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1.2: Increase percentage of students who graduate high school by 2 percentage points average from 2013 to 2018



## 1.2 / INCREASE GRADUATION RATES

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**Office of Superintendent of  
Public Instruction**

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Deputy Superintendent**

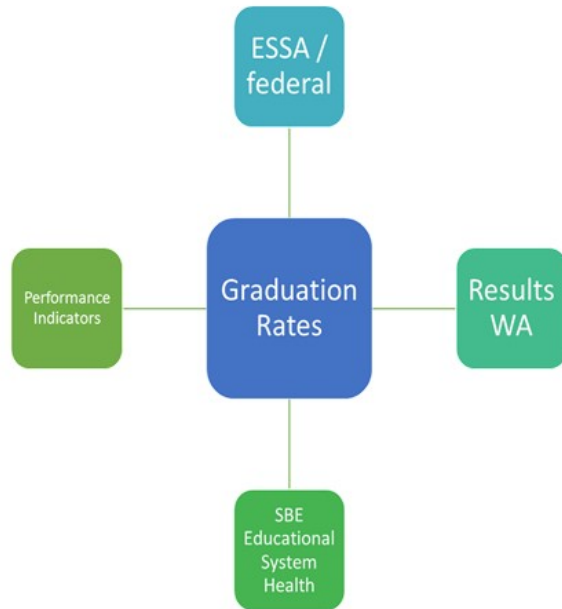


March 6, 2017

## Background:

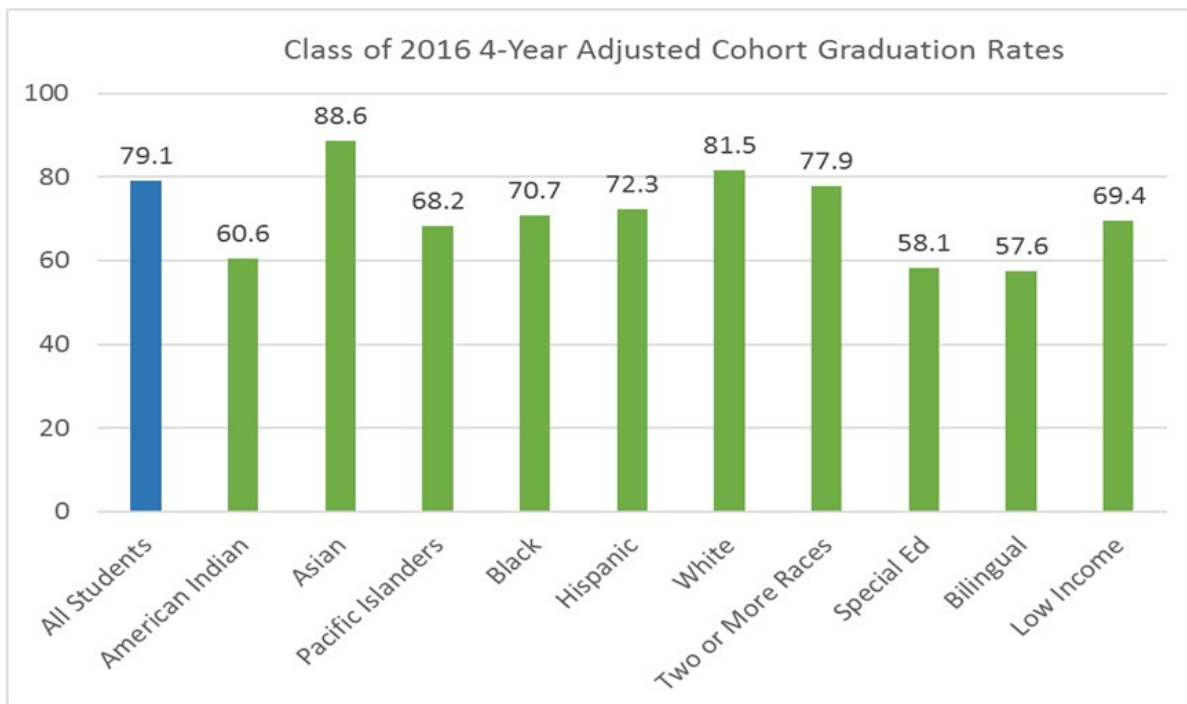
“Our goal – and the goal of all educators – is to make sure that each and every student, without exception, graduates with a meaningful diploma.”

~Superintendent Reykdal



## 1.2 Increase Graduation Rates

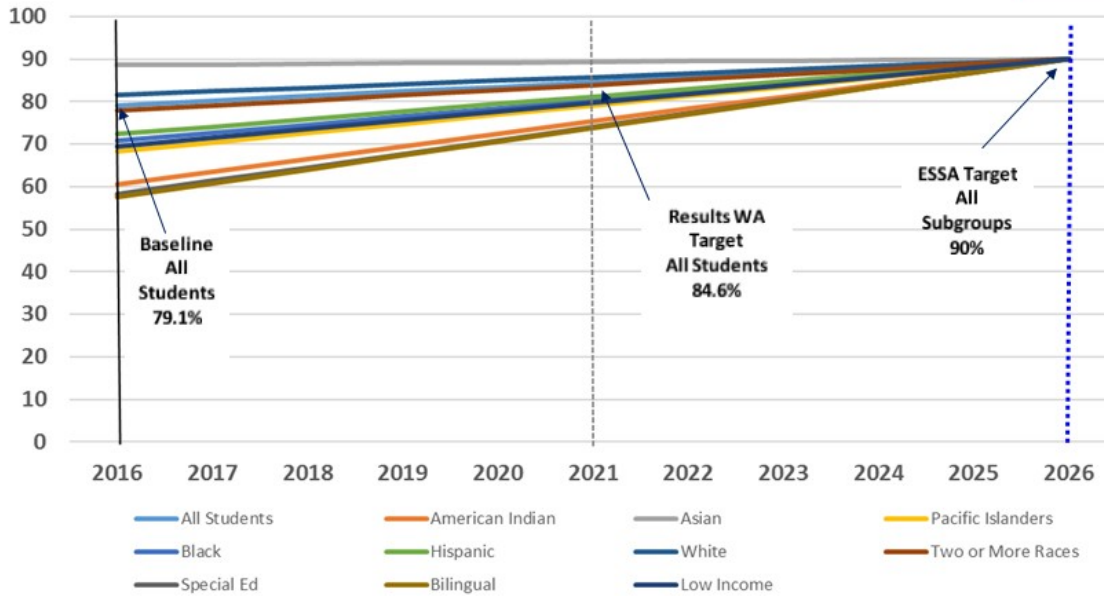
### Current State:



## 1.2 Increase Graduation Rates

### Results WA Baseline, Targets and Draft ESSA Long-Term Goals for Increasing 4-Year Adjusted Cohort High School Graduation Rate

Long-Term Goal  
100%

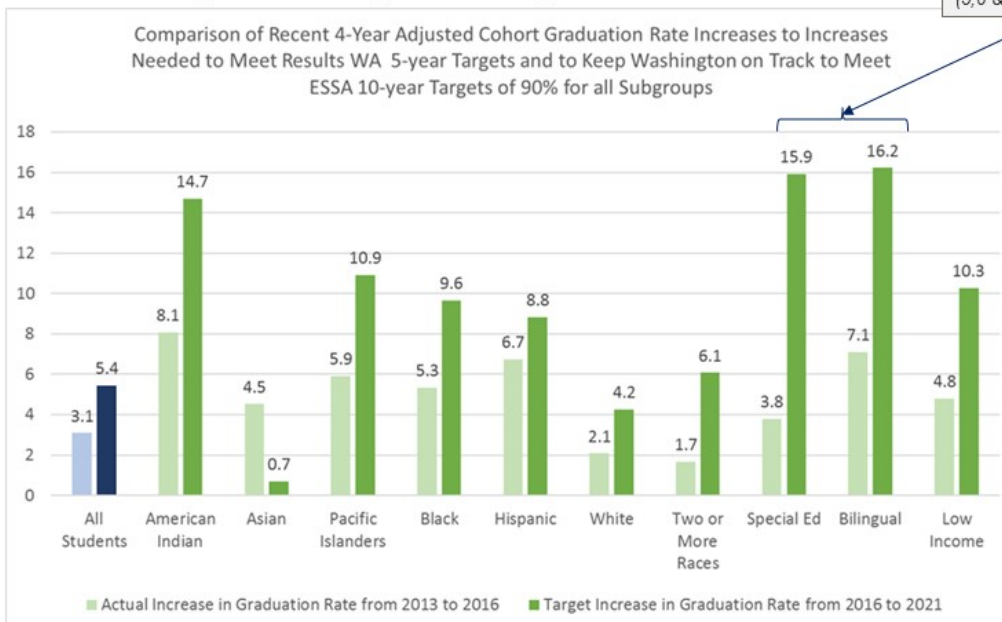


## 1.2 Increase Graduation Rates

### Problem/Opportunity:

- OSPI to increase the statewide graduation rate from 79.1% for class of 2016 to 84.6% for class of 2021, including an increase in graduation rates for each subgroup.
- From the Class of 2013 to the Class of 2016, there was a 3.1 point increase in the 4-year graduation rates.
- ***This new target requires an increase of 5.4 percentage points in the same amount of time.***
- ***What will OSPI do differently to cause this magnitude of a change?***

Consider Extended Graduation Rates (5, 6 & 7 year)



# Changes in Adjusted Cohort Graduation Rates as Timeframe is Extended

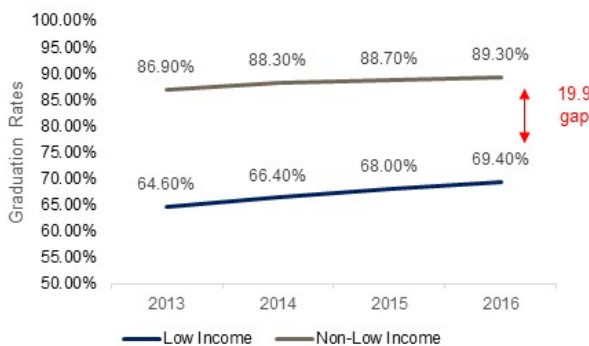


## 1.2 Increase Graduation Rates

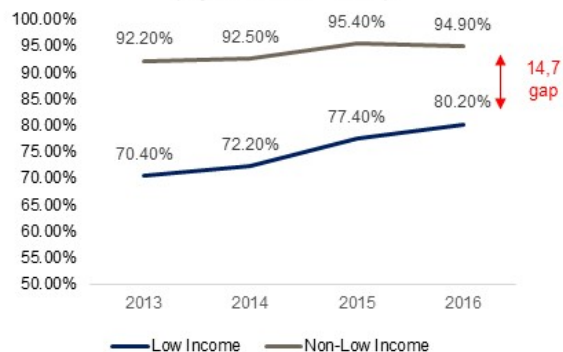
### Building on What is Working *Increase rates overall, decrease gaps*

- ✓ Through the Graduation Equity Initiative, identify district seeing success in student outcomes and disseminate effective practices and processes

State 4-year Graduation Rates



Sample Highlight District 4-year Graduation Rates (4-year cohort = 1,995)



## Building on What is Working *Increase rates overall, decrease gaps*

- **Leadership** – creating a results-focused mission, including purpose and relational trust that engages staff, students, families and communities
- **Continuous Quality Improvement** – practices that involve staff in action research to improve teaching and learning
- **Tiered supports** – integrated continuum of supports for academic, behavior, emotional needs, and career planning
- **Data** – evidence-based processes that monitor and connect staff and students to a system of support
- **Family & community partnerships** - strong commitment to family engagement and student voice, as well as community partnerships, to create a welcoming and caring culture

✓ Define a system to support implementation



## Building on What is Working *Increase rates overall, decrease gaps*

- ✓ Create access to pathways that promote personal goals and ensure the widest range of life options.



### Each student's plan

- Starts by 8<sup>th</sup> grade
- Uses career interest inventory
- Revisited each year
- Review progress/transcript
- Involves families/parents

Detailed Action Plan:

Task	Task Lead	Partners	Expected Outcome	Status	Due Date
Identify positive outliers and learn what is working for graduation, attendance, behavior and course completion	OSPI Secondary Ed/K12 Supports	Gonzaga University	Districts will implement effective practices and processes, resulting in improvement across key outcome measures of: <ul style="list-style-type: none"> <li>graduation</li> <li>chronic absenteeism</li> <li>9<sup>th</sup> grade on-track success</li> </ul>	Completing data collection, and beginning the summary of key practices and processes	6/30/17
Promote shared outcome measures and disseminate effective practices	OSPI  Graduation: A Team Effort (GATE)	AWSP WASA WSSDA WSAC Higher Ed Youth Org	Raising awareness of equity data, as well as evidence-based practices and processes across schools and communities will focus efforts on what will move the needle	Continuing to create and delivery workshops, webinars, and other PD opportunities	Ongoing
Create local and state level system to support the work	OSPI Ctr for Improvement of Student Learning/  Statewide MTSS Advisory	Districts ESDs AWSP CIS	Increase districts reporting implementation system on annual Equity Survey: <ul style="list-style-type: none"> <li>Leadership</li> <li>Data – early warning system</li> <li>Tiered support system</li> <li>Family community partnerships</li> <li>Improvement processes</li> </ul>	OSPI cross-agency Leadership Team, as well as Statewide MTSS Advisory Team working to build district and ESD capacity	6/30/18
Promotion of multiple pathways through workforce partnerships and a focus on non-traditional post secondary options	OSPI Guidance and Counseling	SBCTC WFTB Regional WFDC	Increase % of students reporting a plan for the future and coursework is relevant to future as reported on Healthy Youth Survey.  Increase in post graduation enrollment	Regional trainings scheduled and developing workforce partnerships	6/30/17

## How Can You Help?

### Promote What is Working

*Create a focus on practices and processes showing positive student outcomes as measured by agreed upon outcomes*

✓ *Honor those that are moving the needle*



### Support a Common Measure of Success

*4- and 5- year Graduation Rates; Extended Graduation Rates; Disproportionality in graduation rates between student sub-groups; and Key Indicators such as: chronic absenteeism and academic success*

✓ *Include these shared measures across the system*

### Engage Youth by Creating a Roadmap

*Prevent Failure and Promote Success; Offer Responsive Services when get Off-track; and, Promote Pathways to Post Graduation*

✓ *Support a meaningful High School and Beyond Plan*



# Washington High School

<b><u>Enrollment</u></b>	
Oct. 2016 Student Count	991
<b><u>Ethnicity*</u></b>	
American Indian/Alaskan Native	.6%
Asian	6.6%
Pacific Islander	10.6%
Black	16.5%
Hispanic	19.5%
White	34.4%
Multiracial	11.8%
<b><u>Other data</u></b>	
Free or Reduced-Price Meals*	71.4%
Special Education	15%
Transitional Bilingual	3.3%
Migrant (May 2009)	0.0%
<b><u>Graduation Rates</u></b>	
On-Time Graduation Rate – Class of 2016*	87%
Extended Graduation Rate – Class of 2015	92%

\*Labeled a drop out factory in 2007.

\*9th most diverse high school in the nation according to one recent study.

\*Poorest school district in Pierce County.

## Systems that support closing achievement gaps at WHS and in FPSD...

- Professional Learning Communities...
  - Teachers have time to collaborate around student data, assessments, and instruction. Student growth goal setting is tied into eVal – data cycle.
- Safe and Civil Schools/PBIS...
  - A common school-wide, and district-wide, approach to building positive school climate and culture. 2006 – 36%, 2016 – 91%.
- Response to Intervention (RtI): counselor led meetings that include administration and support staff...
  - Each grade level is the focus of one RtI meeting each month. Focus on attendance, behavior, and academics.
- Standards based grading and assessment (SBG)...
  - Common assessments, and common philosophy and approach to grading. Students are provided with multiple opportunities to reassess.

## Systems that support closing achievement gaps at WHS and in FPSD...

- Extended Semester and School Year...
  - Teachers identify students who could benefit from extended time to show they have met all standards in a course. List of these students is submitted to me, and names of students who end up passing is submitted to me. I collect the data and share with our staff.
- Freshman Success Program...
  - Focused on reluctant learners in core classes.
- Intervention time built into the bell schedule. IST/SST...
  - Students with a 3.2 GPA and no INCs are given independent study time. All other students are required to stay in SST with their advisor. Students can use this time to go visit teachers in classes they are struggling with.
- Inspect what you expect...
  - If you expect low failure rate, inspect your failure rates. Data, data, data...
- “I guess we do what it takes.” – Tommie Miranda, WHS Kitchen Manager

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