Culture & Climate
At Huguenot High School & George Wythe High School (RPS)

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Demographics of Schools

2019-2020

George Wythe High School Enrollment

- Black 51.8%, Hispanic 44.8%, White 2.5%, Other (mixed, Asian, NA) 0.9%
- ELL: 32.5%
- Economically disadvantaged: 50.8%

Huguenot High School Enrollment:

- Black 61.4%, Hispanic 30.1%, White 7%, Other (mixed, Asian, NA) 1.5%
- ELL: 23.8%
- Economically disadvantaged: 47.9%

RPS Hispanic Enrollment :

- 2014-2015 - 11.5%
- 2019-2020 - 19.3%

"Our graduation rate remains the lowest in the Commonwealth, and our dropout rate remains the highest." School Board, Nov. 16, 2020[1,2]

- "George Wythe High School experienced a significant drop in its graduation rate and a significant increase in its dropout rate." (+12.1%)
- "Huguenot High School experienced a slight drop in its graduation rate." (-1.1%)
- "The graduation rate for our Hispanic/ Latino students is extremely concerning."
    - Hispanic/Latino: -7%
    - ELL: -12.1%

Surveys from Positive Behavioral Interventions & Supports

1. We used the PBIS School Survey Suite to administer four teacher-centered surveys at both high schools.
2. Questions focused on four areas
   a. Teachers' Satisfaction
   b. Teachers' Views of Students' Relationships with Each Other
   c. Teachers' View of Their School Building and Materials
   d. Teachers' Views of Student Behavior

What the survey indicated

- Teachers at both schools indicated +80% job satisfaction scores.
- Teachers enjoyed collaborative relationships between colleagues, team members, and others in the building. Teachers indicated their materials were new and in good repair.
- HHS is 5 years old and teachers indicated that the custodial staff and teaching staff work together to maintain the building.
- GWHS is much older and will be replaced within the next three years; however, teachers felt that the custodial staff and teaching staff work together to maintain the building.
- Teachers and students in both locations share a good relationship.
- Students overall share good relationships.
- Overall, students are working hard to meet academic benchmarks and seek assistance when struggling.
- Teachers see lack of parental involvement as the key to higher success rates and ***attendance.***

Parental Involvement

Studies reveal that parental involvement impacts student attendance. Student attendance is a key component to academic success.[3]

How:

- Parental Involvement at home includes: study habits, norms for free time and access to educative experiences outside of a classroom setting: family vacations,
- At the school level, parental involvement includes: parent-teacher conferences, PTA, volunteering for sport events, coaching or tutoring.
- Communication with the school is crucial not only to notify absences but also participating intervention programs for academic success.
- Think outside the box. Call home, home visits, postcards, church outreach, attend games,

What is Chronic Absenteeism?

According to the VDOE, "Chronic absenteeism is defined as missing ten percent or more of the academic year for any reason, including excused absences, unexcused absences, and suspensions. Based on a 180-day school year, that means approximately 18 days per year or 2 to 3 days per month." [4]

"Truancy is the act of accruing one or more unexcused absences, where the parent is unaware of or does not support the student's absence, or where the parent's provided reason for the absence is not acceptable to the school administration."

Why are Hispanic Students Dropping Out?

- They are leaving school early to work at a rate four times the national average.[5]
- A Pew Hispanic research study found that nearly 75 percent of all Latinos stop attending school, either before or after graduating from high school, to help their families economically.[6]
- Lack of English proficiency among Hispanic student is linked to the higher Hispanic dropout probability.[7]

Plans in Place

RPS counts with two programs for prevention and recovery of dropouts.

Secondary Success Center - Recovery Program

Con Ganas! - Prevention Program

Newcomers Academy - Secondary

RPS Proposed Plans to Impact Hispanic Attendance

"Schools need to be assertive about reaching out to those parents by calling them, visiting them or otherwise making sure they understand that resources are available, Santiago said." [8]

Communities that see sharp declines in their dropout rates are places where principals and superintendents are building an "every student counts" culture, Bridgeland said. EdWeek.com

- new full-service community high school with wrap-around services and curriculum *tailored to first- and second-generation Latino immigrant students.* (GWHS)
- an education promoter program to *connect families to the resources they need to make ends meet*, including meaningful education and employment for parents, food, housing, legal assistance, etc. (New Position)
- In doing so, social capital — *magnet courses that are more hands on and critical thinking, and ESL/ELD programs* — should be implemented to prevent a **"subtractive schooling"** or the ineffective "banking method" of teaching. "In essence, the 10% of Latino high school dropout rate can be improved by integrating magnet program in schools all over the United States." [9]
- RPS Newcomers Academy - Primary

We propose...

- A separate bilingual school with a hybrid schedule which includes:
  - Fully bilingual and dual - certified teachers.
  - Spanish for students whose primary language is Spanish
  - English as foreign language.
  - Work-Study program or Coop.
  - Asynchronous and Synchronous Classes
- Parental Involvement
  - Online night school for parents to teach English as foreign language
  - 24-7 Virtual Parent-Liaison Assistance
  - Parent Outreach in community events

What's Next

- Create an outline to present to LIEP for measures to help both HHS and GWHS.
- Obtain funding: Contact RPS Grants Department to apply to organizations and states, Title I funds, CARES Act funds, etc.
- Design a comprehensive budget to include a new position to organize/train teachers on specific outreach tools and partnering with bilingual staff at both schools to support monolingual teachers. Professional Development for teachers, materials for teachers to implement the program, and materials to distribute among students.

Resource Links

- https://www.census.gov/newsroom/blogs/random-samplings/2017/08/school_enrollmentof.html
- https://www.pewresearch.org/fact-tank/2016/07/28/5-facts-about-latinos-and-education/
- https://www.americaspromise.org/sites/default/files/d8/2016-10/18006_CE_BGN_Full_vFNL_0.pdf
- https://www.schools.utah.gov/file/8ab954b4-7720-4ea9-8700-724f7404cbc4
- https://www2.ed.gov/offices/OUS/PES/Hispanic/chapter5.html
- https://www.avid.org/funding-options
- https://hechingerreport.org/high-school-graduation-rates-for-one-important-group-are-starting-to-get-better/
- https://collegian.csufresno.edu/2017/12/latinos-in-education-improving-the-high-school-dropout-rate/#.X7ZyHGhKjIU
- https://www.neafoundation.org/ideas-voices/dropping-out-of-high-school-latinos/
- http://www.pewhispanic.org/2009/10/07/latinos-and-education-explaining-the-attainment-gap/
- https://collegian.csufresno.edu/2017/12/latinos-in-education-improving-the-high-school-dropout-rate/#.X7ZyHGhKjIU

Resource Links

- https://www.kpbs.org/news/2011/jun/27/chronically-absent-students-cost-county-schools-mi/
- https://www.mytexaspublicschool.org/the-school-system/funding.aspx
- https://www.attendanceworks.org/policy/state-education-policy/
- https://www.educate78.org/crunched-data-based-look-at-oakland-public-schools-2/
- https://www.virginiamercury.com/2020/09/18/virginia-public-schools-are-seeing-an-early-drop-in-enrollment-it-could-millions-in-state-funding-at-risk/
- https://schoolquality.virginia.gov/divisions/richmond-city-public-schools#desktopTabs-3
- https://www.attendanceworks.org/wp-content/uploads/2017/09/Chronic-Absenteeism-in-Virginia.pdf
- https://blogs.edweek.org/edweek/high_school_and_beyond/2017/10/high_school_dropout_rate_hispanics_reaches_all_time_low.html