

Increasing School Holding Power for All Students

– Part 4: Seven Lessons from Texas

**Dr. María “Cuca” Robledo Montecel
Executive Director,
Intercultural Development Research Association**

**NDPC-SD Teleseminar
December 8, 2005**

Dropout Programs Are Not Enough

- ❖ No single program is magic bullet
- ❖ Reforming “culture” of whole school required:
 - ❖ Change from prevention to graduation
 - ❖ Status of all students is known and valued
- ❖ Losing even one student is not an option

Seven Lessons from Texas

- ❖ Losing children from our school systems (“dropout”) is a persistent, unacknowledged problem
- ❖ Fraud is a red herring – distracting us from the real problem that is before us. Undercounting is the result of institutional intransigence, not massive fraud.
- ❖ Accountability systems did not create dropouts

Seven Lessons from Texas

- ❖ High-stakes testing and accountability systems must be uncoupled
- ❖ We cannot afford to decide that some kids do not count
- ❖ Dropout data is not a legitimate reason to give up on public education
- ❖ It is time to move from dropping out to holding on



INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

5835 CALLAGHAN ROAD, SUITE 350

SAN ANTONIO, TEXAS 78228-1190

210-444-1710 • 210-444-1714

CONTACT@IDRA.ORG • WWW.IDRA.ORG

Creating schools that work for all children