

# Academic Disparities: Hispanic Male Graduation Rates



School Board Work Session  
Monday, November 23, 2020



EQUITY FOR ALL 2025

REVISED 11/20/20

# Essential Questions

1. What does the **data** tell us about **Hispanic male graduation rates**?
2. What **structures or supports** exist that we will expand to ensure high school completion?
3. How will ACPS **support Hispanic males** towards graduation and completion?

# ACPS Strategic Plan 2025: Equity for All

## Student Accessibility + Support

ACPS will ensure students have equitable access to and engagement with programs and supports that reduce barriers to learning.

## Measure

Dropout Rate by Student Group

## T.C. Williams School Improvement Goal

By end of the 2020-2021 school year, we will increase levels of academic achievement in all subjects for all students, with an emphasis on the Hispanic, English Learners, and Students with Disabilities subgroups, that will result in increased levels of on time graduation rates and a reduction in the dropout rate.

# Virginia On-Time Graduation Rate

## Virginia On-Time Graduation (OTG) Rate

- Four-year rate
- Includes students who earn **Virginia Board of Education (VBOE)** approved diplomas
- Cohort is based upon 9th grade year of entry
- Cohort is adjusted for students with disabilities and English learners who have additional time and who are still enrolled

### Example

- 75 students earn a VBOE approved diploma
- 125 students entered 9th grade in the 2017-18 school year
- 25 are SWD or EL who continue and are moved to the next cohort

$$\text{OTG} = 75 / 125 - 25$$
$$\text{OTG} = 0.75 \text{ or } 75\%$$

[VDOE Calculating Virginia's On-Time Graduation Rate](#)

# Virginia Dropout Rate

- Two aspects to a single cohort:
  - Those that are currently enrolled in a school or program
  - Those that left prior to completion and are not currently enrolled
- Based upon number of students in a cohort who have dropped out or who are unconfirmed
- Example: 10 students are coded as dropouts, 5 are unconfirmed, 100 students in the cohort

$$\text{Dropout Rate} = \frac{10 + 5}{100}$$

$$\text{Dropout Rate} = 0.15 \text{ or } 15\%$$

[VDOE FAQ: Graduation and Dropout Rates](#)

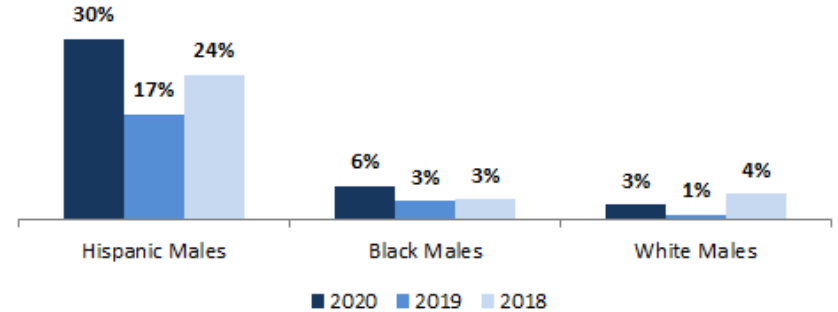
# Hispanic Male Demographics

Data Source: Fall Student Record Collection (2020)	ACPS % out of total 15,588	T.C. Williams % out of total 4,151	Class of 2021 % out of total 981
#-% of Hispanic Students	5760 (37%)	1696 (41%)	384 (40%)
#-% of Hispanic Males	3032 (19%)	916 (22%)	195 (20%)
#-% of Hispanic Males Identified as EL	1787 (11%)	438 (11%)	82 (8%)
#-% of Hispanic Males Identified as SWD	411 (3%)	122 (3%)	31 (4%)

# At A Glance: Three-Year Trend Data

ACPS Graduation Data: Hispanic Males		
Cohort Year	Dropout Rate	Graduation Rate
2020	30%	63%
2019	17%	68%
2018	24%	59%

Male Cohort Dropout Rate (4 year OGR)



# What do we know about our Hispanic Males who Dropout?

In the **2020 cohort** of Hispanic male students who dropped out:

70% entered  
ACPS at 16 y/o  
or older

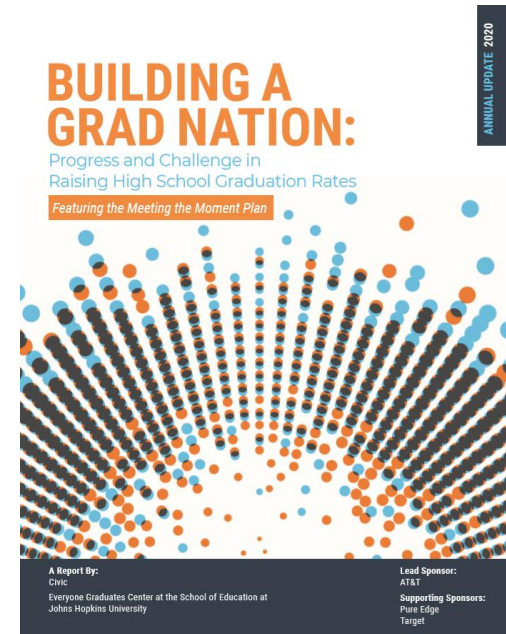
69% were with  
ACPS < 2 years



# National Focus to Raise Graduation Rates

## 2020 Building A Grad Nation Report

Authored by [Civic](#) and the [Everyone Graduates Center](#) at the Johns Hopkins University School of Education, and released annually in partnership with the [Alliance for Excellent Education](#) and [America's Promise Alliance](#), the Building a Grad Nation report examines both progress and challenges toward reaching the GradNation campaign goal of a national on-time graduation rate of 90 percent.



# Areas for Continued Expansion

Academic	College + Career	Social - Emotional
<ul style="list-style-type: none"><li>○ International Academy Model Expansion</li><li>○ Multi-Tiered Systems of Support (MTSS) Process + Supports</li><li>○ Kagan Collaborative Instructional Practices</li><li>○ AVID Excel</li></ul>	<ul style="list-style-type: none"><li>○ AVID and Early Identification Program (EIP) Supports</li><li>○ Career and Technical Education (CTE) Courses + Pathways</li></ul>	<ul style="list-style-type: none"><li>○ Scheduling Flexibility for Students Who Need to Work</li><li>○ Multi-Tiered Systems of Support (MTSS) Process + Supports</li><li>○ Parent and Community Outreach and Education via FACE and Schools</li><li>○ Mentoring Groups Focused on Positive Push and Relationships</li></ul>

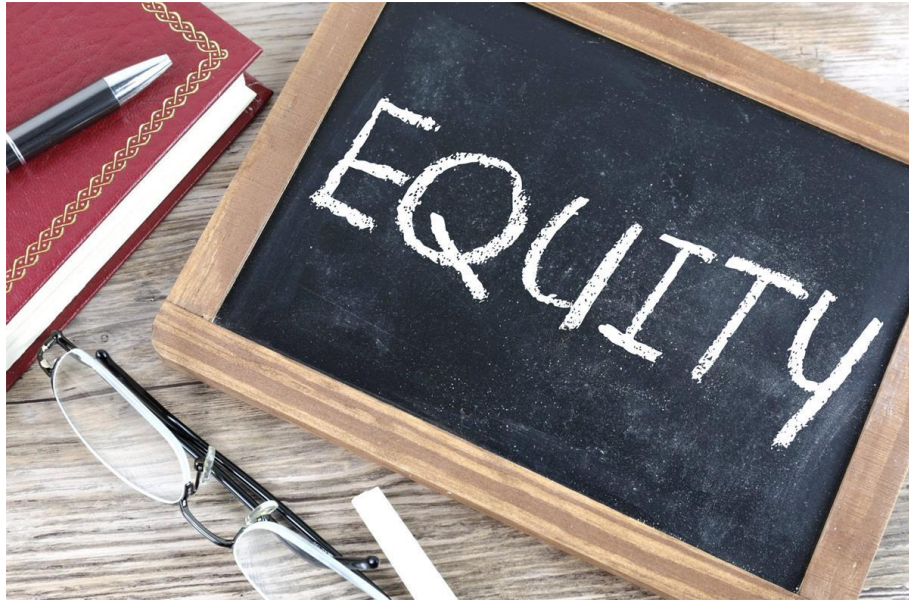
# Current Initiatives + Outreach Efforts (1)

- **Learning from Our Neighbors**
  - Meeting with Barbara Thompson, Principal, Arlington Community High School
  - Flexibility Plus Support
  - Key aspects of progress monitoring
- **Expansion of Graduation Taskforce**
  - Adding: Adult Education, Chance-for-Change, Central Office Partners
  - Reviewing cohort lists and enhancing monitoring with specific planning for follow-up and support
- **Additional School Counseling Support for English Learners at Minnie Howard Campus**
  - Specifically dedicated to support our English Learners

# Current Initiatives + Outreach Efforts (2)

- **Family Engagement Specialist and FACE Outreach to Community**
  - Parent Workshops aimed to increase parent knowledge and support
  - Specific outreach plans for students with attendance or academic issues
  - Continued work with vast array of community partners
- **Expansion of Mentoring Groups**
  - Increase mentoring groups for vulnerable students 9-12
  - Positive Push, Juntos, Athletics Mentors, and Titan Mentors
- **Continued Data Analysis**
  - Continue delving into the profile of a drop-out to determine supports and identification

# Action Steps: Equity Audit



- Equity Audit of School Board Policies
  - Access to opportunities
  - Removal of barriers
- Ensures Foundation and Framework Does Not Inhibit Pathways to High School Completion

# Action Steps: Develop an Early-Warning Indicator System



Key Performance Indicator (KPI)

*Percent of 9th grade students on-track to graduate high school in four years.*

Based upon research based indicators of postsecondary success, **Early Warning Indicator Systems** have emerged as powerful analytic tools to:

- **Monitor** student data to track milestones for OTG
- **Support** early and regular intervention to support high school completion and postsecondary opportunities
- **Provide risk** indicators for students to successfully complete 9<sup>th</sup> grade credit requirements
- **Align** MTSS processes to improve risk trajectories of students as early as the transition to middle school



# Action Steps: CTE Opportunities

- Career and Technical Education (CTE) Opportunities
  - *Connect* students to career pathways and certifications alongside high school completion
  - *Maximize* opportunities for students to earn high school credits through work experiences



# Action Steps: Additional Completion Pathways



- Preparation for Additional Pathways
  - Concurrent support in skill development towards high-school equivalency



# Action Steps: K-12 Vertical Supports

## Strengthening of K-12 Vertical Supports for Access + Opportunities

- **Review** transitions from Elementary to Middle, Middle to High, High to Postsecondary
- **Through MTSS**, provide **Social, Emotional, and Academic interventions** to support student progress

# Action Steps: Student Feedback

Seek Feedback + Information from Hispanic Male and other students who have dropped out

- Modeled after **International Academy** exit interview protocol
- Understand **reasons for leaving school** and actions that might better support completion

# Action Steps: Expansion of Access

- **Develop** evening schedule of synchronous learning for specific group of students as a pilot
- **Expansion** of EL access to online learning
  - Exploration of the [alternatives to the 140-seat hour requirement](#) for targeted courses
  - **High School + Central Office** staff will collaborate with **Online Learning** to create new versions of credit-bearing courses that are adapted and modified for EL access
  - **Continued flexible scheduling** during the day, and beyond
  - **High School equivalency support** in the high school taught by Titan Staff

# Questions and Discussion



**Peter Balas**  
Principal, T.C. Williams  
High School  
[peter.balas@acps.k12.va.us](mailto:peter.balas@acps.k12.va.us)

**Dr. Bethany Nickerson**  
Executive Director of English  
Learner (EL) Services  
[bethany.nickerson@acps.k12.va.us](mailto:bethany.nickerson@acps.k12.va.us)

**Darrell Sampson**  
Executive Director of  
Student Support Teams  
[darrell.sampson@acps.k12.va.us](mailto:darrell.sampson@acps.k12.va.us)

**Dr. Anthony Sims**  
Executive Director of School  
Improvement  
[anthony.sims@acps.k12.va.us](mailto:anthony.sims@acps.k12.va.us)