

# Friday Memo to the Board

## Superintendent's Highlights

### For the Week of November 4 – 8, 2019

**Safe & Welcoming:** This week I visited Wing Luke (WL) Elementary. This school is a district leader in performance of students receiving ELL services! After my visit, I can see why. Principal Mendoza and her team are working hard to get students to school. As you know, research shows that students come to school if they feel connected. In an effort to build positive connections for students and families, WL created a case management model for students who are below standard in reading. They are monitoring the social-emotional attributes and reading performance of each student, working closely with the student's teacher, meeting with the student's family, and setting goals for each student with this team. Staff at WL definitely know each student's story, strength and need.

**3<sup>rd</sup> Grade Reading:** In each of the second and third grade classrooms I visited, students were engaged in their learning. The 2<sup>nd</sup> graders were sharing stories they wrote with their peers and their peers asked probing questions about the story. Students receiving ELL services were performing at the same levels as their grade level peers. In the 3<sup>rd</sup> grade classrooms, students were engaged in a lesson about culture. The school has a partnership with the Wing Luke Museum, who provided the teachers with a supplemental curriculum on immigration. This work is not only culturally relevant, it is also rich in building students' academic vocabulary.

**Culturally Responsive Practices:** Principal Mendoza and her team are committed to ensuring that African American boys and other students furthest from educational justice receive culturally responsive instruction. Not only are they partnering with Wing Luke to build these talents, the team is also reading "Routines for Reasoning" to boost their skills so that they can better serve students in ELL in math classes. After each new learning from the book, they practice the skill in their classrooms and report back the student performance data to their PLC. This circle of inquiry and practice is showing promising results!

Thank you, Principal Mendoza, for your leadership!

#### **Community and Partnerships:**

- I got to highlight the great partnership SPS has with Cascade Bike in a video. Thank you to Lori Dunn for fostering this relationship!
- I continued sharing information with the Nesholm ED, Erika Nesholm, this week. I am thankful for their current support at Denny, Aki and Mercer Middle Schools.
- Our principals met for their monthly meeting this week. I shared updates about the strategic plan work, particularly the work focused on African American boys, and the Op-Ed in the Seattle Times. They are very supportive of changing the model of HC services and know their teachers can do the work to serve students in their schools. Elementary and K8 leaders also learned more about the role of the principal in Seattle Super Readers and how to hold asset-based conversations about literacy with families. This type of just-in-time learning will enhance the upcoming parent/teacher conferences. Shout out to Cashel Toner and her team for leading this work!
- Students from the Duwamish Valley Youth Corp and I talked about the Strategic Plan and student voice. They are so insightful about the work we need to do to move toward educational justice.
- I met with the CAI team about their work in the Strategic Plan.
- I spoke with "The Record" on KUOW about a variety of topics happening in SPS.

**Friday Memo to the Board**  
**Equity, Partnerships & Engagement (EPE)**  
**School & Community Partnerships**  
**Essential Information for the Week of November 4 – 8, 2019**

**New Training: “Structural Racism: Understanding our Housing and Education Roots”**

- Training session was introduced at three opportunities: Schools Out WA’s Bridge Conference, NW Teaching for Social Justice Conference, and Seattle Housing Authority staff
- Approximately 60 people across housing and education sectors received this training during the month of October

**FEPP RFI Writing Sessions Offered for School Leaders**

- Hosted 3 Grant Writing working sessions for schools intending to submit FEPP RFI applications. 1 of 3 sessions was held on November 5th, 3:00 – 6:00 pm at JSCEE. Principals from 14 schools attended.
- Four grant writer consultants have been assigned to schools and were available to provide guidance and feedback on development of applications.
- Additional Sessions scheduled:
  - November 12th, 2:00 – 6:00 Delridge Library Meeting Room
  - November 21st, 2:00 – 6:00 Bitter Lake Community Center
- Related important deadlines:
  - November 27th: deadline for schools to submit to SPS Internal Review Committee
  - December 13th: DEEL RFI deadline

**Keeping Families First: Equity-Based Family Engagement**

- Workshop facilitated by Rivka Burstein-Stern, Kathlyn Paananen, Asosa Sailai and Deborah Northern for staff at all levels of youth-serving organizations.
- Over 40 participants from the community attended.
- The session focused on building relationships and stronger partnerships with families. Participants deepened their understanding of stereotypes, implicit bias, and deficit vs. asset-based thinking when engaging with families. The session prepared community partners for building authentic connections with families towards the shared goal of children’s success, in alignment with the dual capacity framework.
- The workshop was offered as part of the Professional Development Calendar for Education Partners. Link to full calendar: [Professional Development Calendar for Partners](https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/Community%20Partnerships/PD%20Calendar/PDCalendar2019-20Final.pdf).
  - [https://www.seattleschools.org/UserFiles/Servers/Server\\_543/File/District/Departments/Community%20Partnerships/PD%20Calendar/PDCalendar2019-20Final.pdf](https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/Community%20Partnerships/PD%20Calendar/PDCalendar2019-20Final.pdf)

# Friday Memo to the Board

## Schools & Continuous Improvement

Essential Information for the week of November 4 – November 8, 2019

**Research and Evaluation** did a formal study of the development and impact of Multi-Tiered System of Support (MTSS) and the Schools of Promise. Much of the research and findings centers on the 20 elementary and K-8 Schools of Promise for both 17-18 & 18-19. While we have only been supporting the Schools of Promise for two years, this innovative, coordinated model of central office partnering with schools identified mostly by the Every Student Succeeds Act (ESSA) has already shown some initial promising student results. Below are a few key aspects and findings related to the Schools of Promise.

**Leadership Vision:** The vision for identifying “School of Promise” for targeted support was inspired by the MTSS model for tiered supports – and the goal to better coordinate how multiple central office departments help schools. An effort to streamline and coordinate the multiple (disjointed and siloed) efforts of Central Office departments – in order to align and bring coherence to how central office functions.

**Expectations for Support Teams:** Formal expectations for Support Teams were articulated, and training provided to Leads. In practice, team members needed further clarity at times around expectations in supporting schools.

**Specific Actions by Support Teams:** Support Teams conducted varying activities in schools based on school needs and the skillset of the team. These efforts ranged from intensive and impactful to cursory and limited.

**Limitations of District Support Model:** The lack of dedicated support leads with sufficient experience and capacity, limited communication/coordination within and across teams, and low accountability limited impact.

**Next Steps:** Already into our third year, we have doubled down on standardizing practices for schools and teams to use for both English Language Arts (ELA) and Social / Emotional Learning. We are also looking at ways to further grow out the number and skill set of the Lead position as it is critical to fully coordinate cross departmental teams and be able to effectively support principals and schools with varying needs.

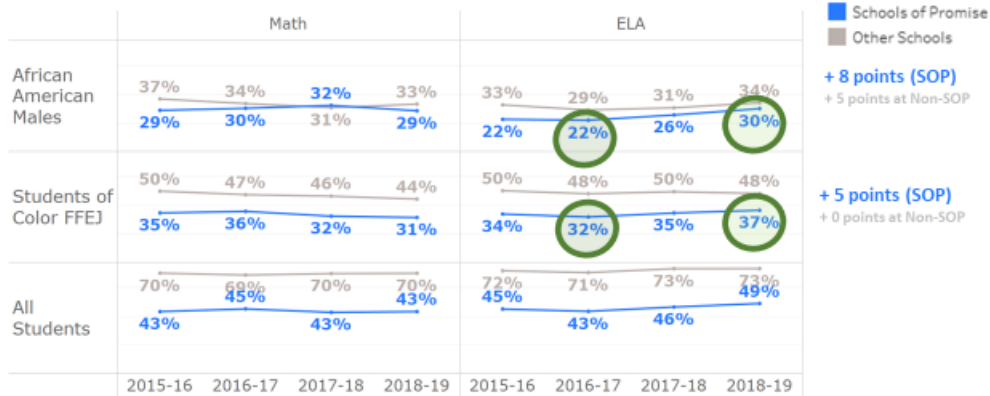
Multi-Tiered System of Support

### Student Outcome Findings

#### Academic Proficiency (Smarter Balanced Assessments)



Grade 3-5 SBA Proficiency, SPS Schools of Promise and Other Schools



From 2017 to 2019 at **Schools of Promise**, ELA proficiency rates increased by 8 points for African American males (5 point increase at **Other Schools**) and increased by 5 points for Students of Color Furthest from Educational Justice (0 point increase at **Other Schools**).



# **Friday Memo to the Board**

## **Student Support Services**

**Essential Information for the week of November 4 – November 8, 2019**

### **Chief Pedroza community engagement:**

Dr. Concie Pedroza participated in a panel group with the Sea Mar Community Health Centers' Latino Health Board to highlight how the district's strategic plan can benefit Latino students within the targeted universalism approach for African American males.

Dr. Pedroza, Director Zachary DeWolf and Mr. Ronald Boy, Esq., led a "Know Your Rights" community forum at El Centro de La Raza on Monday, October 4<sup>th</sup> with support from the NW Immigration Rights Project.

Athletics and Special Education departments, with Director Jill Geary, are developing a leadership team to collaborate on how to expand Unified (adaptive) PE and Unified Sports to schools.

### **Special Education:**

Special Education (SpEd) Directors met with the Executive Board of the SpEd PTSA this week as thought partners to discuss the needs of families of students receiving special education service including supporting more online resources for families to the Seattle Public Schools SpEd website, as well as monthly updates to the PTSA members.

### **Advanced Learning:**

As we have established consistent district level coordination for high school Advanced Placement (AP) courses and testing over the last school year, the Advanced Learning office has begun district level coordination with the International Baccalaureate (IB) high schools. Work includes the development of an IB general information handout for families based on meetings with the IB coordinators at each of the 3 high schools. Regular meetings with IB coordinators will parallel the same work that was completed for high school Advanced Placement courses and testing.

### **Athletics:**

Congratulations to the Ingraham Rams who won the WIAA Scholastic State Championship for Girls Cross Country. They have a team grade point average of a perfect 4.0 for all 11 team members.

# Friday Memo to the Board

## Operations

Essential Information for the week of Nov. 4-8, 2019

### Capital Projects and Planning

- Phase 1 construction activities at **Rising Star Elementary School at African American Academy** are nearing completion and with help from the recent favorable weather. Exterior roof construction is projected to complete by Nov. 15 with minor architectural sheet metal work continuing through the end of December. The scaffold and temporary fence on the west side of the building are scheduled to be removed during the district's winter break, when no students are present. The scaffold and temporary fence on the east side of the school will remain until Phase 2 construction is complete August 2020. Phase 2 construction will commence immediately after school lets out in June 2020. Interior construction continues to progress with building system commissioning activities complete, cleaning activities currently occurring and furniture move-in scheduled to begin immediately upon completion of cleaning activities. This will allow the school to re-occupy all vacant classrooms by Nov. 25, pending receipt of indoor air quality tests.
- **Hazel Wolf K-8** was recently awarded one of AIA Seattle's Honor Awards for Washington Architecture. Selected from 131 entries, Hazel Wolf K-8 received the Energy in Design Award, which commend projects that have made quantifiably significant strides in energy reduction while maintaining the highest qualitative design caliber.

# Friday Memo to the Board

## Office of Public Affairs

### Essential Information for the week of 11/2/19 – 11/8/19

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#### Goal 1: Media Relations

- 11/06/19 KING 5 “Segregation in Seattle’s gifted classrooms?”  
<https://www.king5.com/article/news/education/proposal-raises-question-over-segregation-in-seattles-gifted-classrooms/281-7ba4166a-6329-4c09-be8a-b7517139235a>
- 11/06/19 Seattle Times “SPS Board rejects proposal to blend gifted, general...”  
<https://www.seattletimes.com/seattle-news/education/seattle-school-board-rejects-proposal-to-blend-gifted-general-students-at-washington-middle-school/>
- 11/06/19 Seattle Times “As measles vaccine law takes effect...”  
<https://www.seattletimes.com/seattle-news/education/as-measles-vaccine-law-takes-effect-heres-where-seattle-and-other-school-districts-are-on-compliance/>
- 11/04/19 Seattle Times “Supt. Denise Juneau: Seattle schools can undo legacies of racism...”  
<https://www.seattletimes.com/opinion/seattle-schools-can-undo-legacies-of-racism-by-boosting-all-advanced-learners/>

#### Goal 2&3: District Messaging – Outbound Communications, Customer Service

- Vote Reminders for the Nov. 5 General Election were sent to all staff and families via NewsBrief, School Leaders Communicator, email and text message (translated in the top 6 languages) and was posted across our social media channels and website.
- *Let’s Talk!* received some great feedback this week:
  - “Nice service. They answer my call as well as they emailed me back in short period of time.”
  - “I received a prompt and pleasant response to my question. It was a positive experience.”
  - “Meg did a great job providing perspective on and insight into the state of the Green Lake overcapacity issue and the various proposals that might affect JSIS and McDonald. Thanks!”
- Advanced Learning continues to be the top interest area in *Let’s Talk!* with 48 dialogues created (out of 121 total) in the last 7 days.
- Veterans Day – No School reminder was sent to all families and staff as a robocall, text message, and email, translated in the top 6 languages. Reminders were also posted to our social media accounts.
- Seattle Public Schools TV (SPS TV) filmed and produced a video explaining immunization records and what is needed from families titled “School Beat: Keeping our Schools Healthy.” The video was promoted on our social media channels, to all school leaders, and aired on SPS TV: <https://www.youtube.com/watch?v=n7AJWBS2pq0>; video is now being translated into multiple languages to share with community partners.
- Native American Heritage Month Proclamation developed and read at the Nov. 6 board meeting; published on the website and sent out on social media.

# Friday Memo to the Board

## Teaching and Learning Division

### Essential Information for the week of November 4-8, 2019

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#### CURRICULUM, ASSESSMENT AND INSTRUCTION

##### **Seattle Public Schools Industry Partnerships in Education Forum**

Seattle Public Schools (SPS) is convening an "Industry Partnerships in Education Forum" on November 19th from 8:00 a.m. to 12:00 p.m. at the World Trade Center in Seattle. During this event, invited industry, community and education leaders will learn about specific ways to partner with the Career Connected Learning-Career and Technical Education (CTE) department in Seattle Public Schools to enhance students' exploration and preparation for careers, particularly in the Puget Sound.

This event builds upon the longstanding efforts from the district to build industry partnerships to support CTE as put forth in the SPS Board Resolution passed in November 2017 and the district's Board-approved CTE plan for the past three years. Specifically, one main focus of our CTE plan is to provide students with career pathways to explore and prepare for family-wage, high demand, and high interest areas and we are looking to new partners to help us develop the plans for these pathways in our schools. In particular, there are great career opportunities in the Puget Sound in the Health and Medical, STEM/IT, Skilled Trades, Business and Marketing, Hospitality and other career areas, and we are organizing this forum and our future CTE work around these areas. The forum will provide participants with the opportunity to:

- Learn about the work SPS is doing to build out pathways in the areas listed above.
- Learn about the specific ways industry and community leaders can partner with the district to further develop these pathways, including a new initiative to dramatically increase SPS student participation in internship.
- Make specific commitments to this work going forward.
- Become part of a larger work group that will receive regular updates from the district on the progress we are making about these pathways.

Current partnerships have led to field trips, job shadows, internships, grants, career panels, advisory memberships and classroom speakers. We are looking forward to significantly expand these career connected learning opportunities as we learn more about the interests and capacity of potential industry partners.


Please note that this forum is by invitation only and we are primarily reaching out to new industry partners who are not yet involved in our CTE programs so that we can provide new opportunities for students. Superintendent Juneau, Director Harris, Director Burke, and Port Commissioner Stephanie Bowman are scheduled to attend and make remarks during this forum. If you have any questions about this event, please contact Dr. Diane DeBacker, Chief Academic Officer at [dmdebacker@seattleschools.org](mailto:dmdebacker@seattleschools.org).

##### **School Board Policy No. 3123, Withdrawal Prior to Graduation**

As per School Board Policy No. 3123, Withdrawal Prior to Graduation, the Board directs the Superintendent to submit an annual early withdrawal report which outlines the age and grade level for each student, the reason(s) for leaving and any follow-up data that has been collected after the student has withdrawn. The report below indicates the age as well as grade and the reason for withdrawal. Also attached is the policy, list of codes, reasons for withdrawal and a brief description. Please note, at this time the district does not collect follow-up data after the student has withdrawn.

If you have any questions about this report, please contact Dr. Diane DeBacker, Chief Academic Officer at [dmdebacker@seattleschools.org](mailto:dmdebacker@seattleschools.org).



	<p>WITHDRAWAL PRIOR TO GRADUATION</p>	<p>Policy No. 3123 December 7, 2011 Page 1 of 2</p>
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Students age 16 or older identified by themselves or staff as potential dropouts shall become a focus of attention in the following manner:

- A. Each student and his/her counselor shall meet for the purpose of discussing the reason for desiring to withdraw from school and the student's plans for the future, including the educational, counseling and related services which are available within the school and/or community.
- B. The counselor and the student's teachers shall meet to discuss the student's present status and to identify program modifications and/or options that will meet the student's present and future needs.
- C. The student, parent, counselor, and principal shall review all pertinent information and the options that are available to the student and his/her parents.

Reasonable efforts shall be made to persuade the student to remain in school and complete requirements for a diploma. If unsuccessful, staff shall attempt to find placement in an appropriate alternative educational setting. Failing that, the principal shall determine if there is sufficient ground to excuse the student from continued compulsory attendance. If there is, the principal shall recommend to the Superintendent that the student be excused from further school attendance. No student under the age of 18 will be permitted to withdraw unless he or she is lawfully and regularly employed and either a parent agrees that the student should not be required to attend school, or the student has been emancipated in accordance with RCW Chapter 13.64. No student under the age of 16 will be permitted to withdraw from further school attendance unless another exception to compulsory attendance has been met.

The Board directs the Superintendent to submit an annual early withdrawal report which outlines the age and grade level for each student, the reason(s) for leaving and any follow-up data that has been collected after the student has withdrawn.

Adopted: December 2011  
Revised:



Cross Reference: Policy Nos. 2090; 2108; 2121; 2140; 2163; 3121

Related Superintendent Procedure:

Previous Policies:

Legal References: RCW 28A.225.010 Attendance mandatory — Age — Persons having custody shall cause child to attend public school — When excused; 28A.225.020 School's duties upon juvenile's failure to attend school

Management Resources:



# Withdrawal Prior to Graduation Report, 2018-19

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Emily Harrison  
Project Manager, Office of College and Career Readiness  
[ealharrison@gmail.com](mailto:ealharrison@gmail.com)

## Withdrawal Policies and PowerSchool Exit Codes

For questions regarding appropriate code uses, contact DoTS at (252-0145) or email [Data Reporting](#).

### Graduation Codes:

Code	Withdrawal Reason	Description for when to use	Determining the Date
G0	Graduated with regular high school diploma	Use when the student completes all requirements for graduation from high school. Also enter the date of graduation in Demographics > Graduation Year (MM/DD/YYYY) so that a graduation date will appear on the student's transcript.	Exit date is the first date of non-attendance. The graduation date (see description to the right) is the date when all graduation requirements have been met.

### Transfer Codes:

- If you receive a request for records after a student has been exited, even months later, **updating a Dropout code to a Transfer code for confirmed transfers removes students from subsequent dropout reports for your school and the District.**

Code	Withdrawal Reason	Description for when to use	Determining the Date
T0	Confirmed transfer to another school within Washington State	Use when you receive a request for records from a school within Washington State or receive confirmation that a student has received a GED outside SPS.  Also use when a request for records is received from a full-time on-line school within WA; or when an administrator or responsible adult confirms that the student is in a detention center inside or outside of Seattle.	The exit (transfer out) date is the student's first day of non-attendance.
T1	Confirmed transfer out of the school to a school within the district	Use when you receive a request from the student's newly assigned SPS school via email or phone. A transfer to the Cascade Parent Partnership Program is a T1 transfer.  If you receive a request for records after a student has been exited, the student's exit code may need to be change.	The exit date (transfer out) is the student's first day of non-attendance.
T2	Confirmed transfer to private or homeschool within Washington State	Use when you receive a request for records from a private school within Washington State or receive confirmation that a student has opted to homeschool without registering with a district.	The exit date (transfer out) is the student's first day of non-attendance.
T3	Confirmed transfer out of Washington State	Use when a parent or other responsible adult who has sufficient knowledge of the family confirms that a student is being withdrawn to move outside Washington or the United States, even if you do not receive a written request for records from another school.	The exit date (transfer out) is the student's first day of non-attendance.

## Withdrawal Policies and PowerSchool Exit Codes

### Dropout Codes:

- **Note: Updating a student’s withdrawal reason from a dropout to a confirmed transfer where applicable removes students from subsequent dropout reports for your school and the District.**

Code	Withdrawal Reason	Description for when to use	Determining the Date
D1	Expelled or suspended and did not return  ** Do <b>not</b> use this code for emergency expulsions. See definition of emergency expulsion below.	Use when it is determined that the student should be expelled from the District or if the student is suspended and does not return.  If a student who has been suspended or expelled is later <b>verified to be registered in another school district</b> , send an email to <a href="#">Data Reporting</a> with the student's ID, name, date of withdrawal, and the revised withdrawal reason. In most cases the exit date should not be changed.	Exit date is determined by the principal and is the date the expulsion or suspension became effective, usually three days after the incident occurred. In most cases, this is finalized after the hearing process has been completed as specified in the Discipline Manual.
D2	Attended 4 years or more and did not graduate (student drops or ages out)	Use when a student has attended high school for four years but has not completed graduation requirements, and leaves without receiving a high school diploma or when student attains the maximum age of 21.	Exit date is the first day of non-attendance. A student who turns 21 during the current school year has the option to finish out the school year.
D4	School not for me	Use when the student indicates to a staff member that ‘school is not for me’.	Exit date is first day of non-attendance.
D5	Married or needs to support family	Use when student leaves to marry or support a family.	Exit date is first day of non-attendance.
D6	Pregnant or had baby	Use when student leaves for maternity reasons.	Exit date is first day of non-attendance.
D7	Offered training or chose to work	Use when school administrator learns from a responsible adult or the student he or she is seeking or has obtained work outside school and will not return. Such work also includes enlisting in the Armed Forces.  If you receive a request for records after a student has been exited, even months later, the student’s exit code may need to be changed.	Exit date is first day of non-attendance.

## Withdrawal Policies and PowerSchool Exit Codes

U1	Unknown	<p>Use when the whereabouts of a student is unknown, when none of the listed withdrawal reasons are appropriate, or when the student has been reported as enrolled in a non K-12 school. Students withdrawn with Code U1 will be counted in dropout reports.</p> <p>If you receive a request for records at a later date from inside or outside the district, revise the exit code. In most cases the exit date should not change.</p> <p><b>Revising the U1 withdrawal code to a confirmed transfer code removes students from subsequent dropout reports for your school and the District.</b></p>	<p>Exit date is first date of non-attendance and should be entered when it is determined that the student cannot be located. Students with 20-days of non-attendance must be exited.</p> <p>Do not wait 20 days if it can be determined sooner that the student will not return to your school.</p> <p><b>Note:</b> At the start of school, use Code U2 (no show/last SPS school attended was this school) for no-show students who attended your school the previous school year.</p>
U2	Enrolled in prior year, but no show this year	<p>Use when a student is assigned to your school but does not show and whose previous enrollment was your school.</p>	<p>Exit (transfer out) date should be equal to the entry date.</p> <p><b>8-Day Rule - Transfer Out</b> all non-arriving students who were expected by the first day of school with an exception made for families who have notified the school principal of a late-arrival date. Late arriving students must have prior approval from the school principal and must arrive by October 1. Pre-arranged students must be <b>Transferred Out</b> on or before October 1 by 5:00 PM if they have not arrived.</p>

### Other Codes:

Code	Withdrawal Reason	Description for when to use	Determining the Date
NS	No show. Last SPS attended was not this school or never attended SPS.	When assigned student does not show up to your school and last school the student attended was <b>not</b> your school.	Exit (transfer out) date should be equal to the entry date.
E0	Used at year end process <b>ONLY</b> – enrolled next year at same school	Not for school use. Students will receive an exit date at the end of every school year during the year end process.	Not for school use. Students will receive an exit date at the end of every school year during the year end process.
ZZ	Deceased	When verbal or written notification is received from a responsible adult.	Exit date is date of death or as close as can be reasonably determined.

## **Withdrawal Policies and PowerSchool Exit Codes**

**\*\*Definition of Emergency Expulsion** – An immediate removal of a student from a school that is authorized where there is good and sufficient reason to believe, based on prior behavior, that the student’s presence poses an immediate and continuing danger to the student, other students, or school personnel, or an immediate and continuing threat of substantial disruption of the educational process exists.

For State enrollment purposes, an Emergency Expulsion can be no more than 20 consecutive school days. During this time, students in this situation are **NOT** withdrawn. However, if the Emergency Expulsion exceeds 20 consecutive school days, the student **MUST** be withdrawn. Withdraw the student with a D1 code on the 21st day of absence if the final disciplinary action decided was a suspension or expulsion. Otherwise, withdraw using the next most appropriate withdrawal code.

**Students Exiting Seattle Public Schools, October 1, 2018 to October 1, 2019**

**Exit Reasons by Age of Student, October 1, 2018 to October 1, 2019.**

<b>Age</b>	<b>Exit Reason</b>	<b>Number of Students:</b>
5	Unknown or Unable to Locate	130
	Enrolled Last Year but No Show This Current School Year	86
6	Unknown or Unable to Locate	98
	Enrolled Last Year but No Show This Current School Year	67
7	Unknown or Unable to Locate	87
	Enrolled Last Year but No Show This Current School Year	64
8	Unknown or Unable to Locate	89
	Enrolled Last Year but No Show This Current School Year	59
9	Unknown or Unable to Locate	81
	Enrolled Last Year but No Show This Current School Year	70
10	Unknown or Unable to Locate	232
	Enrolled Last Year but No Show This Current School Year	78
11	Unknown or Unable to Locate	80
	Enrolled Last Year but No Show This Current School Year	79
12	Unknown or Unable to Locate	58
	Enrolled Last Year but No Show This Current School Year	65
13	Exited for Medical Reasons, Not Receiving Educational Services	2
	Unknown or Unable to Locate	173
	Enrolled Last Year but No Show This Current School Year	43
14	Exited for Medical Reasons, Not Receiving Educational Services	1
	Unknown or Unable to Locate	44
	Enrolled Last Year but No Show This Current School Year	67
15	Student Indicated 'School Not for Me'	1
	Exited for Medical Reasons, Not Receiving Educational Services	2
	Unknown or Unable to Locate	46
	Enrolled Last Year but No Show This Current School Year	73
16	Received GED from Open Doors Program	5
	Attended 4 Years or More and Did Not Graduate	5
	Student Indicated 'School Not for Me'	2
	Unknown or Unable to Locate	72
	Enrolled Last Year but No Show This Current School Year	47
17	Received GED from Open Doors Program	13
	Attended 4 Years or More and Did Not Graduate	61
	Student Indicated 'School Not for Me'	2
	Offered Training or Chose to Work	5
	Exited for Medical Reasons, Not Receiving Educational Services	1
	Unknown or Unable to Locate	79
	Enrolled Last Year but No Show This Current School Year	58
	Received GED from Open Doors Program	15
	Attended 4 Years or More and Did Not Graduate	44



18	Student Indicated 'School Not for Me'	6
	Offered Training or Chose to Work	3
	Exited for Medical Reasons, Not Receiving Educational Services	1
	Unknown or Unable to Locate	41
	Enrolled Last Year but No Show This Current School Year	22
19	Received GED from Open Doors Program	13
	Attended 4 Years or More and Did Not Graduate	13
	Student Indicated 'School Not for Me'	2
	Offered Training or Chose to Work	5
	Unknown or Unable to Locate	25
Enrolled Last Year but No Show This Current School Year	10	
20	Received GED from Open Doors Program	16
	Attended 4 Years or More and Did Not Graduate	36
	Student Indicated 'School Not for Me'	3
	Offered Training or Chose to Work	2
Unknown or Unable to Locate	20	

**Exit Reasons by Grade, October 1, 2018 to October 1, 2019.**

<b>Grade</b>	<b>Exit Reason</b>	<b>Number of Students:</b>
K	Unknown or Unable to Locate	138
	Enrolled Last Year but No Show This Current School Year	91
1	Unknown or Unable to Locate	95
	Enrolled Last Year but No Show This Current School Year	63
2	Unknown or Unable to Locate	82
	Enrolled Last Year but No Show This Current School Year	62
3	Unknown or Unable to Locate	91
	Enrolled Last Year but No Show This Current School Year	62
4	Unknown or Unable to Locate	77
	Enrolled Last Year but No Show This Current School Year	74
5	Unknown or Unable to Locate	248
	Enrolled Last Year but No Show This Current School Year	74
6	Unknown or Unable to Locate	68
	Enrolled Last Year but No Show This Current School Year	78
7	Exited for Medical Reasons, Not Receiving Educational Services	1
	Unknown or Unable to Locate	60
	Enrolled Last Year but No Show This Current School Year	65
8	Unknown or Unable to Locate	183
	Enrolled Last Year but No Show This Current School Year	42
9	Exited for Medical Reasons, Not Receiving Educational Services	2
	Unknown or Unable to Locate	36
	Enrolled Last Year but No Show This Current School Year	79
10	Received GED from Open Doors Program	1
	Student Indicated 'School Not for Me'	1
	Offered Training or Chose to Work	2
	Exited for Medical Reasons, Not Receiving Educational Services	2

	Unknown or Unable to Locate	52
	Enrolled Last Year but No Show This Current School Year	75
11	Received GED from Open Doors Program	7
	Attended 4 Years or More and Did Not Graduate	1
	Student Indicated 'School Not for Me'	2
	Offered Training or Chose to Work	4
	Unknown or Unable to Locate	87
	Enrolled Last Year but No Show This Current School Year	48
12	Received GED from Open Doors Program	54
	Attended 4 Years or More and Did Not Graduate	158
	Student Indicated 'School Not for Me'	13
	Offered Training or Chose to Work	9
	Exited for Medical Reasons, Not Receiving Educational Services	2
	Unknown or Unable to Locate	138
	Enrolled Last Year but No Show This Current School Year	75