AT-RISK WORKING GROUP: MEETING 2

April 14, 2017
Working Group Meeting

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WHERE WE LEFT OFF

At the last working group meeting, we discussed three broad problems that could be addressed through cross-sector collaboration:

Inequitable distribution of at-risk students across schools	Inadequate or inefficiently used funding for at-risk students	No structure in place for cross-sector sharing of best practices for serving at-risk students
Off-Track Secondary Students	Other?	Other?

GOALS FOR TODAY'S MEETING

- Introduce Grad Pathways data and findings
- Begin to think about questions related to Grad Pathways and how the data could inform cross-sector policy proposals (Raise DC will present Grad Pathways data at the April 25, 2017, Task Force meeting)

MOVING FORWARD: SPOTLIGHT ON MIDDLE AND HIGH SCHOOL STUDENTS

WHAT WE KNOW

We have a graduation problem:

40% of 9th graders in DC schools (DCPS and charter) today won't graduate on time.

Signs of trouble emerge early:

26% of the total variation in students' high school outcomes is observable by the end of 8th grade, with several measurable factors in middle school predictive of dropout and off-time graduation.

High-school quality matters:

There is a 70% point difference in the on-time graduation rates of top-quartile grade 8 students between the highest and lowest performing high schools.

Let's focus on what works and make it widely available:

Some schools are achieving graduation rates 14% points higher than what's expected, but these schools enroll only 9% of the highest-risk students.

Source: Graduation Pathways Project Summary (September 2014)

MIDDLE SCHOOL

PREDICTING DISENGAGEMENT: IMPORTANCE OF MIDDLE-SCHOOL INDICATORS

A tale of two students with different personal and academic profiles:

Student Characteristic	Student 1 (African American)	+/- Effect on Graduation Likelihood	Student 2 (African American)	+/- Effect on Graduation Likelihood
Baseline Graduation Rate	91%		91%	
Math Grade 8 CAS	Proficient	0%	Below Basic	-11%
Reading Grade 8 CAS	Proficient	0%	Basic	-12%
SPED	No	0%	Yes	-12%
LEP	No	0%	No	0%
CFSA/DYRS Involvement	No	0%	No	0%
Overage	No	0%	Yes	-12%
Grade 8 Absences	2	-1%	6	-2%
Grade 8 Fs	0	0%	1	-6%
Grade 6-8 Suspensions	0	0%	0	0%
Chance of Graduating On-Time	90%		36%	

Source: Graduation Pathways Project Summary (September 2014)

EFFECT OF MIDDLE-SCHOOL INDICATORS & SCHOOL-QUALITY FACTORS

Total effect of middle-school indicators

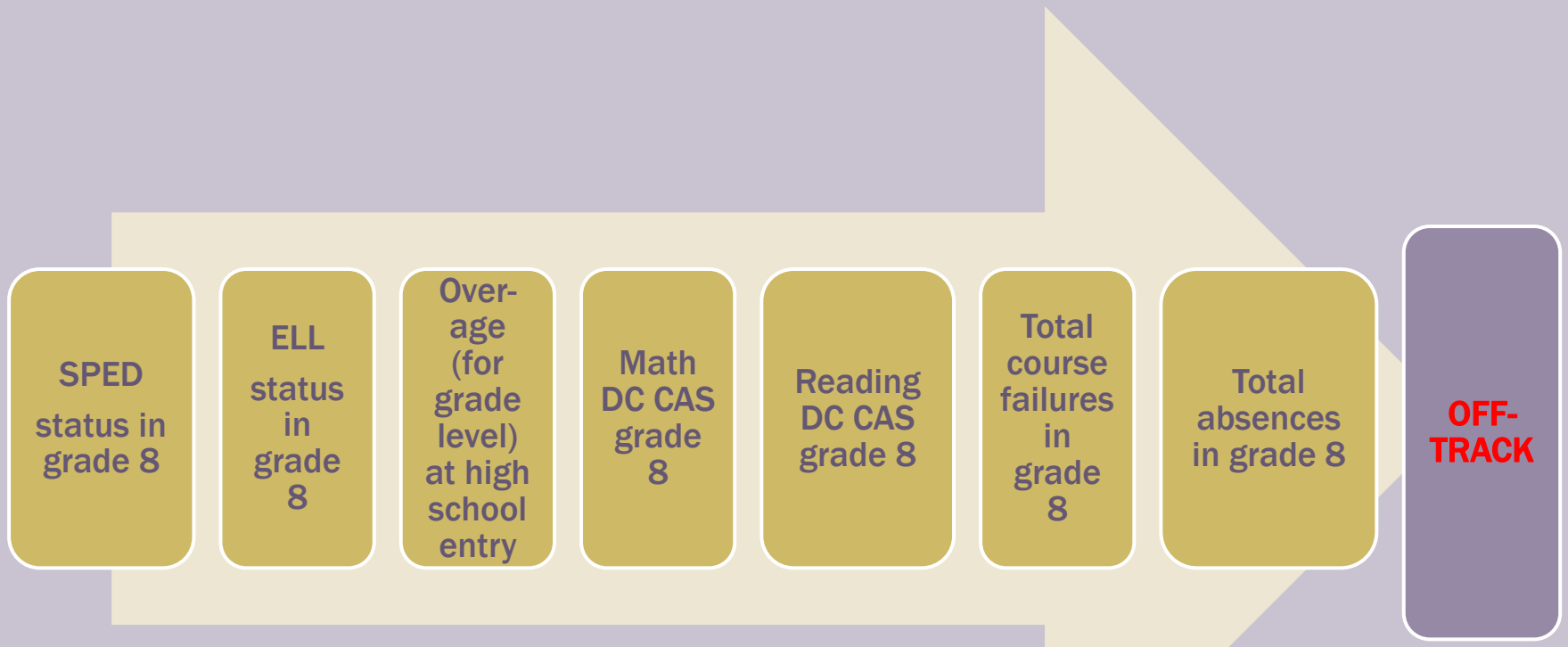
- About a quarter (26%) of the variation in on-time graduation rate is explained by pre-high school student characteristics

School effects

- School-level factors account for 40% of the variation in graduation outcomes
- 26% of that variation is from high-school quality and 13% is from middle-school quality

Source: Graduation Pathways Project Summary (September 2014)

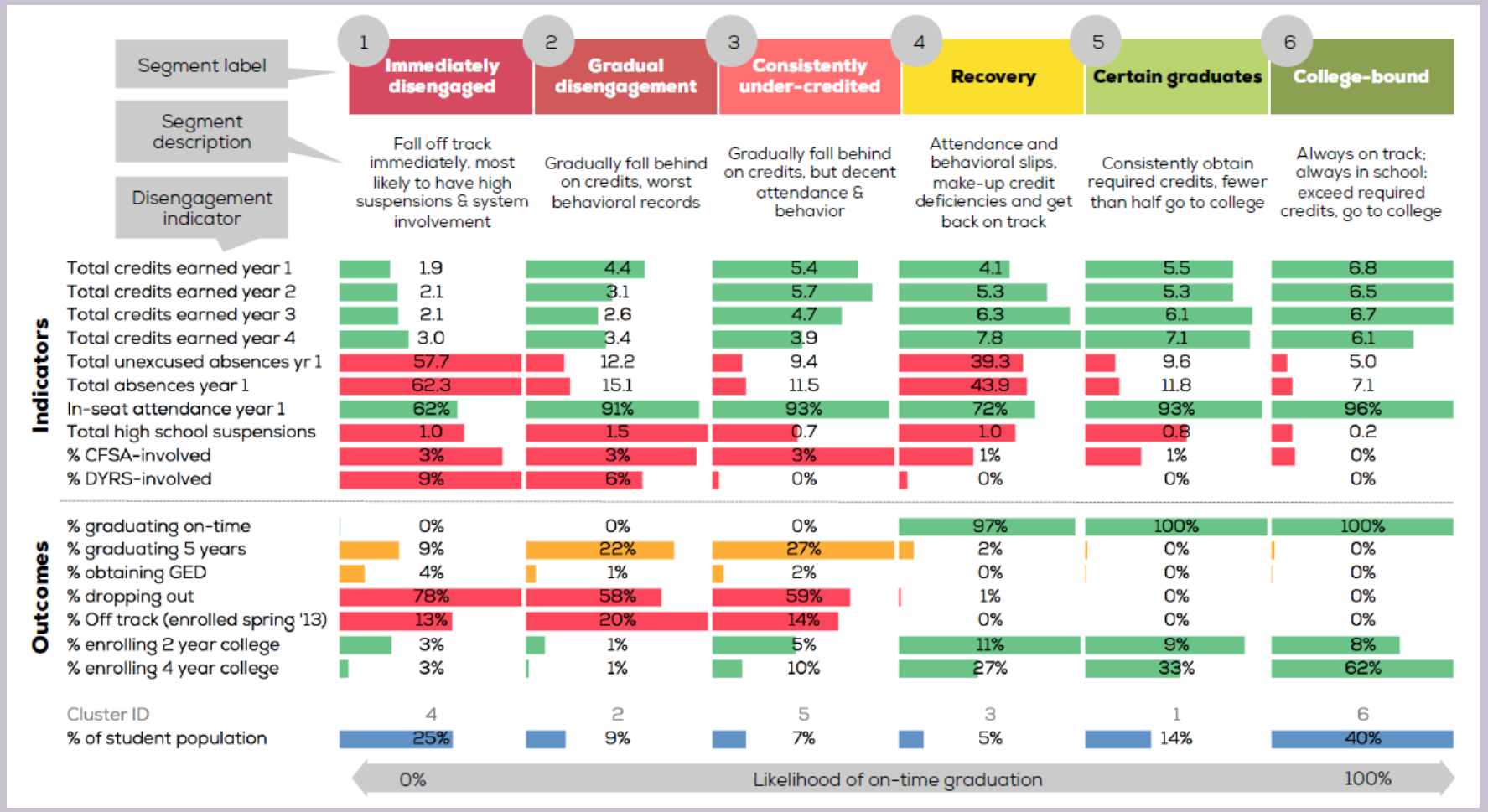
KEY PREDICTORS OF DISENGAGEMENT AND OFF-TIME GRADUATION



Source: Graduation Pathways Project Summary (September 2014)

HIGH SCHOOL

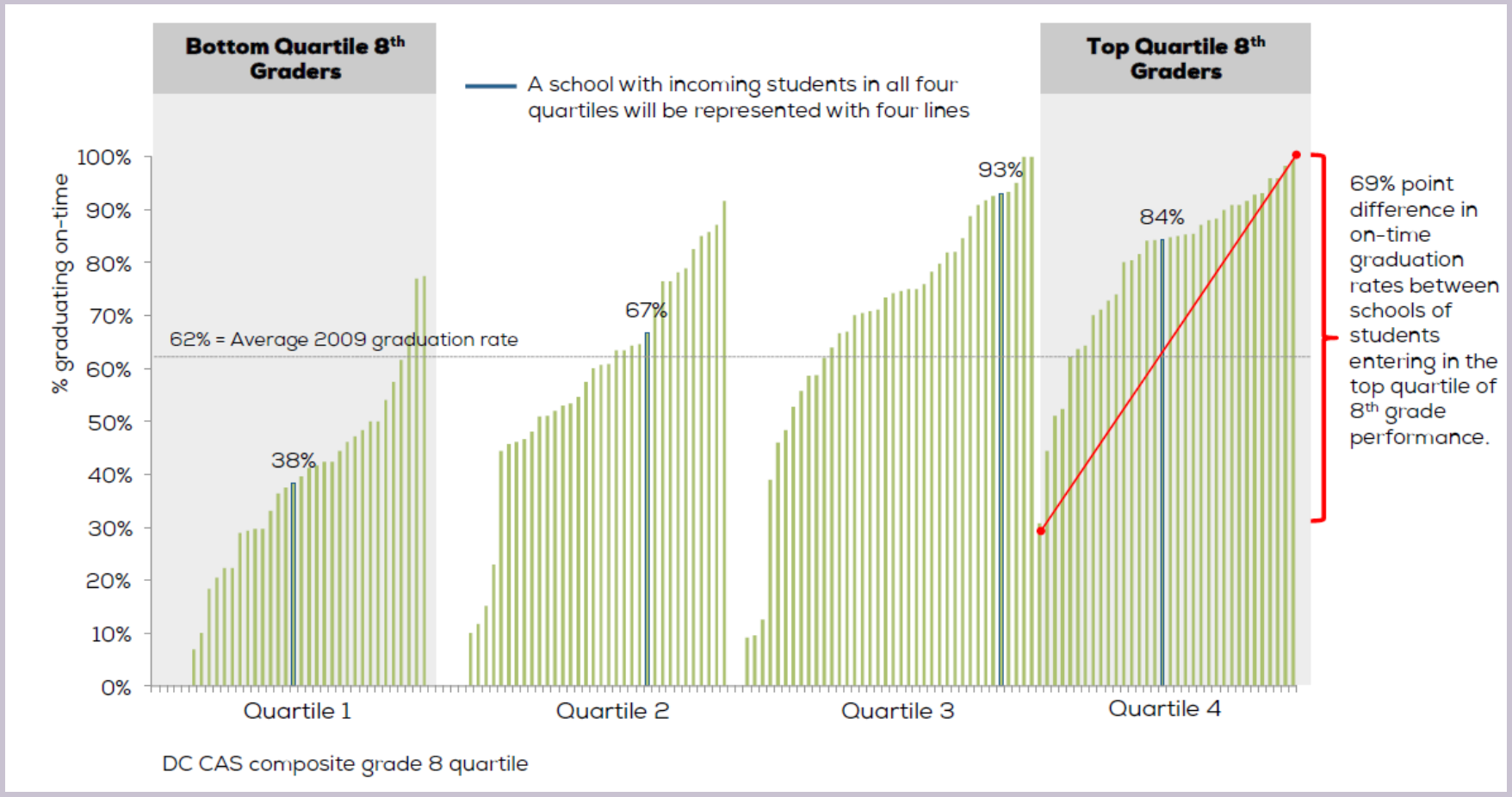
EXAMINING DIFFERENT SEGMENTS OF HIGH SCHOOL STUDENTS



Source: Graduation Pathways Project Summary (September 2014)

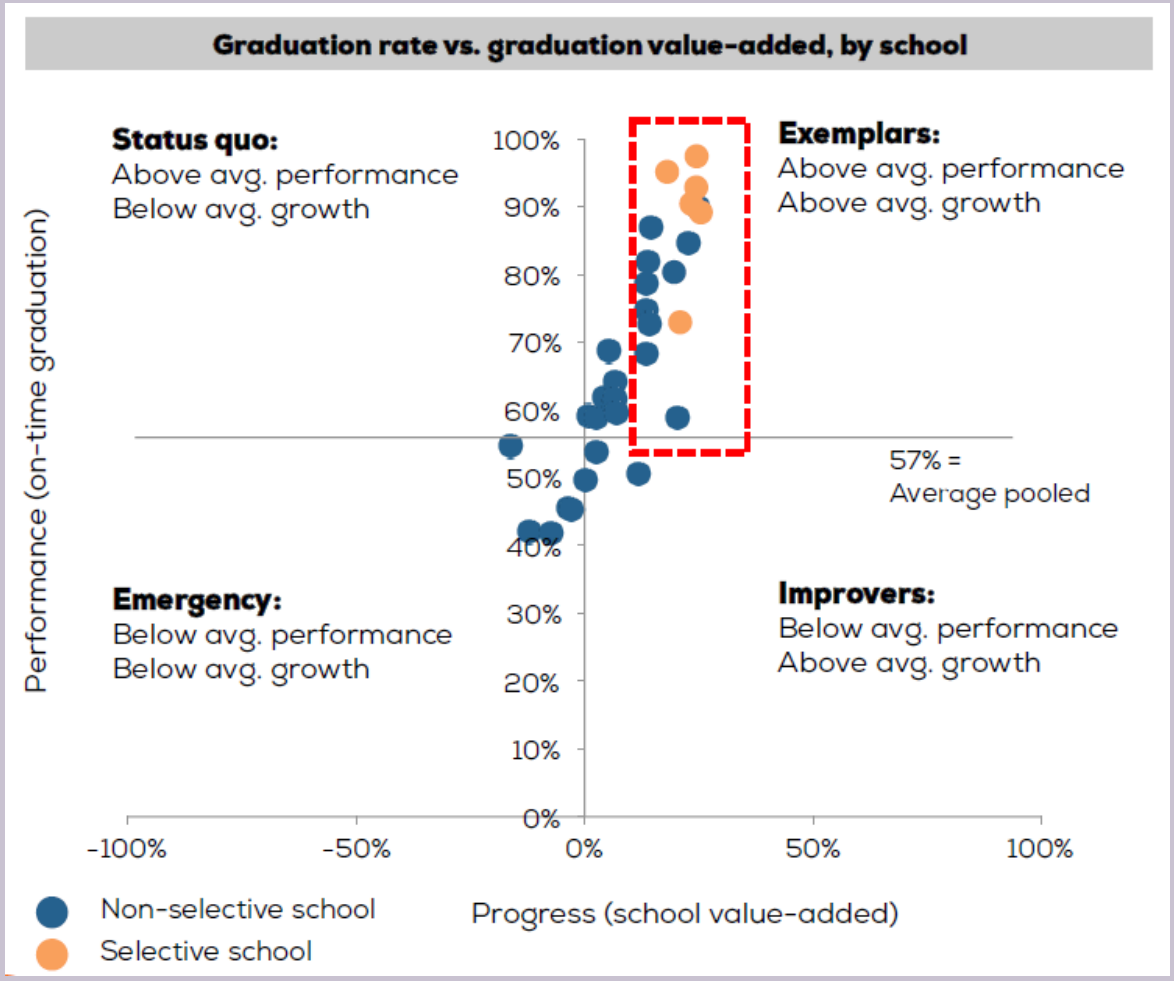
HIGH-SCHOOL EFFECTIVENESS

After adjusting for incoming 9th graders' performance, there's still wide variation between schools' on-time grad rates:



Source: Graduation Pathways Project Summary (September 2014)

SOME SCHOOLS BEAT THE ODDS



Source: Graduation Pathways Project Summary (September 2014)

DISPARITIES IN SERVING HIGH-RISK STUDENTS IN HIGH SCHOOL

Too Few

- Only 9% of "high risk" students (those with probabilities of graduating less than 40% by the end of middle school) matriculate into a high value-added high school.

Too Many

- Fully 50% of immediately disengaged students are concentrated in just 7 schools.

Source: Graduation Pathways Project Summary (September 2014)

NEXT STEPS

MEETING SCHEDULE

- Working Group meeting 3 will be part of the next Cross-Sector Collaboration Task Force meeting, scheduled for Tuesday, April 25, 2017, from 6:00pm – 8:00pm, at EducationCounsel, 101 Constitution Ave, NW
  - Raise DC will present on Grad Pathways
- DME will convene an additional call or meeting (Working Group meeting 4) in early May

DME WORKING ON THESE FOLLOW-UP QUESTIONS:

- At what point does the concentration of at-risk students adversely affect school performance?
- Where are our at-risk students by Ward of school attendance (versus Ward of residence)?
- Who are our at-risk students by grade or grade band?
- What do we know about the fixed and variable costs for serving an at-risk student, particularly in those schools with high concentrations of at-risk students?
- What's the relationship between at-risk status and school quality?
- What are the most in-demand educational models (e.g., dual-language, Montessori)? Which models have been shown to be particularly effective in serving at-risk students?
- What's the relationship between teacher retention and at-risk status?