High School Graduation Toolkit

Georgia Department of Education
Office of School Improvement

This toolkit provides resources to support leadership teams with reviewing and enhancing high school graduation processes and practices.

Georgia Department of Education

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High School Graduation Toolkit

Purpose

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

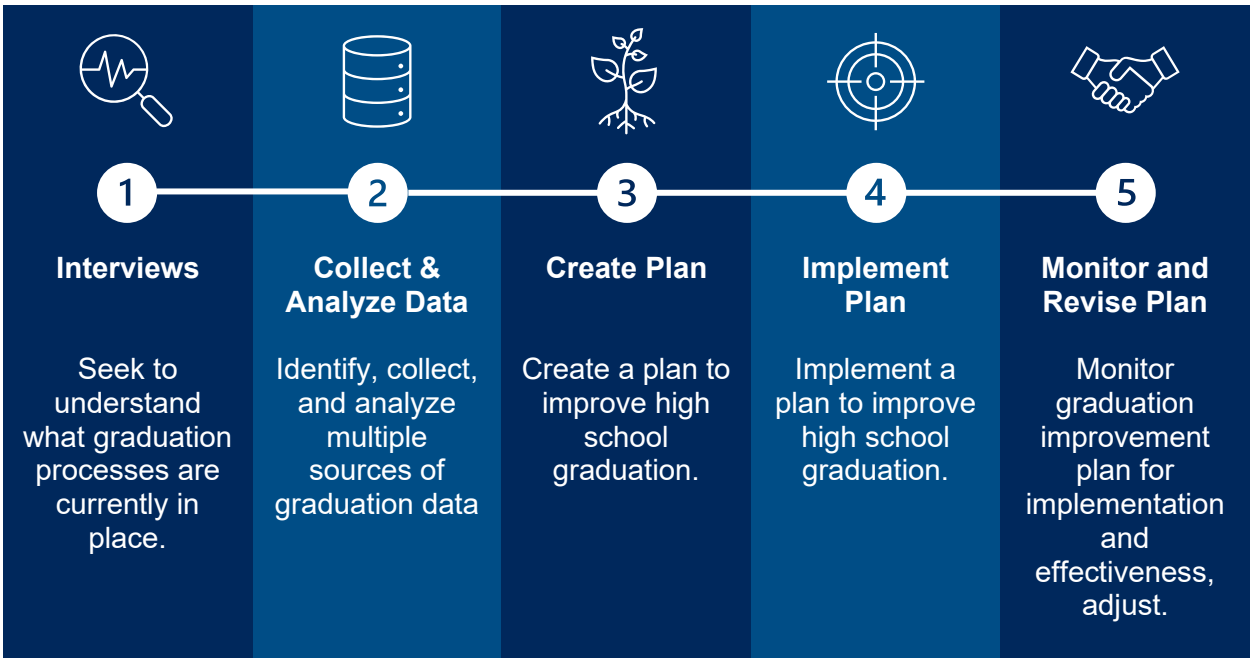
Graduation Rate

The Georgia Department of Education will support high schools in increasing high school graduation rates by ensuring:

- all high schools have a written graduation support plan in place to support all students, including subgroups
- graduation support plans are implemented with fidelity
- graduation rate percentages are tracked at defined intervals
- effective and consistent monitoring processes are in place
- graduation support plans are revised annually based on current data

To review and assess the processes and practices currently in place, use the following guiding questions with school and district leaders to determine appropriate next steps. Suggested resources support processes and practices in these categories: processes, academic coursework, attendance, discipline, and graduation coach and/or counselor roles. When interviewing school staff or principals, use the guiding questions to listen or ask for specific data points and evidence as opposed to accepting general statements regarding trends.

High School Graduation Process Steps



A Georgia High School Graduate

High school graduation is a significant milestone. A high school diploma provides youth with opportunities to pursue their dreams, improve their quality of life[1], and contribute to the growth and development of local, state, and global societies. It signifies the development of knowledge, skills, and behaviors essential for transitioning to adulthood. Additionally, a Georgia high school diploma represents the culmination of academic core, world languages, physical education, performing and visual arts, career, technical, and agriculture education (CTAE), and STEM/STEAM learning experiences while satisfying attendance and assessment requirements[2].

A high school diploma built on a well-rounded education is necessary for today's youth and young adults. It is a requirement for a significant number of jobs, entry to higher education institutions[3], and enlistment in the military branches without limitations. Georgia K-12 public schools play a critical role in ensuring students receive a high school diploma. More importantly, they are pivotal to developing students' capacities to meet the demand for a skilled labor force, specifically, developing students' proficiencies in mathematics, literacy, problem-solving, communication, and complex thinking.

[1] Hahn RA, Knopf JA, Wilson SJ, Truman BI, Milstein B, Johnson RL, et al. Programs to increase high school completion: a community guide systematic health equity review. American Journal of Preventive Medicine, 2015;48(5):599–608. DOI: 10.1016/j.amepre.2014.12.005; Wilson SJ, Tanner-Smith EE. Dropout prevention and intervention programs for improving school completion among school-aged children and youth: a systematic review. JSSWR Journal. 2013;4(4):357–72

[2] SB rule 160-4-2-.48

[3] Jimenez, L. & Sargrad, S. (2018, April). *Are high school diplomas really a ticket to college and work? An audit of state high school graduation requirements*. Center for American Progress. https://cdn.americanprogress.org/content/uploads/2018/03/29122715/HSGradReqs-report-APRIL.pdf?_ga=2.32733177.677305583.1616069832-2127870263.1610159459

Leadership

Leadership consists of three key components: the district's role, the principal's role, and school processes that create essential conditions for students to graduate from a Georgia high school successfully.

District's Role

- Set the mission and vision for high school graduation.
- Develop a district-wide process for students transitioning between fifth and sixth grades, eighth and ninth grades, and twelfth grade and post-high school.
- Establish a unified approach to collecting and analyzing graduation rate data for all students, including subgroups.
- Analyze district policies for full implementation, effectiveness, and the extension of opportunities to all students.
- Support school leaders with resources needed for all students to successfully graduate from high school.

Principal's Role

- Set mission and vision for high school graduation and ensure alignment to the district's vision and mission.
- Lead a team to develop a schoolwide process for supporting and monitoring students to ensure high school graduation for all, including subgroups.
- 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 supports for all students, implementing evidence-based practices, and communicating success and challenges to families.
- Communicate district policies that impact graduation and monitor implementation.
- Support a schoolwide culture focused on using data that supports student learning, high-school graduation, and college and career success.

School Processes

- Use attendance, discipline, and academic data to track cohorts' progress toward graduation.
- Implement a protocol for entering and coding information when students enroll and withdraw from school.
- Implement or promote intensive programs that support students with graduating from high school.
- Train faculty and staff on procedures and programs supporting and promoting student 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) students. Implement structures supporting eighth-grade and twelfth-grade students with transitioning from middle school and high school, respectively.
- Develop, implement, monitor, and adjust individual student graduation plans.
- Create small, personalized communities within the school.
- Engage students in college and career courses.

Guiding Questions for Principal		
Question	**Response**	**Next Steps**
Driving Improvement Efforts		
What are district expectations and support processes for graduation rate? Dropout prevention?		
What strengths and challenges contributed to the school's current graduation rate?		
Describe the early warning system that is being implemented to track attendance, behavior, and course performance.		
What is the current graduation rate projection? What current data support this projection?		
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?		
Describe the process for identifying root causes of attendance, behavior, academics, and course completion deficiencies?		
How does the school improvement plan address the graduation rate for all students, including subgroups?		

Guiding Questions for Processes		
Question	**Response**	**Next Steps**
Progress Monitoring		
When does the school begin monitoring each cohort?		
Who monitors students' progress?		
What data is reviewed in progress monitoring? (i.e., codes, numbers tracked, individual student names, contacts, and interventions attempted)		
How often are the data points reviewed, and by whom?		
When interventions are not successful, what are the next steps?		
Coding and Tracking		
Describe the process for tracking cohort data, including subgroups, and locating dropouts. Who is responsible? What supports focus on the specific needs of subgroups?		
What are the expectations for the data entry person(s)? Who monitors entries for accuracy, and how often?		
Who is responsible for data entry – coding, withdrawals? How are students tracked as they enter the cohort?		
Who trains those responsible for tracking and monitoring cohorts? How often is training provided?		
Withdrawals		
What is the process for contacting and documenting enrollment at the next school following a student's withdrawal?		

Question	Response	Next Steps
Who is the school contact, and what is the school's process for withdrawal? Is there a conferencing protocol in place to discuss why the student is dropping out or withdrawing?		
Describe the process for locating students when they have withdrawn, and their location is unknown.		
What is the process for reentry of students once they are located?		
Transitions		
How does the school execute the district's **Middle and High School Transition Plan** provided in the CLIP?		
How does the school assist ninth-grade students with the transition to high school? For example, does the school have a ninth-grade academy?		
Incentives and Recognitions		
Describe the incentives and recognitions that are in place to promote graduation.		

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 ninth-grade cohort by gathering and analyzing multiple data sources to determine if students 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 educational 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:

- Grades – pass and failure rate
- Course completions
- Four-year graduation plans
- Interventions – progress monitoring data
- Co-Teaching Effectiveness Data
- Collaborative Planning Rubric Data

Supportive Learning Environment

Data sets:

- Attendance
- Discipline
- Freshman advisement
- Sophomore advisement
- Junior advisement
- Senior advisement
- Mentoring check-ins, if applicable
- MTSS – progress monitoring data
- Wraparound supports – implementation and effectiveness data
- Alternative school – progress monitoring data
- Credit recovery – progress monitoring and completion data

Family and Community Engagement

Data sets:

- Parent attendance (face-to-face, virtual, or conference call) – individual student advisement

- Parent attendance – graduation informational meetings (e.g., class meetings with parents and students, family nights with a graduation component)
- Evaluation results – graduation informational meetings
- Survey results – parent interest/feedback surveys
- Evaluation results - collaborative partnerships that support student graduation efforts (e.g., mentoring, internships, apprenticeships, job shadowing)
- Website and social media user engagement metrics

Guiding Questions for Coherent Instruction Academic Coursework		
Question	**Response**	**Next Steps**
Monitoring Student Progress		
Does every student have a four-year plan that specifically focuses on college and career readiness? How often is it reviewed, and by whom? Are parents engaged in the plan?		
How is course progression monitored, and by whom?		
Describe the system for monitoring standards mastery. Common assessments, benchmarks, unit tests?		
How are mid-course interventions provided for students?		
How is course completion monitored?		
Describe the credit recovery process (when, where, how, etc.). Are there opportunities within the school day? How is effectiveness monitored?		
Describe the reteaching schedule and its implementation.		
Are students scheduled for courses needed to graduate on time?		

Question	Response	Next Steps
How is access made available to students for courses that are not on the master schedule?		
What career pathways are offered? What courses are offered? How are students scheduled to be pathway completers? What input do students and parents have?		
Who monitors the course coding system to ensure that course numbers are current and accurate?		
How are students scheduled in a pathway? How are students scheduled to be pathway completers by graduation? How are students and parents included?		
Describe the master scheduling process. Is the special education department included in the master scheduling process?		
Do master schedules include common planning for Co-Teaching? Are subgroups such as English learners (EL) and students with disabilities (SWD), scheduled first to ensure they have classes needed for graduation?		
Are opportunities for intervention and credit recovery reflected in the master schedule?		
Identify and describe the opportunities for accelerated coursework (AP, dual enrollment, honors, work-based learning)?		

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 Data[4]		
Data set	• Interview responses	
Step	**Strengths**	**Challenges**
Describe Data State the strengths and challenges.		
Data sets	• 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.	• What are the data telling us? • Are all subgroups of students performing at the optimal level? • What trends and patterns are observed for **all students** and **each sub-group**? Be specific.	
Interpret Data	• 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?	

[4] 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?		
Who monitors the attendance of cohort seniors?		
What is the school's tiered attendance plan? (Attendance Works Tiered Attendance for Engaging Students)		
What are the indicators and processes to intervene on attendance?		
What incentives or recognitions are in place for attendance?		
Describe the leadership team's role in improving attendance, tracking graduation cohorts, and providing interventions.		
Describe the proactive measures that are implemented to reduce suspensions?		
Who reviews discipline data regularly and addresses trends and patterns?		
What are the options available to keep students in school for less severe infractions?		
What interventions or supports are employed for repeat offenders?		
What is the process for maintaining academic progress with suspended students? ISS students?		
What is the process to ensure SWD continue to have FAPE when in ISS/OSS?		

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 Data[5]		
Data set	• Interview responses	
Step	**Strengths**	**Challenges**
Describe Data State the strengths and challenges.		
Data sets	• Attendance • Discipline • Freshman advisement • Sophomore advisement	• Junior advisement • Senior advisement • Mentoring check-ins, if applicable
Steps	**Guiding Questions**	**Recordings**
Describe Data State facts only. Refrain from stating interpretations or solutions.	• What are the data telling us? • Are all subgroups of students performing at the optimal level? • What trends and patterns are observed for **all students** and **each sub-group**? Be specific.	
Interpret Data	• 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?	

[5] 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 role of the counselors.		
What are the expectations for counselors in improving the graduation rate?		
What is the counselor's degree of responsibility for the schoolwide graduation rate? What is the counselor's degree of responsibility for the students on his/her caseload? Describe the process for reporting out to the administration/leadership team and determining the next steps.		
Are data-driven objectives developed for the counseling program pertaining to graduation rate?		
How are students assigned to a counselor (loop with a cohort, stay on a grade level, take groups by alphabet, or another method)?		
Is there a ninth-grade counselor to support students' transition from middle school to high school?		
How do counselors support ninth-grade students with transitioning to high school?		
How do counselors support ninth-grade parents with the transition to high school?		
How do counselors support parents of sophomores, juniors, and seniors?		
Describe the role of the graduation coach.		

Guiding Questions Supportive Learning Environment Counselors and Graduation Coaches		
Question	**Response**	**Next Steps**
Describe the wraparound services that support students who encounter external issues that impact their academic success.		
How are parents engaged in impacting student attendance, discipline, and course progression?		
What training is offered to parents around attendance, behavior, course completion, career pathways, scheduling, and wraparound services?		

Graduation Rate Guidance, Targets, and Calculator

Graduation Coach Role

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 families that connect to high school graduation?		
Has the school aligned student outcomes and family outcomes?		
How does the school engage 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 students with high school graduation?		
How does the school seek input from families on programs or resources needed to support their students' progress with graduating from high school?		
How does the school seek input from students on programs or resources needed at home to graduate from high school successfully?		
What community partnerships are established to support students 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

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 Data[6]		
Data set	• Interview responses	
Step	**Strengths**	**Challenges**
Describe Data State the strengths and challenges.		
Data sets	• Parent attendance (face-to-face, virtual, or conference call) – individual student advisement • Parent attendance – graduation informational meetings • (e.g., class meetings with parents and students, family nights with a graduation component) • Evaluation results – graduation informational meetings • Survey results – parent interest/feedback surveys • 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.	• What are the data telling us? • Are all subgroups of students performing at the optimal level? • What trends and patterns are observed for **all students** and **each sub-group**? Be specific.	
Interpret Data	• 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?	

[6] 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 students 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

Guiding Questions for Selecting Interventions		
Question	**Response**	**Next Steps**
What are the specific goals and/or the 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? *Federally identified schools only.*		
Is the proposed intervention applicable to schools similar to yours, in terms of student achievement and demographic/socio-economic makeup, in the supporting studies?		
Do you have the infrastructure to implement the intervention with fidelity? If not, what needs to be in place to be able to do so?		

Check and Connect

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?		
Who was 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?		
Are needs localized to a single school or the result of multiple schools in a sequence?		
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?		
Who is involved in the writing of the plan? Are all departments included (i.e., Special Education and EL, etc.)? List roles.		
If the plan requires the efforts of a specific group or classification of employees, are they involved in writing the improvement plan? If not, how will they be involved in the implementation?		

Question	Response	Next Steps
What training is required for each aspect of the plan, and how will that training be developed and implemented?		
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 specific 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 provide 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**
Who is responsible for monitoring and reporting on the progress of an intervention? • Are the interventions included in individual student plans?		
How strong is the research base for the intervention? Will it get results in a timely manner so students can graduate on time?		
How quickly will an intervention be implemented to get short-term results? • Are sub-groups prioritized to assure their participation and completion?		
Are stakeholders given the necessary training to implement the intervention with fidelity? And how is fidelity monitored? • Would a checklist be helpful? • How widely is the intervention communicated, and are all stakeholders, including students and families, informed? • Are targeted sub-groups informed sufficiently for the students to participate in the interventions?		
Does the intervention give adequate power to the student for success?		
How frequently is the intervention monitored with the leadership team and other stakeholders?		

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**
How is high-quality data used to monitor cohort progress, identify struggling students, inform effective interventions, and provide accountability for overall progress? • How do you use the data sources to track subgroups?		
How does the school respond to the non-academic factors that influence school participation and performance, and how are the response plans monitored?		
What measures are taken to improve school climate by promoting a sense of caring and connection between students and in-school staff through disciplinary practices and inclusive policies and ensuring students stay in school through to graduation? Do disciplinary practices impede a student's progress toward graduation (e.g., excessive suspensions, expulsions, or other removals from the classroom). How are these practices documented and monitored?		
How are the number and quality of caring adult relationships increased in students' lives through advisement systems, teacher-student relationships, counseling processes, and external mentoring		

Question	Response	Next Steps
programs? How are these practices documented and monitored?		
What accessible and effective options are provided for young people who have 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	

	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)	

BRIDGE ADVISEMENT AND CAREER PLANNING CHECKLIST

The following information is the BRIDGE ADVISEMENT CHECKLIST for grades 6-12.

Middle School

Middle School Task	Grade Level and Task #	Career Advisement Processes	School Staff Responsible to Verify Responses	Data Element
Sixth Grade				
1	6-1	6th graders will create an electronic career profile. *If logged in throughStudent Longitudinal Data System Student Backpack, the account is already created for all students.	School Counselors / Advisors	
2	6-2	6th graders complete one career interest inventory and save the resultsin their career profile.	School Counselors / Advisors	✓
Seventh Grade				
3	7-1	7th graders will complete at least one additional career interestinventory and save the results in their electronic career profile.	School Counselors / Advisors	✓
4	7-2	7th graders will explore at least three (3) Career Clusters based on theircareer inventory results and save the results and career statements in their electronic career profile.	School Counselors / Advisors	✓
Eighth Grade				
5	8-1	8th graders will complete a career aptitude inventory.	School Counselors / Advisors	✓
6	8-2	8th graders will use their career interest and career aptitude inventoryresults to complete an Individual Graduation Plan and to guide registration for 9th grade courses.	School Counselors / Advisors	✓
7	8-3	8th graders will receive notification of the Georgia Dual Enrollmentprogram information by the time of their IGP development (flyers, website, e-blast, etc.).	School Counselors / Advisors	✓

High School

High School Task	Grade Level and Task #	Career Advisement Processes	School Staff Responsible to Verify Responses	Data Element
Ninth Grade				
9	9-1	9th graders will explore at least three (3) Careers / Occupations and save the results in their electronic career profile.	School Counselors / Advisors	✓
10	9-2	9th graders will annually review and revise, **if necessary**, their IndividualGraduation Plan/Program of Study.	School Counselors / Advisors	
11	9-3	9th graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.).	School Counselors / Advisors	✓
Tenth Grade				
12	10-1	10th graders will complete a career interest and aptitude inventory.	School Counselors / Advisors	✓

13	10-2	10th graders will annually review and revise, **if necessary**, their Individual Graduation Plan/Program of Study.	School Counselors / Advisors	
14	10-3	10th graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast,etc.).	School Counselors / Advisors	✓
Eleventh Grade				
15	11-1	11th graders will save three possible choices of postsecondary options in their career profile.	School Counselors / Advisors	✓
16	11-2	11th graders will annually review and revise, **if necessary**, their Individual Graduation Plan/Program of Study.	School Counselors / Advisors	
17	11-3	11th graders will research at least one additional **state or local workforce development initiative**, such as "High Demand Careers Initiative," "HOPE Career Grant," "Specialized Training Centers" or any other Georgia workforce and education initiative.	School Counselors / Advisors	✓
18	11-4	11th graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.).	School Counselors / Advisors	✓
Twelfth Grade				
19	12-1	12th graders will complete "Next Step" information as saved to their electronic career portfolio: 4-year institution, 2-year institution, apprenticeship, military, technical college, special purpose (vocational)school or workforce.	School Counselors / Advisors	✓

***Note**: All activities except student account creation and the 9—11 IGP annual review and revise activities are data collection elements. Follow district directives regarding IGP development for high school students.

160-4-2-.48 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years.

Bridge Advisement and Career Planning Checklist

Dual Enrollment

Option A: Overview
The Dual Enrollment program is designed to prepare 11th and 12th grade (and some 10th grade) students for college and career opportunities leading students to higher education or technical institutions for an industry-recognized certification or licensure, an associate and/or higher college degree, and successful employment[7].

Dual Enrollment students:

- May enroll as part-time or full-time students
- May take college courses at their high school or on a postsecondary campus
- Will receive high school and college credit simultaneously when passing approved college courses

	Dual Enrollment Program
	IDCH: 160-4-2-.34 DUAL ENROLLMENT

High School Graduation Option B
Option B offers qualified students an alternate path to high school graduation. Eligible students pursuing Option B choose to complete the nine required high school courses to earn a high school diploma while simultaneously earning either (1) an associate degree, (2) a technical college diploma, or (3) two technical college certificates in one eligible career pathway.

[7] Career, Technical and Agricultural Education. (n.d.). *Dual Enrollment Program*. Georgia Department of Education. https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx

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