

Core Team

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Goals

Graduation

MOST RECENT 4-YEAR GRADUATION RATE RESULTS

2023-2024 Graduation Rate Results 84

SUMMATIVE 4-YEAR GRADUATION RATE GOAL STATEMENT

The 4 year cohort graduation rate will increase by 5% from 84.8 to 89.8 .

BENCHMARK 4-YEAR GRADUATION RATE GOAL STATEMENT

Also, by MOY 85% of students will be enrolled for next semester. In order to make the summative goal statement a SMART goal ensure it is time-bound, add by when the increase will happen. By the end of the 2025-2026 school year, the 4-year cohort graduation rate will increase by 5%, from 84.8% to 89.8%."By MOY, 80% of students in Cohorts 2026-2029 will be on track to graduate based on credits earned each semester, and 85% of all students will be enrolled for the following semester. Progress will be monitored across all student groups to ensure equitable support and outcomes.

Cohort 2026 will have 21 credits to ensure that they are on track to graduate. Cohort 2027 will have 17 credits to ensure that they are on track to graduate with peers. Cohort 2028 will have 10 credits to ensure that they are on track to graduate with peers. Cohort 2029 will have 3 credits to ensure that they are on track to graduate.

Performance Challenges

Chronic absenteeism is a concern at the High School. Currently only 23% of students are not chronically absent. We have made change with how absenteeism is reported. We are also doing robo calls and personal calls to students that are absent. Students that are out 5,7, and 10 days will get a letter from the school as well as a home visit. Students that are out 10 day will have to come and do an attendance contract. CYFD/ Navajo Nation will also get a report for educational neglect.

GOAL

Graduation

STUDENT ACHIEVEMENT AND STUDENT/ADULT BEHAVIORS, AND/OR INSTRUCTIONAL PRACTICES (DATA OPTIONS)

Attendance rate (ADA), Course completion data, Graduation Rate data, MLSS Self-assessment data (required), PLC/Collaboration data, Student, staff or parent surveys data

SCHOOLWIDE DATA SHOWS... (IN DEPTH DATA ANALYSIS NARRATIVE)

The 22-23 graduation rate decreased 5% from 89% to 84% from 22-23 SY to 23-24 SY.

A number of students had attendance issues the previous school year which is why these students are lacking the number of credits necessary to be considered on track to graduate with their cohort. The poor attendance also leads to students not possessing the basic content skills in order to be successful in many of the core classes at the high school.

There is a concern for a lack of engagement in the classroom. Students may also lack the skills in the content area in order to pass classes and earn credits.

Consistent rigor in the classroom is an issue. Lack of student engagement during the block period. Student lack the basic skills in the content area. Teachers are using class time to reteach basic ELA skills before learning grade level content. Students do not value the importance of the PSAT and SAT. Practice SAT questions are also not being used in the classroom.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

There is a lack of student engagement strategies in classrooms, which can affect motivation and active language use, critical for ELL success. PD on TESOL and ELL instructional strategies is very limited, resulting in teachers feeling unprepared to meet the needs of ELL students. Teacher behaviors and expectations regarding instruction vary widely, leading to unequal learning experiences for ELL students across classrooms.

Root Causes

Student engagement is inconsistent across all classrooms, resulting in low reading proficiency despite high course pass rates and limited impact from current teaching practices.

PERFORMANCE CHALLENGE

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FOCUS AREA

Data-Driven Instruction (DDI)

90-Day Plan: August 04, 2025 - January 13, 2026