DATA: INCREASING GRADUATION RATES AMONG AFRICAN AMERICAN MALES AND MALES OF COLOR

Dr. Kriner Cash
Superintendent
Buffalo Public Schools

Dr. Marck E. Abraham
Principal
McKinley High School

© 2019 All rights reserved.
The New Education Bargain with Students and Parents

An equal and high-quality education is every child’s civil right; and, as educators, we must deliver on this essential democratic principle. The New Education Bargain is simple: The District will guarantee pathways to opportunity that will lead to achievement and success in exchange for hard work, commitment, and collaboration of our students and parents.

**IT IS THE PARENT’S RESPONSIBILITY TO:**
- Place a high premium on education
- Make sure your child goes to school and to all classes every day
- Make sure your child does his in-school work to the best of his ability and puts in additional study time (up to two hours each day) outside of school hours
- Make sure you and your child show respect for teachers and for staff

- Rigorous Early Elementary Education
- Strong Community Schools
- New Innovative High Schools
- Extended Learning Excellence for All Our Students
- Services for Our Neediest Children and Families
- New Relationship with Our Teachers
The Results

- Labeled a model CTE school in NYS
- Significantly increased the graduation rate by double digits
- Labeled a model school for black males of color graduation rates
- Decreased suspension
- Increased teacher attendance
- Designated school in good standing; haven’t done so in over 10 years
- Created a new CTE academy: Urban teacher academy
OUTLINE

- Introduction
- Black Males’ Performance at McKinley HS
- The Journey
- National Data for Black Males
- Follow-Up and Continuous Improvement of Black Male Graduation Rates
Black males have the **lowest graduation rates** among any population in the country.

Black Males Graduate High School at 59%! (Schott, 2015)
Black Males are suspended and referred to special education classes 3 times higher than any other population (Skiba & Rausch, 2006; Bristol, 2014)
Black males make up about 6% of the population, but represent about 37% in the prison system (Carson, 2013; Census Bureau, 2019).
There are states like New Jersey that have a graduation rate for Black males at 70% (Schott, 2015).

McKinley High School 4 year graduation rate for Black males is 84%. We have about 67 Black males in our graduating class. Our 5 year graduation rate is 90% with 77 Black males (New York State Education at a Glance, n.d.).

There are over 2 million Black men with college degrees. There are over 1 million Black males in college as we speak (Schott, 2015).
THE QUESTION IS...

Can We as Educators Make a Difference for BLACK MALES?
Know Your Data

...it’s what keeps us on track
Data Dominates

Black male Referral / Suspension Rates
Black male Student Attendance
Black male Course Passing
Black male graduation rates
Formative & Summative Assessment
Cohort Data
Student Return Rates
Teacher Attendance
## McKinley High School 2019-20 SY Data Analysis

5 weeks (9/6/19-10/4/19) Teacher Name: TEACHER

MHS Course Passing Goal: 87% Current Course Passing: 92%

For each class period, tally the number of students that earned averages in the following ranges and provide the names of students that have scored below 65%.

<table>
<thead>
<tr>
<th>Period</th>
<th>Total Number of Students</th>
<th>0-84 (Provide student names)</th>
<th>55-64 (Provide student names)</th>
<th>65-74</th>
<th>75-84</th>
<th>85-94</th>
<th>95-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6/7</td>
<td>24</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>22</td>
<td>3</td>
<td>3</td>
<td>11</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS**

- Number of students: 88
- 4—4.5%: 4
- 3—3.4%: 3
- 8—9%: 8
- 17—19%: 17
- 35—39.7%: 35
- 19—21.5%: 19

**STUDENT NAMES**
MONITOR YOUR DATA FREQUENTLY:
5 & 10 WEEK INTERVALS ~ WARNING SIGNS AT 3 & 7 WEEKS

5-Week Analysis and Reflection:

1. What are attainable goals for the next 5 weeks? Please explain. (See example below)
   a. What actions will you take to ensure your goals are met by the next 5 weeks?
   b. What support is needed to ensure your goals are met?

<table>
<thead>
<tr>
<th>GOAL</th>
<th>ACTION STEPS</th>
<th>SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework: ALL students will have an average of 65% or above.</td>
<td>• By October 19, 2019, all parents of failing students will be sent a list of missing work to be returned with a parent signature.&lt;br&gt;• By October 26, 2019, all struggling students will have been referred to SST for academic intervention:&lt;br&gt;  o Tutoring: ATS, 21st Century or with a teacher&lt;br&gt;  o Weekly Check-In/Check-Out&lt;br&gt;  o Extended Day: 3:30-5:30pm, as needed</td>
<td>In order to meet this goal, I will need:&lt;br&gt;  • A list of referrals for additional services: attendance, behavior or coursework referrals&lt;br&gt;  • Parent input for individual student action plans.</td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>Increase attendance/locate the seven students struggling to pass</td>
<td>Continue to email attendance to refer students</td>
</tr>
<tr>
<td>BEHAVIOR</td>
<td>Have at least 95% completion of personal narrative college essays</td>
<td>--continue to work with students during mack time and during study halls</td>
</tr>
<tr>
<td>COURSEWORK</td>
<td>Increase passing rate by 1% to 93%</td>
<td>--touch base with specific students out due to needed immunizations</td>
</tr>
</tbody>
</table>
# Monitor Your Cohort Data

### Student Names

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>59v</td>
<td>56v</td>
<td>58v</td>
<td>68</td>
<td>75</td>
<td>71.65</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Not Ready to Graduate

- **13 students not accounted for (5%)**

### Needs Exams/Courses to Graduate

### Ready to Graduate

---

### 2019-20 SY Action Plan

**All Students:**
1. Senior Review: October 1-18
2. Green/Yellow/Red list @ 5 and 10 week intervals
3. Parent Letters & Conferences for yellow/red list

**Yellow Students:**
1. Weekly CICO Mentoring Program -- goal setting, action plan with West/Vacanti
2. Referrals to Academic Intervention Programs -- ATS, LP, 21st Century
3. Warning Checkpoints: 3, 7, 13, 17, 23, 27, 33, 37 weeks
4. Communication of Progress @ Warning Checkpoints with Parents/Guardians
5. Distinguished Speaker Series -- Quarterly Motivational Speakers (Nov/Feb/May)

**Red Students:**
1. Individual Teacher Mentors -- goal setting, action plan
2. Academic Intervention: Study Table, AM Academic Intervention (Smith/Caccamise)
3. Warning Checkpoints: 3, 7, 13, 17, 23, 27, 33, 37 weeks
4. Communication of Progress @ Warning Checkpoints with Parents/Guardians
5. Distinguished Speaker Series -- Quarterly Motivational Speakers (Nov/Feb/May)
6. Referral to SST as needed for additional support
Teacher Absence Comparison

- **24% DECREASE** in teacher absences 2016-17 SY vs. 2017-18 SY
- **34% DECREASE** in teacher absences from 2016-17 SY to 2018-19 SY
BEHAVIOR 2018-19 SY

DATA: COMPARING 2017-18 SY TO 2018-19 SY

- 52% DECREASE IN INCIDENTS OCCURRING OFF SCHOOL GROUNDS
- 58% DECREASE IN INCIDENTS DUE TO VERBAL/PHYSICAL THREATS
- 12% DECREASE IN SHORT TERM SUSPENSIONS
- 49% DECREASE IN LONG TERM SUSPENSIONS

SUPPORTS:

- RESTORATIVE JUSTICE PRACTICES PD
- USE OF RESTORATIVE DISCIPLINE APPROACHES:
  - STUDENT CONFERENCING
  - PEER MEDIATION
  - PARENT CONFERENCES IN LIEU OF SUSPENSION
- IN-SCHOOL COUNSELING SERVICES:
  - BEST SELF BEHAVIORAL HEALTH
  - SCHOOL PSYCHOLOGIST
  - SCHOOL SOCIAL WORKER
  - PEER MENTORING PROGRAM
- FOCUS ON SCHOOL-WIDE INTIATIVES
  - TIER 1 INCENTIVE SYSTEM
  - TIER 2 AND 3 STUDENT REFERRAL SYSTEM AND DATA TRACKING (SST TEAM)
McKinley High School has one of the highest concentrations of Black males with the highest graduation rates in the country. The state average graduation rate for Black males is 63% (Schott, 2015).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Cohort</td>
<td>238 students</td>
<td>242 students</td>
<td>214 students</td>
<td>244 students</td>
<td>240 students</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>65%</td>
<td>73%</td>
<td>81%</td>
<td>84%</td>
<td>81%</td>
</tr>
<tr>
<td>Advanced Regents Diplomas Awarded</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>Graduation Rate for Black Males</td>
<td>60%</td>
<td>78%</td>
<td>78%</td>
<td>87%</td>
<td>77%</td>
</tr>
</tbody>
</table>
Set High Realistic Goals

**GOALS SHOULD:**
- **Be school-wide:**
  - CLEAR
  - CONCISE
  - REALISTIC

**GOALS ARE:**
- Derived from previous years data. Every student, teacher, staff, & administrator should know their goals.

**GOALS NEED:**
- To address every academic area within the building.

**GOALS MUST:**
- Be talked about in every staff meeting, every faculty meeting, every one on one conversation and in every class.
What are your 2019/20 School Goals

Course Passing Data: 

Regents: 

Attendance: 

Behavior: 

<table>
<thead>
<tr>
<th>Subject</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>80%</td>
</tr>
<tr>
<td>Algebra</td>
<td>45%</td>
</tr>
<tr>
<td>Geometry</td>
<td>58%</td>
</tr>
<tr>
<td>Algebra II</td>
<td>35%</td>
</tr>
<tr>
<td>Living Env</td>
<td>49%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>55%</td>
</tr>
<tr>
<td>E.SCI</td>
<td>39%</td>
</tr>
<tr>
<td>Global St</td>
<td>63%</td>
</tr>
<tr>
<td>US History</td>
<td>79%</td>
</tr>
<tr>
<td>Spanish A</td>
<td>65%</td>
</tr>
<tr>
<td>Spanish B</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Graduation Rate:** 83%
The Year of Instruction3 (Yo13)

- ELA 87%
- ALGEBRA 87%
- GEOMETRY 87%
- ALGEBRA II 87%
- LIVING ENV 85%
- CHEMISTRY 85%
- E.SCI 90%
- GLOBAL ST 81%
- US HISTORY 85%
- SPANISH 80%
- ENL 85%

GRADUATION RATE: 83%
What is your current school narrative?

Qualitative Data:
What do teachers say? What do you as leaders say? What is the community saying?
3 Change the Narrative

We dubbed our school...

The Best School in the Land
Change the Narrative

- We were labeled a middle of the road school/or an average school.
  - I began calling us the Best School in the Land.
  - Students recite our pledge everyday affirming that they are the BEST.

- Students, especially Black males, would get suspended for things like hoodies, defiance, disrespect, insubordination, and or cell phones.
  - Students now have a voice. The more students are suspended, the less engaged they are.
Build strong accountable relationships with teachers.

As educators we must know we have an impact on student achievement.

Every teacher in my building is responsible for hitting Student Learning Objectives and the school goal.

Always thank and celebrate your teachers!
Teacher Accountability

REMEMBER

COURAGEOUS CONVERSATIONS

TEACHER STAFFING AND MANAGING RESOURCES CORRECTLY

MOBILIZE AND USE DATA, DATA, AND MORE DATA
Allocated Resources

Focus resources on academics and the goals.

Main goal is graduation.

Partnership with colleges.

Free tutoring and tutor push-in.

Peer to peer tutoring.

Targeted test taking.

Grad-point.
Put your best teachers in the spots that you need the most.

If a teacher is out, work with HR to get the position staffed.

Examine duties that teachers have for one on one conversations.

Common planning time, determine and examine how teachers can plan together.

As a leader we must be intentional with our staffing and our resources.

Allocated Resources: 5
Do Males of Color Know Their Why?
CREATE SPACE FOR BLACK MALES TO DISCOVER THEIR BIG WHY

- We are the largest Career Technical Education School in Buffalo.
- Our students build a house from ground up, we have Plumbing, Electrical, Heating Venting and Cooling, Print Media, Horticulture, Urban Teacher Academy Program, and Aquatic Ecology program.
- Our Black Males come to school knowing that they can be more than a football player, or a basketball player.
- If you do not have trades, create project-based learning opportunities for your students.
- Demonstrate how what they are doing in ELA is relatable to the real world.
Mental Health is Key

- Go to gym, get good rest, disengage from the work.
- Find multiple opportunities to smile and laugh at work. This work is hard.
- Spend time with your family, use your time off when you need it.
Targeted Student Intervention

- 9th Grade and 12th Grade are Key
- Red, Yellow, Green for Seniors
- Targeted Academic Interventions
- Increased Rigor for High Performing Students
- Testing Strategies
  - Grad-Point
- Graduation Conversations
- Teacher Mentors
- Night School
Discipline...Revised

SUSPENSION IS NOT THE ANSWER
SUSPENSION DISENGAGES STUDENTS FROM ACADEMICS
RESTORATIVE PRACTICES
STUDENTS NEED TO BE IN THEIR CLASS
IN SCHOOL SUSPENSION
IS THAT REALLY A VIOLATION
IF I DON’T GO TO CLASS, SHOULD I KICK YOU OUT?
LOVE IS THE KEY
Celebrate Everything

- Teacher of the month! Shout-out Thursdays!
- Every student achievement: Merit & Honor Roll Assemblies, test score increases, birthday celebrations, weddings, first place accolades, any student in the news for anything positive.
- We celebrate every student, every teacher, every parent, every administrator, anything good that happens it will be celebrated.
UNTIL FURTHER NOTICE:
CELEBRATE EVERYTHING
QUESTIONS
THANK YOU!

Dr. Marck Abraham
Phone: 716-248-7648
Email: marckabraham@yahoo.com


