

DIPLOMAS NOW

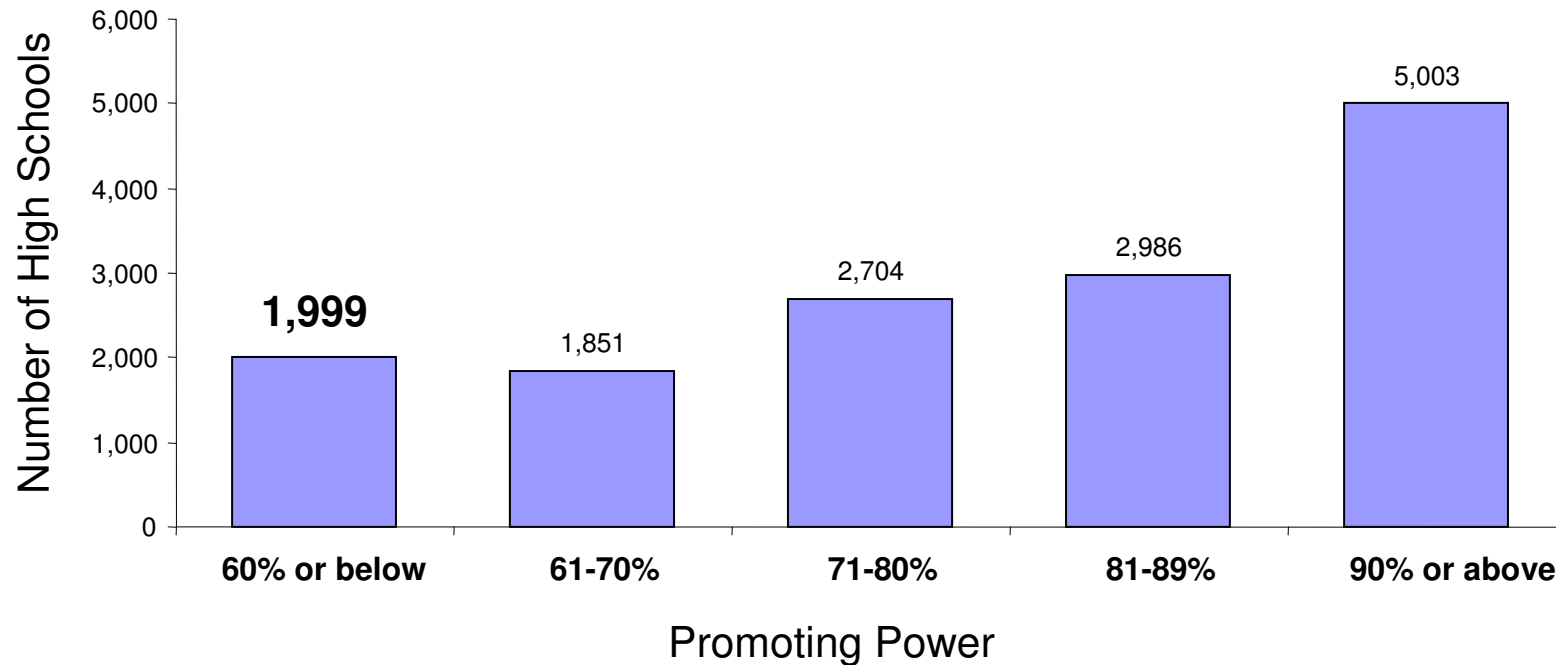
Keeping Every Student on the Path to High School Graduation and Adult Success

FOUNDING INVESTOR



2,000 high school produce half the nation's dropouts

Number of High Schools Nationally by Different Levels of Promoting Power (Class of 2006)

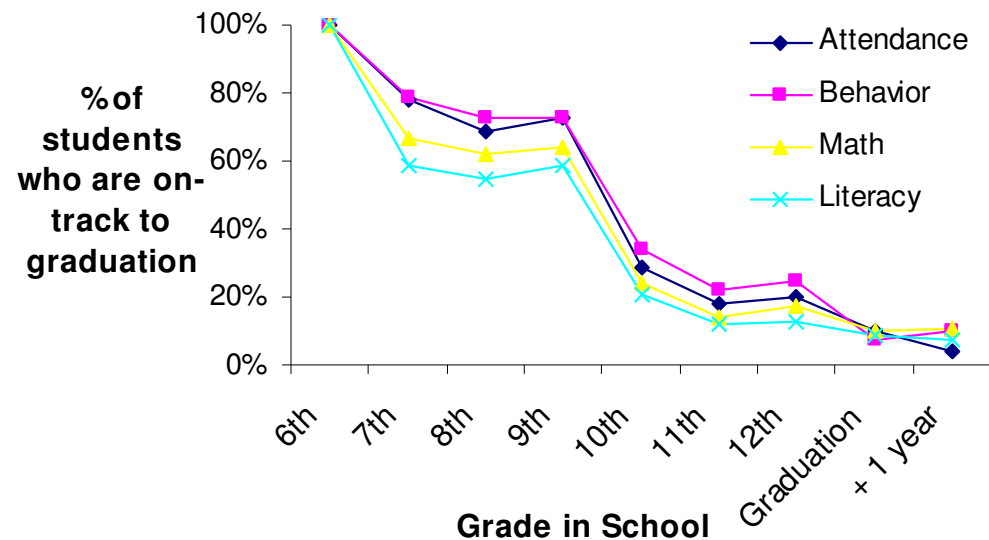


Dropouts can be identified in as early as 6th grade

The Primary Off-Track Indicators for Potential Dropouts:

- **A**ttendance - <80-90%% school attendance
- **B**ehavior - “unsatisfactory” behavior mark in at least one class
- **C**ourse Performance – A final grade of “F” in Math and/or English

Sixth Graders (1996-97) with an Early Warning Indicator



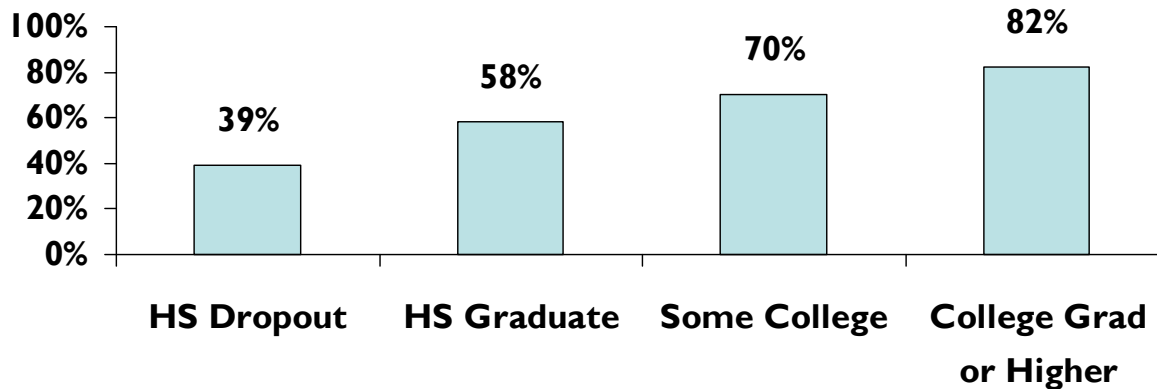
Sixth grade students with one or more of the indicators have only a **10% to 20% chance of graduating** from high school on time or within one year of expected graduation

Note: Early Warning Indicator graph from Philadelphia research which has been replicated in 10 cities.

Robert Balfanz and Liza Herzog, Center for Social Organization of Schools at Johns Hopkins University; Philadelphia Education Fund

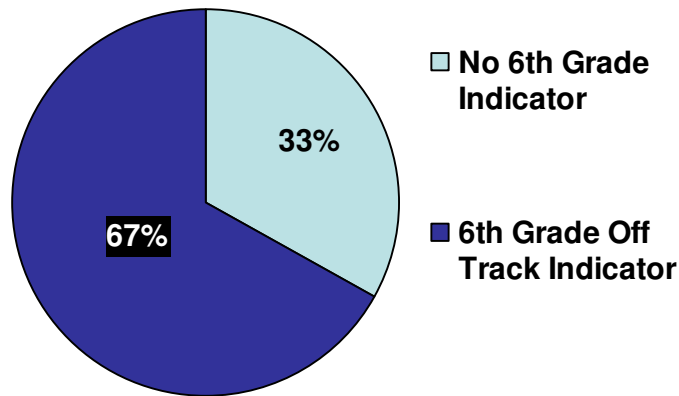
The cost of inaction is high

Employment Rates in Philadelphia by Education Level

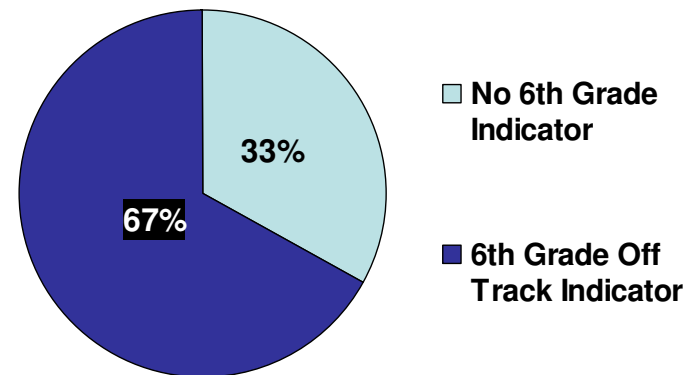


- Over a lifetime individuals with a bachelor's degree or higher earn more than four times and HS graduates earn almost two times that of a high school drop outs (\$2.05M vs. \$871,000 vs. \$457,000)

Males Incarcerated in High School-Philadelphia

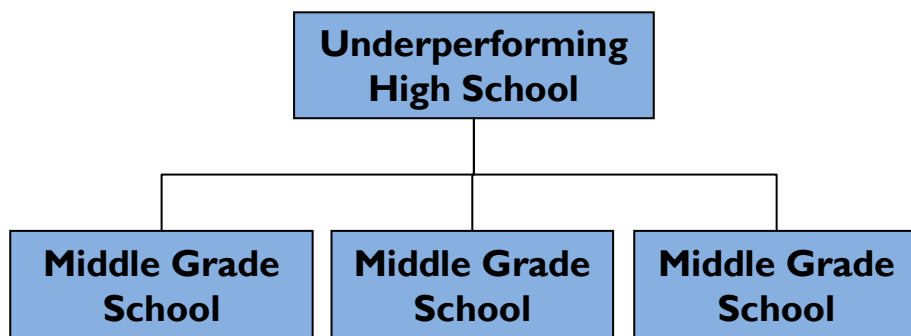


Females Who Give Birth in High School-Philadelphia



This crisis is solvable. We know which students don't graduate, where to find them and the necessary interventions

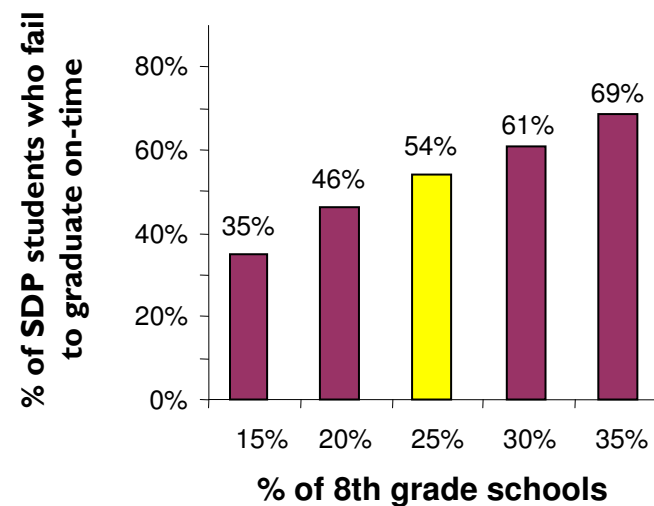
Interventions are needed to keep students on track in grades 6-12



The most problematic high schools and their feeders need a strategic educational intervention designed to support at-risk students in the important 6-12th grade years to get them college ready

A subset of schools generate a disproportionate amounts of dropouts

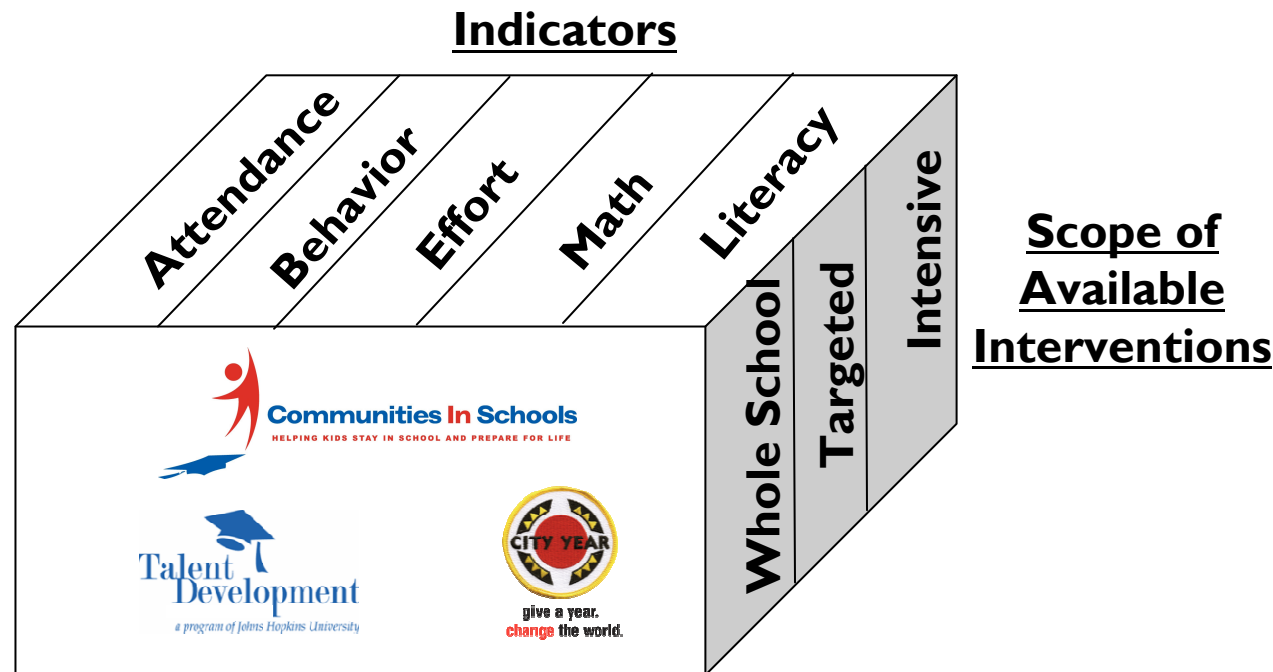
Off-Track Philadelphia Students



In Philadelphia, 25% of the schools with an 8th grade generate over 50% of the students who will not graduate*

Diplomas Now is designed to provide the range and intensity of student supports required in the nation's most challenged secondary schools




- Combining **whole school transformation/turnaround national service** and **integrated student supports** with an **early warning system** and **on-site coordination** to provide a multi- tiered system for supporting all students.
- Through a process of regularly monitoring student performance related to key off and on-track indicators, we are able to identify which students are veering off track with regards to each indicator and provide the appropriate interventions.



The Diplomas Now partners harness and combine their unique assets to keep students on track college and career ready

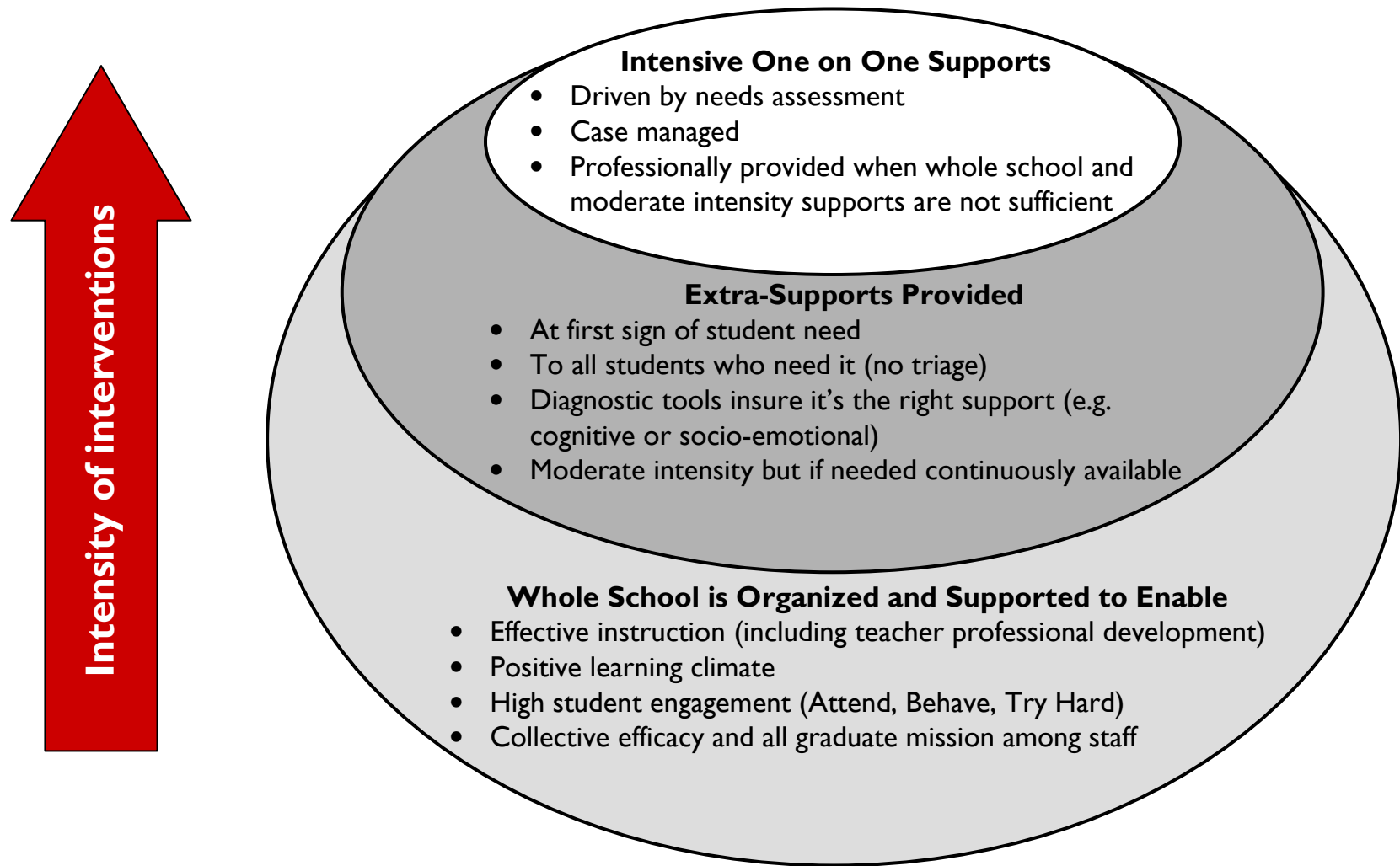
On-Track Indicator and Intervention System:

- Research-based and validated interventions of increasing intensity are employed until student is back on track to graduation. Interventions are constantly evaluated for their effectiveness.

	Core Function	Means and Methods	Additional Roles
	Whole School	<ul style="list-style-type: none"> • Research based instructional, organizational and teacher support • On-track indicator data system • On-site implementation and mission building support • Scheduling, Staffing, and Budget supports 	<ul style="list-style-type: none"> • Extra Academic Supports • Extra Behavior Supports • National Training and Tech Assistance Partner (Phil. Ed. Fund)
	Targeted Supports	<ul style="list-style-type: none"> • Whole-School, Whole-Child Program • 8-15 full-time, full-day trained corps members serving as near-peer role models to mentor, tutor and run extended day learning 	<ul style="list-style-type: none"> • Positive School Climate • Service Learning • After School
	Intensive Supports	<ul style="list-style-type: none"> • School-based professional Site Coordinator • Highly specialized and intensive interventions via case managed student supports and referral to outside agencies • Brokered services through CIS partners 	<ul style="list-style-type: none"> • Episodic Whole School Prevention Supports

The Diplomas Now School Design

Providing the Right Support to the Right Student and the Right Time



Talent Development Turnaround

- Common Core College Prep Curriculum for All
- Career Connections for Relevance
- Accelerated learning courses for students who enter behind grade level to build needed skills and thinking strategies
- 21st century skills and college know-how courses
- Enabling organizational reforms - teacher teams and distributed leadership
- Job embed and course-linked Professional Development and Peer Instructional Coaching
- Leadership supports - assistance with scheduling, staffing, and budgeting
- Diploma's Now turnaround meets all criteria of federal "School Improvement" assurance

City Year’s Whole School Whole Child Model

CY Assets

- Critical mass of people power
- Full-time and extended day
- Diverse “near peer” role models and tutors
- Idealistic culture and energy
- Youth development approach
- Real-time response to student needs

Tiers of Impact

- Targeted Support**
 - Provide the people power to work with hundreds of students in need of extra support (academic, attendance, behavior)
- Classroom Support**
 - Enable teachers to differentiate instruction,
 - Reinforce classroom learning through continuity from in-school to after school/extended learning
- Whole School Prevention**
 - Increase school capacity for school-wide attendance, positive behavior and enrichment programs – (e.g., morning greeting, attendance calls home)

Model



Research-based Performance Indicators



Outcomes

Academic Support

Positive School Climate

After school

Attendance

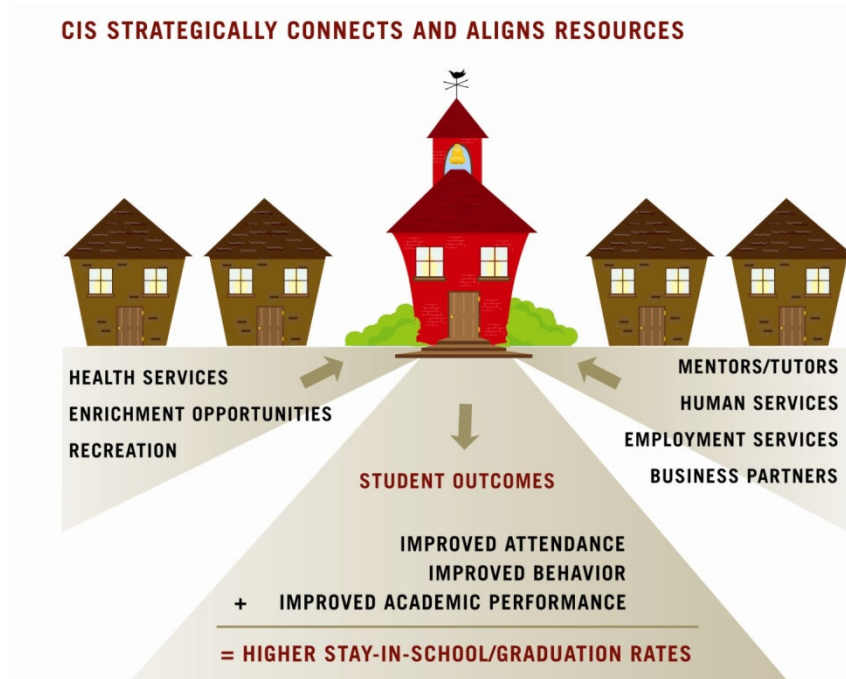
Behavior

Course Performance:
English & Math

Strengthen graduation pipeline (on-time grade progression)

Foster mindset and skills for school achievement and civic participation

Communities In Schools



The CIS Model

1. **Active engagement of a school-based, CIS site coordinator**
2. **Comprehensive school- and student-level needs assessment**
3. **Community asset assessment and identification of service partners**
4. **Annual school- and student-level plans for delivery of prevention and intervention services**
5. **Delivery of appropriate prevention and intervention services**
6. **Data collection and evaluation for reporting and modification of service strategies**

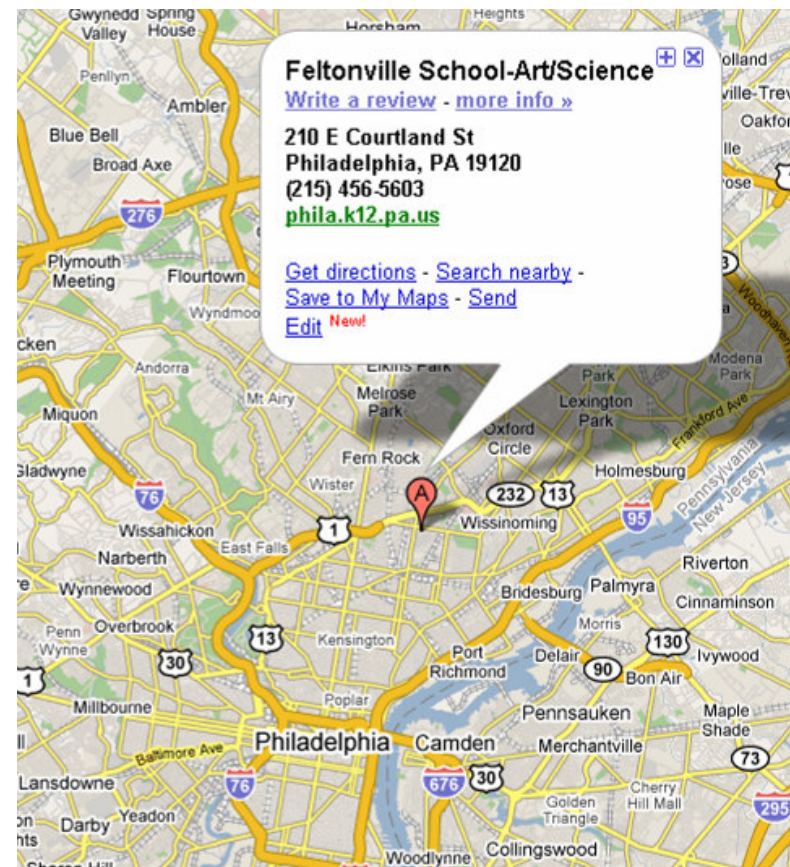
The whole is greater than the sum of its parts

1. Each organization is focused on Early Warning Indicators
2. Resourced data-driven approach leads to higher impact and greater efficiency
3. Coordinated support enables smooth school operations
4. National leverage strengthens implementation and impacts

The Feltonville School of Arts & Sciences, a middle school in Philadelphia, was the national demonstration site for Diplomas Now

Feltonville Student Demographics 2007-08 snapshot:

- Grades 6-8
- Average Class Size: 33
- 754 students:
 - 30.2% are African American
 - 8.3% are Asian
 - 3.5% are Caucasian
 - 55.7% are Latino
- 14.06% receive Special Education services
- 9.83% receive English Language Learner services
- 81.5% of the students receive free or reduced lunch



Early Warning Indicator Data Tool

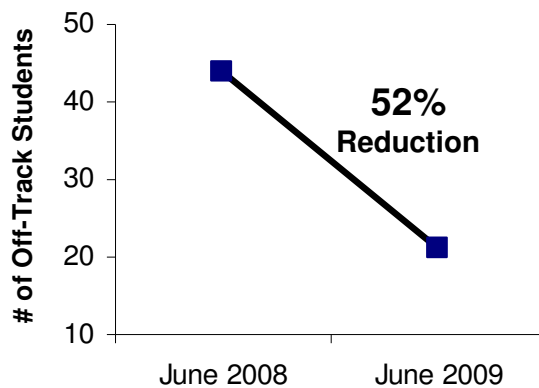
Student	Attendance				Behavior Comments		Math Grades		Literacy Grades		Assessments		
	07-08: Days Absent	08-09: Days Absent	07-08: Att.%	08-09: Att.%	Dec	Mar	Dec	Mar	Dec	Mar	Reading Grade Level	Math PSSA 2008	Literacy PSSA 2008
A	9	19	95%	84%	5	6	C	D	D	C	8	Proficient	Basic
B	12	13	93%	89%	7	8	D	C	F	D	6.5	Below Basic	Basic
C	48	69	73%	43%	10	10	F	F	F	D	5.5	Below Basic	Below Basic

First Year Results: Early identification and Intervention at helped students get back on track to graduate

- Half of Feltonville students who were identified as being off-track at the beginning of the 2008-09 school year improved in that indicator.
- 4500 additional instructional hours were gained through reduced suspensions.
- The school met its Federal and State Performance Improvement Targets (AYP) for the first time in five years

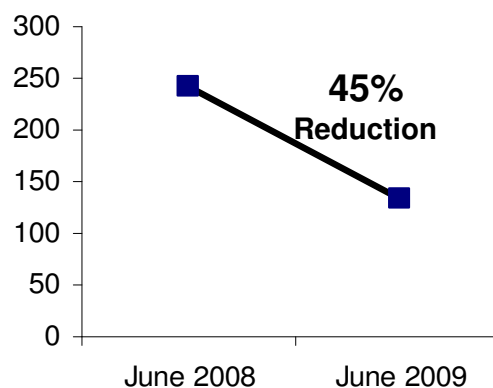
Attendance

of Students with less than 80% Attendance



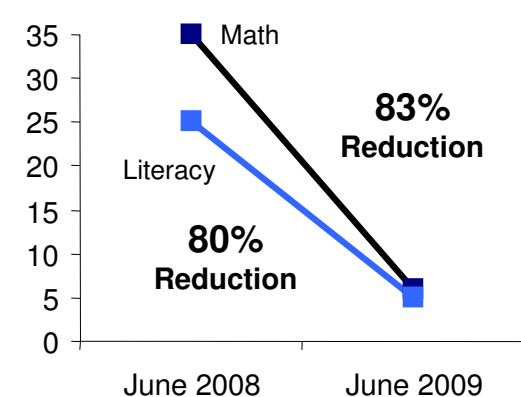
Behavior

of Students with 3 or more negative behavior marks



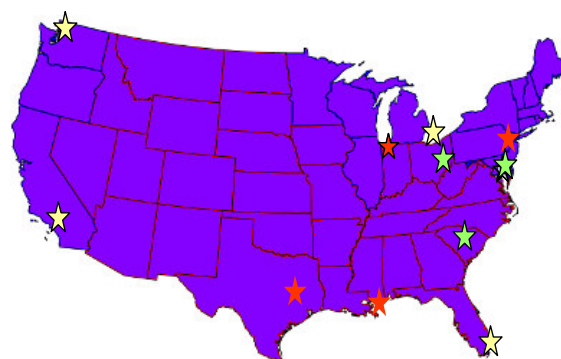
Course Performance

of Students receiving an F in Math or English



The Diplomas Now initiative is expanding

- Five cities have the model up and running in 2009-2010
 - Philadelphia – 3 middle schools
 - Chicago – 1 high school (new school start)
 - New Orleans – 3 high schools
 - San Antonio – 1 middle school
 - Los Angeles pilot – 2 middle schools
- Additionally, multiple cities are planning for implementation in 2010-2011.



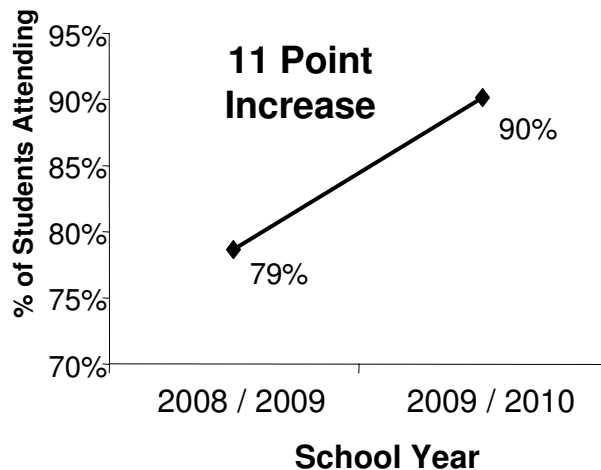
- ★ 2009-2010 DN locations
- ★ Likely 2010-2011 locations
- ★ Post 2011 locations

Diplomas Now Louisiana: Early Results from three RSD New Orleans High Schools

- Diplomas Now is in its first year in three 9th grade academies in the Recovery School District, New Orleans – Cohen HS, Carver HS and John McDonogh HS
- Each of these high schools average ~450 students, 99% minority, 90% on free/reduced lunch
- Below is comparative data from Aug – Oct for the three high schools:

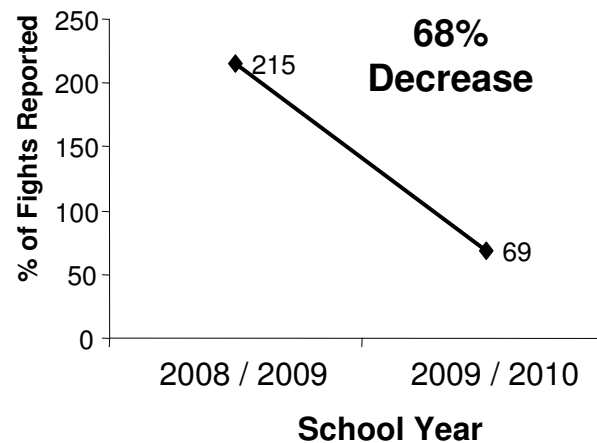
Attendance

Average Daily Attendance



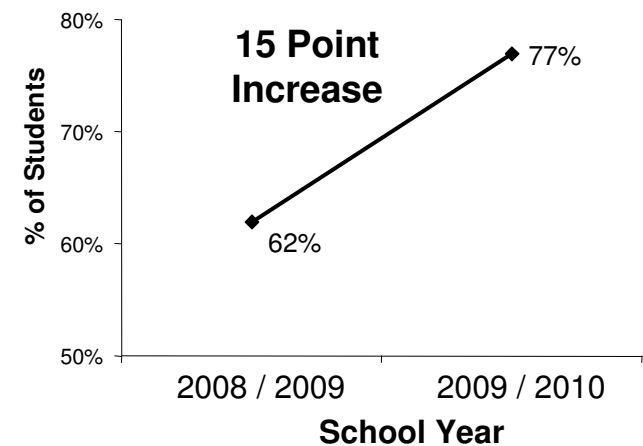
Behavior

Fights Reported



Course Performance

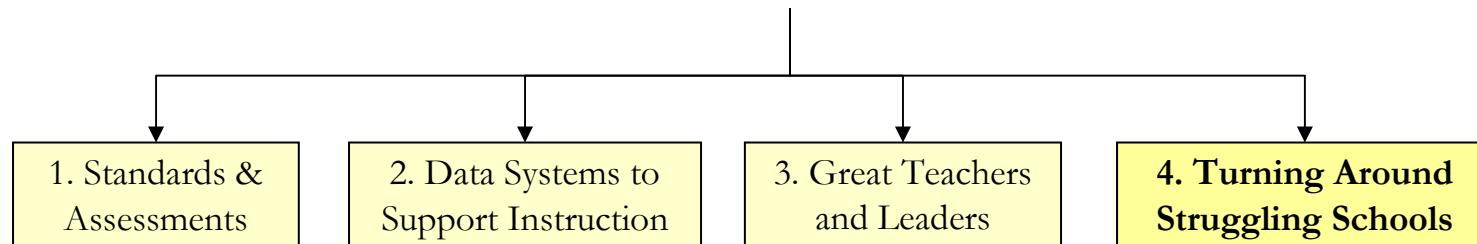
Students passing at least 4 courses



Aggregate statistics for Cohen, Carver and McDonogh High Schools. Attendance and course performance reported for 9th grade academies only; Behavior reported for all grades.

The Diplomas Now turnaround model can leverage federal resources for districts

Four Assurances from the Department of Education



Plans for turning around lowest performing 5% schools through:

- Reconstitution
- Handover to CMO, EMO
- School transformation

DOE ARRA Funding Options for Turning Around Struggling Schools

- Race to the Top
 - \$4B competition designed to encourage and reward states implementing significant education reforms across four assurances including turning around the lowest-performing schools.
- School Improvement Grants
 - \$3.5B in grants that states will award to districts for turning around their lowest-achieving schools. States will identify the bottom five percent of schools and target school improvement funds to implement comprehensive reforms to dramatically transform school culture and improve student academic outcomes.

Diplomas Now Implementation Options

- **School Transformation** – Following district guidelines and with district support, Diplomas Now partners organize and implement comprehensive whole school turnaround with multi-tiered Early Warning Indicator driven intervention system.
- **New School Startup** – District contracts with Diplomas Now partners (led by Talent Development) to re-start a closed school (e.g., the Chicago Talent Development High School).

Diploma's Now turnaround meets all criteria of federal "School Improvement" assurance

Relevant Policy for Scale: Graduation for All Act of 2009

The **Graduation for All Act (H.R. 4122)** will help the nation's lowest-performing secondary schools improve student achievement, increase graduation rates, and promote college enrollment

Key Components:

- **\$2B in competitive grants** focused on turning around the nation's lowest performing high schools and middle schools.
- **Partnerships with community organizations** to implement school turnaround strategies.
- **Implementation of data systems** to identify students at risk of dropping out based on key indicators such as absence or course failure.
- **Combines coursework with academic and social support** services to encourage students and keep them engaged in school.
- **Prepares students for college** by providing information about financial aid options, developing graduation and career plans and offering classes on a college campus.
- **College credit** through Early College High Schools or dual enrollment programs.

Participating Districts will:

- **Identify middle and high schools for redesign** using evidence-based strategies and materials to provide rigorous, relevant curricula and instruction.
- **Choose a Model of Success**, to help make the most effective and appropriate changes in the school. These models range from transformation to restarting the school as a charter.
- **Build a Graduation Improvement Team**, including school leaders, teachers, experts and other staff from the school and the community to help carry out the Model of Success.
- **Implement Early Warning Data Systems** to use academic and behavioral indicators to identify students who may be at risk of dropping out, determine which interventions are appropriate, and to monitor the effectiveness of the interventions so that changes can be made as necessary.