To:	Members of the State Board of Education
From:	Mohammed Choudhury, State Superintendent of Schools
Date:	August 23, 2022; Revised September 29, 2022
Subject:	Students Attending Alternative High Schools

Purpose

The purpose of this item is to provide a data summary of Maryland alternative high schools.

Background/Historical Perspective

The US Department of Education defines an alternative school as a public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems.

Maryland's Local Education Agencies (LEAs) report data on all schools annually to the Maryland State Department of Education (MSDE).

Executive Summary

Maryland has 1,427 schools with 43 schools reported as alternative education schools in SY 2021-2022 across all grade spans. Statewide, there are 27 alternative high schools across 11 LEAs. This presentation presents enrollment and outcome data for Maryland's alternative high schools.

Action

No action is required; this information is for discussion only.

Students Attending Alternative High Schools

MARYLAND STATE BOARD OF EDUCATION

August 23, 2022
Revised September 29, 2022

Presented By | Chandra Haislet, Assistant State Superintendent, Division of Assessment, Accountability and Performance Reporting

Alternative High Schools Overview

Background and overview of alternative high schools

National Perspective

- The US Department of Education defines an alternative school as a public elementary/secondary school that **addresses the needs of students that typically cannot be met in a regular school program** and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems.

- Reengaging dropouts is challenging for school systems for three reasons.

  - Information is limited on who has dropped out and where they are located.

  - Traditional, comprehensive high schools are not well equipped to serve students who are returning to complete a degree.

  - Recovering youth who have dropped out of school can be expensive and time consuming, and few, financial incentives exist for schools to work with this population.

- Dropout recovery can succeed if states take actions to facilitate the reengagement of out-of-school youth such as to **use data to identify dropouts and target recovery strategies; provide flexible, high-quality school options for recovered dropouts; and incentives** to focus on dropout recovery if resources exist.

Sources: U.S. Department of Education, Washington, DC: EDFacts, FILE 029 – Directory File Specifications – V18.1(SY 2021-22).

Reyna, R. (2011). State policies to reengage dropouts. National Governors Association Center for Best Practices.

Maryland Definition: Dropout

Exit Status	Exit Code	Description
W	30	Illness. An illness of such severity that it would preclude the implementation of any education program (e.g., home/hospital instruction).
W	31	Academic. Student who drops out due to lack of academic success including low grades and/or grade retention, and is over the age of Compulsory Attendance.
W	32	Discipline. Student who voluntarily drops out due to continual disciplinary problems as documented by multiple office referrals and/or suspensions, but who has not been formally expelled from school, and is over the age of Compulsory Attendance.
W	33	Lack of Interest. Student who drops out of school due to a lack of personal motivation or interest to continue education, and is over the age of Compulsory Attendance.
W	34	Employment. Certified by documentation and the student is unwilling to remain in a regular or alternative educational program, and is over the age of Compulsory Attendance.
W	35	Marriage. Certified by documentation.
W	36	Military Service.
W	38	Court Action. A student who is committed by court order to an institution without an educational program.
W	39	Economic Reasons. A student who leaves school due to a lack of financial resources and/or lack of family support or has caretaker responsibility for the extended family, excluding his/her own children.
W	40	Expulsion Under Compulsory Age of Attendance.
W	41	Immaturity. Immaturity under age five. Used in prekindergarten, kindergarten, and first grade, with appropriate documentation.
W	42	Special Cases. Other reasons with the State Superintendent's approval.
W	44	Parenting.
W	46	Expulsion Over the Compulsory Age of Attendance.
W	50	Not Accessing Educational Services.
W	71	Pregnancy.
W	85	Age Out Students with Disabilities. The student has exceeded the age which the State guarantees a free, appropriate public education, and has subsequently exited.
W	86	Alternative Educational Program. Any student who withdraws from school and attends an MSDE approved alternative educational program (i.e., Job Corps, Freestate ChalleNGe Academy).
W	88	GED. Student who withdraws from educational services to pursue entrance into an approved GED and is over the age of Compulsory Attendance.
W	89	Deferred Diploma. Withdrawal of any student who has met the requirements of a Maryland High School Diploma who deferred receipt of the diploma to remain eligible for additional educational services.

A dropout is defined as a student who, for any reason other than death, leaves school before graduation or the completion of a Maryland approved education program (including a special education program) and is **not known to have enrolled in another school or State approved program during the current school year** (COMAR 13A.08.01.07).

Any student identified with Exit Status "W" (excluding Exit Code "43"– Deceased) is considered a dropout.

When is an exiting student not a dropout?
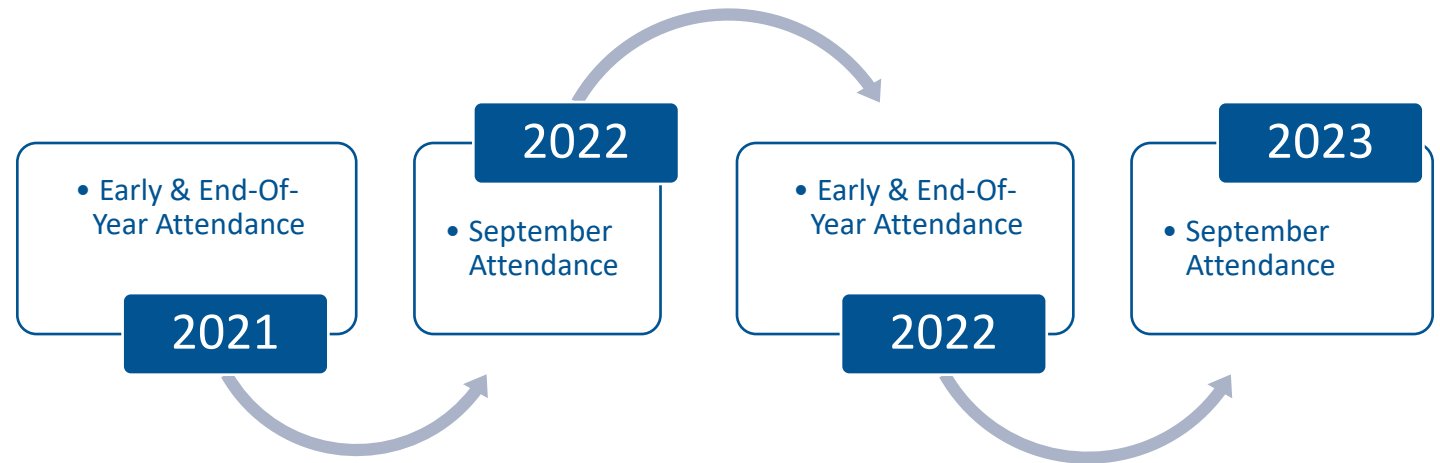# Codes for Exiting Students Not Considered Dropouts

Exit Status	Exit Code	Transfer Codes
		Description
T	10	Transfer to another public school in the same LSS.
T	13	Transfer to a Maryland public school outside the LSS.
T	14	Transfer to a public school in another state or territory of the United States, or from a United States overseas dependent school.
T	15	Transfer to a nonpublic school in the same LSS.
T	16	Transfer to a Maryland nonpublic school outside the LSS.
T	17	Transfer to a United States nonpublic school or institution in another state or territory of the United States.
T	18	Transfer to a school (public or nonpublic) of a foreign country.
T	21	Transfer to an evening high school program.
T	22	Transfer to a State institution in Maryland with an educational program.
T	24	Home schooling pursuant to COMAR 13A.10.01.
T	25	Transfer to a public school that has made adequate yearly progress from a Title I public school designated for improvement pursuant to COMAR 13A.01.04.07.
T	26	Transfer to a public school pursuant to the Unsafe School Transfer Policy, COMAR 13A.08.01.20.

Exit Status	Exit Code	Completer Codes
		Description
C	60	Maryland High School Diploma. Student satisfactorily obtained a Maryland High School Diploma.
C	62	Maryland High School Certificate of Program Completion. Student with a disability who met requirements for a Maryland High School Certificate of Program Completion.
C	70	Early College Admission Program. Student satisfactorily obtained a Maryland High School Diploma after meeting the requirements of COMAR 13A.03.02.10 for Early College Admission.

Continuous Student Record

With the implementation of the State Assigned Student Identification (SASID), **student data is linked across data collections and school years.**

- The SASID, Entry and Exit information combined provides **a complete picture of the student's career in Maryland Public schools.**

- The Entry and Exit information provided in the Attendance Collections should be **continuous with no unaccounted breaks in the student record.**

2021
- Early & End-Of-Year Attendance

2022
- September Attendance

2022
- Early & End-Of-Year Attendance

2023
- September Attendance

Alternative High Schools by the Numbers

Data on alternative high schools and the students attending the alternative high schools

Maryland School Types

Maryland has 1,427 schools with 43 schools reported as alternative education schools in SY 2021-2022 across all grade spans.
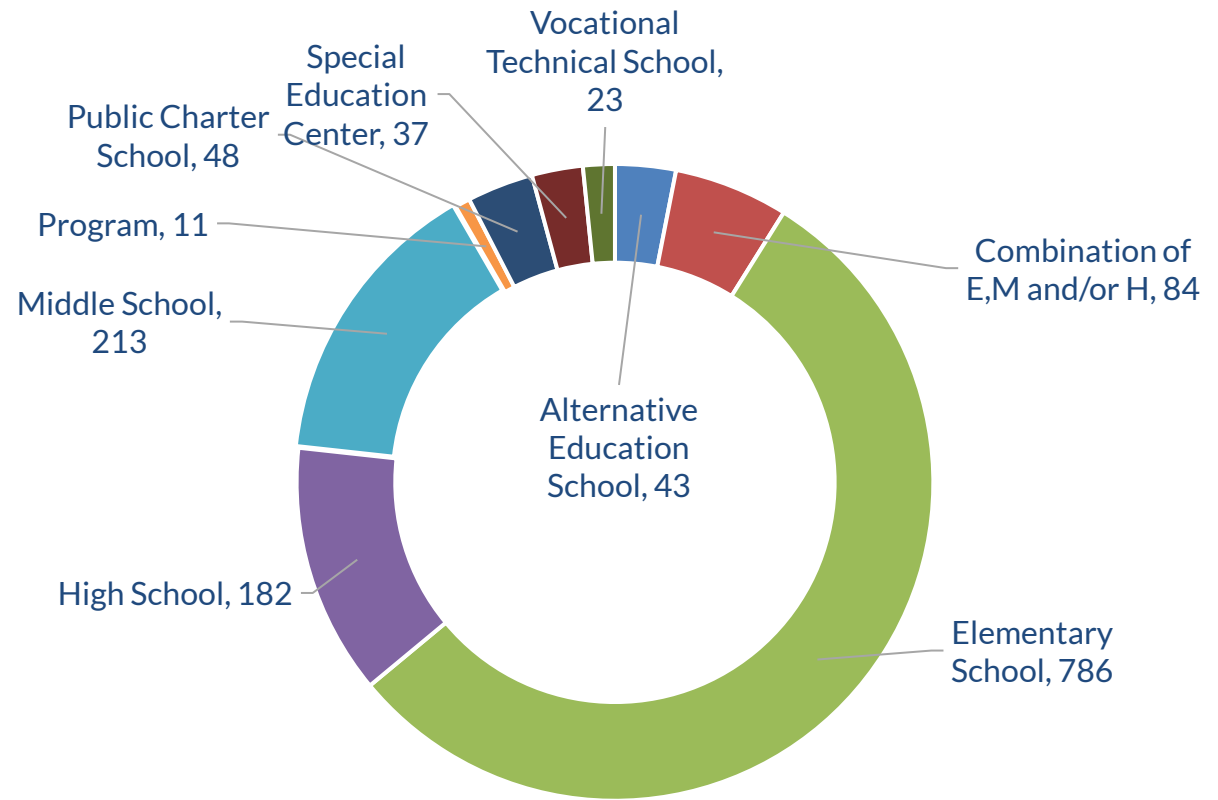

School Type	School Count
Alternative Education School	**43**
Combination of E,M and/or H	84
Elementary School	786
High School	182
Middle School	213
Program	11
Public Charter School	48
Special Education Center	37
Vocational Technical School	23
Total	**1,427**

Data Source: 2021-2022 MSDE School Dataset

Alternative High Schools by Local Education Agency

Statewide, there are 27 alternative high schools* across 11 local education agencies in SY 2021-2022.

Legend:
- 0
- 1-2
- 3-5
- >5
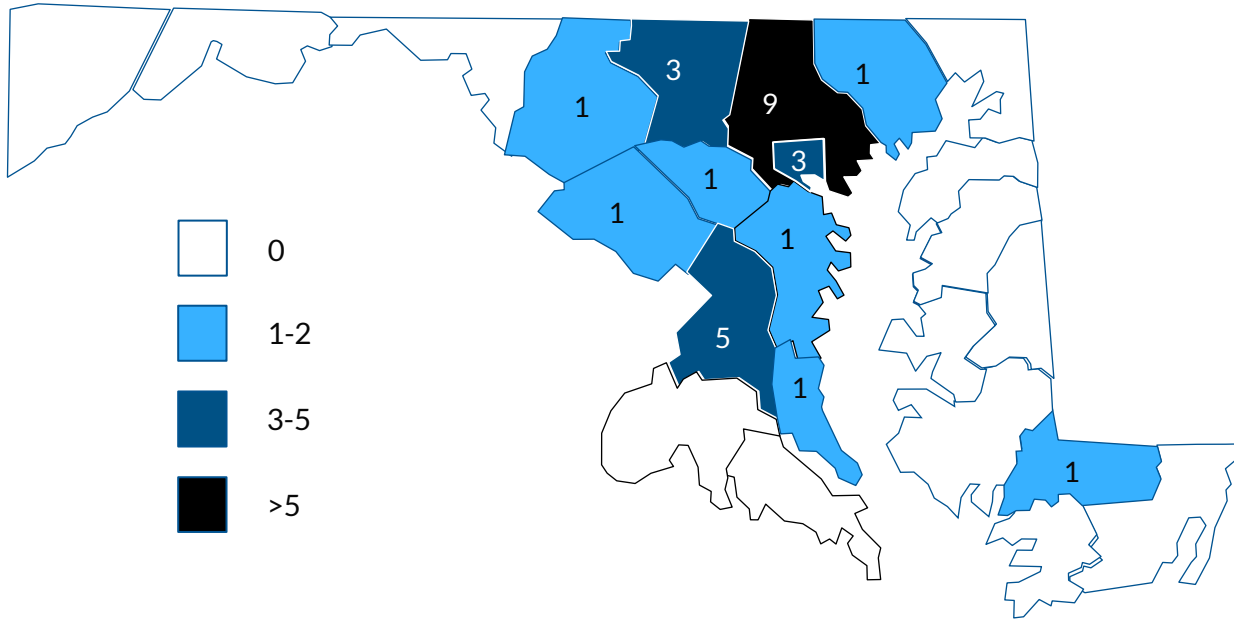
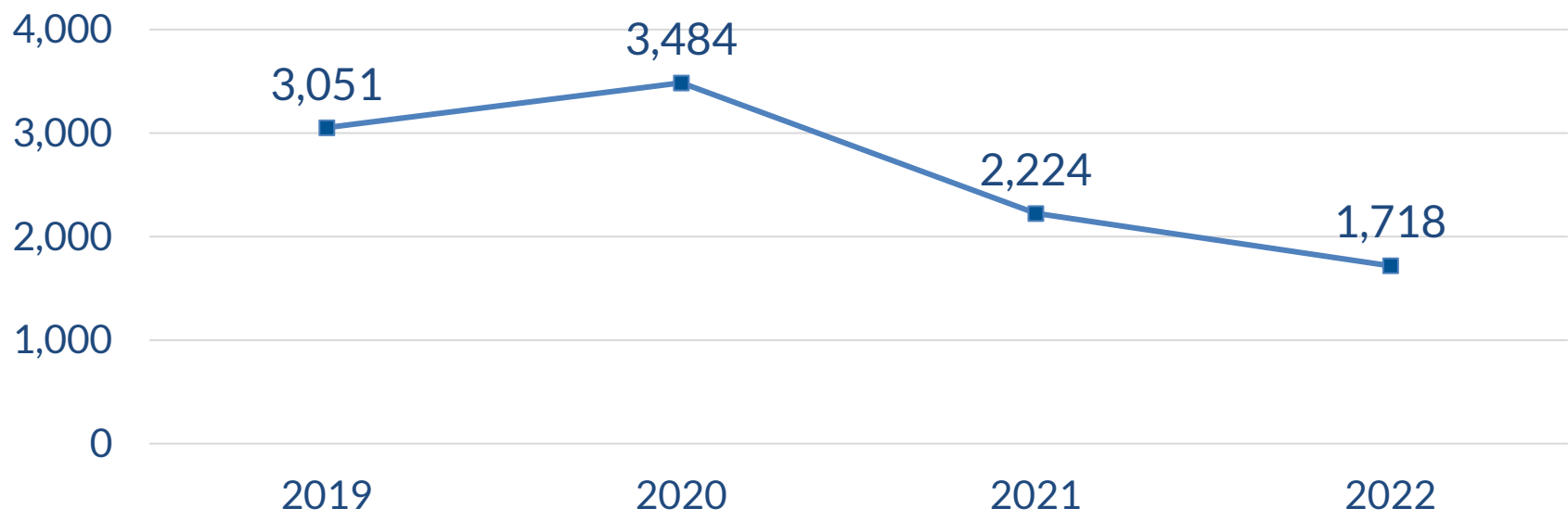| Local Education Agency	Alternative High Schools Count
Anne Arundel	1
Baltimore City	3
Baltimore County	9
Calvert	1
Carroll	3
Frederick	1
Harford	1
Howard	1
Montgomery	1
Prince George's	5
Wicomico	1
Total	**27**

* Schools that do not have enrolled students and schools having only grade 9 are excluded.

Data Source 2021-2022 MSDE School Dataset

Maryland Student Enrollment Trend

Student enrollment in alternative high schools has been decreasing with 1,718 total students enrolled in SY 2021-2022.

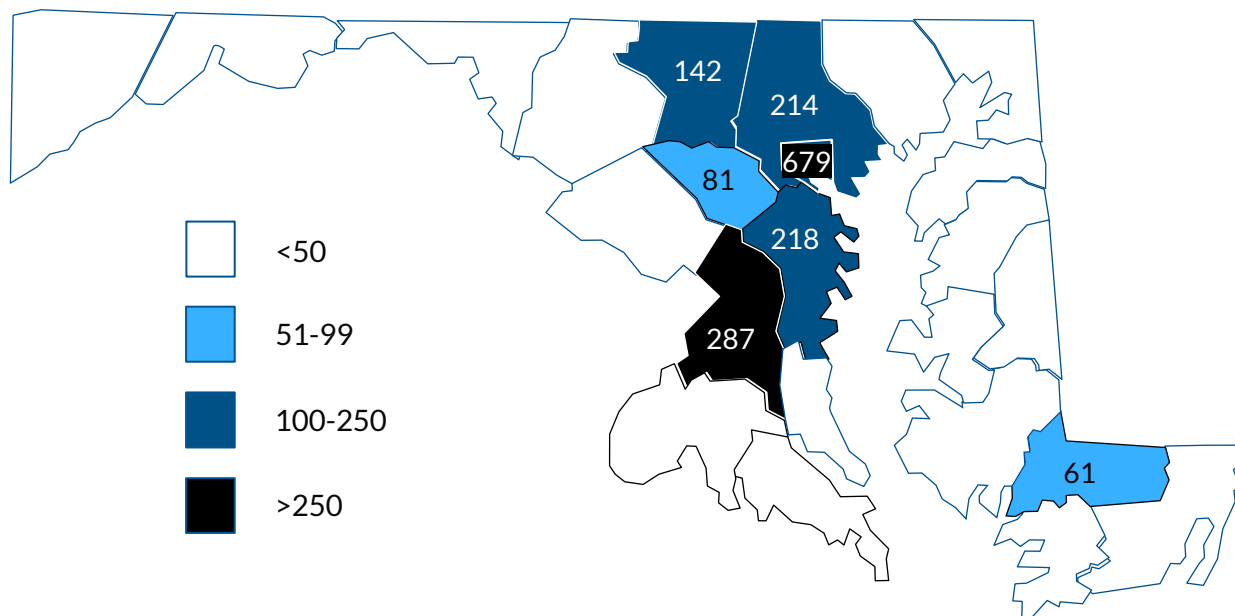## Total Enrollment Trend Alternative High Schools

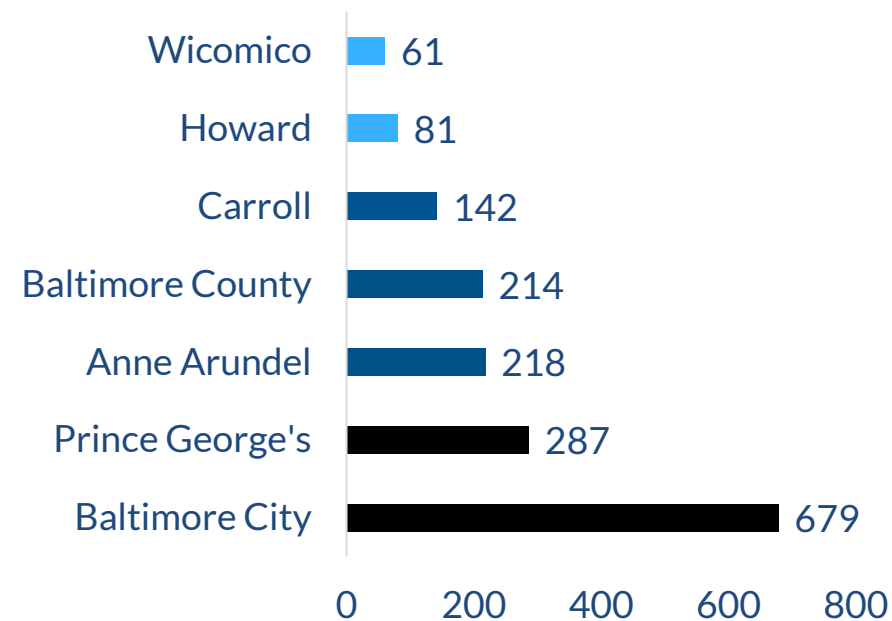| Year	Alternative High Schools Count
2019	27
2020	31
2021	27
2022	27

Data Source: MSDE September Enrollment

Maryland Student Enrollment by Local Education Agency, SY 2021-2022

More than half (56%) of students enrolled in alternative high schools are enrolled in Baltimore City and Prince George's County.

Legend:
- <50
- 51-99
- 100-250
- >250

Map values: 142, 214, 679, 81, 218, 287, 61

Enrollment by LEA*

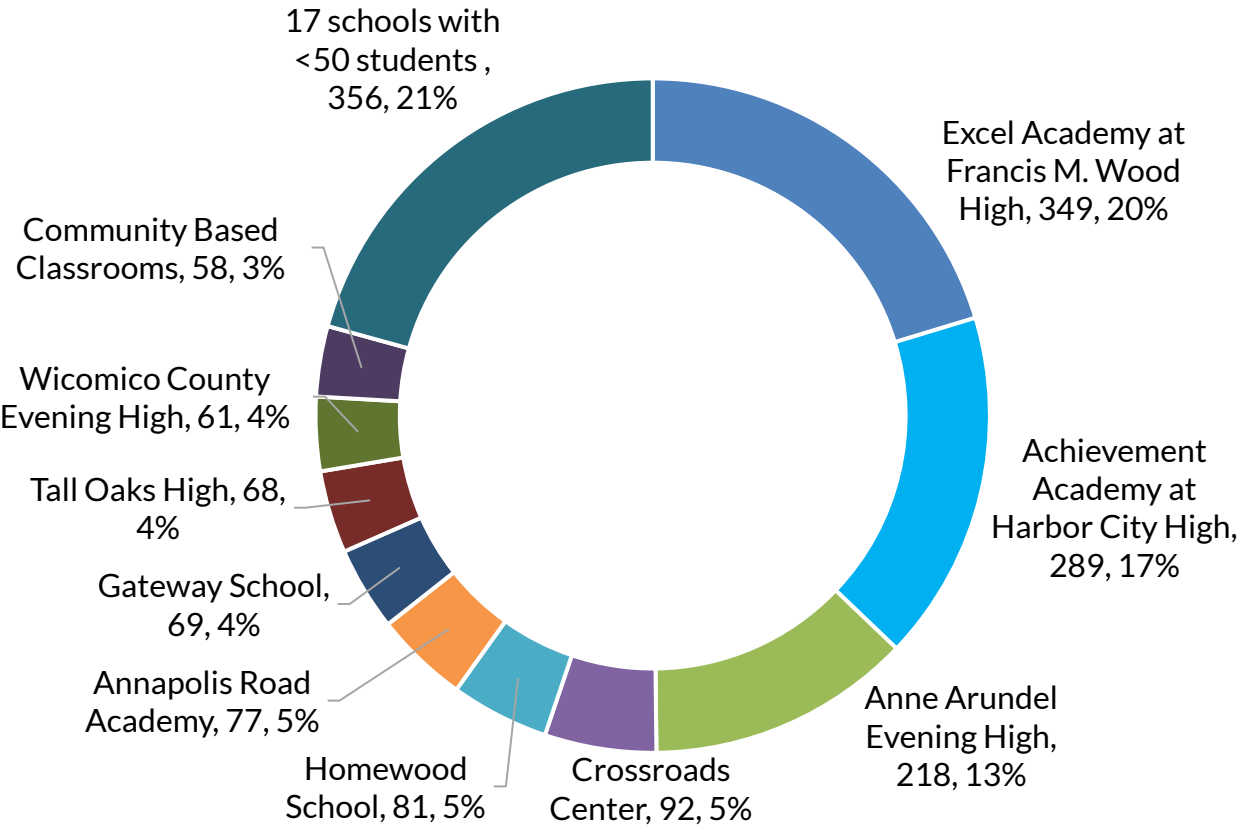| LEA	Enrollment
Wicomico	61
Howard	81
Carroll	142
Baltimore County	214
Anne Arundel	218
Prince George's	287
Baltimore City	679

* Local Education Agencies having less than 50 students not included (Montgomery, Calvert, Harford, Frederick)

Data Source: MSDE September Enrollment

Enrollment by School, SY 2021-2022

Statewide, 3 schools enrolled more than 100 students, and 10 schools enrolled more than 50 students.

17 schools with <50 students , 356, 21%

Excel Academy at Francis M. Wood High, 349, 20%

Community Based Classrooms, 58, 3%

Wicomico County Evening High, 61, 4%

Tall Oaks High, 68, 4%

Gateway School, 69, 4%

Annapolis Road Academy, 77, 5%

Homewood School, 81, 5%

Crossroads Center, 92, 5%

Anne Arundel Evening High, 218, 13%

Achievement Academy at Harbor City High, 289, 17%

Local Education Agency	School Name	Student Count
Baltimore City	Excel Academy at Francis M. Wood High	349
Baltimore City	Achievement Academy at Harbor City High	289
Anne Arundel	Anne Arundel Evening High	218
Baltimore Co.	Crossroads Center	92
Howard	Homewood School	81
Prince George's	Annapolis Road Academy	77
Carroll	Gateway School	69
Prince George's	Tall Oaks High	68
Wicomico	Wicomico County Evening High	61
Prince George's	Community Based Classrooms	58
Multiple	17 schools <50 students	356
State		**1,718**

Data Source: MSDE September Enrollment

Enrollment by Race/Ethnicity, SY 2021-2022

Students in alternative high schools are more likely to be Black, and less likely to be Hispanic or white as compared to all Maryland high schools.

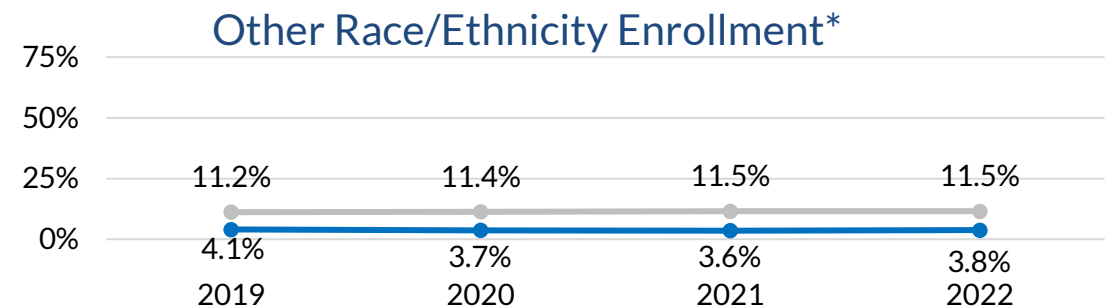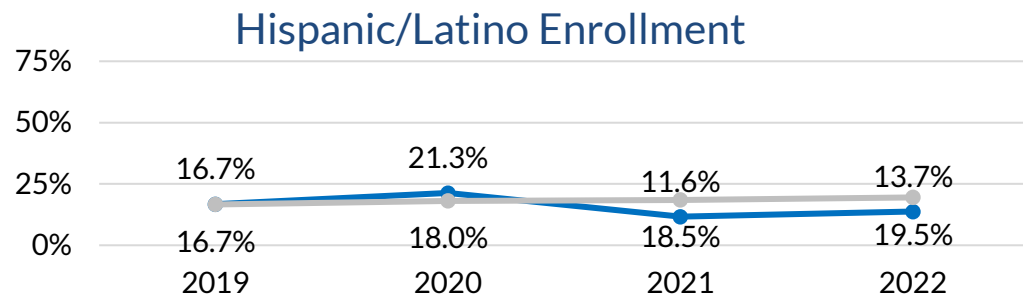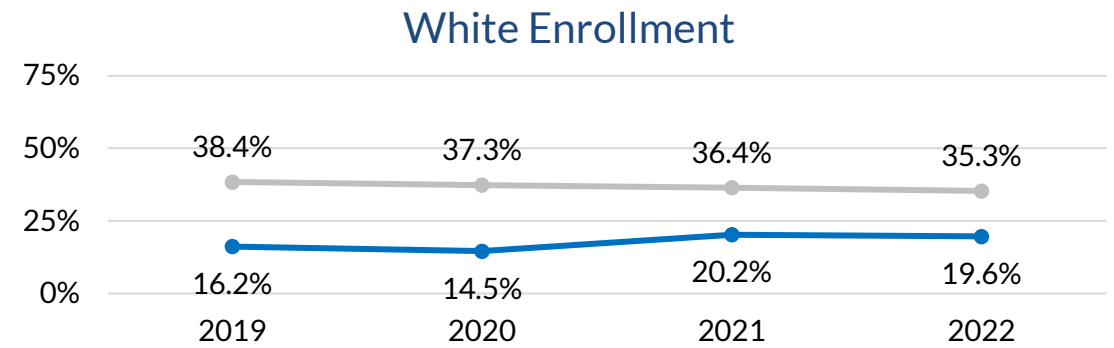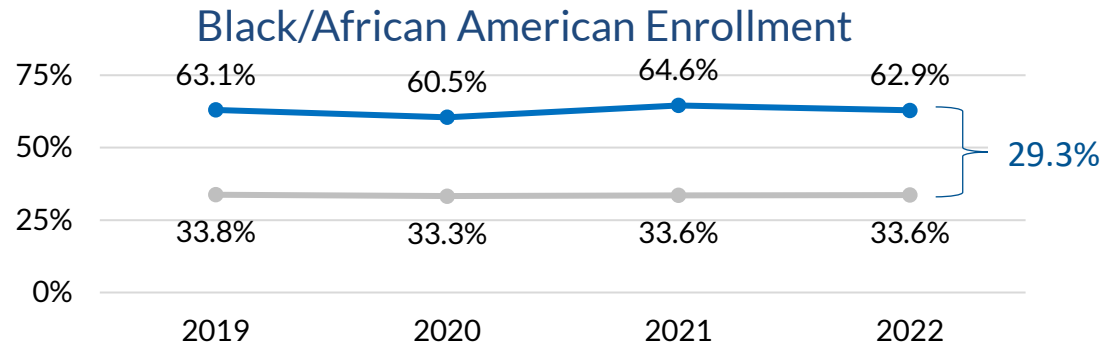### Enrollment Percentages by Race/Ethnicity, SY 2021-2022
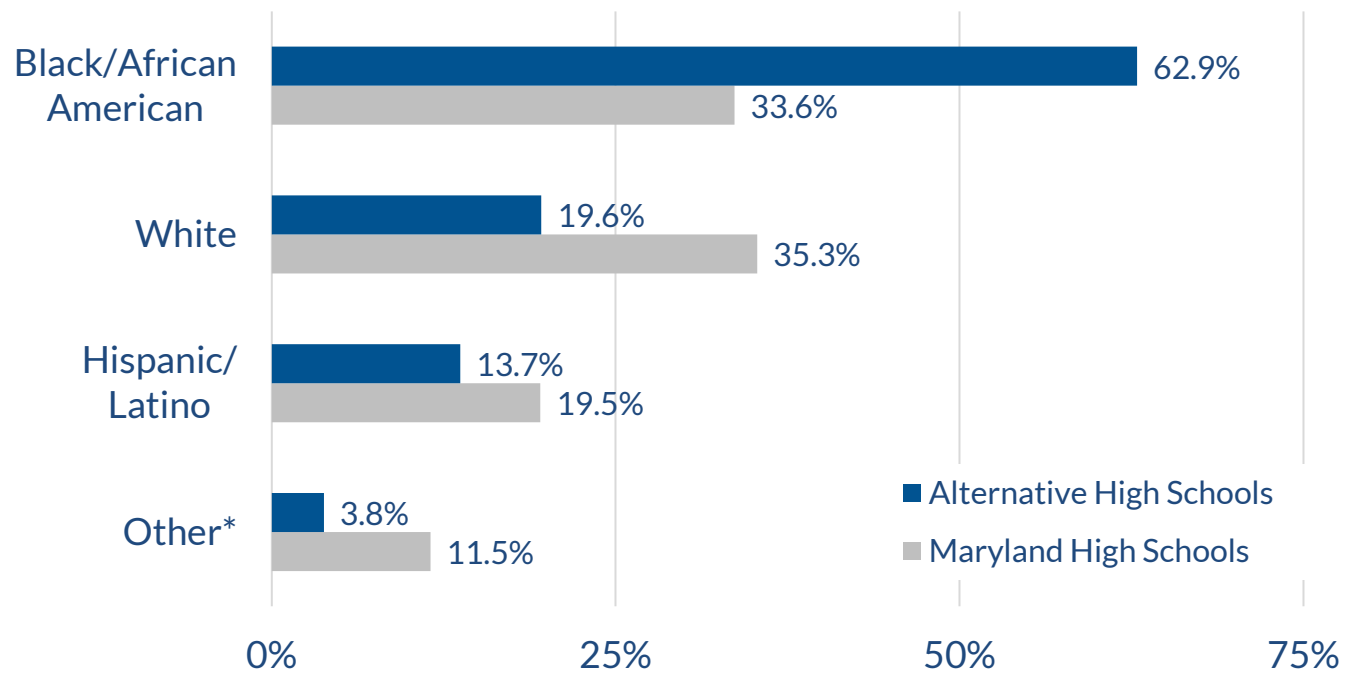
| Race/Ethnicity	Student Count
Black/African American	1,081
White	336
Hispanic/Latino of any race	236
Other*	65
Total Student Enrollment	**1,718**

*Other is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, and two or more races.

Data Source: MSDE September Enrollment

Enrollment by Race/Ethnicity Trend

A greater percentage of Black students are enrolled in alternative high schools as compared to the percentage of Black students in all Maryland high schools.

Black/African American Enrollment

	2019	2020	2021	2022
Alternative High Schools	63.1%	60.5%	64.6%	62.9%
Maryland High Schools	33.8%	33.3%	33.6%	33.6%

29.3%

White Enrollment

	2019	2020	2021	2022
Maryland High Schools	38.4%	37.3%	36.4%	35.3%
Alternative High Schools	16.2%	14.5%	20.2%	19.6%

Hispanic/Latino Enrollment

	2019	2020	2021	2022
Alternative High Schools	16.7%	21.3%	11.6%	13.7%
Maryland High Schools	16.7%	18.0%	18.5%	19.5%

Other Race/Ethnicity Enrollment*

	2019	2020	2021	2022
Maryland High Schools	11.2%	11.4%	11.5%	11.5%
Alternative High Schools	4.1%	3.7%	3.6%	3.8%

●—— Alternative High Schools   ●—— Maryland High Schools

*Other is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, and two or more races.

Data Source: MSDE September Enrollment

Enrollment by Student Group, SY 2021-2022

Students in alternative high schools are more likely to be male, classified as Economically Disadvantaged, or a Student with Disability as compared to all Maryland high schools.

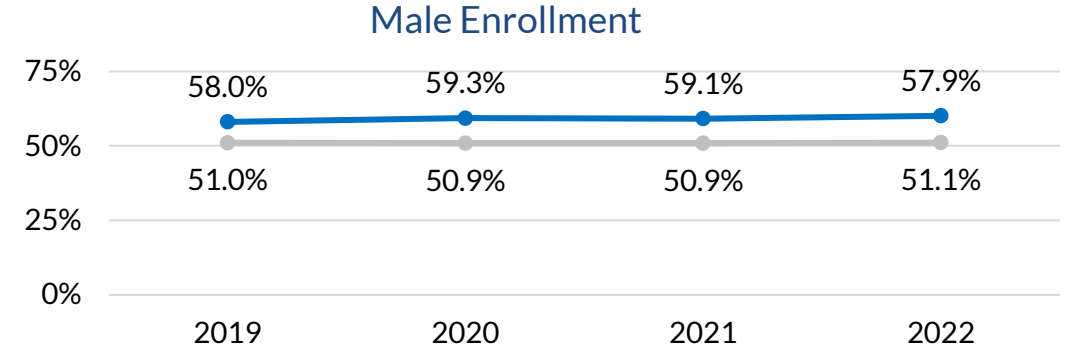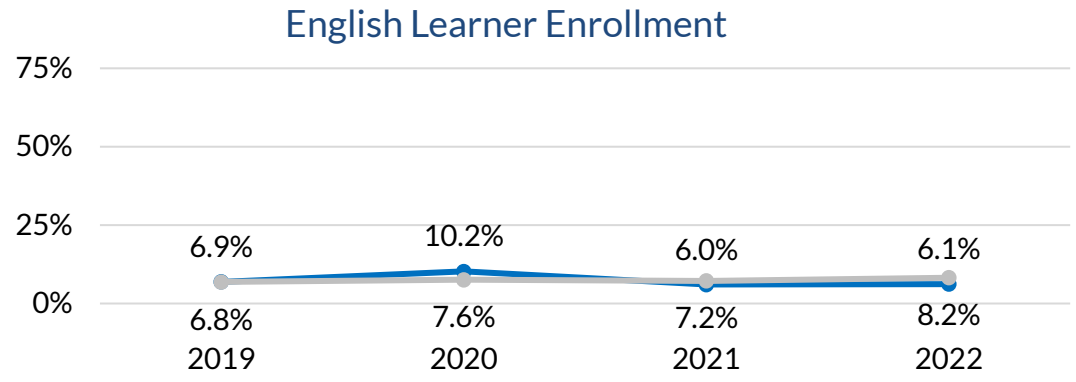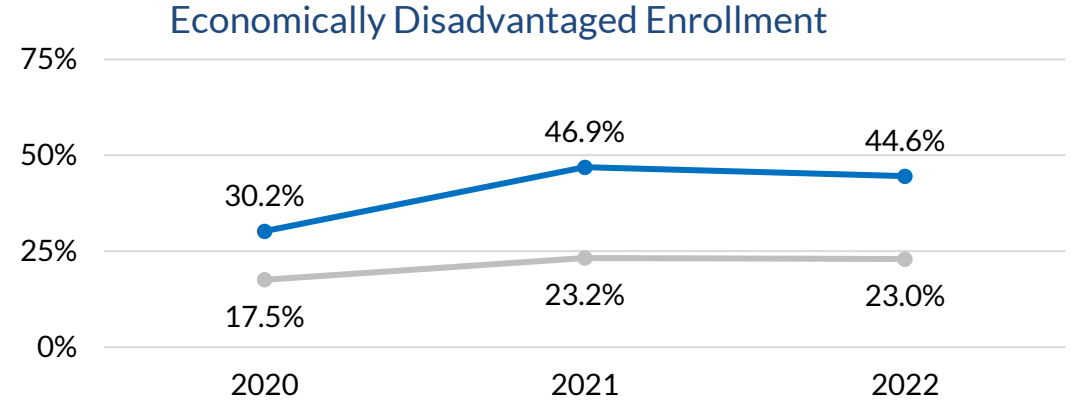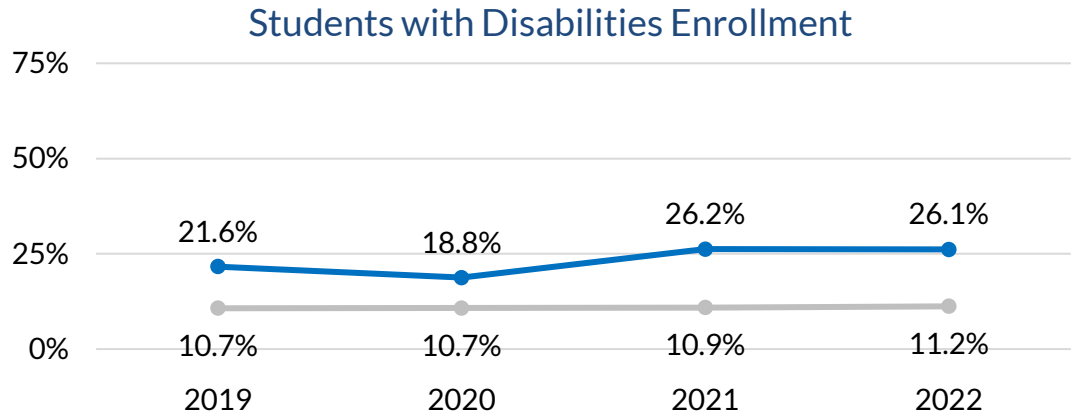## Enrollment Percentages by Student Group, SY 2021-2022
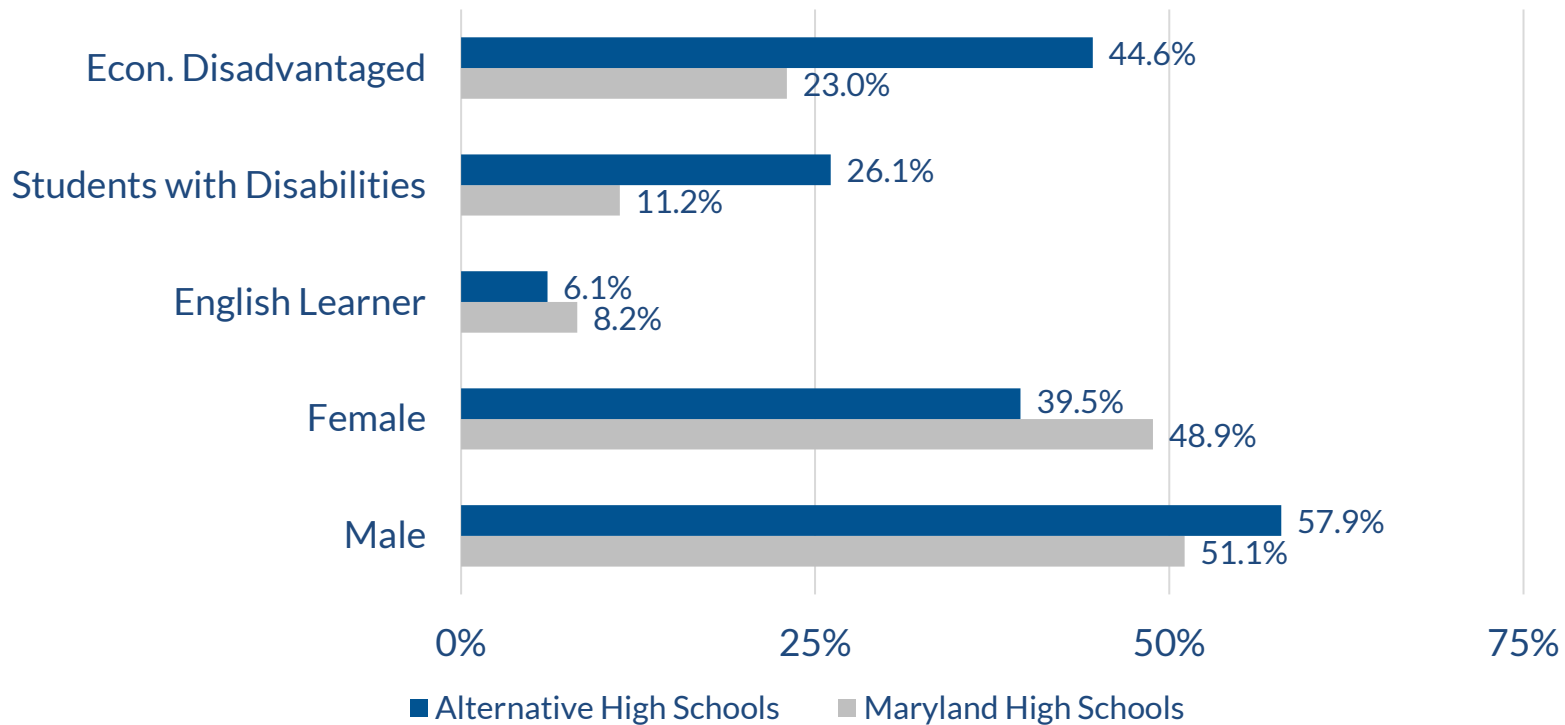
Student Group	Student Count
Economically Disadvantaged	929
Students with Disabilities	545
English Learner	128
Female	679
Male	994

Econ. Disadvantaged: 44.6% (Alternative High Schools), 23.0% (Maryland High Schools)
Students with Disabilities: 26.1% (Alternative High Schools), 11.2% (Maryland High Schools)
English Learner: 6.1% (Alternative High Schools), 8.2% (Maryland High Schools)
Female: 39.5% (Alternative High Schools), 48.9% (Maryland High Schools)
Male: 57.9% (Alternative High Schools), 51.1% (Maryland High Schools)

■ Alternative High Schools ■ Maryland High Schools

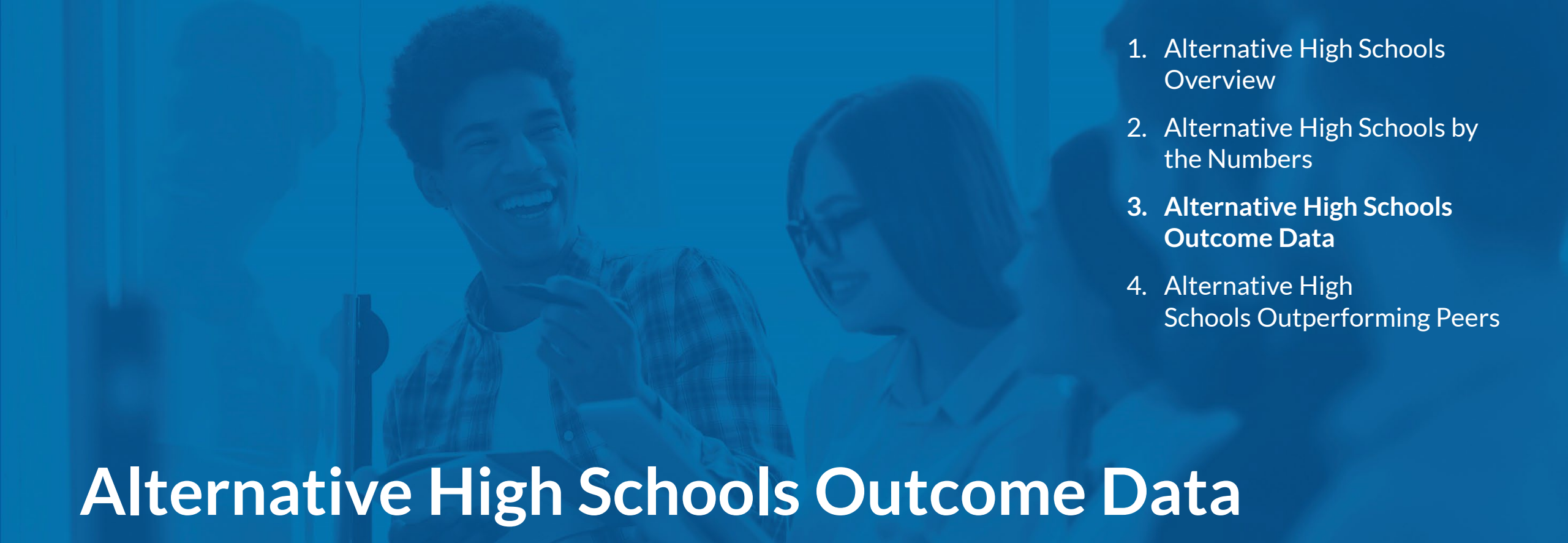Data Source: MSDE Early Attendance (student groups) and September Enrollment (gender)

Enrollment by Student Group Trend

A greater percentage of Students with Disabilities, Economically Disadvantaged and male students are enrolled in alternative high schools in comparison to all Maryland high schools.

Students with Disabilities Enrollment

Year	Alternative High Schools	Maryland High Schools
2019	21.6%	10.7%
2020	18.8%	10.7%
2021	26.2%	10.9%
2022	26.1%	11.2%

Economically Disadvantaged Enrollment

Year	Alternative High Schools	Maryland High Schools
2020	30.2%	17.5%
2021	46.9%	23.2%
2022	44.6%	23.0%

English Learner Enrollment

Year	Alternative High Schools	Maryland High Schools
2019	6.9%	6.8%
2020	10.2%	7.6%
2021	6.0%	7.2%
2022	6.1%	8.2%

Male Enrollment

Year	Alternative High Schools	Maryland High Schools
2019	58.0%	51.0%
2020	59.3%	50.9%
2021	59.1%	50.9%
2022	57.9%	51.1%

Alternative High Schools   Maryland High Schools

Data Source: MSDE Early Attendance (student groups) and September Enrollment (gender)

Originally published 08.23.2022, Revised 09.29.2022

Alternative High Schools Outcome Data

How are students enrolled in Maryland alternative high schools performing?

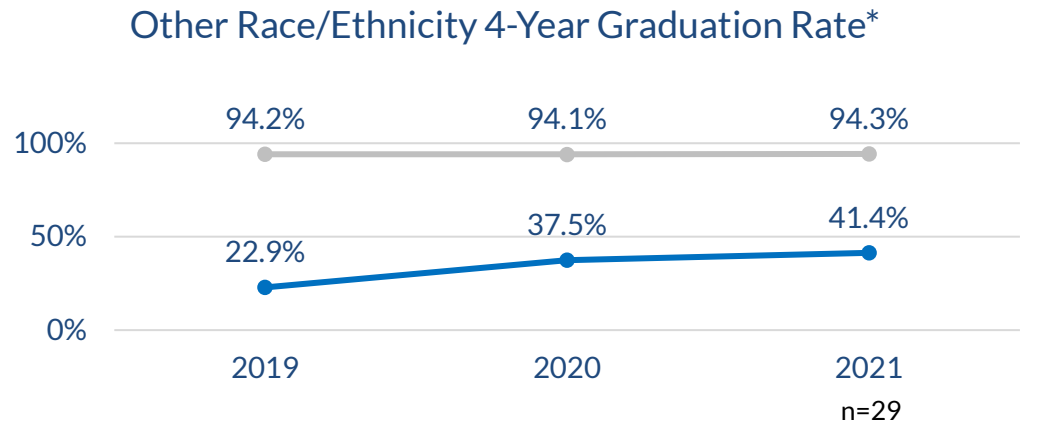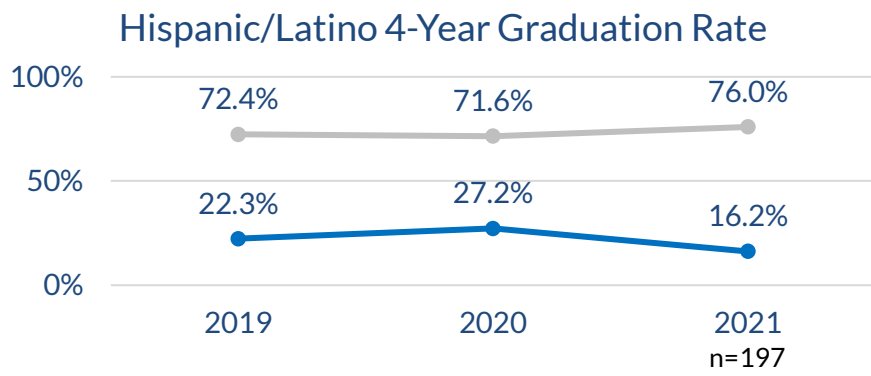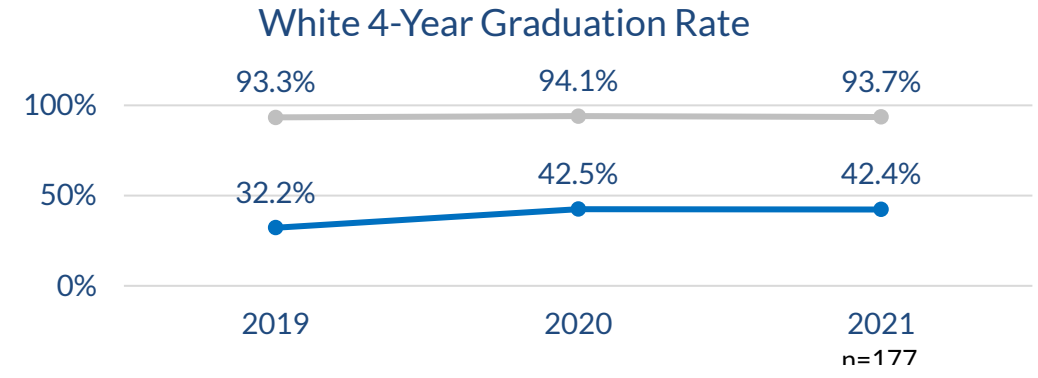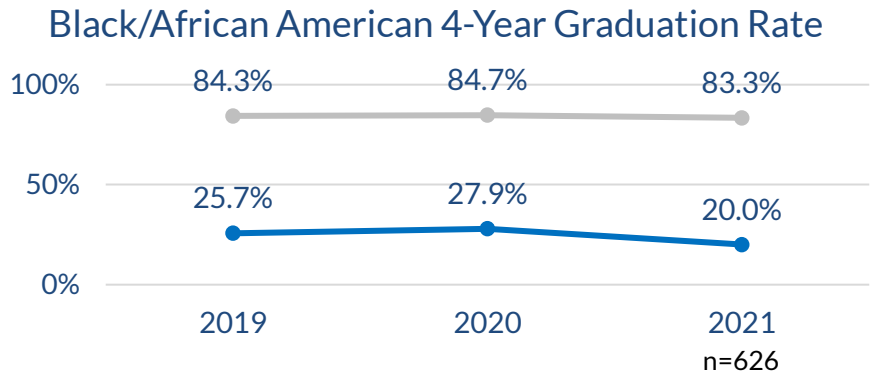# Graduation Rate Trend: Statewide 4-Year Cohort Graduation Rate

Students in alternative high schools are less likely to graduate within 4 years. Maryland's statewide 4-Year Cohort Graduation Rate is 87.2%, however in alternative high schools the 4-year Cohort Graduation Rate is 23.7%, a gap of 63.5%.

Statewide 4-Year Cohort Graduation Rate Trend
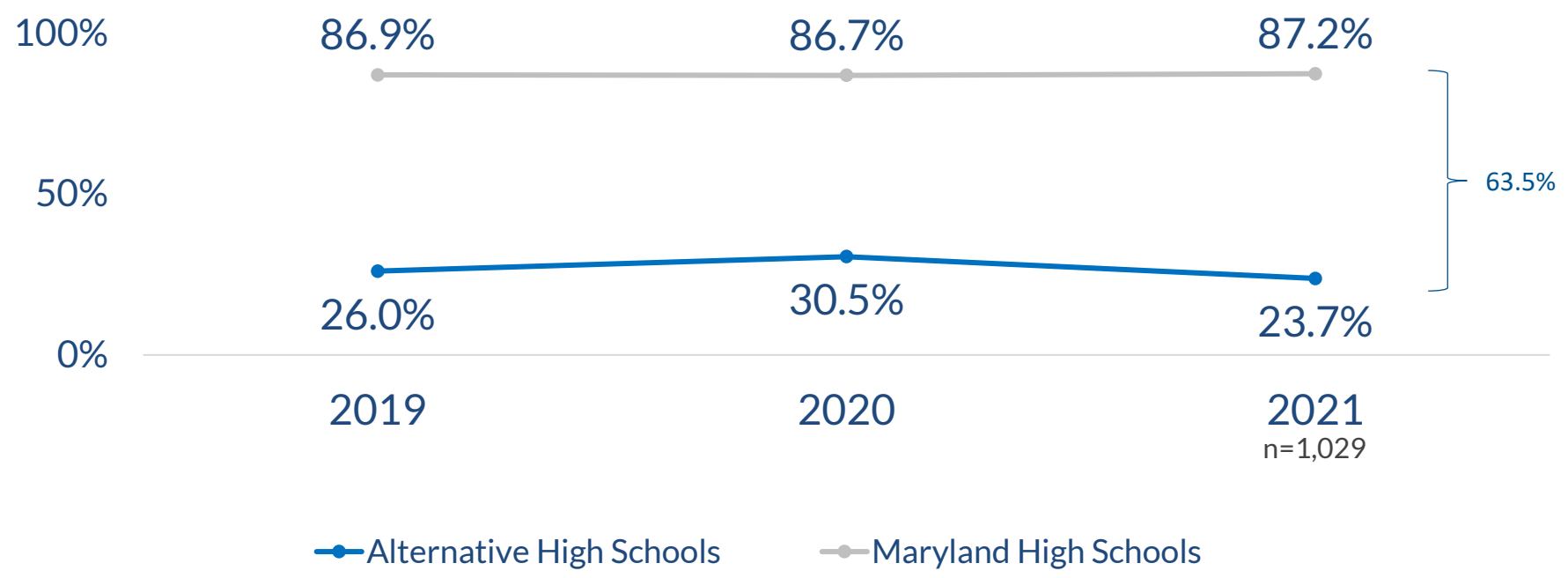
Graduation Rate Trend: 4-Year Cohort Graduation Rate by Race/Ethnicity

Maryland's statewide 4-Year Cohort Graduation Rate is 87.2%, 23.7% in alternative high schools. Black and Hispanic students in alternative high schools are less likely to graduate within 4 years than their peers.
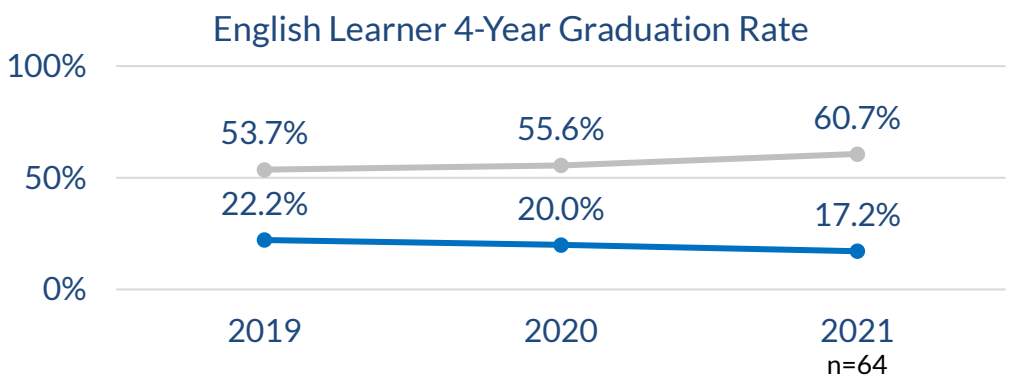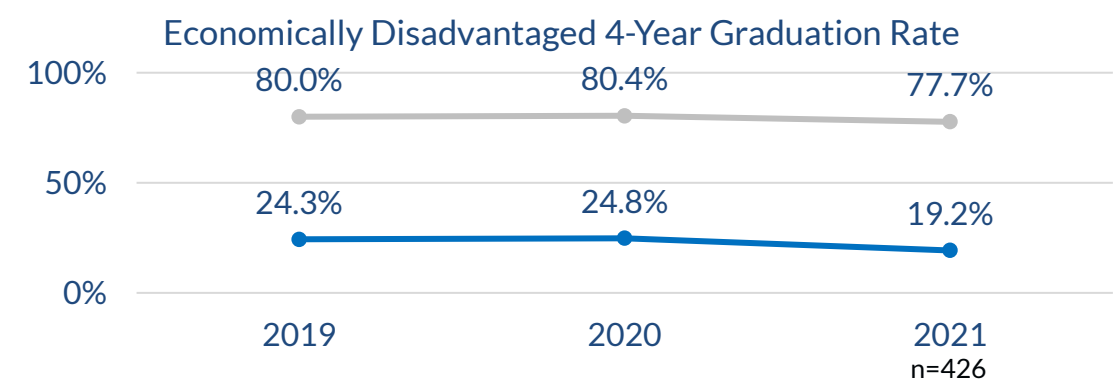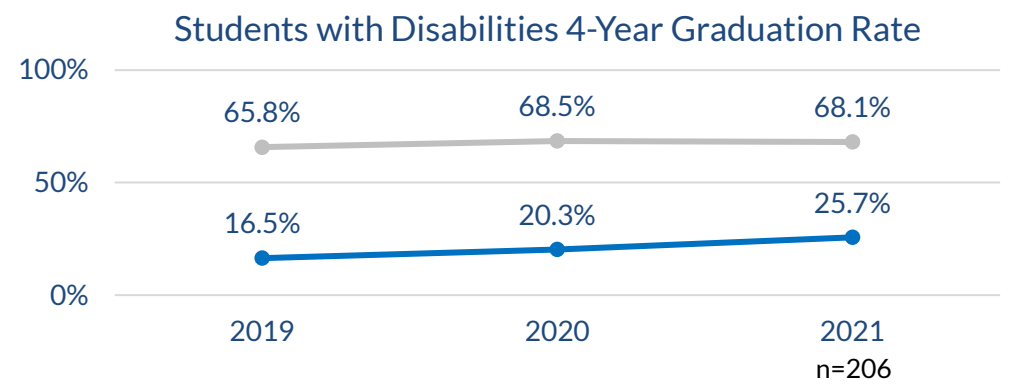

Black/African American 4-Year Graduation Rate

Hispanic/Latino 4-Year Graduation Rate

White 4-Year Graduation Rate

Other Race/Ethnicity 4-Year Graduation Rate*

*Other is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, and two or more races.

Graduation Rate Trend: 4-Year Cohort Graduation Rate by Student Group

Maryland's statewide 4-Year Cohort Graduation Rate is 87.2%, 23.7% in alternative high schools. Economically disadvantaged and English Learner students in alternative high schools are less likely to graduate within 4 years than their peers. Students with Disabilities has trended up since 2019.


Students with Disabilities 4-Year Graduation Rate

- 65.8% (2019), 68.5% (2020), 68.1% (2021)
- 16.5% (2019), 20.3% (2020), 25.7% (2021)
- n=206

Economically Disadvantaged 4-Year Graduation Rate

- 80.0% (2019), 80.4% (2020), 77.7% (2021)
- 24.3% (2019), 24.8% (2020), 19.2% (2021)
- n=426

English Learner 4-Year Graduation Rate

- 53.7% (2019), 55.6% (2020), 60.7% (2021)
- 22.2% (2019), 20.0% (2020), 17.2% (2021)
- n=64

Male 4-Year Graduation Rate

- 83.7% (2019), 83.4% (2020), 84.1% (2021)
- 22.3% (2019), 23.7% (2020), 21.5% (2021)
- n=614

Legend: —●— Alternative High Schools —●— Maryland High Schools

Graduation Rate Comparison to Prior Year: Statewide 5-Year Graduation Rate

Students in alternative high schools are less likely to graduate within 5 years. Maryland's statewide 5-Year Cohort Graduation Rate is 88.3%, however in alternative high schools the 5-year Cohort Graduation Rate is 37.9%, a gap of 50.4%.
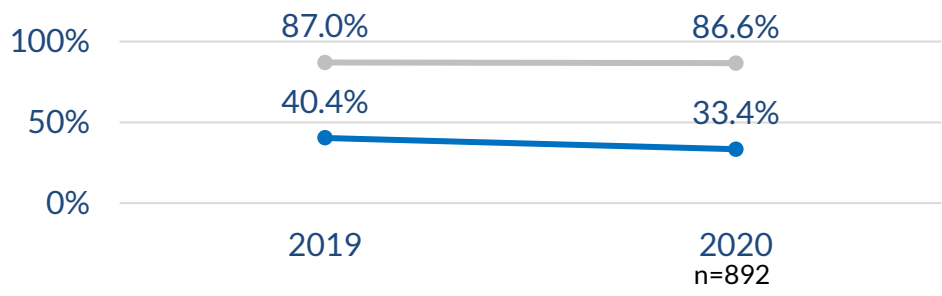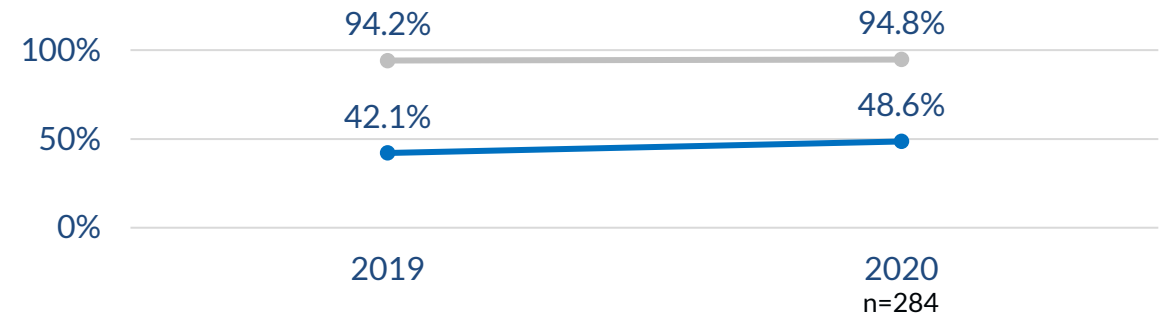
5-Year Graduation Rate Comparison to Prior Year
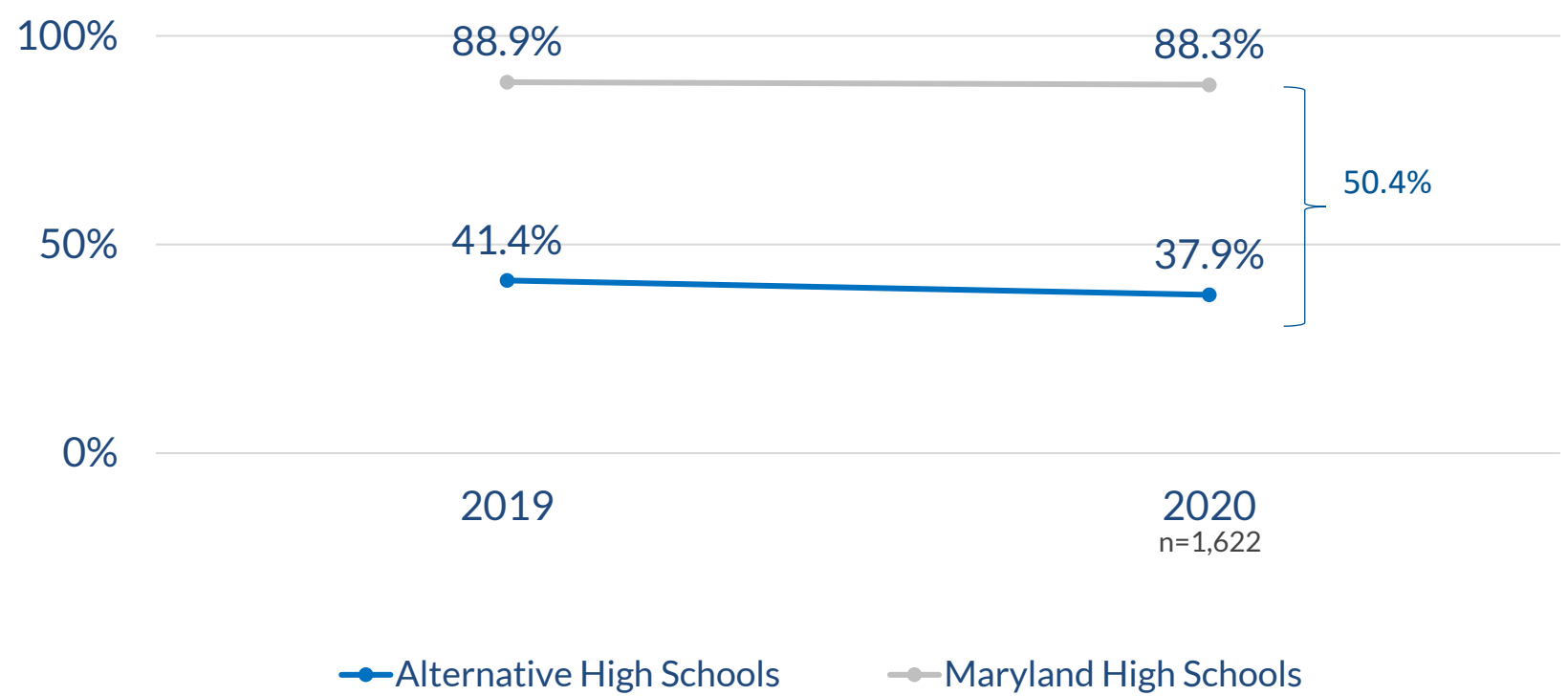
Alternative High Schools: 2019: 41.4%, 2020: 37.9%
Maryland High Schools: 2019: 88.9%, 2020: 88.3%
Gap: 50.4%
n=1,622

Legend: ●— Alternative High Schools ●— Maryland High Schools

Graduation Rate Comparison to Prior Year: 5-Year Cohort Graduation Rate by Race/Ethnicity

Maryland's statewide 5-Year Cohort Graduation Rate is 88.3%, 37.9% in alternative high schools. Students in alternate high schools across all student groups graduate at lower rates as compared to all Maryland high schools.
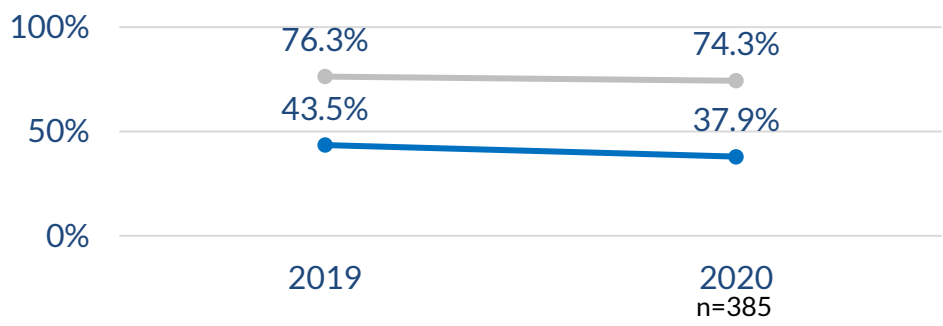

Black/African American 5-Year Graduation Rate
- 87.0% → 86.6% (Maryland High Schools)
- 40.4% → 33.4% (Alternative High Schools)
- 2019, 2020 n=892

White 5-Year Graduation Rate
- 94.2% → 94.8% (Maryland High Schools)
- 42.1% → 48.6% (Alternative High Schools)
- 2019, 2020 n=284

Hispanic/Latino 5-Year Graduation Rate
- 76.3% → 74.3% (Maryland High Schools)
- 43.5% → 37.9% (Alternative High Schools)
- 2019, 2020 n=385

Other Race/Ethnicity 5-Year Graduation Rate*
- 95.2% → 95.1% (Maryland High Schools)
- 43.1% → 54.1% (Alternative High Schools)
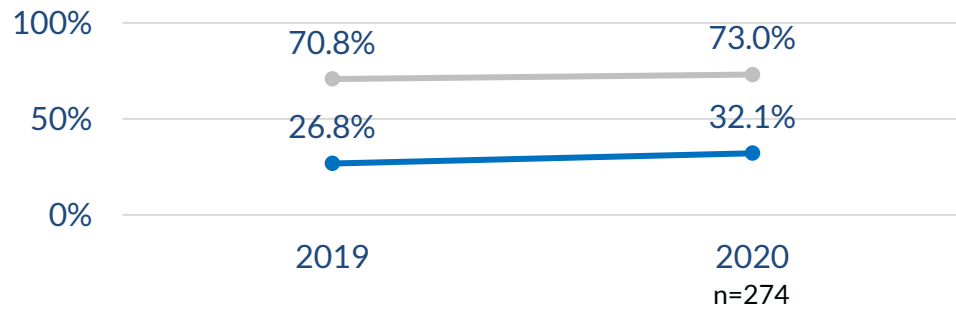- 2019, 2020 n=61
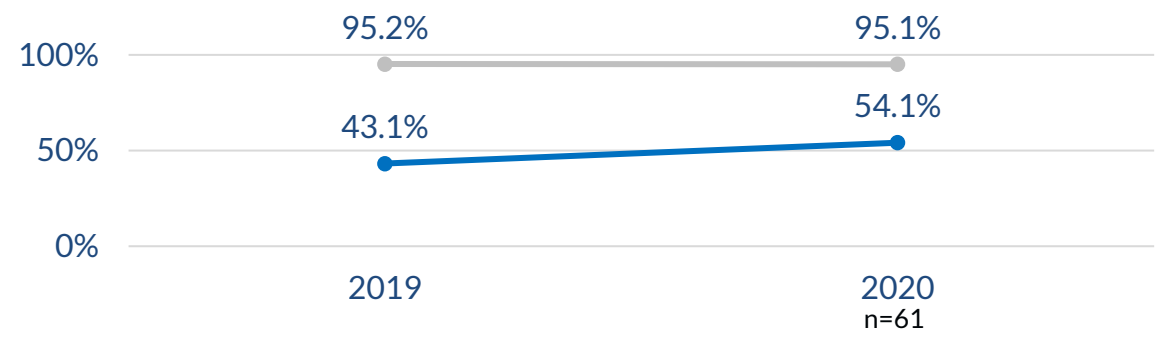
—●— Alternative High Schools   —●— Maryland High Schools

*Other is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, and two or more races.

Graduation Rate Comparison to Prior Year: 5-Year Cohort Graduation Rate by Student Group

Maryland's statewide 5-Year Cohort Graduation Rate is 88.3%, 37.9% in alternative high schools. Economically disadvantaged and English Learner students in alternative schools are less likely to graduate within 5 years than their peers. Students with Disabilities has trended up since 2019.
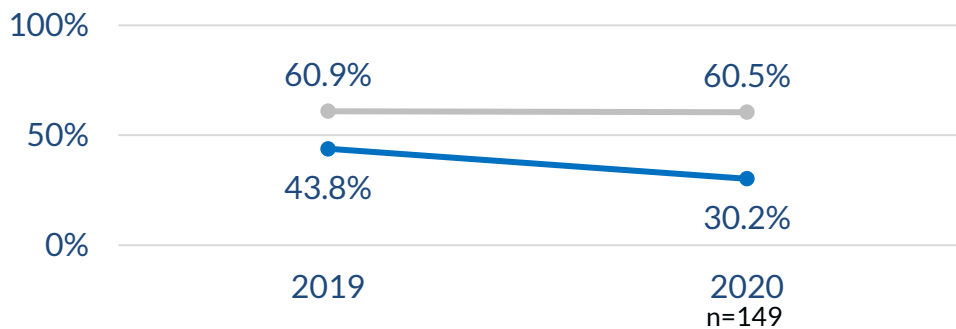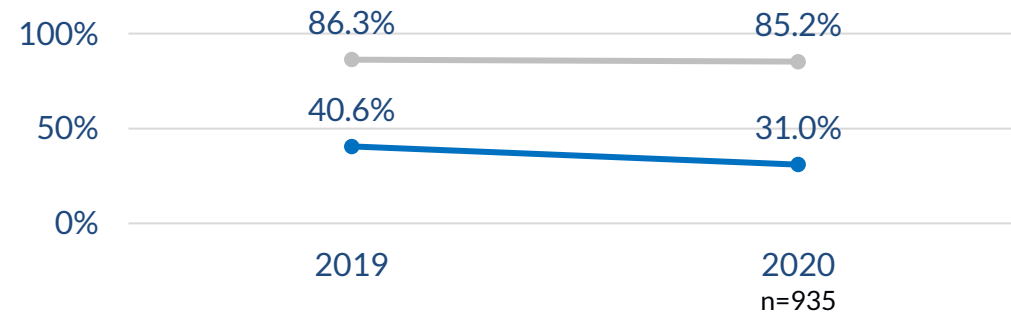

Students with Disabilities 5-Year Graduation Rate

- 70.8% (2019), 73.0% (2020) — Maryland High Schools
- 26.8% (2019), 32.1% (2020) — Alternative High Schools
- n=274

Econ. Disadvantaged 5-Year Graduation Rate

- 84.1% (2019), 82.5% (2020) — Maryland High Schools
- 37.8% (2019), 31.0% (2020) — Alternative High Schools
- n=542
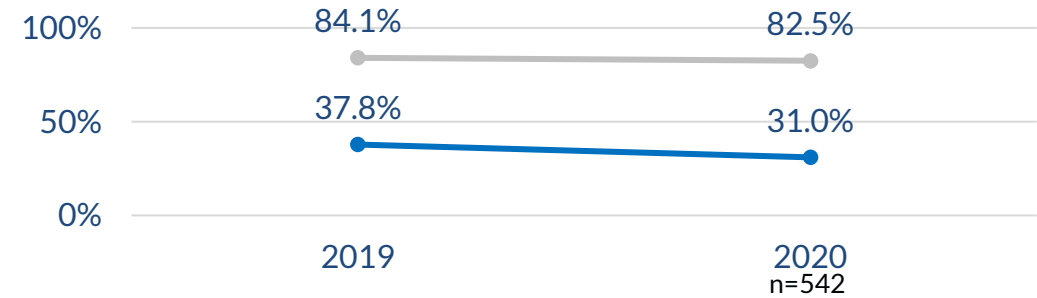
English Learner 5-Year Graduation Rate

- 60.9% (2019), 60.5% (2020) — Maryland High Schools
- 43.8% (2019), 30.2% (2020) — Alternative High Schools
- n=149

Male 5-Year Graduation Rate

- 86.3% (2019), 85.2% (2020) — Maryland High Schools
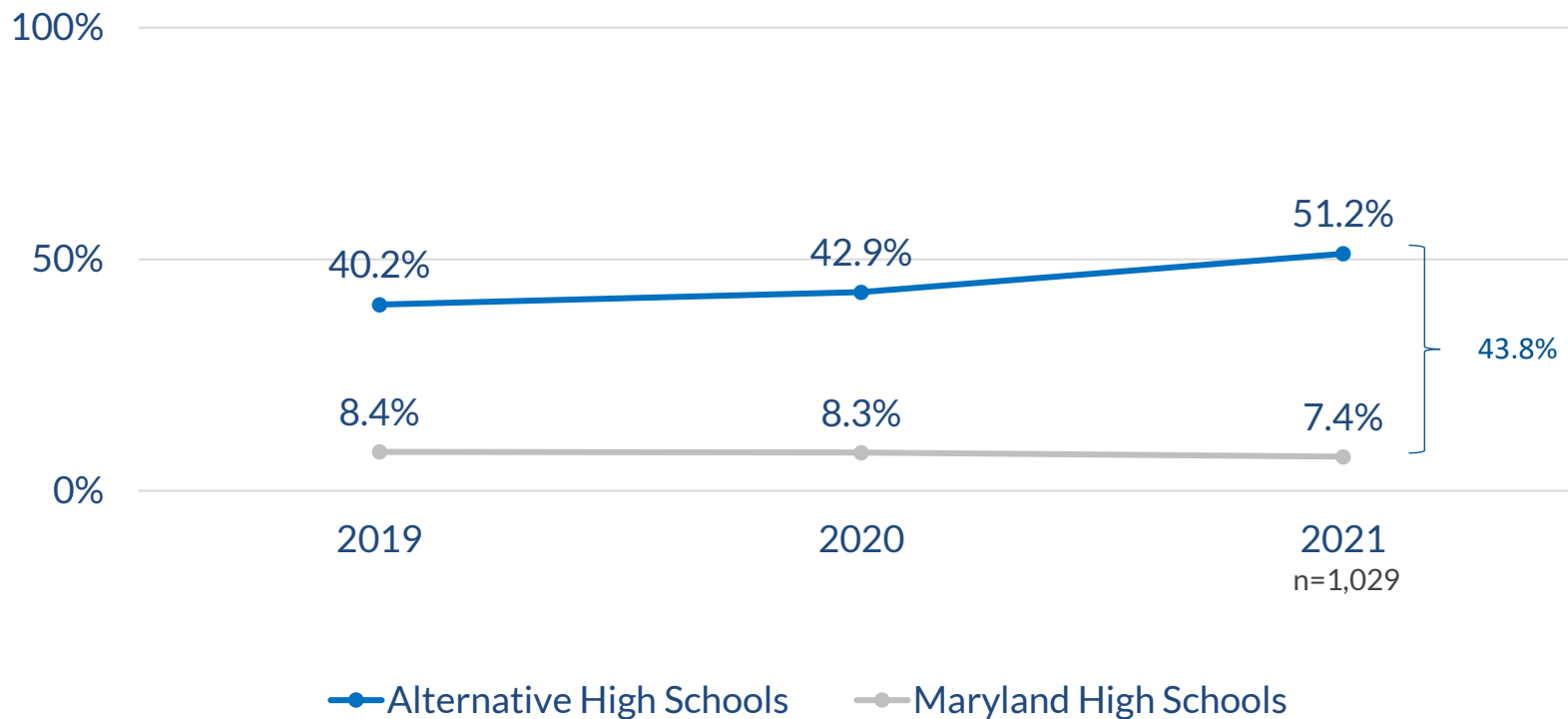- 40.6% (2019), 31.0% (2020) — Alternative High Schools
- n=935

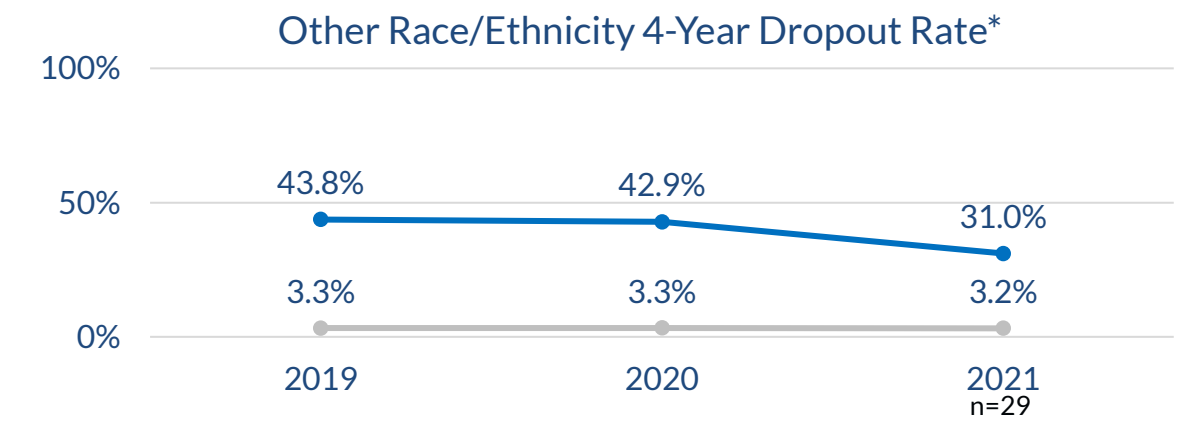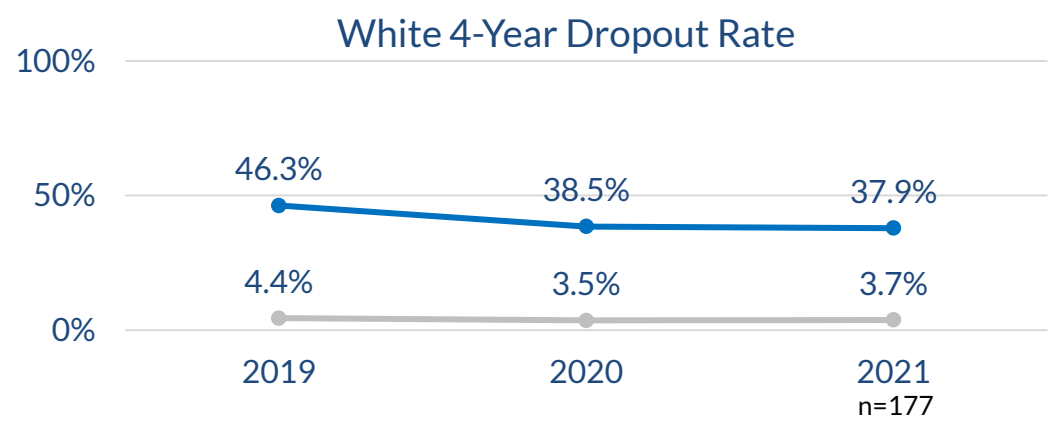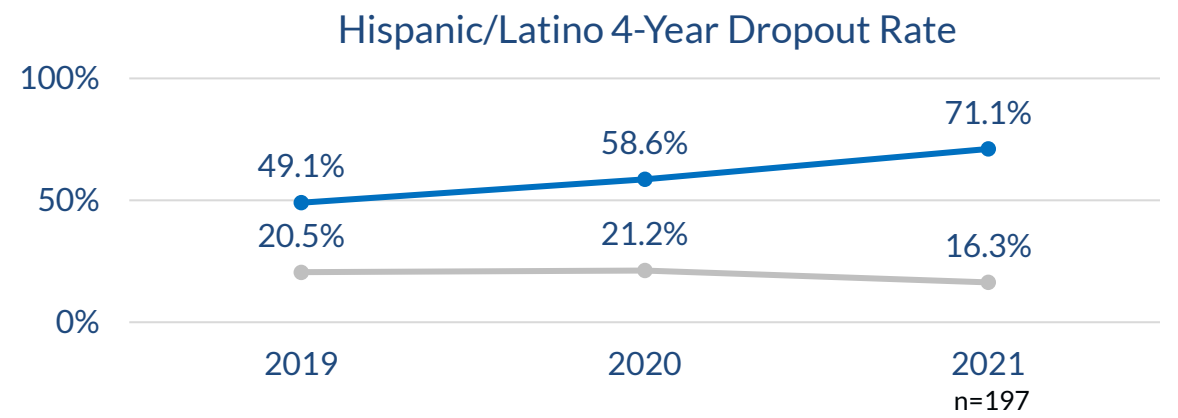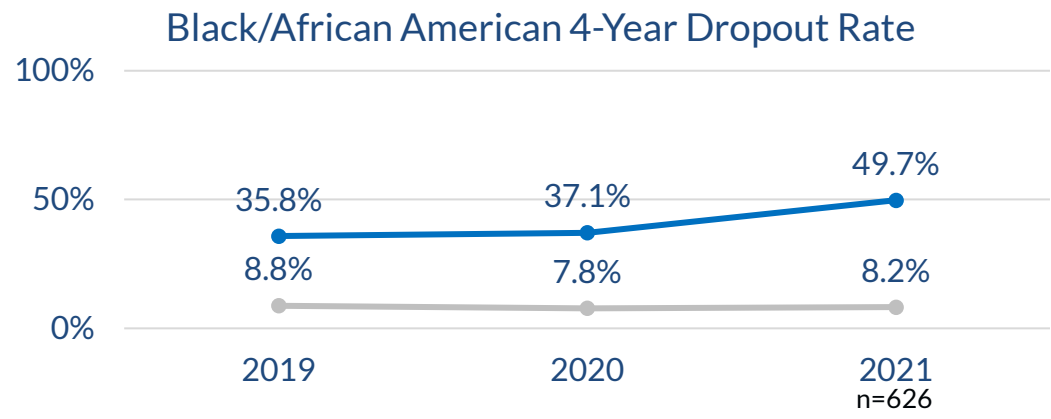Alternative High Schools   Maryland High Schools

Dropout Rate Trend: Statewide 4-Year Dropout Rate

Students in alternative high schools are more likely to dropout of high school. Maryland's statewide 4-year Dropout Rate is 7.4%, however in alternative high schools the 4-year Dropout Rate is 51.2%, a gap of 43.8%.

All Students 4-Year Cohort Dropout Rate Trend

Legend: Alternative High Schools — Maryland High Schools

Dropout Rate Trend: 4-Year Cohort Dropout Rate by Race/Ethnicity
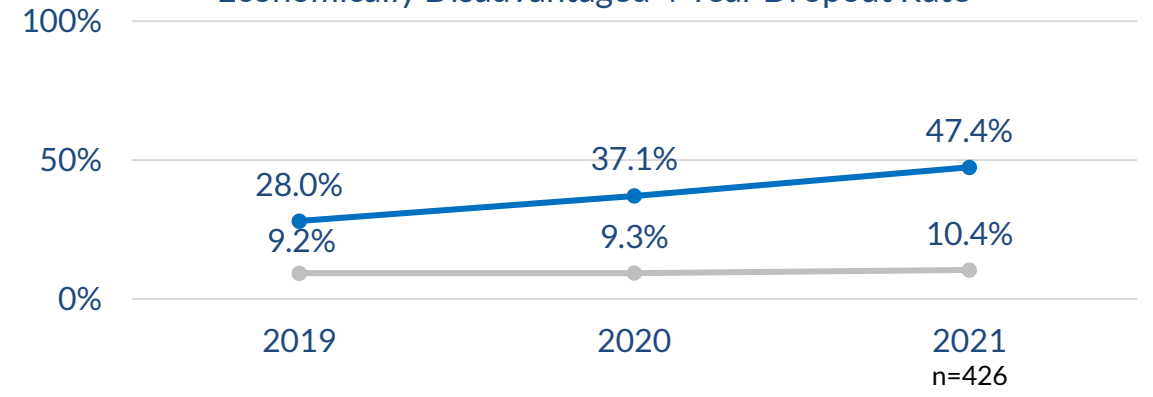

*Other is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, and two or more races.

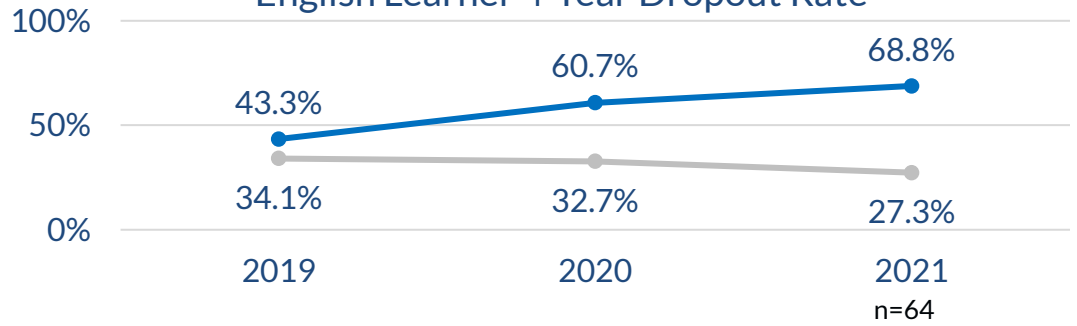# Dropout Rate Trend: 4-Year Cohort Dropout Rate by Student Group

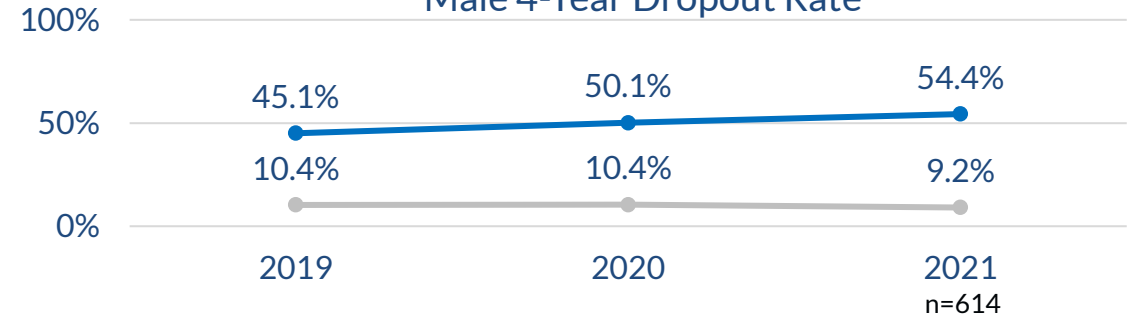### Students with Disabilities 4-Year Dropout Rate

	2019	2020	2021
Alternative High Schools	38.6%	37.8%	36.4%
Maryland High Schools	12.7%	10.3%	10.2%

n=206
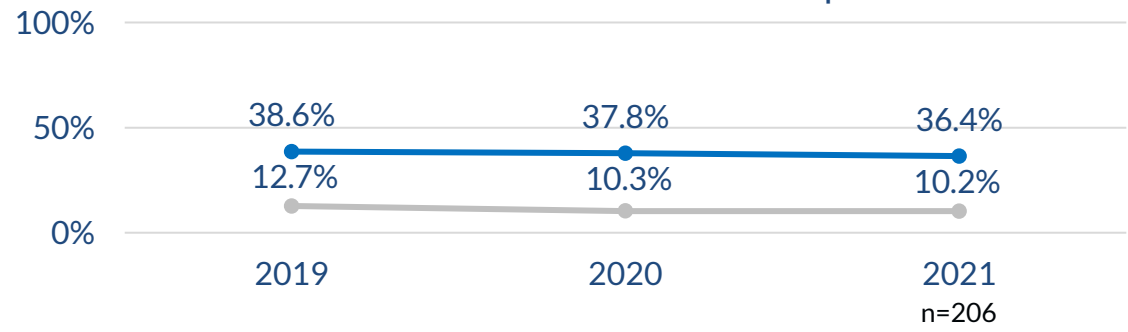
Economically Disadvantaged 4-Year Dropout Rate

	2019	2020	2021
Alternative High Schools	28.0%	37.1%	47.4%
Maryland High Schools	9.2%	9.3%	10.4%

n=426

English Learner 4-Year Dropout Rate

	2019	2020	2021
Alternative High Schools	43.3%	60.7%	68.8%
Maryland High Schools	34.1%	32.7%	27.3%

n=64

Male 4-Year Dropout Rate

	2019	2020	2021
Alternative High Schools	45.1%	50.1%	54.4%
Maryland High Schools	10.4%	10.4%	9.2%

n=614

Alternative High Schools · Maryland High Schools

Chronic Absenteeism: Statewide Trend

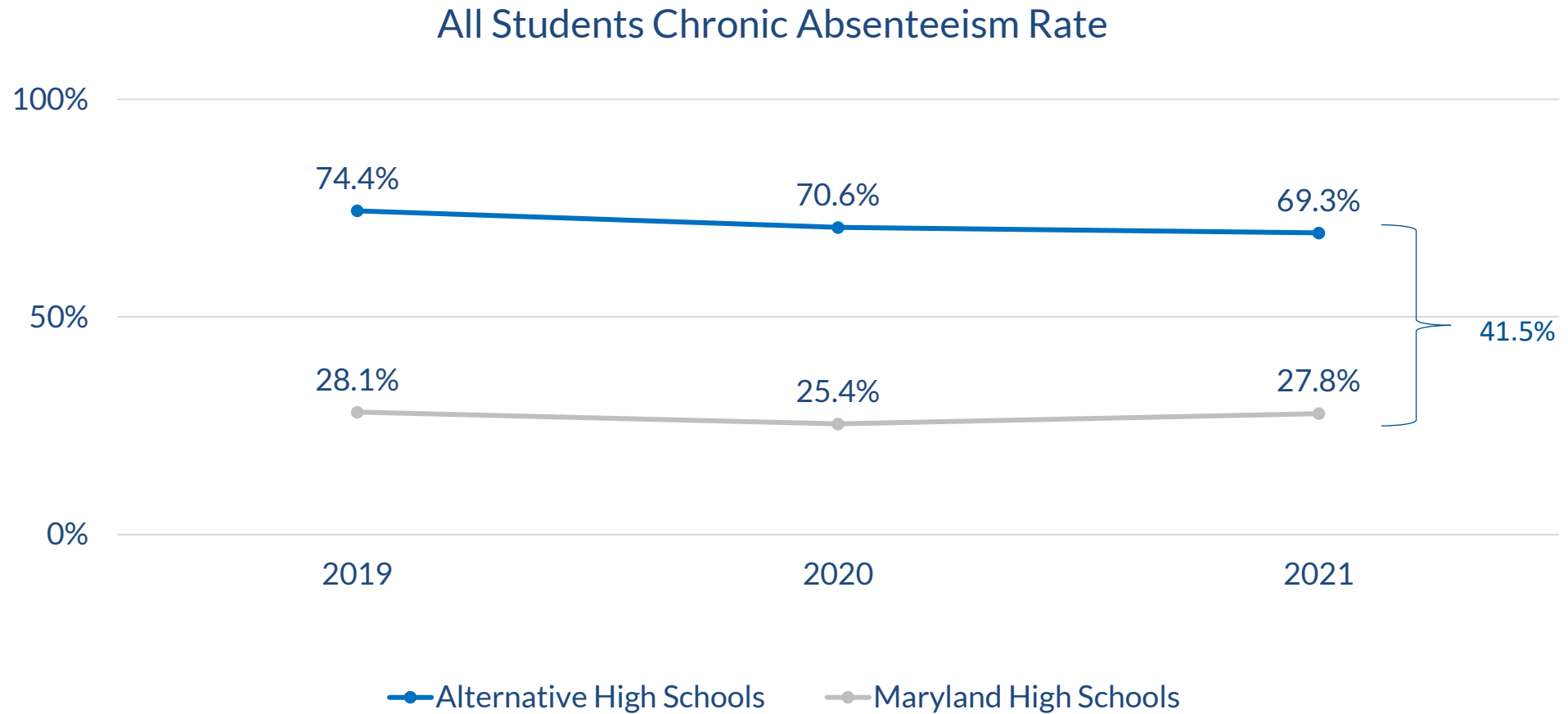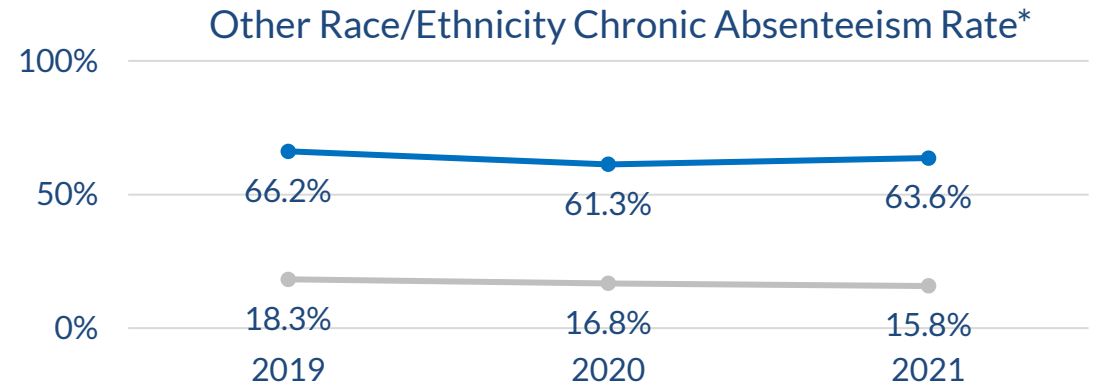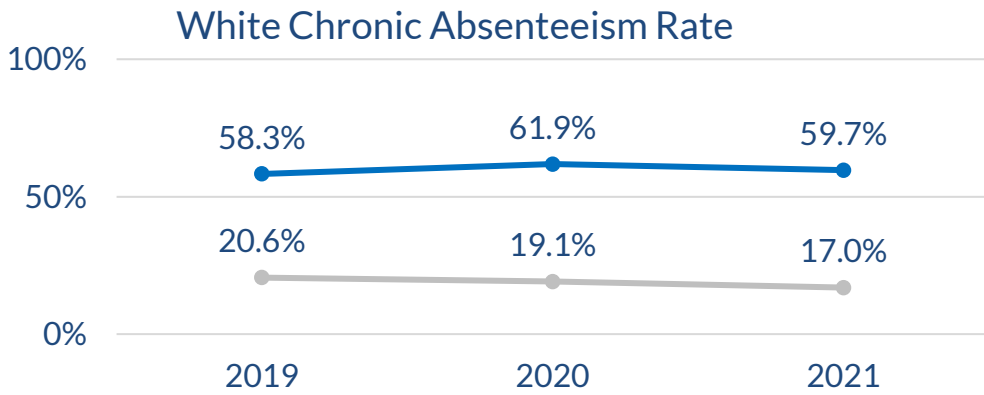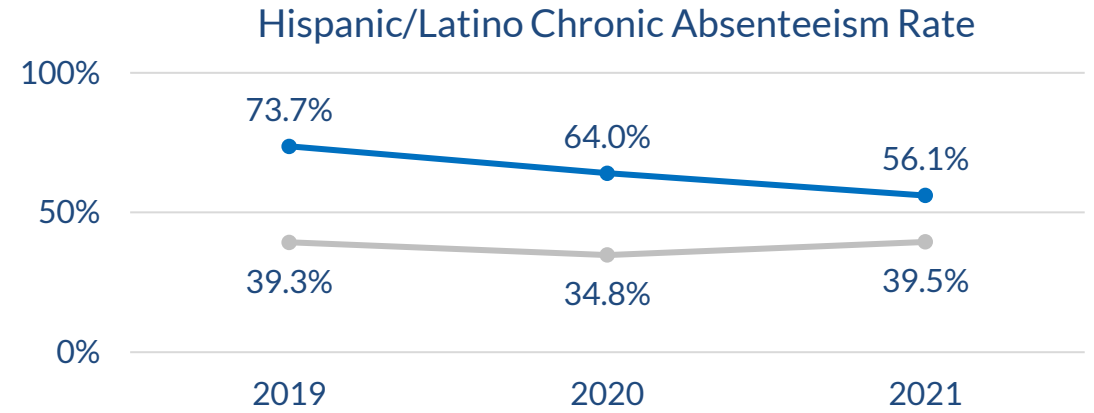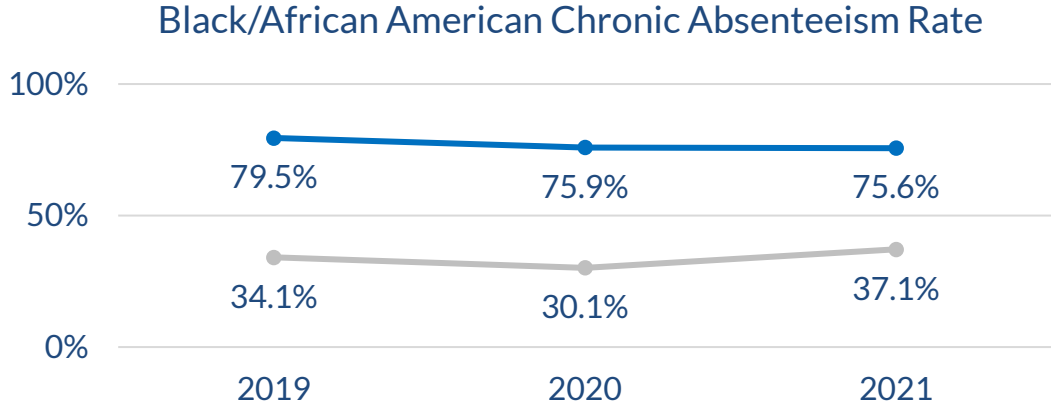**Students in alternative high schools are more likely to be chronically absent.** Maryland's statewide chronic absenteeism rate is 27.8%, however in alternative high schools the chronic absenteeism rate is 69.3%, a gap of 41.5%.

All Students Chronic Absenteeism Rate

Originally published 08.23.2022, Revised 09.29.2022

Chronic Absenteeism Trend by Race/Ethnicity

Black/African American Chronic Absenteeism Rate

- 79.5% (2019), 75.9% (2020), 75.6% (2021) — Alternative High Schools
- 34.1% (2019), 30.1% (2020), 37.1% (2021) — Maryland High Schools

Hispanic/Latino Chronic Absenteeism Rate

- 73.7% (2019), 64.0% (2020), 56.1% (2021) — Alternative High Schools
- 39.3% (2019), 34.8% (2020), 39.5% (2021) — Maryland High Schools

White Chronic Absenteeism Rate

- 58.3% (2019), 61.9% (2020), 59.7% (2021) — Alternative High Schools
- 20.6% (2019), 19.1% (2020), 17.0% (2021) — Maryland High Schools

Other Race/Ethnicity Chronic Absenteeism Rate*

- 66.2% (2019), 61.3% (2020), 63.6% (2021) — Alternative High Schools
- 18.3% (2019), 16.8% (2020), 15.8% (2021) — Maryland High Schools

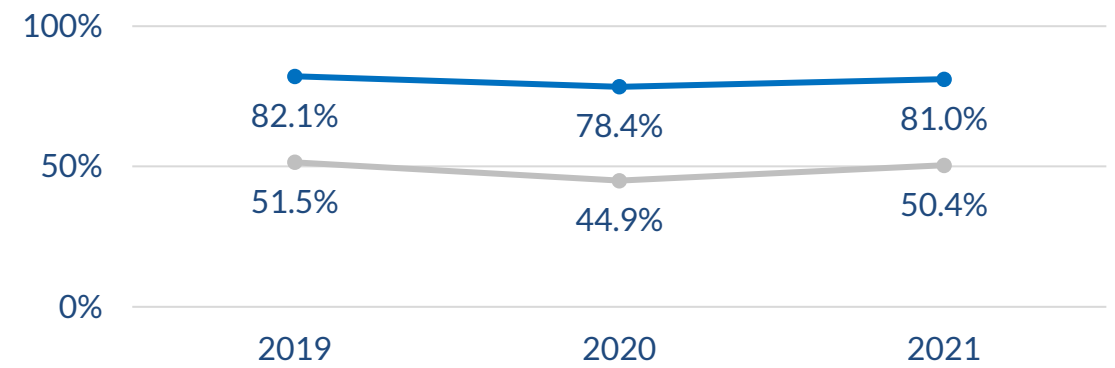Legend: ●— Alternative High Schools ●— Maryland High Schools

*Other is represented by American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, and two or more races.
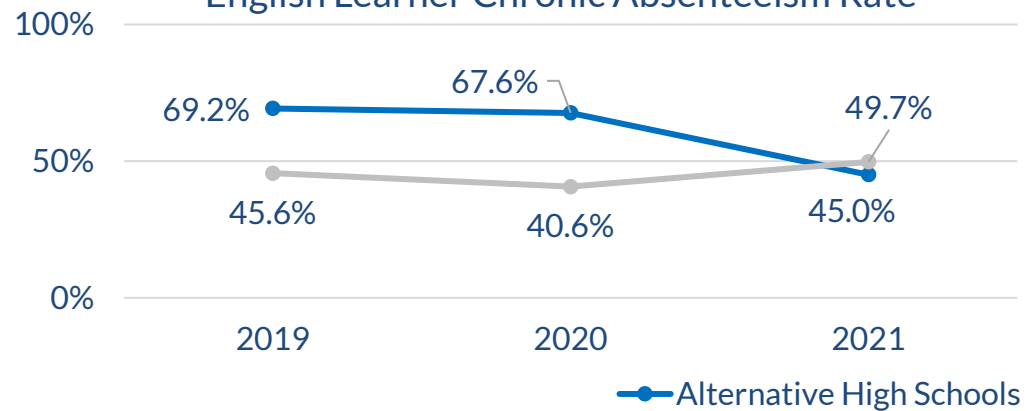
Chronic Absenteeism Trend by Student Group

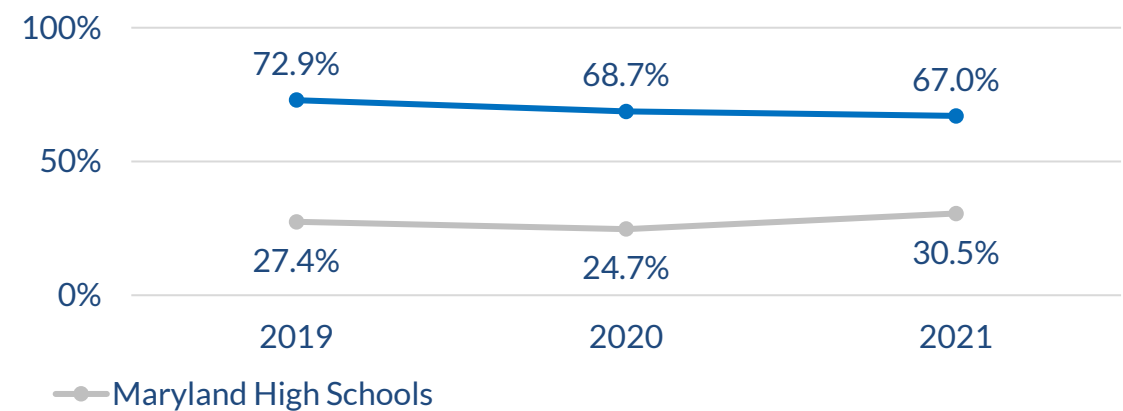### Students with Disabilities Chronic Absenteeism Rate

- 75.1% — 72.8% — 69.2%
- 39.3% — 36.2% — 39.4%
- 2019, 2020, 2021
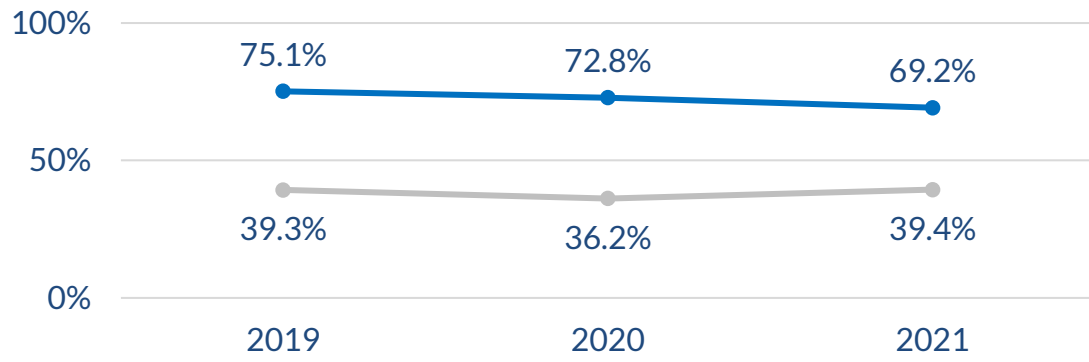
Economically Disadvantaged Chronic Absenteeism Rate

- 82.1% — 78.4% — 81.0%
- 51.5% — 44.9% — 50.4%
- 2019, 2020, 2021

English Learner Chronic Absenteeism Rate

- 69.2% — 67.6% — 49.7%
- 45.6% — 40.6% — 45.0%
- 2019, 2020, 2021

Male Chronic Absenteeism Rate

- 72.9% — 68.7% — 67.0%
- 27.4% — 24.7% — 30.5%
- 2019, 2020, 2021

Alternative High Schools — Maryland High Schools

College Enrollment Comparison to Prior Year: Statewide 12-month post-Graduation Enrollment

All Students 12-Month College Enrollment Rate
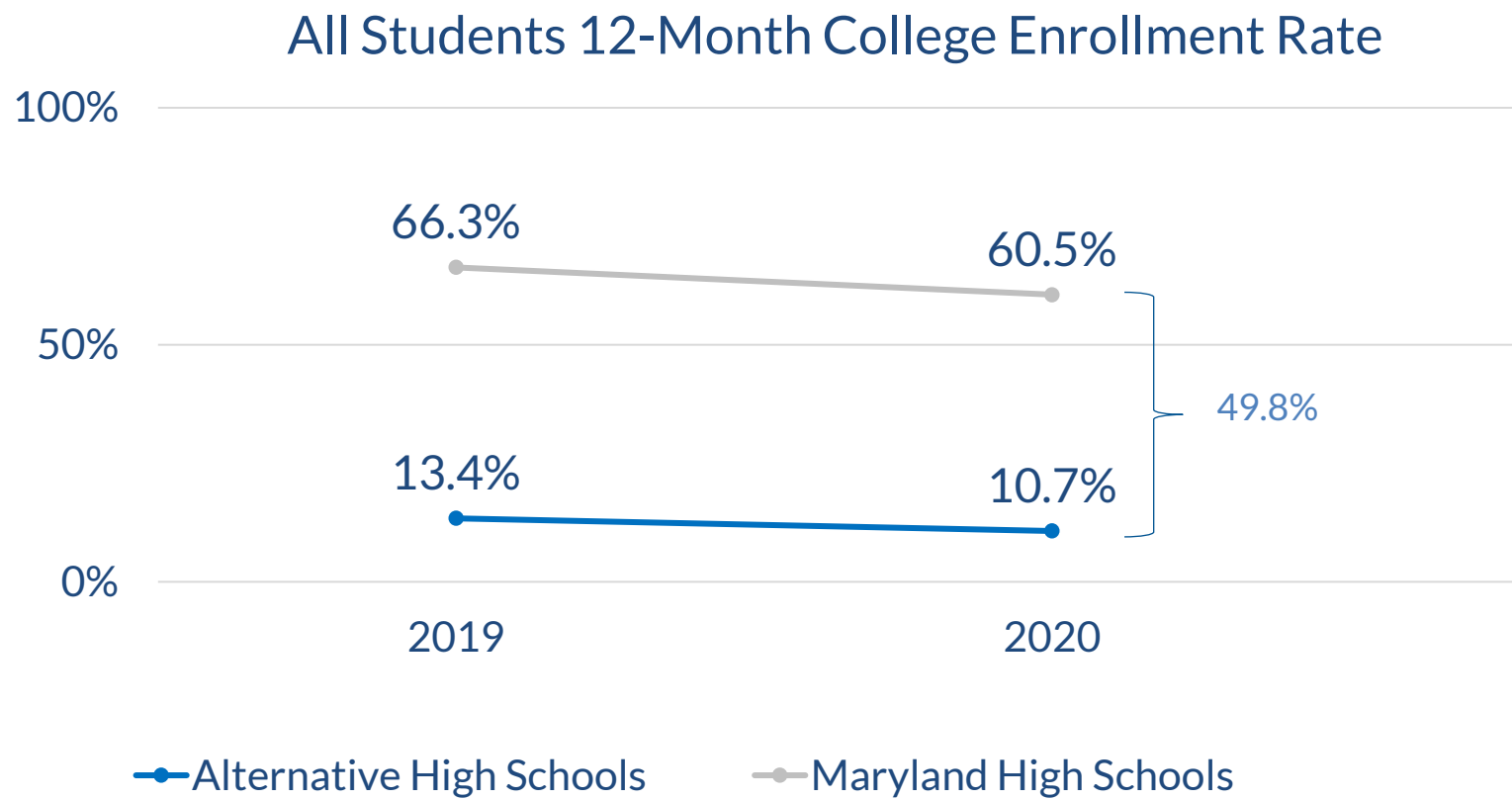
Source: National Student Clearinghouse

Originally published 08.23.2022, Revised 09.29.2022

AP Exam **Performance** for High School Graduates: Statewide Trend

Percent of AP Exams with a Score of 3-5

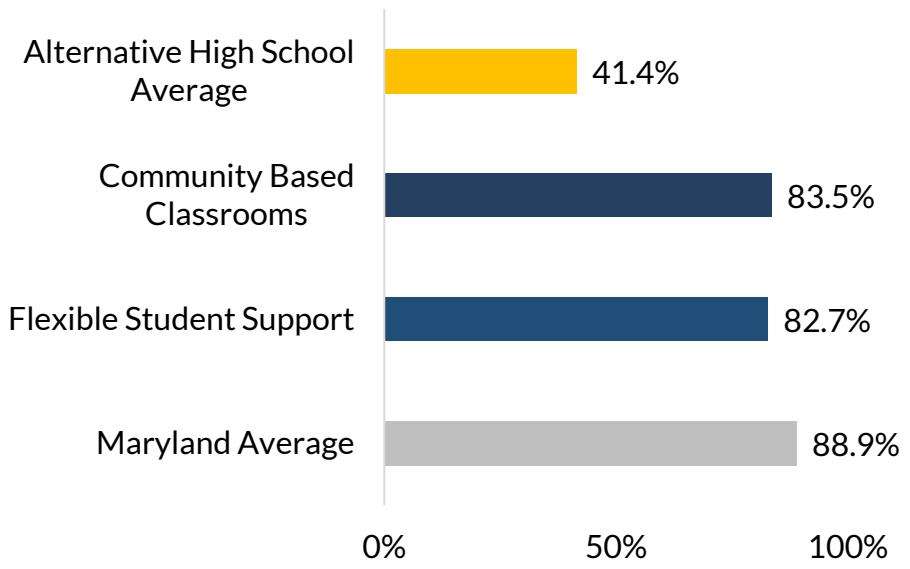|	2019	2020	2021
Maryland High Schools	65.9%	67.9%	66.6%
Alternative High Schools	35.1%	26.8%	46.7%

19.9%

— Alternative High Schools — Maryland High Schools
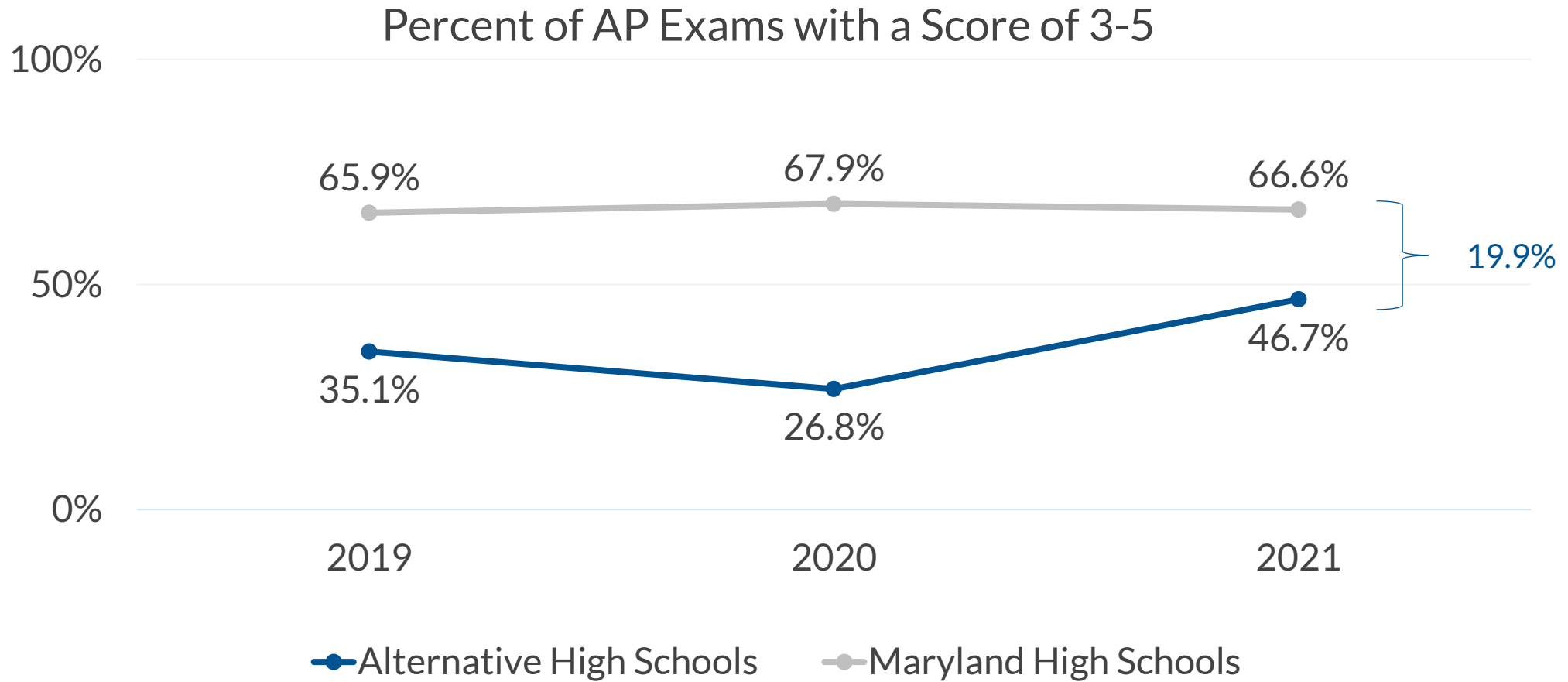
1. Alternative High Schools Overview
2. Alternative High Schools by the Numbers
3. Alternative High Schools Outcome Data
4. **Alternative High Schools Outperforming Peers**

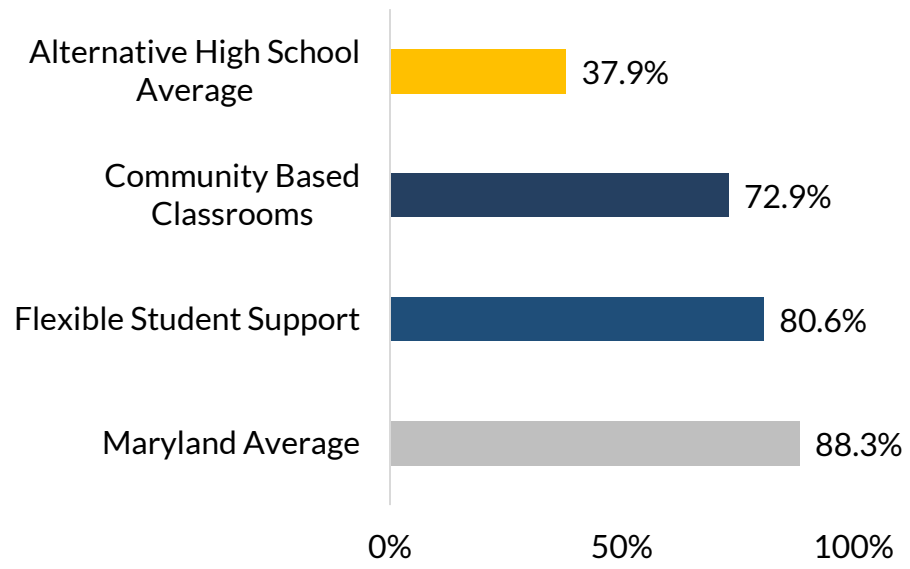# Alternative High Schools Outperforming Peers

Alternative high schools outperforming peers in Maryland

Outperforming Peers:
School Level 5-Year Cohort Graduation Rates, SY 2019, SY 2020

2019 5-Year Cohort Graduation Rates

School	Rate
Alternative High School Average	41.4%
Community Based Classrooms	83.5%
Flexible Student Support	82.7%
Maryland Average	88.9%

2020 5-Year Cohort Graduation Rates

School	Rate
Alternative High School Average	37.9%
Community Based Classrooms	72.9%
Flexible Student Support	80.6%
Maryland Average	88.3%

School	2019 Cohort Size	2020 Cohort Size
Community Based Classrooms (Prince George's)	91	85
Flexible Student Support (Carroll)	52	67

Maryland Case Study: Excel Academy at Francis M. Wood

Excel Academy High School in Baltimore City engages students in multiple ways and strives to remove survival barriers allowing students to come to school.

- **Dedicated staff work towards removing barriers for students**
  - A 211 coordinator assist students with resources and federal benefits
  - A homeless liaison coordinator works with providing students with housing during the time they are in school and assisting with housing after they graduate
  - A social worker assists student parents with any counseling they may need

- **United Way Daycare and Family center opened this past year**
  This day care is free to students and allows student parents to focus on their academics in addition to being a parent. The daycare provides transportation for all parents to and from school.

- **A Wellness Boutique provides self-care items**
  - Through a partnership with the Baltimore Ravens the Excel Academy opened a wellness boutique which has all things self-care for students like deodorant, body wash, household cleaning supplies(laundry detergent), clothes and shoes etc. Students are allowed to shop in this boutique when needed. Excel Academy has a free washer and dryer for students.

- **Attendance incentives**
  - Promoting engagement and attendance with gift cards (grocery stores, clothing stores etc.), silent listening party, food trucks, and carnival days.

National Case Study: Boston Day and Evening Academy (BDEA)

Alternative schools vary widely and have been criticized for warehousing students and using harsh discipline. A subset of alternative schools has embraced more progressive models of education, and more high schools, and some entire states, are borrowing ideas that "last-chance" schools like BDEA have been using for decades – **practices such as competency-based education, attention to students' social and emotional well-being and a "restorative justice" approach to school discipline.** Given the success, BDEA's approach is now becoming a role model for others.

Key Design Elements:

- **Competency Based** teaching and assessment
- Provide **social and emotional support** through partnerships with community health and counseling centers
- Focus on **student-centered learning** with a planning team including students and staff
- **Family engagement** as identified by students in whole-school celebrations
- **Post graduate planning/college and career planning** including a Capstone workshop and presentation
- **Active professional learning community** for teachers and staff

Successes:

- For three years (2009-2011), an average of 90 percent of students passed the tenth grade MCAS in English language arts.
- For the same period, **80 percent of students passed** the tenth grade MCAS in mathematics.
- Of the 2011 graduates, **63 percent went on to two-year college programs**, and 19 percent enrolled in four-year college programs.
- **The percentage of male graduates of color increased from 22% to 50%** in a single year (SY 2017 to SY 2018).

Student Characteristics:

- Student population of over 400 students from across Boston with an average age of 20 years old.
- On average 20% of enrolling students have an IEP.
- Of students entering BDEA, 55 percent enter with less than eighth-grade reading skills, and 63 percent enter with less than eighth-grade math skills (43 percent had lower than fifth-grade skills).

Source: https://jfforg-prod-new.s3.amazonaws.com/media/documents/AligningCompetencies_112812.pdf, https://bdea.com/wp-content/uploads/2018/09/BDEA_Annual-Report_2018.pdf

National Case Study: City-As-School, New York City

City-As-School in New York City has implemented several measures to help struggling students and is the only school under the New York City Department of Education, which allows academic credit for completing internships.

Key Design Elements:

- **Teachers double as "internship coordinators"** by identifying opportunities throughout the city, and supervising students' progress via email and phone calls.

- City-As-School **awards academic credit for completing internships** in traditional subject areas like math, science, English and history (i.e.., guide at the American Museum of Natural History earns a science credit).

- **Once a week students attend Advisory**, to discuss internship experiences with one teacher and 10 peers, and which for many become their family.

- Students have easy access to **quality mental healthcare**.

Successes:

- More than **60% of students, many of whom were once on the brink of dropping out, leave with a degree.**

- In SY 2021, **41% of students enrolled in college** within 6 months of graduating high school.

Student Characteristics:

- Most **students arrive between the ages of 17 and 18,** after completing ninth and tenth grades at other schools.

- **Students come for a variety of reasons**: Bullies, a tough home life, pregnancy, they were bored, or they were overwhelmed.

- **Students missed, on average, more than 40 days of school in their previous academic year.**

- Half rely on food stamps to survive, and another 10% of students live in temporary housing, foster homes, or on the street.

Source: https://www.businessinsider.com/what-its-like-to-attend-alternative-high-school-2015-3

National Case Study:
College, Career, and Technology Academy (page 1 of 3)

Texas policies encourage districts to recover dropouts, provide state funding for students who are over compulsory school age, promote college-connectedness for students still in high school, and created the environment for innovative successful back-on-track programs.

Texas Policies:

- **House Bill 1137 authorizes the use of state funding to help young people up to age 26 to receive high school diplomas**. Texas gives district credit in the state accountability system for recovering dropouts.

- **House Bill 1 requires the equivalent of 12 hours of college credit made available to students while in high school**. The bill also includes an allotment to cover costs for tuition, fees, and textbooks for students taking dual credit courses.

- In 2007, **House Bill 2237, resulted in the launching of the Texas Dropout Recovery Pilot Program, a competitive grant program providing performance-based funding to enable dropouts to return to school** to earn a diploma or meet a bar of demonstrated college readiness.

- The **Texas Dropout Recovery Program provides a great deal of flexibility to encourage innovation** and override "seat time," or requiring a certain number of hours in a classroom as a proxy for learning, and other constraints.
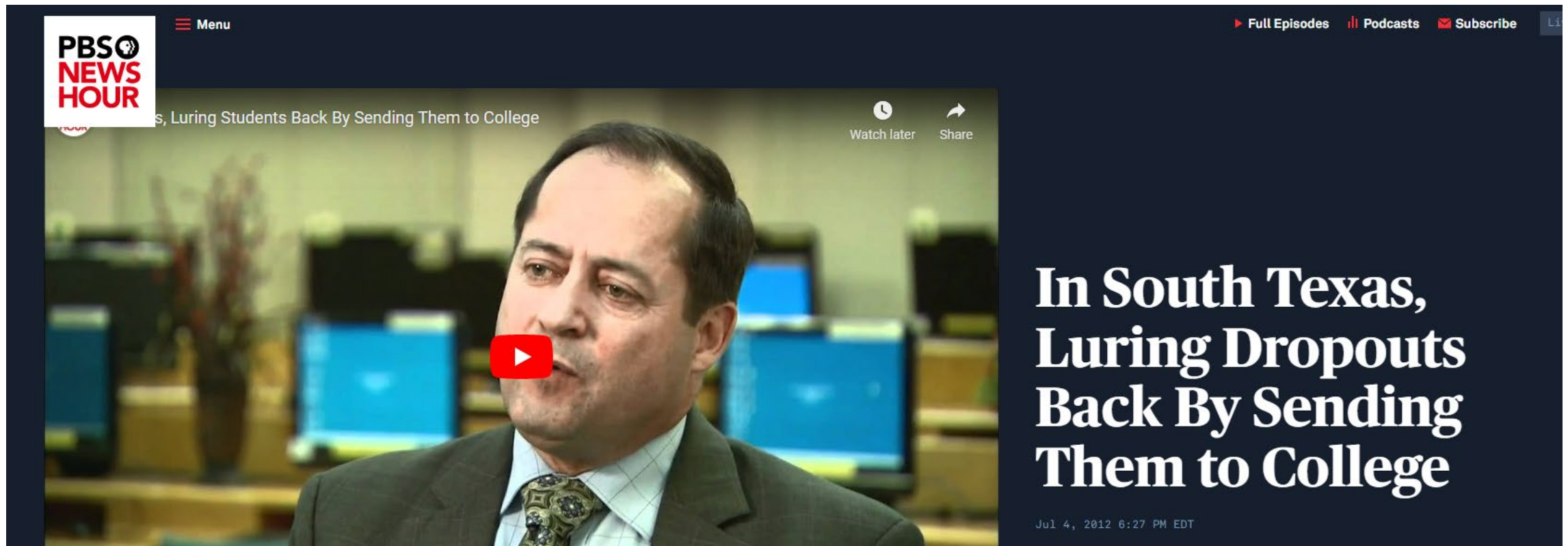
National Case Study:
College, Career, and Technology Academy (page 2 of 3)

The Pharr-San Juan-Alamo (PJSA) Independent School District has leveraged policies and conditions that the Texas Legislature put into place. PJSA has achieved extraordinary outcomes in graduating students, and in facilitating smooth transitions to postsecondary education and training in programs like the College, Career, and Technology Academy (CCTA).

Key Design Elements:	**Successes:**
• CCTA re-engages students, **treating them more as young adults than high school students.** • Former dropouts **earn a high school diploma and seamlessly transition into college courses**, through a partnership with South Texas College. • Students focus only on what is needed for graduation and for college-readiness, **beginning college courses while finishing high school requirements.** • **Every student has an adult mentor** providing support towards high school graduation and earning college credits.	• CCTA has helped improve the district's **graduation rate from 62 percent in 2007, when the program debuted to 90 percent in 2014.** • By 2016, **CCTA had 1,500 high school graduates aged 18 to 26.**

National Case Study:
College, Career, and Technology Academy (page 2 of 3)

PBS News Hour Highlight: https://www.pbs.org/newshour/show/in-texas-luring-students-back-by-sending-them-to-college

Questions?