

Locating and Transforming the Low Performing High Schools Which Produce the Nation's Dropouts

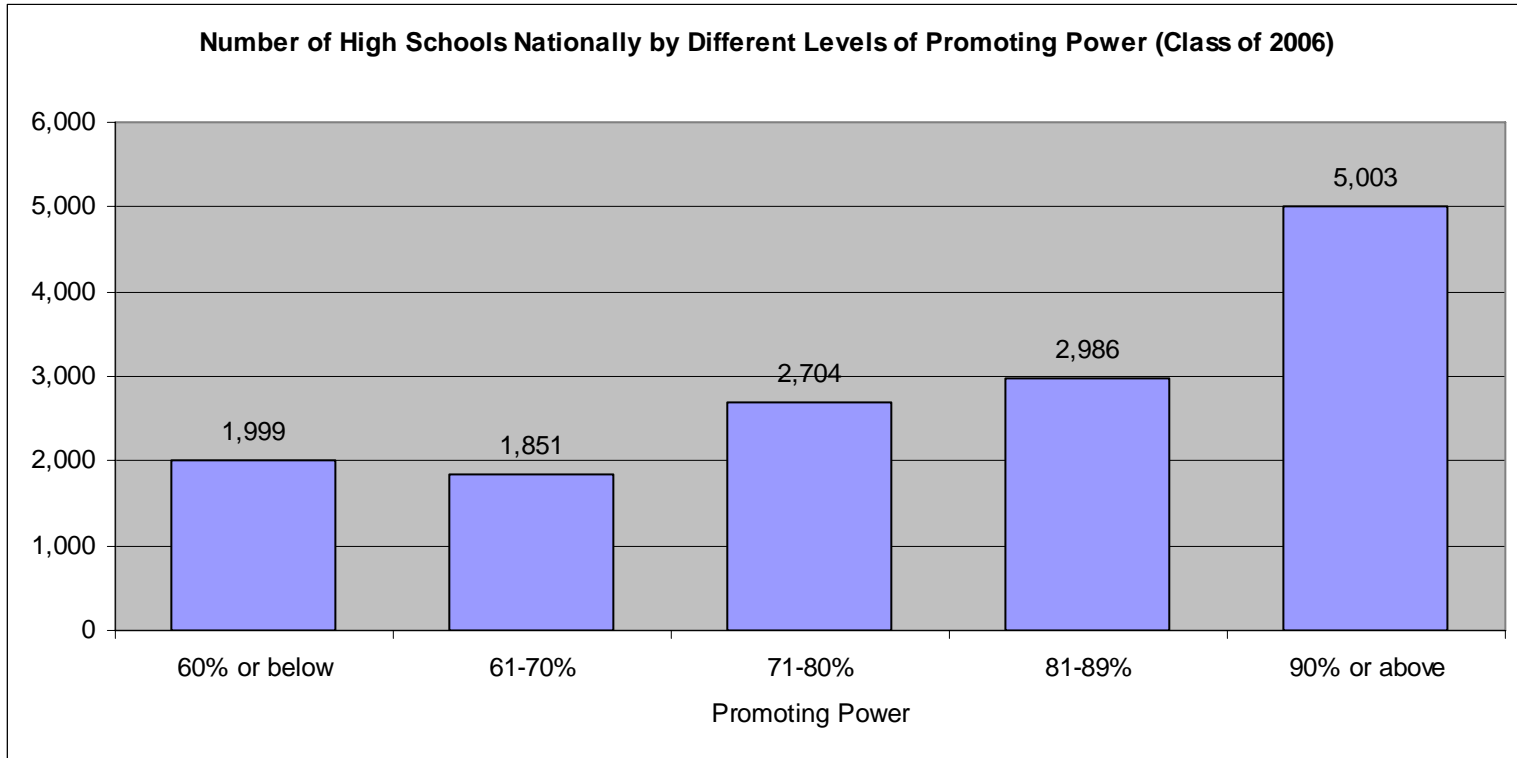
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There are 2,000 High Schools in which Graduation is not the Norm

- These low performing high schools represent 14% of the nation's regular and vocational high schools which enroll 100 or more students
- In these high schools there are 60% or fewer seniors than freshmen three years earlier
- They have weak promoting power and low graduation rates-typically 50% or less

Promoting Power in the Nation's High Schools



These 2,000 High Schools are the Nation's Dropout Factories

Year after year they reliably produce:

- 50% of the Nation's Dropouts
- 81% of Native American Dropouts
- 73% of African American Dropouts
- 66% of Latino Dropouts
- 34% of White Dropouts

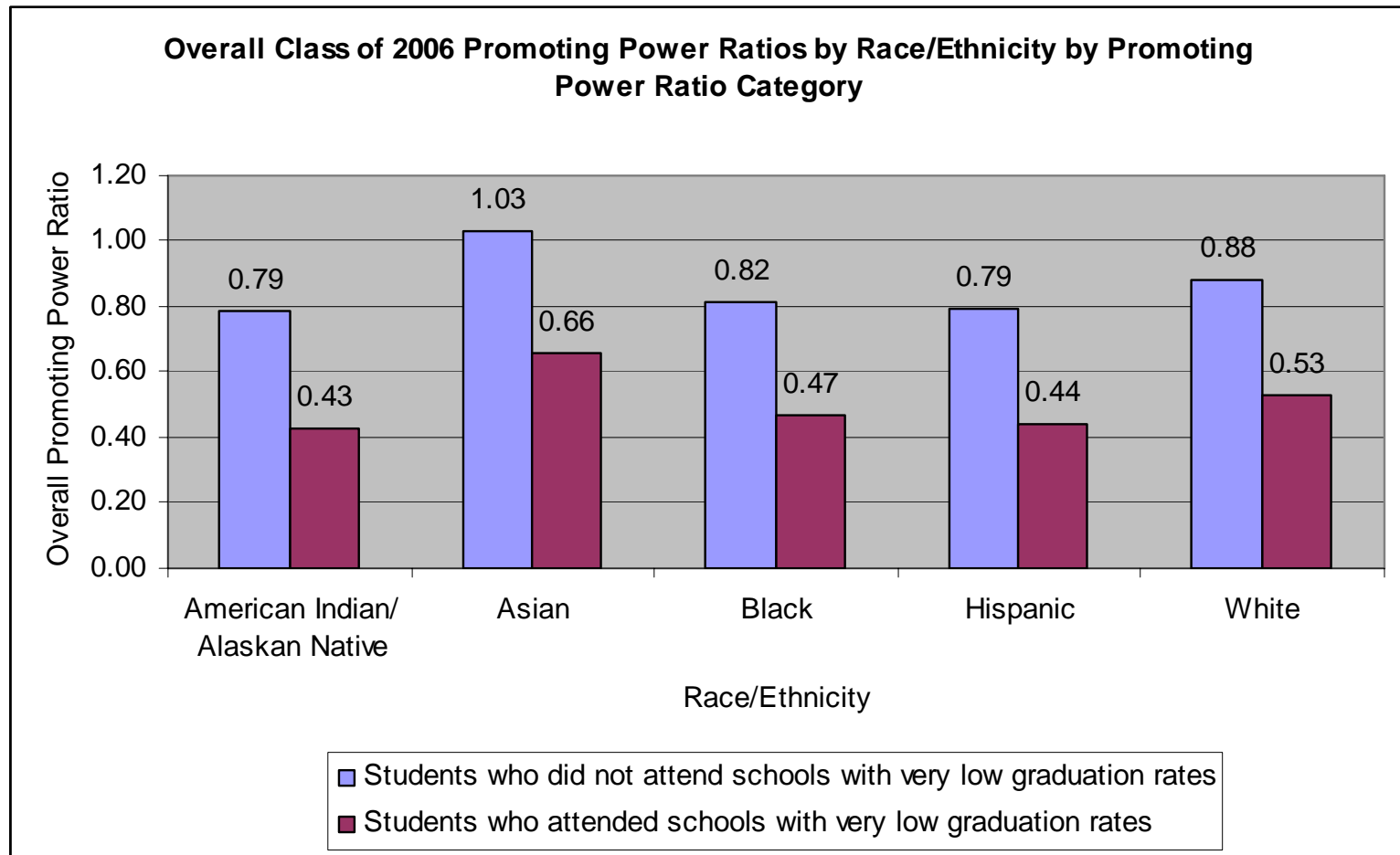
Where are the Nation's Dropout Factories Located?

- About half are located in the nation's cities
- The other half are located throughout the south and southwest
- Every state has one
- 25% are in school districts with one high school

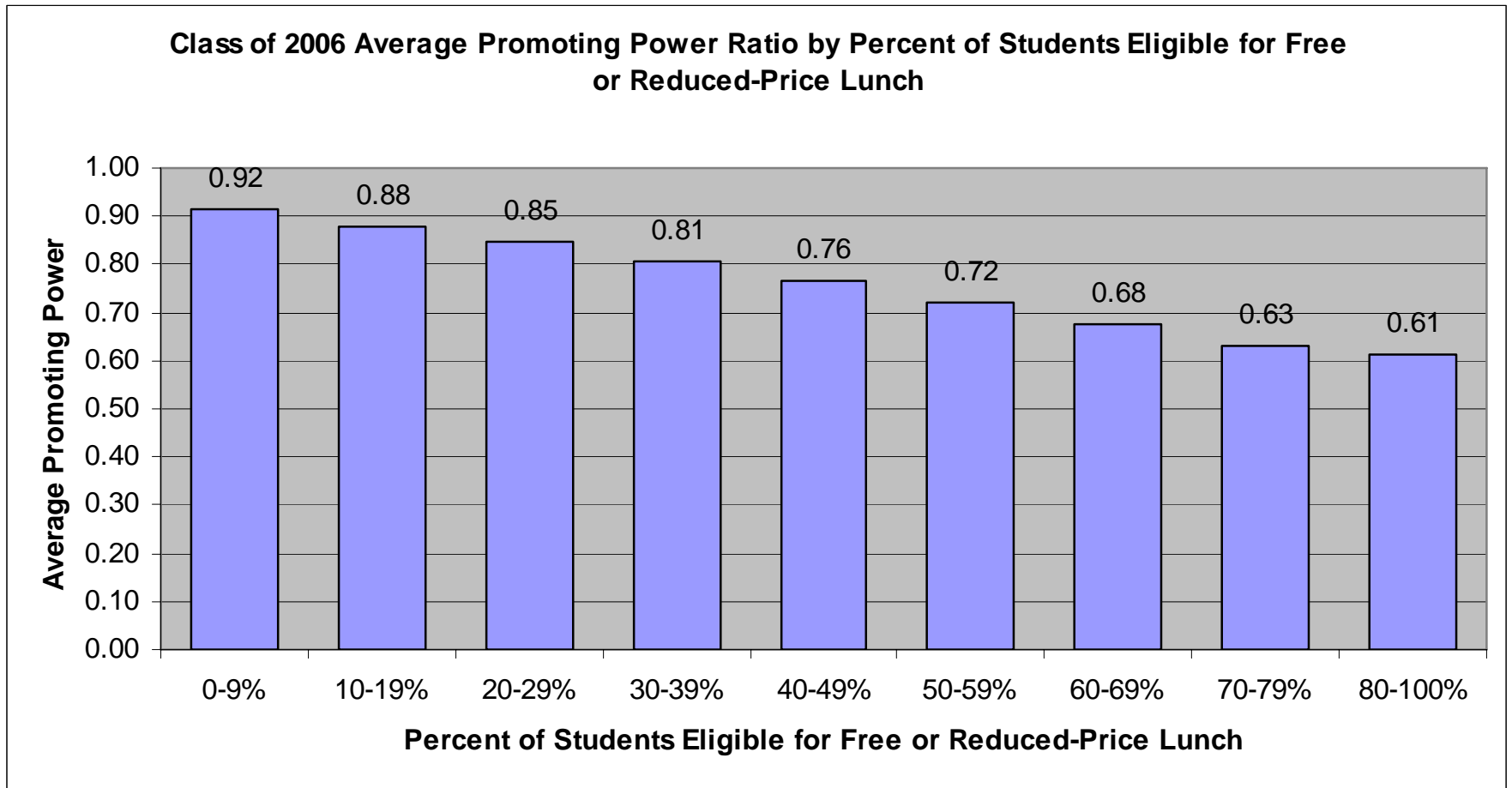
Dropout Factories are the Source of Majority/Minority Graduation Rate Gap

- 18% of all high school students attend dropout factories
- 38% of African American high school students attend dropout factories
- 33% of Latino high school students attend dropout factories
- 8% of white students attend dropout factories

When Students Do Not Attend Dropout Factories There are Not Large Differences in Majority/Minority Promoting Power Rates



Poverty is a Fundamental Driver of Low Graduation Rates

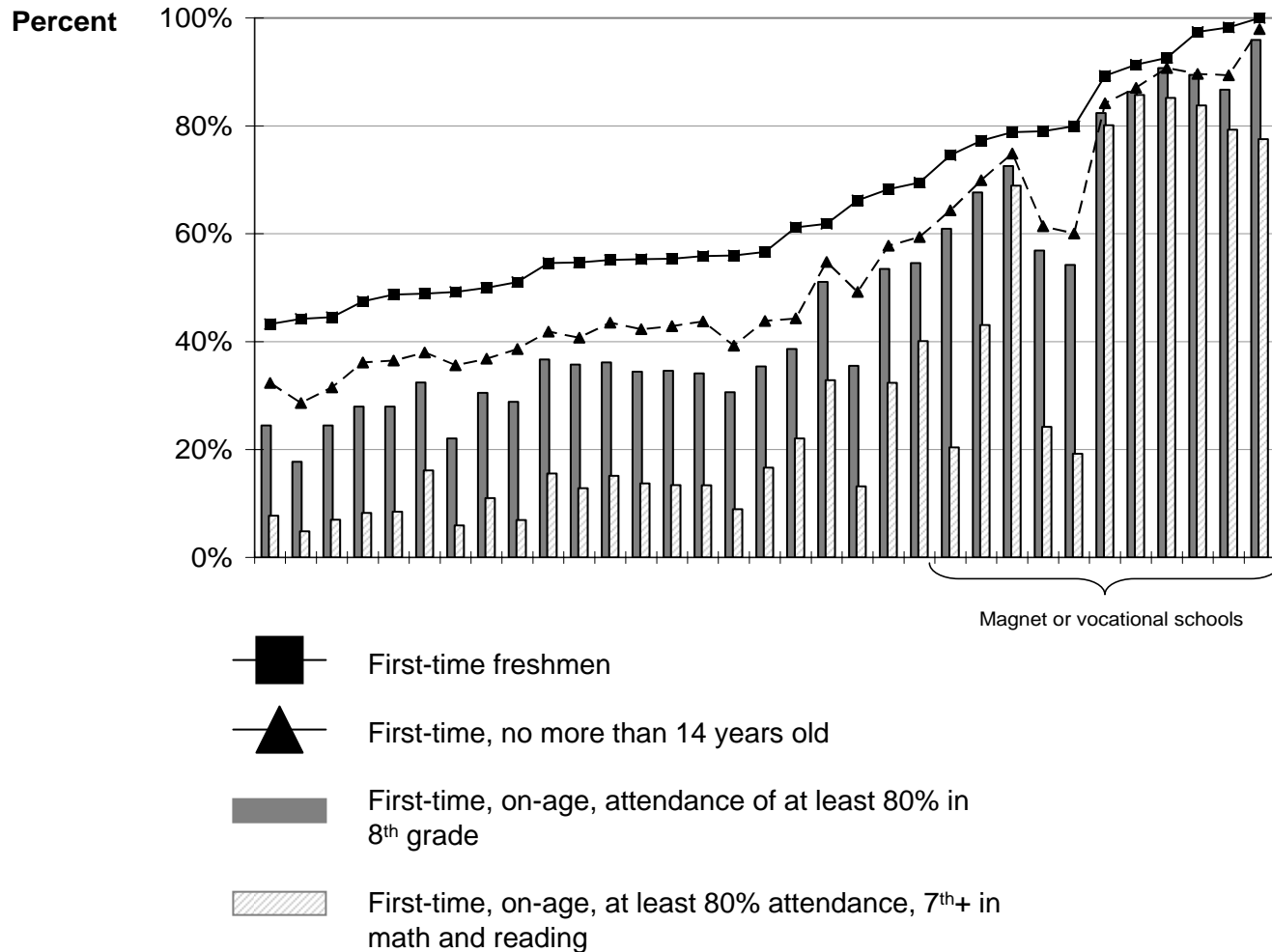


Concentrated Poverty

Concentrated poverty creates high schools in which the needs of students are not matched by the resources and know how necessary to enable all students to graduate prepared for success in college, career, and civic life

Educational Challenge in Low Performing High Schools in a High Poverty Urban School District

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



Transforming the Dropout Factories will Fundamentally Improve the Nation

- It will have profound educational, economic, and social impacts
- It will benefit *Civil Rights* and *Competitiveness, Equal Opportunity* and *Economic Growth*, and shut down the *Engine of the Underclass*

We Can Do This

- We know which high schools need to be transformed or replaced
- We know which students within these high schools will need intensive and sustained supports from the start of high school
- We know how to do this-good models and solid evidence of successful comprehensive high school reforms exist (may be 500 beat-the-odds high schools).
- We understand how students fall of the path to graduation and what it will take to keep them on the path to graduation

This Means

- We can target resources and effective supports to the schools and students who need them
- We can estimate the level of resources schools will need to implement state of the art comprehensive reforms
- We can hold the school's accountable for sustained and successful implementation and increased student achievement and graduation rates
- We can know within two years if low performing high schools are on track to successful transformations, while acknowledging that it will take 4-5 years to see large gains

In Order to Succeed in Transforming the Nation's Low Performing High Schools

We Need to Develop a Federal-State-Local High School Improvement System

- This will require a sustained federal commitment to the development of a high school improvement system that will relentlessly do what it takes to transform or replace the nation's low performing high schools
- It will need to build capacity at each level and create a system of check and balances to insure low performing high schools will get the resources, accountability systems, and technical assistance they will need to implement and sustain effective reforms
- It will need to conduct a systematic program of research, development, new school and new model creation, and dissemination

Lets Get to Work and Make it a Reality

For More Information see
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