

Dropout and Graduation: 2004 Annual Progress Reports

National Center on Secondary
Education and Transition

National Dropout Prevention Center
for Students with Disabilities

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APR Dropout Data: What the States Were Asked to Provide

Dropout Rates
34 CFR §300.137

- States must use State-level dropout data. If an attachment is used to provide data, enter "Refer to attached Dropout Rates Table" in the cell labeled *Baseline/Trend Data*.
- In the cell labeled *Baseline/Trend Data*, on the Table, address the following:**
- Provide a narrative that describes and/or a list that shows all student categories included when determining State dropout rate; and
- Provide and explain the calculation used in determining the dropout rate for students with disabilities. Is the calculation used the same as the one used in determining the dropout rate for students who are not disabled? If not, indicate the difference and explain why there is a difference.

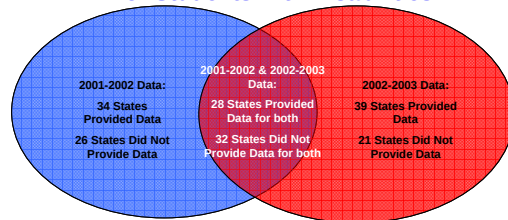


Dropout Rates: What States Provided

- 39 of 60 provided 2002-2003 state-level dropout data for students with disabilities.
- 18 states and territories provided the requested narrative; 42 did not.
- 33 states and territories provided some information about their calculation method for dropout and/or whether the calculation was the same for all students; 27 provided no information.



Number of States Providing Dropout Data for Students with Disabilities



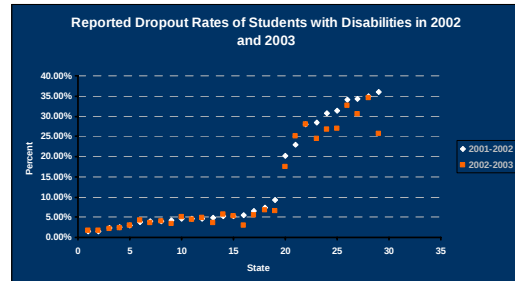
15 states did not provide data for either year.



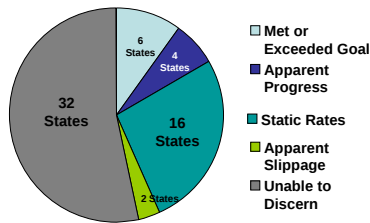
Definitions of Dropout:

From *Essential Tools—Increasing Rates of School Completion:
Moving from Policy and Research to Practice*

- Event Rate** (may also be referred to as the annual rate or incidence rate): Measures the proportion of students who drop out in a single year without completing high school. (Typically yields smallest rate.)
- Status Rate** (may also be referred to as the prevalence rate): Measures the proportion of students who have not completed high school and are not enrolled at one point in time, regardless of when they dropped out. (Typically falls between event and cohort rates.)
- Cohort Rate** (may also be referred to as the longitudinal rate): Measures what happens to a single group (or cohort) of students over a period of time. (Typically yields the largest rate of dropout.)
 - The National Center for Education Statistics (NCES) calculation is similar to a Cohort Rate.



Dropout Progress/Slippage



APR Graduation Data: What States were Asked to Provide

Graduation Rates

34 CFR §300.137

- States must use State level graduation data. If an attachment is used to provide data, enter "Refer to attached Graduation Rates Table" in the cell labeled *Baseline/Trend Data* on the Table.
- In the cell labeled *Baseline/Trend Data*, on the Table provide the following:
 - A narrative that describes and/or a list that indicates State conditions that lead to high school graduation, i.e., alternate diplomas, high-stakes test, GED, etc.
 - The calculation used in determining the graduation rate for students with disabilities. Is the calculation used the same as the one used in determining the graduation rate for students who are not disabled? If not, indicate the difference and explain why there is a difference.

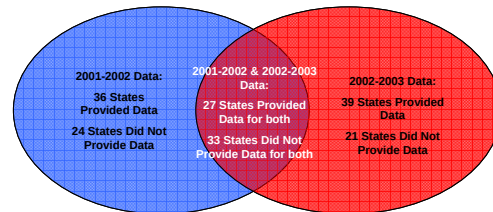


Graduation: What States Provided

- 39 of 60 provided 2002-2003 state-level graduation data for students with disabilities.
- 13 states and territories provided the requested narrative; 47 did not.
- 37 provided some information about their calculation method for graduation and/or whether the calculation was the same for all students; 23 provided no information.



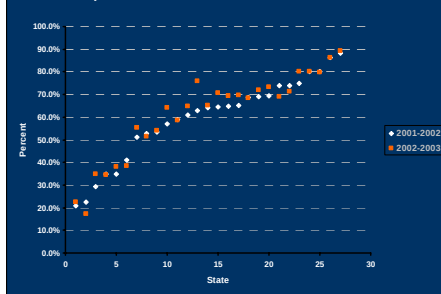
Number of States Providing Graduation Data for Students with Disabilities



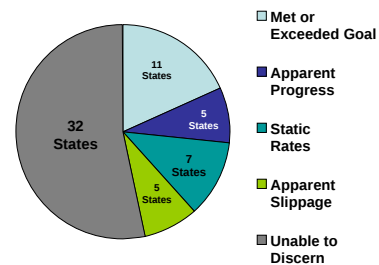
11 States did not provide data for either year.



Reported Graduation Rates in 2002 and 2003



Graduation Progress/Slippage



Explanation for Progress and/or Slippage

States were asked to:

- Describe the progress made in meeting or moving toward targets over time, i.e., address the “effect” of the activities completed during the reporting period.
- Describe any slippage, i.e., lack of progress or regression, that has occurred and how the State plans to address the slippage through adjustments or improvements made in State programs, policies, or practices.
- Explain the performance data, if necessary.



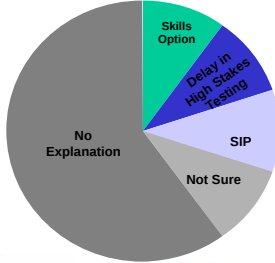
Progress and Slippage

What States provided

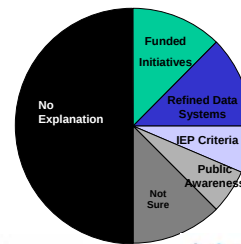
- 32 states and/or territories did not provide any explanation
- 28 states and/or territories provided explanations for their progress or slippage
 - 8 of the 16 states reporting progress in graduation rates provided explanations
 - 3 provided explanations for slippage in graduation
 - 6 provided explanations for progress in dropout
 - 1 state reported slippage in dropout rates, but 10 states provided explanations for slippage and did not report slippage in their data



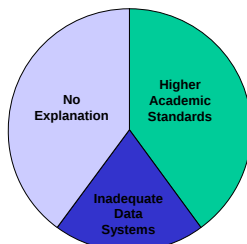
Explanation for Progress: Dropout Rates (N=10)



Explanations for Progress: Graduation Rates (N= 16)



Explanation for Slippage: Graduation Rates (N=5)



Future Activities: What States were Asked to Provide

- For the next reporting period, July 1, 2003 through June 30, 2004, information on revised activities to achieve the targets/results.
- If the Baseline/Trend Data show that the Cluster Area is in compliance and performance is acceptable, States should provide strategies used to maintain full compliance and continued acceptable performance.



Future Activities What States Provided:

- Dropout
 - 48 states/territories reported future goals/activities to reach next year's target.
 - 12 states/territories reported no future goals/activities to reach next year's target.



Future Activities: What States Provided

- Graduation
 - 45 states/territories reported future goals/activities to reach next year's target.
 - 15 states/territories reported no future goals/activities to reach next year's target.

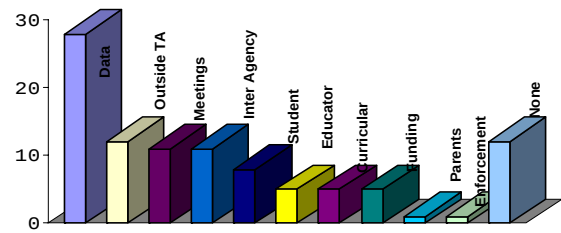


Future Activities: What States Provided

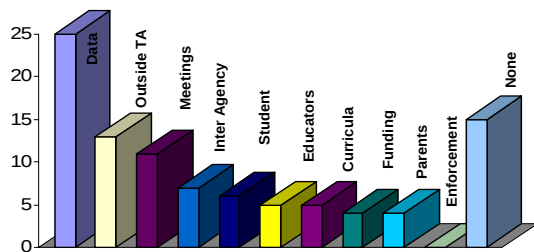
New or Revised Data Collection Procedures
 Technical Assistance/Training from Outside Entities
 Conferences and Focus Group Meetings
 Interagency Collaborative Partnerships
 Student Focused Activities
 Educator Focused Activities
 Curriculum Focused Activities
 Allocation of Funding and Resources
 Parent Focused Activities



Future Activities in Dropout Prevention



Future Activities to Increase Graduation



Systematically Approaching Graduation & Dropout

Strategies and Considerations



Strategies: Baseline/Trend Data

Best Strategies:

- Provide multiple years of data for dropout and graduation separately.
- Identify method used to calculate rates for both the special education and general education populations.
- Provide an in-depth analysis of the data
- Specify conclusions about the performance indicator.



Consider in Your Analysis...

What do these data mean to the SEA?

- Are there noticeable trends and/or patterns in the data? If so, what can be learned from them?
- How do these data compare with trends /patterns in general education?
- What are key factors that influence dropout rates among students with disabilities in the SEA?
- What can the SEA do to address these factors?



Targets

- Information in this section should be a quantifiable goal related measure taken directly from the projected target section completed in your previous APR.
- This target is used to help the SEA answer the question: "Where am I in response to my annual target: higher, lower, or the same as last year?"



Explanation of Progress or Slippage

Conduct root/cause analysis to determine risk factors attributable to progress or slippage

- Consider other areas in the APR that may affect dropout and graduation rates
 - Suspensions/expulsions and other behavioral factors
 - Academic achievement as measured by AYP in reading, math, and written expression
 - Transition/Post School Outcomes



Explanation of Progress or Slippage

Consider Other Factors:

- School safety & other school climate issues
- Academic standards & curricular alignment
- Availability of vocational programs and other options for career development



Explanation of Progress or Slippage

Consider Other Factors:

Options for service learning & mentoring

Risk Factors Associated with high dropout rates (e.g., attendance, motivation, quality of instruction, mental health services, early intervention programs, self determination & advocacy, parental involvement)



Projected Targets

What can the SEA be doing in the next 12 months to improve completion rates and reduce dropout rates?

What can the SEA do to increase the proportion of students with disabilities receiving standard diplomas?



Future Activities to Achieve Projected Target

Considering key factors emerging from the root cause analysis, activities should be designed to answer these questions:

- Which of the multiple factors can the SEA begin to address now?
- What strategies/approaches will be needed?
- What are the timelines for implementation?
- What strategies will be used to determine effectiveness of efforts?
- What resources can be utilized?



What We Can Do To Assist You

- Identify research-based interventions
- Provide "How To" information to assist in implementation of effective practices
- Identify effective data collection & analysis strategies
- Suggest revisions to current APR approach



What We Can Do To Assist You

- Assist in creating a forum for networking and information sharing
- Serve as a resource to identify other agencies & resources
- Provide direct TA to build State capacity



How To Contact Us

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National Dropout Prevention Center for Students with Disabilities

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