

DATA DIALOGUE SERIES

A New England Secondary School Consortium Resource

Week 3: Economic disadvantage + high school graduation

About the Data Dialogue Series

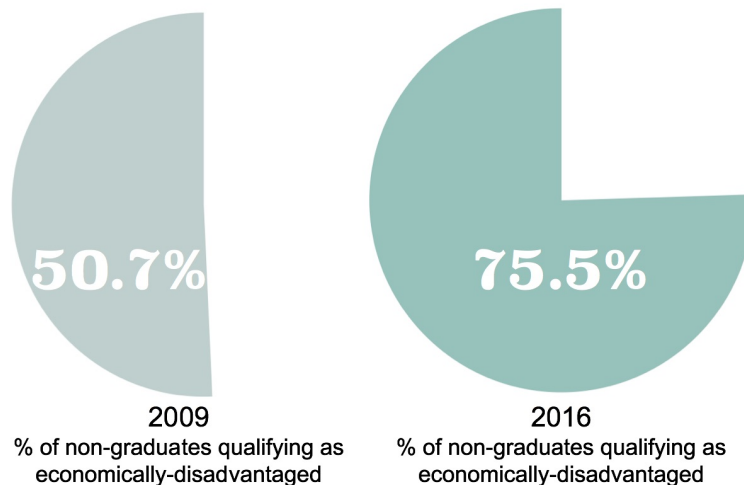
Thank you for participating in the NESSC's *Data Dialogue Series*, an opportunity to explore, reflect on, and talk about our region's education data with your students, colleagues, and community.

In **week one**, we explored a gap in 4-year graduation rates between economically-disadvantaged students and their non-economically disadvantaged peers. In **week two**, we further explored the relationship between family income and education by considering the percentage of New England's high school seniors that qualify as economically-disadvantaged, and how that percentage has changed over time. This week, we'll look at the percentage of New England students who do not graduate from high school with their class and qualify as economically disadvantaged.

Let's dive in!

Exploring the Data

In 2016, **75.5%** of students who did not graduate with their class qualified as **economically disadvantaged**.



What This Means + Why It Matters

The visual above shows that over 75% of New England students who did not graduate from high school with their class in 2016 qualified as economically disadvantaged. This is up from the



percentage of economically disadvantaged non-graduates in the class of 2009, which was 50.7%.

The data suggest that New England's education system is disproportionately not serving certain students. Most students who are not graduating from high school are living in poverty—and that's a problem.

The questions below will help you reflect on this trend and determine how your schools and community can ensure equitable and engaging learning opportunities for all kids.

** The graduating class represents the number of students who enter 9th grade plus any students who transfer in grades 9-12, minus any students who transfer out grades 9-12. Massachusetts data is not reflected in these totals, as Massachusetts is a new member of the NESSC.*

Reflection + Dialogue Questions

While the visual above is a rich starting point for personal reflection, we urge you to discuss the data with your community. This topic, especially when paired with the dialogue questions below, is particularly appropriate for a conversation among not only teachers and students, but families and community members, as well.

1. This visual shows a regional trend across New England, which was calculated by aggregating state-level data (meaning that your school's data contributed to this trend). What questions does this visual cause you to ask about your own community and school? (These questions might be different depending on your role, experience, proximity to/relationship with students in this subgroup, etc.)
2. What additional data might you need in order to better understand who these students are at your school?
3. How can your community make education as relevant and engaging as possible, regardless of students' aspirations or expectations, to ensure more students complete high school successfully?

Make it through 1-3? Consider taking your conversation further by tackling this bonus question: What action can you commit to, before the end of this academic year, that will raise awareness within your schools and/or community of the relationship between family income and high school graduation?

**Would you like to share your reflection with the NESSC?
Don't hesitate to reach out at info@newenglandssc.org.**