



Student Success Modeling: Elementary School to College

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This book focuses on one of the key questions in education: What determines a student's success?

Based on twenty years of work on student success, Ray Padilla here presents two related models he has developed that both provide a framework for understanding success and indicate how it can be enhanced and replicated. The research and theory that inform his models are covered in detail.

He defines student success simply as progress through a program of study, such that the student and others expect him or her to complete it and be promoted to the next level or graduate. Rather than focusing on the reasons for failure or drop out, his approach focuses on understanding the factors that account for student success and that enable many students, some of them under the most challenging circumstances, to complete all program requirements and graduate.

The models provide schools and colleges with an analytical tool to uncover the reasons for student success so that they can develop strategies and practices that will enable more students to emulate their successful peers. They address the characteristics of the students?such as motivation and engagement, the ability to surmount barriers, and persistence?and similarly surface the characteristics of teachers, the educational institution, its resources, and the contexts in which they interact. The process provides administrators with a clear and appropriate strategy for action at the level of each individual unit or subpopulation.

Recognizing the need to develop general models of student success that also can be applied locally to specific situations and contexts, the book presents Padilla's Expertise Model of Student Success (EMSS) that can be applied to general populations, as well as the Local Student Success Model (LSSM) that can be used to drive local institutional strategies to improve student success.

The book demonstrates how the models have been applied in settings as diverse as a minority high school, a community college, and an Hispanic Serving Institution, and for such purposes as comparing a high-performing and a non high-performing elementary school.

Contributors:

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