

Hutchinson Public Schools Board Results Monitoring Report

RE: Monitoring Report on R 3-6 Employability Skills
DATE: December 11, 2017
FROM: Gary Price, Superintendent; Cindy Coopridr, Ex Director of Student Learning

BOARD FOCUS: Employability Skills

Attached is a Monitoring Results Report from staff regarding R 3-6 Employability Skills.
At this meeting, the board is being asked to approve an accurate report of progress on R 3-6.

Monitoring Report Response Form: Results Policy

Monitoring Focus: When fully implemented, the board’s focus will be on all three of the following, however, in the initial stages of implementation, only the first, or first and second elements will be the focus:

Reasonable Interpretation

The staff provided an interpretation of the policy, including recommended indicators and provided baseline data.

Targets

The staff provided recommended targets for continuous improvement, based on baseline data.

Monitoring Progress

Targets had been established previously, and staff members provided data outlining progress.

Discussion

Board Members discussed the fluctuating figures on chronic absenteeism, looking at any process changes in the last few years and issues with setting goals lower vs. higher with the understanding that goals may not be met.

Board President: _____ Date: _____

Superintendent: _____ Date: _____

R 3-6 Employability Skills

R 3-6 Policy:

Result 3 – Students analyze, synthesize, generate, and evaluate ideas by demonstrating:

- Creativity
- Problem-solving
- Critical thinking

Result 4 – Students communicate and collaborate by demonstrating:

- Writing, speaking, listening, visual, and non-verbal skills
- Social and cross-cultural skills
- Teamwork

Result 5 – Students lead a productive life and contribute to society by demonstrating:

- Financial competency
- Technological competency
- Responsibility
- Work ethic

Result 6 – Students plan for their futures by demonstrating:

- Goal setting
- Career planning
- Flexibility and adaptability

Superintendent information

R-3: Students must engage in learning experiences to increase these higher order cognitive skills through core knowledge and electives.

R-4: Communication and collaboration skills must be applied in all disciplines and cultivated in students throughout their educational careers.

R-5: Students must develop responsibility through financial competency, technological competency, responsibility, and work ethic for use in school and in their adult lives. Work ethic is developed through completion of short and long-term learning tasks, engagement in student helper and leadership roles, preparation for performances, and participation in extra-curricular activities.

R-6: Planning for life after graduation begins as students enter USD 308. While students should not be channeled toward a specific career, they must develop awareness of their strengths and interests. The ability to set long-term goals is essential to reaching a chosen career and other desired outcomes, and students can begin development of effective goal setting habits at a young age.

Board Approved R 3-6 Employability Skills

1. Five Year Graduation Rate

The five-year adjusted cohort rate includes students who do not graduate with their four-year cohort but remain in school and graduate in five years. It is not specific to any particular group. The five-year adjusted cohort rate is based on the 2013 9th graders as the initial cohort. After adjusting for students who transfer in, out, emigrate or die, the number of students who graduated by September 30, 2017 will be included in the five-year rate.

2. Four Year Graduation Rate

The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier (adjusting for transfers in and out). First time 9th graders from 2014 are the initial cohort with the expectation that they graduated by September 30, 2017.

3. Attendance

- a. **Attendance rate** is calculated by combining the total attendance of all students enrolled in the district. The calculation is to divide total days attended by the total days as a student. For example, a student who is in the district for 90 days who attended 90 days would be a 100% because he/she attended every day he/she was enrolled as a student.
- b. **Chronic absenteeism** occurs once a student has reached 10 excused/unexcused absences, unless there is a special circumstance excused by the principal. Absence for 60 minutes or more in either the morning or afternoon session for elementary schools or one or more periods for secondary schools shall be considered a significant part of the day. A student is considered absent in secondary school if he/she is 15 minutes late for a class period.

4. Graduates with one or more College and Career Ready Skills and Recognition during their high school years:

- a. **Extra-curricular and/or co-curricular activities** - Extra-curricular are competition activities outside of the classroom. Co-curricular are competition activities in conjunction with a class during the school day.
- b. **Score on ACCUPLACER** – tests students’ knowledge in math, reading, and writing. This test helps identify students’ strengths and needs in each subject area. Colleges and technical schools use the test results along with academic information, background, goals, and interest to help with course selection that match students’ skill level.
- c. **Earning dual credit** – seniors who pass with a grade C or better in a dual credit course with Hutchinson Community College. This includes all academic and CTEA courses offered for dual credit.
- d. **Earning nationally recognized industry certificate or equivalent** – The benefits of industry-recognized credentials are many: High school and postsecondary CTE programs that lead to associate degrees, certificates, and industry-recognized credentials can help young people find skilled employment and give them the option of later returning to school for a higher degree. CTE programs that earn industry certification receive high-quality curricula and professional development opportunities for their instructors.

Many certification programs are created, sponsored, or affiliated with professional associations, trade organizations, or private vendors interested in raising standards. The growth of certification programs is also a reaction to the changing employment market. Students and employees benefit from an impartial, third-party endorsement of an individual's professional knowledge and experience, while employers benefit from a highly skilled workforce.

- e. **Attainment of silver level on ACT Work Keys** - The ACT National Career Readiness Certificate (ACT NCRC) is an assessment-based credential powered by ACT WorkKeys®. Issued at four levels, the ACT NCRC measures and certifies the essential work skills needed for success in jobs across industries and occupations. To earn an ACT NCRC, an examinee must successfully complete three ACT WorkKeys assessments: Applied Mathematics, Locating Information, and Reading for Information. These assessments measure a range of essential work skills, including the ability to:
- Perform basic mathematic operations relevant to the workplace
 - Read and understand documents commonly found in the workplace
 - Find information presented in common workplace graphics
 - Set up and solve complex work-related math problems
 - Determine the relevance of written information to work-related tasks
 - Apply information derived from graphics to work-related problem

The ACT NCRC is awarded at four levels, based on the scores achieved on the component assessments.

- Platinum: Scores of Level 6 or higher on all three exams
 - Gold: Scores of Level 5 or higher on all three exams
 - **Silver: Scores of Level 4 or higher on all three exams**
 - Bronze: Scores of Level 3 or higher on all three exam
- f. **Participation in IB course(s)** – The IB Diploma program is recognized as the most academically rigorous high school program in the world. It provides students known for their integrity, motivation, and intellectual promise high level academic skills needed at the university level. At Hutchinson High School, students can take the full program to earn an IB Diploma, or a partial program to earn IB certificates

Employability Skills

Five Year Graduation Rate		n	2010-14	n	2011-15	n	2012-16	n	2013-17	
High School graduation rate		272/324	83.95%	318/392	81.12%	371/445	83.40%	328/398	82.41%	
<i>Disaggregated subgroups:</i>		<i>F/R</i>	148/189	78.31%	196/261	75.10%	230/294	79.00%	218/276	78.99%
		<i>Disability</i>	33/42	78.57%	52/64	81.25%	58/73	79.50%	54/72	75.00%
		<i>African American</i>	17/18	94.44%	11/17	64.71%	12/14	85.70%	n/a	n/a
		<i>Hispanic</i>	44/55	80.00%	69/75	92.00%	68/87	78.20%	70/83	84.34%
		<i>Multi - Racial</i>	13/16	81.25%	14/17	82.35%	20/24	83.30%	15/21	71.43%
		<i>White</i>	193/229	84.28%	218/267	81.65%	264/313	84.30%	229/277	82.67%

Four Year Graduation Rate		n	2011-14	n	2012-15	n	2013-16	n	2014-17	
High School graduation rate		307/372	82.53%	364/435	83.68%	326/400	81.50%	333/390	85.38%	
<i>Disaggregated subgroups:</i>		<i>F/R</i>	185/240	77.08%	225/285	78.95%	217/277	79.00%	214/261	81.99%
		<i>Disability</i>	46/60	76.67%	58/71	81.69%	54/73	74.00%	48/59	81.36%
		<i>African American</i>	12/16	75.00%	12/13	92.31%	9/11	81.80%	11/13	84.62%
		<i>Hispanic</i>	66/78	84.62%	65/86	75.58%	70/84	83.30%	69/82	84.15%
		<i>Multi - Racial</i>	14/16	87.50%	20/25	80.00%	15/21	71.40%	20/24	83.33%
		<i>White</i>	211/255	82.75%	260/303	85.81%	227/278	81.70%	232/270	85.93%

Attendance Rate (Total days attended / Total days in membership) * 100		n	2013-14	n	2014-15	n	2015-16	n	2016-17	
District Attendance Rate		5174	94.33%	5205	94.39%	5026	94.83%	4696	93.96%	
<i>Disaggregated subgroups:</i>		<i>F/R</i>	3490	93.42%	3501	93.68%	2819	94.82%	2670	93.67%
		<i>Disability</i>	765	94.12%	837	93.55%	649	94.57%	1135	93.41%
		<i>ELL</i>	267	93.06%	291	93.34%	283	93.67%	241	93.23%
		<i>African American</i>	202	92.77%	206	93.44%	230	93.28%	197	92.31%
		<i>Hispanic</i>	1101	93.69%	1162	93.95%	1028	94.78%	992	93.69%
		<i>White</i>	3469	94.74%	3427	94.82%	3288	95.00%	3098	94.22%
		<i>Asian</i>			18	95.61%	24	96.12%	22	96.32%
		<i>American Indian</i>						21	94.25%	
		<i>Multi-Race</i>	341	93.16%	352	94.24%	366	94.38%	362	93.13%

Chronic Absenteeism A student who has reached 10 excused/unexcused absences (unless special circumstance excused by principal)	n	2014-15	n	2015-16	n	2016-17
District Chronic Absenteeism	1706/5205	32.78%	1421/5026	28.27%	1663/4695	35.42%
<i>Disaggregated subgroups:</i>						
<i>F/R</i>	1312/3501	37.48%	910/2819	32.28%	1045/2670	39.14%
<i>Disability</i>	324/837	38.71%	184/649	28.35%	422/1135	37.18%
<i>ELL</i>	127/291	43.64%	110/283	38.87%	100/241	41.49%
<i>African American</i>	80/206	38.83%	76/230	33.04%	82/197	41.62%
<i>Hispanic</i>	430/1162	37.01%	319/1028	31.03%	390/992	39.31%
<i>White</i>	1048/3427	30.58%	880/3288	26.76%	1049/3098	33.86%
<i>Multi-Race</i>	131/352	37.22%	115/366	31.42%	130/362	35.91%

Staff Analysis of Progress: Graduation Rate

Level of Performance

The targeted graduation rate for the State of Kansas is 80% for both the four-year and five-year cohorts.

The total five-year graduation rate declined slightly (less than 1%) from the previous cohort. While the percent of students with disabilities decreased, there were only 4 fewer students graduating than the previous cohort. Also, students with disabilities may choose to return to the high school as non-traditional seniors after their age-eligible graduation year. This means they will be counted as dropouts for their graduation year and if they graduate after the 5th year they would be in the 5-year graduation rate.

Three districts, who are considered comparable to USD 308, have the following percentages for their five-year graduation rate (n size is unavailable):

Liberal 85%

Turner 77%

Washington 75.8%

A non-comparable district, Blue Valley, has 91.9% 5-year graduation rate

The four-year graduation rate percentage improved from the previous cohort group. Total number of students were fewer with a higher number graduating. This cohort met the 2017 target.

Liberal 78.3%

Turner 69%

Washington 60.5%

A non-comparable district, Blue Valley, has 90.6% 5-year graduation rate

2017 Target: **Not met 5-year Graduation Rates**

Met 4-year Graduation Rates

All subgroups will maintain a minimum of 80% graduation rate

Graduation Rate Capacity Building

- The high school will continue to offer flexibility of schedules to meet the students' needs.
- All students will have Individual Plan of Study (IPS) based on career interest.

2018 Target 1: Five-year graduation subgroups will 80% or higher.

2018 Target 2: Four-year graduation subgroups will be 80% or higher.

Staff Analysis of Progress: Attendance Rate

Level of Performance: The attendance rate average for Kansas 2016-2017 school year is 94.7%. Over the past four years, the district attendance rate in Hutchinson USD 308 has not significantly changed and there is very little disparity among subgroups. There is no significant difference when comparing four other school districts in Kansas.

District	Attendance Rate Enrollment		Attendance Rate Enrollment	
	2016	2016	2017	2017
USD 308	94.1%	4,979	93.9%	4,696
Newton	94.3%	3,646	94.2%	3,539
Haysville	94.2%	5,568	94.2%	5,648
Garden City	93.8%	7,813	93.6%	7,701

Emporia 93.5% 4,632 93.7% 4,598

2017 Target: **Not Met** Maintain student attendance rate as a district in all subgroups. We will continue to meet or exceed the current average for USD 308.

Attendance Capacity Building

- Utilize alternative learning environments to keep students in school when possible (ALP, ISS, CAI at the middle school)
- Utilize trauma-informed practices, such as safe spots, peaceful corners, calm rooms
- High school continues to encourage students to become involved with curricular activities
- Continue staff actions at the high school (see appendix A)
- Continue sending attendance letters home (see appendix A)

2018 Target: The overall attendance rate will be 94% or higher.

Staff Analysis of Progress: Chronic Absenteeism

Level of Performance: Chronic Absenteeism increased by 7.15% overall from last year. The total students were fewer than last year and the number of students with chronic absenteeism increased (1,163). All buildings are following the district protocol of reporting ten or more absences to Department of Family Services and the Reno County Assistant D.A.

High School 48%

Middle Schools 35%

Elementary 28%

2017 Target: **Met** The middle schools will be identifying interventions for the next school year.

- Middle schools have been working on relationships
- Standing in the halls during passing periods
- Student recognition
- Skyward attendance letters
- Calls home

Chronic Absenteeism Capacity Building

- Continue the focus on Dr. Randy Sprick’s interventions for absenteeism and Truancy
- Utilize trauma-informed practices, such as safe spots, peaceful corners, calm rooms

2018 Target: Reduce the overall percent of chronic absenteeism by 5%.

College and Career Ready Skills and Recognition

2017 Graduates	Extra-curricular and/or co-curricular activities	Earning dual Credit	Earning Nationally recognized industry certificate or equivalent	IB Participation	Score on ACCUPLACER	Attainment of silver level on ACT Work keys
15		X			X	
17	X	X				
22	X	X		X	X	
34	X	X		X		
37	X	X			X	
44						
45						
58	X	X		X	X	
81		X			X	
90	X					
119		X	X			
128		X				
130	X	X				
151	X					
158		X			X	
161	X	X			X	
201		X				
241	X					
252	X	X		X	X	
262	X					
272	X	X				
276	X	X		X	X	
309	X	X		X	X	
315		X	X			
333		X	X			
353		X				
360		X			X	
398	X	X		X	X	
454		X		X		
475		X			X	
531						
534	X	X		X		
538		X				
571	X	X				

608		X			X	
721		X			X	
2017 Graduates	Extra-curricular and/or co-curricular activities	Earning dual Credit	Earning Nationally recognized industry certificate or equivalent	IB Participation	Score on ACCUPLACER	Attainment of silver level on ACT Work keys
746		X				
781	X	X				
806						X
816						
880		X	X			
914	X	X				
926	X	X		X	X	
960		X				
986	X	X	X		X	
1008		X		X	X	
1010		X		X		
1053						
1055						
1061	X	X			X	
1080	X	X			X	
1084						
1101	X	X		X		
1106	X	X			X	
1107		X				
1108	X	X		X	X	
1149						
1170	X	X			X	
1189	X	X				
1213						X
1227	X	X		X	X	
1247		X				
1262	X	X				
1286		X	X		X	
1313	X	X				
1339	X	X		X	X	
1347		X				
1358		X	X			
1433						
1461		X		X		
1470						
1477						
1500		X				
1502		X				
1522	X					

1523	X	X	X			
1571	X	X	X	X	X	
2017 Graduates	Extra-curricular and/or co-curricular activities	Earning dual Credit	Earning Nationally recognized industry certificate or equivalent	IB Participation	Score on ACCUPLACER	Attainment of silver level on ACT Work keys
1583		X		X		
15833						X
1677						
1686						
1699						
1784	X	X		X	X	
1815		X				
1835		X			X	
1878	X	X				
1881		X		X		
1904						
1950	X	X		X	X	
1955		X				
1959		X				
1980	X	X	X	X	X	
1991	X			X		
2015	X	X	X		X	
2030		X			X	
2039				X		
2074		X				
2109	X					
2112		X				
2131	X	X		X	X	
2150		X				
2173	X	X				
2185		X				
2204		X			X	
2230	X	X	X	X		
2232	X	X		X		
2249	X	X	X			
2264						
2273		X			X	
2275	X	X	X			
2331	X					
2362						
2428	X			X		
2481						X
2511		X				
2519		X				

2532	X	X		X	X	
2533	X	X		X	X	
2017 Graduates	Extra-curricular and/or co-curricular activities	Earning dual Credit	Earning Nationally recognized industry certificate or equivalent	IB Participation	Score on ACCUPLACER	Attainment of silver level on ACT Work keys
2573		X	X			
2580						
2582	X	X			X	
2586		X		X	X	
2649	X	X			X	
2659	X			X		
2685						X
2689		X				
2723		X				
2745	X	X	X		X	
2748		X	X			
2812	X	X	X	X	X	
28122						X
2839	X					
2859		X				
2919		X				
2928	X	X			X	
2942						
2999	X	X		X	X	
3006	X	X			X	
3012	X	X				
3027		X		X	X	
3039		X	X			
3055		X	X			
3087						
3099						
3109						
3117	X	X			X	
3124	X	X			X	
3132		X				
3147						X
3163	X	X			X	
3175		X		X		
3186		X			X	
3201	X	X			X	
3210		X				
3256		X				
3272	X					
3278	X	X	X		X	

3285	X					X
3310						
2017 Graduates	Extra-curricular and/or co-curricular activities	Earning dual Credit	Earning Nationally recognized industry certificate or equivalent	IB Participation	Score on ACCUPLACER	Attainment of silver level on ACT Work keys
3313	X					
3350	X	X				
3357	X			X		
3370	X	X		X	X	
3387		X	X			
3447	X	X		X	X	
3462	X	X	X	X		
3504						
3524	X	X				
3543	X	X			X	
3550	X	X	X		X	
3555	X	X			X	
3608		X				
3622		X	X			
3631						
3639	X	X		X		
3649	X	X				
3674	X	X				
3695	X					
3699	X	X		X		
3717		X			X	
3730	X	X			X	
3748						
3756		X				
3759	X					
3771	X	X		X	X	
3788	X	X			X	
3802	X	X				
3808	X	X			X	
3809				X		
3819		X				
3828		X				
3841	X					
3897				X		
3905		X				
3910	X	X				
3947	X	X		X	X	
3967						
3975	X	X		X		

3990		X				
4015	X	X			X	
2017 Graduates	Extra-curricular and/or co-curricular activities	Earning dual Credit	Earning Nationally recognized industry certificate or equivalent	IB Participation	Score on ACCUPLACER	Attainment of silver level on ACT Work keys
4037	X		X	X	X	
4070		X			X	
4089	X	X			X	
4092						
4095	X	X			X	
4160	X	X	X	X	X	
4166		X	X			
4173		X				
4223	X					
4255						X
4270	X	X			X	
4272	X	X			X	
4304	X					
4317		X				
4333		X		X	X	
4345		X	X			
4348	X	X				
4350		X				
4413	X	X			X	
4426	X					
4437	X					
4450						
4452	X	X				
4453		X				
4475						
4481		X				
4503		X				
4509		X	X		X	
4582	X					
4584	X	X	X		X	
4614						
4628	X	X				
4641	X	X		X	X	
4687		X			X	
4738	X	X				
4745	X	X			X	
4757		X		X	X	
4761	X	X			X	
4782						

4798						X
4840	X					
2017 Graduates	Extra-curricular and/or co-curricular activities	Earning dual Credit	Earning Nationally recognized industry certificate or equivalent	IB Participation	Score on ACCUPLACER	Attainment of silver level on ACT Work keys
4862	X	X		X	X	
4888	X	X		X	X	
4903		X		X		
4933	X					
4945						
4958						
4964		X				
4965						X
5029	X	X		X	X	
5056	X	X		X	X	
5085	X	X			X	
5097	X					
5100						
5112	X	X				
5257						X
6305						X
6529						X
6581						X
6584	X	X				
6728	X					
6729	X	X		X		
6733		X	X			
6884						X
7117	X					X
7349						X
7446						X
7931						X
7955						X
8459						X
9343						X
11939						
13646						
22217				X		
27399						
28729		X			X	
29008	X	X		X		
29562	X	X	X			
31932						
33590	X					

40253		X	X			
41178						
2017 Graduates	Extra-curricular and/or co-curricular activities	Earning dual Credit	Earning Nationally recognized industry certificate or equivalent	IB Participation	Score on ACCUPLACER	Attainment of silver level on ACT Work keys
41483						
47924		X			X	
48515						
48527	X					
48542	X			X		
49150		X				
49874						
49956		X	X			
49992						
50980		X				
52235	X	X				
52439						
52942	X	X			X	
64264		X				
64346		X				
64748	X	X				
66070	X	X		X	X	
66384	X	X			X	
66412	X	X	X			
66777						
67055	X	X				
67071						
67570		X				
67765	X	X				
67830	X	X	X	X		
68019						
68044	X					
68194	X					
68213	X					
68282		X	X			
69018		X	X			
69270	X					
69314	X	X				
69724		X			X	
70222	X	X				
70357						
70425						
70499		X				
70574	X	X				

# Of Activities Involved In	2014-2015 n=365 HHS Graduates	2015-2016 n= 323 HHS Graduates n= 6 Mall Learning Center	2016-2017 n=307 HHS Graduates n=23 Mall Learning Center +/- number Previous Year
0	68 graduates 19%	57 graduates 18%	53 graduates 16% - 4
1	109 graduates 30%	80 graduates 25% 6 MLC CR+ 100%	82 graduates 25% + 2 21 MLC CR+ 91% +15
2	119 graduates 33%	52 graduates	81 graduates 25% +29 2 MLC CR+ 9% + 2
3	67 graduates 18%	99 graduates 31%	51 graduates 15% -48
4	2 graduates <. 01%	35 graduates 11%	36 graduates 11% + 1
5	0	0	4 graduates 1.2% + 4

Staff Analysis of Progress: College and Career Ready Skills and Recognition

HHS – Hutchinson High School

MLC – Mall Learning Center

CR – Career Ready Plus Degree

Level of Performance

In 2016-2017 there were 333 HHS graduates, 23 of which received the Career Ready Plus Degree (alternate diploma option). HHS had 6 Career Ready Plus Degrees last year.

2017 Target **met**: Increase the number of Mall Learning Center Career Ready Plus Diplomas from 6 to 10. There were 23 diplomas

Capacity Building

2018 Target: Maintain or increase Career Ready Plus Diplomas.

Staff Actions That Could Improve Attendance

- Understand motivators/non-motivators of students that are chronically absent.
- Preach the gospel of attendance early and often.
- Reinforce the gospel with incentives/rewards/competitions.
- Phone call/email parents – reporter not the judge, solicit help.
- Keep data - post graphs or charts.
- Develop relationships. Make students believe you care whether they are here or not.
- Be mindful of our actions – how often do staff miss school?
- Connect school with “real world”. Attendance is important in both.



Appendix B

Attendance Emails

Welcome to the start of another terrific school year at Hutchinson High School. One of our priorities this year is to emphasize the importance of attendance at school. Research clearly shows that students who miss more than five classes per trimester earn lower grades, are at risk for failing classes, and have a much higher percentage of drop outs. Please send your student to school every day unless they have a contagious illness or are running a fever.

Thank you for your support and for reinforcing the importance of good attendance at Hutch High.

Ronn Roehm – HHS Principal

We are constantly seeking input from the businesses and employers in our school district to better prepare our students for employment after high school. One of the main themes we hear again and again is the importance of attendance in the workplace. We are focusing on attendance at HHS to improve academics and prepare students for the habits they will need to be successful in the workplace. Research clearly shows that students who miss more than 10% of school days are rarely on grade level and in high danger of academic failure. This translates to missing more than five days in any of our trimesters. Please send your student to school every day that they do not have a contagious illness or are running a fever.

Thank you for your support and for helping your child to be successful.

Ronn Roehm – HHS Principal

As we focus on attendance at HHS, it is important to remind ourselves what are legitimate reasons for missing school and what are not reasons for missing school.

Legitimate reasons:

- Illness
- Death or funeral of family member
- Medical or dental appointment
- Required court appearance
- School sponsored activity
- Emergency

Reasons that are not legitimate for missing school:

- Vacations
- Minor illness
- Haircuts
- Birthdays
- Taking driver's test
- Shopping
- Oversleeping

Thank you for your support and reinforcing the importance of attendance.