RPS RICHMOND PUBLIC SCHOOLS

Dreams4RPS Goal 2: Graduation

Update for the Richmond City School Board

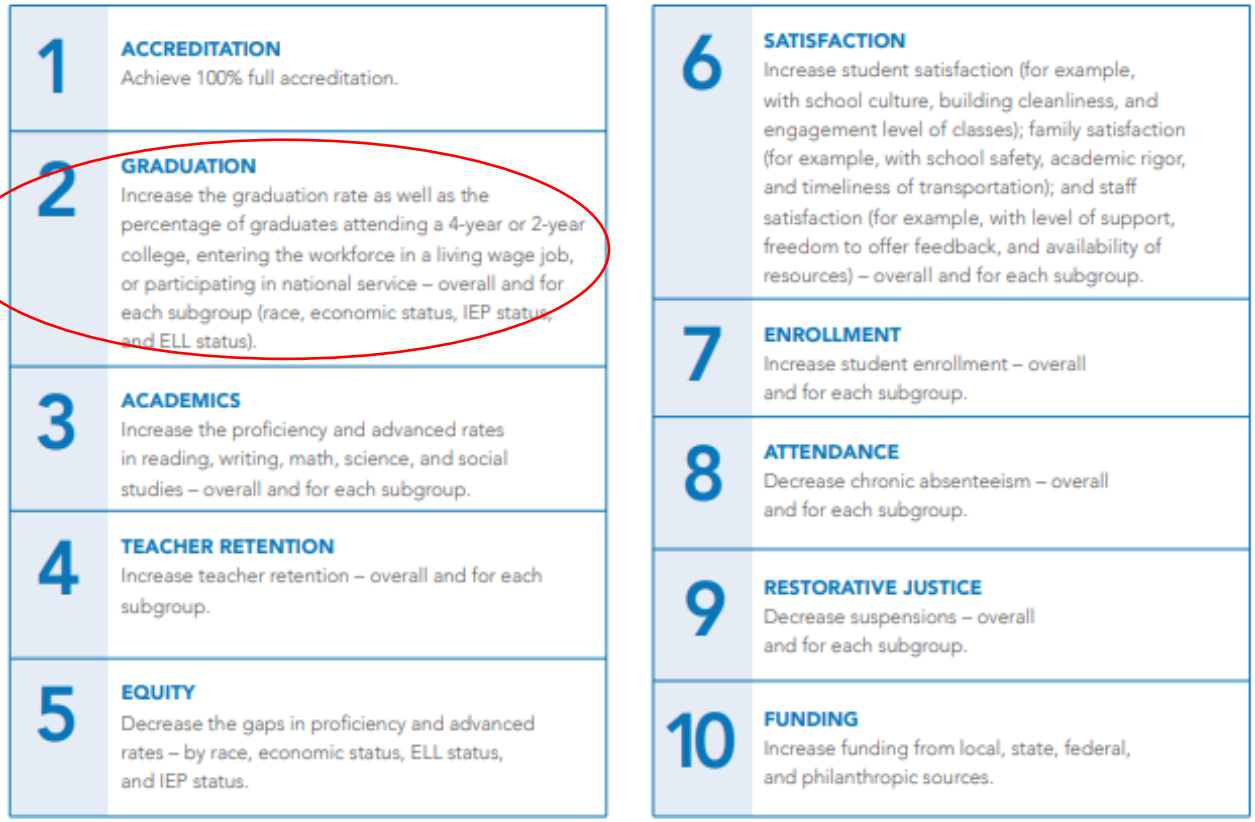
Presented by: Tracy Epp, Chief Academic Officer

Venue: Richmond City School Board Meeting

Date: March 1, 2020

Dreams4RPS Goal 2: Graduation

Dreams4RPS, the RPS strategic plan, outlines 10 key goals for the next five years.



3-Part Graduation Strategy

Seniors

- Tracking each school's 2021 senior cohort across all graduation requirements
- Monitoring each senior's progress to on-time graduation
- Identifying and implementing individual student supports as well as school/division supports

Dropout Recovery

- Identifying students who have dropped out
- Working with them on a case-by-case basis to determine which RPS alternative pathway would best meet their needs
- Expanding our alternative pathways to meet the needs of more non-traditional students

Dropout Prevention

- Developing an RPS "early warning" system to identify students at-risk of not completing high school
- Providing timely supports aligned to students' individual needs
- Rigorously monitoring next steps to ensure implementation

Priority "Watchlists"

We review the data for these groups on a biweekly basis with our high school leadership teams.

- **Hispanic/Latino/a/x Students**
- **Under-Credited Students**
- **Overage Students**
- **Non-Traditional Students**
- **Early-Warning Students**
- **Dropouts**

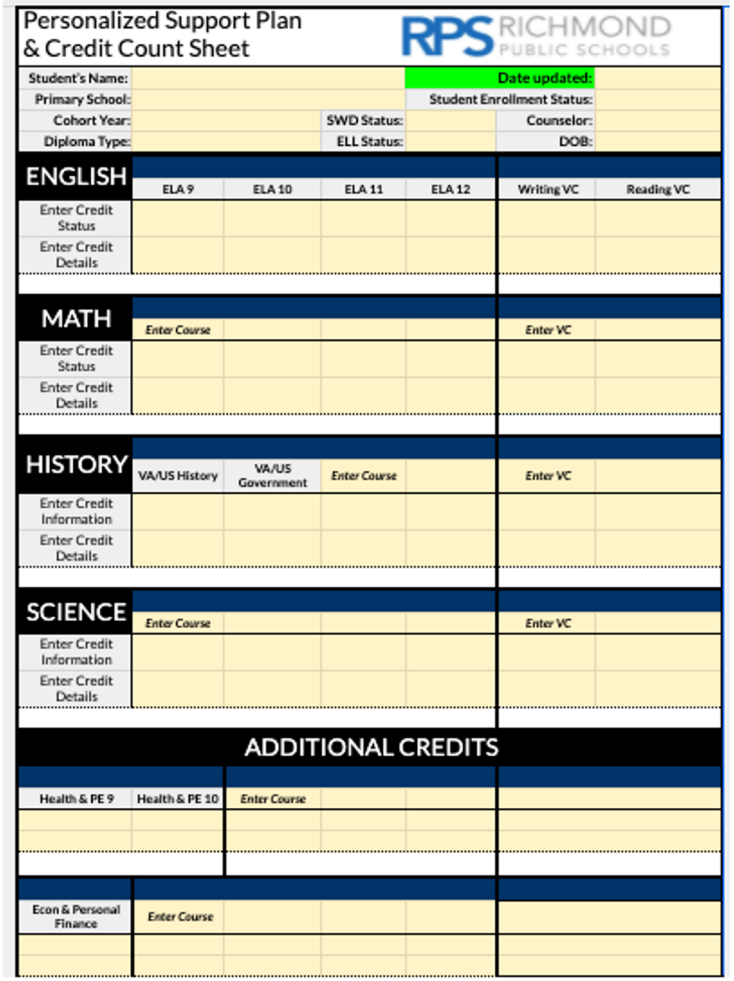
Aligning Supports to Student Needs

- Individual support plans
- Individual graduation coaches
- Alternative pathways to complete coursework
- Academic supports (tutoring, SOL Academies, etc.)
- Partnership with community organizations to re-engage students
- Alternative pathways to complete coursework

Progress Monitoring

- Priority Watchlist data-tracking
- Bi-weekly reviews with school and division teams

Personalized Student Support



Personalized Support Plan & Credit Count Sheet

RPS RICHMOND PUBLIC SCHOOLS

Student's Name:				Date updated:	
Primary School:				Student Enrollment Status:	
Cohort Year:		SWD Status:		Counselor:	
Diploma Type:		ELL Status:		DOB:	

ENGLISH	ELA 9	ELA 10	ELA 11	ELA 12	Writing VC	Reading VC
Enter Credit Status						
Enter Credit Details						

MATH	Enter Course				Enter VC	
Enter Credit Status						
Enter Credit Details						

HISTORY	VA/US History	VA/US Government	Enter Course		Enter VC	
Enter Credit Information						
Enter Credit Details						

SCIENCE	Enter Course				Enter VC	
Enter Credit Information						
Enter Credit Details						

ADDITIONAL CREDITS

Health & PE 9	Health & PE 10	Enter Course			

Econ & Personal Finance	Enter Course				

Credit Summary Sheet

0 Courses Needed, 0 Courses Currently Enrolled, 0 Courses Complete | 0 Verified Credits Needed

FALSE English Courses Needed | FALSE Math Courses Needed | FALSE History Courses Needed | FALSE Science Courses Needed | FALSE World Language Courses Needed | FALSE Health & PE Courses Needed | FALSE Fine Arts or Career & Technical Education Courses Needed | FALSE Econ & Personal Finance Courses Needed | FALSE Elective Courses Needed

Data-Driven Intervention Recomendations:	On Track
School Intervention Recomendations:	

Menu of Intervention, Programs, and Supports

	Intervention/Program/Supports	Description	Currently Enrolled	Student Referred	Comments
Academic Interventions/Supports	FLOAT Support Focus (bit.ly/RPSFLOATinterest)	Academic program for students w/ course support, RPS@Home modules, and SOL remediation.	☐	☐	
	FLOAT Credit Focus (bit.ly/RPSFLOATinterest)	Through Edgenuity, students would have the opportunity to take initial credit and credit recovery courses to accelerate their path to graduation. Content teachers are available for academic support.	☐	☐	
	SOL Academy	Remediation for students to retake an SOL test required for graduation	☐	☐	
	Tutoring support (Axiom, PCG)	School-based partnership with outside tutoring agencies; can be group or individual tutoring for any content	☐	☐	
	Edgenuity Course Enrollment	School-based "Edgenuity Site Based Manager" can enroll students in courses based on counselor recommendation	☐	☐	
	Edgenuity SOL Remediation Enrollment	School-based "Edgenuity Site Based Manager" can enroll students in SOL remediation modules	☐	☐	
	Summer School	Retake a class you found difficult, take specialized courses in areas that interest you, get a head-start on prerequisites and college classes, and more.	☐	☐	
Alternative Education Programs	PLC	Accelerated blended learning format for students who are overaged and under-credited; wraparound supports provided by CIS	☐	☐	
	Aspire	Blended learning program for overage and under-credited students (currently, some students are placed based in Aspire based on behavior infractions)	☐	☐	
	Spartan	6 - 12th grade program for students who have incurred significant behavior over a period of time at home schools; partner with Camelot Education for wraparound supports	☐	☐	
	Con Ganas (bit.ly/ConGanasRPS)	For overage English Learners who need an evening, non-traditional setting; Blended learning using Edgenuity; EL teachers support core instruction; partnership with CTE; community support provided	☐	☐	
	ELL Newcomer Program	For newly-arrived English Learners; dual language instruction while in a comprehesive setting (George Wythe)	☐	☐	
	ISAEP - GED Program	Students who are 16 - 19.5 interested in the high school equivalency; must assess on 4 pre-tests to gain acceptance into program	☐	☐	
	Secondary Success Center (if student dropped out) bit.ly/rpssuccessinterest	Students who are 17 - 19.5 and have dropped out of an RPS high school; online using Edgenuity	☐	☐	
Additonal Supports	Communities in Schools	Site-based CIS team assists with wraparound needs including housing/food insecurity, social-emotional health and post high school employment	☐	☐	
	School Supports	Resources for basic needs such as food, clothing, and shelter, attendance support, mental health consultation and referral for services, support groups (i.e. social skills, anger management), and Crisis and grief intervention	☐	☐	

Alternative Pathways to Graduation

Over the past year, we have developed additional alternative pathways for students who require a non-traditional high school experience in order to graduate. We also have plans to streamline some of our existing programs and expand those that are working well to reach even more students.

Existing

- Personalized Learning Center (PLC) –12 students currently enrolled
- Aspire – 14 students currently enrolled
- ISAEP – 27 students currently enrolled

New

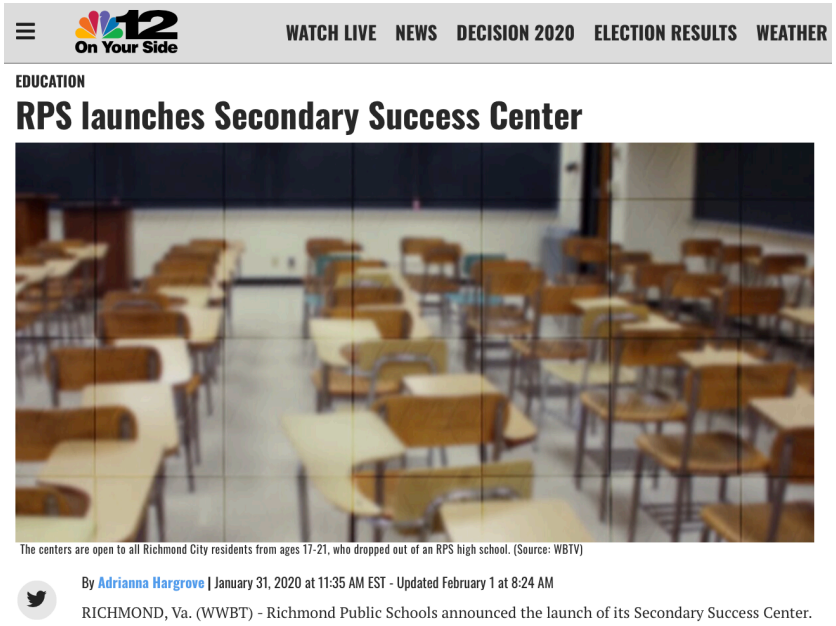
- Secondary Success Center – 73 students currently enrolled
- Bilingual Newcomer's Academy – 130 students currently enrolled
- Con Ganas – 81 students currently enrolled

Planned

- Expansion of existing programs to serve more students, and provide services to select middle school students
- Integrating Aspire & PLC into one program
- Launch RPS@Night

New Program for Dropout Recovery: **Secondary Success Center**

The **Secondary Success Center is** open to all Richmond City residents, ages 17-21, who previously dropped out of an RPS high school. The program is specifically designed to meet the unique needs of adult learners and to make participation as convenient as possible. Through flexible academic programming and scheduling, students attend evening courses on timeline that works best for them. The program also includes individualized academic counseling, post-secondary and career exploration, and wraparound supports. **Seventy-three students are currently enrolled in the Secondary Success Center.**



12 On Your Side

WATCH LIVE NEWS DECISION 2020 ELECTION RESULTS WEATHER

EDUCATION

RPS launches Secondary Success Center

The centers are open to all Richmond City residents from ages 17-21, who dropped out of an RPS high school. (Source: WBTV)

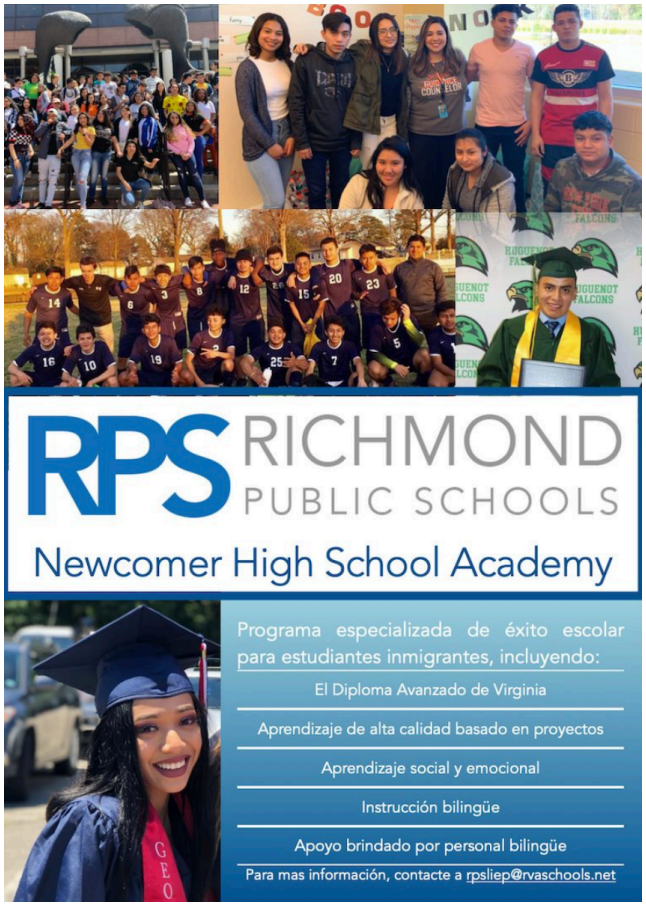
By Adrianna Hargrove | January 31, 2020 at 11:35 AM EST - Updated February 1 at 8:24 AM

RICHMOND, Va. (WWBT) - Richmond Public Schools announced the launch of its Secondary Success Center.

New Program for English Learners: ¡Con Ganas!

¡Con Ganas!, which means "With Determination" in Spanish, is a specialized program for English Learners who are 17 or older. It provides intensive language and academic support to help students graduate in three years or less. The program provides students with flexible scheduling as well as evening courses focused on critical academic vocabulary. **Eighty-one students are currently enrolled in ¡Con Ganas!**

New Program for English Learners: **Newcomer Academy**



The **Newcomer Academy** is for newly arrived, immigrant English Learner students, ages 14-17, who have been in the country for up to one year. Through project-based, bilingual instruction, newcomer ELs receive instruction that helps them acquire English language skills at an accelerated rate, improve literacy in their native language, and ultimately graduate with an "Advanced" diploma. Students in the Newcomer Academy also receive wrap-around services, scheduling support from a bilingual school counselor, college and career support from the bilingual Newcomer Academy coordinator, and specialized outreach from bilingual parent liaisons. **One hundred thirty 9th and 10th graders are currently enrolled in the Newcomer Academy.**

Projected Dropout Rate by School

School	2018-19	2019-20	Projected 2020-21	Change
Armstrong	28.4%	17.9%	10%	-7.9%
Franklin Military	0%	0%	0%	0%
George Wythe	34.7%	46.9%	21.7%	-25.2%
Huguenot	29.1%	28.9%	10.7%	-18.2%
John Marshall	8.7%	7.1%	2.2%	-4.9%
Open	0%	0%	0%	-
Richmond Community	0%	0%	0%	-
Thomas Jefferson	8.9%	3.2%	2.4%	-0.8%
Division	**24.3%**	**23.2%**	**10.1%**	**-13.1%**

Projected Dropout Rate by Subgroup

Subgroup	2018-19	2019-20	Projected 2020-21	Change
Black/African-American	17.3%	12.5%	5.2%	-7.3%
Hispanic/Latino/a/x	57.3%	64.7%	28.6%	-36.1%
White	15.0%	11.6%	4.8%	-6.8%
Econ Disadvantaged	20.0%	12.5%	4%	-8.5%
Students w/ Disabilities	32.1%	24.6%	11.5%	-13.1%
English Learners	48.2%	61.5%	26.3%	-35.2%

Projected Dropout Rate by Hispanic/Latino/a/x and School

School	2019-20	Projected 2020-21	Change
George Wythe	74.7%	36.2%	-38.5%
Huguenot	64.6%	27.1%	-37.5%
Division	64.7%	28.6%	-36.1%

Dropout Recovery

School	Seniors Re-enrolled
Armstrong	21
Franklin Military	-
George Wythe	27
Huguenot	11
John Marshall	8
Open	1
Richmond Community	1
Thomas Jefferson	2
Division	71

RPS@Home Coursework from Spring of 2020

When schools closed last spring, the VDOE issued guidance requiring divisions to ensure students learned the remaining content. To meet this requirement at the high school level, RPS outlined the following process:

- Students earned course credit by completing a short Edgenuity module (for most core content classes) OR a series of assignments designed by lead teachers (for most elective/CTE courses).
- Upon successful completion of the coursework (module or assignments), students received course credit.
- Per state guidelines, students who completed a course associated with a verified credit automatically earned the verified credit without taking the SOL.
- Students who did not complete the coursework (module or assignments) for a course last spring received an Incomplete (I) on their transcripts. That notation is removed once the coursework (module or assignments) is complete.
- Students have had nearly a year to complete their coursework (modules or assignments). The deadline is March 15, 2021.
- If a student fails to complete their coursework (modules or assignments) by the deadline, one of two things will occur:
    - If they were passing the class at the time of the March 2020 closure, they will receive a 10-point reduction in their final grade (no lower than a D) but also receive credit.
    - If they were failing the class at the time of the March 2020 closure, they will receive an F. These students will be invited to a summer credit recovery program for one final opportunity to earn the course credit.

RPS@Home Coursework from Spring of 2020

Below are the number of courses – not students – that current seniors still need to complete (using the Edgenuity modules or assignments) to earn credit. Note that some of these courses are electives that do not count towards graduation.

School	Number
Armstrong	148
Franklin Military	1
George Wythe	302
Huguenot	56
John Marshall	13
Open	1
Richmond Community	0
Thomas Jefferson	65

Graduation Requirements

	Standard Diploma	Advanced Diploma
Course Credits	22 Course Credits • 4 English • 3 Math, Science, History • 2 Health/PE • 2 World Language, Fine Arts or CTE • 1 Econ/Personal Finance • 4 Electives	26 Course Credits • 4 English, Math, Science, History • 3 World Language • 2 Health/PE • 1 Fine Arts or CTE • 1 Econ/Personal Finance • 3 Electives
Verified Credits (Earned via SOLs or other alternative assessments)	6 Verified Credits • 2 English • 1 Math, Science, History • 1 Student Selected Test	9 Verified Credits: • 2 English, Math, Science, History • 1 Student Selected Test
Other Requirements	Other • ~~CTE Credential or Industry Certification*~~ • Virtual Learning Requirement • First Aid, CPR & AED Training	Other • Virtual Learning Requirement • First Aid, CPR & AED Training

*The CTE credential for the class or 2021 has been waived.

2021 Cohort: % Who Have Already Met Verified Credit Requirements

School	English	Math	Science	History
Armstrong	79%	69%	60%	82%
Franklin Military	84%	100%	100%	100%
George Wythe	69%	81%	77%	84%
Huguenot	72%	80%	78%	90%
John Marshall	78%	78%	71%	85%
Open	82%	86%	82%	64%
Richmond Community	98%	88%	90%	98%
Thomas Jefferson	77%	69%	64%	80%
Division	**76%**	**78%**	**73%**	**85%**

2021 Cohort: Last Slide PLUS Those Eligible for LAVCs/SOLs

School	English	Math	Science	History
Armstrong	83%	89%	81%	89%
Franklin Military	84%	100%	100%	100%
George Wythe	80%	92%	89%	89%
Huguenot	85%	93%	92%	94%
John Marshall	79%	90%	84%	86%
Open	84%	88%	84%	78%
Richmond Community	98%	88%	90%	98%
Thomas Jefferson	78%	84%	79%	81%
Division	**82%**	**90%**	**86%**	**89%**

The Bottom Line: Projected On-Time Graduation Rate (OGR) by School

School	2018-19	2019-20	Projected 2020-21	Change
Armstrong	65.5%	76.8%	84.3%	+7.5%
Franklin Military	100%	100%	100%	-
George Wythe	60%	50%	68.8%	+18.8%
Huguenot	68.1%	67%	85.1%	+18.1%
John Marshall	89.9%	91.6%	93.1%	+1.5%
Open	100%	100%	98%	-2%
Richmond Community	100%	100%	100%	-
Thomas Jefferson	89.2%	96.2%	96.2%	-
Division	**70.7%**	**71.6%**	**85.2%**	**+13.6%**

The Bottom Line: Projected OGR by Subgroup

Subgroup	2018-19	2019-20	Projected 2020-21	Change
Black/African-American	77.2%	80.8%	86.9%	+6.1%
Hispanic/Latino/a/x	40.1%	33.1%	54.9%	+21.8%
White	78.9%	86.2%	91.7%	+5.5%
Econ Disadvantaged	74.0%	79.5%	84%	+4.5%
Students w/ Disabilities	67.3%	70.2%	78.8%	+8.6%
English Learners	50.6%	38.5%	54%	+15.5%

Celebration: Friday's Mid-Year Graduates from Previous Cohorts!

School	Number
Armstrong	7
Franklin Military	N/A
George Wythe	6
Huguenot	7
John Marshall	3
Open	N/A
Richmond Community	N/A
Thomas Jefferson	2
Division	**25**

Appendix

How do we measure the graduation rate?

We use the VDOE On-Time Graduation Rate (OGR). To calculate this measure, the VDOE first calculates the number of first-time 9th grade students in a given cohort year (the denominator). Four years later, the VDOE calculates the number of these students who earned a diploma to determine the number of students who graduated on-time in four years (the numerator). Then, they subtract from the denominator any students who transferred out of the division over the four years and add any students who transferred into the division over the four years.

$$\frac{\text{On} - \text{Time Diploma Graduates in Year X}}{[(\text{\# of 1st time entering 9th graders in Year X} - 4) + (\text{Transfers In}) - (\text{Transfers Out})]}$$

Notes

- The measure adjusts for student groups who, in accordance with federal/state law, may take longer than four years to earn a diploma.
- Students earning a GED or a Certificate of Completion are not counted as graduates when calculating the graduation rate.