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

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# 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

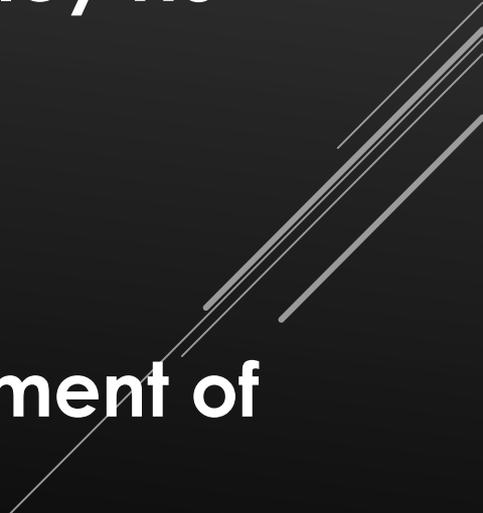
New  
Relationship with  
Our Teachers

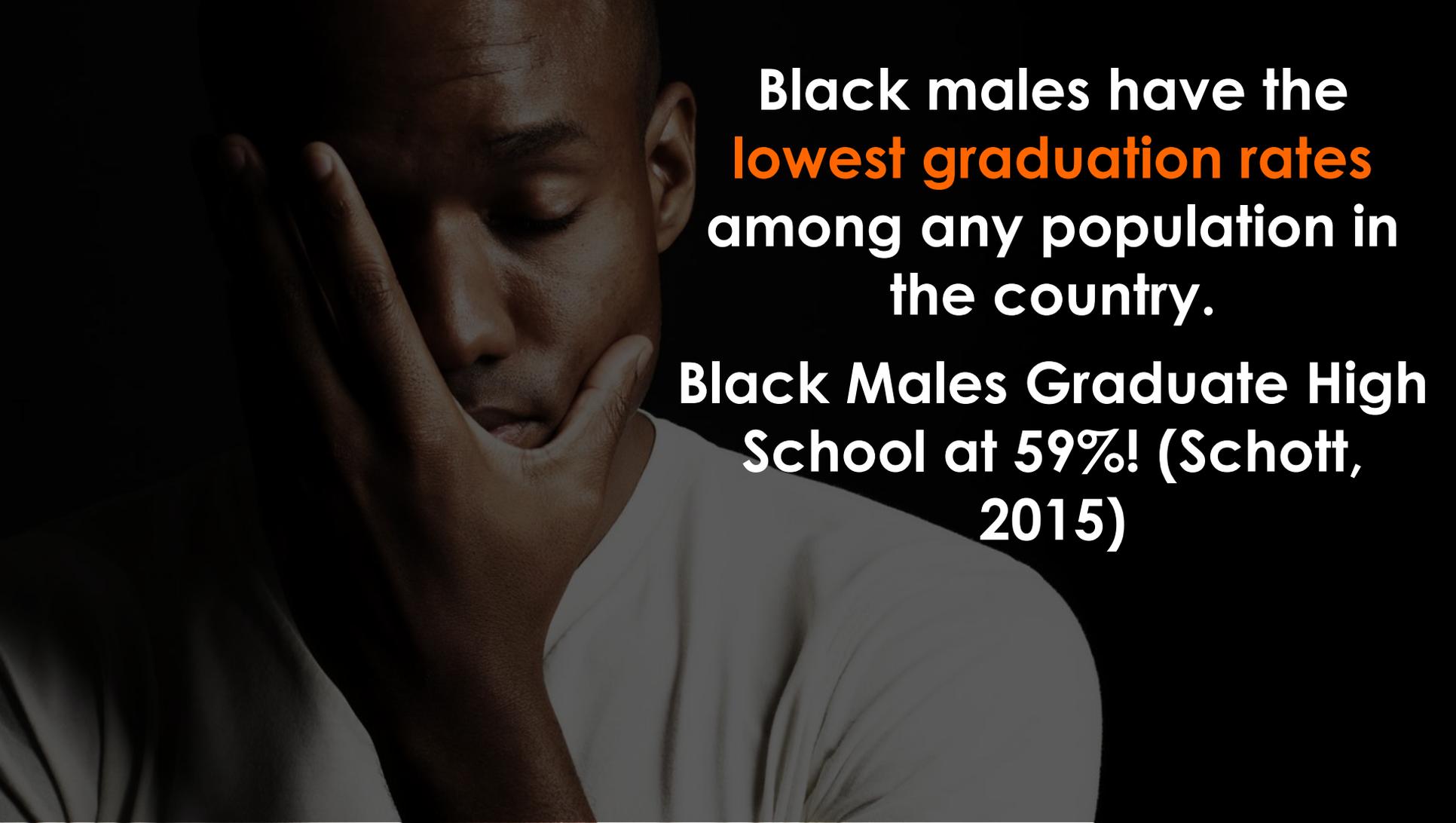


# The Results

- ✓ 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

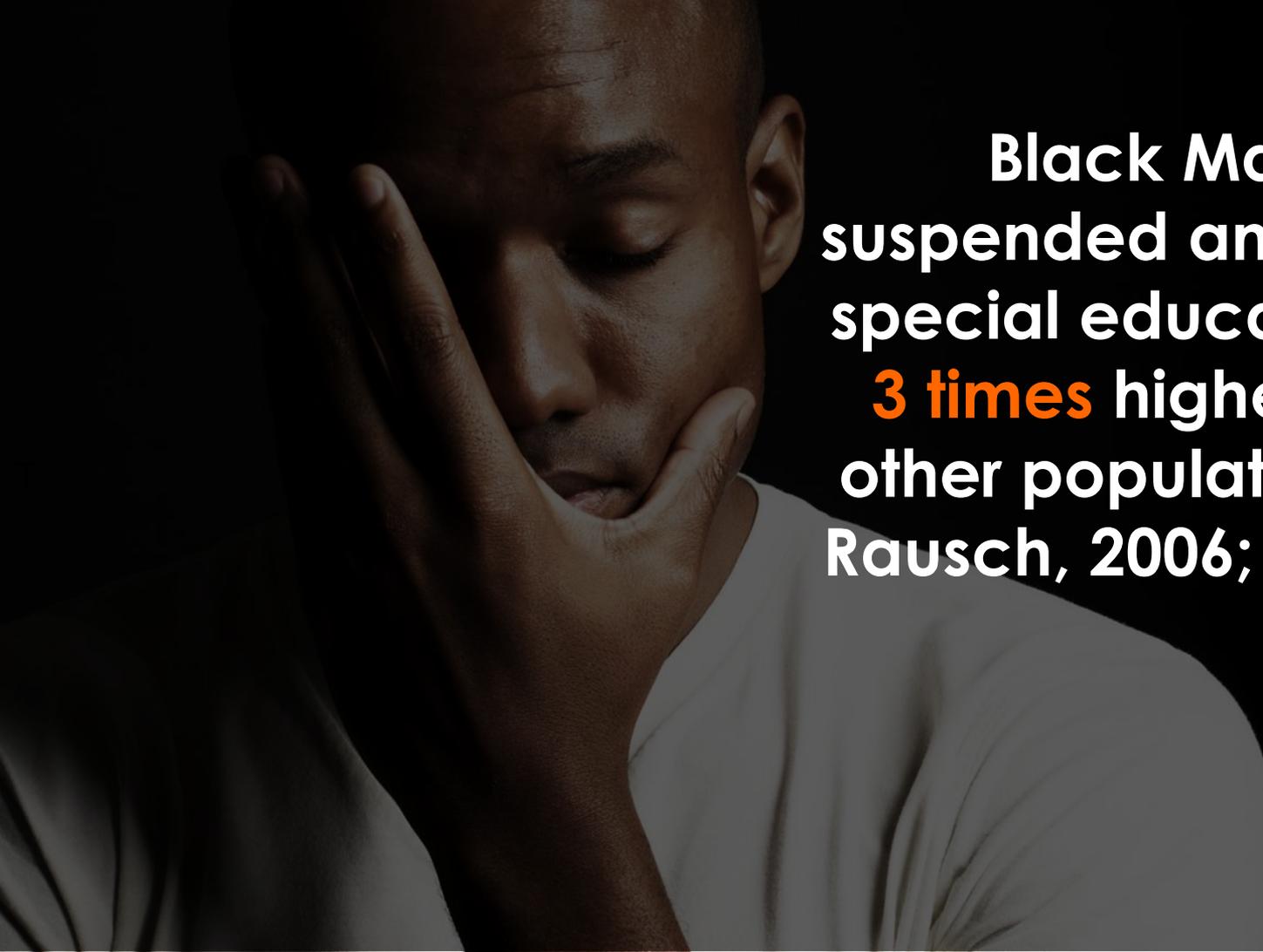
# OUTLINE

- ▶ Introduction
  - ▶ Black Males' Performance at McKinley HS
  - ▶ The Journey
  - ▶ National Data for Black Males
  - ▶ Follow-Up and Continuous Improvement of Black Male Graduation Rates
- 

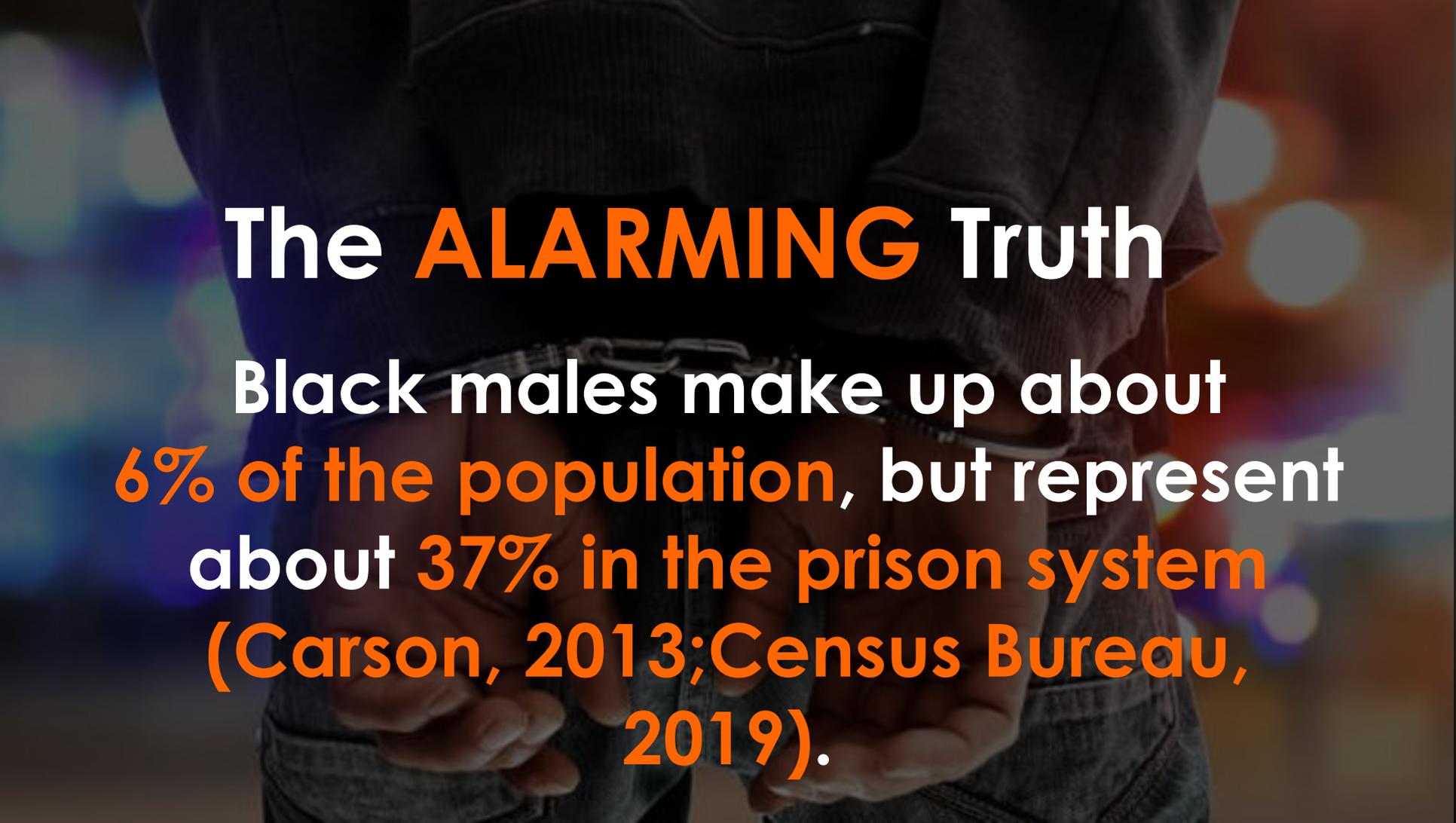


Black males have the **lowest graduation rates** among any population in the country.

**Black Males Graduate High School at 59%! (Schott, 2015)**



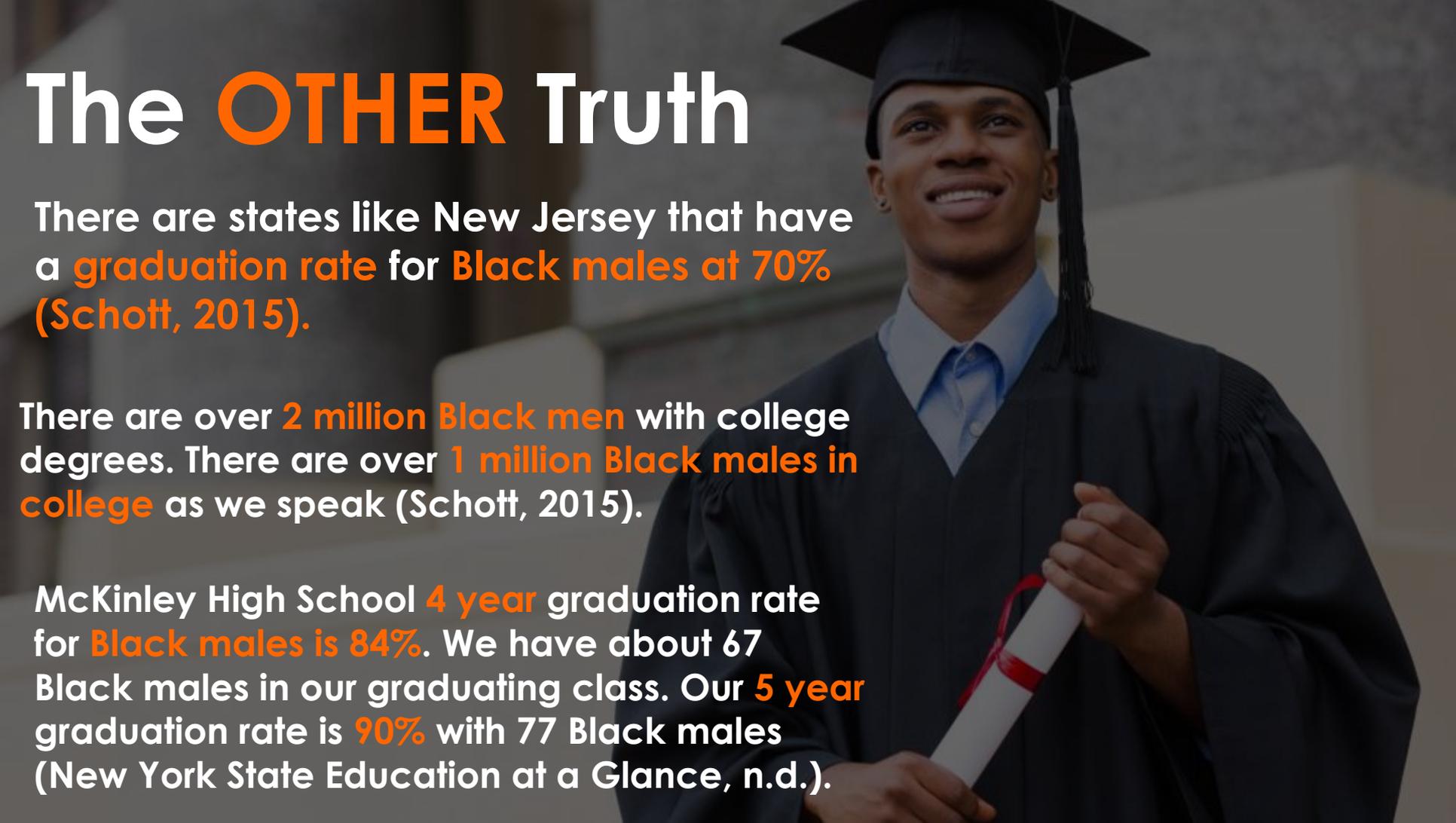
**Black Males are  
suspended and referred to  
special education classes  
3 times higher than any  
other population (Skiba &  
Rausch, 2006; Bristol, 2014)**



# The **ALARMING** Truth

Black males make up about **6% of the population**, but represent about **37% in the prison system** (Carson, 2013; Census Bureau, 2019).

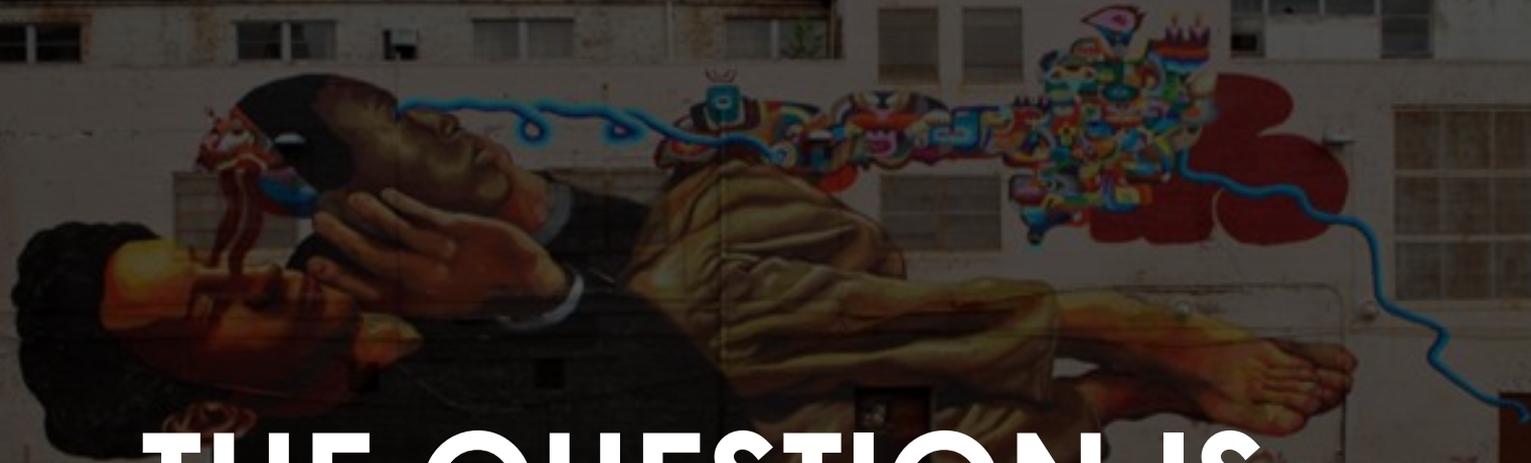
# The OTHER Truth



There are states like New Jersey that have a **graduation rate for Black males at 70%** (Schott, 2015).

There are over **2 million Black men** with college degrees. There are over **1 million Black males in college** as we speak (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.).



**THE QUESTION IS...**

**Can We as Educators**

**Make a Difference for BLACK MALES?**



**10**

**CLOSING THE GRADUATION GAP  
AT MCKINLEY HIGH SCHOOL**

**STEPS**



# Know Your Data

...it's what keeps us on track

**1**

# Data Dominates

**Black male  
Referral /  
Suspension  
Rates**

**Black male  
State  
Exams**

**Black male  
Student  
Attendance**

**Black male  
graduation  
rates**

**Black male  
Course  
Passing**

**Formative &  
Summative  
Assessment**

**Cohort Data**

**Student  
Return  
Rates**

**Teacher  
Attendance**

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

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%.

Period	Total Number of Students	0-54 <i>(Provide student names)</i>	55-64 <i>(Provide student names)</i>	65-74	75-84	85-94	95-100		
1	14	<b>STUDENT NAMES</b>		3	2	7			
2	18				5	5	5		
3	10				2	1	5	2	
6/7	24					6	7	9	
11	22					3	3	11	3
<b>TOTALS</b> <i>Number of students and % of students in each category</i>	88	4—4.5%	3—3.4%	8—9%	17—19%	35—39.7%	19—21.5%		

# 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?

GOAL	ACTION STEPS	SUPPORT
<b>Coursework:</b> ALL students will have an average of 65% or above.	<ul style="list-style-type: none"> <li>• By October 19, 2019, all parents of failing students will be sent a list of missing work to be returned with a parent signature.</li> <li>• By October 26, 2019, all struggling students will have been referred to SST for academic intervention:               <ul style="list-style-type: none"> <li>○ Tutoring: ATS, 21<sup>st</sup> Century or with a teacher</li> <li>○ Weekly Check-In/Check-Out</li> <li>○ Extended Day: 3:30-5:30pm, as needed</li> </ul> </li> </ul>	In order to meet this goal, I will need: <ul style="list-style-type: none"> <li>• A list of referrals for additional services: attendance, behavior or coursework referrals</li> <li>• Parent input for individual student action plans.</li> </ul>
<b>ATTENDANCE</b>	Increase attendance/locate the seven students struggling to pass	Continue to email attendance to refer students
<b>BEHAVIOR</b>	Have at least 95% completion of personal narrative college essays	--continue to work with students during <del>mack</del> time and during study halls
<b>COURSEWORK</b>	Increase passing rate by 1% to 93%	--touch base with specific students out due to needed immunizations

# MONITOR YOUR COHORT DATA



**STUDENT NAMES**

X			17	59v	56v	58v	68	75	71.65			
X			21.5	81	76 Geo	91	98	89	90.81		ES 73	
X			22.5	74	71	73	69	68	82.43		ES 66	
X			20.5	90	82	95	99	92	98.32	GEO 86	ES 90	CHEM 88
X			21	62	75	93	65	84	76.82			
	X		14.5	71	65		68		65.6			
		X	15.5	75				75	68.22			
X			21.5	91	69	88	96	79	88.81		ES 90	
X			21.5	66	66	67	83	77	87.71			

Cohort 2016												
Total	28	64	146	**13 students not accounted for (5%)								
% out of 251	11%	25%	58%									

## 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



**NOT READY TO GRADUATE**

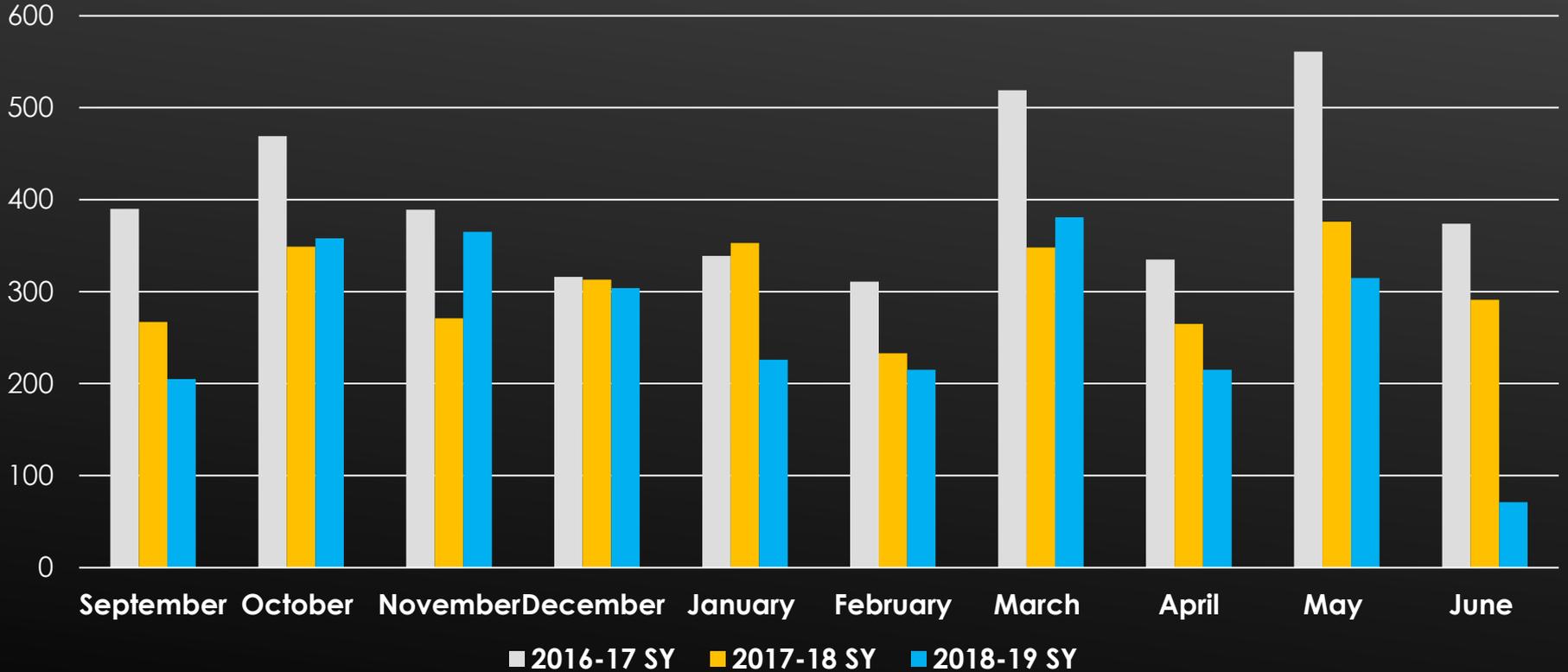


**NEEDS EXAMS/COURSES TO GRADUATE**



**READY TO GRADUATE**

# 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 INITIATIVES
  - ▶ TIER 1 INCENTIVE SYSTEM
  - ▶ TIER 2 AND 3 STUDENT REFERRAL SYSTEM AND DATA TRACKING (SST TEAM)

# GRADUATION RATE ANALYSIS

	2013-14	2014-15	2015-16	2016-17	2017-18
Total Cohort	238 students	242 students	214 students	244 students	240 students
Graduation Rate	65%	73%	81%	84%	81%
Advanced Regents Diplomas Awarded	1%	1%	0%	1%	5%
Graduation Rate for Black Males	60%	78%	78%	87%	77%

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).

# 2 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.

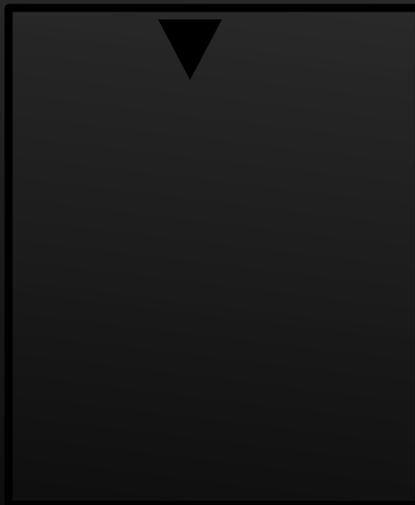
# 2

## What are your 2019/20 School Goals

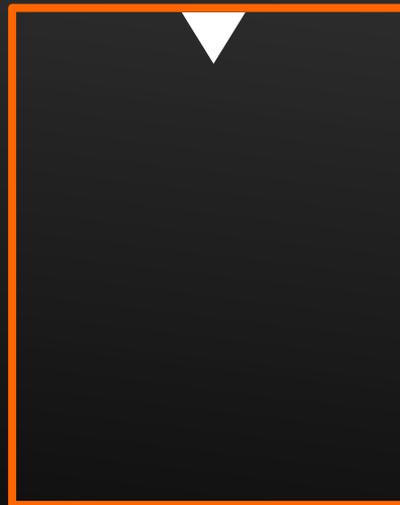
Course Passing  
Data:



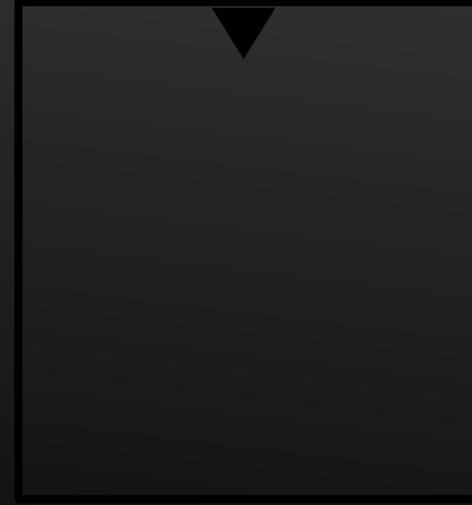
Regents:



Attendance:



Behavior:

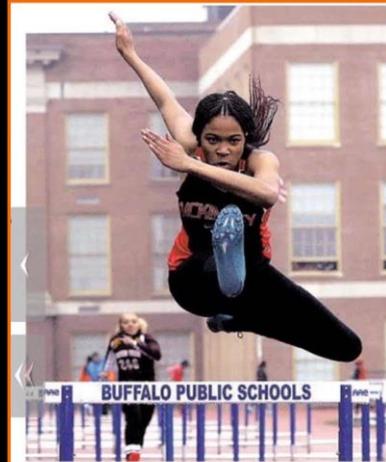


# M MCKINLEY HIGH SCHOOL

2019-2020 SCHOOL GOALS

## THE YEAR OF INSTRUCTION3 (YOI3)

- ELA 80%
- ALGEBRA 45%
- GEOMETRY 58%
- ALGEBRA II 35%
- LIVING ENV 49%
- CHEMISTRY 55%
- E.SCI 39%
- GLOBAL ST 63%
- US HISTORY 79%
- SPANISH A 65%
- SPANISH B 100%



McKinley's Nya Lockett focuses on the finish line on her way to the 100 hurdles Monday in the Buffalo Public Schools track and field meet. James P. Mc

**GRADUATION RATE: 83%**

# 2019-20 SCHOOL YEAR GOALS



# MCKINLEY HIGH SCHOOL

2019-2020 COURSE PASSING GOALS

## THE YEAR OF INSTRUCTION<sup>3</sup> (YOI<sup>3</sup>)

- 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%**



**3**

**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**

# 3

## 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.**

# 4 Teacher Accountability

**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!**

# 4

# Teacher Accountability

REMEMBER >>>

COURAGEOUS CONVERSATIONS

TEACHER STAFFING AND MANAGING  
RESOURCES CORRECTLY

MOBILIZE AND USE DATA, DATA, AND  
MORE DATA

# ALLOCATED RESOURCES



# 5

# ALLOCATED RESOURCES



FOCUS RESOURCES ON ACADEMICS AND THE GOALS

MAIN GOAL IS GRADUATION

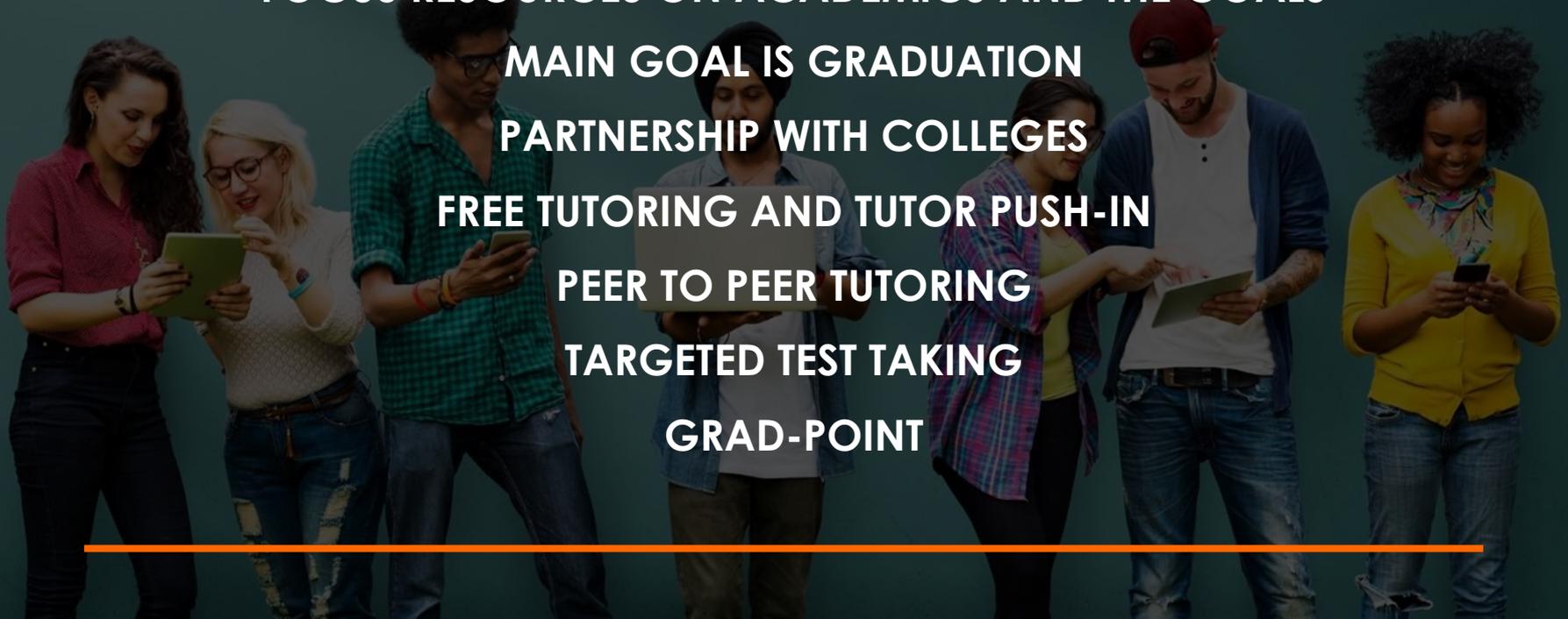
PARTNERSHIP WITH COLLEGES

FREE TUTORING AND TUTOR PUSH-IN

PEER TO PEER TUTORING

TARGETED TEST TAKING

GRAD-POINT



# 5 ALLOCATED RESOURCES

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

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

# 6

# Do Males of Color Know Their Why?



# 6

# Discovering 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.**

# 7

# Mental Health is Key

- 
- A photograph showing the silhouettes of several people interacting with a large, curved, metallic sculpture in an open field at sunset. The sun is low on the horizon, creating a bright glow behind the sculpture. One person is standing on top of the highest curve, another is standing below it with their hands on their head, and others are scattered in the background.
- ❖ 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.

# 8

## Targeted Student Intervention



- 9TH GRADE AND 12 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

# 9

# 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

# 10

# 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!

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