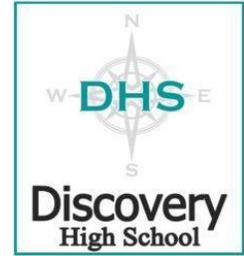


The Longview School District has adopted a Design for Excellence for school years 2021-2026, to be used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these plans are geared toward increasing student achievement and improving the climate and culture within our schools.



All of this work is accomplished by focusing on results: through a partnership of students, staff, parents, and community; in a supportive, caring, innovative environment; and with a commitment to challenge each learner to reach their potential.

In the information to follow, you will find specific goals and action steps designed to help meet these goals in the coming year. At the end of the year, the data we collect is analyzed and used in our goal setting process for the following year’s school improvement planning.

**Discovery High School Mission**

Build a thriving, individualized, academic environment wherein each student finds success, meets graduation requirements, and becomes prepared for a prosperous future.

**Discovery High School Vision Statement**

We will be the state’s premier alternative high school, with a broad cohort of alumni leading prosperous lives.

**Part 1A – Student Achievement Data and Goals**

**1. Academic Achievement Goals in English Language Arts and Math**

Smarter Balanced Assessments in mathematics and English Language Arts (ELA) are used as end of year measures the percent of students are reaching grade level achievement targets.

Smarter Balanced Assessment in English Language Arts		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
10 <sup>th</sup> Grade	61.5%	70%

Smarter Balanced Assessment in Mathematics		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
10 <sup>th</sup> Grade	7.7%	60%

## 2. Progress Towards Graduation Goals

The following tables report the annual graduation rate, students on track to graduate, and the percent of courses failed.

Graduation Rates		
Grade Level	2021 Graduation Rate	2022 Graduation Rate Goal
12 <sup>th</sup> Grade	65.3%	80%

High school graduation requires students to earn 24 credits. Each year a student has an opportunity to earn at least 6 credits. This table shows the credit progress students are making to be on track for graduation.

On Track to Graduate			
Grade Level	Target	Percent On Track (Nov. 2021)	End of year goal (June 2022)
10th	Earned 6 credits	17%	
	Earned 12 credits		70%
11th	Earned 12 credits	14%	
	Earned 18 credits		75%
12th	Earned 18 credits	10%	
	Earned 24 credits		80%

Credits are earned by earning passing grades in classes. Failing a class requires a student to make additional efforts to earn the missed credits. This table shows the rate students are failing high school classes.

Course Failure Rates		
2022 Grade Level	Percent of Course Failures in Fall Quarter 2021	End of Year Goal
9 <sup>th</sup> Grade	N/A	
10 <sup>th</sup> Grade	9.4%	5%
11 <sup>th</sup> Grade	11.3%	8%
12 <sup>th</sup> Grade	11.6%	8%

**3. Alternative School Accountability**

Most Alternative high schools are dedicated to meeting the needs of students who have not been successful in traditional high schools. This leads to two unique difficulties in determining the success of schools like Discovery:

1. Students arrive here any time during the school year. In fact, Discovery sees about 60% turnover in the student body each year.
2. Students arrive here any time in their 10th, 11th, or 12th grade. They may spend 90% of their high school career elsewhere, yet their graduation (or non-) is counted at the school in which they *completed* their expected grad year.

With these points in mind, it’s clear that graduation rate is, at best, an incomplete metric for determining Discovery’s effectiveness. To address this, we established “credits per month” as another way of measuring our effectiveness.

The chart below compares our returning students with those who are new to Discovery this year.

**Slowing** - students accruing credit at a rate that is slower at Discovery than in their previous school(s).

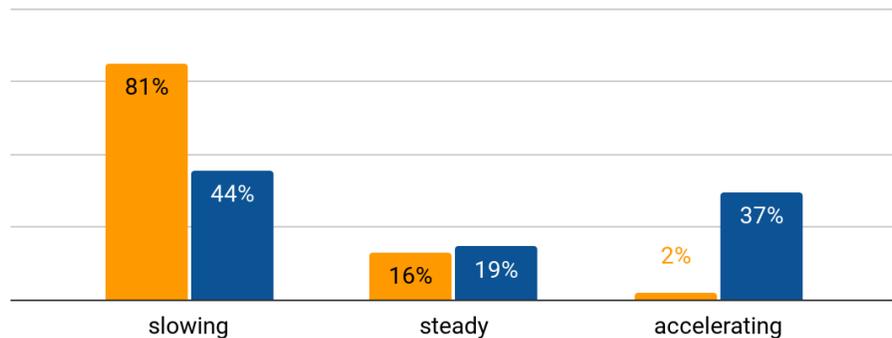
**Steady** - students accruing credit at a rate that is roughly the same as before.

**Accelerating** - students accruing credit at a rate that is measurably faster than in their previous school(s).

Credits per month: new vs returning students... Fall 2021

21 returning - 43 new in Sept.

new to Discovery    returning students



data does not include CEO

The orange bars represent students as they arrived, while the blue shows kids who have at least one semester here.

We call this, “stopping the slide,” and it has proven to be a durable characteristic of our work.

**Part 1B – Action Steps for Student Achievement through Focused Intervention, Rigor & Relevance****1. Action Steps for English Language Arts (ELA)**

- Strengthen the practice of students' self-monitoring of their progress toward graduation. This will be the focus of our weekly Advisory period.
- Provide increased opportunities for cross-curricular experiences with reading, writing, and communication in all content areas. This will be evident through in-depth analysis and synthesis of specific content in a variety of applications.
- Continue project-based learning (PBL) experiences, in order to better prepare our students for a future work environment that will demand malleable, *applied* thinking.
- Continue to revamp Discovery's novel sets with contemporary works that are accessible to reluctant readers.
- Invest in student health and well-being in order to increase students' minutes of instructional time. At Discovery, we believe that student welfare is KEY to academic success.

**2. Action Steps for Mathematics**

- Maintain smaller class sizes, to allow for more individualized instruction.
- Continue to refine the supplemental usage of auxiliary software products - Odysseyware, Agilemind - to help students regain lost ground in math.
- Continue to develop online and onsite offerings to meet 3rd year math requirements. (At this time, Applied Math, Consumer Finance, Personal Finance.)
- Invest in student health and well-being in order to increase students' minutes of instructional time. At Discovery, we believe that student welfare is KEY to academic success.

**Part 2A – Climate and Culture Data and Goals**

- 1. Attendance Data** – Schools continue to monitor attendance in an effort to encourage student success in the classroom. The attendance rates are a measure of students being present in class.

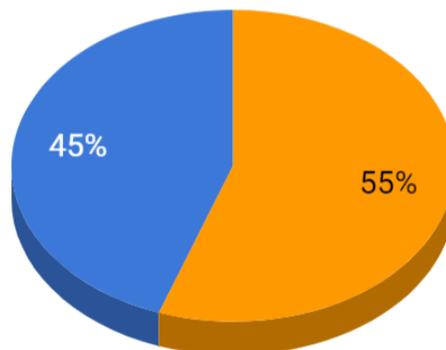
Attendance Rates		
2022 Grade Level	First Quarter Attendance Rates	2022 End of Year Goal
Building	80.5%	87%
9 <sup>th</sup> Grade	N/A	
10 <sup>th</sup> Grade	79.2%	85%
11 <sup>th</sup> Grade	68.9%	88%
12 <sup>th</sup> Grade	87.7%	90%

Discovery High School’s role in the district primarily revolves around helping students *regain* their footing in pursuit of graduation. Clearly, this year represents our greatest challenge to date.

Considering who these students are, the reality is that we enroll an inordinate number of students who are somewhere in the truancy process. This can range from notification of excessive absences to court appearances to referrals for The Truancy Project.

Regardless, any place on the continuum indicates sufficient disruption in a student’s progress.

Discovery students and Truancy 11/2021  
 ● somewhere in the process ● not in truancy



For all the focus on academic intervention, the single greatest thing we can do is improve students’ attendance.

2. **Staff, Student and Parent Perception Data** – As part of a district effort to assess school climate and culture, we developed a survey based on the work of Robert D. Barr and Emily L Gibson. Their books, *Building A Culture of Hope* and *Building the Resilient School*, identify five seeds of hope: Belonging, Optimism, Pride, Purpose, and Resiliency. This survey incorporates those elements. Consisting of 45 questions, it is administered to students, staff and parents in the fall and spring.

<b>Culture of Hope Staff Survey</b>		
<b>Seeds of Hope</b>	<b>Percent Agree and Strongly Agree Fall 2021 (N=7)</b>	<b>2021-22 Goal</b>
Belonging	89.5%	100%
Optimism	94.8%	95%
Pride	83.8%	95%
Purpose	84.5%	95%
Resiliency	84.3%	95%

<b>Culture of Hope Student Survey</b>		
<b>Seeds of Hope</b>	<b>Percent Agree and Strongly Agree Fall 2021 (N=12)</b>	<b>2021-22 Goals</b>
Belonging	87.2%	100%
Optimism	93.2%	95%
Pride	90.6%	95%
Purpose	84.0%	95%
Resiliency	90.0%	95%

<b>Culture of Hope Parent Survey</b>		
<b>Seeds of Hope</b>	<b>Percent Agree and Strongly Agree Fall 2021 (N=8)</b>	<b>2021-22 Goals</b>
Belonging	84.2%	100%
Optimism	88.6%	95%
Pride	87.5%	95%
Purpose	76.0%	95%
Resiliency	81.3%	95%

**Part 2B – Action Steps for Attendance and Climate & Culture****1. Action Steps for Attendance**

- In 2021 we added an Assistant Secretary to manage attendance.
- In November 2021, Discovery HS finalized a contract with CORE Health, to embed a professional person trained in behavioral health and substance abuse disorders. Students' mental health plays an important role in attendance, and is therefore of primary interest at Discovery.

According to the COVID-19 Student Survey, 44% of all Washington high school students reported feeling, “so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities.”<sup>1</sup>

- We continue to work closely with the district Attendance coordinator to provide better customer service in our absence and truancy processes.
  - changed mailings from lists of laws and regulations to multi-lingual flyers that are headed with, “Can we talk?”;
  - increased the frequency of Community Boards (formerly Truancy Boards) to bi-weekly;
  - moved Community Boards to local schools and away from district office;
  - increased community outreach to augment participation in those Boards.
- Adding engagement activities, often centering around our Community Kitchen. Pie bake offs, soup contests... any school-day activity that keeps our students with us and engaged.
- We are actively redistributing tasks in order to free up our Counselor for more contact time with students.

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<sup>1</sup> University of Washington Center for the Study of Health & Risk Behaviors, Washington State Health Care Authority, Washington State Department of Health, Washington Office of Superintendent of Public Instruction. COVID-19 Student Survey: Mental Health and Substance Use Topic Summary - High School Students, Seattle/Olympia, WA. Published August 2021.

**2. Action Steps for Improving Perception Data**

We believe that our work is valued, appreciated, and perceived as such by nearly all stakeholders.

That is an anecdotal presumption, however, as our low response numbers (no higher than 20%) may obscure actionable data.

We may find that perceptions of Discovery may be significantly lower or higher when we do a better job of canvassing.

**Goal: 80%** response rate

Action steps leading to improved response rate:

1. increase the number of times the survey is sent;
2. improve on electronic delivery methods, by incorporating, text, online, email, postcards;
3. develop a mailable paper copy;
4. surveys in-hand at all school events;
5. work with the district to truncate the survey so that it can be completed in 3 minutes or less.