

Transforming lives through excellent education

Presented by:

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March 24, 2022

OBJECTIVES

- Provide an overview of the district's graduation rate data for Cohort 2017-2018 and graduated in 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.(1000 PTS)

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READING	MATH	OTHER SUBJECTS	GRADUATION 4-YEAR	ACCELERATION	COLLEGE & CAREER READINESS	ENGLISH LANGUAGE PROGRESS
Proficiency 100 PTS	Proficiency 100 PTS	Science Proficiency 50 PTS	4-year Cohort Rate 200 PTS	Performance 25 PTS	ACT Math Performance 25 PTS	Progress to Proficiency N/A
Growth All Students 100 PTS	Growth All Students 100 PTS	U.S. History Proficiency 50 PTS		Participation 25 PTS	ACT Reading or English Performance 25 PTS	
Growth Lowest 25%	Growth Lowest 25%		-			



How is the graduation rate calculated and used for accountability?

- 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.

Graduation Rate Trends

High Schools	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021 Class of 2020	2021- 2022 Class of 2021
JPS	70.2%	71.0%	74.2%	75.1%	78.8%	84.6%
MS	82.3%	83%	84%	85%	87.7%	88.4%



JPS Graduation Rate Goals

JPS 2020-2021 is 84.6%

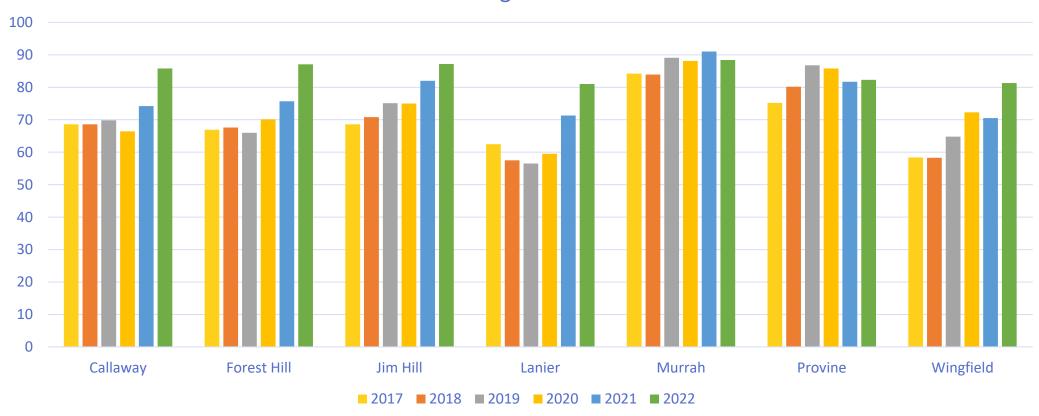
	2020 %	2021 %	2022 %	2023 %	2024 %
JPS	76	77	78	79	80





Graduation Rate Trends Over 6 Years

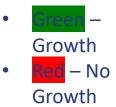






Graduation Rate Trends Over 6 Years

High Schools	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021 Class of 2020	2021- 2022 Class of 2021	
Callaway	68.6	68.6	69.8	66.4	74.2	85.8	•
Forest Hill	66.9	67.6	66.0	70.1	75.7	87.1	•
Jim Hill	68.6	70.8	75.1	75.0	82.0	87.2	
Lanier	62.5	57.5	56.5	59.5	71.3	81.0	
Murrah	84.2	83.9	89.1	88.1	91.0	88.4	
Provine	75.2	80.2	86.8	85.8	81.7	82.3	
Wingfield	58.4	58.3	64.8	72.3	70.5	81.3	
JPS	70.2	71.0	74.2	75.1	78.8	84.64	
Mississippi	82.3	83	84	85	87.7	88.4	





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	2021-2022 N-count 1,706
ALL	71 (83)	74.2 (84.0)	75.1 (85.0)	78.8 (87.7)	84.6 (88.4)
Black/African American	71.5 (79.3)	74.6 (80.7)	75.4 (81.9)	79.9 (86.0)	85.1 (87.3)
Females	79.6 (87.6)	80.1 (88.5)	82.7 (89.3)	85.5 (91.6)	89.2 (92.0)
Males	62.0 (78.5)	68.3 (79.6)	67.6 (80.9)	71.8 (83.8)	80.0 (84.8)
Students with Disabilities	30.9 (36.4)	24.5 (38.4)	32.5 (42.2)	41.8 (55.4)	54.2 (59.9)
English Learners	(66.5)	53.8 (54.6) <i>13</i>	55.6 (65.6) 18	41.7 (61.7) 12	60.0 (65.2) 15
Homeless		68.2 (70.8)	46.2 (69.9)	67.1 (75.1)	72.4 (71.4) 123
Hispanics or Latino	47.6 (81.0) 21	42.9 (79.3) 21	57.1 (83.1) 21	46.2 (83.7) <i>26</i>	68.0 (85.0) 25
White	47.1 (87.1) 17	69.2 (87.7) 13	66.7 (88.3) 27	38.9 (89.9) 18	54.5 (89.7) 11



(n) – State Data

n - N-count



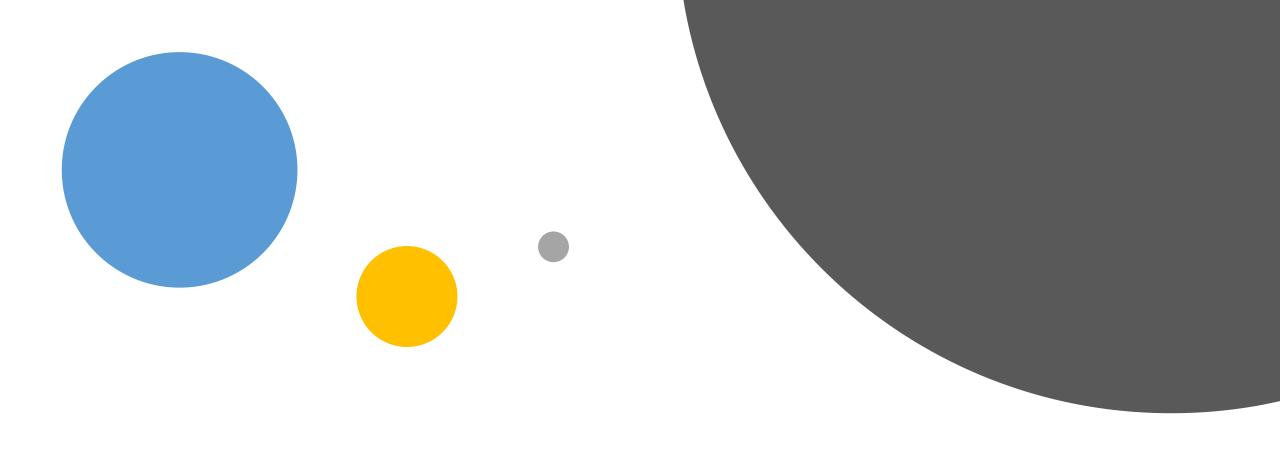
Graduation Rate Analyses

- MS has a 0.8% of increase from 2021 to 2022.
- JPS has a 7.4% of increase from 2022 to 2022.
- MS has a 7.4% of increase from 2017 to 2022.
- JPS has a 20.6% of increase from 2017 to 2022.
- Callaway, Forest Hill, Lanier, and Wingfield have a double-digit percentage of increase from 2021 to 2022: 15.6%, 15.1%, 13.6%, and 15.3%, respectively.
- Over the past 6 years, the following schools' percentage of increase are:
 - Callaway 25.1%, Forest Hill 30.2%, Jim Hill 27.1%, Lanier 29.6%, Murrah 5%, Provine 9.4%, and Wingfield 39.2%

Graduation Rate Analyses

- JPS graduation rates have increased for all subgroups
 - Students with Disabilities 29.7% of increase
 - Limited English Proficiency 43.9% of increase
 - Homeless 7.9% of increase
 - Hispanic or Latino 47.2% of increase
 - White 40.1% of increase





Dropout Rate 2021-22

Who's Considered a Dropout?

A student who has withdrawn from school and/or no longer attends

A student's whereabouts are unknown

A 5th Year student whose graduation cohort has already graduated

A student who withdrew to pursue G.E.D. Option (Out of District)



Dropout Rate Data Over 7 Years

			2017- 2018				
Mississippi	11.8%	10.8%	10.6%	10.1%	9.7 %	8.8 %	8.5 %
Jackson Public	21.3%	18.3%	21.0%	18.1%	18.7%	17.5%	12.7%



Dropout Rates By Schools

High Schools	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Callaway	20.6	23.1	21.9	26.1	19.5	11.9
Forest Hill	20.7	20.6	20.9	20.4	22.1	9.7
Jim Hill	20.0	22.5	19.3	21.6	16.8	11.0
Lanier	26.6	30.1	31.4	27.1	23.4	16.3
Murrah	11.9	13.3	7.7	9.5	6.8	8.8
Provine	14.8	9.5	8.3	10.2	14.1	15.2
Wingfield	33.0	33.8	26.9	20.7	24.6	16.5
JPS	18.3	21.0	18.3	18.7	17.5	12.7
MS	10.8	10.6	10.1	9.7	8.8	8.5

Dropout Rate Analyses

27.4 % of decrease from 2021 to 2022

30.6 % of decrease over the last 6 years

Why Do Students Drop Out of School?

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

1. Life Events

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

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 withdraw 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

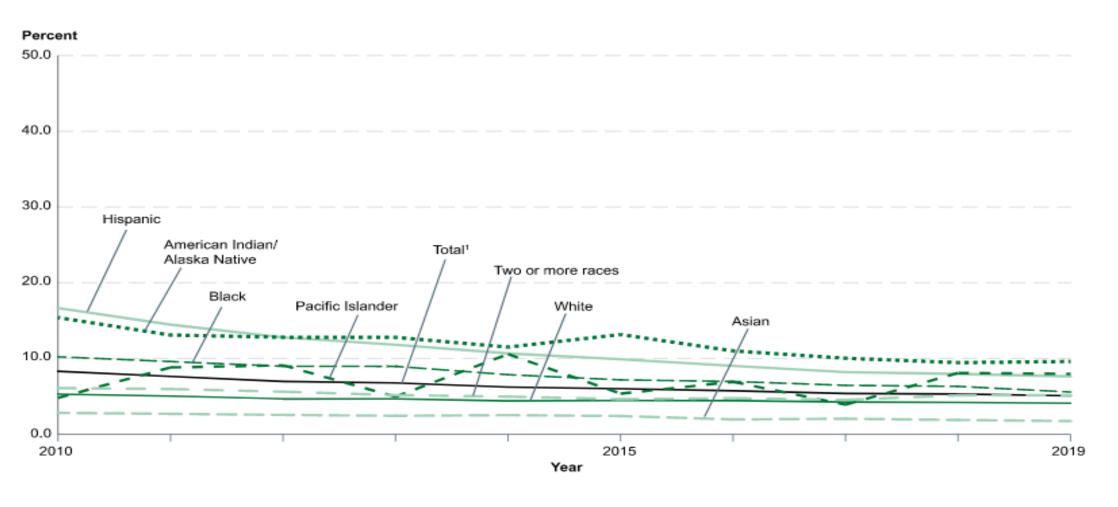
Students who fail to succeed in school and attend schools that fail to provide them with the environments and support they need to succeed. For some, initial failure is the result of poor academic preparation, for others, it is rooted in unmet social-emotional needs. Few students drop out after their 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.

National Dropout Data (National Center for Education Statistics – NCES) 2010-2019

The overall status dropout rate decreased from 8.3 percent in 2010 to 5.1 percent in 2019. During this time, the status dropout rate declined for 16- to 24-year-olds who were Hispanic (from 16.7 to 7.7 percent), Black (from 10.3 to 5.6 percent), White (from 5.3 to 4.1 percent).

In 2019, the status dropout rate was higher for male 16- to 24-year-olds than for female 16- to 24-year-olds overall (6.0 vs. 4.2 percent). Status dropout rates were higher for males than for females among those who were Hispanic (9.3 vs. 6.0 percent), Black (6.8 vs. 4.3 percent), and White (4.7 vs. 3.5 percent).

Figure 1. Status dropout rates of 16- to 24-year-olds, by race/ethnicity: 2010 through 2019



¹ Includes respondents who wrote in some other race that was not included as an option on the questionnaire.

NOTE: The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010 through 2019. See Digest of Education Statistics 2020, table 219.80.

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

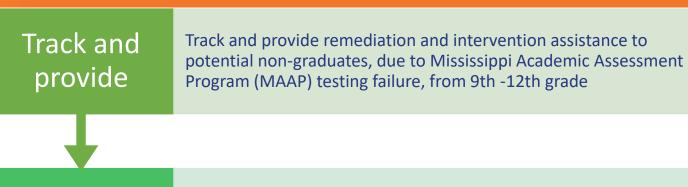
ACT Work Keys +
MS-CPAS 2 or
Industry
Certification



SEL strategies and efforts utilized for dropout prevention:



Academic strategies and efforts utilized for scholars failing to meet graduation requirements:



Track and provide

Track and provide assistance to students that are off-track/potential non-graduates, due to behavioral/attendance/course performance, using Early Warning Systems (EWS)

Provide

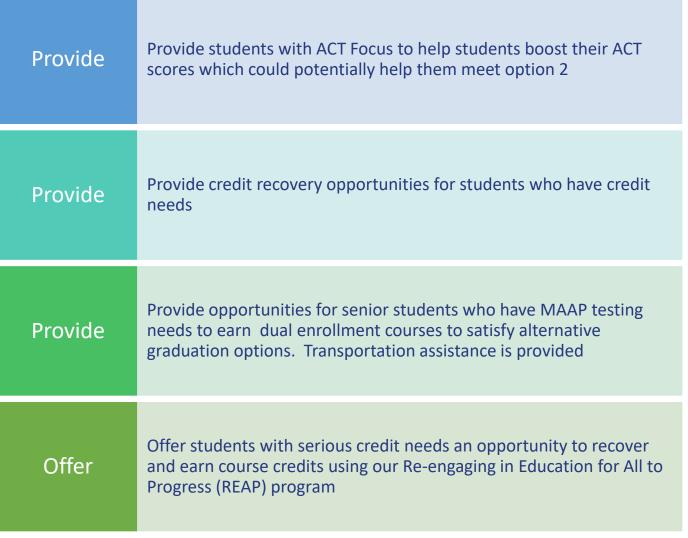
Provide prescriptive class scheduling for MAAP re-testers and students who need to recover credits

Conduct

Conduct two face-to-face Academic Counseling Sessions with students and parents to discuss graduation status and explain all available graduation options



Academic strategies and efforts utilized for scholars failing to meet graduation requirements:





Academic strategies and efforts utilized for scholars failing to meet graduation requirements:

Provide summer school option for students who failed to meet graduation Provide requirements due to lack of course credit(s) Provide multiple, yearly opportunities to take the ASVAB at the student's Provide homeschool Collaborate with schools, Dropout Prevention Coordinator, Director of EL Services, Director of Special Education Services, and Homeless Coordinator to address the Collaborate unique needs and services of homeless students, students with disabilities, EL students, and Hispanic/Latino students. Provide specialized academic support for EL population at Callaway through Provide scheduling, pull-out and push-in tutorials, extended learning time, and training/professional development for teachers

Strategies: Graduation Tracker

JACKSON		17-18 COHORT C/O 2021			TRANSFERS	30	DROPOUTS	30	252
PUBLIC SCHOOLS	EARLY	GRADUATES+ENROLLED	193	193	IN DISTRICT	4	DROPOUTS	29	
		ELIGIBLE	192		OUT OF DISTRICT	19	INELIGIBLE	1	
		EES NONTRADITIONAL	5		DECEASED	2			
		UNOFFICIA GRADUA RATE	TIO		90		1%		
	PROVINE HIGH SCHOOL								

Strategies: Data Tracker DATA TRACKER COLOR KEY

SATP2 ACT Scores STUDENT NAME Class Score | Opt STUDENT ASVAB ID AFQT Comp Math Sete STEM Engl Rdg Last Name First Name 648 1054 644 70 Barnett 5th+ YEAR STUDENT 648 82 76 1061 18 17 20 20 Battle 1044 19 14 1066 644 79 64 Bishop 722 79 83 74 641 38 Charles 1054 63 13 15 14 649 645 1065 Clayton 736 646 1050 68 80 13 16 10 /3 12 Covington 66 Cummings 649 1050 75 75 644 67 Douglas 1046 648 1064 82 647 661 1060 Elliott 75 72 71 73 67 14 18 16 10 4th YEAR Jr. /Soph. 14 14 Ellison 65 83 85 1055 646 1046 639 Ellison 14 15 11 13 15 14 9 Epps 741 647 1056 642 Fleming 652 1051 639 70 Fleming 646 1052 642 81 Gibson 1053 654 1066 TN 72 Gray 650 64 90 1053 1062 8 Gregory 737 651 1073 651 16 Hampton EES STUDENT 1051 653 1060 86 Hawkins 1055 636 1057 78 17 17 14 Hines 60 16 Hopson 1056 73 62 86 749 657 1072 666 64 Hughes 1050 1042 649 67 73 82 Jacobs 646 68 84 1053 12 15 14 15 9 10 Jones 647 | 1060 | 643 | 68 Joseph Juniper 68 70 81 66 045 | 632 | 1039 | 633 13 15 14 15 11 12 King 663 663 1081 650 Little 74 68 69 66 Manning

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

State Exam failed, and <u>NO</u> 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)

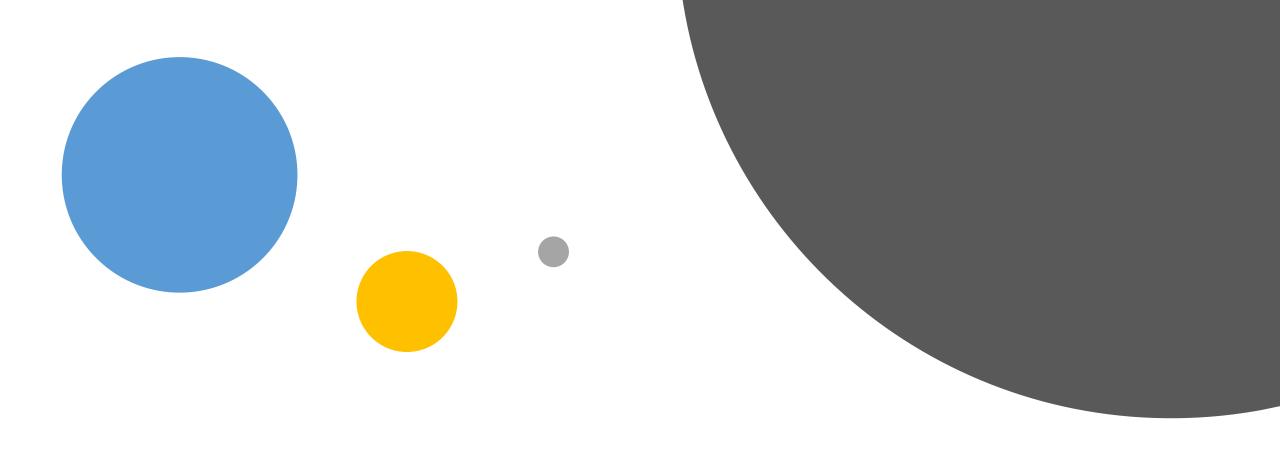
US History State Exam failed, but MDE Graduation Requirements have been met using the updated concordance table. (Option 3)

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?