



Monthly Data Drip Protocol:
High School Success

Data Review Focus



This data review will explore high school success across the school district including ninth-grade on-track, 4-year graduation, and 5-year completion rates.

Data Review Objectives



By the end of the data review, board members will be able to:

- Interpret ninth-grade on-track and high school graduation rates across time and student groups
- Identify trends, gaps, and patterns in ninth-grade on-track and high school graduation rates
- Learn about strategies being implemented to support high school success.

Reflection



When you think about a successful high school experience, what comes to mind?

Performance Growth Targets

Ninth-Grade On-Track

Students earning one-quarter of graduation credits in their freshman year.

Performance Growth Targets	23-24 Target	23-24 Actual	24-25 Target	24-25 Actual	25-26 Target	26-27 Target	27-28 Target
Baseline Target: All Students	75	75.8	76	71.8	77	78	80
Innovations Academy		59.3		44.7			
The Dalles High School		80.1		82			

On-Time Graduation

Students earning a diploma within 4 years.

Performance Growth Targets	23-24 Target	23-24 Actual	24-25 Target	24-25 Actual	25-26 Target	26-27 Target	27-28 Target
Baseline Target: All Students	74	78.8	75	82.5	77	79	80
Innovations Academy		62.3		63.8			
The Dalles High School		85.9		91.2			

5-Year Completion

Students earning a diploma or GED within five years of starting 9th grade.

Performance Growth Targets	23-24 Target	23-24 Actual	24-25 Target	24-25 Actual	25-26 Target	26-27 Target	27-28 Target
Baseline Target: All Students	80	80.8	82	83.6	85	87	89
Innovations Academy		58.3		72.2			
The Dalles High School		85.3		89			

Early Graduates

Students who completed all requirements prior to the end of their senior year of high school.

	The Dalles High School		Innovations Academy	
Year	Total Grads	Early Grads	Total Grads	Early Grads
23-24	160	13	53	18
24-25	132	9	47	23

High School Success Eligibility Process

High School Success Rubric

This rubric, which focuses on 4 key areas, is a self-assessment and monitoring tool used by ODE to ensure school districts and charter schools have specific systems in place to support student progress toward graduation and readiness for college or careers.

Teacher Collaboration: Ninth Grade On-Track Teams must meet at least monthly to review student data and develop proactive support strategies.

On-Time Graduation: Schools must implement systems to ensure all students, including emerging bilinguals, are enrolled in courses required for graduation.

Chronic Absenteeism: Districts must have systems to identify chronically absent students and work with families to remove attendance barriers.

Advanced Coursework: Schools must provide annual counseling to ensure equitable access to college-credit and dual-credit courses for all students.

Ninth-Grade On-Track

Innovations Academy

Focus: Proactive Intervention & Intentional Connection

Systematized Staff Collaboration: Weekly PLC meetings (45–90 minutes) dedicated to "Student-Centered Tracking," utilizing protocols to describe, interpret, and reflect on attendance, behavior, and grade data.

Embedded Academic Support: Daily 30-minute advisory sessions and a structured "SET Block" ensure students have a consistent, dedicated space for academic assistance within contract time.

Virtual Support Framework (IVA): A specific 10:00 AM "Advisory Stay-On" requirement for 9th graders to ensure virtual learners have direct access to advisor assistance and peer workgroups.

Integrated Intervention Tracking: Use of the IPT Referral Form and collaborative tracking surveys to document and follow up on every intervention, ensuring no student "disappears" from the data.

Centering Student Voice: Utilization of Empathy Interviews and Fall Experience Surveys to identify root causes of disengagement and adjust supports based on student lived experience.

The Dalles High School

Focus: Data-Driven Intervention & Early Warning Systems

Inclusive Staff Collaboration: Weekly PLC meetings involving all 9th-grade core teachers and support staff, utilizing specialized protocols to "Describe, Interpret, and Implicate" student data.

The "ABC" Early Warning System: Systematic tracking of **A**ttendance, **B**ehavior, and **C**ourse Performance to identify students requiring immediate support before they fall behind.

Embedded Academic Support (TAT Time): A structured bell schedule featuring "TAT Time" four days per week, providing students with consistent, during-the-day access to academic interventions.

Standardized Referral Process: Implementation of the IPT (Intervention Progress Team) referral system to ensure a documented, collaborative hand-off for students needing Tier 2 or Tier 3 support.

Student Connection & Feedback: Regular "9th Grade Pulse Checks" and student surveys to monitor the freshman experience and ensure diverse lived experiences are centered in school decision-making.

High School Graduation

Innovations Academy

Focus: Removing Barriers & Creating Personalized Pathways

Dynamic Master Scheduling: Scheduling is guided by a specific "Barrier Reduction Checklist," prioritizing credit retrieval, learning labs, and project-based learning to meet students where they are.

Intensive Success Meetings: Differentiated review process involving teachers, counselors, students, and parents to audit transcripts and update "Personalized Learning Requirements" regularly.

Career-Linked Curriculum: Integration of *Character Strong* and *Career Guidance Washington* lessons into weekly advisory to bridge the gap between high school credits and post-secondary goals.

Attendance Intervention Systems: A tiered support worksheet and "10-Day Drop" tracking system focus on building "Attendance Success Plans" rather than just punitive measures.

Flexible Credit Options: Utilization of "Alternative Activities for Credit" and Independent Study forms to validate learning that happens outside the traditional classroom box.

The Dalles High School

Focus: Continuous Monitoring & Personalized Planning

Annual Personalized Learning Reviews (PLRs): Counselors hold individual yearly meetings with every student (9-12) to review transcripts, calculate GPAs, and adjust graduation plans.

Proactive Family Engagement: Grade-specific parent nights (Senior Parent Night, Junior College Night) and "Class Meetings" to ensure families understand credit requirements and deadlines.

Attendance Committees & Tiered Support: Monthly building-level attendance committee meetings that utilize Oregon Data Suite to create "Attendance Success Plans" and identify root causes of absenteeism.

AVID & ASPIRE Integration: Robust use of AVID strategies and the ASPIRE program to provide mentored pathways for students, specifically targeting those who may need additional scaffolding to reach the finish line.

Credit Recovery & Summer Options: Maintenance of a consistent Summer School program and credit-recovery pathways to ensure that "off-track" status is a temporary hurdle rather than a permanent barrier.

Advanced Coursework & Future Readiness

Innovations Academy

Focus: Equitable Access & Community Partnerships

Expanded Post-Secondary Access: Robust partnership with Columbia Gorge Community College (CGCC) providing access to Expanded Options, internship programs, and the Passport Program.

Removing Entry Barriers: Intentional counseling for all students (8–12) to identify interests, paired with virtual advanced courses via *Edge*, our virtual platform, for students needing flexible scheduling.

Professional Guidance: Regular collaboration between the school counselor and CGCC representatives to ensure students understand the implications of dual-credit and college-level rigor.

Work-Based Learning: Strategic shift toward project-based learning and the development of an Ag-Science CTE program to provide relevant, high-level technical skills.

Transparent Communication: Formal notification systems (letters and ParentSquare) to ensure families are informed of deadlines, benefits, and the specific requirements for maintaining college

The Dalles High School

Focus: Equitable Access & Post-Secondary Transition

Strategic Transition Programs: "Fly Up Day" for 8th graders and bilingual outreach (English/Spanish) to ensure incoming students and families understand advanced course options before they enter high school.

College-Credit Partnerships: Clear pathways for "College Now" and dual-credit courses, supported by annual mailings regarding Expanded Options and eligibility criteria.

Digital Career Exploration: Comprehensive use of *Scoir* and *Oregon CIS* (Career Information System) to help students research colleges, track applications, and explore career majors starting in 9th grade.

Financial Aid Leadership: Recognition as a "FAFSA+ School," providing dedicated support and tracking for FAFSA completion to ensure financial barriers don't prevent college enrollment.

Culturally Responsive Staff Development: Ongoing professional development focused on culturally responsive and sustaining pedagogies to ensure advanced coursework environments are inclusive of all student groups.