



Excellence for All: Graduation Rate Data for the 2022 Accountability System



JACKSON
PUBLIC SCHOOLS

Transforming lives through
excellent education

**Presented by:
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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)

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% 100 PTS	Growth Lowest 25% 100 PTS					



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 <i>Class of 2020</i>	2021-2022 <i>Class of 2021</i>
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%

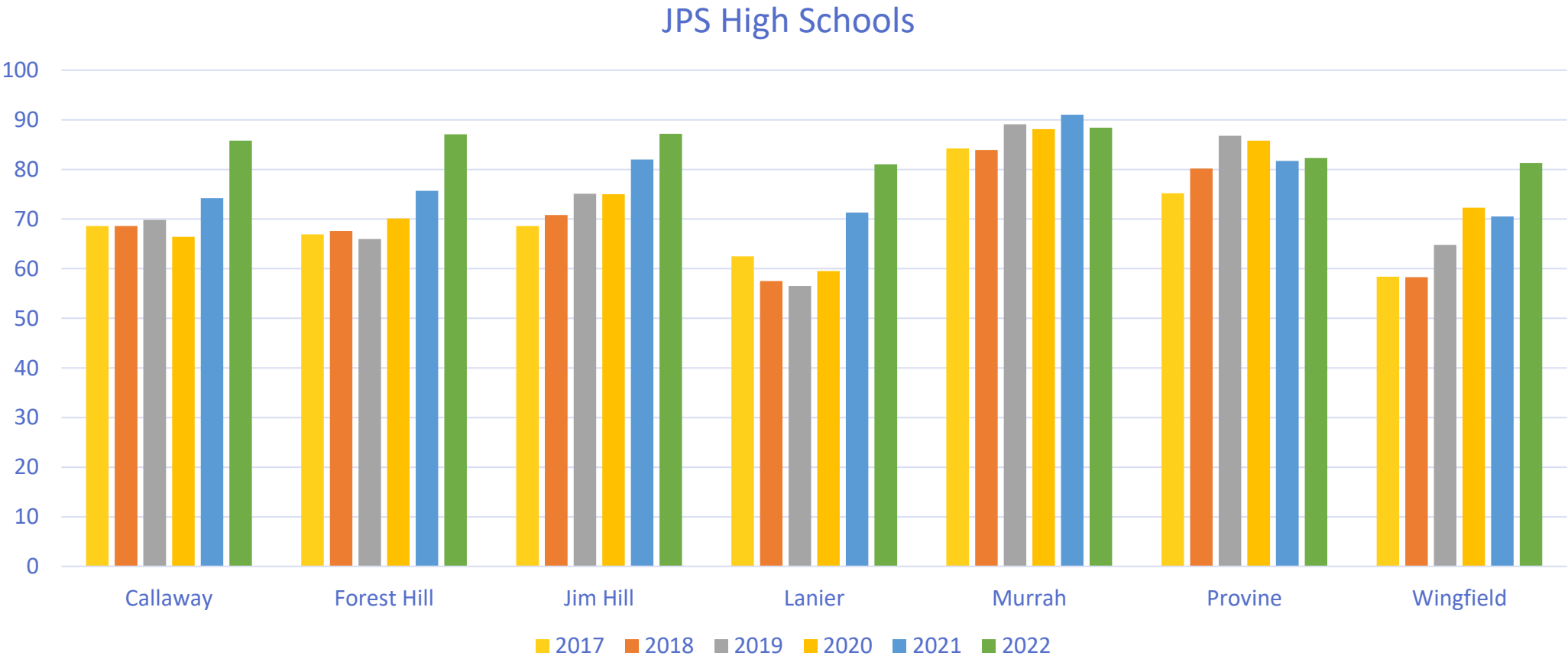
	2020 %	2021 %	2022 %	2023 %	2024 %
JPS	76	77	78	79	80





Graduation Rate 2021-22 By Schools

Graduation Rate Trends Over 6 Years



Graduation Rate Trends Over 6 Years

High Schools	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021 <i>Class of 2020</i>	2021-2022 <i>Class of 2021</i>
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

- Green – Growth
- Red – No Growth



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) 13	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) 26	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

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



Graduation Rate Analyses

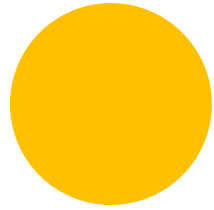
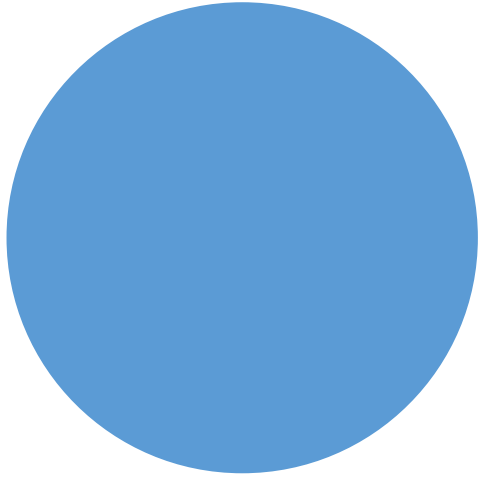
- MS has a 0.8% of increase from 2021 to 2022.
- JPS has a 7.4% of increase from 2022 to 2022.
- MS has a 7.4% of increase from 2017 to 2022.
- JPS has a 20.6% of increase from 2017 to 2022.
- Callaway, Forest Hill, Lanier, and Wingfield have a double-digit percentage of increase from 2021 to 2022: 15.6%, 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

	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
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.

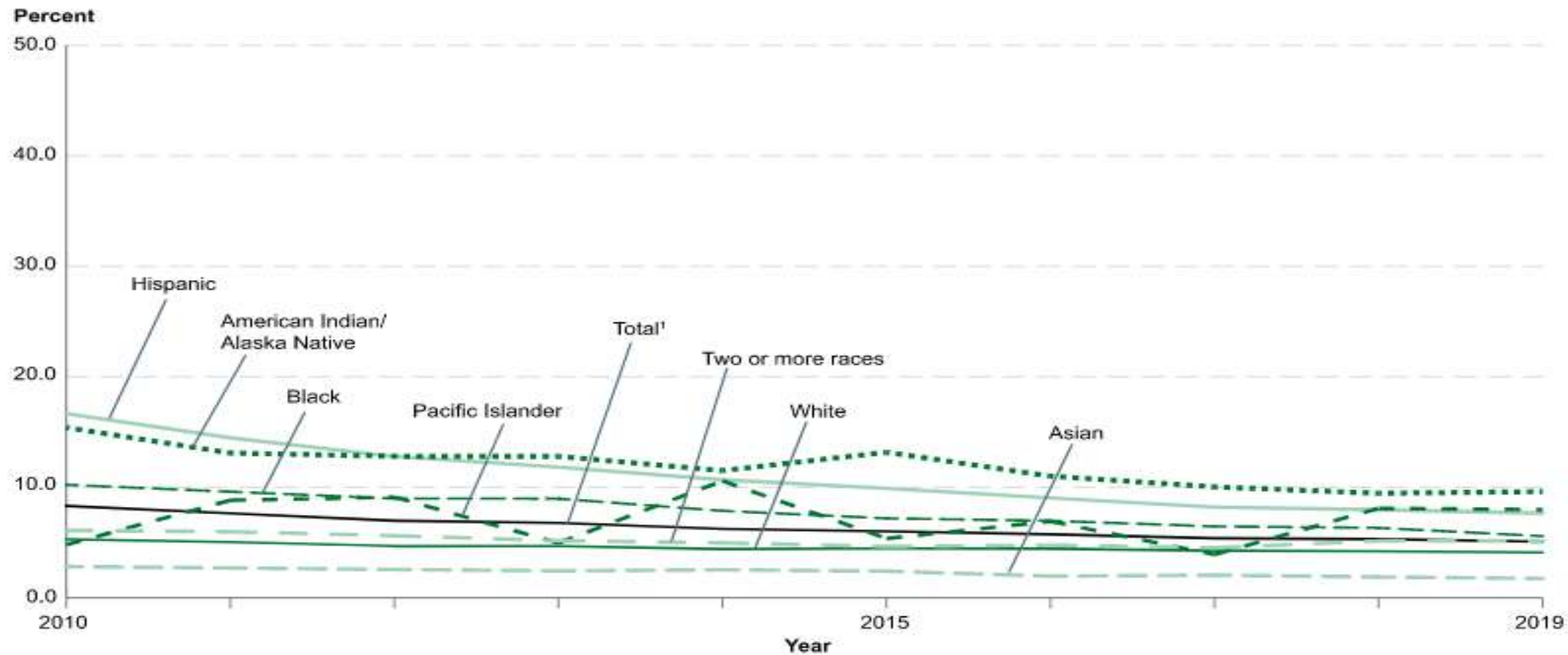


National Dropout Data (National Center for Education Statistics – NCES) 2010-2019

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:

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.

Track

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

Provide

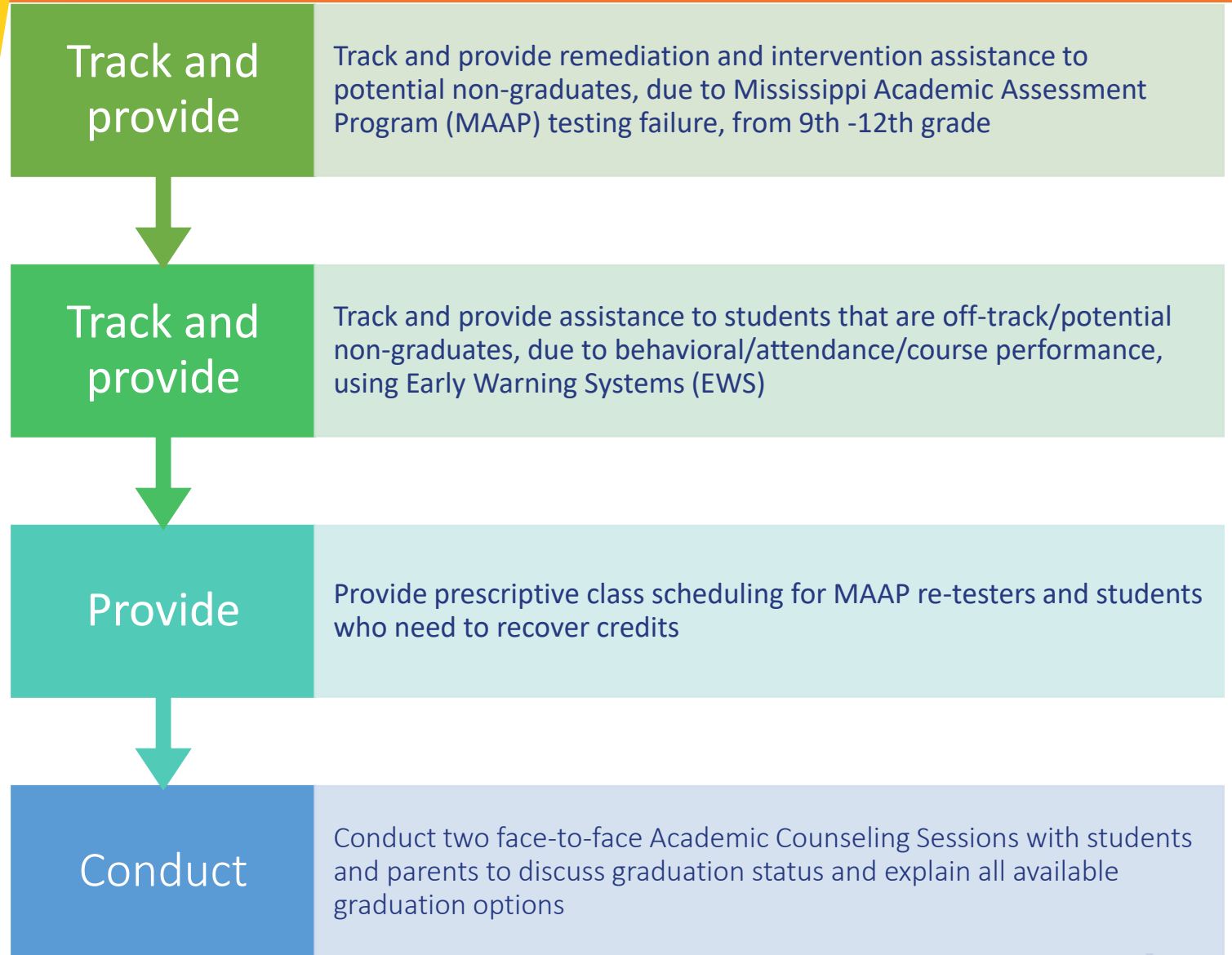
Provide frequent and planned SEL activities school-wide and individually (WIN Time, Advisor/Advisee, homeroom SEL lessons, Edgenuity and ReThink Ed Modules, etc.)

Conduct

School-based Counselors and Behavior/Counseling Service Partners conduct face-to-face individual and group counseling sessions with scholars and parents to discuss issues (attendance, behavior, grades, etc.)



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	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



Academic 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



PROVINE HIGH SCHOOL



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	E	U		Comp	Math	Sci	STEM	Engl	Rdg	
5th+ YEAR STUDENT	Barnett		1048	648	1054	644	70				4							
	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		14	13	15	14	14	12	38
	Clayton		649	642	1065	645		74										
4th YEAR Jr./Soph.	Covington		736	646	1050	638			68	80	641	13	16	10	13	12	14	
	Cummings		1048	649	1050	635	66		75	75								
	Douglas		1046	648	1064	639	67			82								
	Elliott		661	639	1060	640		79		75								
	Ellison		724	641	1036	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									
EES STUDENT	Gray		1053	654	1066	TN	72				643							
	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									
	Jones		723	644	1053	646	68	84				12	15	14	15	9	10	
	Joseph		1049	647	1060	643	68											
	Juniper				1001						643							
	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)

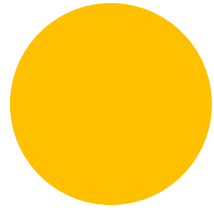
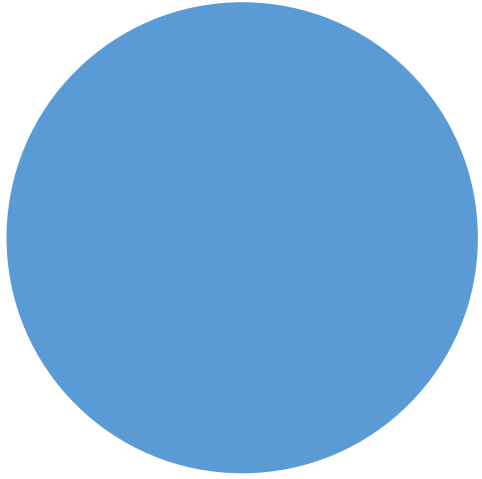
US History State Exam failed, but MDE Graduation Requirements have been met using the updated concordance table. (Option 3)

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?**