

Hutchinson Public Schools Board Results Monitoring Report

RE: Monitoring Report on **R 3-6 Employability Skills**
DATE: December 12, 2016
FROM: Dr. Shelly Kiblinger, Superintendent; Cindy Coopridner, Ex Director of Student Learning

BOARD FOCUS:

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.

Disposition of the Board: The board reviewed the monitoring report of this policy and makes the following conclusions:

The board accepts the report with the following commendations and opportunities for improvement:

The board commends the organization and the superintendent for the following areas:

The board sees opportunity for improvement in the following areas:

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 2012 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, 2016 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 2016 are the initial cohort with the expectation that they graduated by September 30, 2016.

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: (This report contains two years' worth of data due to change in student information system.)

- 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
High School graduation rate	272/324	83.95%	318/392	81.12%	371/445	83.40%
<i>Disaggregated subgroups:</i>						
<i>F/R</i>	148/189	<i>78.31%</i>	196/261	<i>75.10%</i>	230/294	<i>79.00%</i>
<i>Disability</i>	33/42	<i>78.57%</i>	52/64	<i>81.25%</i>	58/73	<i>79.50%</i>
<i>African American</i>	17/18	<i>94.44%</i>	11/17	<i>64.71%</i>	12/14	<i>85.70%</i>
<i>Hispanic</i>	44/55	<i>80.00%</i>	69/75	<i>92.00%</i>	68/87	<i>78.20%</i>
<i>Multi - Racial</i>	13/16	<i>81.25%</i>	14/17	<i>82.35%</i>	20/24	<i>83.30%</i>
<i>White</i>	193/229	<i>84.28%</i>	218/267	<i>81.65%</i>	264/313	<i>84.30%</i>

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

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

Chronic Absenteeism A student who has reached 10 excused/unexcused absences (unless special circumstance excused by principal)	n	2014-15	n	2015-16		
District Chronic Absenteeism	1706/5205	32.78%	1421/5026	28.27%		
<i>Disaggregated subgroups:</i>						
<i>F/R</i>	1312/3501	37.48%	910/2819	32.28%		
<i>Disability</i>	324/837	38.71%	184/649	28.35%		
<i>ELL</i>	127/291	43.64%	110/283	38.87%		
<i>African American</i>	80/206	38.83%	76/230	33.04%		
<i>Hispanic</i>	430/1162	37.01%	319/1028	31.03%		
<i>White</i>	1048/3427	30.58%	880/3288	26.76%		
<i>Multi-Race</i>	131/352	37.22%	115/366	31.42%		

Staff Analysis of Progress: Graduation Rate

Level of Performance

The State of Kansas has set a targeted graduation rate of 80% for both the four-year and five-year cohorts. The five-year graduation rate improved from the previous cohort for the total of all students and in all but two subgroups. The Disability subgroup decreased slightly and the Hispanic subgroup had a significant drop.

The four-year graduation rate declined in all but two subgroups. Free and Reduced increased slightly as did the Hispanic subgroup. All subgroups, except for disability, had fewer students. While the total four-year graduation rate exceeds the state target, there are three subgroups who did not meet that target: 1. Free and Reduced, 2. Disability, 3. Multi-Racial.

Improvement Gains

2016 Target met: Provide students with the option of graduating with a Career Ready Plus Diploma.

Capacity Building

2017 Target: All subgroups will maintain a minimum of 80% graduation rate.

Staff Analysis of Progress: Attendance Rate

Level of Performance: The attendance rate average for Kansas 2015-2016 school year is 94.1%. Over the past six years, the district attendance rate in Hutchinson USD 308 has not significantly changed. There is no significant difference when comparing four other school districts in Kansas.

District	Attendance Rate	Attendance Rate	Enrollment
	2015	2016	
USD 308	94.4%	94.1%	4,979
Newton	94.3%	94.3%	3,646
Haysville	94.2%	94.2%	5,568
Garden City	93.9%	93.8%	7,813
Emporia	94.2%	93.5%	4,632

Improvement Gains

2016 Target met: Maintain student attendance rate as a district in all subgroups. We will continue to meet or exceed the current average for USD 308.

Staff Analysis of Progress: Chronic Absenteeism

Level of Performance: Chronic Absenteeism decreased overall from last year by almost 5%. The high school has implemented some targeted interventions for students to reduce the number of chronic absences. 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.

Improvement Gains

2016 Target: Develop and train Absenteeism and Truancy: Universal Procedures and Interventions by Dr. Randy Sprick. The high school has used several components of the material (See Appendix A and B).

Capacity Building

While Building Leadership Teams (BLT) have been monitoring attendance data, not all schools have used the components of Dr. Sprick's book.

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

College and Career Ready Skills and Recognition

2016 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
18	X					
27						
35	X	X	X		X	
61						
7075	X	X			X	
7284	X					
67816				X		
111	X	X				
7419						
144	X	X			X	
159	X	X			X	
165	X	X			X	
167	X					
217						
244	X					
251	X	X				
262						
49333	X	X	X			
290	X	X		X	X	
301						
49329						
304	X	X		X	X	
305	X	X			X	
308	X	X		X		
311						
327	X					
363	X	X			X	
376	X	X			X	
385	X			X		
9383						
394	X					
452		X	X	X		
479	X	X			X	
525	X	X			X	
573						
582	X	X		X	X	

2016 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
593	X	X		X	X	
633	X	X			X	
661	X	X		X	X	
676		X		X	X	
704						
707	X	X	X		X	
64758	X					
731						
739						
810						
828	X					
827	X	X				
64041		X			X	
866	X					
887	X	X			X	
905	X	X				
6745	X	X	X			
916	X					
932	X	X		X		
13357						
64702	X					
52941						
972	X	X		X		
65049						
66739	X	X				
976	X	X			X	
988		X			X	
1002	X	X	X			
1020	X					
1028						
1122	X					
1136	X	X				
1156		X			X	
1158	X					
1176		X	X			
65467						
1192	X	X			X	
1224	X					
1296	X	X				
1307		X				

2016 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
67575	X	X			X	
1342	X	X		X		
1342	X	X		X		
1356	X	X			X	
1365	X	X			X	
1367	X	X		X	X	
1368	X	X		X	X	
1371	X	X		X	X	
1387	X					
1392	X	X			X	
51130	X			X		
1416	X	X				
1432		X	X			
1437		X				
1443		X	X		X	
16658		X				
1448		X				
1475	X	X	X			
1491		X				
1501	X					
1517	X	X				
65247		X				
1553	X					
1556	X	X		X	X	
1568	X					
1584		X				
1614	X					
1621	X					
1633	X	X				
1648	X			X		
1652	X	X			X	
67125	X	X			X	
1681						
18658						
1755		X	X			
1765	X	X				
1795	X	X	X			
1828	X	X				
1832						
1838	X	X				

2016 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
1864						
1875	X	X		X		
64123		X	X			
1889	X	X			X	
1910						
1946		X	X			
1956	X	X			X	
1966	X	X			X	
2004	X	X	X			
2021	X	X		X		
2038	X					
20565	X	X				
2048	X	X			X	
2067	X	X			X	
2087	X	X			X	
2102	X	X				
2110						
2124		X			X	
2143	X	X			X	
2160		X				
2164	X	X			X	
2165		X				
2168						
2183	X	X	X		X	
51245	X					
2205	X					
2235	X					
64766	X	X				
2241	X	X			X	
52898						
2293	X	X				
2339	X	X		X		
2360	X	X			X	
2378						
2384	X	X			X	
2390						
2407	X	X	X			
2413	X	X			X	
52217						
2430	X	X				

2016 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
2436						
2441	X					
2460	X	X		X		
2463		X	X			
2481	X	X		X	X	
2502	X					
2528	X	X			X	
49468						
67122		X	X			
2548	X	X				
2576		X			X	
2578		X				
2599	X	X		X	X	
2600	X	X			X	
2601	X	X			X	
2607	X					
2612		X				
2620	X					
2635						
2638		X				
2672	X	X		X	X	
2679	X	X			X	
2711	X	X			X	
2744	X					
2750	X	X			X	
2770	X	X	X			
2779	X					
2840	X	X		X	X	
2841	X					
48385		X	X		X	
2856	X	X			X	
2861		X				
2863	X					
2875	X	X				
2946	X					
2966						
2969						
2975	X	X		X	X	
2982	X	X		X		
2984	X					

2016 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
3005						
66737						
3023						
27488						
3076	X					
3110						
3111	X	X			X	
3141	X			X		
3168	X	X			X	
3172		X		X	X	
3179	X	X				
3188	X					
64917						
28539		X				
3209	X	X		X	X	
3213	X					
3225		X				
3228	X	X		X	X	
3227	X	X		X	X	
3240		X				
3255		X	X			
3258						
3343	X	X		X	X	
3365		X			X	
3368	X	X			X	
3375		X		X		
3381	X	X		X	X	
3405	X					
3415	X	X		X	X	
3438						
3459		X			X	
3483		X	X		X	
3517	X	X				
64411	X					
3586						
3588	X	X			X	
3613	X					
3619	X	X			X	
48684		X				
3633	X	X		X	X	

2016 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
3637		X	X			
3652	X	X			X	
3655	X	X			X	
3660						
3662	X	X		X	X	
3663	X	X		X	X	
3693	X	X			X	
3709						
3721	X	X	X	X		
3745	X			X		
3807	X	X			X	
3821	X	X			X	
3852	X					
3853	X	X			X	
32862	X					
3887	X	X			X	
3901						
3915	X					
3916		X				
64698		X	X		X	
3966	X					
3970	X					
3995	X	X			X	
4002						
69324	X					
4013	X	X			X	
4052	X	X			X	
4072	X	X	X			
4088	X			X		
4104		X				
4120	X	X		X	X	
4148						
4151	X					
4159		X				
4162	X	X	X			
4211	X	X	X			
4214		X				
4218	X	X	X			
52084						
4224	X	X	X		X	

2016 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
4281	X	X			X	
4300	X	X			X	
4316						
4328	X	X			X	
4338		X				
53043		X	X			
4373	X	X			X	
4375		X			X	
4404		X				
4435	X	X			X	
4455	X			X		
4460		X		X	X	
49220		X	X			
4479						
4486	X					
4508						
4521	X	X			X	
4548	X	X		X	X	
4555	X			X		
4604						
38248						
4681						
4683	X	X	X		X	
4684	X	X			X	
4696	X	X		X		
64437		X				
4709	X	X				
4710		X		X	X	
4716	X	X			X	
4770	X					
4790	X	X			X	
4793	X	X		X	X	
4836		X				
4875		X				
4878	X	X			X	
4891	X	X	X			
4901	X	X			X	
4909	X	X			X	
4919						
4965						

2016 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
4978	X	X		X	X	
4979	X	X				
65584	X					
5057	X	X		X	X	
5062	X	X			X	
5064						
5120	X	X		X	X	
MLC 1						X
MLC 2						X
MLC3						X
MLC4						X
MLC5						X
MLC6						X
TOTAL	208	206	35	56	116	6

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

# Of Activities Involved In	2014-2015 n=365 HHS Graduates		2015-2016 n= 323 HHS Graduates n= 6 Mall Learning Center	
0	68 graduates	19%	57 graduates	18%
1	109 graduates	30%	80 graduates 6 MLC CR+	25% 100%
2	119 graduates	33%	52 graduates	
3	67 graduates	18%	99 graduates	31%
4	2 graduates	<. 01%	35 graduates	11%
5	0		0	

Level of Performance

In 2015-2016 there were 323 HHS graduates and for the first year 6 Career Ready Plus Diplomas.

Improvement Gains

1. 2016 Target met: Increased the number of students (8 students) participating in 3 activities even though there were fewer students from 67 students to 99.
2. 2016 Target met: Increased the number of students (15) participating in 4 College and Career Ready Skills and Recognition from 2 to 35.
3. 2016 Target met: Students will score on ACUUPACER. There were 116 students for the first time.
4. 2016 Target met: Attainment of silver level on ACT Work Keys. There were 6 students for the first time.

Capacity Building

2017 Target: Increase the number of Mall Learning Center Career Ready Plus Diplomas from 6 to 10.

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.