

BOARD MEMO

Date: November 23, 2020

For ACTION _____

For INFORMATION X

Board Agenda: Yes X

No _____

FROM: Terri H. Mozingo, Ed.D., Chief of Teaching, Learning, and Leadership
Anthony Sims, Ph.D., Executive Director of School Improvement
Peter Balas, Principal, T.C. Williams High School
Darrell Sampson, Executive Director of Student Support Teams

THROUGH: Gregory C. Hutchings, Jr., Ed.D., Superintendent of Schools

TO: The Honorable Cindy Anderson, Chair, and
Members of the Alexandria City School Board

TOPIC: Academic Disparities: Hispanic Male Graduation Rates

ACPS 2025 STRATEGIC PLAN GOAL

Goal 3: Student Accessibility and Support

SY 2020-2021 FOCUS AREA

Focus Area 5: Academic Disparities

FY 2021 BUDGET PRIORITY

Chronic Absenteeism among Hispanic Students

SUMMARY

Eliminating opportunity and achievement gaps by ensuring that all students have access and engagement with high-quality instruction is a core goal of the Alexandria City Public Schools (ACPS) 2025 Strategic Plan: *Equity for All*. Graduation rates for Hispanic students in ACPS reveal concurrent disparities, with Hispanic males experiencing significantly lower rates of On-Time Graduation (OTG). Three points of inquiry guide further analysis:

- What does the data tell us about Hispanic male graduation rates?
- What structures or supports exist that we can expand to ensure high school completion?
- How is ACPS supporting Hispanic males towards graduation and completion?

BACKGROUND

The On-Time Graduation rate for Hispanic males parallels national data trends confirming lower graduation rates than white peers' graduation rates. The relationship between high school completion and post-secondary college and career readiness underscores the significance of opportunity gaps associated with graduation rate disparities among Hispanic males. Developing a more comprehensive profile of Hispanic males in the graduation cohort is integral to

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improving existing initiatives and expanding new supports.

Data inquiry will focus on the following key areas:

<ul style="list-style-type: none">● Social-Emotional and Academic Learning Support for Hispanic Males in High School	<ul style="list-style-type: none">● Proficiency Levels for English Language Learners
<ul style="list-style-type: none">● Percentage of the Hispanic Male Dropouts who are English Learners	<ul style="list-style-type: none">● Challenges that Impact School Engagement
<ul style="list-style-type: none">● Length of English Learner Services Before Exiting Schools	<ul style="list-style-type: none">● Reasons for Leaving School

RECOMMENDATION

The Superintendent recommends that the School Board review the information provided within this attachment.

IMPACT

The desired result of reviewing this information is:

- Clarifying the calculation of On-Time Graduation cohorts;
- Increasing understanding of graduation rates for Hispanic males;
- Identifying characteristics of Hispanic males who have dropped out;
- Increasing awareness of factors contributing to Hispanic males' decision to not complete high school; and
- Increasing awareness of current and planned high school supports available to Hispanic males.

ATTACHMENT

1. 201123_Powerpoint_Academic_Disparities_Hispanic_Male_Graduation_Rates

CONTACTS

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