



Dropout Prevention for Students with Disabilities: Recommendations for Administrators

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Quiz

- There are only a few reasons that youth drop out of school. True or false?
- Outcomes for students with disabilities are getting better. True or false?
- Dropping out and transition planning are *not* connected. True or false?
- There are *no* evidence based strategies to keep kids from dropping out. True or false?



Session Focus

The session will provide information about:

- ◆ NDPC-SD
- ◆ Why dropout matters
- ◆ A look at the evidence
- ◆ Steps you take to reduce dropout



Who We Are

National Dropout Prevention Center for Students with Disabilities

- ▣ A national specialty center funded by OSEP to support the states in increasing school completion rates for students with disabilities
- ▣ Funded by OSEP in January 2004
- ▣ Project officer – Dr. Selete Avoke

What We Do

NDPC-SD assists states in building capacity to design/select and then implement effective, evidence-based dropout prevention programs for students with disabilities.

How NDPC-SD Supports States

- Identifying evidence-based dropout prevention interventions, programs, and practices
- Producing evidence-based knowledge that is useful to school practitioners

How NDPC-SD Supports States

- Providing targeted technical assistance to states in a variety of formats

- Disseminating dropout prevention information through multiple methods

Types of Technical Assistance Available from NDPC-SD

Indirect TA

- Quarterly Teleseminars/Web events
- Quarterly e-newsletter (*Big IDEAs*)
- Print resources and other materials
- NDPC-SD's website is full of useful materials (www.ncpd-sd.org)

Types of Technical Assistance Available from NDPC-SD

Direct TA - onsite or remote assistance

- Planning analyses of SPP/APR indicator data
- Assisting states in designing improvement strategies and plans for the SPP/APR
- Development of probes for indicators
- Selection of evidence-based programs
- Hosting and participating in capacity-building forums, conference presentations
- Development of dropout-prevention and re-entry initiatives
- Building model sites with select SEAs



Why Dropout Matters

Why Dropout Matters

- Undermines school completion
- Negative outcomes for youth
- Not easily understood
- Tied to national accountability
- High costs to all
- High visibility: Oprah, Bill Gates, Gates Foundation (*Silent Epidemic*), OECD's *Education at a Glance*

Negative Outcomes

- Reduced access to higher education and vocational preparation
- Low self esteem
- Criminal involvement
- Generational effects

Negative Outcomes

- Significant costs to individuals who do not complete school (e.g., more likely to be unemployed, underemployed, incarcerated)
- Significant costs to society (e.g., lost revenues, welfare, unemployment, crime prevention and prosecution)
- Students with diploma or GED earn \$29,200 on average compared to \$22,500 for students who leave school without a diploma (U.S. Census Bureau)
- High school graduates earn about \$270,000 more over work life than high school dropouts (U.S. Census Bureau)

Who Drops Out?

- NLTS data suggest that 28% of students with disabilities who left school did so by dropping out
- Students with disabilities drop out of school at twice the rate of general education students
- One in three students with disabilities do not graduate on time with a regular diploma (www.ideadata.org)
- Males drop out at significantly higher rates than females (www.ideadata.org)
- Special education overrepresentation often mirrors overrepresentation in many undesirable categories – including having low expectations, getting suspended, and dropping out



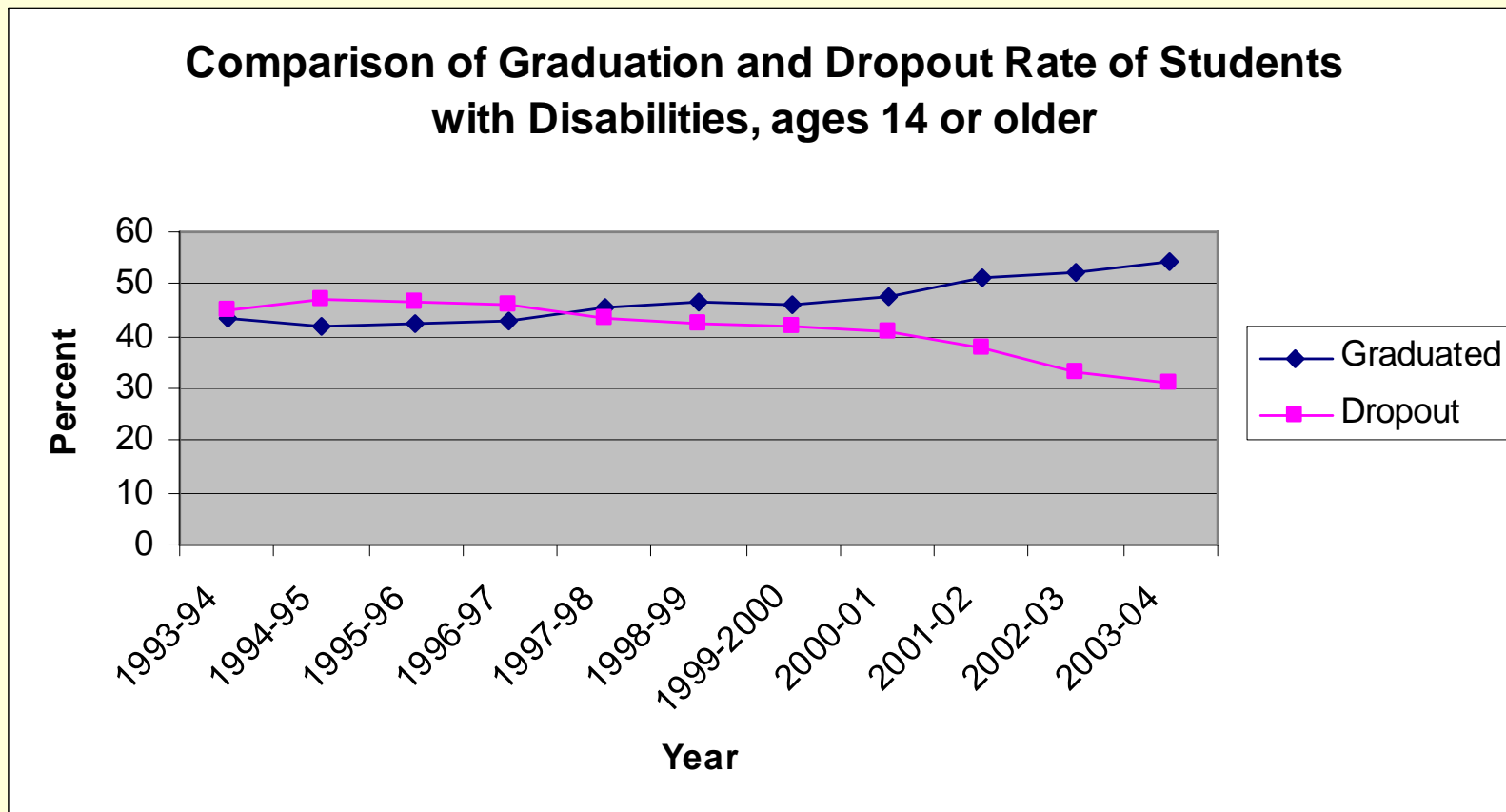
A Look at the Evidence

2004 IDEA Exiting Data

	Exiting total	Graduated with diploma	Received a certificate	Maxed in age	Died	<i>Dropped out</i>
50 States and D.C. (including BIA schools)	390,436	213,163	50,700	3,658	1,862	<i>121,053</i>
U.S. and outlying areas	392,753	214,069	51,008	3,729	1,887	<i>122,060</i>

That works out to 31% of students with disabilities dropping out in 2004!

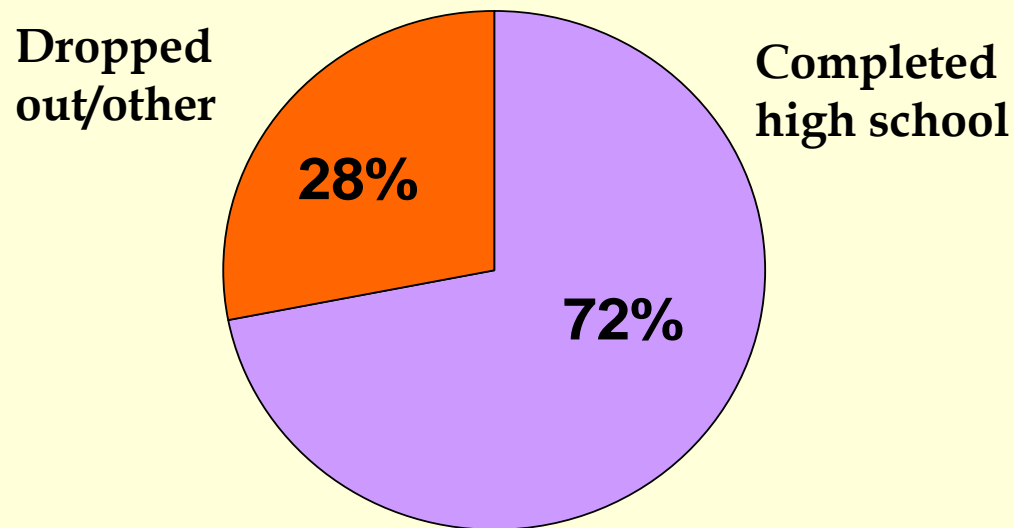
Are Things Getting Better?



15% decrease in dropout rates
10% increase in graduation rates

Source of Data used in this graph: www.IDEAdata.org Retrieved on 7/12/2006.

There *has* been significant progress in students with disabilities completing high school.

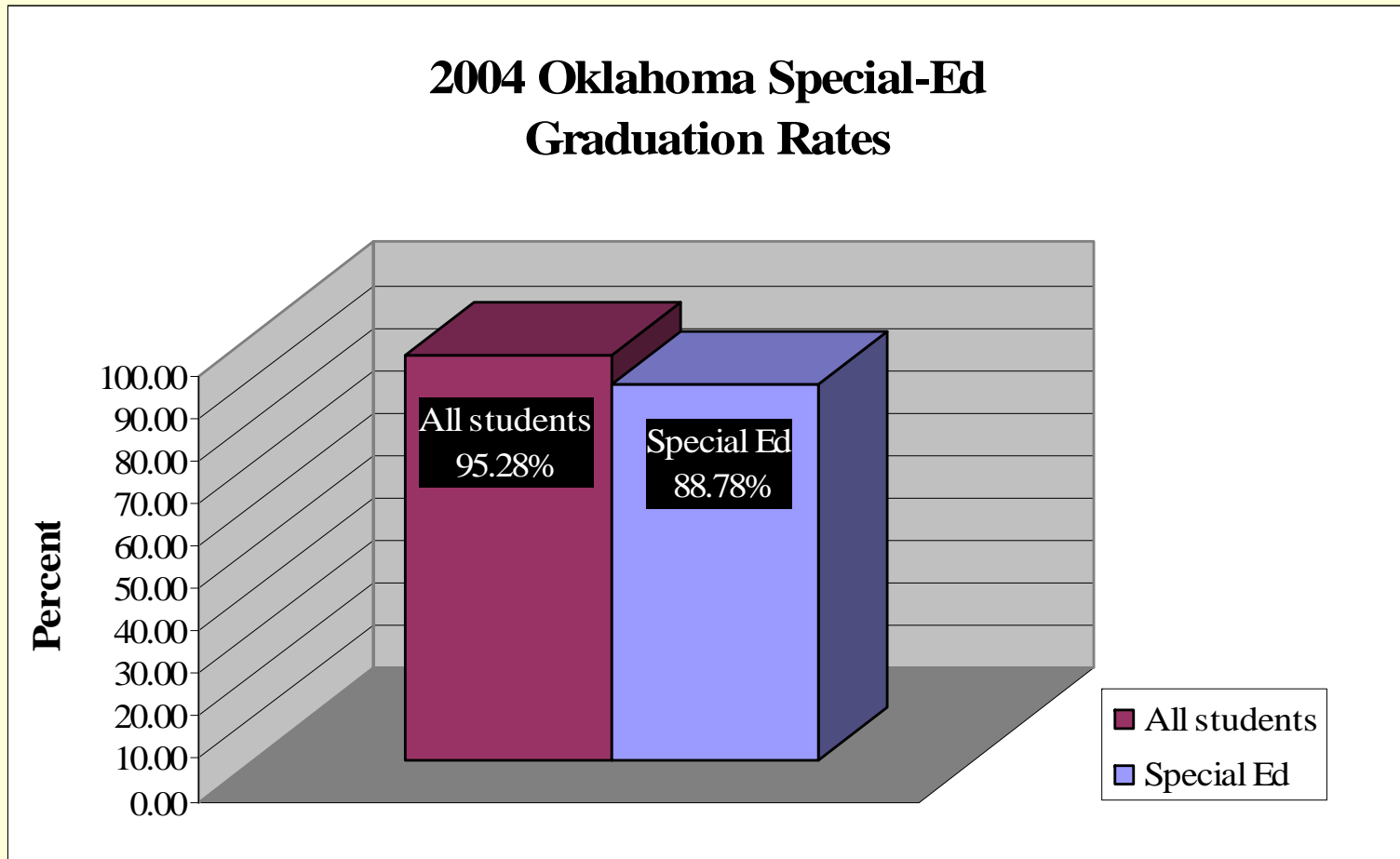


Percentage-point change since 1987 = +17***

Sources: NLTS2 Wave 1 parent interviews, 1987; NLTS2 Wave 2 parent/youth interviews, 2003. Youth had been out of high school up to 2 years.

*** $p < .001$.

SPP Data (2004-05)



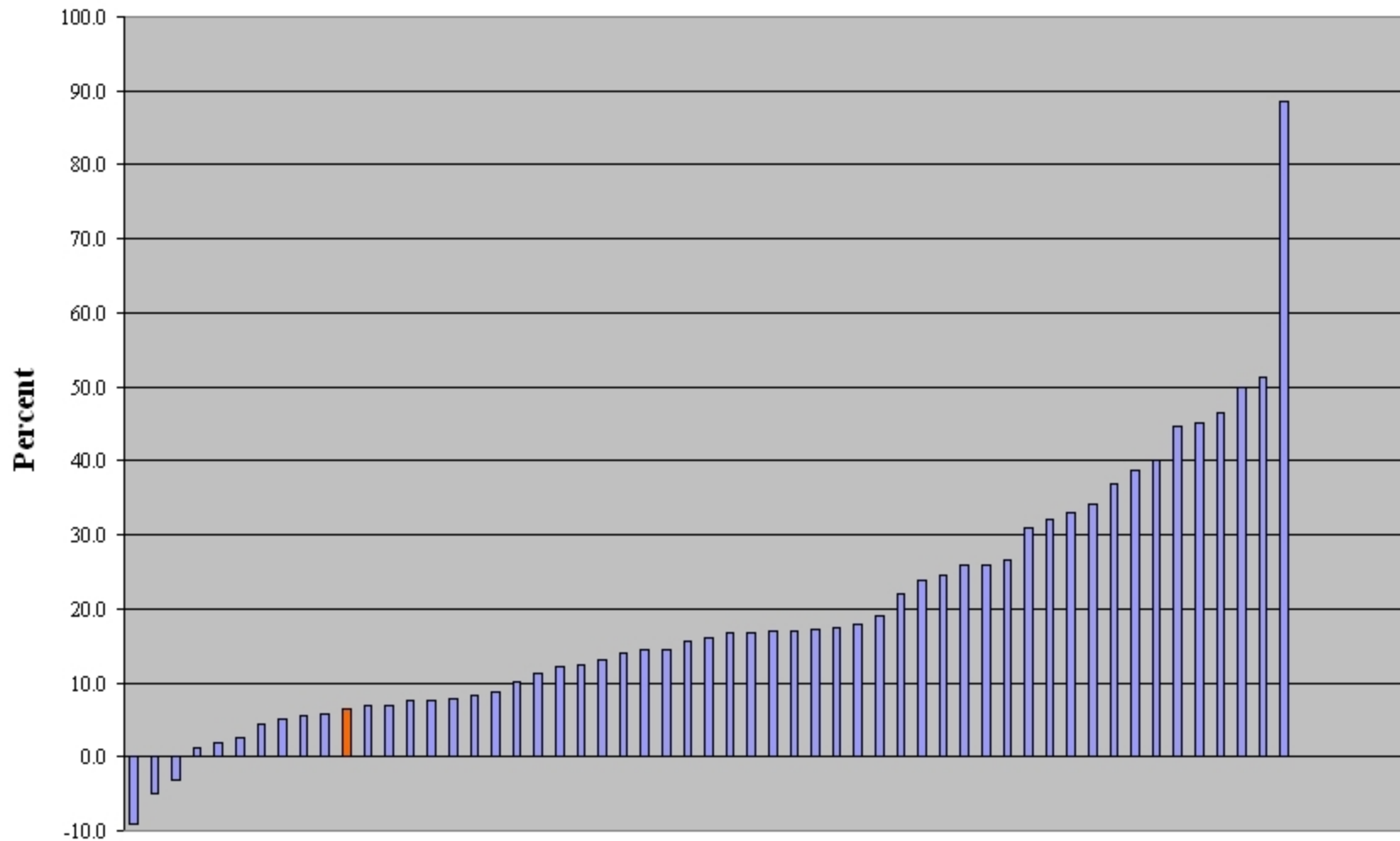
Graduation Gap

All student rate - Special ed rate = 6.5%

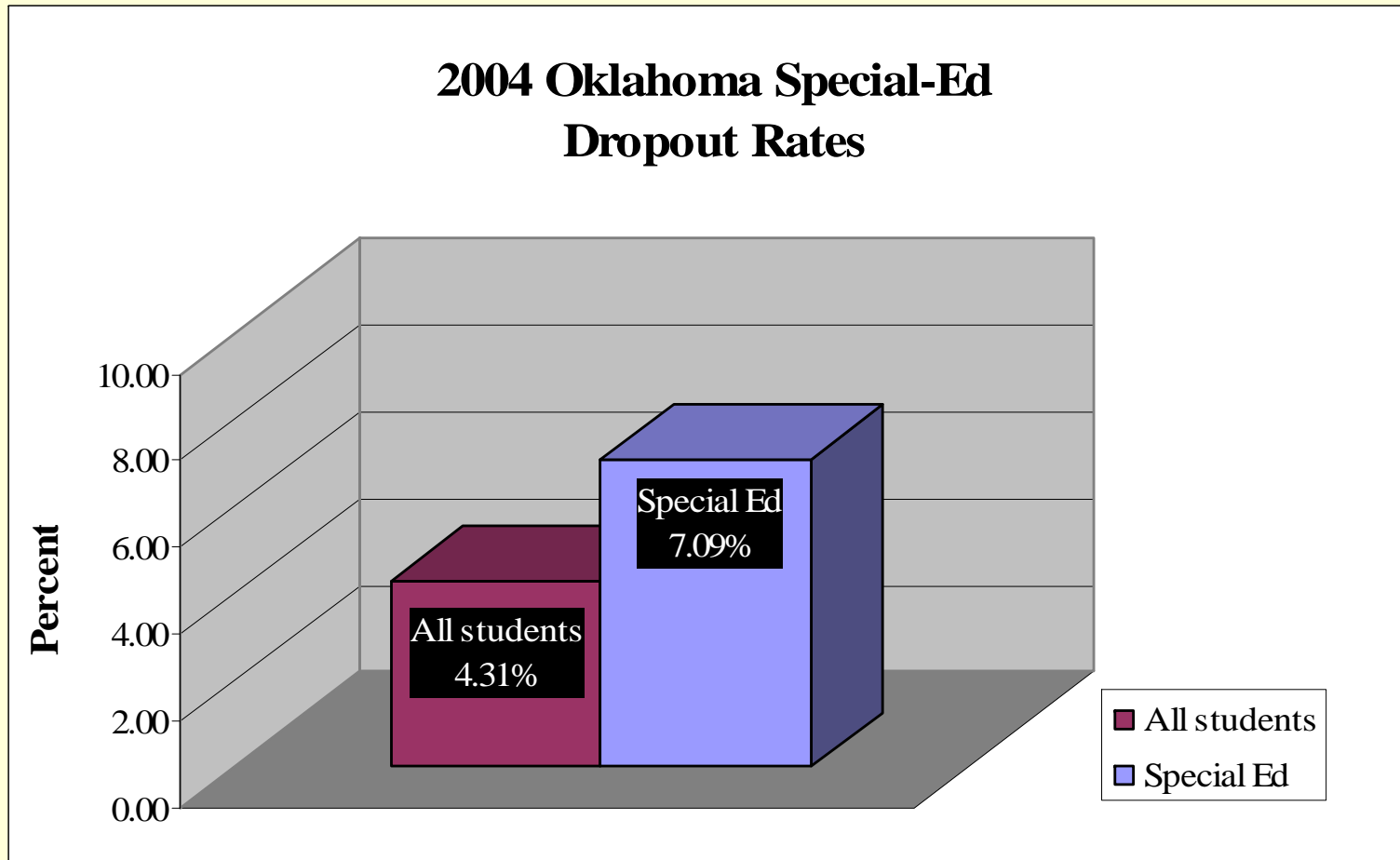
- ▣ A positive gap value indicates that special-ed students have a lower graduation rate than all students
- ▣ Oklahoma's graduation gap is small, but it's still a positive value

How Oklahoma Compares Nationwide

**Graduation Rate Gap
(All-student Graduation Rate - Special Education Graduation Rate)**



SPP Data (2004-05)

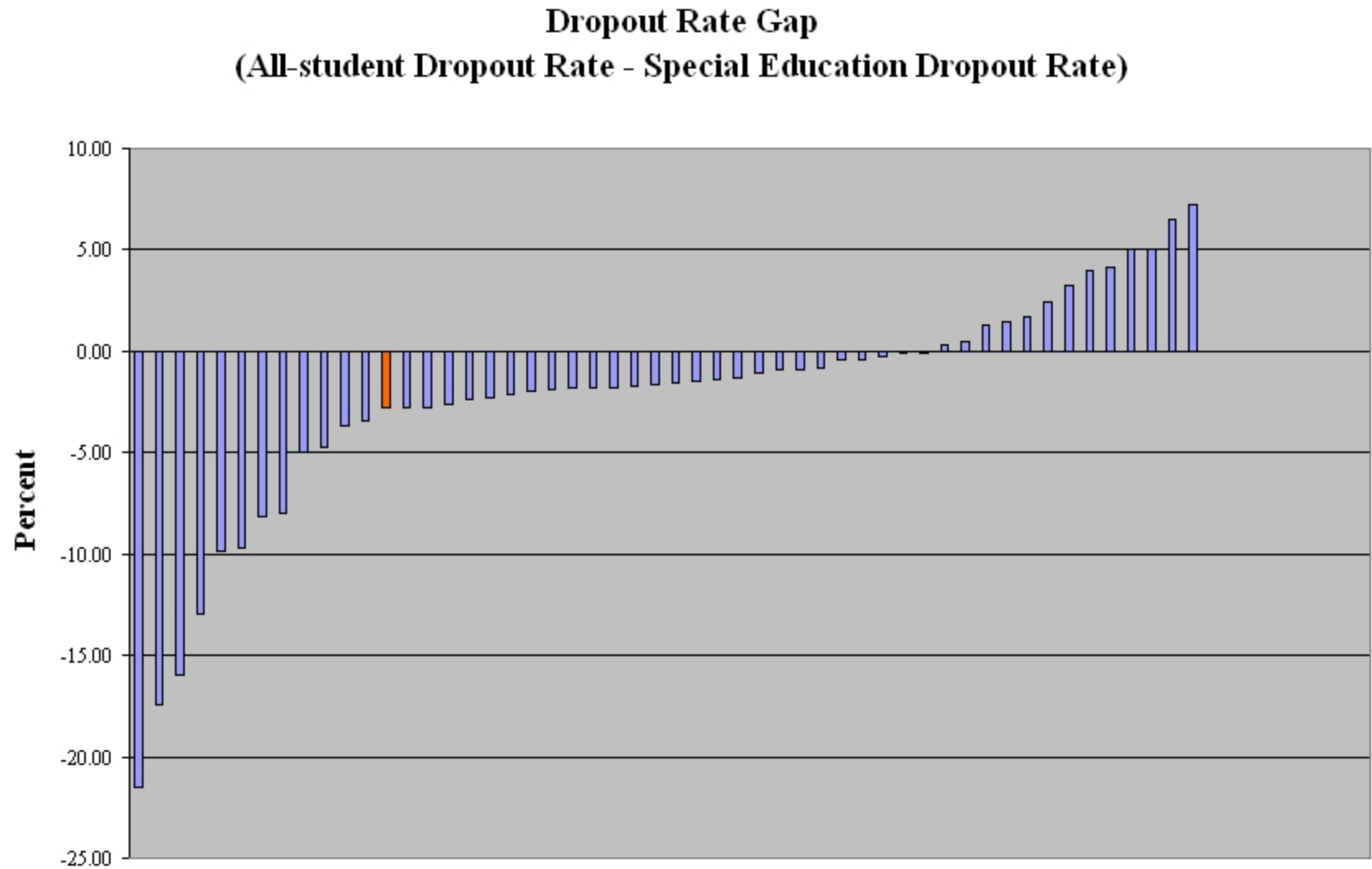


Dropout Gap

all student rate - special ed rate = -2.78%

- ▣ A negative gap value means that special-ed students have a higher dropout rate than all students
- ▣ Oklahoma's dropout gap is relatively small, but negative

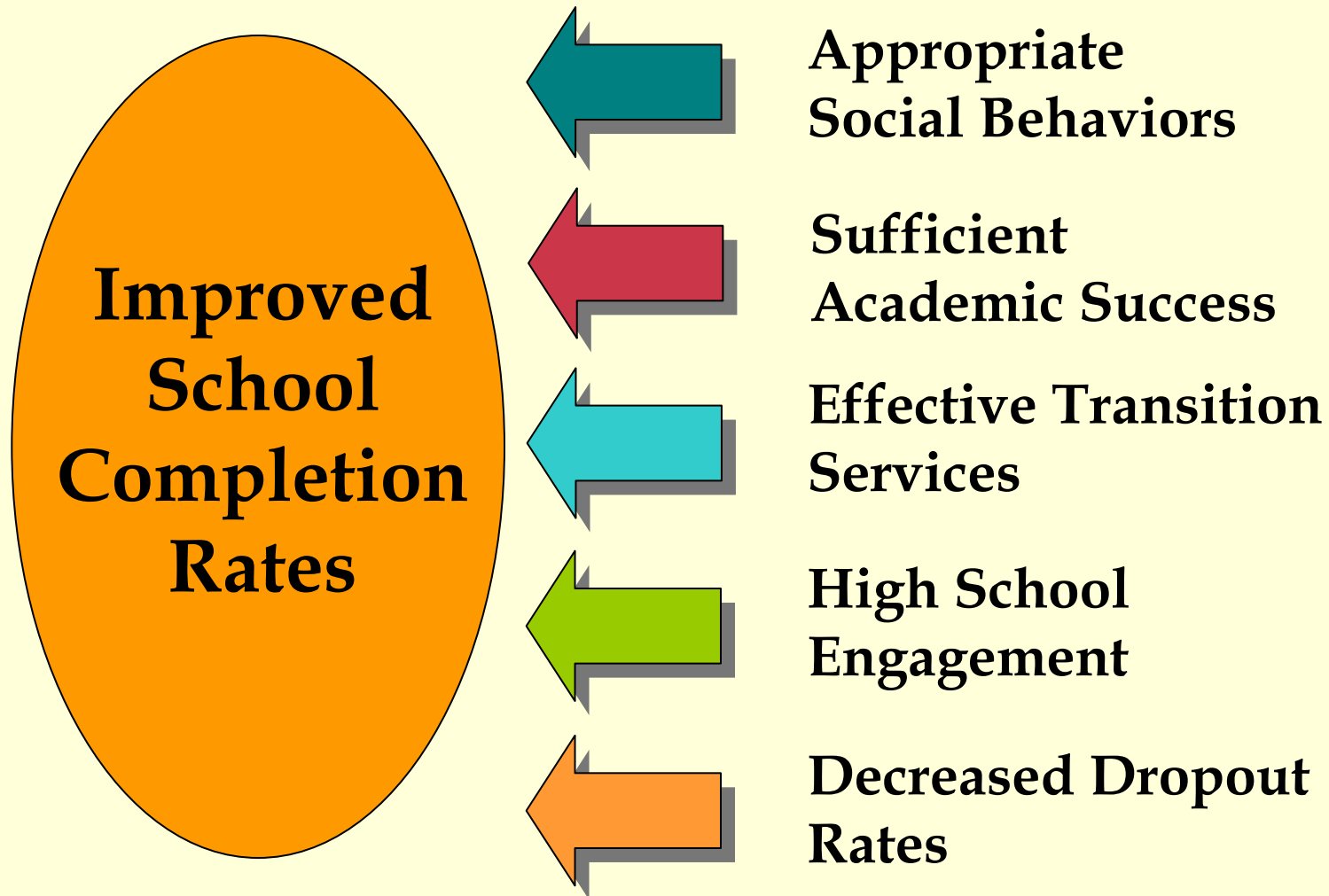
How Oklahoma Compares Nationwide





Reducing Dropout

What are the Factors that Impact School Completion?



Steps Districts Can Take

- ◆ Monitor risk factors
 - ◆ Academics
 - ◆ Attendance
 - ◆ Disciplinary infractions

These are good correlates of risk for present and future dropout problems

Steps Districts Can Take

- ◆ Align programs and initiatives to address curricular needs
 - ◆ Look at scores on state and diagnostic tests
 - ◆ Note and respond to academic issues
 - ◆ Remember that Indicators 1, 2, 13, and 14 all interact!

Steps Districts Can Take

- ◆ Review and, as needed, revise your district's dropout-related policies and procedures on:
 - ◆ Attendance
 - ◆ Discipline: suspension/expulsion/office referrals
 - ◆ Definition of a dropout and graduate
 - ◆ Diploma options
 - ◆ Exit codes (E.g., moved, not known to be continuing)
 - ◆ Maintaining/transferring student records

Activity

Break into small groups of 5 or 6

- ◆ List a few policies or procedures in your district that help support dropout prevention.
- ◆ Why do these help?
- ◆ List a few policies or procedures that may hinder dropout prevention.
- ◆ Why might these hurt the effort?



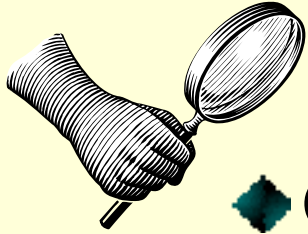
Steps Districts Can Take

- ◆ Be strong leaders and emphasize good leadership among your staff
- ◆ Encourage and support parental and community involvement and collaboration
- ◆ Lead the charge for the adoption of *evidence-based* curricula, strategies and programs

Steps Districts Can Take

- ◆ Focus on student engagement in school
- ◆ Intervene early – don't wait for trouble
- ◆ Address *both* protective *and* risk factors
 - ◆ *Protective Factors:* Completing homework, attending and participating, coming to class prepared, expecting to graduate, having good self concept
 - ◆ *Risk Factors:* Poor attendance, academic problems, behavior problems, failing a grade, working to support the family

Steps Districts Can Take



- ◆ Get a better perspective on your district's data
- ◆ Know what data resources you have
- ◆ Look across the OSEP indicators
 - ◆ Remember: Indicators 1, 2, 13, and 14

Steps Districts Can Take

- ◆ Improve the quality of your data
 - ◆ Establish consistent procedures & definitions
 - ◆ E.g., exiting codes, graduation requirements, definition of dropping out and graduating
 - ◆ Train the staff so everyone knows and follows these procedures & definitions
 - ◆ Document policies and procedures – Make them easy to read and keep them current
 - ◆ Store data in a consistent format
 - ◆ Establish a longitudinal database to follow students through school and beyond

Steps Districts Can Take

- ◆ Get your money's worth from your data!
 - ◆ Districts have data, but don't get the most from it
 - ◆ 83% of districts and 88% of schools use data on academic performance for program evaluation
 - ◆ Only 53% of districts and 49% of schools use the same data in planning professional development SLIIDEA 2004 Report
 - ◆ 85% of districts and 86% of schools use graduation and dropout data for program evaluation
 - ◆ Only 30% of districts and schools use the data for planning professional development SLIIDEA 2004 Report





Steps Districts Can Take

- ◆ Look at trends in the data across years
- ◆ See what patterns the data show in the schools within the district
- ◆ Use any trends or patterns you see to focus TA efforts
- ◆ Don't ignore the "good" schools – leverage their success in schools that need help

Things to Remember

- ◆ Dropout is a complex problem that involves a number of risk factors, so look across the OSEP indicators
- ◆ Remember our exercise. Review your district's policies and procedures...
Revise, as needed
- ◆ Monitor the risk factors regularly
 - ◆ academics, attendance, discipline

More Things to Remember

- ◆ Act early – don't wait until kids have one foot out the door!
- ◆ Tailor interventions and programs to the needs of the school and students

Even More Things to Remember

- ◆ Be consistent in your data collection, analysis, and reporting procedures
- ◆ Use your data for more than just program evaluation... don't forget program development/selection and professional development
- ◆ Share your successes with other schools and districts

Additional Resources

- www.ndpc-sd.org
- www.dropoutprevention.org
- www.pbis.org
- www.nsttac.org
- www.psocenter.org
- www.abt.sliidea.org
- www.sri.com/policy/cehs/dispolicy/nlts.html
- <http://www.nlts2.org>

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