

LAYING TRACKS TO GRADUATION

System- and School-level Continuous Improvement of the Diplomas Now Model

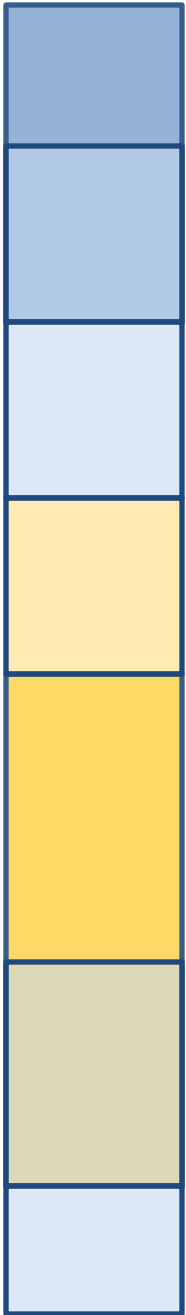
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Susan Sepanik



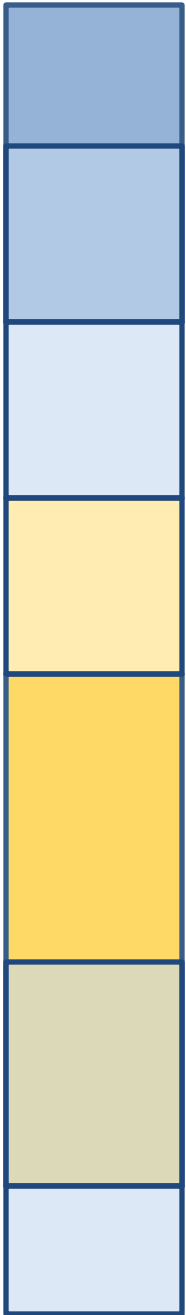


DIPLOMAS NOW

- Partnership between *Talent Development Secondary, City Year* and *Communities In Schools*
- Multidimensional secondary school reform model designed to support all students to graduation and preparation for postsecondary success



- Expanded Model to 32 Schools in 11 Urban School Districts
- Random Assignment study (commenced in 2010)
- Schools in study represent some of the most challenged urban secondary schools in the country.

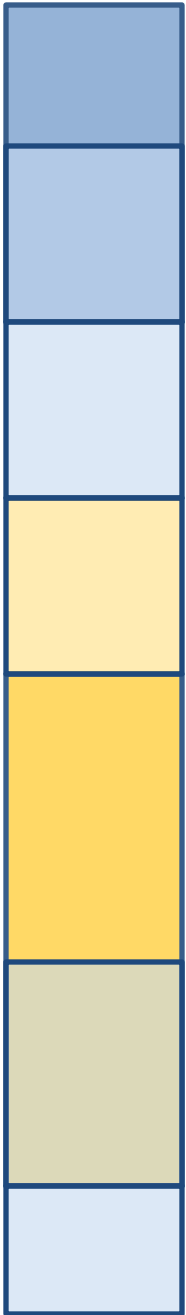


- **School-level**

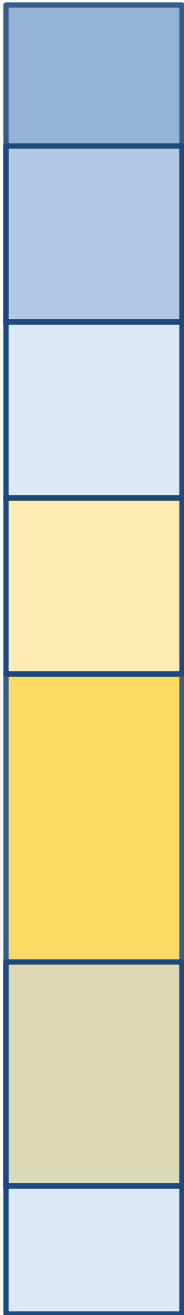
- Interdisciplinary teams of teachers, DN staff, and school leadership take part in constant “cycles of inquiry”

- **System-level**

- Explores what it takes to implement the model, the fidelity of implementation, and how the model has changed school practice



- EWI Data System and Meetings
- Collaborative Leadership Teams
- Diplomas Now National Team Efforts



EWI teams (“First Responders”)

interventions based on individual EWI data and on subgroup trends in EWI data, the interventions,

and then, in a subsequent meeting,

the results so far, and further based upon those results



An Example from a DN HS

- Identified 20 Level 1 ESL students struggling with attendance
- Invite parents and students to meal/orientation meeting to discuss the school's expectations of and supports for students and parents



An Example from a DN HS

- Reviewed data and found that most of the Level 1 ESL students were now attending but that many were often tardy
- Sent out a very brief survey to this smaller subset of Level 1 ESL students to explore the reasons they were chronically tardy



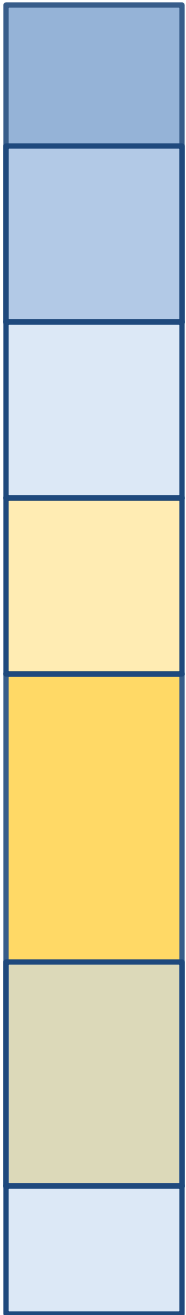
An Example from a DN HS

- Survey showed many of these students had not obtained city bus passes and were walking long distances or waiting for rides
- Team obtained and distributed bus passes for these students

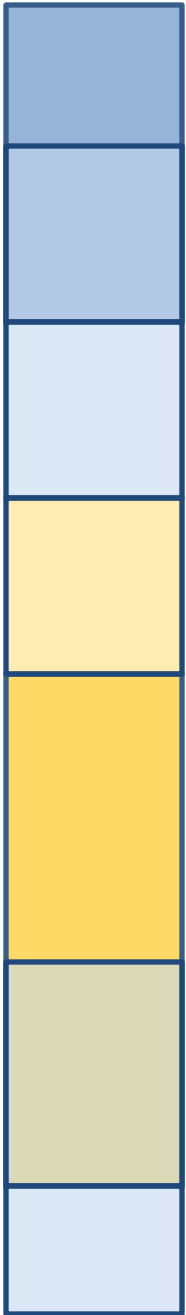


An Example from a DN HS

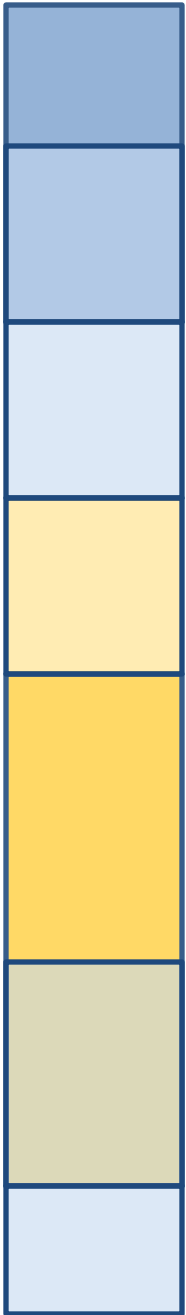
- Data showed tardiness stopped so team shifted focus to these students' poor performance in writing
- Created targeted intervention: After-school writing tutoring



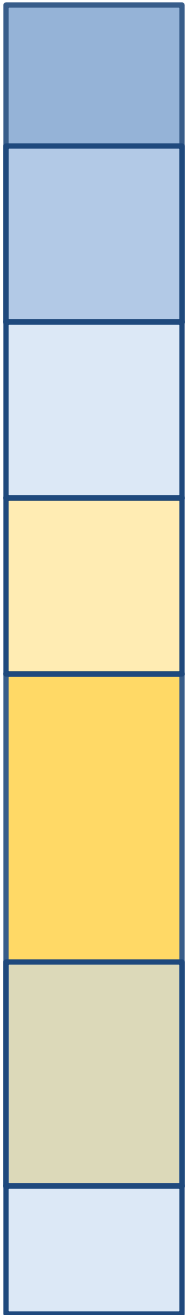
- Creation of the Diplomas Now Logic Model
- Implementation Fidelity
- Service Contrast



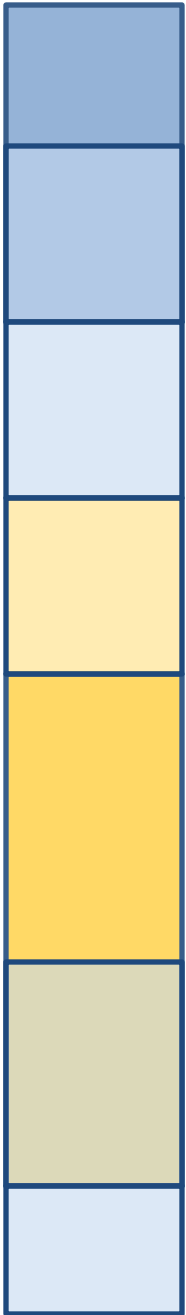
- Majority of the model was implemented as designed during first two years.
- Overall fidelity score remained consistent from Year 1 to Year 2, but:



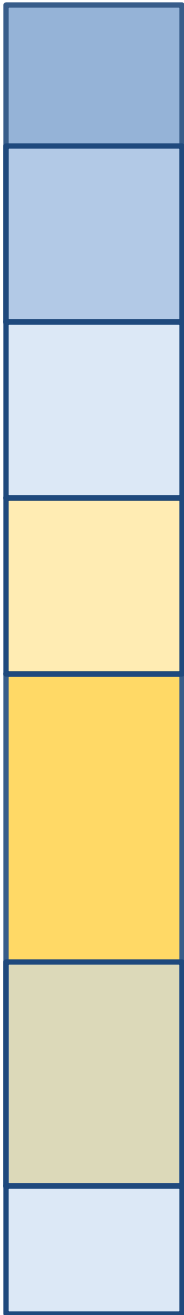
- In the first two years, DN schools became different in their organization and practices than non-DN schools
 - 26 indicated a positive difference made by DN
 - 16 of those were statistically significant (at least with 90% confidence)



- Overall Fidelity remained consistent while Service Contrast grew from Year 1 to Year 2



- School-level improvement
- System-level research
- Impact reports will test assumptions in the Diplomas Now model's theory of change



Program webpage:

www.diplomasnow.org

Evaluation webpage:

www.mdrc.org/progress/diplomas-now

Contact Info: