

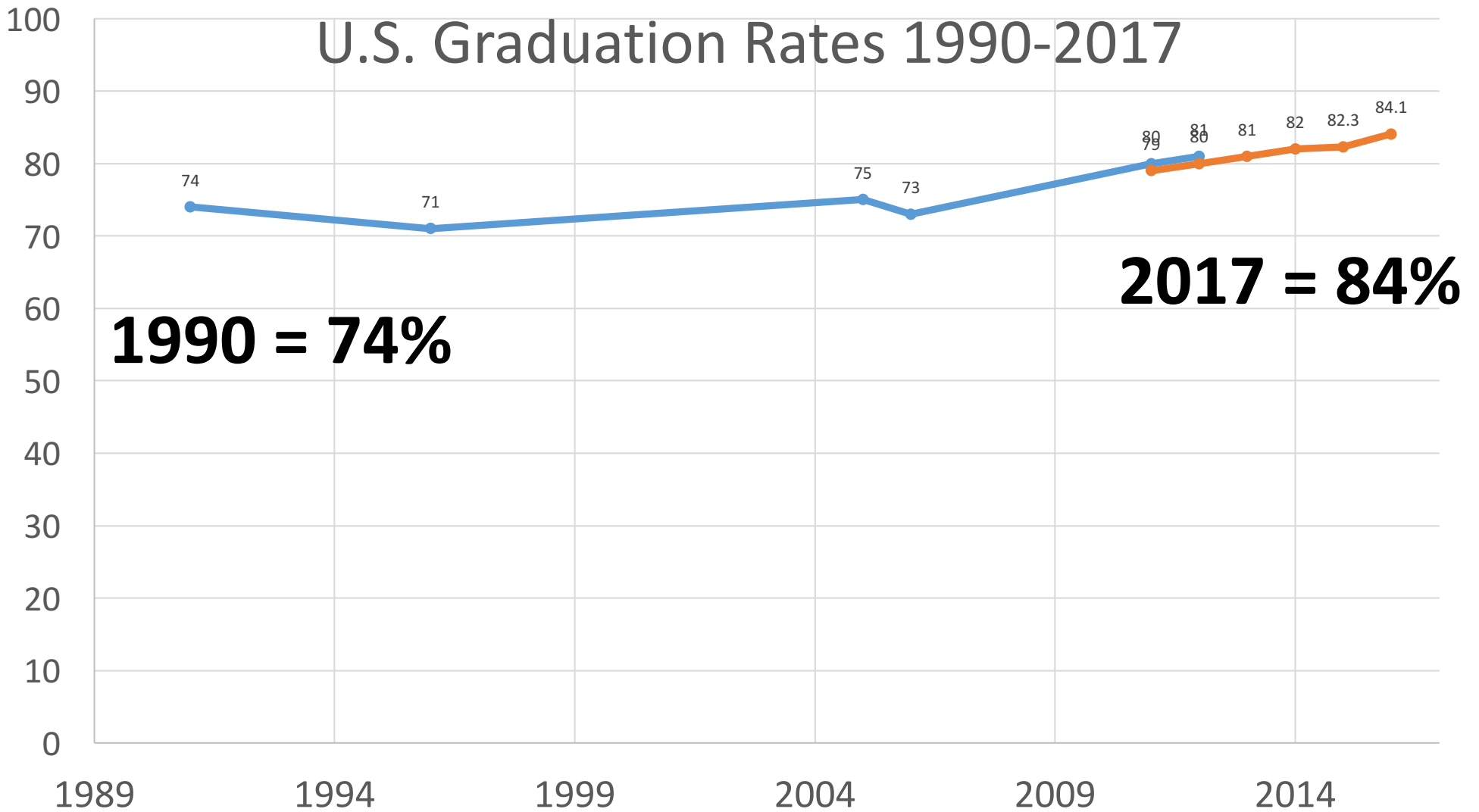
# ***Success Stories:*** ***How They Do It***

**Dr. Sandy Addis**  
**Director**  
**National Dropout Prevention Center**

[www.dropoutprevention.org](http://www.dropoutprevention.org)



# U.S. Graduation Rates 1990-2017



—●— ACGR —●— AFGR



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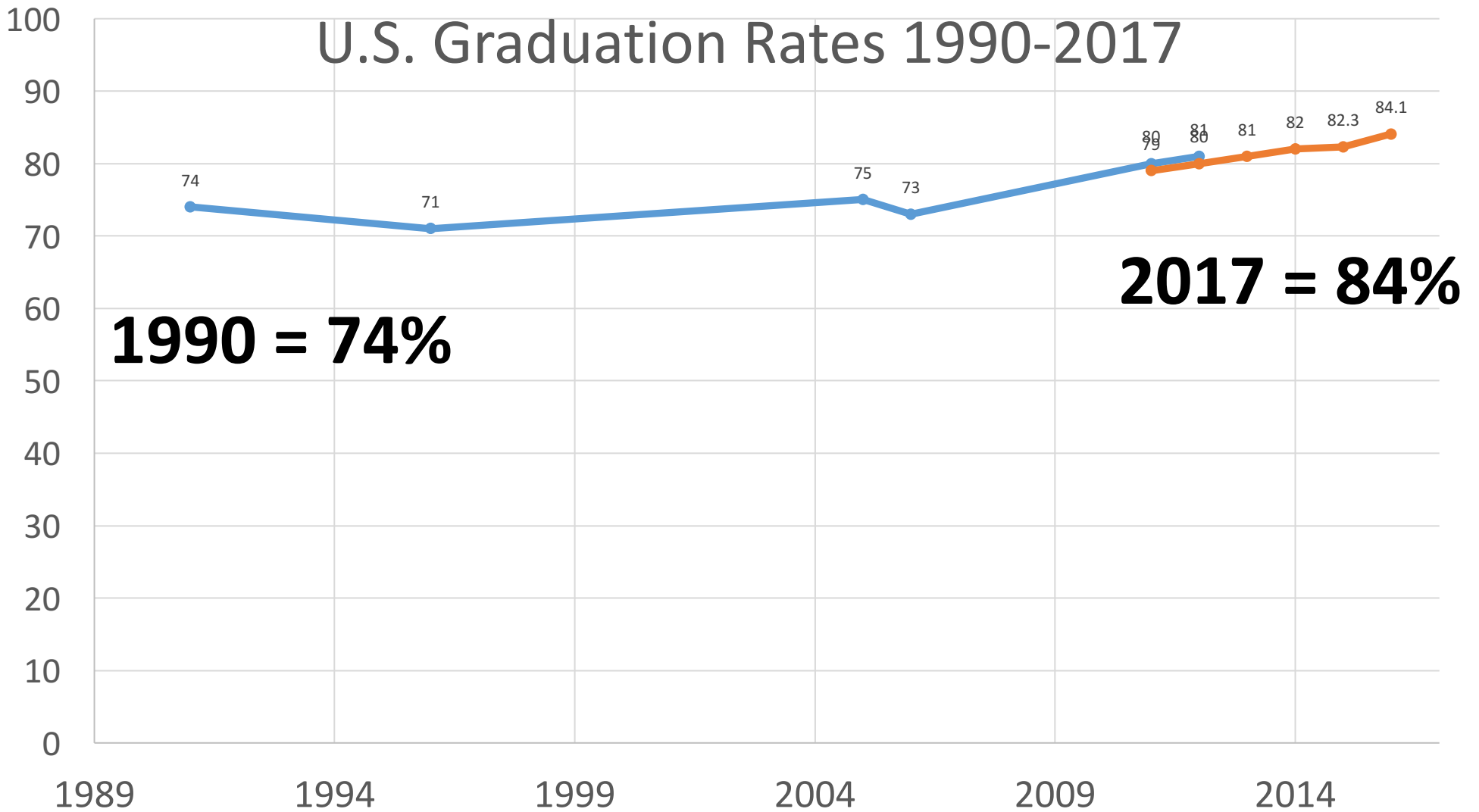
# What do Successful Schools and Districts Do?

**We know a thing or two  
because we've seen a  
thing or two.**

**Farmers Insurance**

# They Get Past the Metrics

# U.S. Graduation Rates 1990-2017

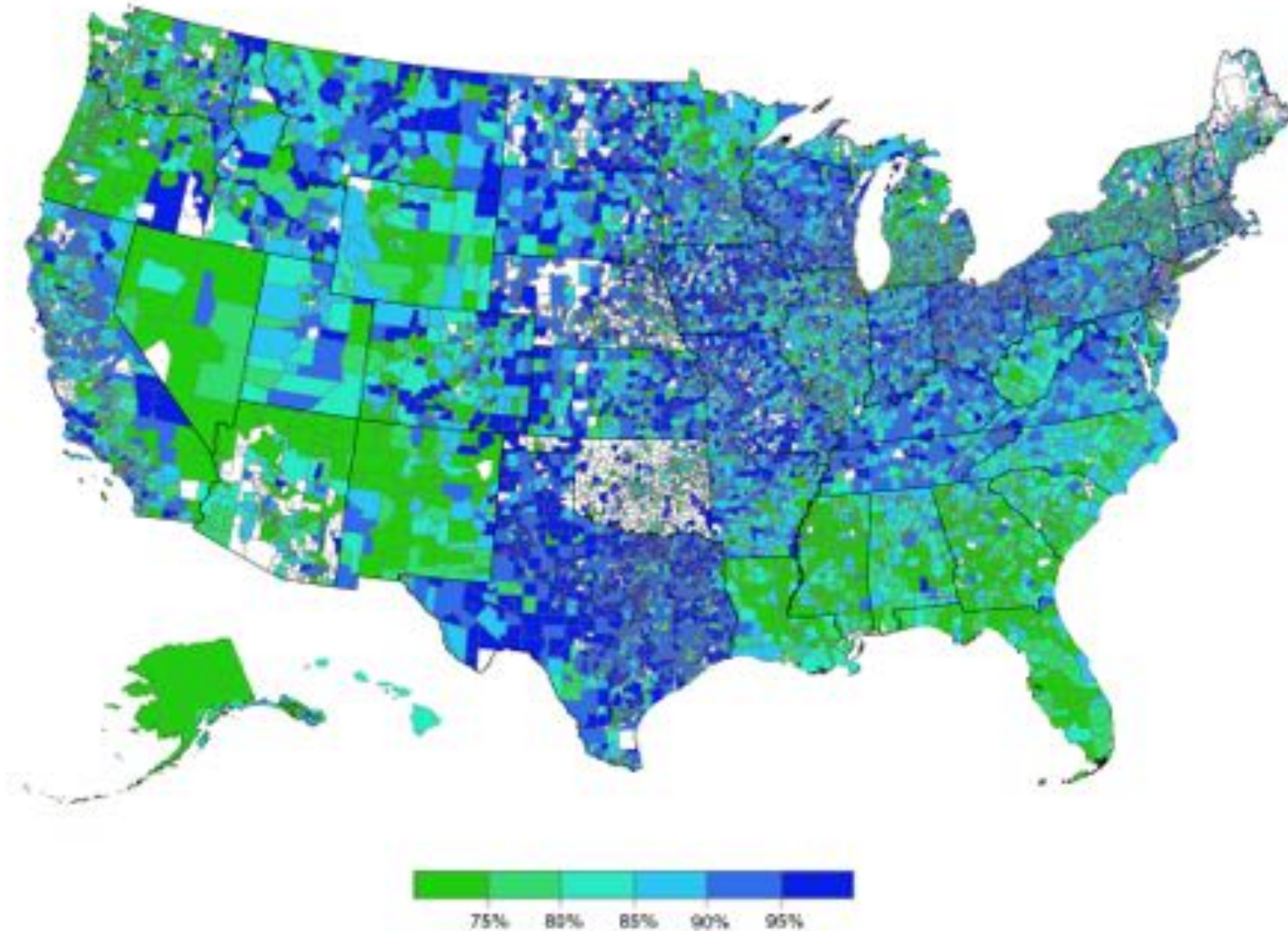


—●— ACGR —●— AFGR



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# High School Graduation Rates—Nationwide



Butrymowicz, S. (July 2, 2015). "The Graduation Rates From Every School District in One Map." *The Hechinger Report*. <http://hechingerreport.org/the-graduation-rates-from-every-school-district-in-one-map/> (Data from State Departments of Education).



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# Regulatory Four-Year Adjusted Cohort Graduation Rate

The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9<sup>th</sup> grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die.

The following formula provides an example of how the four-year adjusted cohort graduation rate would be calculated for the cohort entering 9<sup>th</sup> grade for the first time in the 2009-10 school year and graduating by the end of the 2012-13 school year:

Number of cohort members who earned a regular high school diploma by the end of the 2012-13 school year

Number of first-time 9<sup>th</sup> graders in fall 2009 (starting cohort) plus students who transferred in, minus students who transferred out, emigrated, or died during school years 2009-10, 2010-11, 2011-12, and 2012-13

Modified from source: <http://www2.ed.gov/documents/press-releases/adjusted-cohort-graduation-rate.doc>



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# Types of Dropout and Graduation Rates

**According to NCES, its indicators of school dropout and school completion include the following:**

- Event dropout rate
- Status dropout rate
- Status completion rate
- Averaged freshman graduation rate  
(Non-regulatory cohort rate)

# Anderson County



⊕ - County Seat

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# Westside High School 4-Year Graduation Rate

Year	Graduation Rate
2015	72.3%
2016	76.0%
2017	79.5%
2018	78.9%



# Westside High School 4-Year Cohort Non-Graduates

Class of...	# of Non-Graduates
<b>2015</b>	<b>116</b>
<b>2016</b>	<b>101</b>
<b>2017</b>	<b>86</b>
<b>2018</b>	<b>88</b>



# They Focus on the Cost of the Problem

# Focus: Preventing Dropouts



# Economics of High School Dropouts

- Earn less
- Pay less in taxes
- Rely more on public health
- More involved in criminal justice system
- More likely to use welfare services
- Have shorter life expectancy

(Rotermund, *California Dropout Research Project*, Statistical Brief 5, September 2007)

# Westside high School Non-Graduate Cost

<b>Class of .....</b>	<b># of Non-Graduates</b>	<b>Lifetime Cost to Community</b>
<b>2015</b>	<b>116</b>	<b>\$ 58,000,000.</b>
<b>2016</b>	<b>101</b>	<b>\$ 50,500,000.</b>
<b>2017</b>	<b>86</b>	<b>\$ 43,000,000.</b>
<b>2018</b>	<b>88</b>	<b>\$ 44,000,000.</b>





# They Focus on the Root Causes – Not the Symptoms

# Symptoms vs. Root Causes

<b>Symptom</b>	<b>Typical Solution</b>
<b>Truancy</b>	<b>Attendance Enforcement</b>
<b>Bad Behavior</b>	<b>Discipline Policy</b>
<b>Low Grades</b>	<b>Extended Instruction Time</b>
<b>Grade Retention</b>	<b>Credit Recovery Program</b>

# Symptoms vs. Root Causes

Symptom	Root Cause
<b>Truancy</b>	<b>Negative Climate</b>
<b>Bad Behavior</b>	<b>Mindsets - Assumptions</b>
<b>Low Grades</b>	<b>No Engagement</b>
<b>Grade Retention</b>	<b>Ineffective Instruction</b>

# Impact of ACEs on Individuals

- **Shape mindsets and assumptions about adults and authority**
- **Program brain to trigger fight/flight/freeze response patterns**
- **Program brain to trigger physical responses to certain stimuli**
- **Program brain to associate certain stimuli with expected harm**
- **Program body to delay emotional and physical recovery after danger**
- **Teach individual to expect negative, even in positive situations**
- **Alter normal concentration, focus, and problem solving mechanisms**
- **Create chronic and ongoing stress levels**
- **Contribute to development of negative self-concept**



# Common School Manifestations of ACEs

- Inappropriate reactions to authority
- Inappropriate reactions to adults and other students
- Hypersensitivity to certain situations or stimuli
- Overly defensive behaviors
- Withdrawal from certain situations
- Distracted from activities or instruction
- Memory issues
- Inability to concentrate on or focus on instruction
- Inability to problem solve
- Inability to demonstrate learning



## School Outcomes for Many Trauma-Impacted Students

- **Unacceptable behavior**
- **Poor attendance**
- **Academic failure**
- **Grade retention**
- **Failure to graduate**

# They Understand How Students Think They Listen to What Students Say

# Dropout Pathway

**Dropping out of school is the result of a long process of disengagement that may begin before a child enters school.**



# What Students Say

## Top Five Reasons Reported by Students for Leaving School

<b>1980</b>		
<b>Didn't like school (33%)</b>		
<b>Poor grades (33%)</b>		
<b>Chose to work (19%)</b>		
<b>Getting married (18%)</b>		
<b>Couldn't get along with teachers (15%)</b>		



# What Students Say

## Top Five Reasons Reported by Students for Leaving School

1980	1988	
Didn't like school (33%)	Didn't like school (51%)	
Poor grades (33%)	Were failing school (44%)	
Chose to work (19%)	Couldn't get along with teachers (34%)	
Getting married (18%)	Couldn't keep up with school work (31%)	
Couldn't get along with teachers (15%)	Feel like they don't belong at school (25%)	



# What Students Say

## Top Five Reasons Reported by Students for Leaving School

1980	1988	2005
Didn't like school (33%)	Didn't like school (51%)	Classes were not interesting (47%)
Poor grades (33%)	Were failing school (44%)	Missed too many days and could not catch up (43%)
Chose to work (19%)	Couldn't get along with teachers (34%)	Spent time with people not interested in school (42%)
Getting married (18%)	Couldn't keep up with school work (31%)	Too much freedom and not enough rules in my life (38%)
Couldn't get along with teachers (15%)	Feel like they don't belong at school (25%)	Was failing in school (35%)



# They Pay Attention to Leading Indicators

# Grade Retention and School Dropout

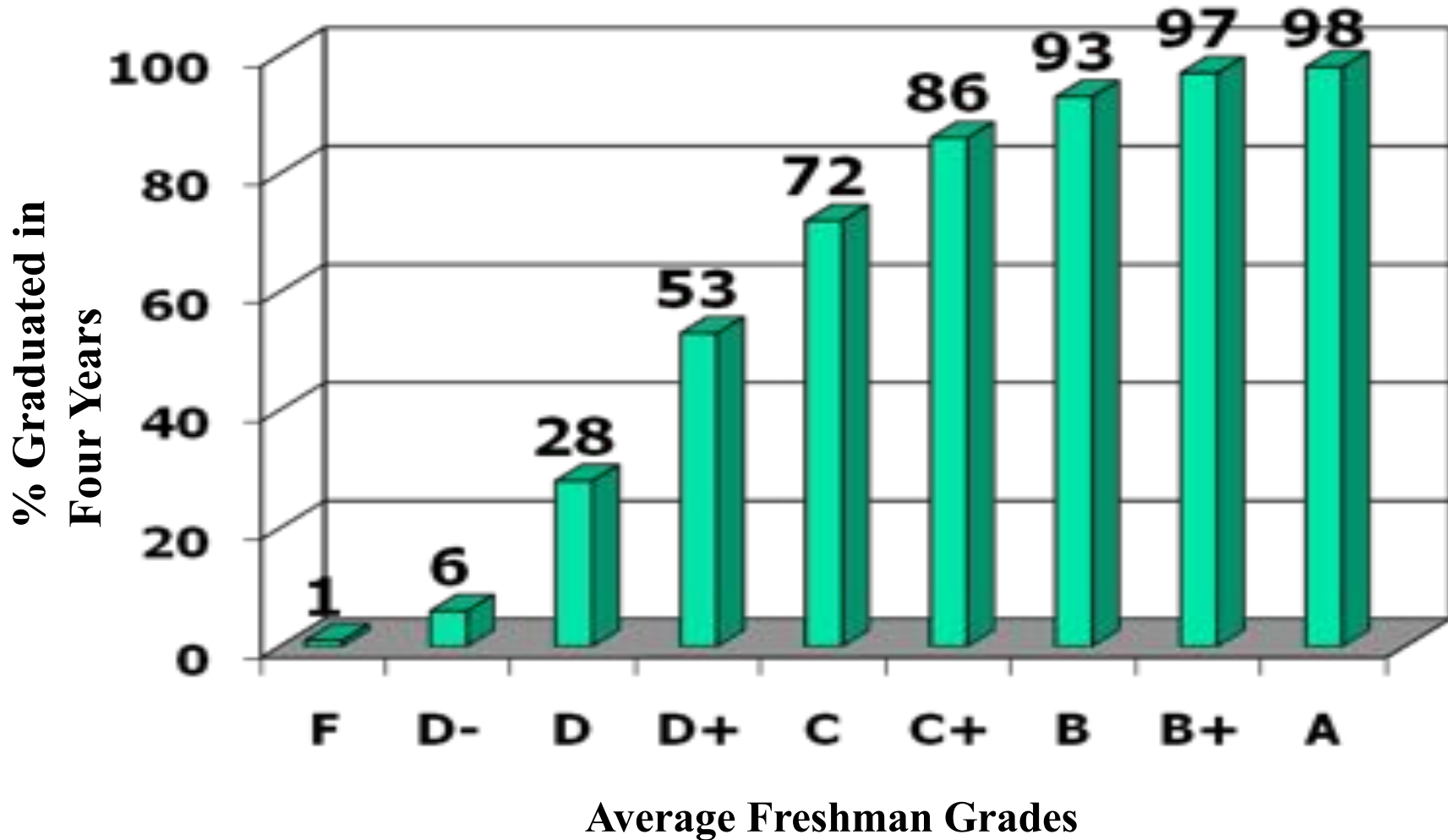
- **Retention of one grade –**  
increases risk by 40%
- **Retention of two grades –**  
increases risk by 90%

(Roderick, M. PDK Research Bulletin, No.  
15, 1995)



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# Understanding the Relationship Between Grades and Graduation



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*(The Consortium on Chicago School Research at the  
University of Chicago, 2007)*

# Relationship of Attendance to Graduation Rates

<b>Days Absent in 8<sup>th</sup> Grade</b>	<b>Graduation Rate 5 Years Later</b>
<b>15+ days</b>	<b>38%</b>
<b>11 – 14 days</b>	<b>61%</b>
<b>6-10 days</b>	<b>72%</b>
<b>1-5 days</b>	<b>80%</b>
<b>0 days</b>	<b>82%</b>

# They Understand That Schools Can't Do It Alone



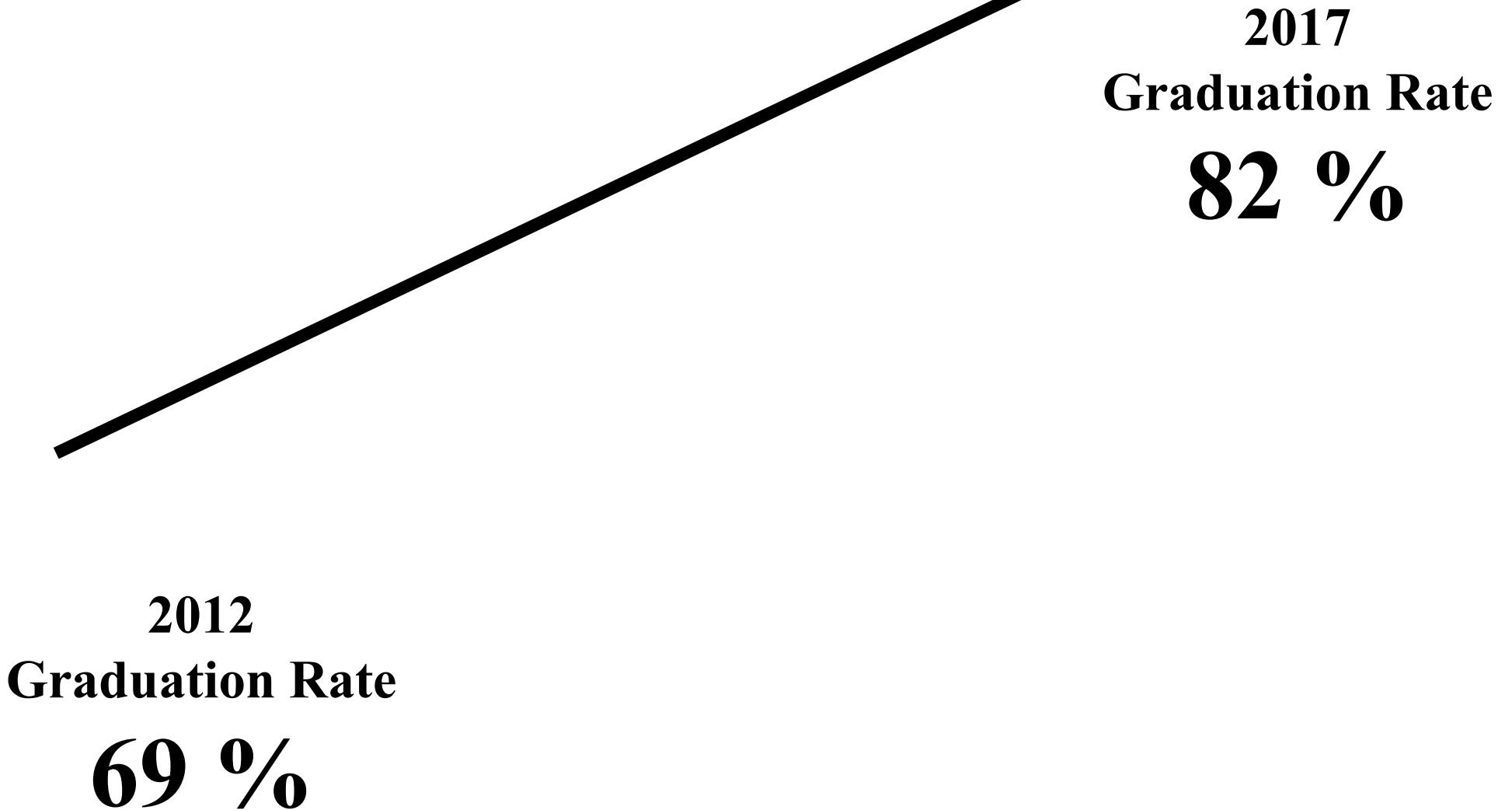
# Four Domains – Risk Factors

Individual (6)	Family (5)	Community (3)	School (7)
<p>High-risk demographic characteristics</p> <p>Early adult responsibilities</p> <p>High-risk attitudes, values, and behaviors</p> <p>Poor school performance</p> <p>Disengaged from school</p> <p>Education stability</p>	<p>Background characteristics</p> <p>Level of household stress</p> <p>Family dynamics</p> <p>Attitudes, values, and beliefs about education</p> <p>Behavior related to education</p>	<p>Location and type of community</p> <p>Demographic characteristics of community</p> <p>Environment of community</p>	<p>School structure</p> <p>School resources</p> <p>Student body characteristics</p> <p>Student body performance</p> <p>School environment</p> <p>Academic policies and procedures</p> <p>Supervision and discipline policies/practices</p>

*Dropout Risk Factors and Exemplary Programs: A Technical Report*, by C. Hammond, J. Smink, and S. Drew, NDPC and D. Linton, Communities In Schools, Inc. May 2007

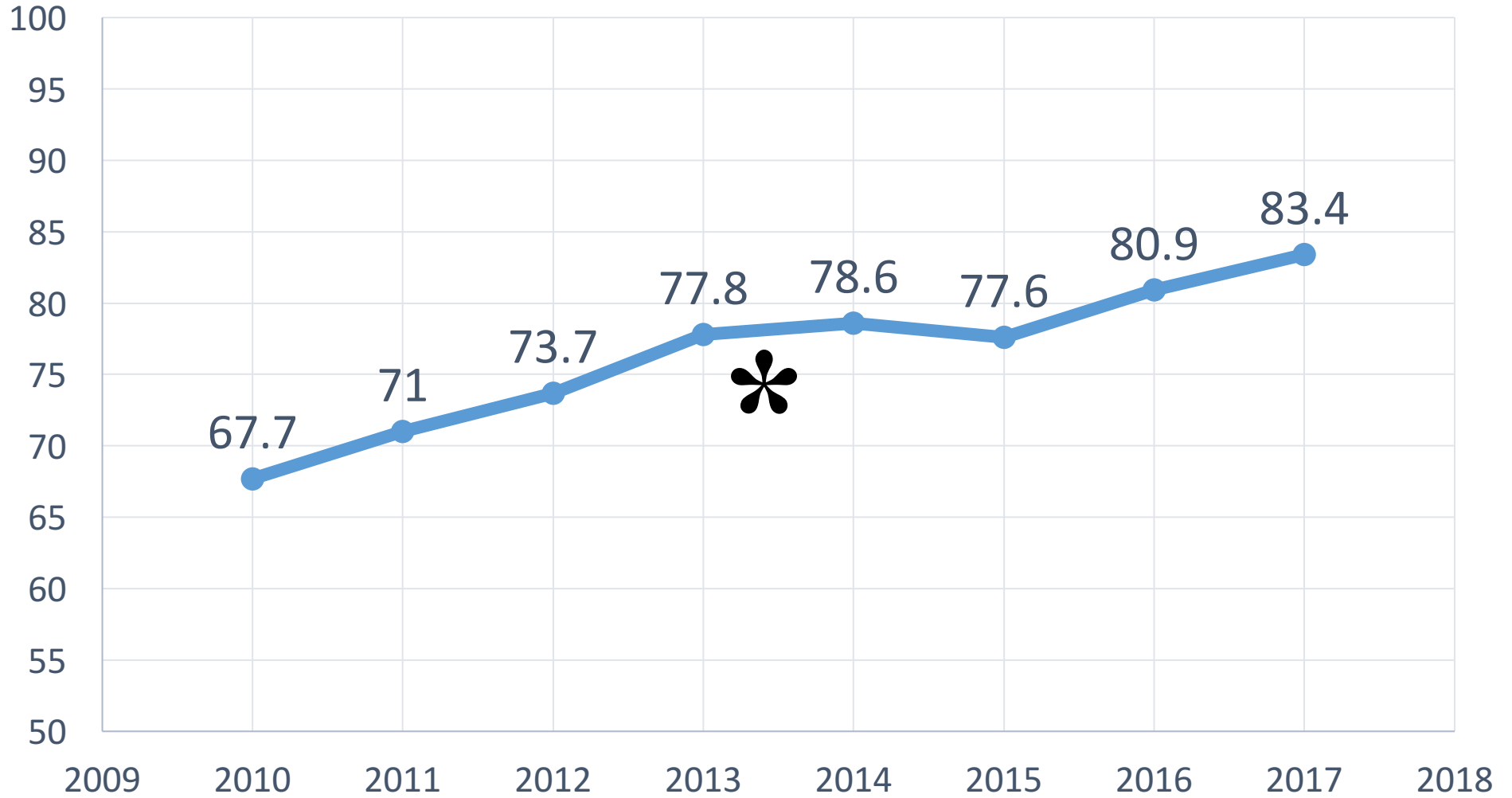


**Greenwood School District 51  
Ware Shoals, SC**



# They Critically Analyze Current Practices

# Anderson 5 Four Year Graduation Rates



# They Balance District Leadership and Site-Based Decision Making

# Clayton County 4-Year Graduation Rate Gains

School / Entity	2012 4-Year Graduation Rate	2018 4-Year Graduation Rate	6-Yr. Gain
Charles Drew High School	54.3%		
Forrest Park High School	48.7%		
Jonesboro High School	54.0%		
Lovejoy High School	72.7%		
Morrow High School	61.7%		
Mundy Mill High School	56.3%		
North Clayton High School	50.3%		
Riverdale High School	43.1%		
Clayton Co. Graduation Rate	53.6%		
Georgia Graduation Rate	69.7%		



# Clayton County Approach

- **High Schools and Middle Schools must form Dropout Prevention Teams.**
- **High Schools and Middle Schools must develop and maintain Dropout Prevention Plans.**
- **Plan content is totally at discretion of the local school.**
- **Plans must be cost neutral.**
- **Dropout Prevention Teams must quarterly convene and report progress of Plan implementation.**

# DIPLOMA PLANNING DPI INSTITUTE

NATIONAL DROPOUT PREVENTION CENTER/NETWORK



*Helping schools create a customized plan to reduce dropout*

The **Diploma Planning Institute** guides district and school administrators toward building a foundational dropout prevention plan based on researched and proven strategies. Administrators work directly with national field experts to utilize local data and direct knowledge of their students to design a customized plan for their school system. By

implementing a strategic, systemic plan and streamlining their vision, schools can minimize the frustration and futility of incohesive efforts. After the initial DPI training, leaders can network with colleagues in similar school settings from across the country and are provided access to the nation's largest resource of information, research, and expertise on dropout prevention.

## During DPI, participants will:

- ❖ Examine and discuss local data
- ❖ Learn about research-based strategies
- ❖ Identify current and potential efforts
- ❖ Target specific needs and risk factors
- ❖ Collaborate with colleagues
- ❖ Develop next steps for implementation

*DPI's goal is to help schools and districts turn random acts of dropout prevention into a strategic, systemic approach.*

-Dr. Sandy Addis, Director, NDPC/N



The National Dropout Prevention Center/Network (NDPC/N) has a 29-year history of providing quality resources and assistance to states, districts, and schools. Let us help you impact your graduation rates.

## Testimonials

*After our DPI, participating committees returned to their schools with workable plans to engage the greater communities, and with the ongoing support of their peers and national experts.*  
-Commissioner  
State Department  
of Education

*This professional development opportunity should be made widely available to educators everywhere.*  
-Assistant Superintendent  
of Schools

*The feedback from our DPI has been phenomenal; in fact, a Superintendent called me today to tell me that the team he sent is enthusiastic and has already set up a meeting with him to move things along.*  
-Truancy, Dropout, and  
Alternative Education  
State Coordinator



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NATIONAL DROPOUT PREVENTION CENTER/NETWORK  
209 Martin Street, Clemson, SC 29631  
864.656.2500

[www.dropoutprevention.org](http://www.dropoutprevention.org)



# Clayton County 4-Year Graduation Rate Gains

School / Entity	2012 4-Year Graduation Rate	2018 4-Year Graduation Rate	6-Yr. Gain
Charles Drew High School	54.3%	70.3%	
Forrest Park High School	48.7%	70.2%	
Jonesboro High School	54.0%	76.9%	
Lovejoy High School	72.7%	83.2%	
Morrow High School	61.7%	80.6%	
Mundy Mill High School	56.3%	81.5%	
North Clayton High School	50.3%	71.4%	
Riverdale High School	43.1%	80.7%	
Clayton Co. Graduation Rate	53.6%	71.7%	
Georgia Graduation Rate	69.7%	80.6%	



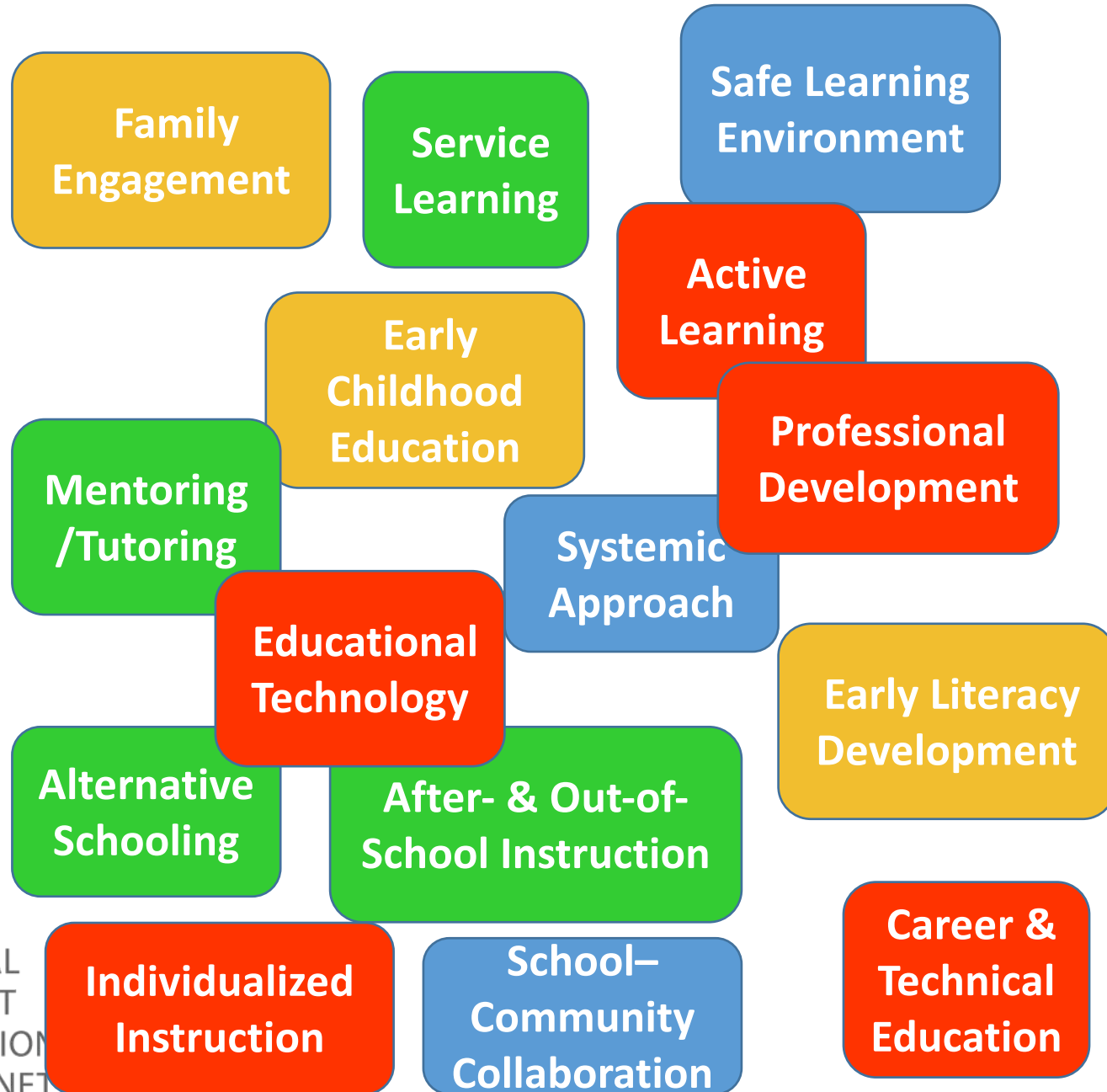
# Clayton County 4-Year Graduation Rate Gains

School / Entity	2012 4-Year Graduation Rate	2018 4-Year Graduation Rate	6-Yr. Gain
Charles Drew High School	54.3%	70.3%	16.0%
Forrest Park High School	48.7%	70.2%	21.5%
Jonesboro High School	54.0%	76.9%	22.9%
Lovejoy High School	72.7%	83.2%	10.5%
Morrow High School	61.7%	80.6%	18.9%
Mundy Mill High School	56.3%	81.5%	25.2%
North Clayton High School	50.3%	71.4%	21.1%
Riverdale High School	43.1%	80.7%	37.6%
Clayton Co. Graduation Rate	53.6%	71.7%	18.1%
Georgia Graduation Rate	69.7%	80.6%	10.9%



# They Strategically Select Strategies

# We Know There Are 15 Effective Dropout Prevention Strategies

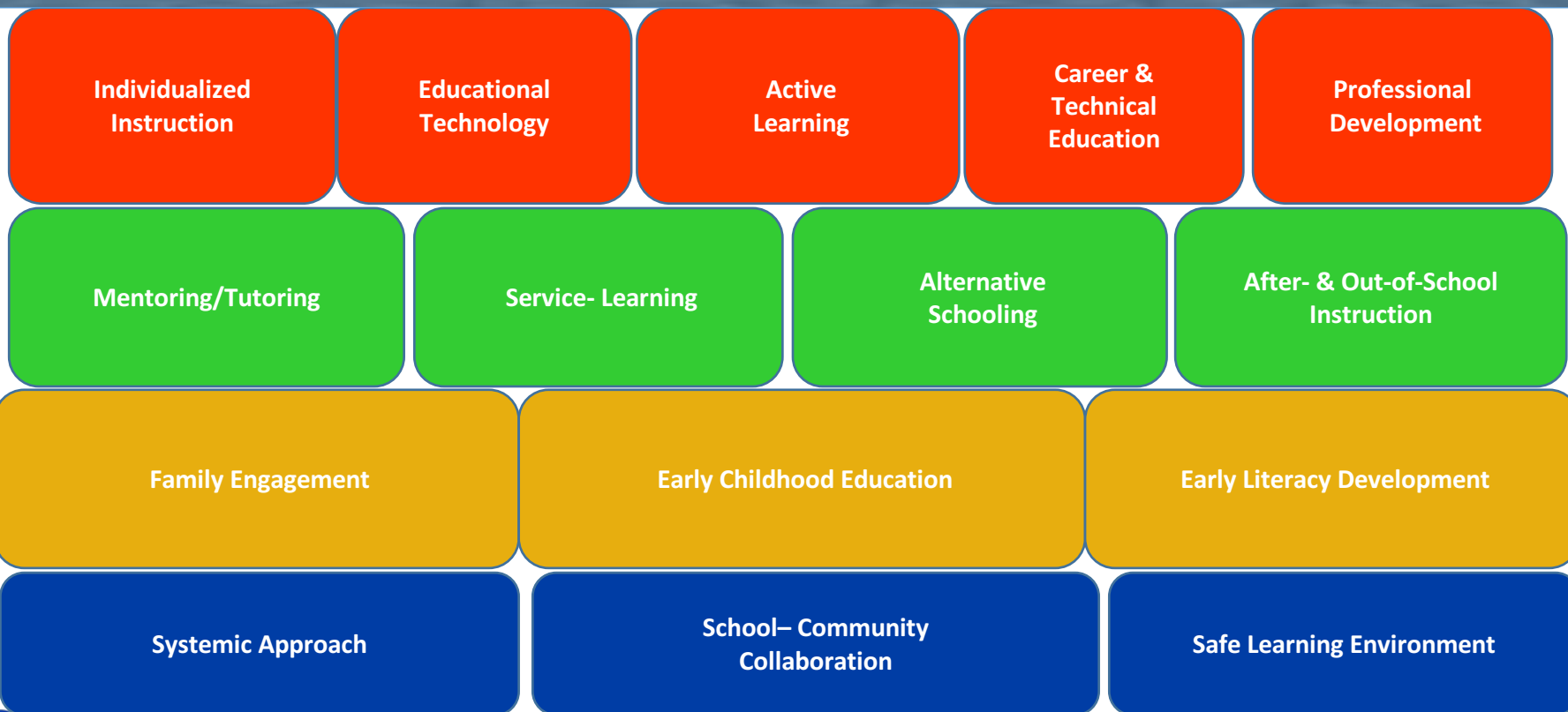


# How Do We Select Strategies?



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# Strategies Must Be Strategically Selected & Applied



# Richland School District One Columbia, SC

2017  
Graduation Rate  
**79 %**

Strategically Select Actions

2014  
Graduation Rate  
**73 %**

# They Carefully Implement Selected Strategies



# After School or Summer Program

**Open to students who volunteer**

**Charges tuition**

**Self-transportation required**

**No discipline problems admitted**

**No special education services**

# After School or Summer Program

**Open to students who volunteer**

**Targets/recruits at-risk students**

**Charges tuition**

**Tuition-free or scholarships**

**Self-transportation required**

**Transportation provided**

**No discipline problems admitted**

**No discipline disqualifiers**

**No special education services**

**Special education services**

# Service Learning

**School-wide volunteer program**

**Christmas food drive**

**School-wide clothes closet**

**Student council blood drive**

# Service Learning

**School-wide volunteer program**

**Conducted in lowest classes**

**Christmas food drive**

**ISS students read to elderly**

**School-wide clothes closet**

**Science class monitors water quality**

**Student council blood drive**

**Alternative students mentor 1<sup>st</sup> grade**

# Family Engagement

**Parent-Teacher Conference Night**

**Robo-call system for absences**

**Billboard announcing report cards**

**Doughnuts for Dads morning**

# Family Engagement

**Parent-Teacher Conference Night**

**Teacher home visits on C/D/F grades**

**Robo-call system for absences**

**Teacher personal calls for absences**

**Billboard announcing report cards**

**Teacher delivery of report cards**

**Doughnuts for Dads morning**

**Housing project homework workshop**

# They Consider Research

# Research

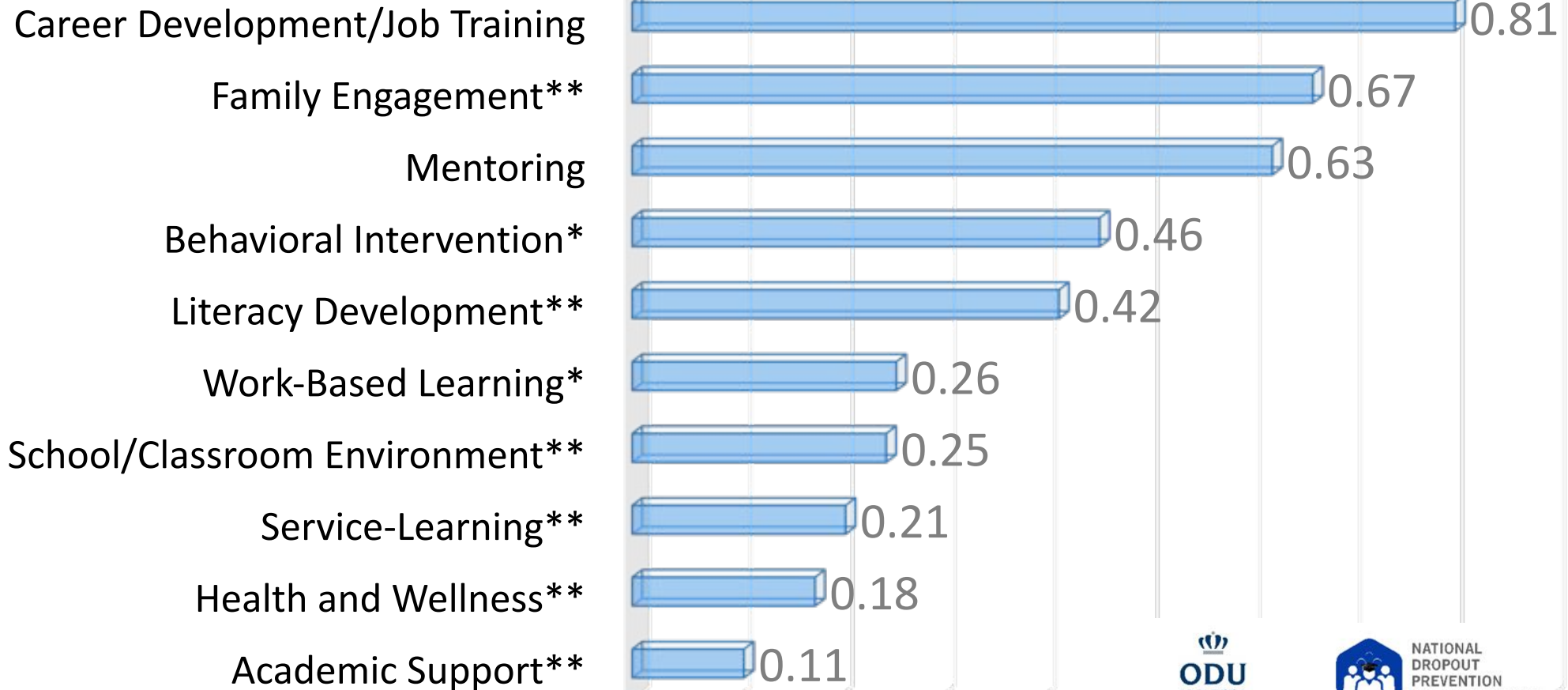


**A Meta-Analysis of Dropout Prevention Outcomes and Strategies**





# Effect Sizes on Dropout Rate (2015 Meta-Regression Analysis)



\*  $p < 0.01$ ; \*\*  $p < 0.005$



Chappell, S. L., O'Connor, P., Withington, C., & Stegelin, D. A. (2015, April). A meta-analysis of dropout prevention outcomes and strategies. Retrieved from [www.dropoutprevention.org/major-research-reports/meta-analysis](http://www.dropoutprevention.org/major-research-reports/meta-analysis)



# zSpace Virtual Reality CTE



# They Train and Unify Staff



**McClarlin Success Academy  
Fulton County, GA**

**2017  
Graduation Rate  
75 %**

**Specialist Certification  
for all Staff**

**2012  
Graduation Rate  
19 %**

# **They Change the Message**



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***FINISH WHAT  
YOU START***





**Hello, I'm Grad Dog, and I'm here to help all of our young Hart County Bulldogs to earn a high school diploma. Whether you are in Kindergarten or a Senior at HCHS, I am cheering you on with the Grad Dog Motto: Finish what you start! You can do it!**



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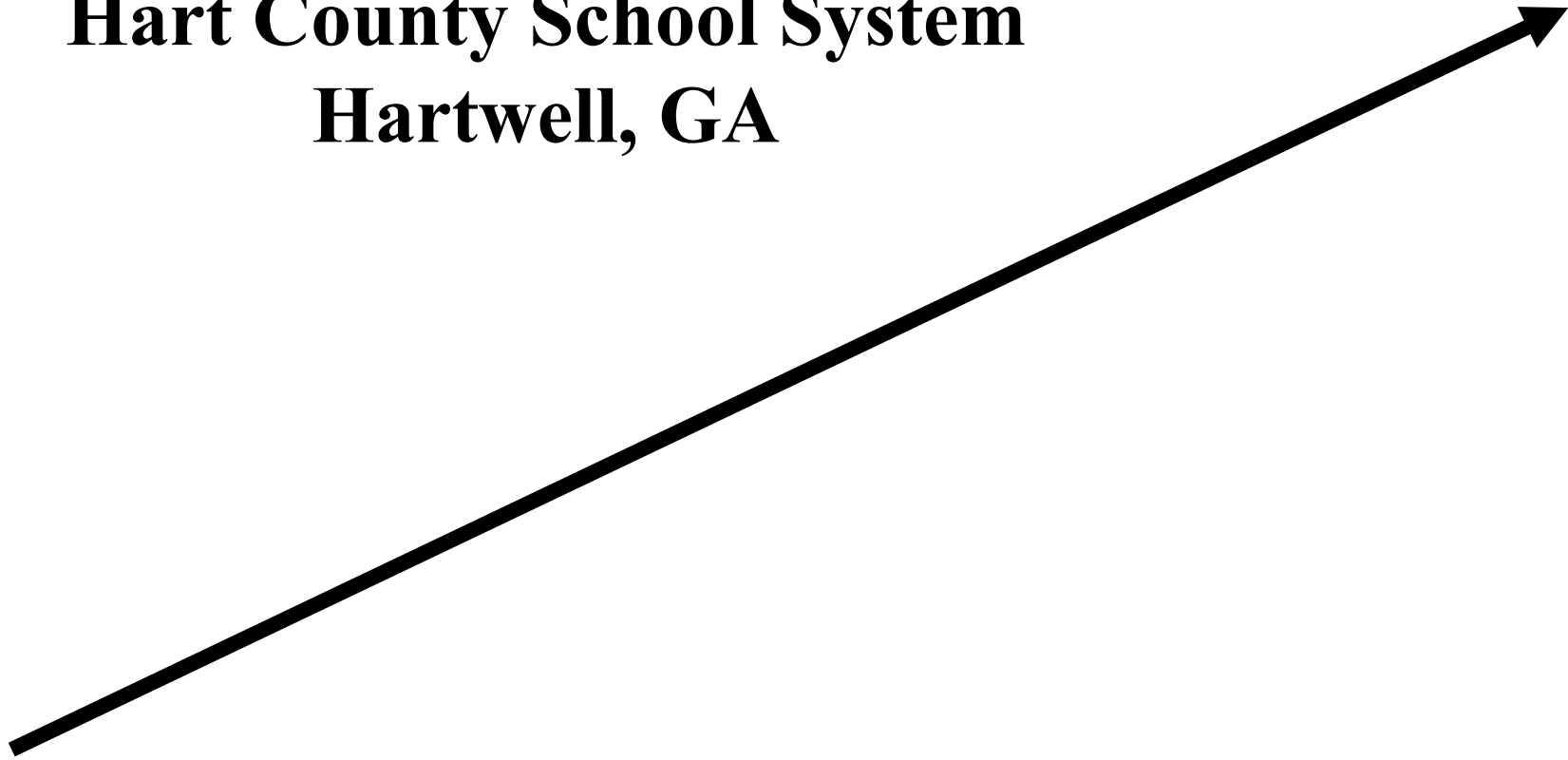
# Atlanta Journal-Constitution

**Georgia schools use competition to motivate students, community. Graduation Cup helps boost rates in Hart, Franklin counties**

**CARNESVILLE - It was a typical scene at the Oct. 12 football game between Franklin County and Hart County. Representatives from each school marched shoulder to shoulder onto the midfield, in the next chapter of the intense rivalry between the two high schools.**

**What was unusual: The scene was during half-time, and the school representatives on the field were not the football team captains. Instead, they were school superintendents, graduation coaches, mascots and students from each school.....**

# Hart County School System Hartwell, GA

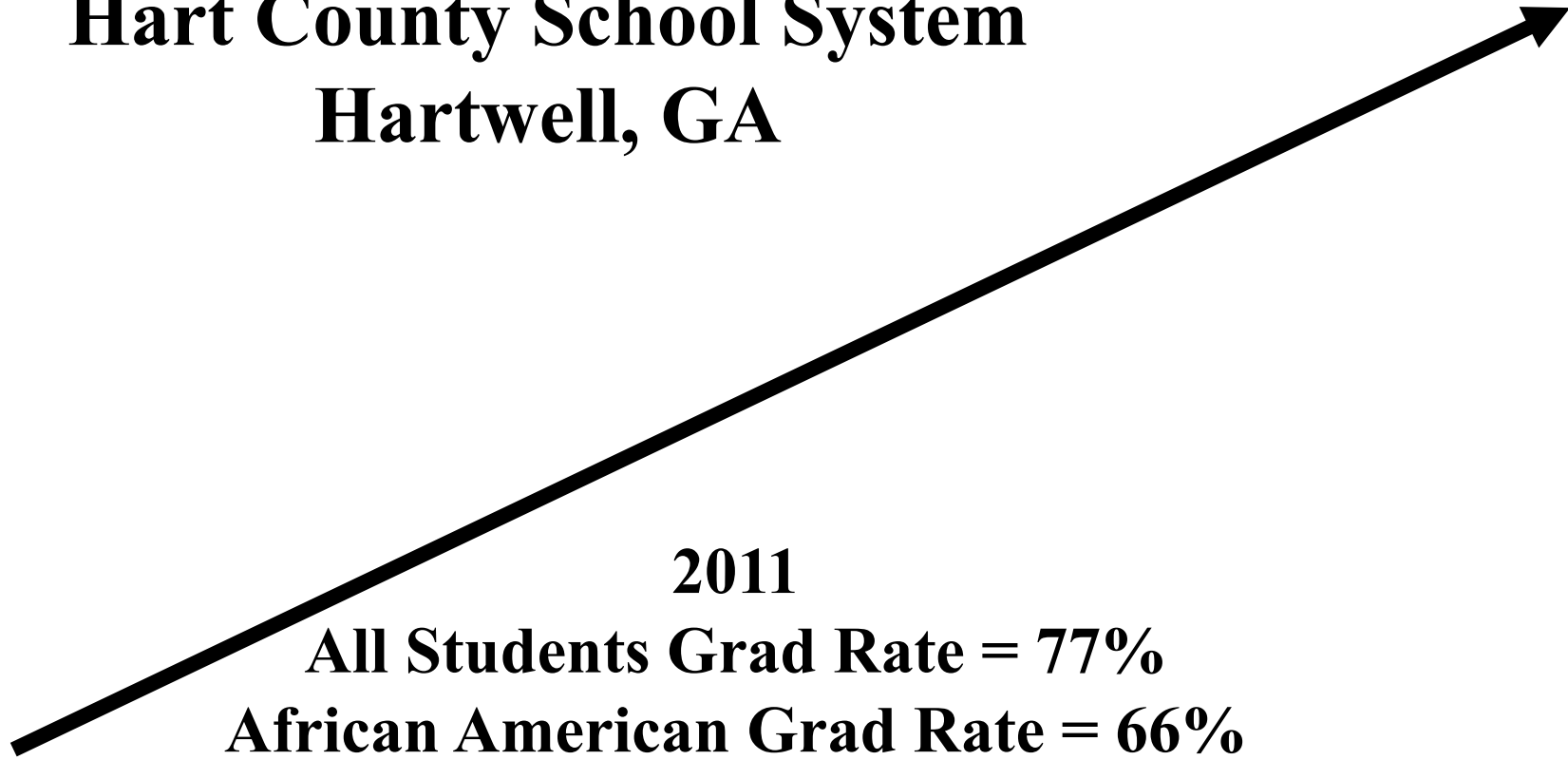


**2004**

**Graduation Rate**

**56 %**

# Hart County School System Hartwell, GA



**2011**

**All Students Grad Rate = 77%**

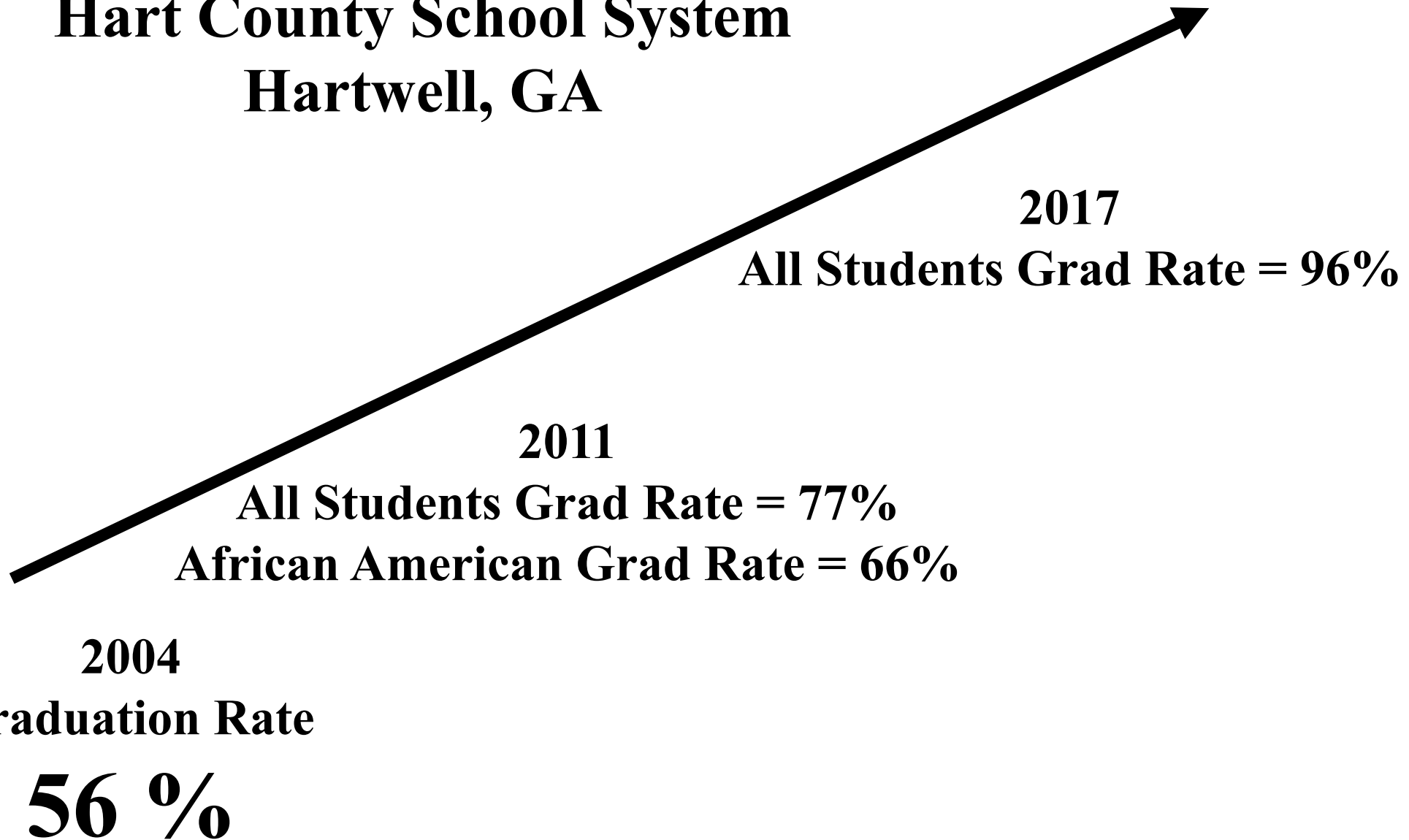
**African American Grad Rate = 66%**

**2004**

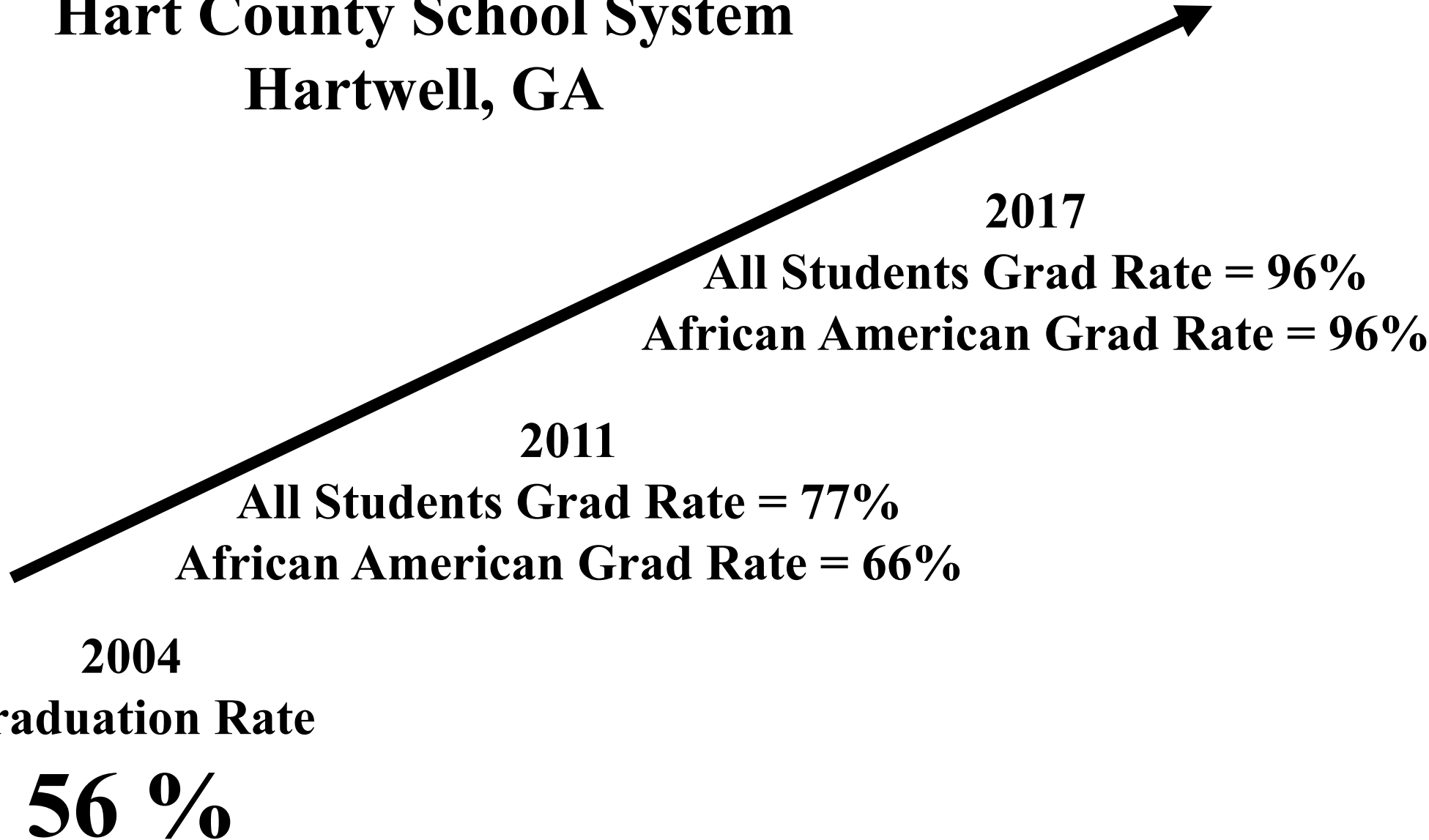
**Graduation Rate**

**56 %**

# Hart County School System Hartwell, GA



# Hart County School System Hartwell, GA



# ***Success Stories:*** ***How They Do It***

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