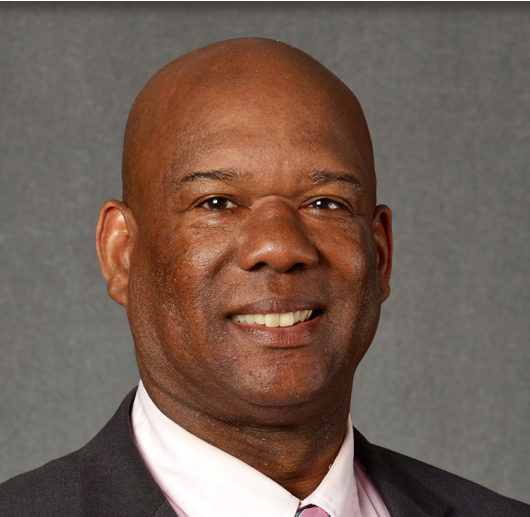


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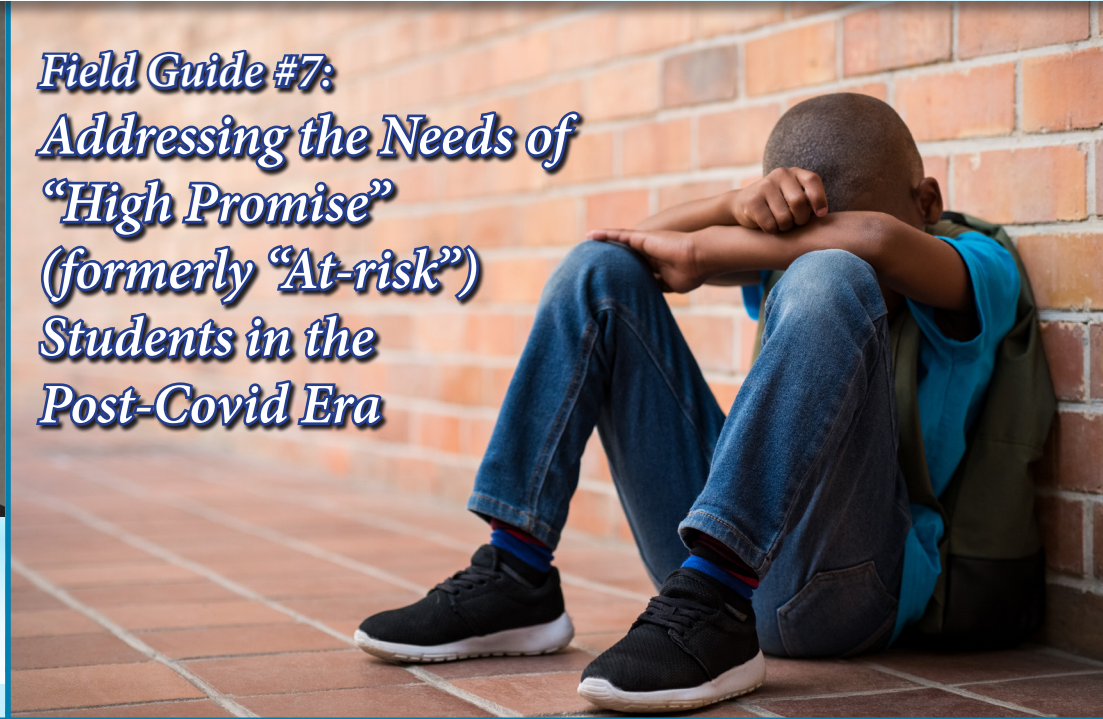


Presenter:

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San Diego County Office of Education

**Field Guide #7:  
Addressing the Needs of  
“High Promise”  
(formerly “At-risk”)  
Students in the  
Post-Covid Era**



**School Re-orientation for Post-COVID Learning:  
What to Know, Do, and Expect  
as In-Person Instruction Resumes**

Sponsored by:

**California Collaborative for Educational Excellence (CCEE)**



California Association of African-American  
Superintendents & Administrators





# TABLE OF CONTENTS

## Field Guide #7: Addressing the Needs of “High Promise” (formerly “At-risk”) Students in the Post-Pandemic Era

Introduction:	1
Field Guide Overview	1 - 2
• Description and Purpose	
• Learning objectives	
• Components	
The Why, the What, and the How of Field Guide #7: Addressing the Needs of “High Promise” (formerly “At-risk”) Students in the Post-Pandemic Era	3 - 28
Introduction to the Voices videos:	29
Lifting Our Voices: Interviews	29
Professional Learning:	30 - 31
• Participants Responses	
• Reflections and Applications	
Lessons Learned since 2020:	31 - 33
Conclusion	33 - 34
Resources	35
References	36
Evaluation Survey	36

## **Field Guide #7: Addressing the Needs of “High Promise” (formerly “At-Risk”) Students in the Post-Pandemic Era**

### **Field Guide Overview**

#### **Description and purpose:**

In this Field Guide, we explore one of the most important challenges facing secondary students, which is providing a pathway to success for middle and high school students who have been failed by our traditional educational system, rather than the conventional “safety nets” that rescued students in relatively small numbers. The 2020 pandemic put a spotlight on the needs of students in (1) continuation high schools, (2) juvenile justice system educational programs and community schools, and (3) programs for incarcerated youths, homeless students, and parenting teens, as well as the many students who have struggled in the general high school setting for all too long, due to multiple causation factors.

We present background information on High Promise students, who were formerly referred to as “at-risk” for a broad spectrum of reasons, many of those reasons grounded in historical and societal causes over which the student had no control. Regrettably, many well-meaning state and federal programs operated on the premise that racial (and genetic), cultural, and Socio-Economic Status deficits manifested in the students were carried with them to school, setting the stage for academic failure. Quite often, educational planning built on ill-conceived assumptions about how to address the needs of these students, contributed to unfortunate educational outcomes. Consequently, with the COVID-19 pandemic as a more contemporary backdrop, the questions we will address within this Field Guide are:

- What have we learned about the needs of High Promise students?
- How did we grow from that knowledge and how can it be applied?
- What sponsored our progress?
- What obstacles did we encounter in addressing their needs and how do we overcome them?
- How do we get High Promise students and all other students on a positive trajectory for a successful academic future?

### **Learning objectives:**

**The professional learning objectives embedded in this Field Guide are designed to prepare educators do the following:**

- Review some of the reasoning behind moving away from describing students as “at-risk” to looking instead at the “High Promise” their future can hold and the promise that educators must keep to their profession.



## **Introduction to Field Guide #7**

**Garth Lewis**  
Superintendent  
Yolo County Office of Education

**[Click to Play](#)**



- Understand how classroom practitioners can meet the needs of High Promise students more effectively and more frequently.
- Be able to lead a schoolwide conversation on meeting needs of High Promise students, and help colleagues understand what factors and characteristics make them unique, as well as how they have other needs that are similar to all other students.
- Describe some of the best practices that resonate with this student population and produce positive results for them.
- Understand why parents and caregivers must be included in the conversation about reinforcing (at home) the effective strategies that can support the academic, emotional, and social needs of their High Promise children.
- Know how to develop a short list of talking points and ideas that can be used in a school district that will advance formulating policies to prepare our students of promise for a productive future.

## Components:

**The Addressing the Needs of “High Promise” (formerly “At-risk”) Students in the Post-Pandemic Era Field Guide has been developed around the following essential components:**

- A. The verbatim “Voices” -- excerpts from interviews with students, parents, counselors, and teachers. The focus is on how their personal experiences intersected with living under a pandemic, and how we addressed the needs of High Promise students during that period.
- B. Lessons learned – analyzing our experiences during the COVID-19 pandemic, focusing on what worked for High Promise students, what did not work well, and how we can apply those lessons learned for a more promising future for our students.
- C. Each of the above professional learning experiences will be accompanied by
  - Questions and written responses to be completed independently or in small groups (with an opportunity to share responses with colleagues)
  - “Reflections and Applications” which are designed to give educators an opportunity for reflection on the contents of this Field Guide and to devise multiple means by which the content can be applied to their school, school district, program, and daily work.
- D. Videotaped excerpts from the “Advancing Equity in an Era of Crisis” webinar conducted by distinguished California educational leaders.
- E. The recommendations of additional print and video resources related to High Promise students and our role in supporting them academically, personally, and emotionally.
- F. A survey tool to evaluate Field Guide #7.



## The Why

Prior to the 1970s, most of the terms used to refer to struggling students were limited to negative descriptions including “inner-city” or “underprivileged” youth, along with other less-flattering pejoratives. Statistics on observable school performance patterns and demographics were typically combined to identify students who had a higher probability of failing high school or dropping out before receiving a high school diploma. However, following the 1983 release of the article “A Nation at Risk,” produced by the National Commission on Excellence in Education, the descriptor “at-risk” gained currency. The publication warned that the American way of life was in jeopardy due to a “rising tide of mediocrity” in American schools which is placing the entire nation at risk, economically and socially.



To solve this problem, the generation of young people putting the nation in jeopardy came under sharper focus, and they were subsequently referred to as our “at-risk students.” Erroneously, attention was placed on the students’ shortcomings, rather than on the fact that generations of Americans had been shortchanged by American politics, economic policies, and educational practices negatively affecting the lives of children who were victimized by prearranged cycles of poverty and historical racial bias for a century, through no truthful fault of their own. Those who crafted, implemented, and reinforced those policies and practices went unnamed and unmentioned when it came to accountability.



Moreover, as we fervently labeled some youth as “underprivileged,” there is no corresponding eagerness to expose the “privileged youth.” Although many claimed that they enjoyed “God-given” advantages, those unearned rewards typically came by way of segregation and legislation, where privileges were granted and protected for some, and barriers erected for others. Any challenge to racially granted privileges seldom went unpunished. Let’s be honest, students of color have been systematically disadvantaged in American education throughout the country’s history.

There is hardly a rational argument made that state and local governments do not bear some responsibility in creating the perpetual performance gaps we see annually in student achievement. We need to fix systems that created, maintained, and reinforced the economic and educational inequities for decades rather than fixating on the educational outcomes of the student-victims. By framing solutions around the structures and legislation that foster disparities and permit them to flourish for decades, would be a more effective approach, but it requires an honest willingness to make right the generations of political, social, and educational wrongs.

For decades, the term “at-risk” was an acceptable means of describing students who were not performing or achieving at expected levels and, in many cases, should be diverted into continuation programs or who should receive specialized educational services. This designation included academically struggling students who had a high probability of dropping out of school. Today, the term has fallen out of favor with educators and educational policymakers, and has largely been discarded by educational institutions and researchers, who acknowledged, among other things, that language drives perception and labels perpetuate stereotypes. They found these characterizations to be worthless at best, and harmful at worst, as teachers, parents, and the students themselves often lowered academic expectations for these students.

Research from psychologists Robert Rosenthal and Lenore Jacobson found that by lowering the academic expectations of a student, a teacher will often undermine the student’s subsequent performance. The researchers found that holding high expectations of students lead to higher levels of learning better performance on assessments. Conversely, low expectations consistently led to lower achievement levels by diverting attention from a student’s strengths, talents, and assets, and instead reinforcing his/her academic shortfalls. These consequences came to be known as the “self-fulfilling prophecy” that is often witnessed in academic as well as athletic performance. There is a fitting adage, “If you call a dog by a particular name, eventually he will begin to answer to it.”

Psychological and educational research found that labels and descriptions of this nature (“at-risk” and similar condescending euphemisms) often perpetuate the negative perceptions, stereotypes, and generalizations that decreased self-esteem, and increase the probability that students who feel diminished and/or demoralized will fail or drop out of school. Just as employees lose their passion for work when they are placed on probation, a student’s motivation often plummets from the psychological burden of any undesirable designation rather than from the workload. Feeling stigmatized and unwanted often precedes dropping out of school.

Needless to say, these students are aware that they are seen daily as at risk for failure, and abandon any college aspirations, operating under the clear message that, “If I am ‘at-risk’ and struggling with



high school, college entrance is certainly not in my future.” Consequently, only 10% of children from low-income families eventually graduate from a four-year college or university compared to 28% of youth from middle-income households, and 50% of the children from high income households. The “at-risk” label implied that schools were taking a dangerous gamble (the articulated “risk”) on students who instead would be better off pushed out of the educational system altogether. Many of these students eventually lose hope that they will ever catch up with their peers academically or graduate with their class.

The resulting stigmatization of being described as “at-risk” prompted the state of California to officially eliminate this term in state code via Assembly Bill-413 (2019 – 2020). As of late-2019, the California Education Code and Penal Code have replaced term “at-risk youth” (which had no consistent or uniform definition and often vaguely referred to poor life situations in general) with the more encouraging and considerate term “at-promise youth.” Our focus has shifted to examining the promise we see in the students’ future rather deficit-based approach that takes inventory of each economic, cultural, or social deficit connected to their past that might impede their academic achievement, but obscures the identifiable societal causes. While the laws within each Code remain the same as before, the belittling language has changed with the hope of also changing attitudes about the students. By changing the culture that allows negative perceptions of students to continue, perhaps we can change the treatment these students typically receive in the educational arena.

Although it is important to address the emotional impact that psychologically damaging terminology can have on students who are struggling the most academically, there are well-documented and well-researched realities that can present barriers to educational success. In 1992, the National Center for Education Statistics (a division of the US Department of Education) listed the following factors as key contributors leading to an “at-risk” student. They included students:

- from single-parent families
- whose parents are not actively involved in their school
- from low socioeconomic groups
- from racial minority/ethnic families
- who repeated an earlier grade in school
- who change schools frequently and at nontraditional times during the school year
- who were described by their teachers as passive, disruptive, and inattentive
- who attained below-average grades in middle school
- who had older siblings who left high school before completion
- who attend schools with large nonwhite student enrollments.

Regularly contributing to a student’s ongoing academic struggle is a long inventory of both observable and intangible traits that already make life difficult and regularly contribute to a student’s



ongoing academic struggle, but they have little to do with the learner's innate qualities or potential. They have much more to do with the well documented historical and contemporary obstacles that make educational challenges more prevalent in the lives of some students.

In today's environment, we can look at five general categories of both academic factors (school related) and nonacademic characteristics (the prevalent social and household factors) that have a high probability of undermining a student's success in school. Many of those factors can be subsumed under the headings of social, economic, psychological/behavioral (emotional), cognitive, and physical components. Those "red flag" characteristics may include any of the following:



### **Social characteristics**

- single-parent household
- households where the primary language is not English
- homes without a father present
- no adult in the household having completed a high school education
- siblings and/or peers who have dropped out



- low parental expectations
- parents who are regularly unemployed or underemployed
- absent or overworked parents
- parents who are recent immigrants
- linguistically isolated communities
- cultural isolation
- domestic violence
- conflict between home/school culture
- living in crowded home conditions
- children from low-income families who start school with limited language proficiency

### **Economic (and situational)**

- students living in poverty
- family receiving public assistance (a.k.a., welfare)
- students experiencing housing insecurity
- undernourished, malnourished, or experiencing food insecurity
- transiency
- homelessness (the states with the most homeless youth are Nevada, California, Oregon, Washington, and Washington, D.C.)
- families that work seasonally and move frequently
- students with no access to computers or internet at home
- foster children
- children who bully or have been bullied
- being enrolled in a low-performing school
- attending an underfunded school that cannot provide essential support services (tutoring, counseling, nursing, etc.)
- being enrolled in a de-facto segregated school.

### **Psychological/behavioral**

- frequent tardiness or absences from school
- disruptive behavior/disciplinary problems at school
- habitual truancy

- suspended
- expulsion
- alcohol usage, abuse, or dependency
- drug usage, abuse, or dependency
- a history of trauma, abuse or neglect
- dysfunctional home life
- gang membership
- running away from home
- adjudicated delinquency
- incarceration (current or past)
- on probation
- pregnant or parenting for both males and females (7% of girls from low-income families have a child by age 18, compared to only 1% from high-income families.)

## Cognitive characteristics

- Intellectual disability
- Learning disabilities are caused by genetic and/or neurobiological factors that can result in language disorders, learning disorders, information processing difficulties, and visual impairment. Many learning disabilities are referred to as “hidden disabilities” because the individual looks perfectly normal yet may be unable to perform at the expected skill level as someone else of comparable age. They can also interfere with higher level skills including organizing, time planning, reasoning, attention, and memory. Learning disabilities can include any of the following or combinations thereof:
  - **ADHD** - disorder that includes difficulty staying focused and paying attention, controlling behavior and hyperactivity.
  - **Dyscalculia** - A specific learning disability that affects a person’s ability to understand numbers and learn math facts
  - **Dysgraphia** - A specific learning disability that affects a person’s handwriting ability and fine motor skills.
  - **Dyslexia** - A specific learning disability that affects reading and related language-based processing skills.
  - **Dysphasia/aphasia** - difficulty hearing differences sounds (creating learning problems with math, letters, symbols, and pictures)
  - **Executive Functioning** - Affects, planning, organization, strategizing, attention to details and managing time and space.



- **Oppositional defiant disorder** – a disorder that includes frequent and persistent anger, irritability, arguing, and defiance
- **Non-Verbal Learning Disabilities** - Has trouble interpreting nonverbal cues like facial expressions or body language and may have poor coordination.
- **Oral / Written Language Disorder and Specific Reading Comprehension Deficit** - Learning disabilities that affect an individual's understanding of what they read or of spoken language. The ability to express oneself with oral language may also be impacted.
- **Visual Processing Disorder** - difficulty interpreting visual information

People with learning disabilities are of average or above average intelligence. There often appears to be a gap between the individual's potential and actual achievement. Some learning disabilities have "hidden abilities."

- a past record of academic underachievement
- course failures
- declining grades (may be dealing with personal issues outside the classroom)
- difficulty remembering what was just said or what was just read
- falling hopelessly behind their peers academically
- food and nutrition challenges that create neurological issues
- grade retention
- inadequate classroom instruction over multiple years
- lack of adequate counseling
- low grades at the beginning of the semester
- low test scores
- visual impairment that is mistaken for a learning disorder, when glasses are needed
- low test scores

### **Physical characteristics**

- physical disabilities
- developmental disabilities
- a serious illness with long-term side effects
- prolonged or persistent health issues

Remote learning for all students during the COVID-19 pandemic exacerbated the impact of these risk factors. Collectively, the above risks can be used to describe a student's conditions and living situations, but should never be used to define him/her as a human being. These conditions are

inappropriately translated into “who” rather than merely “what,” with little or no further data required.

When acknowledged cumulatively, these nonacademic factors begin to paint a picture of the type of individual who falls into specific racial categories and social groups. The individual academic risk factors may hinder a child’s ability to perform to their full potential, but are not accurate predictors of a child’s ability to learn. The ability to learn is not determinant of succeeding academically for a variety of reasons. This is what persistently generates some of the most destructive achievement predictions about students whose life conditions are driven by broader historical and structural forces outside of their control. As a society, when lower levels of academic success are distinctly caused by non-academic factors, why do we continue to cast aspersions on the students rather than addressing the social conditions instead?

### **The What**

Although it is frequently stated by the less-informed that “High Promise” students approach education with a lower level of motivation compared to their same-aged counterparts. When one takes into consideration the vast number of significant challenges often facing these students, a compelling counter argument could be proposed. All aspects in a child’s life affect his/her ability to learn and succeed in school.





Despite the numerous “opportunity gap” hurdles placed in front of them for the previous 10 to 15 years (from birth to age 15), High Promise students persistently tackle difficult programs that are frequently beyond their level of academic preparation. Their efforts demonstrate far more motivation and courage than one typically observes in students who are enrolled in the traditional middle and high school curricula. The circumstances that High Promise must overcome daily would likely fell the average suburban student. High achievement is seldom guaranteed to anyone, but considerably more barriers are found on the road to high school completion for certain students and not others, which must be acknowledged.

The lives of high-achieving students are seldom impacted by the multiple causation factors that become daily impediments to academic achievement jeopardizing high school completion for High Promise students. The factors include the following:

**General:**

- There are 74.2 million people under 18 years of age in the United States, which translates into 24% of our national population.
- in 2019, the average high school dropout rate was 5.1%.
- over half of alternative schools have graduation rates lower than 50%.
- 24% of dropouts indicated their school offered to help.
- 75% of high school dropouts never participated in an alternative program or school.
- 37% of high school dropouts indicated their school tried to talk them into staying.
- 73% of high school dropouts indicated their parents tried to talk them into staying.
- 53% of dropouts said their parents offered to help them with personal problems.

**Dropouts:**

- The high school dropout rate is 5.1%.
- 5.4% of males between age 15 and 24 were dropouts in 2017.
- 5.9% of females between age 15 and 24 were dropouts in 2017.
- young women who drop out of high school are 9 times more likely to become single mothers.
- nearly 83% of incarcerated persons are also high school dropouts.

**Absenteeism:**

- absenteeism occurs at higher rates in high school than in other grades.
- in 2016, 16% of the student population (over 7 million) missed 15 or more days of school.
- chronic absenteeism occurs when a student misses 15 days or 10% of school in a year

- in high school, 22% of female students were chronically absent from school vs. 20.4% of male students.
- students of poverty are four times more likely to be chronically absent than others.
- poor attendance can influence whether a child reads proficiently by the end of third grade or will be held back
- students with disabilities are 50% more likely to be chronically absent.
- 14% of English learners have chronic absentee issues.
- 16% of non-English learners have chronic absentee issues.
- by grade six, a student's chronic absence becomes a strong predictor of whether that student will eventually drop out of high school.
- in 2016, nearly 800 school districts had over 30% of their students miss more than 3 weeks of school.
- in high school, 22% of female students were chronically absent from school vs. 20.4% of male students.
- 36% of students who have a disability (physical or learning) drop out of high school.
- in 2016, 27.8% of high school students with disabilities were chronically absent.
- in high school, nearly 20% of students are chronically absent.
- high school dropouts are more than eight times more likely to commit crimes and become incarcerated.
- attendance improves when schools engage students and parents in positive ways, and when schools provide mentors for chronically absent students.

## **Economics**

- Boys with low socioeconomic status (SES) are more likely to be labeled "at-risk" of failing or dropping out of school
- nearly 40% of children in the US States live in low-income households with incomes at or below 200% of the federal poverty level.
- among economically disadvantaged populations, the adjusted cohort graduation rate (ACGR) in the US is nearly 80%.
- students from families in lower socioeconomic status percentiles, are 5 times more likely to drop out of high school.
- students from low socioeconomic status (SES) backgrounds or low-income families, are almost two and a half times more likely to drop out of high school than students in middle SES families.



- students from low socioeconomic status (SES) backgrounds or low-income families are 10 times more likely to drop out than higher SES students.
- students who live in communities with high levels of poverty are four times more likely to be chronically absent due to housing insecurity, unreliable transportation resources, and a lack of access to health care
- over 60% of individuals who dropped out of high school are rearrested for repeat criminal activity
- students from families in lower socioeconomic status percentiles are five times more likely to drop out of high school.
- Latinx, AI/AN, and Black students are consistently more likely to face remote learning challenges

### **Post-school Economics**

- The lifetime cost to taxpayers per student that drops out of high school exceeds \$300,000.
- a 10% increase in high school graduation rates in at-risk communities could result in a 9% decline in criminal arrest rates.
- lower earnings from high school dropouts can mean as much as \$2 billion in lost tax revenue each year.
- high school dropouts are more likely to be unemployed than high school graduates.
- high school graduates make an average of \$8000 more each year than high school dropouts.
- over half of high school dropouts are on public assistance
- high school dropouts are more likely than high school graduates to be unemployed, in poor health, living in poverty, and single parents with children
- the unemployment rate for high school graduates is 10%, while the rate for high school dropout is almost 150% greater.

### **Race:**

- In 2013-14, black students were more than twice as likely to be enrolled in a school where more than 20 percent of faculty members were novices, compared to their white peers.
- in 2013-14, there were more black and Latinx students attending schools where more than 1/5 of their teachers had not met all of the certification requirements
- 11% percent of black students attended such schools and 9% of Latinx students did, compared to only 5% of white students.
- 22% of persons incarcerated in the United States are black males who dropped out of high school.

- Hispanic students had the highest dropout rate at 6.5%.
- 13% of Black students dropped out in 1992; just under 6% of Black students dropped out in 2017.
- 30% of all Hispanic individuals in the 16-24-year-old group dropped out in 1992; in 2016, only 8.6% of that group were dropouts in 2016.
- 7% of White students dropped out in 1992; less than 5% of White students dropped out in 2017.

Living a life unencumbered by the above disadvantages (many of which were established and reinforced by structural systems) grants privileged students, benefits that did not come by individual effort alone, a clear unearned advantage over others. Thus, for some, academic challenges are not a result of individual deficiencies but are consequences of systemic inequalities and interconnected structures that produce the final outcome. All students do not enjoy the same possibilities of attaining educational success since the SES starting points are as different as the roadblocks placed along the pathway to eventual success. Rising above those compounded challenges is a Herculean feat that should be acknowledged as such.

During the recent Olympic Games, there were world-class sprinters competing in the 400 m dash, as well as the 400 m hurdles race. There are some students who “run the race of life” full of hurdles, while others (the privileged) encounter no hurdles at all. Students should not be admired or rewarded for being effortlessly born into life circumstances that make doing well highly probable. At the prestigious Harvard University, only 57% of the student body is admitted based solely on meritorious academic performance. The balance is composed of “ALDC” students (Athletes, Legacy students riding on the coattails of their parents who attended Harvard, the “Dean’s interest list” composed of donors’ offspring, and Children of Harvard employees, also tethered to their parents’ achievements) who would not necessarily meet Harvard’s rigorous academic requirements for admission.

For decades, a “wealthy and white affirmative action program” operated quietly behind the scenes of nearly every major university system, and all hostilities targeted affirmative programs that benefitted a small number of students of color. Cries of an unfair “reverse racism” victimizing white students are often heard, however, those lodging the objections utter no comparable call to immediately end the centuries-old practices of “original” racism.

The most consistent trend noticed when examining high school dropout rates is the correlation between socioeconomic status (SES) and school attendance. Poverty and SES directly correlate with high school dropout rates. Family poverty, community poverty, and school poverty add to the likelihood of a student dropping out before his/her graduation. Although the myriad factors above play a role in producing this correlation, these disparities stymie a child’s short-term educational progress and long-term academic success.

Educators and researchers have often cited poor motivation or the absence of any motivation at all, as key characteristics of High Promise students. This assumption operates on the premise that if



these students would only try harder, success would naturally follow, which is maliciously erroneous. “At-promise students” in CA still refers to students whose situational circumstances may cause these students to never earn a high school diploma for a variety of reasons, including irregular attendance that is grounded in

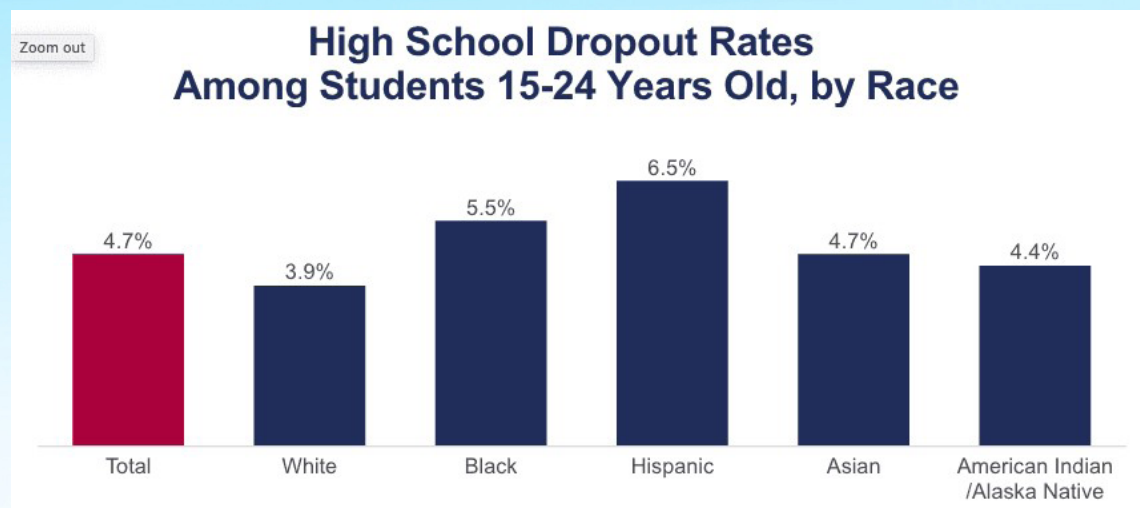
- (a) economic disadvantages,
- (b) a past history of attending underachieving schools,
- (c) a lengthy record of low scores on the foundational skills needed for success in mathematics and reading,
- (d) the fear and anxiety associated with attending an unsafe school.

Is motivation truly the monumental problem that some try to make it out to be?

Recognizing that many High Promise still show up daily and apply themselves with the hopes of succeeding, despite the overwhelming odds working against them, speaks volumes about their high levels of motivation.

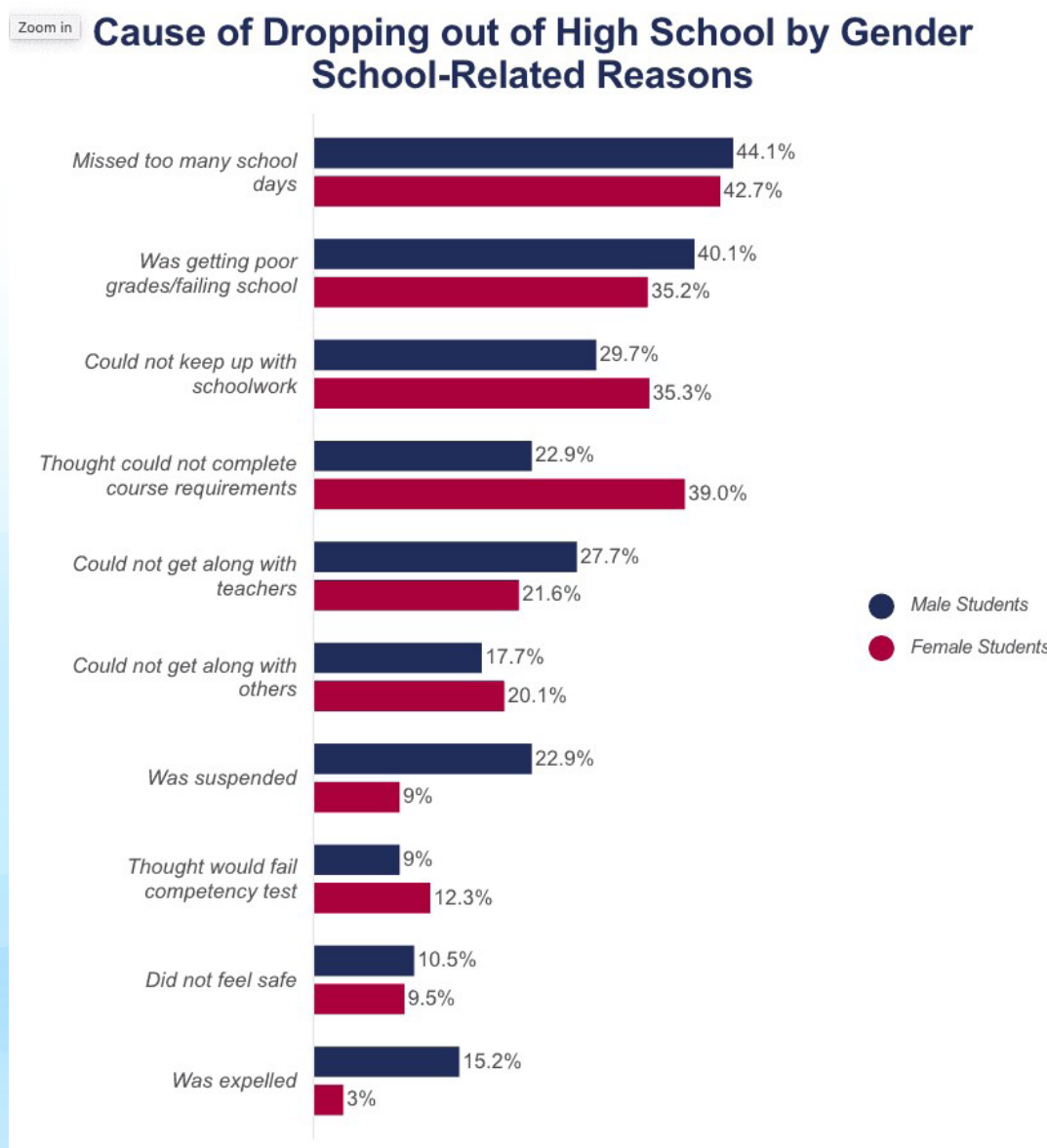
A teacher’s implicit bias in the classroom can play a damaging role in assessment, evaluation, and placement. Students in high-poverty schools, African American, and Latinx students, were more likely to be assigned to remediation than white students in lower-poverty schools performing at identical achievement levels on grade-level content. Students in high-poverty schools were nearly twice as likely to be remediated as students in low-poverty schools. In schools with mostly students of color, nearly 1/6 of the students were remediated, almost regardless of their success on grade-level content. In summary, when faced with similar data on grade-level mastery, teachers were less likely to believe that students of color and those from low-income families were ready to engage with grade-level work (as if the other economic and social obstacles were not enough). Thus, instead of declaring that students do well if they want to, we must state instead say that students will do well if they can.

The table below captures the 2017 racial demographics of high school dropout rates.



Dropout rates remain higher for BIPOC students, but so do the well-documented obstacles standing in the way of their academic achievement. Although the high school dropout rates for students of color are still troubling, the actual numbers continue to decrease when special programs for their needs are implemented, particularly for black and brown students. More troubling is the fact that the numbers of African American male students matriculating into their first year of college has declined over the last two decades.

The table below summarizes the most frequent student-centered (rather than societal) causes for boys and girls dropping out of high school.



In November 2020, the American Educational Research Association conducted a survey of educational researchers to investigate what the experts forecasted would happen to (a) the learning loss, (b) the learning gaps, and (c) the income-based achievement gaps in mathematics and ELA in the coming years resulting from the COVID-19 pandemic. Students of all achievement levels can experience learning loss from:



- the (regular) summer break
- extended absences
- long-term illness
- interrupted formal education
- ineffective instruction

Thus far, we know that most K-12 students suffered some degree of learning loss when their current achievement levels are compared to where they should be in terms of grade level learning expectations at a given point in the school year, based on the traditional learning pace and progressions captured in data from “normal” academic years. The data show that majority of students lost ground in both mathematics and reading, with greater losses shown in mathematics across the grade levels.

Although an analysis of the data is incomplete at this point, the indications are that the education of many High Promise students was significantly impacted by the pandemic for the following reasons:

- no internet-enabled device was available to them
- no access to high-speed Internet service
- no access to online instructional content from school
- teachers were inadequately trained in technology
- having parents who were experiencing housing insecurity
- no English translations of instructional materials
- received no training on remote learning
- have to share devices with other members of the household
- take care of younger siblings while parents had to work
- taking on a part-time or full-time job to help the family financially.

As a result of the well-known and ongoing disparities in available resources for students both in school and at home, there is a wealth of qualitative data and anecdotal evidence that some High Promise students fared better than others. Access to more opportunities for one-on-one learning with teachers allowed many students to actually improve academically with the support of dedicated teachers. However, other High Promise students were adversely impacted by the factors listed above, and either saw no significant learning gains or were negatively impacted by the learning conditions brought on by the pandemic.

## **The How**

In recent years, school districts have been asking the question, “How can we improve on meeting the needs of our High Promise students, so they will complete high school, and be prepared for



college or a career?" Doing so requires (1) enhancing the ways in which we connect staff members to the current lives of these students, (2) implementing support services and programs that lay the groundwork for a success in school and beyond, and (3) finding effective and compassionate alternatives to excessive discipline, suspensions, and expulsions.



For well over a century, the standard two-pronged answer to student motivation (and parenting) was to introduce fear and punishment into the success equation, which turns out to be an egregious error for some of the reasons often detailed by school psychologists. Fear and punishment, as well as the prospect of future punishment collectively go against the contemporary research in brain science on how to modify the behavior of another individual. What is the best way to change student behavior? Neuroscience informs us that the full range of mammalian emotional reactions when we find ourselves confronted by fear or threat is not simply limited to the often described “fight-or-flight” response. Instead, human beings respond through:

- (1) freeze
- (2) flight
- (3) fight
- (4) fright.

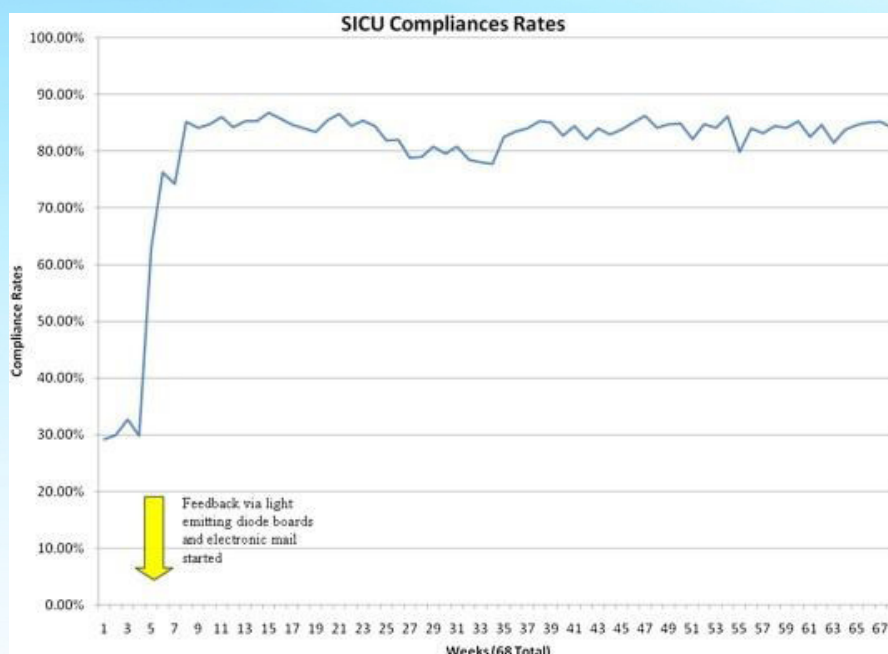
Humans have brain structures and processes that have evolved over the eons to (a) respond to danger, (b) protect us when we encounter threats, and (c) allow us to survive by shifting to “survival mode” functioning. When students are afraid, their neurophysiology often responds by “emotionally



hijacking” the brain, as psychologist Daniel Goleman refers to this reaction, which decreases their ability to engage in higher-level thinking, long-term planning, and rational thought. Generally speaking, a student’s ability to think, learn, and remember are often the first cognitive casualties under such stress-producing circumstances, reducing his/her ability to encode, process, or store new information. In the long run, the repercussions are not restricted to learning and memory. There are detrimental physiological effects that can also lead to mental and physical health ailments caused by ongoing toxic stress.

Efforts to frighten children and adolescents into behavioral changes does not make for better children, because they are more compelled to concentrate on their potential failures and punishment, rather than on their possible successes and the corresponding personal, academic, and social rewards. Getting students to focus their efforts and attention on the probable short-term rewards and the possible long-term benefits, yields more promising long-lasting behavior changes, which is why the health warning (a “future threat”) on cigarette packages does little to deter an individual’s decision to smoke or not to smoke. A student’s response to “positive possibilities” is a great personal motivator for him/her and generates more optimistic student outcomes. High Promise students, as well as students in the general school population, relish in the prospect of receiving positive emotional reinforcement and respond accordingly.

Similarly, a pre-COVID health practices experiment was initiated with the goal of encouraging healthcare workers to wash their hands between visits to each patient’s bedside. Video cameras were placed in the hospital hallways to track how frequently workers on each floor washed their hands. When monitored at the beginning of the study, the workers were found to wash their hands at best 30% of the time between patients, with some not washing up at all. The weekly results for each shift on each floor were posted on a “scoreboard” in the hospital for all employees to see. Suddenly, the rates of handwashing began to skyrocket and hovered around 90% compliance. They maintained this high level of hygienic practice for well over a year, which was when data collection for the study ended. (See *SICU Compliance Rates* chart below).



Three important behavioral principles produced these impressive results. We respond best to

- (1) social incentives
- (2) progress monitoring
- (3) immediate rewards which can be tangible or symbolic.

We are social animals, and we appreciate it when our rewards are publicly acknowledged by others, whose opinions can impact our status. Posting the handwashing rates for each shift on each floor made the practices of the hospital workers widely known throughout the hospital, providing a social and even competitive incentive to improve. Dissecting the results by shift added another competitive factor to the study. Reporting the fulfillment expectations for high cleanliness provided additional incentives for each group to wash regularly. Being able to see the comparative results for each group provided the high performers with a symbolic reward for their outstanding (relative) performance.

Numerous studies on changing human behavior provide ample evidence that positive social reinforcement strategies work considerably better with children, teens, and adults when compared to issuing threats or administering punishment. When stock markets are down considerably for the day, individuals who “play” the market tend not to look at their holdings to spare themselves the negative emotions of devastating news. However, when the markets surge upwards, the same individuals are far more motivated to check the increased value of their investments. An abundance of research has demonstrated that when one source of information regularly delivers positive information to an individual, while another source provides only negative information, most people will gravitate towards accepting the positive information from the first source and begin to ignore the second source completely. We all seek positive reinforcement, reassuring feedback, and good news about ourselves. Our students are no different.

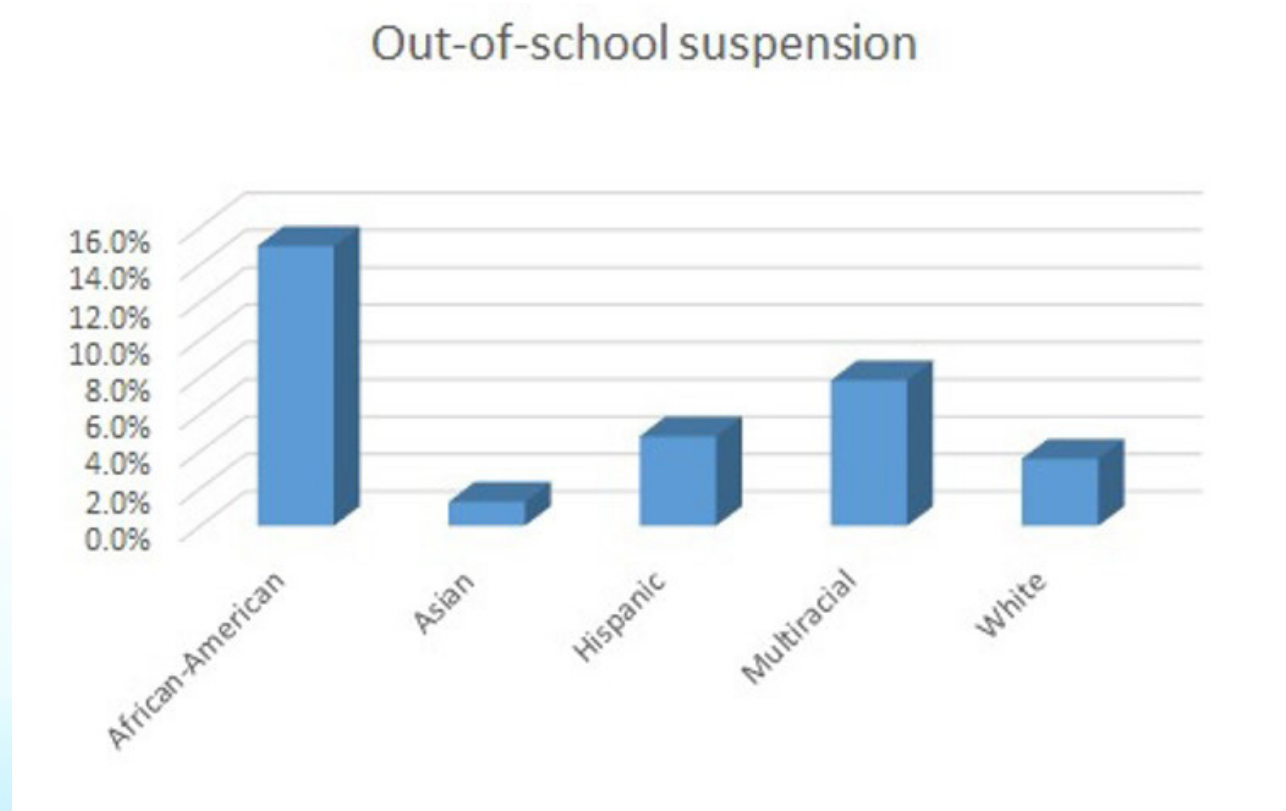
With the results of this study as a backdrop, the punitive “Zero-tolerance” programs, retaliatory strategies, and stress-producing tactics warrant a re-evaluation of (1) their overall effectiveness, as well as (2) their side effects. Unfortunately, we often see more reward-based programs in suburban schools, and threat-based initiatives implemented in schools heavily populated by students of color.

### ***What works and what lasts for High Promise students?***

Students cannot learn in school if they cannot attend class. In many high schools, student suspensions and expulsions account for a significant number of days lost, which leads to short-term and long-term learning losses in both skills and content knowledge.



## Out-of-school suspensions by race.



Research indicates that excluding students from continuing their formal education because of one or more behavior infractions by no means addresses the underlying causes of those issues. Denying students daily access to formal educational is not an effective means of addressing behavioral issues nor does it help troubled students who may already be approaching the school exit route that leads to dropping out or worse, including choosing criminal pursuits over completing their education, going on to college, or finding gainful employment.

In a recent publication from the American psychological Association, it was found that although students of all colors are suspended by their schools, African American students are suspended more frequently for minor infractions and inconsequential school climate violations. They are subsequently subjected to harsher penalties than white students in ways that negatively impact their academic success years later. Researchers found that over the course of just three years, 26% of black students (almost  $\frac{1}{4}$ ) received at least one suspension for a minor infraction compared with just 2% of white students for similar minor violations. As a result of the difficult treatment they received, African American students recognized the unfair treatment, and seldom felt that they belonged at the school. Students (of any color) who perceive themselves to be “picked on,” (1) almost instinctively withdraw from actively participating in class, (2) do not join in extracurricular activities, (3) do not feel welcomed in their school, and (4) are prone to emotionally retreat to protect their self-esteem or they physically drop out. Who can blame them?

Even as California’s out-of-school student suspensions fell 46% over the past six years, the “discipline gap” for black students was as wide as ever.

- African American K-12 students are 94 times more likely to receive an out of school suspension than white students
- African American students are more than twice as likely to be referred to law enforcement or arrested at school, than their white counterparts.

Although many schools and school districts have hired campus police or “school resource officers” (SRO), statistics from an Education Week’s analysis showed that the presence of police in schools makes arrests and referrals more likely, rather than less likely. Eric Holder, Attorney General from the Obama Administration, said, “A routine school disciplinary infraction should land a student in the principal’s office, not in a police precinct.” Some studies have shown evidence that the presence of SROs on a school campus is correlated with higher levels of behavioral incidents and higher incidences of arrests, rather than lower.

A 2016 study published in the Washington University Law Review found that students were more likely to be referred to law enforcement for such minor offenses as threats, fights, vandalism, talking back, being confrontational or verbally aggressive, and theft at schools when SROs were stationed at the school site. In an analysis of data collected by the Education Department, officials found that 1.6 million students attended schools with SROs, but without any school counselors. Schools with campus police were more likely to have a large Hispanic and/or African American enrollment.

Following the Columbine High School shootings of 1999, there was a national outcry for increased school safety, which became conflated with hiring campus police. Although a visible police presence may represent a sense of security for some, it does not always signal safety for African Americans, particularly black youth. Although the 1999 shootings occurred in a predominantly white suburban high school, it was the schools with high enrollments of students of color that saw metal detectors, surveillance cameras throughout the campus, unannounced locker raids, manned guarded gates, random drug tests, wand sweeps, transparent book bags, student and teacher identification badges, and dogs sniffing for contraband, periodic security sweeps, prohibitions from leaving campus for lunch, and more campus police on their campuses. In these instances, the school-to-prison pipeline is not much of a leap from the actual school itself when we criminalized the school setting.

Recent research from the annual American Educational Research Association conference showed that there are more suspensions and lower student achievement in the “high surveillance” schools. Encounters with police turn out to increase the probability of negatively profiling and a subsequent arrest due to an over-surveillance of African American boys and girls added to the racial disparities in school arrests. Students attending high surveillance schools were significantly more likely to be suspended at least once before the end of high school and less likely to enroll in college than students in low surveillance schools. Black students were also more than four times more likely than white students to attend a school with the highest level of surveillance in well-intended “Zero-tolerance” schools. Their positive intentions are irrelevant when juxtaposed to the massive negative impact on students of color.

Barring students from the school building, does not mean that they will be engaged in some form of self-improvement or resolving the issues underlying the behavior problems. Equally importantly,



many suspended students were already struggling academically. Denying them daily access to the instruction that might ultimately lead to graduation, runs counter to the broader goal of improving their success rates.

Numerous school districts and juvenile justice programs have adopted successful in-school alternatives to suspensions and expulsions, including restorative justice programs, where students who break the rules remain in school, but they (1) take public responsibility for their actions, (2) meet with those who have been aggrieved by the student's negative behavior, (3) agree on appropriate ways to make amends, and (4) rebuild any damaged relationships through this process. By 2019, over thirty states had initiated regulations that required schools to implement alternatives to exclusionary discipline practices,

Educators and schools can increase achievement for High Promise students by increasing their students' exposure to regular experiences that engage their students with the success factors that lead to graduation, college, and careers. All students benefit from the personal attention and guidance of an on-campus adult who meets with a student daily, rather than the traditional approach of assigning a counselor who meets with each student once a semester.

The in-school and outside-of-school success factors that can reduce expulsions, suspensions, dropouts, and grade retentions, include the following interventions:



### **In-school strategies:**

- one-on-one time plan weekly with the instructors for personalized learning
- class-size reduction (no more than 12 to 15 students)
- on-campus academic support
- learning needs-based support (concept acquisition, review, practice, and application)
- skills-based support in writing and mathematics
- in-class help available for each course
- daily check-in with one staff member in the school
- school-based study groups and homework tables
- positive youth development programs
- peer-pressure resistance programs
- youth leadership training
- in-school, high dosage tutoring
- learning pods
- employment training in collaboration with local businesses
- child development seminars and webinars for youthful parents
- home visits for a window into the student's living situations, because every student's living situation is unique
- offer teachers professional development in
  - STEM education
  - co-teaching
  - brain-based learning
  - assets-based instruction
  - restorative justice
  - growth mindsets
  - implicit bias
- workshops for teachers on trauma-informed practices for faculty, administrators, and staff members.

### **Outside-of-school strategies**

- Mentorship that involves a member of the local community
- outside-of-class assistance



- strategy for improving time management
- after-school tutoring
- after-hours content-area support
- vacation-break mini-programs
- personal finances (Financial IQ)
- technology assistance for remote learning
- quarterly visits to a nearby college or university campus
- increased access to counseling, social services, mental health services, and relationship-based support
- formal diversion programs
- substance awareness and abuse programs
- support for students in transition (moving, parent unemployment, parental incarceration, etc.)
- access to childcare during and after school hours
- online English language acquisition and improvement mini courses
- celebrations of outside of school achievements, awards, recognitions, and accomplishments

Every student deserves to feel that his/her school is a safe place where they (1) fit in, (2) can grow personally and academically, and (3) are valued as an individual, not as a member of a specific affinity group.

High Promise students benefit most when schools combine the above in-school and outside-of-school strategies and organize them around a “Teaming” approach consisting of teachers, support workers, and staff members who meet weekly to discuss the needs and concerns of each High Promise students in their school, filtering any perceived challenges through their diverse professional perspectives. Their focus can be on (a) daily learning, (b) accelerated learning, or even (c) establishing college and career goals. What is most important is that the student does not have to adopt a “go-it-alone” approach, which often leads to omissions and/or failure.

Dr. Kathleen Minke, the former President of the National Association of School Psychologists said that schools should not “think about kids’ social and emotional needs as something you do after you address their academic achievement.” Instead, these needs should be addressed “as part of their whole school experience,” which will improve the students’ lives as well as the overall success of their school.

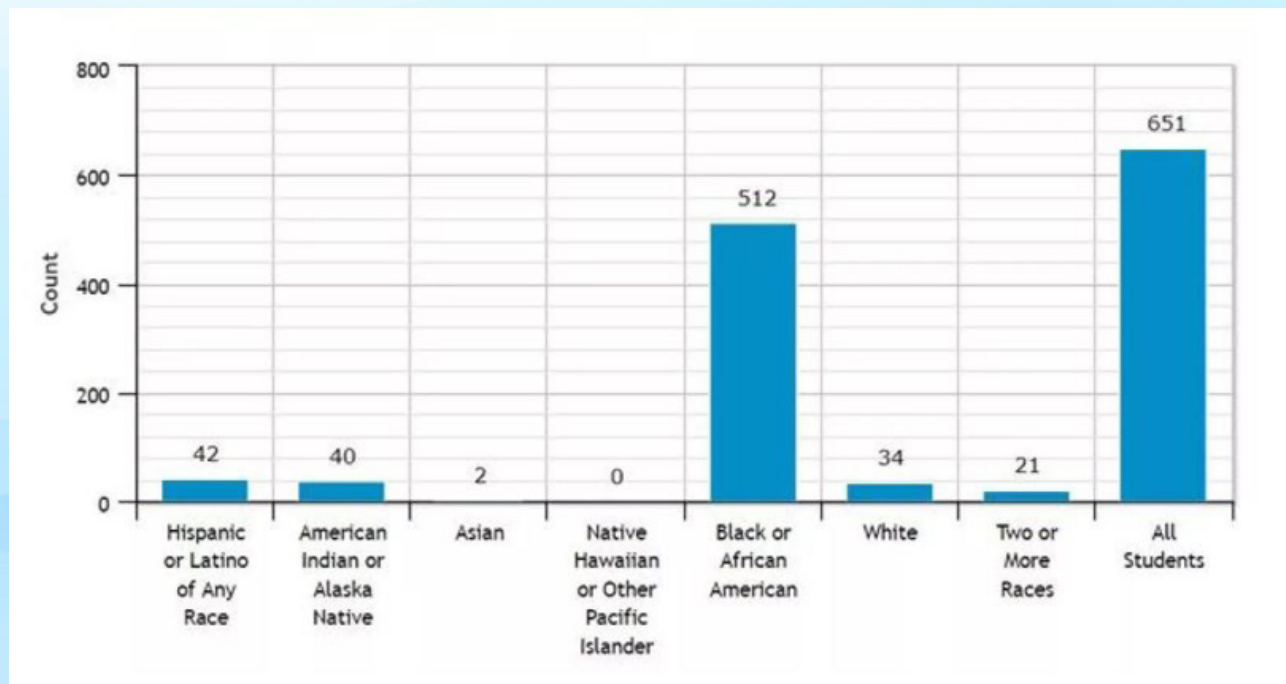
The teaming members may include any combination of the following:

1. One or more teachers
2. A clinical psychologist
3. A school psychologist
4. His/her Counselor
5. A reading/writing specialist
6. A speech and language therapist
7. A Social worker
8. His/her Mentor

### **Program Strategies for High Promise students that lead to school success**

In-house suspensions where students did not attend their regular classes but received tutoring and assistance with the current classwork that they were missing, prevented students from falling hopelessly behind and getting on the pathway to (a) academic failure, (b) dropping out, or (c) engaging in delinquent activities. Schools should be making every effort not to foreclose on a student's access to continuous learning except in the case of serious felonies.

### ***How many days did students of each race/ethnicity miss?***



For black, Latino, American Indian, and multiracial high school students, roughly 20 percent or more are chronically missing from class, civil rights data show. For Alaskan Native, Native Hawaiian, and Pacific Islander high school students, 25 percent or more missed at least 15 days of school. In high school, 18 percent of all students and 20 percent of English-language learners are chronically absent.



There are school programs (e.g., The Empowerment Zone) that offer incentives including raffles, gift cards, and other prizes to encourage spotless attendance. Those inducements keep students coming to school on a regular basis where they are met by caring adults, positive peers, and supportive staff members that help students reach their learning objectives.

What should High Promise students know and do, and what should be available to them? For decades, the conventional wisdom underlying the explanation behind who succeeded and who failed in school was defined for the most part by the effort a child made to succeed. The premise driving student achievement outcomes was that failure came from not trying hard because the student was either unmotivated or lazy, operating under the pretense that the above-mentioned social and economic obstacles either did not exist or they had no meaningful impact. Teachers, administrators, and some parents believed that “students will do well, if they want to,” implying that the solitary issue standing in the way of their academic success is their low level of motivation. The question thus became, “how do we motivate these unsuccessful students?”





1. Many High Promise students are often working the hardest in the classroom without the desired results, because they are simultaneously trying to overcome the social, economic, and learning hurdles that face them daily. Other students who do not face these challenges sail through the content and assignments.
2. Students who don't do well, do not lack the will to do well (motivation). Often, they lack many of the requisite nonacademic traits and skills that permit others to flourish academically including
  - problem-solving skills
  - making connections
  - controlling impulsivity
  - note-taking, organizing, and summarizing skills
  - listening skills
  - integrating new information with prior knowledge
  - flexibility in thinking
  - predicting
  - compartmentalizing distractions
  - time management skills
  - self-regulation
  - frustration tolerance
  - stress management
  - self-efficacy
  - effective oral and written communication skills
3. High Promise students experience challenges, yet they often struggle to get to school, work hard when they arrive, and stay in school progressing slowly (albeit progressing), but at a rate below the expected pace. Children come to school with different gifts, talents, and challenges. They grow at different rates, so why is it unthinkable that they might learn at different rates?

With these challenges in mind, wouldn't it be safe to say that our High Promise students are at minimum above the average student in motivation? Anyone with only a modest degree of experience working with High Promise students has already discovered that they are, "well above average" considering the numerous obstacles that High Promise students continue to overcome in their daily lives.



## ***“Lifting our Voices”***

It is our job as educators, program specialists, and administrators to (1) identify the strengths and assets these students bring to our schools, (2) maximize their educational successes through effective learning strategies, (3) implement novel research-based and proven initiatives that produce positive results with this student population, and (4) most importantly, fulfill our moral and legal responsibility (our promise) to them.



## ***Introduction to the Voices Videos***

**Dr. Leilah Kirkendoll**

*Juvenile Court Community Schools,  
Director of Equity  
LCAP, MTSS & Categorical Funds*

**Click to Play**

## ***Interviewees***



Alexander  
*Student*



Emmanuel Padilla  
*Special Ed Teacher*



Jose  
*Student*



Leticia **Espinoza**  
*Parent*



Marbella **Espinoza**  
*Student*



Nick  
*Student*



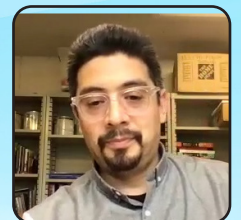
Ocean  
*Student*



Selyna **Leach**  
*Parent*



Kristen **Storz**  
*Para-educator*



Tomas **Montoya**  
*Teacher*

### ***What to look for in each of the interviews:***

- *How students are described affects how they are perceived.*
- *Labeling students impacts their self-esteem and self-picture.*
- *Strategies that work for students in general do not always work as well for High Promise students.*
- *All students can succeed if educators are meeting their academic and personal needs.*

In the video clips, you will hear from parents, teachers, and students who have been involved in educational programs that include continuation high schools, juvenile justice system programs, community schools, programs for incarcerated youths, homeless students, and parenting teens.

**Video #1** - How does labeling students impact students and their families?

**Click to Play** - <https://bit.ly/labelingstudents7>

**Video #2** - What can schools do to meet the general and specific needs of High Promise students?

**Click to Play** - <https://bit.ly/fieldguide7video2>

**Video #3** - Why is it important to personalize education for High Promise students?

**Click to Play** - <https://bit.ly/fieldguide7video3>

**Video #4** - What are the learning challenges encountered by High Promise students and their teachers during and after the pandemic?

**Click to Play** - <https://bit.ly/fieldguide7video4>

**Video #5** - How can we meet the outside-of-school needs of High Promise students?

**Click to Play** - <https://bit.ly/fieldguide7video5>

## **Professional Learning: Participant Responses**

- a. From grades K-12, students are regularly given labels to describe their ability to learn, their behavior, and the homes from which they come. In what ways are some of the possible emotional effects of labeling students?
- b. How do labels hurt students academically? Can labels ever be beneficial to future learning?
- c. Why is one-on-one academic help so important to this student population? How would other students benefit from this practice?
- d. Many of the High Promise students enjoy flexible schedules including time allowed for work-study. How would this model work with a general education high school?
- e. During the pandemic, some High Promise students thrived while others faltered. What were some of the reasons why students fell into either category?
- f. For many students, the biggest challenges lie in their home-life circumstances. How did that become an obstacle during remote learning?
- g. The COVID-19 pandemic presented a unique privacy issue as Zoom opened an unfiltered window into their homes. Why was this a problem and how can it be solved?
- h. Many programs for High Promise students do not suspend them for minor infractions that would result in suspensions in a general high school. What is the upside and what is the downside of such a policy?

## **Reflections and Applications**

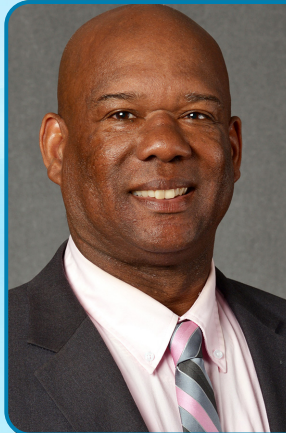
- a. Parents, students, and teachers all commented on the importance of small classes for High Promise student programs. What makes this strategy so important?
- b. For some communities, the school-to-prison pipeline is an enduring reality. How are the High Promise student programs keeping students away from this pipeline?
- c. Some have claimed that the High Promise programs insulate students from the



rigors of “regular” school. How is that statement true, and where is the flawed?

- d. The pandemic impacted all students. How did it affect the earlier educational progress of High Promise students?
- e. During the pandemic, many High Promise students were required to self-supervise for both life and education. What are some of the reasons why this may have been a perilous proposal?
- f. If you are going to make a case for establishing a school for High Promise students in your community, what would be your five most important reasons why one should be established and why you know it would work for struggling students?
- g. For many High Promise students, their parents do not take an active role in their lives. In what ways would you encourage parents to do so?
- h. Several of the High Promise students offered recommendations that would benefit all high school students. Based on your experience working with students, what were some of their best suggestions?
- i. Although it is often said that High Promise students lack motivation, what did you hear from those students, their teachers, and their parents that would suggest otherwise?
- j. How is a productive student-teacher relationship different for High Promise students? How is it identical to all other students?

**Excerpts from Session #10:**  
**Family Support: What to do for At-risk Students and Families in Acute Need Conducted by Tracy Thompson - Executive Director, Juvenile and Community Schools, San Diego County Office of Education**



## LESSONS LEARNED

**Tracy E. Thompson**  
*Executive Director Juvenile Court and Community Schools (JCCS)*  
San Diego County Office of Education

[Click to Play](#)

**Segment #1 (See timestamp 0:16 to 1:50)**

### **California trends for High Promise students**

**Synchronous Professional Learning:** Discuss the following questions in your small group and report out to the larger body when you reconvene.

**Asynchronous Professional Learning:** Write your individual answers to each of the following questions.

- Why do you think the asset-based approach to addressing High Promise students is more effective than the deficit-based approach?

- Of the eight circumstances affecting High Promise students, which are the top three impacting your school or program?
- What are some of the causes of the overrepresentation of African American youth in juvenile justice programs?
- What role does the home environment play in reducing these trends?

**Segment #2: (See timestamp 4:25 to 5:48)**

***Relationships with families***

**Synchronous Professional Learning:** Discuss the following questions in your small group and report out to the larger body when you reconvene.

**Asynchronous Professional Learning:** Write your individual answers to each of the following questions.

- What can other family members do to support the educational success of High Promise students?
- How do strong families help youngsters avoid feeling stigmatized by being enrolled in programs like the JCCS? What role do teachers play?
- It is often said that one of the more difficult aspects of education is the “treatment” not the content. Can you elaborate? How does that statement fit with your school or program?

**Segment #3: (See timestamp 5:50 to 6:54)**

***The types of High Promise students who are served***

**Synchronous Professional Learning:** Discuss the following questions in your small group and report out to the larger body when you reconvene.

**Asynchronous Professional Learning:** Write your individual answers to each of the following questions.

- Mr. Thompson begins by emphasizing that “often times when a student walks through our doors, they have already checked out” of school. With that statement in mind, what are some of the special considerations that a teacher should make?
- What is the most important role that a principal can play in supporting the unique needs of High Promise students?
- How can student surveys uncover some of the unaddressed needs of High Promise students?
- How does being a member of the local community position and educator better in ways than someone seen as an “outsider”?

**Segment #4: (See timestamp 6:55 to 8:37)**



## **Restorative practices are at the center of the program**

**Synchronous Professional Learning:** Discuss the following questions in your small group and report out to the larger body when you reconvene.

**Asynchronous Professional Learning:** Write your individual answers to each of the following questions.

- What is the advantage of having parent-involved activities?
- When parents from an entire county have an opportunity to meet with one another, how does that help the parent? How do the students benefit?
- Why do you think restorative practices are better for students and those affected by our students? What makes including family support such a powerful factor in the success of this practice?

**Segment #5: (See timestamp 10:24 to 13:26)**

## **The communication strategies used with Juvenile Court and Community Schools (JCCS) parents and students**

**Synchronous Professional Learning:** Discuss the following questions in your small group and report out to the larger body when you reconvene.

**Asynchronous Professional Learning:** Write your individual answers to each of the following questions.

- During the pandemic, why was it so important to plan on delivering information via multiple communication strategies rather than just one?
- Which forms of communication are used most effectively by your school or institution? Which is most preferred by parents, why?
- What is the upside and what is the downside of trying to communicate with the families of High Promise students using technology?
- Why is communication so critical in providing support for High Promise students and their families?

## **Conclusion:**

For the past half-century, the prevailing sentiment has been that High Promise students from impoverished environments cannot learn. However, they can learn, and they do learn quite successfully in a culturally sensitive and personally rewarding learning environment, which does not evolve by chance. Quite the opposite is true, when student outcomes are left solely to chance.





More precisely, research has shown that High Promise African American students benefit most by having culturally sensitive teachers, (particularly black teachers, administrators, role models, mentors, and counselors who are accessible in a culturally-responsive school environment.) These students are especially in need of counselors who develop strong personal relationships with students and their families and provide them with high-quality advising for long-term academic plans.

Without counselors who possess these attributes, students of color: (1) are more likely to be placed into classes that do not prepare them for college or a career, (2) are subject to harsher discipline than their white counterparts unless they have an advocate standing up for them, and (3) have social-emotional and mental health needs which go unaddressed in ways that will interfere with academic success. Most important, the poor treatment that students can be subjected to, tends to damage their perceptions of school and negatively impacts their academic success in the future.

Equally important, as a nation, we must abandon our “blame the victim” attitude of assessing social problems that operates under the pretense that these challenges materialized in a historical vacuum



with no race-based structural or institutional systems that have had dire consequences for people of color. Even the most conservative of minds, if they venture into honesty, understand that if adequate economic resources had been made available to financially struggling American families of all colors for multiple generations, many of today's problems would be significantly reduced if not eliminated. The origins of "at-risk" do not lie within the High Promise students' or their families, but rather in a century of policies and practices that were deliberately designed to distribute opportunities and resources undemocratically in ways that have negatively impacted people of color.

## Resources:

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- School Discipline Data Show Discrepancies by Race. WordPress.com.

<https://www.urban.org/urban-wire/students-color-remote-learning-environments-pose-multiple-challenges>

- Staying in School: Good reasons to stay in high school. Go College New York.  
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## Evaluation-Survey

<https://forms.gle/hALAUfYBtxQubYu5A>

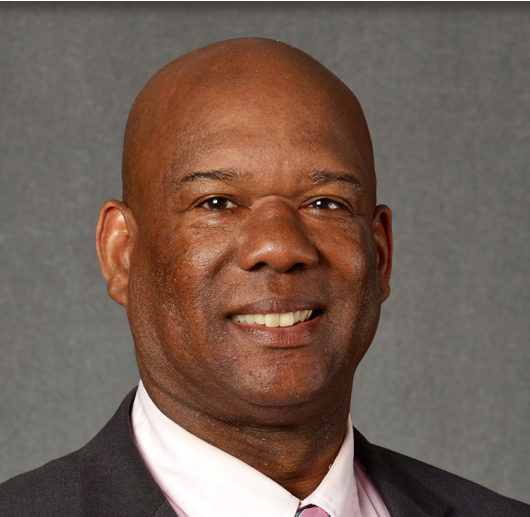






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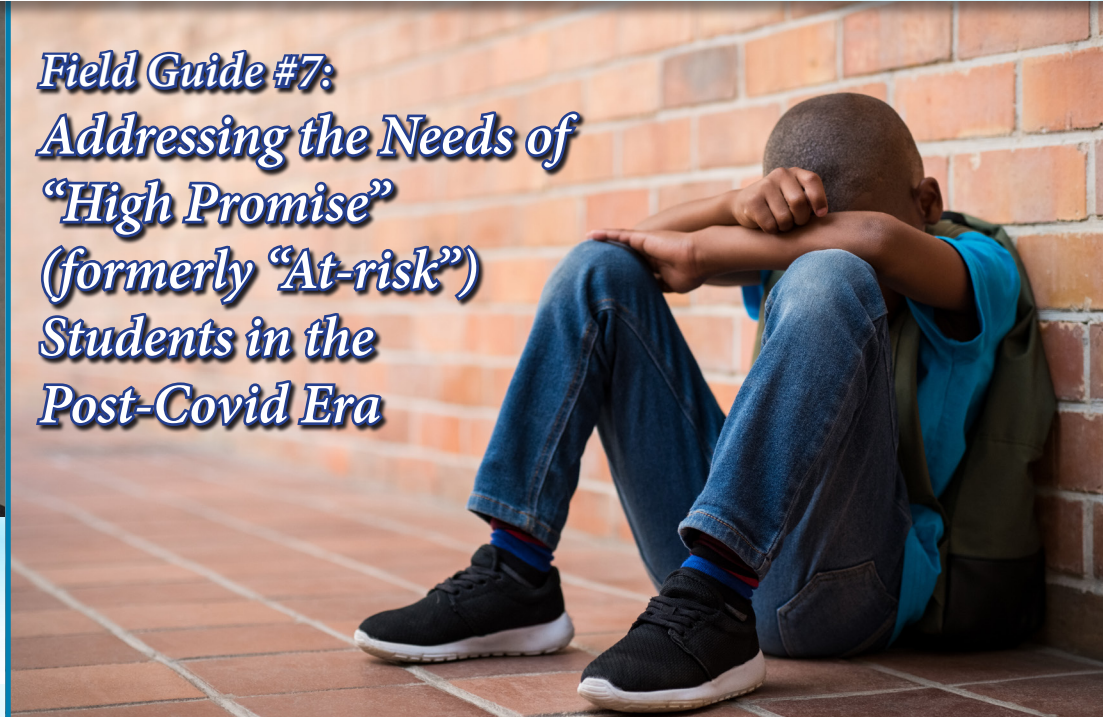


Presenter:

**Tracy E. Thompson**

**Executive Director Juvenile Court  
and Community Schools (JCCS)**  
San Diego County Office of Education

**Field Guide #7:  
Addressing the Needs of  
“High Promise”  
(formerly “At-risk”)  
Students in the  
Post-Covid Era**



**School Re-orientation for Post-COVID Learning:  
What to Know, Do, and Expect  
as In-Person Instruction Resumes**

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