



YAZOO COUNTY SCHOOL DISTRICT
District-Wide Graduation Coach
JOB DESCRIPTION

- POSITION TITLE:** District-Wide Graduation Coach
- TITLE of SUPERVISOR:** Supervising High School Principal (specified portion of time);
Assistant Superintendent (specified portion of time)
- SALARY:** Salary is reflective of the Yazoo County School District Salary Schedule.
- QUALIFICATIONS:**
- (1) Master's Degree required in school counseling; Specialist degree highly favored;
 - (2) A minimum of three years teaching experience;
 - (3) Successful experiences working with at-risk students preferred--especially secondary;
 - (4) Experience in working with students to reach his/her highest potential for success; and
 - (5) Experience and knowledge of alternative education settings i.e. credit recovery, virtual courses, dual credit courses; dual enrollment requirements; etc. is highly desirable and preferred.

JOB SUMMARY:

A district-wide graduation coach is someone who is highly-engaged in **planning and supervising** high school graduation activities, including but not limited to working with students, school faculty and staff, parents, and guardians to increase the graduation rate annually in terms of the Mississippi accountability model. Not only does a district-wide graduation coach coordinate all of the graduation requirements, a successful district-wide graduation coach formulates a common graduation theme throughout the entirety of the school district in terms of decreasing the dropout rate; thereby increasing the graduation rate. A district-wide graduation coach plans for successful transitions from the elementary, to the middle, and then to the high school setting for students. A district-wide graduation coach has four major areas of focus and they include:

- (1) **Advisement:** using best practices models;
- (2) **Transitions:** collaboration between elementary school, middle school and high school graduation coach AND elementary, middle and high school faculty and staff;
- (3) **Awareness:** catching students already at risk of dropping out before and during high school; and
- (4) **Parent Connections** – keeping parents involved in their child's education -- particularly at an age when parents begin to become more disengaged.

GENERAL DUTIES AND RESPONSIBILITIES:

BOARD APPROVED
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- (1) Provides assistance to all high school students, individually and in groups, regarding high school graduation requirements and completion;
- (2) Works to implement appropriate strategies for reducing behaviors that puts students at-risk of not graduating from high school;
- (3) Develops and implements individual academic intervention strategies to increase the likelihood that students will stay in school and graduate;
- (4) Communicates effectively with youth and adults;
- (5) Develops, implements, analyzes, and tracks intervention plans and strategies for revision and/or success;
- (6) Analyzes data to identify students or subgroups of students with potential high school graduation concerns and/or problems;
- (7) Demonstrates a knowledge of and the ability to analyze data at all grade levels within the school district;
- (8) Understands the multiplicity of social services available in the community to support students at risk of not graduating and seeks them out;
- (9) Identifies and links social agencies, with youth at risk of not graduating, and their parents/guardians;
- (10) Possesses a thorough knowledge of alternative education opportunities and placements (e.g. Credit Recovery, Virtual Schools; etc.);
- (11) Plans, implements, and tracks individual high school graduation plans for specific students identifying and resolving barriers to graduation;
- (12) Works to improve graduation rates for all population subgroups within the school district by performing the following duties and responsibilities:
 - Utilizes the components of a profile of characteristics of potential dropouts with a high probability of not graduating;
 - Collaborates with the middle school to utilize the components of a profile of characteristics of potential dropouts to identify middle school students who are at-risk with the high probability of not graduating;
 - Monitors progress of students scoring significantly below proficiency levels; and
 - Conducts an analysis that focuses on data for individual students and subgroups such as:
 - (1) Mandated state assessments;
 - (2) Pre-ACT assessments;
 - (3) ACT assessment; and
 - (4) Any other assessment that yields data imperative to students' success;
- (13) Analyzes attendance records, behavior records, records of teacher conferences, grade retention records, and records of credits earned thus far in an effort to further reduce ALL students' chances of not graduating with his/her peers;
- (14) Identifies students, and tracks their progress, with high risk factors of dropping out of school and not graduating such as:
 - History of school failure, retention, and/or overage for grade;
 - Low state scores, reading, and/or math achievement;
 - Failure of core courses;
 - Special education/disability;
 - Attendance problems/truancy;
 - Behavioral problems, history of suspensions, high-risk peer group;
 - School disengagement, low expectations, lack of extracurricular involvement;
 - Family status or risk factors (highly transient, economically disadvantaged, non-native English speakers); and/or

- Other social/personal factors.
- (15) Conducts quarterly vertical team meetings among elementary, middle, and high school faculty and staff to develop action steps to improve individual student, sub-group transition success rate, and determine an overall graduation theme for the school district to generate motivation i.e. “Destination Graduation;”
- (16) Facilitates career choices and planning with students complete with updating required MDE forms;
- (17) Ensures the successful transition of all students from elementary to middle school, middle to high school, and high school to post-secondary education or the workforce by the successful planning of transition activities;
- (18) Develops transition plans and programs, vertical teaming, and collaborate with feeder school(s) to prepare students for building and grade level transitions;
- (19) Develops checklists of expectations for each grade level to be placed in report cards at the year’s end when mailed home explaining the expectations and mastery level for the students” upcoming year;
- (20) Collaborates with administration, teachers, and counselors to implement transition plans and processes for rising/incoming 6th and 9th graders;
- (21) Provides comprehensive prevention/ intervention programs for students at-risk of grade retention and/or dropping out of school;
- (22) Identifies students in need of additional support and works with them to achieve academic and social success;
- (23) Ensures that all identified students receive the resources and services needed to guide them toward graduation;
- (24) Works with faculty/administrators to develop and implement credit recovery and alternative options such as adapting the curriculum and differentiating instruction to meet the needs of identified at-risk students;
- (25) Provides professional development sessions and/or training and support to teachers on strategies that work with at-risk youth;
- (26) Identifies incoming students needing proactive support;
- (27) Provides training to parents of students identified as being at-risk of not graduating;
- (28) Conducts and analyzes on-going formative and summative evaluation data of program effectiveness such as:
 - What interventions were most utilized in achievement plans created for each at risk student;
 - The number and percent of at-risk students who met part or all of their goals in their academic plan; and
 - The number and percent of identified at-risk students in the school compared to total school population and rationale for why the number/percent is higher or lower than the state average;
- (29) Attends and participates in all required professional development in-service programs;
- (30) Stays current through professional development opportunities such as ASCD;
- (31) Possesses the ability to calculate and average figures and amounts such as credit hours/Carnegie Units for requirements of graduation;
- (32) Shares expertise and knowledge with the faculty and staff of each school;
- (33) Cooperates with staff in order to foster a harmonious working atmosphere;
- (34) Demonstrates punctuality and dependability,
- (35) Provides and/or submits reports to the Assistant Superintendent and Superintendent on the graduation status of seniors;
- (36) Provide and/or submits reports to the Yazoo County Board of Education as scheduled and requested; and

- (37) Performs other duties as assigned by school superintendent, assistant superintendent, and the school principals.

SCHOLARSHIP ASSISTANCE DUTIES AND EXPECTED RESPONSIBILITIES:

- (1) To provide individual assistance to parents and students in the area of educational planning and setting goals;
- (2) Assist in helping students utilize online aggregates and other tools to help students to narrow their potential scholarship opportunities available;
- (3) Publish a bi-monthly newsletter of current scholarship opportunities available to students from September to December;
- (4) Publish a monthly newsletter of current scholarship opportunities available to students from January to May;
- (5) Keep students apprised of local scholarship opportunities via multiple ways and means of communication;
- (6) Provide students with a scholarship checklist to better help them navigate specific application processes;
- (7) Assist students in trouble-shooting complex application questions;
- (8) Set-up and assist in mock interview processes, when necessary and applicable, for potential scholarship opportunities, career opportunities; etc.;
- (9) Set an annual goal in terms of a dollar amount of scholarship funds sought after and received;
- (10) Publish a collective running spreadsheet of scholarships available to students and place on district web-site and keep current;
- (11) Provide a variety of current resources to seniors and their families in regards to available financial aid opportunities; and
- (12) Help assist students in their exploration of possible career goals and post high school transitions.