Building Effective Interventions In Dropout Prevention & Implementation of Dropout Prevention Strategies in Miami-Dade County Public Schools
June 2, 2010
Building Effective Interventions in Dropout Preventions At the LEA Level

Dr. Sandra Covington Smith, Coordinator of Technical Assistance and Training

The National Dropout Prevention Center for Students With Disabilities
Successful Framework

- Who is dropping out and why?
- Selection of interventions based on data
- Relationship & Team Building
- Coaching & Fidelity Checks
- System and School support of project
- Celebration of Success

Phase 1: Analyze Data
Phase 2: Identify Target Areas for Intervention
Phase 3: Develop Improvement Plan
Phase 4: Implement, Monitor, and Evaluate
Essential Components

• Recognized impetus for change
• Leadership Team to keep school completion vested in a place of authority
• Local action team to guide school based implementation
• Diagnostic processes for identifying state, district, school-wide and student-level dropout problems.
Essential Components

• An early warning system to identify students approaching critical thresholds that place them at risk for dropping out of school

• Ongoing professional development to teachers and other core team members expand knowledge and skills in design and delivery of instruction in critical content areas
## Potential School Team Membership

<table>
<thead>
<tr>
<th>Administration</th>
<th>Certificated Support Staff</th>
<th>Faculty</th>
<th>Classified Staff</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Superintendent or designee</td>
<td>Pupil Services</td>
<td>General Education Teachers in designated content areas</td>
<td>Credit Clerk</td>
<td>Parent Vol.</td>
</tr>
<tr>
<td>Principal</td>
<td>Data and Accountability</td>
<td>Special education Teachers</td>
<td>SIS Clerk</td>
<td>School Security</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Psych./ social worker</td>
<td>Deans Counselors</td>
<td>Attendance Office Tech</td>
<td>On-site Probation Officer</td>
</tr>
<tr>
<td>Director of Special education</td>
<td>Guidance</td>
<td></td>
<td></td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td>Title I Coord.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bilingual Coord.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum support</td>
<td></td>
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</tbody>
</table>


Program Development & Support

• Promote and facilitate the implementation of evidence-based strategies that:
  – Promote a positive **school climate**
  – Increase school **attendance**
  – Promote **prosocial behaviors**
  – Promote **academic competence**
  – Increase **family engagement**
  – Increase **student engagement**
To promote a positive school climate, students must universally …

- Feel physically safe
- Feel social and emotional security
- Believe they are supported in their learning and goals (both short & long term)
- Believe their social and civic learning and activities are imported and supported
- Believe they are respected, trusted, and connected to the adults and the learning environment
Increase Attendance:
Strategies that Communicate the Importance of Daily Attendance!

• Create Culture which says Attending Everyday Matters
• Every Absence Brings a Response
• Positive Social Incentives for Good Attendance
• Data tracking at teacher team level
Promote Prosocial Behaviors

- Students learn appropriate behavior in the same way they learn to read – through instruction, practice, feedback, and encouragement

- Enhancements that increase school-wide social competence and positive behavioral supports decrease disciplinary actions that lead to dropout
Promote Academic Competence & Success:

• Manage an organized and efficient learning environment
• Maximize time on academic tasks
• Provide Rigorous and Relevant Instruction
• Minimize time on non-instructional activities
• Provide students with tasks that allow them to be successful
• Maximize use of active or direct teaching procedures with groups of students
Increase Family Engagement

• Increase communication between home and school (i.e., family outreach)
  – Home visits
  – Inviting parents to be part of school teams and committees
  – Hold parent conferences or support groups
  – Provide feedback to parents on student progress more frequently
  – Report more than just negative behavior
Increase Student Engagement

Four Types of Engagement & Associated Factors
(Christenson, 2002)

1. **Academic engagement** refers to time on task, academically engage time, or credit accrual

2. **Behavioral engagement** includes attendance, avoidance of suspension, classroom participation, and involvement in extracurricular activities

3. **Cognitive engagement** involves internal indicators including processing academic information or becoming a self-regulated learner

4. **Psychological engagement** includes identification with school or a sense of belonging
School wide Interventions

- Extra curricula activities and programs to promote school bonding for marginalized students

- Support to students who enter critical transitions without adequate skills in reading, math, and other core content
Targeted Interventions

*Targeted interventions* for a subset of middle and high school students who are identified as at risk of dropping out

Research – based Examples:

- Implement programs to improve students’ classroom behavior and social skills, including PBS, behavioral contracts and training in problem solving skills.
- Service Learning, Check and Connect, ALAS and other targeted models that provide multiple strategies to help students bond with school.
- Discussions during IEP meetings of critical risk factors that place students at risk for school dropout and impact the delivery of FAPE. Critical issues should be addressed as part of the student’s IEP.
Key Decisions between SEAs and LEAs in building effective pilots and model sites
Key Decisions

• What will be the scope and magnitude of the initiative? All youth, sub-groups, middle school, high school?
• How will we fund it?
• What structures will we build to sustain our efforts after the initial funding is gone?
• How will we get buy in intra-department, district, school, and classroom?
Key Decisions

• Who gets to participate? What schedule?
• How will training be conducted? Who needs to attend?
• How are costs supported?
• How are responsibilities delineated?
• What happens when/if administrations change? Will the support continue?
• When will we see improvements? After two years? Three?
Key Decisions

• How will we build a continuum of knowledge and TA so that all districts have some level or access to information and services?
• How is this initiative aligned with or incorporated into our other efforts?
• How do we leverage resources (monies, time, people, support for program development?)
Points to Remember:

• Building implementation capacity is essential to maximizing the use of EBPs and other innovations

• To scale up interventions and improved practices we must first scale up capacity to implement

• In doing so – sometimes we start where they are; establish a goal to move forward incrementally; and move on from there.
Overcoming dropout requires breakthrough thinking.

However, knowledge alone does not translate into action.
Contact

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Visit our website at www.ndpc-sd.org

“Helping Youth with Disabilities Stay in School and Graduate”
Implementation of Dropout Prevention Strategies in Miami-Dade County Public Schools

Robin J. Morrison
Instructional Supervisor
Clinical Behavioral Services
Topics of Discussion

- High Schools & Dropout-Response to State Corrective Action: Training and Interventions
- Leveraging SWPBS & Dropout Prevention
- Dropout Prevention for Students with Emotional/Behavioral Disabilities (E/BD)
High Schools and Dropout-Response to State Indicator 2
Indicator 2-Dropout Activities

• Created a District Special Education Dropout Prevention Task Force
  ❖ Consisted of members from different offices including Special Education
    ❖ Created a Special Education Dropout Core Group
• Met with the Office of Assessment, Research, and Data Analysis to review the process or recording dropout data for students with disabilities.
• Attended Regional Dropout Prevention Meeting and Dropout Conferences given by the state.
• Reviewed and analyze district dropout rates report given by the state
RESEARCH BRIEF
Research Services
Vol. 0004
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Assessment, Research, and Data Analysis
Department of Research Services

Dropout and Graduation Rates 2007-2008

The District conducts a cross-sectional analysis of student dropouts annually; it examines dropout rates among students enrolled in various grades at one point in time. A longitudinal analysis, also conducted annually, tracks a group of students in the same grade or cohort over a period of several years. Each method addresses a different aspect of how many students are dropping out of school. This research brief provides information on the cross-sectional and longitudinal dropout rates and longitudinal graduation rates for 2007-2008.

Dropout Definitions

The Florida Department of Education (FDOE) currently defines a dropout as a student who: (1) voluntarily removes himself or herself from the school system before graduation; (2) has not met the relevant attendance requirements of the school district, or the student’s whereabouts are unknown; (3) has withdrawn from school but has not transferred to another public or private school; (4) has withdrawn from school because of hardship; or (5) is not eligible to attend school because of reaching the maximum age for an exceptional student program. Rates depicted in this brief reflect the withdrawal codes pertaining to these outcomes as recorded by school site personnel.

Cross-Sectional Analysis and Dropout Rate

The methodology used to determine cross-sectional dropout rate divides the number of students in grades 9 through 12 who are classified as dropouts by the total number of students in grades 9 through 12 in attendance at any time during the school year. The cross-sectional dropout rate is expressed as a percentage of the membership for the entire school year. The dropout rate for 2007-2008 across grades 9-12 was 4.9 percent. Table 1 includes a breakdown of the rates by grade and across grades for 2006-2007 and 2007-2008. The observed cross-sectional dropout rates are lower in 2007-08 across all grade levels.

Table 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>2007 All Year Membership</th>
<th>2007 All Year No. of Dropouts</th>
<th>Dropout Rate</th>
<th>2008 All Year Membership</th>
<th>2008 All Year No. of Dropouts</th>
<th>Dropout Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>33,388</td>
<td>1,948</td>
<td>5.8%</td>
<td>31,005</td>
<td>1,581</td>
<td>4.9%</td>
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<tr>
<td>10</td>
<td>32,023</td>
<td>1,892</td>
<td>5.9%</td>
<td>30,500</td>
<td>1,743</td>
<td>5.7%</td>
</tr>
<tr>
<td>11</td>
<td>25,797</td>
<td>1,315</td>
<td>5.1%</td>
<td>25,458</td>
<td>1,141</td>
<td>4.5%</td>
</tr>
<tr>
<td>12</td>
<td>24,514</td>
<td>1,153</td>
<td>4.7%</td>
<td>25,211</td>
<td>1,004</td>
<td>4.0%</td>
</tr>
<tr>
<td>9-12</td>
<td>118,622</td>
<td>8,388</td>
<td>5.5%</td>
<td>113,331</td>
<td>5,558</td>
<td>4.9%</td>
</tr>
</tbody>
</table>
Year One: Indicator 2-Dropout Training

• Twenty-four schools identified with high dropout percentage rates for students with disabilities
• Two 2-day trainings were conducted by National Dropout Prevention Center for Students with Disabilities (NDPC-SD) starting in October, 2007
• A team of 3 people from each of the 24 schools attended
  ❖ One administrator
  ❖ General Education Teacher
  ❖ One Special Education Teacher
• Each school team developed dropout prevention action plan
NDPC-SD Dropout Prevention Intervention Framework

Phase 1: Analyze Data

Phase 2: Identify Target Areas for Intervention

Phase 3: Develop Improvement Plan

Phase 4: Implement, Monitor, and Evaluate
Year Two: Indicator 2-Dropout Training

• In October, 2008, NDPC-SD conducted a 1-day follow-up professional development to 24 school teams with administrators.

• Each school team created four Dropout Prevention Attributes:
  - Academic Engagement
  - Attendance
  - Behavior
  - Parent/Family
Year Three: Indicator 2-Dropout Training and Monitoring

• In October, 2009, NDPC-SD conducted a 2-day training to a second cohort of 10 additional high schools and provided a 1-day follow-up training to the initial 24 high schools; total of 34 high schools

• Each school team created 5 attributes (Academic Engagement, Attendance, Behavior, Parent/Family, and Student Engagement) and an action plan

• Schools received dropout posters from N-DPC-SD and Documentation Binders from M-DCPS

• District monitoring of 5 attributes: Quarterly
Progress Monitoring

NDPC-SD has identified (5) Far Measures used to monitor the progress of dropout prevention interventions: Academics, Attendance, Behavior, Parental Involvement and Student Engagement.
Monitoring and Evaluation

• Academics
  • Course Pass/Failure
  • At-Risk of Retention
  • Multiple Course
  • Failure/FCAT
  • Retention

• Attendance
  • Early Warning System for
  • At-Risk
  • Interventions
Monitoring and Evaluation

- Behavior
- ISS/OSS
- ODR’S

- Parental Involvement
- Activities and Interventions
- Define Criteria

- Student Engagement
- Define Interventions
- Interventions
Documentation Binders

- School Action Plan
- Data Reports
- School Information
- Academics
- Attendance
- Behavior
- Parent/Family Engagement
- Student Engagement
- Evaluation & Outcomes
Documentation Binders

I. Action Plan
II. Data Reports 08-09
   Attendance
   Suspensions/ Indoor – Outdoor
   Alternative to Suspension
   Academic Reports
   At Risk report – Student Profile
III. School Information
   School Improvement Demographic Report
   SIP School Description
   School Performance Accountability Results
IV. Academics
   FCAT
   Course Failure/credit accrual/retention
Documentation Binders

V. Attendance
- Early Warning Systems (EWS)
- COGNOS Reports
- Interventions Report

VI. Behavior
- Referrals
  - Suspensions/ Indoor - Outdoor

VII. Parent/Family Engagement
- Activities

VIII. Student Engagement
- Activities
  - Extra-curricular Activities Report

IX. Evaluation
- Monitoring reports
  - End of Year Summary Report
Leveraging SWPBS & Dropout Prevention
Miami-Dade County: PBS School Trainings

• October 2007: 3-day training conducted by National Dropout Prevention Center for Students with Disabilities (NDPC-SD)

• Other Trainings (PBS Share Fairs):
  - 2008: PBS Dropout Prevention Attributes
    - Parental/Family Involvement
    - Attendance
  - 2009: PBS Dropout Prevention Attributes
    - Student Engagement
  - 2010: PBS Dropout Prevention Attributes
    - School Climate
Dropout Prevention for Students with Emotional/Behavioral Disabilities (E/BD)
Dropout Prevention Strategies for E/BD Students

• Residential Wiring Program
  ❖ Started five years ago at Barbara Goleman Senior Instruction by Florida International University
  ❖ The program is housed in one high school
  ❖ Grades 10-12
  ❖ Provides 3 university credits to adolescents with severe emotional problems that pass the Residential Wiring Electrical Program with a B or higher
  ❖ Eligible students participate in over 360 hours of quality, hands-on individualized instruction
  ❖ October, 2009, program won the Crystal Star Award
What’s New in 2009-2010: FIU Residential Wiring!!!!

- Creating two new FIU Residential Wiring Programs
  - Homestead Senior
  - High school trained by NDPC-SD
  - Robert Renick Educational Center
  - PBS Model School trained by NDPC-SD
- Program Baseline and quarterly data
  - Grade, Gender, Ethnicity, Course Failures, # of Absences, # of referrals, and # of outdoor suspensions
Contact Information

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