

Reducing School Dropout Rates

SchoolsMovingUp Webinar

October 14, 2009



Housekeeping

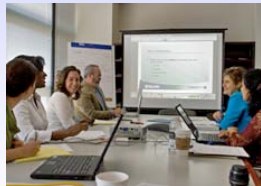
- Discussion/Interactive Formats
 - ◆ Quick Polling
 - ◆ Type messages into chat area
 - ◆ Break for responding to chat questions/comments
 - ◆ Those on the teleconference mode with the PDF of the presentation email eventquestion@wested.org



Getting to Share with Each Other

■ “Using the Text Chat”

- ◆ To Share
- ◆ To Reflect
- ◆ To Connect



SMU/ARRA Webinar Series

- | | |
|---|----------|
| ■ Reducing school dropout rates | 10/14/09 |
| ■ Supporting adjudicated youth and pregnant teens | 11/18/09 |
| ■ Addressing the reenrollment challenge | 12/08/09 |
| ■ Overaged and undercredited students | 01/13/10 |

* Please suggest other possible topics for this series



Poll: Who is on the webinar?

| |
|--|
| School leader |
| District administrator |
| Dropout program specialist |
| University faculty |
| County office or intermediate agency staff |
| State Department of Education staff |
| Comprehensive Center staff |
| Other (please describe and type into the chat) |



Background Poll

- Reviewed the IES practice guide on *Dropout Prevention*.
- Explored or used the *Doing What Works* website.
- Attended a previous SchoolsMovingUp webinar on *Doing What Works*.
- Attended another ARRA SchoolsMovingUp webinar.



Welcome and Introductions

- Nikola Filby, Program Director, WestEd
- Marlene Darwin, Senior Research Analyst, American Institutes for Research
- BethAnn Berliner, Project Director, WestEd



Goals & Agenda

- Learn about research-based practices for dropout prevention.
- Learn about resources for communicating and applying these ideas.



ies WHAT WORKS CLEARINGHOUSE Practice Guides

WWC Practice Guides

The image shows three covers of WWC Practice Guides. The first cover is titled 'Reducing Behavior Problems in the Elementary School Classroom' and features a teacher interacting with a student. The second cover is titled 'Dropout Prevention' and features a group of students and a teacher. The third cover is titled 'Improving Student Achievement in Middle and High Schools' and features a teacher and a student looking at a document.

The Problem

- More than 7,000 students become dropouts every school day. (The High Cost of High School Dropouts, August 2009)
- Dropouts earn approximately \$9,600 less annually than high school graduates. (The High Cost of High School Dropouts, August 2009)
- If the 2009 dropouts had graduated, they would have added \$335 billion in additional income over their lifetimes. (The High Cost of High School Dropouts, August 2009)
- The unemployment rate for dropouts during the third quarter of 2009 was 15.3 percent compared to 10.0 percent for high school graduates with no college education. (Bureau of Labor Statistics, <http://www.bls.gov/web/bsseed3.pdf>, October 9, 2009)

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Recommended Practices

- Utilize data systems
- Assign adult advocates
- Provide academic supports
- Implement social/behavior programs
- Personalize the learning environment
- Provide rigorous and relevant instruction

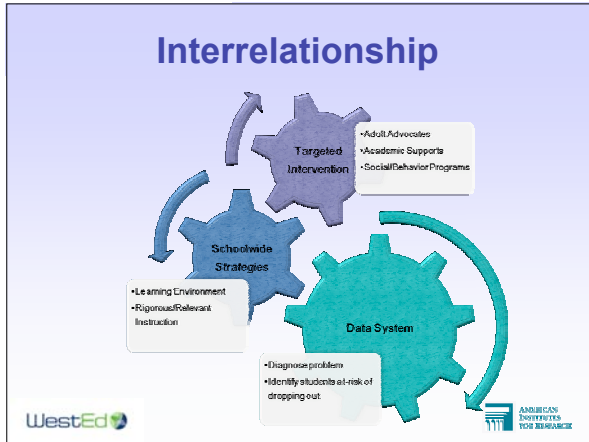
The image shows two students, a girl and a boy, sitting at a desk and looking at a book together. They appear to be engaged in a learning activity.

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Poll: Which of these six recommended practices do you consider to be the most challenging? Check one.

- Utilize data systems
- Assign adult advocates
- Provide academic supports
- Implement social/behavior programs
- Personalize the learning environment
- Provide rigorous and relevant instruction

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Recommended Practice 1:

Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out.

WestEd logo and AMERICAN INSTITUTES FOR RESEARCH logo are present at the bottom.

- ## Recommended Practice 1:
- Utilize data systems by examining longitudinal student level data
 - for incoming students
 - to monitor academic and social performance
 - to identify students at risk before key academic transitions
 - to monitor students' sense of engagement
 - to collect information on student withdrawals
- WestEd logo and AMERICAN INSTITUTES FOR RESEARCH logo are present at the bottom.

- ## How will data use help you in your dropout prevention programs?
- Scope of the Problem
 - ◆ Who drops out?
 - ◆ Why do they drop out?
 - ◆ How do we recognize students who are at risk of dropping out?
 - Transitions
 - ◆ Why is the freshman year important?
 - ◆ Why use an early warning system?
-
- WestEd logo and AMERICAN INSTITUTES FOR RESEARCH logo are present at the bottom.

Poll: Which of the following early warning system indicators have you used? Check all that apply.

- Number of course credits completed
- Number of F's in core academic classes
- Absences
- Grade Retention
- Behavior Problems
- Other (type into chat log)



Pause for Questions/ Reflections



Targeted Interventions

Adult Advocates
Academic Supports
Social/Behavior Programs



Recommended Practice 2

Assign adult advocates to students at risk of dropping out.



How can advocates help at-risk students?

- Attendance and behavior
- Academic progress
- Career goals and postsecondary plans
- Family supports



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Challenges

- Identifying adults to serve as advocates
- Providing training and supervision
- Assigning advocates to students
- Finding time for advocates to meet with students

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Recommended Practice 3

Provide academic support and enrichment to improve academic performance.



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What are some examples of academic supports?

Programs

- Additional reading or math courses
- Educational software
- Study skills
- Credit recovery

Structures

- Advisories
- Double-dosing
- Study periods
- Saturday and summer school



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Recommended Practice 4:

Implement programs to improve students' classroom behavior and social skills.



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Key Actions for Implementing Social and Behavior Programs

- Use adult advocates
 - ◆ Work with students to set attainable goals
 - ◆ Develop interpersonal skills
- Recognize student accomplishments
 - ◆ Use frequent rewards to recognize progress toward goals
 - ◆ Hold recognition ceremonies
 - ◆ Make positive calls home
- Establish partnerships with community-based program providers
 - ◆ Can help to address external social factors
 - ◆ Provides support for students' needs outside of school

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Topics for Social and Emotional Programs

- Recognizing, evaluating, and solving problems
- Setting goals
- Planning and organization
- Anticipating roadblocks
- Controlling anger
- Expressing emotions



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Pause for Questions/Reflections

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School Wide Programs

Learning Environment
Rigorous and Relevant Instruction



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Recommended Practice 5:

Personalize the learning environment and instructional process.



Large Impersonal Buildings



Small Personalized Communities



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Personalizing the Learning Environment

- Establish small learning communities
- Establish team teaching
- Create smaller classes
- Create extended time in classrooms
- Encourage student participation in extracurricular activities

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Recommended Practice 6:

Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school.



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Rigorous and Relevant Instruction

- Meaningful academic curriculum
 - ◆ Career academies/Focus schools
- Job-related practical applications
 - ◆ Internships/Civic involvement/Career days
- Graduation and postsecondary success
 - ◆ Rigorous content
 - ◆ Postsecondary transition activities
 - ◆ College admissions preparation



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Implementing the Recommendations

- Identification of student and school needs
- Implementation aligned to context
- Practices are interrelated
- Programs include multiple components



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Panel Members and Staff

Panel:

Mark Dynarski (Chair), Mathematica Policy Research
Linda Clarke, City of Houston
Brian Cobb, Colorado State University
Jeremy Finn, State University of New York, Buffalo
Russell Rumberger, University of California, Santa Barbara
Jay Smink, National Dropout Prevention Center/Network

Staff:

Kristin Hallgren, Mathematica Policy Research
Brian Gill, Mathematica Policy Research

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Resources

The Dropout Prevention Practice Guide
is available from IES at:
<http://ies.ed.gov/ncee/wwc/practiceguides>

Marlene Darwin, AIR
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202-403-5395

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Reflections & Open Response Poll

Do you have any questions/comments on the information shared?



<http://dww.ed.gov>



Overview

- Free resource from the U.S. Department of Education
- Builds on research reviews by IES, especially Practice Guides

- Builds a **bridge from research to action**



For Each Practice:



- Research base/Instructional presentations
- Expert interviews



- School site videos and slideshows
- Interviews and sample materials from schools



- Ideas for action
- Tools and templates to implement practices

Read Map to Doing What Works (<http://dww.ed.gov>) Professional Development Materials
Selected High-Impact: DWW Dropout Prevention

| LEARN | SEE HOW | DO |
|---|--|--|
| <p>Expert Video Interviews</p> <p>Elaine Altemus The Importance of Data Systems for Dropout Prevention</p> <ol style="list-style-type: none"> Chicago (IL) – researcher talks about how Chicago Public Schools (CPS) uses business indicators to predict graduation. Chicago (IL) – district leader discusses reports for schools in identifying students who fall off-track to graduation and in planning interventions tailored to students needs. Zanerella (OH) – teachers discuss the school's process for using data to monitor and adjust interventions tailored to individual needs. <p>The each sample materials or data reports and a goal setting form.</p> | <p>Video, Audio, Slideshows</p> | <p>Tools</p> <ol style="list-style-type: none"> Professional development activity on utilizing data systems for dropout prevention. Business checklist to assess school's use of data for dropout prevention. Planning tool for the implementation of a data system. |
| <p>Adult Advocates</p> <p>Russell W. Ransberger The Role of Adult Advocates in Dropout Prevention</p> <ol style="list-style-type: none"> Zanerella (OH) – teacher shares the alternative high school's monthly monitoring program for students. Steeple Hollow (OH) – community social worker talks about the high school's program for pregnant and parenting teens to ensure their students graduate. <p>The a sample job description for a school-based administrator role.</p> | | <ol style="list-style-type: none"> Self-reflection tool for adult advocates. Tool for monitoring student progress. Plan for working with students and setting goals. |
| <p>Academic Support</p> <p>Monica B. Martinez Academic Interventions to Reduce Student Absence</p> <ol style="list-style-type: none"> Zanerella (OH) – teacher explains how the alternative high school uses projects and learning to accelerate credit recovery. Chickadee (OH) – English teacher talks about the types of academic supports provided for students in one subject area. Steeple Hollow (OH) – staff highlights the multi-grade Humanities Team, created to support students at risk of falling in both grade. <p>The each sample materials or a lesson plan template and examples of a task map, a standards-based assessment, and a project-based learning task.</p> | | <ol style="list-style-type: none"> Professional development activity on providing targeted academic supports. School self-assessment tool to identify areas of academic supports in place and additional needs. Plan to guide the implementation of academic supports. |



See How it Works

- School site videos and slideshows
- Interviews and sample materials from schools

Steeple Hollow H.S.

Small Group Academic Support Through Humanities Team

The teachers and counselor work as a team to discuss problems and help individual students in and out of the classroom.

1. Listen

1. Listen to the student's concerns.
2. Identify the student's needs.
3. Plan to guide the implementation of academic supports.



ASSESSING THE SCHOOL'S LEARNING ENVIRONMENT
Personalizing the Learning Environment and Instructional Process

A personalized learning environment creates a sense of belonging and promotes a sense of community. Students at risk of dropping out of school need academic, social, and behavioral support from teachers and the school community. A personalized learning environment contributes to students' sense of belonging and builds student engagement in learning and in school activities.

| Is this component in place? | Yes | Sometimes | No | Improvement Action |
|---|-----|-----------|----|--------------------|
| Organization | | | | |
| Small school (500 students or fewer) | | | | |
| Small learning communities (multi-grade) | | | | |
| Interdisciplinary teaching teams | | | | |
| Grade-level teams (e.g., middle-grade academics) | | | | |
| Innovative scheduling features (e.g., block scheduling, extended class periods, advisory periods) | | | | |
| Reduced class sizes | | | | |
| School Climate | | | | |
| Sense of shared responsibility and capability among teachers | | | | |
| Caring and supportive relationships between students and teachers | | | | |
| Focus on learning and high expectations | | | | |



Quick Poll: Which of the following learning environment components do you currently have in place? Check all that apply.

- Small learning communities (multi-grade)
- Interdisciplinary teaching teams
- Innovative scheduling features, e.g., block scheduling, extended class periods, advisory periods
- Coordination of instruction across content areas
- Caring and supportive relationships between students and teachers
- Student encouragement to participate in extracurricular activities
- Engaging curriculum choices, e.g., culturally relevant materials, hands-on activities, problem-based activities



Reflections & Open Response Poll

Do you have any questions/comments on the information shared?



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NEXT STEPS

Feedback

- http://www.surveymonkey.com/s.aspx?sm=93NlcXeUDhdNj4uET3x1JA_3d_3d

Archive

- <http://www.schoolsmovingup.net/webinars/arradropout1>



Thank You

For your participation!

