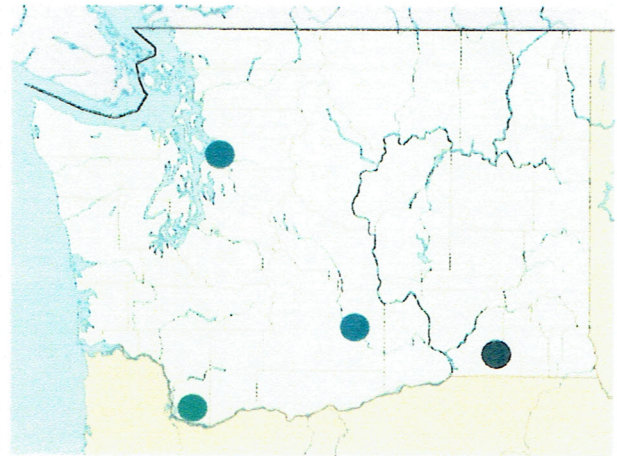
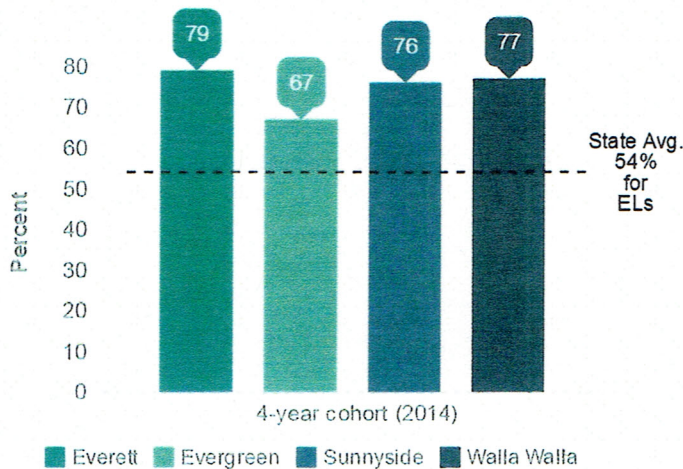




High Graduation Rates: English Learners

WA Districts with High English Learner Graduation Rates



How did they achieve this?



Reality Check

- Data revealed ELs were not graduating at the same rate as their peers.
- District leadership owned the failure and made an urgent call to action.
- Led an all-employee commitment to graduate each student by personalizing the data with student stories.



Systemic Changes

- "Graduation is not just a high school thing."
- "P-13" multi-tiered systems of support.
- Budget for job-embedded instructional coaching.
- Family and student-friendly academic progress monitoring system.
- Create a welcoming environment for each student.
- Engage families with resource centers, bilingual family liaisons and staff.
- Ensure equity and access to all programs.
- Promote bilingualism and/or biliteracy.
- Credit retrieval and competency-based high school credit options.
- Free summer school opportunities.
- Trimesters and a 7-period high school day.



Strategies & Interventions

- Data transparency with weekly cohort reports by subgroup.
- Positive Behavior Interventions and Supports (PBIS).
- Home visits for struggling students.
- Dual Language programs (grades P-12).
- Reframe district signage and communications to be warm and welcoming.
- Student-led advocacy and leadership opportunities.
- Natural Leaders Program for parents and guardians.
- Advancement Via Individual Determination (AVID) (grades K-12).
- 100% enrollment for the College Bound Scholarship (grades 7-8).
- Comprehensive education for students age 18-21 who require more time to meet graduation requirements in an engaging setting, e.g., community college or skills center.
- FAFSA completion and automatic community college enrollment for each senior.
- Professional learning for all teachers on effective instructional strategies for ELs, i.e., Guided Language Acquisition Design (Project GLAD), Sheltered Instruction Observation Protocol (SIOP), Specially Designed Academic Instruction in English (SDAIE).
- Use of observational protocols, specific feedback and job-embedded instructional coaching to support new learning on effective instruction for ELs.