Success Highways:
Building Resiliency Skills to Improve Academic Engagement, Achievement and Graduation Rates
What can we learn from successful students about why they work hard, persevere and succeed in school?
Resiliency Research:

- Resiliency: a set of protective characteristics possessed by those who are able to adapt to hardship and succeed.
- Resiliency skills are valuable for all students, and absolutely critical for students who possess at-risk characteristics.
- Proven strategies can help students develop the resilience to ensure risk factors do not result in school failure.
Resiliency: Skills that students must possess to navigate school and life challenges

Students become less “at-risk” when they have these six essential resiliency skills:

- Ability to set goals
- Academic confidence
- Strong connections with adults and peers
- Ability to handle stress
- Increasing their well-being
- Motivation to succeed
Revving Up Assessment: Assessing student resiliency – (print or online)

Each student answers 108 questions covering the 6 critical resiliency skills:

- Importance of school
- Confidence
- Connections
- Stress management
- Sense of well-being
- Motivation
District and School Reports

- Education
- Confidence
- Connections*
- Stress**
- Well-Being
- Motivation

Legend:
- School Means
- District Means
- Success Profile Means
District and School Reports

- **Education**: 38% Risk Profile, 16% Intermediary Profile, 46% Success Profile
- **Confidence**: 38% Risk Profile, 16% Intermediary Profile, 46% Success Profile
- **Connections**: 43% Risk Profile, 19% Intermediary Profile, 38% Success Profile
- **Stress**: 40% Risk Profile, 18% Intermediary Profile, 37% Success Profile
- **Well-Being**: 29% Risk Profile, 11% Intermediary Profile, 46% Success Profile
- **Motivation**: 36% Risk Profile, 13% Intermediary Profile, 30% Success Profile

Legend:
- Red: Risk Profile
- Orange: Intermediary Profile
- Green: Success Profile
## Student Summary Data Reports

### Academic Risk Index Key
- **> 80% Risk or Greater**
- **70-79% At-Risk**
- **60-69% At-Risk**

### Academic Profile Scores
- **Score falls within the Risk Profile**
- **Score falls within the Intermediary Profile**
- **Score falls within the Success Profile**

### Table of Student Summary Data Reports

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Academic Risk Index*</th>
<th>Education</th>
<th>Confidence</th>
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Building Resiliency: Success Highways Curriculum

- Research based pedagogy for improving 6 critical resiliency skills
- Fifteen 45-minute lessons
- Designed for middle and high school students
The Methodology

I. Introduce Resiliency Skill
II. Student’s Personal Definition
III. Share Your Experience
IV. Investigate
V. Data Interpretation/Advocacy
VI. Create Success Plan
Revving Up Student Report

Importance of School

Confidence

- School: My Score 3.5, Comparison 4.1
- College: My Score 3.2, Comparison 4.2

- Classroom Confidence: My Score 3.2, Comparison 3.7
- Social Confidence: My Score 3.4, Comparison 3.6
- Test-Taking: My Score 3.8, Comparison 4.3
The Methodology

I. Introduce Resiliency Skill
II. Student’s Personal Definition
III. Share Your Experience
IV. Investigate
V. Data Interpretation/Advocacy
VI. Create Success Plan
## Post Test Data Reports

### Academic Risk Index Key
- > 80% Risk or Greater
- 70-79% At-Risk
- 60-69% At-Risk

### Academic Profile Scores
- Red: Score falls within the Risk Profile
- Yellow: Score falls within the Intermediary Profile
- Green: Score falls within the Success Profile

### Improvement Gains

↑ Indicates the percentage of improvement gained from pre-test to post-test. A dash indicates no improvement occurred.

<table>
<thead>
<tr>
<th>Student ID</th>
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Success Highways Professional Development and Support Services

- Data consultation workshops
- Hands-on, interactive training for teachers on using Success Highways curriculum
- Ongoing support: School-based site visits and coaching sessions
- Web-based and phone support
Denver Public Schools
9th Grade Academy results

Ninth Grade Academy - Cohort 1
Progress on Achievement, Engagement, and Graduation Indicators, June 2007 - 2008

- Percent of Student Growth
- G.P.A. > 2.0: 63.9% (Success), 55.7% (Control)
- Passing All Courses: 52.2% (Success), 45.0% (Control)
- Attendance > 90%: 61.9% (Success), 49.0% (Control)
- Continuing Enrollment: 94.4% (Success), 76.0% (Control)
- On Track to Graduate: 83.5% (Success), 69.9% (Control)
Thank you!

For more information, visit:  
www.scholarcentric.com

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Data Proven Dropout Prevention

Denver East High School
John Youngquist and Gregg Velasquez

March 8, 2011
Basic Demographics for Denver East

- 2220 Students
- 60% “Choice” from out of boundary
- Accepted 61% of 9th grade Choice apps.
- 37% Free/Reduced Lunch
- 36% Black, 44% White
  - 18% Latino 18% Asian 1% Native
- Largest Special Education program in district with 3 “centers”
Three Years Ago: Our Biggest Problems…

- Low Attendance (student and teacher)
- Lack of Professionalism
- High Rates of Behavioral Issues
- Roller Coaster Test Scores
- As a SYSTEM of committed educators, we did not KNOW our students!?!?
- We did not have a way to respond to the needs of our students!
East High School

Statement of Common Purpose

At East High School, we provide every “Angel” with a rigorous academic experience preparing all to become creative, active citizens ready for academic and career success beyond graduation.

We are committed to:

- Sustaining a safe place to learn and work
- Valuing our diversity as a unique advantage
- Reducing the gap between higher and lower performing students while raising the achievement of every student
- Working together to build a better East
Working Together to Build a Better East in a Climate of...

Trust
Respect
Collaboration

Collaboration does not always happen, it is not always easy, but when we get it right, the results of our efforts multiply.
Attendance at East

Goal: 90% Average Daily Attendance

Result for 2006-2007 School Year... 84.58%
Result for 2009-2010 School Year... 89.87
Result for 1st Semester 2009-2010: 90.48

Result for 1st Semester 2010-2011: 92.12

Goal for 2nd Semester:
90% Average Daily Attendance
Climate/Discipline

Goal: Continued Decreases in Out of School Suspensions while improving school climate.

2006-2007… 452
Semester 1 2009-2010… 140
Semester 2 2010-2011… 118
Median Growth Percentile-East HS

- Math
- Reading
- Writing

- 5 year ago
- 4 year ago
- 3 year ago
- 2 year ago
- 1 year ago
- Current year
CSAP All Students All Tests 2010

Caucasian/Asian

Combined Minority

School Average

CSAP Test Year

2003 2004 2005 2006 2007 2008 2009 2010

70.4% 75.9% 75.3% 78.2% 73.3% 76.9% 79.4% 78.0%

47.5% 50.5% 47.1% 50.7% 46.7% 53.4% 56.4% 55.7%

29.3% 26.8% 22.1% 26.6% 26.6% 34.5% 35.6% 35.5%
Evidence of our Work Together...

• **Growth in P+:**
  - Reading…  +9%
  - Math…  +9%
  - Writing…  +8%
  - Science…  +9%

• **Decrease in Unsatisfactory:**
  - Reading…  -10%
  - Math …  -7%
  - Writing…  -5%
  - Science…  -3%

*These are three-year, 2007-2010 outcomes.*
Significant Progress Has Been Made in Expanding Advanced Placement Enrollment.
A Look at “On-Track” data:

“On-Track” Data

- On track for 30+ credits in Sem. 1

Goal: 90%

<table>
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<th>Year</th>
<th>Percentage</th>
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<tr>
<td>2007-2008</td>
<td>74%</td>
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<tr>
<td>1st Semester 09-10</td>
<td>85%</td>
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<tr>
<td>1st Semester 10-11</td>
<td>89.2%</td>
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Recent Data

Graduation Rate
2009... 76% 2010... 81% (district 49%)

Remediation Rate
2009... 43.4% 2010... 38.5% (district 59%)

Dropout Rate
Decreased by 70% 2008-2010
Our Learning Organization

The Culture of our Work Together:

- Trust
- Respect
- Collaboration

- Dufour: What are we deciding we will do when a student is not learning (attending, behaving)?
R.T.I. at East

Strong Tier 1, 2 and 3 supports and interventions, along with the work of our RTI Team, ensure that every Angel currently performing at any level is screened for strengths and needs, provided with appropriate levels of support and is monitored for progress to ensure success.
Our R.T.I. Teams:
the PEOPLE matter MOST

Screening and Monitoring

- R.T.I. Coordinator
- Social Worker
- Psychologist
- Nurse
- R.T.I. Teachers
- Classroom/A.S.C Teachers
- Special Educator
- Principals

Our Teams meet every Tuesday to review screening and monitoring data, assign students to supports through the Tiers and to make appropriate adjustments to student placements.
Screening, Supporting and Monitoring

Incoming 9th graders:

Screened for Attendance, Behavior and Achievement (600+)

Results: 368 students in Support and Intervention classes
- 230 in Academic Success Classes
- 60 in RTI Math
- 54 in RTI Reading
- 24 in A+ Angels Reading/Math/Mentor

All 9th graders placed to achieve 60/40 diversity levels in HH Geography
Our Three Week Screening/Monitoring

2200 Angels

900+ Students “flagged” for concern

• Attendance
• Behavior
• Grades

Questions:

Are they already in a support or intervention?
If not in a support, with which do we begin?
If so, how is the level of support going?
Do we need to make adjustments?
Applying data to student placement in Literacy
Academic Success and R.T.I. Classes

A.S.C.
- Academic Elective
- 9th and 10th Grade: Intro to Lit, American Lit., Algebra, Geography Honors, Biology Honors
- **Affective Support (Success Highways, Teacher Advocate, Important of Team)**
- High School Success Skills
  - Planning and Organization
  - Weekly Infinite Campus Checks and Plans
- Peer Tutoring
- Aligned Academic Support
  - Pre-teaching and Post-teaching

R.T.I. (Math and Reading)
- Most Elements of A.S.C.
- Double-Blocked (Required Course and Academic Elective)
- Specific, skill-focused acceleration in Math and Reading
7-T’s of Mr. Velasquez’s RTI Class

- Teamwork
- Talk
- Tasks
- Testing
- Time
- Texts
- Teaching
# Teamwork and Talk

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<th>Teamwork</th>
<th>Talk</th>
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<tr>
<td><strong>RTI Team:</strong> A way we do business; a systematic plan with goals</td>
<td>• Student Voice</td>
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<tr>
<td><strong>Classroom:</strong> Access to all core curriculum</td>
<td>• Partnering/ Grouping Protocols</td>
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<td>• Oral to Written</td>
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Testing and Time

Testing
- Positive Accountability
- Progress Monitoring
  * MAZE
  * 6-Minute Solution
  * SRI
  * Teacher Created
  * District

Time
- Block Time
- Grade Check
- Relationship Building
  * Learning Styles
  * Games
  College Index/GPA
Teaching

- Passion for Population
- Model
- Scaffold

“Respect is accepting people for who they are, not what you want them to be.” J. Lanford
Tasks

Tasks:
* Strategy Lessons (Reading, Writing, ELA, AVID)
* Daily Fluency
* Introduction to Literature (Author's purpose and point of view, Literary Devices, (9th grade Curriculum)
* Reading Lab (Reading Strategies, including 5 components of Literacy)
Texts

- Variety
- Interests
- High Standards

*To Kill a Mockingbird*
*Romeo and Juliet*
*House of Scorpion*
*Crucible*
*Their Eyes Were Watching God*
*Chains*
*Forged*
Thank you

Contact us at East

Gregg
Gregg_Velasquez@dpsk12.org

John
John_Youngquist@dpsk12.org
I resolve to focus harder on these four “imperatives” of leadership.

Franklin/Covey
East A.P. Data

From 07-08 to 08-09

• Number of Test Takers
  – African American Students (56) Increased by 43.6
    – 3-5 scores increased by 25%
  – Hispanic Students (42) Increased by 31.3%
    – 3-5 scores increased by 32.1%
  – Mexican-American (15) Increased by 25%
    – 3-5 scores increased by 16.7
  – White Students (360) Increased 6.8%
    – 3-5 scores increased by 2.6
A.P. Data

Advanced Placement Participation:
Not a formal goal for us (although this a district goal)

*Number in A.P. classes 2009-2010... 1117
Number in A.P. classes 2010-2011... 1458*