

Quarterly Review and Updates to Graduation and Postsecondary Readiness Plan

S	STUDY: To be completed quarterly and at end of school year
Summarize Data to Date	<p>Professional learning communities (PLCs) are occurring monthly (six PLC sessions, September to December 2023) for 17 Comprehensive Support and Improvement (CSI) schools in the Central Region (Central Reads). To date, 215 K4 through grade 5 teachers, including long-term substitute teachers, and school support teachers have engaged in PLCs. Teachers engaged in unit analysis/previews with scaffolds in mind. They also reviewed common assessment data with peers of the same grade level across the region and used results for future planning. CSI schools in other regions were provided with the opportunity to participate in district-led math PLCs.</p> <p>Enrollment at the three traditional alternative high schools has increased this year over last year (from 69 students in fall 2022 to 92 students in fall 2023). The increase in enrollment showed that students in danger of not graduating on time (four years), as well as those in a fifth year, are being identified and directed to the alternative options.</p> <p>Seven comprehensive high schools (i.e., Bay View, Bradley Tech, Hamilton, Marshall, Pulaski, South Division, and Washington) and seven contracted schools (i.e., Alliance, Assata, Banner, Grandview, Lad Lake, NOVA, and Shalom) are implementing the Graduation Rate Improvement Plan (GRIP) for students with disabilities in CSI schools.</p> <p>Comprehensive High Schools</p> <ul style="list-style-type: none"> ● 57% of GRIP cohort students are on track to improve or have maintained perfect attendance when compared to the 2022–2023 school year. Note that Hamilton and Pulaski are excluded from this percentage. ● 74% of GRIP cohort students are on track to improve or maintain 0 ODRs when compared to the 2022–2023 school year. Note that Pulaski is excluded from this percentage. ● 70% of GRIP cohort students are on track to improve or maintain 0 suspensions when compared to the 2022–2023 school year. Note that Pulaski is excluded from this percentage. ● 24% of GRIP cohort students are currently earning passing grades in both English and math. <p>Contracted Schools</p> <ul style="list-style-type: none"> ● 59% of GRIP cohort students have maintained or increased attendance from the 2022–2023 school year. ● 84% of GRIP cohort students have decreased or maintained 0 ODRs when compared to the 2022–2023 school year. ● 87% of GRIP cohort students have decreased or maintained 0 suspensions when compared to the 2022–2023 school year. ● 77% of GRIP cohort students earned credits from August to December 2023. ● The GRIP cohort students had a 72.8% high school attendance rate (May 2023). December to December increased 1.5%. ● The GRIP cohort students had a 22.8% high school suspension rate (May 2023). December to December high school suspension decreased 5.5%. <p>The cross-departmental committee to engage multiple stakeholders met three times during quarter two. Data included meeting agendas, committee members, meeting notes, and action steps. The data included a spreadsheet of student youth apprentices and interns, Career</p>

and Technical Education employer partners, and a spreadsheet of high school contacts from the Department of Contract Compliance Services. We also began a shared data collection of collective employer partners that we have.

We developed a classroom walkthrough rubric to support the fidelity of implementation of multi-tiered system of support for behavior in the classroom. A professional development calendar was created and updated based on staff feedback. We implemented Positive Behavioral Interventions and Supports professional development to school leaders and some school staff.

The district conducted student leadership opportunities such as Student-created Equity Self-Evaluation Tool/Research 101, the Black and Latino Male Achievement Ambassador Program, the Black and Latino Male Achievement Buddies Leadership Development Program, and the Black and Latino Male Achievement/Mentor Greater Milwaukee Student Voice Summit. Our BLMA Ambassador Program is composed of 40 students across each high school that supported the BLMA mentoring program in various capacities. These individuals take on leadership roles within the school, allowing student voice to suggest programming and conduct presentations in the community and district-wide through opportunities. Our programs supported 13 high schools and 25 K–8 schools. The team collected student achievement, postsecondary plans, and crafting leadership development skills data. Our students have created academic goals based on their core content areas in which they expressed their postsecondary interest and their experiences in schools. Out of the students who were part of the mentoring programs, 60% of students created SMART goals focused on improving their academic performance in schools. Students believe that they felt somewhat connected (36%) to the adults to schools. Fewer than 40% of BLMA students (39.3%) felt that they mattered to others (e.g., teachers, peers, community). Participants in programs and student-led sessions gave positive feedback that the sessions were highly valuable in content, delivery, and engagement.

Student-created Equity Self-Evaluation Tool/Research 101 included six high schools (i.e., Bradley Tech, South Division, Reagan, Golda Meir, Riverside, and Project STAY), with 22 students participating. Two meetings were held with staff and students in November and December. By the end of quarter two, students have developed and shared their research questions with each other virtually and have received a template to begin their literature review.

The district-wide attendance plan includes three primary strategies, consistent district-wide communication, tiered strategies, and fidelity of implementing attendance and truancy procedures. A key strategy is districtwide Modified Attendance Check-in Check-out (MACICO). There were two cohorts during the first semester.

Cohort 1 (August 14/September 5–October 27) identified 13,112 students with 80–90% attendance during the 2022–2023 school year. The strategy was implemented with fidelity at 48% of schools, impacting 28.62% of the cohort. By the end of the cohort, year-to-date attendance improved 1% or more for 76% of students impacted.

Cohort 2 (October 27–December 15) identified 6,449 students with 84–89% year-to-date attendance for the 2023–2024 school year. The strategy was implemented with fidelity at 66% of schools, impacting 49% of the cohort. By the end of the cohort, year-to-date attendance improved 1% or more for 46% of students impacted.

Total # Students Identified	Cohort 1 Total Students (13,112)		Cohort 2 Total Students (6,449)	
Total # Students in Cohort	3,762	28.69%	3,167	49%
Increased by More Than 10%	1,081	29%	3,122	1%
Increased by 5–10%	1,103	29%	410	13%
Increased by 1–5%	665	18%	1,018	32%
Attendance Remained the Same	103	3%	101	3%
Decreased by More Than -1%	810	22%	161	51%
Total	3,762	100%	3,167	100%

To date, approximately 8,747 fifteen-day Truancy Abatement and Burglary Suppression (TABS) warning letters have been sent to families. The TABS team has followed up on 61% of those letters mailed in an effort to ensure that students attend school regularly.

As part of the multi-tiered system of support, a walkthrough rubric was developed in October, and schools were provided with professional development on the rubric in December. Ninety-seven principals and assistant principals attended a session on the PBIS walkthrough rubric in December. Of those participants, 62 completed the check for understanding at the end of the session (63.9% completion rate). The check for understanding had three scenario questions for leaders to answer: 58% answered scenario 1 correctly, 58% answered scenario 2 correctly, and 81% answered scenario 3 correctly. Administrators struggled distinguishing between beginning/developing and accomplished/exemplary. More professional development and practice will be provided due to low scores on the check for understanding.

Color Coding

On your action plan, color code the steps that you planned for this past quarter. Note the number of action steps in each category: (9)

- Green** – Action step completed (1)
- Yellow** – Action step in progress (7)
- Red** – Action step was not started as planned (1)
- Blue** – Changes for quarter three (0)

Analyze how these data give evidence to your progress on the plan (refer to the measures you listed).

Given the complexity of improving the graduation rate, the actions this quarter include but are not limited to implementing a district-wide attendance plan, creating opportunities for support staff and students, and building partnerships to provide college and career opportunities for students.

Analyze the data that give evidence to lack of progress toward the plan (refer to the measures you listed).

The work to identify staff that need support to help students successfully complete coursework began after semester one when we had finalized grade information. Snapshot data (9 weeks grades) were not pulled for this analysis. In the future, we need to find a way to extract useful data for more efficient early intervention.

Based on the data, efforts to increase attendance and decrease student referrals are working across the district, including the contracted and comprehensive high schools' participation in GRIP.

We have analyzed and provided opportunities based on previous and current data that we believe will provide both student and educator interventions, initiatives, and programming to effectively increase graduation and postsecondary readiness.

The district is actively collecting and analyzing data (attendance, ODRs, suspensions, and credit attainment) and creating opportunities for staff and students to participate in evidence-based practices that will increase graduation rates, including staff professional development and student opportunities for leadership and postsecondary experiences (career and technical education).

We are undertaking a variety of efforts that enhance and enrich learning opportunities to promote graduation and postsecondary readiness.

A ACT: Revise or continue with implementation based on data analysis

What will you change about your plan for the next quarter?

Moving forward, we will include GPS Education Partners to assist with resumes and mock interviews. Different parts of the team have compiled data regarding numbers of students who participated in work-based learning programming. We need to compile this data and ensure that all team members have access to the data.

The committee will populate the shared employer spreadsheet so that we can look for ways to collaborate more effectively and efficiently. The shared data will enable us to work seamlessly with each other, with school staff, and with employer partners. This should increase the number of businesses engaged with our students in internships and youth apprenticeships. We are also considering expanding a contract with an organization to provide additional career awareness and exploration experiences for students. Additionally, we will consider how we might utilize existing tools in Infinite Campus to better communicate student work-based learning experiences among MPS staff and, particularly, counselors.

Schools that are part of the high school GRIP evidenced-based strategy need to ensure implementation with fidelity at all sites.

For some of the contracted schools, tracking changes in adult practice and using this information to identify support needs from TIG/school/district is needed in order to support increasing fidelity of the evidence-based practices as well as how adults are supporting students.

The collaborative committee that is engaging stakeholders to support students scheduled the March 20 Junior Job Fair and the April 4 Senior Job Fair. A draft of an *Employer Playbook*, in conjunction with the University of Wisconsin–Milwaukee and Milwaukee Area Technical College, is in development.

and a draft will be completed in January 2024. As part of the work on the Student-created Equity Self-Evaluation Tool/Research 101, a meeting will be held on February 29 that will focus on their draft literature review and data collection and analysis.