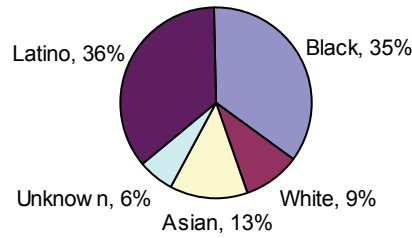


isa ISA Student Success: By the Numbers

The ISA Model

The Institute for Student Achievement creates small, effective high schools out of large urban “factory” schools. Teachers care, parents are involved—and students are on track to graduate ready for college. ISA serves 31 small learning communities and nearly 6,700 students in three states.

ISA Students



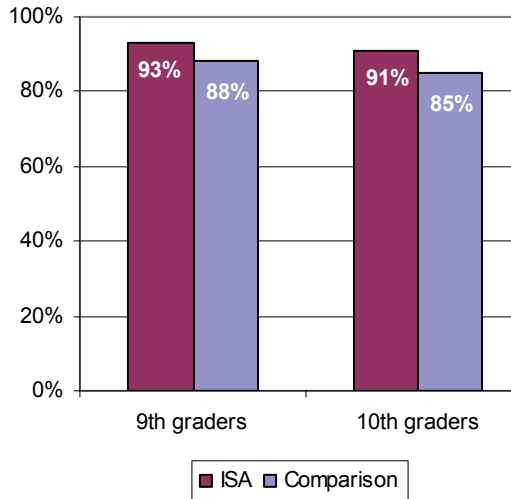
An evaluation of ISA 9th and 10th graders focused on seven small learning communities in five New York City high schools.

Of the students in the study:

- Over two-thirds qualified for free or reduced-price school lunch.
- Only 35% scored “proficient” in reading on 8th grade state tests.

The demographic profile of students in this evaluation study is similar to the demographics of “comparison students” from large comprehensive high schools in NYC.

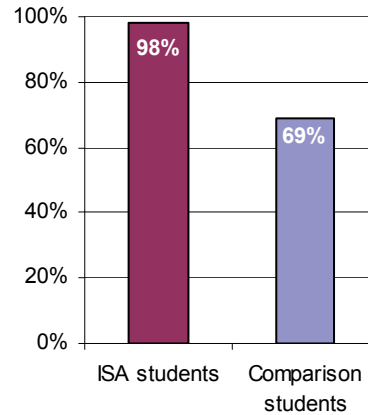
Attendance



ISA students have higher average daily attendance than comparison students. 9th grade attendance in the first 30 days of school is a **better predictor of high school success** than any single 8th grade factor.

Neild & Balfanz, Paper presented at the American Sociological Association, 2001

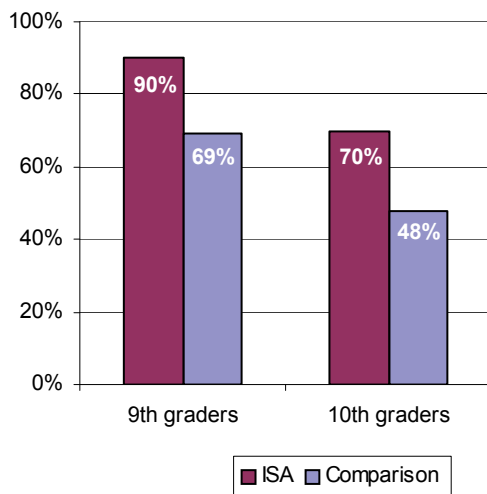
Promotion to 10th grade



9th graders who are promoted to 10th grade are **3.5 times more likely to stay in school** and graduate in four years than those who are held back.

Roderick, Report prepared for the Consortium on Chicago School Research, 2006

On Track to Graduate in Four Years



Students stay **on track to graduate in four years** by earning at least 8 credits by the end of 9th grade. ISA 9th graders earned, on average, **32% more credits** than comparison students.

10th graders are considered on track to graduate if they earn at least 20 credits, including 4 credits each in English and social studies. ISA 10th graders earned **38% more credits** than comparison students. More ISA than comparison students also earned 4 math credits (73% vs. 49%) and 4 science credits (68% vs. 47%) by the end of 10th grade.

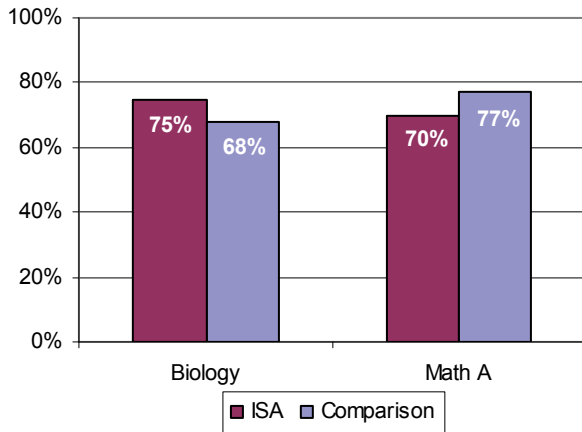
Regents exam results and more >>



ISA Student Success: By the Numbers

continued

Regents Exams Passed



Five Regents exams are **required for a high school diploma**. The passing score for a Regents diploma is 65 or above. The Biology test, which fulfills the science requirement, and the Math A test are completed by most 10th grade students.

More ISA students than comparison students passed their Biology Regents exam. Though more comparison students passed the Math A exam, the difference is not statistically significant.*

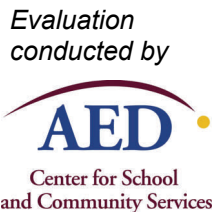
*when controlled for such factors as prior achievement, race/ethnicity, free-lunch status, special education, and English language learner status

What Makes the ISA Model Effective

Principles for Success

The Institute for Student Achievement collaborates with schools to transform large comprehensive urban high schools into academically rigorous, personalized learning environments. ISA's non-negotiable principles are:

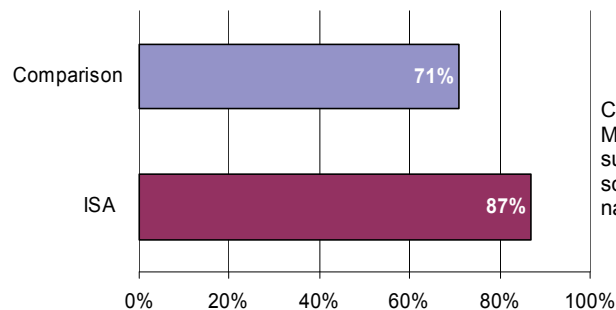
- **Every student takes a college prep program.**
- Learning extends **beyond the traditional school day.**
- Each student gets **consistent support** throughout high school from **one counselor and one group of teachers.**
- Schools welcome and encourage **parents** to take an **active role** in their children's success.
- **Continuous improvement**, driven by student data, is the goal of every staff



Caring Teachers Make the Difference

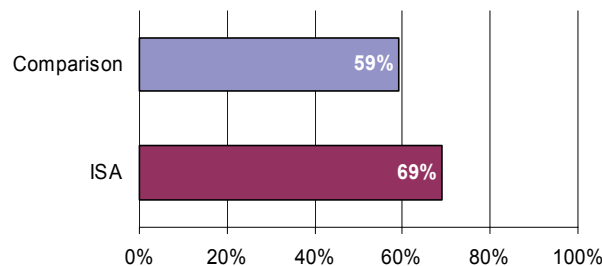
High schools in which teachers are highly supportive of students **cut their dropout rate in half.**

Teachers who agree with the statement: "This school shows concern for students."



Comparison data: MetLife 2003 survey of high school teachers nationwide

Students who agree with the statement: "I feel supported and respected by my teachers"



Comparison data: demographically similar students from the 2005 High School Survey of Student Engagement

All data except the survey data at right is provided by the NYC Department of Education. AED's evaluation, conducted in the 2003–05 school years, focused on seven small learning communities in five high schools in New York City. Only 9th and 10th grade students were included, as 11th and 12th grade students did not have the benefit of the ISA model for their full high school career. Achievement data is presented for students in the first cohort, those who entered as 9th graders in 2003 in five small learning communities. All differences are statistically significant ($p < .05$) except where noted.