

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>After the Graduation Rate Improvement Plan (GRIP) team’s implementation, the team reviewed the student outcome data in January, which reflected that all schools in the cohort showed at least 45% of the targeted students had earned credit. As of March, all schools in the GRIP team cohorts were implementing their action plans successfully.</p> <p>During the month of January, the high school regional team met with all high school leaders regarding semester one data by student, course, and teacher. Follow-up meetings were held with any teacher who had more than a 50% student failure rate.</p> <p>To ensure that students will be confident and prepared in their abilities for career opportunities and/or postsecondary readiness, the team did the following:</p> <ul style="list-style-type: none"> ● Created an employer handbook in conjunction with Milwaukee Area Technical College and the University of Wisconsin–Milwaukee that will help build more and stronger partnerships with student employers and organizations to provide work-based learning experiences for students. ● Created a spreadsheet to share among departments a list of employer partners and other organizations that will provide our students with other work-based learning experiences. Our benchmark number for quarter three is 202 employers. ● Held a work-readiness conference on February 28 to provide support for high school students interested in obtaining employment. The virtual session was recorded and shared for other students to watch. The thought is that better-prepared students will result in higher employment rates for students as well as more employer partners and better sustainment of employer partners. ● Held a job fair for juniors on March 20 at which 521 students and 55 employers participated. Almost 93% (51/55) of employer survey respondents report that they anticipate hiring students whom they met at the fair. ● Held a job fair for seniors on April 4 at which 532 students and 62 employers participated. Over 98% (62/63) of employer survey respondents report that they anticipate hiring students whom they met at the fair. ● Had 105 youth apprentices this year, the most the district has ever had. Over 300 students have participated in internships so far this year, and that number will continue to grow until year-end (June 30). On a four-point scale, the average rating from employers who have completed student internship evaluations thus far are as follows: collaboration and teamwork: 3.77; communication: 3.71; creativity and innovation: 3.63; critical thinking and problem solving: 3.67; information management: 3.70; initiative and self-direction: 3.70; professionalism and ethics: 3.69; quantitative reasoning: 3.65; and equity and inclusion: 3.76. ● Created a recruitment flyer for new professional partners/employers to grow our employer pool. ● Created a Special Education Referral Form for student participation in internship programming. School counselors can now refer students directly to internship programs. (New initiative: one school has referred two SPED students for the 2024–25 school year.) ● Provided roughly 1,300 grade 10 students with hands-on experiences within chosen postsecondary pathways at the four Milwaukee Area Technical College locations (MATC Day).

Student employability skills are strengthened as a result of participating in the work-readiness conference, youth apprenticeships, and internships. Students' connection to industry and job opportunities are improved by attending job fairs. Our ability to connect students to employers is improved through the development of the employer handbook and the shared partner spreadsheet.

We are working to develop and implement intervention strategies for at-risk students in order to increase the graduation rate. To support this work, we held monthly meetings this quarter to review systems in schools. We have developed a larger team of all the stakeholders, such as principals, counselors, social workers, special education supervisors, and Central Services staff, working with at-risk students in an effort to develop a systemic approach to ensure that we are implementing processes and applying research-based evidence for effective interventions.

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

Cohort 3 (January 8–March 1, 2024) identified 6,350 students with 84–89% attendance at the beginning of the cohort. The strategy was implemented with fidelity at 62% of schools, impacting 43.69% of the cohort. By the end of the cohort, year-to-date attendance improved 1% or more for 34% of students impacted. Year-to-date attendance is 83.7%, which is a 1.4% improvement over last year.

The Department of Black and Latino Male Achievement (BLMA) engaged in a number of opportunities that supported students' interests toward college and career readiness.

- Twenty-three students from across four high schools had the opportunity to attend the United States Hispanic Leadership Institute in Chicago. This institute connected students to scholarships, school admission, and leadership workshops. Students who attended brought back resources and information that was shared with their peers.
- Fifty students completed the Common Black College Application, which connects students to scholarships and admission information for historically Black colleges and universities. The students who completed the application attended a Bucks game as an incentive for completion.
- Seventy-five percent of students in the mentor village conversations indicated that they were able to accomplish their academic goals from last semester.
- Fifteen students enrolled in the BLMA dual-enrollment course in collaboration with Marquette's Center for Urban Research, Teaching, and Outreach.

The data from these sessions suggest that students who are connected to our programming see an impact academically in the opportunities presented to them. Students have indicated the value of getting support from staff on completing scholarships and learning about dual-enrollment opportunities and getting help with current activities in schools.

Color Coding	On your action plan, color code the steps that you planned for this past quarter: (10) Green – Action step completed (1) Yellow – Action step in progress (7) Red – Action step was not started as planned (2) Blue – Extended timelines
---------------------	---

Analyze how these data give evidence to your progress on the plan.

The evidence is the format shared with all principals to review semester failure data in learning teams and department meetings. All principals reviewed failure data in the format to reduce semester two failure data and get us closer to our overall achievement goal and a 75% graduation rate.

The data review indicates that the GRIP process is working to address behavioral concerns that, if not addressed through plan action steps, would result in students' course failure. Since students are earning credits, they are making progress toward meeting the graduation requirements.

The work-readiness conference and student job fairs are helping prepare students for career opportunities and for increased confidence toward future success in work. The MATC Day experience provided students with information, activities, and instruction that are conducive to their postsecondary aspirations, providing confidence in both transition planning from high school to college and career entrance. We have created a process to refer students with special needs to increase the number of students with special needs in work opportunities. These events are helping us make progress toward our goal by improving the employment readiness of our students and connecting them to job opportunities. When we better prepare and connect our students to opportunities like this, we make progress toward our goal of increasing the number of businesses engaged in youth apprenticeships and internships and retaining existing partnerships.

By including additional stakeholders in the group, we will be able to further explore the root causes of at-risk students and barriers and develop a systemic process to improve academic outcomes.

Analyze the data that give evidence to lack of progress toward the plan.

At this time, we do not have an FY25 budget approved until the end of May. The communication plan for opportunities for students outside of the regular classroom was not started due to questions about what will or will not be funded in the next school year. Therefore, we have not made predicted progress on this action step.

The data review indicates that student attendance is impacting the effectiveness of GRIP action steps. Additional action steps have been added or will be added to GRIP plans to address this concern.

The team did not continue the work to develop, implement, and monitor professional learning for staff around multi-tiered systems of support. This work will continue into quarter four.

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

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

GRIP teams at the cohort schools will review action plans to determine whether changes must be made to increase the number of targeted students earning credits toward graduation as well as the rate at which the targeted students are earning credits toward graduation.