

## Crosswalk of Documents Informing Dropout Prevention for use by New Hampshire Educators

### Overview

This document provides a crosswalk between *New Hampshire's Vision for Redesign*, the Institute for Education Science's *Dropout Prevention Practice Guide*, and the National Dropout Prevention Center's *15 Effective Strategies* for improving high school graduation rates.

Each of these documents was informed by different types of "evidence" and designed with a different purpose in mind. This crosswalk is intended to provide an overview of the principles, recommendations and strategies in these three documents and identify common areas.

Two individual crosswalks were conducted. Table 1 provides the results for a crosswalk between the *New Hampshire Vision for Redesign* and the *Dropout Prevention Practice Guide*. The end column presents information on the alignment between the documents, summarizing those *Guide* recommendations that are not specifically captured by the *New Hampshire Vision for Redesign*. Table 2 adds the National Dropout Prevention Center's *15 Effective Strategies* to the crosswalk.

### The Documents

*New Hampshire's Vision for Redesign: Moving from High Schools to Learning Communities* was informed by local research and knowledge, and is, in many respects, a natural extension of recent educational policy initiatives, such as "Follow the Child" and "the Minimum Standards for School Approval (MSSA), that New Hampshire has implemented. The New Hampshire document contains six major principles and a number of sub-themes. Note that the New Hampshire document also includes other important sections besides the principles and sub-themes, such as "Redesign and State Standards," that are not covered by the crosswalk. In both Tables below, the New Hampshire Vision for Redesign document is used to anchor the crosswalk.

The Institute for Education Sciences convened an expert panel to create the *Dropout Prevention Practice Guide*. This panel examined the research literature and put forth those recommendations that were supported to some degree by scientific research. The *Guide* contains six major recommendations and a total of 25 specific sub-recommendations. In Table 1, the *Guide* is specifically compared to the *New Hampshire Vision for Redesign* document, and specific *Guide* recommendations not captured by the New Hampshire document are detailed in the third column.

The National Dropout Prevention Center developed a listing of the *15 Effective Strategies* that schools could implement to improve their graduation rates. Table 2 incorporates these strategies into the crosswalk. A single strategy may be "matched" in the crosswalk with more than one *New Hampshire Vision for Redesign* principle.

### Crosswalk Results

Although the documents were generated differently and designed for different purposes, they share common themes. Personalization, engagement, and relevance were the themes that showed the highest degree of similarity across the *New Hampshire Vision for Redesign* and the *Dropout Prevention Practice Guide*. The level of specificity in the *Guide* around specific data tasks around dropout prevention and the greater emphasis placed on leadership by the *New Hampshire Vision for Redesign* were two areas of lesser similarity.



**TABLE 1. CROSSWALK OF NEW HAMPSHIRE VISION FOR REDESIGN AND THE DROPOUT PREVENTION PRACTICE GUIDE**

NEW HAMPSHIRE VISION FOR REDESIGN	DROPOUT PREVENTION PRACTICE GUIDE	COMPARISON OF ALIGNMENT
<p><b>2) Rigor and High Standards</b></p> <ul style="list-style-type: none"> <li>• Clearly identify what is expected of students</li> <li>• Provide common target for students and staff</li> <li>• Includes all students and all programs</li> <li>• Address character and emotional development</li> <li>• Includes academic knowledge and life skills</li> <li>• Involves students, parents and community members in standards development</li> </ul>	<p><b><i>(Recommendation #4) Implement programs to improve students' classroom behavior and academic performance</i></b></p> <ul style="list-style-type: none"> <li>• Use adult advocates or other engaged adults to help students establish attainable academic and behavioral goals with specific benchmarks</li> <li>• Teach strategies to strengthen problem-solving and decision-making skills</li> <li>• Establish partnerships with community-based program providers and other agencies such as social services, welfare, mental health and law enforcement.</li> </ul>	<p>The Guide is more specific about the use of adult advocates to establish goals and targets. The Guide also does not explicitly mention including all students in the process. Both include the student's behavioral as well as academic development.</p> <p>One slight difference is the Guide's more explicit language about "teaching strategies"</p> <p>The N.H. document specifies working with external persons on standards development, while the Guide is more focused on external partnerships to address the student's classroom behavior and academic performance.</p> <p>The N.H. document does not specifically mention the Guide checklist item, "recognizing student accomplishments."</p>

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<p><b>3) Relevance and Engagement</b></p> <ul style="list-style-type: none"> <li>• Connect what students learn to real-life practice</li> <li>• Expanding the scope of learning opportunities (e.g., through internships and independent study)</li> </ul>	<p><b><i>(Recommendation #6) Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school</i></b></p> <ul style="list-style-type: none"> <li>• Integrate academic content with career and skill-based themes through academic or multiple pathways models</li> <li>• Host career days and offer opportunities for work-related experiences and visits to post-secondary campuses</li> <li>• Provide students with extra assistance and information about the demands of college</li> <li>• Partner with local businesses to provide opportunities for work-related experience such as internships, simulated job interviews, or long-term employment</li> </ul>	<p>Four of the five checklist items for Guide recommendation (#6) are covered by the N.H. Document principle of “relevance and engagement.” The only checklist item that does not appear to be covered by the N.H. principle of “relevance and engagement” is “providing teachers with ongoing ways to expand their knowledge and improve their skills” (which fits under the N.H. principle of “empowered educators”</p>

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<p><b>4) Results</b></p> <ul style="list-style-type: none"> <li>• Collecting and analyzing data to support student growth, and to determine whether a school has met its goals or whether a program needs modification</li> <li>• Include both academic and non-academic goals</li> <li>• Schools should have plan to collect and report data internally and to greater community</li> <li>• Data system should encourage teachers to be reflective about their own teaching so they can improve it</li> </ul>	<p><b><i>(Recommendation #1) Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out</i></b></p> <ul style="list-style-type: none"> <li>• Use longitudinal, student-level data to get an accurate read of graduation and dropout rates</li> <li>• Monitor students’ sense of engagement and belonging in school</li> <li>• Monitor the academic and social performance of all students continually</li> </ul>	<p>Three of the six checklist items relevant to Guide recommendation #1 appear to be covered by the N.H. principle of “results.”</p> <p>There are three more data-specific Guide checklist items relevant to recommendation #1 that are not covered by the N.H. principles are:</p> <ul style="list-style-type: none"> <li>• Use data to identify incoming students with histories of academic problems, truancy, and retentions</li> <li>• Review student-level data to identify students at risk of dropping out before key academic transitions</li> <li>• Collect and document accurate information on student withdrawing</li> </ul> <p>The Guide does not make explicit mention of school plans to collect and report data, or on the encouragement of teacher reflective practice.</p>

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<p><b>5) Empowered Educators</b></p> <ul style="list-style-type: none"> <li>• Schools must nurture effective leadership with ongoing training and support</li> <li>• Provide professional development to help teachers transition to these new roles</li> <li>• Collaborate with parents and communities</li> <li>• Teachers should transition from a traditional delivery approach toward coaching, mentoring and facilitating student learning</li> <li>• Encourage students to assume responsibility for their own learning</li> <li>• Physical environment and school structure should facilitate a professional learning community</li> </ul>	<p><b><i>(Recommendation #6) Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school</i></b></p> <ul style="list-style-type: none"> <li>• Provide teachers with ongoing ways to expand their knowledge and improve their skills</li> </ul> <p><b><i>(Recommendation #2) Assign adult advocates to students at risk of dropout out</i></b></p> <p><b><i>(Recommendation #4) Implement programs to improve students’ classroom behavior and academic performance</i></b></p> <ul style="list-style-type: none"> <li>• Establish partnerships with community-based program providers and other agencies such as social services, welfare, mental health and law enforcement.</li> </ul>	<p>The N.H. principle of “empowered educators” focuses on nurturing leadership and building teacher skills. One checklist item for Guide recommendation #6 on the importance of professional develop seems to fit, although the Guide focuses on teachers and the N.H. document includes administrators and teachers.</p> <p>Guide recommendations 2 and 4 appear to address a similar theme as “collaborate with parents and communities” under the N.H. principle of “empowered educators.”</p> <p>The themes of teachers moving toward facilitating student learning, encouraging students to assume responsibility for their own learning and recommending that physical environment and school structure facilitate a professional learning community do not appear to be explicitly covered in the Guide.</p>

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<p><b>6) Follow the Child</b></p> <ul style="list-style-type: none"> <li>• Collaboration among educators, parents and the student to determine learning pathway</li> <li>• Draw on internal and external resources and develop long-term and short-term strategies to assist learning</li> <li>• Careful monitoring of student’s growth academically, socially, physically and personally</li> <li>• Personalize each student’s plan with a thorough individualized analysis</li> <li>• Adjust learning plan as needed</li> </ul>	<p><i>(Recommendation #1) Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out</i></p> <p><i>(Recommendation #2) Assign adult advocates to students at risk of dropout out</i></p> <p><i>(Recommendation #4) Implement programs to improve students’ classroom behavior and academic performance</i></p> <ul style="list-style-type: none"> <li>• Establish partnerships with community-based program providers and other agencies such as social services, welfare, mental health, and law enforcement</li> <li>•</li> </ul> <p><i>(Recommendation #6) Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school</i></p> <ul style="list-style-type: none"> <li>• Partner with local businesses to provide opportunities for work-related experience such as internships, simulated job interviews, or long-term employment</li> <li>• Monitor the academic and social performance of all students continually</li> <li>• Monitor students’ sense of engagement and belonging in school</li> </ul>	<p>Checklist items under recommendation #1, #2, #4, and #6 all appear to be relevant to the themes of collaboration and drawing on internal and external resources under the N.H. principle of “Follow the child.”</p> <p>Two checklist items under Guide recommendation #1 seem to match the careful monitoring of the whole child emphasized by N.H. principle of “Follow the child.”</p> <p>There do not appear to be specific Guide checklist items that match personalizing student plans and adjusting them as necessary.</p>



**TABLE 2. CROSSWALK OF NEW HAMPSHIRE VISION FOR REDESIGN, THE DROPOUT PREVENTION PRACTICE GUIDE, AND THE NATIONAL DROPOUT PREVENTION CENTER'S 15 EFFECTIVE STRATEGIES**

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<p><b>2) Rigor and High Standards</b></p> <ul style="list-style-type: none"> <li>• Clearly identify what is expected of students</li> <li>• Provide common target for students and staff</li> <li>• Includes all students and all programs</li> <li>• Address character and emotional development</li> <li>• Includes academic knowledge and life skills</li> <li>• Involves students, parents and community members in standards development</li> </ul>	<p><b><i>(Recommendation #4) Implement programs to improve students' classroom behavior and academic performance</i></b></p> <ul style="list-style-type: none"> <li>• Use adult advocates or other engaged adults to help students establish attainable academic and behavioral goals with specific benchmarks</li> <li>• Teach strategies to strengthen problem-solving and decision-making skills</li> <li>• Establish partnerships with community-based program providers and other agencies such as social services, welfare, mental health and law enforcement.</li> </ul>	<p><b><i>Active learning</i></b></p> <ul style="list-style-type: none"> <li>• Engage and involve students in learning process</li> </ul> <p><b><i>Safe learning environments</i></b></p> <ul style="list-style-type: none"> <li>• Enhance positive attitudes</li> </ul> <p><b><i>Safe learning environments</i></b></p> <ul style="list-style-type: none"> <li>• Promote effective interpersonal skills</li> </ul> <p><b><i>Family Engagement</i></b></p> <p><b><i>School-community collaboration</i></b></p>

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<p><b>3) Relevance and Engagement</b></p> <ul style="list-style-type: none"> <li>• Connect what students learn to real-life practice</li> <li>• Expanding the scope of learning opportunities (e.g., through internships and independent study)</li> </ul>	<p><b><i>(Recommendation #6) Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school</i></b></p> <ul style="list-style-type: none"> <li>• Integrate academic content with career and skill-based themes through academic or multiple pathways models</li> <li>• Host career days and offer opportunities for work-related experiences and visits to post-secondary campuses</li> <li>• Provide students with extra assistance and information about the demands of college</li> <li>• Partner with local businesses to provide opportunities for work-related experience such as internships, simulated job interviews, or long-term employment</li> </ul>	<p><b><i>Service Learning</i></b></p> <ul style="list-style-type: none"> <li>• Connecting academic learning with community service experiences can promote social and personal growth and civic responsibility</li> </ul> <p><b><i>After-school opportunities</i></b></p> <ul style="list-style-type: none"> <li>• Programs after the normal school day and summer enrichment programs</li> </ul> <p><b><i>Career and technical education</i></b></p> <ul style="list-style-type: none"> <li>• Career guidance programs and school to work programs</li> </ul> <p><b><i>Alternative Schooling</i></b></p> <ul style="list-style-type: none"> <li>• Provide dropouts with options, with programs paying special attention to student needs and requirements</li> </ul> <p><b><i>Educational Technology</i></b></p> <ul style="list-style-type: none"> <li>• Engage students, address multiple intelligences and adapt to students' learning styles</li> </ul>

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