Persistence to Graduation

Goal 5: Readiness for College, Career, and Life

Presenters:
Cris Turner, Principal on Special Assignment
Kathleen Tuttle, Director of Assessment
Portrait of a SBLSD Graduate

Portrait of a Graduate

- Responsible Community Contributor
- 21st Century Collaborator
- Self-Empowered Learner
- Globally-Conscious Member of Society
- Innovative Critical Thinker
We are doing great!

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
<th>Dropout Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>91%</td>
<td>6%</td>
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<td></td>
</tr>
<tr>
<td>1970</td>
<td>55%</td>
<td></td>
</tr>
</tbody>
</table>
We are doing great!

Students are learning more and at higher levels than ever before.

And

They are graduating at higher levels than ever before!
We are doing great!

Some are still not making it...

**Overall purpose of today’s presentation:**

- Share the goals we have set to reach the long term goal of 100%
- What we are doing to get these results
- How we are continuously working to improve and capture the 9%

Our promise...
Our promise in the Sumner-Bonney Lake School District is to **know**, **value** and **support** every student, helping them graduate ready to pursue a promising future.
Relationship to Future Ready!

Goal 5: Readiness for College, Career, and Life

Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post secondary experience.

By 2026......

98% of the senior class will graduate on time (4 years).

<table>
<thead>
<tr>
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</tr>
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</table>
Relationship to Future Ready!

Goal 5: Readiness for College, Career, and Life

Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post secondary experience.

Key Areas of Focus:

- 9th Grade on Track
- Transitions - Kindergarten, 5th to 6th, & 8th to 9th
- Graduation Pathways
- School Improvement Plans
Equity Looks Like

Every student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington State’s college & career readiness graduation requirements.
Equity Looks Like

We should not be able to predict the odds of graduation based off the color of a student’s skin, amount of money a family has, sexual orientation, gender identity, or religion.
Relationship to SBLSD Policy

**Graduation Direct**

- 2409  World Language Mastery-Based Credit
- 2410  High School Graduation Requirements
- 2413  Equivalency and Competency Credit Opportunities
- 2418  Waiver of High School Graduation Credits
- 2140  Comprehensive School Counseling Program
- 2161  Special Education and Related Service for Eligible Students
- 2240  Summer School

**Underpin Graduation**

- Every policy highlighted from goals 1-4
Budget Allocation

Goal 5: Readiness for College, Career, and Life

All the items mentioned in Goals 1-4 have a direct impact on goal 5

- Counselors at every level
- Elhi Hill Program
- CTE Courses - Skills Center
- Graduation Coach
- Advisory
- Summer School
- District Equity Training
- Monday Morning PLC Time
- Parent Conferences
- SEL Curriculum
- Transportation
- Online Education
Outcomes

Learn about how we are fulfilling **Our Promise**, to know, value and support every student in relation to **Graduating Ready**!

- Explore Goal 5 work through PLC guiding questions:
  - What do we need to know and be able to do?
  - Where are we now and how do we know?
  - How will we get there?
  - How will we respond if we don’t get there?

- Identify how the **4 pillars** are woven through the work we are doing across all schools.

- Understand:
  - The complexity and structure of our school system
  - How graduation supports & interventions are woven throughout our work
  - Some of the specific steps we are taking to provide students the support they need to graduate
What do we need to know and be able to do?

By 2026......

98% of the senior class will graduate on time (4 years).
We Need to Know.... Our Why & Importance

Impacts of not graduating

➢ 3.5 times more likely to be arrested
➢ 8 times more likely to be incarcerated
➢ * Approximately 70% of jail & prison inmates
➢ Significant increase in high risk behaviors such as early pregnancy, delinquency, crime, violence, alcohol, & drugs
➢ Extreme bleak economic and social prospects, have health issues, & live in poverty
Why & Importance

Financial Security

The average number of jobs held in a lifetime is 12+

2 out of 3 jobs available today require post secondary education / professional skill set

Average life expectancy is 77 years. We are setting the foundation for students for the next 60 years of their life, when their brain is not even fully developed.
Why & Importance

Where the jobs are going to be...

Projected Midlevel Annual Job Openings 2022-2027

<table>
<thead>
<tr>
<th>Category</th>
<th>2022-2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production and Trades</td>
<td>32,486</td>
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<tr>
<td>Business, Management, and Sales</td>
<td>30,548</td>
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<tr>
<td>Health Professions</td>
<td>16,921</td>
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<tr>
<td>Human and Protective Services</td>
<td>9,049</td>
</tr>
<tr>
<td>Computer and Information Science</td>
<td>6,649</td>
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<tr>
<td>Educators</td>
<td>5,797</td>
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<tr>
<td>Life Sciences and Agriculture</td>
<td>966</td>
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<tr>
<td>Technicians</td>
<td>439</td>
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</table>

We Need to Know....

- Our WHY & Importance
- “On Time Graduation”
  - 4 years VS 5 (or more) years
We Need to Know... Impacts Students

- Our WHY & Importance
- “On Time Graduation”
  - 4 years VS 5 (or more) years
- Things that impact students
Impacts Students

Brainstorm with your elbow partner and create a list of things that have changed since 1989 that impact students & schools.....
### Impacts Students (1989 VS 2023)

#### 1989
- Hormones
- Driving / Car
- Sports
- Relationships
- Bullying & Hazing
- Parents
- ????

#### 2023
- All 1989’s stressors
- Internet & computers
  - Social media & instant information
  - Easy access to violent videos & sexualized material
  - Email / text / message apps
- Easy access to drugs
- Mental Health
- Gang violence
- School shootings
- AP / IB / Running Start
- State Testing & Grad Requirements
- COVID
We Need to Know.... Changing Graduation Requirements

Up to 1990 - Graduation requirements locally determined
Graduation requirement changes from 1991 to today

- 19 credits required
- Passing State Testing

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<th>Year</th>
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➢ Washington Assessment of Student Learning
➢ High School Proficiency Exam
➢ End Of Course Exams
➢ Smarter Balanced Assessment
➢ Grad Assessment Pathways: CTE Pathway, SAT, ACT, ASVAB, AP/IB course, Dual Credit / College Level Courses
Changing Graduation Requirements

Up to 1990 - Graduation requirements locally determined
Graduation requirement impacts / changes from 1991 to today

- 19 credits required
- Passing State Testing
- Running Start
- Dual Credit
  - AP, IB, College in the High School, CTE, etc.
- High School and Beyond Plan
- 24 credits required
- Social Emotional Learning
- Graduation Assessment Pathways
We Need to Know.... Data

- Our WHY & Importance
- “On Time Graduation”
  - 4 years VS 5 (or more) years
- Things that impact students
- Data - how to use it to identify struggling students and needed interventions, progress monitoring, etc..
  - Graduation rates, 9th grade on-track, attendance
  - Test scores, grades, demographics, reading levels, classroom assessments, Healthy Youth Survey, Center for Educational Effectiveness, Universal Screener, etc...
We Need to Know.... Current Systems

- Our WHY & Importance
- “On Time Graduation”
  - 4 years VS 5 (or more) years
- Things that impact students
- Data - how to use it to identify struggling students and needed interventions
- Our current systems - programs, supports, interventions

Exploring Graduation Supports & Programs
Find something you did not know or want to know more about.

<table>
<thead>
<tr>
<th>Secondary Educational Options</th>
<th>Building Supports &amp; Interventions</th>
<th>Credit Deficit &amp; Recovery Interventions</th>
<th>Secondary District Interventions</th>
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<tbody>
<tr>
<td><strong>In District</strong></td>
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<tr>
<td>Building</td>
<td>Building Online ALE</td>
<td>State/Competency Testing</td>
<td>Elhi Hill</td>
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<td>Running Start</td>
<td>Health Supports</td>
<td>Course Progression</td>
<td>Academy</td>
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<td>Skills Center</td>
<td>Mental Health Supports</td>
<td>Online Credit Recovery</td>
<td>Grad Alliance</td>
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<td>WA Youth Academy</td>
<td>Home Hospital</td>
<td>Building Online ALE</td>
<td>Open Doors</td>
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<td>Home School</td>
<td>EL / ML Supports</td>
<td>Summer School</td>
<td>Graduation Coach</td>
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<td>Waivers</td>
<td>Waivers</td>
<td>Special Education</td>
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<td>Special Education</td>
<td>WA Youth Academy</td>
<td>Community Based</td>
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<td>504 Plans</td>
<td>Worksite Learning</td>
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<td>Skills Center</td>
<td>Correspondence Courses</td>
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<td>Work Site Learning</td>
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<td>Counselors</td>
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<td>BFSS</td>
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<td></td>
<td>Drug &amp; Alcohol Supports</td>
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<td>Graduation Coach</td>
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<td>Grade Contracts</td>
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<td><strong>Out of District</strong></td>
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<td>Tech High School</td>
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<td>UW Early Entrance</td>
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<tr>
<td>- Administrative Services</td>
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<tr>
<td>- Athletics &amp; Facility Scheduling</td>
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<td>- Benefits and Retirement</td>
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<td>- Budget</td>
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<td>- Business Services</td>
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<td>- Guest Teachers</td>
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Exploring Graduation Supports & Programs
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Graduation
Grad Supports & Options

Graduation Supports and Programs (updated 10/24)
We Need to Know.... COVID

• Our WHY & Importance
• “On Time Graduation”
  ○ 4 years VS 5 (or more) years
• Things that impact students
• Data - how to use it to identify struggling students and needed interventions
• Our current systems - systems, supports, interventions
• Impact of COVID on graduation
COVID & Graduation....

Seniors
2020 = 9th Grade
9th - Lost ½ of the year

Juniors
2020 = 8th Grade
10th - Online - void school connection

Sophomores
2020 = 7th Grade
11th - Relearn how to do school

Freshmen
2020 = 6th Grade
12th - First “normal” year
COVID & Graduation....

2020
- 22 Credits to graduate
- Grades frozen in March
- Expedited appeal
- GREW
  - 20 credits
  - 2 core / elective credits

2021
- 24 Credits to graduate
- Local 2 credit waiver
- GREW
  - 20 credits
  - Waive 2 core / elec. Credits
  - Waive grad pathway
  - Waive WA St. Histor

2022
- 24 Credits to graduate
- Local 2 credit waiver
- GREW
  - 20 credits
  - Waive 2 core / elec. Credits
  - Waive grad pathway
  - Waive WA St. Histor

2023
- 24 Credits to graduate
- Local 2 credit waiver
- GREW
  - 21 credits
  - 1 core / elective

2024
- 24 Credits to graduate
- Local 2 credit waiver
- GREW
  - 20 credits
  - Waive 2 core / elec. Credits
  - Waive grad pathway
  - Waive WA St. Histor

8% received a waiver

Local Waiver:
Homeless, Health Condition, Limited English proficiency, Disability, Transfer in last 2 years Other circumstances that directly compromised a student’s ability to learn (emergency, natural disaster, trauma, personal or family crisis)
We Need to Know.... Who & What

- Our WHY & Importance
  - “On Time Graduation”
    - 4 years VS 5 (or more) years
- Things that impact students
- Data - how to use it to identify struggling students and needed interventions
- Our current systems - systems, supports, interventions
- Impact of COVID on graduation
- Who is graduating and who is not
  - What is the best predictor to identify potential non-graduates
Who & What - Research

Data on our “Who” - next section

9th Grade Success #1 predictor of graduating
- Freshmen on track at the end of the year are four (4) times more likely to graduate
- Stronger indicator than race, ethnicity, poverty or test scores
- OSPI - tracks
  - 21-22 school year, WA State 70% - SBLSD 80%

The top 3 school-related reasons high school students drop out: (National Dropout Prevention Center)
1) Missing too many school days
2) Believe easier to get a General Education Diploma
3) Getting poor grades & failing classes

Strategic Plan Goal 2: Attendance!
Strategic Plan Goal 3: Instruction!
Where are we now and how do we know?

Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post secondary experience.

By 2026......
98% of the senior class will graduate on time (4 years).

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Where Are We Now... Graduation Rates

Graduation by Cohort: Class of 2016-2022

- 2016: SBLSD 4 yr Cohort (84.0%), SBLSD 5 yr Cohort (81.9%), State 4 yr Cohort (79.1%), State 5 yr Cohort (82.3%)
- 2017: SBLSD 4 yr Cohort (88.2%), SBLSD 5 yr Cohort (88.9%), State 4 yr Cohort (79.3%), State 5 yr Cohort (82.5%)
- 2018: SBLSD 4 yr Cohort (89.9%), SBLSD 5 yr Cohort (87.2%), State 4 yr Cohort (80.9%), State 5 yr Cohort (80.9%)
- 2019: SBLSD 4 yr Cohort (91.1%), SBLSD 5 yr Cohort (90.5%), State 4 yr Cohort (82.7%), State 5 yr Cohort (83.8%)
- 2020: SBLSD 4 yr Cohort (92.6%), SBLSD 5 yr Cohort (92.5%), State 4 yr Cohort (83.9%), State 5 yr Cohort (82.9%)
- 2021: SBLSD 4 yr Cohort (92.6%), SBLSD 5 yr Cohort (93.4%), State 4 yr Cohort (82.5%), State 5 yr Cohort (85.5%)
- 2022: SBLSD 4 yr Cohort (93.8%), SBLSD 5 yr Cohort (91.3%), State 4 yr Cohort (82.3%), State 5 yr Cohort (82.3%)
Graduation Rates

| Class of 2020 | Four Year | 92.5% |
|              | Five Year | 93.4% |
|              | Six Year  | 93.8% |

| Class of 2019 | Four Year | 90.5% |
|              | Five Year | 92.7% |
|              | Six Year  | 93.5% |
|              | Seven Year| 94.5% |

| Class of 2018 | Four Year | 89.9% |
|              | Five Year | 92.6% |
|              | Six Year  | 93.1% |
|              | Seven Year| 94.0% |

7% to 9% are not graduating - On Time

*We continue to work, improving overall graduation rate!*
Where Are We Now... Equity

2022 Graduation Rate: Special Populations 3 year comparison

- Low Income Students: 86.9% (2020), 84.7% (2021), 84.4% (2022)
- Special Education Students: 83.8% (2020), 78.5% (2021), 80.7% (2022)
- Bilingual Students: 85.7% (2020), 82.1% (2021), 73.1% (2022)
- Homeless Students: 87.0% (2020), 75.0% (2021), 76.4% (2022)
- SBLSD Avg: 92.5% (2020), 92.9% (2021), 91.3% (2022)
Where Are We Now... Impacted populations

Class of 2022 Graduation Rate: SpEd/Income

<table>
<thead>
<tr>
<th></th>
<th>Free/Red</th>
<th>Full Pay</th>
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</thead>
<tbody>
<tr>
<td>Students NOT on an IEP</td>
<td>87.1%</td>
<td>96.1%</td>
</tr>
<tr>
<td>Students on an IEP</td>
<td>72.9%</td>
<td>91.4%</td>
</tr>
</tbody>
</table>

2022 Special Education Graduation Rate
80.7%
### Where Are We Now... Who do we lose?

<table>
<thead>
<tr>
<th></th>
<th>% of Dropouts</th>
<th>% of 5th Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>31</td>
<td>67.4%</td>
</tr>
<tr>
<td>Special Education</td>
<td>11</td>
<td>23.9%</td>
</tr>
<tr>
<td>EL</td>
<td>3</td>
<td>6.5%</td>
</tr>
<tr>
<td>Homeless</td>
<td>9</td>
<td>19.6%</td>
</tr>
<tr>
<td>No Program</td>
<td>14</td>
<td>30.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>15</strong></td>
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*Excl CBT/DLC

61 Students
Where Are We Now... When do we lose students?

Yearly Dropout Rate by Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
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<tbody>
<tr>
<td>Gr 9</td>
<td>6.1%</td>
<td>8.6%</td>
<td>16.7%</td>
<td>27.1%</td>
</tr>
<tr>
<td>Gr 10</td>
<td>2.1%</td>
<td>9.1%</td>
<td>14.3%</td>
<td>30.3%</td>
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<tr>
<td>Gr 11</td>
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<td>37.1%</td>
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<tr>
<td>Gr 12</td>
<td></td>
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<td>40.0%</td>
<td>54.2%</td>
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</table>

Percent of Dropouts in Cohort
Where Are We Now... Early Warning System

Green = On Track
Amber = .5 to 1.5 credits behind
Red = 2+ credits behind

2/1/23 SBLSD EWS % Red

- Seniors
- Juniors
- Sophomores
- Freshmen

BLHS SHS
# Where Are We Now... Monthly Grade Data

## Staff Dashboard - Graduation

<table>
<thead>
<tr>
<th>BLHS</th>
<th>SHS</th>
<th>LMS</th>
<th>MMS</th>
<th>SMS</th>
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<tbody>
<tr>
<td>BLHS Teacher Grades 4-14-23</td>
<td>SHS Teacher Grades 4-14-23</td>
<td>Lakeridge 4-14-23</td>
<td>Mountain View 4-14-23</td>
<td>Sumner Middle 4-14-23</td>
</tr>
<tr>
<td>BLHS 9th 4-14-23</td>
<td>SHS 9th 4-14-23</td>
<td>Lakeridge 3-3-23</td>
<td>Mountain View 3-3-23</td>
<td>Sumner Middle 3-3-23</td>
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<td>Mountain View 11-14-22</td>
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Monthly Grade Data (monitoring)

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|            | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 2  | 1  | 2   | 9   |

English 10 - 4 Teachers:
- 2 F = 4%
- 17 F = 18%
- 10 F = 16%
- 14 F = 24%

Eng. 10 PLC meeting
- Failure rate discrepancy
- Same standard being measured
- What instructional strategies are working
- Create possible interventions
Monthly Grade Data (monitoring)

April 14 Freshmen ON Track

POPULATION RATIO
- Total Passing: 51%
- Males: 49%
- Females: 3%
- EL: 11%

PASSING 6 OF 6
- Total Passing: 71%
- Males: 67%
- Females: 57%
- EL: 57%

April 14 - % of Failing Grades

- Males: 60%
- Females: 50%
- EL: 55%
- Sped: 45%

Legend:
- One F
- Multiple F
A portrait of a Graduate is clear… A portrait of a non-grad is NOT clear.

Know, Value & Support each student w/their unique circumstances!
How will we get there?

Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post secondary experience.

By 2026......

98% of the senior class will graduate on time (4 years).

<table>
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<tr>
<th>Step - Progress Goals</th>
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Our Promise:

We will know, value, and support every student, helping them graduate ready to pursue a promising future.
### Four Pillars: Building Blocks for Action

<table>
<thead>
<tr>
<th>Pillar A: Teaching &amp; Learning</th>
<th>Pillar B: Safe Culture and Strong Partnerships</th>
<th>Pillar C: Professional Learning</th>
<th>Pillar D: Continuous Improvement</th>
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<tbody>
<tr>
<td><strong>Student Advisory:</strong> Implement an advisory program that ensures every middle and high school student is known by name, strength, and need by at least one adult within the school system.</td>
<td><strong>Career and College Exploration:</strong> Create inclusive multi-lingual family and student events, led by a variety of staff and students, to increase support for course taking, career and college options, and completion of post-secondary planning processes.</td>
<td><strong>Effective Strategies &amp; Resources:</strong> Connect teachers, leaders, and staff to effective strategies, professional learning, and resources for facilitating academic and social emotional growth of middle and high school students, and strong implementation of advisory programs.</td>
<td><strong>Pathways for High School Graduation:</strong> Utilize an early-warning system to help students stay on track to graduate and create multiple pathways for meeting graduation requirements, (e.g., competency-based portfolio, online credit recovery).</td>
</tr>
<tr>
<td><strong>Strong Transitions:</strong> Ensure students have an equitable opportunity to participate in transition opportunities at key grade levels (entry into K, 5th to 6th, 8th to 9th, and 12th to post-high school) including campus visits, and meeting staff and student leaders.</td>
<td><strong>Graduation Coach/Specialist:</strong> Design a primary point of contact for high school students and families on their pathway to successful graduation, and work closely with teachers, social workers, advisors, and administration to ensure that students graduate with all proper credits, course work, and documentation.</td>
<td><strong>Authentic Family and Community Outreach:</strong> Enhance effectiveness of district employees’ interactions with students and families by providing formal training and continuous learning opportunities that promote open, proactive, and culturally-informed communication.</td>
<td><strong>Master Schedules:</strong> Ensure that master schedules provide multiple opportunities for students to stay on track for graduation, including access to intervention, career pathways, and advanced coursework.</td>
</tr>
<tr>
<td><strong>English Language Acquisition:</strong> Implement a comprehensive system for English Language Acquisition for all English Learners so that they can stay on track for successful graduation.</td>
<td><strong>Work-based Learning Opportunities:</strong> Provide every student application-oriented work-based opportunities focused on exposure at the elementary level, exploration for middle schools, and experiences for high school that empower them to find the pathway of their choice.</td>
<td></td>
<td><strong>Equitable Budgeting, Hiring and Staff Placement:</strong> Institute need-based, results-focused budgeting, match hiring and staff placement with relative school-level needs, and ensure greater transparency about resource allocation processes.</td>
</tr>
</tbody>
</table>
Four Pillars: Building Blocks for Action

**Strong Transitions:**
Ensure students have an equitable opportunity to participate in transition opportunities at key grade levels (entry into K, 5th to 6th, 8th to 9th, and 12th to post high school) including campus visits, and meeting staff and student leaders.

**English Language Acquisition:** Implement a comprehensive system for English Language Acquisition for all English Learners so that they can stay on track for successful graduation.
How Will We Get There… Transition Plans

Transition Goals:

- To provide a smooth, supported transition for every student from one level to the next; to the school the student will attend.
- To create district-wide transition plans that address all student needs, provides consistency & equity for students.
- Equity focused - transition services are offered to all feeder schools & students.

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### Kindergarten Transition Plan – Overview

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Summary</th>
<th>District Responsibilities</th>
<th>Building Responsibilities</th>
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<tbody>
<tr>
<td>Fall Winter 2022/3</td>
<td>READY! For Kindergarten Parent Classes</td>
<td>Series of classes providing parents with information, tools and training to support them as their child’s first teacher. All sessions offered via Zoom.</td>
<td>Implement program - Amos Bush. Provide communication about dates - Peaches.</td>
<td>Communicate ready information to parents. Attend a session as available. See website for details.</td>
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<tr>
<td>January 20th</td>
<td>Pick dates for Roundup &amp; Screening</td>
<td>To have transparency and improve communication, we will be picking and promoting individual dates for Roundup and Screening sooner and in more venues. Additional exposures to the school setting also decrease student anxiety and boosts confidence.</td>
<td>Ensure schools have shared dates by Jan 20.</td>
<td>2022 Kindergarten To Dos &amp; Hours Allocation. Shares dates on above form by Jan 20th. Share dates on school newsletters. FYI - This year, Roundup and Screening will be separate. Budgets and hours will not be transferable. You may contact Alex McDonald to check if extra hours are available, but additional time will most likely need to come from building budgets.</td>
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<tr>
<td>Week of January 23</td>
<td>Kindergarten Kickoff District Slide/Show/video</td>
<td>Families of incoming kindergarten students are invited to view an asynchronous information session to understand the kindergarten registration process and available transition activities.</td>
<td>Ensure Kickoff videos are clearly linked to district website. Provide materials/registrar packets CREATE Peaches - 2022 hours. Check website for needed updates.</td>
<td>Include Kindergarten Kickoff Video in school newsletter. Beginning Jan 23. Link to SRLSD Kindergarten Information: <a href="http://www.srlsd.org/Kindergarten">www.srlsd.org/Kindergarten</a>.</td>
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<tr>
<td>January Due February 15</td>
<td>Videos</td>
<td>Elementary schools will provide a video to orient new parents/caregivers and incoming students to their school. The video should provide an opportunity to tour the school and gain information about what kindergarten will be like.</td>
<td>Confirm schools have submitted videos prior to February 15.</td>
<td>2022 Kindergarten To Do’s &amp; Hours Allocation. ↔ See District responsibilities for lodgers. Final Deadline February 15, 2023. Here are some top notch examples: BLE - Great sound quality. CWE - Fun teacher facts. LEE - Kid work - a day in the life of... All are positive, upbeat with great labelling!</td>
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<td>Four Pillars: Building Blocks for Action</td>
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**Graduation Coach/Specialist:** Designate a primary point of contact for high school students and families on their pathway to successful graduation, and work closely with teachers, social workers, advisors, and administration to ensure that students graduate with all proper credits, coursework, and documentation.

**Educational Strategies**
What is a Graduation Coach?

Graduation coaches help students discover their potential and see the relevance in their education which in turn improves their motivation in the classroom. Ultimately, graduation coaches connect with students, empowering them to fulfill their promise and change their lives.

Their role is to identify students in need of support and work with them to find a pathway to graduation and success beyond - knocking down barriers that students are facing. They monitor and address each student’s risk factors that can be mitigated, connect students to supports, teach problem-solving strategies, create success enhancing structures, and maintain parental communications and support.

Graduation coaches will encounter frustrated students in “hopeless” situations quite frequently. These situations often arise when disengaged students get their first glance at their deficient transcripts. The key is to provide options, restore hope and walk alongside struggling students providing encouragement & support.
How Will We Get There... Graduation Coach

Clear, Structured, & Systemized Program built around best practice.

- Use data to identify at-risk students
  - McKinney Vento
  - Sophomores 50% failing
- Provide support & case management
- Provide intervention services
- Build post secondary plan
- Monitor & advise
- Partner with parents
- Connect to community resources

Bring hope to our severely struggling students!
Graduation Coach

2022 - 2023

Worked with 65 students
➢ 44 Active
➢ 21 Withdrawn

59% made positive progress, passing most classes, stopping their graduation credit deficit & even reducing it

23% made medium progress, passing more classes than previously, significantly slowing their graduation credit deficit

89% of students in year 2 made positive progress

86% of students who received support but are now withdrawn are still in school!

82% of all students
Four Pillars: Building Blocks for Action

### Pillar A: Teaching & Learning
- **Student Advisory**: Implement an advisory program that ensures every middle and high school student is known by name, strength, and need by at least one adult within the school system.
- **Strong Transitions**: Ensure students have an equitable opportunity to participate in transition opportunities at key grade levels (entry into K, 5th to 6th, 8th to 9th, and 12th to post-high school) including campus visits and meeting staff and student leaders.
- **English Language Acquisition**: Implement a comprehensive system for English Language Acquisition for all English Learners so that they can stay on track for successful graduation.

### Pillar B: Safe Culture and Strong Partnerships
- **Career and College Exploration**: Create inclusive multi-lingual family and student events, led by a variety of staff and students, to increase support for course taking, career and college options, and completion of post-secondary planning processes.
- **Graduation Coach/ Specialist**: Design a primary point of contact for high school students and families on their pathway to successful graduation, and work closely with teachers, social workers, advisors, and administration to ensure that students graduate with all required credits, coursework, and documentation.
- **Work-based Learning Opportunities**: Provide every student application-oriented work-based opportunities focused on exposure at the elementary level, exploration for middle schools, and experiences for high school that empower them to find the pathway of their choice.

### Pillar C: Professional Learning

### Effective Strategies & Resources:
- **Effective Strategies & Resources**: Connect teachers, leaders, and staff to effective strategies, professional learning, and resources for facilitating academic and social emotional growth of middle and high school students, and strong implementation of advisory programs.

- **Authentic Family and Community Outreach**: Enhance effectiveness of district employees’ interactions with students and families by providing formal training and continuous learning opportunities that promote open, proactive, and culturally-informed communication.
How Will We Get There... SEL & Advisory

High Schools
- 30 min once a week
- 4 years with the same advisor
- Scope & Sequence for every grade level
- Lessons
  - Character Strong
  - Social Emotional Learning
  - School Culture
    - Positive Behavioral Intervention Supports
  - High School & Beyond planning
  - Financial Literacy
  - Digital Citizenship

Middle Schools
- 30 minutes once a week
- Advisor is one of the student’s content teachers
- Lessons
  - Social Emotional Learning
  - School Culture
    - Positive Behavioral Intervention Supports
Pathways for High School Graduation: Utilize an early-warning system to help students stay on track to graduate and create multiple pathways for meeting graduation requirements, (e.g., competency-based portfolio, online credit recovery).

Master Schedules: Ensure that master schedules provide multiple opportunities for students to stay on track for graduation, including access to intervention, career pathways, and advanced coursework.

Equitable Budgeting, Hiring, and Staff Placement: Institute need-based, result-focused budgeting; match hiring and staff placement with relative school-level needs; and ensure greater transparency about resource allocation processes.
A road for everyone!

- Effective Early Warning System & other Data
- State Graduation Pathways
  - CTE Pathway, SAT, ACT, ASVAB, AP/IB course, Dual Credit / College Level Courses
- Strong CTE Programs - addition of JROTC!
  - High interest, relevant w/career pathway, and provide a strong foundation of technical knowledge and employability skills that complement academic studies
- OnLine Courses (credit recovery & more)
  - Buildings, full time teacher, high levels of collaboration with counselors
- Competency Based Credit
  - Recovery credit
    - Passing higher level course
    - State testing, SAT, ACT, AP/IB, College Level Course
  - World Language Competency Tests & Outpatient Substance Treatment (new this year)
Pathway for Graduation

A road for everyone!

- **Pierce County Skills Center**
  - 107 students

- **Running Start**
  - 112 Part time students
  - 182 Full time students

- **Elhi Hill School Program & Elhi Hill Academy**
  - Program serves 100 in seat students & 16 remote, Academy serves 25 students
  - 12 years ago, most students were 5th or 6th year seniors
  - Now most are 4th year seniors - On Time Graduates
  - Average of 50+ graduates each year
  - 95% who enter Elhi Hill graduate!

- **Grad Alliance / Open Doors**
  - 5 students have already graduated this year
How Will We Get There...

- Progress monitoring - Data
- School Improvement Plans
- Summer school
  - 228 students last 3 years (85 last year w/ 93% passing rate)
- Extended learning opportunities
- End of semester grade contracts
- Professional School Counselors
- Mental health supports
- Substance Prevention Counselor
- Black & Brown Mentorship Program
- Sports / Clubs / Activities

“Every student will earn all credits they are enrolled in at EHP by the end of each semester”
Other Highlights

**Goals 1 - 4**

- 1 - Success in the Early Years
- 2 - Nurtured, Engaged, and Empowered Students
- 3 - Academically-Prepared Critical Thinkers
- 4 - Elimination of Disparities in Student Access and Success
How will we respond if we don’t get there?

Every student will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post secondary experience.

By 2026......
98% of the senior class will graduate on time (4 years).

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<th>Step - Progress Goals</th>
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How Will We Respond... Action Plan for Improvement

Pillar D: Continuous Improvement

- Identify the barriers, gaps, needs
- Research, brainstorm, & identify & plan interventions / solutions (evidence proven practices)
- Implement
- Evaluate effectiveness (data) & reflect - standardize, continue process
Action Plan for Improvement

Doing great, strong structure, systems, and plans and are reaching most students.

Continue to refine, find ways, and adjust to unique situations that students are in. The reasons for becoming at-risk of not graduating are very diverse, usually outside of the student’s control, and extremely individualized. It is necessary to provide the additional, individualized, and ever changing supports students need.
Persistence to Graduation - Goal 5

Our Promise In Action!
QUESTIONS