High School Graduation Requirements Task Force

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August 30, 2017

#DCGradReqs
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Tonight's Panel

- Darryl Robinson, former DC Student
- Celine Fejeran, RaiseDC
- Jane Spence, DCPS
- Naomi DeVeaux, DCPCSB
- Tom Brown, Training Grounds, Inc.
- Sandra Jowers-Barber, UDC

Graduation Pathways Project: Findings Overview

Presented to the DC State Board of Education's High School Graduation Requirements Task Force

August 30, 2017

RAISE DC

What is Raise DC?

Raise DC's **mission** is to spur citywide action to improve educational outcomes for DC's children and youth, from cradle-to-career:

With more than 150 partners across government, nonprofit, education, philanthropic, and private sectors, Raise DC **collectively accomplishes this mission by**:

- Using data as a flashlight, not a hammer;
- Applying research and practitioner expertise to defining ***policy*** solutions, opportunities for smarter ***planning***, and effective ***practices***; and
- Aligning partner contributions (time, talent, treasure) to fill gaps, scale what works, and sustain efforts over time.

Graduation Pathways Project

Graduation Pathways Project is a multi-sector initiative to ensure that every DC student, no matter how far off track he or she may be, has a path to high school graduation.

Our Executive Team partners include:

WE ARE WASHINGTON DC

DC PUBLIC CHARTER SCHOOL BOARD

UNIVERSITY OF THE DISTRICT OF COLUMBIA 1851

OSSE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

RAISE DC

Defining the Scope of the Challenge

1. **High school diagnostic**
   - 8th grade early warning indicators
   - Student HS segmentation & distribution across schools

2. **"Recovery students" focus groups**
   - Staff and student perspectives on "what works"

3. **Educationally disengaged analysis**
   - Supply & demand analysis of "seats" for off-track & educationally disengaged students

High School Diagnostic – Findings

- 26% of the variation in students' chances of graduating explained by 8th grade characteristics; seven key factors (comprehensive *and* predictive) include SPED, ELL, and overage status; math and reading proficiency levels; absences; and course performance

- Six distinct high school student segments; ~50% of first-time 9th graders are "off track" after Year 1; only 5% of whom "recover" to graduate on time

- 25% of all 9th graders across the city are "immediately disengaged" – accumulating, on average, just 1.9 credits and attending just 62% of school days; more than half of these students concentrated in just seven schools

"Recovery Student" Focus Groups – Findings

- Staff systematically identified students who were falling behind
- Supports in place to minimize feelings of disorientation (e.g. including not feeling prepared for heightened rigor, unfamiliar with role of GPA and credits, inexperience with managing personalized schedules and competing deadlines, etc.)
- Students empowered to track their own academic progress and provided multiple opportunities to revise assignments, access needed courses, and recover credits in a timely manner
- Positive adult relationships provided social and emotional anchor in school

Educationally Disengaged Analysis – Findings

- Most recent dropouts are “old and far” and will require a new education pathway
- From each cohort, ~1,000 students leave high school without a diploma
- ~ 8,100 youth between the ages of 16 and 24 have not attained a secondary credential and are not enrolled in school
- Among 16-24 year olds who re-enroll, ~60% perform below 6th grade skills level
- DC has ~8,500 “seats” serving non-traditional students of all ages; most programs are at capacity, with limited growth projections

GOAL: Coordinate Efforts Among Partners to Dramatically Reduce the Number of Off-track Students Over the Next Five Years

Increase graduates

1. Fortify transitions from 8th - 9th grade *(Raise DC, OSSE)*
   - Launch and scale a cross-LEA Bridge to High School Data Exchange (8th grade predictive factors)
   - Secure and align resources to improve HS capacity to analyze and act on early data (e.g. BARR, GEAR Up, cross-LEA "kid talks")
2. Expand access to timely credit recovery options for off-track students *(PCSB, LEAs, OSSE, DME)*
   - Define logistical barriers (e.g. information flow, scheduling, transportation, ability to pass/accept funding)
   - Pilot cross-LEA credit recovery partnerships

Reduce dropouts

1. Advance policies to develop more flexible and varied paths to graduation (e.g. State Diploma, competency-based learning) *(SBOE, OSSE, LEAs, CBOs, Raise DC)*
2. Design and expand supply of options for off-track students/dropouts, specifically "pre-credential" pathways for older students with low academic skills *(PCSB, OSSE, LEAs/CBOs, WIC)*

Questions?

Celine Fejeran
Deputy Director, Raise DC
cfejeran@raisedc.org

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August 30, 2017

DCPS Graduation Data & Strategies

Dr. Jane Spence
Chief of Secondary Schools

Desired Results

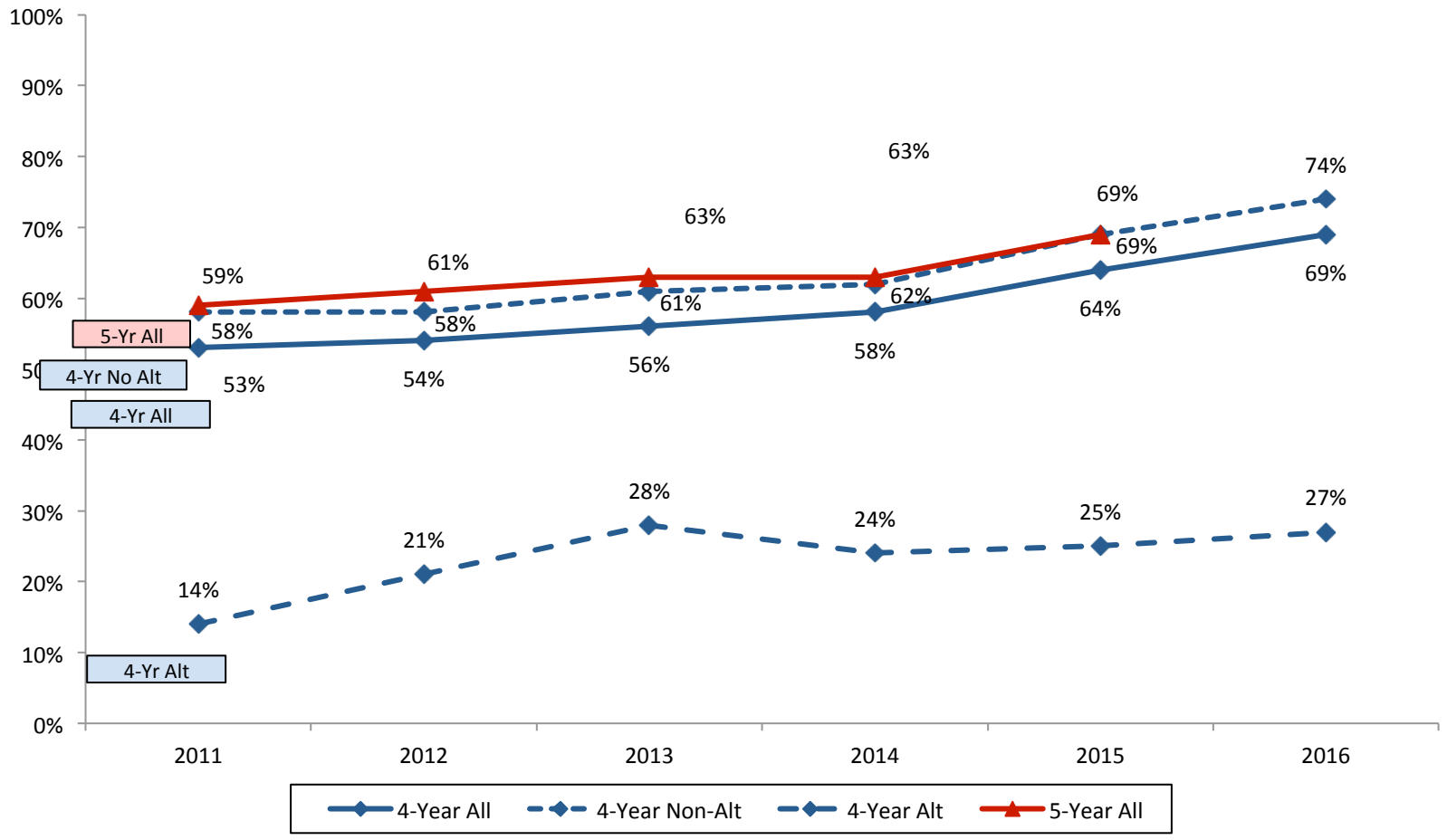
Participants will:

- Develop an comprehensive understanding of changes in student preparation and engagement levels over time.
- Learn about serval key strategies DCPS is leveraging to raise student preparation and engagement levels.
- Review possible policy shifts to support all students through graduation and beyond.

Data Overview

- Graduation Rates Over Time-show basic skill mastery
- Dropouts by Sub- Groups (Students not graduating in 4 years does not connote dropout)
- College preparedness
- Documentation Trends

DCPS 4-year and 5-year graduation rates have risen steadily since 2011.



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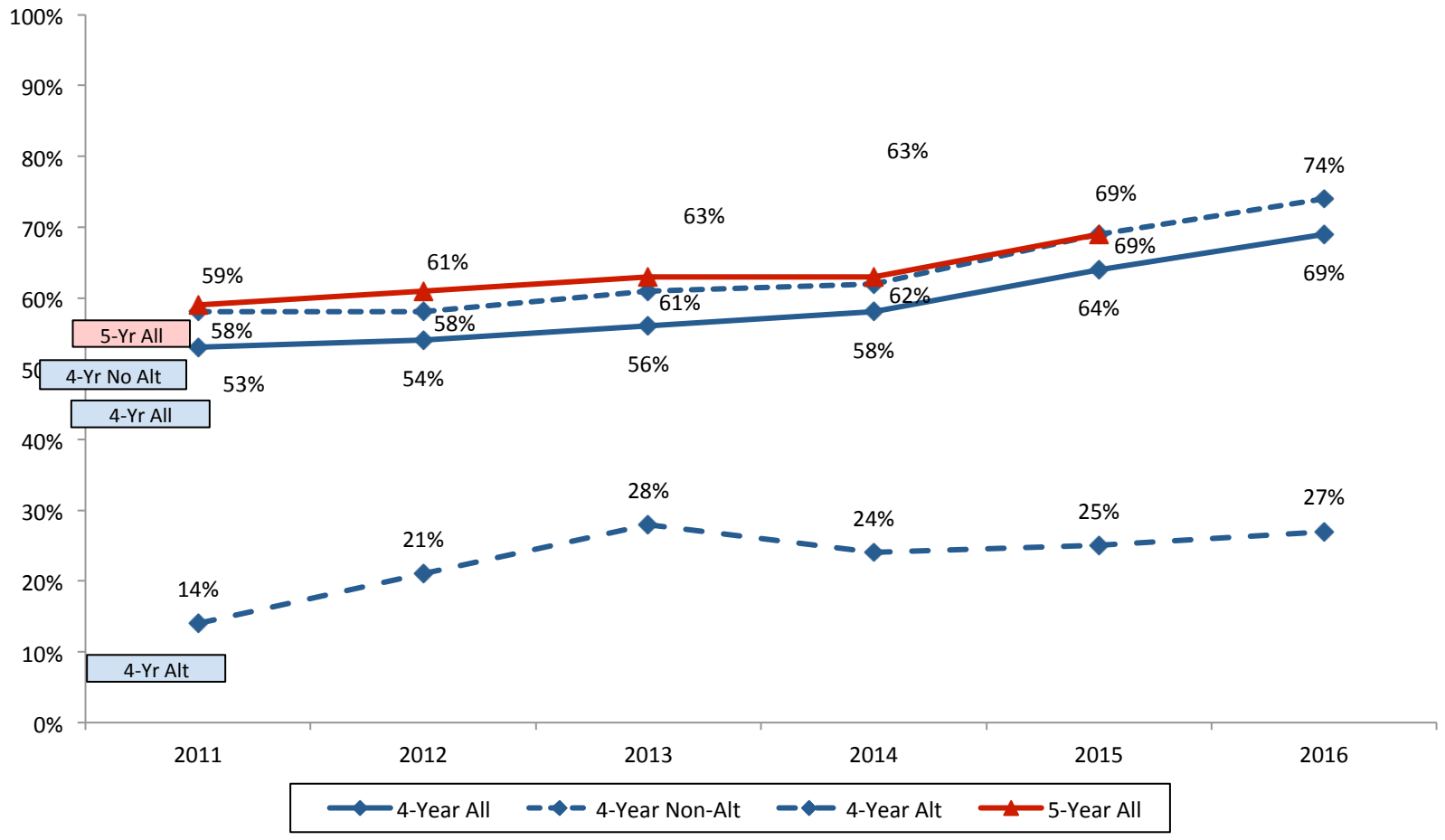
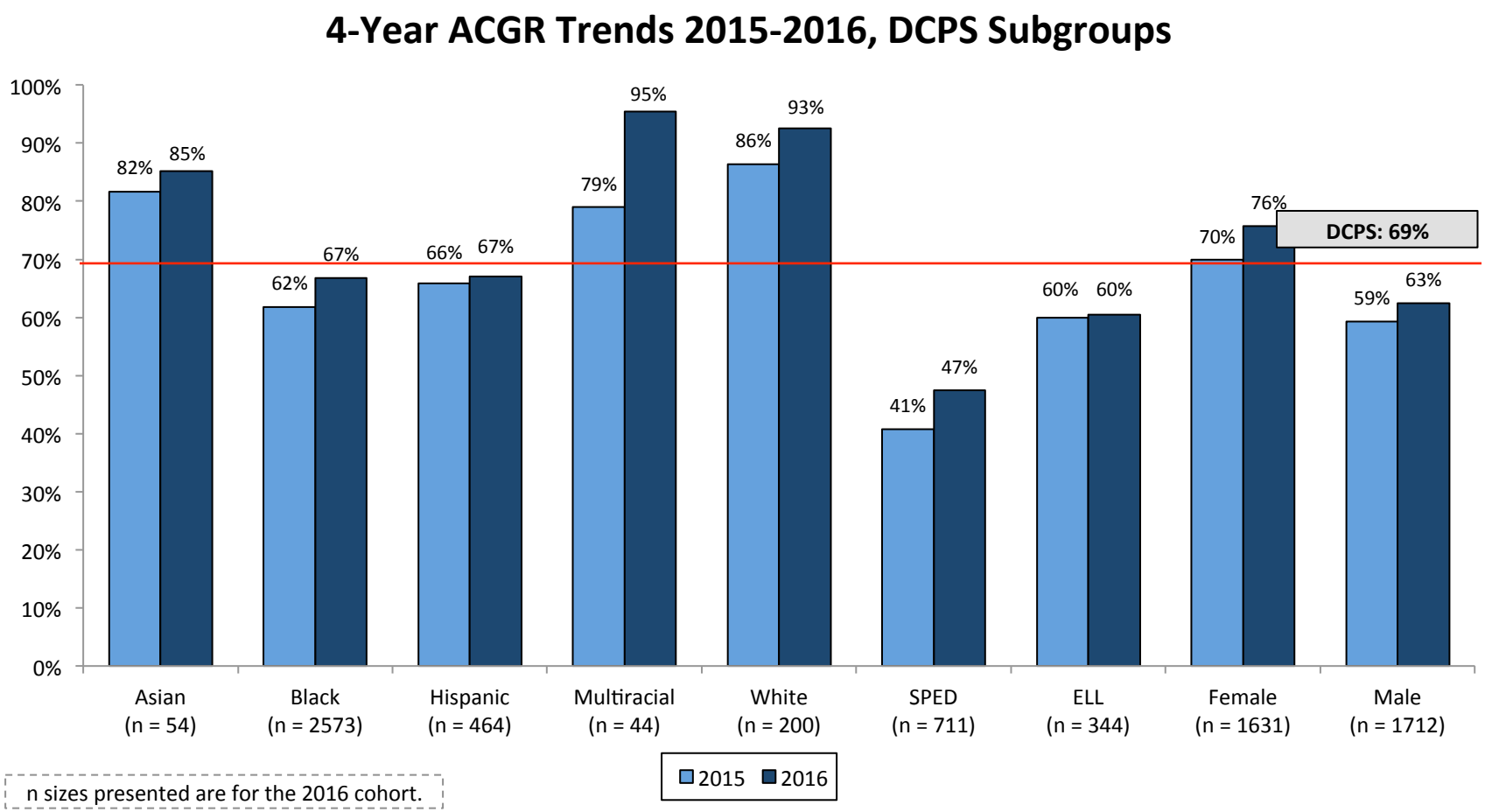
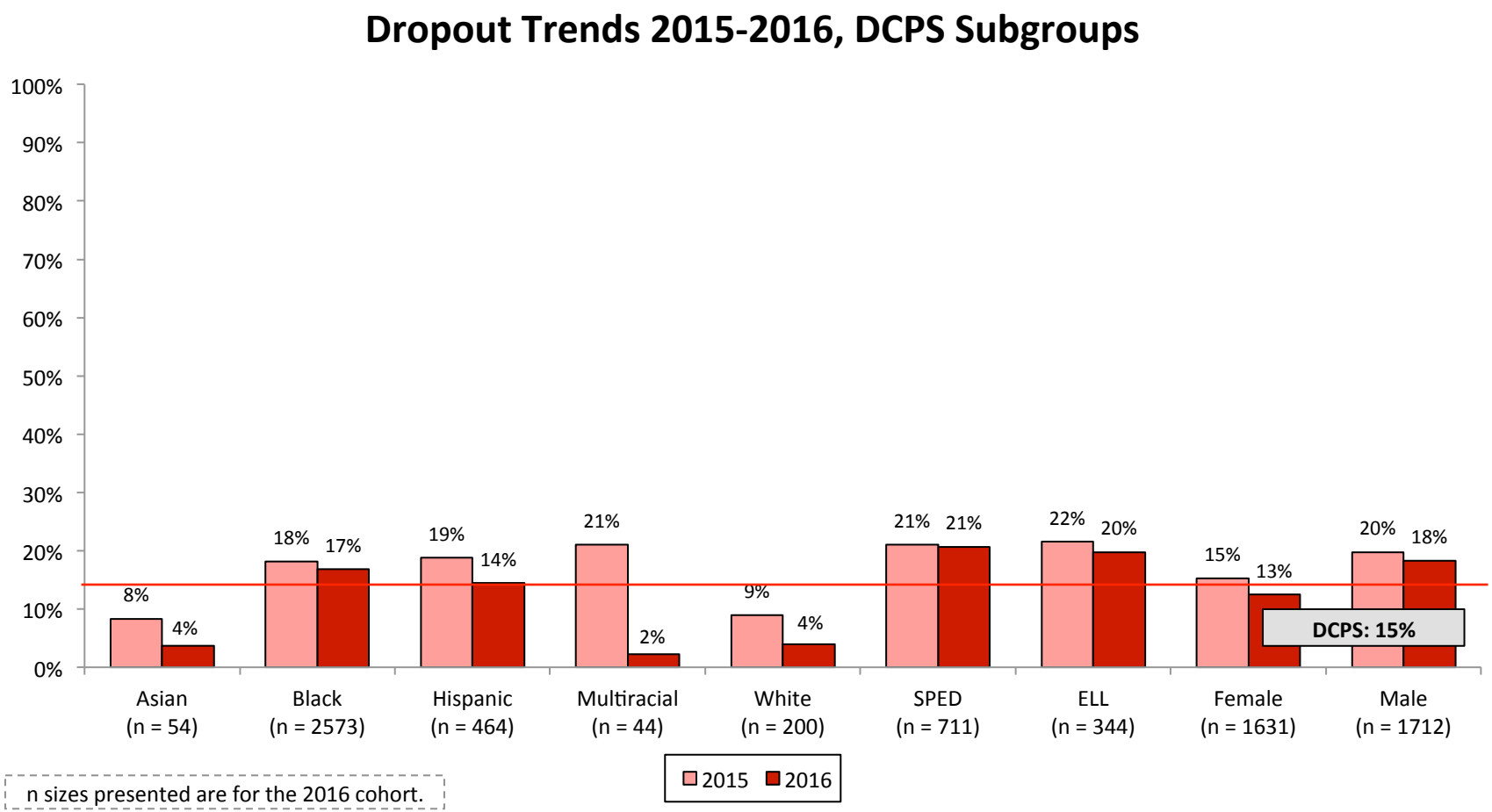


ACGR by Subgroups



Dropouts by Subgroups



Documentation Trends

	2011	2012	2013	2014	2015	2016
Transfer/Withdrawn Students	229	319	445	592	680	679
Number of Documents Accepted	16	70	158	255	410	497
% of Eligible Students Removed	**7%**	**22%**	**36%**	**43%**	**60%**	**73%**
Graduation Rate if All Removed	60%	62%	65%	69%	72%	75%

4-Year ACGR Cohort	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
Cohort	4,001	3,990	3,608	3,627	3,454	3,343
Grads	2,120	2,137	2,038	2,088	2,223	2,306
Non-Grads	1,881	1,853	1,570	1,539	1,231	1,037
4-Year Graduation Rate	**53%**	**54%**	**56%**	**58%**	**64%**	**69%**

*Note: These numbers exclude high schools that have closed and all non-public students.

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As of 2016, only 1 out of every 5 DCPS graduates completed a postsecondary degree in six years.

Out of all DCPS graduates in 2010…

Only 63% ever enroll in college…

Only 22% finished college in 6 years.

DCPS tracks college enrollment and graduation for ALL high school completers. Some other cities only track college graduation for those students who actually enroll in college. An appendix slide shows a comparison using more restrictive cohorts.

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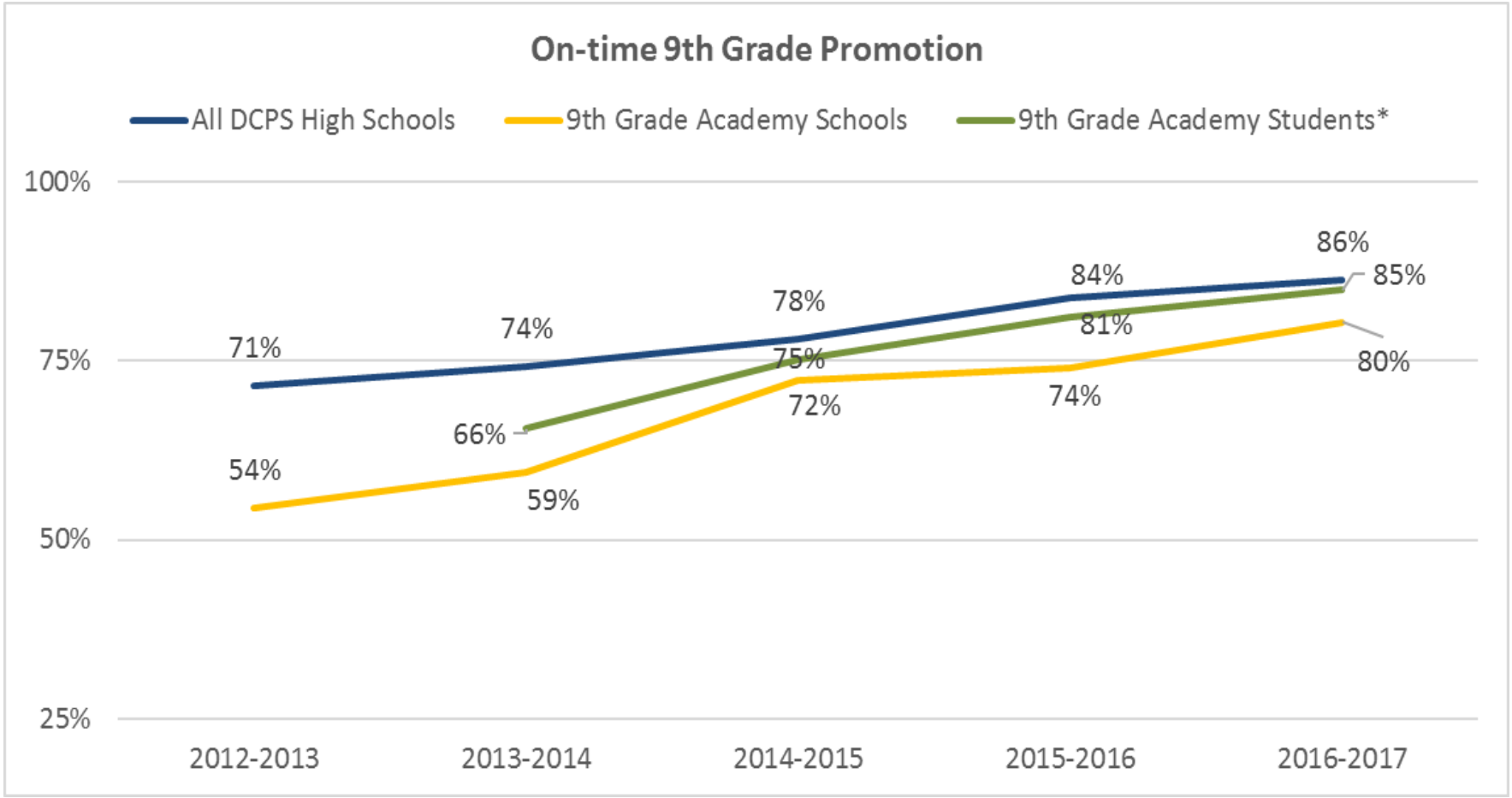
Current Strategies

- 9th Grade Academies
- Pathways Program
- Opportunity Academy Redesign
- ACGR Data and Withdrawal Documentation Support

On Time 9th Grade Promotion Rates (1st Time 9th Graders only)

(as of 08/03/17)



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PSAT Data for Ninth Grade Academy Cohorts

- Analysis of PSAT data affirmed that academy students' academic skills are increasing, along with their promotion rates. If students were socially promoted, PSAT scores would decrease. Instead, PSAT scores increased, although more students took it, and the SY15-16 version was the new, more rigorous, CCSS aligned PSAT test. Academy growth, at +11%, outpaced the overall DCPS growth of +7, over the first three years of academies

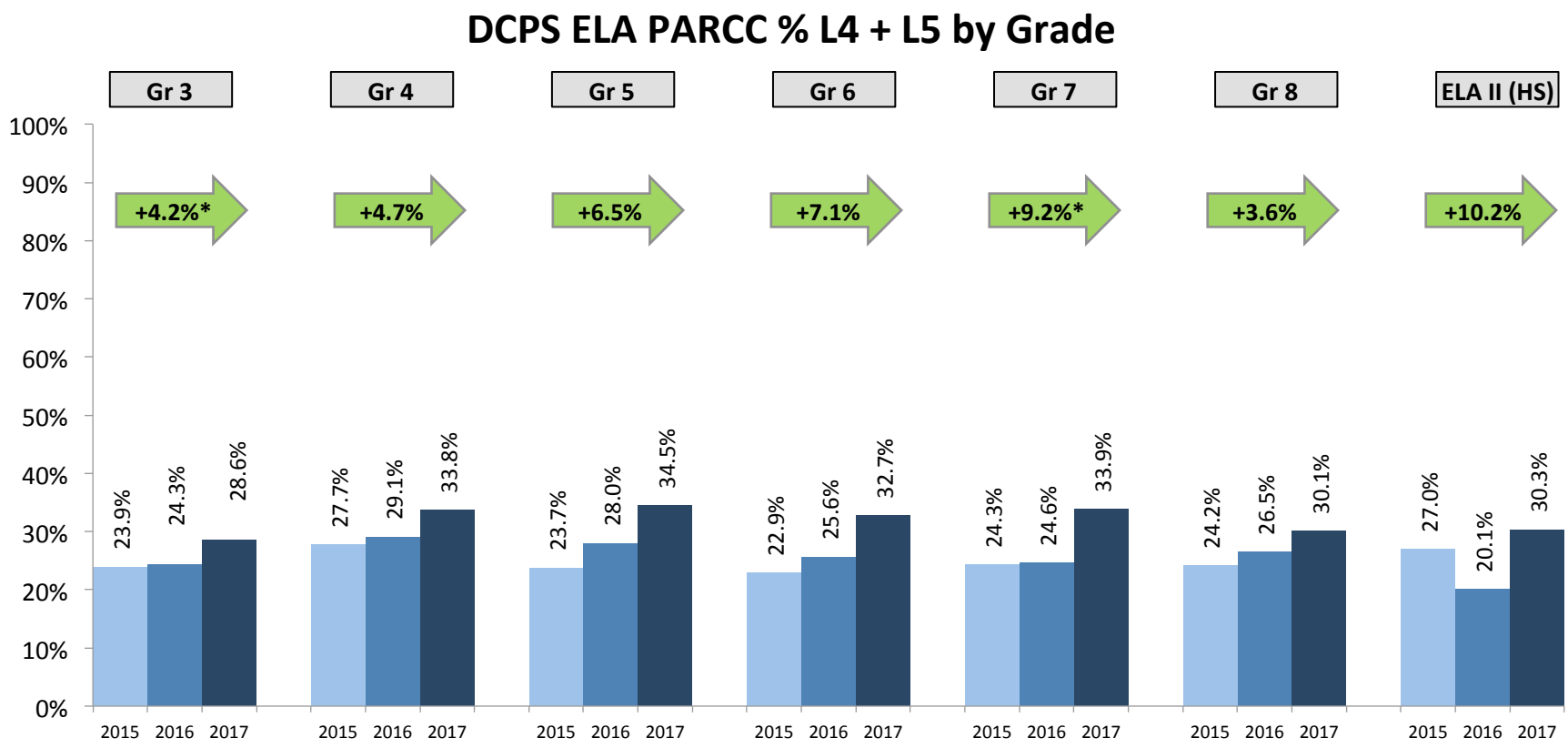
Ninth Grade Academy PSAT Data					
School Year	SY12-13*	SY13-14	SY14-15	SY15-16	SY16-17
Ninth Grade Academy Schools Average Points Scored/Possible Points	80/240	90/240	87/240	670/1520	
% Average Score NGA	33%	38%	36%	44%	
All DCPS 1st Time 9th Graders*** Average Points Scored/Possible Points	107/240**	114/240	117/240	786/1520	
% Average Score ALL DCPS	45%	48%	49%	52%	
*SY12-13 Pre NGA data includes 9th graders registered at the EOY who attended NGA schools					
**SY12-13 Pre NGA data includes all DCPS 9th graders registered at the EOY					
*** SY13-14, SY14-15, SY15-16 All DCPS first time 9th graders registered at the EOY					

Reading Inventory Data

- Likewise, an analysis of the Scholastic Reading Inventory scores showed academy students' reading skills growing a grade level over the course of the year. Although their average remained below grade level, their SRI growth also outpaced district SRI growth for all first time ninth graders. Academy students reading proficiency increased.

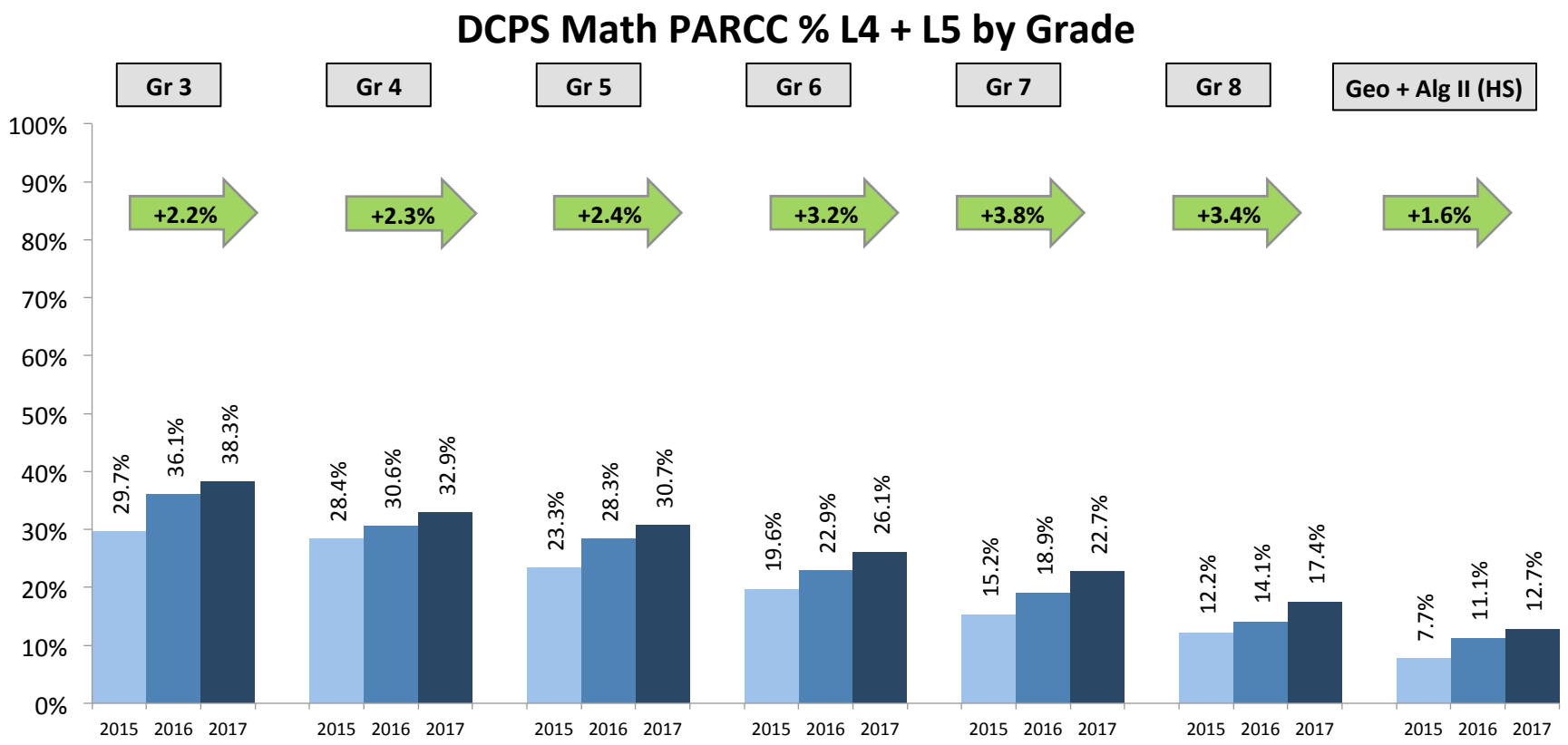
Ninth Grade Academy SRI Data						
School Year	SY14-15		SY15-16		SY16-17	
Ninth Grade Academy Schools Average lexile score	BOY 761 EOY 852	+91	BOY 749 EOY 850	+101		
All DCPS 1st Time 9th Graders*** Average lexile score	BOY 879 EOY 953	+74	BOY 888 EOY 976	+88		
*SY12-13 Pre NGA data includes 9th graders registered at the EOY who attended NGA schools						
**SY12-13 Pre NGA data includes all DCPS 9th graders registered at the EOY						
*** SY13-14, SY14-15, SY15-16 All DCPS first time 9th graders registered at the EOY						

All DCPS grade levels improved in ELA.



*rounded to the nearest 10th of a percent

All DCPS grade levels improved in Math.



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Pathways Program

Overview

- Served a total of 536 “off- track” students at 13 high schools across the district through a student-focused, mentorship and advocacy model.
- By the end of the year, 90% (478) of Pathways students had an active intervention plan.

Student Outcomes

- 56% of Pathways students advanced one or more statuses within the ACGR tracker.
- 66% of Pathways students whose first 9th grade year was 2013-2014 caught up and graduated “on-time”.
- 78% of Pathways students starting in grades 9-11 promoted one or more grade level(s).

Opportunity Academy Redesign

- Opportunity Academies include **Ballou STAY, Luke C Moore, Roosevelt STAY and Washington Metropolitan.**
- The **Opportunity Eighth Grade** opened at Washington Metropolitan.
- The Opportunity Academies deliver **competency-based, personalized learning through Summit** in all core subjects.
- **Learning extends beyond the walls** of the Opportunity Academies.
- Opportunity Academies offer **College Summit, Tenacity, and Paid Internships**.
- All Opportunity Academies offer **Career and Technical Education (CTE) courses.**
- The **DCIAA Opportunity Athletics League** offers a sport each season.
- Roosevelt STAY and Luke C Moore offer **extended year programming.**
- Ballou STAY and Roosevelt STAY offer preparation for the **Generalized Education Diploma (GED)** and **National External Diploma Program.**
- The newly designed **Opportunity Cohort Graduation Rate** metric in in effect.

Ideas for Consideration

- We are in the process of seeking career information for our graduates.
- Common Core standards are new. It will take students/schools time to catch up.
- Account for SPED and ELL status in graduation time expectations
- Credit for 5th + year graduates
- Shift from time-bound expectations with competency-based models

Obstacles and Solutions to College-and-Career-Readiness

SBOE- High School Graduation Requirement Taskforce Meeting
Wed. August 30, 2017

Presentation by
Tom Brown
Founder/Executive Director
Training Grounds, Inc.

Challenges to College & Career Readiness and High School Diplomas

1. **Literacy & Math Deficiencies**
2. **Proper Nutrition**
3. **Limited Exposure to College & Career Pathways**
4. **Lack of Family Support**
5. **Environmental Conditions**

LIFE FROM A STUDENT'S PERSPECTIVE

" Do you know what the projects are like?
It's like a junkyard never getting cleaned up.
It's like a war never ending. But neither side wins.

The love is gone, but the hate stays on, and every day is a tunnel for another dead soul.
No hope, because this is no future to hope for.

Every day there's another drive by.
In the projects, water can't put out the fire.
The projects are a war that will never end.
Until we all come together and find peace."

-DCPS STUDENT

Possible Solutions

- **Soft Skills** development that provides comprehensive teaching in essential life skills, problem-solving, time management, study skills, etc.

- **Career Exploration** that exposes and prepares youth for family-sustaining careers in traditional and nontraditional industries with high growth potential

- **"Urban PTSD" Support** for far too many inner-city youth that are exposed to life and success altering trauma
  https://www.ptsd.va.gov/public/family/ptsd-children-adolescents.asp

- **Opportunities** More robust opportunities that focus on the trades as viable pathways/options and alternatives to pursuing post-secondary education.

Desired Outcome(s)

- College Degree
- Technical Skill Certification
- Small Business Ownership

UDC

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Tables below are Count and Percentage of DCPS graduates enrolled in UDC-CC from Fall 2014 to Fall 2016 who did not test into college gateway courses.

DCPS (Public & Charter) Graduates			
Term	**Total**	**Count**	**%**
Fall 2014	393	389	99%
Fall 2015	309	299	97%
Fall 2016	202	196	97%
DC Charter Graduates			
Term	**Total**	**Count**	**%**
Fall 2014	146	145	99%
Fall 2015	121	116	96%
Fall 2016	74	70	95%
DC Public Graduates			
Term	**Total**	**Count**	**%**
Fall 2014	247	244	99%
Fall 2015	188	183	97%
Fall 2016	128	126	98%
GED Recipients			
Term	Total	Count	%
Fall 2014	48	47	98%
Fall 2015	53	51	96%
Fall 2016	37	37	100%

Presented By: Sandra Jowers-Barber, Ph.D., Director, Division of Humanities
Data Preparation: Angela Carey, Research Analyst
University of The District Of Columbia Community College