

# Dropout Prevention Makes Schools Safer;

## What Do We Know and What Works?

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# Public Education In New York

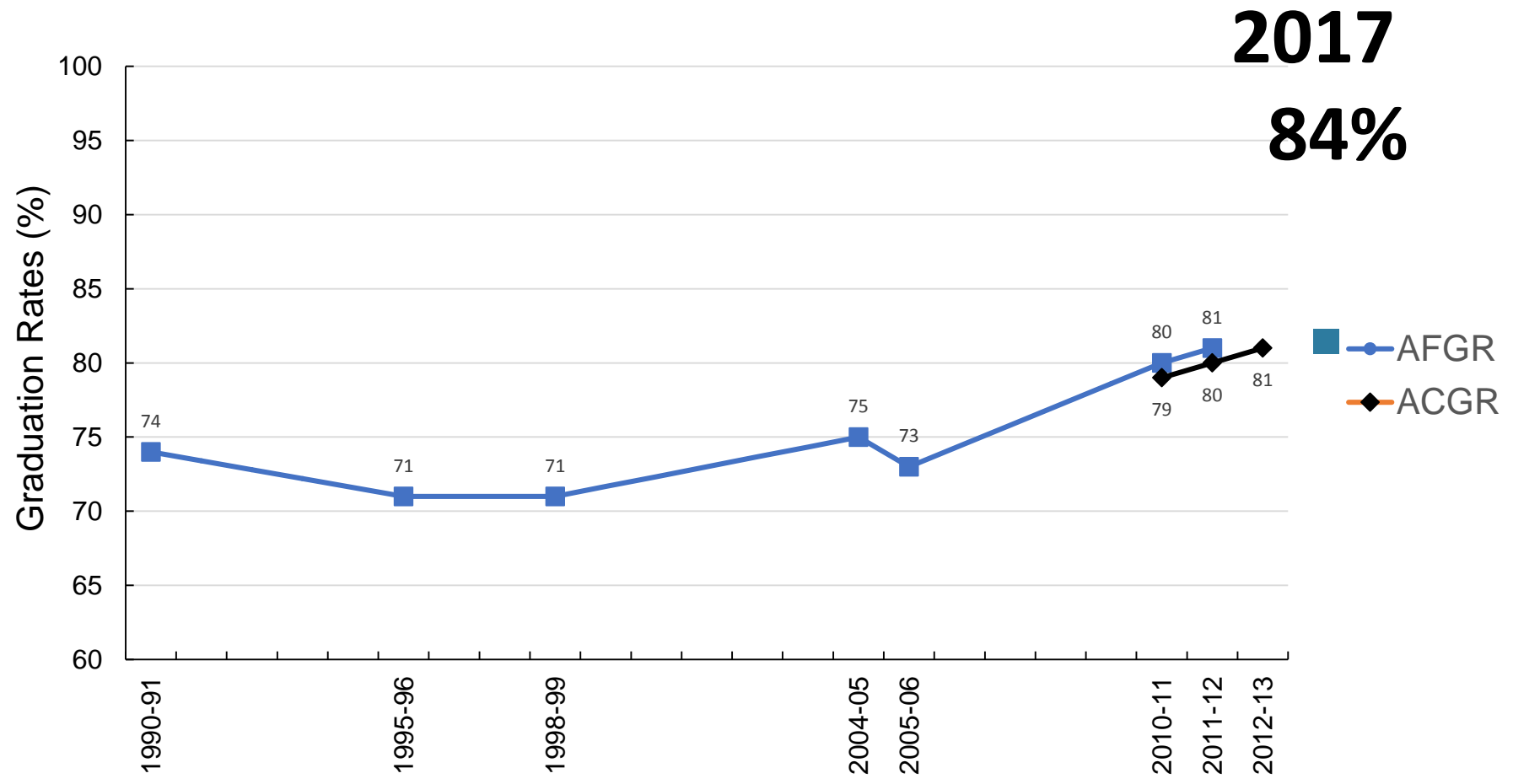
- **733 School Districts**
- **4,439 Public Schools**
- **2.6 Million Students**
- **55% Economically Disadvantaged Students**
- **17% Students with Disabilities**

# Connecting Three Challenges



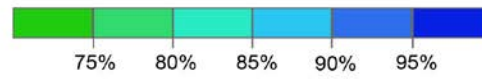
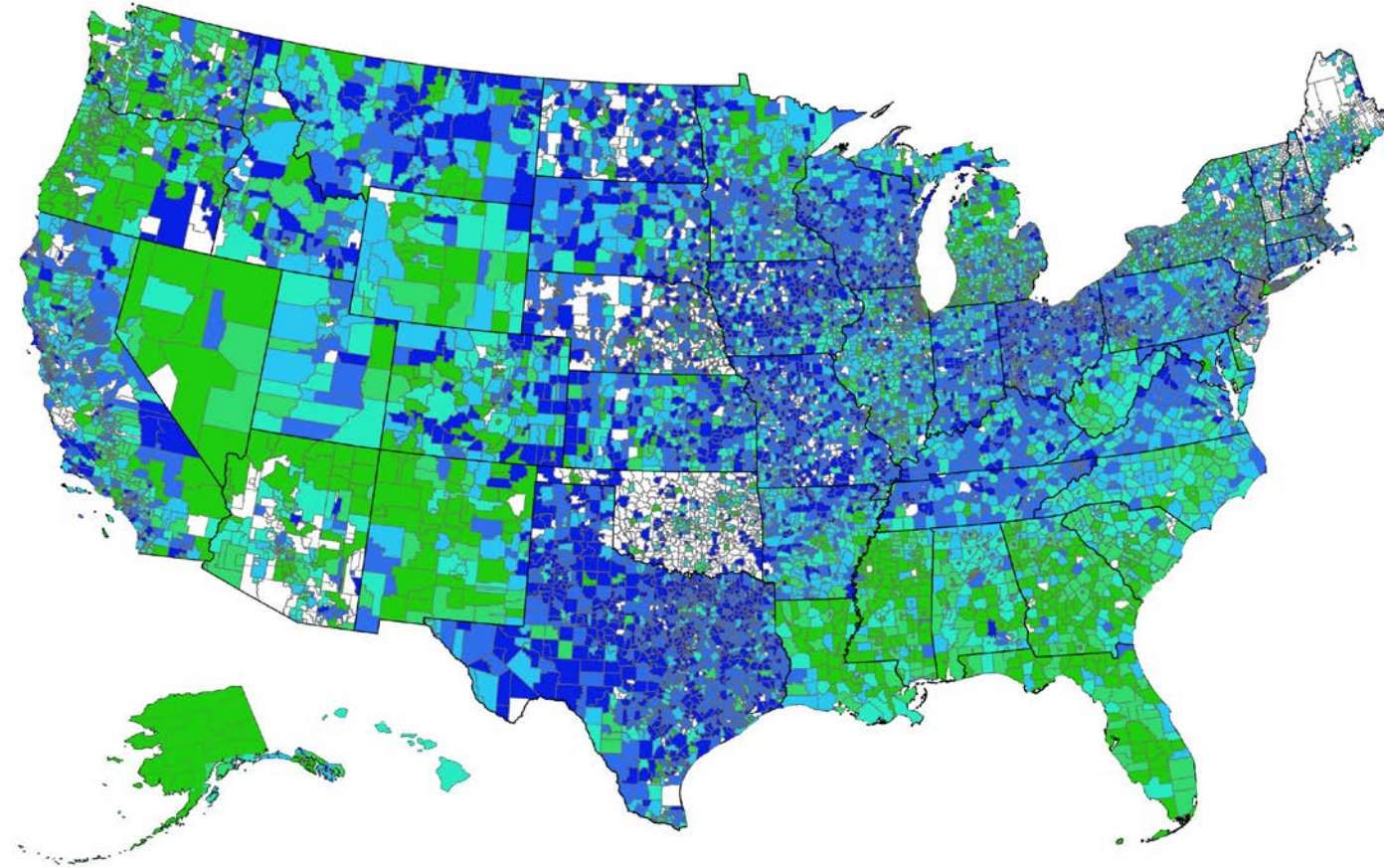


# U.S. Graduation Rates



Public high school Averaged Freshman Graduation Rate (AFGR) data from [http://nces.ed.gov/programs/coe/indicator\\_coi.asp](http://nces.ed.gov/programs/coe/indicator_coi.asp)  
Public 4-Year Adjusted Cohort Graduation Rate (ACGR) data from [https://nces.ed.gov/ccd/tables/ACGR\\_2010-11\\_to\\_2012-13.asp](https://nces.ed.gov/ccd/tables/ACGR_2010-11_to_2012-13.asp)

# High School Graduation Rates—Nationwide



# New York 2017 4-Year Completion Rate

<b>Group</b>	<b>Completion Rate</b>
<b>All Students</b>	<b>80.4 %</b>

# New York 2017

## 4-Year Completion Rate

<b>Group</b>	<b>Completion Rate</b>
<b>All Students</b>	<b>80.4 %</b>
<b>Students with Disabilities</b>	<b>56 %</b>
<b>English Language Learners</b>	<b>27 %</b>
<b>Economically Disadvantaged</b>	<b>73 %</b>
<b>Males</b>	<b>76 %</b>
<b>Females</b>	<b>84 %</b>
<b>Hispanic</b>	<b>68 %</b>
<b>Black</b>	<b>69 %</b>
<b>White</b>	<b>89 %</b>

# 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>

**Georgia Department of Education, 2016**



# What Students Say

Top Five Reasons Reported by Students for Leaving School

1980	1988	2005
Didn't like school (33%)		
Poor grades (33%)		
Chose to work (19%)		
Getting married (18%)		
Couldn't get along with teachers (15%)		

# 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%)	
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%)

# 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%)	

**In a recent study by Campus Safety Magazine**

**95%**

**of school shooters were Current or Former Students.**

**Columbine, Colorado**

**Parkland, Florida**

**Townville, South Carolina**

# Two Approaches to School Safety

**Protect the Campus**

**Prevent Students from Becoming Threats**

**In a recent study by Campus Safety Magazine**

**95%**

**of school shooters were Current or Former Students.**

**Columbine, Colorado**

**Parkland, Florida**

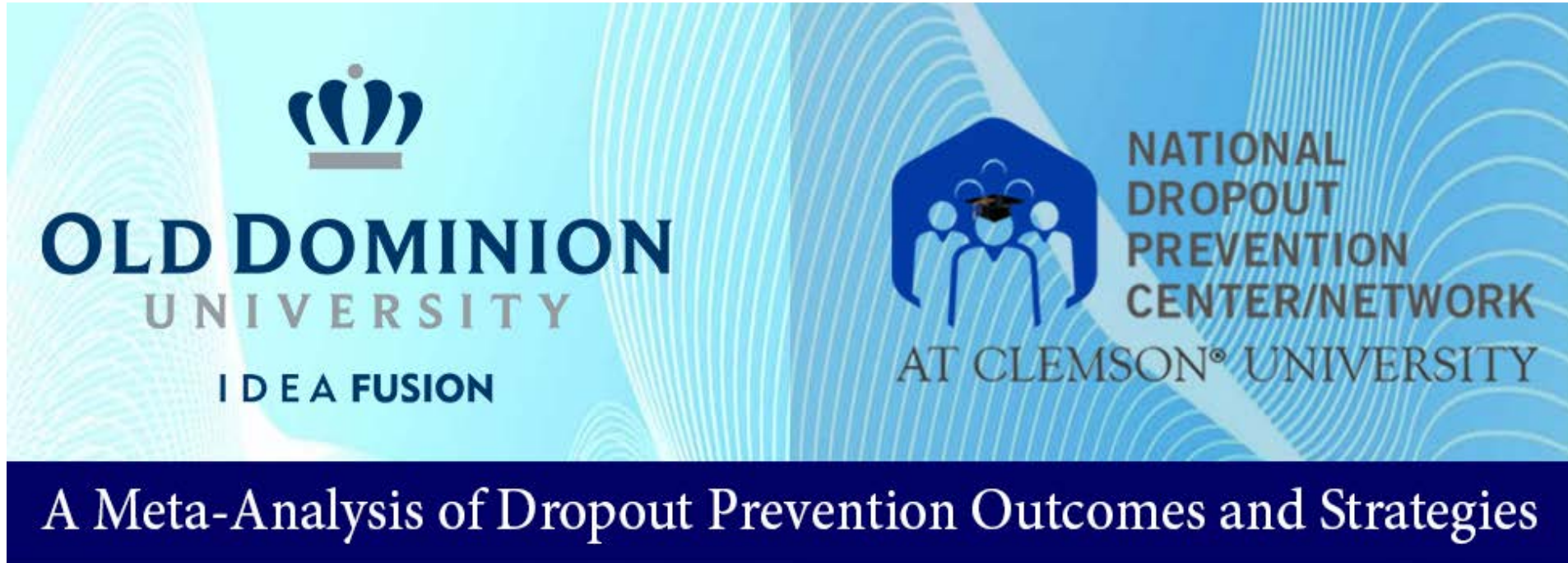
**Townville, South Carolina**

# What Might We Safely Assume About the Relationship of These Students to School ?

- Don't like school
- Limited positive engagement or negative engagement with school
- Limited or no connection with school
- Limited or no sense of security at school
- Limited or no sense of achievement at school
- Deficient sense of autonomy
- Deficient sense of fulfillment



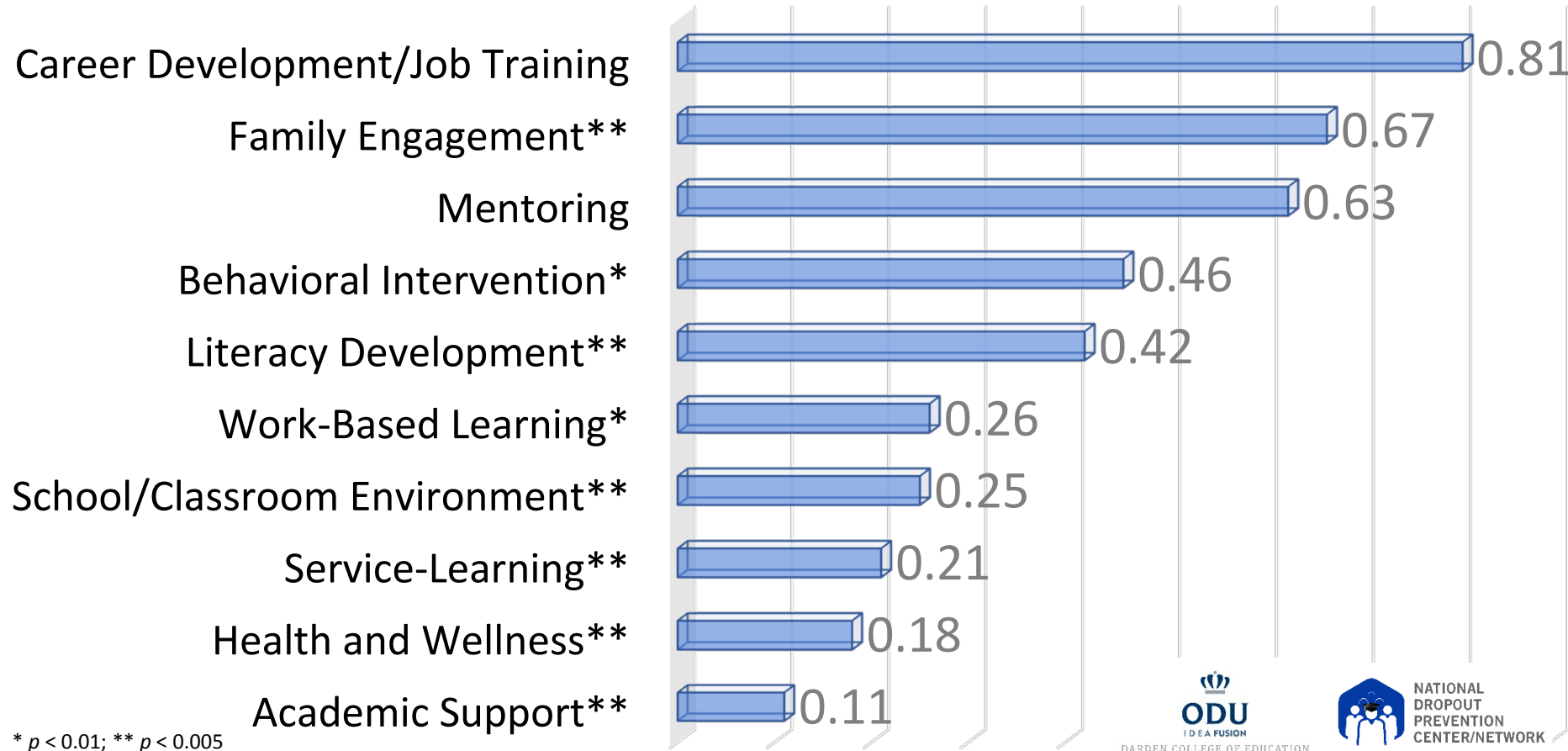
# What We Know About the Impact of CTE



# Which Dropout Prevention Strategy Has Most Impact On Graduation Rates?

- **Academic Support**
- **Behavioral Interventions**
- **Career Development / Job Training**
- **Family Engagement**
- **Health & Wellness**
- **Literacy Development**
- **Mentoring**
- **School / Classroom Environment**
- **Service Learning**
- **Work Based Learning**

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



# CTE Students in New York

**CTE Concentrators of NY High Schools = 12%**

**NY CTE Concentrator Graduation Rate = 92%**

**NY CTE Concentrators Meeting Reading  
and Language Arts Performance goals = 97%**

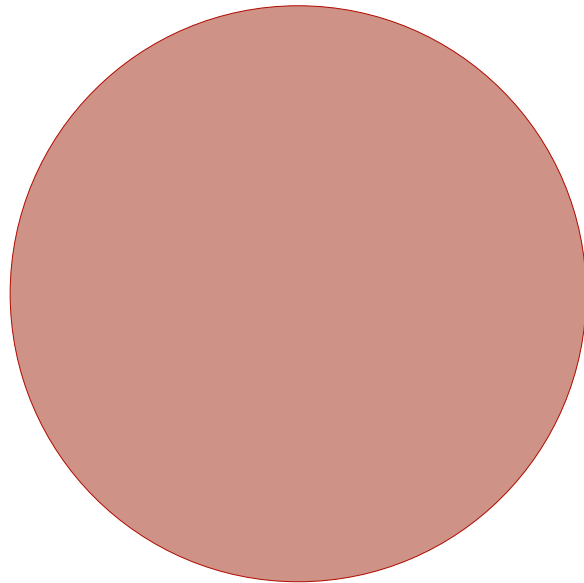
# CTE isn't – and mustn't be – what it was

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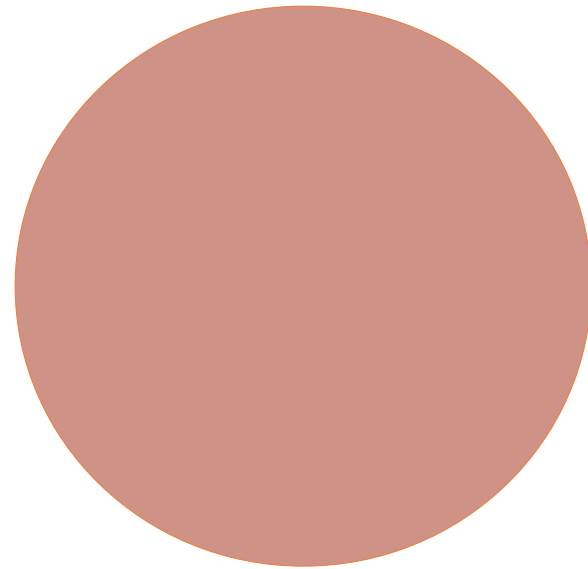
CTE TAC is a means to **bridge the gulf** between **what CTE/vocational education was** and how it **will continue to evolve** to serve today's students, employers, consumers and citizens.

1980's

Vocational Education



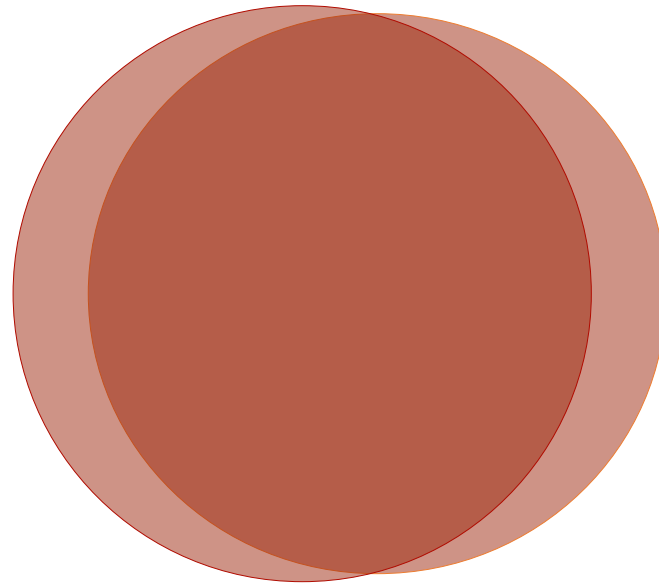
Academic Education



2018

Career and Technical Education

Academic Education

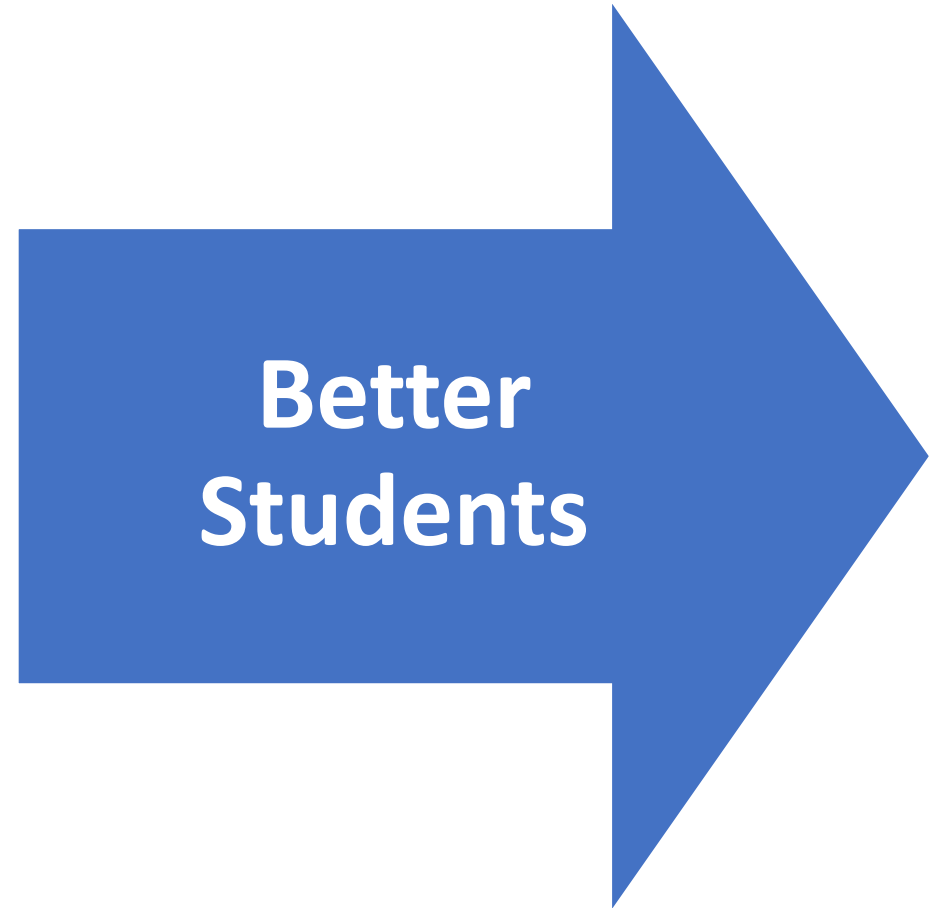


**So..... To make our ugly and outdated line of clothing better, we're going to hire younger and better looking models.**





# How Do We Upgrade Our CTE Programs ?



# Challenges for Including At-Risk Students in CTE

- Alternative schools, where many at-risk students attend, are small and difficult sites for CTE implementation
- At-risk students will lower the standards and reputation of CTE.
- At-risk students may be dangerous in CTE programs.

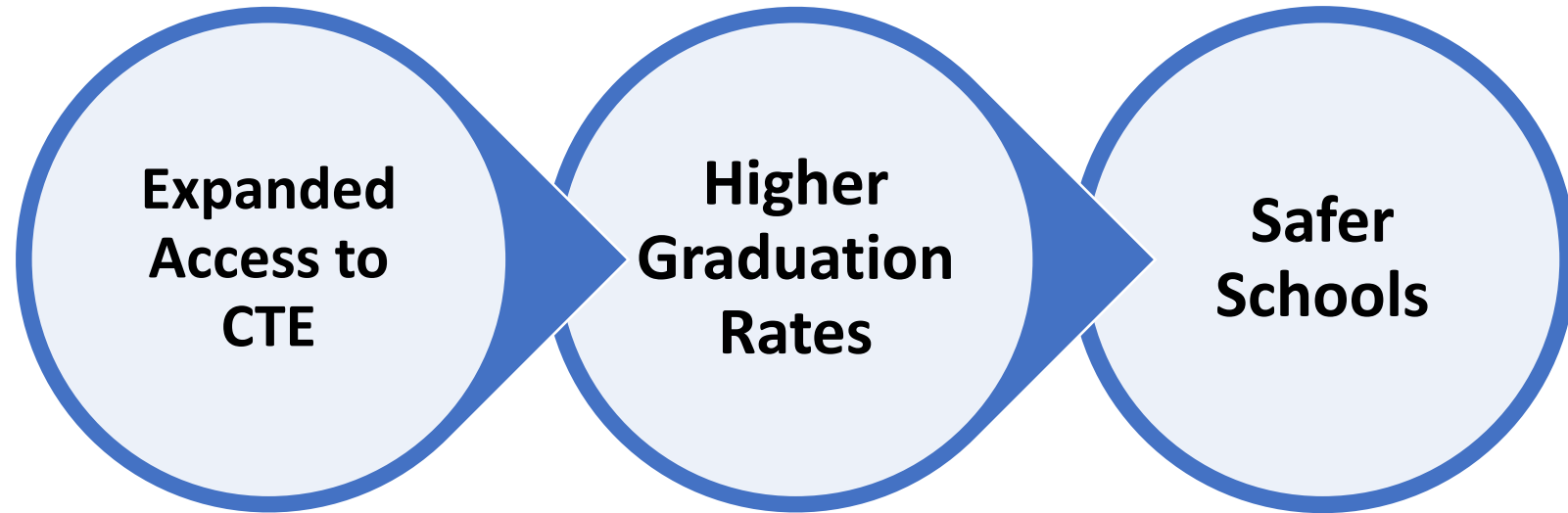
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# Connecting Three Challenges



# Rearranges the Three Challenges



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