

Promise Fulfilled

LOUISIANA'S 80/10 HIGH SCHOOLS

An Analysis of Louisiana High Schools
That Have Achieved and Sustained
High Graduation Rates

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ACKNOWLEDGEMENTS

The research in this report was conducted by the Picard Center for Child Development and Lifelong Learning at the University of Louisiana at Lafayette. The project was supported by Capital One Bank and Entergy Louisiana, LLC. The report is printed courtesy of Moran Printing, Inc. and Unisource.

We are especially grateful to the **Louisiana Association of United Ways** and to **State Farm** for supporting our work on dropout prevention.

September 2011



INTRODUCTION

In October 2008, Education's Next Horizon launched **Louisiana's Promise**, a statewide dropout prevention initiative that assists local school districts in their efforts to achieve a graduation rate of 80% by the 2013-2014 school year. Louisiana's Promise intervenes by engaging community leaders in formulating local solutions to the dropout problem. Another key element of support is research on best practices regarding dropout prevention and our analyses of models that are yielding positive results.

Louisiana has a number of success stories of schools that dramatically raised their graduation rates in a relatively short span of time. School leaders, teachers, state and district leaders, and community organizations across the state have contributed to this progress. The goal of this research project was to capture those success stories, determine the characteristics and commonalities of the schools, and identify strategies that worked best for them in increasing graduation rates.

The research was modeled after a similar effort conducted by the Georgia Partnership for Excellence in Education. Its report, "Commonalities of Georgia's 85/10 High Schools," was released in December 2009.

The current project focused on three criteria for measuring school graduation success:

1. Schools had a cohort graduation rate of at least 80 percent in 2008.
2. The graduation rate increased by at least 10 percentage points over five years, 2005 – 2009.
3. The schools sustained the 80 percent graduation rate and increased the rate by at least 10 percentage points through 2009.

The schools that met the criteria for this research are referred to as 80/10 schools.



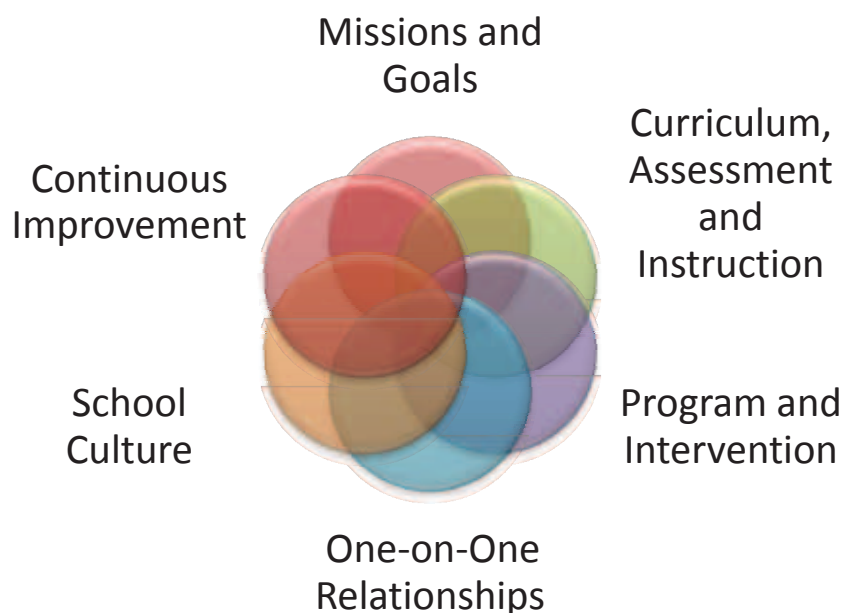
COMMONALITIES OF THE 80/10 SCHOOLS

Several common themes arose from the surveys given to the 80/10 schools. All schools reflected the common value of increasing their graduation rates through a combination of school-, parent-, and community-driven initiatives. Some of these commonalities include:

1. The creation of rigorous coursework, curriculum, and the addition of higher level coursework.
2. An increased utilization of school data to modify curriculum and instruction as well as using benchmarks and assessments.
3. The inclusion of engaging instruction and application of real-world problems into projects.
4. Closer analysis of student work to increase more effective instruction.
5. Remediation for struggling students as well as grade and credit recovery.
6. Instruction for critical grade-level exams, such as the LEAP, GEE, and end-of-course exams.
7. The increase of adult one-on-one relationships within the school community, through the use of mentors, tutors, and extracurricular activities.
8. Strategies to ease the transitions between 8th and 9th grades such as parent conferences, feeder schools, and summer programs.
9. Increased focus on 9th-grade student success using parent meetings, graduation coaches, remediation of deficits, and increased structure.
10. Holding teachers, administrators, graduation coaches, and students accountable for student learning.

The relationships between the commonalities of the 80/10 schools were evident in written responses to the survey questions. Schools utilized multiple aspects within school culture and continuous improvement to enact effective changes within their schools. The diagram below is a visualization of the interlocking relationships of the commonalities.

Relationships of Commonalities Recognized as Central in Increasing Graduation Rates of the 80/10 Schools



School Culture

The 80/10 schools reflected the importance of a school's culture on impacting graduation rates. These schools incorporated students, teachers, parents, and the community to create an environment that supports successful learning and maximal student growth.

Continuous Improvement

The schools have strived for continuous improvement practices. The inclusion of data-driven decision making, ongoing assessment, instructional review, and the use of teaming have been included in these movements.

Missions, Goals, and School Improvement Plans

All of the schools have had the mission of academic success for all students. The schools have developed plans that allow them to implement new plans, missions, and goals via teams and provide an overall guidance framework to the school.

Curriculum, Assessment, and Instruction

All of the 80/10 schools have devoted a large amount of time to curriculum and course development. Student mastery has become essential for maintaining the goals set by these schools. The inclusion of multiple teaching strategies and course types has helped to aid this mission. Courses have become more rigorous, taken on multiple focal points such as career, college, and technical. Advanced placement courses have also been a popular addition to changing schools.

Programs and Interventions

Multiple strategies, both inside and outside the classroom, are being implemented by the 80/10 schools. Tutoring and technology integration were strategies often used by the schools. The use of advisement and student-parent counseling was also frequently implemented to help increase students' success rates. Both grade and credit remediation provided schools the opportunity to assist students who may have previously left.

The 80/10 schools concentrated on the effective transition of students into the 9th grade. The structure of the 9th grade itself was sometimes changed to provide additional structure and support to incoming students. Students were also assisted in the remediation of course material so that they could be successful in high school.

Relationships

The creation of caring environments and successful relationships between students, faculty, staff, and parents was a primary focus of the 80/10 schools. This relationship fostered the successful advancement of students with accurate credit attainment. Schools also employed strong leaders and coaches to foster these relationships with students.

METHODOLOGY OF THE RESEARCH

This study replicates a study conducted by the Georgia Partnership for Excellence in Education (2009). The study used in-depth phone interviews with 17 schools to assess characteristics and commonalities of schools that had achieved 85% graduation rates and sustained 10% growth in their graduation rates over five years. The original survey was developed by stakeholders in Georgia. This group included:

- National Governors Association
- National Dropout Prevention Center
- Numerous Georgia Colleges and Universities
- Communities in Schools
- Local School Systems
- Southern Regional Education Board
- Governor’s Office of Work Force Development
- Others

Several factors related to school effectiveness were explored, including school culture, continuous improvement, school improvement plans, curriculum/assessment/instruction, programs/interventions, relationships, and tools. For the Louisiana study, the Georgia interview protocol was revised for use as a written survey. The surveys were conducted with 36 schools via online surveys.

Based on 2009-2010 data, 36 schools met the criteria and participated in the research by responding to the online survey in the spring of 2011. Thirty-two (32) educators participated in the online response, and two schools submitted written responses.

When the 2009-10 graduation rates were released, the criteria of at least 10 percent graduation rate in 2009 and improvement of at least 10 percentage points over five years (2005 – 2009), were applied to the 80/10 schools to determine if the improvement was sustained.

The 36 schools that met all criteria are:

Midland High School	Zwolle High School	Delcambre High School
Bienville High School	Chalmette High School	Loureauxville High School
Ringgold High School	North Central High School	Fisher Middle/High School
Saline High School	Centerville High School	Grand Isle High School
Westlake High School	Northshore High School	Dubach High School
Caldwell Parish High School	Erath High School	Ruston High School
Johnson Bayou High School	Kaplan High School	Warren Easton Senior High
Sicity Island High School	Evans High School	Edna Karr Secondary School
Haynesville Jr./Sr. High School	Rosepine High School	McDonough #35 Senior High
Logansport High School	Shongaloo High School	Eleanor McMMain Secondary
Pelican All Saints High School	Neville High School	Plainview High School
Basile High School	South Cameron High School	Ebarb High School

The 80/10 Schools

The 2009-10 graduation rates of the 80/10 schools ranged from 80.0 percent to 100.0 percent, and the amount of change, 2005-2009, ranged from 13.39 percent to 533.33 percent. Enrollment in the 80/10 schools ranged from 36 to 1,550 students.

Geographically, the 80/10 schools span 24 parishes. The greatest area of concentration was in Region 7 with 11 schools included in the 80/10 survey. Eight (8) schools were in the Southeast Louisiana area and three (3) schools were in the Southwest Louisiana area, which were severely affected by hurricanes Katrina and Rita in the beginning of the 2005-06 school year. Region 2 and Region 3 had no schools that met the criteria for the survey. Below is a breakdown of the 80/10 high schools by region:

Regions	Number of 80/10 Schools
Region 1 - Jefferson, Orleans, Plaquemines, St. Bernard, St. Tammany	8
Region 2 - Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, Tangipahoa, Washington, West Baton Rouge, West Feliciana	0
Region 3 - Assumption, Lafourche, St. Charles, St. James, St. John, Terrebonne	0
Region 4 - Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, St. Mary, Vermilion	8
Region 5 - Allen, Beauregard, Calcasieu, Cameron, Jefferson Davis	3
Region 6 – Avoyelles, Catahoula, Concordia, Grant, LaSalle, Rapides, Vernon, Winn	4
Region 7 – Bienville, Bossier, Caddo, Claiborne, De Soto, Lincoln, Natchitoches, Red River, Sabine, Webster	11
Region 8 – Caldwell, East Carroll, Franklin Jackson, Madison, Morehouse, Ouachita, Richland, Tensas, Union, West Carroll	2

Limitations of the Research

Graduation rates were the only data used in this study. Data on the schools' graduation rates from 2005 – 2009 was obtained from the Louisiana Department of Education, and this research is dependent on the accuracy of the data. As in the Georgia study, “this study reports the relative importance of conditions, programs, practices, and characteristics as determined by those interviewed.” Adequate Yearly Progress (AYP) status test scores and other factors were not included as commonalities and competitive factors in this survey.

A significant caveat to using graduation rates beginning in the 2005-06 school years is the devastating effects hurricanes Katrina and Rita had on enrollment and graduation rates. This may explain substantial rates of change such as Chalmette High School with 533.33% rate of change from 2005-2009. The schools in the New Orleans area that met the criteria for the 80/10 schools often have much larger rates of change, since their graduation rates and enrollments are so low in the 2005-06 school year. Hurricane-affected schools were omitted from this study for that reason.

CONCLUSION

In conclusion, the 80/10 schools incorporated a variety of practices and methods to improve their graduation rates.

- The integration of accelerated curriculum, continuous improvement practices, community involvement, and the development and fostering of healthy adult-student relationships all helped to ultimately raise the graduation rates of these schools.
- The emphasis, whether career or technical in nature, was focused on students earning credits to advance.
- As in the successful Georgia schools, “students who had not mastered the required standards were provided concentrated, focused, strategic remediation on those standards, and they had opportunities to earn course credit for subjects previously failed.”
- The use of assessment of both students and teachers were used to evaluate student learning and improve teacher curriculum and instructional strategies.
- Schools often tried to provide a smoother and more effective transition to the 9th grade.
- The use of summer programs and increased structure within the 9th grade provided schools with the opportunity to help foster the growth of their students in one of their most critical years.

- Teachers, parents, and administrators worked together to create and use tools, including professional learning, to ensure rigor and effective instruction in each classroom and caring environment.
- Community role models and mentors were often brought in to provide more adult role models for students.

Overall, the most prominently used strategies to improve graduation rates were (1) creation of rigorous coursework and curriculum, (2) the addition of higher level coursework, (3) increased utilization of school data to modify curriculum and instruction, and (4) use of benchmarks and assessments. Additionally, enabling students to remediate courses when struggling and to obtain grade and credit recovery contributed significantly to increased graduation rates in the 80/10 schools.

The 80/10 Schools

Graduation Rates for the Participating Schools

Site Name	Parish	Principal	Cohort Rates 2005-06	Cohort Rates 2009-10	Percent Change
Midland High School	Acadia Parish	J. Clyde Briley	70.6	89.8	27.20%
Bienville High School	Bienville Parish	Billy Rodgers	84.2	100	18.76%
Ringgold High School	Bienville Parish	Eric Carter	68.9	84.6	22.79%
Saline High School	Bienville Parish	Scott Herrington	70.0	95.5	36.43%
Westlake High School	Calcasieu Parish	Lee Crick	76.3	90.2	18.22%
Caldwell Parish High School	Caldwell Parish	Sherry Jones	63.9	81.5	27.54%
Johnson Bayou High School	Cameron Parish	Robert Kimball	66.7	100	49.93%
Sicily Island High School	Catahoula Parish	Marguerita Krause	80.0	100	25.00%
Haynesville Jr./Sr. High School	Claiborne Parish	William Kennedy	64.4	90.4	40.37%
Logansport High School	DeSoto Parish	Lillie P. Giles	73.5	86.8	18.10%
Pelican All Saints High School	DeSoto Parish	Tamekia Smith	77.8	100	28.53%
Basile High School	Evangeline Parish	Georgie Courville	69.2	92.7	33.96%
Delcambre High School	Iberia Parish	Cory Bourque	66.7	88.7	32.98%
Loureauxville High School	Iberia Parish	Karen Bashay	77.8	91.3	17.35%
Fisher Middle/High School	Jefferson Parish	George Hebert, Jr.	67.8	80.0	17.99%
Grand Isle High School	Jefferson Parish	Richard Augustin	71.4	83.3	16.67%
Dubach High School	Lincoln Parish	Judy Mabry	62.5	94.1	50.56%
Ruston High School	Lincoln Parish	Mike Milstead	73.0	83.2	13.97%
Plainview High School	Rapides Parish	Sonia Rasmussen	73.7	87.5	18.72%
Ebarb School	Sabine Parish	Darrin Dyess	72.2	84.2	16.62%
Zwolle High School	Sabine Parish	Chad Crow	68.6	80.3	17.06%
Chalmette High School	St. Bernard Parish	Wayne Warner	12.9	81.7	533.33%
North Central High School	St. Landry Parish	Jerome Robinson	59.4	84.3	41.92%
Centerville High School	St. Mary Parish	Mike Galler, III	65.9	81.6	23.82%
Northshore High School	St. Tammany Parish	Michael Peterson	76.2	86.4	13.39%
Erath High School	Vermilion Parish	Francis Touchet	75.6	95.5	26.32%
Kaplan High School	Vermilion Parish	Laura LeBeouf	63.9	90.1	41.00%
Evans High School	Vernon Parish	Mike Kay	77.4	90.5	16.93%
Rosepine High School	Vernon Parish	Steve Thomas	69.0	81.5	18.12%

The 80/10 Schools

Graduation Rates for the Participating Schools Continued

Site Name	Parish	Principal	Cohort Rates 2005-06	Cohort Rates 2009-10	Percent Change
Shongaloo High School	Webster Parish	Cyndi Hair	60.0	91.3	52.17%
Neville High School	City of Monroe (Ouachita)	Brent Vidrine	73.2	87.8	19.95%
South Cameron High School	Cameron Parish	Zeke Wainwright	50.0	85.0	70.00%
Warren Easton Senior High	Orleans Parish	Alexina Medley	33.3	95.9	187.9%
Edna Karr Secondary School	Orleans Parish	John Hiser	50.0	91.0	82.00%
McDonough #35 Senior High	Orleans Parish	Delores Winfield	50.0	93.0	86.00%
Eleanor McMain Secondary	Orleans Parish	Bridgette Frick	50.0	90.7	81.40%

Enrollment by Race, 2008-09

Site Name	White	Black	Hispanic	American Indian	Asian/ Pacific Islander
Midland High School	95.45%	3.50%	1.05%	0.00%	0.00%
Bienville High School	17.81%	82.19%	0.00%	0.00%	0.00%
Ringgold High School	40.37%	59.63%	0.00%	0.00%	0.00%
Saline High School	78.66%	21.34%	0.00%	0.00%	0.00%
Westlake High School	80.54%	16.74%	1.88%	0.21%	0.63%
Caldwell Parish High School	81.65%	17.69%	0.66%	0.00%	0.00%
Johnson Bayou High School	95.24%	0.00%	0.00%	4.76%	0.00%
Sicily Island High School	55.88%	42.65%	1.47%	0.00%	0.00%
Haynesville Jr./Sr. High School	30.66%	69.05%	0.00%	0.00%	0.29%
Logansport High School	53.92%	40.96%	4.10%	1.02%	0.00%
Pelican All Saints High School	25.71%	74.29%	0.00%	0.00%	0.00%
Basile High School	82.40%	15.31%	1.53%	0.00%	0.77%
Delcambre High School	89.08%	8.95%	0.87%	0.87%	0.22%
Loureauxville High School	72.75%	27.25%	0.00%	0.00%	0.00%
Fisher Middle/High School	88.91%	2.40%	1.29%	6.84%	0.55%
Grand Isle High School	72.14%	1.43%	1.43%	25.00%	0.00%
Dubach High School	51.19%	44.64%	4.17%	0.00%	0.00%
Ruston High School	50.77%	46.16%	1.44%	0.10%	1.54%
Plainview High School	85.17%	0.34%	0.69%	12.76%	1.03%
Ebarb School (PK-12)	16.76%	0.29%	0.59%	82.35%	0.00%
Zwolle High School	21.91%	32.41%	0.93%	44.75%	0.00%
Chalmette High School	75.39%	16.04%	4.74%	1.41%	2.41%
North Central High School	18.50%	80.50%	0.50%	0.00%	0.50%
Centerville High School	60.41%	36.14%	0.86%	2.41%	0.17%
Northshore High School	79.07%	15.06%	2.68%	0.19%	3.00%
Erath High School	90.52%	6.81%	1.60%	0.00%	1.07%
Kaplan High School	84.62%	13.68%	0.43%	0.00%	1.28%
Evans High School	95.69%	0.00%	1.72%	2.59%	0.00%
Rosepine High School	89.15%	5.43%	2.71%	1.55%	1.16%

Enrollment by Race, 2008-09 continued

Site Name	White	Black	Hispanic	American Indian	Asian/ Pacific Islander
Shongaloo High School	91.43%	7.30%	0.00%	0.00%	1.27%
Neville High School	39.88%	57.04%	0.83%	0.00%	2.25%
South Cameron High School	90.43%	6.48%	2.78%	0.00%	0.31%
Warren Easton Senior High	0.12%	96.06%	3.24%	0.00%	0.58%
Edna Karr Secondary School	2.29%	92.76%	1.81%	0.12%	3.02%
McDonough #35 Senior High	0.21%	99.28%	0.21%	0.00%	0.31%
Eleanor McMain Secondary	0.14%	83.00%	1.30%	0.00%	15.56%
Average	58.47%	33.97%	1.32%	5.19%	1.05%

80/10 School LEP, Enrollment, and Disability Counts, 2005-06 and 2008-09

Site Name	LEP 2005-06	LEP 2008-09	Enrollment 2005-06	Enrollment 2008-09	Disabilities 2005-06	Disabilities 2008-09
Midland High School	n/a	0.00%	276	286	56	30
Bienville High School	n/a	0.00%	140	73	19	20
Ringgold High School	n/a	0.00%	253	218	46	29
Saline High School	n/a	0.00%	298	314	27	25
Westlake High School	n/a	0.21%	522	478	55	33
Caldwell Parish High School	n/a	0.00%	578	605	45	51
Johnson Bayou High School	n/a	0.00%	132	84	26	9
Sicily Island High School	n/a	0.00%	75	68	~	2
Haynesville Jr.Sr. High School	n/a	0.00%	401	349	49	45
Logansport High School	4.23%	3.07%	331	293	65	36
Pelican All Saints High School	n/a	0.00%	185	175	39	17
Basile High School	n/a	0.51%	400	392	n/a	80
Delcambre High School	n/a	0.22%	459	458	81	38
Loureauxville High School	n/a	0.00%	430	444	40	40
Fisher Middle/High School	n/a	0.55%	541	541	n/a	57
Grand Isle High School	n/a	0.00%	149	140	n/a	19
Dubach High School	n/a	1.19%	137	168	22	13
Ruston High School	n/a	0.38%	1187	1,042	127	80
Plainview High School	n/a	0.00%	271	290	49	43
Ebarb School (PK-12)	n/a	0.59%	358	340	56	37
Zwolle High School	n/a	0.31%	457	324	43	55
Chalmette High School	n/a	0.91%	n/a	1,203	n/a	68
North Central High School	n/a	0.00%	230	200	20	11
Centerville High School	n/a	0.00%	625	581	71	68
Northshore High School	n/a	0.83%	1413	1,567	n/a	138
Erath High School	n/a	1.20%	486	749	41	33
Kaplan High School	n/a	0.64%	524	468	69	48
Evans High School	n/a	0.00%	337	348	45	53

80/10 School LEP, Enrollment, and Disability Counts, 2005-06 and 2008-09 Continued

Site Name	LEP 2005-06	LEP 2008-09	Enrollment 2005-06	Enrollment 2008-09	Disabilities 2005-06	Disabilities 2008-09
Rosepine High School	n/a	0.19%	448	516	57	65
Shongaloo High School	n/a	0.00%	308	315	42	33
Neville High School	n/a	0.95%	873	845	85	58
South Cameron High School	n/a	1.54%	n/a	324	n/a	16
Warren Easton Senior High	n/a	2.08%	n/a	864	n/a	30
Edna Karr Secondary School	n/a	2.29%	n/a	829	n/a	28
McDonough #35 Senior High	n/a	0.41%	n/a	973	n/a	57
Eleanor McMain Secondary	6.64%	11.67%	888	694	n/a	26

Louisiana's population is rapidly changing and growing. Many recent arrivals are new Americans who will face linguistic and cultural barriers as they work to become self-sufficient. People with Limited English Proficiency (LEP) are persons who are unable to communicate effectively in English because their primary language is not English, and they have not developed fluency in the English language. A person with Limited English Proficiency may have difficulty speaking or reading English.

80/10 Poverty Status, 2005-06 and 2008-09

Site Name	Free/Reduced Lunch		
	2005-06 Free/Reduced	2008-09 Free	2008-09 Reduced
Midland High School	46.42%	29.02%	9.09%
Bienville High School	80.31%	83.56%	10.96%
Ringgold High School	57.45%	68.35%	7.34%
Saline High School	40.58%	29.62%	10.19%
Westlake High School	32.08%	28.66%	4.39%
Caldwell Parish High School	36.48%	46.94%	10.25%
Johnson Bayou High School	39.18%	94.05%	0.00%
Sicily Island High School	69.86%	55.88%	8.82%
Haynesville Jr./Sr. High School	59.15%	65.62%	6.59%
Logansport High School	53.62%	47.78%	9.90%
Pelican All Saints High School	87.98%	77.14%	10.86%
Basile High School		50.51%	16.58%
Delcambre High School	43.27%	32.97%	6.55%
Loureauxville High School	40.14%	36.71%	8.33%
Fisher Middle/High School	44.71%	43.07%	11.09%
Grand Isle High School	71.31%	62.14%	18.57%
Dubach High School	65.84%	61.90%	6.55%
Ruston High School	32.87%	36.08%	4.13%
Plainview High School	69.68%	57.59%	13.45%
Ebarb School (PK-12)	71.51%	74.71%	3.53%
Zwolle High School	67.04%	63.58%	14.51%
Chalmette High School	37.47%	45.14%	10.89%
North Central High School	82.05%	71.50%	11.00%
Centerville High School	69.74%	66.61%	11.36%
Northshore High School	16.48%	16.59%	6.19%
Erath High School	23.03%	49.40%	10.28%
Kaplan High School	36.13%	39.10%	7.91%
Evans High School	64.66%	43.97%	8.91%
Rosepine High School	46.42%	36.43%	10.66%

80/10 Poverty Status, 2005-06 and 2008-09 Continued

Site Name	Free/Reduced Lunch	
	2005-06 Free/Reduced	2008-09 Free Reduced
Shongaloo High School	39.87%	31.75% 12.38%
Neville High School	39.08%	37.40% 3.08%
South Cameron High School	40.86%	69.75% 4.94%
Warren Easton Senior High	34.00%	77.08% 4.98%
Edna Karr Secondary School	41.89%	64.05% 10.25%
McDonough #35 Senior High	40.97%	70.71% 2.47%
Eleanor McMain Secondary	37.86%	73.05% 4.76%
Average	39.20%	53.85% 8.66%

LEP Counts for 2005-06 retrieved from School Accountability Reports, Louisiana Dept of Education

http://www.louisianaschools.net/data/school_accountability_reports.aspx

Disability and Enrollment for 2005-06 retrieved from District Composite Reports, Louisiana Dept of Education

http://www.louisianaschools.net/offices/infomanagement/district_composite_reports.aspx

Due to the 2005 Hurricanes, data from 2005-2006 were collected as snapshots from several dates throughout the 2005-06 school year. Counts may vary depending on when the snapshot was taken.

2008-09 Data retrieved from Public School Enrollment Data, Louisiana Dept of Education

http://www.louisianaschools.net/offices/infomanagement/student_enrollment_data.html

2008-09 Disability counts retrieved from Principal Report Cards, Louisiana Dept of Education

http://www.louisianaschools.net/data/school_accountability_reports_0809.aspx

THE MOST IMPORTANT STRATEGIES SCHOOLS USED TO INCREASE THE GRADUATION RATE

Taking the lead from the Georgia report, questions were organized into multiple categories. Questions were formatted in multiple choice and short-answer formats, as opposed to the long-form interview questions used in the model report. The survey questions are provided in Appendix C.

The questions were organized in the following categories:

- Curriculum, Assessment and Instruction
- Programs and Interventions
- Continuous Improvement
- Student, Family and Community Involvement, and Support
- Professional Learning
- Leadership
- School Culture
- Policies and Procedures
- General Questions

The schools' responses are organized in the above categories and summarized in the pages that follow.

Introductory Question:

Congratulations! Preliminary data suggest that your graduation rate has increased at least 10% since the 2005-06 school year. Overall, regardless of category, **what** are the five most important strategies your school used over these years to accomplish this?

Some of the recurring themes in this question were:

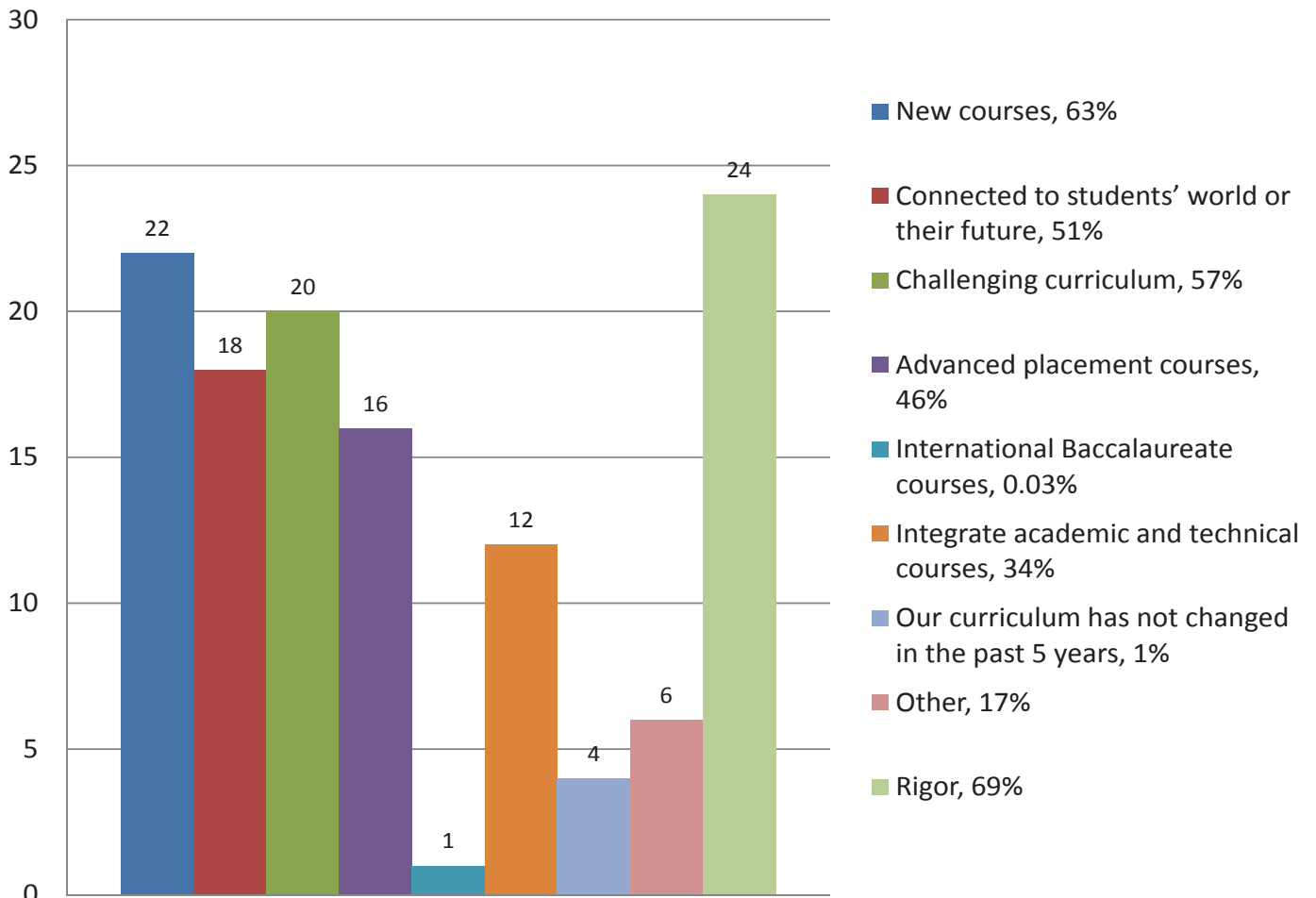
- Credit recovery
- Grade recovery
- Parent communication
- Open-door policy
- Transition from middle school
- Counseling
- ACT prep and waivers
- Student and Faculty relationships
- Student monitoring
- Data analysis
- After-school programs/tutoring
- Rigor and relevance
- Differentiated instruction

“Every child in Louisiana is required by state law to attend public or private school from the child’s 7th birthday until their 18th birthday, unless the child graduates prior to their 18th birthday.”

(Louisiana R.S. 17:221)

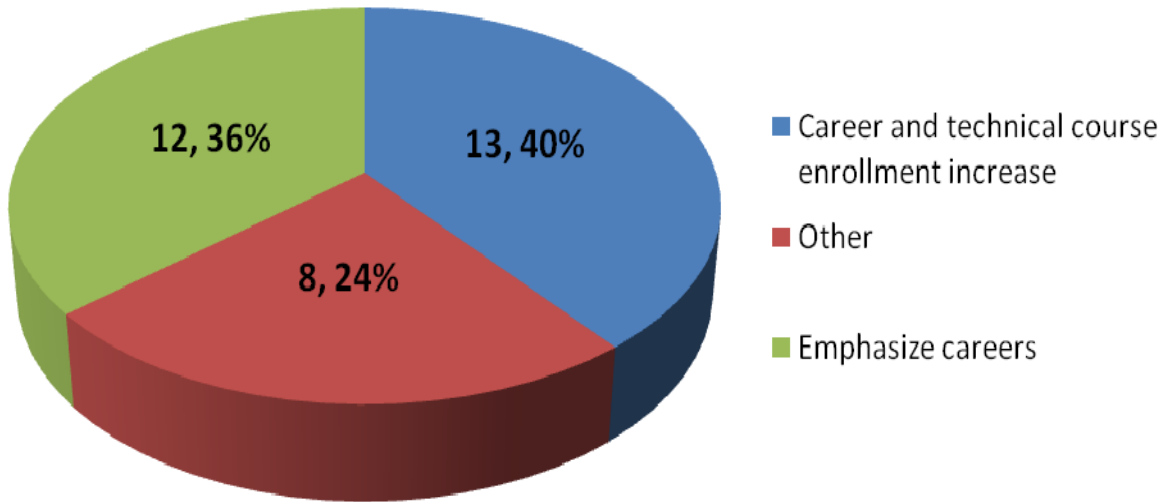
Section 1 CURRICULUM, ASSESSMENT, AND INSTRUCTION

How has your curriculum changed over the past five years?



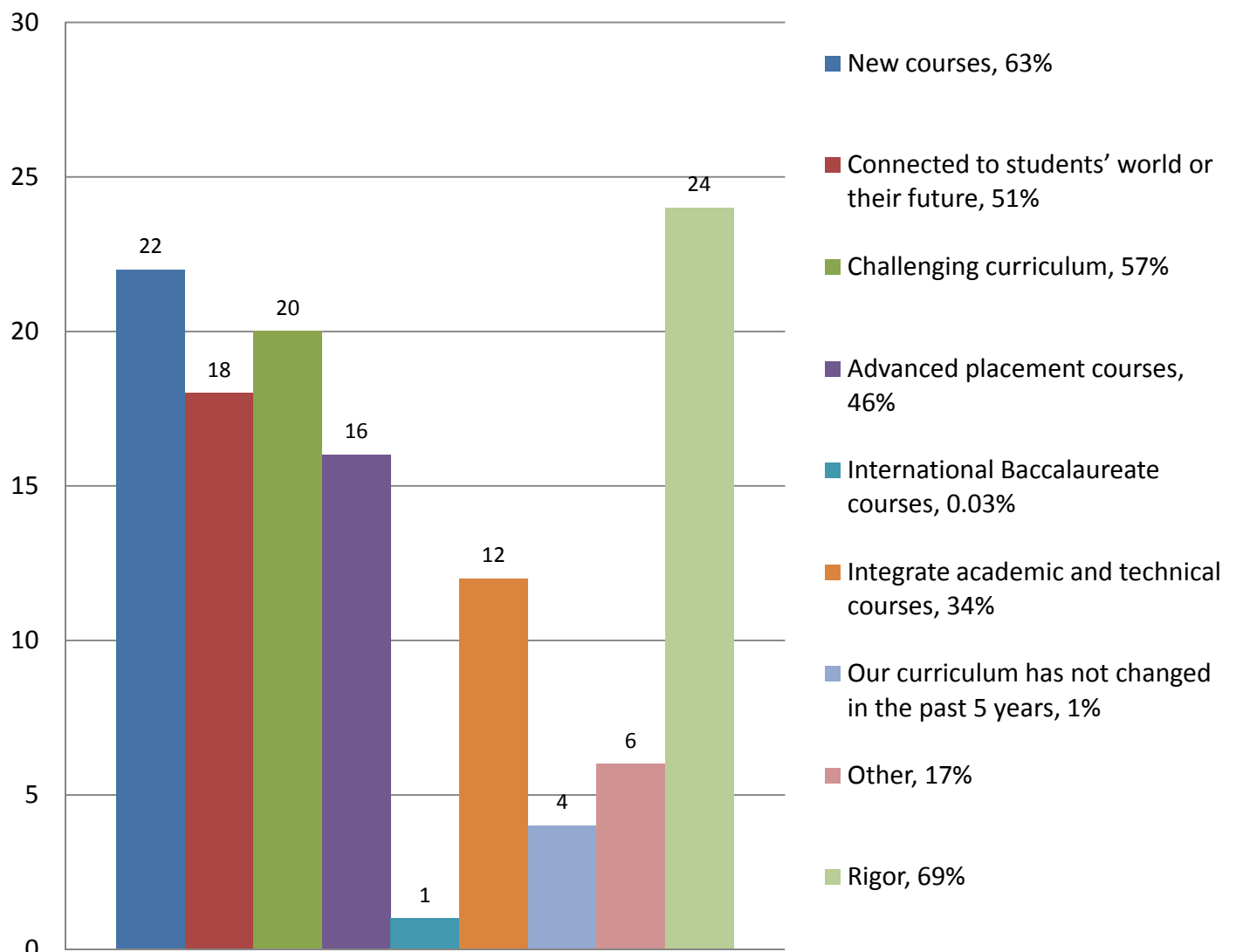
- 35 total respondents
- 30 respondents selected more than one strategy
- Rigor, New Courses, and Challenging curriculum most commonly occurring together
- Use of data most popular answer, even when only answer chosen

What is the career and technical focus of your school?



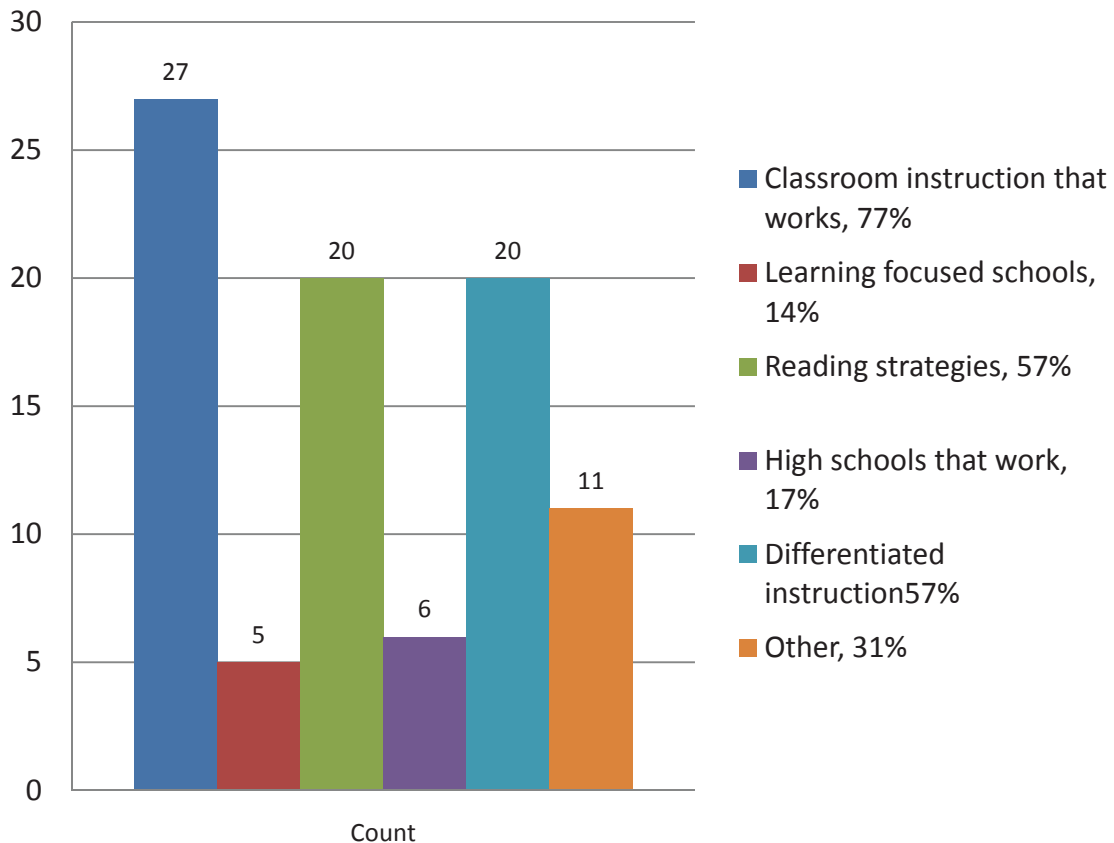
- 33 total respondents
- According to the Louisiana Dept of Education website, more than 90 percent of Louisiana students who complete at least three CTE credits earn a high school diploma
- There are more than 150 different CTE courses offered by Louisiana public schools.

Which of the following strategies have had the greatest impact on increasing the graduation rate? (choose all that apply)



- 35 total respondents
- 25 respondents selected more than one strategy
- Rigor, New Courses, and Challenging curriculum most commonly occurring together
- Use of data most popular answer, even when only answer chosen

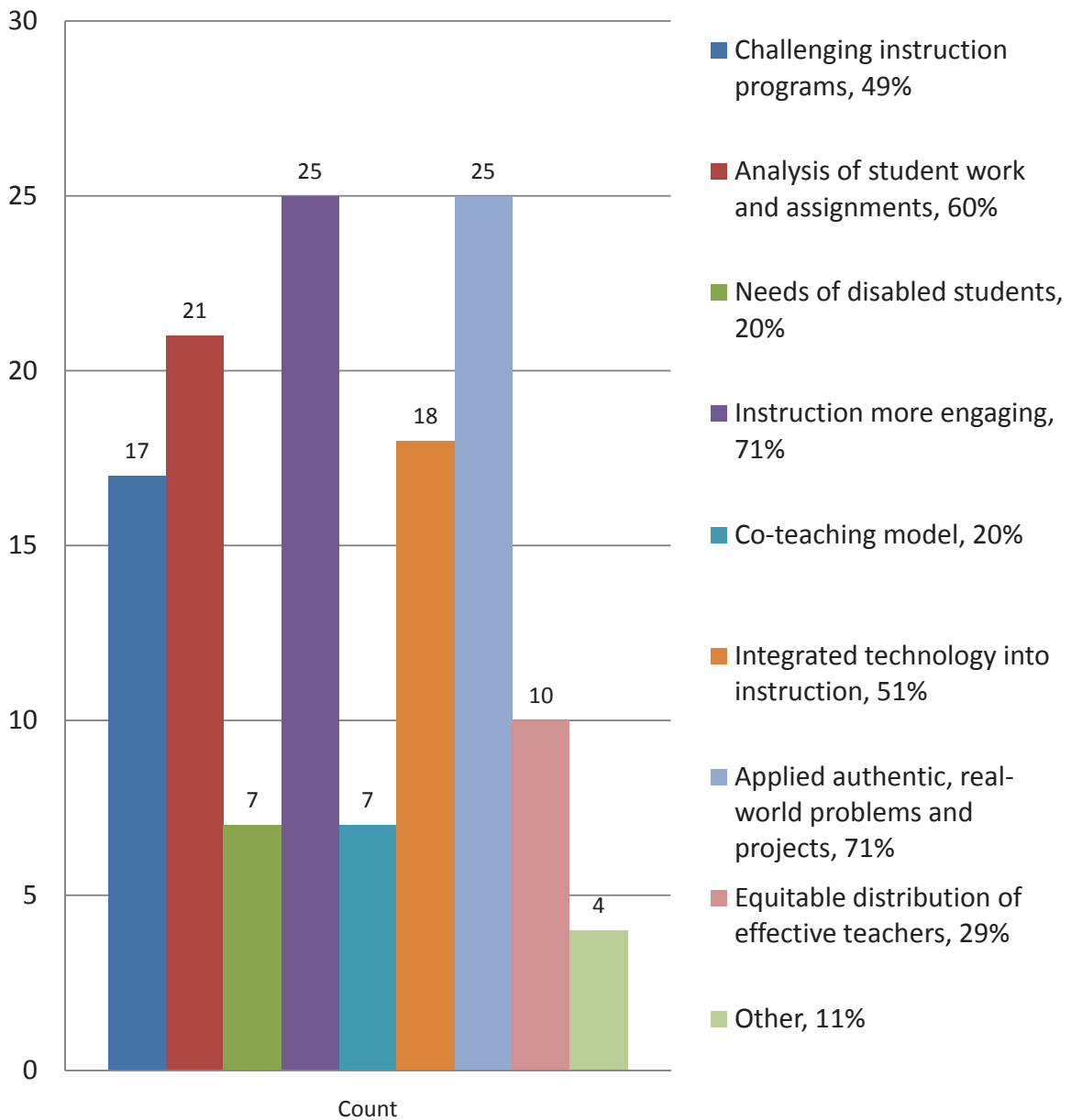
Which of the following instructional practices have had the greatest impact on increasing the graduation rate? (choose all that apply)



“The most important practice is to have caring, meaningful mentoring relationships between teachers and students.”

- 35 total respondents, 29 respondents with multiple responses
- Classroom instruction that works commonly chosen along with reading strategies and differentiated instruction
- The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners

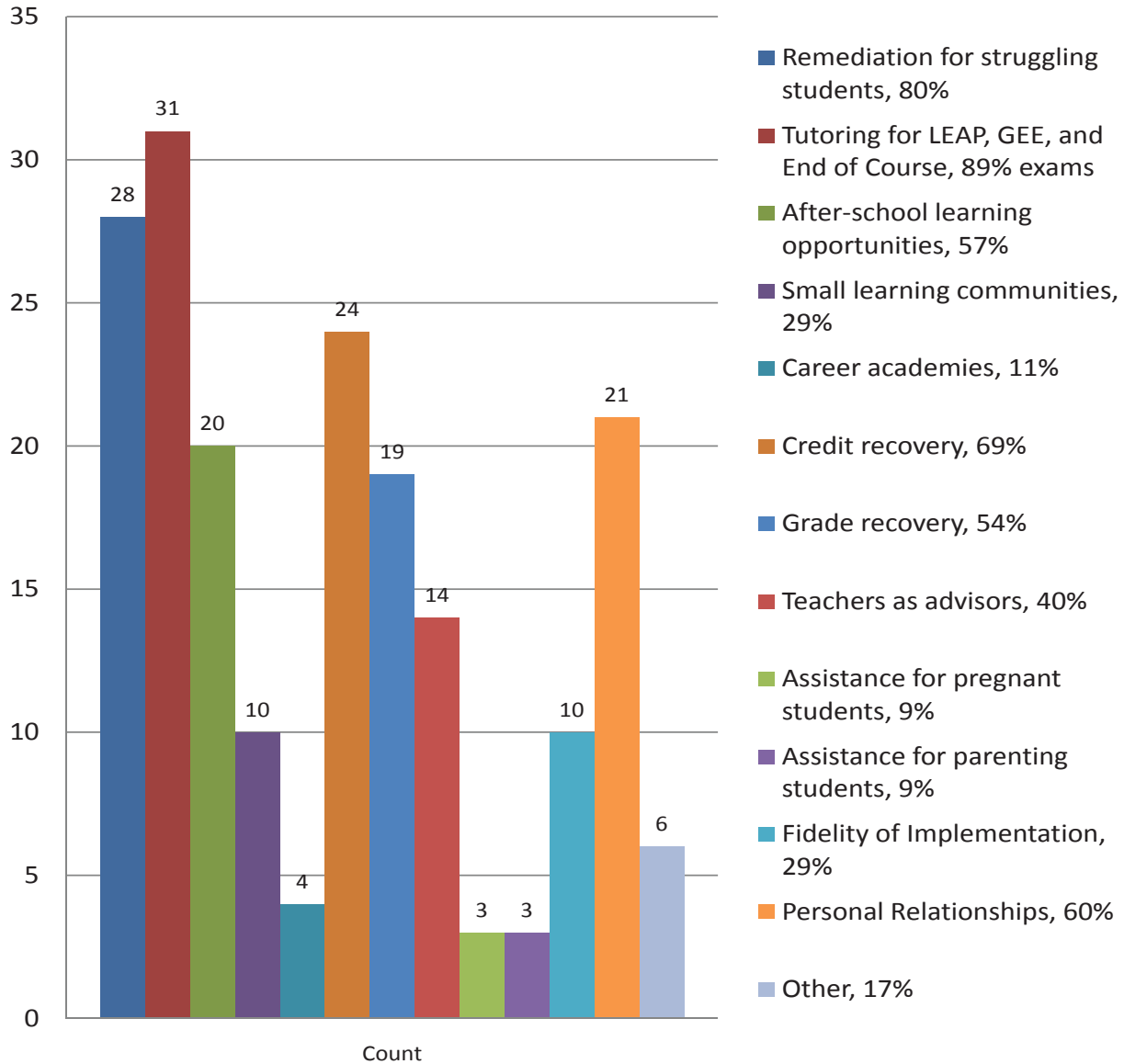
What additional strategies do you think would help improve the graduation rate? (choose all that apply)



- 35 total respondents, 31 respondents with multiple responses
- Focusing on students with disabilities and co-teaching were not popular strategies for improving graduation rates

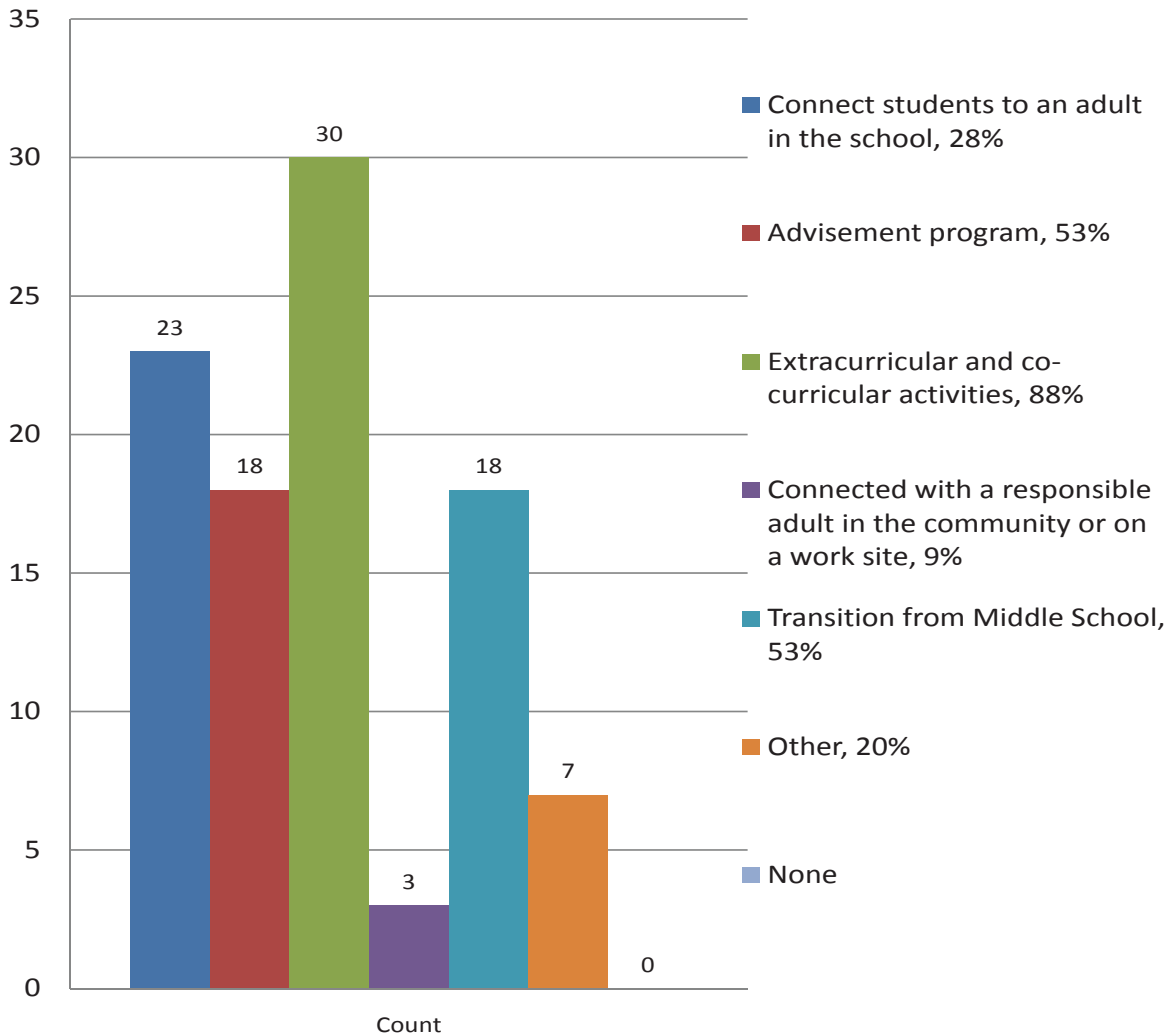
Section 2 PROGRAMS AND INTERVENTIONS

What are the most successful programs or interventions you used to increase the graduation rate? (choose all that apply)



- 35 total respondents, 33 respondents with multiple responses
- No schools noted assistance for pregnant and parenting students as a successful program to increase graduation rates

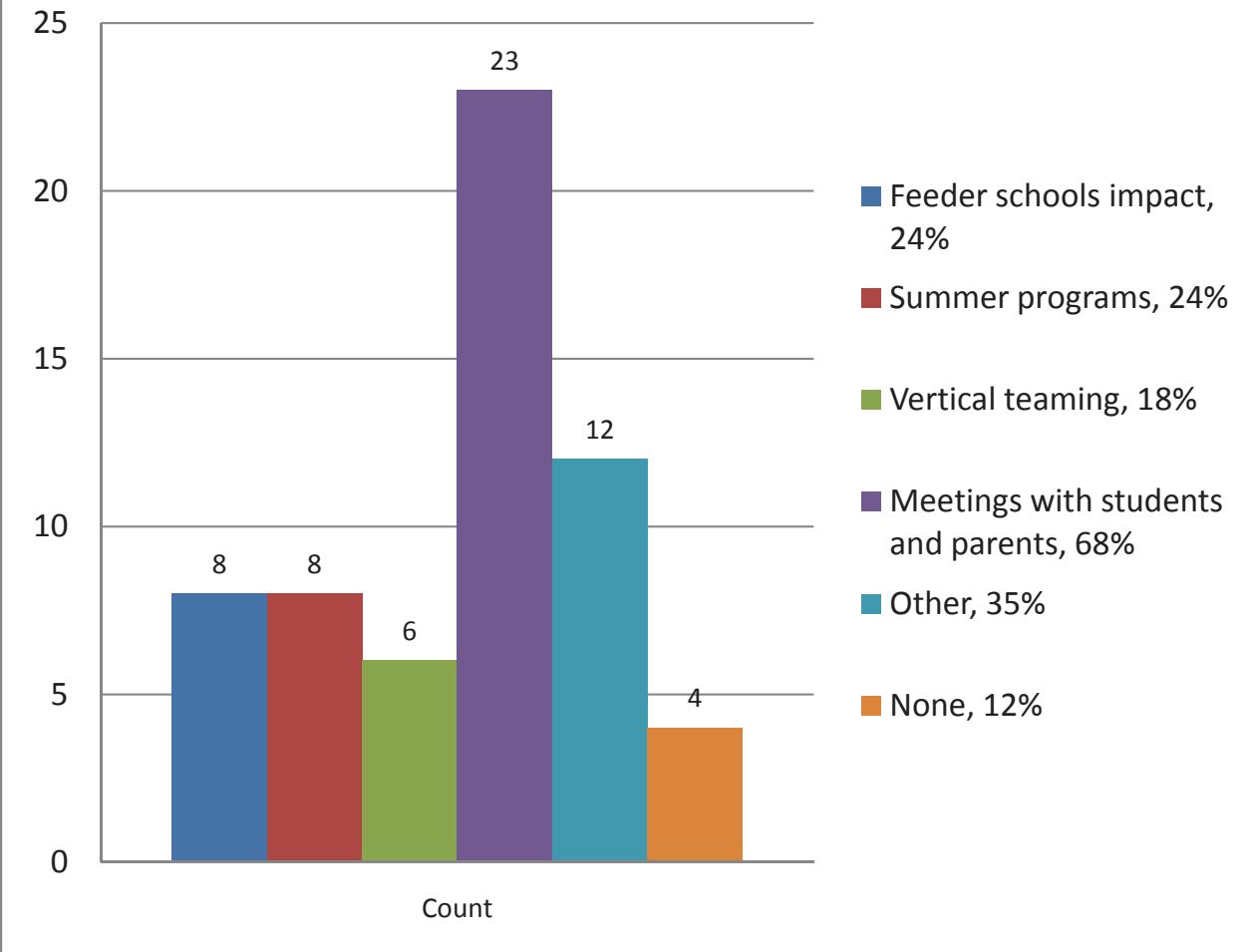
What strategies have you used to engage students in a one-on-one relationship with an adult in the school? (choose all that apply)



“We have a family advocacy program, where students are assigned to an adult mentor and meet with them weekly.”

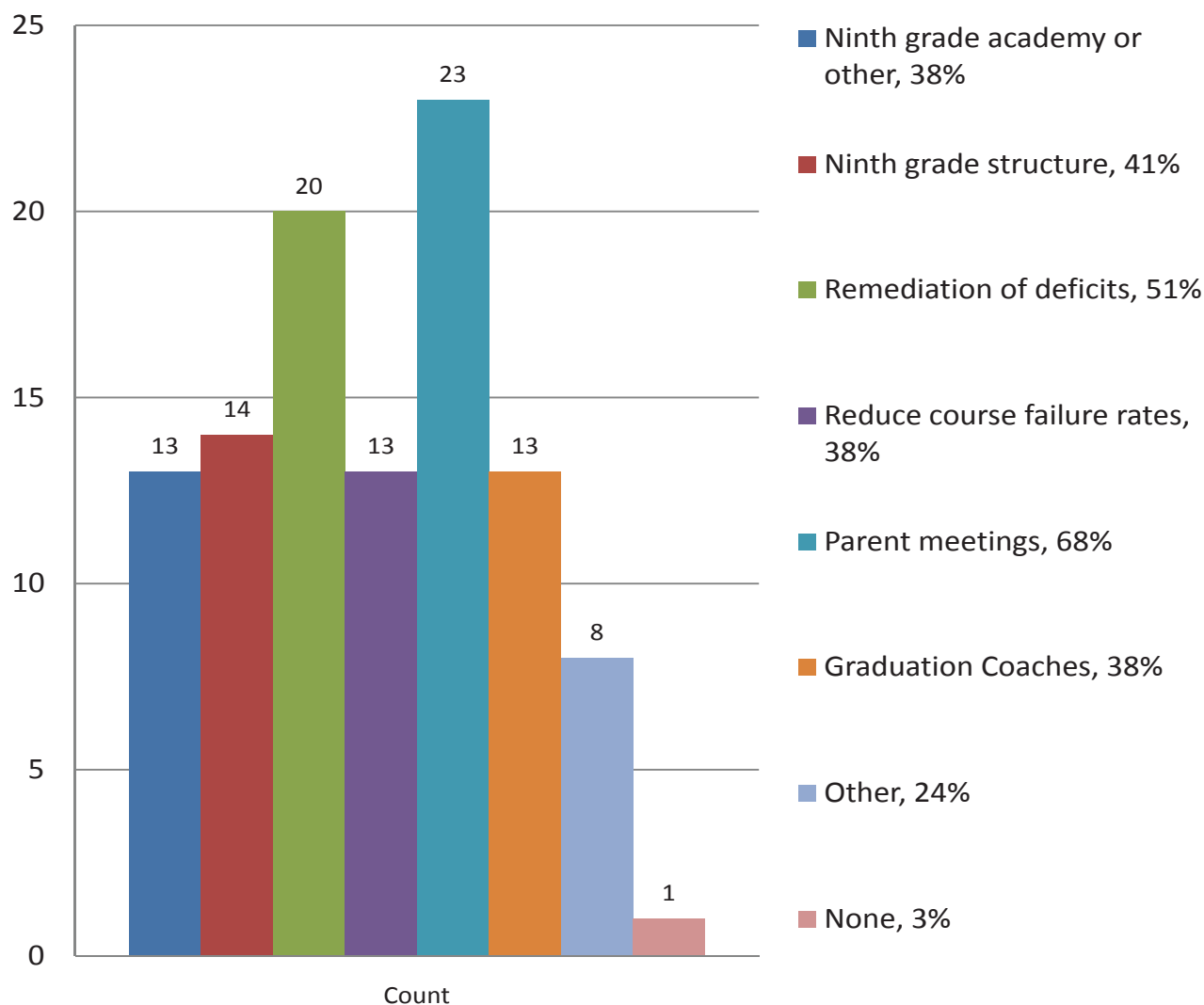
- 34 total respondents, 33 respondents with multiple responses
- Nearly all respondents chose Extracurricular and co-curricular activities as a way to engage students with an adult at school

What strategies did you use to ease the transition from eighth grade to ninth grade? (choose all that apply)



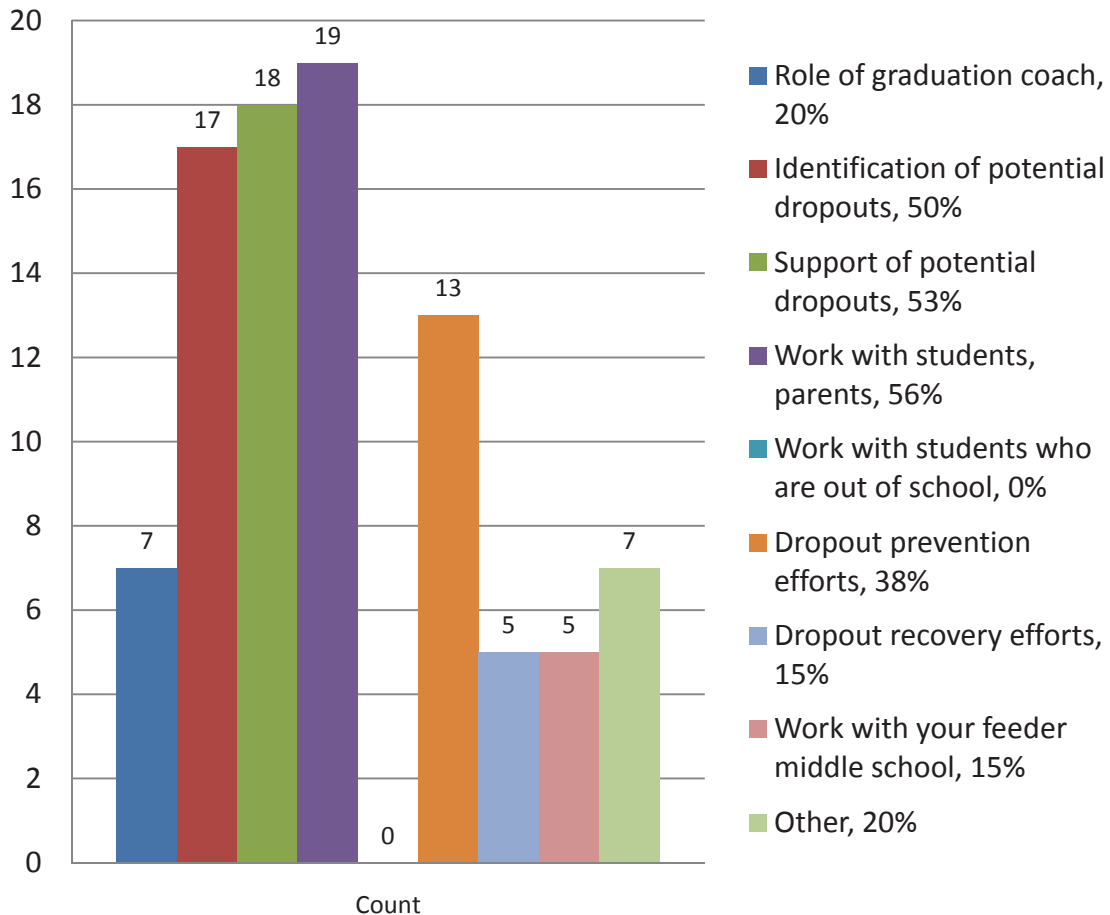
- 34 total respondents
- 19 respondents with multiple responses
- 4 schools indicated that they did nothing to ease the transition between 8th and 9th grade

What strategies have you used to make ninth grade successful for students? (choose all that apply)



- 34 total respondents
- 30 respondents with multiple responses
- Most schools used multiple strategies to make students successful in the 9th grade including remediation, academies, and parent involvement

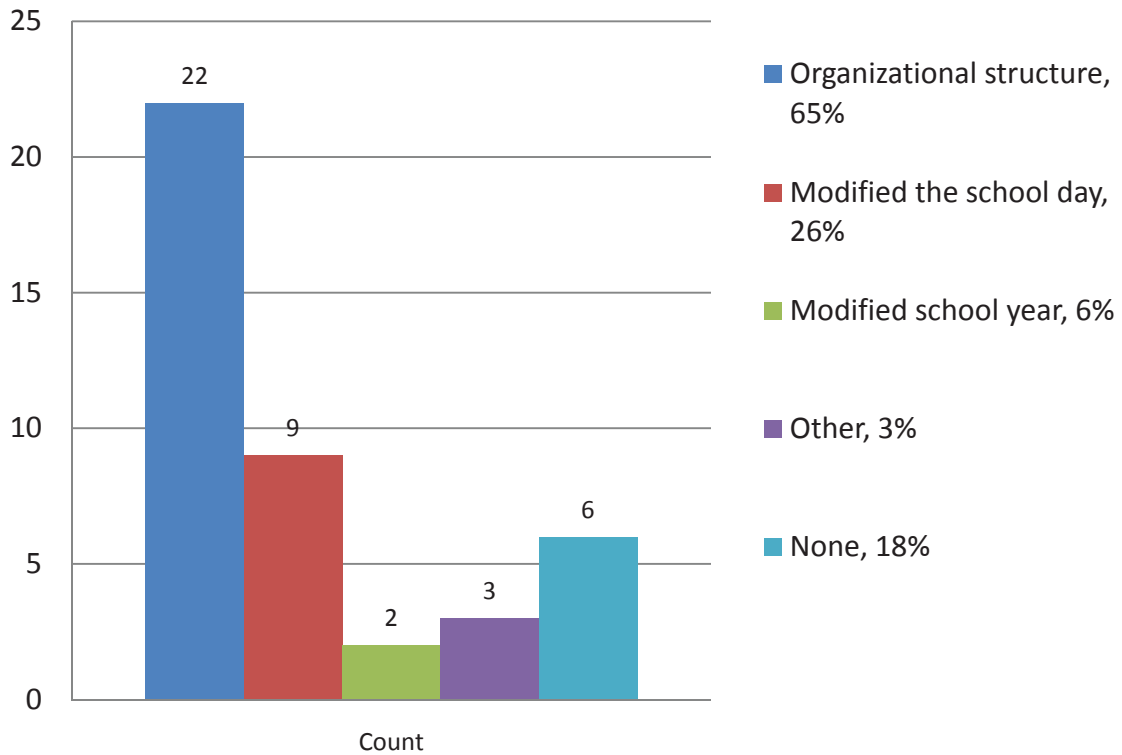
What are the most important strategies the graduation coach used that led to an increase in the graduation rate? (choose all that apply)



“Since we do not have a graduation coach, we use our own personnel.”

- 34 total respondents, 24 respondents with multiple responses
- 7 schools indicated that their graduation coach used other unlisted strategies to increase graduation rate.
- No school indicated that graduation coaches worked with students who were out of school

What are the most important ways you structured the time in the school for a focus on increasing the graduation rate? (choose all that apply)



- 34 total respondents
- Only 6 respondents with multiple responses
- Most schools used organizational structure to increase graduation rates

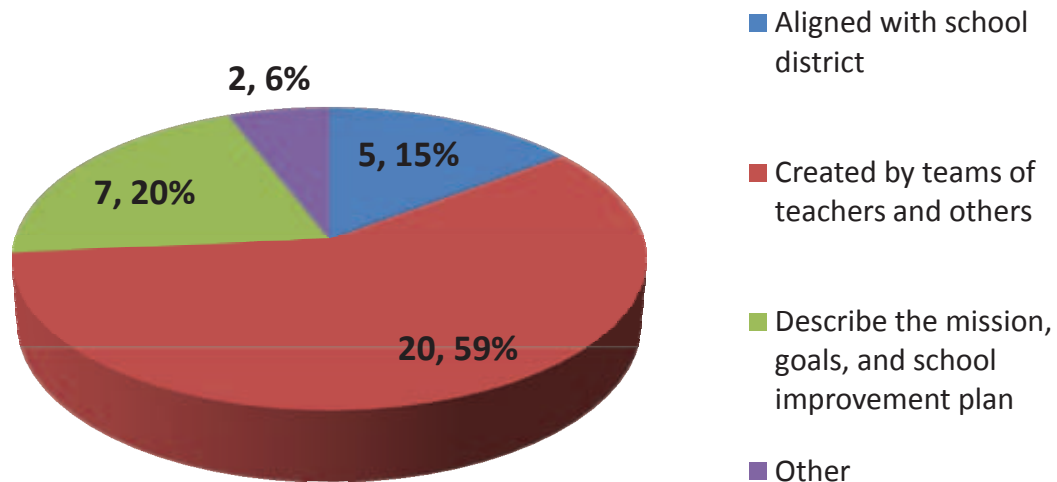
**“Professional development sessions are held with teachers and staff on
"using data to improve student achievement rates.”**

“All must be involved in continuous growth.”

Section 3

CONTINUOUS IMPROVEMENT

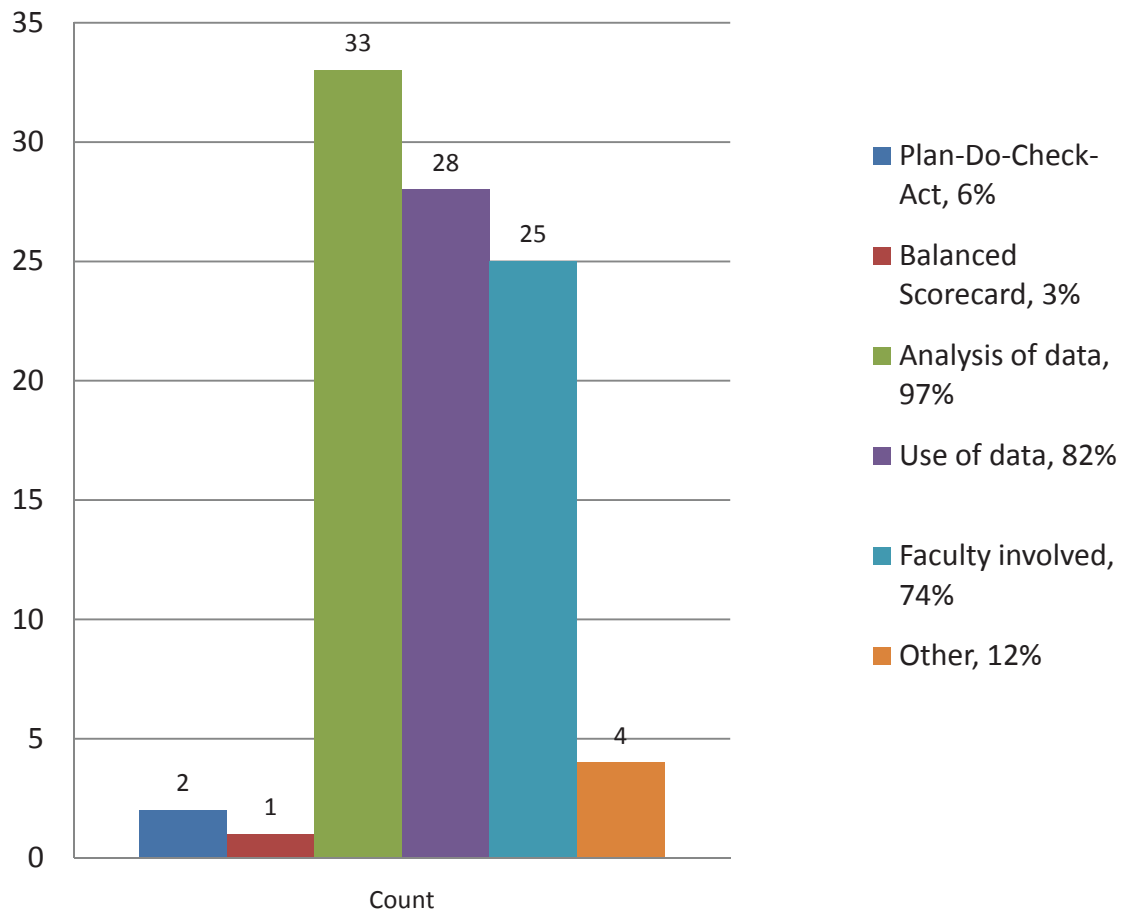
How were the mission, goals, and school improvement plan created?



- 34 total respondents
- Most schools used teams of teachers and others to create the School Improvement Plan
- According to the Louisiana Dept of Education-

The School Improvement Plan (SIP) assesses the school's strengths and weaknesses, implements strategies and activities to address the school's needs, and continually evaluates the school's progress toward achieving its objectives and meeting its goals. Plans focus on improving student achievement at the school by addressing state goals and performance standards.

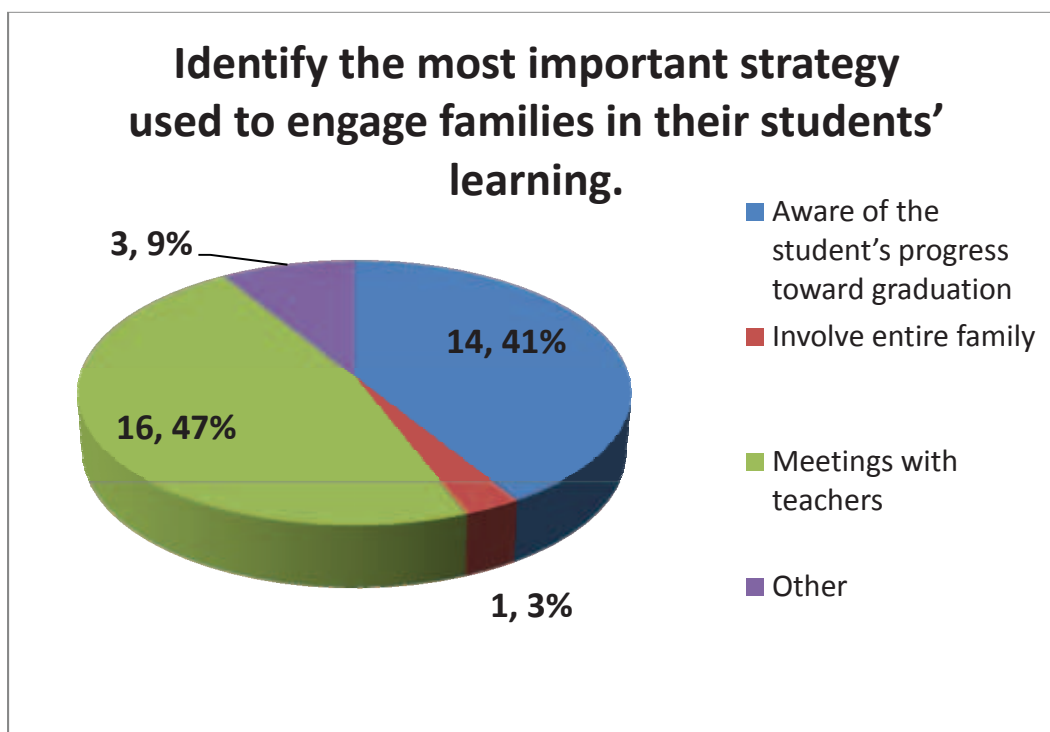
Do you use any continuous improvement processes? (Choose all that apply)



- 34 total respondents
- 33 respondents with multiple responses
- All but one school employed analysis of data to improve graduation rates
- Plan-Do-Check-Act is also referred to as the Deming Cycle

Identify the most successful strategies used by your teachers to engage students in their learning.

- Project-based learning
- Student accountability
- Integrated technology
- Differentiated instruction
- Cooperative grouping
- Real-life teaching
- Discovery learning techniques
- Cooperative groups
- Use of technology in the classroom
- Practice testing on computers
- Use of real-world experiences
- Relevant strategies
- Developing relationships with students
- Regular parent contact
- Rigorous and challenging curriculum
- Integration of technology
- Use of literacy strategies

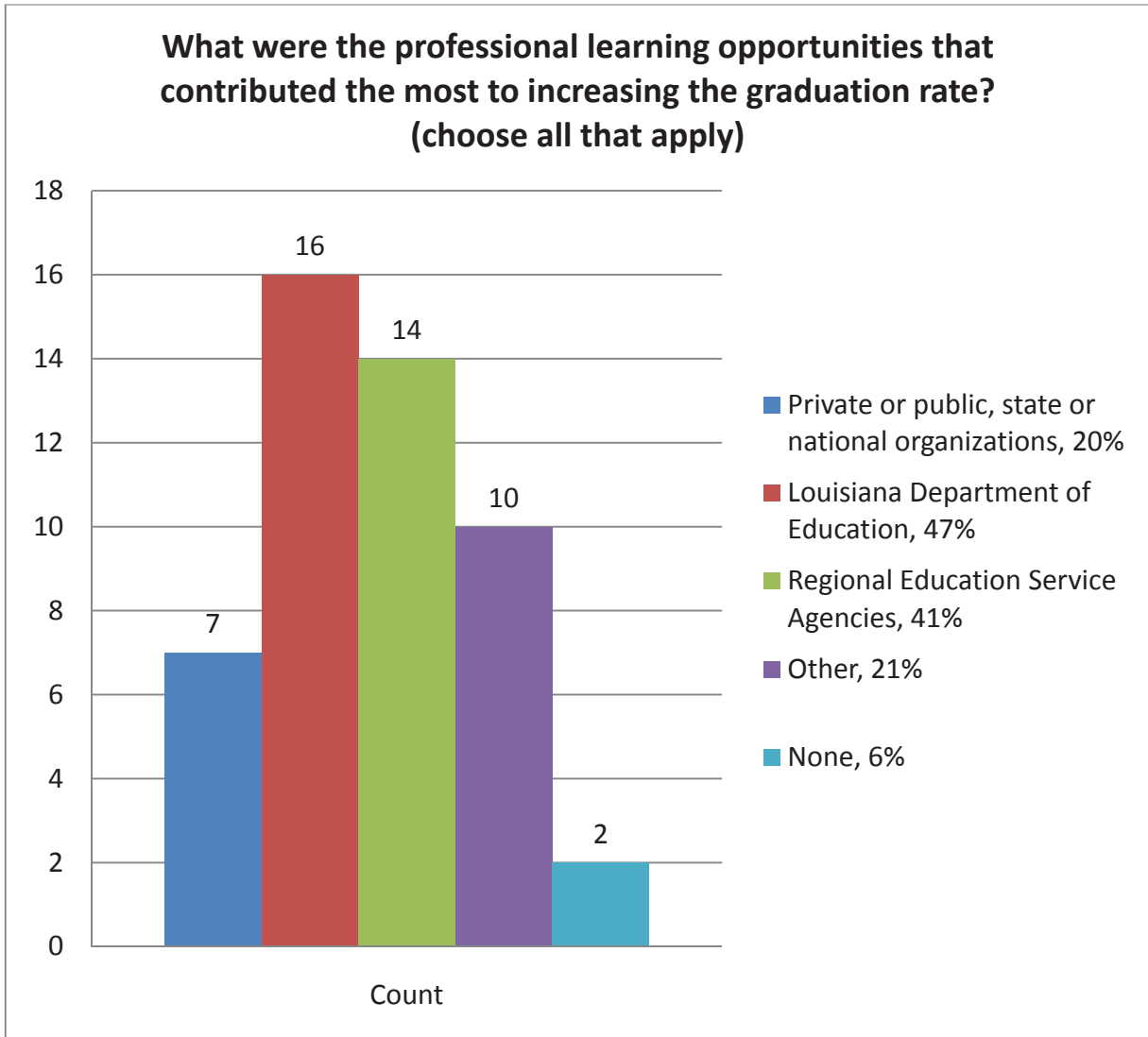


Identify the most important strategies used to involve the community in increasing the graduation rate.

- PTO and parent involvement nights
- Community activities and updates
- Tutor remediation
- Partners in Education
- Judges for club functions
- Guest speakers
- Parent contact for awareness of student's progress, graduation requirements, attendance and available programs
- Mailings, newsletters, phone contact, and websites
- Parental involvement at school

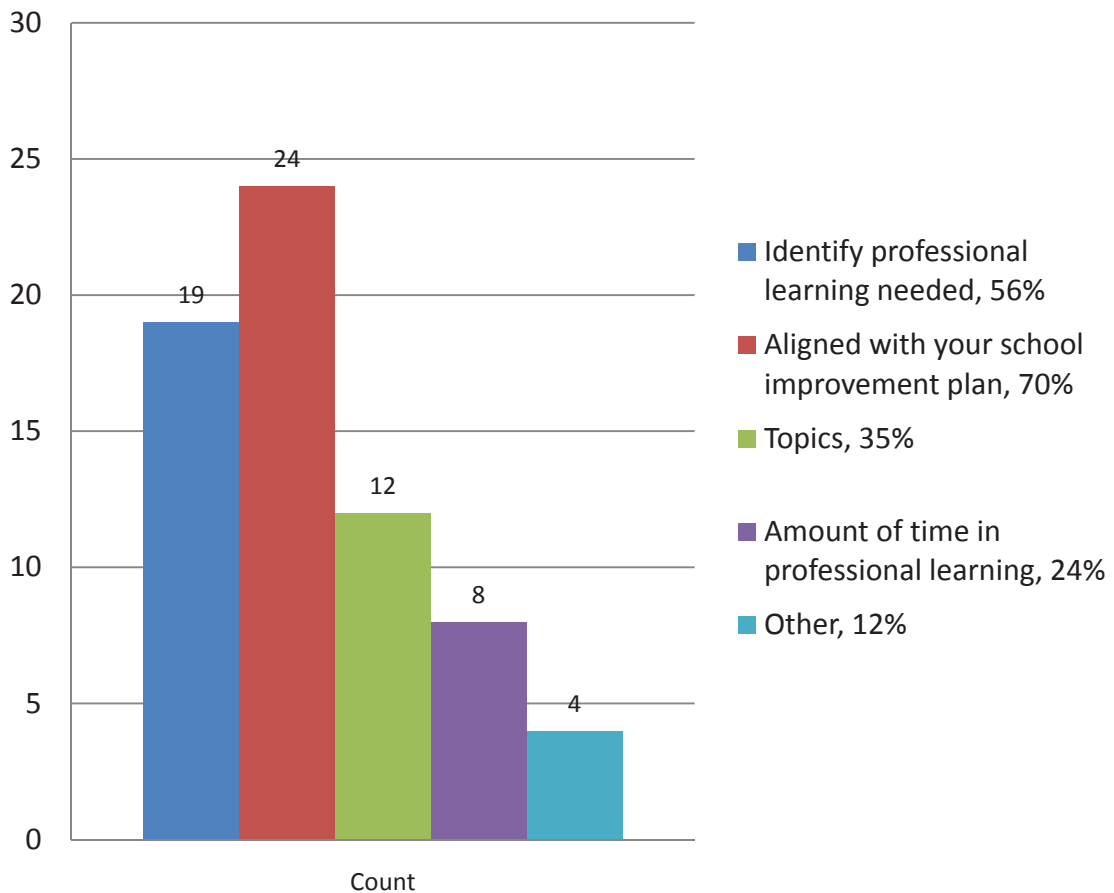
Section 4

PROFESSIONAL LEARNING



- 34 total respondents
- 13 respondents with multiple responses
- Almost 30% of the respondents chose either none or other for professional learning opportunities that helped increase their graduation rate.

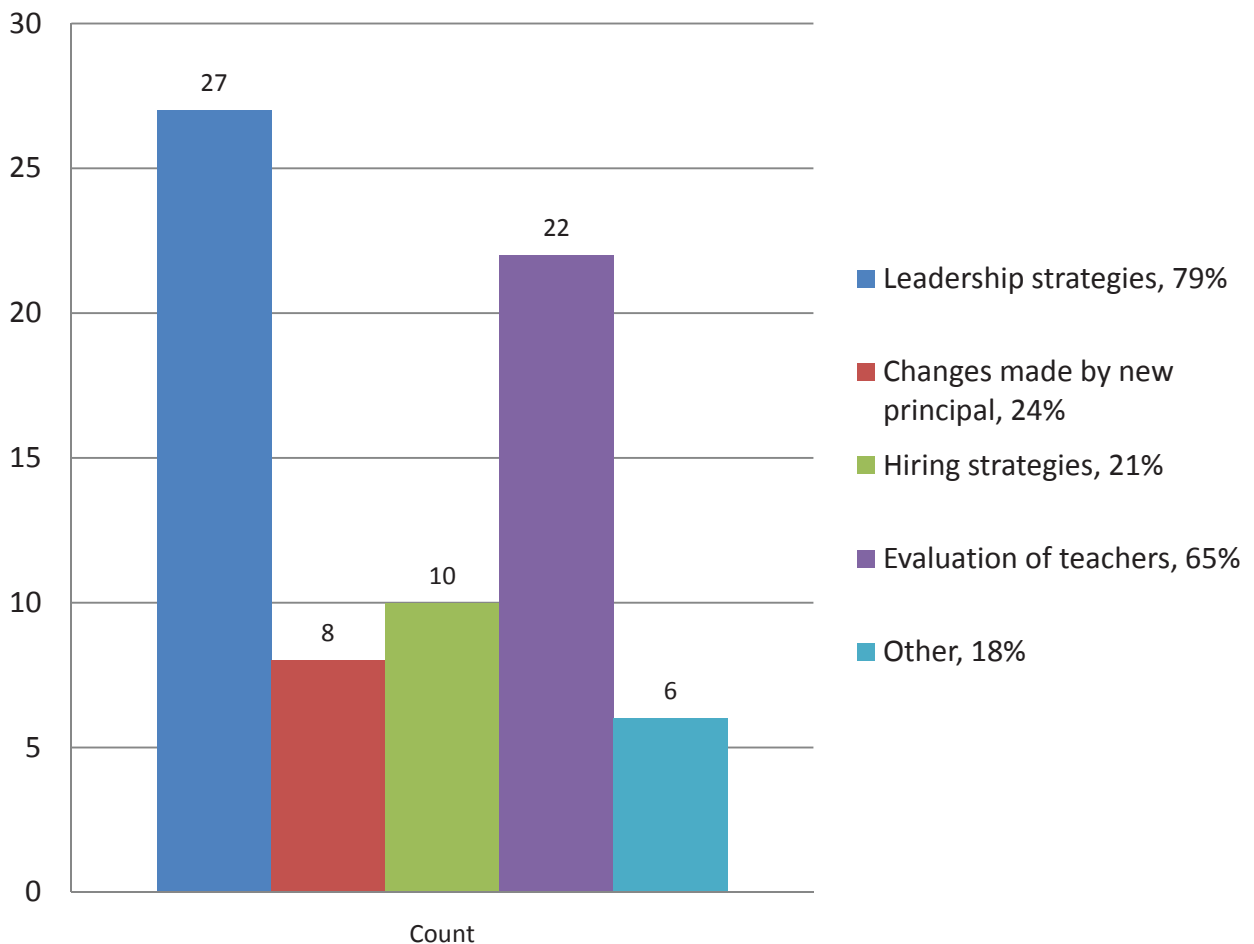
Why were the previous professional development opportunities successful? (choose all that apply)



- 34 total respondents
- 20 respondents with multiple responses
- Respondents felt most professional development opportunities were successful because they aligned with the school improvement plan.

Section 5 LEADERSHIP

Identify best practices used by school leaders that led to the increase in the graduation rate. (choose all that apply)



- 34 total respondents
- 22 respondents with multiple responses
- Almost 80% of school leaders reported using leadership strategies to increase graduation rates

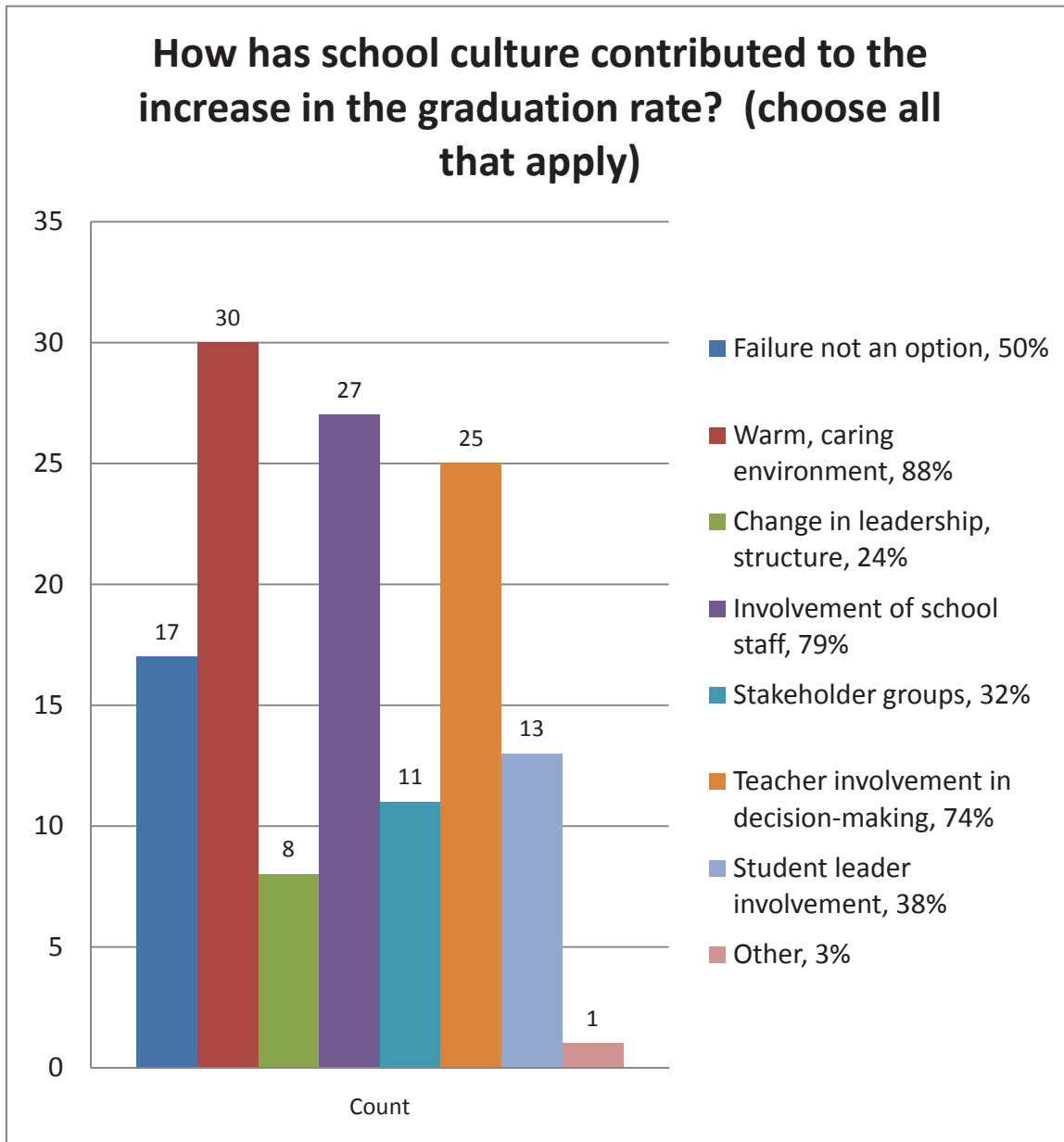
Describe how your school includes teachers and others in decision-making processes.

- Academies at all grade levels
- Team meeting collaboration
- Focus groups to make decisions
- School Improvement Plan
- Department-specific meetings about students
- Conferences with teachers
- Whole-faculty study groups
- Shared decision-making
- Teacher interviews
- Advisory committees
- Analyze data and brainstorming solutions

“Unfunded mandates from the state must cease. More control needed over students who register for home school through the state. Grade recovery or credit recovery is just another way of socially promoting students. Transition programs and connection programs are also ways of socially promoting students.”

Section 6

SCHOOL CULTURE



- 34 total respondents
- 31 respondents with multiple responses
- 88% of schools reported that a warm, caring environment contributed to an overall increase in graduation rate

Section 7

POLICIES AND PROCEDURES

How has the state or district provided any flexibility regarding people, money, time, or organizational structure to improve graduation rates?

- Providing necessary guidance
- Graduation coach; new administration.
- Restructured graduation requirements/curriculum; career certification; support of dual-enrollment program
- DEWS monthly report
- Funding for credit recovery and afterschool programs
- Allowed a low student-teacher ratio
- Provided training and support
- Funding for GEE tutoring and remediation; time for professional development
- Allowed the principal wide ranges of discretion
- Professional development
- Everybody Graduates grant

Were there any district or state policies that helped or hindered your efforts to increase the graduation rate?

“One policy that the state has that actually hurts our graduation rate is the cohort rate. Being penalized for students not graduating in 4-year span is unfair to the school and to the student. Some of our hardest working kids will graduate in 5 or 6 years. Their persistence and the school’s patience should not be a penalty factor.”

Nearly half of the respondents surveyed indicated that the state and district neither helped nor hindered school efforts to increase graduation rates.

- GED students were being counted double
- We were being penalized for large group of GED students
- Budget cuts
- Fewer teachers
- Parish reduction of teacher allotments
- The district and state policies hinder many efforts through rules and regulations
- No flexibility in school calendar that prevents some innovations that could help
- Number of credits required towards graduation

What is the procedure for students withdrawing from your school?

Exit Interview with Counselor or Principals:

- “The student and his parent(s) meet with a counselor to begin the process. After conferencing with the family, a decision is made as to whether the student will complete the withdrawal or be placed in another program at school.”
- “Counselor guidance and exit interview”
- “Student must meet with the principal for exit process”

Pre-enrollment, Records Transfer, and Adult Education:

- “The new procedure requires parents to provide proof of pre-enrollment at the receiving school. For example, a request for records.”
- “We discuss their plans for transferring to a new school. Records are sent to receiving school in a timely manner. If a student intends to drop out, we follow-up to offer options towards keeping the student in school. Options may even include assisting a student with child care.”
- “Counsel students to stay in school or provide other options. Follow up to check the enrollment in adult education, etc.”
- “Must identify next enrollment.”
- “Students must enroll in another school, and we must receive a request for records before we can drop that student from our records.”

Age-related Comments:

- “If underage, students must seek Child Welfare and Attendance supervisor for waiver.”
- “Student can only withdraw from school at 18 years of age.”
- “Student has to be 17; parent must sign withdrawal form, indicating that the student will attend adult education.”

“There is a parish survey, but that is the most we do. We try to convince them to stay, but most of the time, they lack parent support.”

What is your exit interview process for students who are dropping out of school, and how do you use the information?

Most of the responses were similar to the previous questions, indicating that exit counseling was the primary mode for student withdrawal. Few of the responses included the utilization of the withdrawal data to target at-risk students or predict patterns of withdrawal. The data was not reported to be a utilized portion of the exit interview process.

- “Meet with the counselor and an administrator to complete the paperwork. We discuss the information to see what else could have been done to prevent the dropout.”
- “My exit interview is we do not allow kids to drop - we look for solutions or encourage home-school as a last solution.”
- “We encourage the student to complete their education or even continue it. If a student intends to drop out, we follow-up to offer options towards keeping the student in school. Options may even include assisting a student with child care.”
- “1. The administration meets with them to discourage the dropout and to discuss other options for the student. 2. The administration makes note of the meeting and uses the notes to try to use preventative measures on other students who may show signs this student is displaying.”
- “I provide students with other options...credit recovery, extended semesters, flexible day, incomplete grade with the option to make-up missing work, technical school, GED.”
- “Students and their guardians are interviewed by our registrar or appropriate counselor and given options waiting them if they drop out. Sometimes the kid is persuaded to remain in school.”
- “We try to deter dropouts, but when the students and parents are not receptive to other alternatives, I try to get a reason for the dropout and use this information with the school leadership team to plan further school improvement.”

What strategies have you used to promote graduation with students in “at-risk” populations such as over-age and Special Needs?

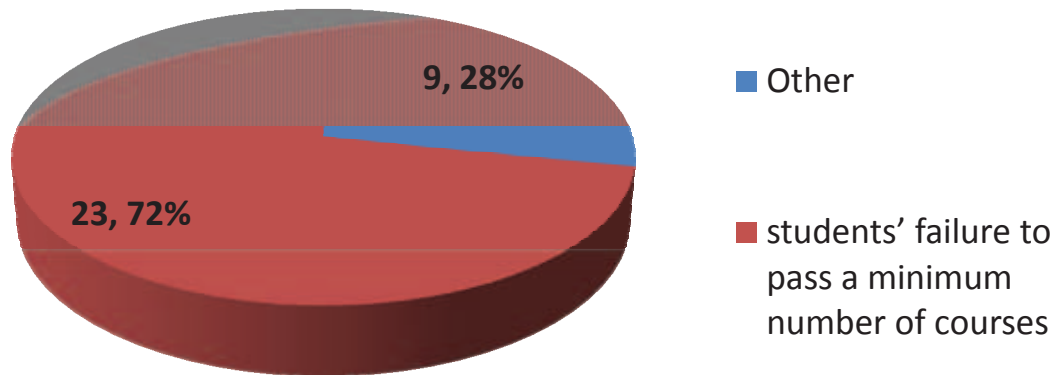
- “We offer inclusion help for students with IEPs; for other "at-risk" students, we monitor them closely through our guidance department.”
- “Grad coach-volunteer; we track students and then assign a mentor.”
- “We provide tutors and programs such as credit recovery through our after-school PALS programs. We also partner with the local technical college and encourage enrollment in courses via dual-enrollment opportunities.”
- “1. Placement on career diploma track 2. Credit recovery 3. JAG 4. Presentations provided by military recruiters.”
- “Transition class in middle school, graduation coach, differentiated instruction, grade recovery, credit recovery.”
- “Teachers are willing to take students under their wings and provide assistance to our at-risk populations. Encouragement from our staff has played a major part in keeping at-risk students in school. Motivational presenters were available.”

“We have just monitored these students closely to ensure their success.”

Section 8

GENERAL

Do you think your graduation rate is affected more by which of the following?



What kind of support have you received from the district office to increase the graduation rate?

- Credit recovery program/summer programs
- Assistance with credit recovery through training, curriculum support, technology, and after-school program
- Graduation coach, career coach, new administration
- Flexibility in scheduling, restructuring of curriculum
- Funding for programs and support with attendance issues
- None
- The LEA provided programs for the students to catch up during and after school
- Hiring of a graduation coach
- Statistics on students to help identify at-risks students and help with implementing strategies to help those students
- Federal funding that helps to provide remediation/tutorials

What, if anything, have you done to lower absentee rates?

- Phone calls and conferences with parents
- Admin conference with student's social services provided by school
- Call the police
- Notify DA
- Letters home
- After-school make-up days
- Home visits
- Verification on doctor's notes
- Four-day week
- Incentives for perfect attendance

“Incentives for perfect attendance, daily calls to parents of absent students, report students to the D.A., FINS, and Student Services. This is not working at the moment.”

What challenges - structural, financial, or otherwise - do you still face?

Financial

- We could always use more people to help with this
- Staffing
- Without a grant, we only receive \$2,000 from our school district
- Needs for more technology
- No money for counselors
- We may have to increase the student-teacher ratio
- Unfunded mandates by the state
- Funding for after-school tutoring
- The biggest challenge to attendance is fueled by the poor economy. I still have students who need to work to help pay bills at home

“Always financial, never enough money!”

Structural

- More challenging curriculums, especially in technical fields, are also barriers for rural districts
- High-stakes testing
- Limited amount of qualified staff
- Limited staff, limited course offerings, and limited classroom space are some of our challenges
- GEE Testing
- Teacher allotment for special programs
- Large class sizes due to MFP cuts
- I would like to offer more courses
- 9th-grade students enter reading at 5th or 6th grade level

Other

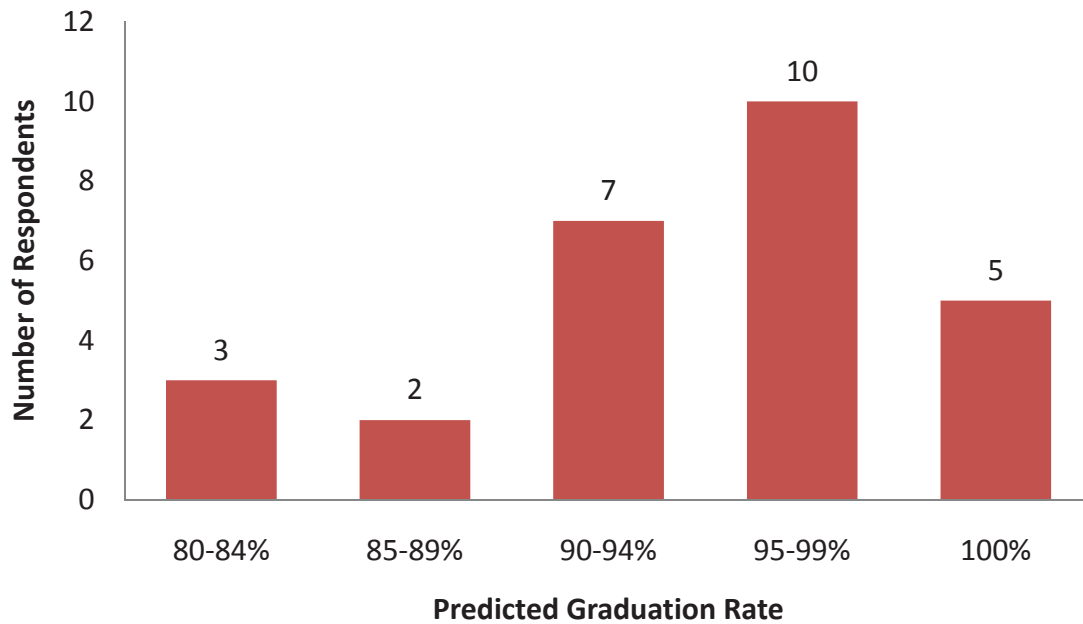
- Helping the parents understand the need to require, support, encourage, and/or demand that their child completes high school
- Absenteeism
- Convincing parents to keep their child in school
- No jobs for graduates

What other supports can the state or the district provide to continue your school's progress?

- Increase per-pupil allocation
- In general, assistance needed in addressing ever-changing issues of small, rural schools so that students have same opportunities as other students across the state
- Counselors to work with students to solve problems that could hinder their education, and to provide them with guidance about their future plans
- Increase the number of qualified staff in all areas
- Transportation for students who wish to take advantage of courses offered at the vo-tech
- Policies for home-schooling students must change. Students with absence and discipline problems go on to Home School too frequently without anyone making home visits to see if any education is taking place
- Less mandates without funding and allowing schools to put programs into place that will work at the local school level
- Additional financial support as resources become available
- State-made curriculum guidelines instead of mandates. Cut out the paperwork and let teachers teach.
- Continued alternative programs for at-risk children and financial support

“We need another counselor to serve as curriculum interventionist. We are understaffed. I will be looking for other jobs if things do not change because we are so short staffed”

What do you anticipate will be your graduation rate for 2014?



“95%. But, you will need to realize that with a graduation class of 30, losing one student drops us down to 96%. Losing two is 93%.”

Appendices

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Appendix A:

Letter to Participating Individuals



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SST Consultants

Billy Stokes, Ed.D.
Cody's Picard Center for Child Development

Phyllis Taylor
Baton Rouge Chamber

Alice Thomas, M.Ed.
Center for Development and Learning

February 24, 2011

To: Principals of Louisiana's High Achieving High Schools

Congratulations on being one of Louisiana's top performing high schools!

You are one of thirty-six (36) high schools in Louisiana that have the distinction of maintaining a current cohort graduation rate of 80% and have increased their graduation rate by at least 10 percentage points since 2006, based on preliminary 2009-2010 results. A listing of the qualifying schools is attached.

Education's Next Horizon, a statewide not-for-profit organization dedicated to PreK-12 improvement, has commissioned the **Picard Center for Child Development and Lifelong Learning** to undertake a study of these high performing, greatly improved schools, referred to as the 80/10 High Schools.

Our purpose is to examine the characteristics, commonalities, and best practices of the 80/10 High Schools and to share that information with school districts across the state with the aim of helping all districts to better improve graduation rates. The Office of College and Career Readiness of the Louisiana Department of Education is fully aware of the study.

The Picard Center will offer the option of completing the survey using mail, online, telephone, or face-to-face methods. We would appreciate your cooperation in completing the survey when it is sent or assigning a staff person to this responsibility. A copy of the survey is attached, along with a link to its location. **The link to the survey will be activated on Monday, February 28, 2011.** You will receive periodic reminders that the survey has been posted.

Through its Louisiana's Promise initiative, Education's Next Horizon leads a statewide effort to raise public awareness of the dropout crisis and to assist local school districts and community leaders in addressing the problem. For more information about us, please visit our website at www.ednexthorizon.org. You may contact me directly by email at jsmith@lanexthorizon.org or by phone at (225) 383-3844.

Thank you in advance for your cooperation in this research.

Sincerely,

John Warner Smith
Chief Executive Officer

Appendix B

List of Invited Participants

Site Name	Parish	Principal
Midland High School	Acadia	J. Clyde Briley
Bienville High School	Bienville	Billy Rodgers
Ringgold High School	Bienville	Eric Carter
Saline High School	Bienville Parish	Scott Herrington
Westlake High School	Calcasieu Parish	Lee Crick
Caldwell Parish High School	Caldwell	Sherry Jones
Johnson Bayou High School	Cameron	Robert Kimball
Sicily Island High School	Catahoula Parish	Marguerita Krause
Haynesville Jr./Sr. High School	Claiborne Parish	William Kennedy
Logansport High School	DeSoto Parish	Lillie P. Giles
Pelican All Saints High School	DeSoto Parish	Tamekia Smith
Basile High School	Evangeline Parish	Georgie Courville
Delcambre High School	Iberia Parish	Cory Bourque
Loureauxville High School	Iberia Parish	Karen Bashay
Fisher Middle/High School	Jefferson Parish	George Hebert, Jr.
Grand Isle High School	Jefferson Parish	Richard Augustin
Dubach High School	Lincoln Parish	Judy Mabry
Ruston High School	Lincoln Parish	Mike Milstead
Plainview High School	Rapides Parish	Sonia Rasmussen
Ebarb High School	Sabine Parish	Darrin Dyess
Zwolle High School	Sabine Parish	Chad Crow
Chalmette High School	St. Bernard Parish	Wayne Warner
North Central High School	St. Landry Parish	Jerome Robinson
Centerville High School	St. Mary Parish	Mike Galler, III
Northshore High School	St. Tammany Parish	Michael R. Peterson,
Erath High School	Vermilion Parish	Francis Touchet
Kaplan High School	Vermilion Parish	Laura LeBeouf
Evans High School	Vernon Parish	Mike Kay
Rosepine High School	Vernon Parish	Mr. Steve Thomas
Shongaloo High School	Webster Parish	Cyndi Hair
Neville High School	City of Monroe	Brent Vidrine
South Cameron High School	Cameron Parish	Zeke Wainwright
Warren Easton Senior High School	Orleans Parish	Alexina Medley
Edna Karr Secondary School	Orleans Parish	John Hiser
McDonough #35 Senior High School	Orleans Parish	Delores Winfield
Eleanor McMain Secondary School	Orleans Parish	Bridgette Frick

Appendix C: 80/10 Survey Questions

Congratulations! Your graduation rate increased significantly from _____ in 2005-06 to _____ in 2009-10. Overall, regardless of category, what are the five most important strategies your school used over these years to accomplish this?

- 1.
- 2.
- 3.
- 4.
- 5.

CURRICULUM, ASSESSMENT, & INSTRUCTION

- 1) How has your curriculum changed over the past five years? (choose all that apply)
 - a) Rigor
 - b) New courses
 - c) Connected to students' world or their future
 - d) Challenging curriculum
 - e) Advanced placement courses
 - f) International Baccalaureate courses
 - g) Integrate academic and technical courses
 - h) Our curriculum has not changed in the past 5 years
 - i) Other
- 2) What is the career and technical focus of your school?
 - a) Emphasize careers
 - b) Career and technical course enrollment increase
 - c) Other
- 3) Which of the following strategies has had the greatest impact on increasing the graduation rate? (choose all that apply)
 - a) Benchmarks
 - b) Formative assessment
 - c) Standard-based assessments
 - d) Diagnostic assessments
 - e) Use of data to modify curriculum and instruction
 - f) Other
- 4) Which of the following instructional practices have had the greatest impact on increasing the graduation rate? (choose all that apply)
 - a) Classroom instruction that works
 - b) Learning focused schools
 - c) Reading strategies
 - d) High schools that work
 - e) Differentiated instruction
 - f) Other
- 5) What additional strategies do you think would help improve the graduation rate? (choose all that apply)
 - a) Challenging instruction programs
 - b) Analysis of student work and assignments
 - c) Needs of disabled students
 - d) Instruction more engaging
 - e) Co-teaching model
 - f) Integrated technology into instruction

- g) Applied authentic, real-world problems and projects
- h) Equitable distribution of effective teachers
- i) Other

PROGRAMS AND INTERVENTIONS

- 6) What are the most successful programs or interventions you used to increase the graduation rate? (choose all that apply)
- a) Remediation for struggling students
 - b) Tutoring for LEAP, GEE, and End of Course exams
 - c) After-school learning opportunities
 - d) Small learning communities
 - e) Career academies
 - f) Credit recovery
 - g) Grade recovery
 - h) Teachers as advisors
 - i) Assistance for pregnant students
 - j) Assistance for parenting students
 - k) Fidelity of Implementation
 - l) Personal Relationships
 - m) Other
- 7) What strategies have you used to engage students in a one-on-one relationship with an adult at the school? (choose all that apply)
- a) Connect students to an adult in the school
 - b) Advisement program
 - c) Extracurricular and co-curricular activities
 - d) Connected with a responsible adult in the community or on a work site
 - e) Transition from middle school
 - f) Other
 - g) None
- 8) What strategies did you use to ease the transition from 8th grade to 9th grade? (choose all that apply)
- a) Feeder schools impact
 - b) Summer programs
 - c) Vertical teaming
 - d) Meetings with students and parents
 - e) Other
 - f) None
- 9) What strategies have you used to make 9th grade successful for students? (choose all that apply)
- a) Ninth grade academy or any other support for ninth grade
 - b) Ninth grade structure
 - c) Remediation of deficits
 - d) Reduce course failure rates
 - e) Parent meetings
 - f) Graduation Coaches
 - g) Other
 - h) None
- 10) What are the most important strategies the graduation coach used that led to an increase in the graduation rate? (choose all that apply)
- a) Role of graduation coach
 - b) Identification of potential dropouts
 - c) Support of potential dropouts
 - d) Work with students, parents
 - e) Work with students who are out of school
 - f) Dropout prevention efforts
 - g) Dropout recovery efforts
 - h) Work with your feeder middle school
 - i) Other
- 11) What are the most important ways you structured the time in the school for a focus on increasing the graduation rate? (choose all that apply)
- a) Organizational structure
 - b) Modified the school day

- c) Modified school year
- d) Other

e) None

Comments:

CONTINUOUS IMPROVEMENT

12) How were the mission, goals, and school improvement plan created?

- a) Created by teams of teachers and others
- b) Describe the mission, goals, and school improvement plan.
- c) Related to the graduation rate
- d) Aligned with school district
- e) Other

13) Do you use any continuous improvement processes?

- a) Plan-Do-Check-Act
- b) Balanced Scorecard
- c) Analysis of data
- d) Use of data
- e) Faculty involved
- f) Other

Comments:

STUDENT, FAMILY & COMMUNITY INVOLVEMENT & SUPPORT

14) Identify the most successful strategies used by your teachers to engage students in their learning.

15) Identify the most important strategy used to engage families in their students' learning.

- a) Involve entire family
- b) Aware of the student's progress toward graduation
- c) Meetings with teachers
- d) Other
- e) None

16) Identify the most important strategies used to involve the community in increasing the graduation rate.

Comments:

PROFESSIONAL LEARNING

17) What were the professional learning opportunities that contributed the most to increasing the graduation rate?

- a) Private or public, state or national organizations
- b) Louisiana Department of Education,
- c) Regional Education Service Agencies
- d) Other
- e) None

18) Why were the previous opportunities successful?

- a) Identify professional learning needed
- b) Aligned with your school improvement plan
- c) Topics
- d) Amount of time in professional learning
- e) Other

Comments:

LEADERSHIP

19) Identify best practices used by school leaders that led to the increase in the graduation rate.

- a) Leadership strategies
- b) Changes made by new principal
- c) Hiring strategies
- d) Evaluation of teachers
- e) Other
- f) None

20) Describe how your school includes teachers and others in decision-making processes.

Comments:

SCHOOL CULTURE

21) How has school culture contributed to the increase in the graduation rate?

- a) Failure not an option
- b) Warm, caring environment
- c) Change in leadership, structure
- d) Involvement of school staff
- e) Stakeholder groups
- f) Teacher involvement in decision-making
- g) Student leader involvement
- h) Other
- i) None

Comments:

POLICIES AND PROCEDURES

22) How has the state or district provided any flexibility regarding people, money, time, or organizational structure to improve graduation rates?

23) Were there any district or state policies that helped or hindered your efforts to increase the graduation rate?

24) What is the procedure for students withdrawing from your school?

25) What is your exit interview process for students who are dropping out of school and how do you use the information?

26) What strategies have you used to promote graduation with students in “at-risk” populations such as over-age and Special Needs?

Comments:

GENERAL

27) 1. Do you think your graduation rate is affected more by which of the following?

- a) Students’ failure to pass a minimum number of courses
- b) Students’ failure to pass one or more graduation tests
- c) Other

Explain:

28) What kind of support have you received from the district office to increase the graduation rate?

29) What, if anything, have you done to lower absentee rates?

30) What challenges - structural, financial, or otherwise - do you still face?

31) What other supports can the state or the district provide to continue your school’s progress?

32) What do you anticipate will be your graduation rate for 2014?

Comments:

Appendix D: Glossary

Glossary of Terms Used in Survey and Report

ACTIVE LEARNING: A process whereby learners are actively engaged in the learning process, rather than "passively" absorbing lectures. Active learning involves reading, writing, discussion, and engagement in solving problems, analysis, synthesis, and evaluation. Active learning often involves cooperative learning.

ASSESSMENT: A means of measuring student progress toward national and state goals.

ADVANCED PLACEMENT PROGRAM (commonly known as Advanced Placement, or AP): A United States and Canada-based program that offers high school students the opportunity to receive university credit for their work during high school.

EDUCATION POLICY: the collection of rules, both stated and implicit, or the regularities in practice that govern the behavior of persons in schools. Education policy analysis is the scholarly study of education policy.

FORMATIVE ASSESSMENT: "...part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame. Although formative assessment strategies appear in a variety of formats, there are some distinct ways to distinguish them from summative assessments."

SUMMATIVE ASSESSMENT: "...are given periodically to determine at a particular point in time what students know and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they are an important part of district and classroom programs. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process..."

BENCHMARKS OR MILESTONES: Tangible, incremental steps toward meeting specific goals and national standards.

BRIDGING: A teacher helping students make connections between what they are studying and real-life, out-of-school experiences.

COLLABORATIVE LEARNING: Views all knowledge as "the common property of a group."

CONSENSUS BUILDING: The process by which students, schools, communities or groups of people learn to compromise individual beliefs and ideas in order to seek "common ground" and

come to consensus. This pre-planned consensus may be dictated from the top-down (national to local), yet be promoted as grassroots ideologies. It changes beliefs through pressure to conform to group-thinking. (See Synthesis)

CONTENT STANDARDS: Descriptions of what students should know and demonstrate in each subject area.

CRITICAL THINKING: Challenging students' traditional beliefs, values and authorities through values clarification strategies and Mastery Learning

DISCOVERY LEARNING: The student supposedly generates and tests his own ideas, conclusions, concepts, etc., creating his own understanding of reality and giving new meanings to traditional words. In reality, he or she is prompted toward a pre-planned understanding through stories, suggestions, questions, and group dialogue.

LEARNING OUTCOME: The term may refer to course aims (intended learning outcomes) or may be roughly synonymous with educational objectives (observed learning outcomes). Usage varies between organizations.

LIFELONG LEARNING: A continuous, lifelong program to re-educate the masses in preparation for the 21st Century workforce and community. All adults must meet the social, psychological, and work skills standards required for work and citizenship.

MENTORING: A developmental relationship between a more experienced **mentor** and a less experienced partner referred to as a mentee or protégé.

OBJECTIVE: An educational objective is a statement of a goal that successful participants are expected demonstrably to achieve before the course or unit is completed.

OUTCOMES: "What students must know, and be able to do, and be like." Determined at the national and international level, they must be met locally. Called learning goals, performance objectives, standards, competencies or capacities, they all require students to embrace "new thinking, new strategies, new behavior, and new beliefs."

PARENTS AS TEACHERS: Brings the state educator into homes to make sure each child starts school "ready to learn" and "able to learn." The child is given a personal computer code number, and a computer record is initiated that will enable the national data system to track each child for the rest of his life. Parents as well as children are evaluated.

REMEDIATION: A stage in the Outcome-Based Education /mastery learning loop, which applies to students who resist change or fail to show expected progress. Remediation continues until the student learns the required outcomes and demonstrates them on standardized tests.

WORK-BASED LEARNING: Programs designed to teach older students (grades 7 and up) work skills on the job site, thereby assuring that the student can perform the task needed by local employers when he graduates from public school. It replaces traditional academics with work skills for a particular job.

http://k6educators.about.com/od/educationglossary/Education_Glossary.htm

<http://www.crossroad.to/glossary/education.html>

<http://www.educationconnection.com/glossary.aspx>

[http://en.wikipedia.org/wiki/Glossary_of_education-related_terms_\(A-C\)](http://en.wikipedia.org/wiki/Glossary_of_education-related_terms_(A-C))

Appendix E:
Cohort Graduation Rates
2005-2009

District and State Graduation Rates (2005-2006 to 2009-2010)

LEA Code	District Name	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010*
001	Acadia Parish	63.6	66.0	64.5	65.4	67.9
002	Allen Parish	82.5	85.3	77.0	77.0	71.7
003	Ascension Parish	73.6	74.0	76.8	72.1	75.4
004	Assumption Parish	58.6	55.7	54.7	45.9	58.0
005	Avoyelles Parish	57.9	63.1	58.9	64.2	52.6
006	Beauregard Parish	88.0	87.3	84.1	84.3	85.8
007	Bienville Parish	78.0	78.2	75.6	73.8	85.5
008	Bossier Parish	74.8	76.1	77.6	76.0	75.9
009	Caddo Parish	59.8	59.4	59.1	61.8	58.0
010	Calcasieu Parish	73.9	80.6	76.7	80.2	78.5
011	Caldwell Parish	63.3	79.6	73.7	83.5	81.5
012	Cameron Parish	--	--	--	--	83.6
013	Catahoula Parish	75.0	60.6	55.8	67.2	68.4
014	Claiborne Parish	72.6	70.0	65.5	78.7	71.1
015	Concordia Parish	81.5	76.0	71.6	55.2	66.2
016	DeSoto Parish	72.7	70.1	68.7	67.8	74.6
017	East Baton Rouge Parish	66.4	61.8	57.8	56.8	60.0
018	East Carroll Parish	68.5	73.5	72.1	80.9	67.9
019	East Feliciana Parish	69.4	75.0	72.5	66.9	64.3
020	Evangeline Parish	67.1	61.6	66.8	56.9	55.4
021	Franklin Parish	59.5	66.7	63.5	65.4	60.1
022	Grant Parish	72.3	72.1	70.5	72.8	70.0
023	Iberia Parish	58.3	50.6	58.2	76.3	76.4
024	Iberville Parish	56.7	49.3	55.5	55.8	46.0
025	Jackson Parish	73.3	83.4	77.3	76.0	73.3
026	Jefferson Parish	--	60.4	60.9	60.6	61.7
027	Jefferson Davis Parish	83.1	79.4	80.1	76.2	85.3
028	Lafayette Parish	66.3	69.0	66.8	68.0	70.4
029	Lafourche Parish	64.8	65.5	69.7	74.4	72.3
030	LaSalle Parish	78.9	73.2	80.9	83.3	71.7

031	Lincoln Parish	73.1	76.5	65.2	71.9	73.0
032	Livingston Parish	80.2	81.5	73.4	76.8	73.6
033	Madison Parish	49.6	54.4	48.8	64.7	65.4
034	Morehouse Parish	58.3	56.1	53.2	51.1	54.9
035	Natchitoches Parish	52.8	55.3	54.2	58.1	57.8
036	Orleans Parish	--	--	--	--	89.8
037	Ouachita Parish	67.5	67.6	65.9	67.5	68.5
038	Plaquemines Parish	--	--	--	--	75.5
039	Pointe Coupee Parish	61.3	62.1	53.6	52.2	65.1
040	Rapides Parish	68.0	69.8	66.6	67.2	67.5
041	Red River Parish	53.8	61.8	62.4	72.2	57.1
042	Richland Parish	59.9	62.3	64.4	71.6	60.9
043	Sabine Parish	74.4	73.1	75.2	80.7	81.2
044	St. Bernard Parish	--	--	--	--	74.9
045	St. Charles Parish	79.5	79.3	82.4	84.4	79.4
046	St. Helena Parish	51.0	65.9	64.0	65.2	51.4
047	St. James Parish	68.3	78.1	78.5	77.0	74.5
048	St. John the Baptist Parish	56.7	65.6	58.2	58.5	60.6
049	St. Landry Parish	67.7	67.1	63.9	66.9	63.6
050	St. Martin Parish	60.9	67.5	60.9	63.1	72.3
051	St. Mary Parish	68.7	69.2	63.4	67.2	68.7
052	St. Tammany Parish	72.6	78.1	79.5	77.2	76.7
053	Tangipahoa Parish	69.3	66.4	66.2	69.4	67.6
054	Tensas Parish	64.0	70.0	62.5	57.5	64.0
055	Terrebonne Parish	61.7	59.5	67.0	66.2	65.7
056	Union Parish	71.2	61.3	66.2	62.2	56.2
057	Vermilion Parish	68.7	74.0	71.5	67.4	81.0
058	Vernon Parish	77.2	78.6	76.6	78.4	79.0
059	Washington Parish	86.1	80.4	80.3	85.1	77.0
060	Webster Parish	69.3	73.8	76.5	72.9	68.7

061	West Baton Rouge Parish	67.7	63.1	67.0	70.0	69.3
062	West Carroll Parish	63.6	67.5	65.8	60.8	67.5
063	West Feliciana Parish	72.7	69.6	73.1	75.0	72.4
064	Winn Parish	74.3	68.3	71.4	64.1	63.0
065	City of Monroe School District	48.4	54.9	54.7	58.5	62.9
066	City of Bogalusa School District	--	--	--	--	64.7
067	Zachary Community School District	83.1	82.8	87.8	87.8	83.3
068	City of Baker School District	61.0	56.9	47.1	52.5	71.9
069	Central Community School District	--	--	--	--	85.2
RNO	Recovery School District - New Orleans	--	--	--	--	47.7
LA	Louisiana	64.8	66.3	65.9	66.6	67.4

Districts that were heavily impacted by the hurricanes of 05-06 do not have graduation cohort results from 2005-2006 to 2008-2009. These districts are Cameron, City of Bogalusa, Orleans, Plaquemines, RSD-New Orleans, and St. Bernard. Jefferson requested that their graduation data be included beginning with their 2008 reports, and BESE granted the request.

http://www.doe.state.la.us/topics/cohort_rates.html[6/1/2011 9:09:06 AM]

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