School Completion and Education reform

The wave of the future is now!
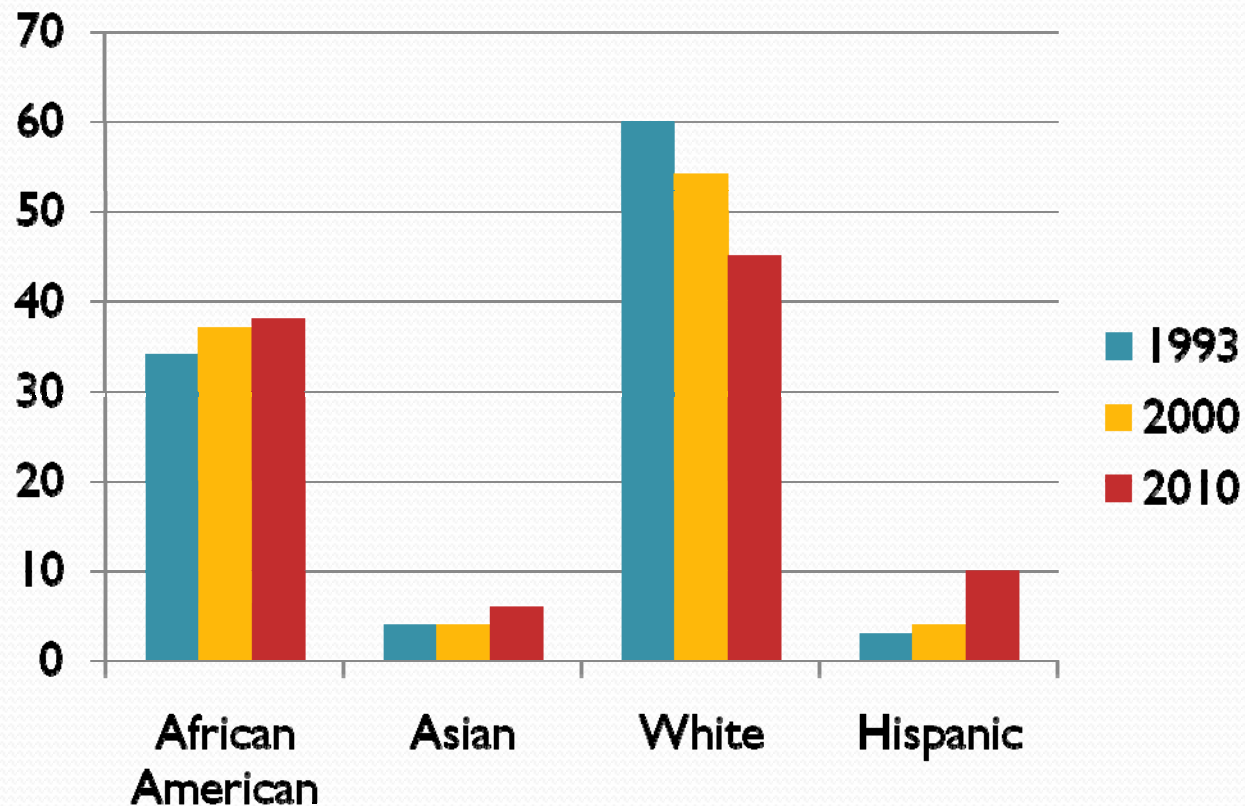
Title I Conference

May 12, 2011

Participant Objectives

- Learn about enrollment in Maryland Public Schools

- Learn about the significant challenges that impact school completion

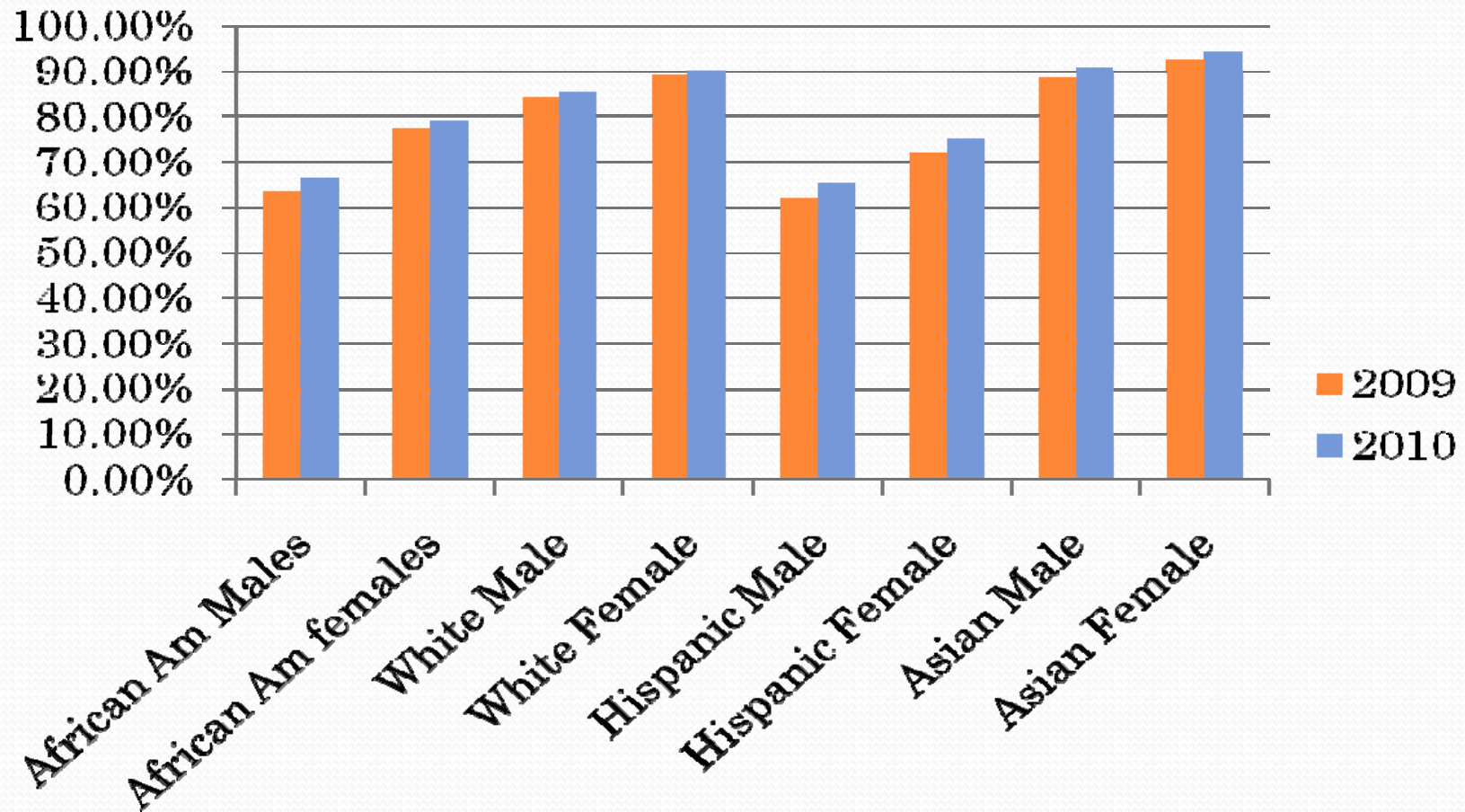- Strategies to enhance school completion

Maryland Enrollment

Who are our students? Maryland Public School Enrollment

4-year Graduation Rates by subgroup and gender

Challenges

Student Challenges
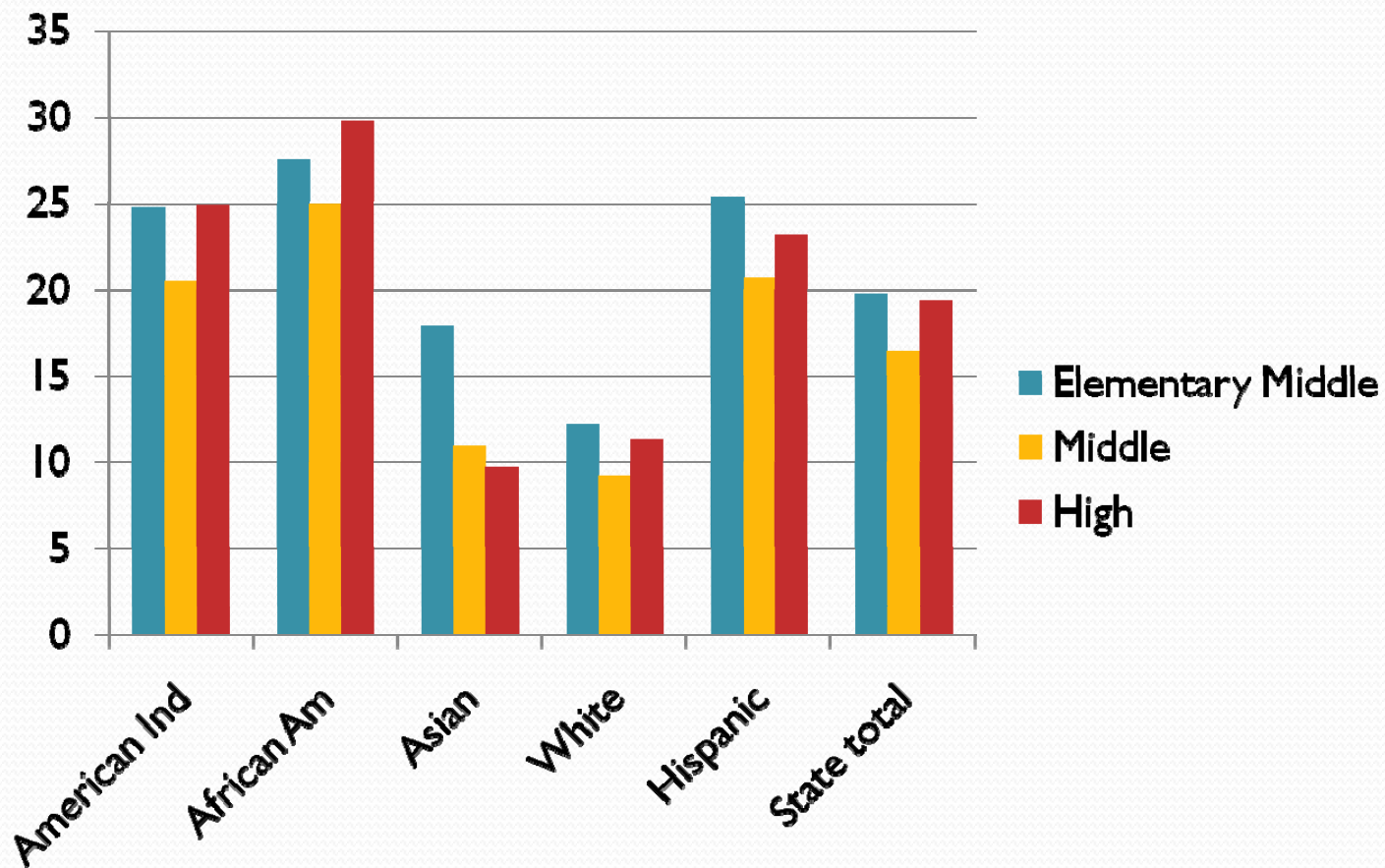
- Poverty

- Mobility

- Relationships/Connections

Poverty

- Twenty percent of students who have lived in poverty do not graduate

- Children who have lived in poverty account for seventy percent of non-graduates

Maryland mobility 2009

What does the Research say

- Rumberger and Larson (1998) found that high school students who make a nonpromotional change are twice as likely not to graduate.

- Xu, Hannaway, and D'Souza (2009) found that nonpromotional moves are associated with lower mathematics performance for African American and Hispanic Students.

Mobility Continued

- A 2004 Maryland State Department of Education Report concluded, "Among non-FARMS students, even a single non-promotional transfer had a negative impact academically and this effect increased with the number of transfers."

- The report states, "These data suggest that some non-promotional transfer students not currently identified as at-risk may in fact be at-risk and could benefit from academic support programs".

What are some of the implications?

Suspensions

What Behaviors are Students Referred For? By Race

Of 32 infractions, only 8 significant differences:

➢ White students referred more for:
- Smoking
- Vandalism
- Leaving w/o permission
- Obscene Language

➢ Black students referred more for:
- Disrespect
- Excessive Noise
- Threat
- Loitering

What Might Be Causing Disciplinary Disproportionality?

- Doesn't appear to be related to AA enrollment
- Perhaps correlated with overuse of suspension and expulsion
- May originate at classroom level
  - No differences at office level (Skiba et al., 2002)
  - "Violations of implicit interactional codes" (Vavrus & Coles, 2002)

What Else Might Be Causing Disciplinary Disparities?

✖ **Classroom Management**
  + "Violations of implicit interactional codes" (Vavrus & Coles, 2002)
  + Interactions of some teachers/some students?

✖ **Cultural Disparities**
  + Cultural misinterpretations
  + Lower or different expectations

✖ **Influence of stereotypes**
  + How are African American boys perceived?
  + Different standards of "boys will be boys"
  + Differential standards for "respect", "loitering", "threat"

Maryland Out of School Suspension Data 2010

- African American students represent 81,450/139,014 or 59% of all out of school suspensions in Maryland.

- 70% of African American suspensions (43%) are categorized in the Disrespect/insubordination/Disruption with Attack/Threat/ Fighting equaling (27%)

Maryland Out of School Suspension Data 2010

- Almost 25,000 African American males last year were suspended for Disrespect/Insubordination/ Classroom disturbance

- Almost 15,500 African American males last year were suspended for Attack/ Threats/ Fighting

Relationships

Customer Service?
America's Promise/Gallup survey 2009

- More than 9 in 10 say they will graduate high school. Those who are close to their parents/guardians, or have a caring adult in their life are more likely to believe they will graduate.

- Seven in ten (70%) said they learned or did something interesting in school yesterday, but only half (52%) said they were treated with respect all day.

Relationships/Connections

- Over fifty percent of Maryland students withdraw because of a lack of interest.

- In 2009, 52.3% of MD High school students feel like their teachers really care

- In 2007, 49.7 of MD High school students felt like their teachers really cared!

Source: Maryland Youth Behavior Risk Survey ,2007- 2009

Systemic Challenges

- Silos

- Responsibility

- Perspective/ Understanding

- Politics

Strategies to Improve school completion

Interpersonal Strategies

- Encourage staff to express care

- Equip staff with skills necessary to provide effective feedback.

- Encourage staff to examine possibly developing relationship plans

Interpersonal Strategies

- Getting the non-traditional leaders on your side

- Making lessons real for them

- Consistent enforcement of rules

Interpersonal Strategies

- Speak and smile consistently

Operational Strategies

- Establish staff norms

- Use staff meetings to develop and shift culture/expectations

- Recognize staff for emphasizing quality relationships.

Operational Strategies

- Create opportunities that facilitate relationships

- Empowerment- develop classroom constitutions, etc..
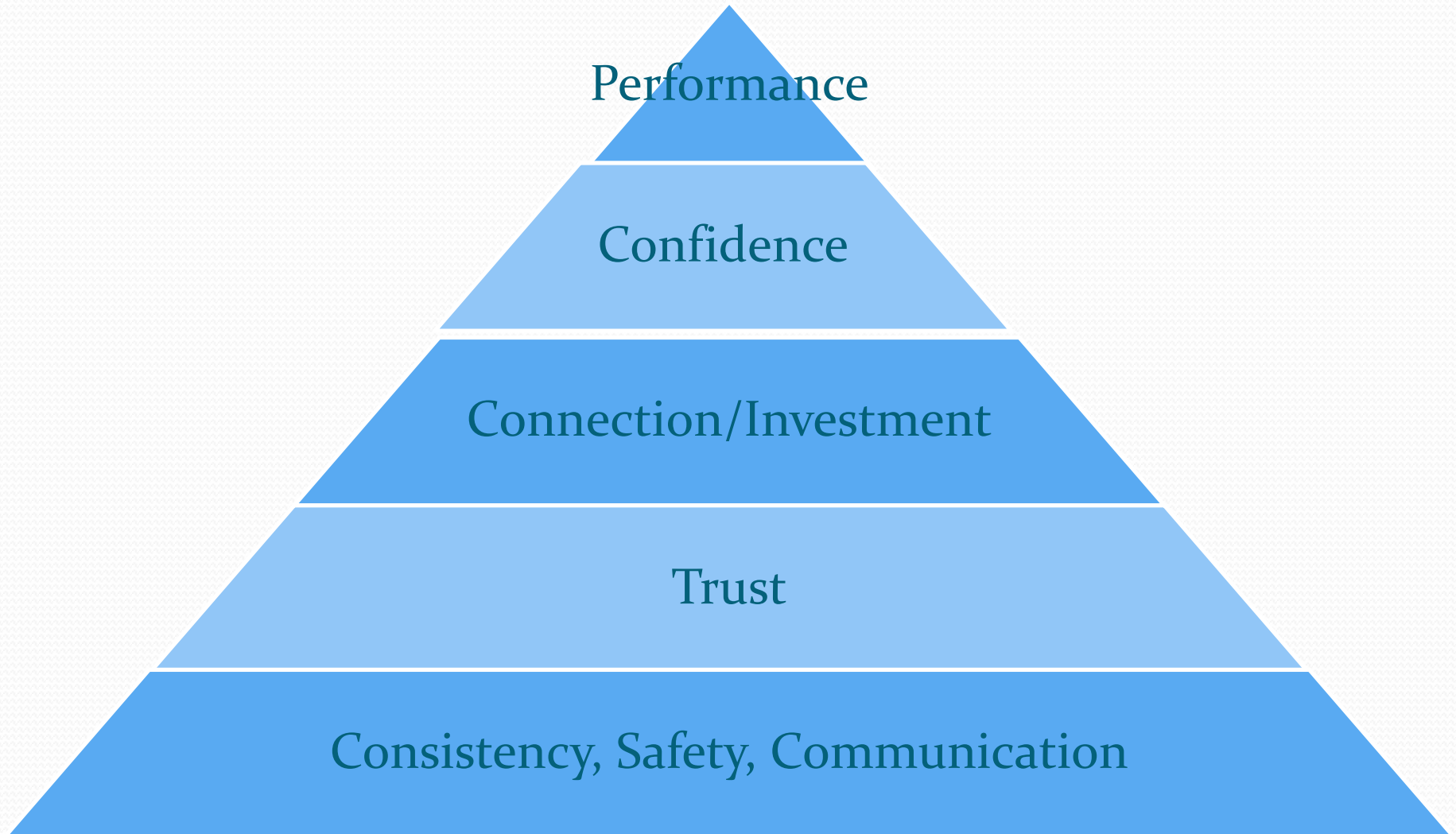
- Establish classroom norms

Operational Strategies

- Stepping outside of the "Green Zone"

- Anonymous suggestion boxes

- Review the data!

Operation Strategies

- Riddles as warm-ups (in class or school-wide w/ incentives)

- Surveys

Developing Healthy and supportive relationships

So what does building that relationship look like

- Consistency

- Safety

- Communication

So what does building that relationship look like

- What does trust look like?

So what does building that relationship look like

- What does connection/investment look like?

So what does building that relationship look like

- What does confidence look like?

So what does building that relationship look like

- What does performance look like?

Thank You

Contact Information

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