

Graduation Rate A Closer Look

ASLI May 2019

WELCOME!

A Pattern for Today

What to Expect

Learning Guide (LG p. #)

1) Presented with information about graduation rate: data collection, evidence for interventions, strategies, practices and examples

2) Your table team will have:

- Ample time to review the information, clarify and discuss
- Opportunities to record your thoughts and consider next steps

Graduation Rate Success Criteria

Identify strategies:

To enhance and refine current practices at our school district or school by using information from the Practice Guide

To implement new practices at our school district or school by using information from the Practice Guide

Two Gems from Smart Groups and Collective Intelligence

Two practices of Groups that solve Complex Problems

1) Turn taking norms

2) Balance advocating for an idea with inquiring into what other group members think

Processes and Strategies for Team Participation

(From ASLI May 2108)

Listening

Paraphrasing

Pausing

Suggested turn taking norm: Each person only speaks once until all team members have an opportunity (I pass is OKAY!)

Suggestion

Determine
a Recorder
and
a Time Keeper

A Special Thank You to Patty Muller at Indiana University

- ▶ IES Preventing Dropouts 105 pages to 7 pages (evaluated IES)
- ▶ Student Engagement Survey-one of the 21 surveys from REL Southeast-is open source for you to use all or selected portions
- ▶ Kathy Blanc's alma mater

Drop Out Label is Personal

Albert E. Whiteley at seventeen years old

Enlisted Royal Canadian Air Force WW II

Non-Completion (Dropout) High School

Embarrassed about it for his 83 years of life

We Have the Opportunity to Change the Trajectory of Others

Thanks for Your Hard Work!

It is Challenging, Frustrating and Sometimes
Discouraging

We plant, water and weed the garden

And Many Times Don't See the Harvest

Review of Evidence-based
Interventions LG p. 13-15

First Look: An Overview

Increasing Graduation Rate

Review of Evidence-based
Interventions

Increasing Graduation Rates: Review of Evidence-based Interventions

Recommendations

Level of Evidence

Type of Intervention

Steps

Strong Evidence

LG p. 3 (c)

Step One: Connect schoolwork to options after high school

Step Two: Build supportive relationships and teach how to manage challenges

Step Three: Assess engagement (Friday)
AND target interventions

Effect Size Dropout Prevention Outcomes and Strategies

- ▶ (a) career development/job training (.81)
- ▶ (b) family engagement (.67)
- ▶ (c) mentoring (.63)
- ▶ (d) behavioral interventions (.46)
- ▶ (e) literacy development (.42)

Evidence-based Practice and Practice-based Evidence LG p.18

Practice-based Evidence in Alaska

What appears to work given:

- Intervention interaction
- School configuration
- Staff expertise
- Budget realities
- Culture and Community

Table Team Time

Where are **we** currently?

Review LG p. 13-15

Make Observations

Record: Chart Paper and LG p. 54

Remember: Round Robin, turn taking,
and ask Clarifying Questions

LKSD Supplemental Document

LG p. 18-24

Second Look: More Specific

- Recommendations with evidence
- **Steps**
- **Practices and Examples**

Assessing: Where you we currently?

Discussing: Where you Might Like to be in One Year?

ABC: It Starts With Data

LG p. 18 (Step 1)

Attendance

Behavior

Course Grades

Table Talk: How are we collecting (Step One) and using (Step Three) ABC?

EXAMPLE: Check & Connect*

LG p. 49

Early Warning System

Academic Data

Behavior Data

*Check and Connect LG p. 14 (c)

EXAMPLE: Site-Level Data

LG p. 48

Brief overview of Students by Cohort

Observe students who are not progressing

EXAMPLE: Site-Level Data

LG p. 48

Brief overview

12 T-dropped attendance

2-transfer in-state

Students by Cohort (credits)

Grade 10-5.5

Grade 11-10.5

Grade 12-15

Table Team Time

What are our data collection practices?

Review LG p. 48 and 49

Make Observations

Record: Chart Paper and LG p. 54

Remember: Round Robin, turn taking, and ask Clarifying Questions

LG p. 18 and 19
Rec.(a) Steps 2, 3 and 4

- ▶ Intervene (early)
- ▶ Assist
- ▶ Monitor

Table Team Time

What are our current practices?

LG p. 18 and 19 Rec.(a) Steps 2, 3 and 4

Make Observations

Record: Chart Paper and LG p. 54

Remember: Round Robin, turn taking,
and ask Clarifying Questions

LG p. 19-21 Rec. (b)

Steps 1, 2 and 3

Roles for existing school staff that are manageable

Provide proper training, including how and when to use electronic data systems or paper forms for monitoring and tracking

How to identify student learning opportunities and tools for tracking their work

Choose services within and outside of the school that are culturally sensitive

School leaders periodically review

Table Team Time

What are our current practices?

LG p. 19-21 Rec. (b) Steps 1, 2 and 3

Make Observations

Record: Chart Paper and LG p. 54

Remember: Round Robin, turn taking,
and ask Clarifying Questions

LG p. 21 and 22
Rec.(c) Steps 1, 2 and 3

- ▶ College AND Career Programs
- ▶ Social and Emotional
- ▶ School Climate Student Engagement

Table Team Time

What are our current practices?

LG p. 21 and 22 Rec.(c) Steps 1, 2 and 3

Make Observations

Record: Chart Paper and LG p. 54

Remember: Round Robin, turn taking, and ask Clarifying Questions

LG p. 22 and 23 Rec. (d) Steps 1, 2, 3 and 4

Create Small Personalized Communities to
Facilitate and Monitor Support

Important: Developing Relationships and
Using Positive and Constructive Language
Stems

Table Team Time

What are our current practices?

LG p. 22 and 23 Rec. (d) Steps 1, 2, 3
and 4

Make Observations

Record: Chart Paper and LG p. 54

Remember: Round Robin, turn
taking, and ask Clarifying Questions

EXAMPLE: Check and Connect LG p. 49 and 50

Basic Intervention Intensive Intervention

Consider Creating a List

- What is in Place
- What We Would Like in One Year

Graduation Rate

Possible NEXT STEPS

Select interventions that *MIGHT* help address improving graduation rates

Please consider what you already have in place for your students, your staff, and your community

Example of a School-level Plan LG p. 52

Please Review the Five Steps
With Your Team

Sort and Elaborate: Next Steps

Individuals

1. Make 2-4 post it notes from the research on evidence-based interventions.

Table Groups

2. When all are ready, one person places a note in the center of the table saying, “**This make sense to me because...**”
3. Another person places a note connecting to the first saying, “**This makes sense to me because...and it relates to the first one in these ways...**”
4. Repeat the pattern, or start a new pattern.

Goal formulation for your school

- ▶ As a Table Team
- ▶ Reference the post-its you have organized
- ▶ Use any notes from the Recording Sheet
- ▶ Begin GOALS based on evidence-based strategies

Recording sheet

LG p. 54

Consider Using the Recording Sheet so you will have information to use later when creating your goals

Graduation Rate Conversation Guidance LG p. 53



Suggestion: Organize in school teams that have identified similar goals

Sharing ideas, reflecting on what you are learning, and simply **SUPPORTING** one another

Next Steps

School-level and Collaborative Teams:

Please schedule regular check-ins with each other, and decide how and when you will communicate (If we are not Planful, it is less likely to happen!)

Reporting Out So Other Schools Can Hear Your Goals

Select a Spokesperson

Agree on What is Going to be Said

Listen to What Other Schools Plan to
Do