

Unlock Success for Struggling Students

Struggling students face considerable and diverse

BARRIERS to SUCCESS



The average student in 8th grade who starts below grade level has a **1 in 4** chance of catching up by 12th grade.

2 in 3

8th graders are reading below grade level

1 in 10

Students are English language learners

2 in 3

8th graders are below grade level in math

8TH GRADERS

Who score significantly below grade level have just a

1 in 10

chance of catching up in reading

1 in 30

chance of catching up in math.¹

STUDENTS

who are **UNABLE TO CATCH UP**

in middle school are more likely to dropout.

70%

of high school dropouts said they left in part because they weren't sure they could make it to graduation—the barriers felt too high.²

CHRONIC ABSENTEEISM

plays a role: students who miss at least 15 days of schools are considered chronically absent and are at a much greater risk of falling behind.



Over

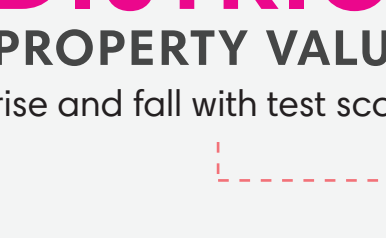
6 MILLION

students—about 1 in 7 students—missed 15 or more days or school in 2013–2014.³

The Potential Cost of Struggling Students



When students struggle with their coursework, the potential costs are high and impact districts and communities in multiple ways:



EACH DROPOUT typically costs a district thousands per year in state and federal funding.⁴

DISTRICT PROPERTY VALUES

rise and fall with test scores.

In **SUBURBAN DISTRICTS**, a 5% increase in test scores corresponds with a **2.5%** increase in property values.⁵

In **STATES** with an A-F school rating system, moving from a B to an A can increase property values by **8.7%**.⁶

Students who drop out of high school:

HAVE HIGHER UNEMPLOYMENT RATES.

In 2017, around 18.9% of high school dropouts were unemployed, compared to 16.8% of graduates.⁷

HAVE LOWER INCOMES

In 2017, the median weekly earnings of high school graduates were

37%

higher than those who did not complete high school.⁸

Students struggling with grade-level curriculum:

BELOW-PROFICIENT READERS

Need help with reading comprehension, especially understanding individual words.



They benefit from:

- Vocabulary that introduces grade-level ideas and terms in readily accessible language.
- Explicit instruction of the active reading strategies needed to understand texts and assignments.
- Scaffolded resources for reading, writing, and note-taking.

ENGLISH LANGUAGE LEARNERS

Can simultaneously develop language and subject-area mastery when the content is comprehensible.

They benefit from:

- Simple definitions for unfamiliar words and read-aloud for text.
- Relevant examples, rich visualizations and interactive learning experiences.
- Native language support to access grade-level curriculum.



STUDENTS WITH LEARNING GAPS

Need to feel like they aren't perpetually behind. If they get stuck, they need immediate support to get back on track.



They benefit from:

- Targeted remediation to prepare them for grade-level material.
- Chunked instruction with multiple ways to learn each new idea.
- Calibrated scaffolding for grade-level assignments.

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KEY

CONSIDERATIONS

About Struggling Students

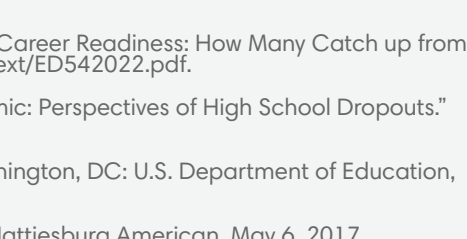
Different students have different needs.

Students forget 50% to 80% of what they learn overnight unless they actively and repeatedly apply new concepts.

Students' day-to-day engagement hinges on positive momentum.

Students' long-term engagement hinges on credible hope for the future.

More Success for More Students



¹ Dougherty, Chrys, and Steve Fleming. "Getting Students on Track to College and Career Readiness: How Many Catch up from Far Behind?" ACT Research Report Series, November 2012 (9). files.eric.ed.gov/fulltext/ED542022.pdf.
² Bridgeland, John M., John J. Dilulio Jr., and Karen Burke Morison. "The Silent Epidemic: Perspectives of High School Dropouts." Civic Enterprises, March 2006. gates.ly/1b9f7gW.
³ U.S. Department of Education. Chronic Absenteeism in the Nation's Schools. Washington, DC: U.S. Department of Education, 2016. www2.ed.gov/datastory/chronicabsenteeism.html.
⁴ Ciurczak, Ellen. "School Districts Reveal Price Tag of Average Daily Attendance." Hattiesburg American, May 6, 2017, hatne.ws/2y5vNXr.
⁵ Black, Sandra E. "Do Better Schools Matter? Parental Valuation of Elementary Education." The Quarterly Journal of Economics 114(2): 577–599, May 1999. doi.org/10.1162/00335539956070; Beracha, Eli, and William G. Hardin III. "The Capitalization of School Quality into Renter and Owner Housing." Real Estate Economics 46(1), March 23, 2017: 85–119. doi.org/10.1111/1540-6229.12195.
⁶ Figlio, David N., and Maurice E. Lucas. "What's in a Grade? School Report Cards and the Housing Market." American Economic Review 94(3), June 2004: 591–604. doi.org/10.1257/0002828041464489.
⁷ Bureau of Labor Statistics. College Enrollment and Work Activity of Recent High School and College Graduates—2017. Washington, DC: U.S. Department of Labor, 2018. www.bls.gov/news.release/hsgsec.nr0.htm
⁸ Torpey, Elka. "Measuring the value of education." Bureau of Labor Statistics. Career Outlook. Washington, DC: U.S. Department of Labor, April 2018. https://www.bls.gov/careeroutlook/2018/data-on-display/education-pays.htm