

Removing Barriers to Graduation: Student-Centered Scheduling and On Track to Graduate Monitoring



THE CHALLENGE

Earning a high school diploma is a vital step toward future success. However, in California, only 70% of students with disabilities graduate with a diploma each year. In Anaheim UHSD, that number was even lower in 2021, with just 65% of students with disabilities graduating. These numbers highlighted the urgent need to create more supportive pathways to graduation.

THE SOLUTION

As part of California's Compliance and Improvement Monitoring (CIM) process, Anaheim UHSD set an ambitious goal of increasing this rate by 10% in two years. With support from their System Improvement Leads (SIL) coach, AUHSD discovered two highly effective strategies: a **student-centered scheduling process** and **on-track-to-graduate monitoring** to ensure students remain on track to graduate.

THE IMPACT

Graduation rates for students with disabilities **increased 16%, exceeding the original goal.**



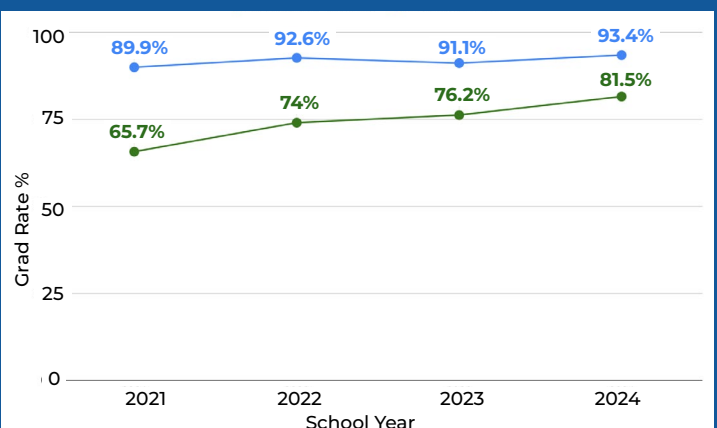
"This initiative has transformed how we support students with disabilities— **our graduation rates have never been higher!**"

Lauren Klatzker

*Director, Special Youth Services,
Anaheim Union High School District*



○ Anaheim UHSD All Students ● Anaheim UHSD SWDs



STUDENT-CENTERED SCHEDULING AND ON TRACK TO GRADUATE MONITORING IMPLEMENTATION STRATEGIES AND TOOLS

1 On Track to Graduation Monitoring

- Utilize the **On Track to Graduate Monitoring Checklist** to track and document individual students' on-track-to-graduate status.
- Create and follow a monitoring schedule to ensure students are on track to graduate. For example, meet monthly to review site data and quarterly to review district data.
- Enlist a cross-disciplinary team, including a case manager, program specialist, counselor, an administrator, to monitor on-track-to-graduate status.
- Review High School students' progress toward graduation at every IEP meeting.
- Present district-wide trends and findings at special education and district department meetings.

TOOL

The On Track to Graduate Checklist

Use this form to evaluate and monitor students' on-track-to-graduate status.



2 Student-Centered Scheduling

- Utilize the **Student Scheduling Form** when scheduling courses for students with disabilities. The form is available for both Junior High School and High School scheduling. It should be adapted based on individual district course offerings.
- This resource should be used in conjunction with the On Track to Graduate Monitoring Checklist. Students should be scheduled based on need and in alignment with their goals and services in their IEP.
- *Tip:* Students with disabilities should be scheduled first.

TOOL

Student Scheduling Fly-Up Form

Available for Junior High and High School scheduling. Please refer to the form for directions for use.

Junior High Form

High School Form

