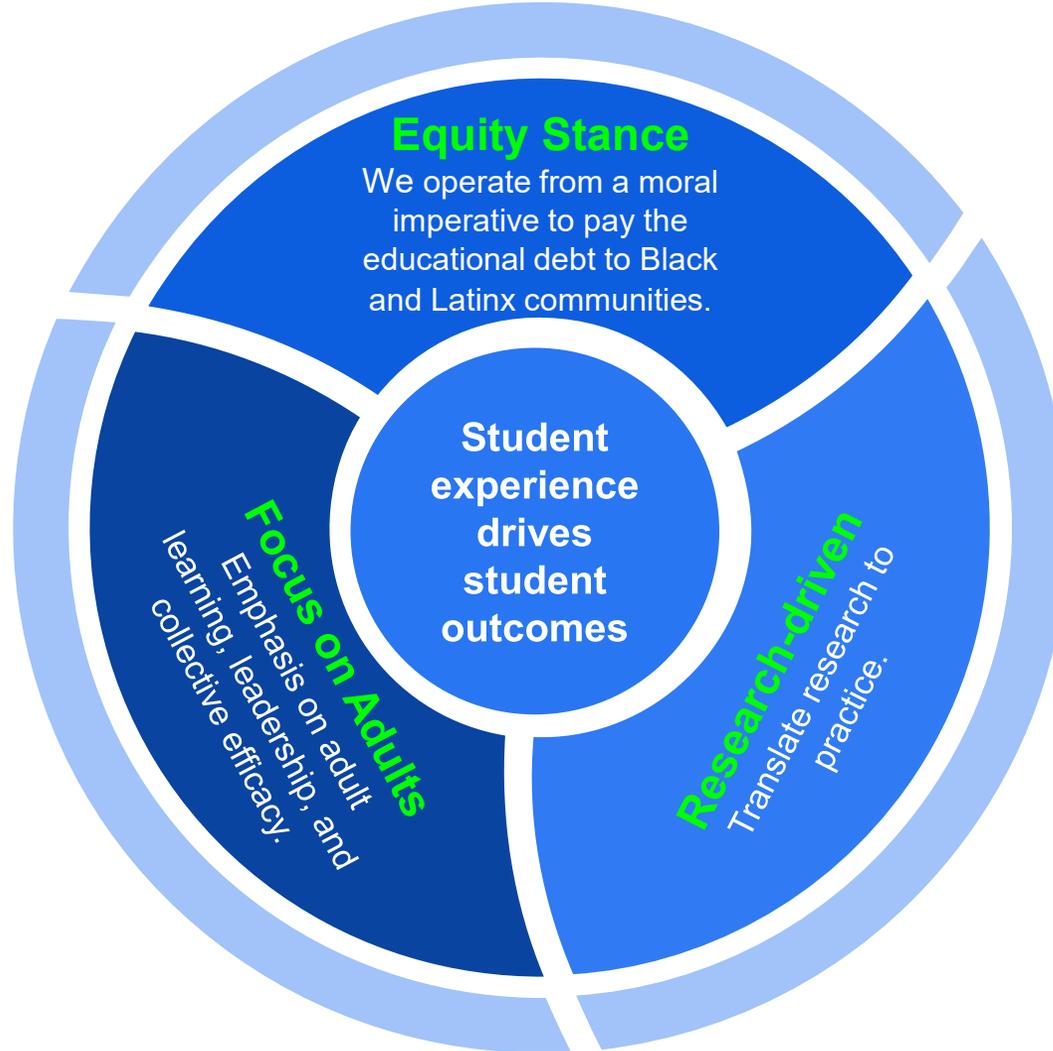
Network for College Success



Sarah Howard, Sr. Director,
Partner School Network



Kareem Sayegh, Nat'l
Student Success Mngr.



Jillian Carew, Lead
Instructional Coach



Andrea Cortes,
Postsecondary
Coach



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.



Postsecondary Success Starts in 9th Grade

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

**10% is the
Tipping Point**

Which will increase...

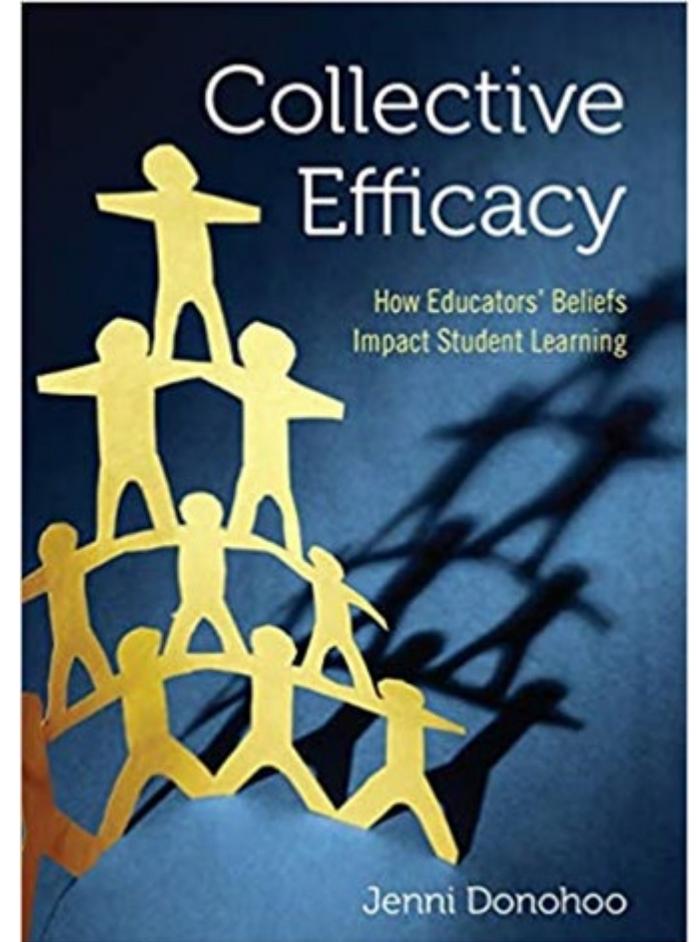
- Social and emotional outcomes (86% report feeling a higher sense of belonging)
- Student engagement (2x more likely to report having “tried their best”)
- Student outcomes (30% more likely to earn an A or B)
- Motivation and energy for teachers (self-reported)



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

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



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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.**



Freshman
Success
Teaming



Supportive
8th to 9th Grade
Transition



Strong
Student-Adult
Relationships



Master
Scheduling
Practice



Grading
Practices

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."



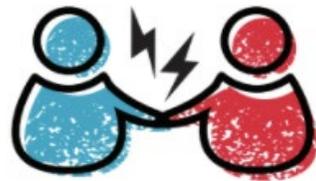
Challenge Growth

"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

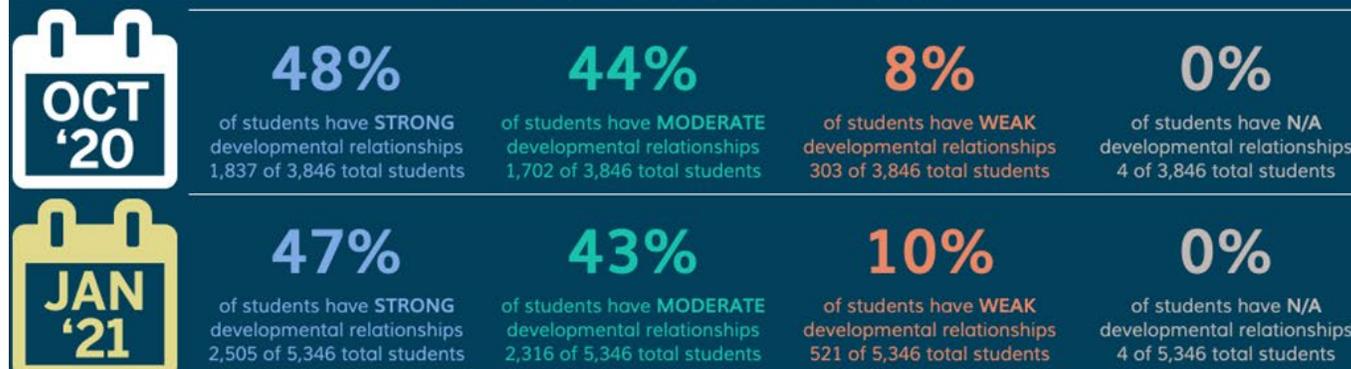
Developmental Relationships Trends Over Time

October 2020 - January 2021

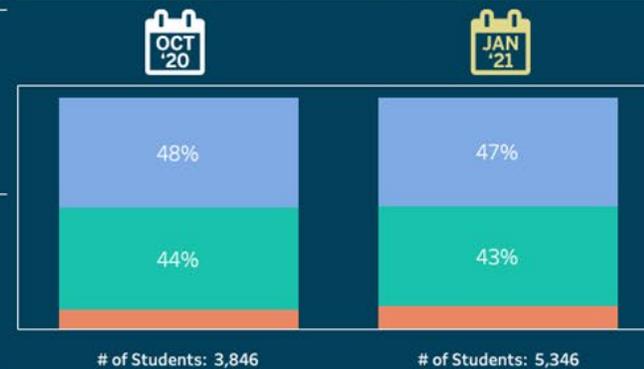


Select School: All | Select Race/Ethnicity: All | Select Gender: All | Select English Learner Status: All | Select Participation Group: All

Students by Overall Relationship Strength



Overall Relationship Strength

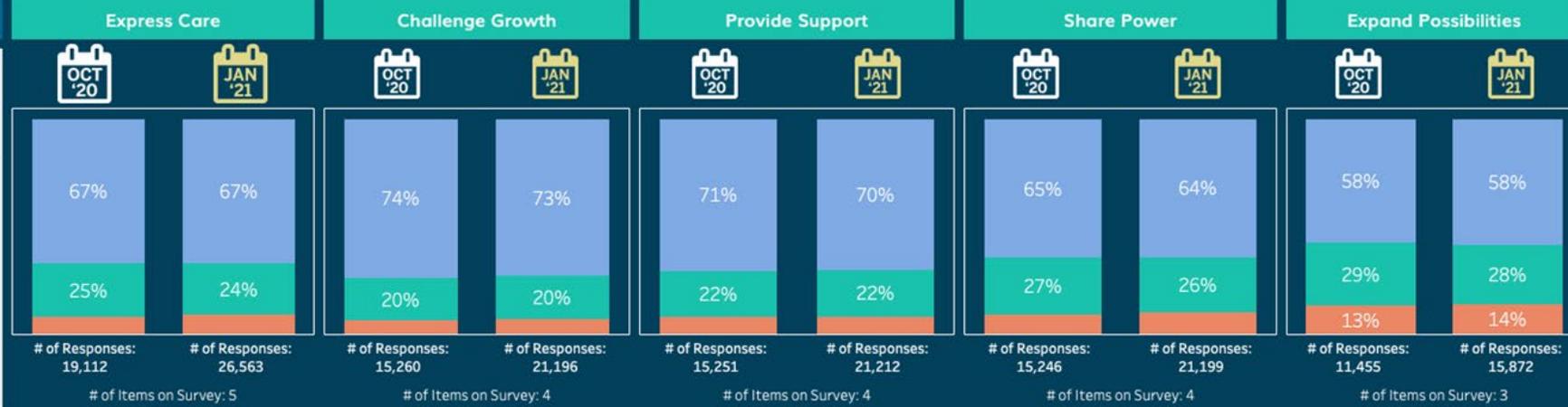


Responses by Element

of responses across all items answered for each element. Responses are grouped into categories based on the strength of relationships they indicate.

Strong: "Almost Always" or "Often"
Moderate: "Sometimes"
Weak: "Rarely" or "Never"

NOTE: Bars reflect percentage of total responses, not percentage of students. Because the number of survey items corresponding to each element varies, and items that students left blank are excluded from our analysis, the total number of responses received varies between elements.



[Click Here for Report Guide](#)



Relationships Survey Report

Breakthrough Success Community
Developmental Relationships Student Report


**BREAKTHROUGH
SUCCESS
COMMUNITY**

Select a Student: 1 Select Administration Window: January 2021

October 2020 Relationship Strength: **Strong** January 2021 Relationship Strength: **Moderate**

If you could give adults at this school one piece of advice for building a relationship with you, what would it be?	Please name an adult at this school you could go to for support, help, or guidance.	What does this person do that makes you know you could go to them?
To listen to students, and answer emails	brooke hidden	answers emails & is just very helpful.

		Never	Rarely	Some-times	Often	Almost Always			Never	Rarely	Some-times	Often	Almost Always
Express Care	1 If I have a problem, I know that adults at my school will help me.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Provide Support	10 Adults at my school make it clear what behaviors are acceptable and not acceptable.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2 Adults at my school really listen to me.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		11 Adults at my school teach me how to ask for help when I need it.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3 Adults at my school do things that make me feel like I matter.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		12 Adults at my school help me figure out how to do things that are new or challenging to me.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4 Adults at my school show me they enjoy being with me.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		13 If I am treated unfairly, adults at my school say or do something to help.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5 When I work hard, adults at my school encourage me to keep going.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Share Power	14 Adults at my school treat me with respect.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Challenge Growth	6 Adults at my school expect me to do my best.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	15 Adults at my school consider my ideas when making decisions.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7 Adults at my school challenge me to try things that are difficult for me.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16 If I have challenges, adults at my school work with me to find a solution.		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	8 Adults at my school hold me responsible for the things I do and say.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	17 Adults at my school give me chances to be a leader.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9 When I make mistakes, adults at my school show me how I can learn from them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Expand Possibilities	18 Adults at my school help me to think of different possibilities for my future.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					<input type="radio"/>		19 Adults at my school help me discover new things that interest me.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
					<input type="radio"/>		20 Adults at my school introduce me to other adults who offer resources or support that I value.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Structures & Supports for Data Use

Team Members



COACH



PRINCIPAL

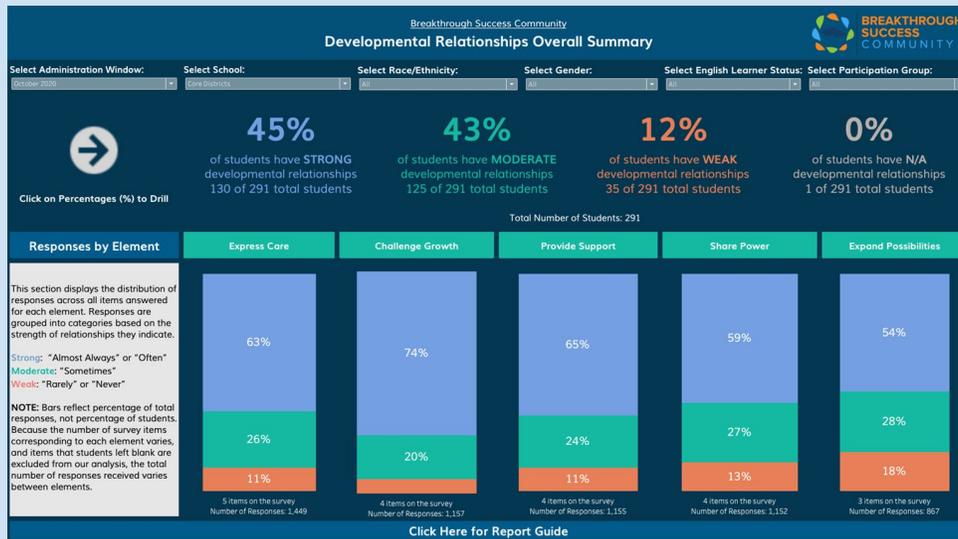


COUNSELOR



TEACHER

Dashboard View



Example Conversation



COACH

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?**

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.

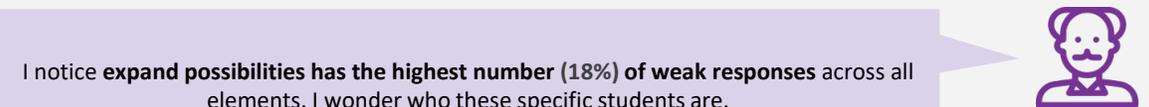


PRINCIPAL



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



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

PATHWAYS FOR ADULT SUCCESS | MARCH 2021

EARLY WARNING SYSTEMS FALL 2021

Jenny Scala | Principal Researcher
American Institutes for Research

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RESEARCH
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Graduation Ready Project



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



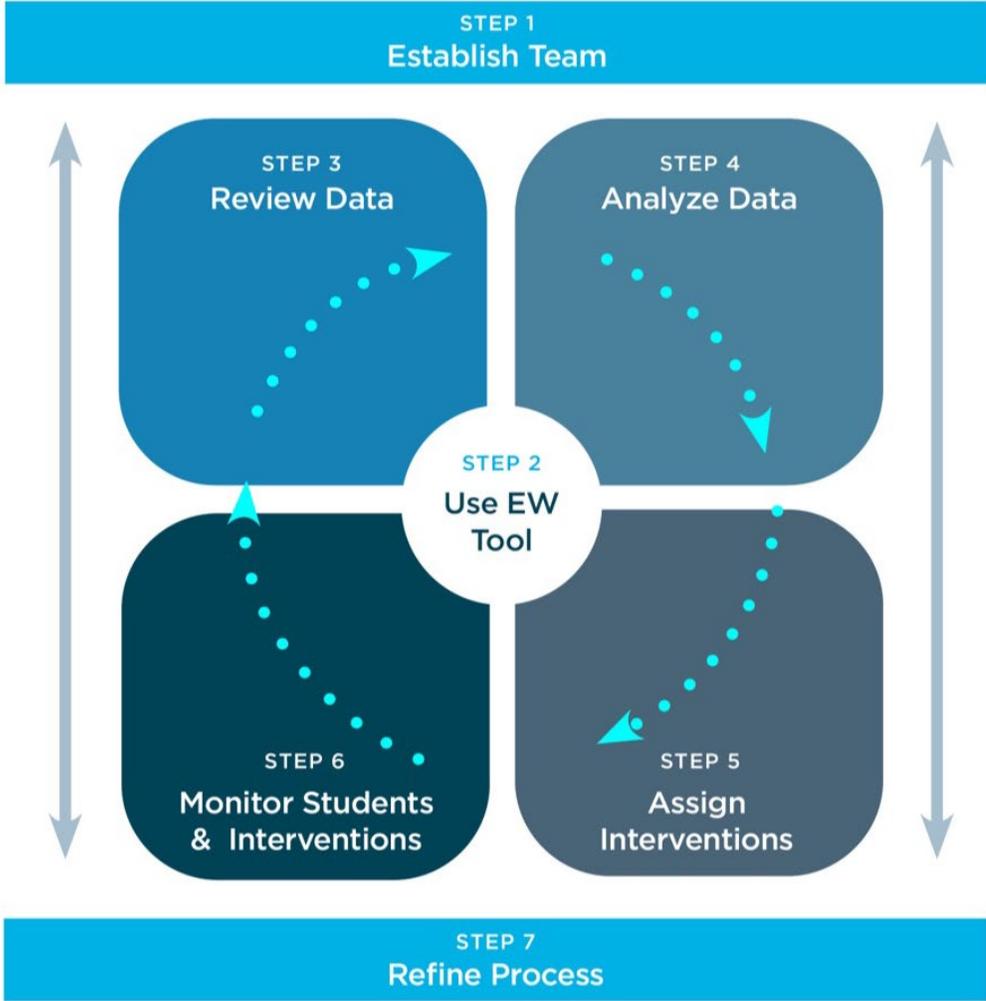
Conducting pilot cohort (school years 2020 and 2021)



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

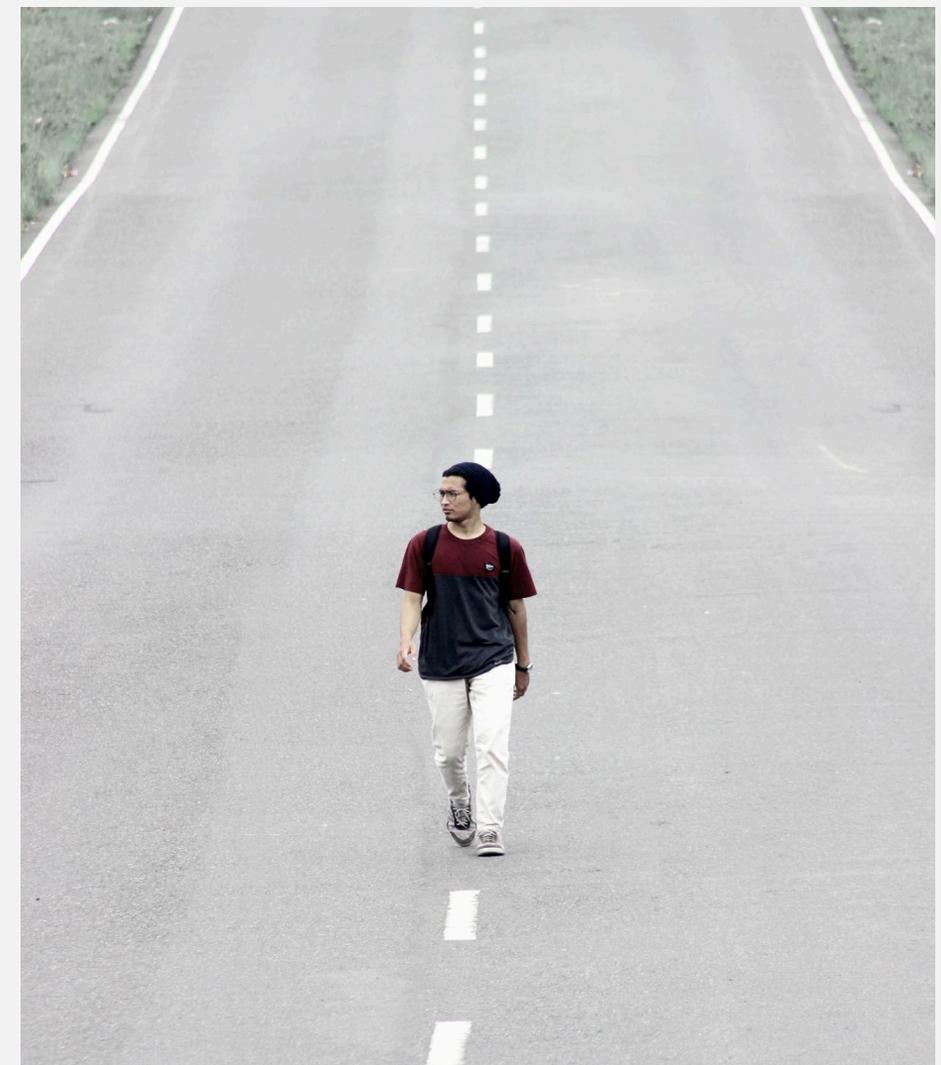


Photo by [hanya kumuh](#) on [Unsplash](#)

Considerations and opportunities



Photo by [Tanjir Ahmed Chowdhury](#) on [Unsplash](#)

Use summer-bridge type opportunities for social, emotional learning, expectations of student in school, community building and academics

Opportunity to modify processes and supports to include equity

Potential influx of funds for districts and schools from ESSER funds, how to choose good partners

Anticipate hearing more about seat time vs. competency-based mastery

Districts and schools will need support in these efforts

Embedding student voice throughout the process

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THANK YOU

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OPEN DISCUSSION AND RESOURCE SHARING

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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/tJAtcOqurjMtG91QejOmCPhnUPCLNuzkZoeQ>
 - **Reimagining Career Education**
 - May 20, 2021, 2:00 – 4:15pm ET
 - https://zoom.us/meeting/register/tJcud--przggHdahLzvOOLpsWx_tjzod1Lh8
 - **Community Postsecondary Transition Supports**
 - June 3, 2021, 2:00 – 4:15pm ET
 - <https://zoom.us/meeting/register/tJctcuutpjsogNcB9cR622xqMfEED75OeDXr>

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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