



**Building Effective Interventions
In Dropout Prevention
&
Implementation of Dropout Prevention
Strategies in Miami-Dade County Public
Schools
June 2, 2010**



National Dropout Prevention Center
for Students with Disabilities

Building Effective Interventions in Dropout Preventions At the LEA Level

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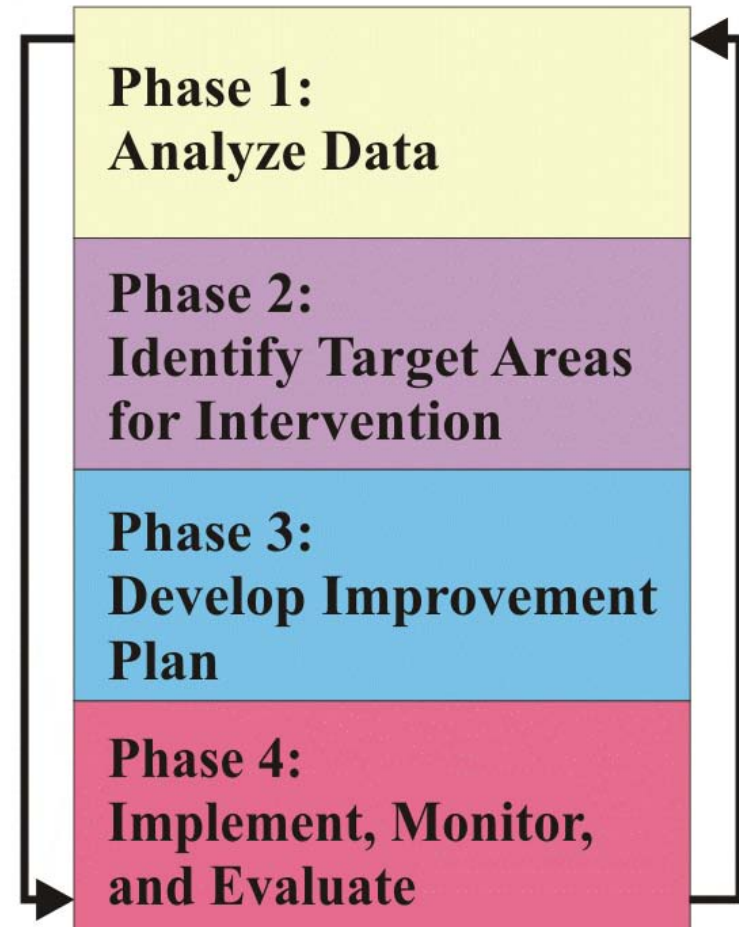
*The National Dropout Prevention Center for
Students With Disabilities*





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





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

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

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.

Final Thoughts

Overcoming dropout
requires breakthrough
thinking.

However, knowledge
alone does not translate
into action.





**National Dropout Prevention Center
for Students with Disabilities**

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Visit our website at www.ndpc-sd.org

“Helping Youth with Disabilities Stay in School and Graduate”



National Dropout Prevention Center
for Students with Disabilities



Implementation of Dropout Prevention Strategies in Miami- Dade County Public Schools

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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. 0804
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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
Cross-Sectional Dropout Rates for 2006-2007 and 2007-2008

Grade	2006-2007			2007-2008		
	2007 All Year Membership	No. of Dropouts	Dropout Rate	2008 All Year Membership	No. of Dropouts	Dropout Rate
9	33,388	1,998	6.0%	31,995	1,581	4.9%
10	32,623	1,902	5.8%	30,667	1,743	5.7%
11	25,797	1,315	5.1%	25,458	1,141	4.5%
12	24,814	1,153	4.6%	25,211	1,094	4.3%
9 - 12	116,622	6,368	5.5%	113,331	5,559	4.9%

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



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**

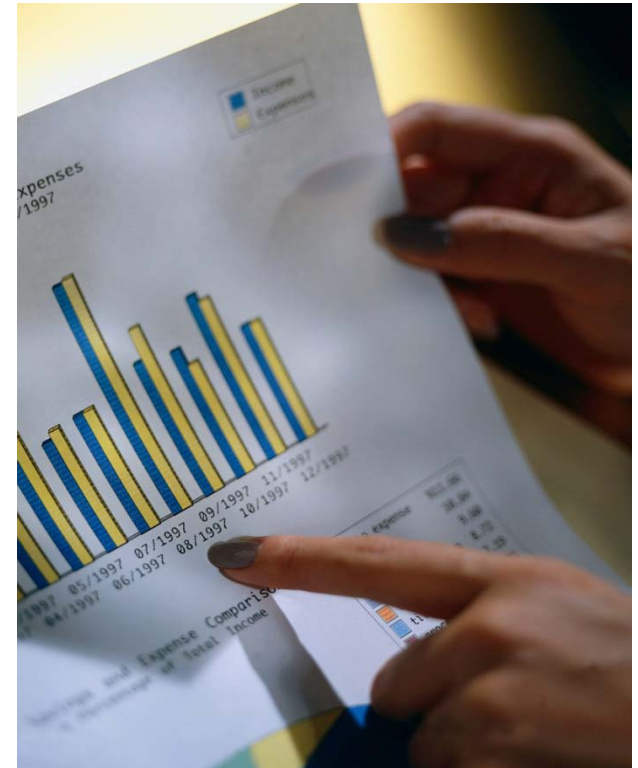
- Early Warning System for At-Risk
- Interventions

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

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