HIGH SCHOOL TO COLLEGE COMPLETION ACTION PLAN FRAMEWORK

OUTCOMES

2020 GOAL

2017 interim targets

2014 interim targets

INDICATORS

- % of students signed up for the College Bound Scholarship
- % of students triggering Early Warning Indicator #1 (students with 6 or more absences and at least one course failure in the 8th/9th grade)
- % of students triggering Early Warning Indicator #2 (students with a Suspension and/or Expulsion in the 8th/9th grade)
- % of parents who believe a college degree is important and actively support their child’s education (parent engagement)
- % of students graduating high school meeting Higher Education Coordinating (HEC) Board minimum entrance requirements
- % of high school graduates who completed a career/technical education (CTE) program
- % of students graduating from high school on-time (on-time grad rate)
- % of students graduating from high school by the age of 21 (extended grad rate)
- % of high school graduates attending 2-year community and technical colleges enrolling in pre-college coursework (developmental education)
- % of students who enroll in postsecondary education (enrollment)
- % of students who persist year to year (persistence)
- % of students who earn a postsecondary credential by age 26 (completion)
- Percent of students enrolled in postsecondary education who complete college-level English and math within one year of enrollment
- Percent of students who complete at least 30 credits within two years of postsecondary enrollment

STRATEGY FOCUS AREAS

- Engage, inform and support parents & families
- Build system data capability for continuous improvement
- Build stronger institutional commitment to college-readiness and postsecondary completion

Note: This High School to College Completion Action Plan includes strategies that begin in middle school in order to ensure all students are on track to graduate college and career ready.
# High School to College Completion

## Draft Action Plan

### 5.25.12

<table>
<thead>
<tr>
<th>Keep students in school and help them graduate; help dropouts re-enter an education pathway</th>
<th>Academically prepare students to succeed in postsecondary</th>
<th>Support college access and success</th>
<th>Support student persistence and completion of a postsecondary degree or career credential</th>
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<tbody>
<tr>
<td>• Use Early Warning (“on-track”) Systems in middle school and high school to identify at-risk students and provide the necessary supports, in school and out of school</td>
<td>• Increase the number of students taking and succeeding in AP/IB/Cambridge classes, and work to ensure that enrollment in these programs is reflective of the overall student body</td>
<td>• Create a College Access Network for South King County to coordinate learning networks, the College Bound Sign-up, FAFSA campaign, and other supports to students, families, school districts, community colleges and universities, before and after college enrollment</td>
<td>• Decrease the number of students entering developmental math. Approaches may include: 1. COMPASS test preparation 2. Use multiple measures for student placement 3. Align high school math course content with community college standards 4. Multiple math pathways based on student degree needs (e.g. modular math) 5. Use of formative math assessments to allow students to skip content they’ve already mastered</td>
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<td>○ Inform parents of (or provide them access to) Early Warning information on their students</td>
<td>• Provide a default college or career-ready course sequences for all College Bound Scholarship students (HEC Board minimums +1 college-level class), start in 8th grade when possible</td>
<td>○ Outreach to parents/families is a primary component to all Access Network activities</td>
<td>• Provide information and resources to undocumented students that presents their postsecondary options, funding opportunities, and helps them plan for life after high school</td>
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<td>• Create a learning network among districts that addresses dropout reengagement, credit retrieval and options for students to accelerate their progress towards graduation (i.e. competency based credits)</td>
<td>• Inform parents of student course-taking options/consequences prior to scheduling</td>
<td>• Improve college awareness, advising, and preparation to help students navigate the college-going and career-exploration process, starting in middle school, both in and out of school</td>
<td>• Provide academic advising, labor market information, and navigation supports for recent high school graduates entering Road Map Region community colleges and universities to increase persistence and completion, and align each student’s course-taking with their education/career goals</td>
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<td>• Credit pathways for older ELL students</td>
<td>• Align high school math course content with community college standards</td>
<td>• Increase the number of students taking the PSAT or PLAN in 10th grade, and SAT/ACT in 11th or 12th grade, and provide advising to interpret results</td>
<td>• Provide academic advising, labor market information, and navigation supports for recent high school graduates entering Road Map Region community colleges and universities to increase persistence and completion, and align each student’s course-taking with their education/career goals</td>
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<td>• Adopt and implement the policy and procedure to support students in earning competency-based credits in world languages.</td>
<td>• Increase the number of students taking algebra in the 8th grade</td>
<td>• Increase the number of students already mastered</td>
<td>• Provide information and resources to undocumented students that presents their postsecondary options, funding opportunities, and helps them plan for life after high school</td>
</tr>
</tbody>
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### SYMBOL KEY

- Additional focus on parents and families in strategy implementation
- Highlights how the strategy will address the needs of ELL and/or undocumented students
- Additional focus on College Bound students in strategy implementation

### Engage, inform and support parents & families

- Star symbols in Action Plan denote additional focus on parents and families in strategy implementation

### Build system data capability for continuous improvement

- Create a community college data partnership to develop the capacity to track the progress of recent high school graduates and College Bound scholars, and to help community colleges improve key interventions (e.g. 13th Year)
- Continue K-12 data partnership to track progress on Road Map indicators

### Build stronger institutional commitment to college-readiness and postsecondary completion

- Secure agreements with school board and community college and university trustees to “double the number”
- Develop regional agreements between Road Map community colleges and districts that outline multiple measures accepted for placement into college-level coursework

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