

# RESEARCH BRIEF

## REDUCING HIGH SCHOOL DROPOUT THROUGH ELEMENTARY SCHOOL

B C E G E C E E F G O D E

Mary E. Walsh, Ph.D., Terrence Lee-St. John, Ph.D., Anastasia Raczek, M.Ed., Caroline Vuilleumier, M.Ed., Claire Foley, Ph.D., & Maria Theodorakakis, M.A.

It is widely recognized that to close the achievement gap, schools must address the out-of-school barriers that impact academic success, especially those related to poverty. Recent research, newly updated here, shows that addressing these factors in a systemic way in elementary schools leads to benefits much later in reducing school drop-out.

Childhood poverty is manifested in food insecurity, housing instability, contagions in the environment, inadequate medical care and insurance, lack of access to enriching activities, and stress on families, among many other conditions. These manifestations of poverty, each one important, interact and exacerbate one another. They demand a flexible and customized approach to supporting the students who face them.

are less likely to

<sup>1</sup> Evidence is from a large-scale longitudinal quasi-experimental study.

<sup>2</sup> Students in the treatment sample entered City Connects in Kindergarten or grade 1. Similarly, students in the comparison sample enrolled in the district by



With respect to high school drop-out in particular,

enough to have completed high school, no withdrawal information appears in the record. These students are also included in the non-drop-out group.

