

Yes, We Can and MUST Solve the Dropout Disaster!

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**NATIONAL HIGH SCHOOL GRADUATION
RATE FALLS BELOW 70 PERCENT:**

***Diplomas Count 2009* Finds Rate Fell Nearly
1.5 Percentage Points**

Editorial Projects in Education (EPE) Research Center, 2009

THE THREE CONSTANTS



- **CHANGE**
- **PRINCIPLES**
- **CHOICE**

But whatever the training may be, every American will need to get more than a high school diploma. And dropping out of high school is no longer an option. It's not just quitting on yourself, it's quitting on your country - and this country needs and values the talents of every American. That is why we will provide the support necessary for you to complete college and meet a new goal: by 2020, America will once again have the highest proportion of college graduates in the world.

President Barack Obama, 2/24/09



- **Every 26 seconds, another student gives up on school, resulting in more than 1.2 million students dropping out of high school every year.**
- **Research puts the graduation rate between 68 to 75 percent.**
- **Nearly one-third of all public high school students fail to graduate with their class.**
- **The dropout epidemic disproportionately affects young people who are low-income, children of single parents, or certain minorities—nearly one-half of all African Americans, Hispanics, and Native Americans in public school will not graduate with their class.**
- **The dropout epidemic is more severe in some areas—both urban and rural—than in others: approximately 15 percent of high schools in America produce close to half of the nations dropouts and over two-thirds of its minority dropouts.**
- **In nearly 2,000 high schools in the U.S., 40 percent of typical freshman class students drop out by their senior year.**
- **Graduation rates have remained largely unchanged over the last 30 years.**
- **Among developed countries, the U.S. ranks 18th in high school graduation rates and 15th in college graduation rates.**
- **Even with a diploma, only half of graduates leave high school prepared to succeed in college, career, and life.**

Balfanz, et al., 2009

Why Are Students Dropping Out?



- Life Events
- Fade Outs
- Push Outs
- Failure to Succeed in School



Balfanz, et al., 2009

In the year before dropping out, it is common for students to attend school less than 70 percent of the time. For this reason, it is helpful to ask 6th-through-12th grade students why they miss school.



Balfanz, et al., 2009

Face the Facts (Differential Outcomes)

Each year, approximately 1.2 million students fail to graduate from high school.

One high school student drops out every eleven seconds, based on 180 days of seven hours each.

Three out of every 10 students who enter high school do not graduate in the typical four years.

Nationally, approximately 70 percent of students graduate from high school, but African American and Hispanic students have a 55 percent chance or less of finishing high school with a regular diploma.

A five percent increase in male high school graduation rates would save the nation about \$5 billion in costs associated with incarceration.

Students with disabilities are at greatest risk of dropping out of school. NLTS-2 data suggest that 28% of students with disabilities who left school did so by dropping out.

Males drop out at significantly higher rates than females.

One in three students with disabilities do not graduate on time with a regular diploma.

Face the Facts (cont.)

Dropouts are less likely to be enrolled in postsecondary education.

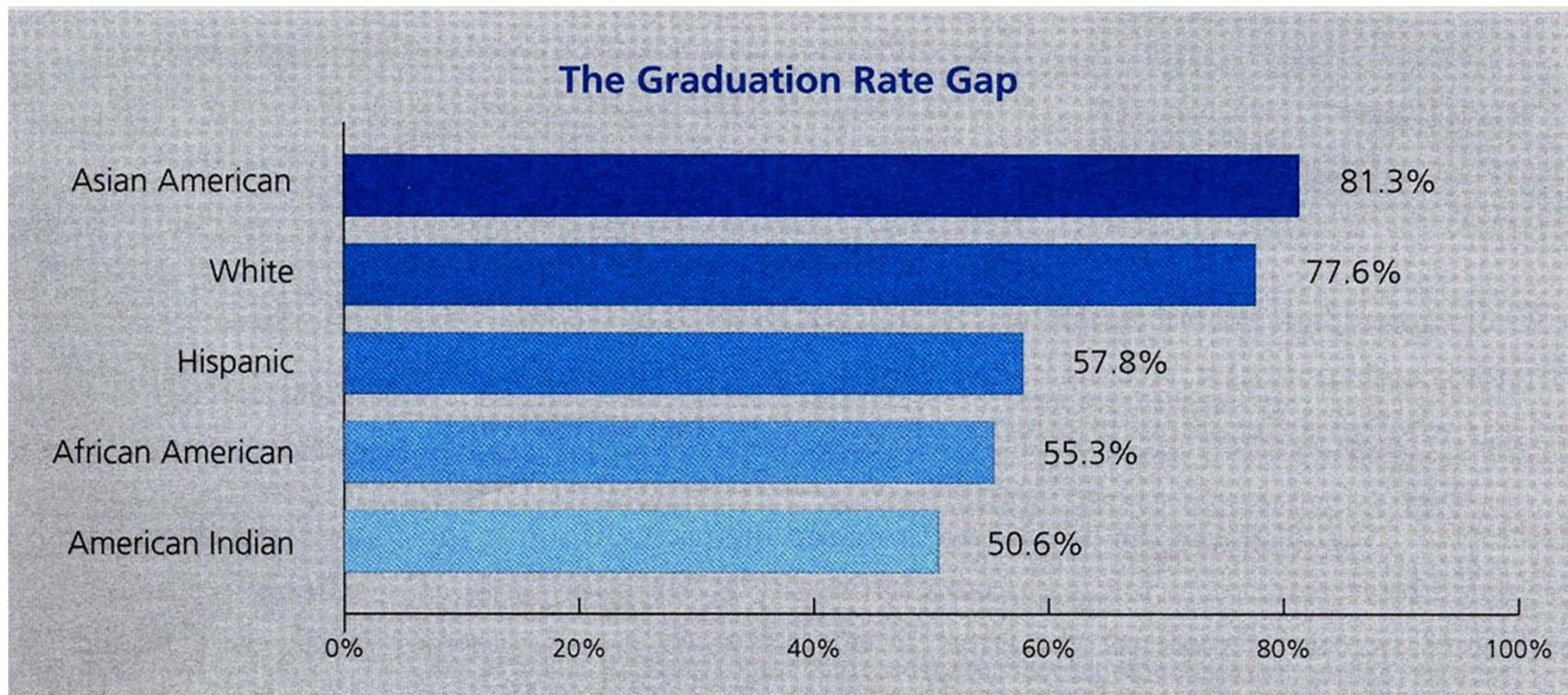
Dropouts are significantly less likely to be engaged in school, work, or preparation for work shortly after high school than are school completers; two-thirds of dropouts have been engaged in these activities, compared with almost seven in eight school completers.

Dropouts with disabilities tend to work more hours per week (an average of 34 vs. 27 for school completers). Because dropouts and school completers earn quite similar hourly wages, the longer hours worked by dropouts result, in the short run, in their total earnings being higher on average than those of completers.

Dropouts are less likely than school completers to have such supports for independence as a driver's license or a checking account and they are much less likely to be registered to vote.

More than one-third of dropouts with disabilities have spent a night in jail, three times the rate of youth with disabilities who finish high school. Controlling for other differences between them, dropouts are 10 percentage points more likely to have been arrested than youth with disabilities who finish high school.

The Graduation Rate Gap

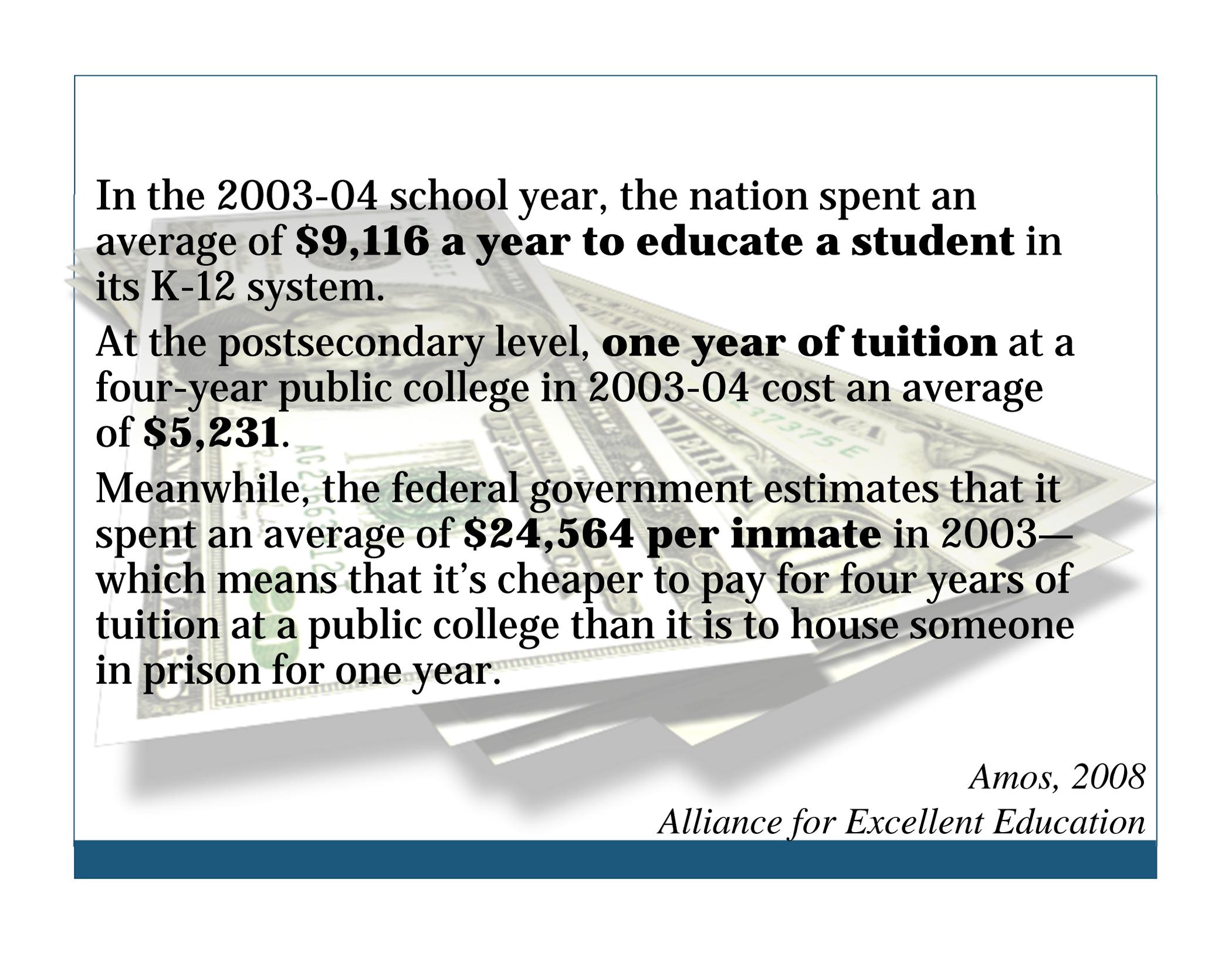


*Editorial Projects in Education,
“Diplomas Count 2008”*

A 2003 report from the Bureau of Justice Statistics found that nearly 75 percent of America's state prison inmates, almost 60 percent of federal inmates, and almost 70 percent of jail inmates had not completed high school.



Amos, 2008
Alliance for Excellent Education

The background of the slide features a stack of US dollar bills, including a \$100 bill and a \$20 bill, which are slightly out of focus and layered behind the text.

In the 2003-04 school year, the nation spent an average of **\$9,116 a year to educate a student** in its K-12 system.

At the postsecondary level, **one year of tuition** at a four-year public college in 2003-04 cost an average of **\$5,231**.

Meanwhile, the federal government estimates that it spent an average of **\$24,564 per inmate** in 2003—which means that it's cheaper to pay for four years of tuition at a public college than it is to house someone in prison for one year.

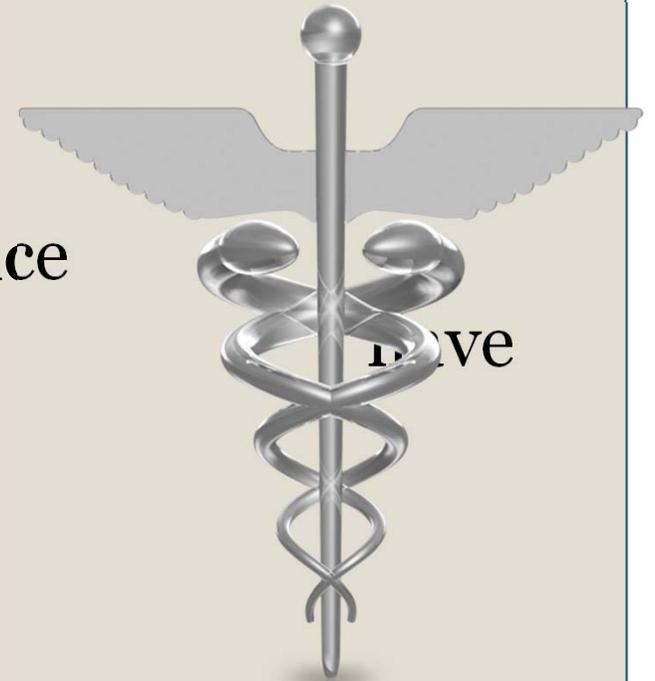
Amos, 2008

Alliance for Excellent Education

Access to Health Care Correlates to Educational Attainment



- People with lower educational attainment have less insurance coverage.
- Individuals who lack health insurance receive less medical care and poorer health outcomes.
- Education leads to healthier lives.



Amos, 2008

Alliance for Excellent Education



Eric Hanushek, Dean Jamison, Eliot Jamison, and Ludger Woessmann write in the Spring 2008 issue of *Education Week* that countries with higher test scores experience far higher growth rates. In their research, they found that a highly skilled workforce can raise economic growth by about two thirds of a percentage point every year.



Amos, 2008

Alliance for Excellent Education

Minority Students Poorly Served by Schools

African American, Hispanic, and Native American students are less well served by the current American public education system than their nonminority peers.

Nearly half of the nation's African American students and nearly 40 percent of Latino students attend dropout factories, compared to only 11 percent of white students.

Schools that serve high concentrations of low-income students (who are often disproportionately minority) have three times as many uncertified or out-of-field teachers teaching English and science as do higher-income schools.

In the thirty-one states that currently educate 60 percent of all minority children in the United States, school districts with the highest minority enrollments receive fewer resources than those with lower minority enrollments.

Amos, 2008

Alliance for Excellent Education



Over the course of a lifetime, a college graduate will earn, on average, **\$1 million** more than a high school dropout. Dropping out is literally a million-dollar mistake.

Had the students who dropped out of the Class of 2008 stayed in school and graduated, the nation's economy would have benefited from an additional **\$319 billion** in income over their lifetimes.

Without a major improvement in the way high school operate and teach their students, more than twelve million students will drop out during the course of the next decade—at a loss to the nation of more than **\$3 trillion**.

Amos, 2008

Alliance for Excellent Education



If the nation had graduated 100 percent of its high school students ten years ago, the money the additional graduates would have put back into the economy would have covered the entire cost of running the federal government in 2009.

Amos, 2008

Alliance for Excellent Education

The underutilization of human potential in the United States is extremely costly.

For individuals, our results show:

Avoidable shortfalls in academic achievement impose heavy and often tragic consequences, via lower earnings, poorer health, and higher rates of incarceration.

For many students (but by no means all), lagging achievement evidenced as early as fourth grade appears to be a powerful predictor of rates of high school and college graduation, as well as lifetime earnings.

McKinsey & Co., 2009

For the economy as a whole, our results show:



- If the gap between black and Latino student performance and white student performance had been similarly narrowed, GDP in 2008 would have been between \$310 billion and \$525 billion higher, or 2 to 4 percent of GDP.
- If the gap between low-income students and the rest had been similarly narrowed, GDP in 2008 would have been \$400 billion to \$670 billion higher, or 3 to 5 percent of GDP.
- If the gap between America's low-performing states and the rest had been similarly narrowed, GDP in 2008 would have been \$425 billion to \$700 billion higher, or 3 to 5 percent GDP.

McKinsey & Co., 2009

The persistence of these educational achievement gaps imposes on the United States the economic equivalent of a permanent national recession.

The wide variation in performance among schools and school systems serving similar students suggests that the opportunity and output gaps related to today's achievement gap can be substantially closed.

Many teacher and schools across the country are proving that race and poverty are not destiny; many more are demonstrating that middle-class children can be educated to world-class levels of performance.

McKinsey & Co., 2009

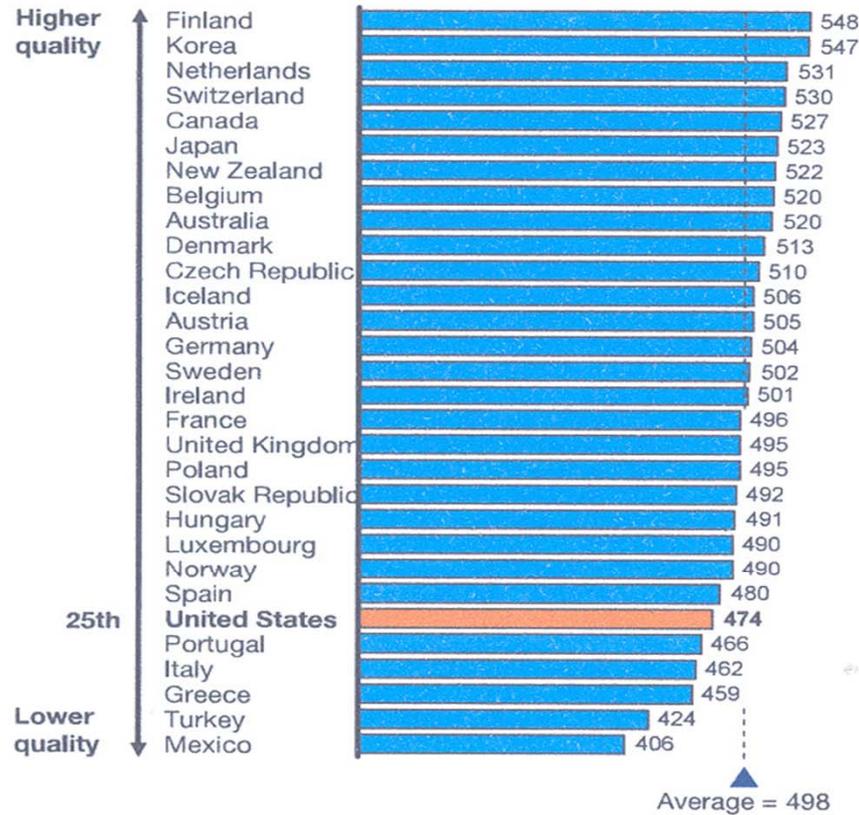
The International Achievement Gap



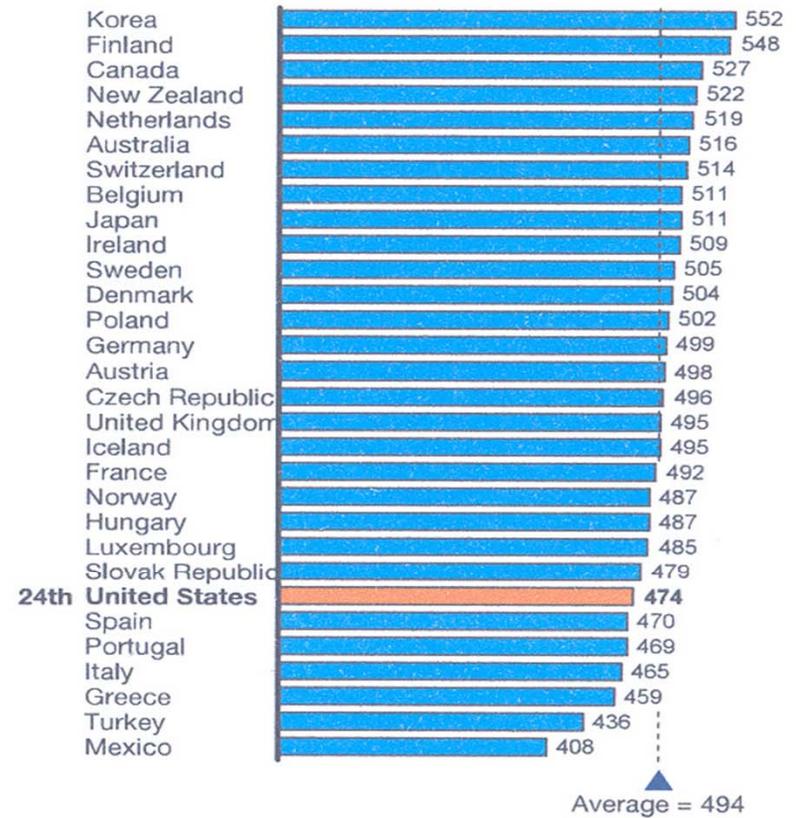
The United States lags significantly behind other advanced nations in educational performance and is slipping further behind on some important measures. In addition, the gap between ours and others' performance widens the longer children are in school.

McKinsey & Co., 2009

Average PISA mathematics score, 2006



Average PISA science score, 2006



Note: Results are for OECD countries; OECD partner countries not included. Differences may not be statistically significant.

SOURCE: OECD

McKinsey & Co., 2009 OECD – Org for Economic Cooperation and Development

In the race to produce a workforce prepared for the demands of a global economy, the United States has struggled to keep up with its international counterparts. This slippage has occurred not because the United States is necessarily doing worse, but because the other countries have improved at faster rates.

In Korea, for example, approximately 97 percent of individuals aged twenty-five to thirty-four possess a high school diploma—compared to only 35 percent in the 1950's.

Amos, 2008

Alliance for Excellent Education

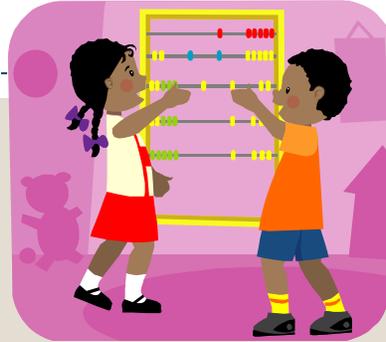
The Rise of the Rest



Forty years ago the United States was a leader in high school graduation rates; today in ranks 18th out of 24 industrialized nations. As recently as 1995 America was tied to for first in college graduation rates; by 2006 this ranking had dropped to 14th.



McKinsey & Co., 2009

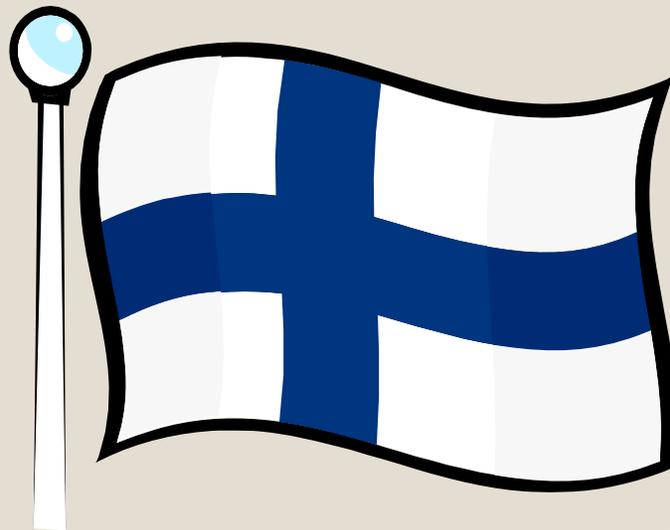


The United States has among the smallest proportion of 15-year-olds performing at the highest levels of proficiency in math. Korea, Switzerland, Belgium, Finland, and the Czech Republic have at least *five times* the proportion of top performers as the United States.

McKinsey & Co., 2009



All things being equal, a low-income student in the United States is far less likely to do well in school than a low-income student in Finland.



McKinsey & Co., 2009



School spending in the United States is among the less cost-effective in the world. By one measure we get 60 percent less for our education dollars in terms of average test-score results than do other wealthy nations.



McKinsey & Co., 2009



If the United States had closed the international achievement gap between 1983 and 1998 and raised its performance to the level of such nations as Finland and Korea, US GDP in 2008 would have been between \$1.3 trillion higher, representing 9 to 16 percent of GDP.

McKinsey & Co., 2009

The Racial Achievement Gap



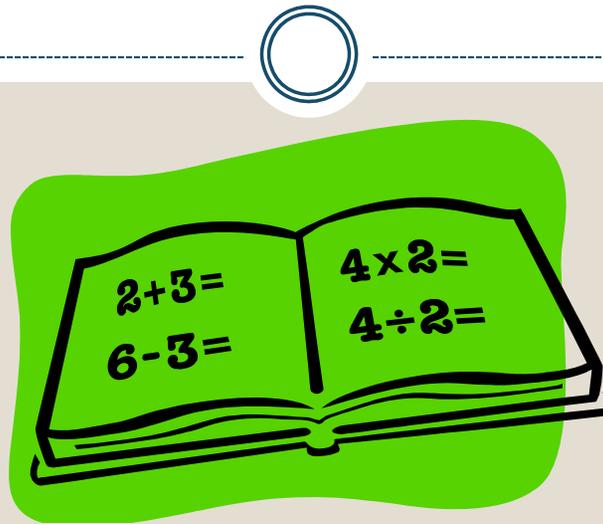
On average, black and Latino students are roughly two to three years of learning behind white students of the same age. The racial gap exists regardless of how it is measured, including both achievement (e.g., test score) and attainment (e.g., graduation rate) measures.

McKinsey & Co., 2009

In eighth grade math, US Latino students perform below students in Malta and Serbia and about as well as students in Malaysia; US black students lag behind Romania and Bulgaria and roughly match students in Bosnia and Herzegovina.



McKinsey & Co., 2009



Between the fourth and twelfth grades, the gap versus white students math scores grows 41 percent for Latinos and 22 percent for blacks.

McKinsey & Co., 2009



Notably, in some areas, the racial gap has been overcome. For example, Latino students in Ohio outperform white students in 13 other states on the eighth grade NAEP reading test and are seven points ahead of the national average.

In Texas, low-income black students have the same average score on the fourth grade NAEP as low-income white students in Alabama.

McKinsey & Co., 2009



The size of the racial achievement gap is not correlated with overall state performance. Massachusetts, for example, has among the highest overall scores on NAEP, but blacks and Latinos there are eight times more likely to underperform in fourth grade math than are whites.

McKinsey & Co., 2009

The “Top Gap”



Blacks and Latinos are overrepresented among low-scoring students and underrepresented at the top.



McKinsey & Co., 2009

System-based Achievement Gaps



The most striking, poorly understood, and ultimately hopeful fact about the educational achievement gaps in the United States involves the **huge differences** in performance found between school systems, especially between systems serving similar students.

McKinsey & Co., 2009



NAEP data suggests that the average non-poor white student is about three and a half years ahead in learning compared to the average poor black student; this gap increases to roughly five years when comparing top-performing New Jersey with low-performing Washington, DC.

McKinsey & Co., 2009



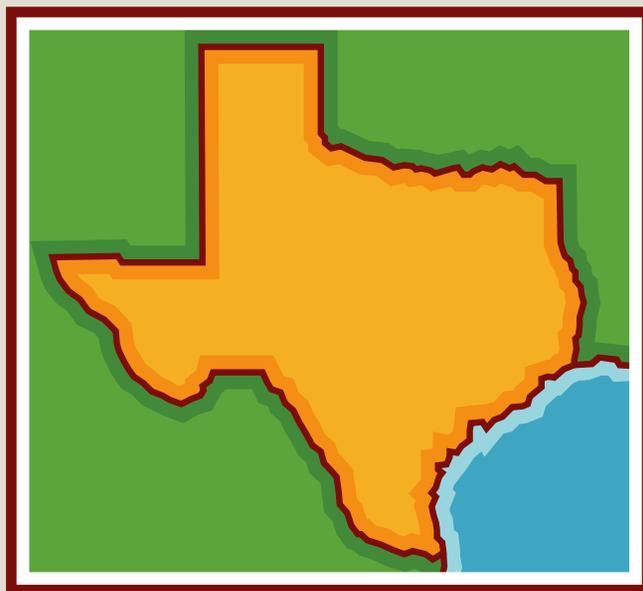
Differences in public policies, systemwide strategies, school site leadership, teaching practice, and perhaps other systemic investments can fundamentally influence student achievement.



McKinsey & Co., 2009



Texas Students are, on average, one to two years of learning ahead of California.



McKinsey & Co., 2009

There is actually
more variation in
student
achievement
within schools
than *between*
schools in the
United States.



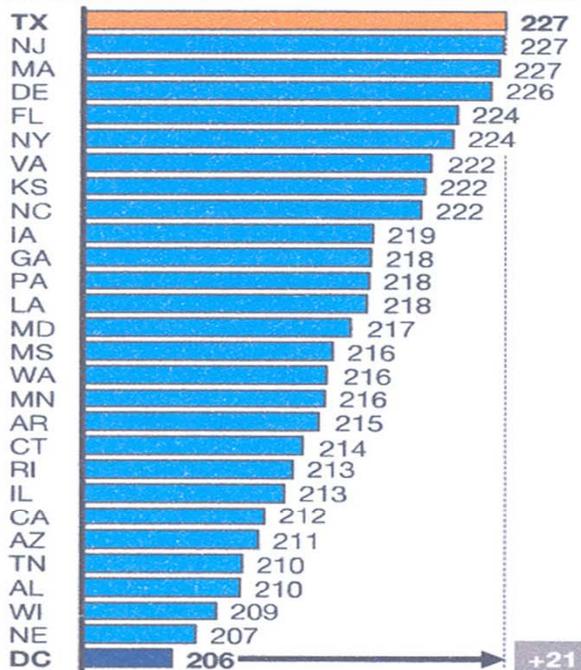
McKinsey & Co., 2009

Differences in achievement between states can be as high as two years of learning even after controlling for race and income.

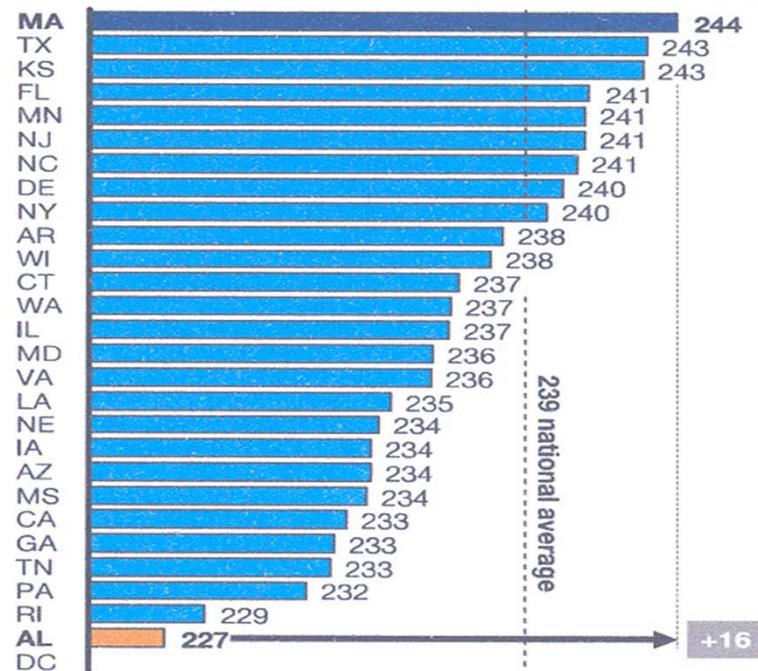
NAEP grade 4 math by state, 2007

Average score

Low-income black students



Low-income white students



Note: Low income is defined as eligible for federally subsidized lunch; DC does not have a statistically significant population of low-income white students. Full analysis may be found in companion report.

SOURCE: USDOE, NCES, National Assessment of Educational Progress (NAEP) Summary Data Tables; subset of states

McKinsey & Co., 2009



Education levels are also linked to civic engagement. High school graduates are twice as likely to vote than people with an eighth grade education or less. College graduates are 50 percent more likely to vote than high school graduates. Lifting the achievement of lagging socioeconomic and ethnic groups would almost certainly enhance the richness of America's civic life.

McKinsey & Co., 2009



The educational achievement gaps in the United States have created the equivalent of a permanent, deep recession in terms of the gap between actual and potential output in the economy.

McKinsey & Co., 2009



We can, whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.



Ron Edmonds, 1982 in DuFour et al., 2004

The Truth

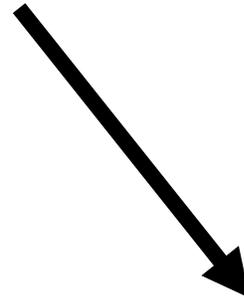
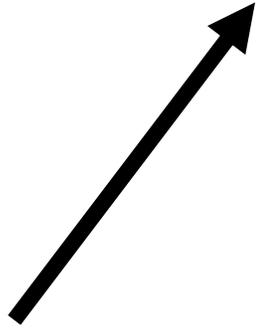


**Every organization is
perfectly aligned for
the results it gets.**

SEE

GET

DO



Complex Change Lessons



- 1. Moral purpose is complex and problematic.**
- 2. Theories of change and theories of education need each other.**
- 3. Conflict and diversity are friends**
- 4. Understand the meaning of operating on the edge of chaos.**
- 5. Emotional intelligence is anxiety provoking and anxiety containing.**
- 6. Collaborative cultures are anxiety provoking and anxiety containing.**
- 7. Attack incoherence: Connectedness and knowledge creation are critical.**
- 8. There is no single solution: Craft your own theories and actions by being a critical consumer.**

Fullan, 1999

Desegregation will break down the legal barriers and bring men together physically, but something must touch the hearts and souls of men so that they will come together spiritually because it is natural and right... True integration will be achieved by true neighbors who are willingly obedient to unenforceable obligations.



Dr. Martin Luther King

A New Definition for Inclusion:



Inclusion is a shared value which promotes a single system of education dedicated to ensuring that all students are empowered to become caring, competent, and contributing citizens in an integrated, changing, and diverse society.

8 New Lessons for Complex Change



Lesson 1: Give up the idea that the pace of change will slow down.

Lesson 2: Coherence making is a never-ending proposition and is everyone's responsibility.

Lesson 3: Changing context is the focus.

Lesson 4: Premature clarity is a dangerous thing.

Lesson 5: The public's thirst for transparency is irreversible.

Lesson 6: You can't get large-scale reform through bottom-up strategies—beware of the trap.

Lesson 7: Mobilize the social attractors—moral purpose, quality relationships, quality knowledge.

Lesson 8: Charismatic leadership is negatively associated with sustainability.

Fullan, 2003

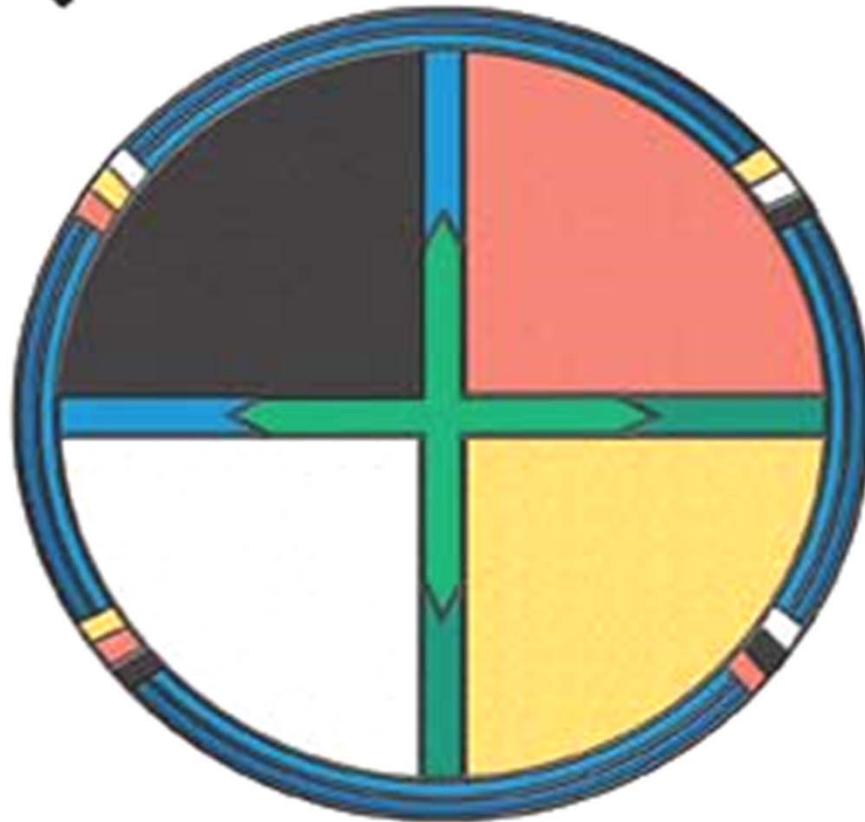
The Circle of Courage™

Generosity

Independence

Belonging

Mastery

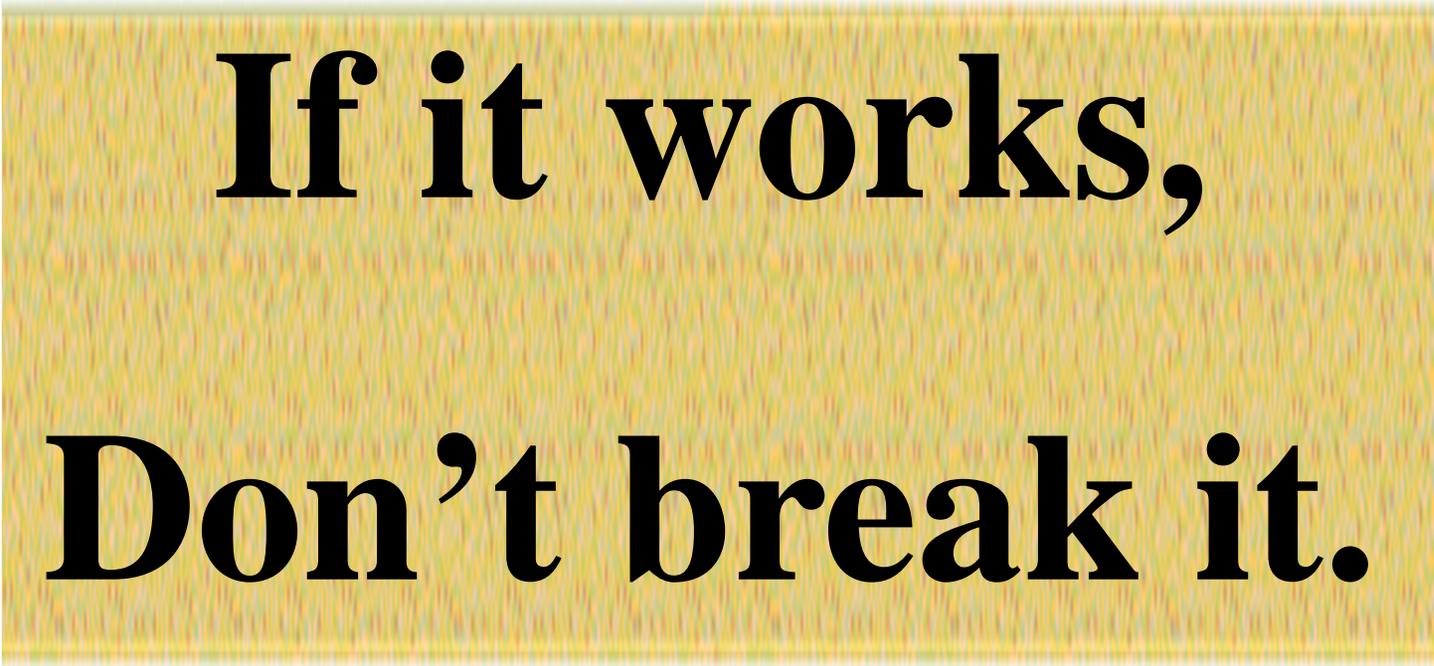




Adolescent literacy and other research-based and data-driven approaches must be used to make all high schools perform well.

Amos, 2008

Alliance for Excellent Education



**If it works,
Don't break it.**



Kukic, 1993



The single greatest determinant of learning is not socioeconomic factors or funding levels.



It is instruction.



A bone-deep, institutional acknowledgement of this fact continues to elude us.

Schmoker, 2006



“A full 70 percent of U.S. middle and high school students require differentiated instruction, which is instruction targeted to their individual strengths and weaknesses.”

(2004) Biancaraso and Snow. Reading Next – A Vision for Action and Research in Middle and High School Literacy: A Report from Carnegie Corporation of New York

THE THREE CONSTANTS



- **CHANGE**
- **PRINCIPLES**
- **CHOICE**

A,B,C's of Dropout Prevention



- Attendance
- Behavior
- Course Performance



*plus, Earned On-Time Grade
Promotion/Significantly Over-Age for Grade

Balfanz, et al., 2009

Developing Comprehensive Student Supports



- **Develop a comprehensive system**
- **Increase the number of skilled and committed adults who provide student supports**
- **Increase parental involvement**
- **Launch and maintain a communitywide campaign to improve all students' attendance**

Balfanz, et al., 2009

Interventions and Reforms that Have Proven Successful



- Most promising are efforts that combine more personalized education with enhanced academic supports and college and career ready curricula.
- Wraparound supports from families and communities can also play a critical role.
- It is also significant that many of the solutions students themselves suggest are the very ones research says work.

Balfanz, et al., 2009

Creating School Transformation

Organizational and structural reforms that make middle and high school more personalized. Students benefit from experiences that demonstrate the connection between school and their future goals, and from efforts that promote student involvement, active learning, and adult support for a manageable number of students.

Instructional, curricular, and assessment reforms —backed by sufficient and appropriate extra help—that enable all students to succeed in college and workplace preparation classes, and that reflect a connection to real-world activities.

Leadership reforms that distribute key leadership responsibilities to multiple adults in school and rethink staff and administrator responsibilities.

Professional development reforms that provide for job-based learning, content learning opportunities, and peer support.

Use of data to support ongoing analysis, identify successes and areas needing improvement, and encourage collaborative problem solving.

Parent and community involvement.

Balfanz, et al., 2009

Components of a Comprehensive System



- **School Achievement**

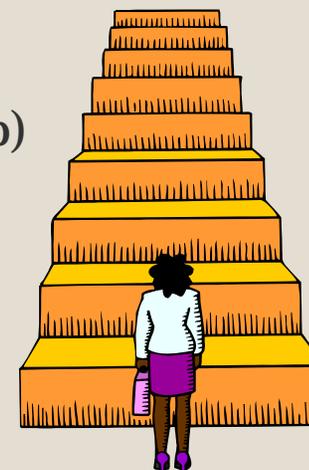
- Academic skills (developing core reading, writing, and mathematics skills)
- Course performance (doing quality course work, completing assignments, doing well on tests, etc.)

- **School Engagement**

- Attendance (coming every day)
- Behavior (conforming to the expected norms of behavior)
- Effort (trying hard, participating in learning, not giving up)

- **Life outside of school**

- Health supports for students and their families
- Child Care
- Homelessness
- Foster care



Balfanz, et al., 2009

Five Promises

The America's Promise Alliance



- 1. Caring adults** who are actively involved as parents, teachers, mentors, coaches, and neighbors
- 2. Safe places** that offer constructive use of time
- 3. A healthy start** and healthy development
- 4. Effective education** that builds marketable skills
- 5. Opportunities to help others** by making a difference through service

Balfanz, et al., 2009



The Alliance's *Every Child, Every Promise* research, released in 2006, shows that two-thirds of school-age young people report having fewer than four of these critical supports. Worse yet, 20 percent reported having one or none.



Balfanz, et al., 2009

Increase the number of skilled committed adults who provide student supports



- After-School Programs
- National Service
- Summer Learning



Balfanz, et al., 2009

Increase Parental Involvement



Research shows that when parents are involved in their children's school lives, attendance, educational performance, classroom behavior, and emotional well-being improve.



Balfanz, et al., 2009



○ Launch and maintain a communitywide campaign to improve all students' attendance.

Balfanz, et al., 2009

The Critical Role of the Community in Ending the Dropout Crisis



1. Communities must be a driving force for ending the dropout crisis and ensuring that those who do graduate are ready for college, work and life.
2. Communities can help by analyzing the whole range of student supports in and out of school and by ensuring that they are effective, sufficient, and provided to every student who needs them.
3. Communities can lead the charge in examining policies and practices around attendance, discipline, grading, grade promotion, and legal dropout age.
4. Communities can identify and help transform the middle and high schools through which most dropouts pass.
5. Communities can sustain progress and forward momentum through changes in school district administration.

Balfanz, et al., 2009

40 Developmental Assets Search Institute 800 888-7828

External Assets

1. Family support
2. Positive family communication
3. Other adult relationships
4. Caring neighborhood
5. Caring school climate
6. Parent involvement in schooling
7. Community values youth
8. Youth given useful roles
9. Service to others
10. Safety
11. Family boundaries
12. School boundaries
13. Neighborhood boundaries
14. Adult role models
15. Positive peer influence
16. High expectations
17. Creative activities
18. Youth programs
19. Religious community
20. Time at home

Internal Assets

21. Achievement motivation
22. School engagement
23. Homework
24. Bonding to school
25. Reading for pleasure
26. Caring
27. Equality and social justice
28. Integrity
29. Honesty
30. Responsibility
31. Restraint
32. Planning and decision-making
33. Interpersonal competence
34. Cultural competence
35. Resistance skills
36. Peaceful conflict resolution
37. Personal control
38. Self-esteem
39. Sense of purpose
40. Positive view of personal future



The National Council on Educating Black Children, has based its "Blueprint for Action" on the research pioneered by the late Dr. Ron Edmonds. This "Blueprint for Action" embraces Edmond's concept that "all children can learn," and provides a framework for collaborative community partnerships with public school districts to solve problems and accelerate achievement for all children, Black children in particular.

Vision

We envision a time when our society values all children and presents them with equal opportunities that emanate from a useful education and strong family values.

Mission

The Mission of the National Council on Educating Black Children is to reinstate academic rigor and relevant teaching, improve the assessment of such instruction, and prepare the African-American learner for effective participation in a competitive global society.

NCEBC Core Values

“The Village Takes Responsibility”

1. All stakeholders in a community must be involved in improving teaching and learning.
2. All stakeholders have an invested wealth in the social, cultural and intellectual development of all children, but especially those children that historically are on the bottom of the educational realm.
3. All stakeholders must participate in implementing the research that evidences the growth in achievement of historically underserved populations.
4. All stakeholders must examine the politics, practices, and policies in their communities that accelerate or impede the academic performances of children of color.
5. Accountability must be community driven, with NCEBC stakeholders reviewing, monitoring and collaborating with public and charter schools that receive local tax dollars.

NCEBC Blueprint

The Blueprint for Action is a guide to individuals that have a vested interest in the education of children of color. This handbook was developed by a community of stakeholders as a model to improve organization, governance, instruction and support systems for schools and districts. This model is a must for every policymaker, superintendent, principal, student, parent and community to read and embrace. Action steps are listed and describe how the Village takes responsibility.

\$20.00 Per Copy + Shipping

To Order Contact Below:
National Council on Educating Black Children (NCEBC)
3737 North Meridian Street
Suite 504
Indianapolis, Indiana 46208

Phone: (317) 283-9081

www.ncebc.org

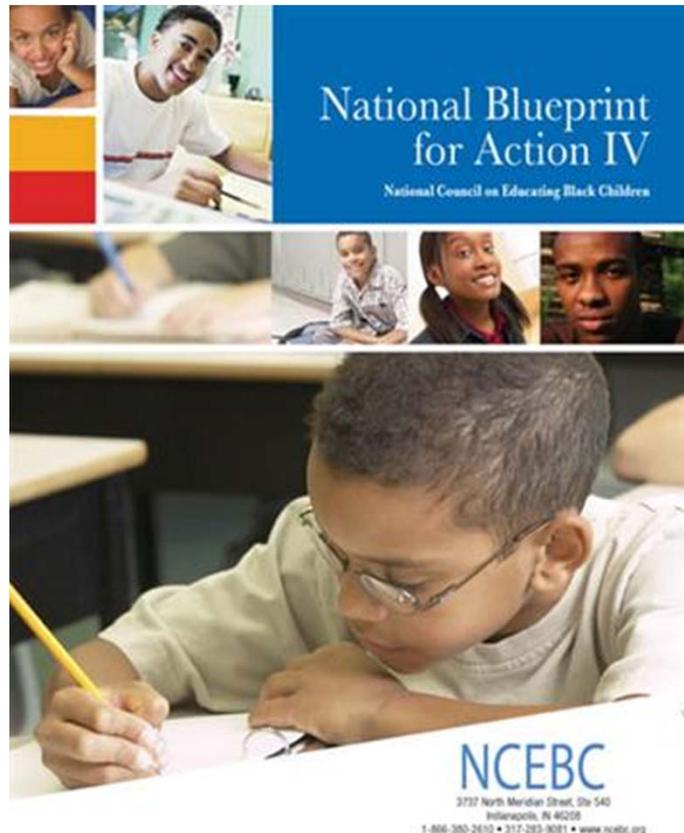


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* "No Child Left Behind" alignment with the National Blueprint for Action derived with (NCLB)

Grad Nation

A Guidebook to Help Communities
Tackle The Dropout Crisis



November 2008

Written by

Robert Balfanz
Joanna Hornig Fox
Everyone Graduates Center

John M. Bridgeland
Mary McNaught
Civic Enterprises

Prepared with support from the
Bill & Melinda Gates Foundation

Commissioned by



Grad Nation Action Tool



Congratulations on recognizing the need for action in your community, and on moving forward with action plans tailored to your community.

To help you in your planning efforts, we have developed a quick assessment tool¹ that takes inventory of what you already have in place and what gaps still need to be addressed. Please feel free to use this as a way of informing and driving your action planning process.

Grad Nation Action Tool

Please use this as a helpful way to drive your action planning and address your community's drop-out challenge

	Answer (Yes/No)	To Do List
1. Rallying Your Community to End the Dropout Crisis		
a. Do you have accurate data concerning your drop-out challenge? (p. 8, p. 17)		
b. Have you compared this data to other districts, to your state, to other states, and to the national rate? (p. 9)		
c. Have you assessed the costs of your dropouts to the local economy and community? (p. 10)		
2. Understanding Your Dropout Rate		
a. Do you know where the problem is the worst in your community/state? (pp. 23-22)		
b. Do you know which students are dropping out, for what reason, and at what rate? (pp. 23-25)		
c. Have you surveyed low-attendance students as to why they don't attend school regularly? (p. 26)		
d. Have you surveyed students as to how they view their classroom and school experience? (p. 27)		
e. Have you asked dropouts and those who appear close to dropping out why they are doing so? (pp. 27-28)		
f. Have you catalogued all student supports/wraparound services across the four key transitions? (p. 31)		

¹ http://www.americaspromise.org/uploads/146/AmericaPromiseAlliance/Grad_Nation/Tools/GradNation_ActionTool.pdf

www.americaspromise.org

Balfanz, et al., 2009

How Does Your Community's Response Measure Up?



You will want to examine your elementary, middle, and high schools; existing wraparound student services, and out-of-school supports (e.g., after-school, summer learning, parental involvement).

- Are current supports directed at the right students at the right time?
- Are current supports comprehensive and effective?
- What other responses are needed?
- Which efforts aren't working and need to be changes, modified, or abandoned?

Balfanz, et al., 2009

Are Your Community's Academic, Social, and Other Supports...



- targeting when and where students are falling off the path to high school graduation?
- detecting and responding to chronic absenteeism and academic struggles as early as elementary school?
- focusing on the ABC's—Attendance, Behavior, and Course Performance in middle school, during critical transition from 8th to 9th grade and throughout the 9th and 10th grades?
- enabling a successful transition from high school to college or post-secondary training?

Balfanz, et al., 2009

Bonding



Bonding depends upon everyone being bound to a set of shared purposes, ideas, and ideals that reflect their needs, interests, and beliefs.



Sergiovanni, 2000

Members of Truly Cohesive Teams and Schools:



- Trust one another
- Engage in unfiltered conflict around ideas
- Commit to decisions and plans of action
- Hold one another accountable for delivering against those plans
- Focus on the achievement of collective results

Lencioni, 2002

Are Current Programs Directed at the Right Students at the Right Time?



If students successfully navigate four key transition points, chances are they will graduate prepared for adult success. These transitions points are:

1. Transitioning into school—preK to elementary school
2. Transitioning into the middle grades
3. Transitioning into high school
4. Transitioning from high school into college or postsecondary training

(At each transition point, many students will need academic and social supports.)

Balfanz, et al., 2009

Are Current Programs Comprehensive and Effective?



- Do current efforts reinforce and support one another, or do they duplicate one another or even work against each other?
- Which efforts have demonstrated a substantial impact on reducing the dropout rate, increasing the graduation rate, or improving college readiness and preparing students for adult success?

Balfanz, et al., 2009

Are There Policies and Practices That Need to be Changed?



- Attendance policies
- Grade retention policies
- Grade promotion policies
- Grading policies
- Over-promoting GEDs as an alternative to completing high school
- Promoting alternative schools to all struggling students
- School accountability measures
- The legal dropout rate



Balfanz, et al., 2009

Dr. Ron Edmonds' five correlates require schools to implement the following strategies:

- 1) Have a principal who is a strong instructional leader;
- 2) Provide a safe, community-like climate conducive for learning;
- 3) Be staffed with professionals who have high expectations for all students;
- 4) Provide a curriculum that relates to the experiences of the learners; and
- 5) Maintain constant evaluation, with remediation for mastery of content.

1. Support accurate graduation and dropout data.
2. Establish early-warning systems to support struggling students.
3. Provide adult advocates and student supports.
4. Support parental engagement and individualized graduation plans.
5. Establish a rigorous college- and work-preparedness curriculum for high schools.
6. Provide supportive options for struggling students to meet the rigorous expectations.
7. Raise compulsory school age requirements under state laws.
8. Expand college-level learning environments in high schools.
9. Focus on research and disseminate best practices.
10. Make increasing graduation and college/workforce preparedness a national priority.

Balfanz, et al., 2009



1. Mandate high school graduation of equivalency as compulsory for everyone before the age of 21.
2. Establish high school graduation centers for students 19-21
3. Make sure students receive individualized attention.
4. Expand students' graduation options.
5. Increase career education and workforce readiness programs in schools.
6. Act early so students do not depart from school.
7. Involve families in learning at school and at home.
8. Monitor Students' academic progress in school.
9. Monitor, accurately report, and work to reduce dropout rates.
10. Involve the entire community in dropout prevention.
11. Make sure educators have the training and resources they need to prevent students from dropping out.
12. Make high school graduation a federal priority.

Balfanz, et al., 2009

Improving College and Career Readiness



- Provide a rigorous college and work preparatory curriculum for all secondary school students
- Expand college-level learning opportunities in high school
- Provide supports for students to meet high expectations and make the transition from high school to college or career

Balfanz, et al., 2009

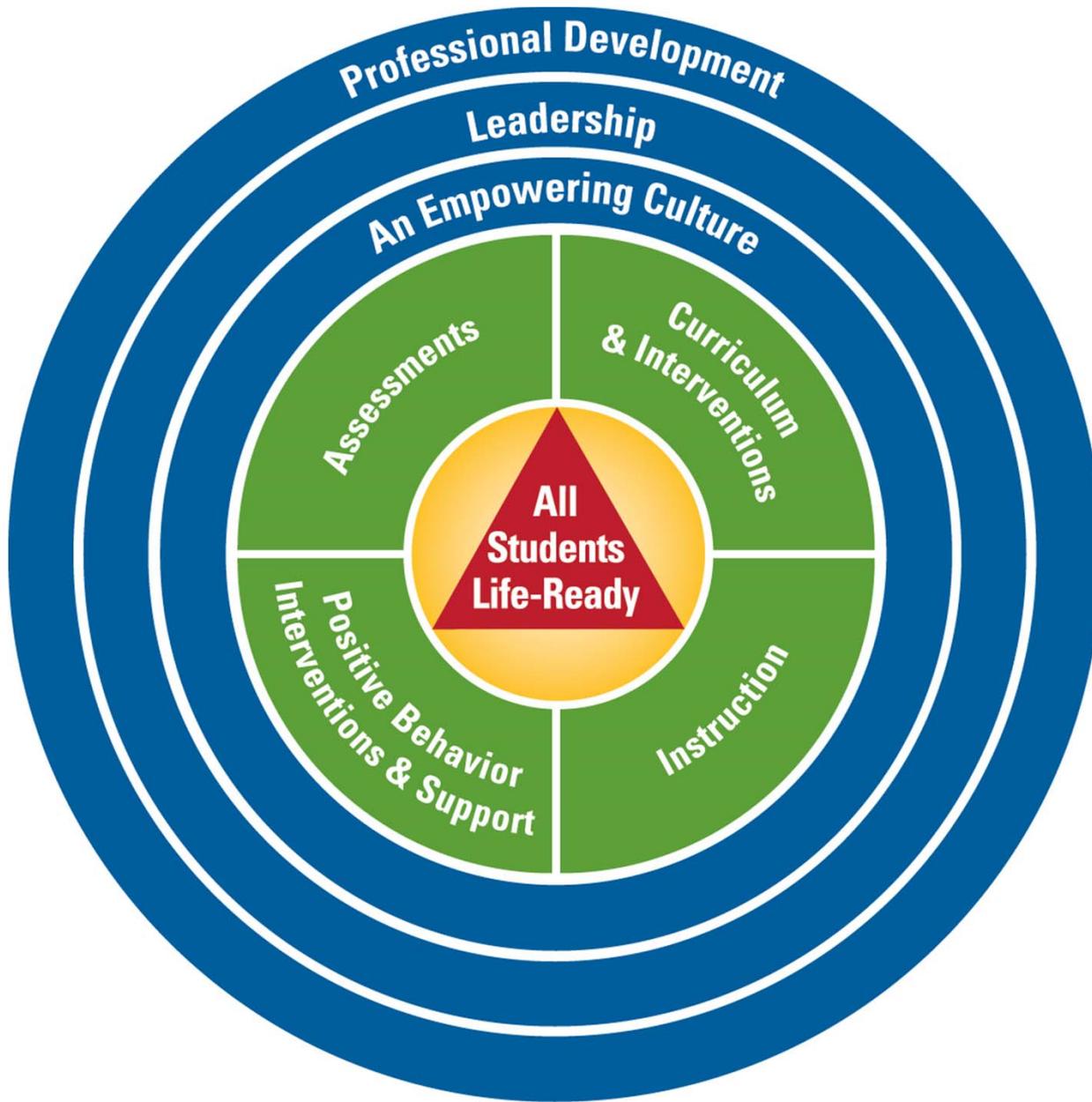
Developing Dropout Prevention and Recovery Systems



Establish early warning systems

- Early chronic absenteeism—how many students are missing a month or more of school in K-3
- Acquiring basic reading skills—how many students enter 3rd grade without strong reading skills
- Positive school experiences—how many students are having serious behavioral problems in K-3

Balfanz, et al., 2009



Create a Multi-Tiered Response System—RtI!



- School-wide prevention strategies
- Targeted moderate-intensity supports aimed at small groups of students who need additional help
- Intensive, case-managed responses when neither whole school nor targeted responses are enough

Balfanz, et al., 2009

4 Questions for the school trying to be a **Professional Learning Community**



1. Is our response based upon **INTERVENTION** rather than remediation?
2. Is our response **SYSTEMATIC**?
3. Is our response **TIMELY**?
4. Is our response **DIRECTIVE**?

DuFour, et al., 2004

Provide Multiple Pathways to Success and Alternative Recovery Options for Older Youth



1. Multiple programs and interventions must operate simultaneously to address the most students.
2. The goal is to provide a second chance for students who are significantly over-age and far from meeting the requirements of a high school diploma.

Balfanz, et al., 2009

Ensuring Effective Policies and Resource Allocations



- Support policies that promote accurate graduation and dropout data.
- Support policies to raise compulsory school age requirements under state laws.
- Support Policies and resource allocations that improve teachers quality, student achievement, and higher graduation rates.
- Urge national lawmakers to make increased high school graduation and college/workforce readiness a national priority

Balfanz, et al., 2009

Moving Forward to Create Lasting Change



- Identifying leaders and building teams
- Organizing a summit to inspire and mobilize support
- Developing a Community Graduation Compact
- Preparing a long-term action and success

Balfanz, et al., 2009

Dropout Prevention Audit



Audit Targets:

- Middle and high school students who are failing one or more courses and are receiving tutoring
- Middle and high school students who have between five and 10 absences and now have mentors who work with them daily and weekly
- Young mothers who are supported with day care and by a mentor
- Young men who have difficulty connecting with others in a positive way and have mentors and case managers

Balfanz, et al., 2009

A Community Graduation Compact puts into words your community's shared vision of students who graduate prepared for higher education, work, and life, and provides a road map for going forward.

- Sets clear goals, benchmarks, and timelines
- Builds partners
- Looks to the future by providing partners with a process for monitoring and measuring outcomes and modifying plans over the years



Balfanz, et al., 2009



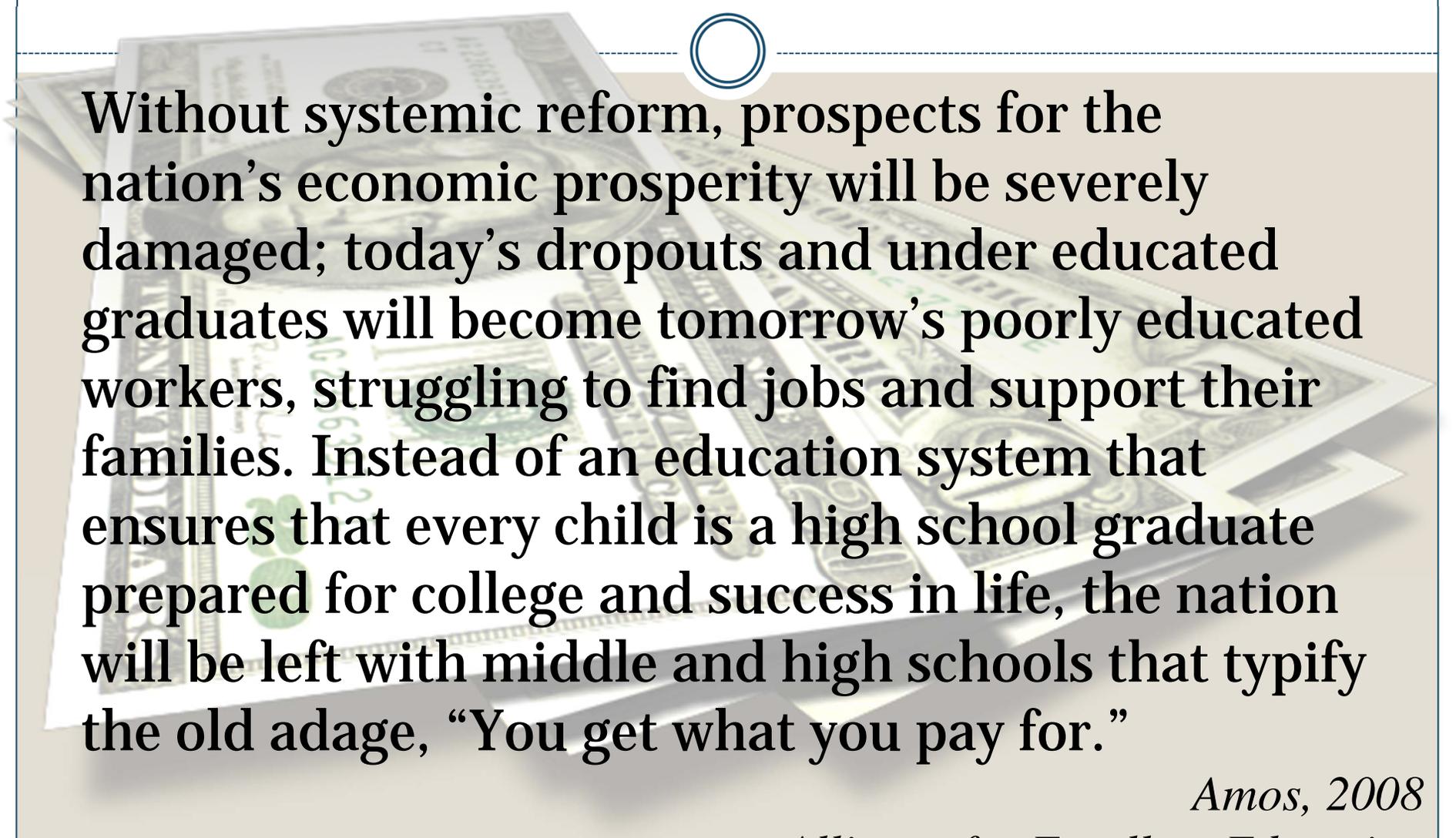
- 1. What are the attitudes and beliefs that need to be dealt with before wholehearted, communitywide support for efforts can occur?**
- 2. What new organizational and leadership structures are needed?**
- 3. What efforts—by education funds, national nonprofits, or local community development organizations—are already at work in your community, so you can partner with them and build on their efforts?**

Balfanz, et al., 2009



- **Setting benchmarks and timelines to achieve goals**
- **Keeping everyone's eyes on the long-term reward—achieving 10-year goals**
 - Revisit goals and priorities
 - Organize and prioritize goals
 - Consider long-term leadership and staffing

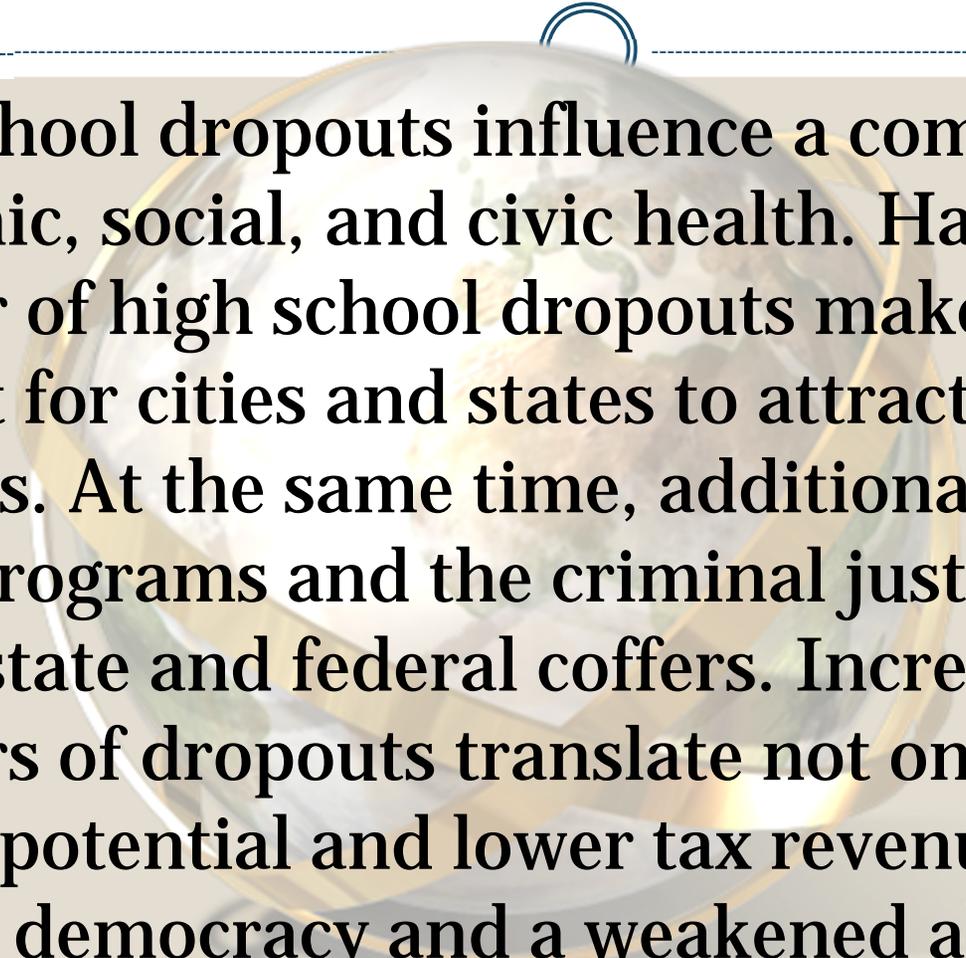
Balfanz, et al., 2009

A stack of US dollar bills is visible in the background, slightly out of focus. The bills are arranged in a fan-like pattern, showing various denominations. The text is overlaid on this background.

Without systemic reform, prospects for the nation's economic prosperity will be severely damaged; today's dropouts and under educated graduates will become tomorrow's poorly educated workers, struggling to find jobs and support their families. Instead of an education system that ensures that every child is a high school graduate prepared for college and success in life, the nation will be left with middle and high schools that typify the old adage, "You get what you pay for."

Amos, 2008

Alliance for Excellent Education



High school dropouts influence a community's economic, social, and civic health. Having a large number of high school dropouts makes it more difficult for cities and states to attract new business. At the same time, additional spending on social programs and the criminal justice system drains state and federal coffers. Increasing numbers of dropouts translate not only into lost human potential and lower tax revenues, but also a vitiated democracy and a weakened ability to compete in the global economy.

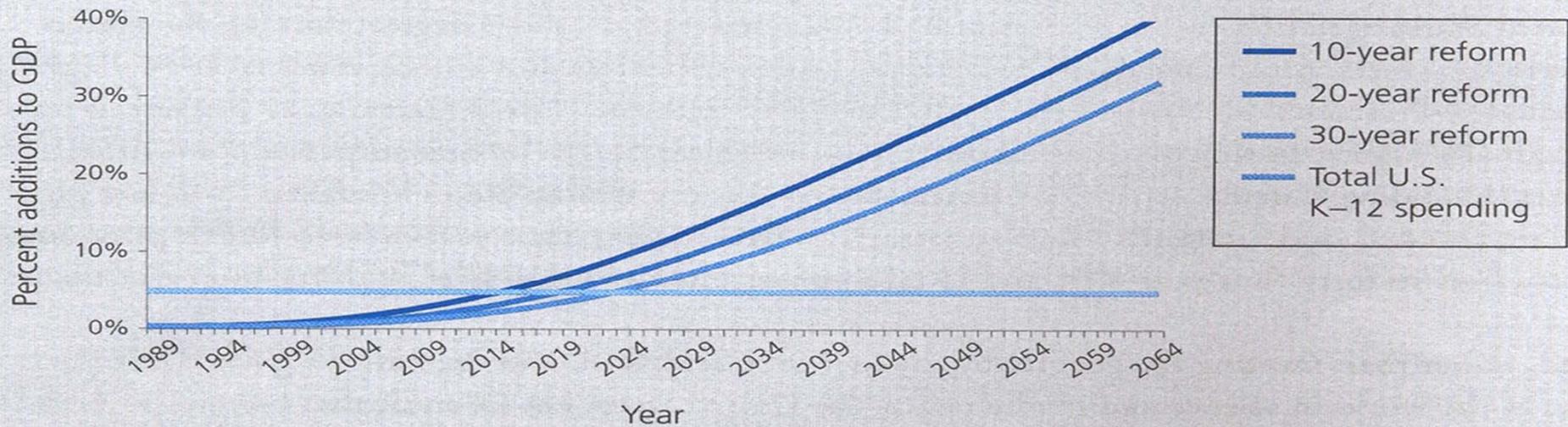
Amos, 2008

Alliance for Excellent Education

The Economic Benefits of Reform

Making American high school students the best in the world in math and science would have had a substantial impact on the nation's economic growth, enough to pay for the K-12 education system by 2015.

Improved GDP from Achieving the Governor's Goals — First in the World by 2000



Note: K-12 education expenditures are assumed to be constant at the level attained in 2005. These data show that economic benefits from a 1989 reform that raised the U.S. to the highest levels of test performance would cover the cost of K-12 education by 2015.

Education Next, (2008)

Hanushek and his colleagues argue that it is the strength of the nation's higher education system, as well as its economy, that offers hope for the future. But they also point out that the nation's K-12 ranking should “spark concerns about the long-term outlook for the U.S. economy, which could eventually have an impact on the higher education system as well.”

Other challenges...

“Other countries are doing more to secure property rights and open their economies, which will enable them to make better use of their human capital. Most obviously, the historic advantage of the U.S. in school attainment has come to an end, as half of the OECD countries now exceed the U.S. in the average number of years of education their citizens receive. Those trends could easily accelerate in the coming decade.

Hanushek, et al., 2000

1. The critical first step is for the nation to set the right goal for America's high schools: to graduate all students prepared for success in the twenty-first-century global economy.
2. Next, It requires a common set of rigorous, internationally benchmarked standards anchored in the skills and knowledge that students need to succeed in postsecondary education and work, and which are aligned with assessments, curricula, and other tools that help get students to achieve to those standards.
3. Finally, it requires an accountability system that counts graduation and achievement as equally important measures of high school success.

Amos, 2008

Alliance for Excellent Education



In order to improve low-performing high schools, it is critical to provide students with the academic and other supports they need to succeed, including a significant focus on literacy throughout the K-12 years, since reading is the cornerstone upon which all other academic success is built.

Amos, 2008
Alliance for Excellent Education



The extent to which society utilizes its human potential is among the chief determinants of prosperity.



McKinsey & Co., 2009



Tests as early as fourth grade are powerful predictors of future achievement and life outcomes.

However, while some students may have different starting points than others, reaching low-achieving students in the early years of their education can have a tremendous impact on their life outcomes.

McKinsey & Co., 2009

Five Themes Often Overlooked



1. Lagging achievement is a problem for poor and minority children and for the broad middle class.
2. Inequities in teacher quality and school funding are pervasive.
3. What matters in schools and school systems matters profoundly.
4. Better data is essential.
5. There is a case for optimism.



McKinsey & Co., 2009

3 Reasons for Optimism



- First, long experience around the world serving both private companies and public-sector entities teaches us that when large variations in performance exist among similar operations, relentless efforts to benchmark and implement what works can lift performance substantially.
- Second, the United States has a history of making progress in improving student achievement and is closing the achievement gap, even if the progress has often been modest and uneven.
- Third, the United States has a broad history of success in eventually equipping underutilized groups with greater skills over time, with important benefits for economic performance.

McKinsey & Co., 2009

Stop making excuses, start holding educators accountable



No single impediment to closing the nation's shameful achievement gap looms larger than the culture of excuses that now permeates our schools. Too many people today excuse teachers, principals, and school superintendents who fail to substantially raise the performance of low-income minority students by claiming that schools cannot really be held accountable for student achievement because disadvantaged students bear multiple burdens of poverty.

In fact, the skeptics of urban schools have got the diagnosis exactly backwards. The truth is that America will never fix poverty until it fixes its urban schools.

To close the nation's insidious achievement gap, we must replace the culture of excuse in our schools with a culture of accountability

Klein, 2009

THRIVING ON CHAOS!



Teaching to student success

High expectations

Realization of the potential of RtI

Improvement based on data

Validation of curricula based on student success

Effective interventions implemented with fidelity

What are the strategies for addressing THRIVE?

Are they complete?

Which ones are being/not being implemented with fidelity?

Which ones should continue?

Which ones should stop?

Which strategies need to be refined? How?

Are there strategies that need to be developed?



**From No Child Left Behind
To
Every Child a Graduate**



Amos, 2008
Alliance for Excellent Education

We can, whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.



Ron Edmonds, 1982 in DuFour et al., 2004