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KEY=PAPER - HATFIELD STEVENS

High School Dropout, Graduation, and Completion Rates Better Data, Better Measures, Better Decisions <u>National Academies Press</u> **High school graduation and dropout rates have long been used as indicators of educational system productivity and effectiveness and of social and economic well being. While determining these rates may seem like a straightforward task, their calculation is in fact quite complicated. How does one count a student who leaves a regular high school but later completes a GED? How does one count a student who spends most of his/her high school years at one school and then transfers to another? If the student graduates, which school should receive credit? If the student drops out, which school should take responsibility? High School Dropout, Graduation, and Completion Rates addresses these issues and to examine (1) the strengths, limitations, accuracy, and utility of the available dropout and completion measures; (2) the state of the art with respect to longitudinal data systems; and (3) ways that dropout and completion rates can be used to improve policy and practice. Engaging Schools Fostering High School Students' Motivation to Learn** <u>National Academies Press</u> **When it comes to motivating people to learn, disadvantaged urban adolescents are usually perceived as a hard sell. Yet, in a recent MetLife survey, 89 percent of the low-income students claimed â€œI really want to learnâ€ applied to them. What is it about the school environmentâ€"pedagogy, curriculum, climate, organizationâ€"that encourages or discourages engagement in school activities? How do peers, family, and community affect adolescentsâ€™ attitudes towards learning? Engaging Schools reviews current research on what**

shapes adolescentsâ€™ school engagement and motivation to learnâ€"including new findings on studentsâ€™ sense of belongingâ€"and looks at ways these can be used to reform urban high schools. This book discusses what changes hold the greatest promise for increasing studentsâ€™ motivation to learn in these schools. It looks at various approaches to reform through different methods of instruction and assessment, adjustments in school size, vocational teaching, and other key areas. Examples of innovative schools, classrooms, and out-of-school programs that have proved successful in getting high school kids excited about learning are also included. Dropping Out Harvard University Press Most kids in the developed world finish high school—but not in the United States. More than a million drop out every year, and the numbers are rising. Dropping Out provides answers to fundamental questions: Who drops out, and why? What happens to them when they do? How can we prevent at-risk kids from short-circuiting their futures? Understanding Dropouts Statistics, Strategies, and High-Stakes Testing National Academies Press The role played by testing in the nation's public school system has been increasing steadily-and growing more complicated-for more than 20 years. The Committee on Educational Excellence and Testing Equity (CEETE) was formed to monitor the effects of education reform, particularly testing, on students at risk for academic failure because of poverty, lack of proficiency in English, disability, or membership in population subgroups that have been educationally disadvantaged. The committee recognizes the important potential benefits of standards-based reforms and of test results in revealing the impact of reform efforts on these students. The committee also recognizes the valuable role graduation tests can potentially play in making requirements concrete, in increasing the value of a diploma, and in motivating students and educators alike to work to higher standards. At the same time, educational testing is a complicated endeavor, that reality can fall far short of the model, and that testing cannot by itself provide the desired benefits. If testing is improperly used, it can have negative effects, such as encouraging school leaving, that can hit disadvantaged students hardest. The committee was concerned that the recent proliferation of high school exit examinations could have the unintended effect of increasing dropout rates among students whose rates are already far higher than the average, and has taken a close look at what is known about influences on dropout behavior and at the available data on dropouts and school completion. School Dropout and Completion International Comparative Studies in Theory and Policy Springer Science & Business Media School dropout remains a persistent and critical issue in many school systems, so much so that it is sometimes referred to as a crisis. Populations across the globe have come to depend on success at school for establishing careers and gaining access to post-school qualifications. Yet large numbers of young people are excluded from the advantages that successful completion of school brings and as a result are subjected to consequences such as higher likelihood of unemployment, lower earnings, greater dependence on welfare and poorer

physical health and well-being. Over recent decades, most western nations have stepped up their efforts to reduce drop out and raise school completion rates while maintaining high standards. How school systems have approached this, and how successful they are, varies. This book compares the various approaches by evaluating their impact on rates of dropout and completion. Case studies of national systems are used to highlight the different approaches including institutional arrangements and the various alternative secondary school programs and their outcomes. The evaluation is based on several key questions: What are the main approaches? How do they work? For whom do they work? And, how successful are they in promoting high rates of completion and equivalent outcomes for all? This book examines the nature of the dropout problem in advanced industrialized countries with the goal of developing a broader, international understanding that can feed into public policy to help improve completion rates worldwide. The Condition of Education 2011 Government Printing Office Who Drops Out of High School? Findings from High School and Beyond Abstract: This study examines the influence of personal and family background attributes, economic and locational factors, school characteristics and educational experiences, and certain student behaviors and choices on the decision to leave high school be fore graduation. Special attention is given to intergroup differences, attempting to sort out the factors responsible for disparities between male and female and among white, black, and Hispanic dropout rates. These analyses, which empty both the descriptive statistics and the multivariate event-history method, are based on data from the High School and Beyond (HS&B) survey of the sophomore class of 1980. At-risk in South Carolina, the High School Dropout A Policy Paper The Make-or-Break Year Solving the Dropout Crisis One Ninth Grader at a Time The New Press "A remarkable book." —Washington Post An entirely fresh approach to ending the high school dropout crisis is revealed in this groundbreaking chronicle of unprecedented transformation in a city notorious for its "failing schools" In eighth grade, Eric thought he was going places. But by his second semester of freshman year at Hancock High, his D's in Environmental Science and French, plus an F in Mr. Castillo's Honors Algebra class, might have suggested otherwise. Research shows that students with more than one semester F during their freshman year are very unlikely to graduate. If Eric had attended Hancock—or any number of Chicago's public high schools—just a decade earlier, chances are good he would have dropped out. Instead, Hancock's new way of responding to failing grades, missed homework, and other red flags made it possible for Eric to get back on track. The Make-or-Break Year is the largely untold story of how a simple idea—that reorganizing schools to get students through the treacherous transitions of freshman year greatly increases the odds of those students graduating—changed the course of two Chicago high schools, an entire school system, and thousands of lives. Marshaling groundbreaking research on the teenage brain, peer relationships, and academic performance, journalist turned communications expert Emily Krone

Phillips details the emergence of Freshman OnTrack, a program-cum-movement that is translating knowledge into action—and revolutionizing how teachers grade, mete out discipline, and provide social, emotional, and academic support to their students. This vivid description of real change in a faulty system will captivate anyone who cares about improving our nation's schools; it will inspire educators and families to reimagine their relationships with students like Eric, and others whose stories affirm the pivotal nature of ninth grade for all young people. In a moment of relentless focus on what doesn't work in education and the public sphere, Phillips's dramatic account examines what does. Helping Students Graduate A Strategic Approach to Dropout Prevention Routledge This book describes the fifteen strategies identified through research reviewed by The National Dropout Prevention Center and Network at Clemson University. Each chapter in this book was written by a nationally recognized authority in that field. Research has shown that these 15 strategies have been successfully implemented in all school levels from K - 12 in rural, suburban, and urban centers; as stand-alone programs or as part of systemic school improvement plans. Helping Students Graduate: A Strategic Approach to Dropout Prevention also covers No Child Left Behind and its effects on dropout rates; Dealing with Hispanic dropouts; Differences and similarities between rural and urban dropouts. These fifteen strategies have been adopted by the U.S. Department of Education. They are applicable to all students, including students with disabilities. Graduation for All A Practical Guide to Decreasing School Dropout Corwin Press Effective dropout prevention strategies for educators! This resource offers guidelines for implementing dropout prevention strategies in the classroom and throughout the school system. The impact of increased graduation rates reaches farther than statistics-more graduates mean more individuals who are better prepared to meet the challenges of life after school, and better outcomes for youth, schools, and society in general. With the goal of producing an educated citizenry, the authors present tools and a plan for: Increasing graduation rates Meeting the standards set by the No Child Left Behind Act Pinpointing the most critical years for establishing a solid educational foundation The Changing Role of Schools in Asian Societies Schools for the Knowledge Society Routledge Walk into a classroom in Tokyo, New York, London or Rotterdam, and the similarities in structure, activity, purpose and style will outweigh differences in language, dress and ethnic characteristics. Learning is regulated and rationed, teaching is a process or one-way transmission of knowledge, students need to be docile and conformist, assessment needs to sift and sort the bright from the not-so-bright, and rewards will be given to those who successfully negotiate this regime. But are these the kinds of places that can meet the needs of the 'net generation'? The Changing Role of Schools in Asian Societies is concerned with the debate about the nature of modern schooling in Asia. Traditionally schools are historical constructions reflecting the social, economic and political needs of the societies that invest in them. As Asia faces the challenges posed by the

'knowledge economy', its schools have taken on a new and quite different importance. This informative book outlines the broad policy contexts in which these transformations are taking place and the practical strategies that are needed to meet this objective. The authors argue that the future of Asian societies depends on a transformation that requires a fundamental restructuring of schools as we know them while maintaining their long-held cultural values. This valuable insight: provides an overview of educational issues in Asian societies establishes a broad theoretical framework in which these issues can be understood contextualizes issues by providing country case studies acknowledges the important role of culture influencing educational priorities. It should be of interest to all those working in education policy and comparative education. Culturally Responsive Teaching Theory, Research, and Practice Teachers College Press **The achievement of students of color continues to be disproportionately low at all levels of education. More than ever, Geneva Gay's foundational book on culturally responsive teaching is essential reading in addressing the needs of today's diverse student population. Combining insights from multicultural education theory and research with real-life classroom stories, Gay demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences. This bestselling text has been extensively revised to include expanded coverage of student ethnic groups: African and Latino Americans as well as Asian and Native Americans as well as new material on culturally diverse communication, addressing common myths about language diversity and the effects of "English Plus" instruction. Procedures for the Identification of Potential High School Dropouts A Report of the Illinois Dropout Study, Including Selected Findings of the Quincy Study and Suggested Models for Experimental Programs in Elementary Schools, Junior High Schools, and High Schools School Dropouts in the United States Subtractive Schooling U.S. - Mexican Youth and the Politics of Caring** State University of New York Press **Provides an enhanced sense of what's required to genuinely care for and educate the U.S.–Mexican youth in America. Connecting with Students** ASCD **Offers strategies to help create an atmosphere of trust in the classroom and includes suggestions for using simple gestures, daily routines, and classroom activities to maintain a caring and supportive learning environment. Raising Their Voices Engaging Students, Teachers, and Parents to Help End the High School Dropout Epidemic High dropout rates continue to be a silent epidemic afflicting the nation's schools. Although some measurable progress is being made in some school districts and states to raise high school graduation rates, and federal, state, and local policies and practices are changing to meet the dropout challenge, the nation's progress is too slow and the individual, social, and economic costs continue to mount. After conducting research and issuing three reports on the perspectives of high school dropouts (The Silent Epidemic, 2006), parents (One Dream, Two Realities, 2007), and teachers (On the Front Lines of Schools, 2009), the authors discovered that**

these constituencies share different and often conflicting views of the causes and cures of dropout. They found that students, parents, and teachers have perspectives that exhibit significant disconnects that, if not more fully understood and bridged, will continue to set back efforts to keep more young people in school and on track to graduate prepared for postsecondary education. They brought together these three key constituencies, from the same schools, in Baltimore, Maryland; Dallas, Texas; Indianapolis, Indiana; and Kingsport, Tennessee. In each case, individuals remarked that this was the first time that teachers, parents, and students had been brought together to talk about any issue, including the dropout crisis. The discussions were enlightening and constructive and fostered an atmosphere of mutual respect. A primary purpose of this report is to present the findings from the candid discussions that were held in these four communities and to provide deeper insights around the disconnects that have inhibited communication. The authors found that the act of bringing these individuals together shed light on the barriers that each group faces and led to a collective will to combat the problems that stand in the way of student success. In order to arm other communities with the tools they will need to have similar dialogues, and to engage these three vital constituencies in common solutions to combat the epidemic of student dropout, they have attached the discussion guide they used in each of the four communities that contains all the guidelines needed to facilitate this conversation in a productive and action-oriented manner. Although these discussions varied from community to community and are not nationally representative, the findings from these focus groups have national implications that will serve other communities well as they strive to reverse the disturbing trend of high school dropout. Four appendices are included: (1) Research Methodology; (2) Focus Group Recruiting Instructions; (3) Information About Upcoming Focus Group and Permission Slip; and (4) Parent/Teacher/Student Discussion Guide. (Contains 33 footnotes, and a bibliography.) [This report was prepared for the AT&T Foundation and the America's Promise Alliance.]. School Dropouts Survey of Local Programs : Report to Congressional Requesters Change Leadership A Practical Guide to Transforming Our Schools John Wiley & Sons The Change Leadership Group at the Harvard School of Education has, through its work with educators, developed a thoughtful approach to the transformation of schools in the face of increasing demands for accountability. This book brings the work of the Change Leadership Group to a broader audience, providing a framework to analyze the work of school change and exercises that guide educators through the development of their practice as agents of change. It exemplifies a new and powerful approach to leadership in schools. The Impact of School Infrastructure on Learning A Synthesis of the Evidence World Bank Publications 'The Impact of School Infrastructure on Learning: A Synthesis of the Evidence provides an excellent literature review of the resources that explore the areas of focus for improved student learning, particularly the aspiration for "accessible, well-built, child-centered, synergetic and fully

realized learning environments.†? Written in a style which is both clear and accessible, it is a practical reference for senior government officials and professionals involved in the planning and design of educational facilities, as well as for educators and school leaders. --Yuri Belfali, Head of Division, Early Childhood and Schools, OECD Directorate for Education and Skills This is an important and welcome addition to the surprisingly small, evidence base on the impacts of school infrastructure given the capital investment involved. It will provide policy makers, practitioners, and those who are about to commission a new build with an important and comprehensive point of reference. The emphasis on safe and healthy spaces for teaching and learning is particularly welcome. --Harry Daniels, Professor of Education, Department of Education, Oxford University, UK This report offers a useful library of recent research to support the, connection between facility quality and student outcomes. At the same time, it also points to the unmet need for research to provide verifiable and reliable information on this connection. With such evidence, decisionmakers will be better positioned to accurately balance the allocation of limited resources among the multiple competing dimensions of school policy, including the construction and maintenance of the school facility. --David Lever, K-12 Facility Planner, Former Executive Director of the Interagency Committee on School Construction, Maryland Many planners and designers are seeking a succinct body of research defining both the issues surrounding the global planning of facilities as well as the educational outcomes based on the quality of the space provided. The authors have finally brought that body of evidence together in this well-structured report. The case for better educational facilities is clearly defined and resources are succinctly identified to stimulate the dialogue to come. We should all join this conversation to further the process of globally enhancing learning-environment quality! --David Schrader, AIA, Educational Facility Planner and Designer, Former Chairman of the Board of Directors, Association for Learning Environments (A4LE) Study of Voluntary School Dropouts in the Lakeland Union High School District Report Dropping Out from School A Cross-country Review of Literature Anchor Books A Comparison of High School Dropout Rates in 1982 and 1992 Department of Education Office of Educational The decade of the 1980s saw great change in the educational system. This report examines the changing demographics of high school students over the last decade and investigates the impact that these changes may have had on high school dropout rates. Specifically, the study examined the changing nature of the high school population during the last decade and describes the different effects of various student-level characteristics on the propensity for students to drop out of school between 1980 and 1982 compared to 1990 and 1992. The report provides data that depict changes in the characteristics of students' families, in students' economic backgrounds, in dropout rates, and in the characteristics of dropouts. Data show that during the 1980s, a growing number of students with characteristics traditionally associated with school failure began attending high school; at the same time, high school dropout rates

decreased by almost 50 percent. The declines occurred among students with a variety of characteristics--minority and majority students, students in intact families and nonintact families, and students with children of their own living in their household. Many groups of students traditionally considered "at risk" for school failure dropped out at lower rates in 1990 than in 1980. However, there were other groups of students whose dropout rates did not improve. These were students from poor families, who had histories of poor academic achievement, and who had multiple risk factors in their backgrounds. The study used data on two cohorts of high school sophomores collected by the National Center for Education Statistics--the sophomore cohort of 1980 from the High School and Beyond (HS&B) study, and the sophomore cohort of 1990 from the National Education Longitudinal Study of 1988 (NELS:88). Appendices contain methodological notes, standard error tables, and multivariate analyses. Eight figures and 57 tables are included. (LMI) Ed465 841 - Public High School Dropouts and Completers from the Common Core of Data School Years 1991-92 Through 1997-98, Statistical Analysis Report BiblioGov American Indians, Asian American Students, Black Students, Dropout Rate, Dropout Research, Dropouts, High School Graduates, High Schools, Hispanic American Students, Sex Differences, Student Characteristics, Urban Schools, White Students The College Dropout Scandal Oxford University Press Higher education today faces a host of challenges, from quality to cost. But too little attention gets paid to a startling fact: four out of ten students -- that's more than ten percent of the entire population - -who start college drop out. The situation is particularly dire for black and Latino students, those from poor families, and those who are first in their families to attend college. In The College Dropout Scandal, David Kirp outlines the scale of the problem and shows that it's fixable - -we already have the tools to boost graduation rates and shrink the achievement gap. Many college administrators know what has to be done, but many of them are not doing the job - -the dropout rate hasn't decreased for decades. It's not elite schools like Harvard or Williams who are setting the example, but places like City University of New York and Long Beach State, which are doing the hard work to assure that more students have a better education and a diploma. As in his New York Times columns, Kirp relies on vivid, on-the-ground reporting, conversations with campus leaders, faculty and students, as well as cogent overviews of cutting-edge research to identify the institutional reforms--like using big data to quickly identify at-risk students and get them the support they need -- and the behavioral strategies -- from nudges to mindset changes - -that have been proven to work. Through engaging stories that shine a light on an underappreciated problem in colleges today, David Kirp's hopeful book will prompt colleges to make student success a top priority and push more students across the finish line, keeping their hopes of achieving the American Dream alive. Equity and Quality in Education Supporting Disadvantaged Students and Schools Supporting Disadvantaged Students and Schools OECD Publishing Across OECD countries, almost one in every

five students does not reach a basic minimum level of skills. This book presents a series of policy recommendations for education systems to help all children succeed. **School Dropouts Education Could Play a Stronger Role in Identifying and Disseminating Promising Prevention Strategies : Report to the Honorable Jim Gibbons, House of Representatives America's High School Sophomores A Ten Year Comparison** U.S. Government Printing Office This study of high school sophomores in 1980 and 1990 compares the experiences of students in the two cohorts, identifying changes in in-school and out-of-school activities, academic achievement, self-concept, values, plans, and aspirations. Similarities and differences between the two groups are documented using data from the National Education Longitudinal Study of 1988 (NELS:88) and High School and Beyond (HS&B, 1980). HS&B and NELS:88 sophomores are marked by basic demographic differences, including the smaller size of the NELS:88 1990 cohort, reflecting the baby bust of the 1970s, and a higher proportion of racial minority and poverty status sophomores in 1990. NELS:88 sophomores also reflect the influence of various waves of school reform since the late 1970s and early 1980s. Overall, the comparison paints a pictures that is in most respects encouraging in its portrayal of the high school academic orientation and postsecondary expectations of the 1990 sophomore class. Positive changes, however, are typically small or moderate in magnitude. Among the findings are: (1) general and college preparatory program placement has increased, at the expense of vocational program placement; (2) patterns of extracurricular participation changed especially in musical activities (31% in 1980 to 22% in 1990) and in hobby clubs (21% in 1980 to 7% in 1990); (3) changes in sophomores giving high importance to particular life values (e.g., marriage and family 83% rating this as very important in 1980, 72% in 1990); (4) small but statistically significant increase in the number of females aspiring to traditionally male-dominated non-professional occupations (15.6% in 1980 versus 18.% in 1990). Sixteen tables and 13 figures present data from the 2 studies. Three appendixes contain information about the survey sample sizes, standard errors, and other methodological and technical information. Appendix A contains an additional 20 data tables. (Contains 46 references.) (SLD) **Dropout Prevention An EPI Research Brief** Tons of paper and thousands of gallons of ink, not to mention countless digits and bytes, have been devoted to the study of dropouts--much of it focused on the causes of dropping out of school and the complex factors that contribute to that decision. Despite the intensity of this investigation, little has changed, except that the consequences of dropping out have become much more dire. The reasons that students drop out of school are complex and, in the eyes of many educators, intractable. A good summary of these reasons is drawn from long-term research on high school dropouts compiled by the Georgia Family Connection Partnership. Their paper, "Underlying Causes of High School Dropout," recognizes key factors from all aspects of students' backgrounds: (1) Socioeconomic Background; (2) Disabilities; (3) Race-ethnicity; (4) Academic Factors; (5)

Absenteeism; and (6) Occupational Aspirations. More recent work in the field, however, has identified clusters of variables that can be modified to improve school outcomes. Generally, these dropout related factors form three major groupings: (1) Academic Skill Deficits; (2) Social and Economic Pressures; and (3) Lack of Adult Guidance and Mentoring. While still daunting, this kind of clustering of factors enables school personnel to create interventions that have some promise of changing the trajectory of many students headed for almost certain school failure and dropping out. Rather than belaboring the difficulty of the task, the rest of this paper is devoted to a study of these interventions and how they can be used in schools to improve student success and reduce dropout behavior. (Contains 8 resources.). Strategies to Help Solve Our School Dropout Problem Routledge This book will help you reduce the number of young adults who leave school without completing a high school program. These successfully proven strategies were identified through research conducted by The National Dropout Prevention Center at Clemson University. The strategies are: - EARLY INTERVENTIONS - Family Involvement... reach out to all families - Early Childhood Education... begin positive learning environments early - Reading and Writing Programs... establish this foundation to all learning THE BASIC CORE STRATEGIES - Mentoring/Tutoring... increase competency with a supportive adult or peer - Service Learning... implement academic learning connected to service - Alternative Schooling... provide options beyond the traditional setting - Out-of-School Enhancement... develop after-care, summer school, and extended hours MAKING THE MOST OF INSTRUCTION - Professional Development... provide resources & training for innovative, research-based techniques - Learning Styles and Multiple Intelligences... implement proven methods for a diverse student population - Instructional Technologies... integrate technology into daily curriculum - Individualized Learning... provide customized work plans for each student MAKING THE MOST OF THE WIDER COMMUNITY - Systemic Renewal... change rules, roles, and relationships to effect school improvement - Community Collaboration... engage businesses and organizations - Career Education and Workforce Readiness... provide applied training and instruction for today's workplace - Conflict Resolution and Violence Prevention... teach the strategies of fair engagement and safety The Global Achievement Gap Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need-and What We Can Do About It Basic Books Bestselling education expert Tony Wagner's groundbreaking manifesto on how to reform our schools and educate our children for the twenty-first century global economy In The Global Achievement Gap, education expert Tony Wagner situates our school problems in the larger context of the demands of the global knowledge economy. He illustrates that even in our best schools, we don't teach or test the skills that matter most for the twenty-first century. Uncovering what motivates today's generation to excel in school and the workplace, Wagner explores new models of schools that are inspiring students to solve tough problems and communicate at high levels. An education manifesto

for the 21st century, The Global Achievement Gap is a must-read for anyone interested in seeing our young people achieve their full potential, while contributing to a strong economy and vibrant democracy. Engaged for Success Service-learning as a Tool for High School Dropout Prevention Early School Leaving in America A Review of the Literature, a Report Show Me the Evidence! Proven and Promising Programs for America's Schools Corwin Are you searching for proven programs to raise your school's or district's standards? Here's exactly the guidance you need to improve learning without having to reinvent the wheel. The authors offer comprehensive, objective evidence that will help you select the right program for your school or district. You'll find out which programs accomplish what goals. You'll be able to zero in on the schoolwide programs that can be used in Title 1 projects or in schools that get funding from whole-school legislation. Learning Disabilities Practice Concerns and Students with LD Emerald Group Publishing Addresses various perspectives and issues related to learning disabilities. This book includes chapters: Inclusion and Students with Learning Disabilities; Reading Instruction and Students with Learning Disabilities; Written Instruction and Students with Learning Disabilities; and Mathematics Instruction and Students with Learning Disabilities. The School Dropout A Study of Secondary School Dropouts in the Rapidly Growing Suburban School District Educational and Labor Market Performance of GED Recipients The Way I Am Penguin Chart topping-and headline-making-rap artist Eminem shares his private reflections, drawings, handwritten lyrics, and photographs in his New York Times bestseller The Way I Am Fiercely intelligent, relentlessly provocative, and prodigiously gifted, Eminem is known as much for his enigmatic persona as for being the fastest-selling rap artist and the first rapper to ever win an Oscar. Everyone wants to know what Eminem is really like-after the curtains go down. In The Way I Am, Eminem writes candidly, about how he sees the world. About family and friends; about hip-hop and rap battles and his searing rhymes; about the conflicts and challenges that have made him who he is today. Illustrated with more than 200 full-color and black-and-white photographs-including family snapshots and personal Polaroids, it is a visual self-portrait that spans the rapper's entire life and career, from his early childhood in Missouri to the basement home studio he records in today, from Detroit's famous Hip Hop Shop to sold-out arenas around the globe. Readers who have wondered at Em's intricate, eye- opening rhyme patterns can also see, first-hand, the way his mind works in dozens of reproductions of his original lyric sheets, written in pen, on hotel stationary, on whatever scrap of paper was at hand. These lyric sheets, published for the first time here, show uncut genius at work. Taking readers deep inside his creative process, Eminem reckons with the way that chaos and controversy have fueled his music and helped to give birth to some of his most famous songs (including "Stan," "Without Me," and "Lose Yourself"). Providing a personal tour of Eminem's creative process, The Way I Am has been hailed as "fascinating," "compelling," and "candid." Teacher Perspectives of Factors that Cause

High School Dropout Rates for Latino Students A Case Study The purpose of this qualitative single case study was to identify and report the experiences of high school teachers working with at-risk Latino students on prevention high school dropout in public schools in Los Angeles, California. This study was beneficial as it informed school administrators and teachers on the factors that cause Latino students to drop out of high school and highlight successful strategies and interventions used to retain at-risk students in school. The theory that guided this study is the cultural ecological theory by John Ogbu. Focus groups, open-ended semi-structured interviews, and observational field notes were the tools utilized for data collection. Data analysis further indicated that a lack of educational and social factors contributed to high school dropout for at-risk Latino students. The findings included five major themes that collectively outline the factors needed to support high school retention for at-risk Latino students: creating trusted relationships, prevention programs, school climate, student intrinsic factors, and family support. Future research needs to be conducted to broaden the scope of the five themes to include high school retention in different parts of the Unites States. Additionally, research should also consider dropout rates for at-risk Latino students in more affluent school districts and the positive impact of providing educational opportunities for Latino parents.