



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

UPDATE: Dropout Prevention, Intervention, and Reengagement (Building Bridges)

2023

Authorizing Legislation: RCW 28A.175.075

Anna Marie Dufault

**Assistant Superintendent of Student Engagement
& Support**

Prepared by:

- **Dixie Grunenfelder**, Executive Director Student Support & Engagement
dixie.grunenfelder@k12.wa.us | 360-878-0138
- **Kefi Andersen**, System Improvement Program Supervisor Lead
kefi.andersen@k12.wa.us | 360-790-1446
- **Mandy Paradise**, Associate Director of Reengagement
mandy.paradise@k12.wa.us | 360-789-3949

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EXECUTIVE SUMMARY

The Legislature established the Graduation: A Team Effort (GATE) Advisory (originally known as Building Bridges Workgroup) in 2007 to keep all students visible and on track to graduate from high school. The state's ongoing engagement and reengagement efforts are based on the three major recommendations of the original Building Bridges Workgroup:

1. Set an educational goal for youth and family-serving agencies and coordinate efforts to achieve it.
2. Build local dropout prevention and intervention systems and practices at every grade level.
3. Create a dropout reengagement system for 16–24-year-old youth who are not likely to return to high school.

The GATE Advisory Committee met regularly over the course of the 2022–23 school year to promote and expand effective dropout prevention, intervention, and reengagement policy and programming. As a result of these discussions, the Committee proposed the following recommendations to the legislature:

1. Develop a statewide early warning and intervention system.
2. Build capacity to create school schedules that are inclusive and driven by high expectations.
3. Increase capacity for the implementation of Ninth Grade Success Teams.
4. Support youth reengagement efforts through the establishment of barrier reduction funding for Open Doors Youth Reengagement programs.
5. Expand resources to support school/community dropout prevention, intervention, and reengagement system support.

The order in which the recommendations are presented does not imply a hierarchy of priority. Consistent with the Office of Superintendent of Public Instruction's (OSPI) Student Engagement and Support, the Committee has made recommendations aligned with a whole-child approach to ensure dropout prevention, intervention, and reengagement efforts are efficient, effective, and equitable. See the Recommendations section of this report for a full description of Committee recommendations.

Governance, Structure & Processes

The [Graduation A Team Effort \(GATE\) Partnership Advisory Committee \(RCW 28A.175.075\)](#) is a broad base of youth and family-serving state agencies, legislators, and community organizations that meet three times a year to provide a wide lens of input on the recommendations in this report and topics related to the development and implementation of a dropout prevention, intervention, and reengagement system across cradle to career milestones.

The GATE Advisory group has gathered feedback from [members](#) to help eliminate barriers to serving students. Their comments are incorporated in the recommendations section of this report.

OSPI has assembled a new internal planning team to help steer the content of these meetings and make meaningful connections between related programs. OSPI hired a consultant, Halliday & Associates, to help shepherd this process based on experience with the state of Montana's *Montana Graduates* initiative.

BACKGROUND

With Building Bridges as a foundation, the Graduation: A Team Effort (GATE) Advisory continues to meet with a focus on coordinating efforts and removing barriers to graduation through:

- Inclusion of a broad base of state agencies and youth serving organizations in collecting feedback; and
- The promotion of a tiered academic, behavioral, social/emotional support system grounded in evidence-based practices.

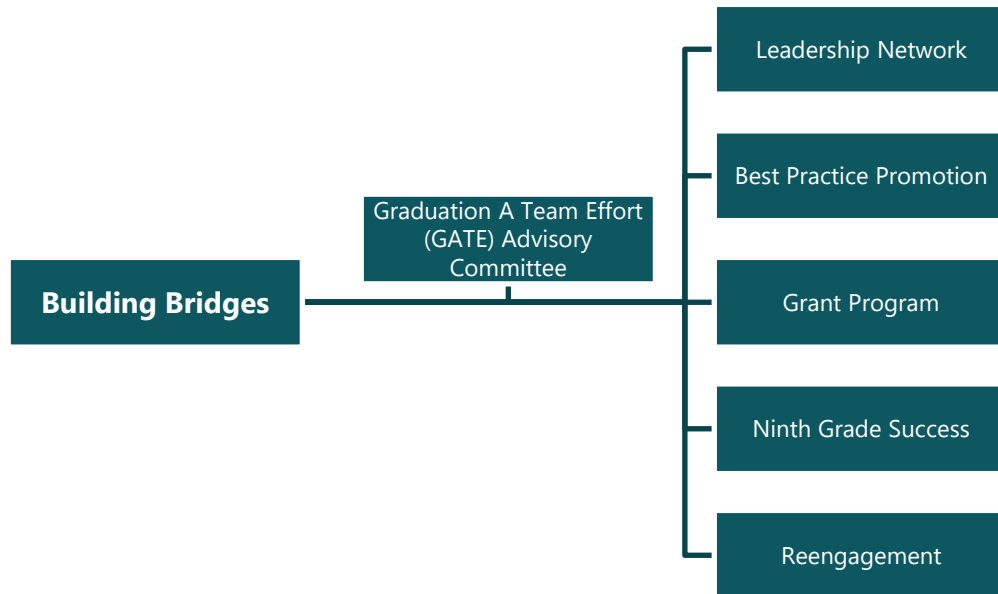
In 2007, the Legislature established the Building Bridges Workgroup, now known as the Graduation: A Team Effort (GATE) Advisory. This high-level workgroup, comprised of state legislators and state agency partners, was charged with creating a statewide program for comprehensive dropout prevention, intervention, and retrieval (DPIR) programming, and to make annual recommendations to the legislature and the governor on DPIR best practices and system needs.

The Workgroup created three primary recommendations which continue to serve as the guiding principles for DPIR programming:

- Set an educational goal for youth and family-serving agencies, and coordinate efforts to achieve it.
- Build local dropout prevention and intervention system practices at every grade level.
- Create a dropout reengagement system for 16–24-year-old youth.

This work has evolved conceptually and been reframed as a continuum of engagement and reengagement supports. Building Bridges incorporates several projects and programs. Each component supports proactive engagement and disengagement prevention. Grant funding supports innovation pilots. See the structure below.

Figure 2: Building Bridges Structure



For more historical context, go to the [Building Bridges 2008 Legislative Report](#).

In 2018, the Office of Superintendent of Public Instruction (OSPI) began to leverage the newly adopted Washington School Improvement Framework (WSIF), authorized under the federal Every Student Succeeds Act (ESSA), and the successes of the Building Bridges Workgroup to further accelerate graduation rates for all students. In support of academic success, dropout prevention and identification practices have been strengthened by the Improvement Framework's focus on school quality and student success indicators, such as regular attendance, ninth graders on-track for graduation, and dual credit course completion.

Building Bridges has been intentional about creating coherence across tiered models. The Washington model of multi-tiered system of supports (MTSS) integrates team-driven shared leadership, data-informed decision making, family, student, and community engagement, a continuum of coordinated supports, and evidence-based practices. The Washington Integrated Student Supports Protocol echoes these categories in their core components, including:

- Needs and strengths assessments
- Community partnerships
- Coordination of supports
- Integration of supports
- Data-driven practices

Implementation and improvement science help to ground this work using teaming structures within a data informed framework.

In 2021, the Community Partnerships for Reengagement Initiative began. The Initiative is a collaboration between Education Northwest and OSPI to strengthen the capacity of Open Doors Youth Reengagement programs. The Initiative is privately funded and focuses on promising

practices that support positive outcomes for young people who participate in Open Doors. The Initiative has used data analysis, tools, and reports to inform the continuous improvement of the Open Doors Youth Reengagement Program. The Initiative is set to end in December 2023 unless additional funding is obtained.

Innovation projects were developed using Elementary and Secondary School Emergency Relief (ESSER II & III) funding starting in 2020 and will cease to be funded in 2024. These projects included a statewide attendance reengagement network, a Ninth Grade Success project, and the creation of community-based organization grants focused on sustaining student engagement.

Washington state's graduation four-year graduation rate rose to its highest ever at 82.9% in 2019–2020. Since 2019–2020, the graduation rate has fallen to 82.5% in 2020–2021 and fallen again in 2021–2022 to 82.3%. For additional context, the graduation rate for students in the Class of 2011 was 76.6%; for the Class of 2021–2022, the rate has increased to 82.3%. The extended (5-year) graduation rates increased from 78.2% for the Class of 2011 to 85.6% in 2019–2020 and fell slightly to 85.5% for the Class of 2021–2021. For specific group rates, see the report appendix.

For the Class of 2022 (students who began as ninth graders in the 2017–18 school year), about 10.1% of all students were recorded as being dropped out (85,025 students). Of the students reported as dropping out in the 2021–22 school year, 81.8% were identified as either unconfirmed transfers or reason unknown. Gaps affecting some student populations persist. For more information, see the report appendix.

Reengagement system development also continues through the Open Doors Youth Reengagement programming which occurs through school districts, technical colleges, educational service districts, and state tribal-education compact (STEC) schools. Collectively, Open Doors Youth Reengagement Programs served 12,367 students in the 2022–2023 school year. This is an increase of 2,194 students as compared to the previous year. The program had an average of 5,931 full-time equivalent students monthly, which is also an increase from prior years. The growth indicates that the Open Doors Youth Reengagement program is recuperating enrollments which were negatively impacted by COVID-19 and the years immediately following the pandemic. For more information, see the report appendix.

UPDATE STATUS

Building Bridges programming is conceptualized in a continuum from prevention efforts to intervention efforts, to reengagement. Our advisory group, leadership network, webinars, and newsletter all contribute to preventions efforts. Intervention efforts include our Attendance & Reengagement project, Ninth Grade Success Teams project, and community-based organization (CBO) grant program. The Open Doors Youth Reengagement program leads our reengagement efforts.

Leadership Network: Powerless to Powerful Leadership Academy

Powerless to Powerful (P2P) is a team-driven leadership framework designed for school leaders. This school year, the network has evolved into a district network. District leadership teams meet periodically to discuss action plans, data, and problems of practice. Leadership training is centered on connecting, belonging, and envisioning the future through the lens of team driven data-informed supports. P2P emphasizes the need for leadership one-on-one conversations with staff and leadership action plans to organize system goals into tangible steps.

During the 2022–23 school year, the district leadership network supported five leadership teams in central and eastern Washington. Educational Service District (ESD) 123 hosted monthly in-person network sessions in partnership with OSPI and P2P researchers from Gonzaga University. Focused attention was given to districts with schools identified for support through the federal accountability school improvement process.

P2P district efforts focused on examining communication and work processes to determine if they were providing support or barriers for building leaders. District staff met regularly between monthly network meetings to create and monitor a leadership plan designed to support staff and students. District teams would report back progress and present artifacts to the network to further peer learning. Each district worked toward adopting P2P strategies and the cross-team discussions proved advantageous for participants.

Accompanying the network efforts was a review of the P2P coaches guide to update the information and add new learnings. The [P2P Coaches Guide](#), available on the OSPI website, is a free resource for any school or district leadership team interested in implementing the P2P framework.

As an introduction to the framework, a P2P book study was offered for building and district teams exploring the P2P Leadership framework to support their efforts.

Best Practice Promotion

Graduation Equity Webinar

The [Graduation Equity Webinar Series](#) was created to increase awareness around best practices with school leadership teams. In the 2022–23 school year, the [Graduation Equity Webinar Series](#) has continued to focus on best practice models and highlight schools and education leaders pioneering those practices from across the country.

Based on requests, current research, and needs identified by education leaders, an annual theme calendar is created to guide best practice communications, focused on equitable outcomes for students. Some of the themes the series explored included attendance and engagement, inclusionary practices, staff wellness, balanced calendars, and competency-based learning.

The webinars have continued to draw a wide audience across the state of education leaders, including: administrators, school counselors, student support staff, and educators. As of January 2023, 1,371 participants were registered for the series, more than the entire previous school year.

OSPI offered free Clock Hours for participants and maintains accessibility for participants with sign language interpretation and live captions. Webinar recordings can be found on OSPI's [Graduation Equity Webinar YouTube playlist](#).

ENGAGE Newsletter

The [Engage Newsletter](#) was created to emphasize resources for best practices being highlighted in the Graduation Equity Webinar and are aimed at leadership teams. The newsletter goes out to over 13,000 subscribers each month.

Newsletters include feature articles from national education leaders, data from OSPI's Report Card and Healthy Youth Survey results, focused leadership team activities, and helpful videos and links. These materials are shared with schools identified for improvement and Educational Service Districts. See our [archive](#) for past newsletters.

Grant Program: Capacity-Building Through School & Community Partnerships

The Building Bridges program offered youth serving community-based organizations [grants](#) in 2022–2023 to supplement school services with just-in-time services such as mentoring, tutoring, leadership, credit retrieval, transition planning, engagement & attendance support, reengagement, and more. See [RCW 28A.175.025](#) for more information about the grant program.

Funded organizations were primarily focused on serving Black/African American, Indigenous, and Latinx communities and provided a diverse staff that matched the students they served. The beneficiaries of these services were largely students of color identified as low-income.

With federal Elementary and Secondary School Emergency Relief (ESSER II) funds, the project expanded funding from 12 grants in 2020–2021, to 36 grants in 2021–22, and 30 grants in 2022–23 school year.

Over the three-year period, 37 CBOs received grants, developing partnerships with 41 school districts and 94 schools. Evaluation findings were positive, and youth, family members, and program leaders agreed Building Bridges programming assisted youth in reengaging in school.

Building Bridges grantees provided a range of services to youth, including:

- Mentoring
- Creating a safe environment where youth could develop connections

- Developing leadership, resiliency, and youth voice
- Providing academic support
- Emphasizing a future focus

Building Bridges grantees also supported family members by providing resources and helping them navigate the education system.

Building Bridges staff and youth demographics were more similar to each other, compared to school staff demographics. For example, 45% of youth served and 37% of Building Bridges staff were Black/African American, compared to 3% of school staff. Grantees reported program materials were culturally relevant and informed by youth voice. Building Bridges mentors had similar demographics and lived experiences as the youth.

In the 2022–2023 school year:

- Building Bridges provided over 100,000 hours of service to over 2,500 students.
- Students received 46 hours of service on average.
- Most of the students served were female (68%) and Black/African American (45%), followed by White (21%) and Hispanic/Latino of any race (15%).
 - 76% completed the program.
 - 57% demonstrated improvement in attendance.
 - 57% demonstrated academic improvement (e.g., grades).
 - 57% were on track to graduate.
 - 23% gained employment.
 - 22% graduated with a GED or a high school diploma.
 - 19% enrolled in post-secondary education.
- Over 90% of Building Bridges grantees agreed they established equity goals for their program and used data to target students with the greatest needs.
- Youth reported that they were able to discuss their challenges in a safe environment, with their peers and mentors, and develop leadership and coping skills during workshops and trainings, which increased their confidence and ability to confront challenges.
- Youth noted that by focusing on the future, seeing people like them be successful, receiving academic support, planning, and having opportunities for work experience made them want to work towards graduation. The combination of strategies enabled them to envision a future where they could be happy and successful.

See the impact of these grants with a [video](#) from Priceless Inspiration, a Building Bridges Grantee.

Ninth Grade Success

Ninth graders who end the year on track are four times more likely to graduate on time. It is a stronger indicator of future graduation than race, ethnicity, poverty, or test scores ([Network for College Success](#)). The Ninth Grade Success Program provides just-in-time support to students by creating teacher-led ninth grade success teams to review early warning indicators a student is struggling and provide asset-based support. The success teams receive coaching, grant funding, access to a broad network of peers also working on ninth grade success, and timely evaluation to guide their implementation.

Ninth Grade Success was initially supported through a limited two-year proviso for five school districts in 2018–2020. The Ninth Grade Success grants have been funded through federal ESSER II & III through June 30, 2024. Grant funds pay for teacher time to meet, professional development, barrier reduction funds, and supplies for ninth grade transition events. Teams were provided with coaching from Stand for Children’s Center for High School Success and evaluation support from Educational Data Consulting.

Early evaluation results showed that students struggled the most in Algebra I, Physical or Integrated Science, and Art. Teams experienced more success when a teacher led the team, where mindset was addressed, and participating team members were compensated.

Qualitative feedback showed that the program positively impacted:

- Stronger staff-student relationships.
- Consistent opportunities for staff collaboration around ninth grade success.
- Data helped diagnose problems & plan interventions.
- Increases in ninth grade on-track rates.
- Improved teacher practice beyond ninth grade classes to other grade levels.

Schools participating in the Ninth Grade Success grant program saw large and educationally meaningful impacts compared to similar educational interventions.

- Relative to a comparison group of neighboring high schools not involved in the Ninth Grade Success Program, researchers found that the Ninth Grade Success Program increased on-track rates by between 4 and 7 percentage points.
- Effects are equally large for students who are classified as low-income, multi-language learners, and students with disabilities. Program impacts are also consistent across racial & ethnic groups, particularly Hispanic & Latinx students.
- Based on these findings, a high school with average ninth grade on track rates of 76% that implements Ninth Grade Success Program would be expected to increase their on-track rate by at least four percentage points, up to 80%, within a three-year period.

Open Doors Youth Reengagement

Collectively, Open Doors Youth Reengagement Programs served 12,367 students in the 2022-2023 school year, with an average of 5,931 full-time equivalent students each month. Open Doors is available in many locations and is implemented by 139 school districts, several direct-funded technical colleges, educational service districts (ESDs), and a tribal-education compact school. A list of operating Open Doors Youth Reengagement programs can be found on the [Open Doors Youth Reengagement resources webpage](#). The local education agencies deliver, or partner with other entities to deliver, reengagement programming for older youth not likely to graduate in the traditional or alternative education models.

OSPI continues to partner with the Washington State Education Research and Data Center (ERDC) on longitudinal performance goals for youth reengagement reporting as regulated by WAC 392-700-195. The most recent report, [Open Doors Program Outcomes \(2021\)](#) includes outcomes related to high school education, postsecondary education, and workforce participation.

Data show that Open Doors participants graduated and/or enrolled in postsecondary education at twice the rate of students who did not participate in Open Doors (Figure 5). Data show that GED earning is also much higher for students who participate in Open Doors Youth Reengagement (Figure 9).

RECOMMENDATIONS

The GATE Advisory Committee met regularly over the course of the 2022–23 school year to promote and expand effective dropout prevention, intervention, and reengagement policy and programming. As a result of these discussions, the Committee proposed the following recommendations to the Legislature:

Develop a statewide early warning and intervention system

Easy and ready access to simple attendance, behavior, and academic data reports is challenging, due to lack of awareness, knowledge, and time and capacity to learn in schools, and a lack of systemic data support (customer support to find the reports they need in a timely manner). It may be helpful to study and offer strategic views.

Access to disaggregated early warning student data sets is limited by school staff capacity and by access to data visualizations. To respond to early warning system concerns, data needs to be pulled and reviewed often. For schools who currently do not have access to data visualizations, it would be helpful to provide access and training on how to integrate data reviewing practices.

School staff and youth serving organization partners want to be able to see data more readily, both academic and non-academic data outcome measures in a timely visual way. Data sharing agreements with school districts continue to be a barrier in community-based organization partnerships.

For an integrated/multitiered system of support to become a standard practice, schools and communities across the state would require funding for the time that is needed for teams to meet to plan and progress monitor student supports based on the needs of the students in their schools and communities. Teams would also benefit from participating in regional networks to support cross pollination of promising practices.

Create school schedules to build relationships and create career- and college-going transcripts

Support districts in developing school schedules which maximize robust transcripts and support post high school training and college access. Encourage schools to build capacity and provide action planning to students through an advisory period, flexibility in school schedules for students who need additional supports, integrate tutoring/mentoring services into the school day, and offer funding opportunities for extended school days.

Schools would benefit from support to audit their practices for scheduling. The Legislature should fund scheduling innovation efforts, as well as equity auditing and system supports such as data analytics and coaching support. Schools struggle to match the needs of students with course offerings that are aligned to student aspirations, needs for additional support, and the flexibility to adjust based on changing student populations. Many schools do not have the capacity to audit their schedules. Ideally, a school would be able to expand advanced courses and pathways, remove barriers so students have access to advanced coursework, build proactive supports to ensure

students stay on track for graduation, and eliminate course offerings that do not lead to post-secondary readiness.

Increase capacity for the implementation of Ninth Grade Success Teams

To create a continuum of engagement and reengagement supports, there need to be funds designated to attract and sustain participation. Innovation pilots that support ninth grade success are reliant on ongoing funding for best practices to take hold. For full implementation of new practices, it is ideal to have funding span five years. Grant funds usually buy teacher time for participating in professional learning and provide resources to support student success. Innovation pilots can provide staffing, networking of best practices, job embedded coaching, and access to best practices.

Support youth reengagement efforts through allocation of barrier reduction funding for Open Doors Youth Reengagement programs

Barrier reduction funds would allow Open Doors Youth Reengagement programs to cover additional costs for youth such as transportation, meals, equipment for internships, clothing, and utilities. Funds could serve all youth enrolled in the program and are recommended to be funded at the same rates and tiers as skill center allocations. Currently, for skill centers with 50% or more students eligible for free and reduced-price lunch (FRPL), the allocation for the site is \$55 per student in November and \$56 per student in February. For skill centers where less than 50% of students are eligible for FRPL, the allocation for the site is \$39 per student in November and \$39.48 per student in February. Support youth reengagement efforts through the establishment of barrier reduction funding for Open Doors Youth Reengagement programs.

Expand resources to support school/community dropout prevention, intervention, and reengagement system support

Fund and support the development and implementation of a comprehensive student engagement system requires capacity, time, and resources for full implementation. Access to core content, trained professionals, embedded professional development, and resources to identify and serve students that need more support is critical in our schools. Ideally each school staff needs support to have the means to regularly review data sets (such as asset mapping, needs assessments, and disaggregated early warning indicator) and provide students with timely evidence-based practices and supports, including family and community partnerships.

Organizations have access to youth and families and can complement school goals. They offer relevant and timely support to youth who are struggling to engage in or have disengaged from educational programming by providing outreach, valuable mentoring, tutoring, and social emotional support, and fill in gaps in staffing and **personalization** in our school system. Knowing the organizations in the community, their focus areas and who they serve through asset mapping,

as well as community needs assessment efforts, can help build a robust and comprehensive support system which will more effectively, efficiently, and equitably meet the needs of students, especially those furthest from educational justice. Provide timely data reports using attendance, behavior, and coursework measures to identify students that need support. Provide time for teachers to meet to review student data trends, assign supports, and evaluate their effectiveness. Embed community partnerships expectations in dropout prevention, intervention, and reengagement programming.

Students now need increased support. Many students earned incomplete grades for courses during the pandemic and/or suffered from loss, depression, and isolation. High School and Beyond Plans have been disrupted and need to be reevaluated so students stay on track. School districts across the state have shown increasing interest in integrating social emotional learning, transition supports, and mentoring into their programs. Many schools are collaborating with community-based organizations to fill the needs of students when school staff are not available.

CONCLUSION & NEXT STEPS

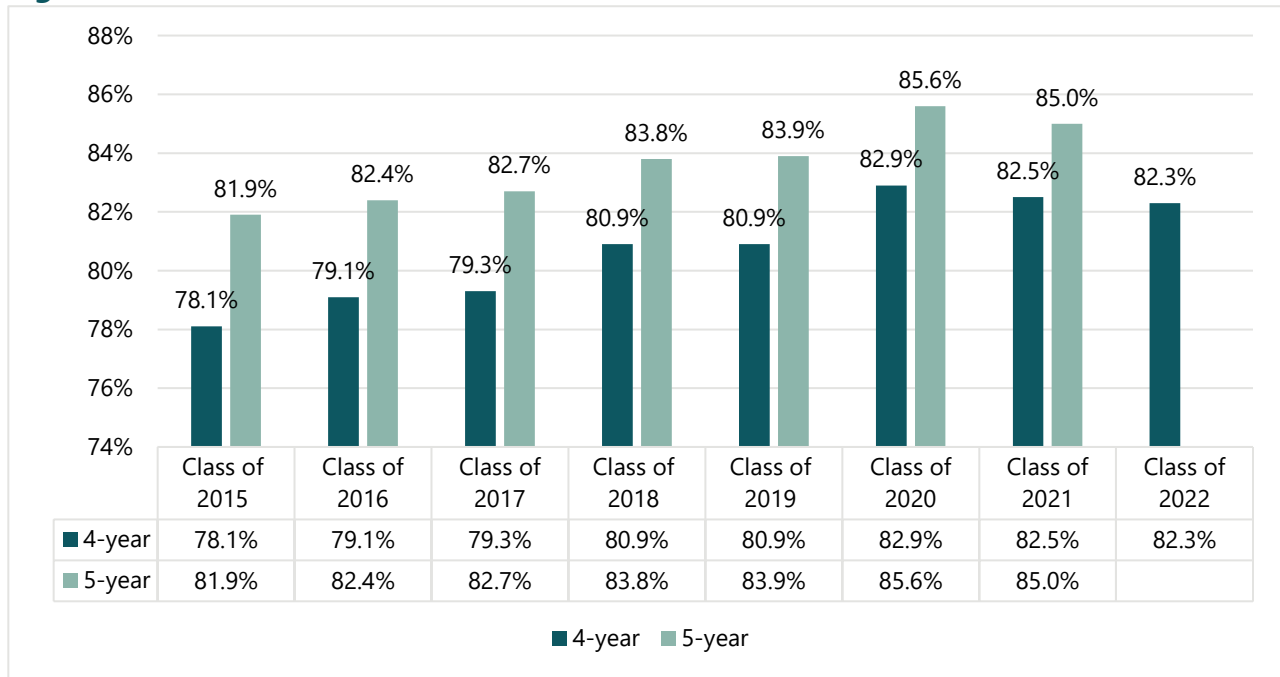
Building Bridges continues to create innovative projects that support graduation equity, engagement, and reengagement efforts. The Building Bridges work has seen successes in several of its programs, including the Leadership Network, Best Practice promotion, Ninth Grade Success, Open Doors Youth Reengagement, and Building Bridges Community Grants. This work has supported student engagement, capacity building, and collaboration among youth-serving organizations and partners.

The GATE Advisory work has attracted partnerships and interest from a variety of youth-serving organizations. Drawing on the collective knowledge of the workgroup, Washington can continue to build toward a more just educational system. The GATE Advisory recommendations are a positive starting place for the Legislature and youth-serving organizations to start to address access to education in our state.

Work in the coming year will focus on identifying cross-system barriers to student success and solutions to support every student to graduate from high school ready for post-secondary pathways and life.

APPENDIX

Figure 1: 4- and 5-Year Graduation Rates for All Students



Source: Washington State Report Card, February 2023.

Figure 2: 4-Year Graduation Rates by Race/Ethnicity Over Time

Student Race/Ethnicity	2016	2017	2018	2019	2020	2021	2022
American Indian/Alaskan Native	60.6%	60.3%	60.4%	61.7%	69.8%	67.1%	67.8%
Asian	88.6%	87.5%	90.0%	90.4%	91.1%	92.2%	92.0%
Black/African American	70.7%	71.5%	74.4%	73.6%	76.3%	77.7%	81.3%
Hispanic/Latino	72.3%	72.7%	75.2%	75.7%	77.7%	77.6%	78.5%
Native Hawaiian/Other Pacific Islander	68.2%	68.1%	74.0%	74.4%	77.3%	75.3%	77.9%
Two or More Races	77.9%	79.7%	80.6%	81.2%	83.9%	81.8%	83.8%
White	81.5%	81.9%	82.9%	82.8%	84.7%	84.2%	82.8%

Source: Washington State Report Card, January 2023.

Figure 3: 4-Year Graduation Rates by Race & Ethnicity, 2016–2022

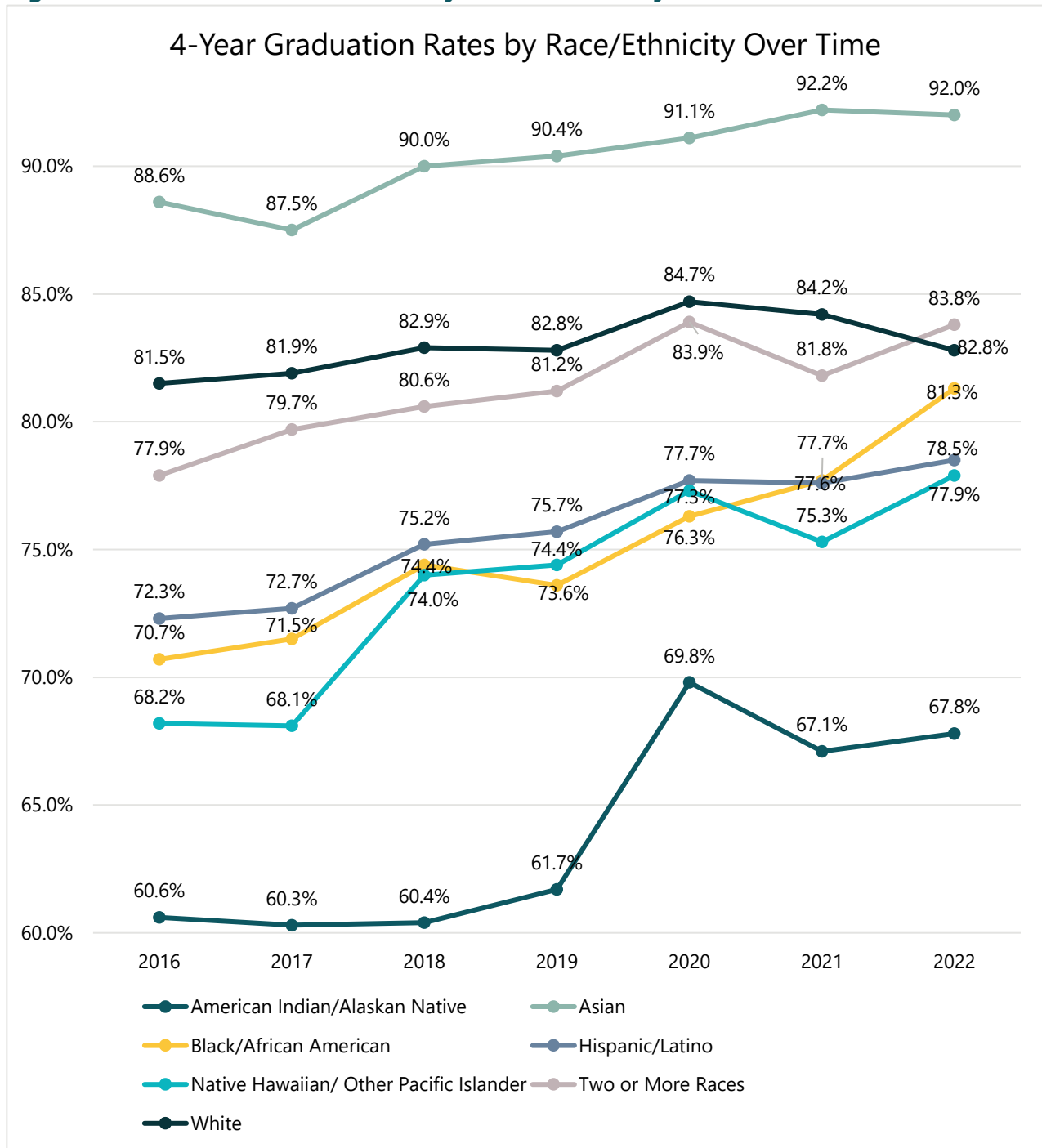


Figure 4: 4-Year Graduation Rates in Student Groups

Student Group	2016	2017	2018	2019	2020	2021	2022
English Learners	57.6%	57.8%	64.2%	62.4%	68.4%	68.9%	69.8%
Low Income	69.4%	70.0%	72.1%	72.2%	75.1%	73.9%	75.3%
Students with Disabilities	58.1%	59.4%	61.7%	62.1%	64.5%	63.9%	65.3%
Migrant	67.4%	68.2%	70.9%	73.6%	75.5%	74.4%	77.2%
Students Experiencing Homelessness	53.2%	53.9%	55.5%	55.8%	59.4%	59.2%	60.9%
Female	82.4%	82.6%	84.0%	84.0%	86%	85.8%	85.1%
Male	76.0%	76.3%	77.8%	78.1%	80%	79.7%	79.9%
Gender X				70.8%	67.5%	48.2%	57.7%

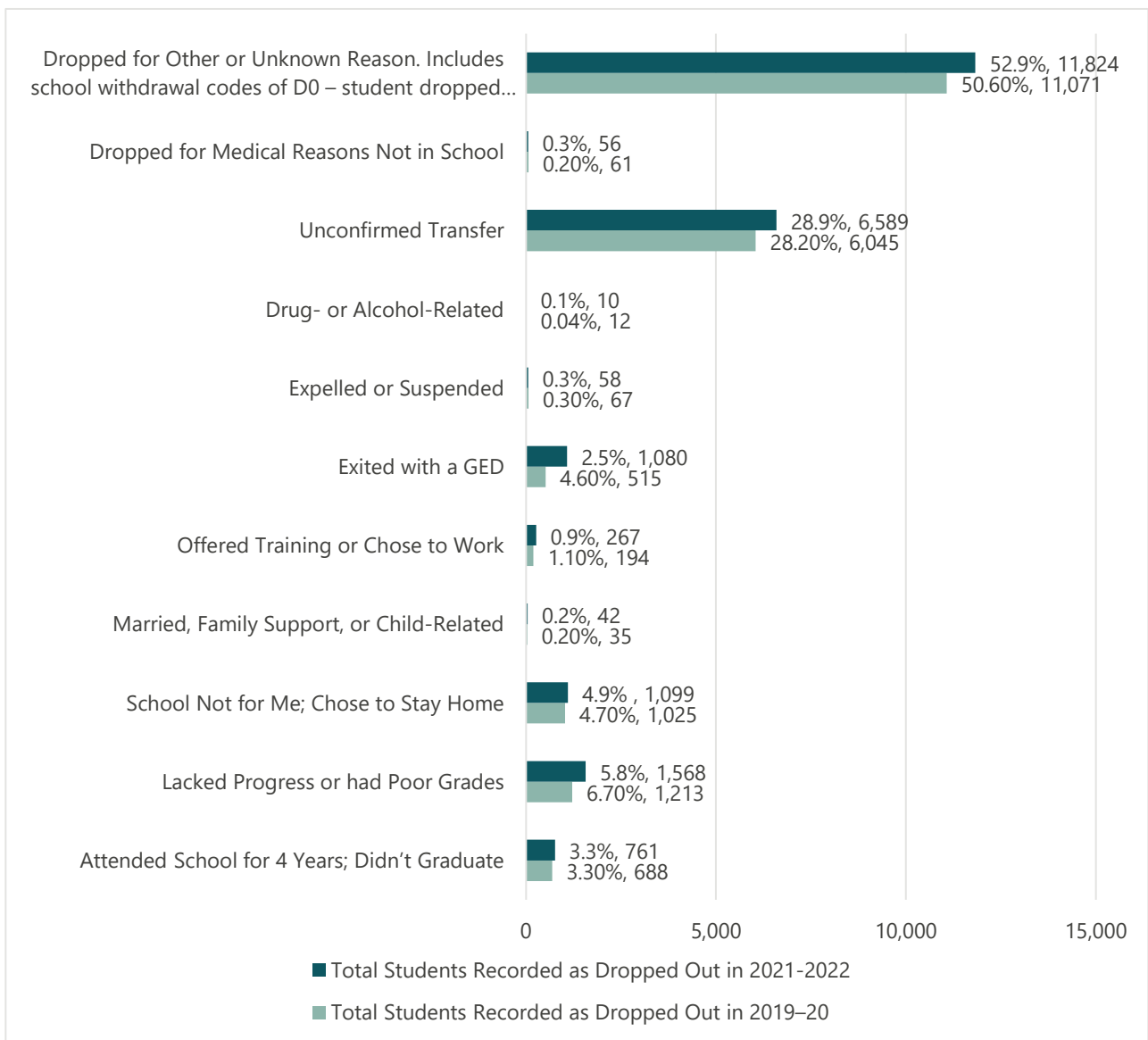
Source: Washington State Report Card retrieved February 2023.

Figure 5: Reasons for Dropping Out, 2019–2022

Reason	Total Students Recorded as Dropped Out in 2019–20	Percent of Total Enrollment 2019–20	Total Students Recorded as Dropped Out in 2021–2022	Percent of Total Enrollment 2021–2022
Attended School for 4 Years; Didn't Graduate	688	3.3%	761	3.3%
Lacked Progress or had Poor Grades	1,213	5.8%	1568	6.7%
School Not for Me; Chose to Stay Home	1,025	4.9%	1099	4.7%
Married, Family Support, or Child-Related	35	0.2%	42	0.2%
Offered Training or Chose to Work	194	0.9%	267	1.1%
Exited with a GED	515	2.5%	1080	4.6%
Expelled or Suspended	67	0.3%	58	0.3%
Drug- or Alcohol-Related	12	0.1%	10	0.04%
Unconfirmed Transfer	6,045	28.9%	6589	28.2%
Dropped for Medical Reasons Not in School	61	0.3%	56	0.2%

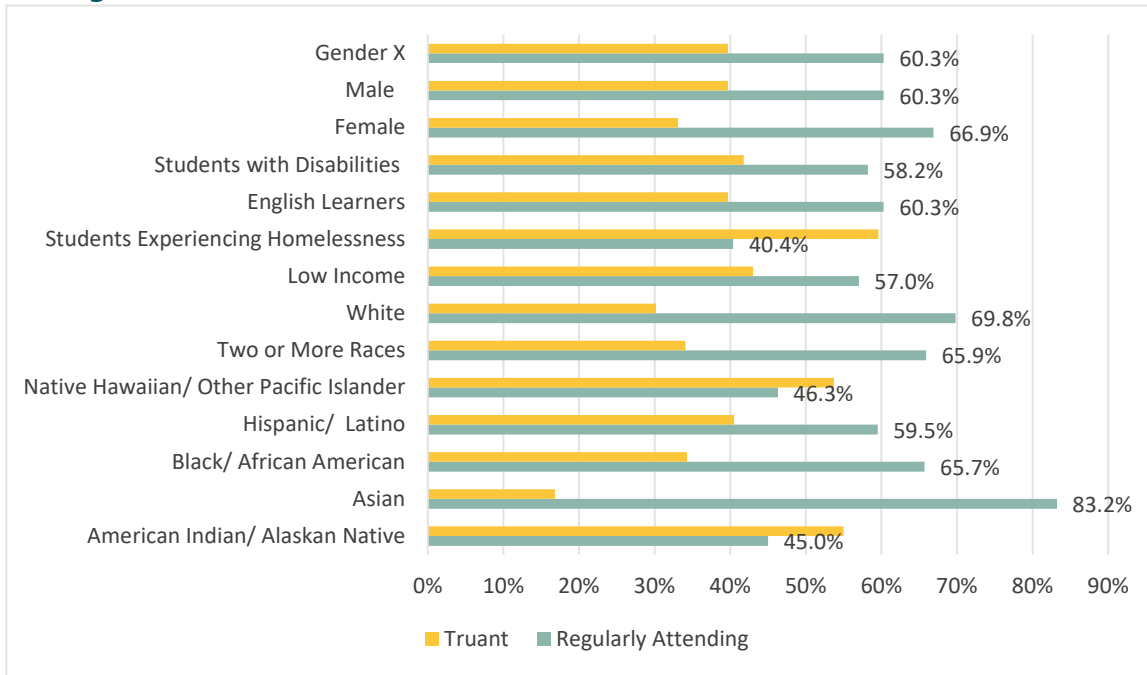
Dropped for Other or Unknown Reason <i>Includes school withdrawal codes of D0 – student dropped out for unknown reason, U1 or U2 – student quit attending school, location, or status unknown</i>	11,071	52.9%	11,824	50.6%
Total	20,926	100%	23,354	100%

Figure 6: Percentages and total number of students Reasons for Dropping Out in 2019–2022



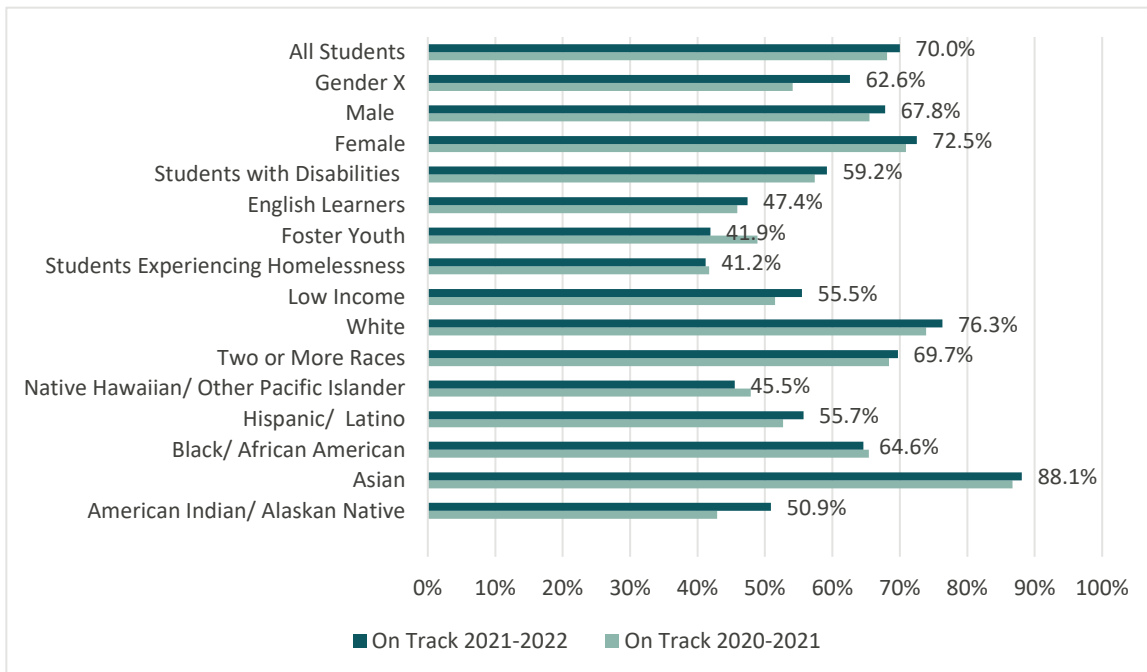
Source: Washington State Report Card retrieved February 2023.

Figure 7: What percent of students had fewer than two absences per month, on average in 2021–2022?



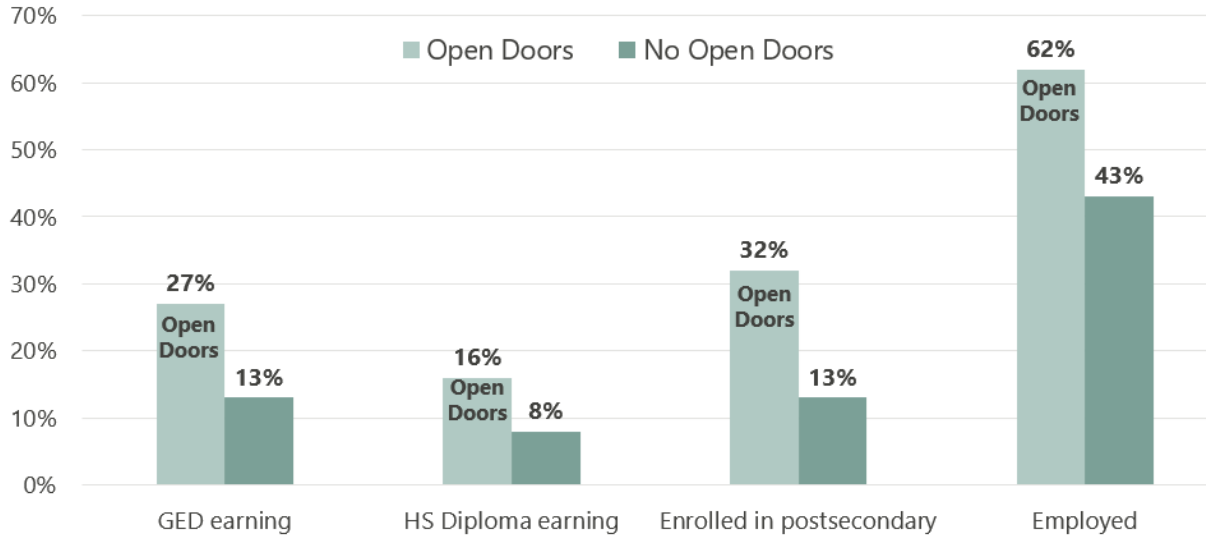
Source: Washington State Report Card retrieved May 1, 2023.

Figure 8: What percent of ninth graders earned all the credits they attempted?



Source: Washington State Report Card retrieved November 13, 2023.

Figure 9: Outcomes three years later-2016 cohort of disengaged youth.



Source: [Open Doors Program Outcomes | Washington State Education Research and Data Center – 2021 Report](#); *Figure 10; Figure 10. Outcomes 3 years later for Graduate Requirement Year (GRY) 2016 dropout cohort*

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Washington Office of Superintendent of
PUBLIC INSTRUCTION

Chris Reykdal | State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building | P.O. Box 47200
Olympia, WA 98504-7200