

# Outcome Monitoring

## College, Career, Life

March 2024



# College, Career, Life Ready (CCL)

## Goal:

The percent of students graduating College, Career and Life (CCL) ready, as measured by four-year graduation rates, will increase from **81%** in June 2023 to **90%** in June 2028.

## Interim Goal 3.1: On Track Status

The percentage of students in **grades 9-11** who are “On Track” for graduation will increase from **66.6%** in June 2023 to **90%** in June 2028.

Note: “On Track” as defined by the number of credits earned at the end of 9<sup>th</sup> grade (5.5 credits), 10<sup>th</sup> grade (11 credits), and 11<sup>th</sup> grade (16.5 credits).



# Interim 3.1: On Track Status

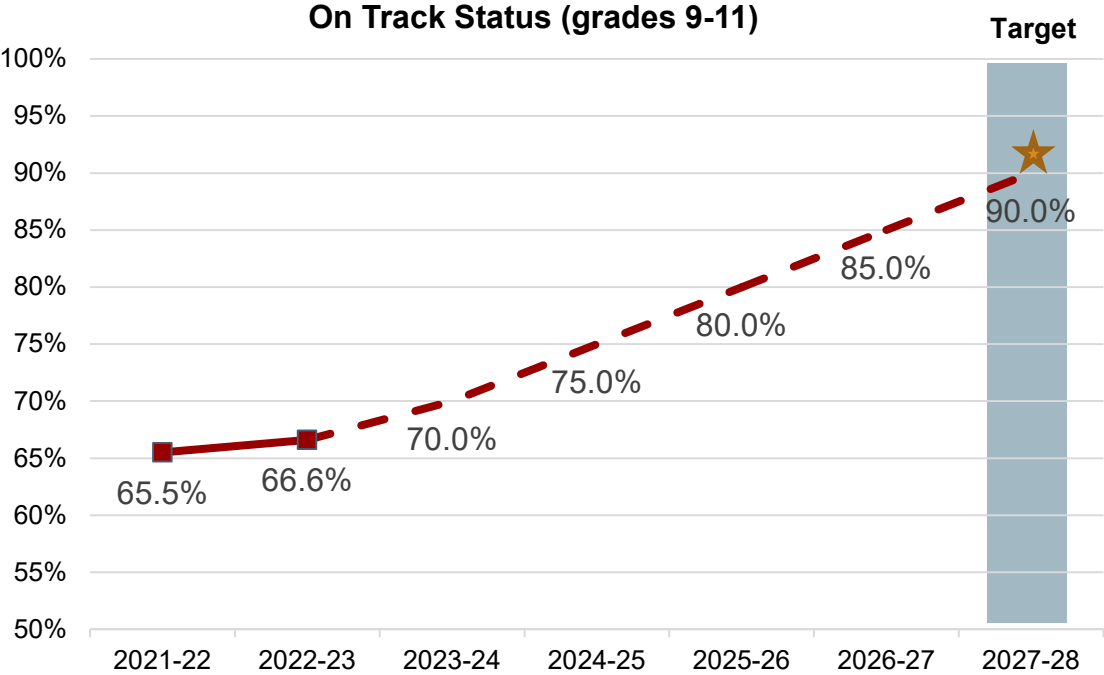
The percentage of students in grades 9-11 who are “On Track” for graduation will increase from 66.6% in June 2023 to 90% in June 2028

## Superintendent Evaluation of Performance

Goal Overall Progress

Near Target

Note: On Track Status measured by credits earned at the end of 9<sup>th</sup>, 10, and 11<sup>th</sup> grade.



	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2023-24 Target
% of Students On Track	65.5%	66.6%						70%
# of Students grade 9-11	10,133	10,220						

On Track Status  
2023-2024

Far Below Target 57% or less	Below Target 58-62%	Near Target 63-67%	On Target 68-70%	Above Target 71% or higher
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# Interim 3.1: On Track Status by Grade Level

CCL 3.1: On Track Status							
	June 2021-22			June 2022-23			Change in % On Track
	# of Students	# of Students On Track	% of Students On Track	# of Students	# of Students On Track	% of Students On Track	
<b>Totals</b>	<b>10133</b>	<b>6637</b>	<b>65.50%</b>	<b>10220</b>	<b>6810</b>	<b>66.63%</b>	<b>-1.0%</b>
<b>Grade 9</b>	3482	2352	67.55%	3581	2397	66.94%	-0.61%
<b>Grade 10</b>	3337	2099	62.90%	3425	2288	66.80%	3.90%
<b>Grade 11</b>	3322	2187	65.83%	3230	2128	65.88%	0.05%

On Track Status  
2023-2024

Far Below Target 57% or less	Below Target 58-62%	Near Target 63-67%	On Target 68-70%	Above Target 71% or higher
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# On Track to Graduate Status

## CCL 3.1: On Track Status

	June 2021-22			June 2022-23			Change in % On Track
	# Students	# Students On Track	% of Students On Track	# Students	# Students On Track	% of Students On Track	
<b>Totals</b>	<b>10133</b>	<b>6637</b>	<b>65.50%</b>	<b>10220</b>	<b>6810</b>	<b>66.63%</b>	<b>1.14%</b>
Alaska Native / American Indian	979	371	37.90%	1027	399	38.85%	0.96%
Asian	1115	814	73.00%	1058	805	76.09%	3.08%
Black	481	278	57.80%	496	285	57.46%	-0.34%
Hispanic	1135	729	64.23%	1161	767	66.06%	1.83%
Multi-Ethnic	1546	933	60.35%	1572	967	61.51%	1.16%
Native Hawaiian / Pacific Islander	744	325	43.68%	696	328	47.13%	3.44%
White	4133	3187	77.11%	4210	3259	77.41%	0.30%
Economically Disadvantaged	5731	3032	52.91%	5600	3055	54.55%	1.65%
Non-Economically Disadvantaged	4402	3605	81.89%	4620	3755	81.28%	-0.62%
English Learners	1336	677	50.67%	1478	802	54.26%	3.59%
Non-English Learners	8797	5960	67.75%	8742	6008	68.73%	0.98%
Special Education	1425	738	51.79%	1467	747	50.92%	-0.87%
Non-Special Education	8708	5899	67.74%	8753	6063	69.27%	1.53%
Female	4942	3299	66.75%	4903	3309	67.49%	0.73%
Male	5191	3338	64.30%	5317	3501	65.85%	1.54%

On Track Status  
2023-2024

Far Below Target  
57% or less

Below Target  
58-62%

Near Target  
63-67%

On Target  
68-70%

Above Target  
71% or higher

# CCL Interim Goal 3.1: On Track Status

## Strategic Plan

Graduating from high school is a strong indicator for success in college, career, and life. It encompasses a K-12 education of knowledge, skills, dispositions, and confidence necessary to successfully move forward with post-secondary training, resulting in a career path of a student's choice. A high school diploma opens doors to better job opportunities, as well as the ability for greater earning potential.

The next two slides address District-wide ongoing, consistent, and explicit work to ensure students graduate from high school. The first slide highlights a broad look at ASD's goal, instructional focus, and operational approaches as it applies to high school graduation and ASD's CCL work. The second slide presents the instructional elements to include:

- Strategies with action steps
- Stages of Implementation
- Progress along a continuum for strategy implementation

Completed	In Progress	Next Steps	Upcoming
Action steps are accomplished	Action steps are proceeding	Action steps are beginning	Action steps will begin at a future date



# CCL Interim Goal 3.1: On Track Status

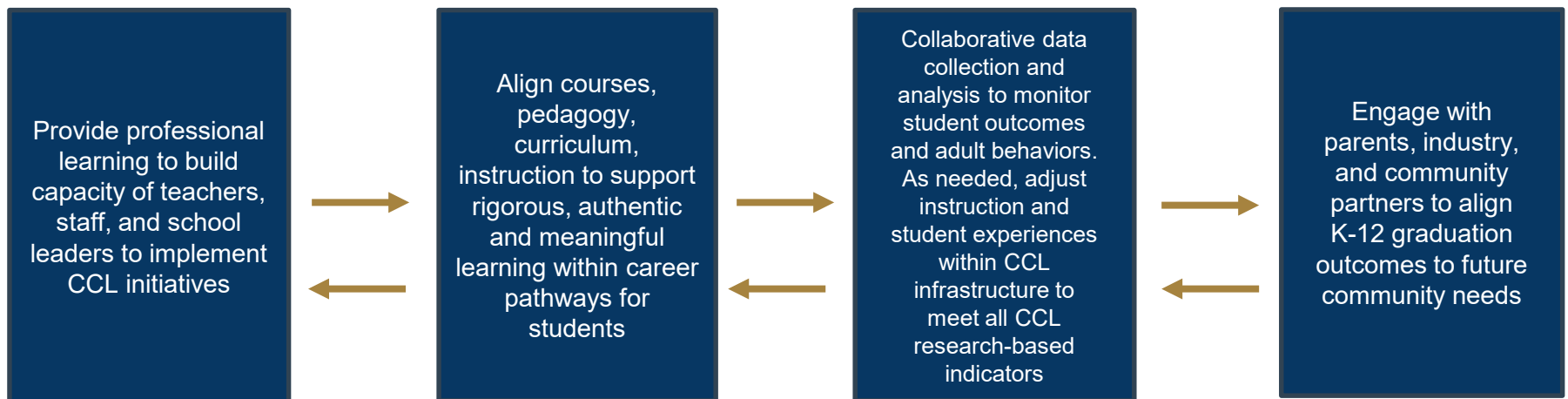
## Grades 9-11

All students will increase in the knowledge, skills, tools, and dispositions necessary to be successful in post-secondary education and/or training that will lead to success in life as productive, prosperous, and employed citizens.

### CCL Instructional Focus: On Track Status

- Ensure equitable access to rigorous curriculum that prepares students for postsecondary education and training.
- Expose students to college and career opportunities through authentic, meaningful and engaging learning experiences.
- Align secondary coursework into career pathways and provide students the opportunity to develop a personalized and informed academic plan for high school and postsecondary training/education.
- Increase experiences for students to build grit, growth mindset, perseverance, self-awareness, and financial literacy.
- Continue principal professional development to build capacity in addressing elements that impact graduation rate: on-track credit acquisition, attendance, behavior, perceptions of school safety, etc.

### Approach



Implementation Stages		Strategic Action Steps				
		1	2	3	4	5
		Define Strategies to Support Board Goals	Create Structures and Processes	Clarify Roles & Responsibilities	Identify and Address Gaps and Barriers	Develop Plan for Following Year
Curriculum	<ul style="list-style-type: none"><li>• Ensure access to robust, relevant core curriculum</li><li>• Introduce 9<sup>th</sup> Grade Career Exploration Course</li><li>• Provide all students opportunities to pursue career interests through the Academies of Anchorage CTE pathways</li></ul>	In Progress	In Progress	In Progress	In Progress	In Progress
Instruction	<ul style="list-style-type: none"><li>• Focus work to address the ‘On-Track’ status for every student beginning in 9<sup>th</sup> grade</li><li>• Address Special Education needs through co-teaching and other inclusive practices</li></ul>	In Progress	In Progress	In Progress	In Progress	In Progress
Professional Learning	<ul style="list-style-type: none"><li>• Build capacity of school leaders to coach educators and provide specific and timely feedback</li><li>• Train staff in project based learning and effective teaming</li><li>• Partner with Ford Next Generation Learning to strengthen community partnerships</li><li>• Collaborate with Equal Opportunity Schools initiative to expand student access to AP/IB/Dual Credit</li></ul>	In Progress	In Progress	In Progress	In Progress	In Progress
Data Discussions	<ul style="list-style-type: none"><li>• Develop consistent systems and protocols to monitor student outcomes</li><li>• Identify on-track and at-risk students</li><li>• Leverage PLC structures to inform student supports</li></ul>	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps
MTSS	<ul style="list-style-type: none"><li>• Utilize high leverage strategies such as check and connect to engage at-risk students</li><li>• Implement and monitor intervention plans based on data review including family communication</li><li>• Increase opportunities and access for credit recovery</li><li>• Encourage the practice of reteach and relearn opportunities within core content areas</li><li>• Collaborate with community stakeholders to address disproportionate outcomes</li></ul>	Next Steps	Next Steps	Next Steps	Next Steps	Next Steps

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***Educating All Students for Success in Life***

