



Excellence for All: Graduation Rate Data 2021



**Presented by:
Laketia Marshall-Thomas, Ed.S.
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OBJECTIVES

- Provide an overview of the district's graduation rate data for 2020-2021
- Discuss efforts to improve the current graduation and dropout rates for ALL students





District Commitments

- 1. A Strong Start*
- 2. Innovative Teaching and Learning*
- 3. Talented and Empowered Teams*
- 4. Joyful Learning Environments*
- 5. A Culture of Accountability and Excellence*

How is the graduation rate calculated and used for accountability?

The number of students who graduate in four (4) years from a school and LEA with a regular high school diploma or state-defined alternate diploma divided by the number of students who entered four (4) years earlier as first-time 9th graders, with adjustments for deaths, emigration, and transfers in and out. Ninth (9th) grade students who repeat 9th grade will stay in their original cohort.

A “regular high school diploma” is the standard high school diploma that is fully aligned with the state’s academic content standards.



How is the graduation rate calculated and used for accountability?

- The school/district graduation rate will be multiplied by 2.0 to calculate the points applied to the graduation component of the MS Accountability Model for schools/districts.
- In the calculation of graduation rates, students are assigned to the school and district of longest enrollment during the federally-defined, four-year adjusted cohort window. In the event a student has equal enrollment in one (1) or more schools or districts, the student will be assigned to the school and district of final enrollment.
- The school/district graduation rate applied in the graduation component is lagged one (1) year.



5-Year Graduation Rate Trends

High Schools	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021 <i>Class of 2020</i>
JPS	70.2%	71.0%	74.2%	75.1%	78.8%
Mississippi	82.3%	83%	84%	85%	87.7%

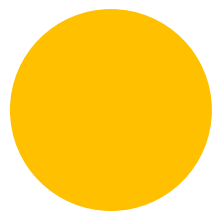
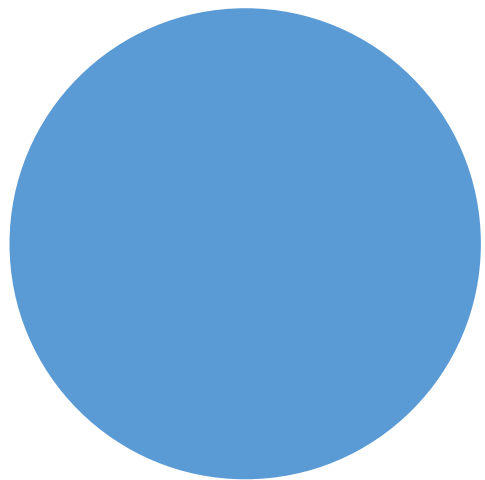


5-Year JPS Graduation Rate Goals

JPS
2020-2021 is
78.8%

	2020 %	2021 %	2022 %	2023 %	2024 %
JPS	76	77	78	79	80





Graduation Rate 2021 By Schools

5-Year Graduation Rate Trends

High Schools	2016- 2017 %	2017- 2018 %	2018- 2019 %	2019- 2020 %	2020- 2021 <i>Class of 2020</i> %
Callaway	68.6	68.6	69.8	66.4	74.2
Forest Hill	66.9	67.6	66.0	70.1	75.7
Jim Hill	68.6	70.8	75.1	75.0	82.0
Lanier	62.5	57.5	56.5	59.5	71.3
Murrah	84.2	83.9	89.1	88.1	91.0
Provine	75.2	80.2	86.8	85.8	81.7
Wingfield	58.4	58.3	64.8	72.3	70.5
JPS	70.2	71.0	74.2	75.1	78.8
Mississippi	82.3	83	84	85	87.7

- Green – Growth
- Red – No Growth
- (n) – State Data
- *n* – N-count

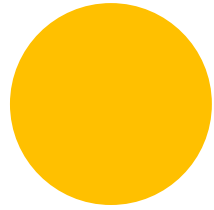
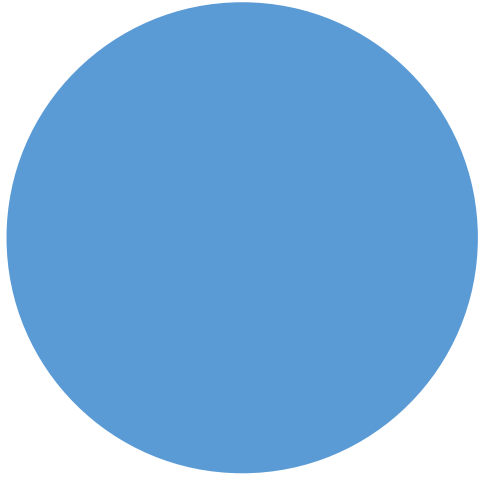


4-Year JPS Graduation Rates by Subgroups

Subgroups	2017-2018 N-count 1,926	2018-2019 N-count 1,857	2019-2020 N-count 1,873	2020-2021 N-count 1,853
ALL	71 (83)	74.2 (84.0)	75.1 (85.0)	78.8 (87.7)
Black/African American	71.5 (79.3)	74.6 (80.7)	75.4 (81.9)	79.9 (86.0)
Females	79.6 (87.6)	80.1 (88.5)	82.7 (89.3)	85.5 (91.6)
Males	62.0 (78.5)	68.3 (79.6)	67.6 (80.9)	71.8 (83.8)
Students with Disabilities	30.9 (36.4)	24.5 (38.4)	32.5 (42.2)	41.8 (55.4)
English Learners	--- (66.5)	53.8 (54.6) 13	55.6 (65.6) 18	41.7 (61.7) 12
Homeless	---	68.2 (70.8)	46.2 (69.9)	67.1 (75.1)
Hispanics or Latino	47.6 (81.0) 21	42.9 (79.3) 21	57.1 (83.1) 21	46.2 (83.7) 26
White	47.1 (87.1) 17	69.2 (87.7) 13	66.7 (88.3) 27	38.9 (89.9) 18

- Green – Growth
- Red – No Growth
- (n) – State Data
- *n* – N-count





Dropout Rate 2021



Who's Considered a Dropout?



Student who has withdrawn from school and/or no longer attends



Student's whereabouts are unknown



5th Year Student whose graduation cohort has already graduated



Student who withdrew to pursue G.E.D. Option



6-Year Dropout Rate Data

	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
Mississippi	11.8 %	10.8 %	10.6 %	10.1 %	9.7 %	8.8 %
Jackson Public	21.3 %	18.3 %	21.0 %	18.1 %	18.7 %	17.5



5-Year Dropout Rates

High Schools	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Callaway	20.6	23.1	21.9	26.1	19.5
Forest Hill	20.7	20.6	20.9	20.4	22.1
Jim Hill	20.0	22.5	19.3	21.6	16.8
Lanier	26.6	30.1	31.4	27.1	23.4
Murrah	11.9	13.3	7.7	9.5	6.8
Provine	14.8	9.5	8.3	10.2	14.1
Wingfield	33.0	33.8	26.9	20.7	24.6
JPS	18.3	21.0	18.3	18.7	17.5
Mississippi	10.8	10.6	10.1	9.7	8.8



Why Do Students Drop Out of School?

The "four broad classes of dropouts" comes directly from the work of Johns Hopkins University and Robert Balfanz.

1. Life Events

Students who dropout because of something that happens outside of school—they become pregnant, get arrested or have to work to support members of their family.

2. Fade Outs

Students who have generally been promoted on time from grade to grade and may even have above grade level skills but at some point become frustrated or bored and stop seeing a reason for coming to school. Once they reach the legal dropout age they leave, convinced that they can find their way without a high school diploma or that a GED will serve them just as well.

3. Push Outs

Students who are or who are perceived to be difficult, dangerous or detrimental to the success of the school and are subtly or not so subtly encouraged to withdrawal from the school, transfer to another school, or are simply dropped from the rolls if they fail too many courses or miss too many days of school and are past (or in some cases not even past) the legal dropout age.

4. Failing to Succeed

Students who fail to succeed in school and attend schools that fail to provide them with the environments and supports they need to succeed. For some, initial failure is the result of poor academic preparation, for others, it is rooted in unmet social-emotional needs. Few students drop out after their initial experience with failure. In fact, most persist for years, only dropping out after they fall so far behind that success seems impossible or they are worn down by repeated failure. In the meantime, they are literally waving their hands saying "help" through poor attendance, acting out and/or course failure





Graduation and Dropout Prevention Strategies

Graduation Options

Option 1: Students pass the required MAAP in Algebra I, English II, Biology I, U.S. History .

Option 2: Student scores ≥ 17 on the corresponding ACT section.

Option 3: Student's failing MAAP scale score and corresponding course grade meets the concordance table requirements.

Option 4: Student's composite MAAP scale score average is ≥ 646 after adhering to the calculation guidelines.

Other Options: Students who take college courses or attend the Career Development Center.

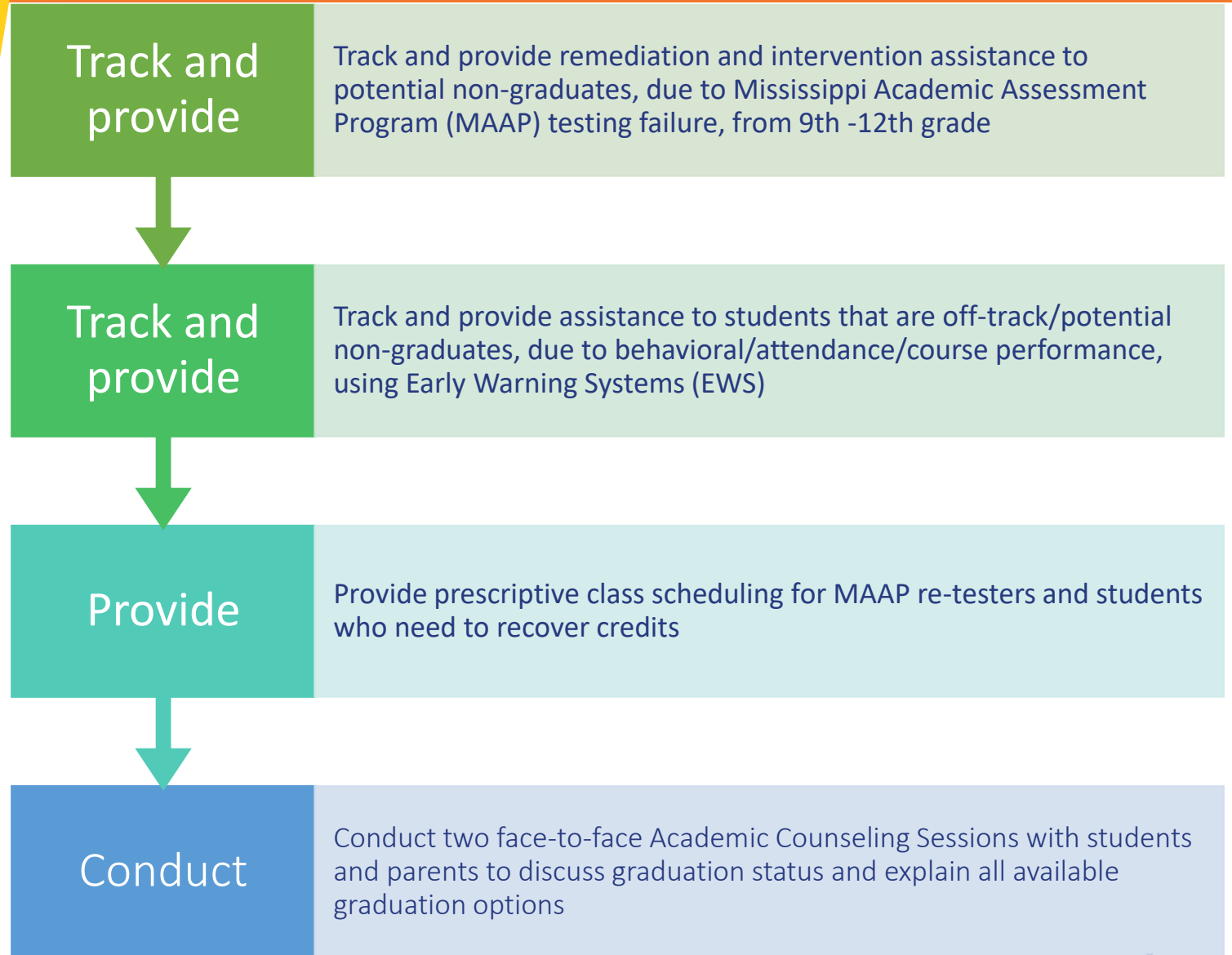
**Dual Credit/
Enrollment with
C or higher grade**

**ASVAB + MS-
CPAS 2 or
Industry
Certification**

**ACT Work Keys +
MS-CPAS 2 or
Industry
Certification**



Strategies and efforts utilized for scholars failing to meet graduation requirements:



Strategies: Graduation Tracker



2020 COHORT		365	TRANSFERS	29	DROPOUTS	45	365
CURRENTLY ENROLLED	320	320	IN DISTRICT		DROPOUTS	16	
ON TRACK	285		OUT OF DISTRICT	28	NO PLAN/INELIGIBLE	11	
EES NONTRADITIONAL	6		DECEASED	1	HINDS	18	
YET	29	29			NLRO		
					SUMMER		

**UNOFFICIAL 2021
GRADUATION
RATE**

87.7%

MURRAH HIGH SCHOOL



Strategies and efforts utilized for scholars failing to meet graduation requirements:

Provide	Provide students with ACT Focus to help students boost their ACT scores which could potentially help them meet option 2
Provide	Provide credit recovery opportunities for students who have credit needs
Provide	Provide opportunities for senior students who have MAAP testing needs to earn dual enrollment courses to satisfy alternative graduation options. Transportation assistance is provided
Offer	Offer students with serious credit needs an opportunity to recover and earn course credits using our Re-engaging in Education for All to Progress (REAP) program



Strategies and efforts utilized for scholars failing to meet graduation requirements:

Provide

Provide summer school option for students who failed to meet graduation requirements due to lack of course credit(s)

Provide

Provide multiple, yearly opportunities to take the ASVAB at the student's homeschool

Collaborate

Collaborate with schools, Dropout Prevention Coordinator, Director of EL Services, Director of Special Education Services, and Homeless Coordinator to address the unique needs and services of homeless students, students with disabilities, EL students, and Hispanic/Latino students.

Provide

Provide specialized academic support for EL population at Callaway through scheduling, pull-out and push-in tutorials, extended learning time, and training/professional development for teachers



Strategies: Data Tracker

DATA TRACKER COLOR KEY

STUDENT NAME		STUDENT ID	SATP2				Class Score				Opt	ACT Scores						ASVAB AFQT
Last Name	First Name		Alg I	Bio I	Eng II	US H	A	B	F	U		Comp	Math	Sci	STEM	Engl	Rdg	
5th+ YEAR STUDENT																		
Barnett			1048	648	1054	644	70											
Battle			1044	643	1061	648	82	76				18	17	20	19	14	20	
Bishop			722	640	1066	644	79	64										
Charles			1054	642	1037	637	63	79	83	74	641	14	13	15	14	14	12	38
Clayton			649	642	1065	645		74										
Covington			736	646	1050	638			68	80		13	16	10	13	12	14	
Cummings			1048	649	1050	635	66		75	75	644							
Douglas			1046	648	1064	639	67			82	647							
Elliott			661	639	1060	640		79		75								
Ellison			724	641	1046	636	72	71	73	67		14	14	18	16	10	14	
Ellison			1055	646	1046	639	65		83	85								
Epps			1049	640	1036	615			61	71		14	15	11	13	15	14	9
Fleming			741	647	1056	642												
Fleming			720	652	1051	639	70			77								
Gibson			736	646	1052	642			81									
Gray			1053	654	1066	TN	72											
Gregory			1053	637	1062	650	64	90										8
Hampton			737	651	1073	651												16
Hawkins			1051	653	1060	637	71			86								
Hines			1055	636	1057	638		60		78		16	16	17	17	17	14	
Hopson			1048	642	1056	633	73	62		86								
Hughes			749	657	1072	666												64
Jacobs			1050	640	1042	649	67	73	82		643							
Jones			723	644	1053	646	68	84				12	15	14	15	9	10	
Joseph			1049	647	1060	643	68											
Juniper					1001													
King			1045	632	1039	633	68	70	81	66		13	15	14	15	11	12	
Little			663	663	1081	650												
Manning			724	643	1046	INV	74	68	69	66								

State Exam passed. MDE Graduation Requirements satisfied. (Option 1)

State Exam failed, and **NO** option satisfies MDE Graduation Requirements.

State Exam failed, but MDE Graduation Requirements have been met using the ACT Score. (Option 2)

Algebra I State Exam failed, but MDE Graduation Requirements have been met using the updated concordance table. (Option 3)

Biology I State Exam failed, but MDE Graduation Requirements have been met using the updated concordance table. (Option 3)

English II State Exam failed, but MDE Graduation Requirements have been met using the updated concordance table. (Option 3)

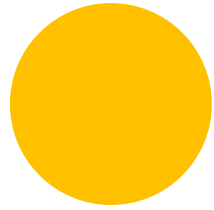
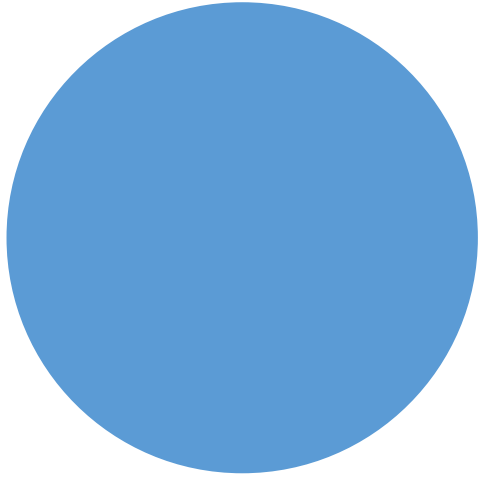
US History State Exam failed, but MDE Graduation Requirements have been met using the updated concordance table. (Option 3)

State Exam failed, but MDE requirements have been met using the correct average formula for all 4 exam scores. (Option 4)

Dual Enrollment at Hinds CC and achieving the required C or higher

Checked MSIS, but no score available. Out of State/Private School.





Thank You

Are there any
questions?