



# Two Methodologies to Re-Engage Students and Increase Graduation Rates

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# Two Methodologies of Re-Engagement

1. Systematic Internal Renewal to address students who are still enrolled but are increasingly disengaged, &
2. Creative Approaches to Re-Engaging Students who have already dropped out of school

# What do students say?



# What Students Say

## Top Five Reasons Reported by Students for Leaving School

1980	1988	2005
Didn't like school (33%)	Didn't like school (51%)	Classes were not interesting (47%)
Poor grades (33%)	Were failing school (44%)	Missed too many days and could not catch up (43%)
Chose to work (19%)	Couldn't get along with teachers (34%)	Spent time with people not interested in school (42%)
Getting married (18%)	Couldn't keep up with school work (31%)	Too much freedom and not enough rules in my life (38%)
Couldn't get along with teachers (15%)	Feel like they don't belong at school (25%)	Was failing in school (35%)

# What Students Say

## Top Five Reasons Reported by Students for Leaving School

1980	1988	2005
<p>Didn't like school (33%) <b>Engagement</b></p>	<p>Didn't like school (51%) <b>Engagement</b></p>	<p>Classes were not interesting (47%) <b>Engagement</b></p>
<p>Poor grades (33%) <b>School &amp; Engagement</b></p>	<p>Were failing school (44%) <b>School &amp; Engagement</b></p>	<p>Missed too many days and could not catch up (43%) <b>Engagement</b></p>
<p>Chose to work (19%) <b>Family/Community</b></p>	<p>Couldn't get along with teachers (34%) <b>School</b></p>	<p>Spent time with people not interested in school (42%) <b>Community &amp; Engagement</b></p>
<p>Getting married (18%) <b>Family</b></p>	<p>Couldn't keep up with school work (31%) <b>School</b></p>	<p>Too much freedom and not enough rules in my life (38%) <b>Family</b></p>
<p>Couldn't get along with teachers (15%) <b>School</b></p>	<p>Feel like they don't belong at school (25%) <b>School &amp; Engagement</b></p>	<p>Was failing in school (35%) <b>School &amp; Engagement</b></p>

# First Methodology

Systematic Internal Renewal  
to address students who are  
still enrolled but are  
increasingly disengaged

# Using Social Media to Engage Learners

Dr. Patrick O'Connor

Dr. William Kist

Interactive and social media technology can stimulate the interest of bored students and the participation of shy students. Web-based instruction can motivate students by creating more opportunities for active **choice and collaboration**.

Some students who can't seem to focus on academics can spend hours outside of school on tasks they find engaging, be it video games, art, car repair or extracurricular activities.

As of 2006, people under 18 spend more minutes per day reading from a screen than they do reading from a page.

Don Leu, University of Connecticut

# Reading From a Screen is Different

- Reading from a screen is a multi-modal experience  
(includes print, design, still images, moving images, sound, advertising)
- Reading from a screen is more social
- Reading from a screen is more mobile
- It's not about hoarding; **its about sharing.**



[www.goodreads.com](http://www.goodreads.com)



# The Socially Networked Classroom

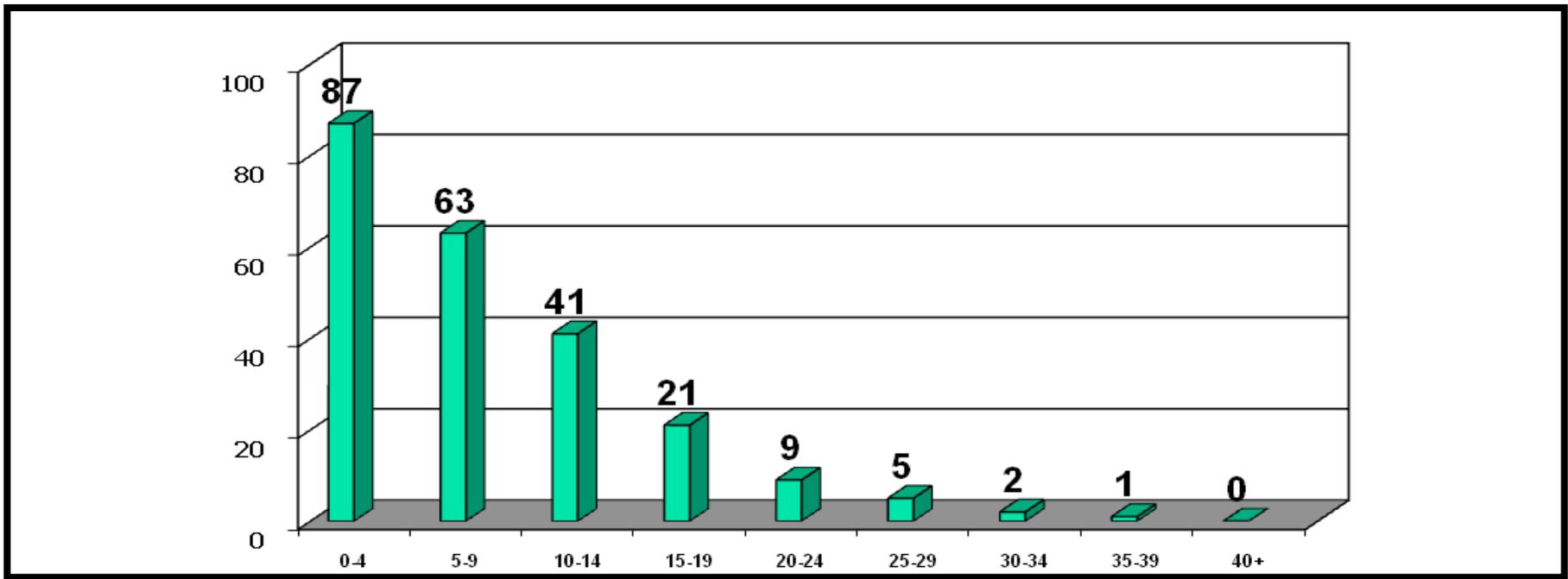
William Kist, PhD

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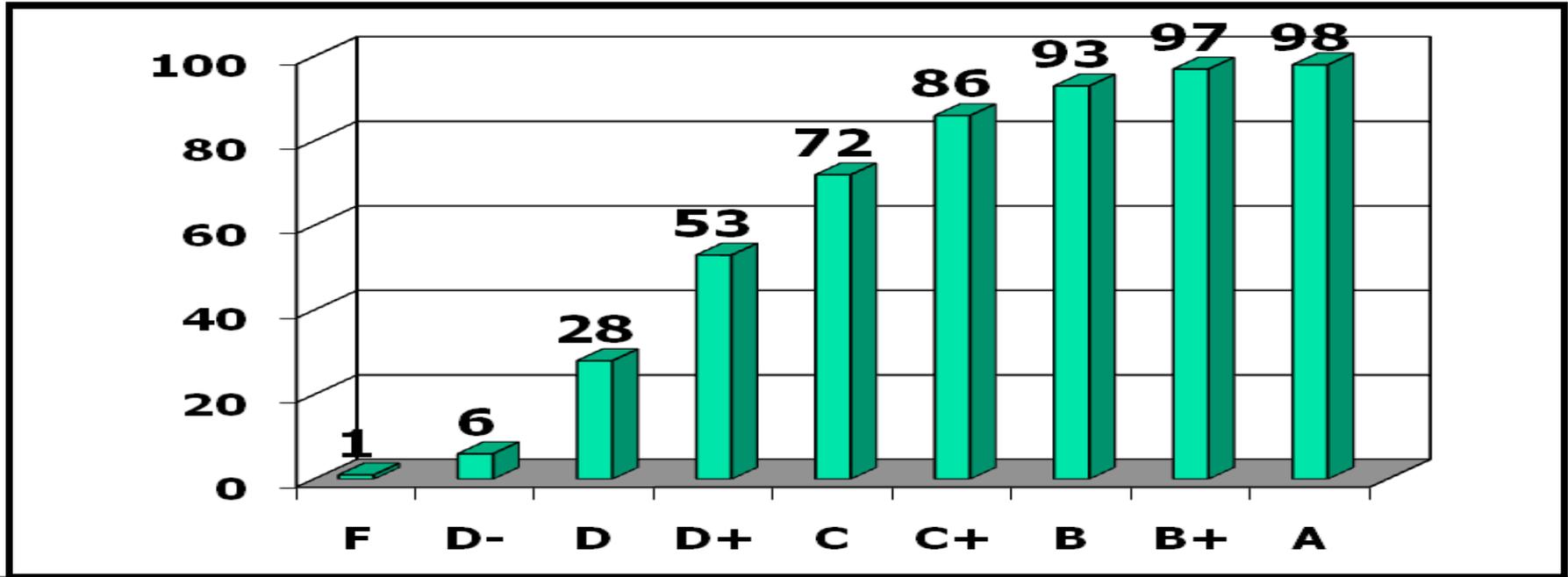
# Understanding the Relationship Between Attendance and Graduation



Days Absent Per Semester Course cutting counted as partial days

*(The Consortium on Chicago School Research at the University of Chicago, 2007)*

# Understanding the Relationship Between Grades and Graduation



Average Freshman Grades Rounded to the nearest 0.5

*(The Consortium on Chicago School Research at the University of Chicago)*

*If we want students to be engaged, we need to engage them.*

*If we want students to **participate**, we need to provide opportunities for them to participate.*

*If we want student **voice**, we need to create avenues to hear and capture it meaningfully.*

*If we want students to be **leaders**, we need to be willing to step back and let them lead.*

*Anderson W. Williams*

# Understanding the Continuum of Youth Involvement

PARTICIPATION	VOICE	LEADERSHIP	ENGAGEMENT
<p>Youth are involved in the “doing” of the activity but not in the planning, development or reflection.</p>	<p>Youth are part of conversations regarding planning and implementing an idea. Their input is considered, but they may or may not have an official “vote”.</p>	<p>Youth are involved at all levels of idea or project development and have formal and informal leadership roles in the process.</p>	<p>Youth are the primary drivers of the work from conceptualization to implementation and reflection. Youth “own” and understand the work deeply.</p>

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# Understanding the Continuum of Youth Involvement

PARTICIPATION	VOICE	LEADERSHIP	ENGAGEMENT
<p>School leadership is holding a student assembly to raise awareness about how the school engages students with disabilities. A group of students is asked to pass out flyers and to serve as hosts and to introduce the special speaker for the assembly</p>	<p>School leadership wants to improve how they engage students with disabilities in the classroom and broader school activities. They have invited two youth to participate on a task force of faculty and staff to develop a list of ideas for action.</p>	<p>Students want to raise awareness about challenges for students with disabilities in their school. They get an adult sponsor who gets the OK for them to have school assembly on the issue and have an expert speaker come. Youth participate and have voice in the planning and development of the assembly by serving on committees, as a committee chair, introducing the speaker, promoting the event etc.</p>	<p>Youth plan, organize all aspects of, and host a student assembly focused on more equitable schools for students with disabilities. They ask a supportive teacher to serve as an advisor. They know the issue deeply and have talked with their peers including students with disabilities to garner insight. They have developed ideas for school improvement that they message to their peers and to school leadership directly.</p>

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# Systemic Renewal

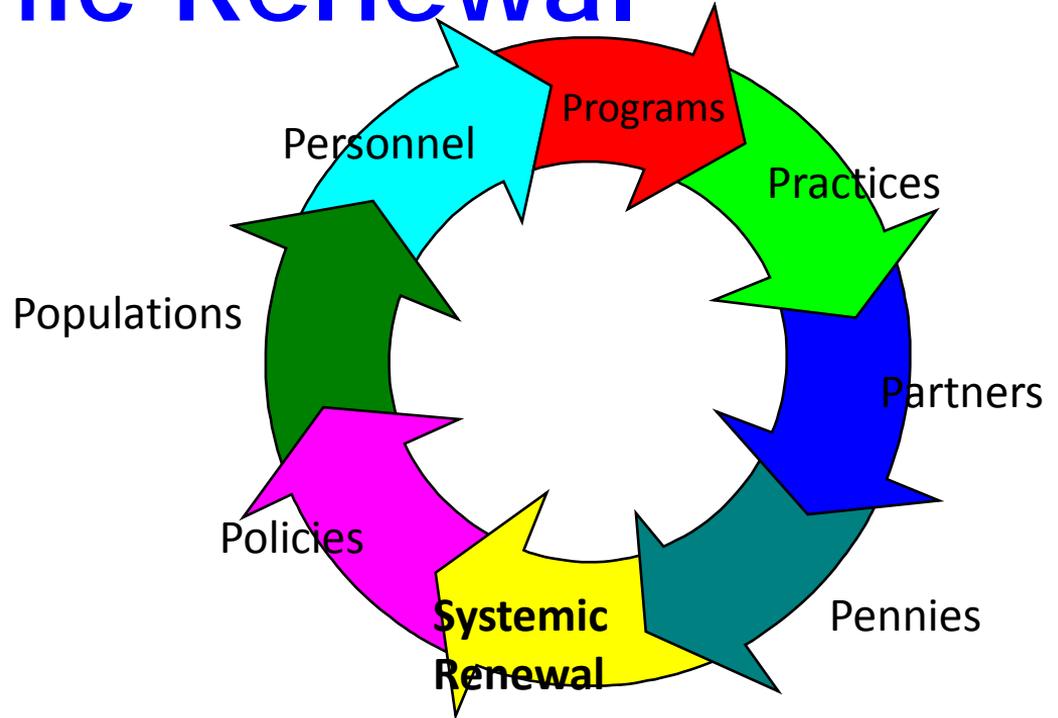
## Processes for Continuous Improvement

- Involve all stakeholders
- Share decision-making
- Map assets
- Identify problems
- Allocate resources
- Evaluate program



# Systemic Renewal

- Policies
- Populations
- Personnel
- Perpetual
- Performance
- Pathways
- Partners
- Pennies



# Second Methodology

Creative Approaches to Re-Engaging Students who have already dropped out of school

**Flexibility**

**Flexibility**

**Flexibility**

# Look at the solutions, not the problems:

- Time that instruction is provided
- Credit toward graduation
- Seat time requirements
- Mastery vs. Grading
- Social as well as academic needs
- Funding
- Web-based or On-line instruction

