

THS SUCCESS NETWORK

Tam High School Success Network Report 2017-20

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Overview

The 2020-21 school year was the third year of implementation for the Success Network, a site-based collective impact group at Tam High School whose mission is to increase the achievement of all students while accelerating the growth of students of color, students with low SES, English Language Learners, SPED students, and foster youth and to improve student learning and professional practice by engaging in collective cycles of inquiry. The Success Network includes a racially and professionally diverse group of school and community partners committed to interrupting the predictability of outcomes for students of color, especially those from Marin City, by interrupting systemic patterns on both a student and systems level. The Success Network works toward school transformation and building a community in which all students are likely to succeed as measured by academic, social and emotional wellbeing. Partners in the Success Network achieve this by participating in rigorous cycles of inquiry, deepening relationships between school and community partners, leveraging existing resources, challenging assumptions and shifting mental models, being advocates for students, and being antiracist leaders on campus. The Success Network is a collective impact group and therefore is not a separate program, but a process that exists within Tam High School structure. It does, however, require coordination, facilitation, and data support, provided by the Success Network Coordinator. The position and materials for the Success Network are collaboratively funded by the Tam High Foundation, Tamalpais Union High School District, Marin Community Foundation, and Marin Promise Partnership.

Partners

Partners in the Success Network include:

- Tam High School
 - Administrators
 - Counselors
 - Wellness Coordinator
 - Wellness Outreach Specialist
 - College & Career Specialist
 - Teachers
- Community Partners
 - Bridge the Gap College Prep
 - 10,000 Degrees
 - Tam High Foundation

- *Hannah Project*
- *Dynamic Solutions*
- *Marin City Health & Wellness*
- *Marin City CDC*¹

Students

In 2016, the year prior to the Success Network being piloted, 85% of white students graduated eligible for the UC / CSU system based on completion of the A-G course requirements while only 35% of Black students and 47% of Latinx students did. This was not a new inequitable gap in outcomes and opportunities, this was a predictable outcome built on long standing inequities resulting from a history of discriminatory laws and practices in Marin County. While the root causes of how Marin County became the most inequitable county in the State of California would require far more than one school to transform, it's important to bring a wider lens when approaching transformational work to ensure that you are taking radical action. At the same time, it's important to individualize students and understand that the root causes for a systemic failure may not always be the root cause for an individual student's struggles. Therefore, while the Network measures progress towards systems transformation based on progress made in outcomes for a specific focus population (identified as "Success Students"), it is important to partners that these measures do not perpetuate deficit mindsets or damaging mental models around what a "student of color" might experience, feel, say, or achieve. This is why the purpose of identifying students is primarily for the purpose of monitoring the strength of the system in producing equitable outcomes rather than labeling specific students *in need*. The assumptions that every student of color is also low-income or that every low-income student will struggle would be false. Although data shows that the low-income and the student of color population are very often overlapped, it is the responsibility of the Network to utilize this information for the sake of changing that data rather than exacerbating damaging stereotypes which requires verifying personally which students are, in fact, in need of supports rather than assuming that they all do. That being said, students who are Success Students meet at least one of the following criteria:

- Low-income
- Black
- Latinx
- English Language Learner

¹ *Partners listed in italics have not had high participation or were only highly participatory at the founding of the Network.*

- Counselor Recommended (homeless, foster, first generation, counselor choice, etc.)

Prospective student lists are started through recommendations from the middle school, collected through filtered reports and then *verified* in the first Success Network meeting of the year.

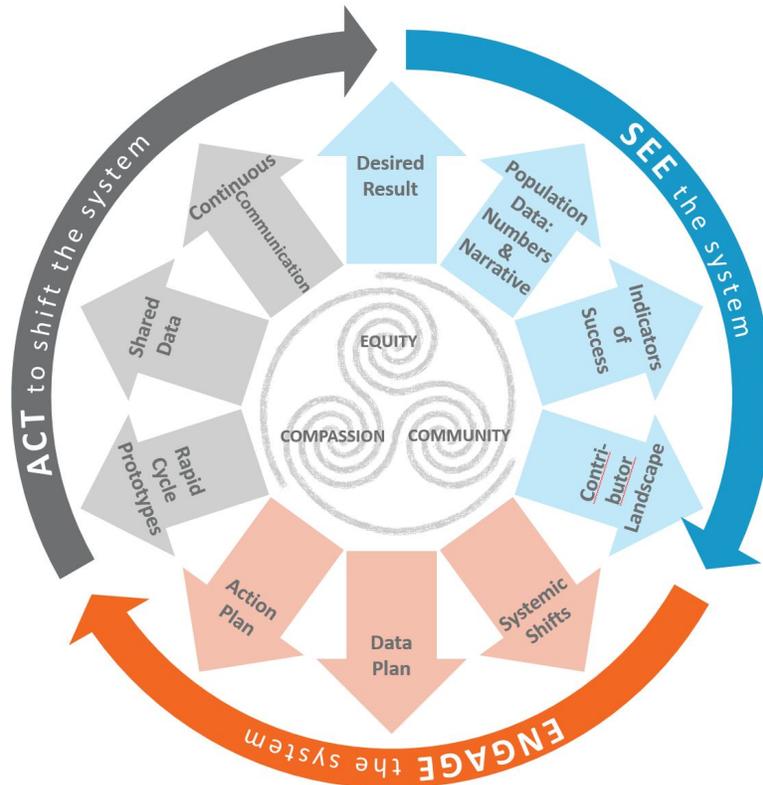
The need for a “roster” for the Success Network is due to the need for a signed waiver from the student and parent to share student level data with Success Network partners. However, if the correct MOUs were put in place, the Network could function with a list of focus students (verified as needed support) without the need for an additional waiver from the student. These MOUs would provide access to student level data for Success Network partners for students *not* enrolled in their program for Success Network purposes only. In terms of services for students, all the activity that takes place around a student falls into previously existing or collaboratively developed protocols within the school or community partner organizations, the difference being that a Success Student is likely to receive support that might not have otherwise been suggested or sooner than otherwise would have been received. Any Success Network events are best done through Success Mentoring where it makes sense that students and mentors would come together to build community or through other partner organizations that open up events and experiences to students outside their program based on recommendation (i.e. Success Student).

The number of Success Students began with 25 students, mostly 9th grades and is currently 108. The number is expected to grow to approximately 120-140 by 2022.

Theory of Change

The Success Network is guided through continuous improvement practices provided by the facilitator, a Marin Promise Partnership employee trained in Results Based Accountability. Through Strive Together the facilitator is connected to other collective impact networks and has access to data and best practices from across the nation.

The Success Network follows continuous improvement cycles that allow partners to collaboratively identify and understand the problem (see the system), name necessary shifts and develop strategies to interrupt systemic inequities and transform the system at whole (engage the system), and commit to rigorous and rapid cycles of inquiry, or rapid cycle prototypes to measure and assess whether strategies and shifts are effective (act to shift the system).



The Network commits to using long, medium, and short term cycles, using multiple measures to assess progress, and using both quantitative and qualitative data in order to take a whole child approach when analyzing and acting on student level data. Additionally, the Network is committed to viewing data from both a student level and systems level perspective to ensure that the burden is placed on the system to transform, rather than on the student to navigate an inequitable system. Finally, the Network is committed to ensuring that not only is antiracism at the center of desired outcomes, but that it is also at the center of the process. Partners work to be conscious and open to their own racist or implicit biases and how entrenched mental models, especially around deficit mindset, can negatively impact students. Even with the best of intentions, partners are cognizant of the danger of creating racially segregated “tracks” for students of color when acting on long term, predictable, and historical data and employ the use of equity guardrails to check strategies before implementation.

Action to Date

In the 3 years of implementation, Success Network Partners have conducted an initial factor analysis in order to better understand the systemic patterns that led to the current outcomes and then revisited that factor analysis multiple times. As factors are

prioritized, they transition into a PDSA cycle where partners *plan* what actions are needed to both affect change and implement the strategy effectively, *do* the work while measuring both progress and quality metrics, *study* the results to assess whether the strategy is effective, and *act* on another cycle of improvement by choosing to “adopt” the strategy (indicating the strategy was effective and therefore should be institutionalized and scaled), “adapt” (indicating the strategy was partially effective, but requires some adaptations in order to improve impact), or “abandon” (indicating that the strategy was not effective and therefore should be documented to not be continued). When PDSA cycles result in institutionalization of strategies and when there is no longer as great a need to elevate the strategy as a priority for Network, the Network continues to measure progress for accountability purposes, but is able to return to the original factor analysis, review under changed conditions, and prioritize different factors to be transitioned into a PDSA cycle. Action to date includes the following strategies:

- Increase sense of belonging on campus through developing a mentoring program with adults on campus, specifically focusing on teacher / student relationships.
- Increase timeliness of interventions through bimonthly reporting of student progress including attendance, GPA, grades, and “on track” status toward A-G eligibility.
- Deepen relationships between community and school partners through monthly meetings and creating clear communications about available resources and services.
- Increase the capacity of the system to meet student needs through developing a clear referral system; identifying student needs first, coordinating where services will be received (school or community partner) and focusing counselor efforts toward students not yet served.
- Increase 9th grade “on track” status, with a specific focus on math success, through enhanced 8th to 9th grade transition programming that includes community located priority registration events, extended on-campus transition programming for 8th graders, and a summer transition program.

During school closure in the Spring of 2020, the Network shifted to use a case management approach to student support that resulted in the addition of the following strategies:

- Ensure that 100% of success students have reliable internet and devices, regular food supply resources, and weekly, if not daily check-ins by a point person.

- Ensure that success students are not disproportionately affected by incomplete grades at the semester mark by collecting and cross-referencing “evidence of engagement” from teachers, counselors, case managers, and community partners, as well as “circumstances to consider” that might impact a student’s ability to participate in certain ways or complete work. Then share reports with administrators and counselors to work with teachers to ensure equitable grading.
- Ensure that student health and wellness is being measured and tracked through collecting and sharing qualitative information and following referral protocols.
- Increase access to positive environments for students whose home learning environments are not conducive to learning through partnering with local, community located partners who are able to provide safe spaces and guidance for students to engage in distance learning.

There are additionally, many aligned contributions made by partners that support this school and community transformation, including, but not limited to:

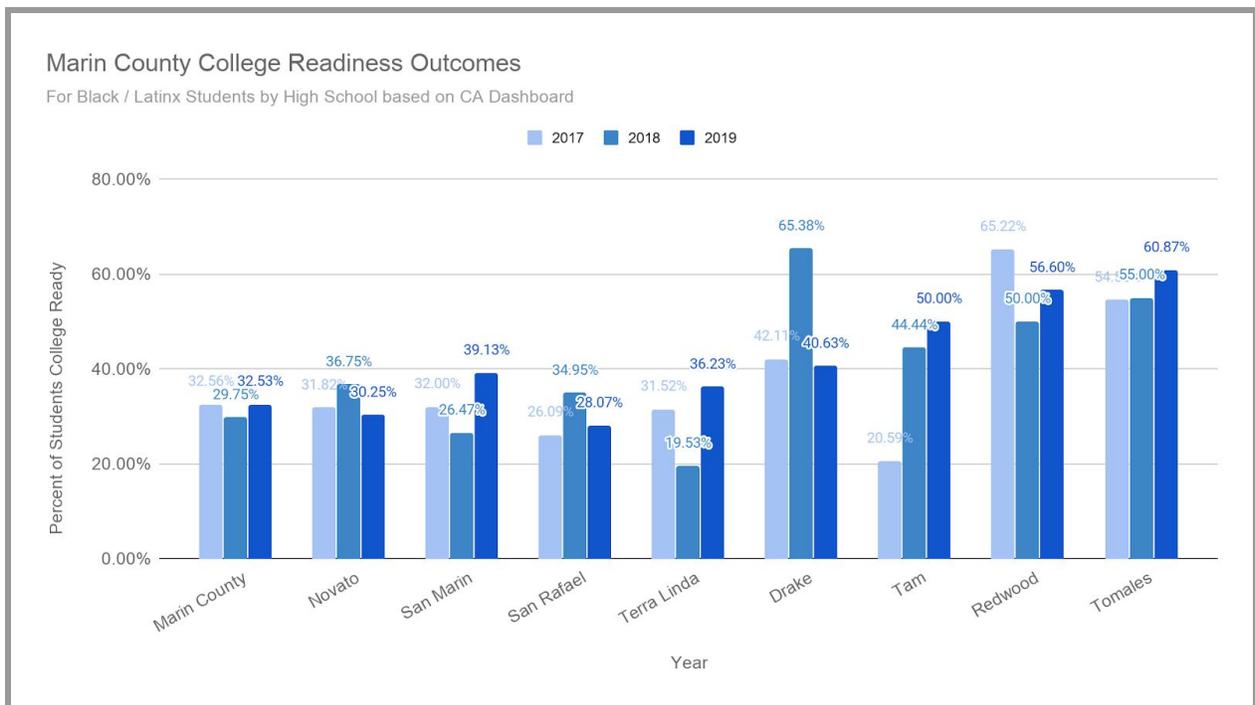
- Antiracist professional development
- Antiracist work by student groups (SOAR, BSU)
- Departmental professional development
- Integration of student data and cycles of inquiry in staff meetings, department and collaboration time, as well as instructional practices
- Community collaborations between partner organizations, parent organizations, or middle schools
- Community and student groups and events organized by students of color
- Marin Educators for Equity Initiative
- Marin Promise Partnership Math Team
- SMCS D Unification and Marin City Cooperation Teams
- Community protests
- Social media platforms as communication tools to lift up and empower student voices of color (@bipoc.of.marin and @tamhigh_bsusoc)
- Community Conversations
- ...and more adding to the radical transformation of our community and school from all forms of

Impact to Date

The Success Network relies on both quantitative and qualitative data to measure progress towards systems transformation and the acceleration of growth for Success Network students. Success is measured using multiple measures, but the milestone level data, in alignment with the Marin Promise Partnership Cradle-to-Career continuum

is UC / CSU eligibility upon graduation. Surveys are conducted annually with the 9th Grade cohort, but partners have agreed that there is a need to not only collect more student voice to assess for progress, but also to empower student and community voice in making recommendations for further action. This will be set as a goal for the following year.

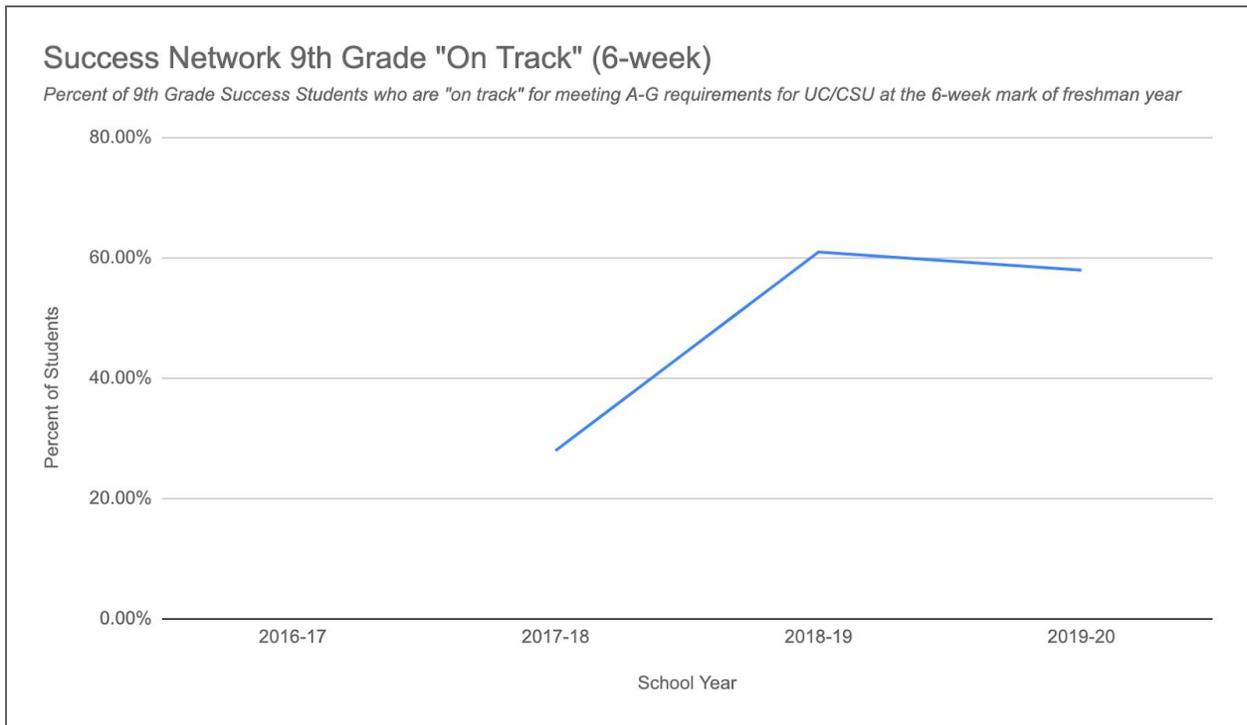
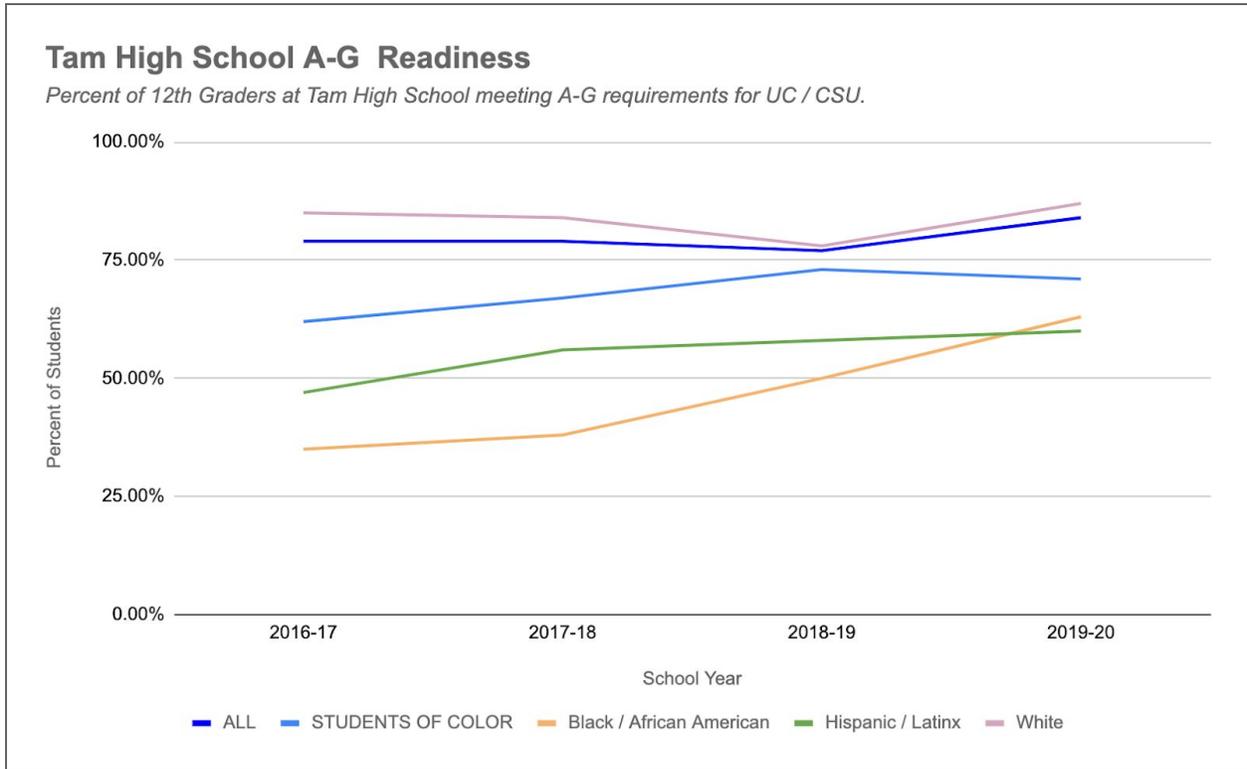
Below you will find the Success Network Impact Report which shows progress for all major contributing indicators (excluding some strategy specific performance metrics like participating in registration events, etc.) over time beginning in the 2016-17 school year, one year prior to Success Network implementation. This also includes a description of the indicator as well as the frequency of collecting. Some contributing indicators were added in the years after initial implementation based on recommendations from the Network and therefore data is not available prior to those years in which the recommendations were made.

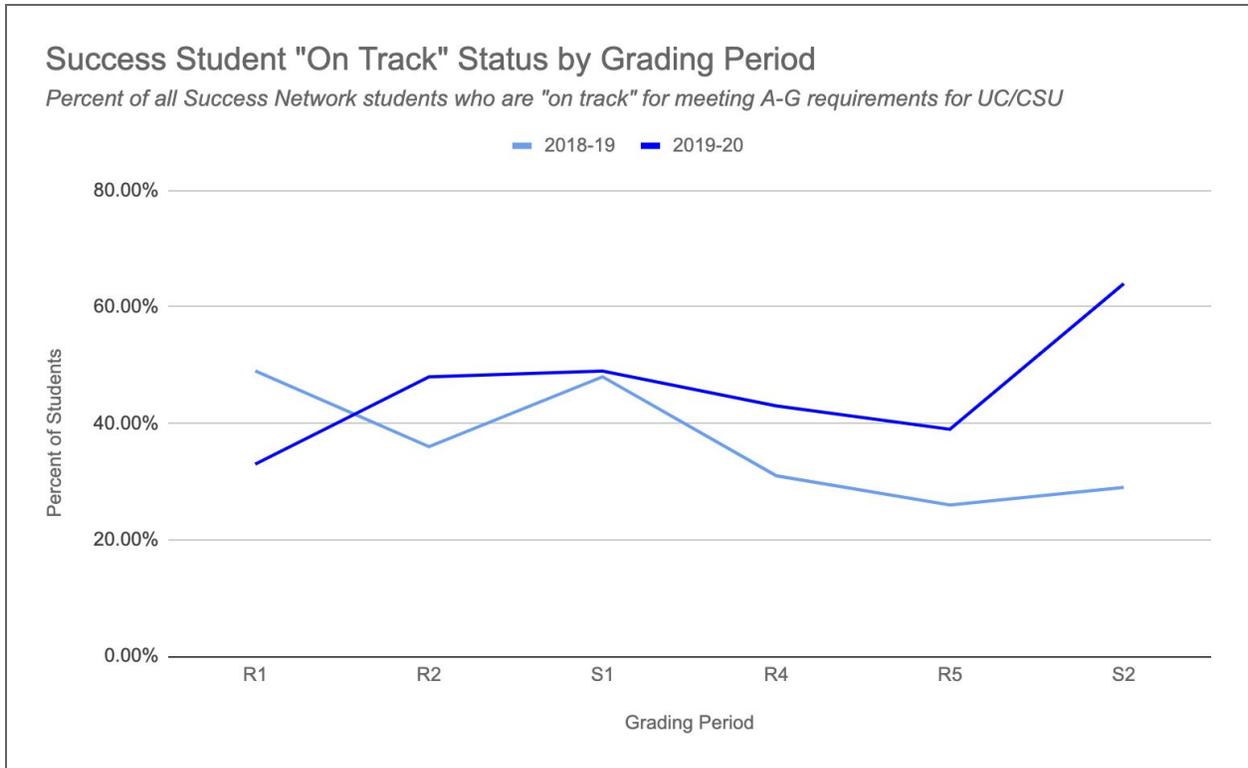


Tamalpais High School Success Network Impact Report	2016-17	2017-18	2018-19	2019-20
TAM HIGH SCHOOL LONG TERM CYCLE <i>Collected annually</i> <i>Cohort: Tam High School 12th Graders</i>				
<i>Percent of 12th Graders at Tam High School meeting A-G requirements for UC / CSU.</i>				
<i>ALL</i>	79%	79%	77%	84%
<i>STUDENTS OF COLOR</i>	62%	67%	73%	71%
<i>Black / African American</i>	35%	38%	50%	63%
<i>Hispanic / Latinx</i>	47%	56%	58%	60%
<i>White</i>	85%	84%	78%	87%
SUCCESS NETWORK LONG TERM CYCLE <i>Collected annually</i> <i>Cohort: Tam High School Success Network Students (108)</i>				
9th Grade Focus				
<i>Percent of 9th Grade Success Network students who are "on track" for meeting A-G requirements for the UC / CSU systems at the 6-week mark of freshman year.</i>		28%	61%	58%
<i>Percent of 9th Grade Success Network students who are passing Math with a C or better at the first semester mark of freshman year.</i>		45%	74%	52%
<i>Number of teachers identified by 9th Grade Success Network students in surveys as "caring adults on campus they could go to if they needed support."</i>		1	5	6
College Readiness				
<i>Percent of 9th Grade Success Network students who are "on track" for meeting A-G requirements for the UC / CSU system (having passed at least 5 A-G approved courses) at the</i>				71%

<i>end of the school year.</i>				
<i>Percent of 10th Grade Success Network students who are "on track" for meeting A-G requirements for the UC / CSU system (having passed at least 10 A-G approved courses) at the end of the school year.</i>				59%
<i>Percent of 11th Grade Success Network students who are "on track" for meeting A-G requirements for the UC / CSU system (having passed at least 14 A-G approved courses) at the end of the school year.</i>				61%
<i>Percent of 12th Grade Success Network students that have met A-G requirements for the UC / CSU system at the end of the school year.</i>				71%
Participation				
<i>Percent of all Success Network students that are participating in extracurricular school-related activities.</i>			48%	N/A
SHORT TERM CYCLE <i>Collected 6 times per year at the grading period mark</i> <i>Cohort: Tam High School Success Network Students (108)</i>				
<i>Percent of all Success Network students who are "on track" for meeting A-G requirements for the UC / CSU systems specific to their grade level at each grading period mark.</i>				
Grading Period (R1)			49%	33%
Grading Period (R2)			36%	48%
Semester (S1)			48%	49%
Grading Period (R4)			31%	43%
Grading Period (R5)			26%	N/A
Semester (S2)			29%	64%

The below visuals are based on the data from the above Success Network Progress Report.





As can be seen by the above data, 12th Grade UC / CSU eligibility outcomes have increased somewhat for students of color, Latinx, and Black students since the year Success Network was implemented, with most groups seeing the largest increase from the year prior to implementation to the first year of implementation, continuing after with steady, but less accelerated growth.

The 9th Grade "On Track" status at the first 6-week mark in their freshman year, which has been shown to be predictive of 11th and 12th grade outcomes, shows a similar trend, with the largest increase being in the first year of implementation (this specific data point was not collected prior to Success Network implementation) continuing after with steady, but less accelerated growth.

The "On Track" status for all Success Students at each grading period mark compared between from year to year (this data point was not collected the first year of implementation) shows an overall improvement in "on track" status and a more consistent trend (as opposed to the highs and lows of the previous year). It is important to note that the R5 and S2 grades for 2019-20 were received during school closure due to COVID-19 and so the expectations and conditions for instruction and grading were different. Specifically, the grading policy only allowed for students to be issued an "A" for each grading period or an "incomplete". Students could not receive a "D" or "F" grade.

An “A” grade for the R5 and S2 grading periods were then averaged with the grade for the R4 grading period resulting in the final S2 grade.

Next Steps

At the end of every school year, the Network meets to reflect and plan for the following year using continuous improvement tools to assess impact and quality. Based on promising practices from the 2019-20 school year, Success Network partners recommended the below priorities for the 2020-21 school year. Where each priority is in the PDSA cycle is indicated at the beginning of each point. Priorities are in no particular order that indicates importance.

- **[Adapt] Continue using a case management approach.**
 - Incorporate Success Mentors into the process through meetings and as assignment point person for students.
 - Streamline the check-in process by identifying a single point of contact for each student so students and families are not overwhelmed.
 - Provide resources for partners such as suggested questions for check-ins as well as guidelines for an orientation with students and their point person at the beginning of the school year.
- **[PLAN] Support professional development for teachers.**
 - Support professional development in the following areas:
 - Different forms of academic engagement
 - Racial consciousness
 - Trauma informed care
 - Culturally and currently relevant instruction
 - Universal access
 - Antiracist classrooms
- **[Adapt] Develop formal protocols for the use of community-based satellite sites.**
 - Allocate additional human resources to support sites.
 - If distance learning is still in full effect, implement practices at Tam High School site as well.
- **[PLAN] Incorporate more teachers in Success Network as partners.**
 - Specifically discuss with AVID and ELD teachers.
- **[PLAN] Develop strategies to support students experiencing crisis and trauma.**
- **[PLAN] Improve process for not only collecting student and family feedback, but including students and families in decision making.**

Partners also identified other promising practices (practices to formalize or adapt) and barriers (factors that require further thought and development) that should be considered, but were not recommended as a high priority.

Promising Practices	Barriers
Partnerships between counselors, support, community partners and admin resulting in teams supporting specific students.	Teachers using multiple platforms made it hard for students to navigate work on their own resulting in lack of clarity in expectations.
Targeted and specific support for students as opposed to generalized check-ins.	Access to technology continues to be a difficult process for students and families to navigate and the technology itself is unreliable.
Teachers who provided alternative options for completing coursework that was more responsive to a student's circumstances yielded better rates of completion.	Lack of clarity around general expectations for distance learning, time management, coursework, and access to support services. Much was embedded in the website and not communicated out in consistent and concise information and using multiple platforms (including phone calls).
Engaging families in communication and check-ins.	Lack of structure for students.
Having multiple sources of support (people) for students.	Lack of organization for students.
Using a variety of outreach methods including new social media platforms that hadn't been previously used by educators.	Home environments that were not conducive to learning.
Later start time for the school day.	Lack of student input and feedback.
Less structure was helpful for some students.	Completing a backlog of assignments.
	Lack of frequent support and check-ins
	Expectation that the student will report their own needs.

	Educators not setting strong enough boundaries for themselves.
	Students struggling with mental health and wellness or self-regulation (i.e., sleeping through classes until late afternoon).

Overall, the themes for the 2020-21 school year support both student level outcomes and system level outcomes. Student level outcomes by improving upon the case management approach that was initiated under school closure conditions and system level outcomes by expanding the Success Network and continuous improvement to more teachers while also building capacity for instruction that is more responsive to student needs based on learning from the 2019-20 school year.