

80%

High Tech High

- 13 schools
- 5300 students, 700 staff
- Diverse by design
- College enrollment and graduation



Aim

Increase the number of traditionally underrepresented students who go directly to a 4-year college, and ultimately succeed there.

Primary drivers

Awareness of College and Career Pathways
“I can see a path to my future”

Family engagement
“My family knows how to support me”

Academic preparation and eligibility
“I am ready and know how to think deeply”

Learning mindsets and skills to succeed post-graduation
“I belong and believe I can succeed”

Projects

College Access/Persistence

Internships

Support for Struggling Students

Science Inquiry/NGSS

Supporting English Learners

Literacy Collaborative

Mathematical agency and success

Chronic absenteeism

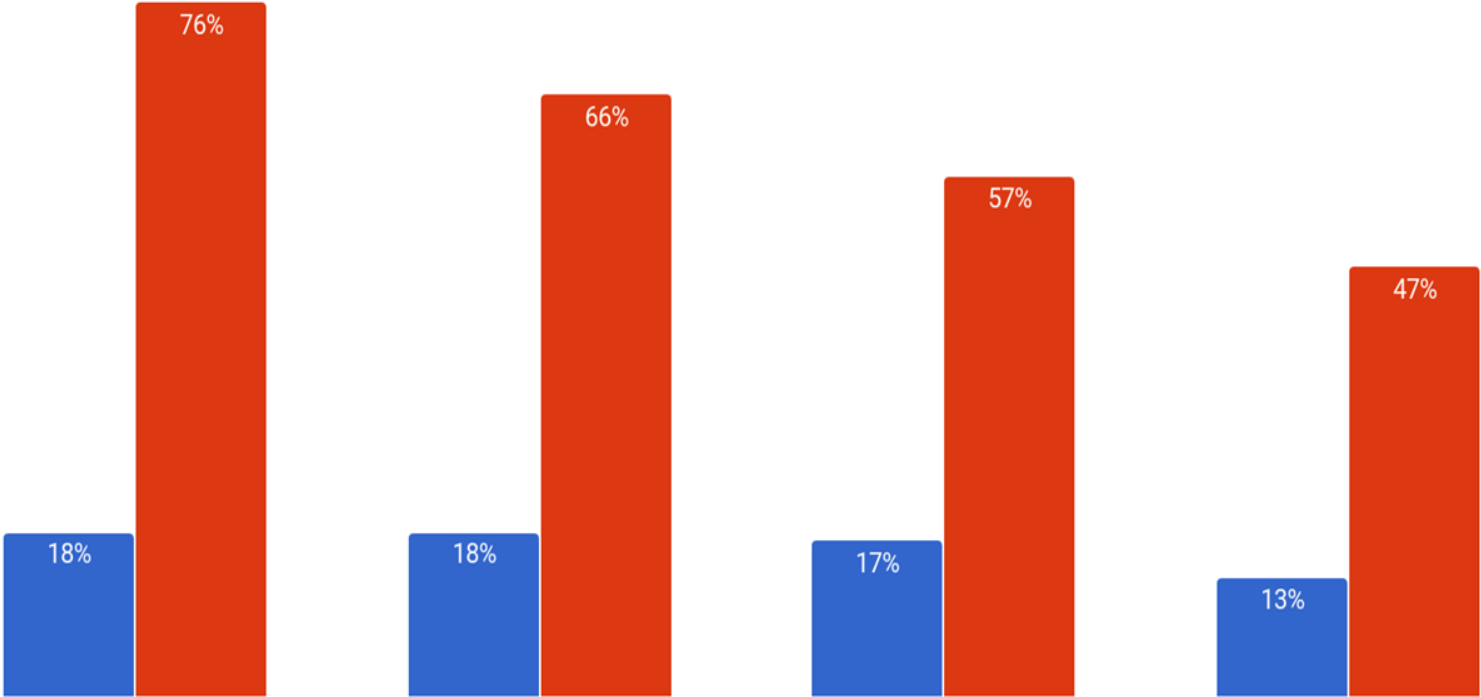
Restorative Justice Practices to Reduce Suspensions

College Access

Regardless of income level, students who begin at a community college are unlikely to earn a B.A. within 6 years (U.S. data)

■ Students beginning at public 2-year institution ■ Students beginning at 4-year institution

% graduating with bachelor's degree within six years



Top quartile

Third quartile

Second quartile

Bottom quartile

Family income level

Annual College Snapshot Data



Graduating Class Summary High Tech High College Advising

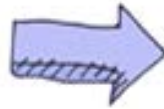
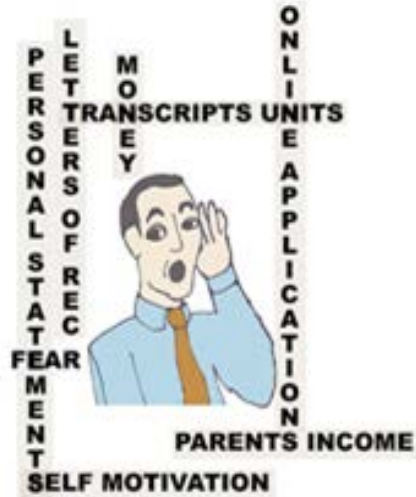


Class Graduation Year	2017
Class Size	143
Average Grade Point Average	3.52
Average SAT Reasoning (1600)	1045
Evidence Based Reading & Writing	530
Math	500
Average SAT Subject Tests	
Math IIC	625
Biology (Molecular)	530
Literature	693

<u>General Application/College Acceptance</u>	<u>Number</u>	<u>% of class</u>
Number of students attending college/university in fall	138	96.50
Number of students who applied to at least one 4-year college/university	132	92.30
Number of students who took the SAT and/or the ACT	136	95.10
Accepted to at least one 4-year college/university	131	91.60
Attending a 4-year college/university	106	74.12
Attending a 2-year college	32	22.37
Choosing to attend 2-year/gap year due to financial hardship	25	17.48
Not attending college immediately following graduation	5	3.49
Number of First Generation College Bound Students	46	32.16

HTHNC: College Application Process

What could we do to make applying to college more accessible?



Pay for Application



Checklist for advisors

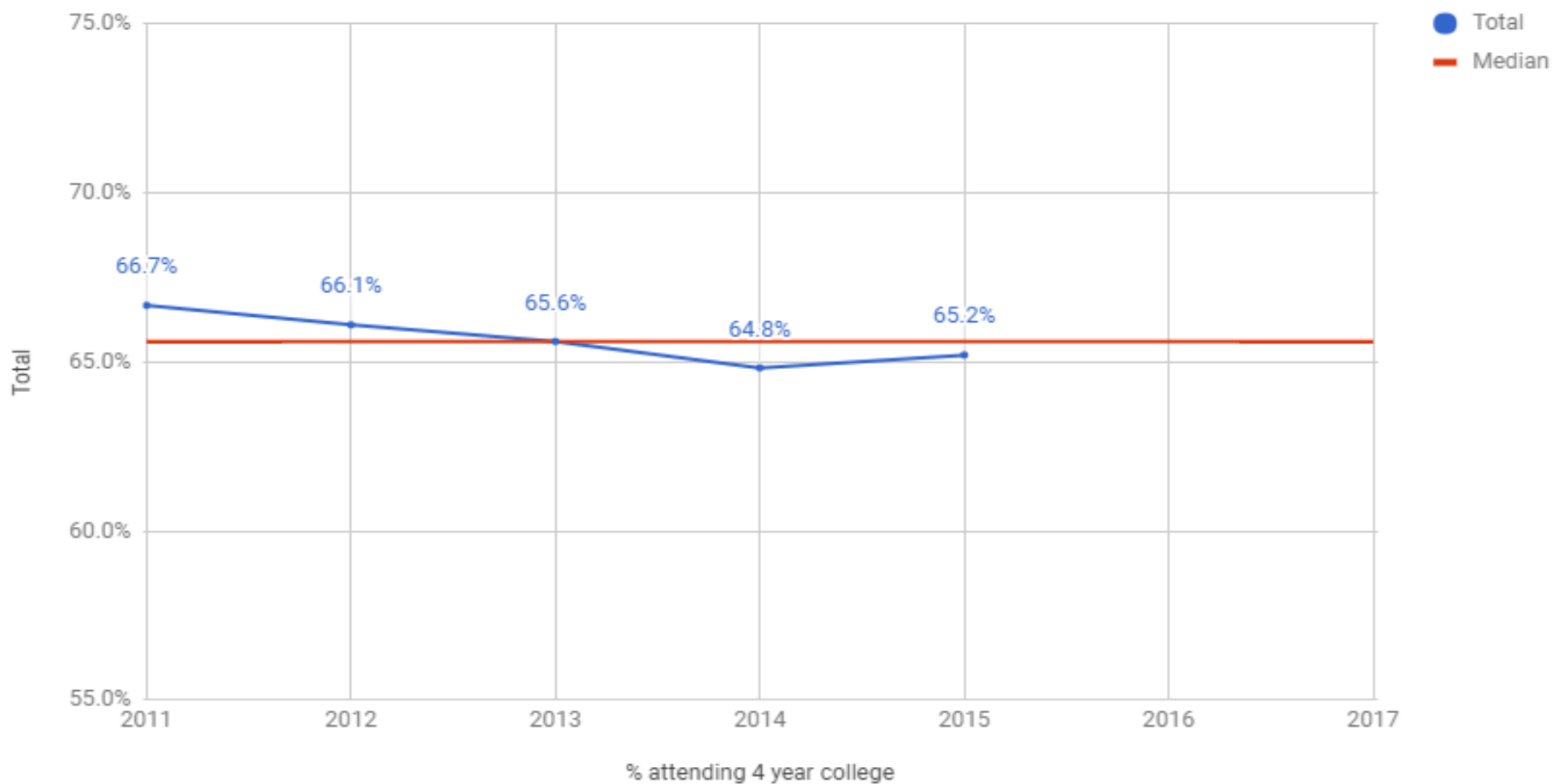


Help students fill out applications

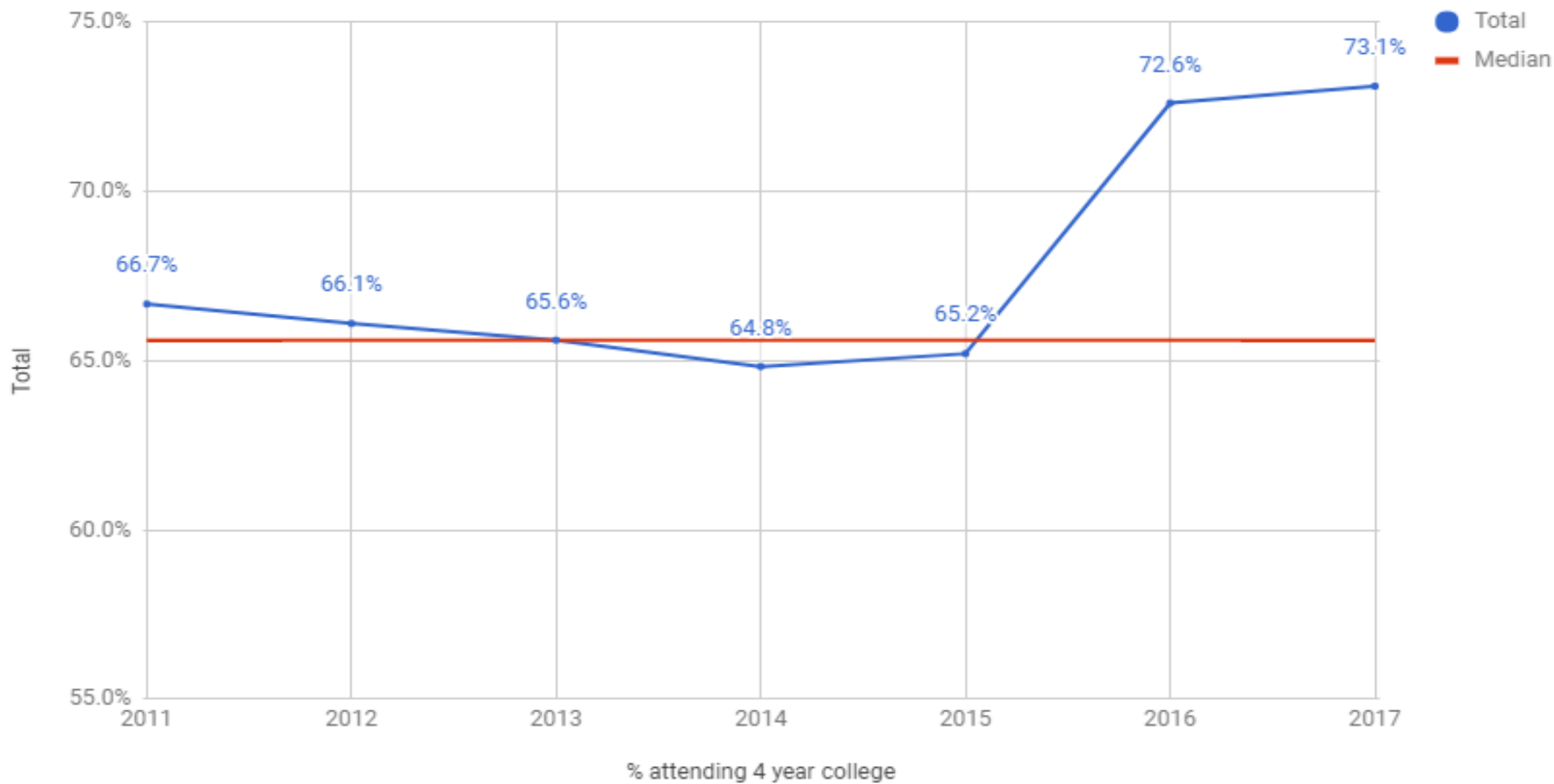
Senior teachers help with personal statements



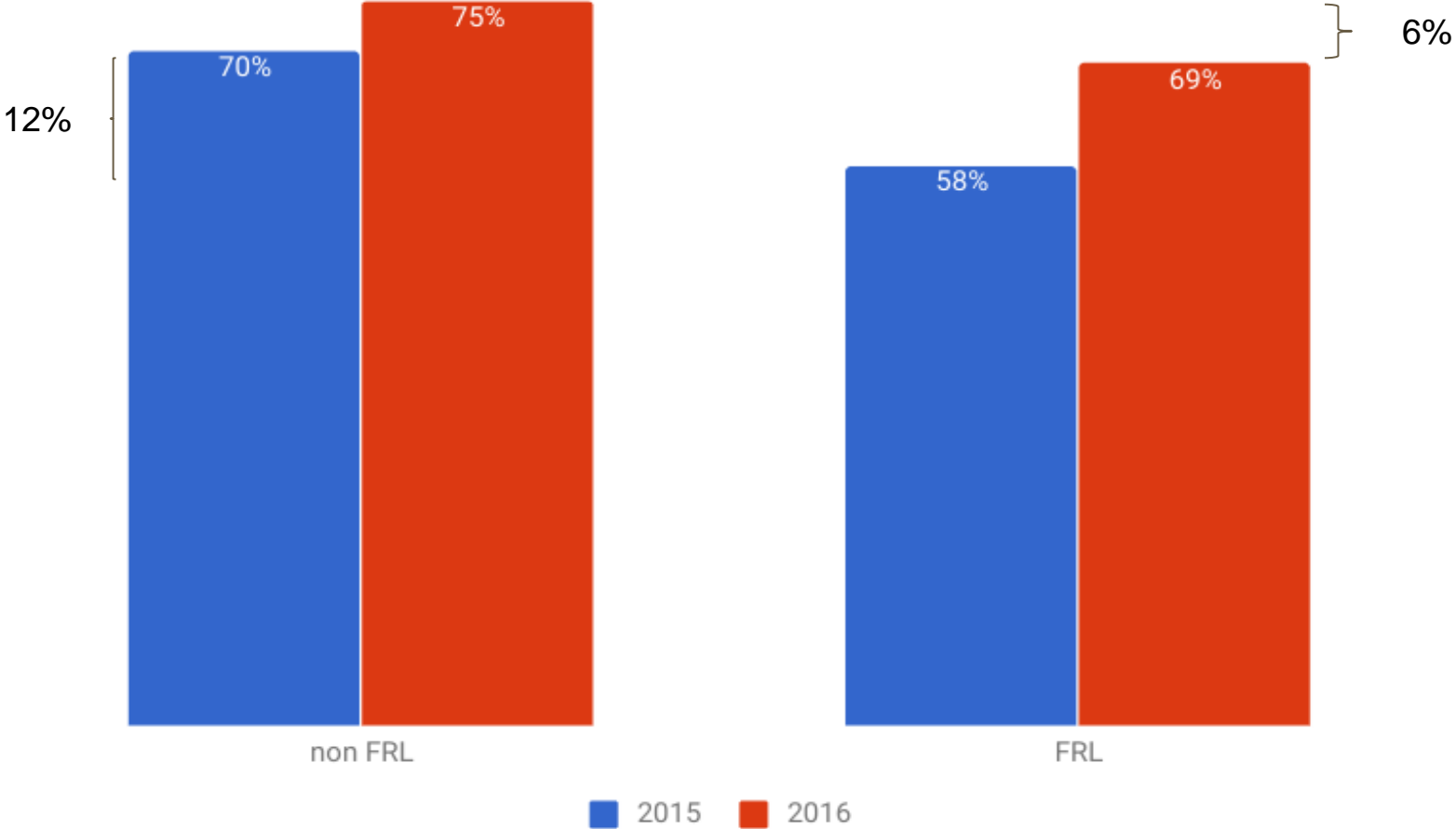
% HTH graduates attending 4 year college



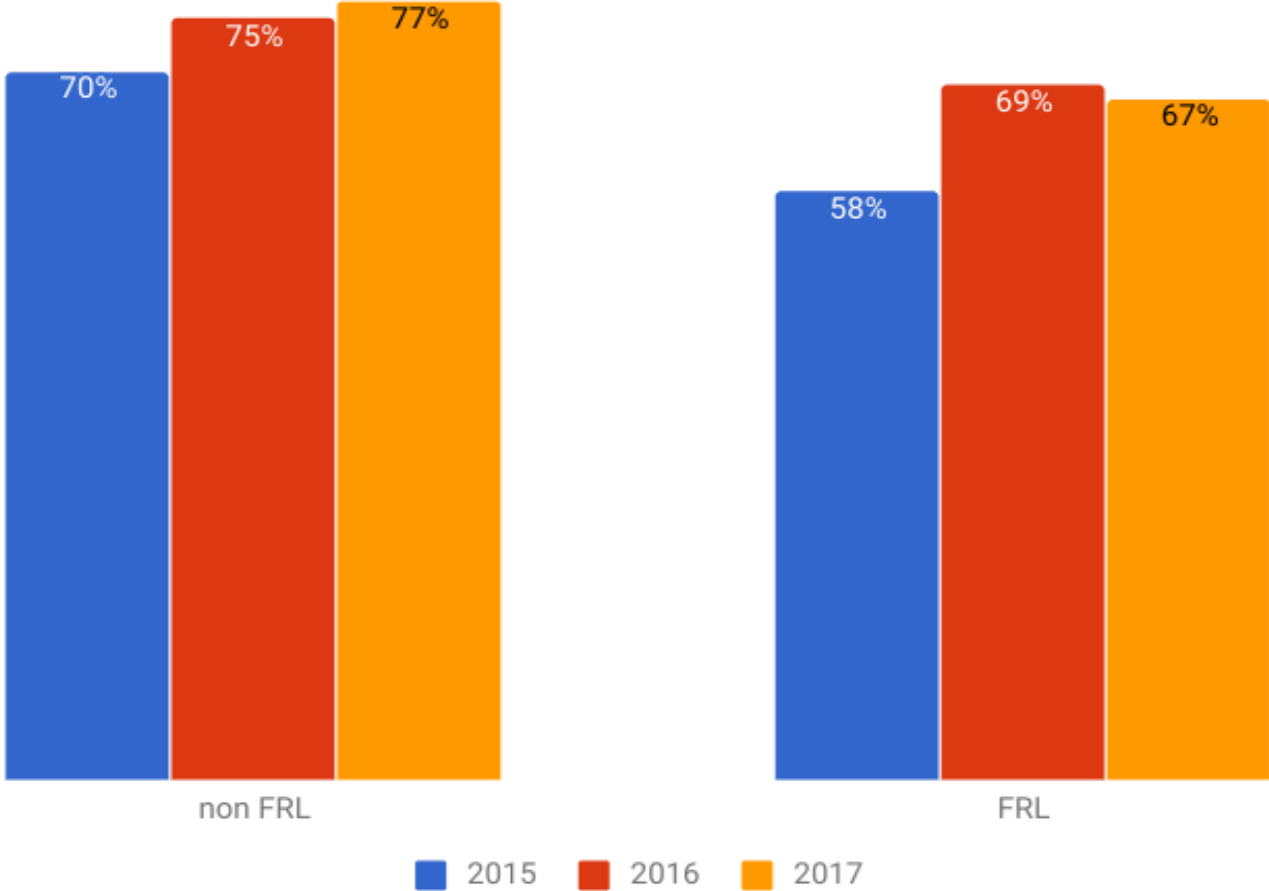
% HTH graduates attending 4 year college



Cut the gap in half for HTH low income students going directly to 4-year college



But more work to do



Next steps

- More students taking college math/English while in HS
- FAFSA/Cal Grant
- Family engagement
- Summer melt intervention
-

Chronic Absenteeism

Chronic Absenteeism =

- 10% or more absent
- Lower test scores (Buehler et al., 2012)
- Lower reading proficiency (Bruner et al., 2011)
- Higher HS dropout (Henderson et al., 2014)
- Lower college persistence (Ginsburg et al., 2014)

Aim

Increase the number of African American, Latino and Native American young men who go directly to a 4-year college, and ultimately succeed there.

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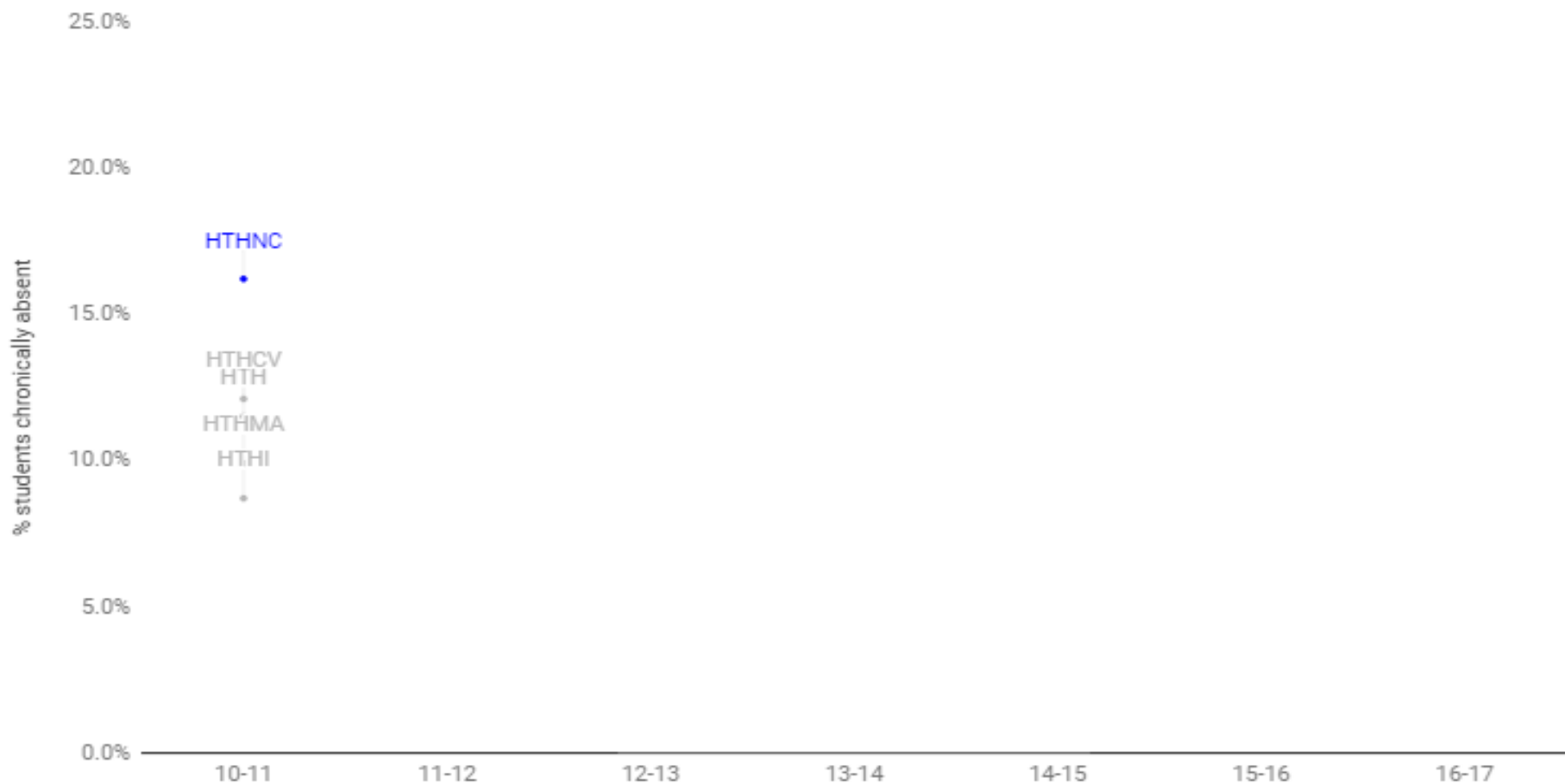
Restorative Justice Practices to Reduce Suspensions



95% vs

15%

Annual chronic absenteeism rates HTH high schools



What They Learned

- Social
- Health
- Academic
- Family

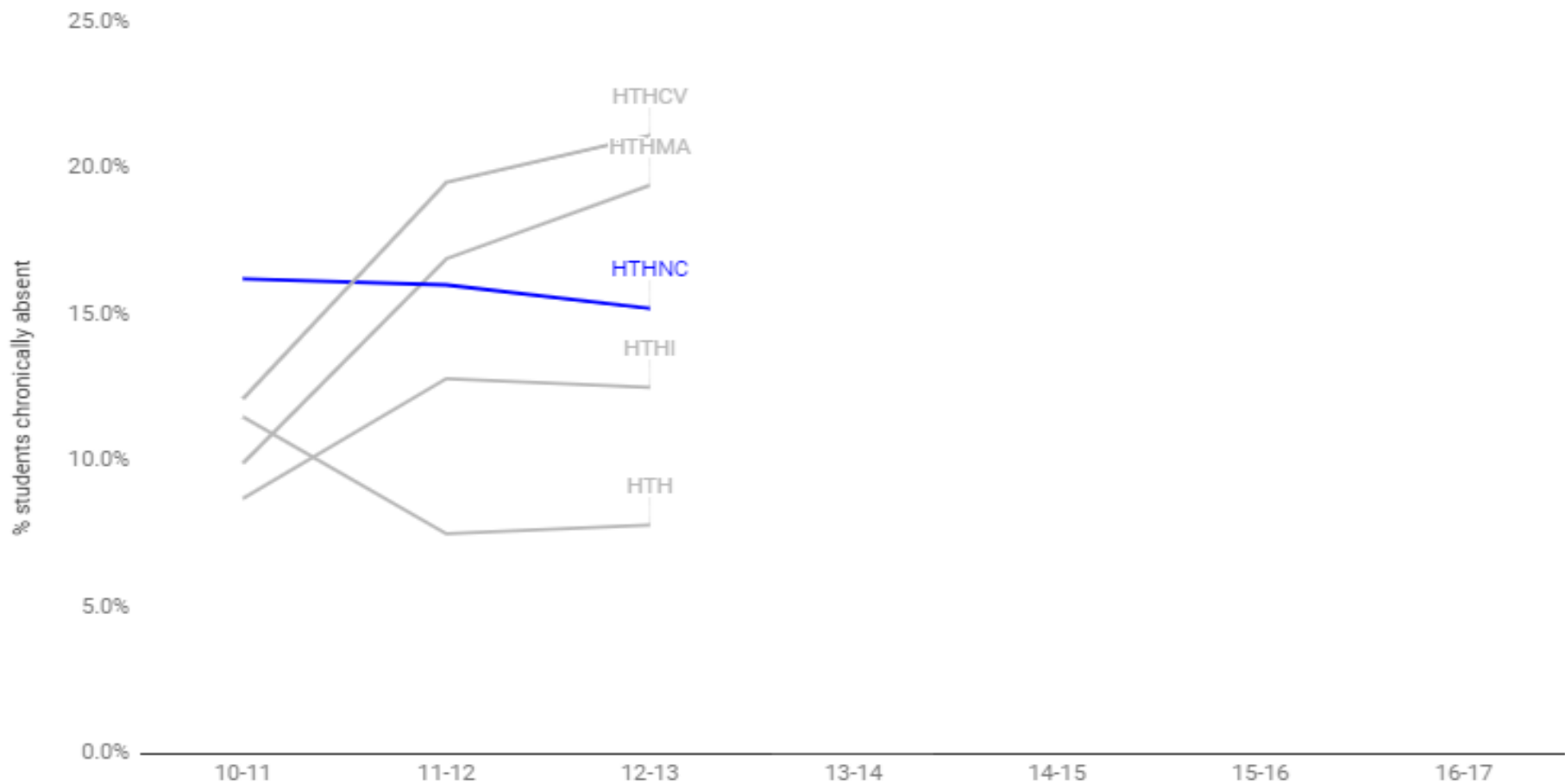
The Intervention

- Primary strategy is engaging coursework
- Run report each week
- Send home letter after 5 absences
- Send home letter after 10 absences and call home to schedule supportive family conversation

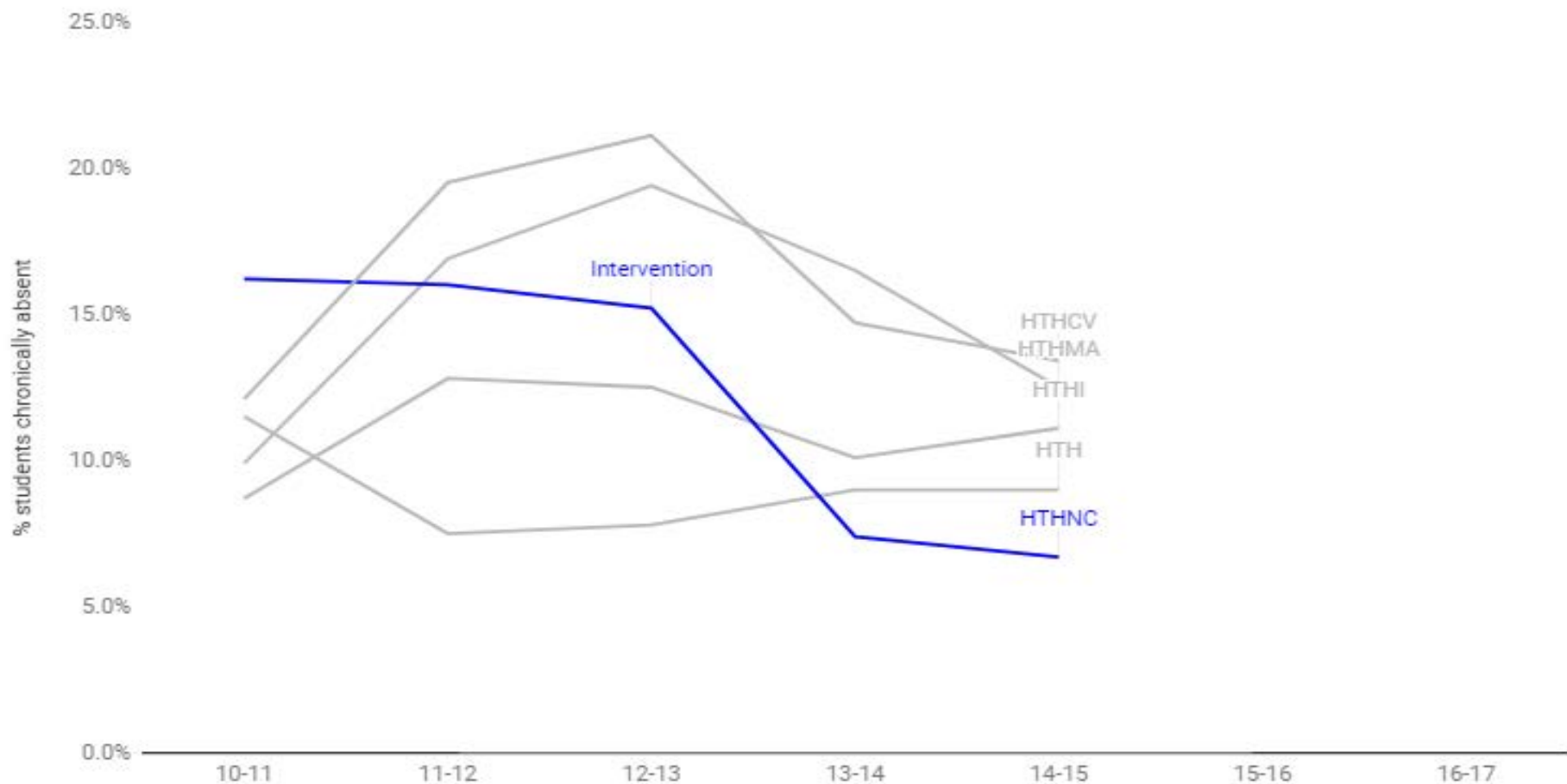
belongingness

The word 'belongingness' is positioned at the bottom right of the slide. Two thin black arrows originate from its top-left corner. One arrow points diagonally upwards and to the left, ending at the word 'engaging' in the first bullet point. The second arrow points diagonally upwards and to the left, ending at the underlined word 'supportive' in the fourth bullet point.

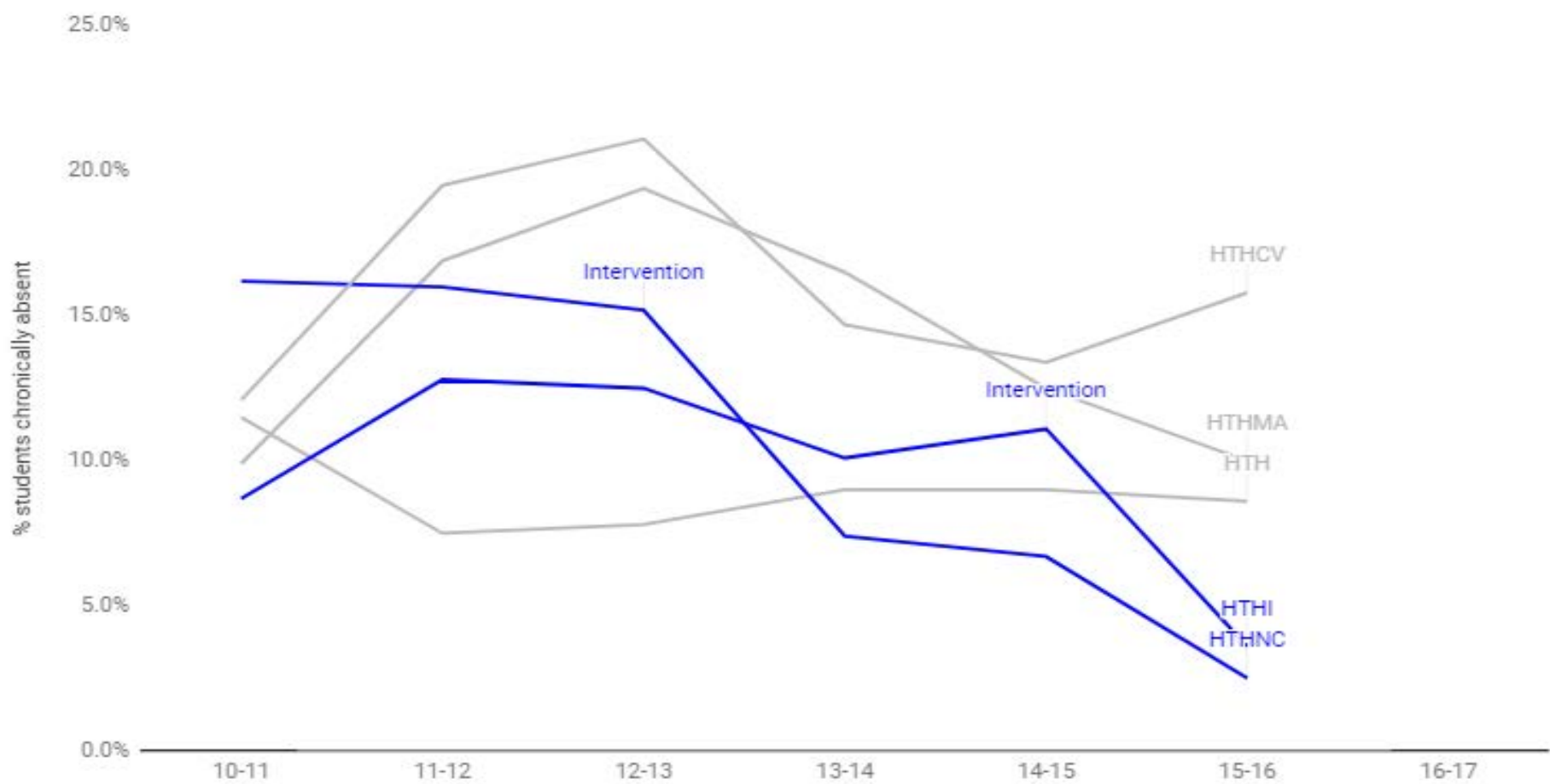
Annual chronic absenteeism rates HTH high schools



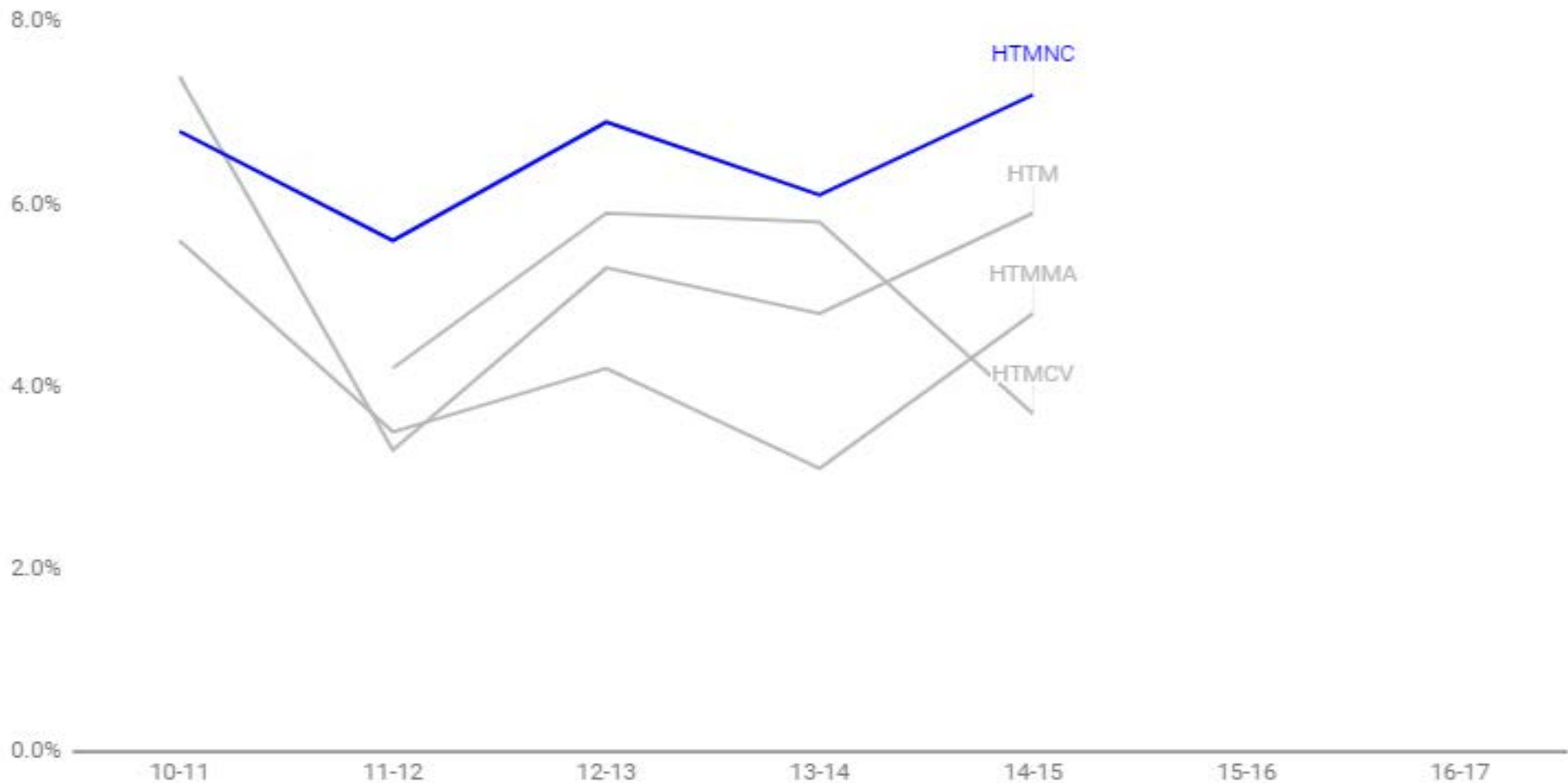
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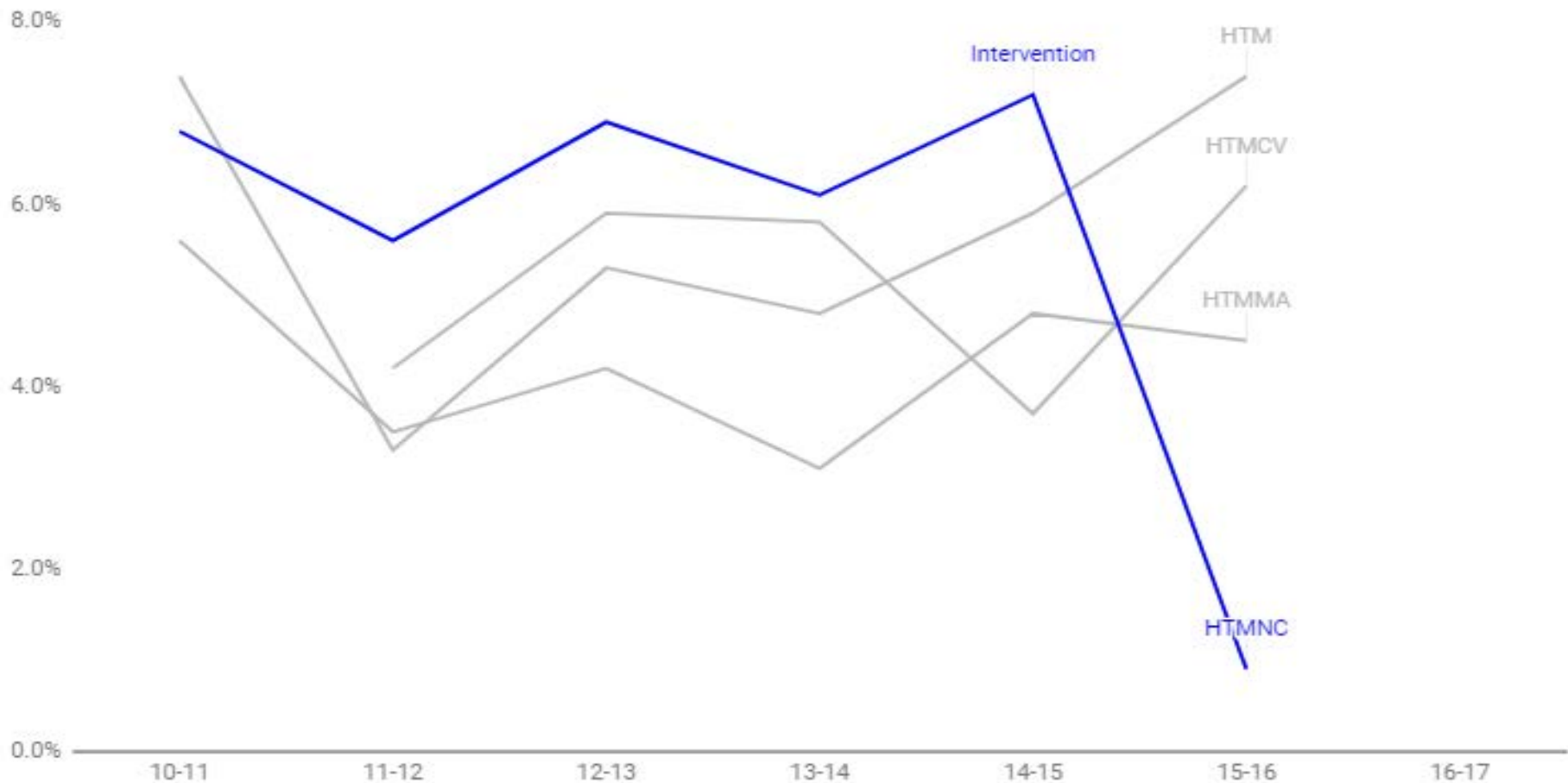
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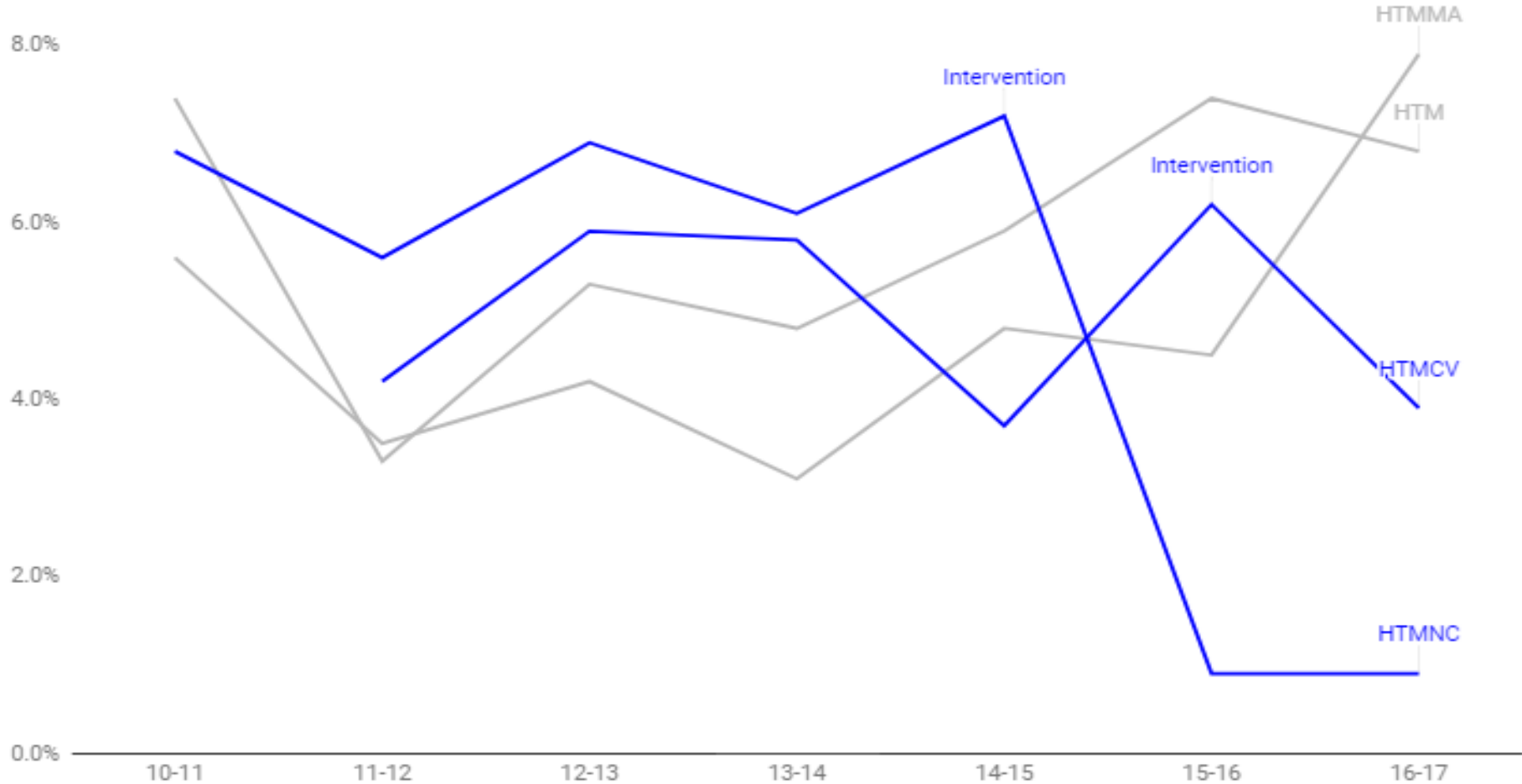
Annual chronic absenteeism rates HTH middle schools



Annual chronic absenteeism rates HTH middle schools



Annual chronic absenteeism rates HTH middle schools



5.0% vs

9.1%

Weekly Rate of Chronic Absenteeism Middle

The percentage of students who have been absent 10% or more. Lower is better. This is cumulative data so the most recent point covers the entire year.

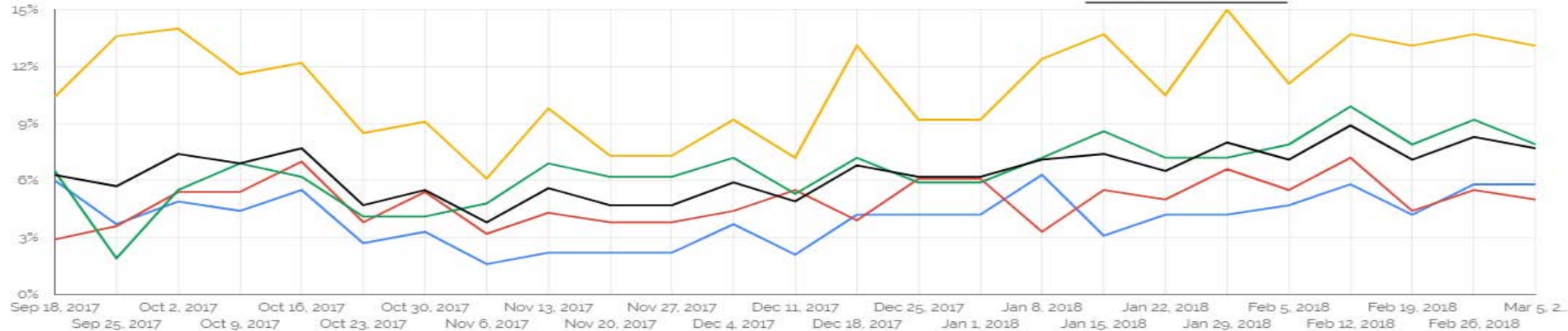
HTMNC HTMCV HTMMA HTMSD total Middle

All Students



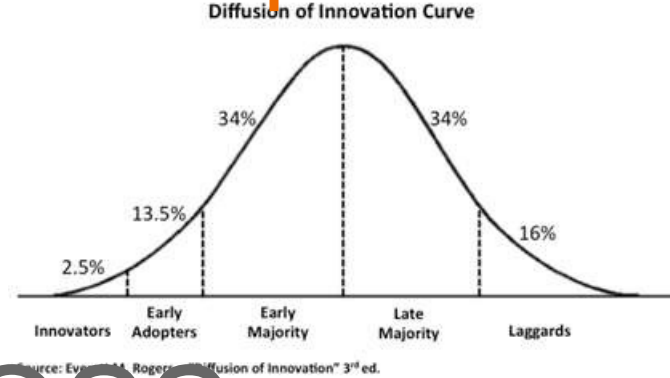
HTMNC HTMCV HTMMA HTMSD Total Middle

FRL Students



Lessons Learned

On Moving Towards a Continuous Improvement Culture



ENGAGE ACROSS
SYSTEMS EXISTING
STRUCTURES
TOOLS

For more information

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