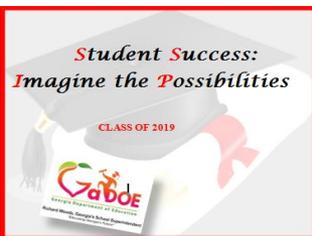


# Strategies for Improving Improving Graduation Rate: A Framework for Success

Laura Brown

October 25, 2016



# Learning Targets

- I can identify the effective strategies to improve graduation in our plan.
- I can describe components needed to build capacity and sustainability in my district.
- I can determine our next steps.

# Formula for Success

**What:** Effective Innovations  
X  
**Who & How:** Effective Implementation  
X  
**Where:** Enabling Contexts  
=  
**Why:** Educationally Significant Outcomes

Blasé & Fixen

UNC State Implementation & Scaling-up of Evidence-based Practices (SISEP)



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

# Assessing Needs & Refining Implementation

## Last Year:

### Assessing Needs

- Stakeholder Engagement
- Strengths & Weaknesses
- Barriers to Graduation
- Identifying Coherent Strategies

## This Year: Refining Plans & Implementation

- Strategies for District-wide, Targeted Schools, & Targeted Students
- Refining Plans
- Strengthening Implementation





Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[ga.gov](http://ga.gov)  
[gaedoe.org](http://gaedoe.org)

# In this session:

- Building Capacity for Implementation & Sustainability
- Understanding Student Risk and Variables
- Selecting Effective Strategies
- Emerging & Promising Practices
- Next Steps

Georgia Department of Education

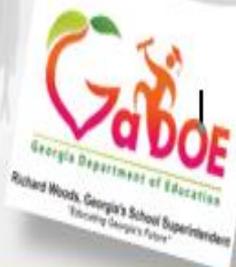
# GA's Barriers to Graduation in Student Success



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

*Student Success:  
Imagine the Possibilities*

CLASS OF 2019



- Access to Effective Instruction for ALL Students
- Access to Positive School Climate
- Access to Specially Designed Instruction

# Which Strategies Are in Your Plan?

- In the "Sun" Column, check the strategies in the plan.

15 Effective Strategies for Dropout Prevention <i>National Dropout Prevention Center/Network</i>			
			
<b>School &amp; Community</b>			
Systemic Renewal			
School-Community Collaboration			
Safe Learning Environments			
<b>Early Interventions</b>			
Family Engagement			
Early Childhood Education			
Early Literacy Development			
<b>Basic Core Strategies</b>			
Mentoring/Tutoring			
Service-Learning			
Alternative School/Out-of-School Opportunities			
<b>Making the Most of Instruction</b>			
Professional Development			
Active Learning			
Educational Technology			
Individualized Instruction			
Career and Technical Education			

# Building Capacity for Implementation & Sustainability

- **Leadership**

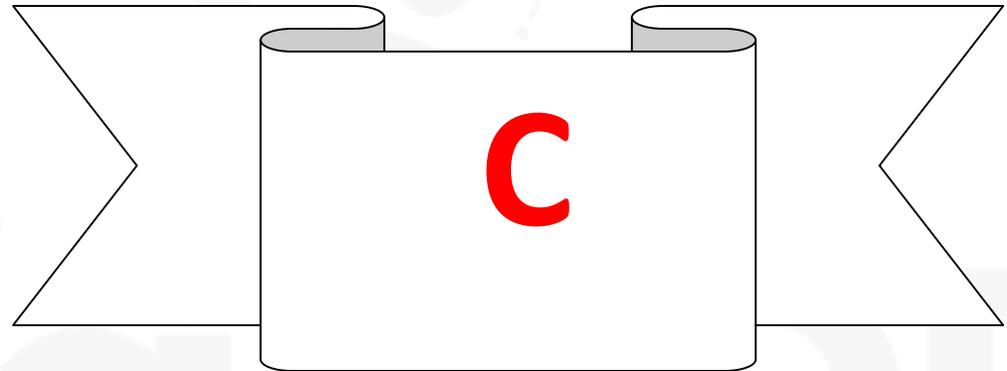
- Technical & Adaptive

- **Competency**

- Selection
- Training
- Coaching
- Fidelity

- **Organization**

- Systems Intervention (external factors)
- Facilitative Administration (internal factors)
- Decision Support Data System





Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gaode.org](http://gaode.org)

# Questions to Consider

- Where are the gaps in your infrastructure?
- Which implementation drivers will strengthen your district's capacity for success?

Georgia Department of Education

# Reasons for Dropping Out of School

Reason	%
Missed too many days	43.5%
Thought easier to get a GED	40.5%
Poor grades/Failing School	38.0%
Did not like school	36.6%
Could not keep up with schoolwork	32.1%
Was pregnant	27.8%
Got a job	27.8%

Doll , Eslami, & Walters (2013)

# Status Variables Associated with Dropouts

- Age, gender
- Socioeconomic background
- Ethnicity
- Native Language
- Mobility
- Family structure

Lehr et al, *Essential Tools*, 2004

# Alterable Variables Associated with Dropouts

- Grades, retention
- Disruptive behavior
- Absenteeism
- School policies, climate
- Sense of belonging
- Attitude toward school
- Support in the home

Lehr et al, *Essential Tools*, 2004

# Risk Factors

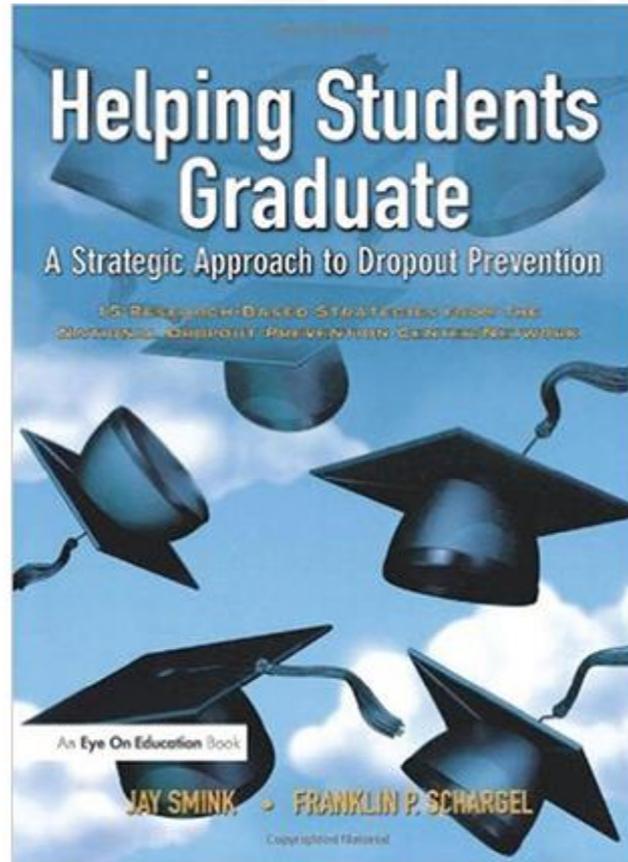
- Has a disability
- High number of work hours
- Parenthood
- High-risk peer group
- High-risk social behavior
- Highly socially active outside of school
- Early aggression
- Low achievement
- Retention/overage
- Poor attendance
- Low educational expectations
- Lack of effort
- Low commitment to school
- No extra curricular participation

Hammond, Smink, Drew, Linton, 2007

# Risk Factors Across All Levels

- Low achievement
- Poor attendance
- Family socioeconomic status
- Grade Retention & School Dropout
  - Retention of one grade increases risk by 40%
  - Retention of two grades increases risk by 90%

# Selecting Effective Practices for Student Success



# Effective Strategies

- Have an evidence-based or a research-base, or be considered promising
- Need to be relevant
- Need to be contextually based



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

# 4 Categories & 15 Effective Strategies for Dropout Prevention

- Foundational Strategies
- Early Interventions
- Basic Core Strategies
- Making the Most of Instruction

National Dropout Prevention Center/Network

# 15 Effective Strategies for Dropout Prevention

## Foundational Strategies

- Systemic Renewal
- School-Community Collaboration
- Safe Learning Environments

## Early Interventions

- Family Engagement
- Early Childhood Education
- Early Literacy Development

# 15 Effective Strategies for Dropout Prevention

## Basic Core Strategies

- Mentoring/Tutoring
- Service-Learning
- Alternative Schooling
- Afterschool/Out-of-School Opportunities

## Making the Most of Instruction

- Professional Development
- Active Learning
- Educational Technology
- Individualized Instruction
- Career & Technical Education



## Overview

[15 Effective Strategies for Dropout Prevention PDF](#) 

Since 1986, the National Dropout Prevention Center/Network (NDPC/N) has conducted and analyzed research; sponsored workshops and national conferences; and collaborated with researchers, policymakers, and practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Students report a variety of reasons for dropping out of school; therefore, the solutions are multidimensional. The NDPC/N has identified 15 Effective Strategies that have the most positive impact on reducing school dropout. These strategies appear to be independent, but actually work well together and frequently overlap. Although they can be implemented as stand-alone strategies, positive outcomes will result when school districts or other agencies develop program improvement plans that encompass most or all of these strategies. These strategies have been successful at all school levels from PK 12 and in rural, suburban, and urban settings. These strategies are grouped into four general categories: Foundational strategies (school-community perspective), early interventions, basic core strategies, and managing and improving instruction.

### Foundational Strategies

- [Systemic Approach](#): A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.
- [School-Community Collaboration](#): When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring, supportive environment where youth can thrive and achieve.

- [Why Students Drop Out](#)
- [Effective Strategies](#)
- [Home](#)
- [Alternative Schooling](#)

### Tags

Active Learning Afterschool/Out-of-School Opportunities alabama alaska  
Alternative Schooling arizona arkansas  
attendance california Career and technology

education colorado **Crystal Star**  
**Awards of**  
**Excellence** diploma planning  
institute early childhood education  
early literacy development  
educational technology effective strategies



## A Meta-Analysis of Dropout Prevention Outcomes and Strategies

A Technical Report by:

Shanan L. Chappell, PhD • Old Dominion University

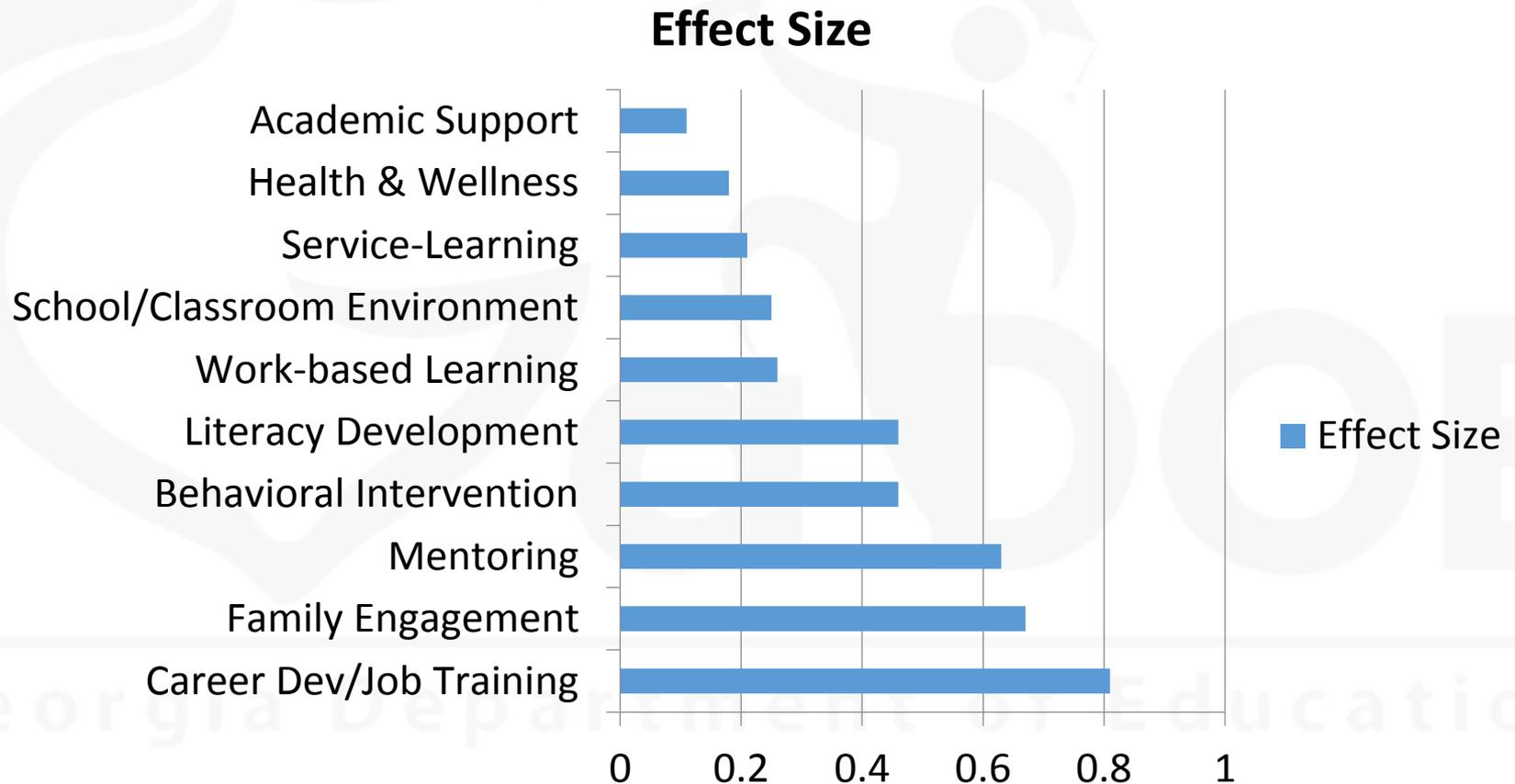
Patrick O'Connor, PhD • Kent State University

Cairen Withington, MA • National Dropout Prevention Center/Network

Dolores A. Stegelin, PhD • Clemson University

April 2015

# Effect Sizes on Dropout Rate



Chappell, O'Connor, Withington, Stegelin, 2015 (NDPC/N)

# NDPC-N Meta-Analysis

- Authors interpret overall effect sizes of .15 for dropout rate as promising and .36 for graduation rate as excellent
- These effects provide an indication that dropout efforts are resulting in positive impacts on students.
- Triad nature of the 3 most significant factors have a positive compounded effect
  - Family Engagement
  - Behavioral Intervention
  - Literacy Development

(p. 17)

(p. 19)



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)  
[gaedoe.org](http://gaedoe.org)

# 2015 Meta-Regression Analysis

- Career Development/Job Training (0.81)
- **Family Engagement (0.67)**
- Mentoring (0.63)
- Behavioral Intervention (0.46)
- Literacy Development (0.42)
- Work-Based Learning (0.26)
- School/Classroom Environment (0.25)
- Service-Learning (0.21)
- Health & Wellness (0.18)
- Academic Support (0.11)

Chappell, O'Connor, Withington, Stegelin, 2015  
(NDPC/N)

*"Because Family Engagement emerged as the most significant factor and families have an indelible impact on both the performance and the behavior of their children, districts should examine current practices related to family engagement"*

Chappell, O'Connor, Withington, Stegelin, 2015  
(NDPC/N)



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[ga DOE.org](http://ga DOE.org)

# Answer these questions as a team.

1. Do we have strategies?
2. Are they the right strategies for our district?
3. If we have the right strategies, are there components needed to build our capacity for implementation and sustainability?

Georgia Department of Education

# District Example

- One high school district with PBIS in the district had low graduation rates for students with disabilities.
- Data review indicated that ninth grade was an area of concern.
- Analysis of strengths and barriers indicated multiple academic supports including literacy supports for students but many ninth grade students were not accessing these supports.
- Reviewed strategies for relevance and contextual fit.
- Decided to assign an adult advocate to support students and engage families.



## Improving Postsecondary Outcomes for All Students with Disabilities

Welcome to NTACT's website! NTACT's purpose is to assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.

[More Information about NTACT](#)

## Resources & Guidance

NTACT provides resources and guidance in the following areas:



Transition Planning



Graduation



Post-school Success



Data Analysis & Use



- RESOURCES
- EFFECTIVE PRACTICES
- EVENTS
- ABOUT



## Graduation

The national graduation rate for students with disabilities is about 50% (U.S. Department of Education, 2010), while approximately 75% of students without disabilities graduate (Stillwell, Sable, & Plotts, 2011). The National Dropout Prevention Center for Students with Disabilities' (NDPC-SD) most recent summaries of State Performance Plan (SPP) Indicators B-1 (graduation rates) and B-2 (drop-out rates), indicated FFY 2012 graduation rates for students with disabilities ranged from 24.2% to 82% and dropout rates from 0% to 44.8%. Additionally, research indicates that graduating from high school is correlated with postsecondary education enrollment and success, postsecondary employment, and other measures of life satisfaction after high school (Test, Mazzotti, et la., 2009).

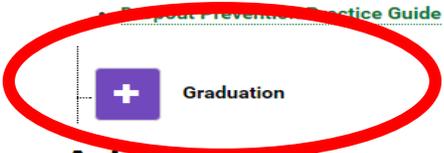
Dropping out of school is not an isolated event . It is a process that may begin as early as elementary school (Ensminger & Slusarcick, 1992; Barrington & Hendricks, 1989; Kaufman & Bradby, 1992) and strong predictors of dropout identified by the end of 6th grade (Balfanz & Herzog, 2005; 2006). However, there are also variables correlated with dropping out of school that can be altered. NTACT is charged with increasing the knowledge and skills of state and local educators and vocational rehabilitation service providers to deliver evidence-based, research-based, and promising practices to reduce the dropout rate and increase graduation rate of all students with disabilities. As part of this work, NTACT will assist State and Local Education Agencies to use early warning intervention systems (EWS). Additional data collection and use resources, specific to graduation and dropout are available in the Data Analysis and Use section of NTACT's website. **Take a look !!**

## Effective Practices

### Effective Practices and Policies to Reduce Dropout or Increase Graduation

The following are resources that summarize the research on specific issues and effective practices for retention, reentry, and school completion of youth with disabilities. Additional individual practice descriptions are also available through the [Effective Practices Matrix](#).

- [Effective Practices in School Completion and Dropout Prevention](#)
- [Report on Minority Male Youth and Dropout Prevention](#)
- [Research Synthesis of Cognitive Behavioral Interventions in Dropout Prevention](#)
- [Literature Map of Dropout Prevention Interventions - Wilkins & Huckabee, 2014](#)
- [Dropout Reentry Practice Guide](#)



## Additional Resources

Graduation

[NTACT, www.transitionta.org](http://www.transitionta.org)

-  **Academic Support and Enrichment - Dropout Prevention - Description**  
Practice Description for providing academic support and enrichment for students at risk of dropping out of school. [DOWNLOAD](#)
-  **Accelerated Middle School - Staying and Progressing in School - Description**  
Practice Description for the Accelerated Middle Schools program for staying and progressing in school. [DOWNLOAD](#)
-  **Assigning Adult Advocate - Dropout Prevention - Description**  
Practice Description for assigning an adult advocate for students at risk of dropping out of school. [DOWNLOAD](#)
-  **Career Academies - School Completion - Description**  
Practice Description for Career Academies for school completion. [DOWNLOAD](#)
-  **Check and Connect - Staying and Progressing in School - Description**  
Practice Description for Check and Connect program for staying and progressing in school. [DOWNLOAD](#)
-  **High School Redirection - Staying in School - Description**  
Practice Description for High School Redirection Program for staying in school. [DOWNLOAD](#)
-  **Job Corps - School Completion - Description**  
Practice Description for the Job Corps program for school completion. [DOWNLOAD](#)
-  **JOBSTART - School Completion - Description**  
Practice Description for the JOBSTART program for school completion. [DOWNLOAD](#)
-  **Social and Behavior Intervention Programs - Dropout Prevention - Description**  
Practice Description for social and behavioral interventions as a dropout prevention strategy. [DOWNLOAD](#)
-  **Talent Search - School Completion - Description**  
Practice Description for the Talent Search program for school completion. [DOWNLOAD](#)
-  **Twelve Together - Staying in School - Description**  
Practice Description for the Twelve Together program for staying in school. [DOWNLOAD](#)



## Effective Practices and Predictors Matrix

Level of Evidence	Relevant Outcome Area	Practice
Evidence-based Practices  	Education	<ul style="list-style-type: none"> <li>○ <b>Student-focused Planning Practices</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Published curricula to teach student involvement in the IEP</a></li> </ul> </li> <li>○ <b>Student Development (Academic, Employment, and Life Skills) Practices</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment</a></li> </ul> </li> </ul>
	Employment	<ul style="list-style-type: none"> <li>○ <b>Student-focused Planning Practices</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Published curricula to teach student involvement in the IEP</a></li> </ul> </li> <li>○ <b>Student Development Practices</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment</a></li> </ul> </li> </ul>
	Independent Living	<ul style="list-style-type: none"> <li>○ <b>Student-focused Planning Practices</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Published curricula to teach student involvement in the IEP</a></li> </ul> </li> <li>○ <b>Student-Development Practices</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Constant time delay to teach food preparation and cooking skills</a></li> <li>▪ <a href="#">Response prompting to teach food preparation and cooking skills</a></li> <li>▪ <a href="#">Response prompting to teach home maintenance skills</a></li> <li>▪ <a href="#">Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment</a></li> <li>▪ <a href="#">Simulations to teach purchasing skills</a></li> <li>▪ <a href="#">System of least-to-most prompts to teach functional life skills</a></li> </ul> </li> </ul>
Research-based Practices  	Education	<ul style="list-style-type: none"> <li>○ <b>Predictors of Postsecondary Education</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Inclusion in general education</a></li> <li>▪ <a href="#">Occupational courses</a></li> <li>▪ <a href="#">Paid employment/work experience</a></li> <li>▪ <a href="#">Transition program</a></li> <li>▪ <a href="#">Vocational education</a></li> <li>▪ <a href="#">Youth autonomy</a></li> </ul> </li> <li>○ <b>School Completion Practices</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Accelerated Middle Schools for staying and progressing in school</a></li> <li>▪ <a href="#">Assign adult advocate for dropout prevention</a></li> <li>▪ <a href="#">Check and Connect for staying and progressing in school</a></li> </ul> </li> </ul> 



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)  
[ga.gov](http://ga.gov)  
[ga.gov](http://ga.gov)



## ***Assign Adult Advocates to Prevent Dropping Out of School***

### **What is the level of evidence?**

This practice was identified by the Institute of Education Sciences as having a moderate effect for preventing dropout. It is labeled by NTACT as a Research-Based Practice, based on the description of the studies used to establish the evidence. *More information on NTACT's process for identifying effective practices is available here: [NTACT's Effective Practices](#).*

### **What is the practice?**

Assigning adult advocates for students at risk of dropping out of school includes establishing a sustained personal relationship with a trained adult. The adult is responsible for addressing academic and social needs, communicating with families, and advocating for the student. Meetings should be regularly scheduled and training for the adults on their role and responsibilities is critical.

### **Where is the best place to find out how to do this practice?**

The Dropout Prevention Practice Guide includes specific guidance and suggestions for potential roadblocks on page 17 of that document, accessed directly here:  
[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dp\\_pg\\_090308.pdf#page=23](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf#page=23).

Additionally, a checklist for each of the recommendations in the Practice Guide begins on page 10 of the full document available here:  
[http://www.transitionta.org/sites/default/files/DO\\_Prev\\_Guide.pdf](http://www.transitionta.org/sites/default/files/DO_Prev_Guide.pdf).

# A Literature Map of Dropout Prevention Interventions for Students With Disabilities

**Julia Wilkins**  
National Dropout Prevention Center for  
Students with Disabilities (NDPC-SD)  
Clemson University

**Sloan Huckabee**  
College of Health, Education, and  
Human Development  
Clemson University



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)  
[ga DOE.org](http://ga DOE.org)

- **Recommendation for Practice**

*An adult advocate/  
mentor was involved in  
11 of the 19 (58%)  
studies included in this  
review.*

[NTACT, www.transitionta.org](http://www.transitionta.org)

## Effective Practices and Predictors

NTACT disseminates resources to guide practice that are developed from the best available evidence of effectiveness. Throughout our website resources developed directly from the research are indicated as Evidence-Based, Research-Based, or Promising. [Learn More...](#)

EVIDENCE



### Evidence-Based Practices

- demonstrates a strong record of success for improving outcomes
- uses rigorous research designs
- adheres to indicators of quality research

[View Evidence-Based Practices](#)

RESEARCH



### Research-Based Practices

- demonstrates a sufficient record of success for improving outcomes
- uses rigorous research designs
- may adhere to indicators of quality research

[View Research-Based Practices](#)

PROMISING



### Promising Practices

- demonstrates some success for improving outcomes
- may use rigorous research designs
- may adhere to indicators of quality research

[View Promising Practices](#)

UNESTABLISHED



### Unestablished Practices

- demonstrate limited success for improving outcomes
- is based on unpublished research, anecdotal evidence, or professional judgment

[View Unestablished Practices](#)



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[ga DOE.org](http://ga DOE.org)

# Promising Strategies & Emerging Literature

- Self-Advocacy & Self Determination
- Student Leadership & Student Voice
- Wounded Student & Trauma-Informed Practices

Georgia Department of Education





Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gaDOE.org](http://gaDOE.org)

# In Summary

- Building Capacity for Implementation & Sustainability
- Understanding Student Risk and Variables
- Implementing Effective Strategies
- Identifying the Next Steps for Your District

Georgia Department of Education

# Resources

- **Reasons for Dropping Out**

Doll, J.J., Eslami, Z., & Walters, L. (2013). *Understanding Why Students Dropout of High School, According to Their Own Reports*. SAGE.

- **Dropout Risk Factors**

C. Hammond, J. Smink, & S. Drew: National Dropout Prevention Center. D. Linton: Communities In Schools, Inc. May 2007.

<http://dropoutprevention.org/resources/major-research-reports/dropout-risk-factors-and-exemplary-programs-a-technical-report/>

# Resources

- **State Implementation & Scaling-up of Evidence-based Practices** [www.scalingup.org](http://www.scalingup.org)
- **Effective Strategies**  
[www.dropoutprevention.org/effective-strategies/](http://www.dropoutprevention.org/effective-strategies/)
- **Evidence-based Practices**  
<http://www.transitionta.org/effectivepractices>
- [http://www.transitionta.org/sites/default/files/graduation/NDPC-SD Dropout Lit map 2014.pdf](http://www.transitionta.org/sites/default/files/graduation/NDPC-SD%20Dropout%20Lit%20map%202014.pdf)



U.S. Office of Special  
Education Programs

*The contents of this presentation were developed under a grant from the U.S. Department of Education, # H323A120020 However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.*