



# Education Plan and Profile

## TARGETED GRADUATION INDICATORS

CHRONIC ABSENTEEISM  
STUDENT ENGAGEMENT  
DISCIPLINARY ISSUES  
9TH GRADE ON-TRACK



### EVIDENCE THE STRATEGY IS EFFECTIVE

Student plans that include clear steps to achieving both long and short-term goals have a strong correlation with positive student outcomes, including improved motivation and student engagement. Individual planning not only improves school-family communication and promotes family involvement in the planning process, but also increases student awareness of personal strengths and opportunities to grow. (Bullock, 1999) Additionally, career planning is found to be most effective for students when they include a wide variety of activities that hold student interest and relate to student goals. (Waldeck, 2007)

### WHY WAS THE STRATEGY CHOSEN?

While each school has a unique way of how they created success using EPPs, West Albany and David Douglas High Schools sought specifically to increase their graduation rates, student supports and engagement, collaboration on accountability for student outcomes and postsecondary success.

### DESCRIPTION OF THE STRATEGY

The Education Plan and Profile (EPP) serves as a “road map” to guide student learning throughout school, and help ensure that they are prepared for next steps after high school. Guided student planning provides students support in monitoring their own progress toward graduation and in analyzing important next steps in preparation for successful post-secondary transition. The education plan and profile, which is one tool for intentional student planning, helps students stay on course and engaged in the learning process.

Essential components of the EPP include goal setting, course planning, and documenting learning experiences which will assist students in their career development. This intentional planning provides students the ability to develop, review, and revise both long- and short-term goals and to formulate their next steps, as well as identify the supports needed in order to reach these goals.

The EPP serves as a compass that documents students’ interests, strengths, goals and progress and achievement toward their goals throughout their secondary education. The EPP is most effective when the education plan is utilized continuously as the basis for all student planning, reflecting changes over time in the student’s growing interests, skill development and attainment and refinement of future career and education plans. Student coursework and learning experiences should be based upon the information contained in the EPP and future learning opportunities should build upon those interests and aptitudes.

The EPP also provides schools and staff the opportunity to create career and college-going pathways for all students. This student information can assist in designing and implementing smooth transition processes for each and every student. By utilizing the information gathered from EPPs, schools have the opportunity to develop the pathways and learning opportunities that address the specific learning needs and goals of students.



## OREGON EXAMPLE

West Albany High School has developed a collective motto for their students: Graduation is not an option. School officials set an overarching goal of 100 percent graduation rate, and identified a lofty goal to improve their completion rate (students receiving a regular, modified, extended or adult high school diploma or completing a GED within five years of entering high school) to 98%. Their bottom line belief is that it only takes one kind caring adult to connect students to a web of others.

David Douglas High School has created “A place where connections are made” and believes that student success is driven by connections at school. With a significant increase in graduation rates using targeted interventions, programs and supports, students can take advantage of more career pathway courses and college credit opportunities.

Interventions for Education Plan and Profile include:

- Planned use of advisories, homerooms or a course for college and career preparation to provide intentional time for students and staff to review student education plans and participate in career and college activities
- Creation and development by the student of a profile of personal, academic and career goals; identify postsecondary interests that align with career pathways; plan courses of study and seek experiences based on interests and goals
- Multiple opportunities for job shadows, postsecondary visits, college and career events

## FUNDING OF THE STRATEGY

Funding is dependent upon the implementation strategy. The homeroom/advisory model may be cost neutral if it is built into the daily schedule or if the addition is not considered additional student instructional time in the district collective bargaining agreement. Providing additional courses such as college and career readiness, freshman support and senior projects, will come from general fund expenditures in the form of additional personnel allocations.

## THE STRATEGY IS WORKING IN OREGON

- A shared vision among students and staff that all students can succeed
- Close connections between staff and students that create a positive school climate
- A focus on college and career goals that emphasizes high school success as a path to later success
- Partnerships with community colleges, universities and community organizations
- Individualized attention and early intervention for students falling behind

For more information, visit [www.oregon.gov/ode](http://www.oregon.gov/ode).

## LINKS TO RESOURCES FOR IMPLEMENTATION AND FURTHER RESEARCH

**Beating the Odds: How Thirteen NYC Schools Bring Low-Performing Ninth-Graders to Timely Graduation and College Enrollment**

<http://www.ccrscenter.org/products-resources/resource-database/beating-odds-how-thirteen-nyc-schools-bring-low-performing>

**Bullock, K. &. (1999). Improving learning in year 9: Making use of personal learning plans. Educational Studies, 19-33.**

**Final Report on the Study of Promising Ninth Grade Transition Strategies**

<https://www2.ed.gov/programs/slcp/ninthgradcounts/ninthgradestudy2011.pdf>

**ODE Research Brief on Graduation Rate, January 2016**

[http://www.oregon.gov/ode/about-us/stateboard/Documents/March 2016 board documents/graduation-work-session-presentation.pdf](http://www.oregon.gov/ode/about-us/stateboard/Documents/March%2016%20board%20documents/graduation-work-session-presentation.pdf)

**Oregon Diploma Education Plan and Profile**

<http://www.oregon.gov/ode/students-andfamily/OregonDiploma/Documents/ed-plan-and-profile.pdf>

**Rennie Center for Education Research & Policy. (2011). Student Learning Plans: Supporting Every Student's Transition to College and Career. Retrieved February 27, 2017, from dpi.wi.gov:**

<https://dpi.wi.gov/sites/default/files/imce/cte/pdf/studentlearningplans.pdf>

## CONTACT INFORMATION FOR QUESTIONS

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