



# 2018 Data Summit

Equity and Access Along  
the Pathway

[WCSDdata.net](http://WCSDdata.net)



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# Sections

- Equity Lens
- K-8 Pathway Indicators
- HS pathway and College Readiness
- Chronic Absenteeism
- Climate and Conditions for Learning
- Glossary of Terms & Acronyms

# Equity Lens





## Equity & Diversity Department

The Washoe County School District Equity and Diversity Department would like to encourage you to look at your Data through an Equity Lens.

As we move forward with this great work, it is important for us to understand that Equity includes *Culture*, *Leadership*, and *Practice*. We must work to incorporate Rigor, Relevancy, Relationships, and Expectations into every area of our schools' climate. We are all working to ensure successful outcomes for ALL of our students, and the following resources are tools to guide your planning, programming, policies, and decisions that impact equitable outcomes for ALL of our students, families, and staff in our district.



**For any policy, program, practice, or decision, *consider*:**

- What marginalized groups are affected/impacted?
- Does the program ignore or worsen existing disparities?
- How have stakeholders been involved?
- What are the barriers to more equitable outcomes?
- How will negative impacts/ barriers be mitigated?

Retrieved from Portland Public Schools: <http://www.pps.k12.or.us/equity-initiative/8554.htm>

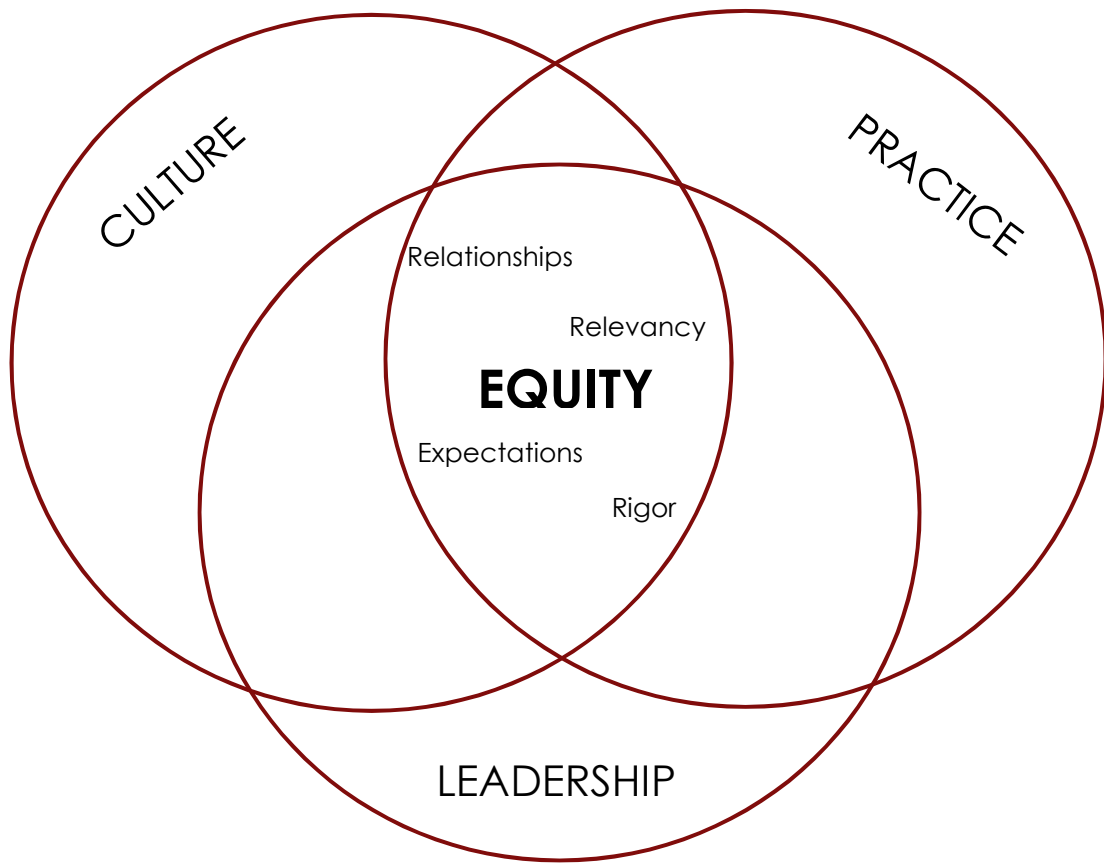
## Who Equitably Benefits?

From Equity 101: The Equity Framework Pg. 103

- From our curriculum decisions?
- From our teacher hiring and assignments?
- From our gifted, honors, and AP programs?
- From our extracurricular activities?
- From our budget decisions?
- From our accountability measures?
- From our learning goals?

# The Equity Framework

From *The Equity Framework* by C. Linton



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Does the school build an effective learning **culture** where teachers can safely develop cultural competency wherein they learn about the culture of themselves and their students? If so, how? If not, what needs to change?

Does the school develop the **practice** of teachers and help them implement effective learning strategies, curriculum alignment, assessment methods, classroom management, and intervention? If so, how? If not, what needs to change?

Does the school develop **leadership** through vision, direction, and accountability as well as improve the effectiveness and skills of administrators, support staff, teacher leaders, and informal leaders? If so, how? If not, what needs to change?

# **K-8 Pathway Indicators**

# K-8 Pathway Indicators

## Proficiency or Growth? Which is a better measure of effectiveness?

WCSD Data Summit  
October 12, 2018

Norma Velasquez-Bryant, Program Evaluator  
Joshua Padilla, Program Evaluator  
Ben Hayes, Chief Accountability Officer

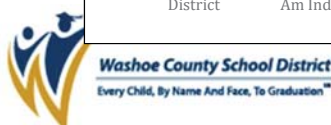
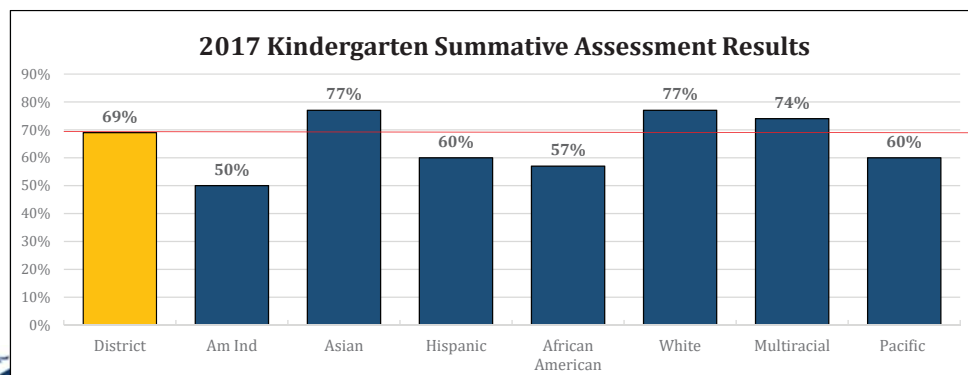
Office of Accountability, Assessment, Research and School Improvement



## For Years We Have Been Focused on Reducing Achievement Gaps

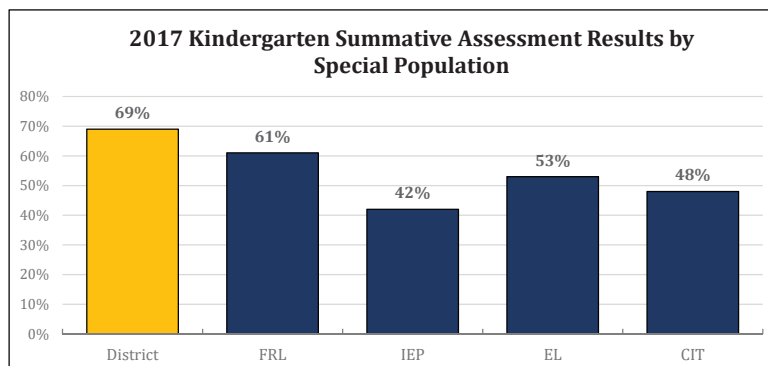
**Every student should have an equal opportunity to succeed in school.**

- We also know that there is great variation among our students when they arrive in Kindergarten



# The Reason For The Differences

- Let's look at particular "special populations."



Explanatory factors include SES, family environment, and/or prior education experience (e.g., attended Early Childhood Education) to name just a few; factors educators usually have little to no control over.



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## State Standards of Proficiency

We use summative tests to measure students in ELA, Math, and Science

When we look at these test scores, we could draw several conclusions.

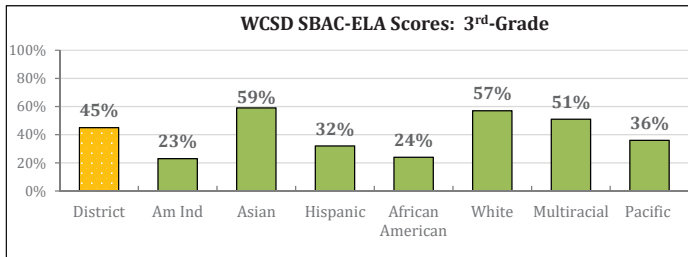
***But what does this summative test really tell us about our students?***

***And what does it tell us about whether **we are increasing equity by decreasing the gaps as students get older?*****

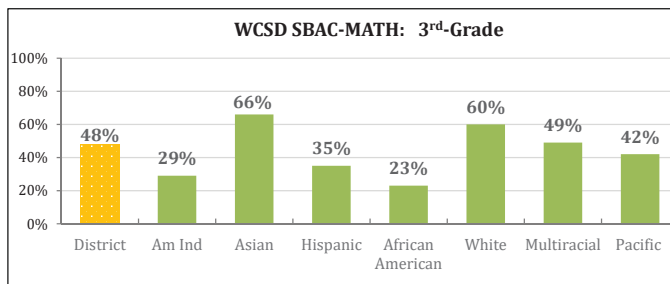
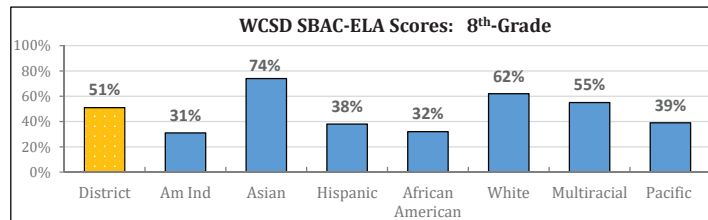
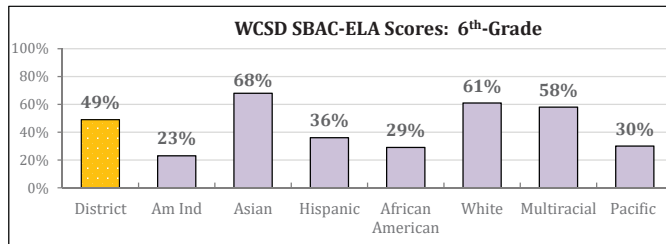


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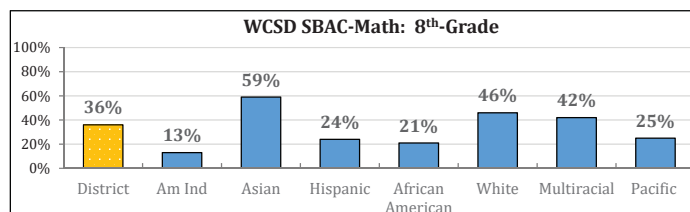
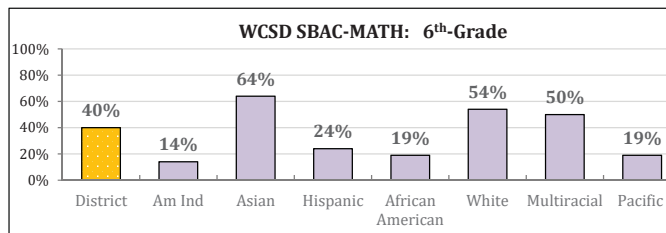




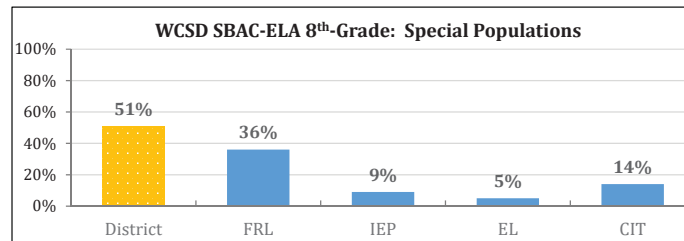
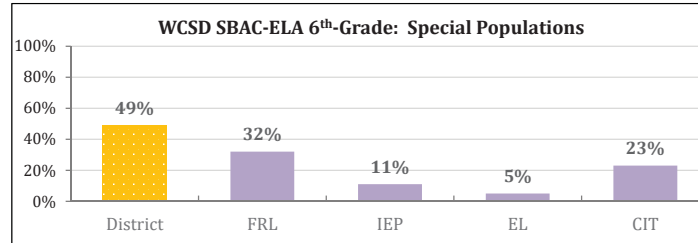
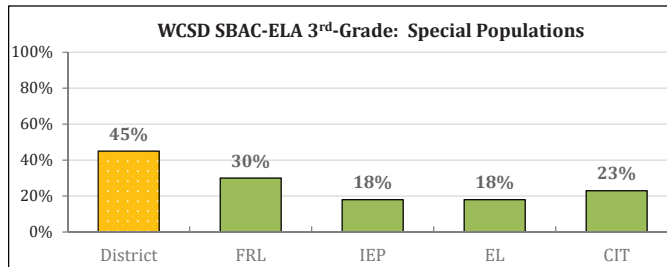
## 2018 SBAC-ELA Scores Across Grade Bands



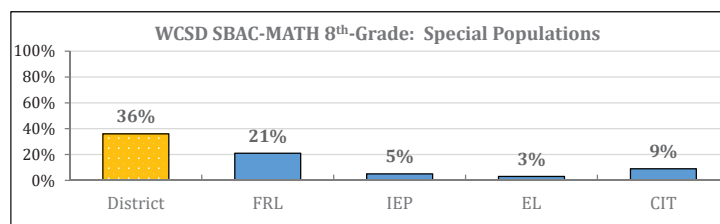
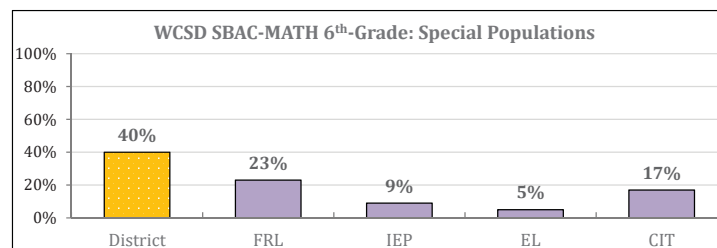
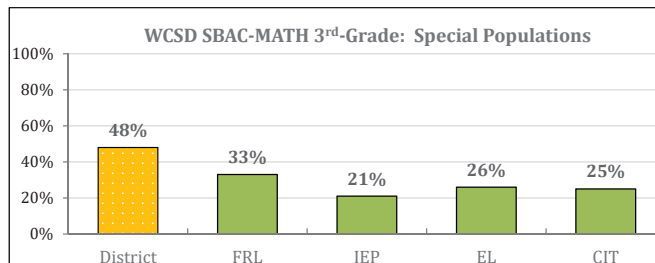
## 2018 SBAC-MATH Scores Across Grade Bands



**2018  
SBAC-ELA Scores  
Across Grade Bands:  
Special Populations**

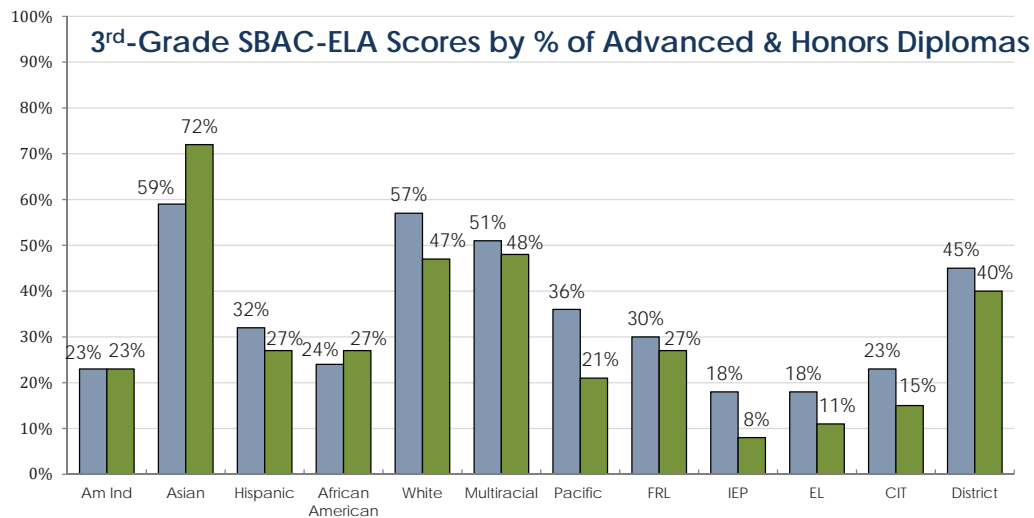


**2018  
SBAC-MATH Scores  
Across Grade Bands:  
Special Populations**





## Smarter Balanced and College/Career Ready Academic Success



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■ 2018 3rd Grade SBAC ELA Level 3 or 4 ■ 2017 Advanced and Honor Graduation Rate



Looking at these results, what do we see? Please take some time to discuss...

1. What are some of the factors associated with why some groups are above or below the district average?
2. Do the percentages go up or down for a particular group as the grade band get higher?
3. How might this affect how the public views our schools?



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## Does this mean we are not growing our students?

Looking at the data this way  
could be discouraging.....



We know several factors help predict student success for some of these populations:

- \* EL students exiting by 8<sup>th</sup>-grade
- \* Students with Chronic Absenteeism
- \* Risk Index Predictors

HOWEVER, using data and systems implemented over the last decade have been making an impact!



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In fact, a recent study completed by a researcher at Stanford University shows that WCSD is \*ranked at the 82<sup>nd</sup> percentile nationally in student growth after 5 years (Grades 3-8)!

Reardon, S.F. (2018). Educational opportunity in early and middle childhood:

Variation by place and age (CEPA Working Paper No.17-12). Retrieved from Stanford Center for Education Policy Analysis:

<http://cepa.stanford.edu/wp17-12>

Badger, E. & Quely, K. (2017). "How effective is your school district? A new measure shows where students learn the most." Retrieved from:

\*<https://www.nytimes.com/interactive/2017/12/05/upshot/a-better-way-to-compare-public-schools.html>



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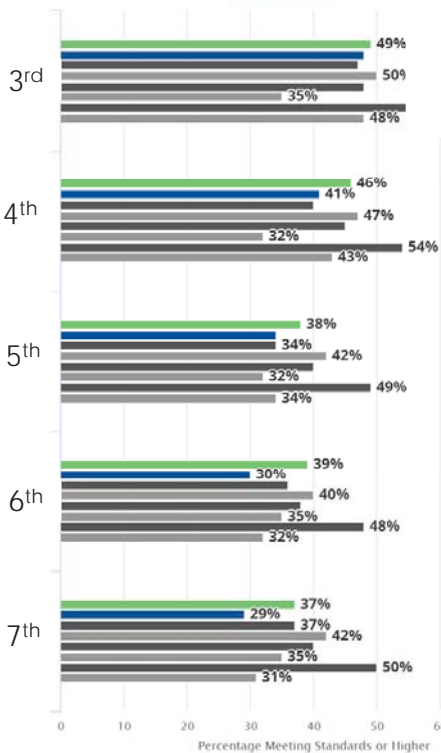


# Are we really growing our students?

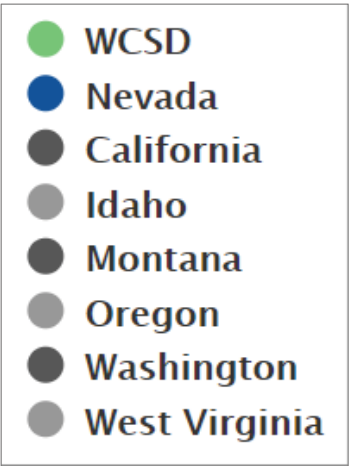
District	Growth after 5 Years	*National Percentile	Median Income
White Pine	5.8 yrs.	95th	\$59k
Washoe	5.4 yrs.	82nd	\$62k
Douglas	5.2 yrs.	71st	\$76k
Carson City	5.1 yrs.	67th	\$55k
Churchill	5.1 yrs.	66th	\$70k
Clark County	5.0 yrs.	64th	\$59k
Mineral	5.0 yrs.	59th	-
Lyon	4.9 yrs.	57th	\$56k
Nye	4.8 yrs.	46th	\$50k
Elko	4.7 yrs.	42nd	\$77k
Lander	4.6 yrs.	35th	\$70k
Storey	4.5 yrs.	32nd	-
Humboldt	4.4 yrs.	23rd	\$72k
Lincoln	4.3 yrs.	21st	\$62k
Pershing	4.1 yrs.	12th	\$56k

*\*National percentiles are based on school districts with reliable data.*

How Does WCSD Compare to Other Consortium States in Mathematics?  
Click on the states located in the legend to customize your chart comparisons



WCSD vs Other Consortium States:  
Math



3rd out of 8

3rd out of 8

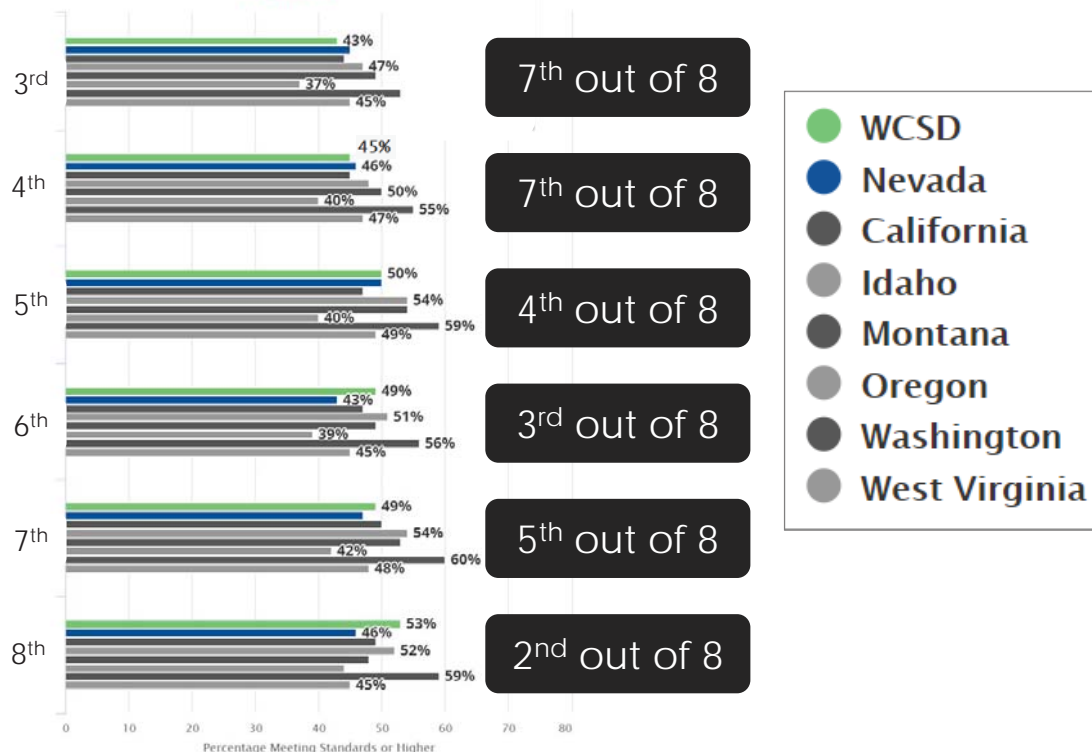
4th out of 8

3rd out of 8

3rd out of 8

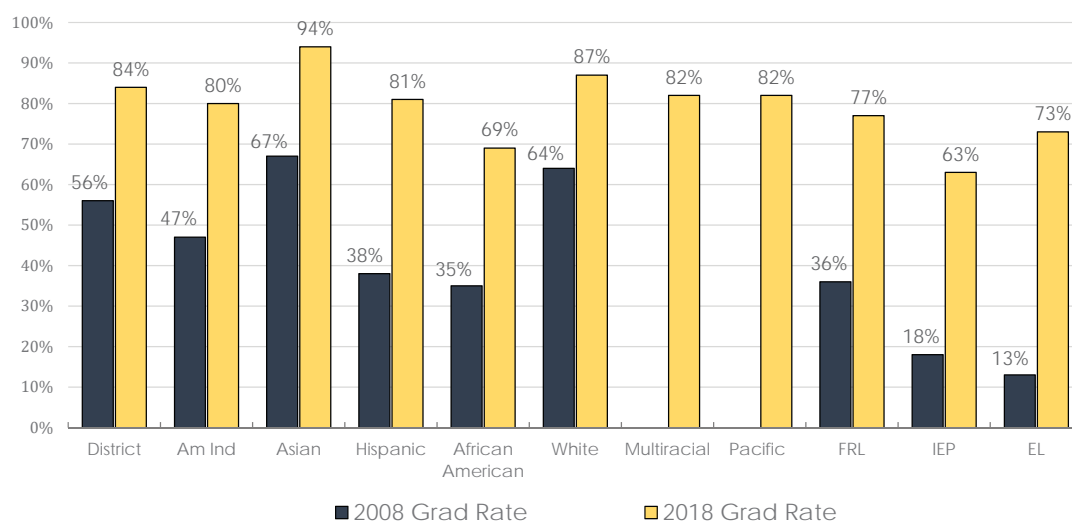
## How Does WCSD Compare to Other Consortium States in English/Language Arts?

Click on the states located in the legend to customize your chart comparisons



## Example of The Growth of WCSD as Reflected in Graduation Rates

### Graduation Rate Over Time



# Questions Conclusions

## Thank You



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**Data Summit Thought Organizer:**

**What conclusions can I draw from the presented data/information?**

**What is the connection to other points along the pathway to graduation and post-secondary readiness?**

**What is missing or needed to strengthen/complete this relationship or my understanding?**

# **HS Pathway and College Readiness**

2018

Data Summit

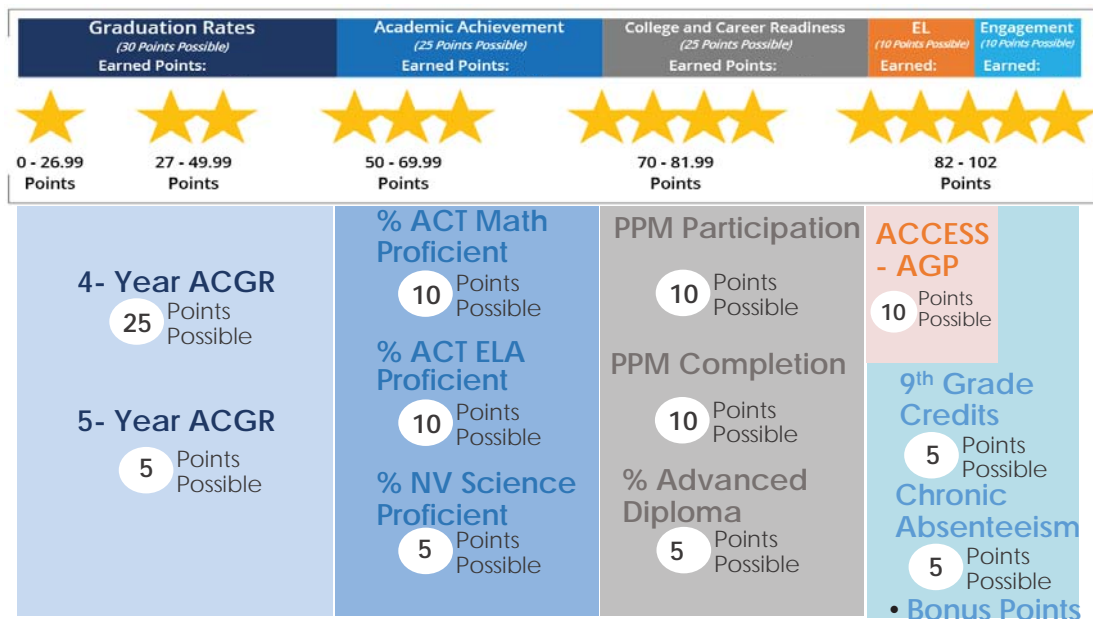
High School Pathway  
College and Career Readiness



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## Nevada School Performance Framework



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## ACT College and Career Readiness

Here in WCSD, 11<sup>th</sup> grade students saw their average composite scores decline very slightly—from 18.0 to 17.9—over the previous year. But our students continue to outperform the state in the percentage of students who are college-ready in all four subject areas—math, reading, science, and English. And WCSD students also had the highest percentage of students testing “college ready” in English (37%), followed by reading (28%), math (28%), and science (21%).

*Traci Davis  
Washoe County School District  
Superintendent  
The Friday Minute, September 14, 2018*



## ACT College and Career Readiness

- ACT/NCEA (National Center for Educational Achievement) readiness benchmarks are minimum ACT test scores required for students to have a high probability of success in credit-bearing college courses (English comp, social sciences, algebra, and biology).
- According to ACT research, the level of achievement necessary to be college-ready is also necessary to be career-ready.
- ACT/NCEA are research-based and linked to ACT's College Readiness Benchmarks. ACT's College Readiness Benchmarks are empirically derived, based on the actual performance of students in college.



## ACT College and Career Readiness

### English Composition

- Score Range: 13-36
- The benchmark for College and Career Readiness is: 18
- Topic Development in Terms of Purpose and Focus
- Organization, Unity, and Cohesion
- Knowledge of Language
- Sentence Structure and Formation
- Usage Conventions
- Punctuation Conventions

### Mathematics

- Score Range: 13-36
- The benchmark for College and Career Readiness is: 22
- Number and Quantity
- Algebra
- Functions
- Geometry
- Statistics and Probability



## ACT College and Career Readiness

### Reading

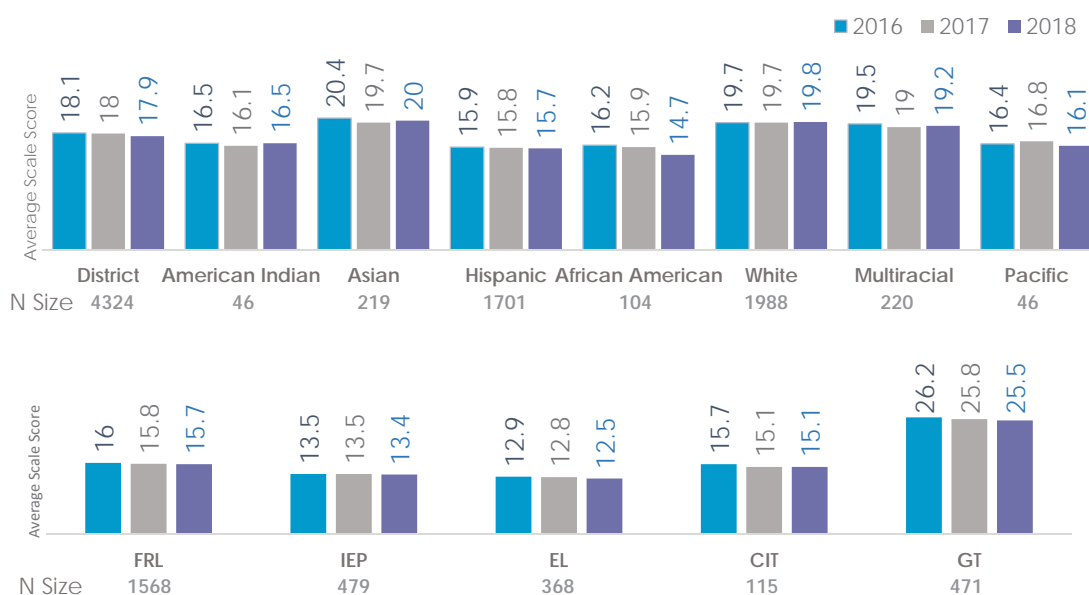
- Score Range: 13-36
- The benchmark for College and Career Readiness is: 22
- Close Reading
- Central Ideas, Themes, and Summaries
- Relationships
- Word Meanings and Word Choice
- Text Structure
- Purpose and Point of View
- Arguments
- Multiple Texts

### Science

- Score Range: 13-36
- The benchmark for College and Career Readiness is: 23
- Interpretation of Data
- Scientific Investigation
- Evaluation of Models, Inferences, and Experimental Results
- ACT CCR's are measured in rich and authentic contexts based on science content that students encounter in the following science courses: Life Science, Biology, Physical Science, Chemistry, Physics, Earth, and Space Science
- *\*ACT also tests for Writing, detailed information on the scoring rubric can be found at: <http://www.act.org/standard/>*



## ACT Overall Composite Average Scale Score



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## Graduation Requirements

### Standard Diploma Requirements

- 22.5 Credits earned
- 16 in required courses plus 6.5 electives
- Passing score on Nevada High School Proficiency Exam (last cohort is 2016)

### Advanced Diploma Requirements- all of the Standard diploma requirements plus:

- An additional 1.5 credits (24 credits earned)
- One (1) additional Math credit and one (1) additional Science credit
- Minimum 3.25 GPA (grade point average)

### Honors Diploma Requirements- all of the Standard diploma requirements plus:

- An additional 1.5 credits (24 credits earned)
- 20 credits in required courses, four (4) electives
- Eight (8) of the required credits must be in Honors, AP, and or I/B courses
- Two (2) of the required credits must be in the same World Language

Minimum 3.40 GPA (grade point average)

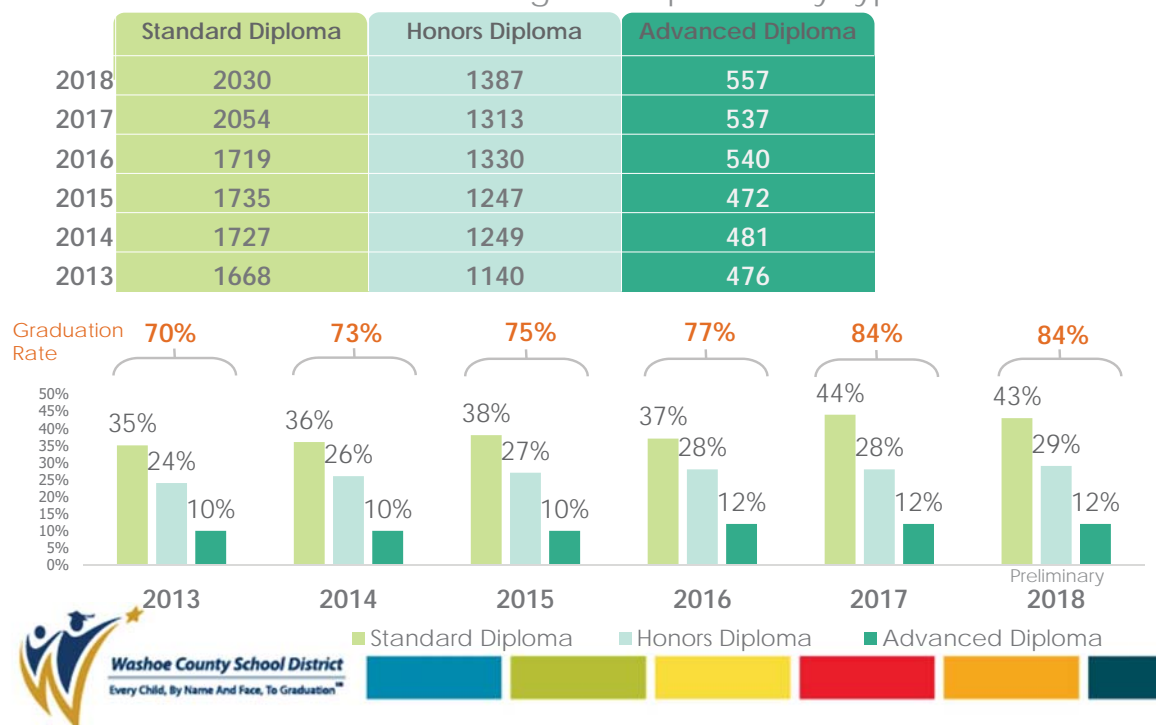


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## Cohort 4-Graduation Rate by Year

Total Numbers and Percentages of Diplomas by Type



## AP/ IB Completion

	16-17	17-18
District	59%	58%
American Indian	48%	42%
Asian	82%	72%
Hispanic	50%	52%
African American	40%	47%
White	64%	61%
Multiracial	60%	66%
Pacific Islander	49%	29%
FRL	50%	50%
IEP	15%	14%
EL	31%	32%
CIT	41%	33%
GT	92%	90%

AP/ IB Completion: Percent of students who earned high school credits in one or more AP or IB courses by graduation.

## AP/ IB Performance

	16-17	17-18
District	31%	32%
American Indian	22%	14%
Asian	48%	39%
Hispanic	24%	27%
African American	16%	13%
White	34%	36%
Multiracial	37%	35%
Pacific Islander	18%	3%
FRL	22%	24%
IEP	3%	3%
EL	16%	14%
CIT	13%	11%
GT	81%	78%

AP/ IB Performance: Percent of students who passed at least one AP exam with a score of 3 or higher or one IB exam with a score of 4 or higher by graduation

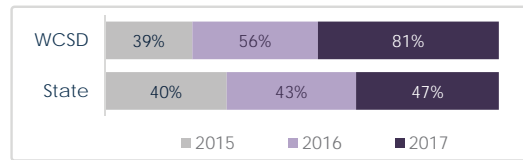


## CTE Completion (Graduate Students)

	16-17	17-18
<b>District</b>	<b>15%</b>	<b>19%</b>
American Indian	17%	14%
Asian	15%	16%
Hispanic	12%	16%
African American	4%	13%
White	18%	23%
Multiracial	10%	19%
Pacific Islander	10%	10%
FRL	12%	15%
IEP	9%	11%
EL	6%	8%
CIT	9%	6%
GT	19%	28%

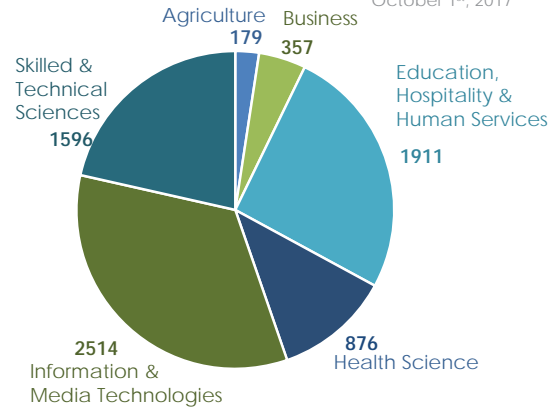
CTE Completion: Percent of students who completed enough courses to be considered CTE completers by graduation.

## CTE Certificate Earners



## CTE Enrollment by Program 2017-2018

October 1<sup>st</sup>, 2017



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## Dual Completion

	16-17	17-18
<b>District</b>	<b>10%</b>	<b>13%</b>
American Indian	0%	8%
Asian	13%	14%
Hispanic	9%	13%
African American	5%	12%
White	11%	13%
Multiracial	11%	11%
Pacific Islander	8%	0%
FRL	8%	11%
IEP	3%	3%
EL	6%	5%
CIT	6%	7%
GT	21%	28%

Dual Completion: Percent of students who earned high school credits in one or more dual credit courses by graduation.



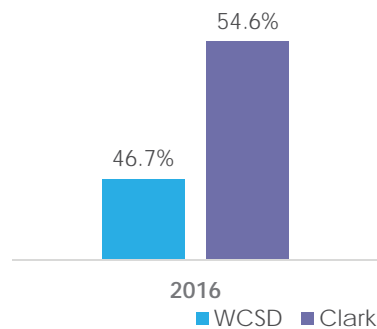
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## Remedial Placement

Percentages of WCSD Graduates Enrolled at NSHE Institutions

Percent of Graduates Placed into Remediation by County



High School Graduates Placed Below College Level

Graduating Class	NSHE Institutions
2013	53.0%
2014	53.0%
2015	52.6%
2016	53.2%



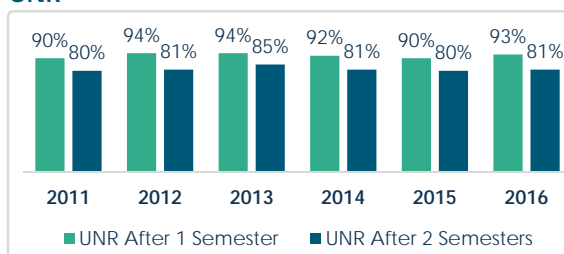
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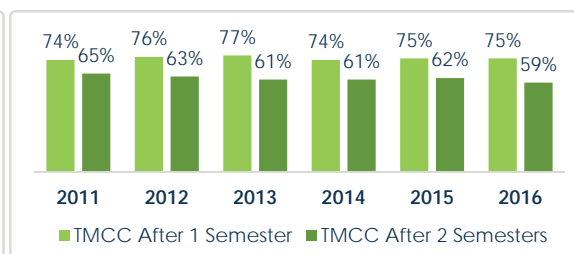
## Persistence Rates WCSD Graduates – Attending UNR or TMCC

Percent Returning After One and Two Semesters

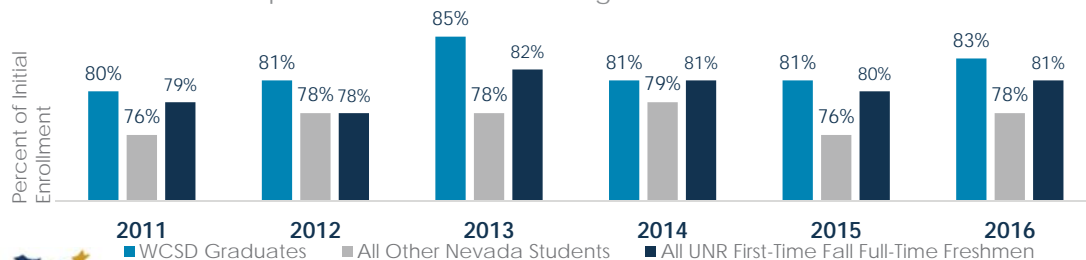
UNR



TMCC



UNR Persistence Comparisons: Percent Returning After Two Semesters

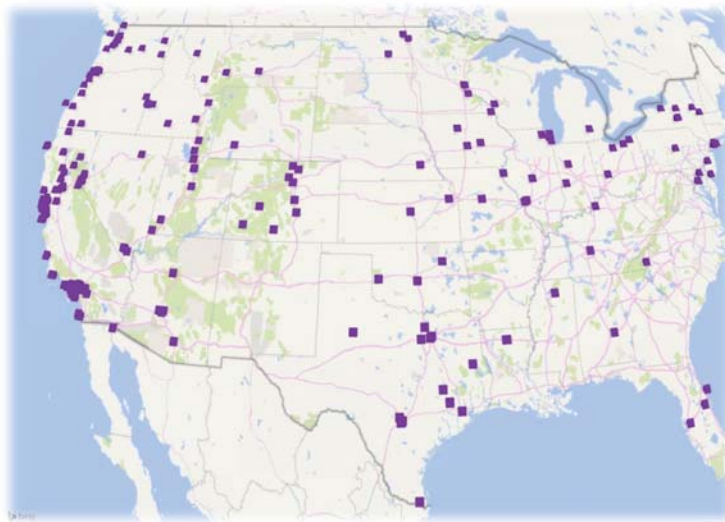


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## College Going

WCSD College Enrollments 2017



## Ivy League Enrollments 2008-2017

Total Number  
of Students

Brown University	4
Columbia University	0
Cornell University	8
Dartmouth College	6
Harvard University	5
University of Pennsylvania	4
Princeton University	3
Yale University	3



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## College Going

WCSD Cohort	WCSD Grads	First College Enrollment: 2-Year College	2-Year College-Going Rate	First College Enrollment: 4-Year College	4-Year College-Going Rate	First College Enrollment: Dual 2-Year/4-Year*	Dual Enrollment College-Going Rate*	Overall College Enrollment	Overall College-Going Rate
Year	N	N	% of WCSD Grads	N	% of WCSD Grads	N	% of WCSD Grads	N	% of WCSD Grads
2008	2884	674	23%	1028	36%	211	7%	1913	66%
2009	2957	761	25%	1112	38%	107	4%	1980	67%
2010	3095	810	26%	1141	37%	92	3%	2043	66%
2011	3115	775	25%	1077	35%	76	2%	1928	62%
2012	3119	814	26%	1068	34%	56	2%	1938	62%
2013	3299	642	25%	1045	32%	63	2%	1954	59%
2014	3474	813	23%	1269	37%	78	2%	2160	62%
2015	3467	868	24%	1238	36%	23	1%	2129	61%
2016	3608	823	23%	1285	36%	39	1%	2147	60%
2017	3916	859	22%	1249	32%	84	2%	2192	56%

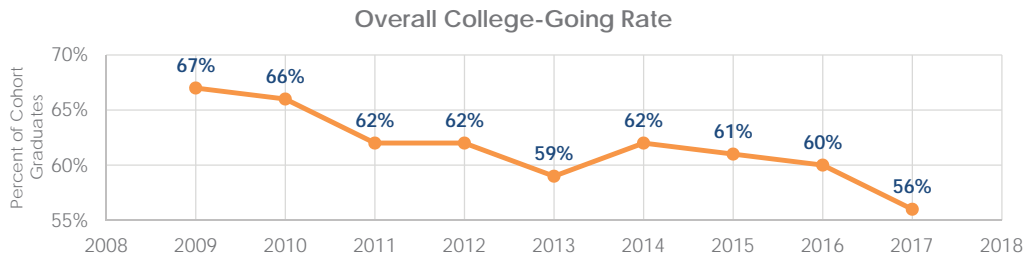
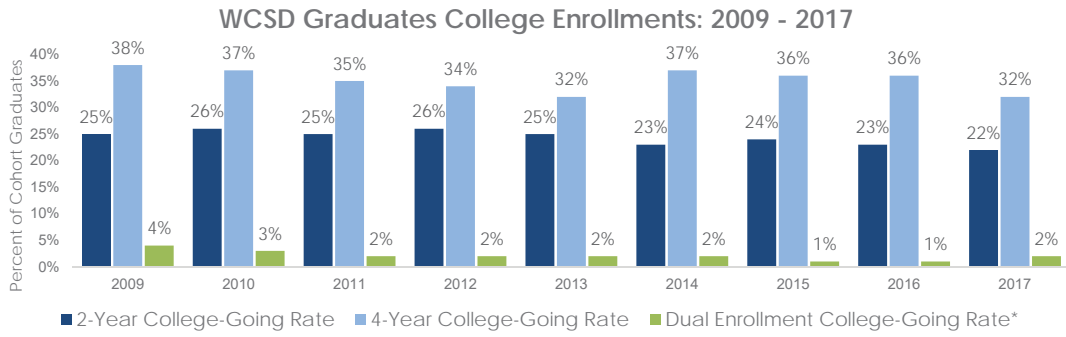
\* Students who were dually enrolled in both a 2-year and 4-year college during their first college year.



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# College Going



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**Data Summit Thought Organizer:**

**What conclusions can I draw from the presented data/information?**

**What is the connection to other points along the pathway to graduation and post-secondary readiness?**

**What is missing or needed to strengthen/complete this relationship or my understanding?**

# **Chronic Absenteeism**

# Attendance

## The Key Ingredient to Achievement

October 12, 2018

**Jason Van Houck**  
Data Analyst

**Jennifer Harris**  
Program Evaluator

**Kyle Kemp**  
Data Analyst

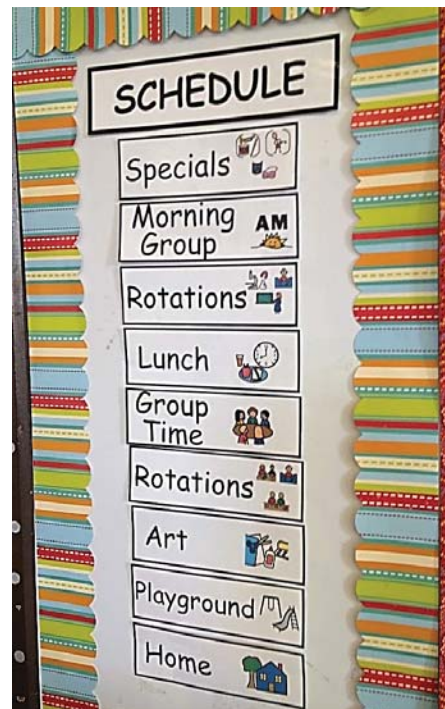


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## Discussion Topics

1. Attendance  
Fundamentals & Beliefs
2. Connection to  
Achievement Along  
the K-12 Pathway
3. Confronting Myths



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## Average Daily Attendance

Percent of a school's student body that attends on a typical day.

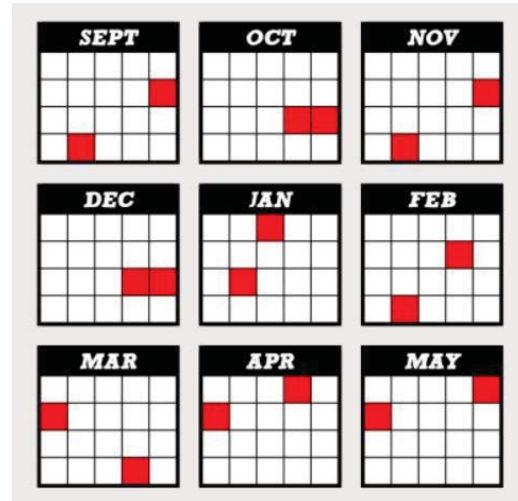
## Chronic Absenteeism

Percent of students who miss 10% or more of days enrolled, regardless of the reason for the absence.

- Equates to missing 2 days a month or 18 days over 180 day school year.



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## Why do students miss school?



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# Factors Related to Absenteeism

## Community-Specific

- Unsafe neighborhoods
- Lack of health care, education support svcs., & job opportunities

## School-Specific

- Teacher effectiveness
- Less challenging courses
- Poor student-teacher interactions

## Student-Specific

- Negative peer influence
- Bullying
- Academic struggle
- Teenage parenthood

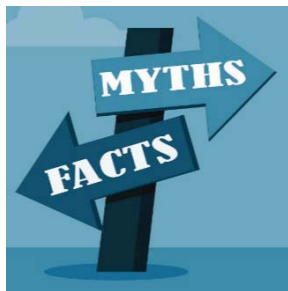
## Family-Specific

- At-home responsibilities
- Low parent involvement
- Unstable housing
- Language differences



Source: Black, T., Seder, C., & Kekahio, W. (2014). Review of research on student non-enrollment and chronic absenteeism: A report for the Pacific Region (REL 2015-054).

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*Fact: Beliefs about education shape how we support attendance.*

## Attendance Myths

- Attendance does not affect academic/well-being outcomes
- Only unexcused absences matter
- Sporadic absences aren't a problem: # days absent is less among our children
- Families in low socio-economic classes don't value education

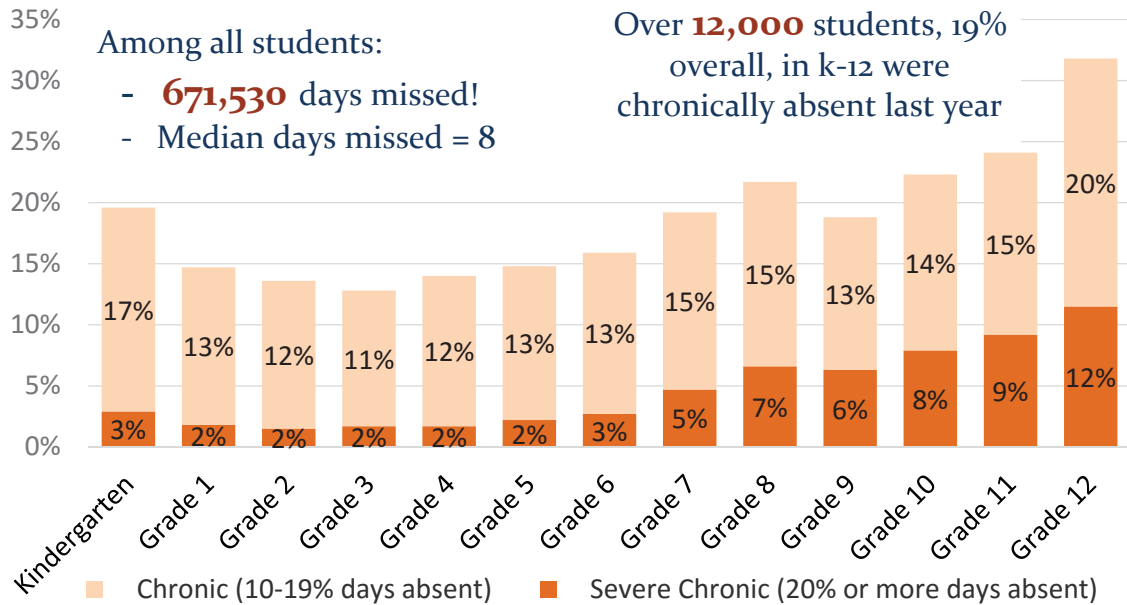


Source: Robinson, C., Lee, M., Dearing, E., & Rogers, T. (2017). Reducing Student Absenteeism in the Early Grades by Targeting Parental Beliefs. HKS Faculty Research Working Paper Series.

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### Percent of WCSD Students Chronically Absent by Grade Level, 2017-18.



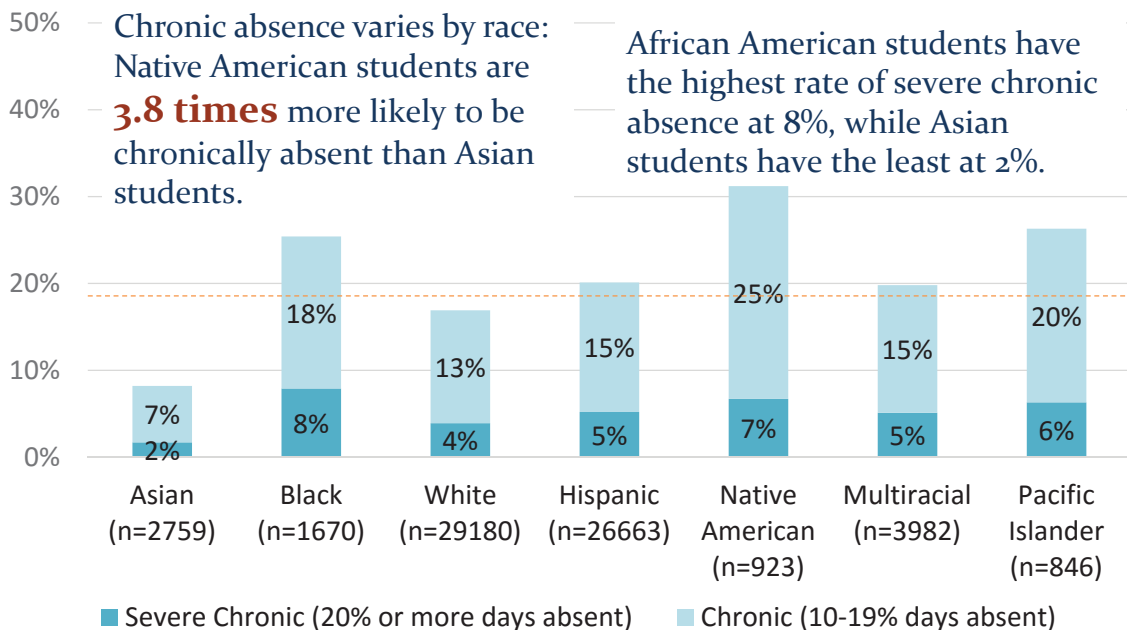
Note: Data includes students enrolled for 10 or more days. Does not include charter schools or Rise Academy for Adult Achievement.



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### Percent of WCSD Students Chronically Absent by Race, 2017-18.



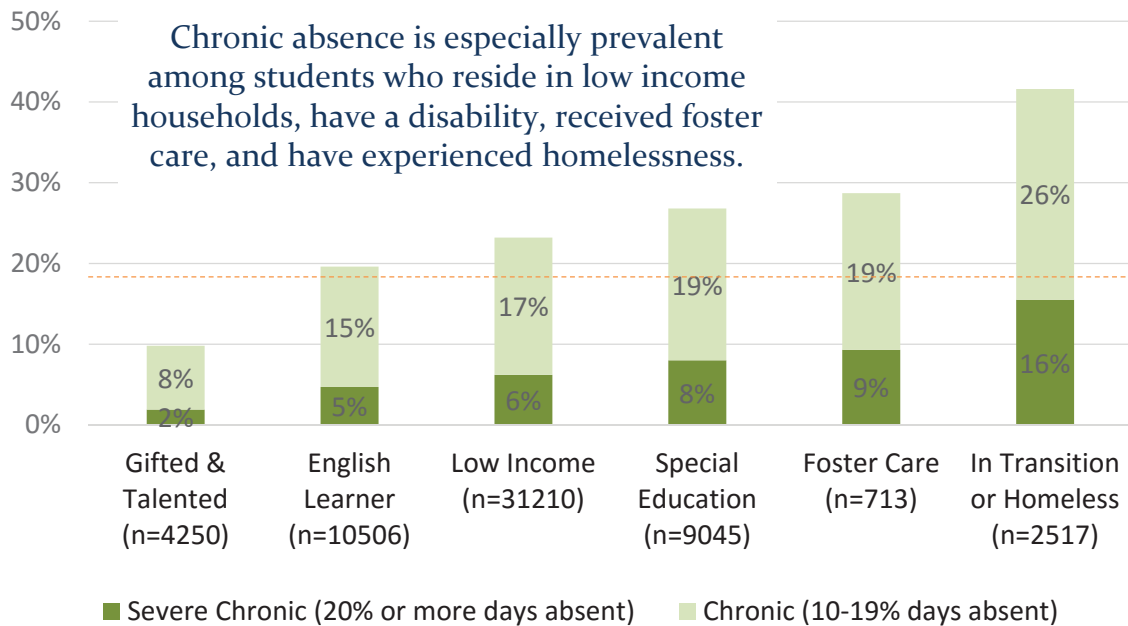
Note: Data includes students enrolled for 10 or more days. Does not include charter schools or Rise Academy for Adult Achievement.



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Percent of WCSD Students Chronically Absent by Subgroup, 2017-18.



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Note: Data includes students enrolled for 10 or more days. Does not include charter schools or Rise Academy for Adult Achievement.



## Why do rates of chronic absenteeism differ across student populations?



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# Uncovering the Relationship of Attendance to Achievement

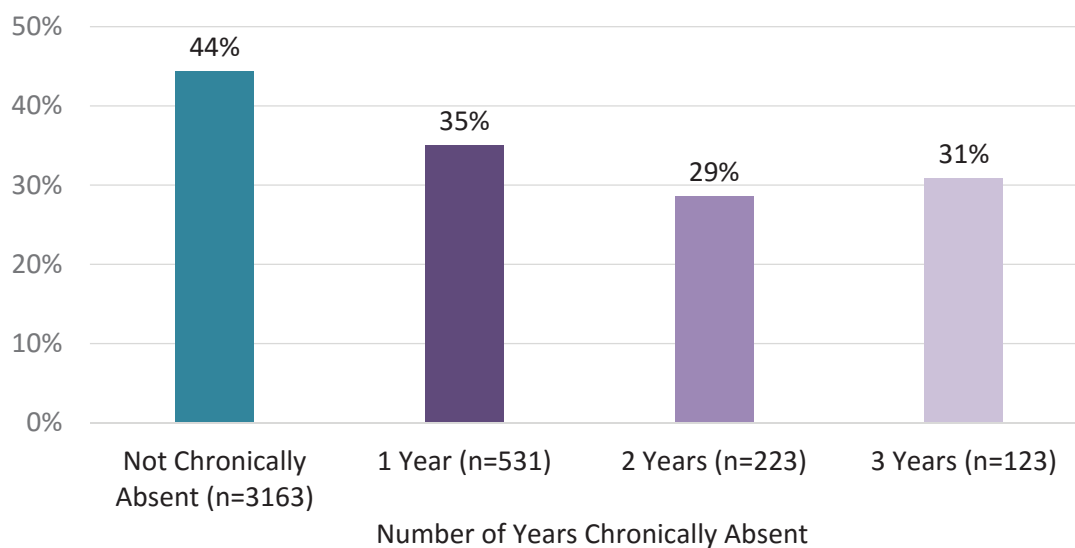
1. Elementary School
  - 2015 cohort of kinders thru grade 3
2. Middle School
  - 2018 median student growth percentile
3. High School
  - Graduation outcomes of class of 2017



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Percent of Grade 3 SBAC Test Takers Scoring At or Above Standard (AL 3 and 4) on English Language Arts by Years Chronically Absent in Kindergarten Through Grade 2.

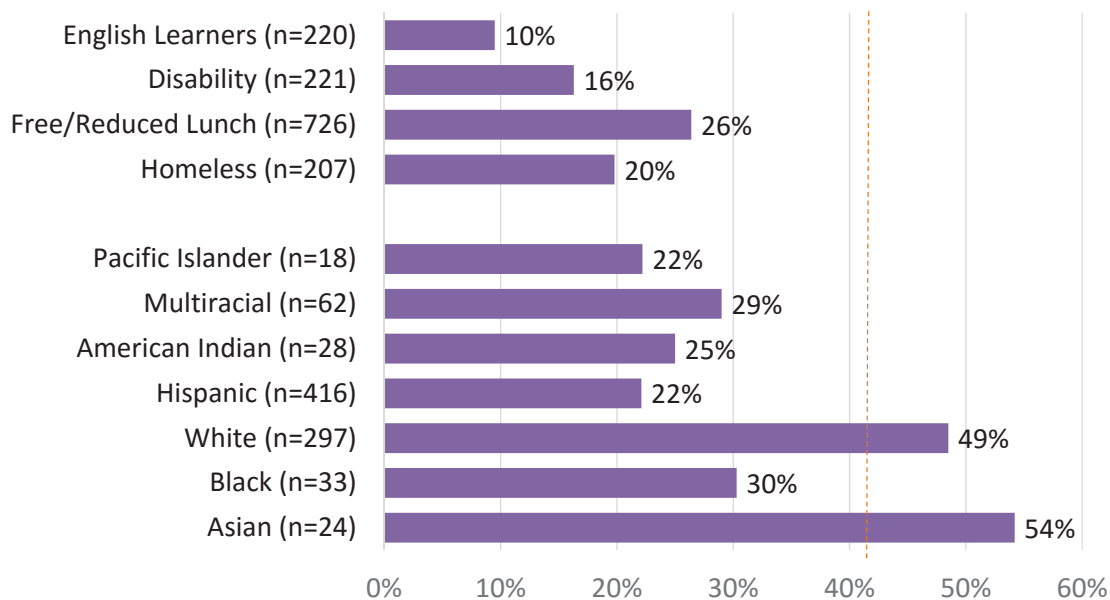


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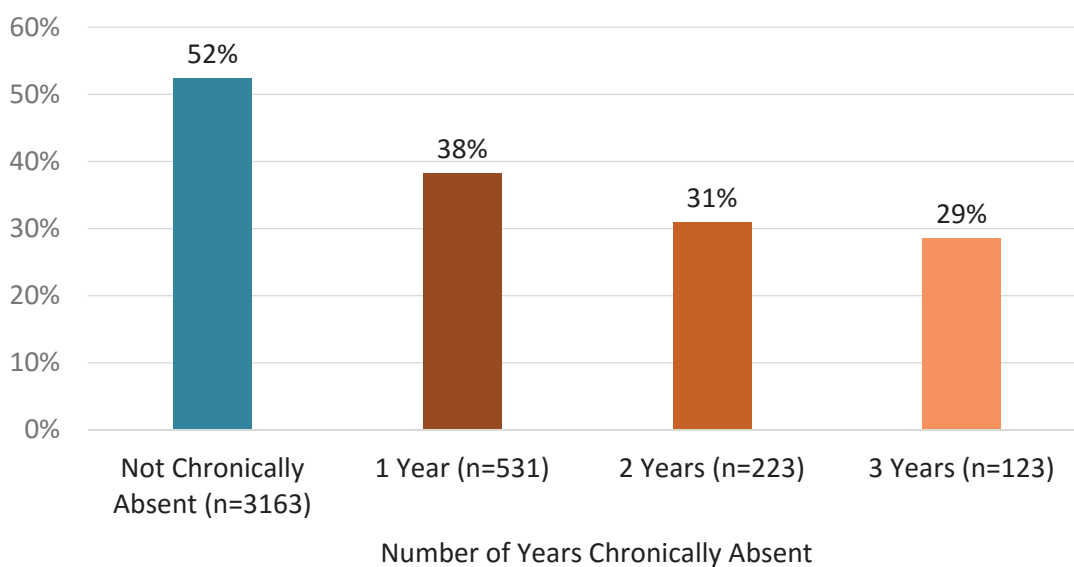
Percent of Students Chronically Absent 1 or More Years in Grades K-2 Scoring At or Above Standard (AL 3 and 4) on Grade 3 SBAC English Language Arts.



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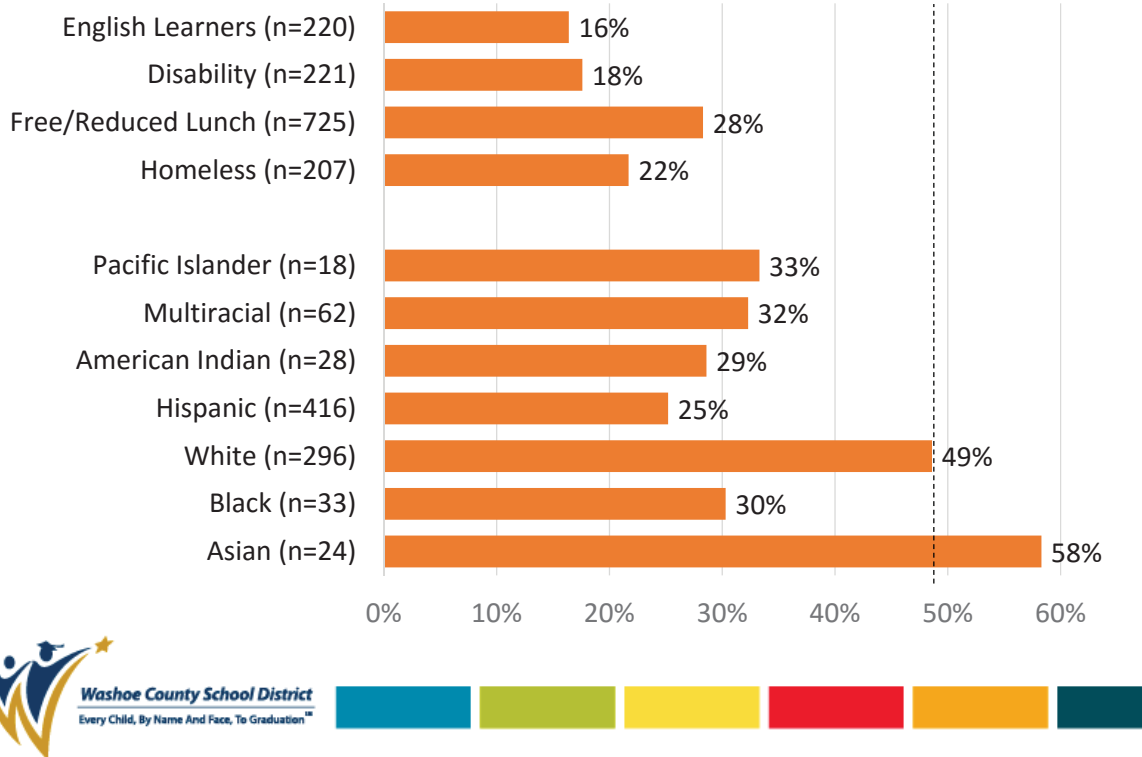
Percent of Grade 3 SBAC Test Takers Scoring At or Above Standard (AL 3 and 4) on Mathematics by Years Chronically Absent in Kindergarten Through Grade 2.



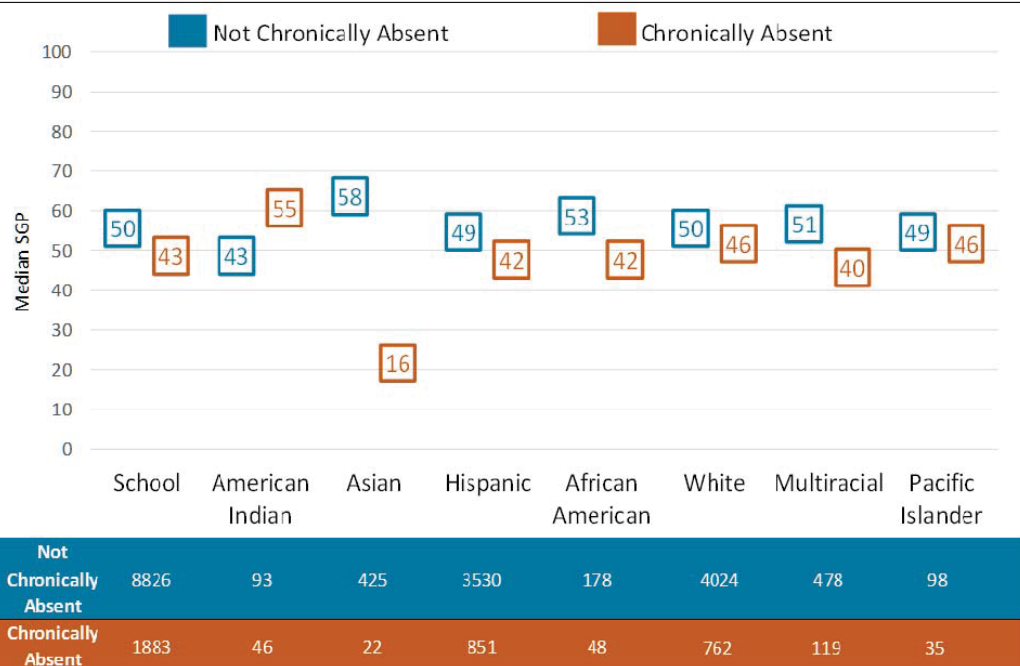
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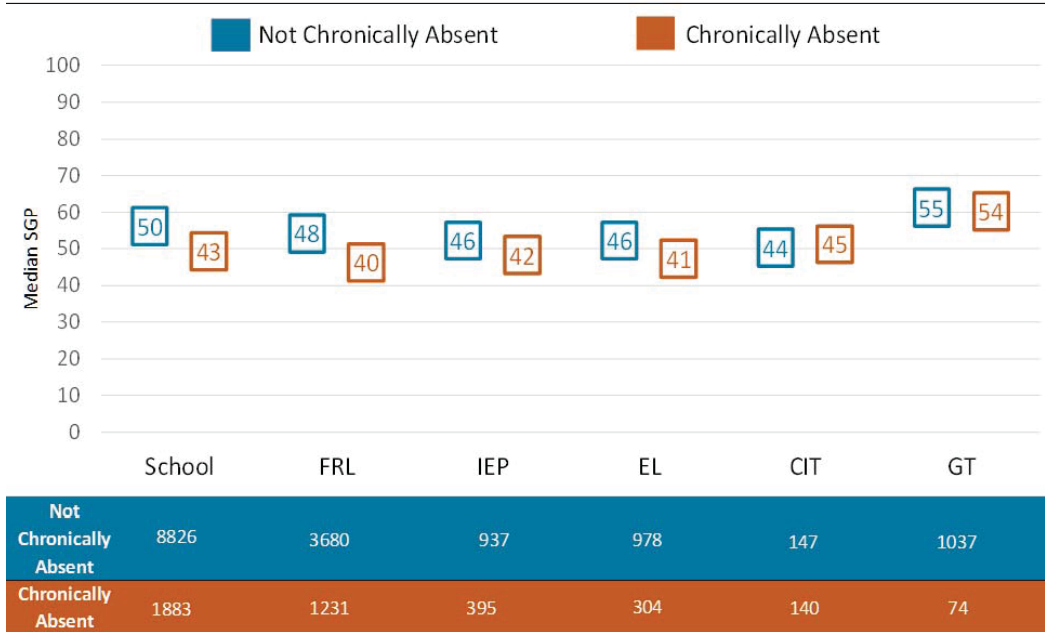
Percent of Students Chronically Absent 1 or More Years in Grades K-2 Scoring At or Above Standard (AL 3 and 4) on Grade 3 SBAC Mathematics.



Overall Middle School ELA Median Student Growth Percentile by Race/Ethnicity, 2018.



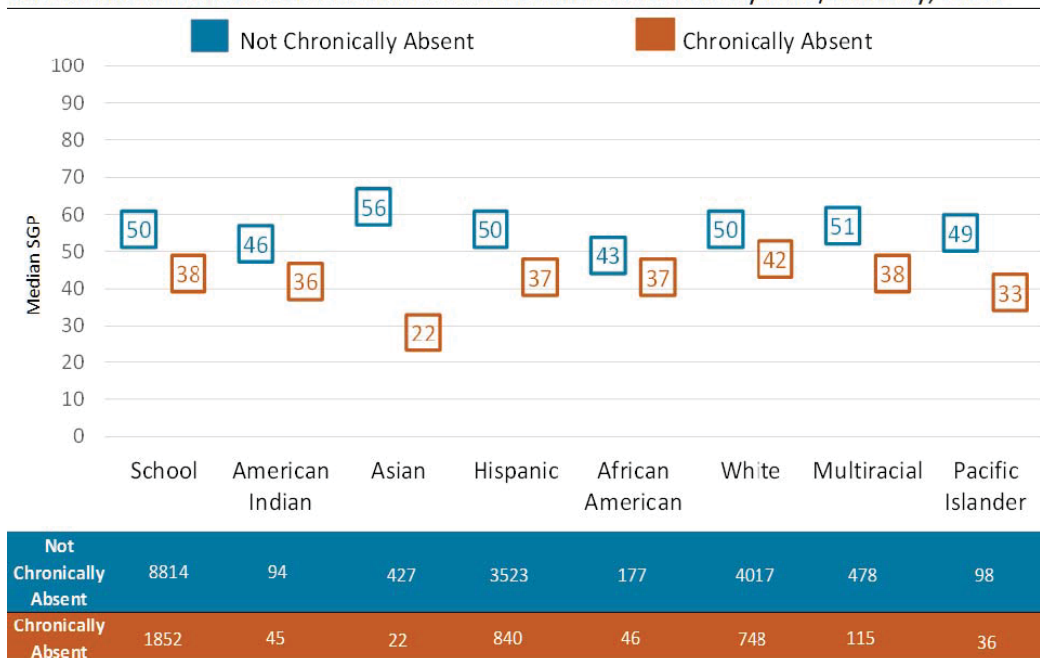
Overall Middle School ELA Median Student Growth Percentile by Special Program, 2018.



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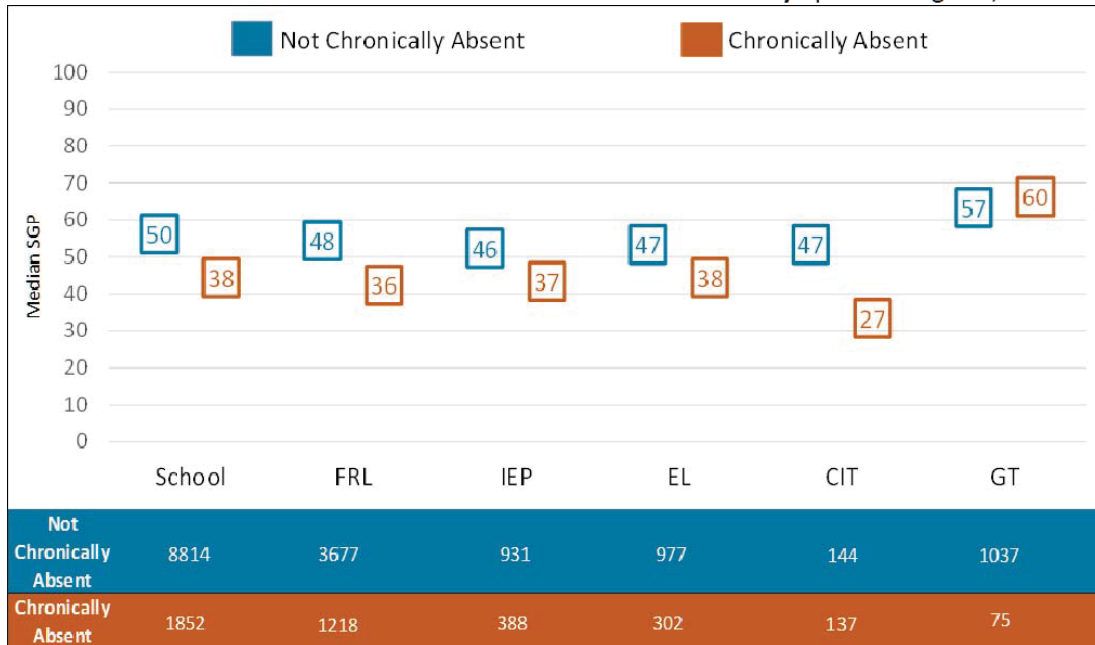
Overall Middle School Math Median Student Growth Percentile by Race/Ethnicity, 2018.



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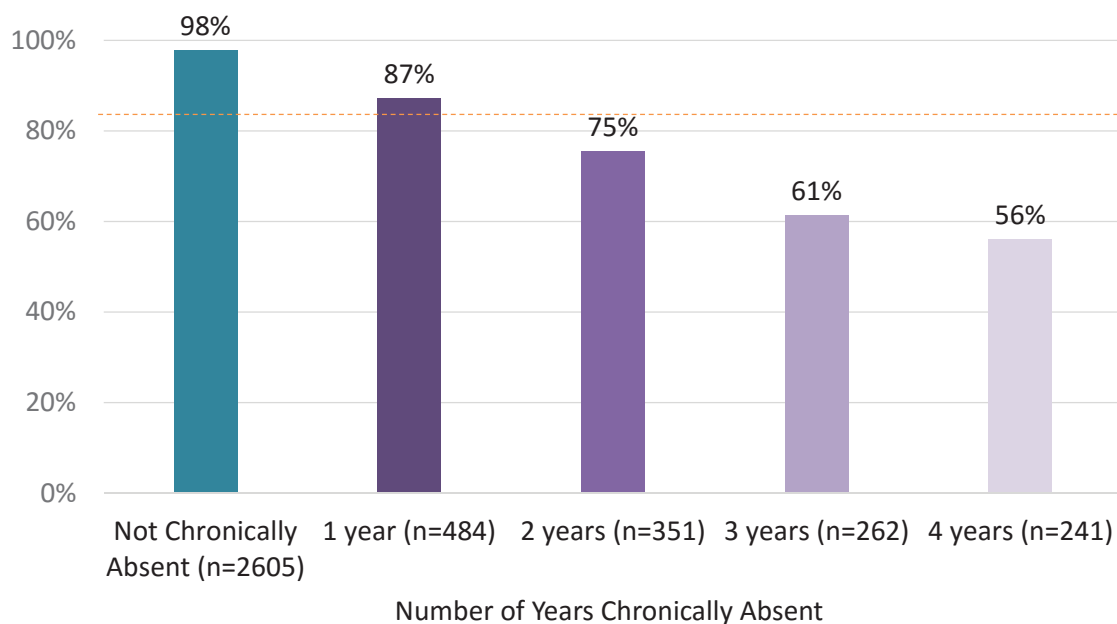
Overall Middle School Math Median Student Growth Percentile by Special Program, 2018.



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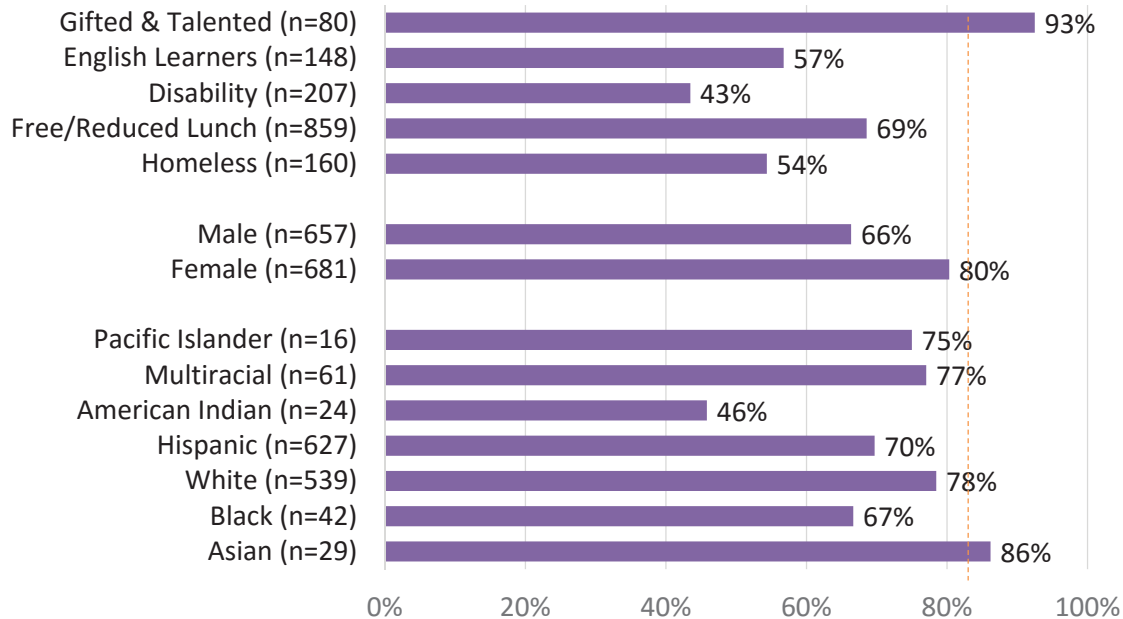
Percent of 2017 Cohort who Graduated by Number of Years Chronically Absent in High School.



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Percent of Class of 2017 Chronically Absent 1 or More Years in High School Who Graduated On-Time.



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1. Find a shoulder partner

2. Respond to the question:



***In what ways does the information confirm or challenge your beliefs about attendance?***

3. Refer to your notes about attendance myths & beliefs when thinking of your response

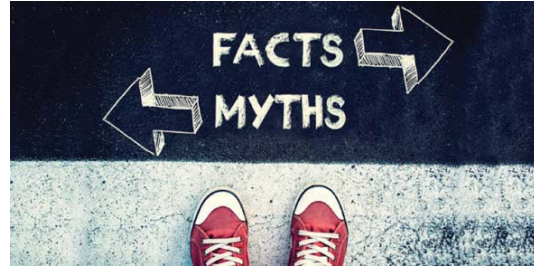


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# Confronting Myths

1. Strong rigor & learning in early grades
  - Tied to Nevada Academic Content Standards
2. Absences add up: Number of absences & years chronic impact achievement outcomes
3. Educational system rooted in white middle class culture
  - Value for education may not be recognized or demonstrated in expected ways



Sources: Victor Rios, keynote speech at the 2018 NV Family Engagement Summit.

Egalite, A. (2016). *How Family Background Influences Student Achievement*. *Education Next* ; Cambridge Vol. 16, Iss. 2.

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## Commit to be an...



*What can the District do to strengthen attendance for all students? What can you do?*



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## WCSD Resources

### Intervention Department

<https://www.washoeschools.net/Page/5579>

### Multi-Tiered System of Supports

<https://www.washoeschools.net/Domain/202>

### Family School Partnerships

<https://www.washoeschools.net/Domain/161>

### Student Accounting

<https://www.washoeschools.net/Domain/180>



**Attendance  
Works**

Advancing Student Success By Reducing Chronic Absence

[www.attendanceworks.org](http://www.attendanceworks.org)

## National Resources



<http://absencesaddup.org>



[www.every1graduates.org](http://www.every1graduates.org)



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Washoe County School District

Office of Accountability

425 East Ninth Street

Reno, NV 89520



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Welcome to WCSD data!

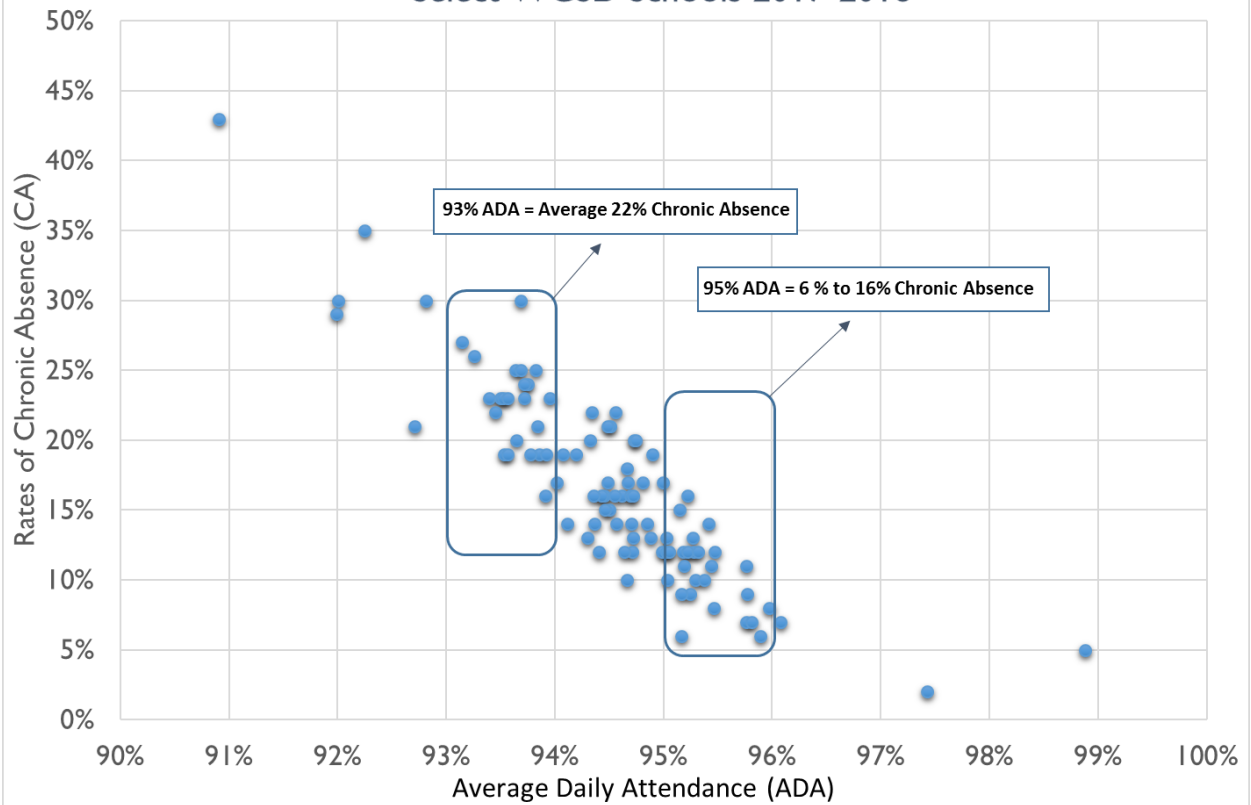
Data • Information • Knowledge

<http://www.wcsddata.net>

<https://www.washoeschools.net/Domain/166>



Rates of Chronic Absence and Average Daily Attendance  
Select WCSD Schools 2017-2018





**Data Summit Thought Organizer:**

**What conclusions can I draw from the presented data/information?**

**What is the connection to other points along the pathway to graduation and post-secondary readiness?**

**What is missing or needed to strengthen/complete this relationship or my understanding?**

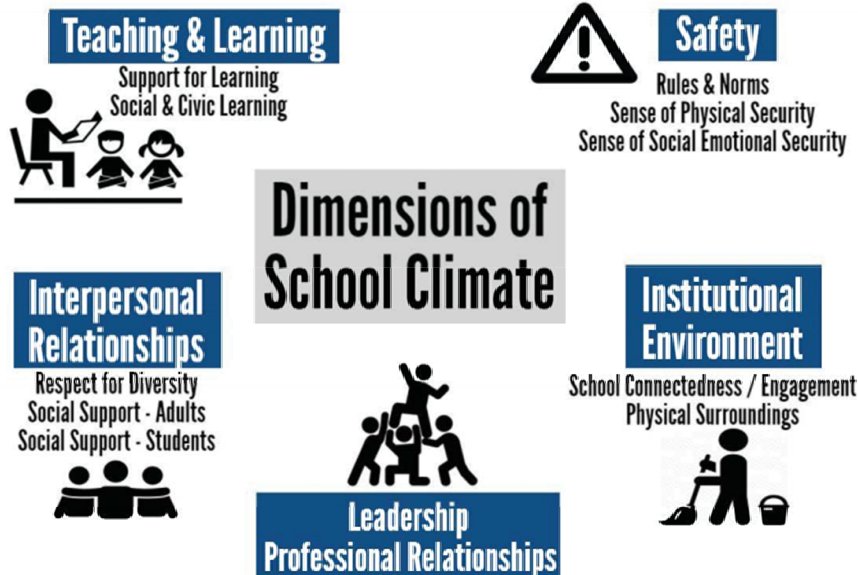
# **Climate and Conditions for Learning**

# School Climate

Creating the conditions for a more  
positive learning and working  
environment



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NSCC  
National School Climate Center

## 2018 Climate Survey Response Rates



27,151 Student  
Responses  
(Gr 5-9,11)

88% Response Rate



3,355 Teacher and Staff  
Responses

54% Response Rate



8,446 Family Climate  
Survey Responses

16% Response Rate



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## Student Climate Survey

Student perceptions of their learning  
environment.

Relationship between student perceptions of  
climate and their academic outcomes.



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Scale Name	Sample Questions in Student Survey
Student Engagement	"Most of what I learn in school is interesting."
Adult Support	"It is easy to talk with teachers at this school."
Respect from Staff	"Teachers and staff at my school treat all students fairly."
Respect among Students	"Students respect one another."
Victimization	"At school, how many times this year have you...been cursed at, verbally threatened, or made fun of by someone being mean?"
Bullying	"Students at this school are often bullied."
Safety	"I feel safe while I am at school."



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## How would your high school self have answered these questions...

How much do you agree or disagree with each of these statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Students at this school are often bullied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If I am absent, there is a teacher or some other adult at school that will notice my absence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Most of what I learn in school is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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# WCSD Early Warning System

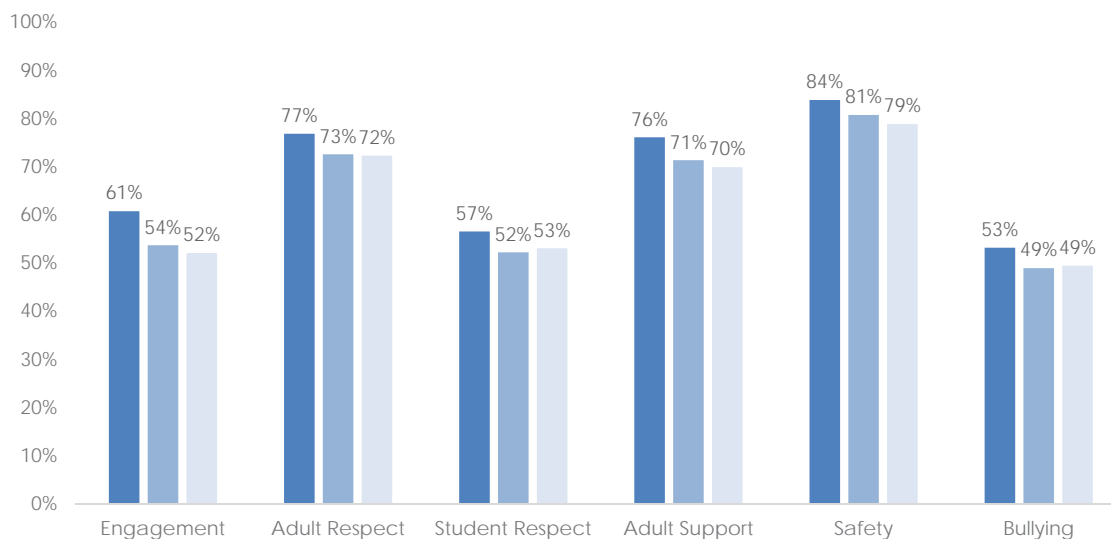
Attendance (0 - 2)	0 = No Risk
Transiency (0 - 2)	1 = Low Risk
Retention (0 - 2)	2 = Moderate Risk
Credit Deficiency (0 - 4)	3+ = High Risk
<b>+</b> Suspension (0 - 2)	
<b>TOTAL RISK SCORE (0 - 12)</b>	



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## Student Perceptions of Climate by Attendance Rate



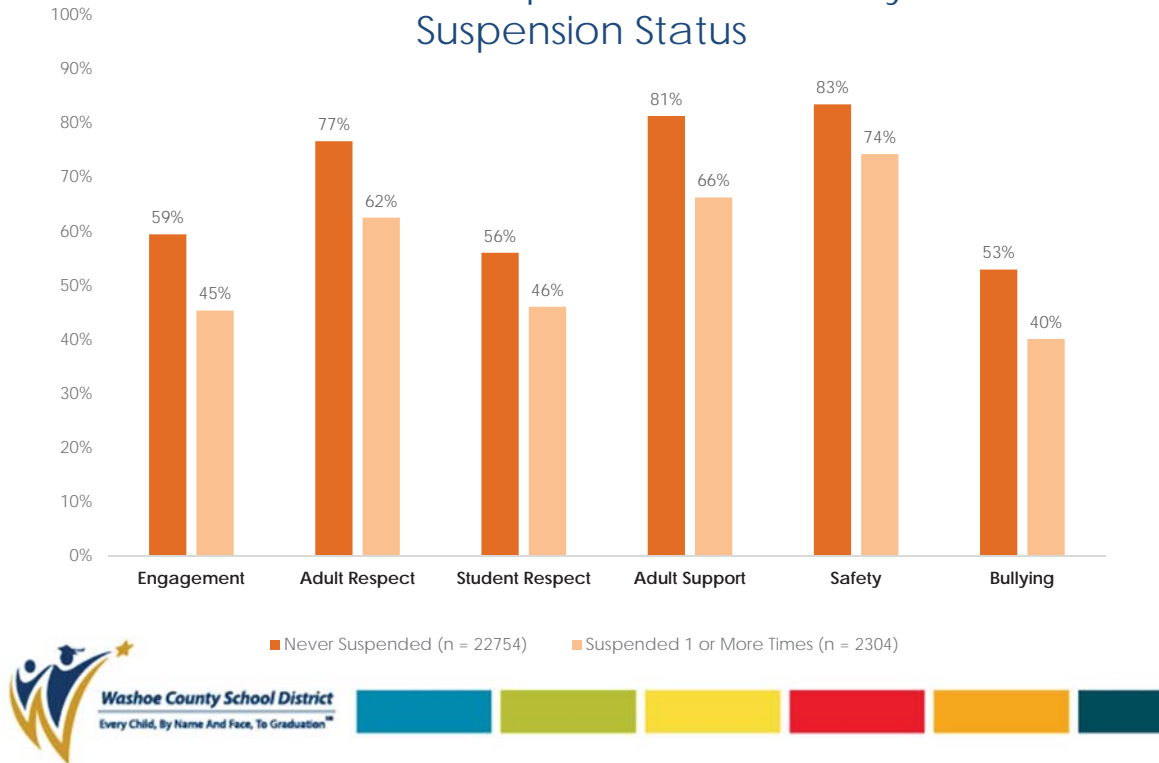
■ 0-9 Days Absent (n = 16337) ■ 9.5-17.5 Days Absent (n = 6694) ■ >17.5 Days (Chronically Absent; n = 2243)



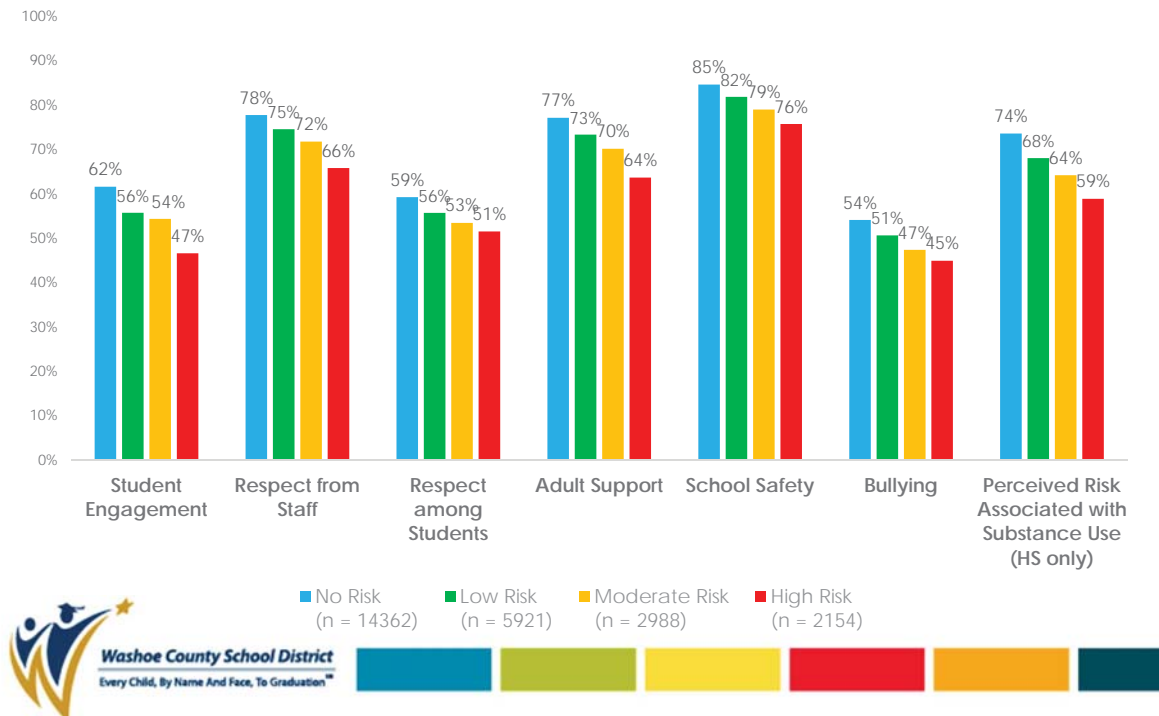
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## Student Perceptions of Climate by Suspension Status

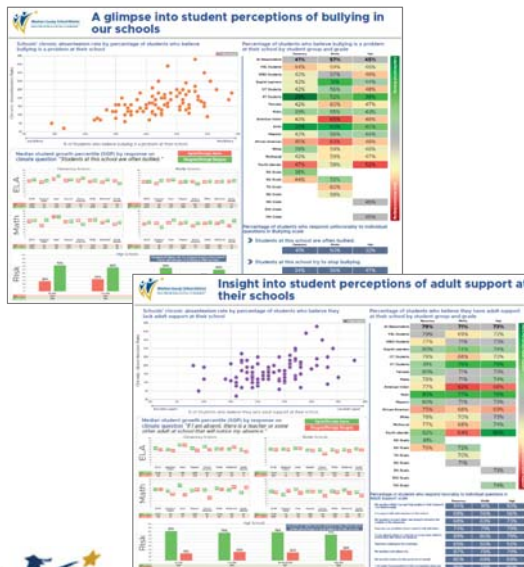


## Student Perceptions of School Climate by Level of Risk for Dropout



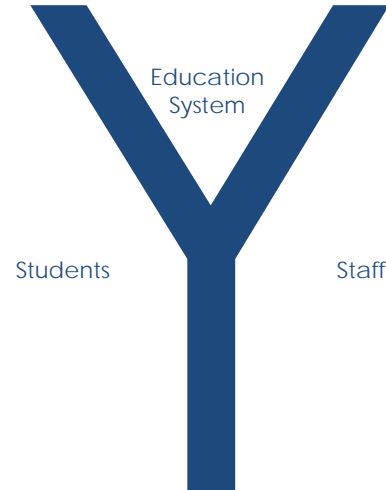
# Deeper Data Dive Discussion

(supporting data in appendix)



## Student Engagement

How do staff, students, and the education system influence these data?



## Staff Climate Survey

Staff perceptions of their working environment.

Relationship between staff and student climate perceptions.





# Staff Perceptions of Work Stress

Question in Staff Work Stress Scale	% of Staff Who Agree
1. I feel tense, restless, or anxious at work.	40%
2. I feel burnt out.	44%
3. With this work pace, I don't think I'll make it to the retiring age.	39%
4. I'm disappointed in our staff's ways of handling our shared affairs.	24%
5. I often feel like an outsider in my work community.	19%
6. I often feel I have failed in my work with students.	13%
7. Dealing with problem situations concerning students often upsets me.	30%

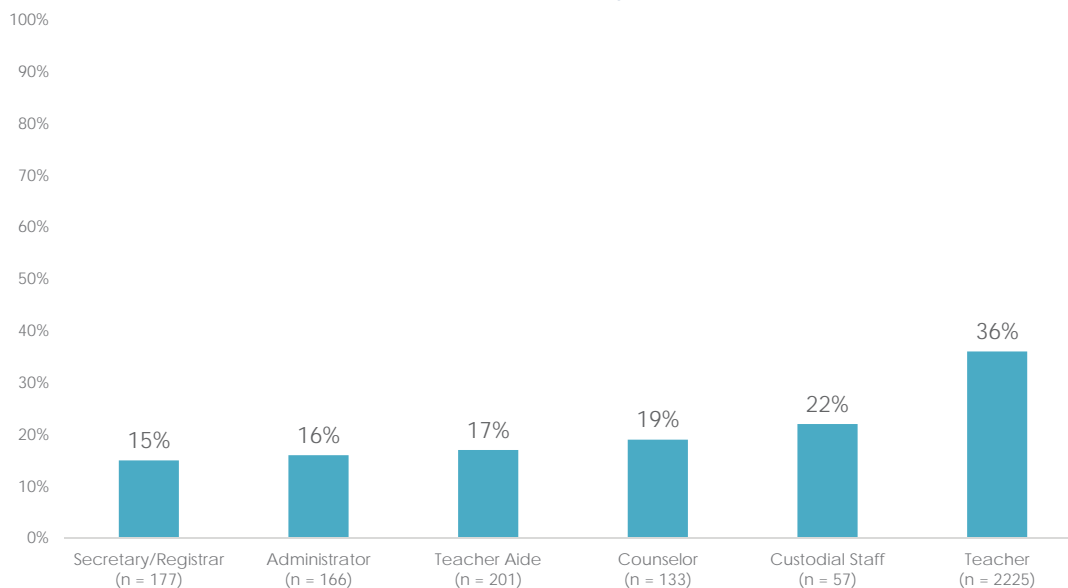
1/3 of staff report work stress



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## Percentage of School Staff Who Report Work Stress by Role



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# Relationships between Staff Work Stress and Student Perceptions of Climate

Student Climate Scale Name	Relationship between Staff Stress and Student Climate Perceptions
Bullying	$B = .564, p < .01$
Student Respect	$B = -.410, p < .01$
Adult Respect	$B = -.339, p < .01$
Safety	$B = -.311, p < .01$
Victimization	$B = .282, p < .01$
Student Engagement	$B = -.250, p < .01$
Adult Support	$B = -.234, p < .01$

As collective staff stress increases at a school, student perceptions of climate decreases

Or vice versa...?

ICC values range from .06 (victimization) to .12 (bullying)  
R<sup>2</sup> values range from .08 (student engagement) to .27 (bullying)



## What Predicts Staff Work Stress?

Scale Name	Sample Qs from Staff Climate Survey	Predictors of Stress
Staff Collaboration	I feel supported by my administrator.	$B = -.434, p < .01$
Student Behavior	How common is harassment or bullying among students?	$B = -.165, p < .01$
Fairness and Respect	Staff respect all students at my school.	$B = -.091, p < .01$
Safety	I feel safe inside my school.	$B = -.071, p < .01$
Physical Environment	A lot of equipment at my school is broken or outdated.	$B = -.057, p < .01$
Instructional Focus	How many teachers in this school...focus instruction on learning, not just remembering facts?	$B = -.041, p = .03$
Expectations of Success	Staff at my school set high expectations for students' achievement.	$B = .041, p = .13$
Parent Involvement	How many of your students' parents have you met?	$B = -.015, p = .25$
Staff-student relationships	Teachers and staff at my school care about every student.	$B = .006, p = .85$

ICC for staff stress = .09, R<sup>2</sup> = .58



# Reflect

- What else contributes to staff work stress?
- How can we support more positive working environments for our staff?



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## WCSD School Climate Surveys



Available for each school from 2013-2018 at:  
[www.washoeschools.net/Page/3501](http://www.washoeschools.net/Page/3501)

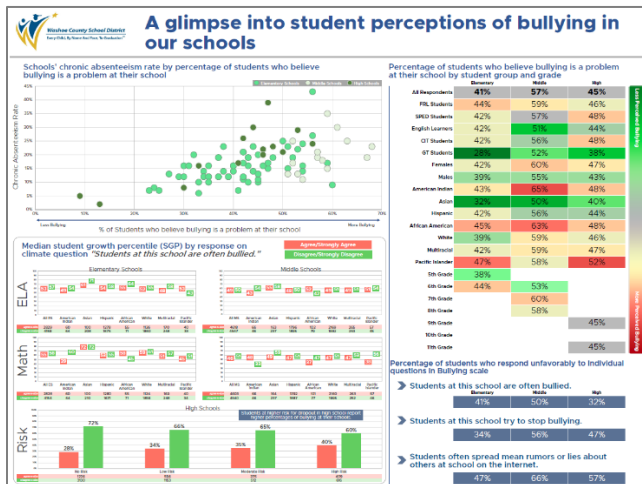
## 2018 Data Summit - Climate Session

# APPENDIX

# 2018 Data Summit - Climate Activity Guide

During our session at the data summit, we will be facilitating and participating in an activity that will allow us to break into three smaller groups to dive more deeply into student climate data. Specifically, we will examine three aspects of school climate: *Bullying*, *Adult Support* and *Student Engagement*. Each of these topics will be supported by a data poster (pictured below) that will allow participants to look at and discuss patterns. The data on the posters is best viewed in person, holistically, but we have also included it in this section for future reference.

The pages following this contain all data included in our session's data posters.



## Glossary of Terms

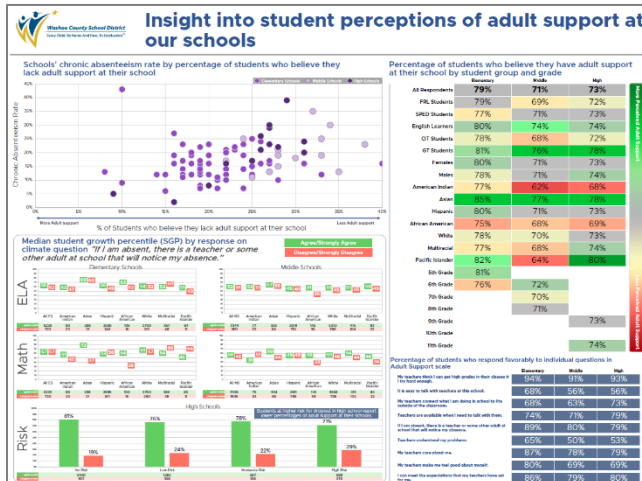
## Chronic Absenteeism

Students who miss 10% or more school days, for any reason, including excused and unexcused absences, are considered Chronically Absent.

# Climate Survey

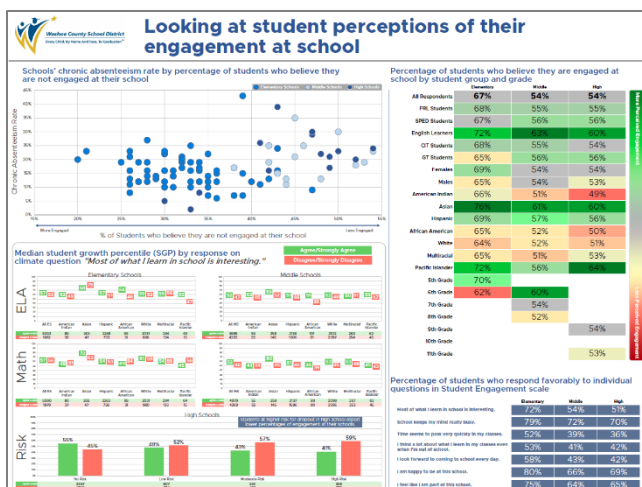
The Student, Staff, and Parent Climate Surveys allow schools to celebrate strengths, monitor changes, and respond to areas of challenge in their efforts to build a positive, safe, and self-renewing culture that maximizes student learning.

A safe, caring, and engaging school climate has been shown to have a positive impact on student learning and achievement, teacher retention, and parent involvement and school choice.



### Student Growth Percentile (SGP)

Longitudinal measure of student growth relative to academic peers. Using a normative approach, compares students to academic peers (students with similar scores) in the same grade year-over-year regardless of proficiency status.

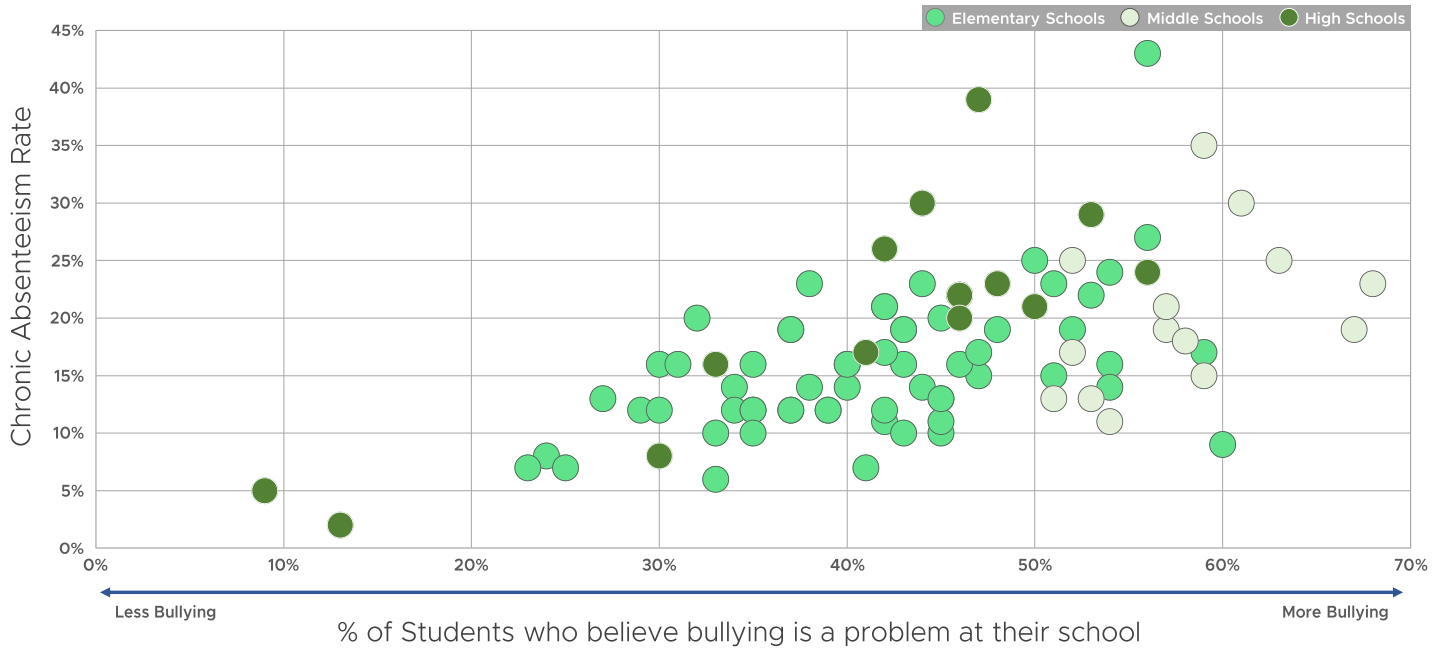


## Risk

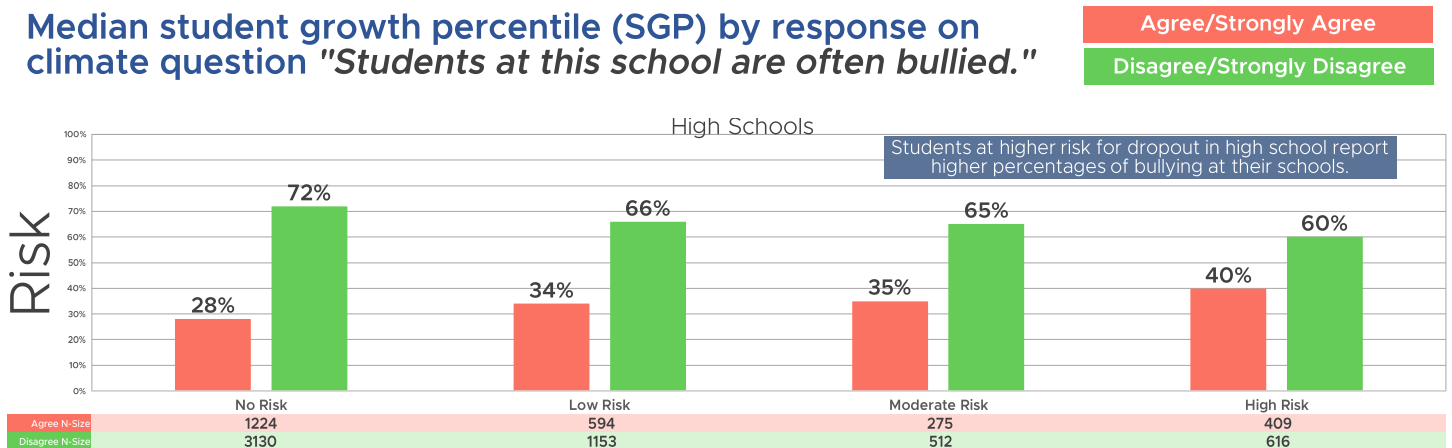
Also, referred to as the Early Warning System or Risk Index, it is a calculated system used to identify if a student is at risk of falling off the pathway to graduation.

# A glimpse into student perceptions of bullying in our schools

## Schools' chronic absenteeism rate by percentage of students who believe bullying is a problem at their school



## Median student growth percentile (SGP) by response on climate question "Students at this school are often bullied."

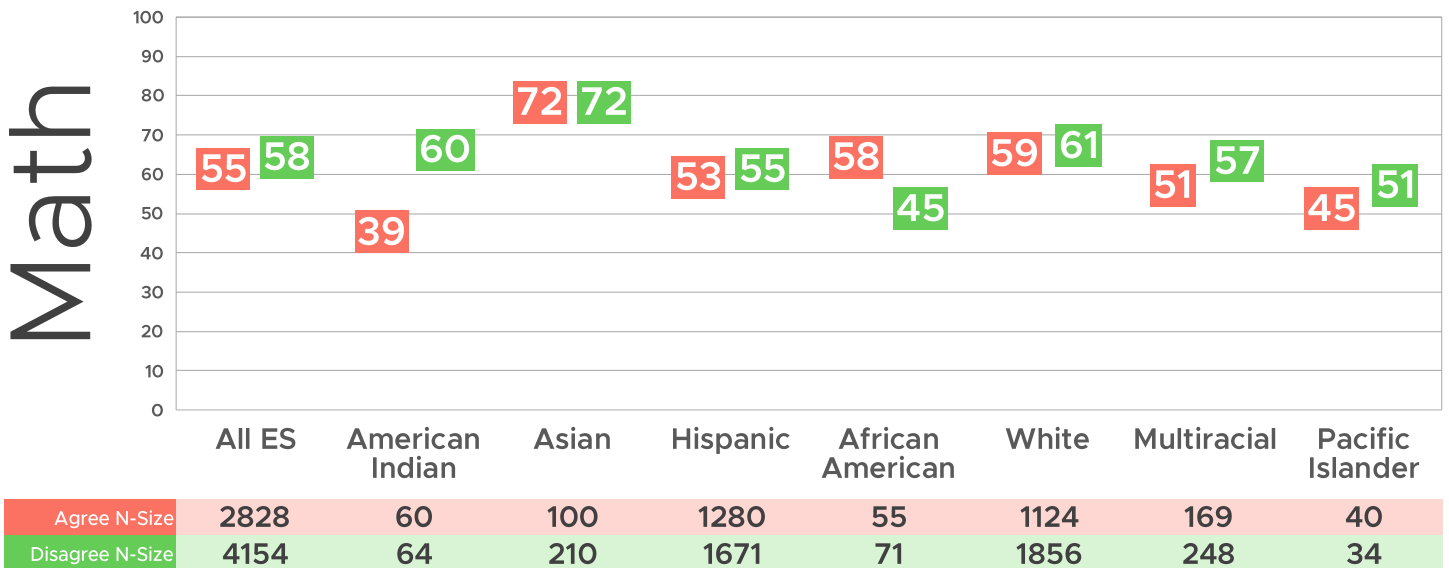
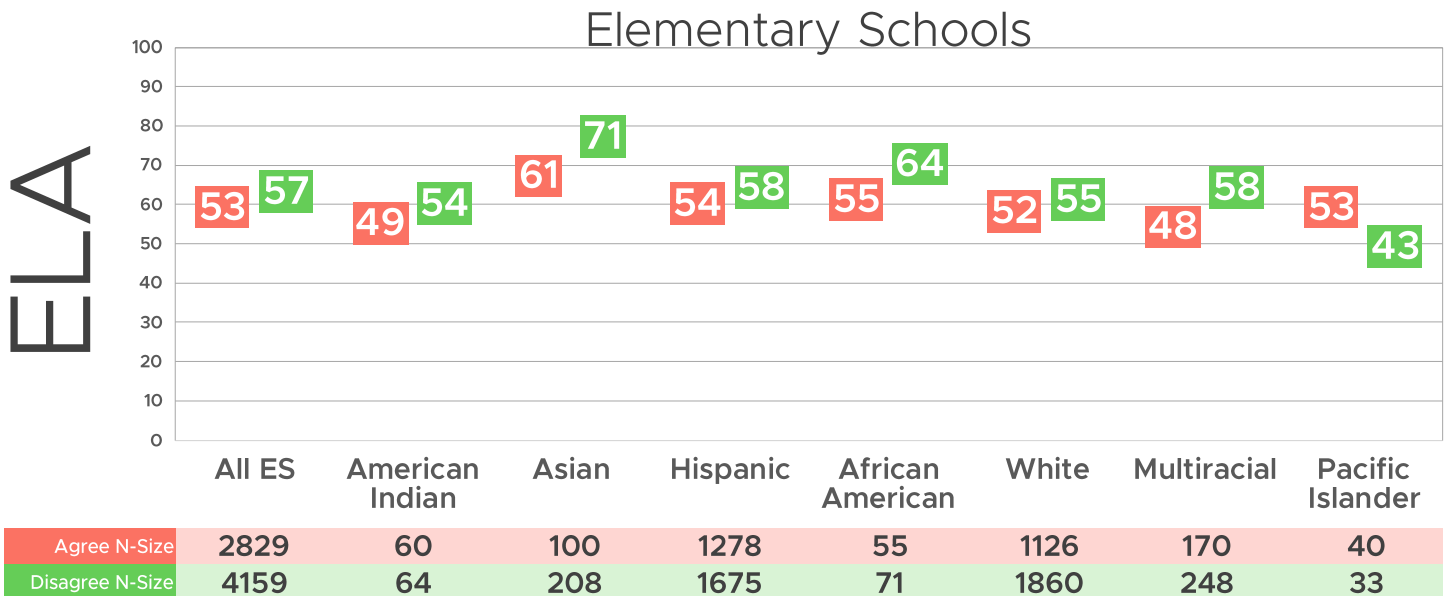


# A glimpse into student perceptions of bullying in our schools

Median student growth percentile (SGP) by response on climate question *"Students at this school are often bullied."*

Agree/Strongly Agree

Disagree/Strongly Disagree



# A glimpse into student perceptions of bullying in our schools

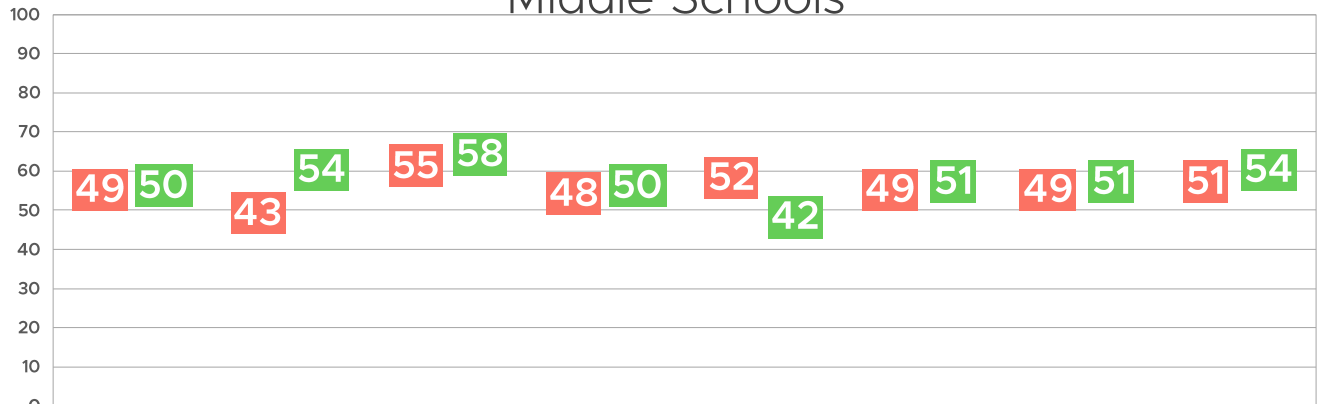
Median student growth percentile (SGP) by response on climate question *"Students at this school are often bullied."*

Agree/Strongly Agree

Disagree/Strongly Disagree

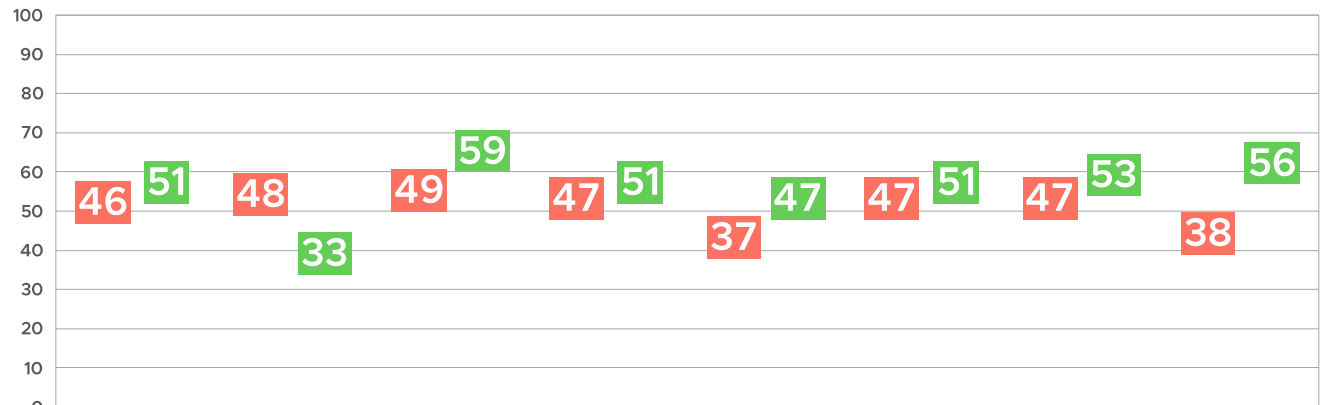
ELA

## Middle Schools



Agree N-Size	4618	66	163	1796	102	2169	265	57
Disagree N-Size	4547	46	237	1895	79	1992	253	45

Math



Agree N-Size	4603	66	164	1792	101	2160	263	57
Disagree N-Size	4540	46	237	1887	77	1995	252	46



## Percentage of students who believe bullying is a problem at their school by student group and grade

	Elementary	Middle	High	Less Perceived Bullying                    More Perceived Bullying
All Respondents	41%	57%	45%	
FRL Students	44%	59%	46%	
SPED Students	42%	57%	48%	
English Learners	42%	51%	44%	
CIT Students	42%	56%	48%	
GT Students	28%	52%	38%	
Females	42%	60%	47%	
Males	39%	55%	43%	
American Indian	43%	65%	48%	
Asian	32%	50%	40%	
Hispanic	42%	56%	44%	
African American	45%	63%	48%	
White	39%	59%	46%	
Multiracial	42%	59%	47%	
Pacific Islander	47%	58%	52%	
5th Grade	38%			
6th Grade	44%	53%		
7th Grade		60%		
8th Grade		58%		
9th Grade			45%	
10th Grade				
11th Grade			45%	

### Percentage of students who respond unfavorably to individual questions in Bullying scale

#### ➤ Students at this school are often bullied.

Elementary	Middle	High
41%	50%	32%

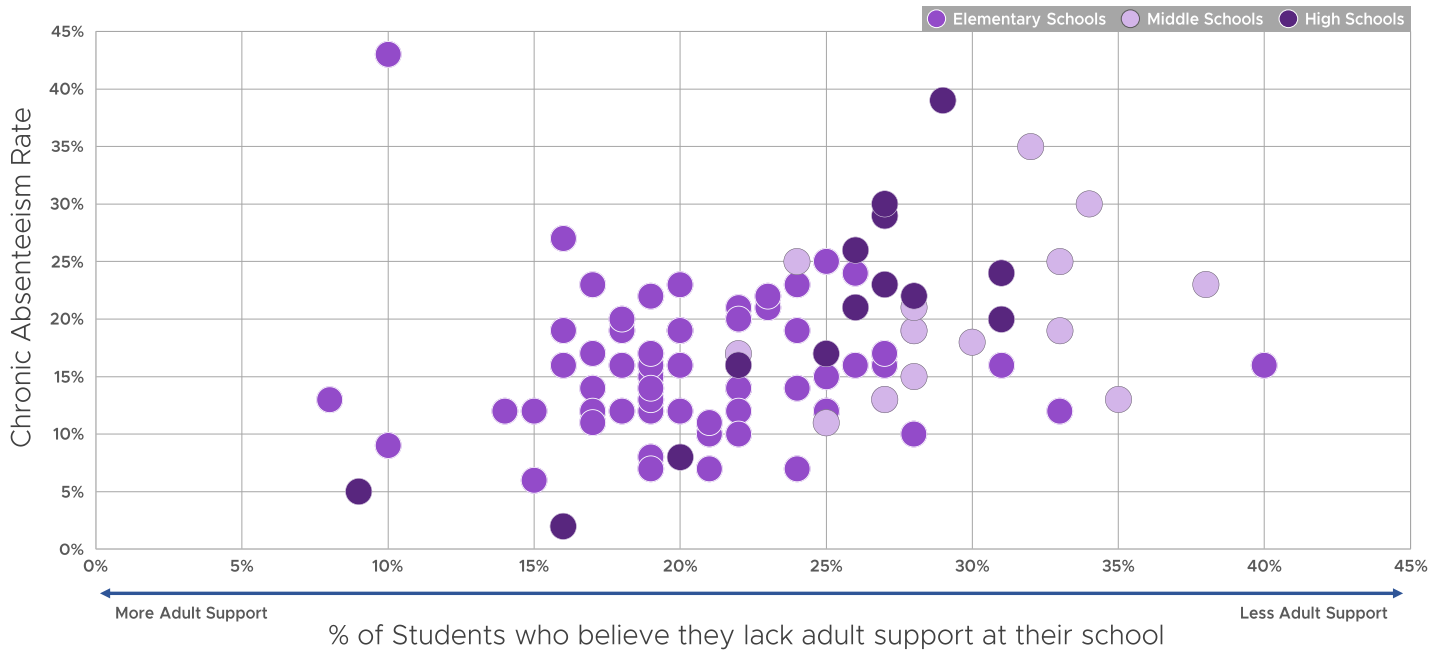
#### ➤ Students at this school try to stop bullying.

34%	56%	47%
-----	-----	-----

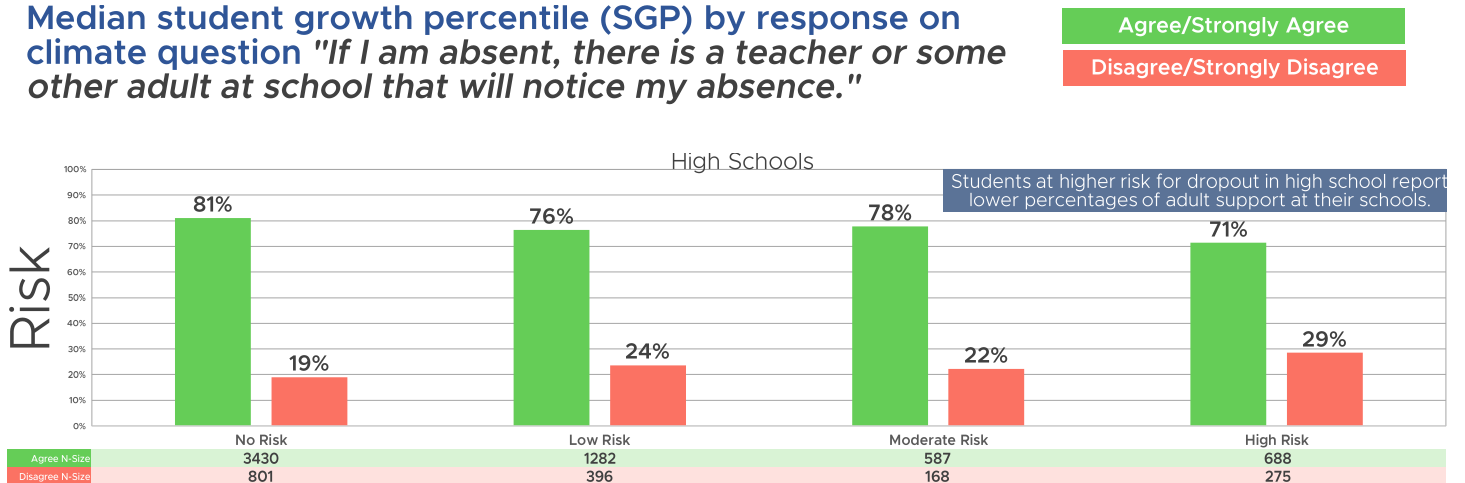
#### ➤ Students often spread mean rumors or lies about others at school on the internet.

47%	66%	57%
-----	-----	-----

## Schools' chronic absenteeism rate by percentage of students who believe they lack adult support at their school



## Median student growth percentile (SGP) by response on climate question "If I am absent, there is a teacher or some other adult at school that will notice my absence."

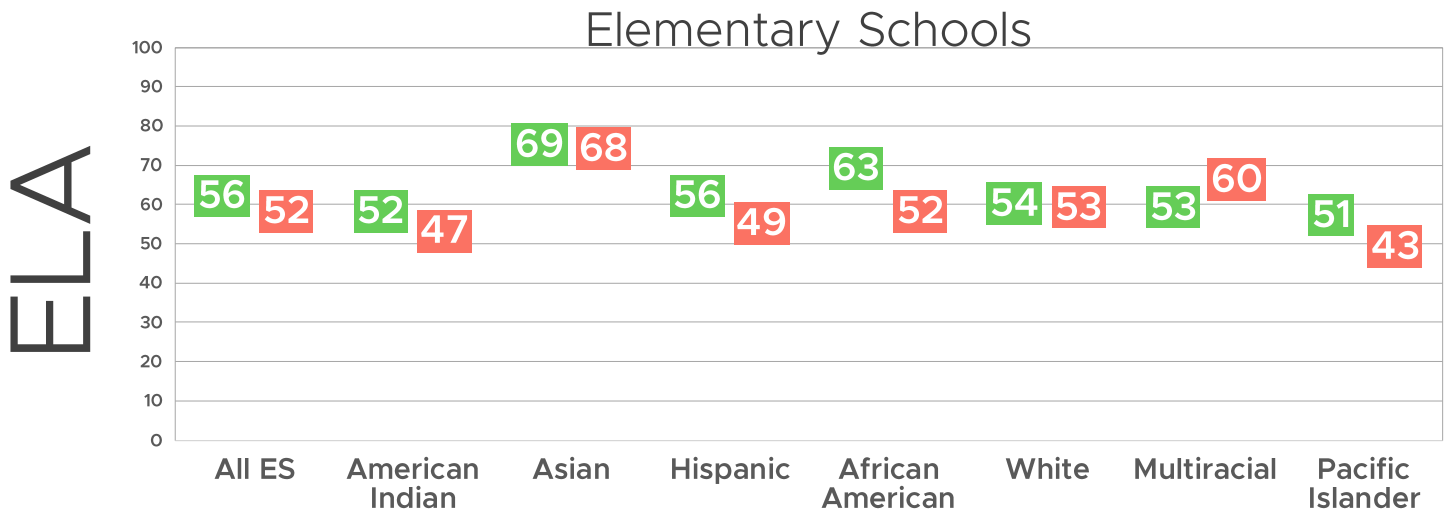


# Insight into student perceptions of adult support at our schools

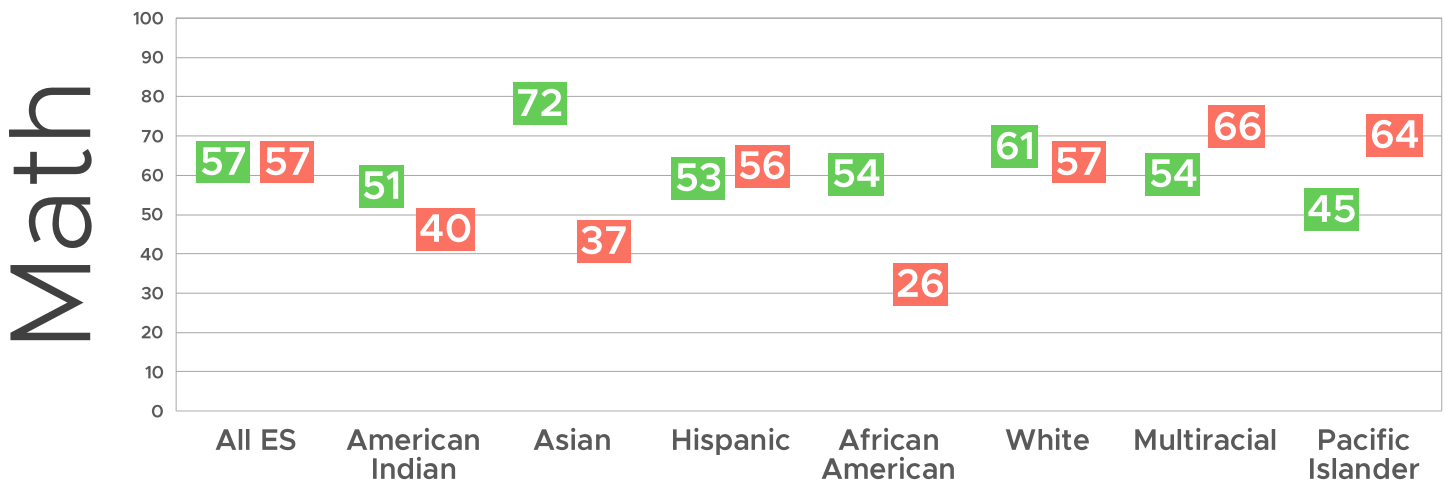
Median student growth percentile (SGP) by response on climate question *"If I am absent, there is a teacher or some other adult at school that will notice my absence."*

Agree/Strongly Agree

Disagree/Strongly Disagree



Agree N-Size	6226	99	286	2595	106	2709	367	64
Disagree N-Size	722	23	21	342	16	261	48	11



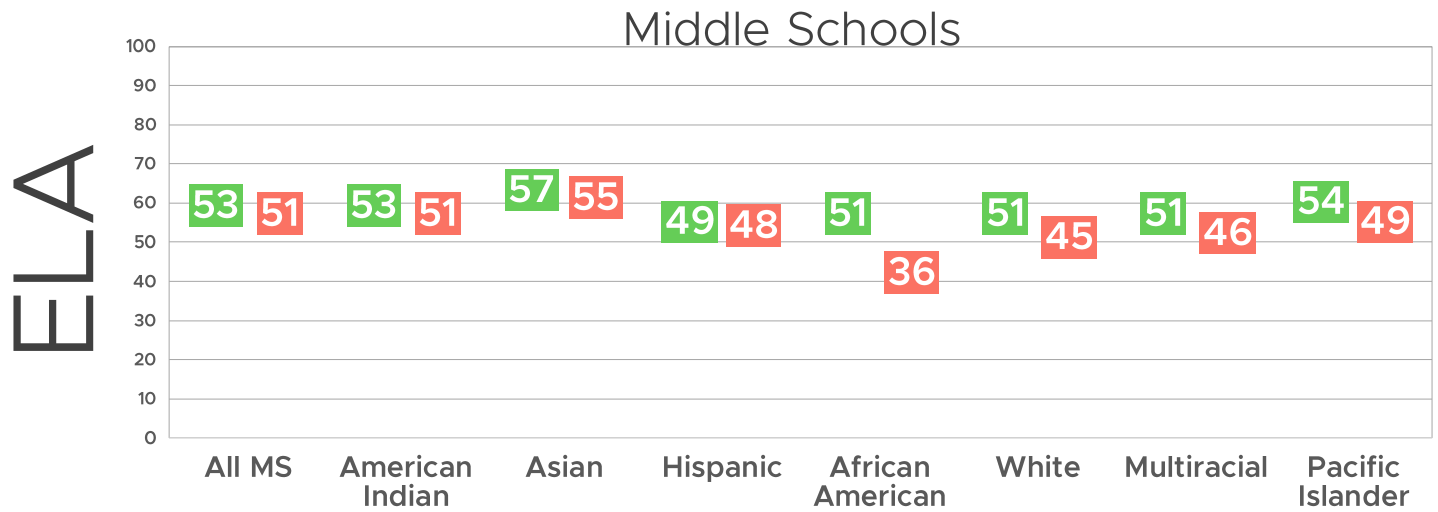
Agree N-Size	6223	99	288	2595	106	2704	366	65
Disagree N-Size	720	23	21	341	16	260	48	11

# Insight into student perceptions of adult support at our schools

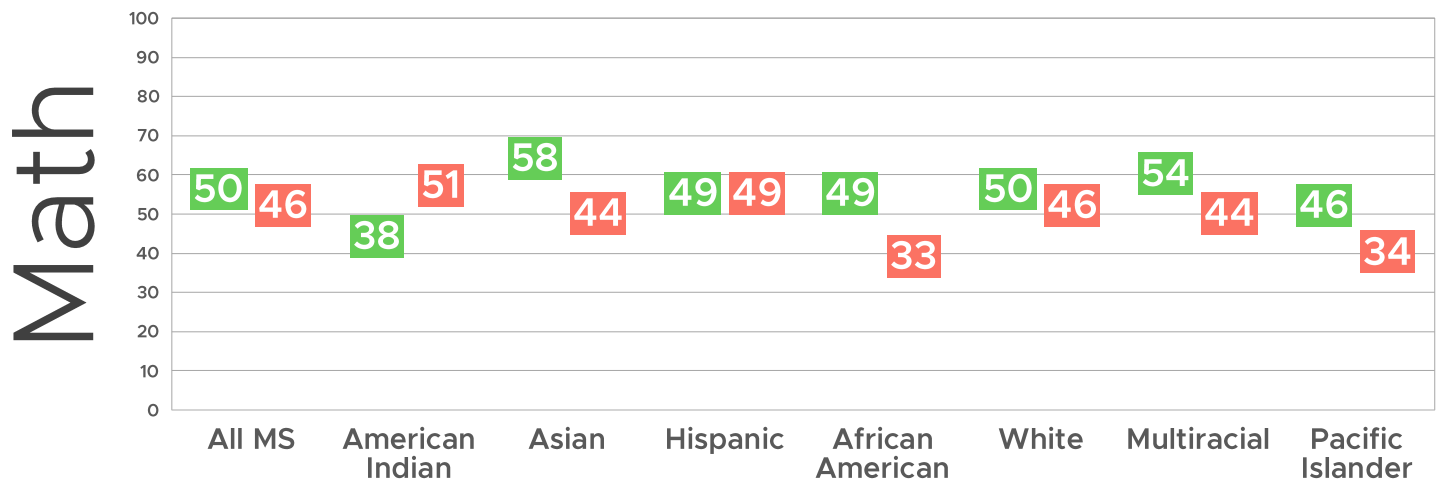
Median student growth percentile (SGP) by response on climate question *"If I am absent, there is a teacher or some other adult at school that will notice my absence."*

Agree/Strongly Agree

Disagree/Strongly Disagree

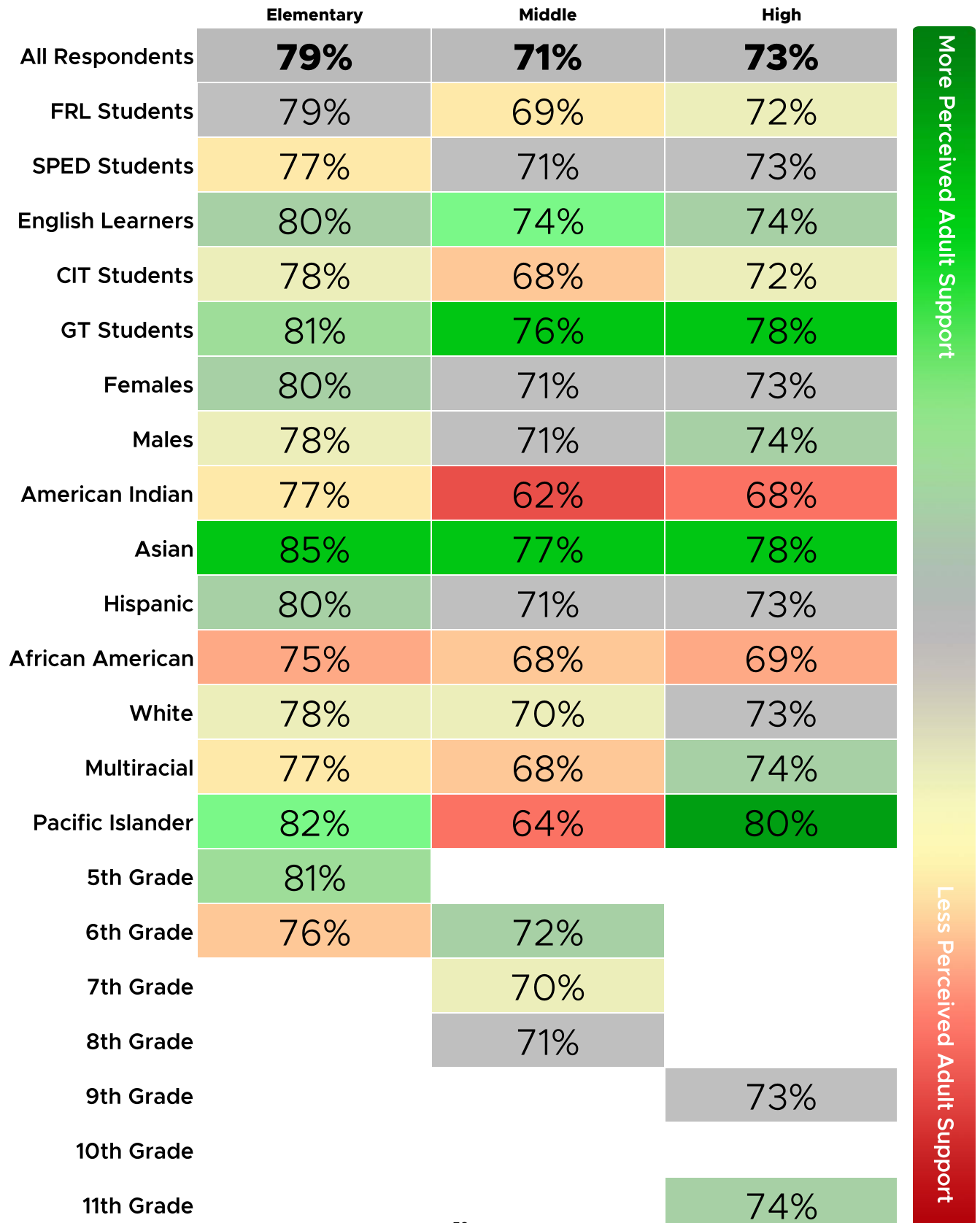


Agree N-Size	7344	77	333	2918	145	3372	416	83
Disagree N-Size	1851	33	66	791	39	796	104	22



Agree N-Size	7329	76	334	2911	143	3368	413	84
Disagree N-Size	1845	34	66	786	38	795	104	22

## Percentage of students who believe they have adult support at their school by student group and grade



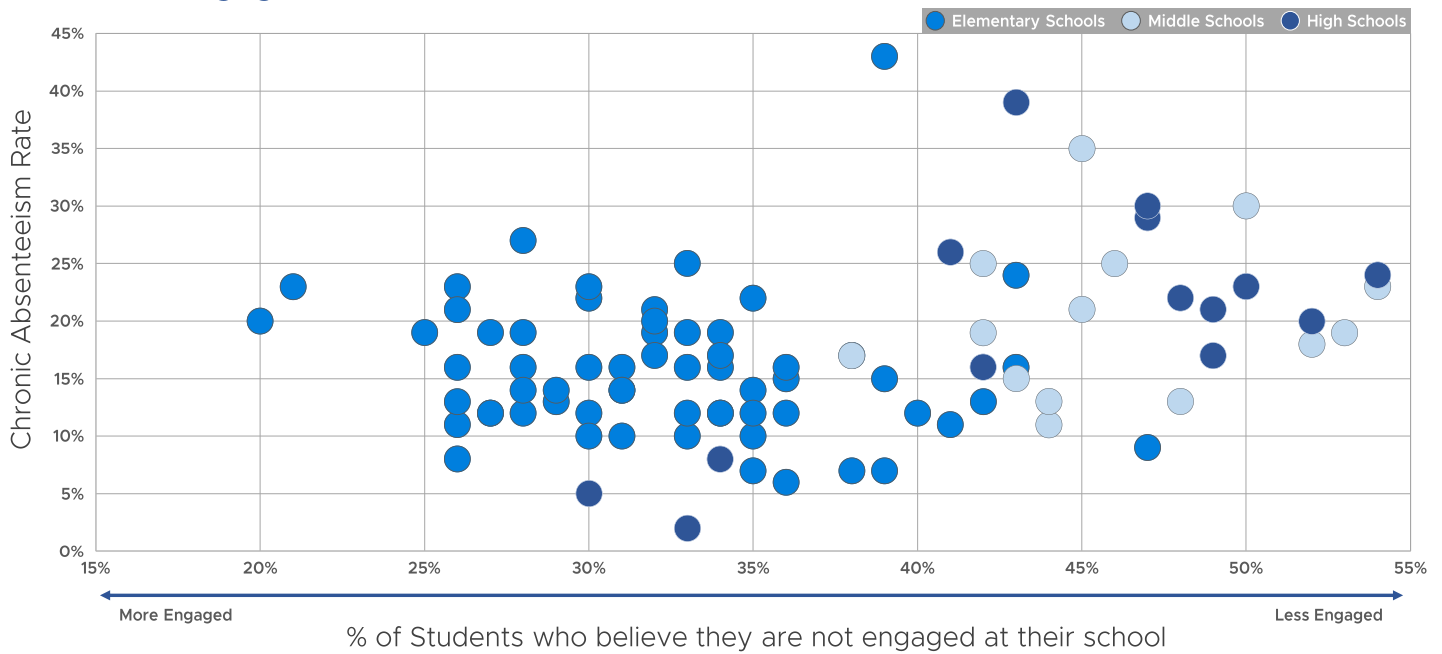
# Insight into student perceptions of adult support at our schools

## Percentage of students who respond favorably to individual questions in Adult Support scale

	Elementary	Middle	High
My teachers think I can get high grades in their classes if I try hard enough.	94%	91%	93%
It is easy to talk with teachers at this school.	68%	56%	56%
My teachers connect what I am doing in school to life outside of the classroom.	68%	63%	73%
Teachers are available when I need to talk with them.	74%	71%	79%
If I am absent, there is a teacher or some other adult at school that will notice my absence.	89%	80%	79%
Teachers understand my problems.	65%	50%	53%
My teachers care about me.	87%	78%	79%
My teachers make me feel good about myself.	80%	69%	69%
I can meet the expectations that my teachers have set for me.	86%	79%	80%

# Looking at student perceptions of their engagement at school

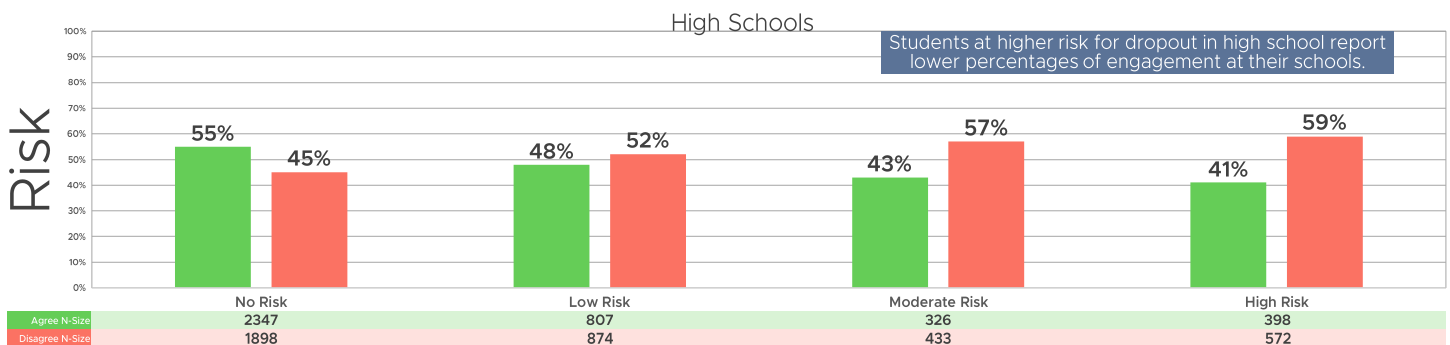
## Schools' chronic absenteeism rate by percentage of students who believe they are not engaged at their school



## Median student growth percentile (SGP) by response on climate question "Most of what I learn in school is interesting."

Agree/Strongly Agree

Disagree/Strongly Disagree



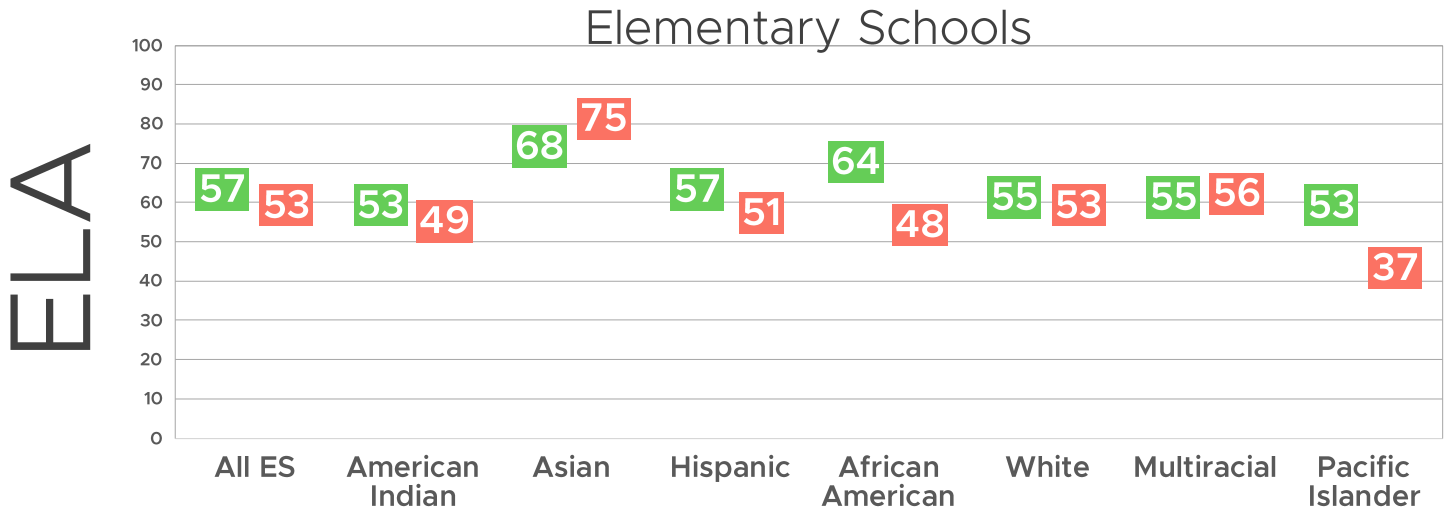


# Looking at student perceptions of their engagement at school

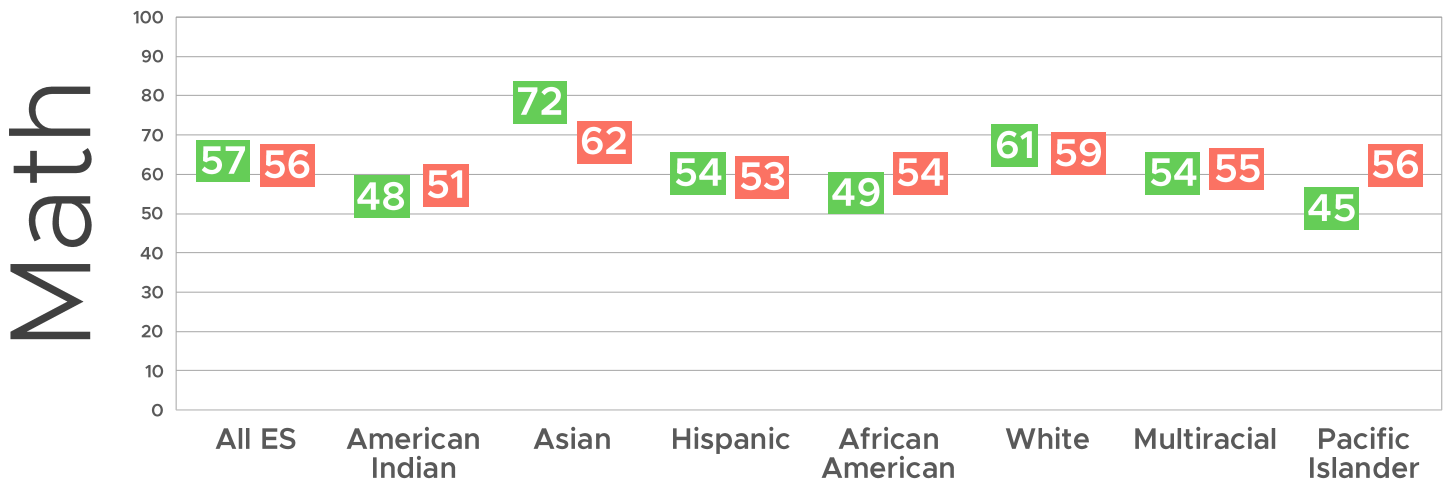
Median student growth percentile (SGP) by response on climate question *"Most of what I learn in school is interesting."*

Agree/Strongly Agree

Disagree/Strongly Disagree



Agree N-Size	5093	89	263	2268	95	2031	284	63
Disagree N-Size	1982	36	47	733	31	986	134	15



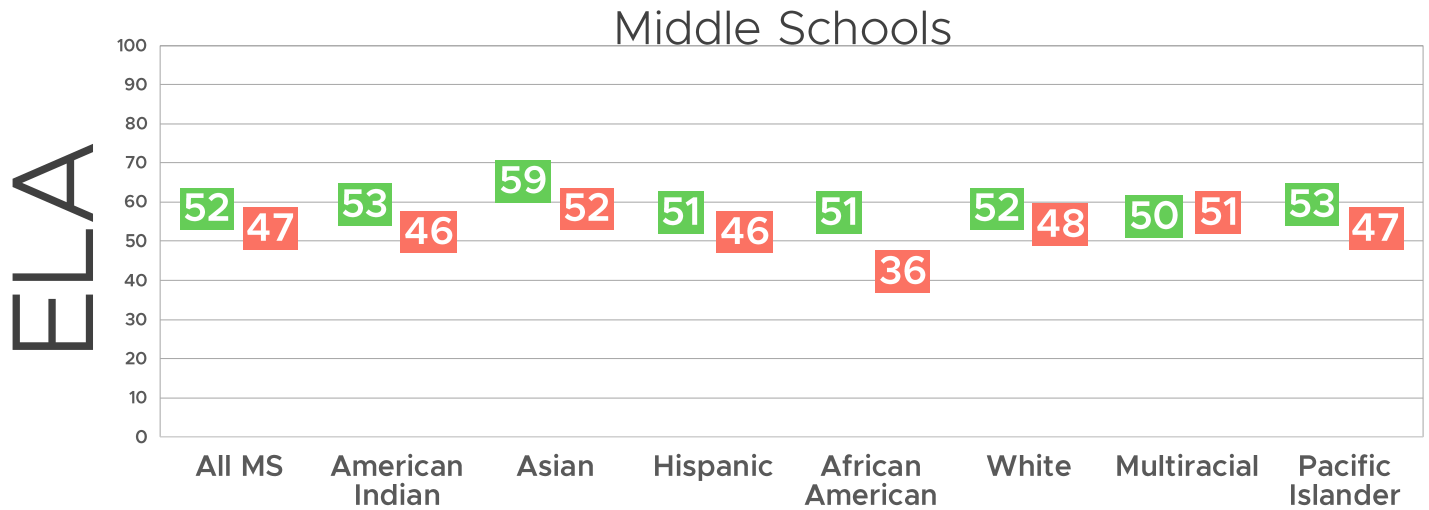
Agree N-Size	5090	88	265	2263	95	2031	284	64
Disagree N-Size	1979	37	47	736	31	980	133	15

# Looking at student perceptions of their engagement at school

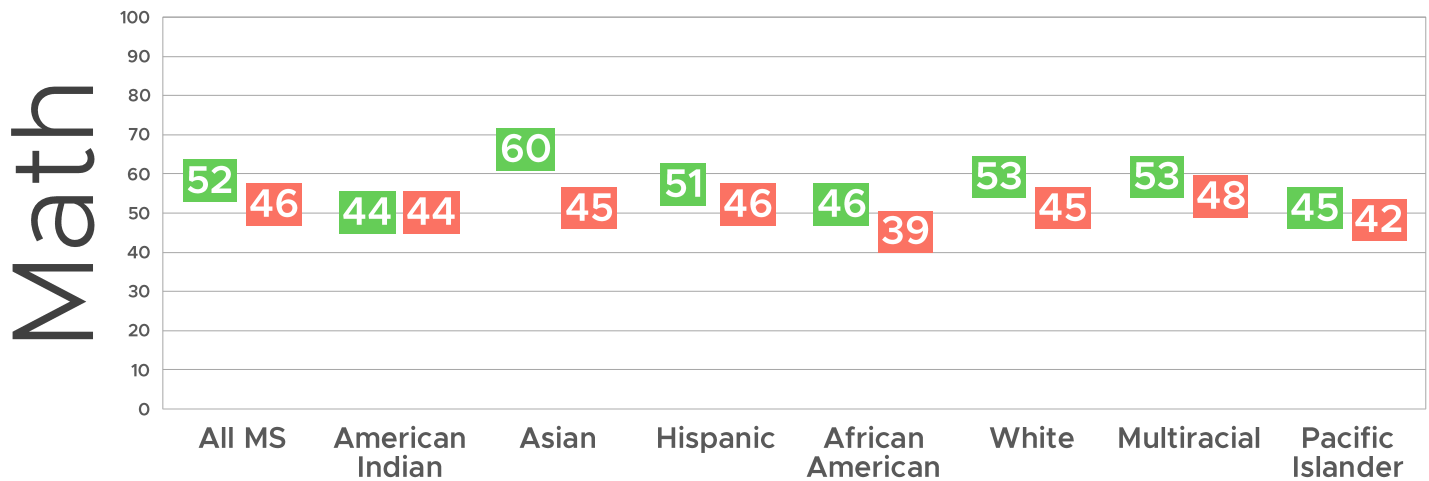
Median student growth percentile (SGP) by response on climate question *"Most of what I learn in school is interesting."*

Agree/Strongly Agree

Disagree/Strongly Disagree



Agree N-Size	4985	55	258	2138	101	2102	269	62
Disagree N-Size	4283	55	145	1606	81	2097	254	45



Agree N-Size	4979	55	259	2137	99	2099	267	63
Disagree N-Size	4269	55	145	1596	80	2095	253	45

## Looking at student perceptions of their engagement at school

### Percentage of students who believe they are engaged at school by student group and grade

	Elementary	Middle	High	
All Respondents	<b>67%</b>	<b>54%</b>	<b>54%</b>	<div>More Perceived Engagement</div> <div>Less Perceived Engagement</div>
FRL Students	68%	55%	55%	
SPED Students	67%	56%	56%	
English Learners	72%	63%	60%	
CIT Students	68%	55%	54%	
GT Students	65%	56%	56%	
Females	69%	54%	54%	
Males	65%	54%	53%	
American Indian	66%	51%	49%	
Asian	76%	61%	60%	
Hispanic	69%	57%	56%	
African American	65%	52%	50%	
White	64%	52%	51%	
Multiracial	65%	51%	53%	
Pacific Islander	72%	56%	64%	
5th Grade	70%			
6th Grade	62%	60%		
7th Grade		54%		
8th Grade		52%		
9th Grade			54%	
10th Grade				
11th Grade			53%	

## Looking at student perceptions of their engagement at school

### Percentage of students who respond favorably to individual questions in Student Engagement scale

	Elementary	Middle	High
Most of what I learn in school is interesting.	72%	54%	51%
School keeps my mind really busy.	79%	72%	70%
Time seems to pass very quickly in my classes.	52%	39%	36%
I think a lot about what I learn in my classes even when I'm out of school.	53%	41%	42%
I look forward to coming to school every day.	58%	43%	42%
I am happy to be at this school.	80%	66%	69%
I feel like I am part of this school.	75%	64%	65%

**Data Summit Thought Organizer:**

**What conclusions can I draw from the presented data/information?**

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# **Glossary of Terms & Acronyms**

## Glossary of Terms and Acronyms

**Academic Growth:** For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time. The Nevada Growth Model expresses annual growth, for an individual, with a student growth percentile in reading and mathematics. This percentile describes how much growth a student has made, year to year, relative to his/her "academic peers" (See "[Student Growth Percentile](#)"). For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping.

**Academic Proficiency Status:** A single point in time score on an assessment. Status for an individual is expressed as a test score (or "scale score"), or it may be described using an achievement level. When we discuss the percentage of proficient students, we are discussing status. And when we discuss gains in proficiency we are discussing improvement in status, rather than growth.

**Achievement Gap:** Persistent differences in achievement among different types of students

**ACT: American College Testing**

Standardized test for high school achievement and college admission in the United States

**ADA: Average Daily Attendance**

Percentage of school enrollment in attendance on an "average school day" as of the 100<sup>th</sup> day of school.

**AP: Advanced Placement**

The AP Program is a cooperative educational endeavor between secondary schools to accelerate learning by exposing students to college-level material through involvement in an Advanced Placement course at their high school. AP then gives students the opportunity to show that they have mastered the AP course by taking an AP exam. Colleges and universities grant credit, placement or both to students who have completed AP.

**APR: Action Plan for Reform**

Plan to accomplish WCSD's goals for every child to graduate and be college, career ready.

**BOT: Board of Trustees**

The Washoe County School District Board of Trustees is an elected board of seven members. Five members are elected from geographical districts. Two members are elected as at-large. All members serve four-year terms. Please continue reading to "meet your Board of Trustees."

**Chronic Absenteeism**

Students who miss 10% or more school days, for any reason, including excused and unexcused absences, are considered Chronically Absent.

**CRT and/or SBAC: Criterion Referenced Tests**

Smarter Balanced Assessment Consortium (SBAC) is a state mandated standardized,

standards-based assessment administered in grades 3-8. These tests are tied to the state's academic standards.

**CTE:** Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. In total, about 12.5 million high school and college students are enrolled in CTE across the nation.

**Disaggregated Group:** A demographic set or population of students. Nevada reports student academic growth and status in disaggregated groups: students eligible for Free/Reduced Lunch, students with various races and/or ethnicities, students with disabilities and English Language Learners. For accountability, data are disaggregated by: each race/ethnicity category, students eligible for Free/Reduced lunch, English Language Learners, and students with disabilities.

### **DRA: Developmental Reading Assessment**

The Developmental Reading Assessment (DRA) is an interim benchmark assessment that is specifically designed for students in grades K-3. It enables teachers to systematically observe, record, and evaluate change in student reading performance over time.

### **ELA: English Language Arts**

### **EL: English Learners**

The EL program is an English language development program using content for the development of Speaking, Listening, Reading and Writing skills for non-English proficient or English Language Learners (ELs).

### **ESEA: Elementary and Secondary Education Act**

ESEA was passed in 1965 as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorizes federally funded education programs that are administered by the states. In 2002, Congress amended ESEA and reauthorized it as the No Child Left Behind Act (NCLB).

### **EWS: Early Warning System**

The [Risk index](#) to identify if a student is at risk of falling off of the Pathway.

### **FRL: Free and Reduced Lunch**

Free and reduced price lunches are provided to students whose families fall below a minimum income threshold as determined by the federal government.

### **GPA: Grade Point Average**

### **GT: Gifted and Talented**

Program to provide our gifted and talented students differentiated instruction that is commensurate with their exceptional abilities through a spectrum of curricular and instructional gifted services and opportunities. The District will provide programs for gifted



and talented students to work together under the guidance of trained teachers in an atmosphere that is intellectually and academically rigorous, fosters creativity, and provides emotional support.

**IB: International Baccalaureate**

The International Baccalaureate Program is a comprehensive and rigorous curriculum designed to prepare students for a quality university education. The primary objective of the IB Program is to provide students with a balanced, integrated curriculum in all academic areas.

**IEP: Individualized Education Plan**

The IEP is a written education plan for a school-aged child with disabilities that is developed by a team of professionals (teachers, therapists, etc.) and the child's parents or family to meet the unique needs of students with disabilities who require specially designed instruction. This plan must be reviewed and updated yearly. It describes how the child is presently doing, specifies the child's learning needs, and describes what services the child will need.

**LEA: Local Education Agencies****LEP: Limited English Proficient**

LEP students are those for whom English is a second language and who are not reading or writing in English at grade level. This is another term for describing students who are English Language Learners (ELL).

**MAP: Measures of Academic Progress**

Measures of Academic Progress is a computerized adaptive test administered 2-3 times a year in grades K-8 which helps teachers, parents, and administrators measure student growth and help define student instructional level.

**Mean:** A summary measure of a collection of numbers, calculated by adding all of the numbers together and dividing by how many numbers were in the collection (commonly known as the average).

**Median:** A number that summarizes a set of numbers, similar to an average. When a collection of numbers is ordered in a list from smallest to largest, the median is the middle score of the ordered list. The median is therefore the point below which 50 percent of the scores fall. Medians are more appropriate to calculate than averages in particular situations, especially since it is less sensitive to skew and outliers. Skew is the bigger issue in the case of Student Growth Percentile ranks because the highest or lowest outlier can only be 99 or 1, respectively. But if there was a small clump of very high SGP students in a school the mean (and distribution), it would skew and mask the fact that the median SGP in the school may be low (e.g. 40), which would be a better description of the student population.

**MGP: Median Growth Percentile**

Median growth summarizes student growth rates by district, school, grade level, or other group of interest. It is measured using the median student growth percentile, which is

calculated by taking the individual student growth percentiles of the students, in the group of interest, and calculating the median.

### **NAA: Nevada Alternate Assessment**

NAA is the Nevada Alternate Assessment. A student may participate in NAA if the IEP team has determined that the student cannot participate in a particular general assessment, even with appropriate modifications and accommodations.

### **Nevada Growth Model (NGM)**

The Nevada Growth Model measures how much a student improves in academic performance over time, rather than simply whether he or she passed a test. It answers the question, “How much progress on statewide assessments did a student or group of students make in one year, as compared to academic peers across the state?” Examining student academic growth will help districts and schools to better plan learning experiences to help more students achieve higher levels of academic performance.

Results are currently based on the Criterion-Referenced Tests (CRTs) in Reading and Mathematics for students in grades 4-8. The NGM is a statistical model to calculate each student’s progress on state assessments and a tool for displaying student, school, and district results to educators and to the public.

### **NCCAT: Nevada Comprehensive Curriculum Audit Tool For Schools**

The Nevada Comprehensive Curriculum Audit Tool for Schools ([NCCAT-S](#)) is designed to assist schools, districts, and the state in identifying the needs of schools that have been designated as “In Need of Improvement” (INOI) with the intent to prioritize the types of technical assistance a school will need in order to improve. The NCCAT-S was developed in response to the 2009 Nevada Legislature’s Senate Bill (SB) 389. The purpose of the NCCAT-S is to provide an in-depth analysis of the school in three key categories—Curriculum and Instruction, Assessment and Accountability, and Leadership.

### **NMSQT: National Merit Scholarship Qualifying Test**

### **NSPF: Nevada School Performance Framework**

The NSPF is the result of the state’s 2012 “Elementary and Secondary Education Act (ESEA) flexibility request. The NSPF quantifies school performance using measures of growth and proficiency, based on statewide assessments, and “other” indicators that may or may not be assessment driven.

**Percentile:** A percentile is a way of showing how a particular score compares with all the other scores, in a dataset, by ranking ranges of scores from 1 to 99. The higher the percentile, the higher ranking the score is among all the other values. Each range of scores represents 1% of the pool of scores. For example, if your vocabulary knowledge is at the 60th percentile for people your age, that means that you are higher in the distribution than 60% of other people - in other words, you know more words than 60% of your peers. Conversely, 40% of people know more words than you. The percentile is useful because you do not need to know anything about the scales used for particular metrics or tests - if you know that your

score was at the 50th percentile, you know that your score is right in the middle of all the other scores, an average score.

**Performance:** General term used to encompass growth and achievement (Used to discuss both student and school level attainment).

**PSAT: Preliminary SAT/National Merit Scholarship Qualifying Test**

**Qualitative:** refers to a rating score that is derived from the observation of classroom instruction and practice.

**Quantitative** - refers to a rating score that is derived from student achievement scores.

**Risk Index:** (Early Warning System) Risk is based on attendance, mobility, suspensions, credit attainment and retention. Students receive a 0, 1, or 2 for each factor and those points are summed (0-12) and then put into "Risk" categories (No Risk, Low Risk, Moderate Risk, and High Risk). Higher scores equal greater risk for falling off the pathway to graduation.

**SAT: Scholastic Assessment Test or Scholastic Aptitude Test**

Standardized test for college admission. The SAT assess a student's readiness for college.

**SBAC and/or CRT: Criterion Referenced Tests**

Smarter Balanced Assessment Consortium (SBAC) is a state mandated standardized, standards-based assessment administered in grades 3-8. These tests are tied to the state's academic standards.

**SGP: Student Growth Percentile**

A way of understanding a student's current CRT scale score based on his/her prior scores and relative to other students with similar prior scores. The student growth percentile provides a measure of academic growth (i.e. relative position change) where students who have similar academic score histories provide a baseline for understanding each student's progress. For example, a growth percentile of 60 in mathematics means the student's growth exceeded that of 60 percent of his/her academic peers. In other words, the student's latest score was somewhat higher than we would have expected based on past score history. Also referred to as a "growth percentile."

**SPP: School Performance Plan**

For more information visit the SPP webpage at: <http://www.washoeschools.net/Domain/261>

**WCSD: Washoe County School District**

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