

**TITLE*****High School Graduation Coach*****SUMMARY**

Each local board of education shall ensure that each high school in its jurisdiction has the full-time services of a High School Graduation Coach who is engaged in high school graduation assistance activities, including but not limited to working with students, school faculty and staff, parents, and guardians. The High School Graduation Coach will provide assistance to all high school students, individually and in groups, regarding high school graduation and completion, including but not limited to analyzing data to identify students or subgroups with potential high school graduation problems; planning, implementing, and tracking individual high school graduation plans; identifying and resolving barriers to graduation; and facilitating career choices and planning.

**ESSENTIAL FUNCTIONS**

The High School Graduation Coach shall work to improve graduation rates for all population subgroups within the school by performing the following duties and responsibilities:

- Utilize the components of a profile of characteristics of potential dropouts developed by the GADOE to identify high school students with the high probability of not graduating;
- Collaborate with feeder middle school (s) to utilize the components of a profile of characteristics of potential dropouts developed by the GADOE to identify middle school students with the high probability of not graduating;
- Employ the GADOE School Improvement Data Utilization Guide to identify students scoring within a band of 5% above and 5% below proficiency levels (“bubble students”);
- Employ the GADOE School Improvement Data Utilization Guide to identify students scoring significantly below proficiency levels;
- Conduct an analysis that focuses on data for individual students and subgroups such as:
  - State Standardized Tests: CRCT, GHSGT, and EOCT
  - National Standardized Tests: SAT and ACT
  - Local Records: attendance records, behavior records, records of teacher conferences, records of parent conferences, records of student conferences, SST meeting minutes, grade retention records, and records of credits earned;
- Develop and implement individual intervention strategies to increase the likelihood that these students will stay in school and graduate;
- Work with students to develop a graduation and achievement plan to include the best program to meet academic and post-secondary goals;

- Coordinate a transition program for 9<sup>th</sup> graders to successfully adapt to the rigor of high school;
- Develop a “Graduation Team” for each identified student that minimally includes an administrator, two teachers, a counselor and/or school social worker or a representative from a local support or mentoring agency;
- Connect individual students and their parents with programs such as Communities in Schools and Georgia College 411, as well as area technical colleges;
- Develop a local mentoring program with business partners and connect individual students with mentors;
- Track the progress of individual and subpopulations of students as they progress toward graduation;
- Provide training to parents of students identified as being at risk of not graduating;
- Provide training to middle school and high school teachers on support measures that work with youth identified as at risk of not graduating and the youth’s parents/guardians;
- Work with faculty and administrators to adapt curriculum and instruction to meet the needs of identified at risk students;
- Identify and link area social agencies with youth at risk of not graduating and their parents/guardians;
- Train middle school and high school teachers on the components of an effective “teachers as advisors” program;
- Conduct quarterly vertical team meetings among elementary, middle, and high school faculty and staff to develop action steps to improve individual student and subgroup transition success rate;
- Attend, participate in, and redeliver as appropriate all required high school graduation coach training provided by the Department of Education and/or its collaborative partners;
- Develop partnerships with community organizations to support the goals of the high school graduation initiative;
- Conduct and analyze on-going formative and summative evaluation data of program effectiveness such as:
  - What interventions were most utilized in achievement plans created for each at risk student;
  - Number and percent of at risk students who met part or all of their goals in their academic plan;
  - Number and percent of identified at risk students in the school compared to total school population and rationale for why the number/percent is higher or lower than the state average;
  - Provide and/or submit reports to the Department of Education as scheduled and requested.

***High School Graduation Coach***

## **MINIMUM QUALIFICATIONS, EXPERIENCES, AND ABILITIES**

Georgia Professional Standards Commission certification in the following areas:

- Teaching, Service (School Counseling, School Psychology, and/or School Social Work) or Leadership;
- At least three years experience in one or a combination of the certificated areas above in secondary schools;
- Successful experiences working with secondary at risk students;
- Working knowledge of appropriate strategies for reducing behaviors that put students at risk of not graduating from high school;
- Ability to communicate effectively with youth and adults;
- Ability to analyze, develop, implement, and track intervention plans and strategies;
- Knowledge of and the ability to analyze data, including that available from the Georgia Department of Education, the Governor's Office of Student Achievement, and from other sources;
- An understanding of the multiplicity of social services available in the community to support students at risk of not graduating;
- Knowledge of alternative education opportunities (e.g. Communities In Schools Credit Recovery, Plato, Georgia Virtual High School).

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