

Addendum

High School Graduation Toolkit: English Learners

Georgia Department of Education
Office of School Improvement
Office of Federal Programs



December 7, 2021



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High School Graduation Toolkit for English Learners

Purpose

The purpose of the addendum is to help local educational agencies (LEAs) improve high school graduation rates among English learners by assessing multiple sources of data, implementing interventions, monitoring implementation, and evaluating the effectiveness of improvement plans.

Definitions

Local Educational Agency (LEA) – local school system pursuant to local board of education control and management, including charter schools.¹

English Learners (ELs) – students whose primary or home language is other than English and who are eligible for English language instruction based on the results of an English language proficiency assessment.²

Recently Arrived English Learners – English learners who have been “enrolled in a school in one of the 50 States in the United States or the District of Columbia for less than 12 months.”³

Students with Limited or Interrupted Formal Education (SLIFE) – “a diverse subset of the English language learner population who...usually are new to the U.S. school system and have had interrupted or limited schooling opportunities in their native country.”⁴

Long-Term English Learners (LTEL) – English learners (ELs) who have been “enrolled in a U.S. school for six years or more and have not been reclassified as fluent English proficient.”⁵

English Learners with Disabilities (EL/SWD) – English learners dually identified as English learners (ELs) and with a disability (SWD).⁶

¹ State Board of Education Rule 160-4-5.02 (2020). <https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-5-.02.pdf>

² State Board of Education Rule 160-4-5.02 (2020). <https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-5-.02.pdf>

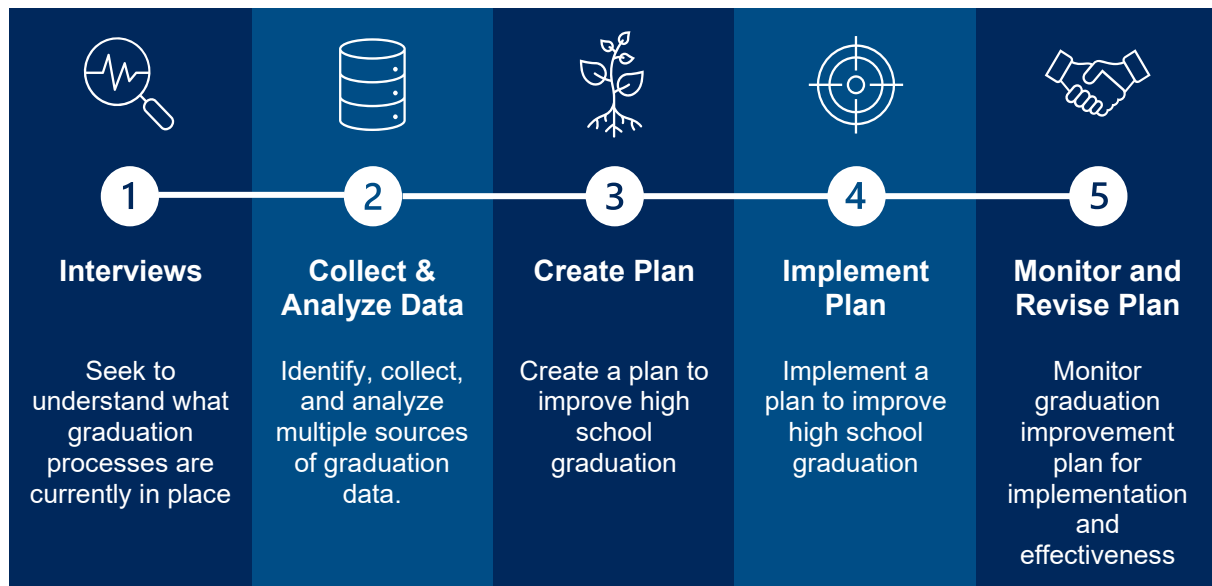
³ Every Student Succeeds Act, 20 U.S.C. § 6301 (2015). <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

⁴ WIDA Consortium. (2015, May). SLIFE: Students with Limited or Interrupted Formal Education. <https://wida.wisc.edu/sites/default/files/resource/FocusOn-SLIFE.pdf>

⁵ WestEd. (n.d.). Long-Term English Learners: Spotlight on an Overlooked Population. <https://www.wested.org/resources/long-term-english-learner-students/#>

⁶ Georgia Department of Education. (2019). ESOL and Special Education: English Learners with Disabilities. https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/English%20Learners%20swd/EnglishLearnersWithDisabilities_KSU-ESOL_Conf2019%20Revised.pdf

High School Graduation Review Process Steps



District's Role

- Establish a newcomers program (e.g., International Welcome Center or [Innovative Delivery Model](#)) for English learners born outside of the United States and arrived in this country within the last three years. Program elements may include welcoming and engaging English learners and families, registering English learners, and providing student support services (i.e., academic, college and career, and wraparound activities).⁷
- Develop a system-level process for English learners transitioning between grades five and six, grades eight and nine, and grade twelve and post-high school.
- Establish a unified approach to collecting and analyzing graduation rate data for English learners.
- Analyze district policies for full implementation and effectiveness.
- Support school leaders with resources needed for English learners to successfully graduate from high school.

Principal's Role

- Lead a team to develop a schoolwide process for supporting and monitoring English learners to ensure high school graduation.
- Establish expectations for faculty and staff including, but not limited to, collecting and analyzing graduation rate data, utilizing an early warning system, monitoring student progress, providing student supports, implementing evidence-based practices, engaging

⁷ Motamedi, J.G., Porter, L., Taylor, S., Leong, M., Martinez-Wenzl, M., & Serrano, D. (2021, February). Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools. https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2021064.pdf

in co-planning, engaging in push-in/collaborative language instructional delivery models, and communicating success and challenges to families.

- Build a schoolwide culture focused on using data that supports student learning, high-school graduation, and college and career success.
- Establish a school culture and climate, which is welcoming of all cultures and languages.

School Level Processes

- Use attendance, discipline, and academic data to track student cohorts' progress toward graduation.
- Develop and implement a protocol for enrolling and coding high school English learners who are recently arrived immigrants with no prior schooling or very limited formal education.
- Implement a protocol for entering and coding information when English learners enroll and withdraw from school.
- Implement or promote intensive programs that support English learners with graduating from high school.
- Train faculty and staff on procedures and programs supporting and promoting English learner success, specifically high school graduation.
- Cross-train team members in a way that allows the school-based team to be up-to-date with data and interventions.
- Implement structures supporting grade-band transitioning for incoming sixth-grade (or middle school) and ninth-grade (or high school) English learners. Implement structures supporting eighth-grade and twelfth-grade English learners' transitions from middle school and high school, respectively.
- Develop, implement, monitor, and adjust individual English learner graduation plans.
- Create small, personalized communities within the school.
- Engage English learners in college and career courses.

Guiding Questions for Leadership Team

Question	Response	Next Steps
Driving Improvement Efforts		
<p>Describe the early warning system being implemented to track attendance, behavior, and course performance of English learners.</p> <p>Is the Early Warning System disaggregated by subgroups? English learners? Recently Arrived Immigrants (RAIELs)? English learner with Limited or Interrupted Formal Education (SLIFEs)? Special Education English learner?</p>		
<p>What is the current graduation rate projection for English learners? What existing data supports this projection?</p>		
<p>What is the current course completion rate disaggregated by current English learners, former English learners, and never English learners?</p>		
<p>Who monitors graduation rate improvement efforts? What is your plan for monitoring the graduation rate? Who reports this information to the leadership team, and how often is it reported?</p>		
<p>Describe the process for identifying root causes of attendance, behavior, academics, and course completion deficiencies for English learners?</p> <p>Has the staff been trained to identify root causes due to:</p> <ol style="list-style-type: none"> a. Cultural and linguistic differences? 		





Guiding Questions for Leadership Team

Question	Response	Next Steps
<p>b. Limited or interrupted formal education in Grades K-8?</p> <p>c. Trauma experienced by refugees from war-torn countries who have recently arrived in U.S. high schools?</p> <p>If not, what is the plan for ensuring that the staff is trained on the above topics?</p>		
<p>How does the school improvement plan address the graduation rate for English learners?</p>		
<p>Describe the English learner paths to graduation, differentiated by English language proficiency and prior course completion.</p>		
Progress Monitoring		
<p>What data (e.g., prior schooling, level of English language proficiency, cultural differences, learning differences, sociocultural and socio-emotional factors) is reviewed to monitor progress?</p>		
<p>How often are the data points reviewed, and by whom? What kind of training have these persons received?</p>		
<p>When interventions for English learners are not successful, what are the next steps?</p>		
Credits		
<p>Describe how English learners' pathway courses are designed to minimize ESOL electives and maximize earning credits for</p>		

Guiding Questions for Leadership Team		
Question	Response	Next Steps
graduation and college and career?		
Describe the process for tracking cohort data of English learners and locating dropouts. Who is responsible? What supports provided focus on English learners' specific needs? What kind of training was provided?		
Who trains those responsible for tracking and monitoring cohorts? Does the training include cultural proficiency awareness? How often is training provided?		
Withdrawals		
What is the process for contacting and documenting enrollment at the next school following a student's withdrawal?		
What is the process for contacting and documenting immigrant student's withdrawal with immigration officials?		
Transitions		
How does the school assist ninth-grade English learners with the transition to high school?		
Incentives and Recognitions		
Describe any incentives and recognitions that are in place to promote graduation.		

Guiding Questions for Leadership Team

Question	Response	Next Steps
Describe how world language credit in lieu of enrollment is used as recognition for recently arrived immigrants with proficiency in any language other than English and an incentive to obtain two-credit courses for graduation in lieu of world language coursework.		

	Graduation Rate Guidance, Targets, and Calculator
	College and Career Ready Performance Index
	School Completion Toolkit
	2019 Building A Grad Nation Report - America's Promise Alliance

Use tool 1 to capture the strengths and challenges based on responses from Guiding Questions for Principals and Guiding Questions for School Processes.

Tool 1: Strengths and Challenges Chart Principals and School Processes	
Strengths	Challenges

Problem Solving

Coherent Instruction, Supportive Learning Environment, and Family and Community Engagement

Identify Needs

Seek to understand each cohort of English learners by gathering and analyzing multiple data sources to determine if English learners are on track for high school graduation. Explore areas where high school graduates might be overlooked and ensure leaders, specifically administrators, counselors, and graduation coaches, are asking the right questions to make informed decisions.



For more information and additional resources on identifying needs, refer to [Data-Driven Decision Making: School Improvement Planning Companion Guide](#). The purpose of the companion guide is to help local education agencies (LEAs) understand the school improvement planning process as the driver for continuous improvement. Identifying high school graduation needs is a specific component of the school improvement process.

Coherent Instruction

Data sets:

- Initial screeners
- ACCESS school-level reports
- Prior schooling
- Comparison data of current English learners with former English learners and never English learners
- Language and cultural differences that may impact high school learning
- Differentiated graduation plan for English learners
- Grades – pass and failure rate
- Course completions
- Graduation plans
- Career pathway progress and completion
- End-of-Pathway Assessment scores
- Formative assessment data (e.g., MAP, STAR, Lexile, ITBS, SAT/ACT, EOPA, district-designed)
- Historical student attendance data

Family and Community Engagement

Data sets:

- Quantity and names of languages spoken by English learners and their families
- Published documents written in languages other than English and the name of the languages
- Names of languages used to provide written communication
- Names of languages used to provide oral communication
- Parent attendance (face-to-face, virtual, or conference call) – individual student advisement

- Quantity and names of English learners without accurate parental/guardian contact information
- Quantity of parents/guardians registered for the parental portal during registration and within nine weeks of their English learner enrolling.
- Parent portal analytics
- Website and social media user engagement metrics (i.e., activity for various languages)
- Evaluation results - collaborative partnerships that support student graduation efforts (e.g., mentoring, internships, apprenticeships, job shadowing, social and interpretation/translation services)

**Guiding Questions for Coherent Instruction
Academic Coursework**

Question	Response	Next Steps
Monitoring Student Progress		
Does every English learner have a 4-year plan or 5-year plan for recently arrived immigrants? How often is it reviewed, and by whom? Are parents engaged in the plan?		
Describe the system for monitoring standards mastery and course completion.		
Describe the system for monitoring English learners' progress toward English proficiency.		
Describe the credit recovery process (when, where, how, etc.). Are there opportunities within the school day? How is effectiveness monitored? How is credit recovery provided for English learners or recently arrived immigrants? Does credit recovery include ESOL supports for English learners who need them based on their level of English language proficiency (ELP)?		
Are English learners scheduled for courses needed to graduate on time?		
How is access made available to English learners for courses that are not on the master schedule?		
How is academic English language developed?		
How are teachers using the WIDA Standards Framework resources?		

**Guiding Questions for Coherent Instruction
Academic Coursework**





Question	Response	Next Steps
<p>What career pathways are offered? What courses are offered? How are English learners scheduled to be pathway completers? What input do English learners and parents have on course selections?</p> <p>How does the school ensure ELs and recently arrived ELs (RAELs) have opportunities to choose career pathways?</p>		
<p>Who monitors the course coding system to ensure that course numbers are current and accurate?</p>		
<p>How are English learners scheduled in a pathway? How are English learners scheduled to be pathway completers by graduation?</p> <p>How are English learners and parents included? Are translation/interpretation services provided for parents and families who need them?</p>		
<p>Describe the master scheduling process. Is the ESOL department or designee included in the master scheduling process?</p> <p>Has the person scheduling courses (e.g., registrar) for English learners participated in training, specifically, on the school's plan and the best way to encourage course completion and pathway to graduation?</p>		
<p>Are English learners and English learners with disabilities scheduled first to ensure they have and are enrolled in classes needed for graduation?</p>		

Use tool 2 to capture the strengths and challenges based on responses from Guiding Questions for Coherent Instruction: Academic Coursework and analyze student data.

Tool 2: Data Matrix		
Academic Coursework Data⁸		
Data set	<ul style="list-style-type: none"> • Interview responses 	
Step	Strengths	Challenges
Describe Data State the strengths and challenges.		
Data sets	<ul style="list-style-type: none"> • Progress toward English proficiency • English learner exit rates • Grades – pass and failure rate • Course completions • Four-year graduation plans 	
Steps	Guiding Questions	Recordings
Describe Data State facts only. Refrain from stating interpretations or solutions.	<ul style="list-style-type: none"> • What is the data telling us? • Are all subgroups of English learners performing at the optimal level? • What trends and patterns are observed for all English learners and each sub-group? Be specific. 	
Interpret Data	<ul style="list-style-type: none"> • What are the important trends and patterns that will support the identification of student, teacher, and leader needs? • What additional (leading, real-time) data should we consider as we identify schoolwide overarching needs? 	

⁸ Adapted from Thomas Van Soelen & Shannon N. Kersey, "Data Mining Protocol," [School Reform Initiative](#), March 30, 2017.

Guiding Questions for Supportive Learning Environment Attendance & Discipline		
Question	Response	Next Steps
Who monitors student attendance, including English learner cohorts?		
What is the school's policy for addressing tardiness and truancy?		
What internal and/or external factors are contributing to English learners' absenteeism?		
Describe the leadership team's role in improving attendance, tracking graduation cohorts, and providing interventions.		
Is school attendance related to English learners' work schedules outside of school or family care schedules interfering with school?		
Has the school communicated with the families in a language and format they understand about the attendance requirements?		

-  [Graduation Rate Guidance, Targets, and Calculator](#)
-  [Check and Connect](#)
-  [Preventing Dropout in Secondary Schools - WWC Practice Guide](#)
-  [Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism](#)

Use tool 3 to capture the strengths and challenges based on responses from **Guiding Questions for Supportive Learning Environment: Attendance & Discipline** and analyze student data.

Tool 3: Data Matrix		
Attendance and Discipline Data⁹		
Data set	<ul style="list-style-type: none"> • Interview responses 	
Step	Strengths	Challenges
Describe Data State the strengths and challenges.		
Data sets	<ul style="list-style-type: none"> • Attendance • Discipline • Freshman advisement • Sophomore advisement 	<ul style="list-style-type: none"> • Junior advisement • Senior advisement • Mentoring check-ins, if applicable
Steps	Guiding Questions	Recordings
Describe Data State facts only. Refrain from stating interpretations or solutions.	<ul style="list-style-type: none"> • What is the data telling us? • Are all subgroups of English learners performing at the optimal level? • What trends and patterns are observed for all English learners and each sub-group? Be specific. 	
Interpret Data	<ul style="list-style-type: none"> • What are the important trends and patterns that will support the identification of student, teacher, and leader needs? • What additional (leading, real-time) data should we consider as we identify schoolwide overarching needs? 	

⁹ Adapted from Thomas Van Soelen & Shannon N. Kersey, "Data Mining Protocol," [School Reform Initiative](#), March 30, 2017.

**Guiding Questions Supportive Learning Environment
Counselors and Graduation Coaches**

Question	Response	Next Steps
Describe the roles of the counselors and graduation coach. What training have the counselors and graduation coach had on cultural proficiency for the linguistic and cultural differences present in the high school?		
How do counselors support English learners with transitioning to high school?		
How do counselors communicate Career, Technical, and Agriculture Education (CTAE)/Fine Arts pathways to English learners?		
How do counselors and the graduation coach support English learner parents with the transition to high school? Are translation/interpretation services provided for parents and families who need them?		
Describe the wraparound services used to support English learners who encounter external issues influencing their academic success.		
How does the school provide EL families with information about student attendance, discipline, and course completion in a language and format they understand?		
What training is offered to parents around attendance, behavior, course completion, legal expectations, career pathways, scheduling, and student support (i.e., wraparound) services?		



[Graduation Rate Guidance, Targets, and Calculator](#)

Use tool 4 to capture the strengths and challenges based on responses from **Guiding Questions Supportive Learning Environment: Counselors and Graduation Coaches**.

Tool 4: Strengths and Challenges Chart Counselors and Graduation Coaches	
Strengths	Challenges

Guiding Questions for Family and Community Engagement

Question	Response	Next Steps
What are the established goals/outcomes for each linguistic and cultural group represented at the school?		
How does the school engage multicultural families to promote successful high school graduation? How are these activities documented and monitored?		
How does the school identify challenges families face in supporting their English learners with high school graduation?		
How does the school seek input from families on programs or resources needed to support the progress of their English learners with graduating from high school? Are translation/interpretation services a part of this process?		
What methods does the school use to communicate information and resources to families (i.e., published documents in multiple languages)?		
How does the school seek input from English learners on programs or resources needed at home to graduate from high school successfully?		
What community partnerships are established to support English learners with graduating from high school?		



[The Family Engagement for High School Success Toolkit](#)



[High School Transition Brochure](#)



[GaDOE Family and Community Engagement Publications](#)



[Georgia Parent Mentor Partnership](#)



[C.A.F.E. Implementation Manual](#)

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Use tool 5 to capture the strengths and challenges based on responses from **Guiding Questions for Family and Community Engagement**.

Tool 5: Data Matrix		
Family and Community Engagement Data¹⁰		
Data set	<ul style="list-style-type: none"> • Interview responses 	
Step	Strengths	Challenges
Describe Data State the strengths and challenges.		
Data sets	<ul style="list-style-type: none"> • Parent attendance (face-to-face, virtual, or conference call) – individual student advisement • Parent attendance – graduation informational meetings (e.g., class meetings with parents and English learners, family nights with a graduation component) • Evaluation results – graduation informational meetings • Survey results – parent interest/feedback surveys (in at least English and Spanish, but maybe other top 10 languages as well) • Evaluation results - collaborative partnerships that support student graduation efforts (e.g., mentoring, internships, apprenticeships, job shadowing) • Website and social media user engagement metrics 	
Steps	Guiding Questions	Recordings
Describe Data State facts only. Refrain from stating interpretations or solutions.	<ul style="list-style-type: none"> • What are the data telling us? • Are all subgroups of English learners performing at the optimal level? • What trends and patterns are observed for all English learners and each sub-group? Be specific. 	
Interpret Data	<ul style="list-style-type: none"> • What are the important trends and patterns that will support the identification of student, teacher, and leader needs? • What additional (leading, real-time) data should we consider as we identify schoolwide overarching needs? 	

¹⁰ Adapted from Thomas Van Soelen & Shannon N. Kersey, "Data Mining Protocol," [School Reform Initiative](#), March 30, 2017.






Select Interventions

Research and select the best possible evidence-based interventions for high school graduation.

For more information and additional resources on identifying needs, refer to [Data-Driven Decision Making: School Improvement Planning Companion Guide](#). The purpose of the companion guide is to help local educational agencies (LEAs) understand the school improvement planning process as the driver for continuous improvement. Identifying interventions to increase the percentage of English learners graduating with a high school diploma is a specific outcome of the school improvement process.



Types of Evidence-Based Interventions			
Strong Evidence	Moderate Evidence	Promising Evidence	Demonstrate a Rationale
Supported by at least one randomized study	Supported by at least one quasi-experimental study	Supported by at least one correlational study	Supported by programs with a rationale based on high-quality research or a positive evaluation that are likely to improve student or other relevant outcomes and that are undergoing evaluation; supported by a logic model

-  Please refer to [Selecting Evidence-Based Interventions: Local Education Agency \(LEA\) Guidance](#) from the Office of School Improvement for more detailed guidance on intervention selection.
-  [School Completion Toolkit](#)
-  [What Works Clearing House Practice Guides – Classroom Practices](#)
-  [Georgia Credit Recovery](#)
-  [Check & Connect](#)

Guiding Questions for Selecting Interventions		
Question	Response	Next Steps
What are the specific goals and/or deficits in student achievement or behavior addressed by your intervention? What evidence do you have to identify the stated deficit(s)?		
Does the proposed intervention address the same areas in student achievement/behavior as your identified deficits and/or your identified goals?		
Are you using scientific studies to support the selection of your intervention? What are they?		
What evidence supports the identified interventions? What is the strength of that evidence?		
If 1003 funds are used, do the interventions meet the strong, moderate, or promising evidence federal thresholds for being evidence-based? <i>Federally identified schools only.</i>		
Is the proposed intervention applicable to schools similar in student achievement and demographic/socio-economic makeup in the supporting studies?		
Do you have the infrastructure to be able to implement the intervention with fidelity? If not, what needs to be in place to be able to do so?		

Use tool 6 to capture the strengths and challenges based on responses from **Guiding Questions for Selecting Interventions**.

Tool 6: Strengths and Challenges Chart Selecting Interventions	
Strengths	Challenges

Develop Plan

Create a high school graduation improvement plan - Scheduling, training, identifying resources, monitoring, and support.

For more information and additional resources on identifying needs, refer to [Data-Driven Decision Making: School Improvement Planning Companion Guide](#). The purpose of the companion guide is to help local educational agencies (LEAs) understand the school improvement planning process as the driver for continuous improvement. Planning for high school graduation success by developing an improvement plan communicates what actions to implement, when the activities will occur, and how to monitor implementation and outcomes.



Guiding Questions for Creating an Improvement Plan		
Question	Response	Next Steps
Have foundational or core areas of need been identified? How were these identified?		
Was the ESOL department or designee involved in the identification of the root causes of the needs?		
Have areas of need been 'triaged' based on difficulty to address and impact? Short-term vs. Long-term impact? Management (clerical) vs. Instructional?		
Do improvement efforts need to be sequenced in a certain way to make the overall plan successful? For example, for an intervention to be effective, does it require prior supports and improvements to be in place first? For example, what level of English language proficiency would be a prerequisite for the improvement efforts to be successful?		
Who is involved in the writing of the plan? Are all departments included (i.e., Special Education and EL, etc.)? List roles.		
What training is required for each aspect of the plan, and how will that training be developed and implemented?		

Guiding Questions for Creating an Improvement Plan

Question	Response	Next Steps
For long-term portions of the plan, how will you involve new school community members in understanding the plan?		
Have you identified aspects of the plan that are flexible and amenable to change versus aspects that are non-negotiable and must remain throughout the duration of the plan?		
Is the plan open-ended, or does it have a fixed end date?		
Have you defined a process by which the leadership team can modify or amend the plan?		
How will/has the plan been communicated to the community at large? Are there different levels of communication that have or should be identified?		
Have you identified what success will look like as the plan is carried out?		
Have regular 'monitor and adjustment' periods been identified/scheduled prior to plan rollout?		
Are specific individuals identified in the plan to support particular aspects of plan implementation? Do those individuals have the skills/training/authority/resources to implement the portion of the plan for which they are responsible?		

Short-Term Action Plan Template

School Name	
District Name	
SIP Goal	

Details of Work the School Staff Will Engage In

Action Step Number	GSCI Systems and Structures What systems and structures are aligned to this action step?	School Action Steps What action steps will the school team implement to meet this goal?	Resources What resources are needed to implement the action step?	District Support What support, if any, will the district be providing to implement this action step?	Timeline What is the intended date of completion of this action step?	Position(s) Responsible Who is responsible for monitoring the implementation of this action step?	Success Criteria for Implementation What data will be used to evaluate the progress of implementation of this action step?	Success Criteria for Impact on Student Achievement What data will be used to evaluate the impact of this action step on student performance?	Artifacts What artifacts will show evidence of the completion of this action step?	Completion of Action Step What is the date that the school completed this action step?
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Use tool 7 to capture the strengths and challenges based on responses from **Guiding Questions for Plan Development**.

Tool 7: Strengths and Challenges Chart Plan Development	
Strengths	Challenges

Implement Plan

Executing the high school graduation plan with quality, fidelity, intensity, and consistency to implement the interventions, making real-time adjustments when needed.

For more information and additional resources on identifying needs, refer to [Data-Driven Decision Making: School Improvement Planning Companion Guide](#). The purpose of the companion guide is to help local educational agencies (LEAs) understand the school improvement planning process as the driver for continuous improvement. Executing a high school graduation improvement plan is a critical component of the school improvement process.



Guiding Questions for Creating an Improvement Plan		
Question	Response	Next Steps
<p>Who is responsible for monitoring and reporting on the progress of an intervention?</p> <ul style="list-style-type: none"> Are the interventions included in individual student plans? 		
<p>How strong is the research base for the intervention? Does the research base include English learners? Will it get results in a timely manner so English learners can graduate on time?</p>		
<p>How quickly will an intervention be implemented to get short-term results?</p> <ul style="list-style-type: none"> Are English learners prioritized to ensure their participation and completion? 		
<p>Are stakeholders given the necessary training to implement the intervention with fidelity? How is fidelity monitored?</p> <ul style="list-style-type: none"> Would a checklist be helpful? How widely is the intervention communicated, and are all stakeholders, including English learners and families, informed? Are English learners informed sufficiently to participate in the interventions? 		
<p>Does the intervention give adequate power to the students and their families for success?</p>		
<p>How frequently is the intervention monitored with the leadership team and other stakeholders?</p>		

Use tool 8 to capture the strengths and challenges based on responses from **Guiding Questions for Creating an Improvement Plan**:-

Tool 8: Strengths and Challenges Chart Creating an Improvement Plan	
Strengths	Challenges

Examine Progress

Determine whether the execution of the interventions is meeting the identified graduation needs of the school.

For more information and additional resources on identifying needs, refer to [Data-Driven Decision Making: School Improvement Planning Companion Guide](#). The purpose of the companion guide is to help local educational agencies (LEAs) understand the school improvement planning process as the driver for continuous improvement. Examining the progress of the execution and impact of the graduation improvement plan is a critical and ongoing component of the school improvement process.



Guiding Questions for Examining Progress		
Question	Response	Next Steps
<p>How is high-quality data used to monitor English learners' progress, identify struggling English learners, inform effective interventions, and provide accountability for overall progress?</p> <ul style="list-style-type: none"> How do you use the data sources to track cohorts of English learners, including current and former English learners? 		
<p>How does the school respond to the non-academic factors that influence school participation and performance, and how are the response plans monitored?</p>		
<p>What measures are taken to improve school climate by promoting a sense of caring and connection between English learners and in-school staff through inclusive practices and policies ensuring English learners stay in school and receive a high school diploma?</p> <p>How are these practices documented and monitored? Do disciplinary procedures impede a student's progress toward graduation (e.g., excessive suspensions, expulsions, or other removals from the classroom)?</p>		

Guiding Questions for Examining Progress

Question	Response	Next Steps
How are the number and quality of caring adult relationships increased in English learners' lives through advisement systems, teacher-student relationships, counseling processes, and external mentoring programs? How are these practices documented and monitored?		
What accessible and effective options are provided for English learners who left school to reengage and complete high school prepared for college and/or career success? How is this tracked and progress monitored?		
How is the high school experience connected with pathways to postsecondary education, workforce readiness and participation, and overall adult success?		
Do the interventions address the root cause(s)?		
How is the leadership team kept informed on the progress of each intervention? Is progress monitoring timely to ensure the leadership team can take corrective actions quickly?		

Use tool 9 to capture the strengths and challenges based on responses from **Guiding Questions for Examining Progress**.

Tool 9: Strengths and Challenges Chart Examining Progress	
Strengths	Challenges




High School Graduation Rule/Policy

Areas of Study for Units of Credit

English/Language Arts, mathematics, science, social studies, health/physical education include required courses and/or core courses.

Areas of Study	Units Required
I. English/Language Arts*	4
II. Mathematics*	4
III. Science* The 4th science unit may be used to meet both the science and elective requirement.	4
IV. Social Studies*	3
V. Career, Technical and Agricultural Education (CTAE), and/or Modern Language/Latin, and/or Fine Arts	3
VI. Health & Physical Education*	1
VII. Electives	4
TOTAL UNITS (MINIMUM)	23
*Required Courses and/or Core Courses	

English learners whose native language is not English may be considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available.

	IHF(6)	160-4-2-.48 HIGH SCHOOL GRADUATION REQUIREMENTS
	IDA(3)	160-4-2-.20 LIST OF STATE FUNDED K-8 SUBJECTS AND 9-12 COURSES
	Fourth Science Options 2020-2021 (Updated 5.1.2020)	



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Educating Georgia's Future