

**Dropout Prevention for  
Students with Disabilities:  
Florida's Current  
Status & Strategies  
for Improvement**

2012

*Draft for VISIONS &  
District Training*

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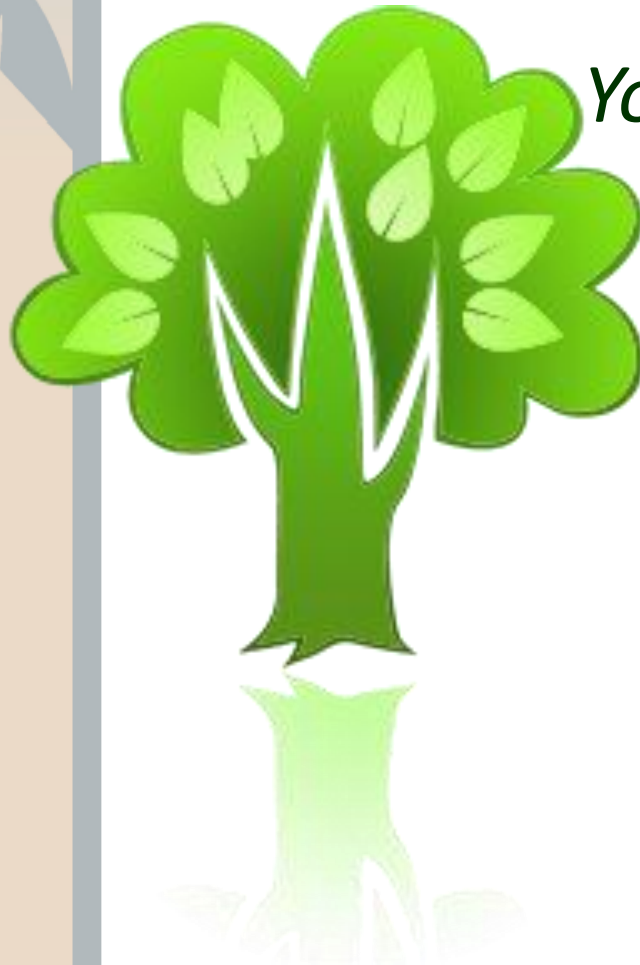
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## ***Going Green!***



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this presentation at  
the Project 10  
Transition  
Education  
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[www.project10.info](http://www.project10.info)*

## Topics

- Florida
  - Graduation & Dropout Rates
  - Student Exit Survey
  - High-Performing Districts
- National
  - Graduation & Dropout Rates
  - Risk Factors
  - Evidence-Based Practices
- State Secondary Transition Interagency Council (SSTIC)

## Florida

1. **Data:** What are the **graduation &** dropout rates for our students with and without disabilities?
2. **Student Exit Survey:** Why are our students with & without disabilities dropping out and what do they say would have kept them in school?
3. **High Performing Districts:** Who are they and what are they doing to keep SWDs in school?

# 1. Florida Data

What are the **graduation &** dropout rates for our students with and without disabilities?

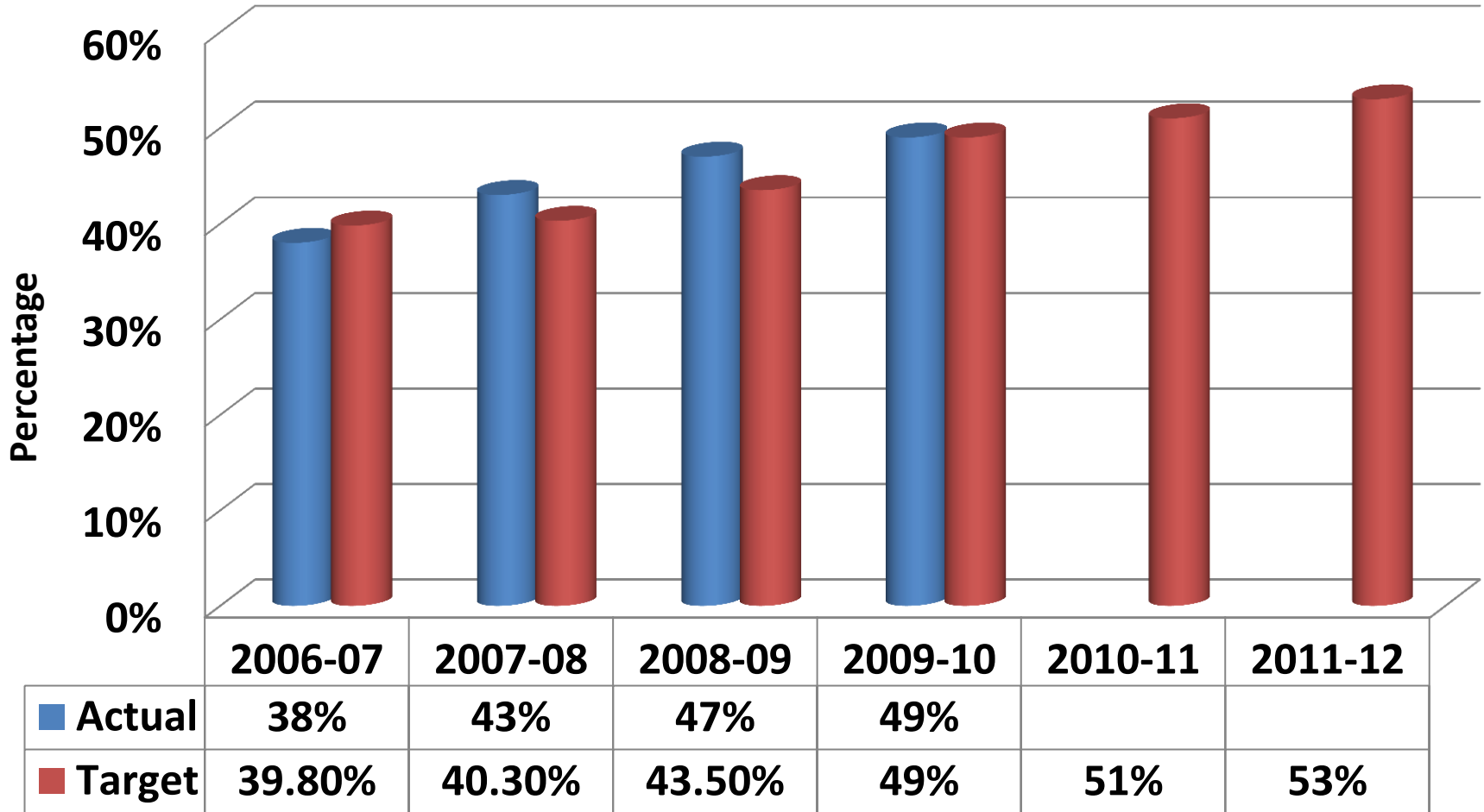
## Indicator 1 Graduation Rate

### **No Child Left Behind (NCLB) Graduation Rate:**

- The number of first-time ninth graders from four years ago, plus incoming transfer students on the same schedule to graduate, minus students from this population who transferred out or left to enroll in a private school, home education, or adult education, divided into the number of standard diploma graduates from the same group.

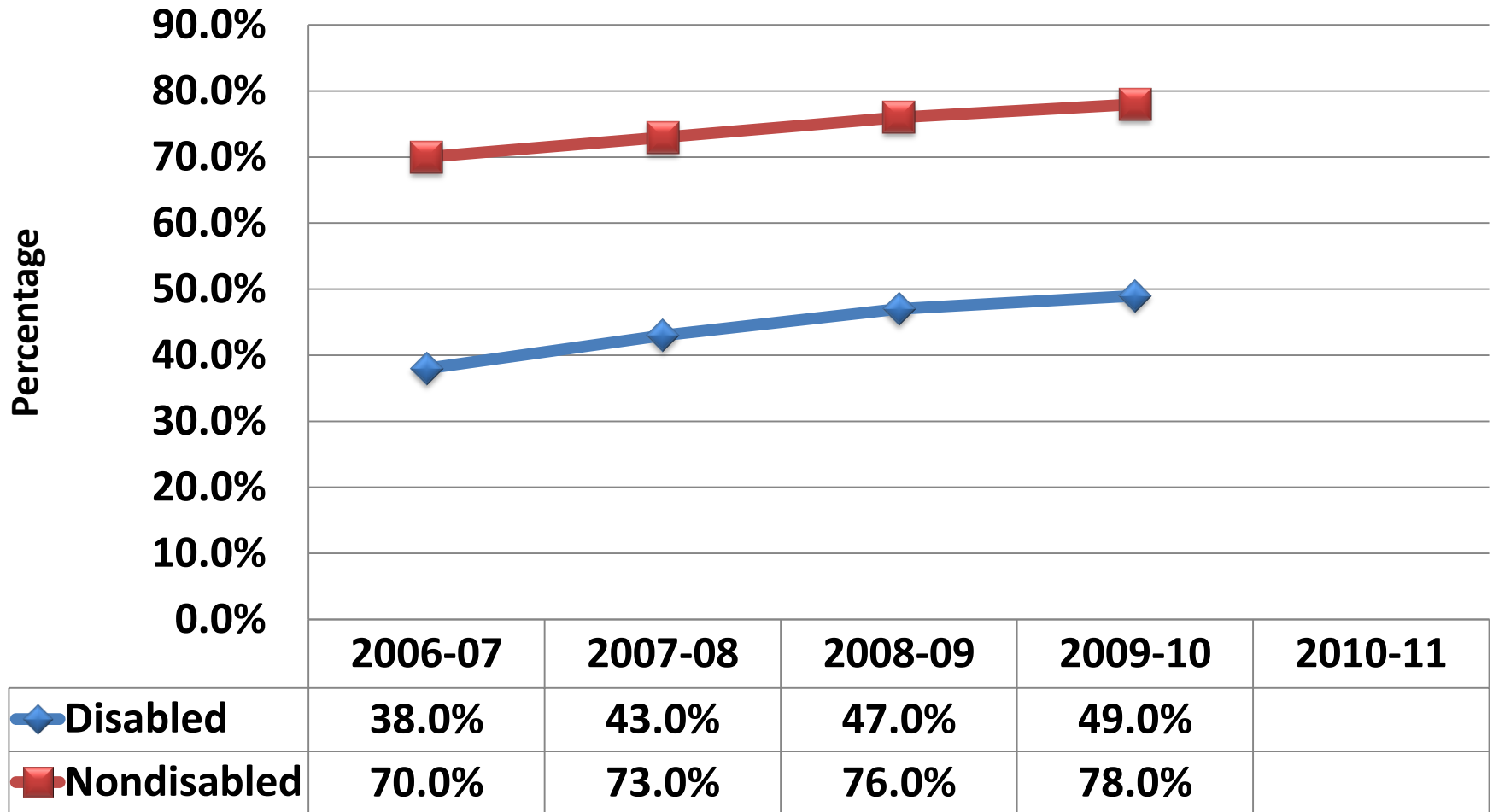
Source: 2011 SEA Profile,  
<http://www.fldoe.org/ese/pdf/2011LEA/SEA.pdf>

# 2006-2012 Florida NCLB Graduation Rates: Students with Disabilities, Actual and Target



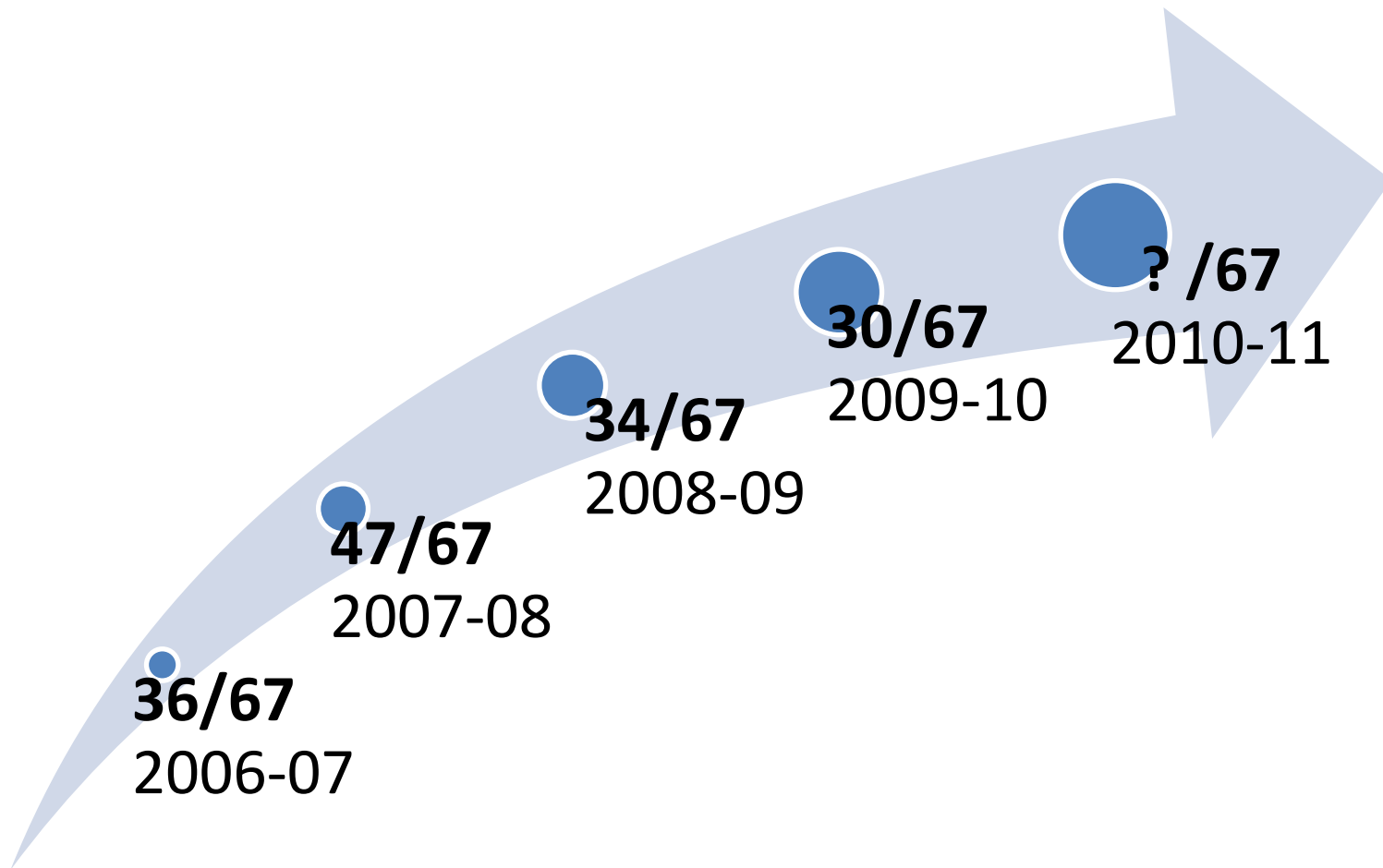
Sources: 2011 SEA Profile, <http://www.fldoe.org/ese/datapage.asp>; Florida's Revised State Performance Plan for 2005-2013 (Revised Feb. 2012), p. 4, <http://www.fldoe.org/ese/>

## 2006-2011 Florida NCLB Graduation Rates: Disabled & Nondisabled



Source: 2011 SEA Profile, <http://www.fldoe.org/ese/datapage.asp>

# 2006-2010 Number of Districts Meeting Target: Graduation Rate



## Indicator 2 Dropout Rate

- The number of students grades 9-12 for whom a dropout withdrawal reason (DNE, W05, W11, W13-W23) was reported, divided by the total enrollment of grades 9-12 students and students who did not enter school as expected (DNEs) as reported at the end of the school year (survey 5).

Source: 2011 SEA Profile,

<http://www.fl DOE.org/ese/pdf/2011LEA/SEA.pdf>



# FL Dropout Withdrawal Codes and Definitions

DNE - Any PK-12 student who was expected to attend a school but did not enter as expected for unknown reasons.

W05 - Any student age 16 or older who leaves school voluntarily with no intention of returning.

W13 - Any KG-12 student withdrawn from school due to court action.

W15 - Any KG-12 student who is withdrawn from school due to nonattendance.

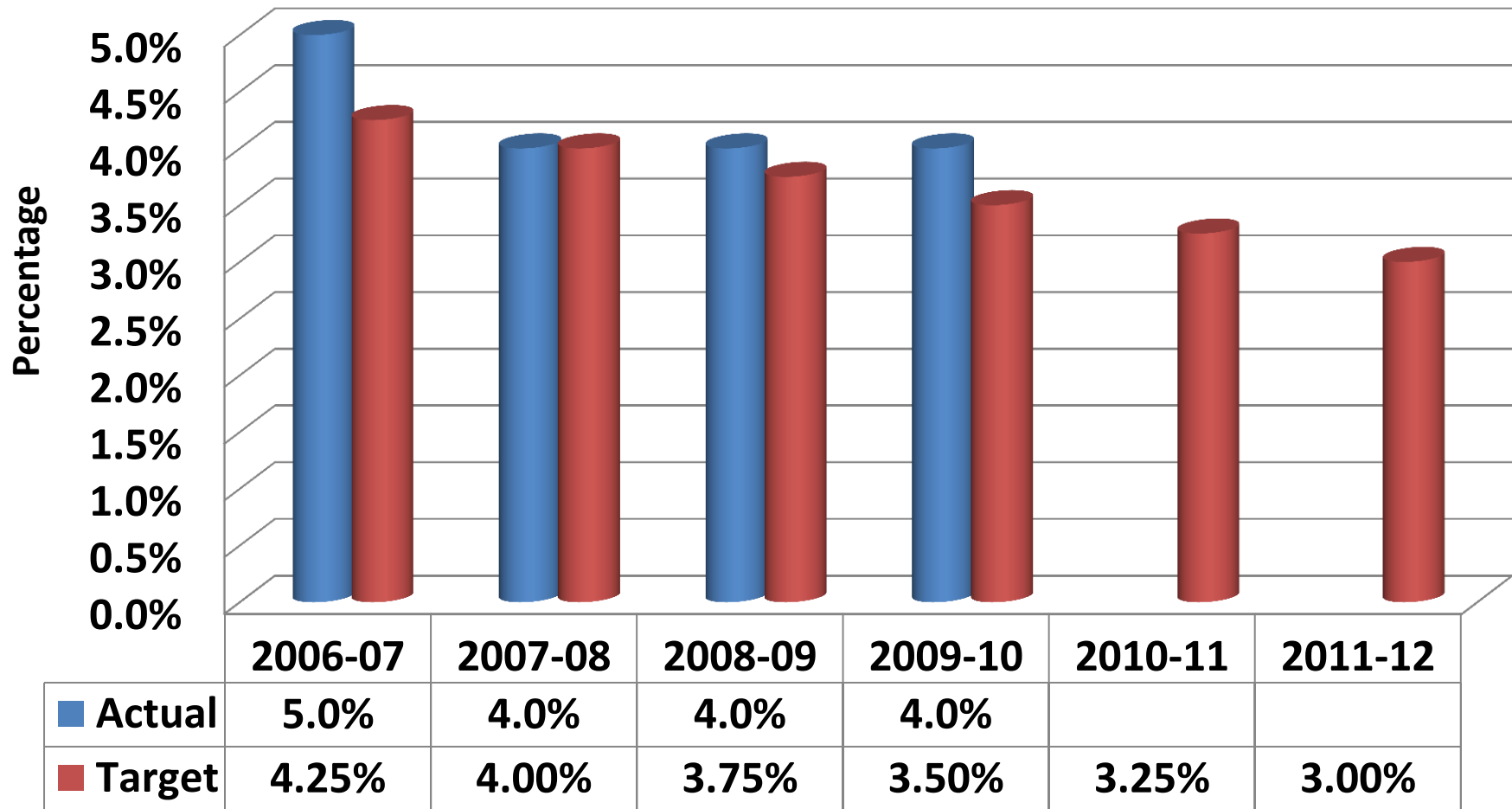
W18 - Any KG-12 student who withdraws from school due to medical reasons.

W21 - Any KG-12 student who is withdrawn from school due to being expelled.

W22 - Any KG-12 student whose whereabouts is unknown.

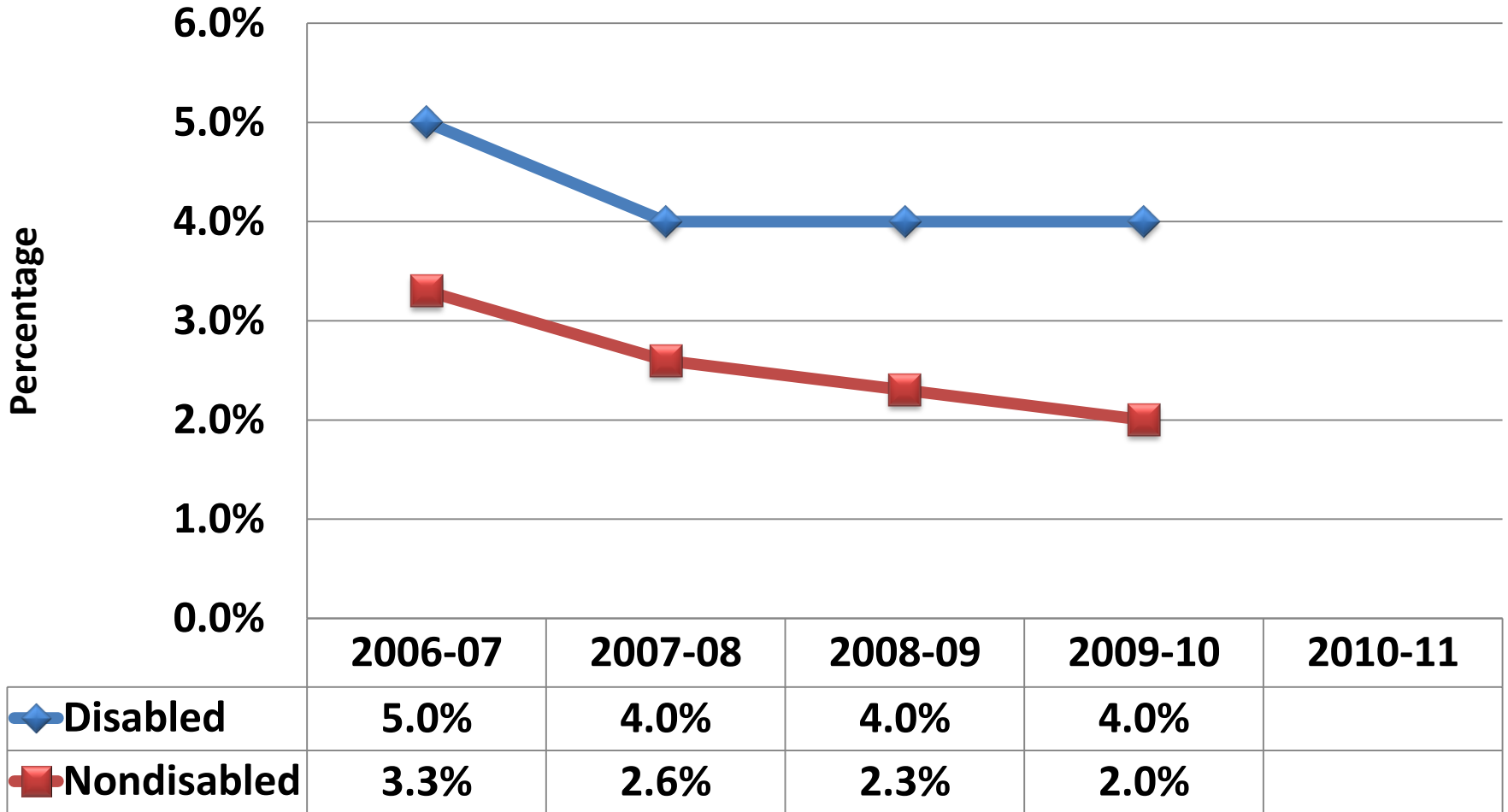
W23 – Any KG-12 student who withdraws from school for any reason other than W01 - W22 or W24 – W27.

## Indicator 2: FL Dropout Rate Students with Disabilities Actual and Target



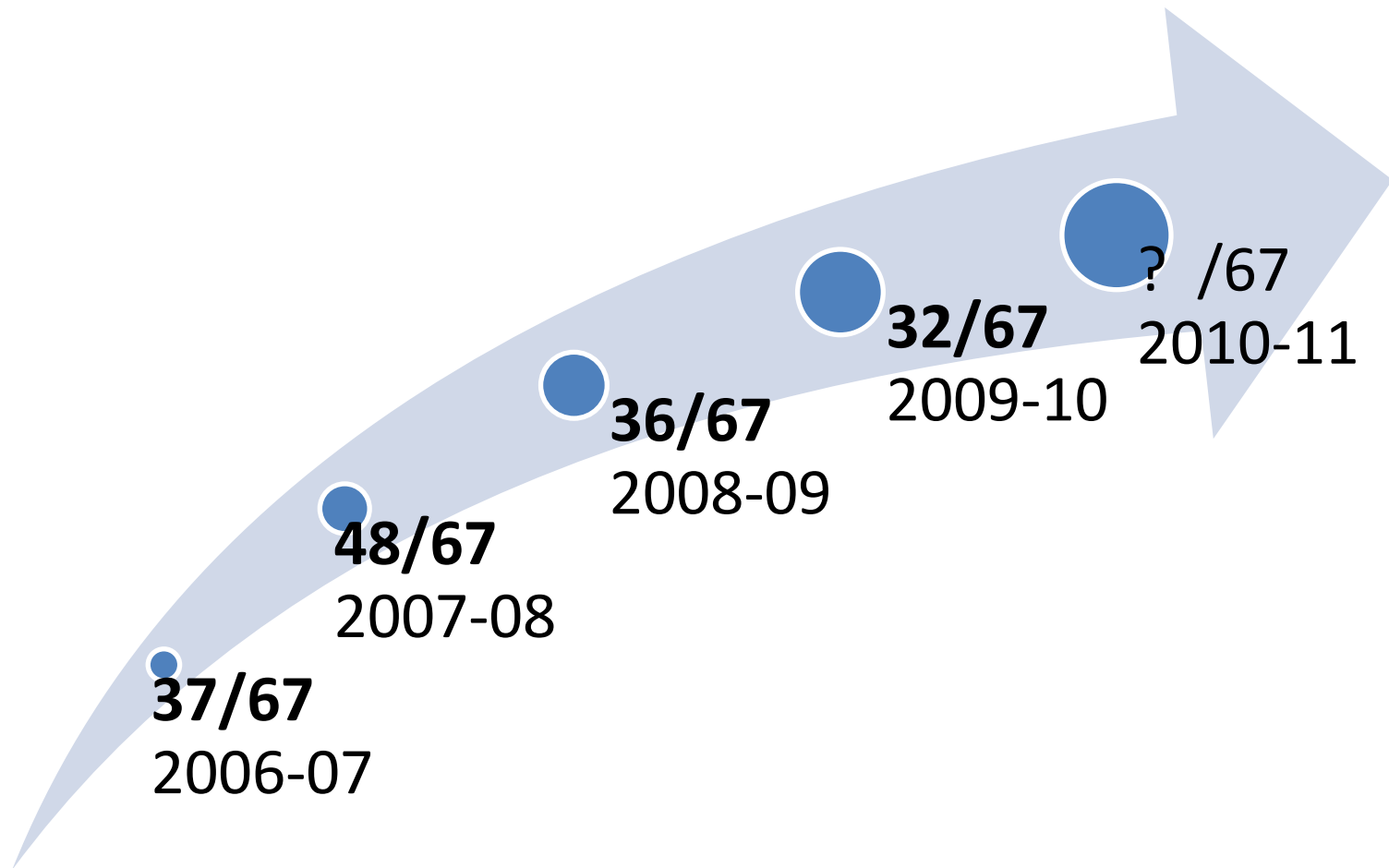
Sources: 2011 SEA Profile, <http://www.fldoe.org/ese/datapage.asp>; Florida's Revised State Performance Plan for 2005-2013 (Revised Feb. 2012), p. 14, <http://www.fldoe.org/ese/>

# 2006-2010 Florida Dropout Rates: Disabled & Nondisabled



Source: 2011 SEA Profile, <http://www.fldoe.org/ese/datapage.asp>

# 2006-2010 Number of Districts Meeting Target: Dropout Rate



## 2. Florida Student Exit Survey

Why are our students with and without disabilities dropping out & what do they say would have kept them in school?

## FL School Attendance Requirements

- Regular school attendance required
  - between the ages of 6 and 16
- A student over the age of 16 is subject to compulsory attendance
  - unless student completes formal declaration of intent to terminate school enrollment with school district

## FL School Attendance Requirements

- Formal Declaration of Intent must
  - acknowledge leaving school reduces student's earning potential
  - be signed by the student and parent
- The school district must
  - notify parent /guardian declaration of intent to leave school has been filed in accordance with Section 1003.21(1)(c), F.S.

Florida Department of Education  
Exit Interview Student Survey

School Name \_\_\_\_\_ School District \_\_\_\_\_

Student Name \_\_\_\_\_ Student DOB \_\_\_\_\_

Grade Level \_\_\_\_\_ Date \_\_\_\_\_

**Directions: Please circle the response that best describes your experience or provide a description of your experience in the space provided.**

1. Which of the following best describes your **primary** reason for terminating school enrollment?

- |  |                                      |
|--|--------------------------------------|
| A. Classes were not interesting/bored                | K. Student-teacher conflict          |
| B. Missed too many days and could not catch up       | L. Employment/have to work full-time |
| C. Did not like school                               | M. Friends dropped out               |
| D. Failing classes/couldn't keep up with school work | N. Failed to pass FCAT               |
| E. Illness   | O. Intimidated/Threatened/Bullied    |
| F. Became a parent                                   | P. Migrant                           |
| G. Getting married                                   | Q. Homeless                          |
| H. Felt like I did not belong                        | R. Family Problems                   |
| I. Suspended from school often                       | S. Other                             |
| J. Expelled from school                              |                                      |

2. Which of the following best describes your **secondary** reason for terminating school enrollment?

- |  |                                      |
|--|--------------------------------------|
| A. Classes were not interesting/bored                | K. Student-teacher conflict          |
| B. Missed too many days and could not catch up       | L. Employment/have to work full-time |
| C. Did not like school                               | M. Friends dropped out               |
| D. Failing classes/couldn't keep up with school work | N. Failed to pass FCAT               |
| E. Illness   | O. Intimidated/Threatened/Bullied    |
| F. Became a parent                                   | P. Migrant                           |
| G. Getting married                                   | Q. Homeless                          |
| H. Felt like I did not belong                        | R. Family Problems                   |
| I. Suspended from school often                       | S. Other                             |
| J. Expelled from school                              |                                      |

3. What would have improved your chances of staying in school? (Circle all that apply.)

- A. Opportunities for real-world learning (internships, service learning)
- B. Better teachers
- C. Smaller classes
- D. More individualized instruction
- E. Better communication with your teachers
- F. Better communication with your parents
- G. Increased parental involvement
- H. Less freedom and more supervision from parents
- I. Less freedom and more supervision from school officials
- J. Other

4. What actions did your school personnel take to keep you enrolled in school? (Circle all that apply.)

- A. Provided student counseling
- B. Scheduled a conference with parent(s), guardian(s), student, and school staff
- C. Discussed and offered options for tutoring
- D. Discussed the consequences of dropping out
- E. Discussed and offered options for continuing education in a different environment (e.g., Adult Education, home school, virtual school, hospital homebound)
- F. Discussed and offered alternative options for graduation (e.g., diploma options or GED Testing)
- G. Conducted home visits
- H. Referred student to agencies/programs to address problems interfering with school success (e.g., substance abuse counseling, psychological counseling, family counselor)
- I. Discussed and offered participation in a credit recovery course/program
- J. Discussed and offered access to Dropout Prevention Program(s) (e.g., alternative education, disciplinary, teenage parent)
- K. Tracked student progress (by teacher, counselor, social worker, graduation coach, etc.)
- L. Changed or revised course schedule
- M. Implemented intervention contracts (e.g. attendance or behavior)
- N. Student reported that school staff took no action
- O. Other
- Z. Not Applicable. Student did not drop out of school or did not provide information about actions taken

**Please check and sign below to certify that each of the following statements was addressed by school personnel.**

I am at least 16 years of age and it is my intent to terminate my school enrollment. I received counseling from a guidance counselor or other school personnel which addressed the following:

- Terminating school enrollment prior to graduation will likely reduce my potential earnings and negatively affect my career options.
- Termination of school enrollment will result in the revocation/denial of my driving privileges until age 18.
- My reasons for leaving school prior to graduation.
- Possible actions that could keep me from leaving school prior to graduation.
- Options for continuing my education in a different environment, e.g., Adult Education or GED testing.
- For Bright Futures eligibility, GED students must complete credit requirements before taking GED exam.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if student is under 18 years of age)

School Personnel Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Optional:**

1. What is the highest level of education completed by your maternal parent/guardian? (circle one)

Elementary    Middle School    High School    College    Graduate School    Unknown

2. What is the highest level of education completed by your paternal parent/guardian? (circle one)

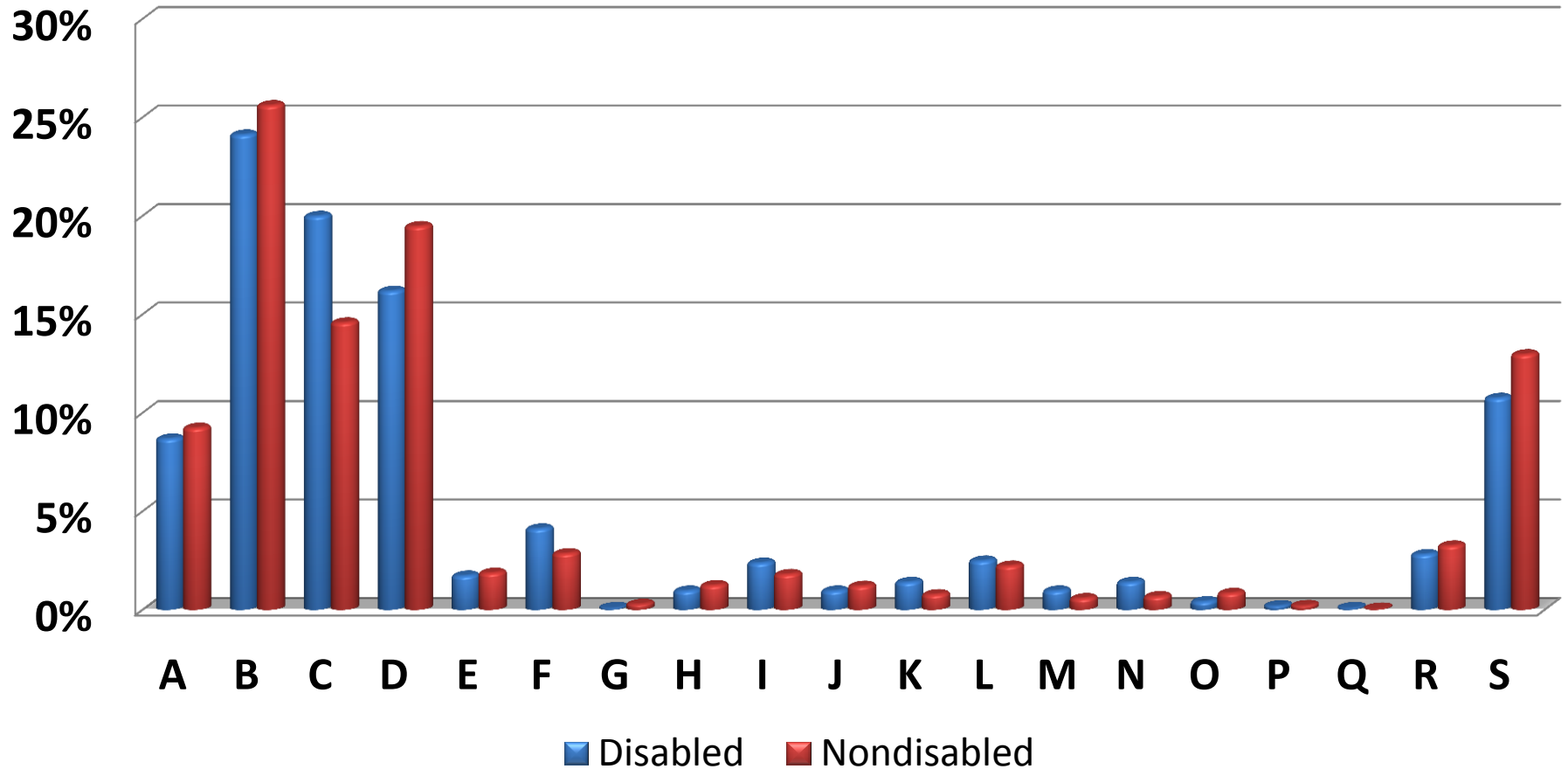
Elementary    Middle School    High School    College    Graduate School    Unknown

## Student Exit Survey:

### Questions 1 - 4

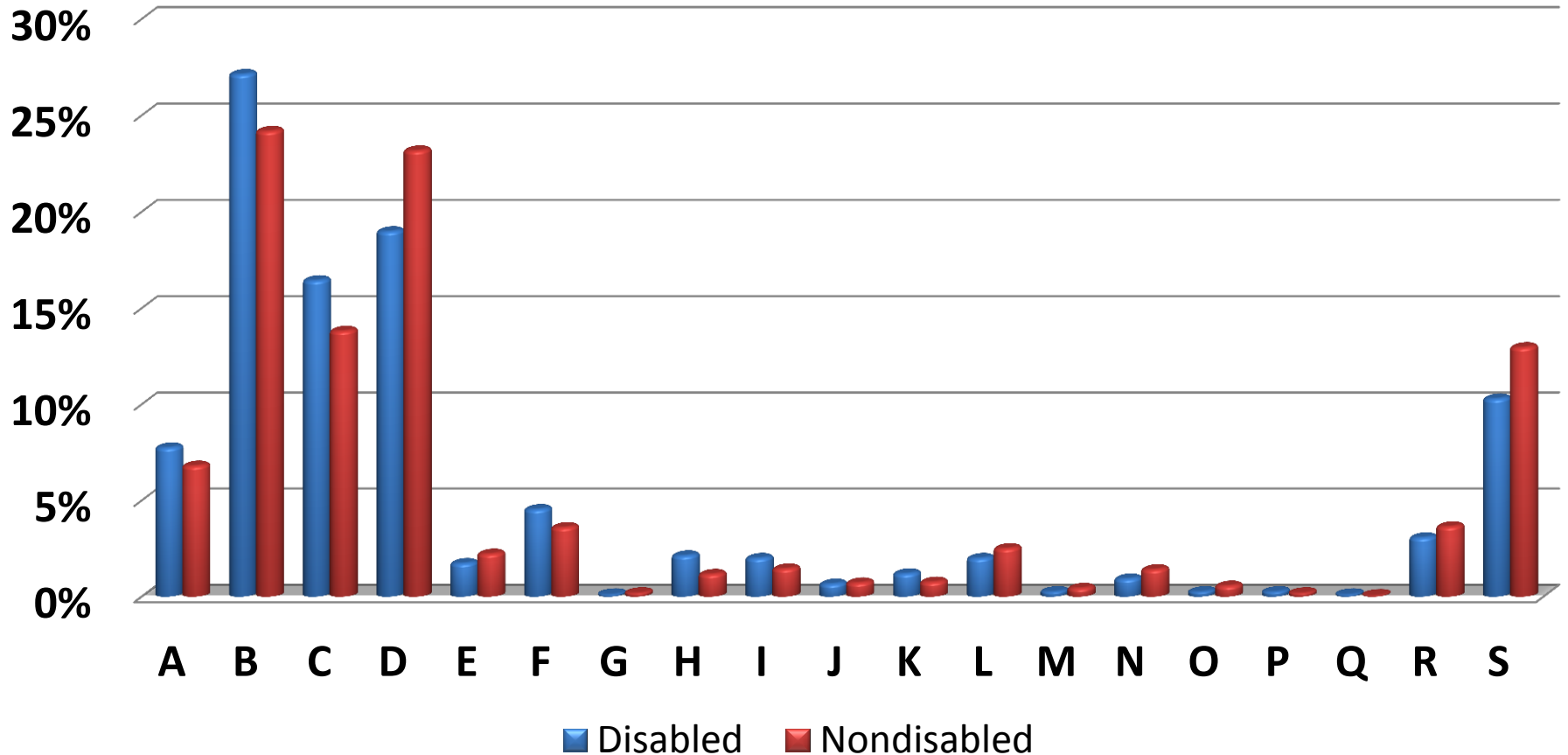
1. Which of the following best describes your **primary** reason for terminating school enrollment?
2. Which of the following best describes your **secondary** reason for terminating school enrollment?
3. What actions did your school personnel take to keep you enrolled in school? (**actions taken**)
4. What would have improved your chances of staying in school? (**possible influences**)

## 2009-10 Primary Reason for Dropping Out: Disabled & Nondisabled



Sources: Survey 5 2010-11 (as of 10.17.11) & 2009-10 (as of 2.25.11), using Student Demographic Information, Exceptional Student, and Student End of Year Status reporting formats.

# 2010-11 Primary Reason for Dropping Out: Disabled & Nondisabled



Sources: Survey 5 2010-11 (as of 10.17.11) & 2009-10 (as of 2.25.11), using Student Demographic Information, Exceptional Student, and Student End of Year Status reporting formats.

## Top Six Primary Reasons for Dropping Out

B. Missed to many days and could not catch up.

D. Failing classes / could not keep up with school work.

C. Did not like school.

S. Other.

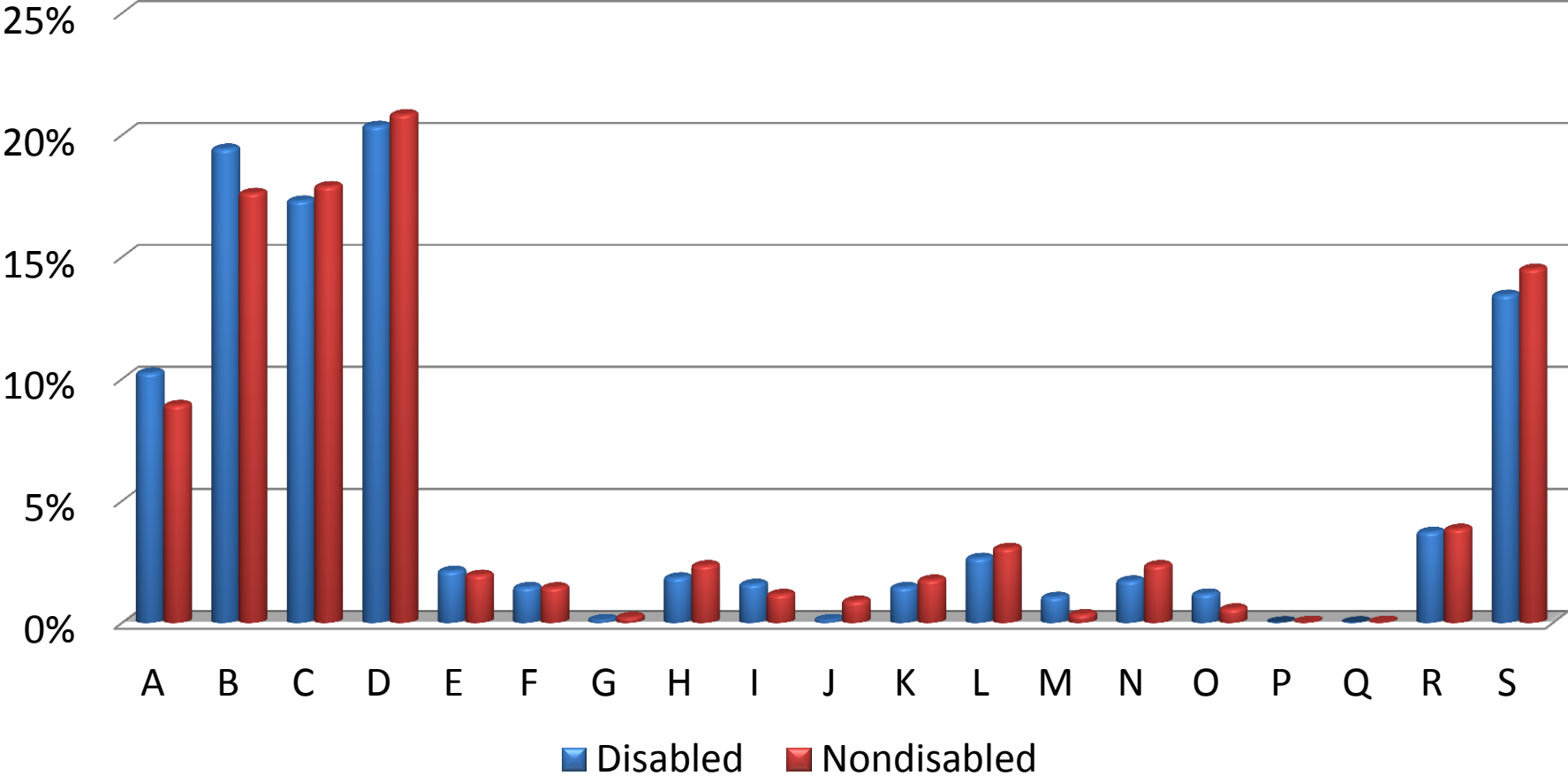
A. Classes were not interesting / bored.

F. Became a parent or pregnant.

R. Family Problems.

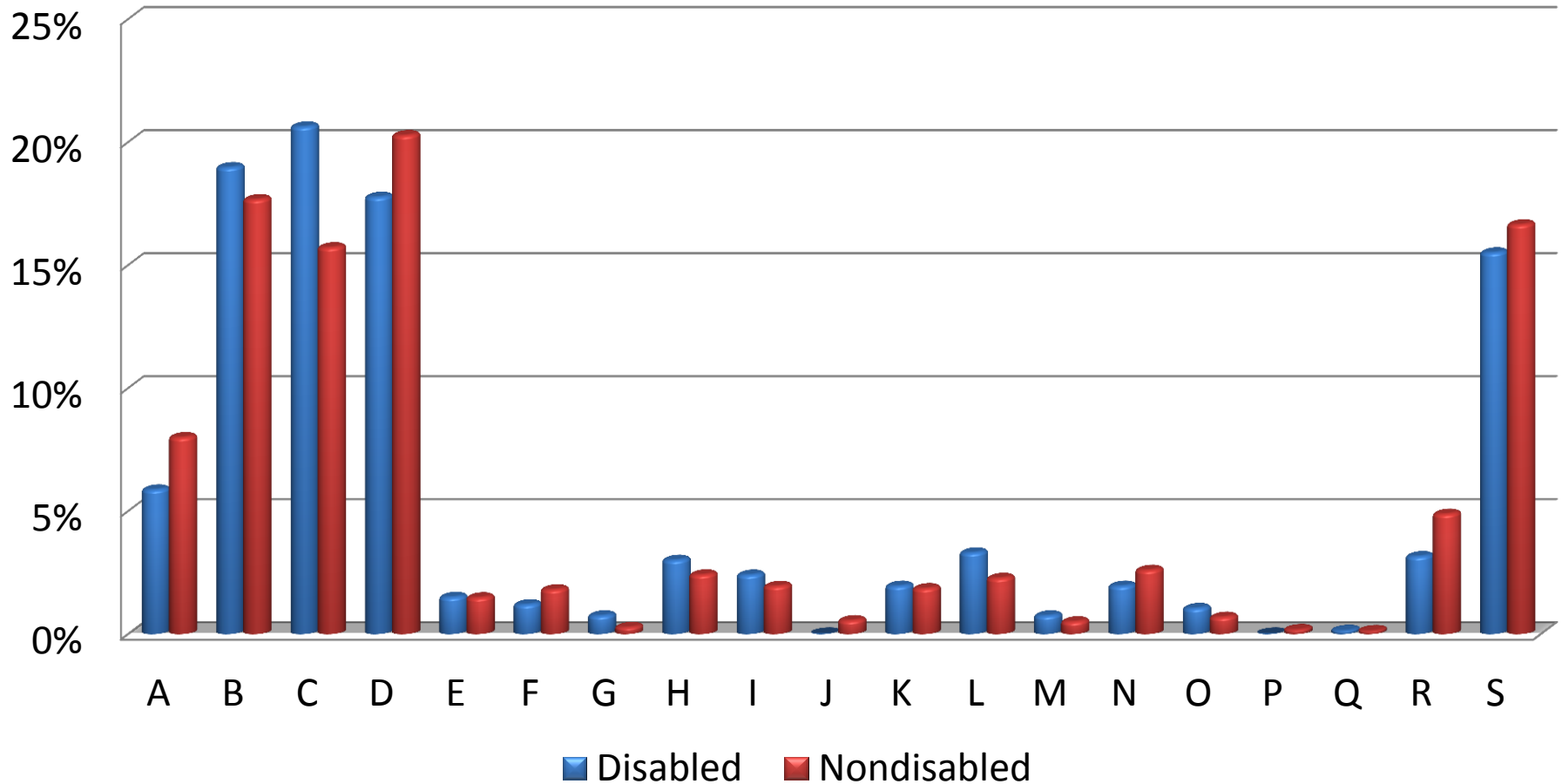
Sources: Survey 5 2010-11 (as of 10.17.11) & 2009-10 (as of 2.25.11), using Student Demographic Information, Exceptional Student, and Student End of Year Status reporting formats.

# 2009-10 Secondary Reason for Dropping Out: Disabled & Nondisabled



Sources: Survey 5 2010-11 (as of 10.17.11) & 2009-10 (as of 2.25.11), using Student Demographic Information, Exceptional Student, and Student End of Year Status reporting formats.

# 2010-11 Secondary Reason for Dropping Out: Disabled & Nondisabled



Sources: Survey 5 2010-11 (as of 10.17.11) & 2009-10 (as of 2.25.11), using Student Demographic Information, Exceptional Student, and Student End of Year Status reporting formats.

## Top Six Secondary Reasons for Dropping Out

D. Failing classes / could not keep up with school work.

B. Missed to many days and could not catch up.

C. Did not like school.

S. Other.

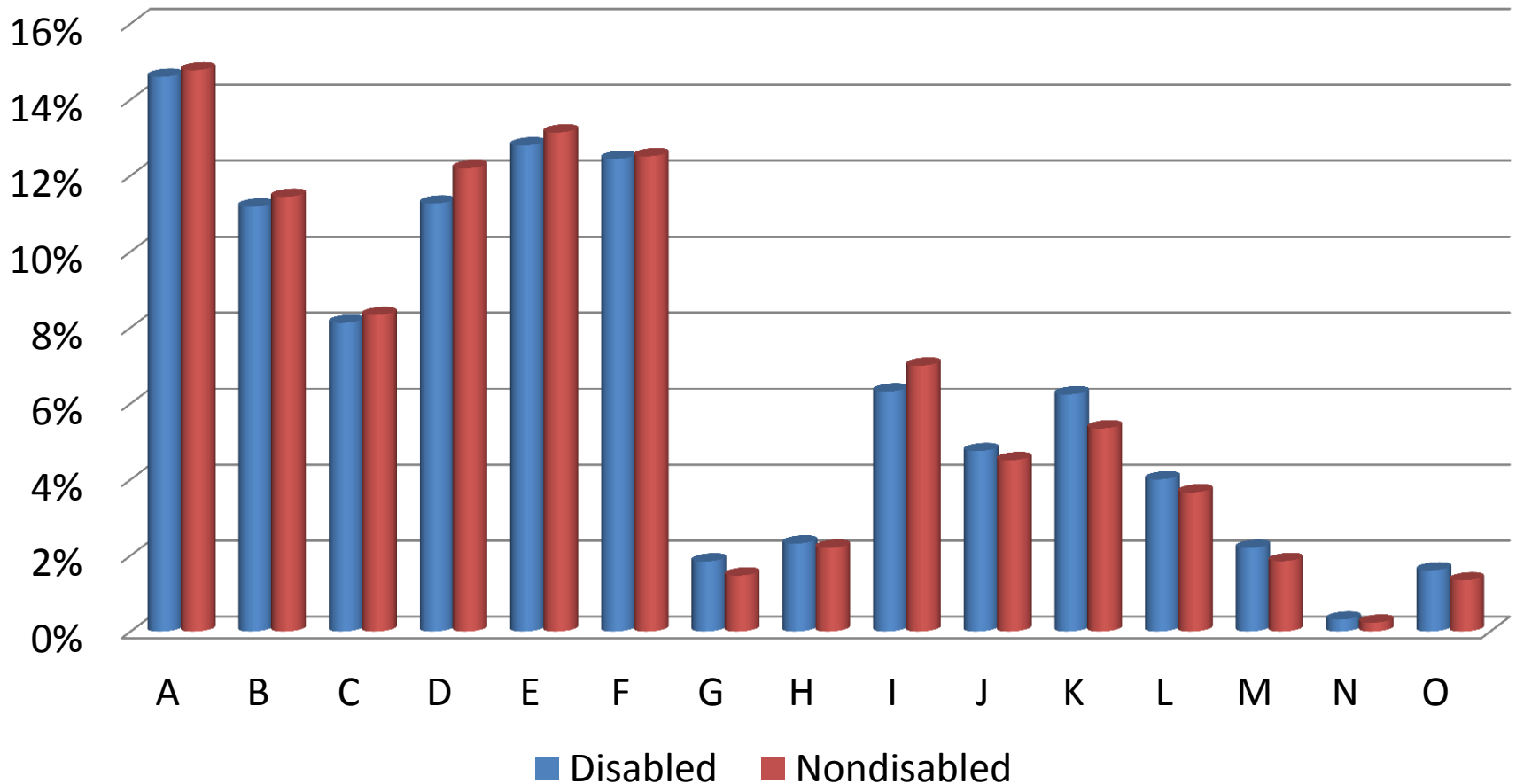
A. Classes were not interesting / bored.

R. Family Problems.

L. Employment – have to work full time.

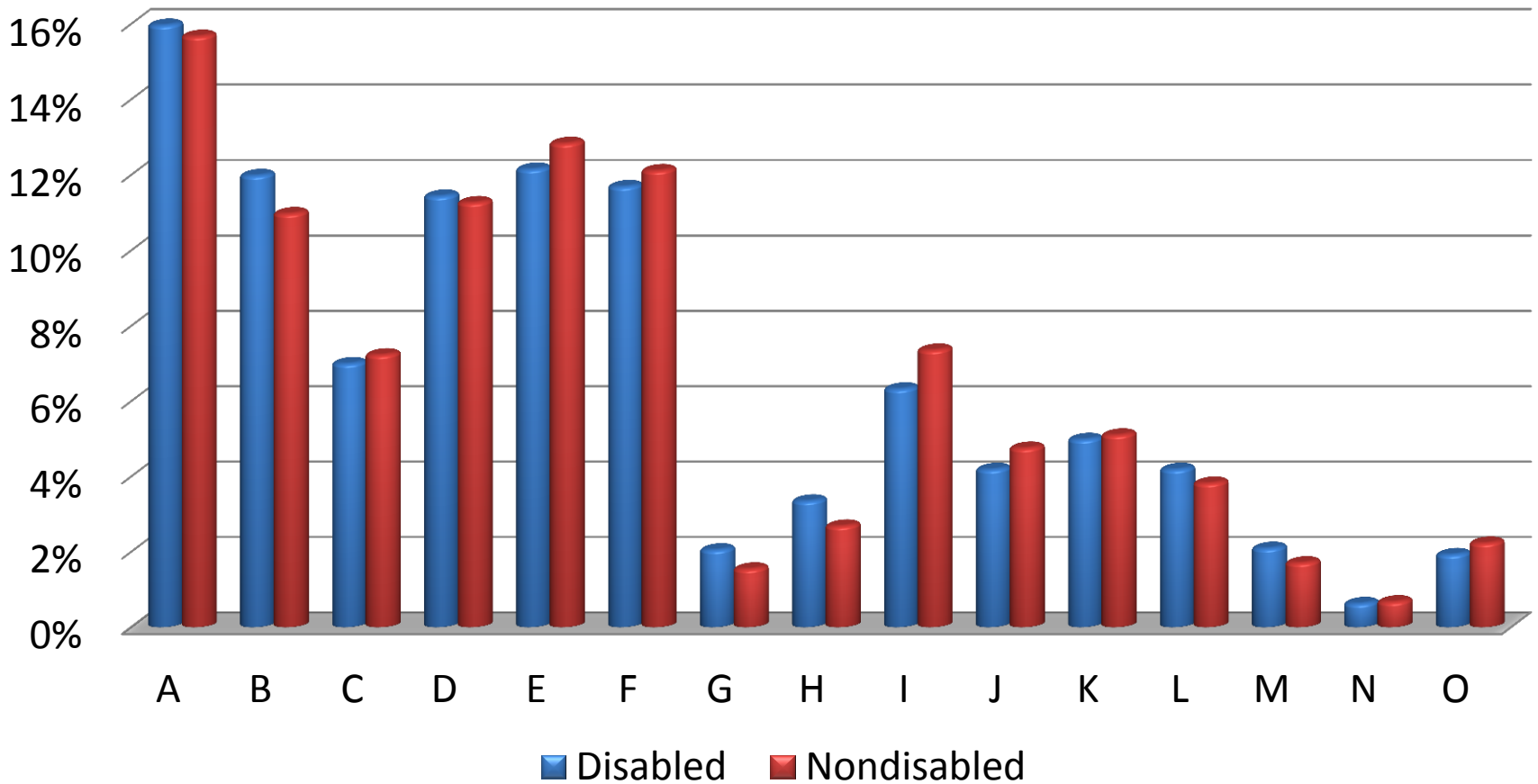
Sources: Survey 5 2010-11 (as of 10.17.11) & 2009-10 (as of 2.25.11), using Student Demographic Information, Exceptional Student, and Student End of Year Status reporting formats.

# 2009-10 Actions Taken: Disabled & Nondisabled



Sources: Survey 5 2010-11 (as of 10.17.11) & 2009-10 (as of 2.25.11), using Student Demographic Information, Exceptional Student, and Student End of Year Status reporting formats.

## 2010-11 Actions Taken: Disabled & Nondisabled



Sources: Survey 5 2010-11 (as of 10.17.11) & 2009-10 (as of 2.25.11), using Student Demographic Information, Exceptional Student, and Student End of Year Status reporting formats.

# Top Six Actions Taken with Students Dropping Out

A. Provided student **counseling**.

E. Discussed and offered options for **continuing education** in a different environment (e.g., adult education, home school, virtual school, hospital/homebound program).

F. Discussed and offered **alternative options for graduation** (e.g., diploma options, GED Exit Option, GED testing).

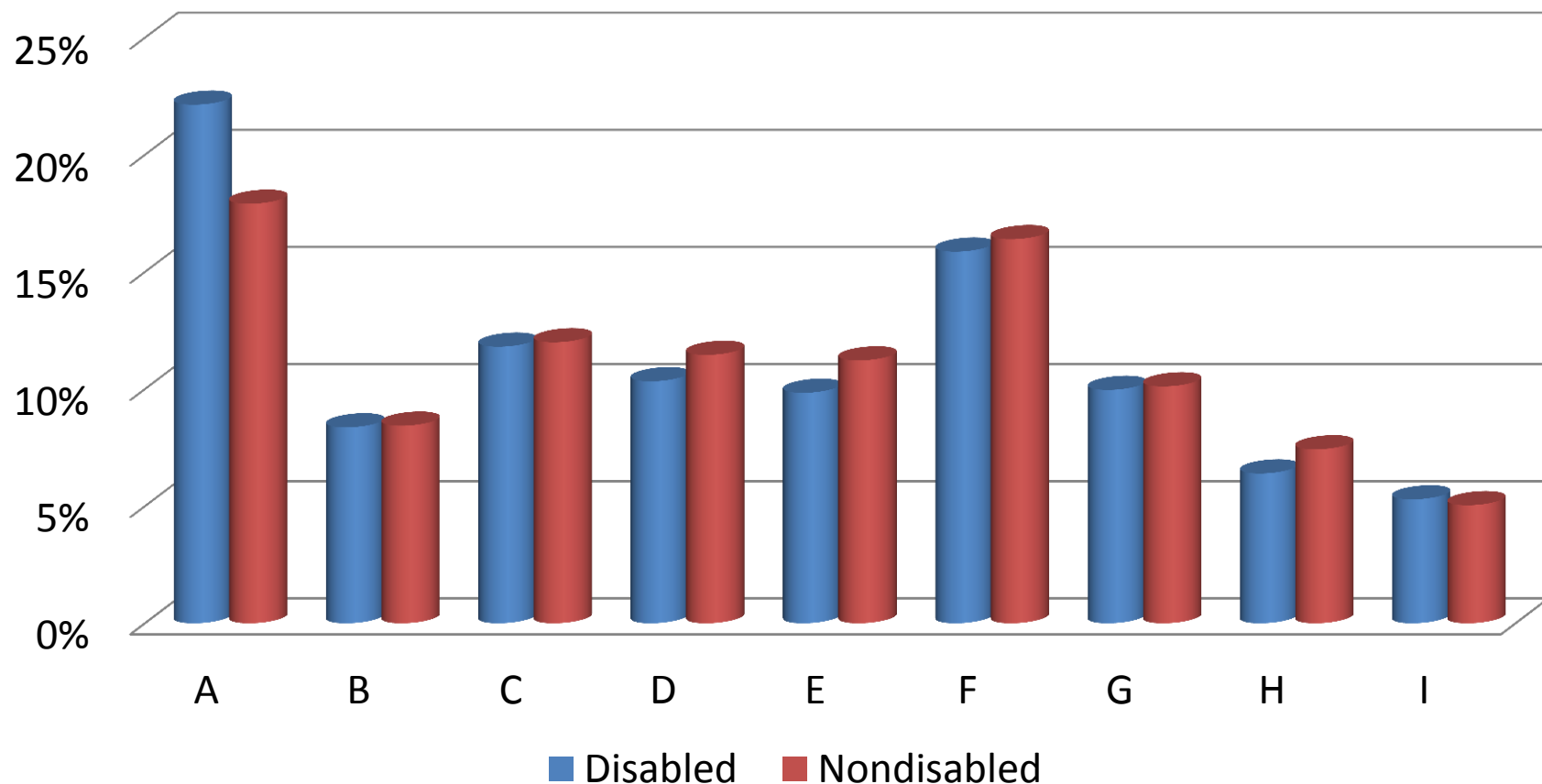
D. Discussed the **consequences** of dropping out.

B. Scheduled a **conference** with parent(s), guardian(s), student, and school staff.

I. Discussed and offered participation in **credit recovery** course/program.

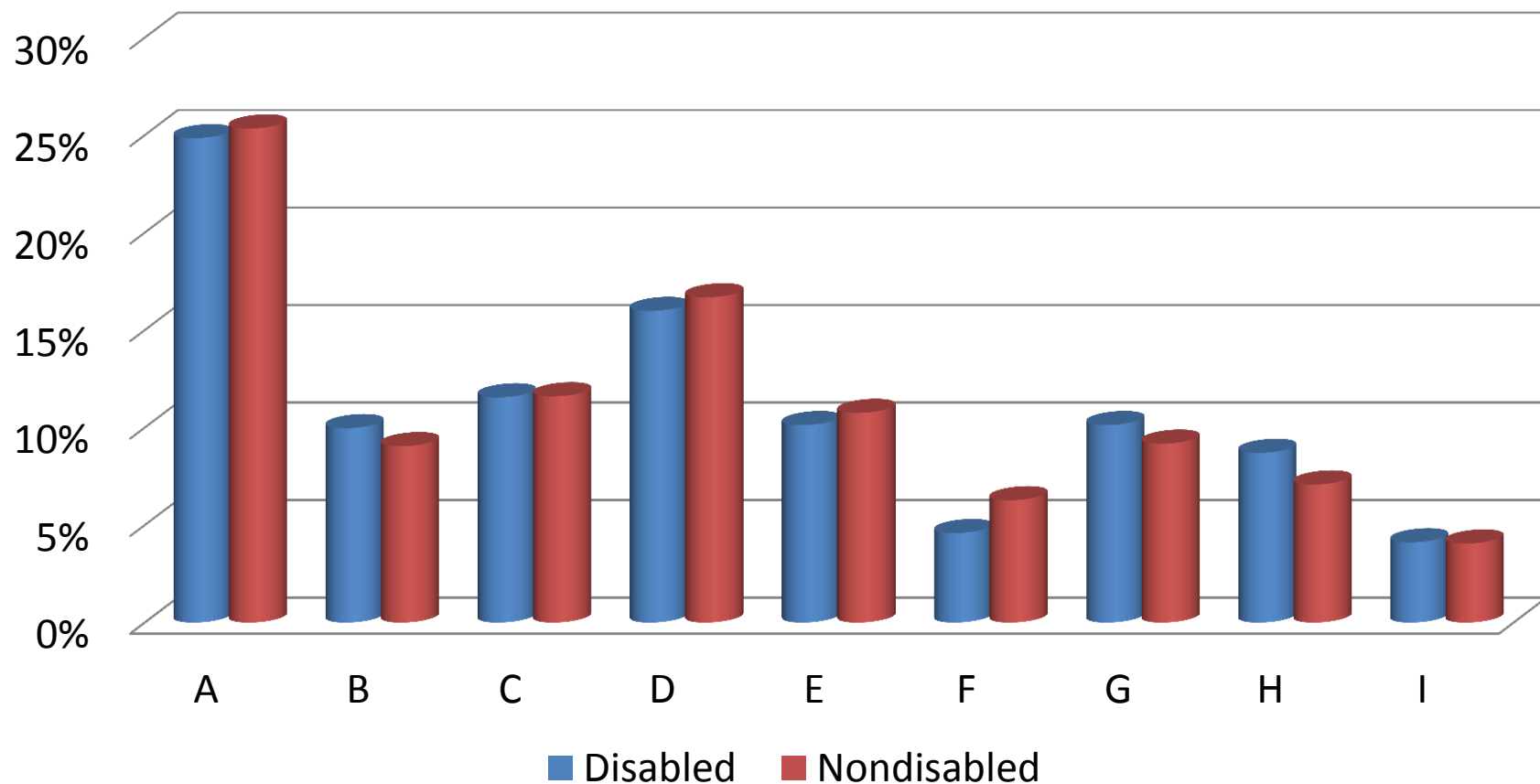
Sources: Survey 5 2010-11 (as of 10.17.11) & 2009-10 (as of 2.25.11), using Student Demographic Information, Exceptional Student, and Student End of Year Status reporting formats.

## 2009-10 Potential Influences: Disabled & Nondisabled



Sources: Survey 5 2010-11 (as of 10.17.11) & 2009-10 (as of 2.25.11), using Student Demographic Information, Exceptional Student, and Student End of Year Status reporting formats.

## 2010-11 Potential Influences: Disabled & Nondisabled



Sources: Survey 5 2010-11 (as of 10.17.11) & 2009-10 (as of 2.25.11), using Student Demographic Information, Exceptional Student, and Student End of Year Status reporting formats.

## 2009 – 2011 Top Six Potential Influences That May Have Kept Students In School

A. Opportunities for real-world learning (internships, service learning).

F. Better communication with parents.

D. More individualized instruction.

C. Smaller classes.

E. Better communication with teachers.

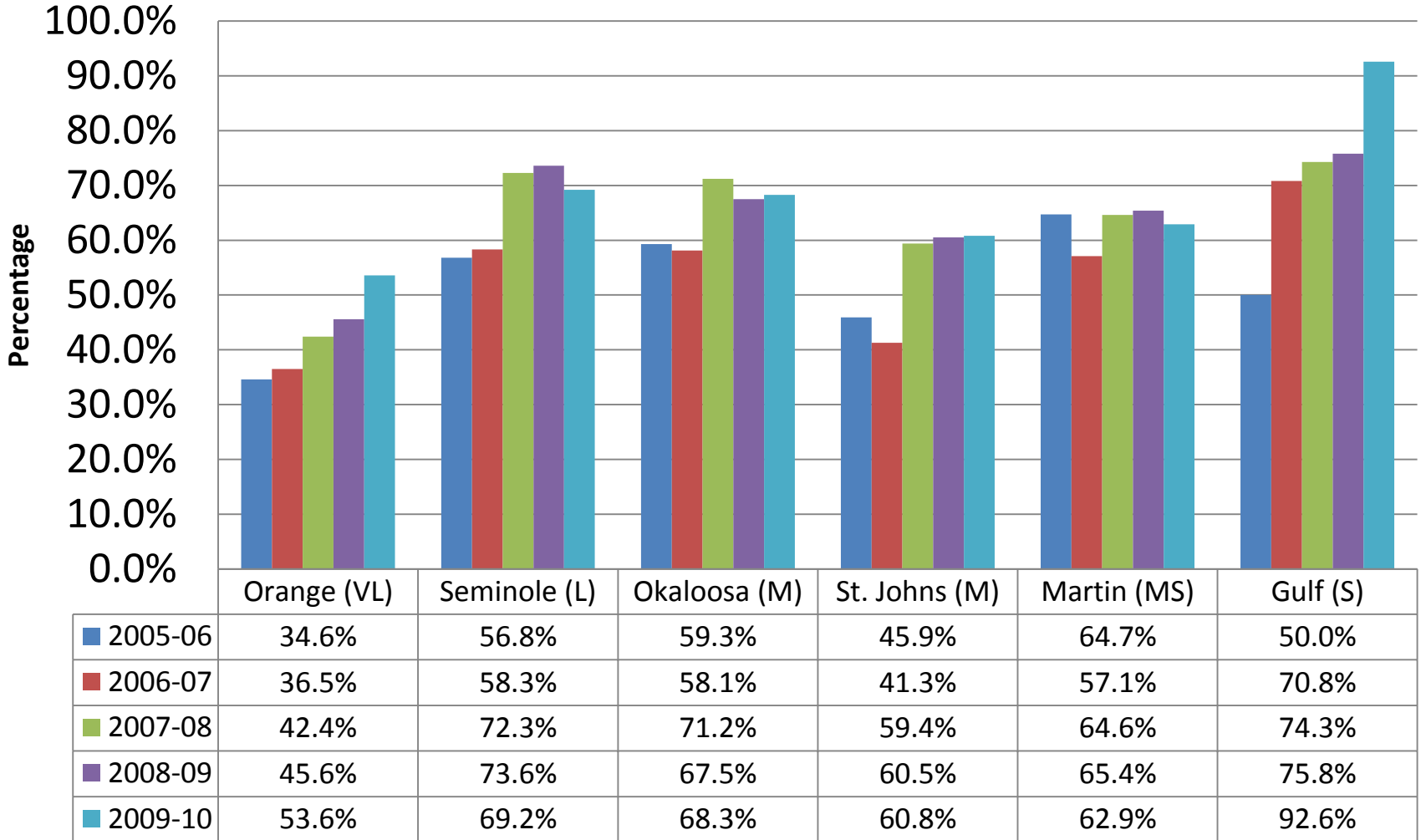
G. Increased parent involvement.

Sources: Survey 5 2010-11 (as of 10.17.11) & 2009-10 (as of 2.25.11), using Student Demographic Information, Exceptional Student, and Student End of Year Status reporting formats.

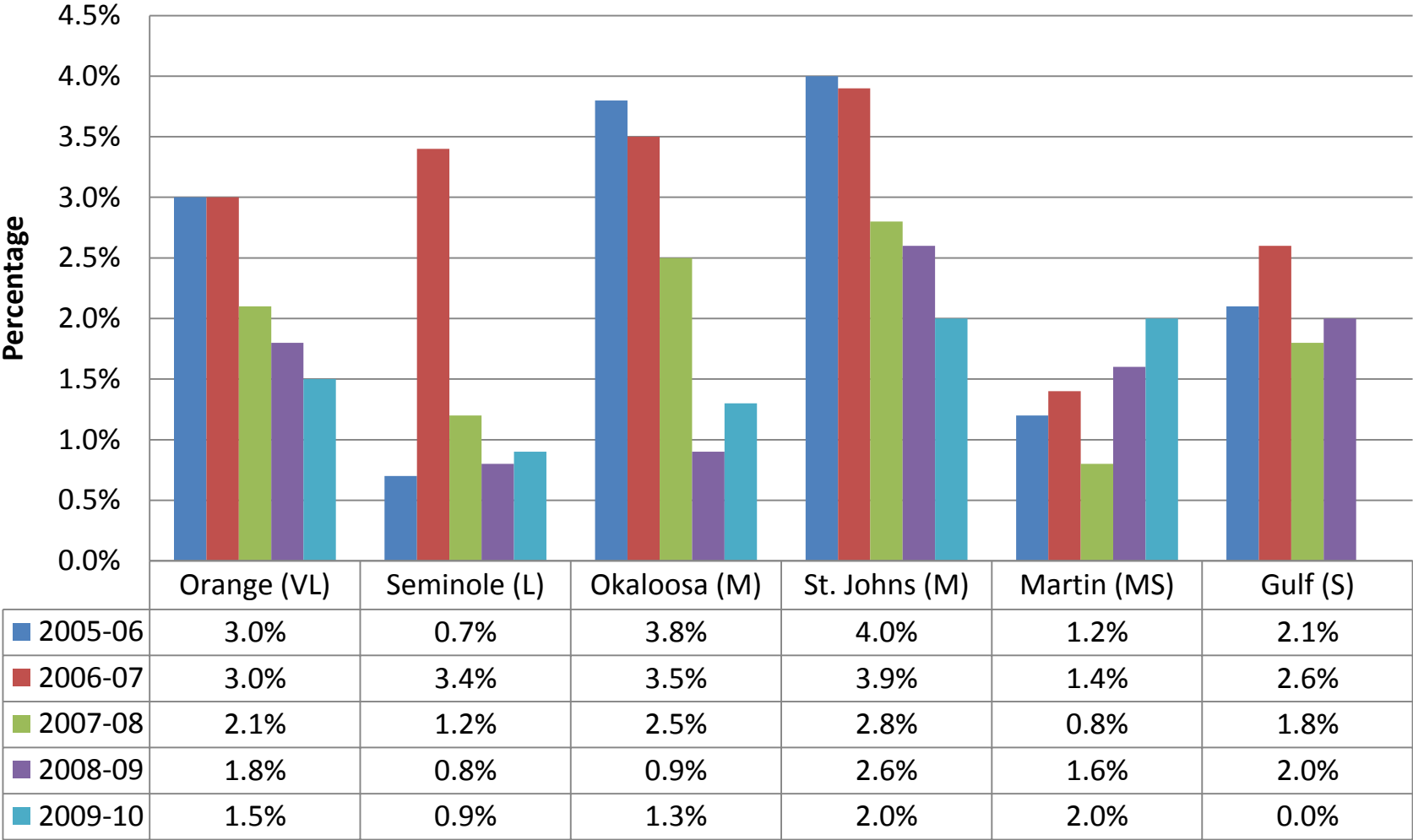
### 3. Florida's High Performing Districts

Who are they and what are  
they doing to keep SWDs in  
school **and graduating?**

# 2005-2010 Graduation Rates: High Performing Districts



# 2005-2010 Dropout Rates: High Performing Districts



## Orange: Very Large District

Enrollment Group	PK-12 Population	Percent Disabled
> 100,000	175,986	13%

Source: LEA Profile 2011 (2010-11 data)

- Dedicated staff / support
  - Staffing specialist, Inclusion coach
- Inclusion
- Progress monitoring
- Graduation Milestones chart
- Academic support
  - Testing, waivers
  - Tutoring
- Data entry / analysis
- Learning communities
- Programs
  - Acceleration, credit recovery
  - Career & Technical Education
  - Dual Enrollment
  - Virtual School

## Seminole: Large District

Enrollment Group	PK-12 Population	Percent Disabled
40,000 to 100,000	64,228	13%

Source: LEA Profile 2011 (2010-11 data)

- Dedicated staff
  - Support facilitation, teams
- Mentoring
- Inclusion
- Progress monitoring
- Academic support
  - Study skills, tutoring
- Administrative support
- Data analysis
  - National consultant
- Programs
  - Summer school for at-risk 8<sup>th</sup> graders
  - Reading & Math cadres

## Okaloosa: Medium District

Enrollment Group	PK-12 Population	Percent Disabled
20,000 to 40,000	28,695	14%

Source: LEA Profile 2011 (2010-11 data)

- Dedicated Staff
  - Behavior specialist
- Progress monitoring
- Mentoring
  - Community businesses
- Academic support
  - Learning strategies, study skills, tutoring
- Programs
  - Best Chance 4<sup>th</sup>-8<sup>th</sup> graders
  - Alternative for 9<sup>th</sup>-10<sup>th</sup> graders
  - Career & Technical Education

## St. Johns: Medium District

Enrollment Group	PK-12 Population	Percent Disabled
20,000 to 40,000	30,708	14%

Source: LEA Profile 2011 (2010-11 data)

- Progress monitoring
  - Truancy
  - Early intervention
- Administrative support
  - School Improvement Plans address dropout
  - Principals reports to Board
- Programs
  - Academic recovery lab
  - Summer school
  - Virtual school
  - Postsecondary Ed follow-up

➤ **St. John's is also one of Florida's seven Problem Solving & RtI selected demonstration districts.**

## Martin: Medium/Small District

Enrollment Group	PK-12 Population	Percent Disabled
7,000 to 20,000	18,170	16%

Source: LEA Profile 2011 (2010-11 data)

- Dedicated staff
  - Counselors for dropout retrieval
  - Behavior Technicians / PBS
- Progress monitoring
- Mentoring
- Programs
  - Career & Technical Education
  - Career Academies
  - Adult Education
  - Adult High School
  - Credit Recovery & summer lab
  - FL Virtual School
  - Dual Enrollment

## Gulf: Small District

Enrollment Group	PK-12 Population	Percent Disabled
<7,000	2,014	17%

Source: LEA Profile 2011 (2010-11 data)

- Dedicated staff
  - Behavioral specialists
  - Inclusion resource / consult teachers
- Progress monitoring
- Inclusion
  - Support facilitation
- Administrative support
- Programs
  - Credit recovery
  - A+ computer software,
  - Adult Education
  - PASS materials
  - Extended Year Services
  - Summer School
  - Extracurricular activities

## National

1. Data: What are the national **graduation & dropout** rates ?
2. Risk Factors: What does the research say are reasons students with and without disabilities dropout?
3. Evidence-Based Practices: According the research, what prevents students with and without disabilities from dropping out and encourages graduation?

## National Data

1. What are the national **graduation &** dropout rates ?

## National Graduation & Dropout Rates

- Graduation & dropout rates vary
- Multiple sources; some include students with disabilities (SWDs), some don't
- Ongoing efforts, nationally, to establish uniform rates for better comparisons and measures
  - Dropout rates do not directly translate into graduation rates

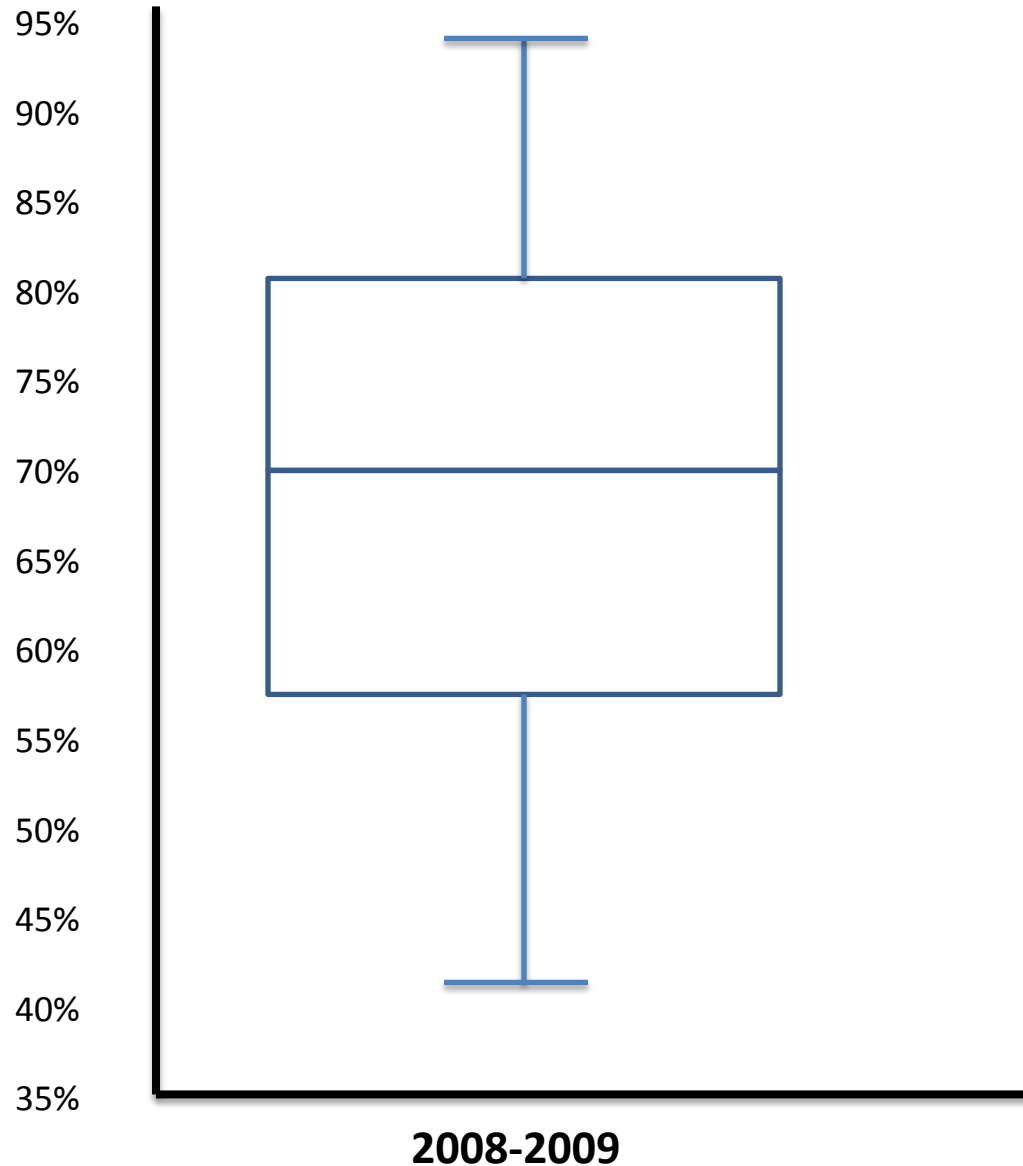
## U.S. Department of Education, ED.gov

- Ed Data Express: Data About Elementary & Secondary Schools in the U.S.
  - State Graduation Rate, Children with Disabilities: 2008-09
    - <http://www.eddataexpress.ed.gov/data-element-explorer.cfm/tab/data/deid/1844/>

## 2008-09 Graduation Rates: Students with Disabilities

- 46 states
  - Range: 34.3% (LA) - 94.2% (DC); FL: 47.2%
- Quartiles
  - 1<sup>st</sup> (lower) quartile or 25<sup>th</sup> percentile
    - 25% of states fell below 58.7%
  - 2<sup>nd</sup> (median) quartile or 50<sup>th</sup> percentile
    - 50% are lower than 70.6%, 50% are higher than 70.6%
  - 3<sup>rd</sup> (upper) quartile or 75<sup>th</sup> percentile
    - 75% are less than 80.6%

# 2008-09 National Graduation Rates: Students with Disabilities



## Box Plot

Population size: 46 states

Median: 70.6%

Minimum: 34.3%

Maximum: 94.2%

First quartile: 58.7%

Second quartile: 70.6%

Third quartile: 80.6%

Interquartile Range: 21.9%

Outlier: 34.3%

## National High School Center at the American Institutes for Research

- Quick Stats Fact Sheet: High Schools in the United States, March 2009 (2010)
  - <http://www.betterhighschools.org/pubs/#Facts>

## High Schools in the U.S.: Graduation Rates

- 2004-2007:
  - 74.9% of U.S. freshmen who began public high school in 2004 graduated in 2007–08.
- 2005-2006:
  - 57% of students with disabilities earned a regular school diploma in 2005–06. This is an increase of 14% from 1996–97.

## High Schools in the U.S.: Dropout Rates

- 2008:
  - The dropout rate for all U.S. public schools in 2008 was 8%. This rate is down from 14% in 1980.
- No data on students with disabilities

## National Center for Education Statistics

- Trends in High School Dropout and Completion Rates in the United States: 1972–2009
  - Averaged Freshman Graduation Rate
  - Event Dropout Rates
    - <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012006>

## 2008-09 Averaged Freshman Graduation Rate

- Estimates proportion of HS freshman graduating with regular diploma 4 years after starting 9<sup>th</sup> grade.
- 2008-09: 75.5%
- No data for students with disabilities

## 2009 Event Dropout Rates

- Event Dropout Rates
  - Estimates percentage of HS students who left HS between beginning of one year and beginning of next year without earning a HS diploma or an alternative
  - 2009: 3.4%
  - No measurable difference for students with disabilities

## National Risk Factors

2. What does the research say are reasons students with and without disabilities dropout?

## Risk Factors

### Four Domains

- Individual\*
- Family\*
- School
- Community

(\*statistically significant)

## Key Risk Factors: Individual

- School engagement
- School behavior
- Individual background characteristics
- Social attitudes, values, and behavior
- Early adult responsibilities

## Key Risk Factors: Family

- Family background characteristics
  - Low SES was a major risk factor
  - Family disruption as early as 1<sup>st</sup> grade
- Family engagement/commitment to education
  - Dropped out, low expectations, limited school contact, no conversations about school dropout

## Dropout and Students with Disabilities

- Students with disabilities
  - similar types of risk factors
  - more likely to have multiple risk factors
- Students diagnosed as seriously emotionally disturbed or who have learning disabilities
  - particularly vulnerable to dropping out

## No Single Factor is the Best Predictor

- No one single factor can predict who will dropout of school
- The best way to predict dropout
  - track multiple risk factors
  - across several domains
  - or use a model based on a combination of factors

## National Evidence-Based Practices

3. According to research, what prevents students with and without disabilities from dropping out and encourages graduation?

## Evidence-Based Practices

- Early Warning System
- Attendance / Chronic Absences
- Programs
- Tutoring
- Mentoring
- Learning Communities
- Student Engagement

## Early Warning System (EWS)

- Four freshman indicators for students with disabilities
  - Grade point average (GPA)
  - Course failures
  - Absences
  - On-track
- Also recommended
  - Behavior, if available

## Early Warning Systems (EWSs)

- EWS High School & Middle Grades Tools
  - [http://www.betterhighschools.org/documents/NHSC\\_EWSBrochure.pdf](http://www.betterhighschools.org/documents/NHSC_EWSBrochure.pdf)
- EWS Community of Practice
- National High School Center
  - <http://www.betterhighschools.org/ews.asp>

## Attendance / Chronic Absences

- Students must be present and engaged in order to learn
- Chronic absence is a critical early warning sign
- Tracking must begin early, in kindergarten
- Schools must partner with families and community agencies

## Chronic Absences

- 1 in 10 kindergarten & 1<sup>st</sup> graders miss a month of school
- Rate increases by middle & high school
- Chronic absences result in poor academic performance
  - Math, reading, general knowledge

## Approach to Chronic Absences

- Accurate contact information
- Assess chronic absence & attendance
- Identify factors contributing to chronic absence
- Address chronic absence
  - Programs for reaching older students
  - Provide attendance incentives
  - Get parents on board

## Attendance / Chronic Absences Resources

- Attendance Works, reports, tools
  - <http://www.attendanceworks.org/>
- National Center for Children in Poverty, Chronic Absence report
  - [http://www.nccp.org/publications/pub\\_837.html](http://www.nccp.org/publications/pub_837.html)
- National Center for Mental Health Promotion & Youth Violence Prevention
  - <http://www.promoteprevent.org/publications/prevention-briefs/truancy-prevention-efforts-school-community-partnerships>

## Dropout Prevention Programs

- Check & Connect
- Coca-Cola Valued Youth Program
- America's Choice
- School Transitional Environment Program (STEP)
- Multiple Paths to Graduation
- Career Academies
- Response to Intervention (RtI)

## Exemplary Programs: Evidence-Based Strategies

- Building of social competencies
  - practice skills in real-world circumstances and reinforce often
- Provision of normative education
  - Help students develop more prosocial and healthy norms

***To be effective, these approaches should use interactive strategies such as role-play, discussion, and practice !***

## Tutoring

- Selected prevention / intervention
  - Target specific students at risk of failing but not yet failing courses
- Indicated intervention
  - Already failing or retained because of course failure
- Most effective
  - Intense, content-specific, one-on-one, weekly sessions, curriculum framework

## Mentoring

- The Positive Effects of Mentoring
  - Improves affective engagement
    - school connectedness, motivation, positive attitude, feelings of competence, peer relations
    - familial relationships, communication, increased self-worth
  - Improves behavioral engagement
    - Less absences, better attendance

## Mentoring Resources

- NDPC/N, The Positive Effects of Mentoring
  - Webcast and resources
    - <http://www.dropoutprevention.org/webcast/15-positive-effects-mentoring>
  - Interactive CD
    - <http://www.dropoutprevention.org/publications/videos-and-interactive-cds>
  - Mentor: National Mentoring Partnership
    - <http://www.mentoring.org/>

## Learning Communities

- PLC: Professional Learning Communities
- SLC: Small Learning Communities
- Common characteristics
  - School improvement, leadership, dropout prevention

## PLC: Professional Learning Communities

- Teams of teachers
- Shared value & vision
- Collaborative culture
- Focus on outcomes to improve student learning
- Supportive & shared leadership
- Shared personal practice

## PLC Resources

- NDPC/N PLC Webcast (2010)
  - <http://www.dropoutprevention.org/webcast/archives>
- The Center for Comprehensive School Reform and Improvement
  - <http://www.centerforcsri.org/plc/>
- The Southwest Educational Development Laboratory (SEDL)
  - <http://www.sedl.org/pubs/sedl-letter/v19n01/what-is-a-plc.html>

## SLC: Small Learning Communities

- Student groups & teacher teams
  - Focus on the learner & learning
  - Standards-based curriculum
  - Team members share common planning time; actively collaborate
  - Small size is not an end within itself
  - Requires continuous program improvement
- Resource: Education Northwest
  - <http://educationnorthwest.org/resource/913>

# Student Engagement

- Engagement
  - Academic, Social / Affective, Behavioral, Psychological / Cognitive
- Disengagement
  - Lack of academic productivity
  - Attendance problems
  - Low scores on engagement scales
  - Behavior marks referrals, suspensions

## Student Engagement: Indicators

- Academic Engagement
  - Credits, homework, time on task
- Behavioral Engagement
  - Attendance, participation, discipline
- Social / Affective Engagement
  - School belonging, social support
- Psychological / Cognitive Engagement
  - Relevance, strategies, self-regulation

## Student Engagement: Strategies

- Academic Engagement
  - Effective instruction, tutoring
- Behavioral Engagement
  - Professional development, contracts
- Social / Affective Engagement
  - School belonging, social support
- Psychological / Cognitive Engagement
  - Relevance, strategies, self-regulation

## Student Engagement Resources

- NDPC/N Webcasts, including:
  - Service Learning (2012), School Climate (2012), Project-Based Learning (2011)
    - <http://www.dropoutprevention.org/webcast/archives>
- Alliance for Excellent Education
  - [http://www.all4ed.org/events/student\\_engagement\\_HSdropoutprevention](http://www.all4ed.org/events/student_engagement_HSdropoutprevention)
- Institute on Community Integration
  - <http://ici.umn.edu/index.php?topics/view/3/>

## Summary

- Both in FL and Nationally, our students with disabilities are:
  - Comparable on types of risk factors, reasons for dropping out, & responsiveness to evidence-based practices
  - NOT comparable on graduation or dropout rates !
- More work to be done ...
- Evidence-based resources available !

## State Secondary Transition Interagency Council (SSTIC)

- Subcommittees to address
  - Graduation
  - Dropout
  - Employment
  - Postsecondary education
  - Family involvement
  - Data

## SSTIC Subcommittee: Dropout Prevention

- Identification of state risk factors/exemplary practices and align with national, research-based effective practices
- Dissemination of information to districts/schools and mentoring via Project 10

Questions or Comments?

*Thank you for  
attending today!*

## Stay Tuned ...



- This is Part 1 of a two-part presentation on dropout prevention for students with disabilities in Florida created in collaboration with SSTIC Subcommittee on Dropout Prevention and Project 10.
- Part 2 is under development and will provide a more detailed description of specific strategies and programs implemented by Florida's high performing districts.

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