



Everyone Graduates!

What Your Community Can Do to
Prevent Dropout and Secure
Success for All Youth

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What Your Community Can Do

- Understand our challenge
- Take action
 - Early warning systems
 - Transform struggling high schools
 - Flexible portfolio of quality educational opportunities that lead to graduation
 - Integrate data systems and social services
 - Reflect and innovate
- Advocate for political progress necessary to supply the policy framework and the human, technical, and financial resources you will need to do and sustain this work.



**UNDERSTAND
OUR
CHALLENGE**



Why Do Students Fail?

- Bright But Bored
- Life Event
- Academic Failure
- Multi-year Process of Disengagement
- Most Have High Aspirations and Regret Dropping Out

Read: The Silent Epidemic
Dropouts in America

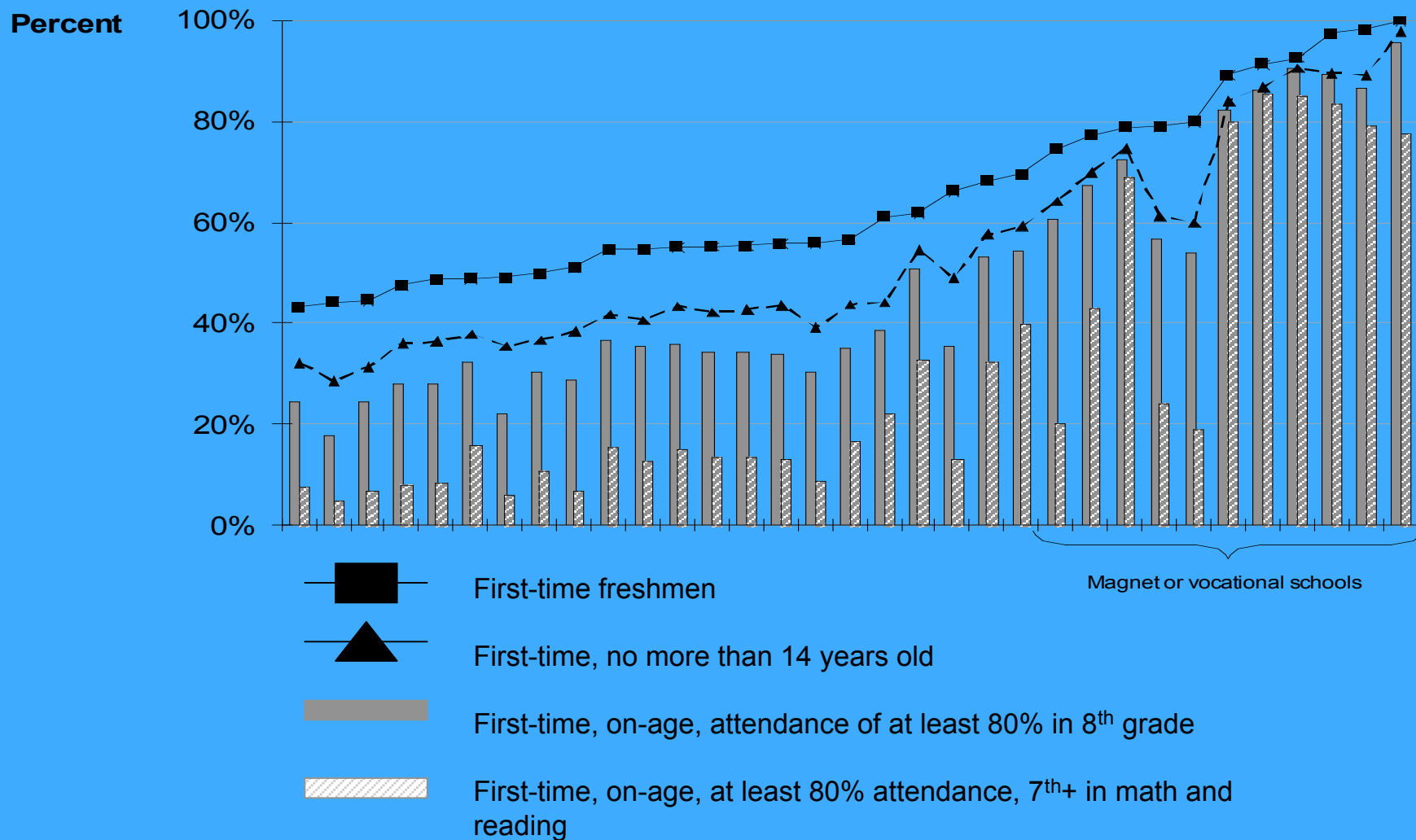


Why Do Schools Fail Students?

- The Greatest Proximate Cause is that there is a fundamental Miss-Match between the Number of Students in Need of Academic and Social Supports and the Human Resources and Know How Available to Help

The Number of Students in Need of mentors, tutors, attendance monitoring, and homework support in High Poverty Secondary Schools can be in the 100's

Percentages of freshmen with various characteristics, by high school, 1999-2000





TAKE ACTION



- Identify Dropouts and Develop Early Warning Systems
- Implement System of Comprehensive, Targeted, and Intensive Interventions in Schools and across your Community
- States and Districts serve as Brokers of Diverse Portfolio of High Schools and Coordinated Interventions
- Advocate for Federal and State Investments

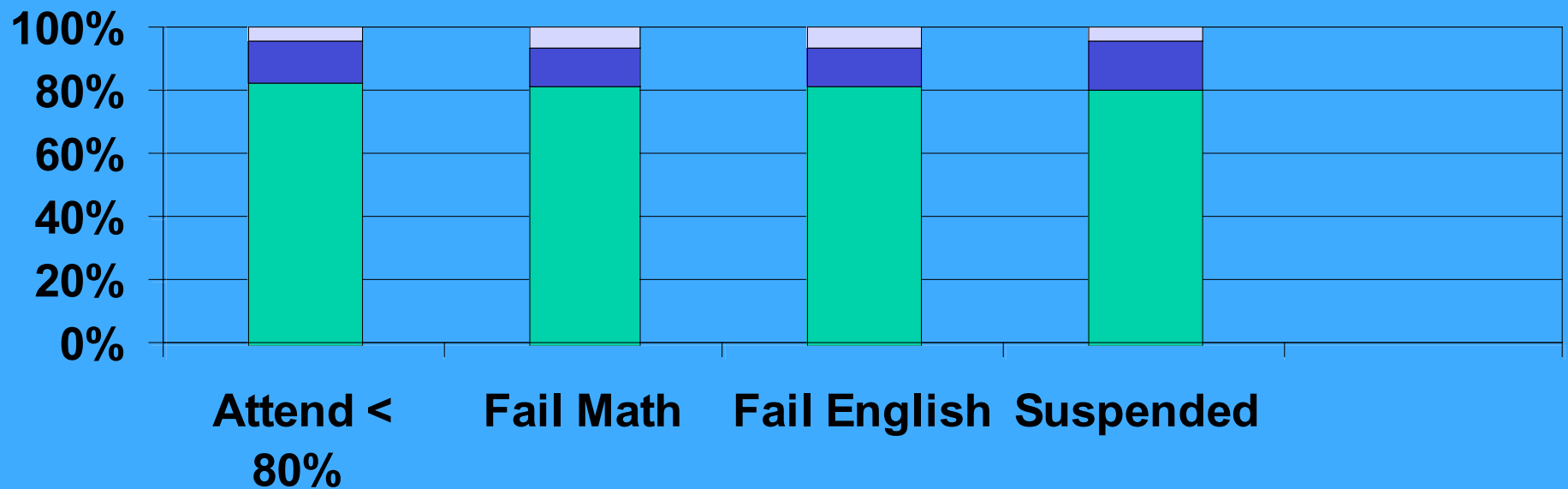


IDENTIFY DROPOUTS

- Are Easily Identifiable Using Data Routinely Collected by Schools
- Can be Identified at Key Junctures of Secondary School When Their Odds for Success are About to Take a Turn for the Worse
- Often Persist in School for a Long Time before Dropping Out, Despite Years of Struggles

Attendance, Behavior and Course Failure in the Secondary Grades are Highly Predictive of High School Graduation

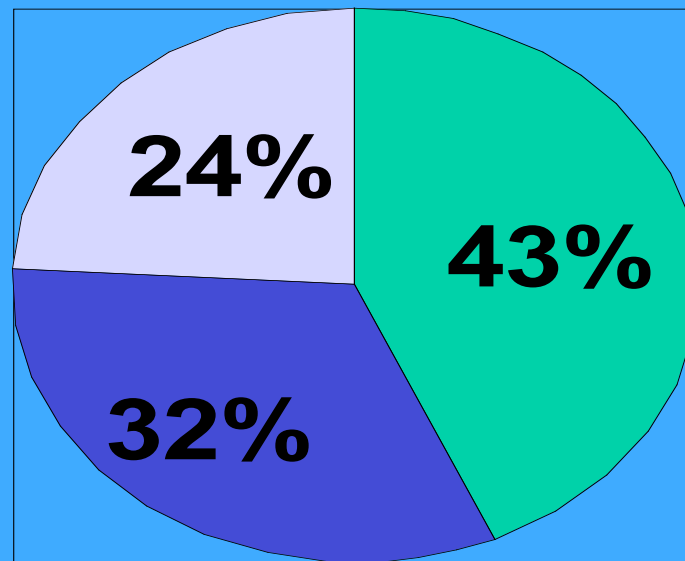
Graduation Outcomes for Students with 6th Grade Off-Track Indicators-Philadelphia



■ Does Not Graduate ■ Graduates On Time
■ Graduates with One Extra Year

In High Poverty School Districts, 75% of Eventual Dropouts Can be Identified between the 6th and 9th Grade

Percent of Dropouts That Can Be Identified between the 6th and 9th grade-Boston Class of 2003



- End of 6th Grade
- End of 9th Grade
- No Off Track Indicator 6th-9th Grade



Philadelphia 8th Grade Indicators

- 8th Graders who Attend less than 80% of the Time and/or Fail Math and/or Fail English make up 54% of Dropouts
- Students Who Do Not Have 8th Grade Indicators but have to Repeat 9th Grade make up 22% of Dropouts
- Only 23% of Dropouts Do Not Have a 8th Grade or 9th Grade Indicator



Chicago On-Track Indicator

- Earn 5 Credits in 9th Grade
- Have no More than one semester F in a core course
- On Track Students 3.5 Times more likely to Graduate
- Better Predictor than Test Scores or background characteristics
- Some Students with High Test Scores Fall off Track in 9th Grade, Some Students with Low Test Scores stay on Track
- 9th Grade Experience is Key



Using Early Warning Systems and On and Off Track Indicators We Can Identify Which Students have Great Odds of Dropping Out Long Before They Do So



Comprehensive Prevention Model

Type of Intervention	Portion of Failure to Succeed Students Addressed	Resource Needs
School-wide Preventative	65-75%	Maybe able to Re-Organizes Existing resources
Targeted	15-25%	Additional Resources Typically Needed
Intensive	5-10%	Partners with Resources Needed



High School Reform Components

- Personalized School Organization
 - Small Learning Communities, Ninth Grade Academy, Career Academies, Teams, Common Planning Time, Extended Class Periods
- Curriculum/Instruction
 - Common Core College Preparatory Curriculum
 - Individualized Learning Plans
 - Double & Triple Dose Math & English
 - Active Instruction, Integrated Career Themes
 - Freshman Seminar, Senior Seminar
 - Acceleration Opportunities (AP, IB, Early College)
- Student and Staff Support
 - Mentors, Tutors, Counseling, Wrap-Around Services
 - Leadership Development
 - Planning & Coaching
 - Community Engagement and Partnerships



We Have Evidence That...

- Sustained implementation of a strong, comprehensive intervention at the high school level can result in improvements in:
 - Climate
 - Attendance
 - Achievement
 - Course Passing
 - Grade Promotion
 - Career/College Readiness
 - Graduation



Effective and Proven Reforms Serving In- and Out-of School Youth Exist

- Comprehensive Whole School Reform Models with Good Track Records of Transforming Low Performing High Schools
- What Work's Clearinghouse has identified effective dropout prevention programs with high levels of scientific evidence
- Images of Effective, Community-Based Dropout Recovery Programs
- Beat the Odds Schools and Districts

Websites: MDRC; National HS Center; National HS Alliance; Alliance for Excellent Education; What Works Clearinghouse; American Youth Policy Forum



Challenges

Transforming low performing high schools and systems is not easy, fast, or cheap



**WHAT WILL IT
TAKE?**

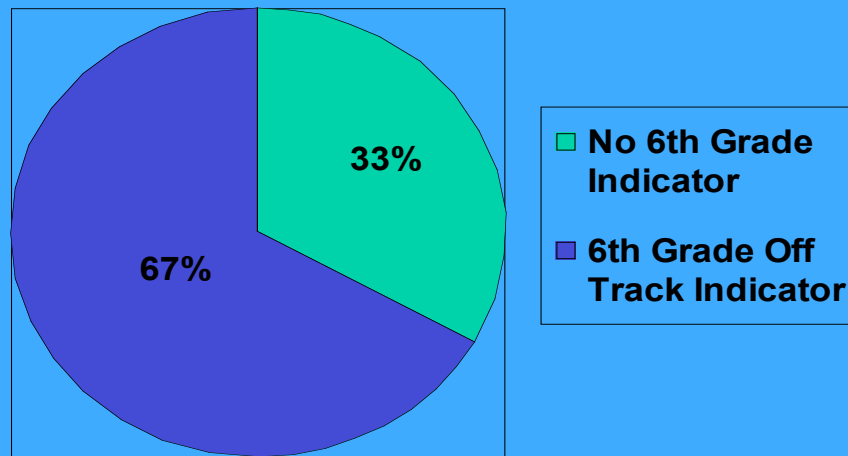


Civic Marshall Plan

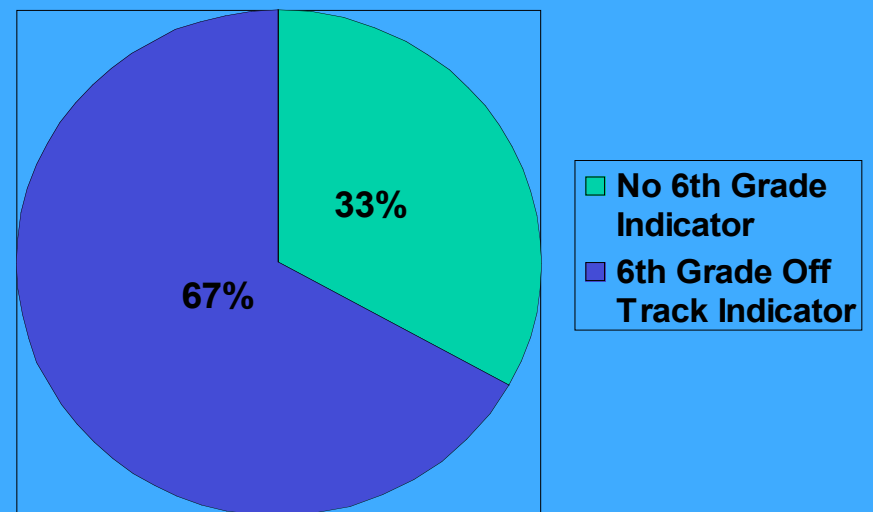
- Federal, State, Local and Governmental/Non Governmental Partnerships to put and develop strategic assets and supports in communities with high dropout rates to get the right supports, to the right students, at the right time to enable all students to graduate prepared for college, career, and civic life

School Disengagement Precedes Involvement with the Juvenile Justice System and Teenage Pregnancy

Males Incarcerated in High School-Philadelphia

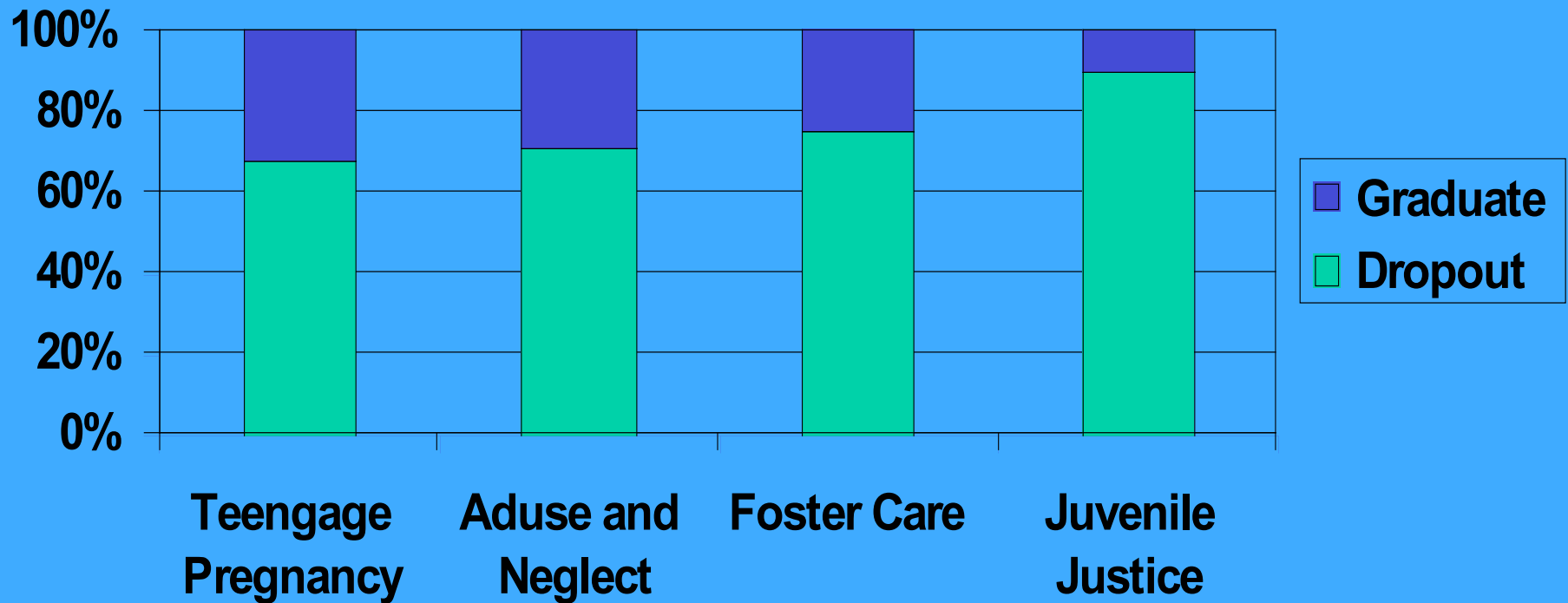


Females Who Give Birth in High School-Philadelphia



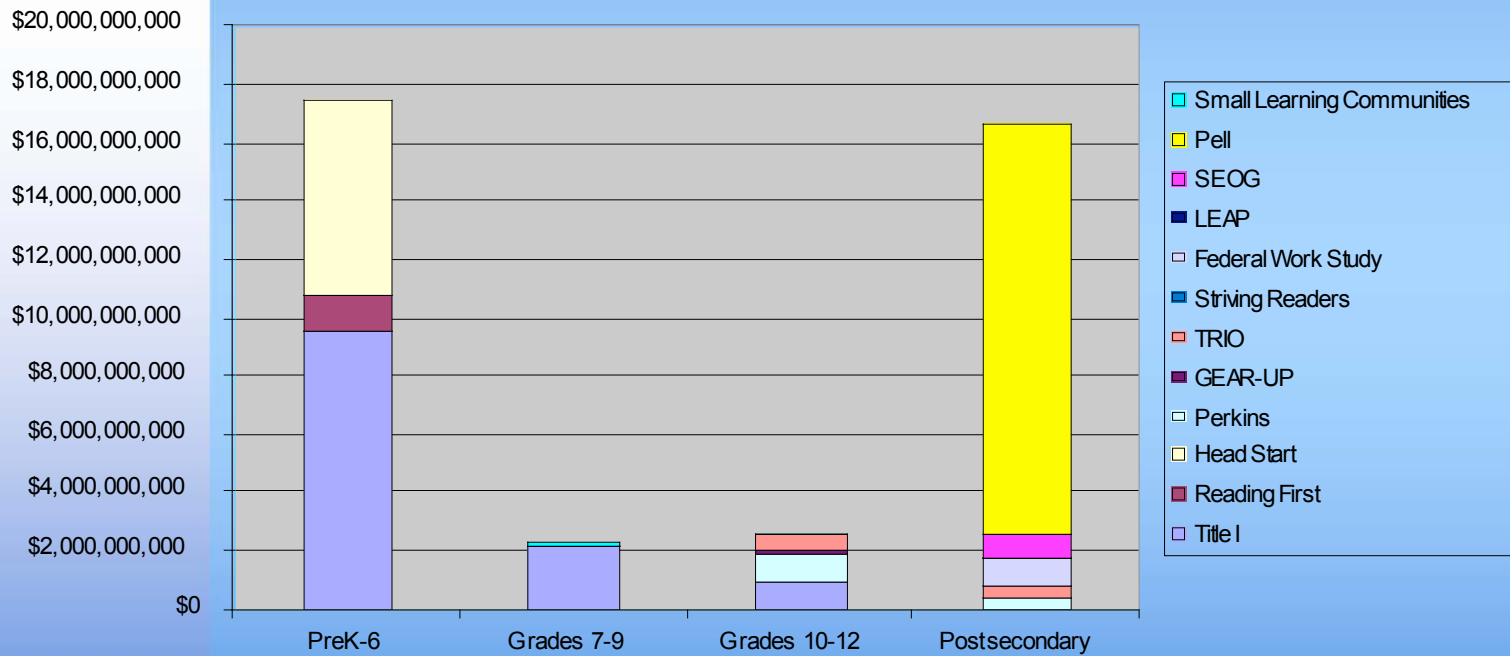
Currently in Large Cities the Social Safety Net is Not Working

Dropout and Graduation Rates for Philadelphia Students Involved with Social Service Agencies- Class of 2000





FY 2007 ED Appropriations: The Missing Middle Chart





Important State and Federal Roles in Transforming Secondary Education

- Graduation Promise Act-(sufficiently funded to transform all low performing high schools)
- Success in the Middle Bill
- Adolescent Literacy
- Highly Effective Teacher Fund
- Data Systems and Graduation Rate Accountability-Common and Accurate Measure, meaningful growth goals, disaggregated, equal to test scores
- Secondary Innovations Bill



Innovations: Going from Transforming Every School to Enabling Every Student to Graduate

- City Year, Communities in Schools, and Talent Development (JHU) Pilot to Combine Whole School Reform with Integrated Student Supports and teams of trained National Service volunteers in low performing Middle and High Schools which Feed Them
- Create “Poverty Busters” Grade 6-14 Community Schools Open from 7am to 7pm in the most distressed communities and neighborhoods that bring students from early adolescence to obtaining an associates degree or being ready to succeed in a 4 year college.



**WHAT IF WE
DON'T ACT?**



Consequences of Dropping Out

- ❖ A new high school dropout in 2000 had less than a 50% chance of getting a job
- ❖ That job earned less than ½ of what the same job earned 20 years ago
- ❖ Lack of education is ever more strongly correlated with welfare dependency, ill health, and incarceration
- ❖ Some U.S. jobs cannot be filled by U.S. trained skilled employees



Squandered Potential and Diminished Life Chances

“I see them again 15 years after dropping out, earning the same wages as before...They are still getting \$7 an hour, but with no chance for advancement, further training, or education.

--Ellen Zinkiewicz, NCAC



WHAT'S THE
PRIZE IF WE DO?



Social and Economic Benefits

- ❖ Our nation can recoup 45 billion dollars in lost tax revenues, health care expenditures, and social service outlays if we cut the number of high school dropouts in half (Levin et. al, 2007).
- ❖ Pacific Northwest could see a \$8 billion boost in its economy by cutting # of dropouts in half (Alliance for Excellent Education)

Benton Harbor Freshmen Bring Home the Gold





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