

QEC

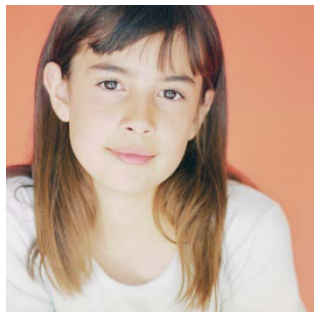
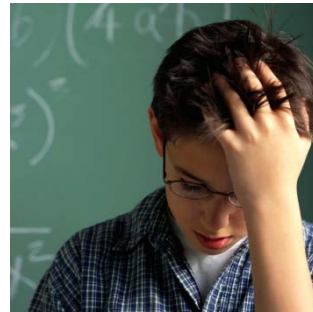
Building Bridges Workgroup Update

A decorative graphic consisting of a solid teal horizontal bar, followed by a white horizontal bar, and then three thin, parallel white horizontal lines.

Implementation of ESSB 6403

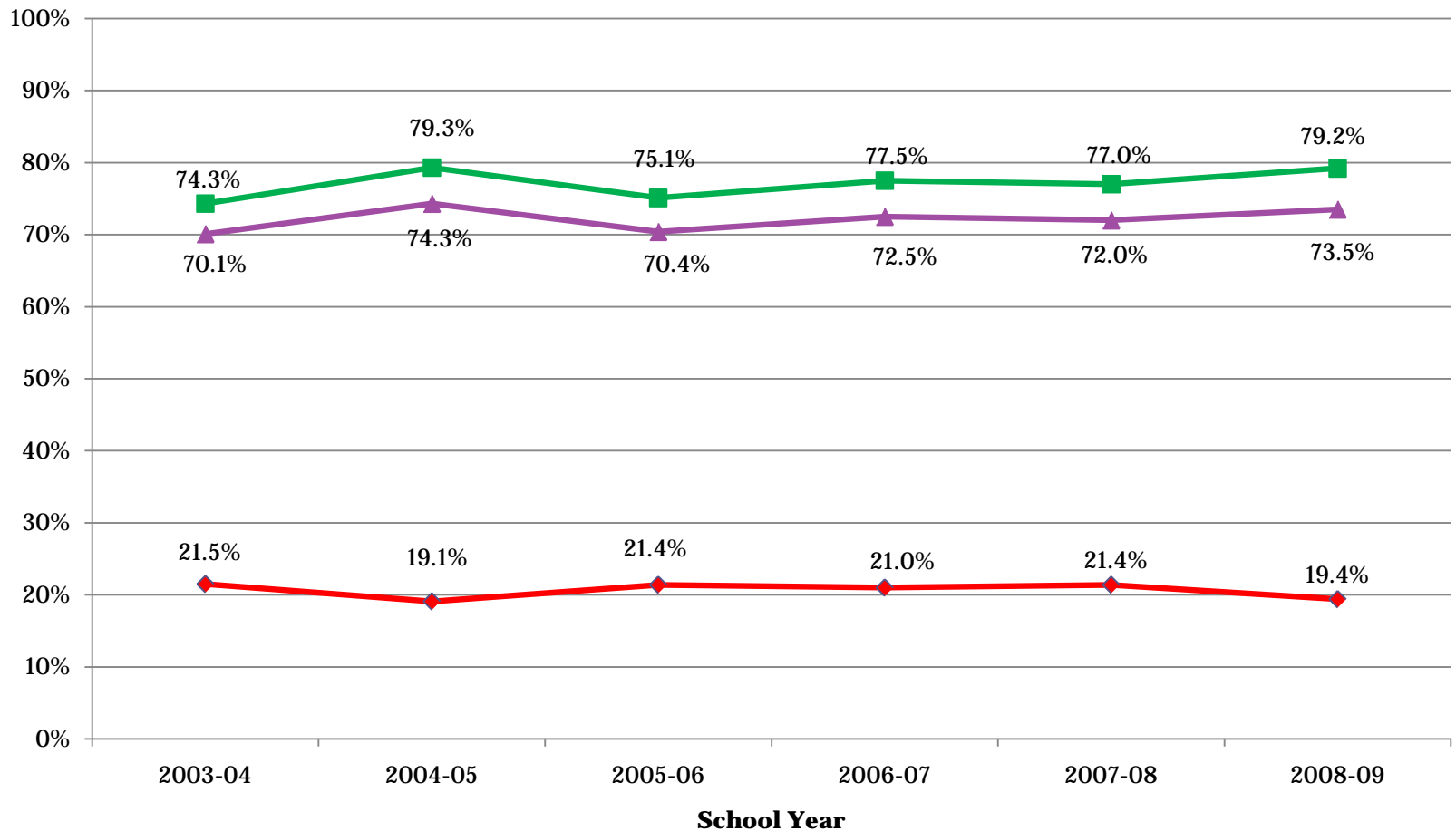
May 11, 2010

Three of Ten Washington Students Don't Graduate From High School

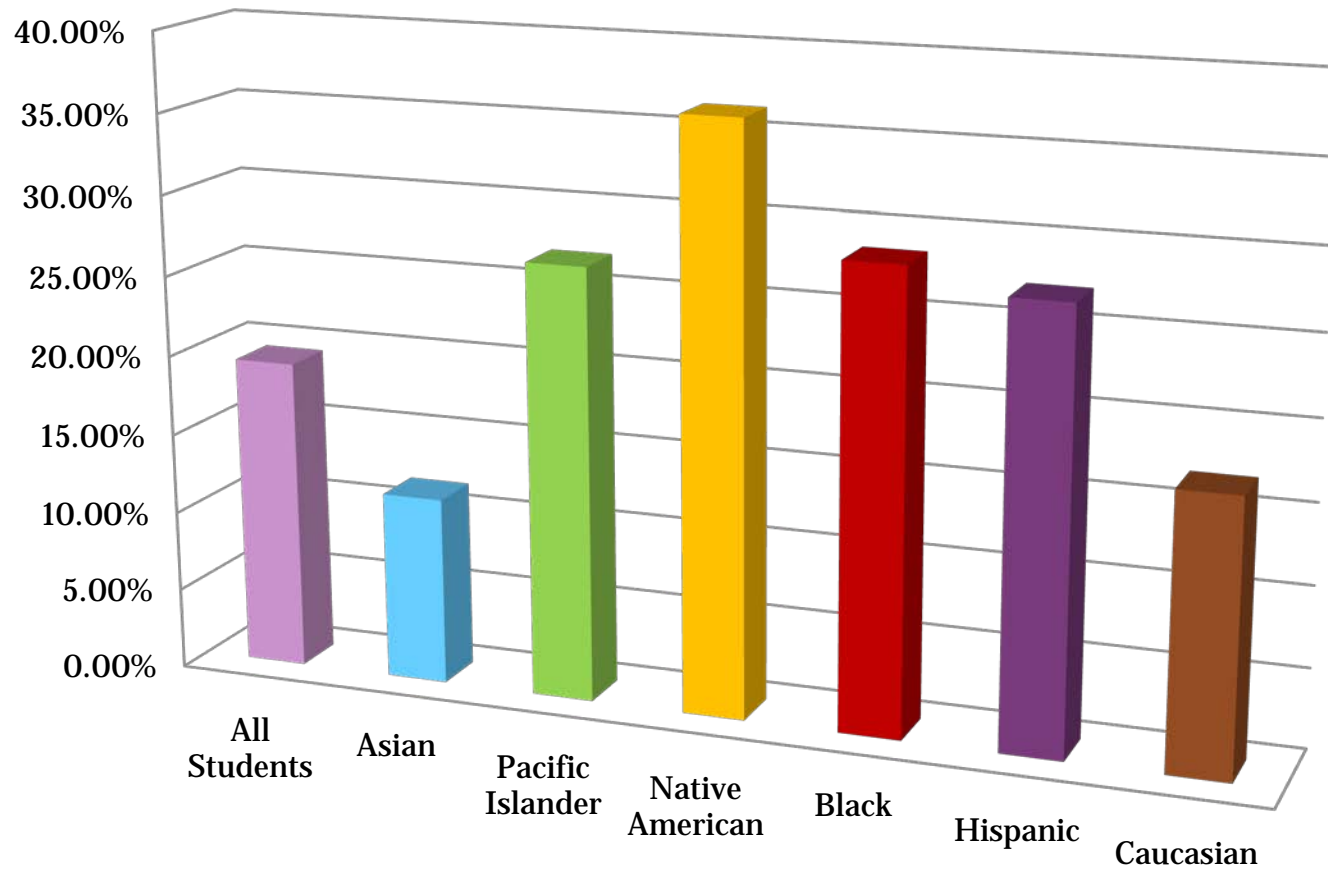


Graduation & Dropout Rates: Washington State Summary

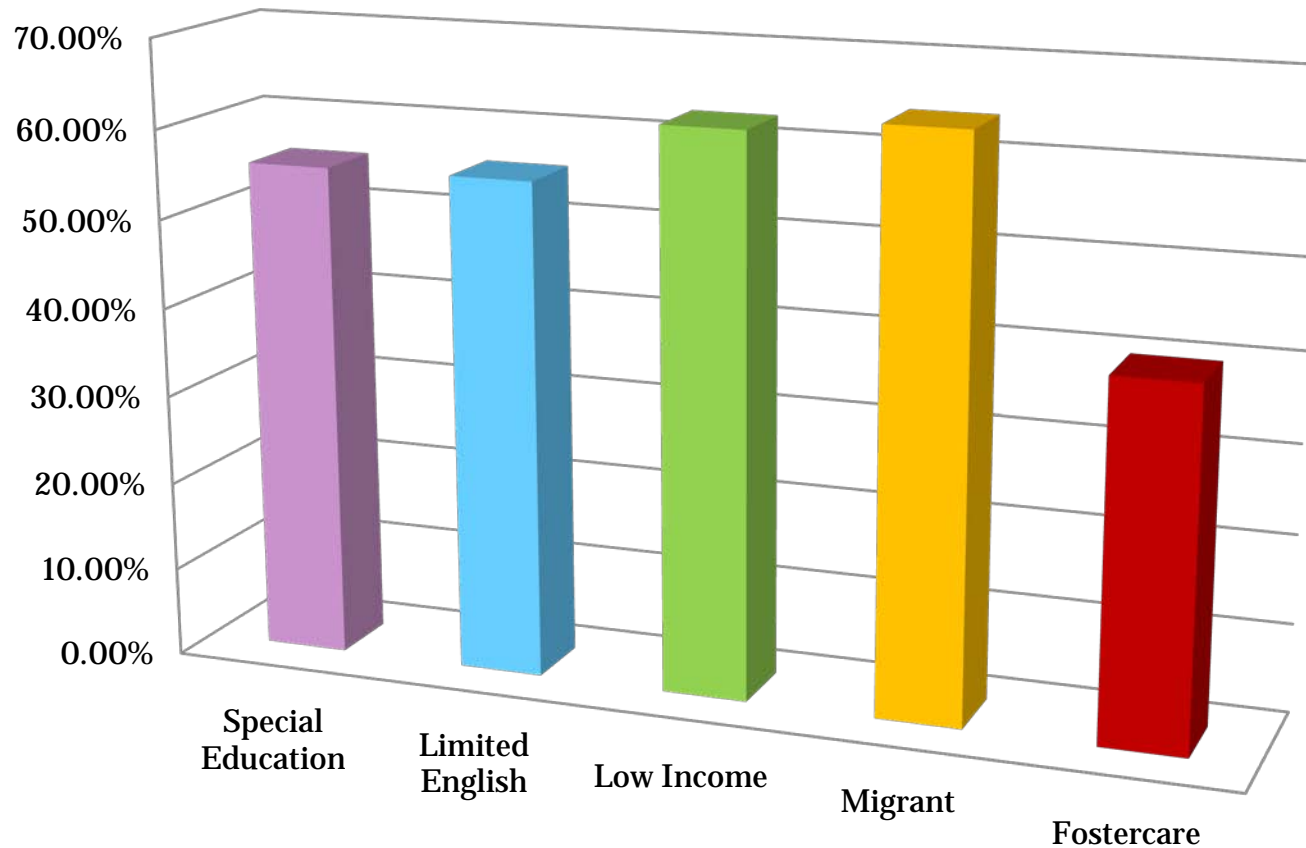
Estimated 4-Year Cohort Dropout Extended Graduation On-time Graduation



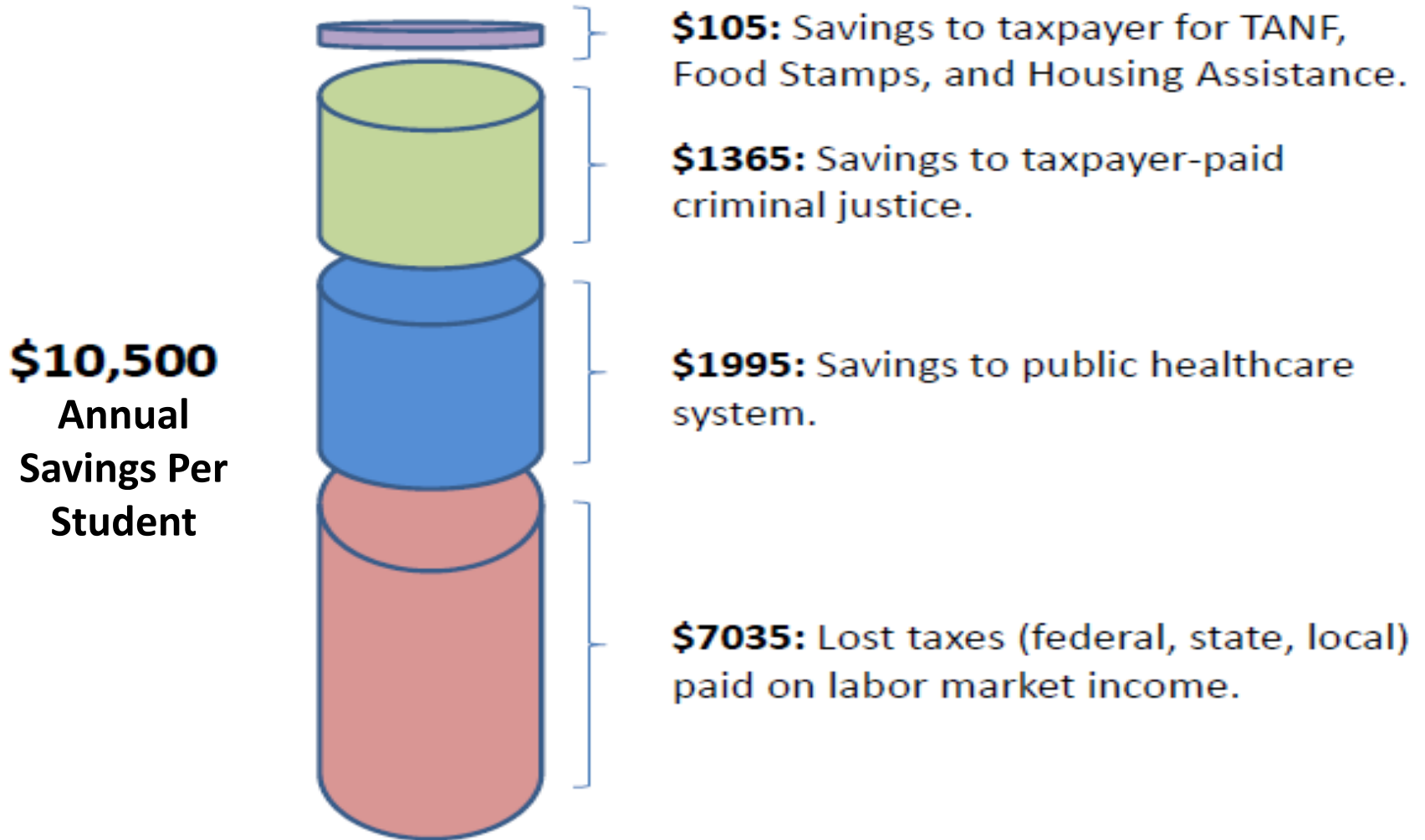
Dropout Rates by Ethnicity



On-Time Graduation Rates Special Populations-Class of 2009



Preventing Even One High School Student from Dropping Out Pays



We Must Address the Whole Child

- Academic Development.
- Career Development.
- Personal/ Social Development.

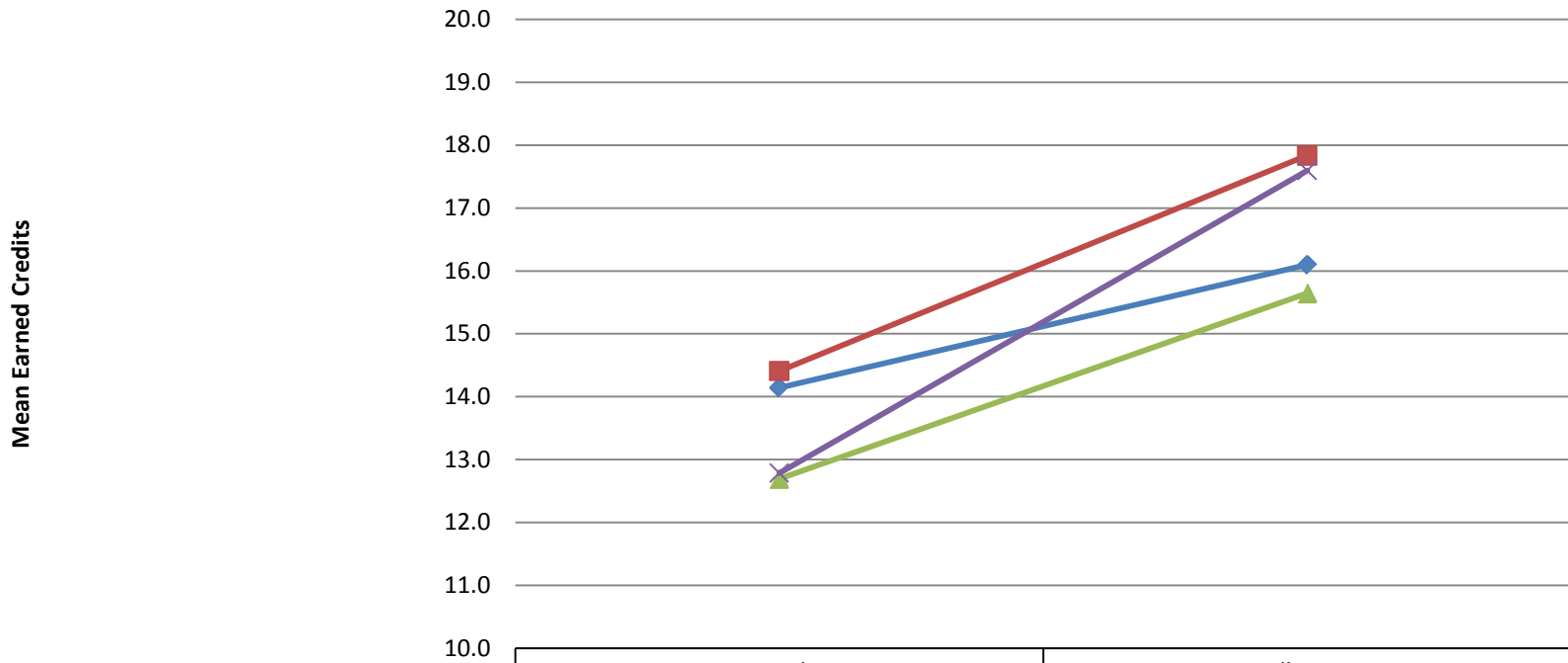
As well as the student's family and community supports.

What We Know About Addressing the Dropout Issue

With academic and social emotional supports vulnerable youth:

- Increased progress toward graduation.
 - **Significant gains in credits earned.**
- Increased social emotional adjustment in students with complex problems.
- Demonstrated that improved adjustment leads to greater earned credits to graduation.
- Stabilized students with adjustment challenges.
 - **Without supports, students become more distressed.**

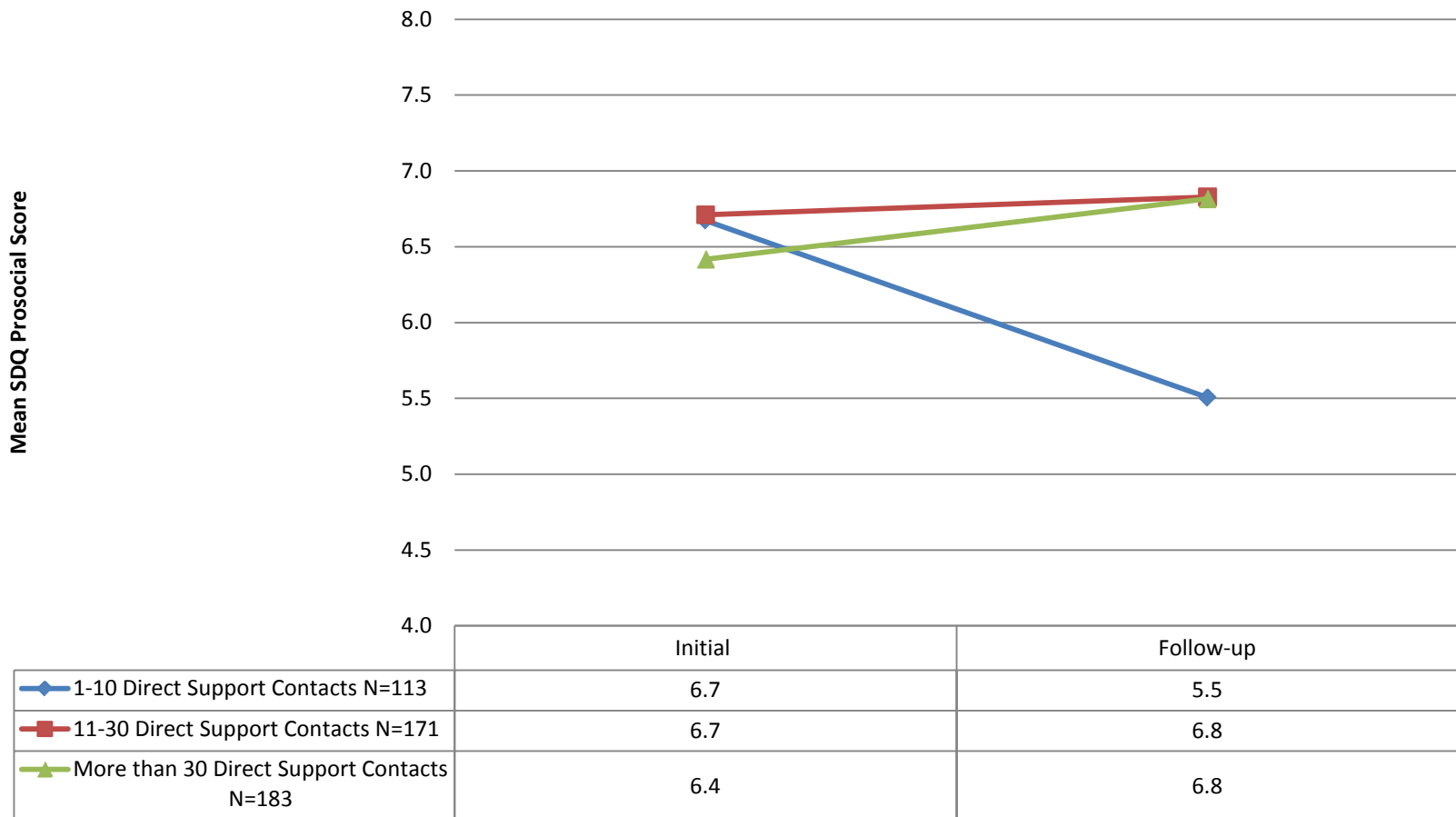
Change in Earned Credits with Academic Supports Grades 11–12



	Initial	Follow-up
◆ 1-4 Provided Supports N=125	14.1	16.1
■ 5-15 Provided Supports N=122	14.4	17.8
▲ 16-30 Provided Supports N=63	12.7	15.6
✕ More than 30 Provided Supports N=89	12.8	17.6

Prosocial Behavior (Higher Scores=Better Adjustment)

Change in SDQ Prosocial Behavior with Total Provided Supports



It Will Take More Than One Strategy

- Make Learning Relevant.
- Raise the Academic Bar.
- Invest in Preschool.
- Engage and Partner with Students and Parents.
- Cultivate Relationships.
- Pay Attention to Warning Signs.
- Schools cant do it alone-partner with other youth serving agencies.

It's Not a Student Problem- It's an Adult Problem!

We have a patchwork of proven programs:

i.e. Guidance and Counseling, Student Advisory, Readiness to Learn, Building Bridges.

We have systems issues related to:

- Universal Access.
- Funding (shifting priorities).
- Management.
- Accountability.

Building Bridges Workgroup 2009 Recommendations

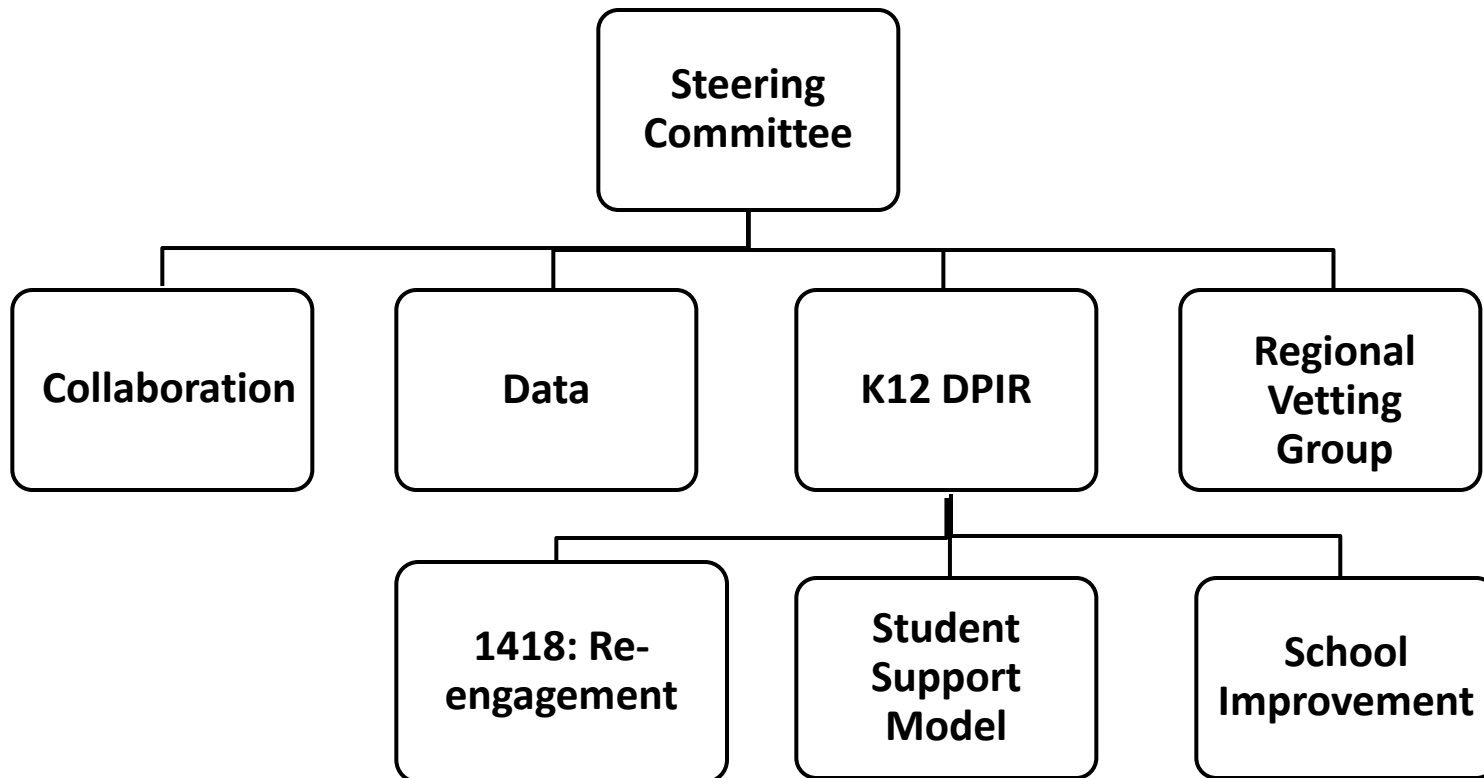
1. Building Accountability for High School Graduation.
2. Building the Foundations of a Comprehensive Student Support Structure.
3. Building a Coordinated State and Local Infrastructure.
4. Building a Student Re-engagement System.

ESSB 6403: Accountability and Support for Vulnerable Students

Directs state agencies to work together to:

- Support school/community partnerships which build K-12 dropout prevention, intervention and re-engagement systems.
- Collaborate, where feasible, on flexible program eligibility, funding criteria, joint funding, professional development opportunities, and data-sharing.
- Develop recommendations on a state-level and regional infrastructure for supporting vulnerable youth.

Building Bridges Workgroup Proposed Organizational Structure



Building Bridges Committee Charges

- **Steering Committee:** To approve and prepare final recommendations pursuant to RCW 28A.1785.075 and ESSB 6403 to the Quality Education Council and the Legislature.
- **K-12 Dropout Prevention Intervention and Reengagement System Development Committee:**
To develop recommendations for a comprehensive K-12 dropout reduction initiative designed to integrate multiple tiers of dropout prevention, intervention, and technical assistance.

Building Bridges

Committee Charges Con't.

- **Collaboration Committee**: Identify and make recommendations for the reduction of fiscal, legal, and regulatory barriers that prevent coordination of program resources across agencies to support the development of sustainable dropout prevention, intervention, and retrieval partnerships at the state and local level.
- **Data Committee**: To develop recommendations regarding the improvement of state data systems and state required district reporting requirements that support the development of district-level K-12 dropout prevention, intervention and reengagement systems.

Laying the Foundation for a Washington Dropout Initiative

- Building partnerships focused on a ***common vision*** for all of Washington's students.
- Create a ***systematic frame work*** for addressing the needs of struggling students.
- Developing a ***long term strategy*** to address the dropout issue that is embedded in and coordinates the work across multiple sectors and at multiple levels.

Response to Intervention

Academic

Social/Emotional

Intensive Interventions

- Individual Students

1-5%

1-5%

Intensive Interventions

- Individual Students

Targeted Interventions

- Some students (at-risk)
- Rapid response

5-10%

5-10%

Targeted Interventions

- Some students (at-risk)
- Rapid response

80-90%

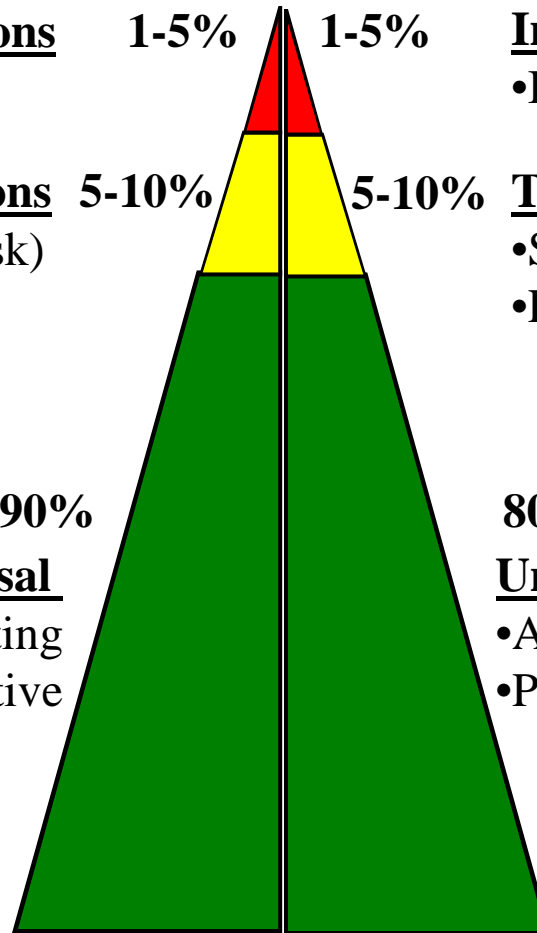
Universal

- All students, all setting
- Preventive, proactive

80-90%

Universal

- All settings, all students
- Preventive, proactive



Academic
(Graduation,
Career/College Ready)

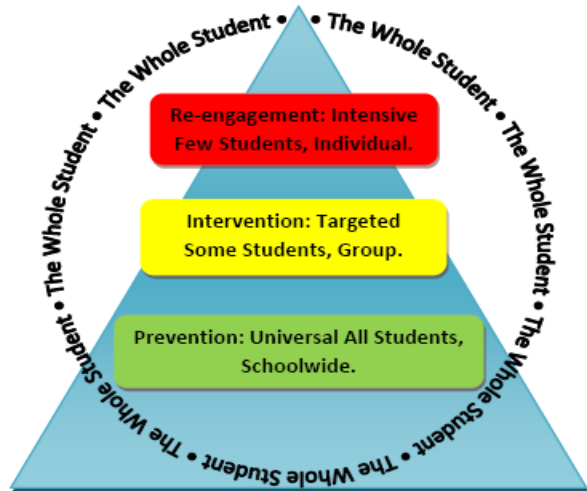
Integrated Student Support Model DRAFT

Student Support
(Physical, Social,
Emotional, and
Behavioral Health)

- Student Advocates to provide Intensive, individual outreach, case management and services including collaboration with community providers.
- Alternative learning options (i.e. on-line learning, retrieval programs).

- Student Assistance Program (Coordinator and Team).
- Progressive levels of Tier 2 assessments and interventions.
- Standard treatment protocol. Immediate, entry level intervention for all students identified at risk.

- Regular academic progress monitoring by all teachers in content areas.
- Assessment and Universal Screening.
- Core Academic Instruction (research based with fidelity).
- Student Advisory Program.
- Comprehensive Guidance and Counseling.



Technical Assistance and Implementation
(Professional Development/Training/Coaching)
implementation of evidence-based programs and practices with fidelity.

Planning
School Improvement Planning Process to include intentional dropout prevention, intervention and retrieval strategies utilizing the Reinvesting in Youth-Self Assessment tools to develop both side of the RTI pyramid.

Partnership
Collaboration and communication among schools, families and communities to identify challenges and work toward solutions.

Leadership
Effective School District and Building leadership is required to implement and ensure accountability of the change processes.

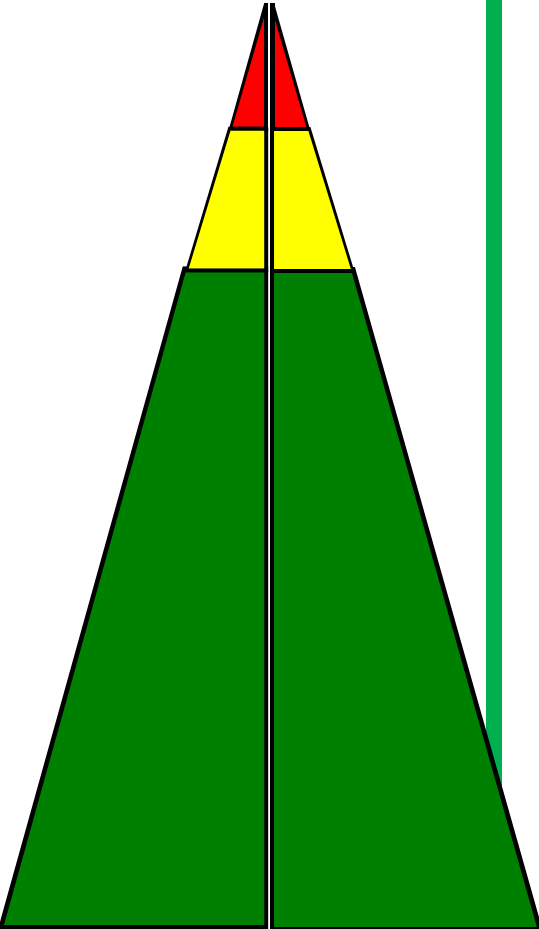
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- Student Assistance Program (Coordinator and Team).
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- Assessment and Universal Screening.
- Student, Parent, and Community engagement and leadership.
- School culture and climate.
- Student health and well being.
- Student Advisory Program.
- Comprehensive Guidance and Counseling.

Aligned Early Learning birth through 3rd grade with emphasis on language and literacy instruction—goal of all children reading at or above grade level by 3rd grade.

Recommendations to the QEC



- **State goal and annual targets** for high school graduation and for reengaged youth.
- Funding for supporting **career guidance and the planning and implementation of K-12 DPIR systems** in school districts and a plan for phasing funding into the program of basic education beginning in the 2011–2013 biennium.
- A plan for phasing in the expansion of the current school improvement planning program to include state-funded, **dropout-focused school improvement technical assistance** for school districts in significant need of improvement regarding high school graduation rates.

QEC Charge

(a) Recommendations for specific strategies, programs, and funding, including funding allocations through the funding distribution formula in RCW 28A.150.260, that are designed to close the achievement gap and increase the high school graduation rate in Washington public schools. The council shall consult with the achievement gap oversight and accountability committee and the building bridges work group in developing its recommendations.