Diplomas Now

A collaborative partnership between schools and three highly effective organizations

Instructional Supports
- Double dose math & English
- Extra help labs
- Common college preparatory or high school readiness curricula

Professional Development Supports
- Job-embedded coaching - Math and English instructional coaches
- Professional learning community
- Professional development linked to grade/subject specific instructional practice

Organizational Supports
- Bi-weekly EWI meetings
- On-site school transformation facilitator
- Inter-disciplinary and subject focused common planning time

Teacher Team (2-6 teachers)

Data Supports
- Easy access to student data on the Early Warning Indicators
- Benchmarks tied to national and state standards
- On-site facilitator to leverage EWI data

Multi Tiered Response to Intervention Model
- 10 to 15 City Year AmeriCorps members: whole school and targeted academic and socio-emotional supports
- Communities In Schools on-site coordinator: case managed supports for highest need students

Interventions to address early warning indicators of
- Attendance
- Behavior
- Course Performance

Student Supports
- Whole school attendance, positive behavior, college-going culture
- Strengthening student resiliency

The Diplomas Now Model
Diplomas Now provides the range and intensity of supports required in the nation's most challenged schools

- Whole School Reform
- City Year Corp Members
- Case Management
- Early Warning System
- On-site coordination

Supporting all students to graduation and college readiness

<table>
<thead>
<tr>
<th>Core Function</th>
<th>Means and Methods</th>
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</thead>
</table>
| Whole School    | • Structure, instruction teacher support and student support  
                  • Track the Early Warning Indicators (Attendance, Behavior and Course Performance)  
                  • Scheduling, staffing and budget supports |
| Targeted Supports | • Corps members to "nag and nurture" students to success.  
                      • 8-15 full-time, full-day corps members serving as near-peer role models to mentor, tutor, provide behavior and attendance coaching and extended day learning |
| Intensive Supports | • School-based professional Site Coordinator  
                           • Targets the highest need students with intensive case management and referral to outside agencies where needed.  
                           • Brokered services through CIS partners |

The Need at Browne Education Campus

- A K-8 school in a high-poverty neighborhood in DC
- Numerous challenges including:
  - Students with health, family and community
  - Low test scores
  - Many students behind grade-level (some severely)
  - Challenging behaviors (particularly in grades 6-8)

Discussion Question: Why was Diplomas Now a good fit?
### Diplomas Now i3 Implementation

**School Organization**

- Diplomas Now input into leadership, staffing, budget and school schedule
- Teacher teaming, common planning time for teacher teams to discuss EWI data and interventions
- Strong **whole school** elements including:
  - School-wide climate and attendance initiatives
  - HS Readiness Curriculum
  - Extra-help courses
  - Instructional Coaches/Job-Embedded Professional Development
  - Extended Learning Time/School Day
- Commitment to working with and resourcing DN for at least a 3-year period. Support for the data collection process conducted by MDRC

**Early Warning Indicator and Tiered Intervention**

- Early Warning Indicator data at the classroom level
- On-Site Diplomas Now Facilitator for EWI data and intervention management and analysis, teacher team facilitation, and intervention integration and support
- City Year team of 8-18 corps members to provide school wide and targeted interventions
- CIS On-site coordinator to provide case management and integrated student

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### Coordination at Browne

- Regular communication between partners and principal (weekly to biweekly check-in)
- EWI meetings that discuss student data and orchestrate services around student needs
- Trust and rapport essential! Partners work together to resolve problems and address challenges at the school site

**Discussion Question:** How does this resemble or differ from practices at your school?
**Diplomas Now - Investing in Innovation Fund Winner**

- **1,700 Applicants → 49 Grantees**

- **$30M federal grant + $6M match through generous support of the PepsiCo foundation**

- **60 schools in 10+ districts reaching 57,000 students**

- Conduct randomized experimental **study validating the impact** of the model, and focusing on the conditions necessary to:
  - Achieve **80% grad rates** in high schools
  - **Reduce by 66%** the number of students entering high school below grade level

**District Partners**

**Other Partners**
- State Departments of Education of Louisiana, South Carolina and New York, Union Park High Schools, Dakota Consulting, School Loop, Pearson PreVent, the City of Philadelphia

**Diplomas Now i3 Independent Evaluation**

**School-level partnership**
- i3 requires an independent evaluation to prove the effectiveness of the Diplomas Now model and document program implementation and scale-up
- Approximately 80 partner schools nationwide (40 schools implementing Diplomas Now)
- Lottery within each district to determine DN schools and non-DN schools

**Data collection**
- **Student records data**: collected directly from district; transcripts, standardized assessment results, attendance, disciplinary data
- **Surveys**: students and staff in DN and non-DN schools; student engagement, school climate, availability of support services, etc. (annual administration)
- **Case studies**: 25% of DN schools across the nation; site visits (2-3 days) consisting of interviews and observations
Evaluation at Browne

- Collaborative is constantly monitoring student ABC (attendance, behavior, course performance) data and identifying progress or challenges
- Quarterly reports based on data are produced
- Quarterly review meetings, where effectiveness is evaluated and challenges to progress problem-solved

Discussion Question: How does your school/slc evaluate the effectiveness of a community partner? How could you improve your evaluation?

Diplomas Now Results
Browne & Spingarn

Diplomas Now is in its first year of implementation at the Browne Education Campus and Spingarn High School in Washington D.C. Below are statistics in these two schools from the first half of the 2010-11 school year.

Attendance

<table>
<thead>
<tr>
<th></th>
<th>Browne</th>
<th>Spingarn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>140</td>
<td>120</td>
</tr>
<tr>
<td>Q2</td>
<td>120</td>
<td>100</td>
</tr>
<tr>
<td># of Students with less than 80% Attendance</td>
<td>35% Reduction</td>
<td>30% Reduction</td>
</tr>
<tr>
<td># of Students off-track in behavior*</td>
<td>29% Reduction</td>
<td>29% Reduction</td>
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</table>

Behavior

<table>
<thead>
<tr>
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<th>Spingarn</th>
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<tbody>
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<td>140</td>
<td>120</td>
</tr>
<tr>
<td>Q2</td>
<td>120</td>
<td>100</td>
</tr>
<tr>
<td># of Students failing Math or English</td>
<td>30% Reduction</td>
<td>30% Reduction</td>
</tr>
<tr>
<td># of Students off-track in behavior*</td>
<td>29% Reduction</td>
<td>29% Reduction</td>
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</tbody>
</table>

Course Performance

<table>
<thead>
<tr>
<th></th>
<th>Browne</th>
<th>Spingarn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>140</td>
<td>120</td>
</tr>
<tr>
<td>Q2</td>
<td>120</td>
<td>100</td>
</tr>
<tr>
<td># of Students failing Math or English</td>
<td>19% Reduction</td>
<td>18% Reduction</td>
</tr>
<tr>
<td># of Students off-track in behavior*</td>
<td>29% Reduction</td>
<td>29% Reduction</td>
</tr>
</tbody>
</table>

* off-track in behavior defined as 2 or more office referrals within a month or one in school or out of school suspension.
Diplomas Now Results:
Philadelphia Middle Schools

Diplomas Now partnered with three Philadelphia high poverty middle schools in 2009-2010. These schools average 615 students, 84% of whom are eligible to receive free or reduced price lunch. Below are the aggregate results for all three schools from the 2009-10 School year.

### Attendance

<table>
<thead>
<tr>
<th># of Students with less than 80% Attendance</th>
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<tbody>
<tr>
<td>60</td>
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<table>
<thead>
<tr>
<th>% Reduction</th>
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<tbody>
<tr>
<td>55%</td>
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June 2009 June 2010

### Behavior

<table>
<thead>
<tr>
<th># of Students with 3 or more negative behavior marks</th>
</tr>
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<tbody>
<tr>
<td>35</td>
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</tbody>
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<table>
<thead>
<tr>
<th>% Reduction</th>
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<tbody>
<tr>
<td>52%</td>
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</table>

June 2009 June 2010

### Course Performance

<table>
<thead>
<tr>
<th># of Students receiving an F in Math or English</th>
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<tr>
<td>82%</td>
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<table>
<thead>
<tr>
<th>% Reduction</th>
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<tbody>
<tr>
<td>78%</td>
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June 2009 June 2010

Diplomas Now New Orleans Results

- In 2009-2010 Diplomas Now was 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 these three high schools:

#### Attendance

<table>
<thead>
<tr>
<th>% of Students Displaying Chronic Absenteeism (^1)</th>
</tr>
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<tbody>
<tr>
<td>Cohen</td>
</tr>
<tr>
<td>50%</td>
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</table>

Avg. 13 Point Reduction

#### Behavior

<table>
<thead>
<tr>
<th>Average # of Days Students Suspended out of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohen</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Avg. 26% Reduction

#### Course Performance

<table>
<thead>
<tr>
<th>% of Attempted Courses Passed</th>
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<tbody>
<tr>
<td>Cohen</td>
</tr>
<tr>
<td>90%</td>
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Avg. 9 Point Increase

\(^1\) Chronic Absenteeism defined as 20 or more absences throughout the year
Communities In Schools

The Mission of Communities in Schools is to surround students with a community of support, empowering them to stay in school and achieve in life.

Through a school-based coordinator, CIS connects students and their families to critical community resources tailored to local needs.

Independent evaluation has demonstrated that CIS:
- Lowers dropout rates, increases graduation rates & improves student achievement

STUDENT OUTCOMES
- Improved Attendance
- Improved Behavior
- Improved Academic/Course Performance

|= Grade Promotion/Stay In Schools/Graduation Rates

The Communities In Schools Model & Diplomas Now:
- Provide annual school- and student-level plans for delivery of prevention and intervention services.
- Utilize school-based case manager concept to ensure appropriate delivery of prevention and intervention services.
- Broker services through CIS partners