

Strategic Investment: Academic Transitions On-Track Program

1. Description of Investment	Identify program and Strategic Plan Goals (example - College and Career Readiness Goal 1.4)
<p>Strategy 1.5: Academic Transitions - Emphasis will be placed on eliminating the decline in achievement that occurs during the transitions to middle and high school.</p>	
Overview	Provide a narrative that describes the information and/or evidence that supports the need for investment.
<p>Students who are on-track by the end of the 9th Grade year are 3 1/2 times more likely to graduate on time. To support all students’ progress during their transitional year to high school, we’ve created academic, social-emotional supports. These supports are provided in a “House” structure where students share courses with smaller groups of peers and the same instructors. By teachers sharing common students, they are able to discuss student needs, share best practice and monitor student progress.</p> <p>In addition to the house structure and 9th Grade Success, students needing Tier II level of support to ensure their success are receive a 4 year model of academic support, college and career readiness, and emotional support with case management.</p> <p>Each of the investment levels offers increasing opportunities to reach additional students by providing resource. Those resources come in the shape of staffing and time to connect.</p> <p>Tier 1 - All Students</p> <ul style="list-style-type: none"> ● Forecasting and Transition Day ● Family Orientation ● 9th Grade Success (data-based initiative to ensure that all 9th Graders are on track to graduate) ● 9th Grade Houses (smaller student groupings with an identified group of core instructors) ● System Success Meetings ● Administrative Instructional Leadership Meetings ● LINK Crew <p>Tier II - Students with need of Additional Support</p> <ul style="list-style-type: none"> ● Student Success Meetings ● Summer Connect ● SQUAD ● Hand-placement in master schedule based on data ● Academic Seminar <p>Tier III - Re-Engagement</p> <ul style="list-style-type: none"> ● LIFTT ● SQUAD 	

2. Investment Level	Specific Description for the Current Level of New Investment in 2021-22 (FTE, materials, PD, etc.)	Estimated Cost (funding source)
Adequate	Middle School Student Success Coordinator	3 Licensed FTE: \$380,000; .5 BM98 and .5 ESSER

3. Implementation Timeline	In the table below, identify the current and prior year investments. Be specific.		
	Investment Level Recommended (Basic, Adequate, Optimal)	Detailed Description of Investment (see 2 above with updates for emerging needs)	Estimated New Investment Over and Above Current
2017-18	Basic	2.0 FTE On-Track Coordinators to ensure on-time graduation for all Freshman and providing Tier II program support 0.5 9th Grade Administrator (.25 at each high school) Tyler and Marji Summer Connect program for students needing Tier II supports transitioning from 8th to 9th grade	Licensed \$220,000 \$40,000 \$50,000
2018-19	Adequate Adequate	Additional 2.0 FTE On-Track Coordinators to ensure on-time graduation for all 9th Grade and providing Tier II program support Tier II programming (additional cohort) including summer Jump Start Program	Licensed \$220,000 \$18,000
2019-20	Adequate	Maintain above programming Investigate needs for Middle School Transitions to create an appropriate system (see Student Success Coordinator)	Maintain above programming
2020-21	Basic	Maintain above programming at a reduced program costs and delay of new programming (CTE exploration courses) due to COVID-19 hybrid programming.	Made reduction in budgets due to 35% cut in M98 funding.

4. Outcomes	Identify the short and long term outcomes that will be achieved through this investment. Describe outcomes as specifically as possible. All outcomes should be directly linked to the district strategic plan priorities framework.						
Long Term (3 years)	The percent of students failing one or more courses in their 6th grade year will decrease from 20.7% to 10%	2015-16 14.8%	2016-17 20.7%	2017-18 15.3%	2018-19 20.6%	2019-20 44.1% Includes I's and NG's	2020-21 39.6% Includes I's and NG's
	Goal	14.8%	13.8%	12.9%	11.9%	11%	10%

	The percent of students earning 6 or more high school credits by the end of their 9th Grade year will increase from 87.9% to 99.0%	87.9%	86.0%	89.8%	90.8%	94.7%*	85.6% (S1)
	Goal	87.9%	90.1%	92.3%	94.6%	96.8%	99.0%
	The percent of 9th Grade students missing 10% of school days will decrease from 17.2% to 10%	17.2%	21.4%	24.5%	21.3%	21.6% *	29.2% * (Q3)
	Goal	17.2%	15.8%	14.3%	12.9%	11.4%	10.0%

*Due to COVID19 grading measures introduced No Grade and Incompletes to hold students harmless.

5. Measurement Points	Identify the specific measurement points (data) that will be collected to determine if short and long term outcomes are being achieved.
Short Term	<p>The percentage of 6th grade students failing 1 or more classes has increased dramatically the past two years (20.6% in 2018-19 to around 40% in 2019-20 and 2020-21). This is due in a large part to the inclusion of I's and NG's into our definition of "Failing."</p> <p>A similar impact has occurred in the 9th grade over just the past year with a 7.6% drop in students earning 6 or more high school credits from 2019-20 to 2020-21. Again, this drop can be attributed in a large part to the Pandemic as well as implementation of the 4x4 schedule which did not allow for teaming and student success meetings to occur- fundamental components of the 9th grade success model.</p>
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