

TIME TO MAGNIFY THE MIDDLE TO ENSURE HIGH SCHOOL READINESS

Introductions

Who's in the room?





Objectives

- Understand the need to focus on middle school in order to develop a sense of internal urgency
- Explore the concept and implications of a middle school transcript analysis to examine possible linkage to a High School Readiness Indicator (HSRI)
- Learn from one school's journey to *magnify the middle* to change student outcomes for all students

Why the focus on middle school?

Validating Research

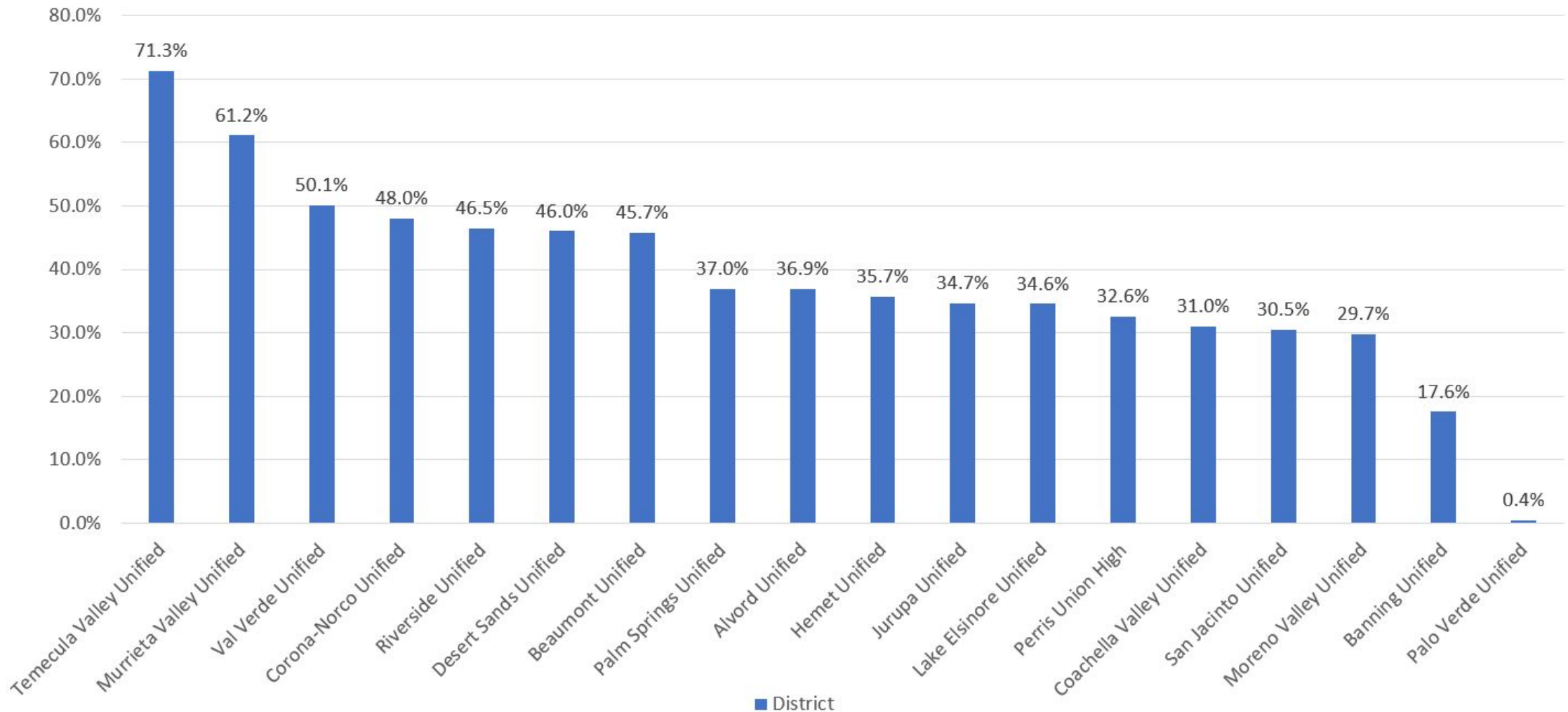
Academic achievement in 8th grade had a **larger impact** on students' college and career readiness by the time they graduate from high school than anything that happens in high school. <https://drive.google.com/drive/folders/1MoAhbSJEcdNU7eWi-744VD-io5DVq9Ba>

EdSource, 2014 (taken from The Forgotten Middle, 2008)



2017-2018 UC/CSU A-G Completion Rates

Source – CDE DataQuest Four-Year Adjusted Cohort - <https://dq.cde.ca.gov/dataquest/dqcensus/CohRateLevels.aspx?agglevel=county&year=2017-18&cds=33>



Our Why

From the Magnify the Middle RCEC Initiative

“To see into the future, one needs only to look at eighth grade. If an eighth grader gets **As and Bs** in school, that student will likely earn a college degree. If that same eighth grader gets only **Bs and Cs**, college completion is unlikely”.

Thomas A. DiPrete and Claudia Buchmann, Third Way's NEXT initiative.



The Impact of Timing

The *timing* of a failed class in middle school also affects the chances of graduating. Students who fail classes in 6th grade or 7th grade only, but recover (that is, fail no classes in 8th grade), graduate from high school at much higher rates than those students who continue their pattern of failing courses. Additionally, students who only fail classes closer to the transition to high school (in 8th grade) are at greater risk of not completing

¹⁶ Courses in four academic areas are considered in these analyses: mathematics, English language arts, science, and social science.

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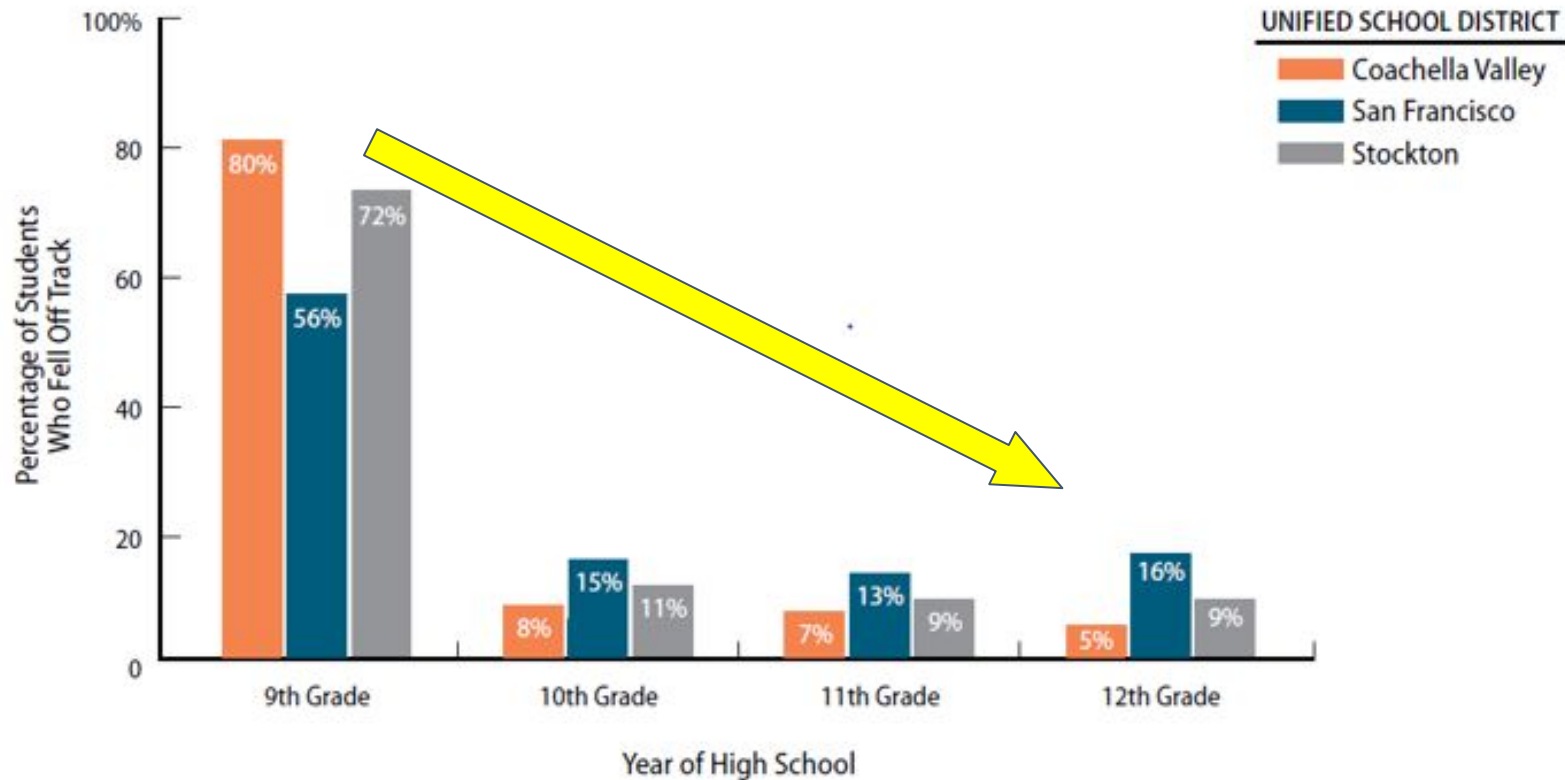
high school than those who only fail classes earlier. Students for whom class failure becomes a pattern are most at risk of not graduating; less than 20% of students who failed classes in all three years of middle school graduated from high school.



Where Do Students Fall Off Track?



Figure 4
Most Students Who Fell Off Track Did So in Grade Nine
Graduation Years 2013 Through 2015



Source: California State Auditor's analysis of student data provided by Coachella Valley, San Francisco, and Stockton Unified School Districts.

Notes: We calculated the number of students who fell off track to meet college preparatory requirements during each year of school for students in graduation years 2013 through 2015.

We excluded students who left the district.

Percentages may not add to 100 due to rounding.

District Approach: Moreno Valley Unified

- Superintendent's Goals
- Impact on High School Course Patterns
- Alignment with College-Going Culture in Middle School

District Grade Distribution

XYZ School District

Number of Students					
Area of Focus	Grade Level	Grade Level	Grade Level	Districtwide	
GPA	6th	7th	8th	2.56	2.84
	2.65	2.61	2.43		
Number of As	6th	7th	8th	575	
	581	636	509		
Number of Bs	6th	7th	8th	488	
	502	494	468		
Number of Cs	6th	7th	8th	412	
	393	421	422		
Number of Ds	6th	7th	8th	255	
	223	278	266		
Number of Fs	6th	7th	8th	298	
	239	317	337		

Setting the Stage for the Middle School Transcript Analysis

What would be the 8th grade graduation rate at your school?

What percent of your 8th graders have attained C's or better throughout their entire time at your school?



The “System”

- Our school is a system made up of components
- There are three types of system components;
 - components we control
 - components we influence
 - and components we don't control
- Measuring and diagnosing how students are responding to the educational “system” that we create at the school level is critical to the improvement process.



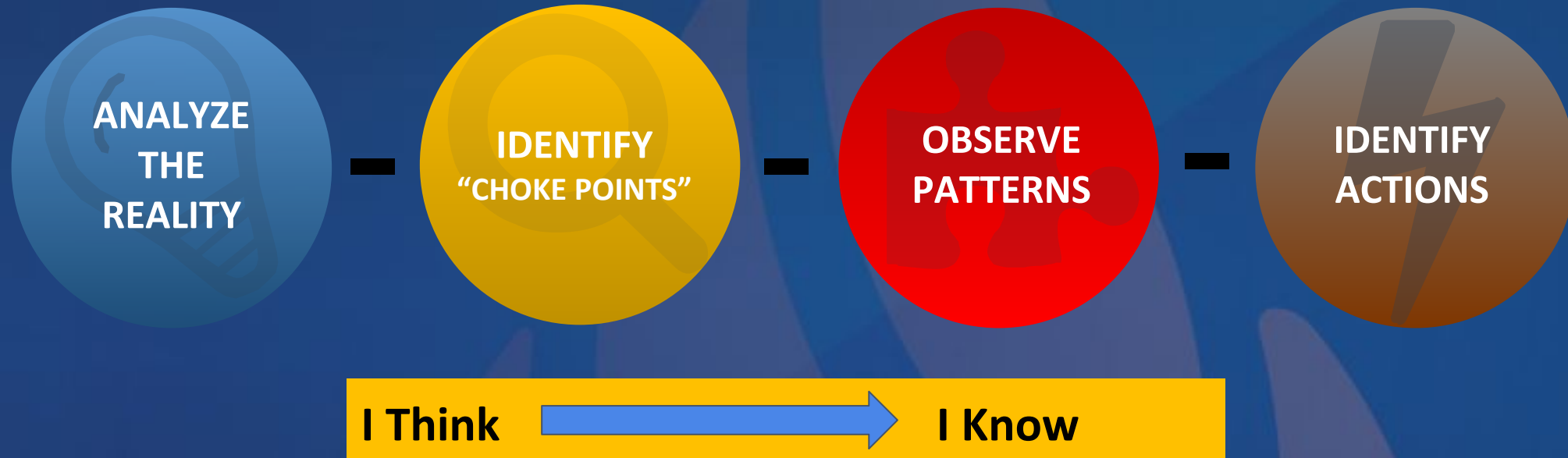
Diagnosing the “System”



Middle School Transcript Analysis:

The analysis of how students' are responding to the school system through the identification and disaggregation of students' "Pseudo Credits" in core academic subjects to construct a measure of a High School Readiness

Effective Transcript Analysis



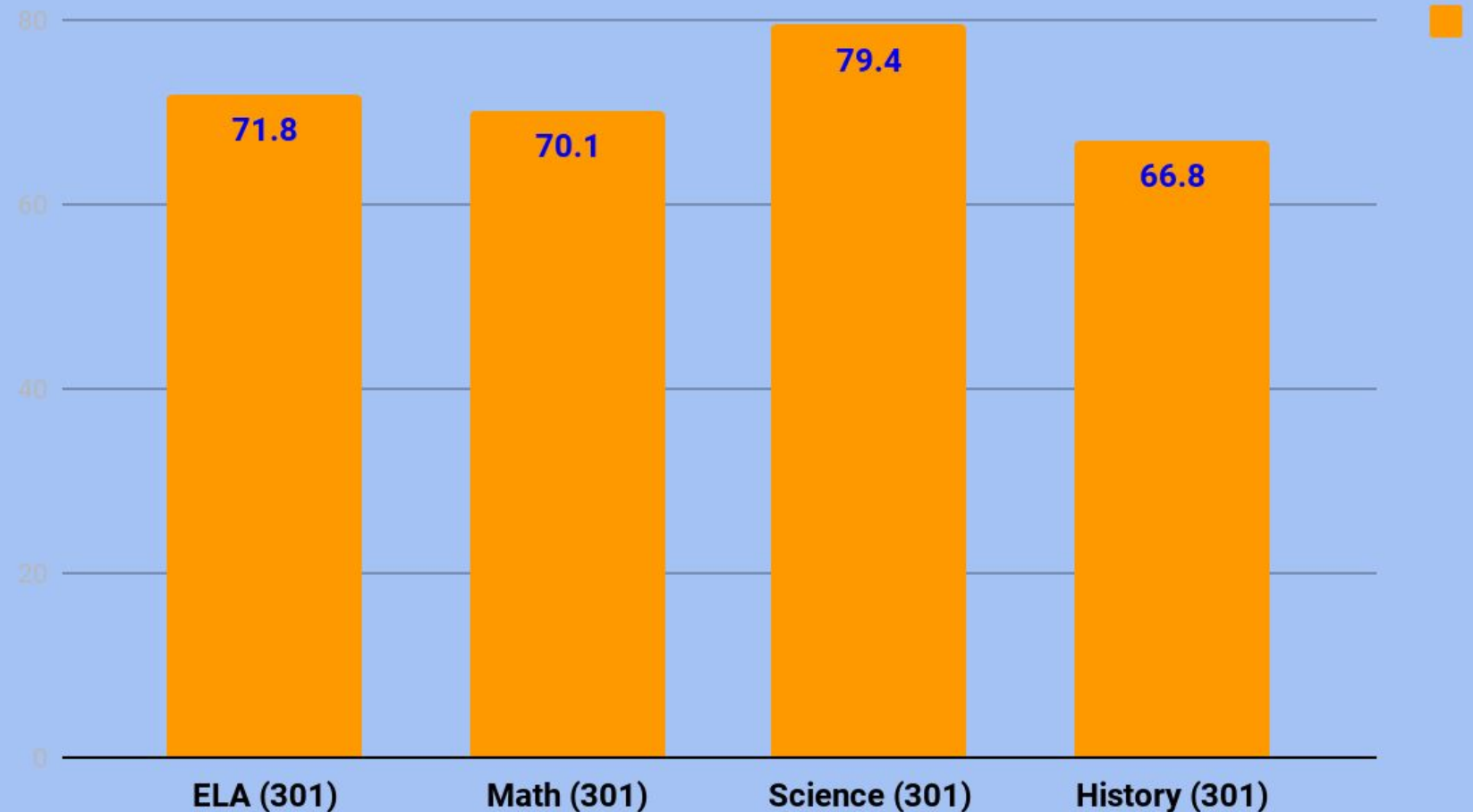
Set aside your perceptions and ask yourself:

- *What informs our current practice for honors placement?*
- *Do our students have equal rates of success in our current courses?*



Percent of Students High School Ready by Subject Area

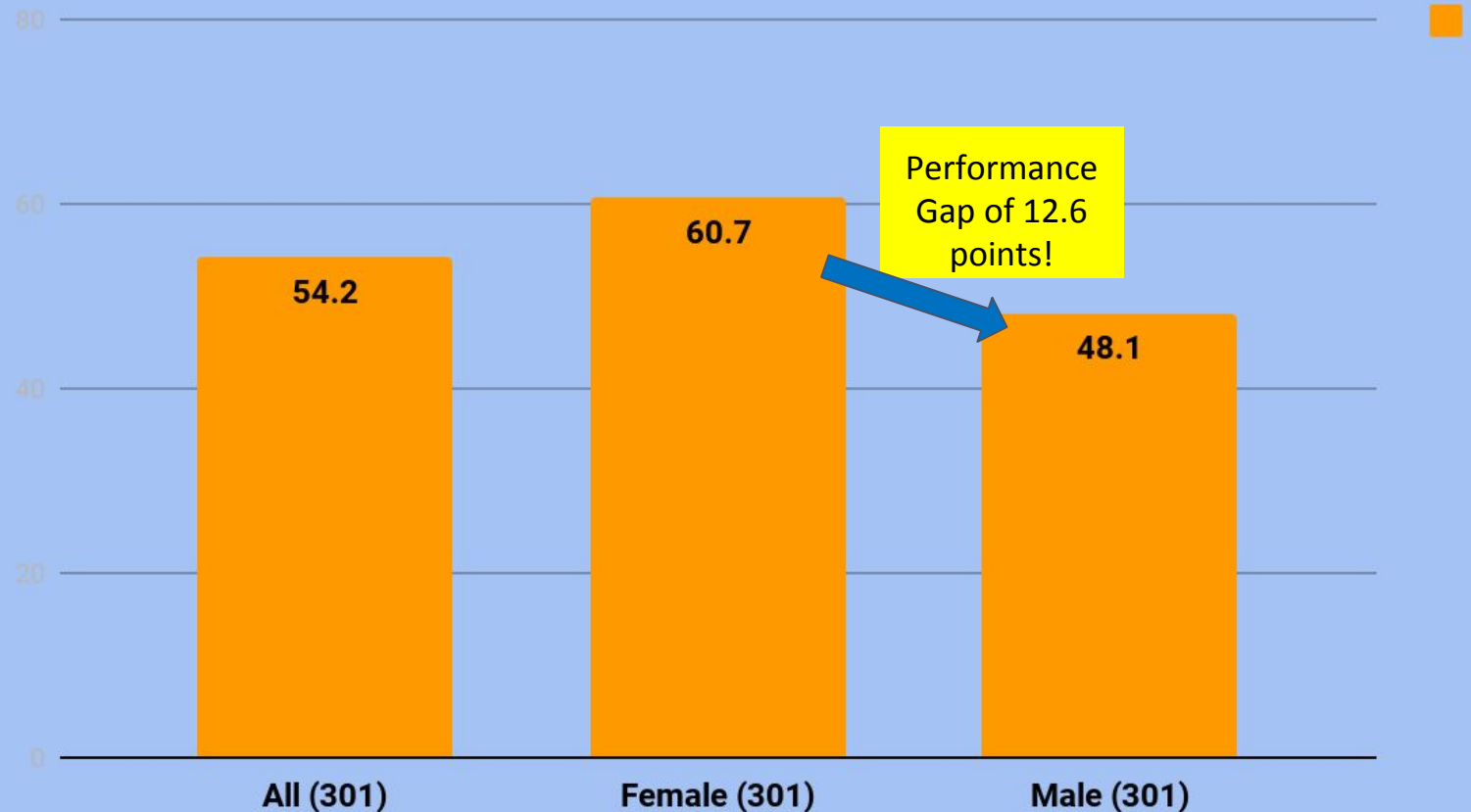
Using the criteria of “C” or better grades in their core courses for every semester, this sample report shows the percentage and number of students by subject area



Percent of Students High School Ready by Gender

This chart shows the percentage of students in a particular 8th grade class that earned a “C” or better in their core courses every semester during middle school.

This chart shows data for three groups; All, Male, and Female student groups.



The transcript analysis also produces a spreadsheet of the captured data (Sample)



Status	Gender	Ethnicity Race	Socioeconomic Status	English Learner Status	Disability Status	504 Status	Semester Courses Unmet	English Language Arts Grade 7 Sem 2	English Language Arts Grade 8 Sem 1	English Language Arts Grade 8 Sem 2	English Language Arts Grade 6 Sem 1	English Language Arts Grade 6 Sem 2	English Language Arts Grade 7 Sem 1	Mathematics Grade 6 Sem 1
Not HS Ready	Female	Hispanic	SED	Non-EL	Non-SWD	Non-504	2	A	B	A	D	B	B	D
Not HS Ready	Female	Hispanic	SED	Non-EL	Non-SWD	Non-504	1	A	A	A	C	C	B	B
Not HS Ready	Female	Hispanic	SED	Non-EL	Non-SWD	Non-504	11	A	C	D	B	C	C	B
Not HS Ready	Male	Hispanic	SED	EL	SWD	Non-504	14	D	F	F	C	D	B	C
Not HS Ready	Male	Hispanic	SED	Non-EL	Non-SWD	Non-504	11	F	B	A	D	C	B	D
HS Ready	Male	Hispanic	SED	Non-EL	Non-SWD	Non-504	0	B	C	B	A	B	B	B
Not HS Ready	Female	Hispanic	SED	Non-EL	Non-SWD	Non-504	13	C	F	F	C	C	D	C
Not HS Ready	Female	Hispanic	SED	Non-EL	Non-SWD	Non-504	1	C	A	A	D	C	B	B
Not HS Ready	Male	Black/African Am	SED	Non-EL	SWD	Non-504	4	D	B	B	C	C	C	B
HS Ready	Male	Hispanic	SED	Non-EL	Non-SWD	Non-504	0	B	A	B	B	B	A	B
HS Ready	Female	Black/African Am	SED	Non-EL	Non-SWD	Non-504	0	B	A	A	B	B	B	A
Not HS Ready	Male	Hispanic	SED	Non-EL	Non-SWD	504	11	D	D	F	C	C	D	C
HS Ready	Female	Hispanic	SED	Non-EL	Non-SWD	Non-504	0	B	C	A	A	A	A	A
Not HS Ready	Female	Hispanic	Non-SED	Non-EL	Non-SWD	Non-504	2	B	B	B	A	A	A	B
Not HS Ready	Male	Hispanic	Non-SED	Non-EL	SWD	Non-504	26	D	D	F	D	C	F	F
Not HS Ready	Male	White	SED	Non-EL	Non-SWD	Non-504	11	C	C	F	B	A	B	D
HS Ready	Male	White	SED	Non-EL	Non-SWD	Non-504	0	A	A	A	B	A	A	A
Not HS Ready	Male	White	SED	Non-EL	Non-SWD	Non-504	25	F	D	F	D	C	D	F
Not HS Ready	Male	Hispanic	Non-SED	Non-EL	Non-SWD	Non-504	5	C	B	D	B	A	C	D
Not HS Ready	Male	White	SED	Non-EL	Non-SWD	Non-504	10	D	D	F	A	B	B	A
HS Ready	Female	Black/African Am	SED	Non-EL	Non-SWD	Non-504	0	A	A	A	A	A	A	A
Not HS Ready	Male	Hispanic	SED	Non-EL	Non-SWD	Non-504	2	B	B	B	B	B	B	A
Not HS Ready	Female	Black/African Am	SED	Non-EL	SWD	Non-504	6	C	A	A	B	N	B	N
Not HS Ready	Male	Hispanic	SED	Non-EL	Non-SWD	Non-504	22	F	F	F	C	F	B	C
Not HS Ready	Male	Multiple	SED	Non-EL	Non-SWD	Non-504	16	F	F	F	C	D	D	D

Taking Action: Where Do We Go From Here?

What PROBLEM do you want to address?

The 5 Ws of Problem Statements

What is the problem?

Who does the problem exist for?

Where does the problem occur?

When does the problem occur?

What does the problem impact?



The first law of improvement

“Every system is perfectly designed to achieve exactly the results it gets.”

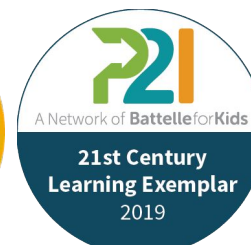
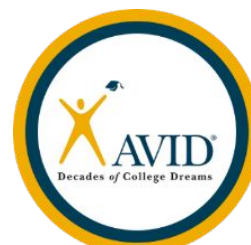
-Paul Bataldan

Vista Heights Middle School

An International Baccalaureate World School

Magnifying the Middle

bit.ly/2020Magnify



Creating a Sense of Urgency with Staff

Timeline:

- Magnified the Middle ...looked at last year's data...WOW!
- Staff Survey/explained the “why”



Staff Meeting Agenda 11/6/2019

Mission Statement

The Vista Heights School Community aims to develop a culture of inquiring, knowledgeable, and caring students who help to create a better and more peaceful world through intercultural understanding and respect.

Vision Statement

We are dedicated to helping each student maximize his/her academic, emotional, and positive social growth in order to become lifelong global learners.

Our goal is to prepare our students to be college and career ready upon completion of high school.

Items	Notes
October Excellence	https://docs.google.com/presentation/d/1UmN-Fy-MSmj8Lxny3IsITIOdb5O32kEXW5gt6MBRn-o/edit?usp=sharing
I am thankful for you because.....	
AVID FOCUS: Placencia November & December: Socratic Seminars	Collect evidence and place in binders
AED information - Ginger RN	Automated External Defibrillator
CLMS Teacher of the Year Nominees CLMS 2018 Region 10 finalist: Juan Flores	3 nominees from VHMS Panel members read bios and select finalists
Attendance Matters	VHMS: Highest middle school attendance percentage: August & September
ASB Update	New Spirit Gear
VHMS Club Rush Brochure information link	Thursday 11/21 All clubs set up a table at both lunches- under pavillion. Students give info and invite students to sign-up
Grading Practices Survey - Magnify the Middle https://www.surveymonkey.com/r/BRL5Q5Q	Feb 5: Magnify the Middle part 2 Bring some urgency to grades using “pseudo credits”
Norms: <ul style="list-style-type: none"> ▪ Start on time ▪ Be respectful ▪ Adhere to agenda ▪ Finish on time ▪ No sidebar conversations ▪ Be kind 	Important Dates: Smarter Wednesday 11/13 Saturday Academy 11/2, 11/16 Science Fair 11/19-11/20 District PD Day 11/20 Thanksgiving Break 11/25-29 :)

Continuing the Conversation

Timeline:

- Analyzed teacher survey results and chose questions to share
- Shared results at [staff meeting](#)



Staff Meeting Agenda
1/14/2019

<http://bit.ly/Jan15VHMS>

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Items	Notes
Guidance Update: Counselors	
Community Service Projects: Herrera/Seneff	
AVID FOCUS: Placencia January: Organization/Reflection/Preparedness	
Discipline/Attendance Update: Homework Haven	
Grading Practice Survey- Magnify the Middle Link to Slideshow	Feb 26 8:30-11:30 A2 Magnify the Middle part 2 Bring some urgency to grades using "pseudo credits"
Announcements: World Literacy Night 1/23	
Norms: <ul style="list-style-type: none"> • Start on time • Be respectful • Adhere to agenda • Finish on time • No sidebar conversations • Be kind 	Important Dates: Smarter Wednesday 1/22 Saturday Academy 1/25 Staff mtg 1/15 Site History Day 1/16 World Literacy Night 1/23 Wildcat Party 1/28 District-Wide Flex Day TRAVEL 1/29

Magnify the Middle: Grading Practices Survey Results



Why are we reflecting on grading practices?

- RCOE Magnify the Middle - focus on college readiness indicators starting at sixth grade
- Superintendent's Goals - VHMS is currently at 19.8%. Goal is to improve by 10%
- Aligns with IB Action Plan goal of aligning grading practices with IB assessment philosophy

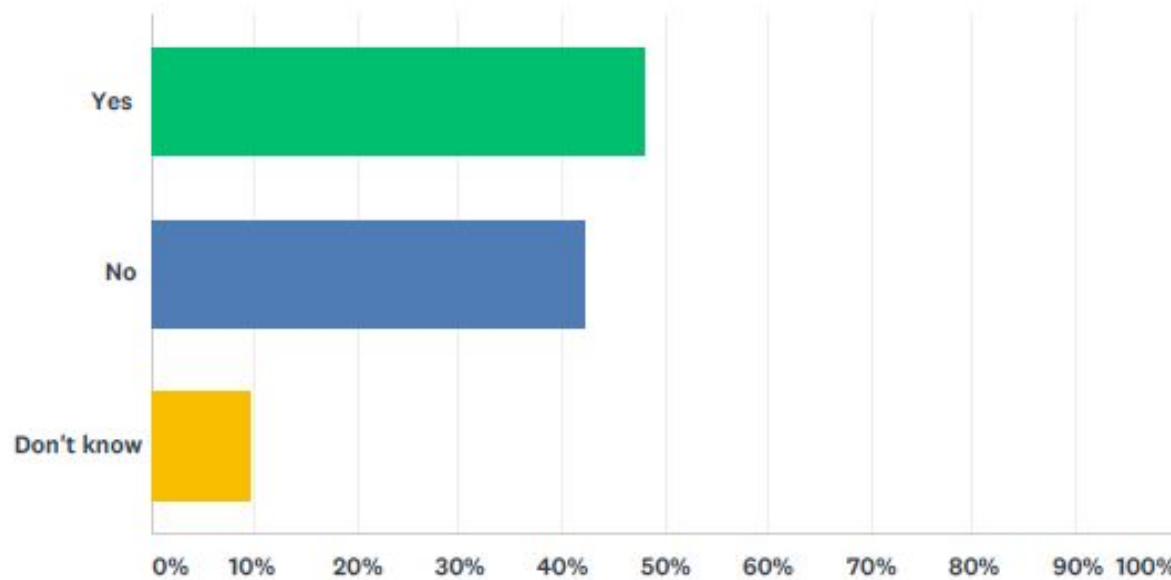
Reflection Question

What are some reasons that grades do not provide reliable information about student learning?

Vista Heights MS Grading Practices Project Survey

Q5 Do grades provide reliable information about student learning?

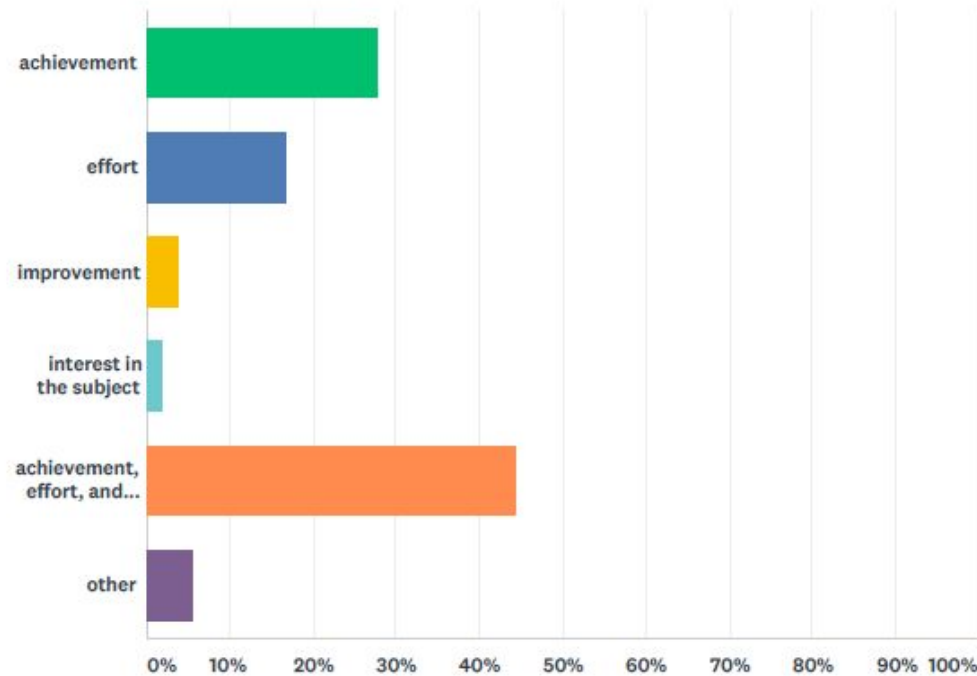
Answered: 52 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	48.08%	25
No	42.31%	22
Don't know	9.62%	5
TOTAL		52

Q3 The reliability of grades is usually highest when they are based on students'

Answered: 54 Skipped: 0



ANSWER CHOICES	RESPONSES	
achievement	27.78%	15
effort	16.67%	9
improvement	3.70%	2
interest in the subject	1.85%	1
achievement, effort, and interest on the subject	44.44%	24
other	5.56%	3
TOTAL		54

Reflection Question

Does your gradebook reflect anything not on this list?

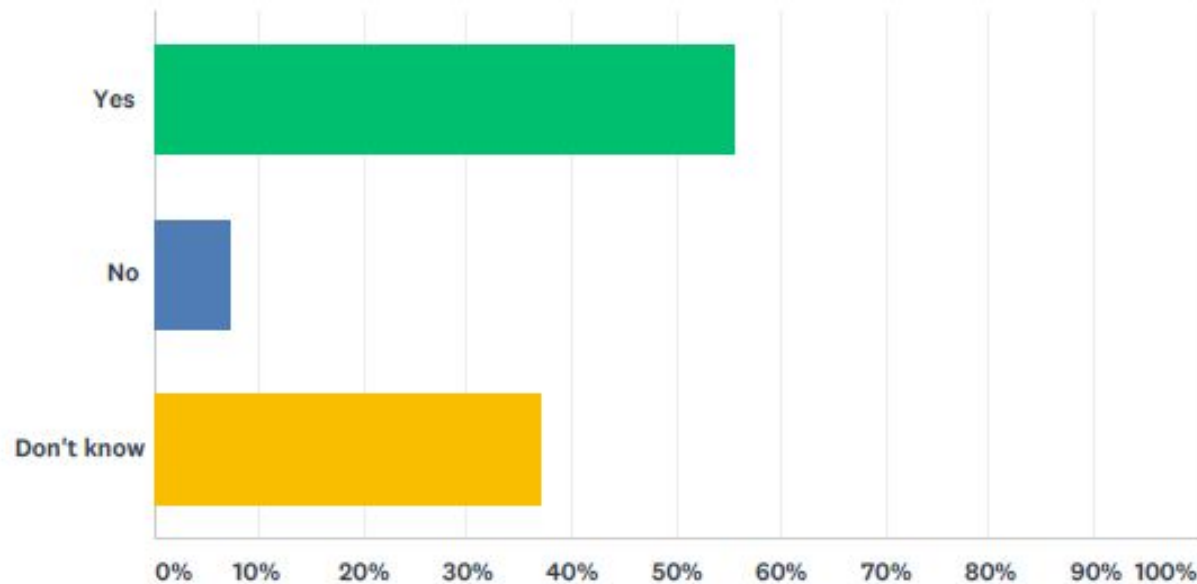
How do you quantify “effort”?



Vista Heights MS Grading Practices Project Survey

Q26 Do your grading practices motivate students to learn?

Answered: 54 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	55.56%	30
No	7.41%	4
Don't know	37.04%	20
TOTAL		54

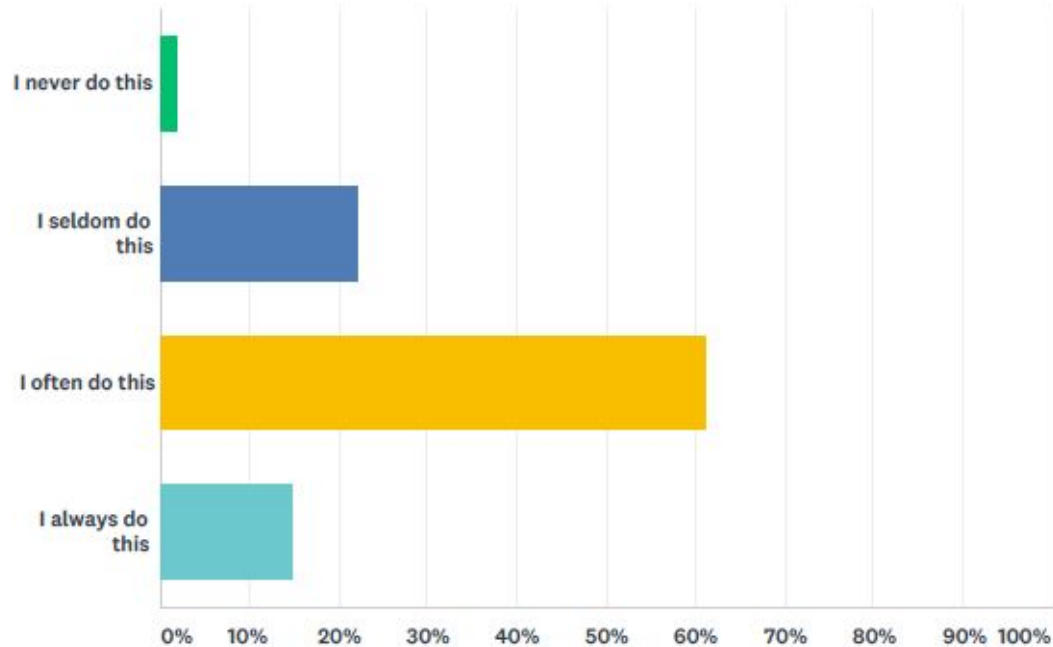
Reflection Question

What are grading practices that motivate or demotivate students to learn?

Vista Heights MS Grading Practices Project Survey

Q17 I base students' grades primarily on the extent to which they've mastered standards.

Answered: 54 Skipped: 0



ANSWER CHOICES	RESPONSES
I never do this	1.85% 1
I seldom do this	22.22% 12
I often do this	61.11% 33
I always do this	14.81% 8
TOTAL	54



Reflection Question

For the majority who indicated you do:

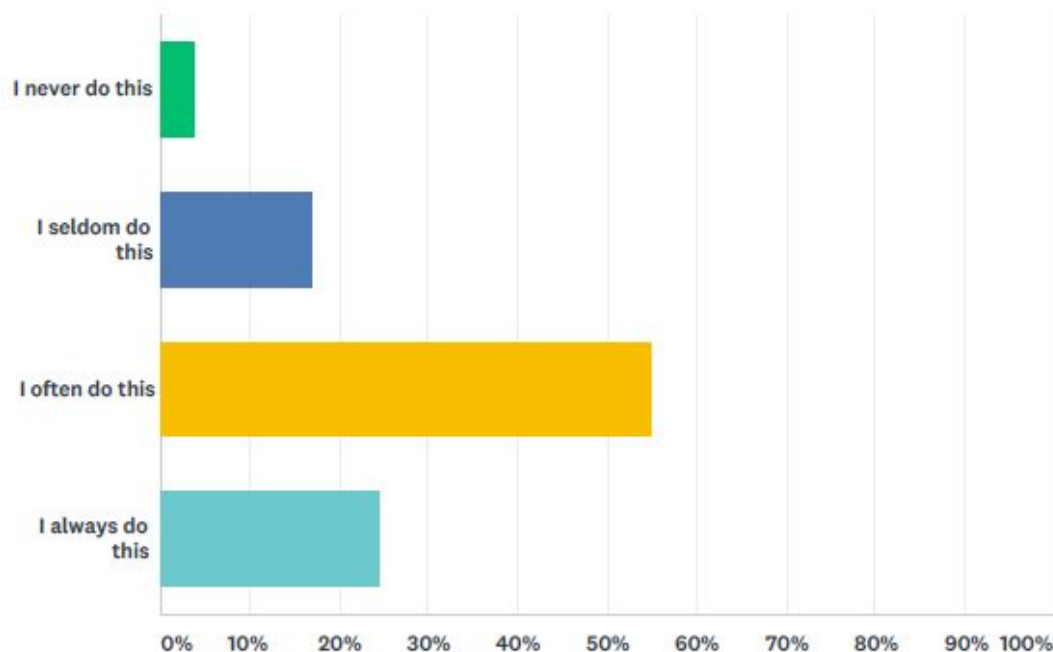
How do you communicate mastery of standards to students/parents?

How does your gradebook do this?

Vista Heights MS Grading Practices Project Survey

Q23 I allow students to achieve better mastery of standards by allowing for reworking assignments and retaking tests.

Answered: 53 Skipped: 1



ANSWER CHOICES	RESPONSES
I never do this	3.77% 2
I seldom do this	16.98% 9
I often do this	54.72% 29
I always do this	24.53% 13
TOTAL	53

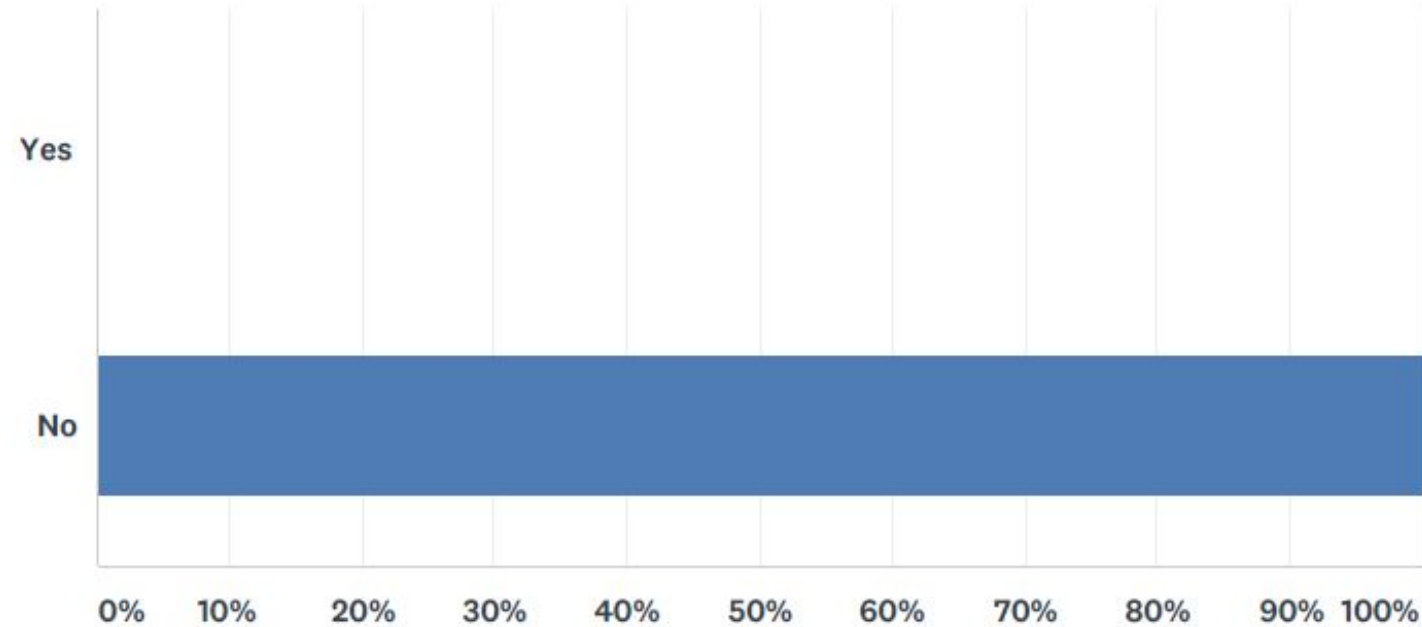
Reflection Question

What impact is being made by the ELA and Math Saturday Academy packets and Smarter Wednesdays?

Are other departments interested in exploring a similar unit-based approach to help students achieve standards mastery?

Q35 Do all students learn at the same rate/pace?

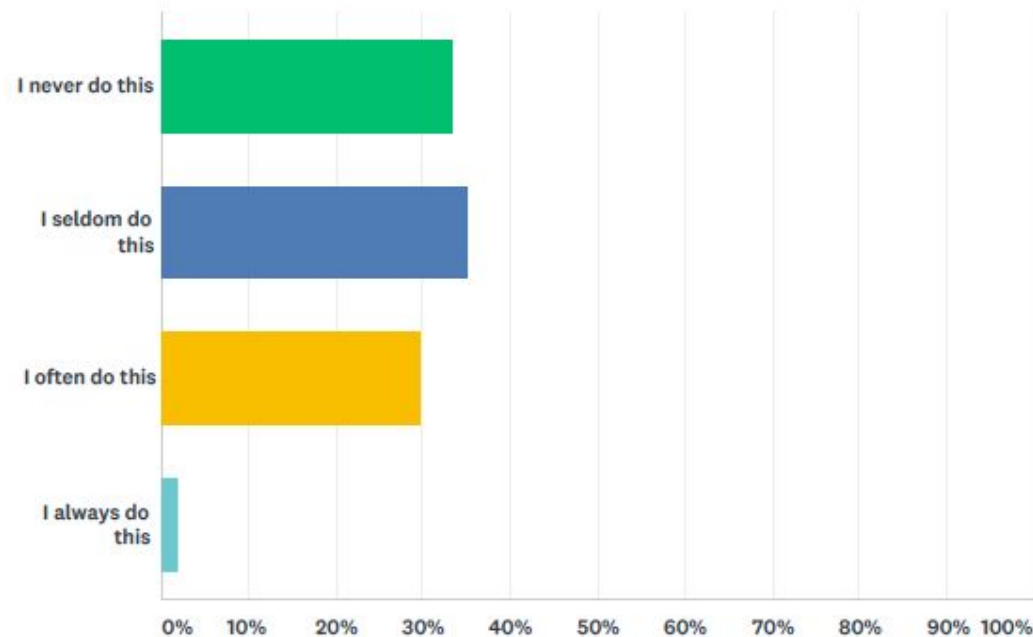
Answered: 54 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	0.00%	0
No	100.00%	54
TOTAL		54

Q16 I weight assessments more heavily toward the end of the semester to reflect mastery over time rather than an average of all work weighted equally.

Answered: 54 Skipped: 0



ANSWER CHOICES	RESPONSES
I never do this	33.33% 18
I seldom do this	35.19% 19
I often do this	29.63% 16
I always do this	1.85% 1
TOTAL	54

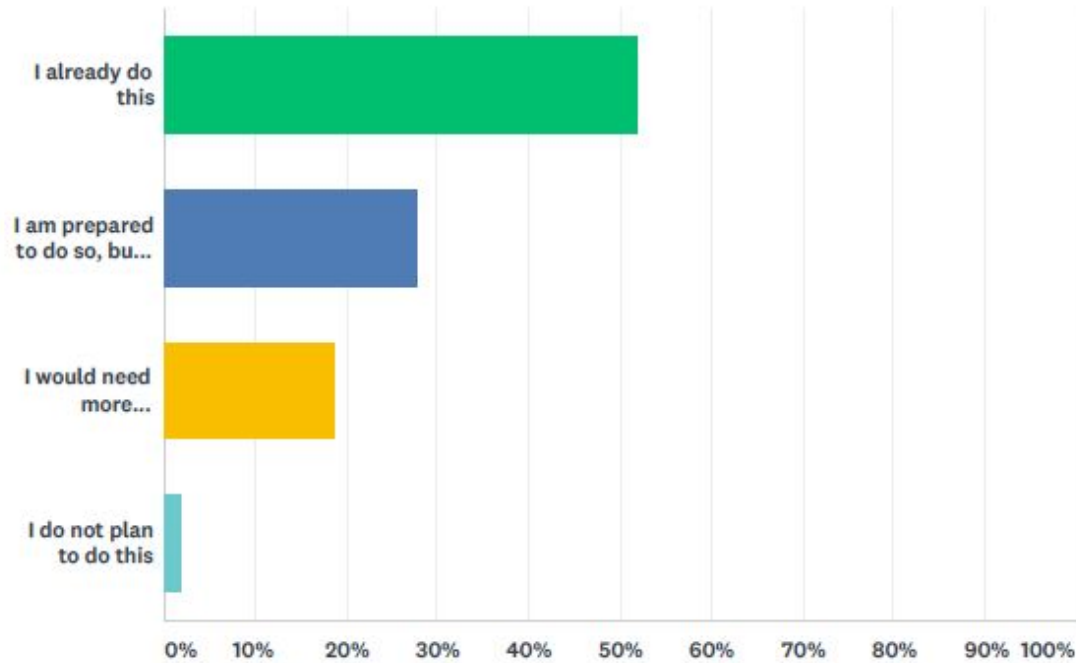
Reflection Question

Our gradebooks do not typically calculate grades in this way. Usually, points accumulate over time.

How can we use our gradebooks in a way that would indicate a mastery of standards, regardless of how long it took a student to master them?

Q19 I am prepared to base students' grades on their mastery of standards as described above.

Answered: 54 Skipped: 0



ANSWER CHOICES	RESPONSES	
I already do this	51.85%	28
I am prepared to do so, but have not started yet	27.78%	15
I would need more information	18.52%	10
I do not plan to do this	1.85%	1
TOTAL		54

Reflection Question

Would you be willing to help other teachers learn more about standards-based grading?

Please check all that apply *

- I have experience with the district's elementary standards-based grading
- I currently have a gradebook set up to reflect standards mastery in some way
- I am willing to do research to find information that can help others learn about standards based grading
- I am willing to personally help other teachers learn about standards based grading
- I would be interested in working on a committee dedicating to discussing standards based grading and moving towards IB assessment practices

Moving Forward - Reflection Questions

[Link to file with all survey results](#)

What work would be involved in moving towards standards-based assessment practices that are aligned with the IB assessment philosophy?

How can we begin conversations that would move our school towards that goal within four years?

Information about IB assessment can be found in the VHMS Shared Drive department folders. Look in the subject guide and at the Year 1 and Year 3 rubrics for your curricular area.

Sticky Note: What one grading practice are you willing to reflect on in your classroom?

Taking Steps with Purpose

Timeline:

- Conversations with specific teachers with high numbers of Fs
- Magnify the Middle, Part 2 - February 26 - strategically adding teachers to this
- Analyze current 8th grade semester 1 grades
- Strategically invite early adopters into the process and share findings with the staff
- Form Grading Practices Committee:
 - Reflect on current practices
 - Consider incremental changes to individual classrooms, departments, and/or schoolwide practices
 - Investigate possibilities regarding Standards Based Grading and IB assessment philosophy

Share Urgency with Students

Timeline: January 2020

- Counselor presentations in all classrooms regarding pseudo credits, GPA, A-G requirements, and growth mindset
- Saturday Academy breakout sessions by counselors regarding growth mindset
- Piloting credit recovery classes: Wildcat Bootcamp
 - Nine week course twice a week after school for Math and Language Arts
 - Reteach targets and standards from Semester 1 using IABs to prepare for CAASPP
 - Possible Semester 1 grade change for students who demonstrate standards proficiency
- Parent involvement through weekly Parentlink with Google Form for feedback

Share Urgency with Parents

Timeline: January 2020

- Continue offering multiple opportunities for students and parents to connect with the school (Panorama Data, 6th grade Parent Orientation, Coffee at Vista)
- Weekly Parentlink with Google Form for feedback
- Creating new ways for parents to communicate their concerns regarding student progress
- Counselors always focused on the whole child in conversations with students and parents

Which class or subject is your student currently struggling with?

8 responses

None

Language Arts & Math

No problems at this time

Math and Science

Social studies

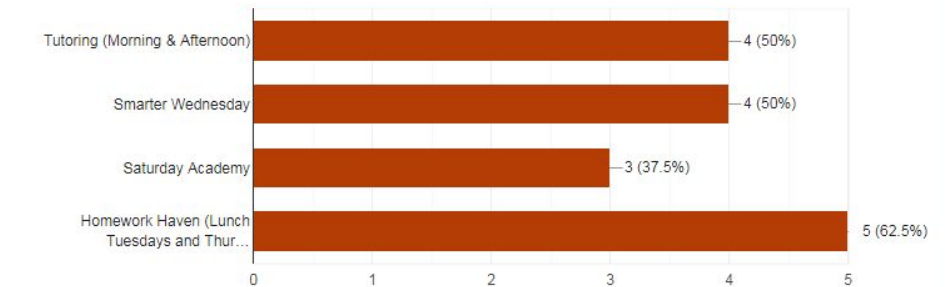
English & Math

Language arts

Spanish

Check interventions that your student will attend.

8 responses



Vision of Distributed Leadership

Timeline:

- By May 2020
- Empower teachers from the Grading Practices Committee and other early adopters to share their practices
- Mini workshops to allow teachers to help other teachers learn how to implement new grading practices ideas on a practical level
- Ensure discussions are led by teachers, not administrators so that change is driven from the classroom level
- Making the staff meeting a safe place to learn
- Continue Magnifying the Middle - analyze future data

Thank you for joining us today!

Engage With Us!

Website:

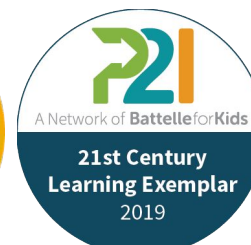
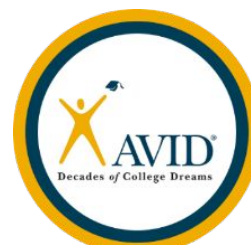
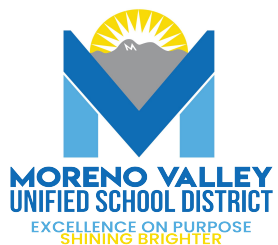
<http://vistaheights.mvusd.net>

Facebook:

VistaHeightsMiddle

Twitter:

@Vista_Heights



Ready to Get Started?

Potential Guiding Questions

Which key stakeholders should be part of the process?

What do you hope to learn about your own system?

How might this process inform your college and career readiness efforts?



Contact Information



If you need any further information or have any questions, please do not hesitate to contact us.

Pedro Caro, Ed.D.
Coordinator, College and Career Readiness Unit
Division of Educational Services
951-826-6323

pcaro@rcoe.us

Gil Compton
Director, College and Career Readiness Unit
Division of Educational Services
951-826-6317

gcompton@rcoe.us



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