

October 21, 2015



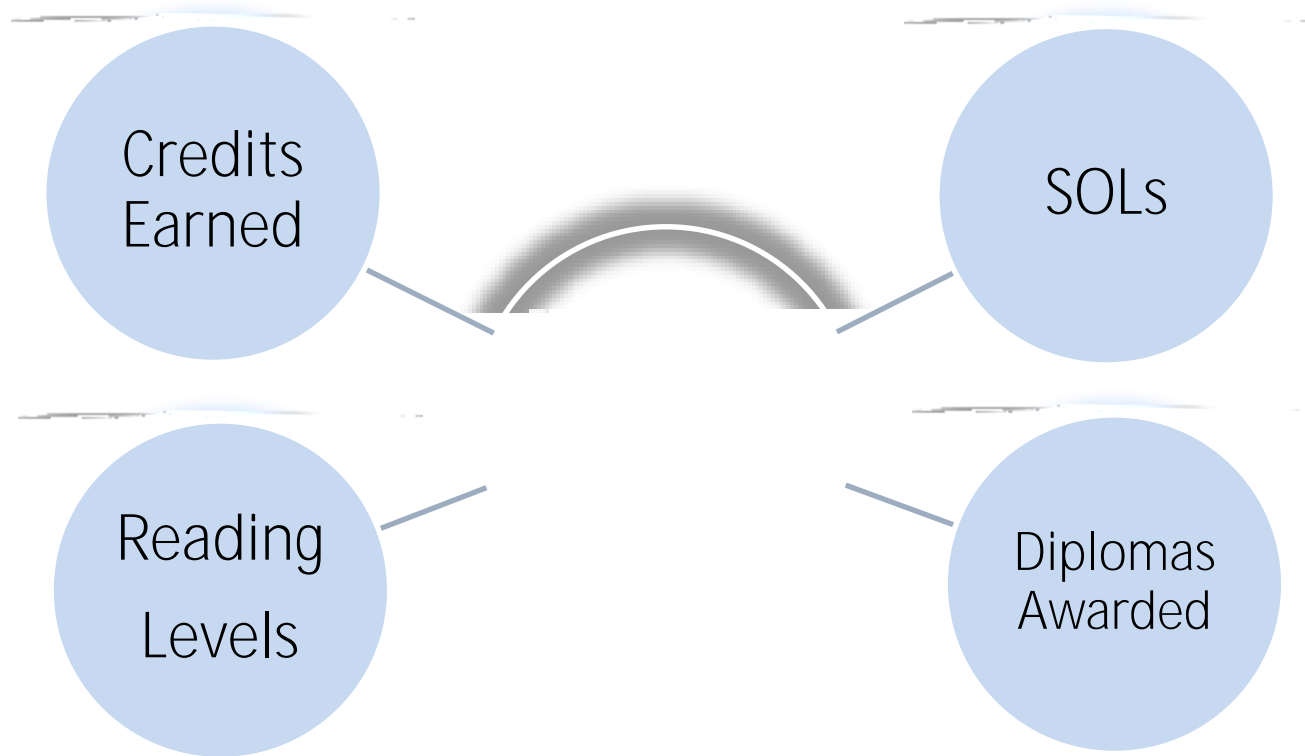
OCHS, based on the Magic Johnson program, incorporates features intended to support graduation.

This was a \_\_\_\_\_ evaluation designed to inform efforts to maximize program effectiveness.

1. What were the student **characteristics** and **risk factors**?
2. What factors motivated students to **re-engage** in school?
3. How does the program influence continued **engagement** and **success**?
4. What were the key **challenges**?
5. To what extent do preliminary data suggest **promise**?
6. Can preliminary data be used to guide **recruitment** efforts?



“Leading indicator” data were collected from the school and analyzed to provide a preliminary picture of program effects.



Drop-out recovery and over-age for grade students were similar in some ways, quite different in others.

0 credits at enrollment	58% had 6+ credits
2+ years behind peers	65% age 19 or older
Mean reading equivalency=2.8	Mean reading equivalency=5.2

Students and teachers perceived similar reasons for dropping out or becoming over-age for grade.

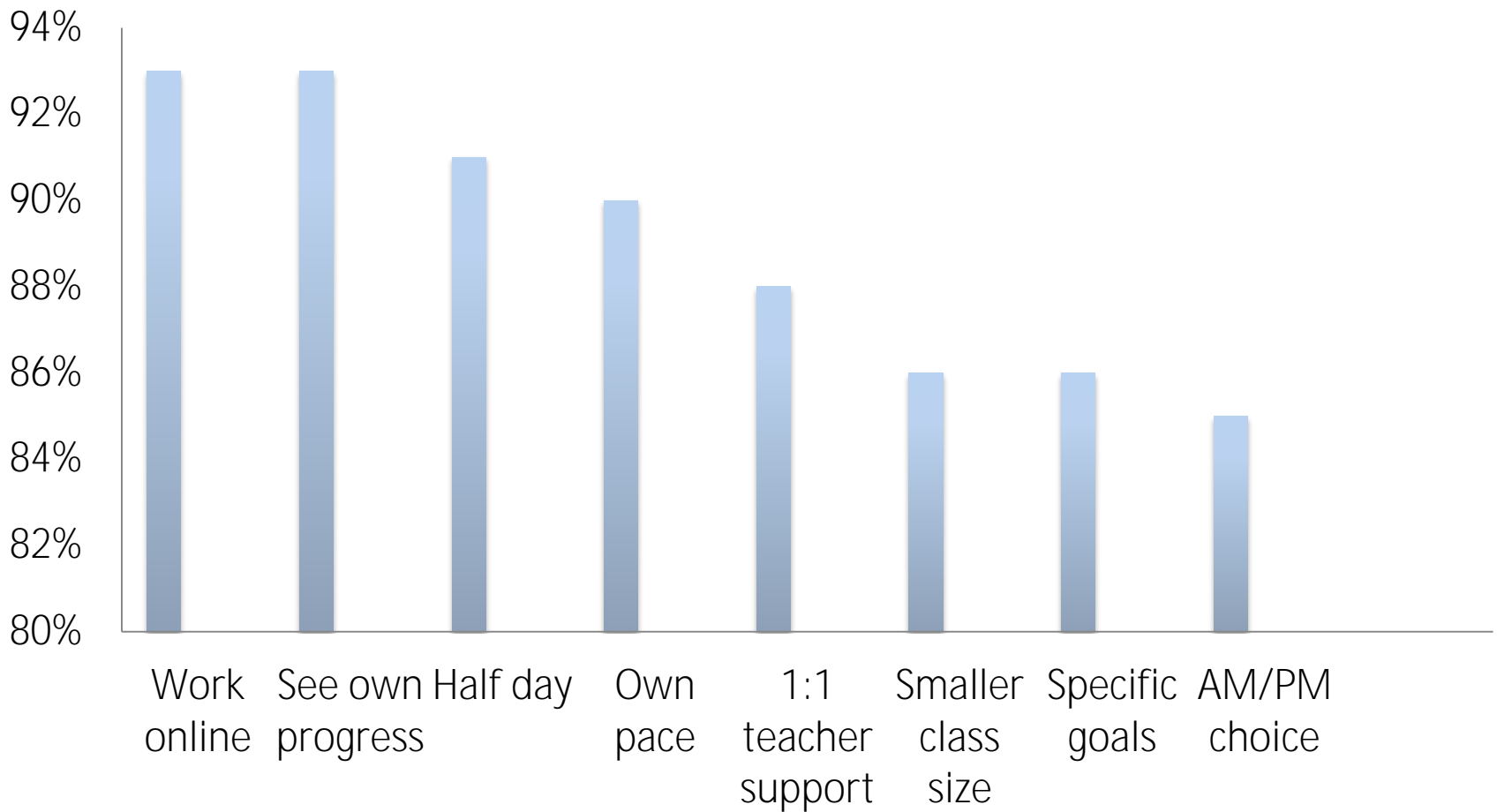
Negative peer interactions, influences  
Behavioral difficulties  
Difficulty coping, anxiety

Parenthood, family responsibilities  
Moving around, transitions  
Financial difficulty, homelessness  
Mental health issues, abuse  
Incarceration, legal issues

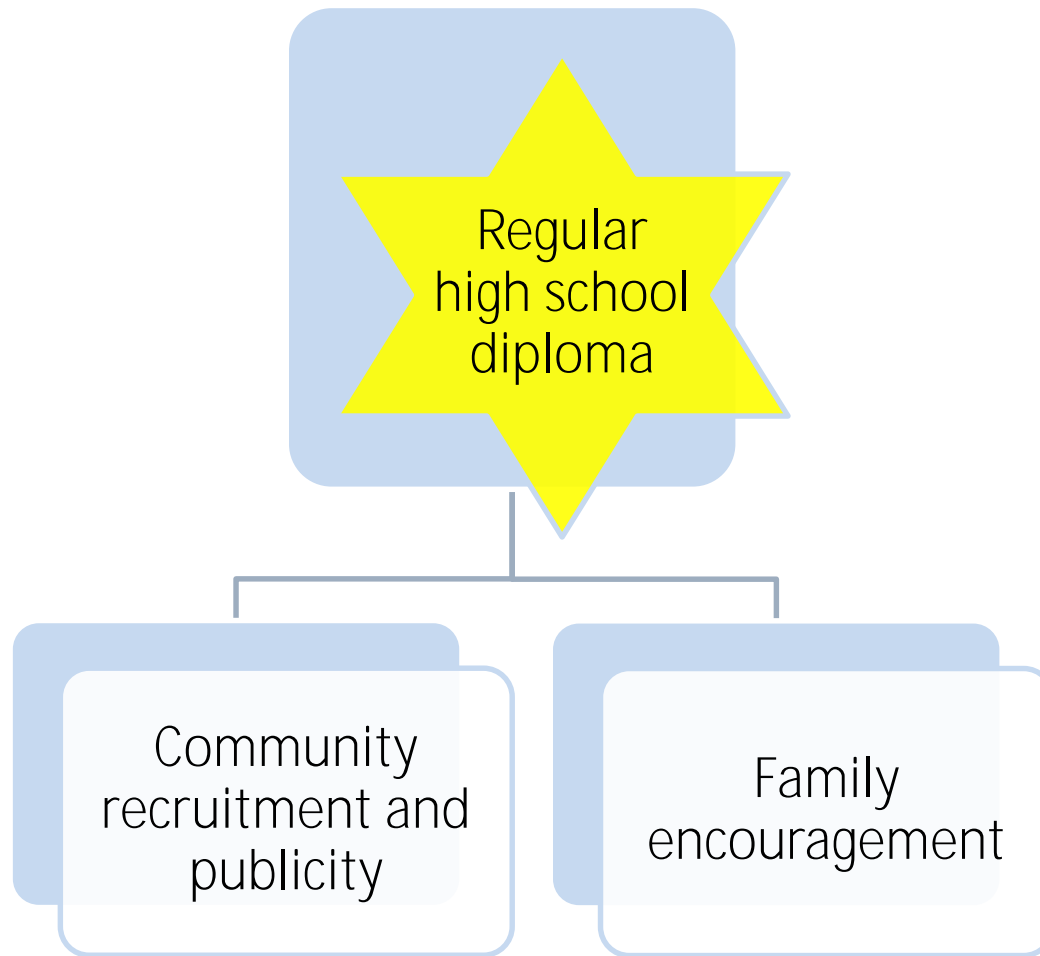
Not enough 1:1 support  
Inability to keep up



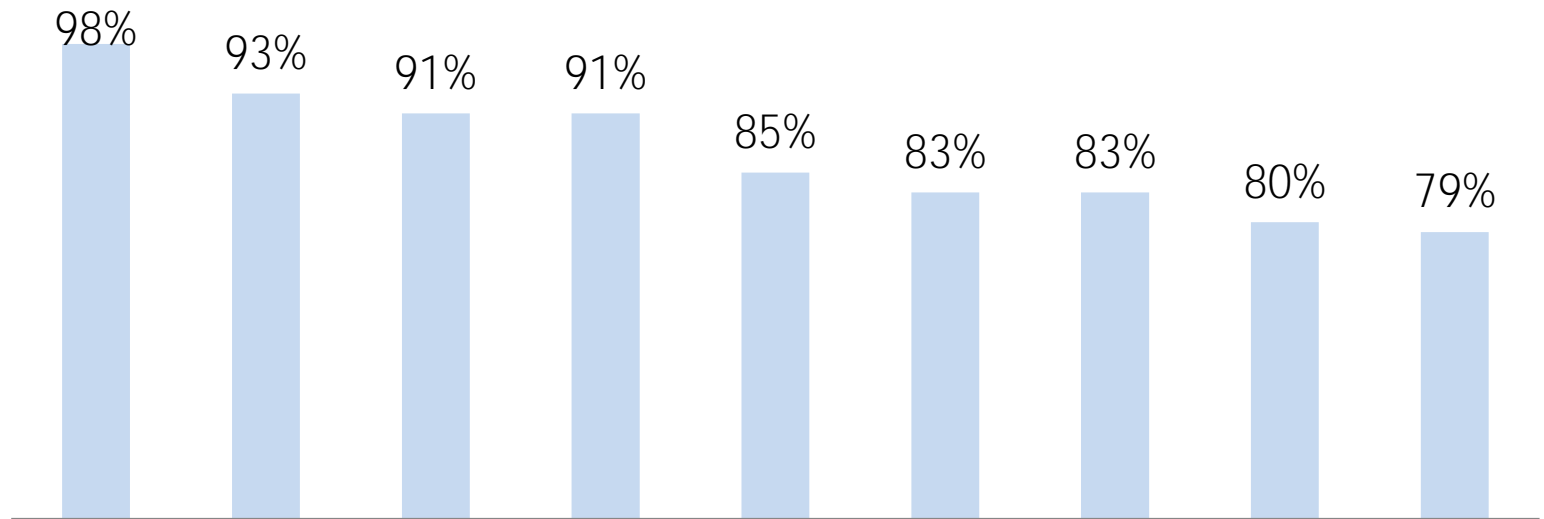
Students responding to the questionnaire indicated a number of program characteristics motivated them to enroll in OCHS.



Interviewees discussed three additional “pull-in” factors.



Students responses to questionnaire items indicated OCHS maintains a positive environment supportive of students' continued engagement.



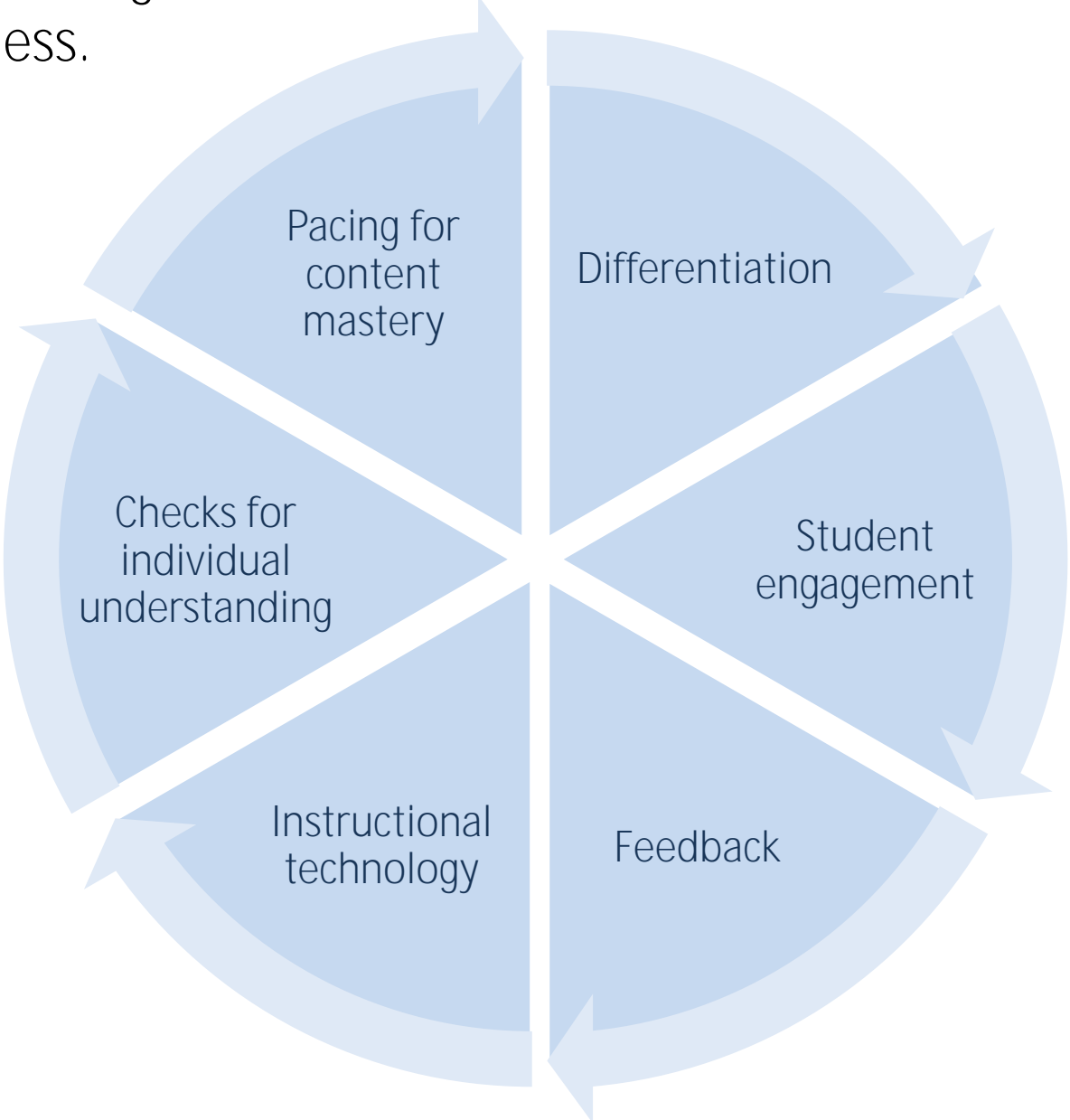


A student on the OCHS learning environment:

A student on 1:1 support at OCHS:

Two different students on self-pacing:

Observations by two independent observers over six phases captured strong evidence of six indicators of instructional effectiveness.

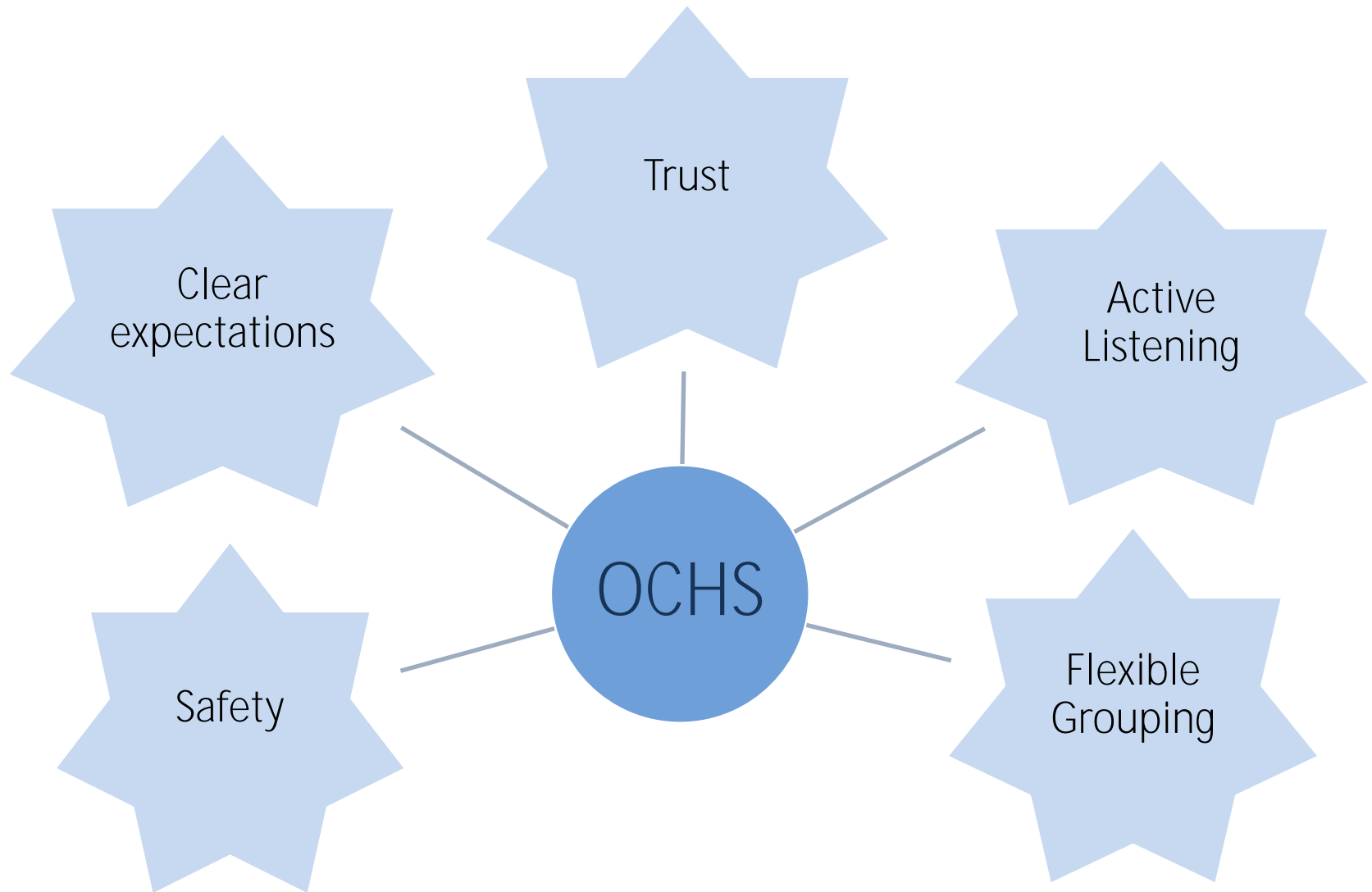




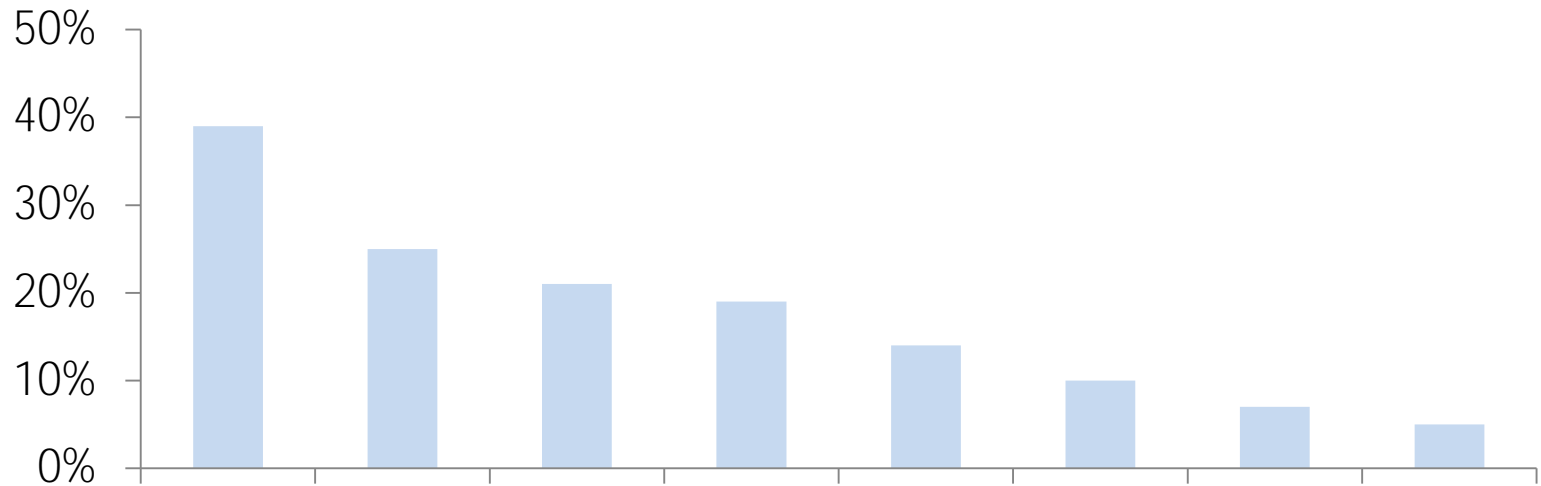
Observers captured some evidence of other indicators of effective instruction.

- Higher level thinking

Observers captured strong evidence of five of six indicators of a positive school climate.



Questionnaire respondents identified financial challenges as most impactful on their ability to attend or complete schoolwork.



Interviews with students revealed two additional areas of challenge, also related to financial circumstances.

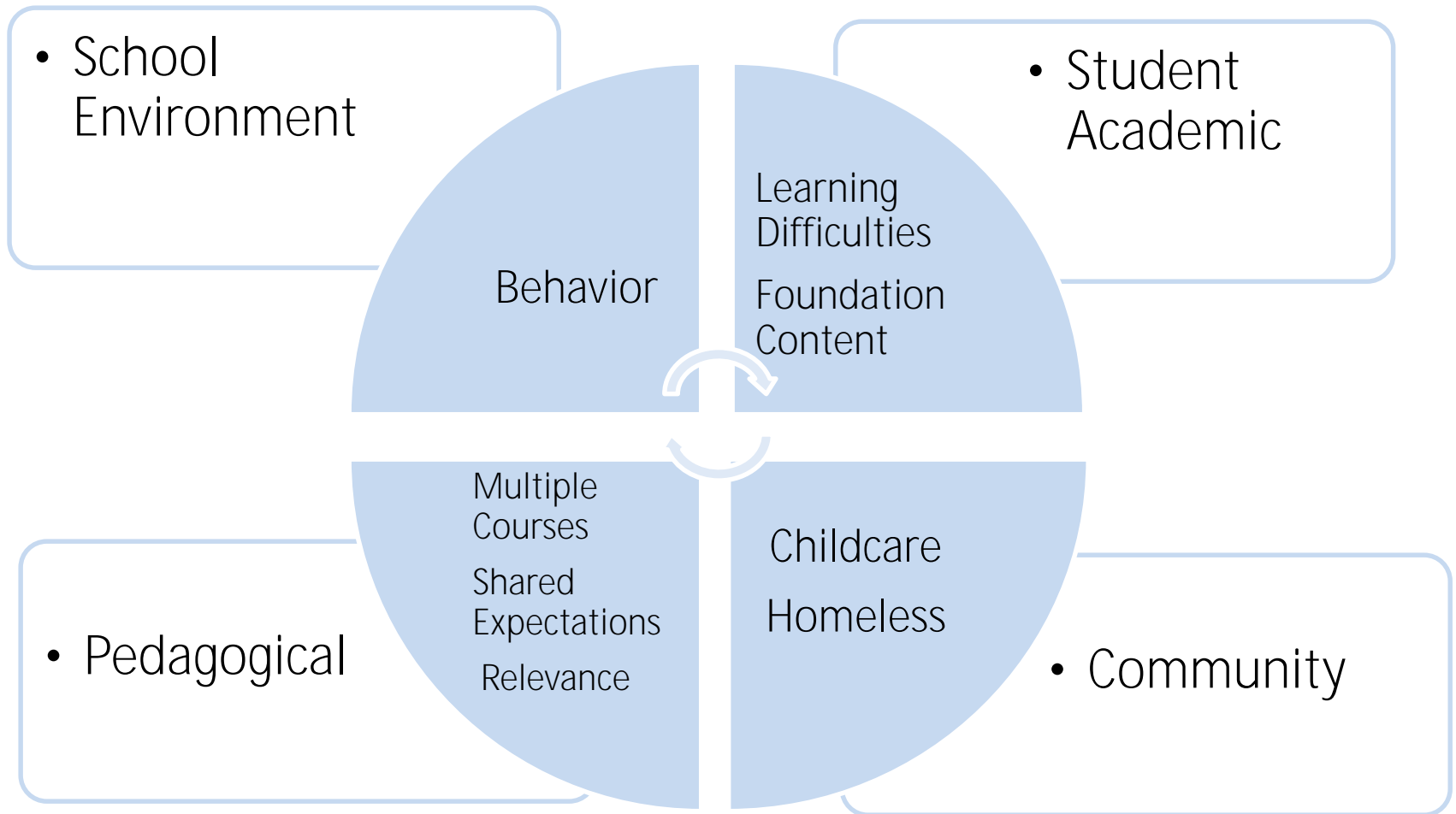


1. Need for more opportunities to complete work: other session times, resources for remote computing



2. Child care

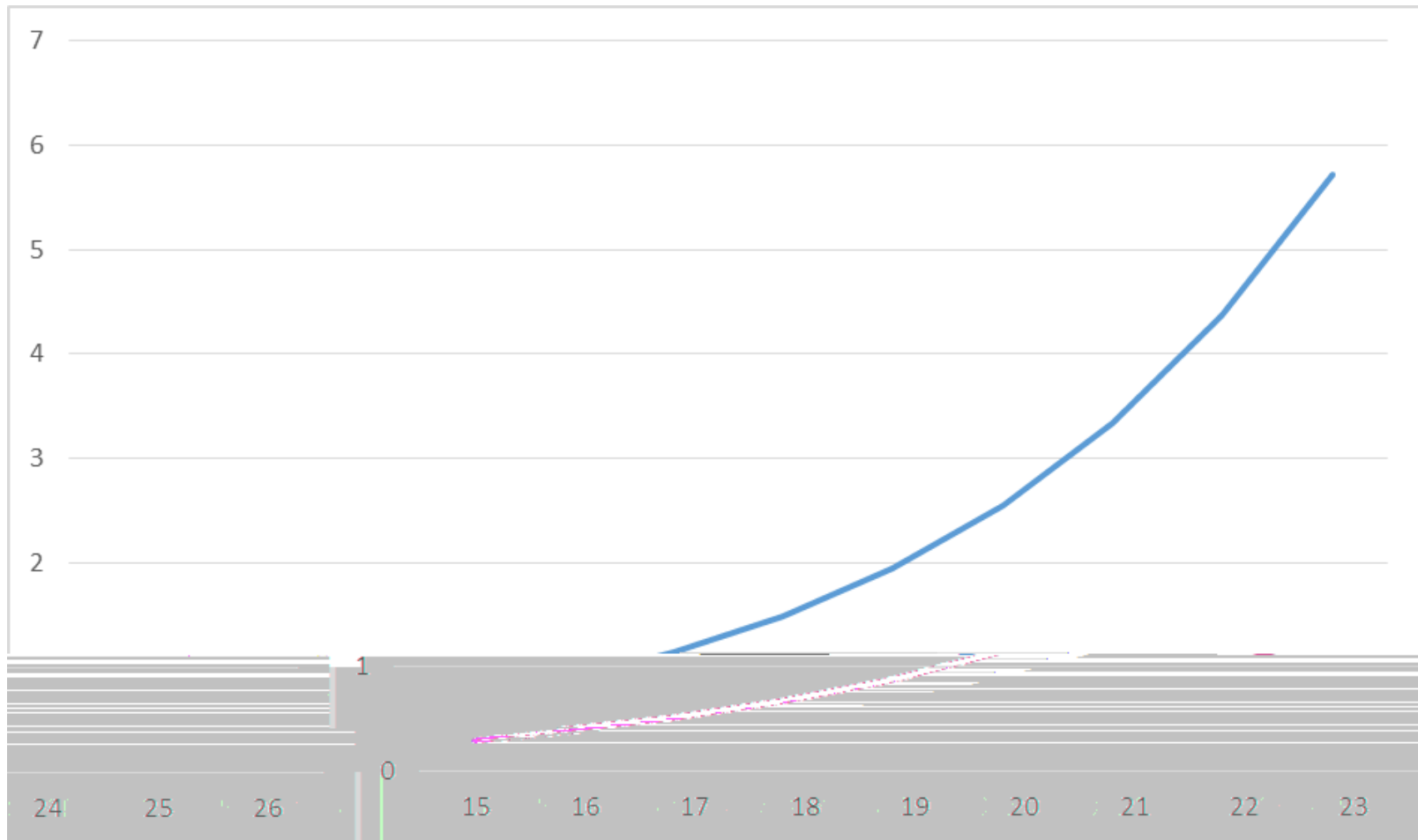
Educators and staff echoed students' perceptions of challenge, and identified additional challenges.



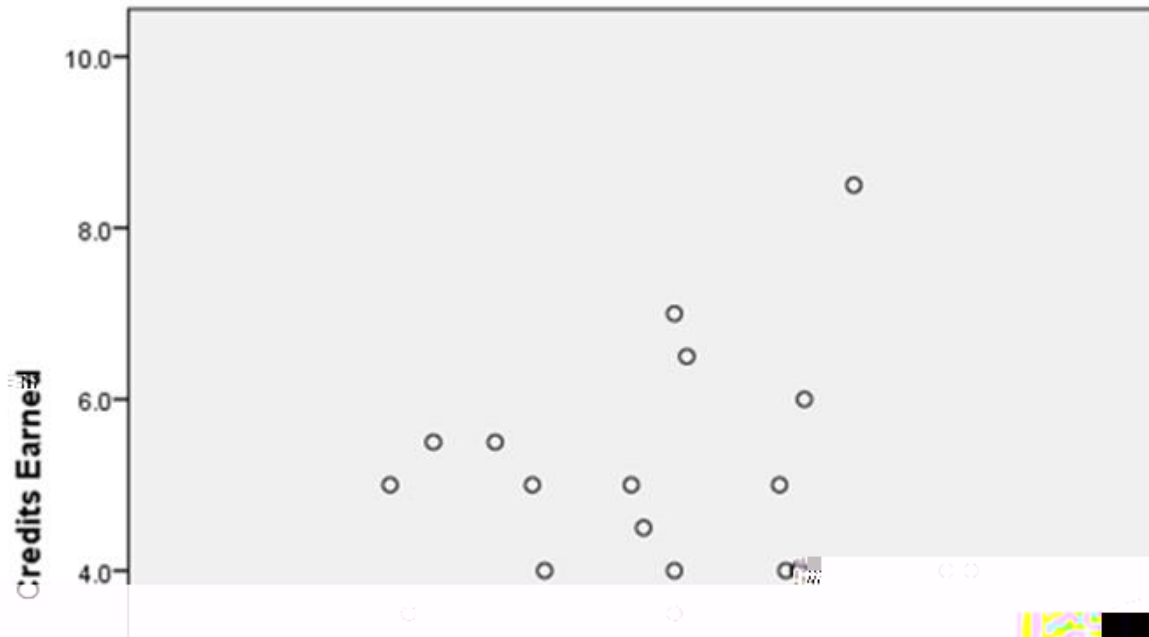
Outcomes were more promising for DOR students than OFG students.

graduates	18	0
Range of credits earned	.5-8.5	0-4.0
Mean credits earned	1.0	0.83
Mean reading grade-level change	+.2	+.3
Successful SOL attempts	14	1
SOL attempts: pass	15.6%	3.6%
Average lessons completed	6	

Number of credits upon enrollment was a statistically significant predictor of graduation status.



The number of days attended on site was a statistically significant predictor of number of credits earned at OCHS.





The findings led us to suggest six recommendations for

Strategize ways to systematically enhance  
peer

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