



Effective Dropout Prevention and Graduation Practices in Miami-Dade County NDPC-SD 2012 ITA Summit

Effective Implementation: Lessons Learned

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Division of Special Education
Clinical Behavioral Services
March 26-28, 2012**

Statistical Information

Student Population

Total Male

177,785

Total Female

169,348

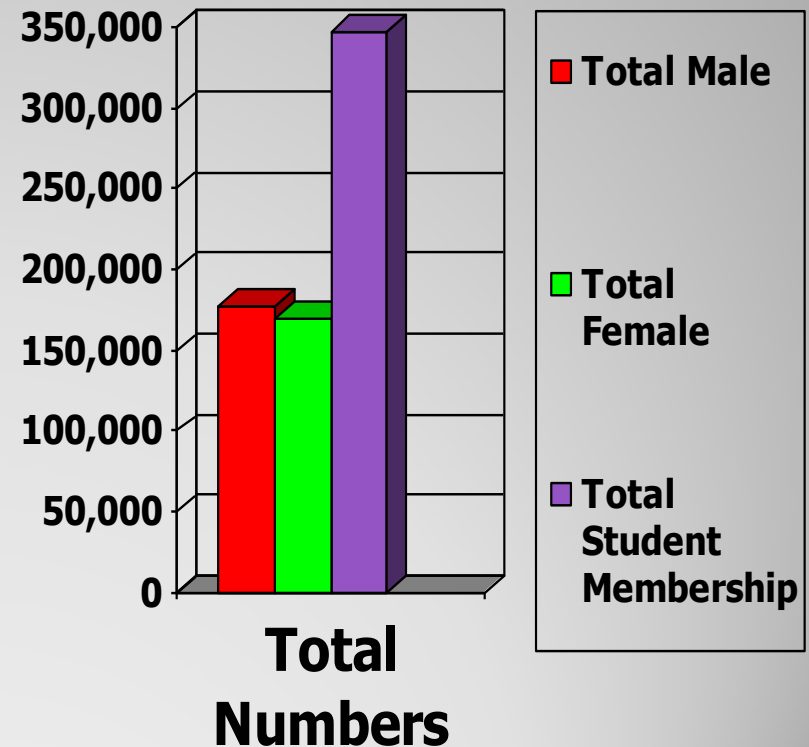
Total Student Membership

347,133

*Total ESE Membership
Students enrolled in ESE
Courses: 48,700
Students receiving ESE
Services: 76,990

* Includes students attending both public
and private schools

Statistics provided by M-DCPS,
Statistical Highlights, 2010-2011



Statistical Information

Student Population: Ethnicity

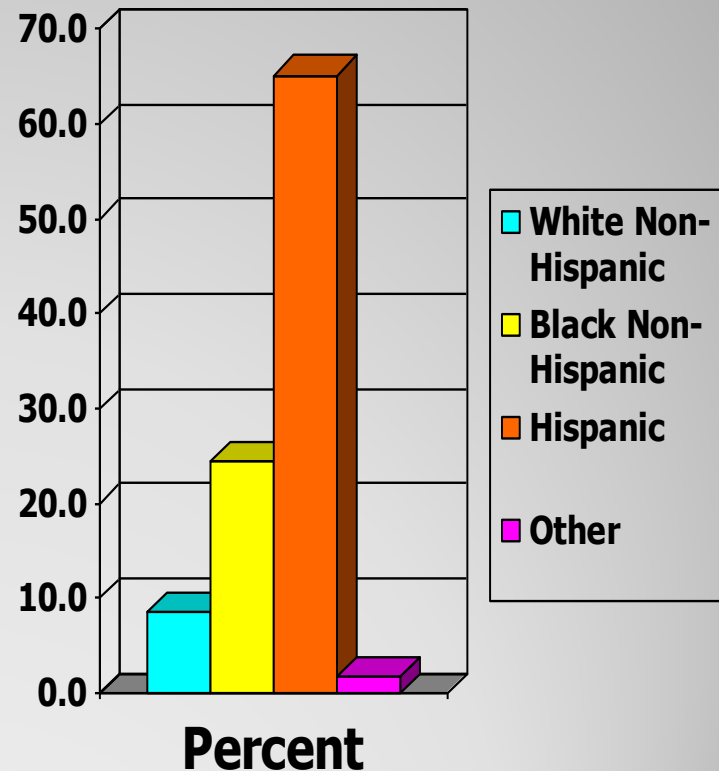
8.6% White Non-Hispanic

24.5% Black Non-Hispanic

65.1% Hispanic

1.8% other, which includes American Indian, Asian, and Multiracial categories

Statistics provided by M-DCPS,
Statistical Highlights, 2010-2011



Statistical Information

Number of Schools*

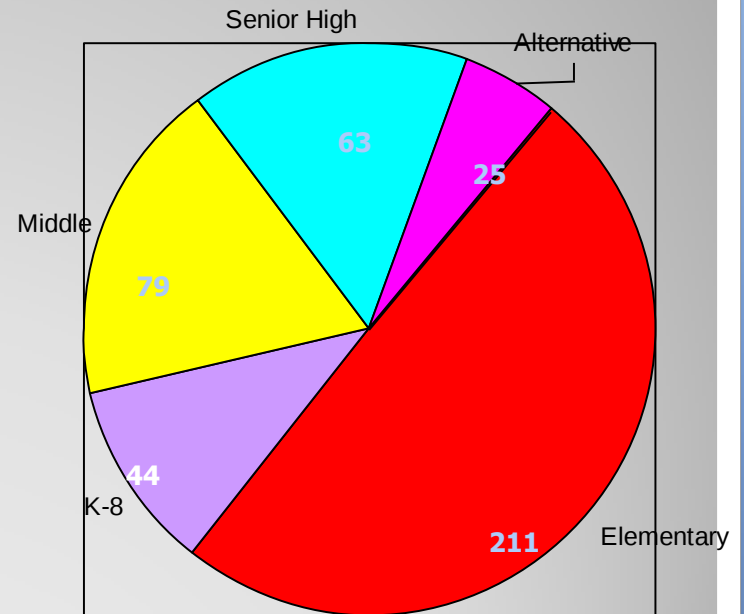
Elementary	213
K-8 Centers	46
Middle	79
Senior High	68
Combined***	5
Alternative/Specialized**	24
Total	435

*Does not include Educational Alternative Outreach Program, TAP, Pre-K, 1st Start, and Migrant Pre-K School

**Includes schools with combined grades other than those listed.

***Includes ESE centers.

Statistics provided by M-DCPS, Statistical Highlights, 2010-1011





TECHNICAL ASSISTANCE PAPER

**Identifying and Reporting Dropouts for Grades PK-12
School Year 2008-2009**

Purpose and Contents

The purposes of this technical assistance paper are:

- to provide a summary of compulsory school attendance enforcement requirements, including the provisions of *Learnfare*, the *Rilya Wilson Act*, and Drivers License reporting.
- to help districts accurately report the number of dropouts by listing the reporting responsibilities of district and school staff in relation to tracking and reporting students who drop out of school.
- to suggest ways to verify the number of dropouts.
- to identify the withdrawal codes classified as dropout codes.
- to provide guidance on the Student Exit Interview process.
- to provide answers to some frequently asked questions.

This technical assistance document contains the following sections:

Section	Page
Purpose and Contents	1
Introduction	2
School Attendance Requirements	2
Definitions	5
Data Reporting	6
District Responsibilities	8
School Responsibilities	10
Locating Dropouts	13
Appendix A: Entry (Re-entry) Codes	16
Appendix B: Withdrawal Codes	17
Appendix C: Questions & Answers	24



RESEARCH BRIEF

Research Services

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Assessment, Research, and Data Analysis
Department of Research Services

Dropout and Graduation Rates 2009-2010

The District conducts a *cross-sectional* analysis of student dropouts annually; it examines dropout rates among students enrolled in various grades at one point in time. A *longitudinal* analysis, also conducted annually, tracks a group of students in the same grade or cohort over a period of several years. Each method addresses a different aspect of how many students are dropping out of school. This research brief provides information on the cross-sectional and longitudinal dropout rates and longitudinal graduation rates for 2009-2010.

Dropout Definitions

The Florida Department of Education (FDOE) currently defines a dropout as a student who: (1) voluntarily removes himself or herself from the school system before graduation; (2) has not met the relevant attendance requirements of the school district, or the student's whereabouts are unknown; (3) has withdrawn from school but has not transferred to another public or private school; (4) has withdrawn from school because of hardship; or (5) is not eligible to attend school because of reaching the maximum age for an exceptional student program. Rates depicted in this brief reflect the withdrawal codes pertaining to these outcomes as recorded by school site personnel.

Cross-Sectional Analysis and Dropout Rate

The methodology used to determine cross-sectional dropout rate divides the number of students in grades 9 through 12 who are classified as dropouts by the total number of students in grades 9 through 12 in attendance at any time during the school year. The cross-sectional dropout rate is expressed as a percentage of the membership for the entire school year. The dropout rate for 2009-2010 across grades 9-12 was 4.2 percent. Table 1 includes a breakdown of the rates by grade and across grades for 2008-2009 and 2009-2010. The observed cross-sectional dropout rates are slightly higher in 2009-2010 across all grade levels.

Table 1
Cross-Sectional Dropout Rates for 2008-2009 and 2009-2010

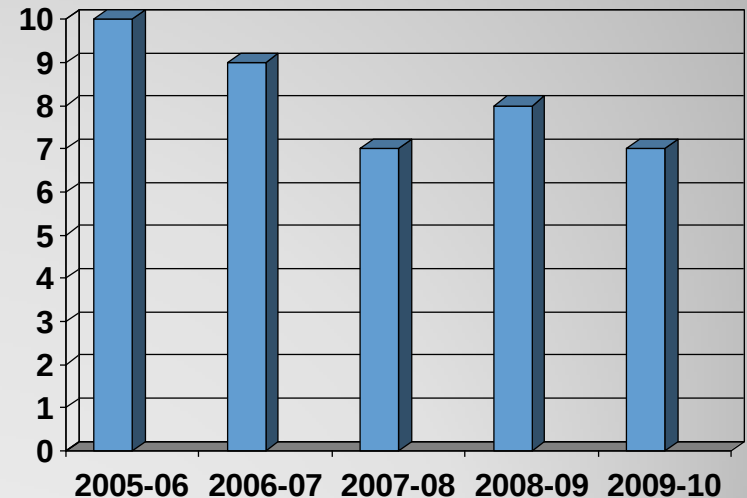
Grade	2008-2009			2009-2010		
	2009 All Year Membership	No. of Dropouts	Dropout Rate	2010 All Year Membership	No. of Dropouts	Dropout Rate
9	27,753	963	3.5%	30,176	1,099	3.6%
10	30,243	1,169	3.9%	26,450	1,107	4.2%
11	24,998	899	3.6%	26,025	944	3.6%
12	25,605	1,030	4.0%	25,428	1,382	5.5%
9 - 12	108,599	4,061	3.7%	108,079	4,542	4.2%

Research Services
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**Where are we with
Data?**

Indicator 2: Miami-Dade County Dropout Rates for Students with Disabilities

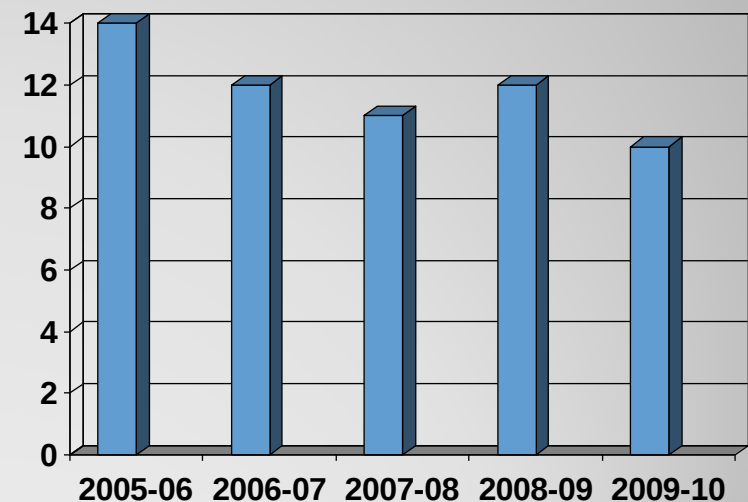
■ 2005-06:	10%
■ 2006-07:	9%
■ 2007-08:	7%
■ 2008-09:	8%
■ 2009-2010:	7%



Based on data from the Florida
Department of Education (FDOE)

Indicator 2: Miami-Dade County Dropout Rates for Students with Disabilities (E/BD)

■ 2005-06:	14%
■ 2006-07:	12%
■ 2007-08:	11%
■ 2008-09:	12%
■ 2009-2010:	10%



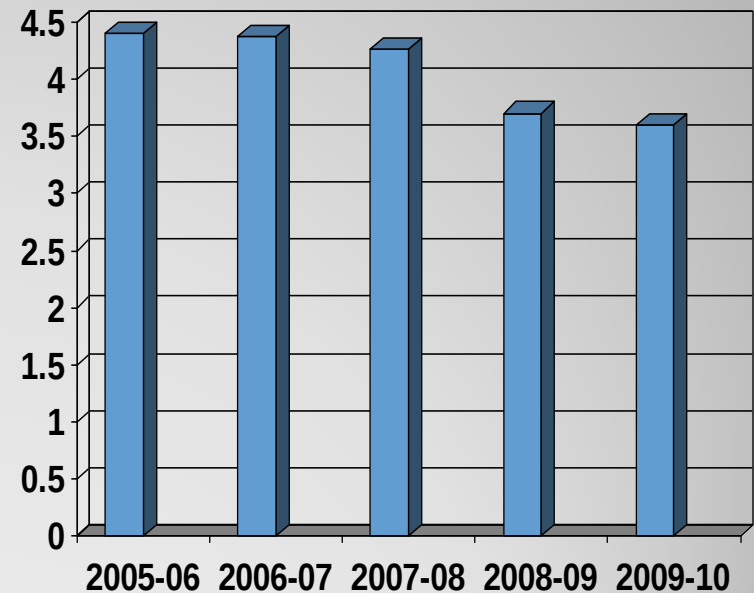
Based on data from the Florida
Department of Education (FDOE)

Indicator 4: Miami-Dade County Suspension Rates for Students with Disabilities

Risk Ratio

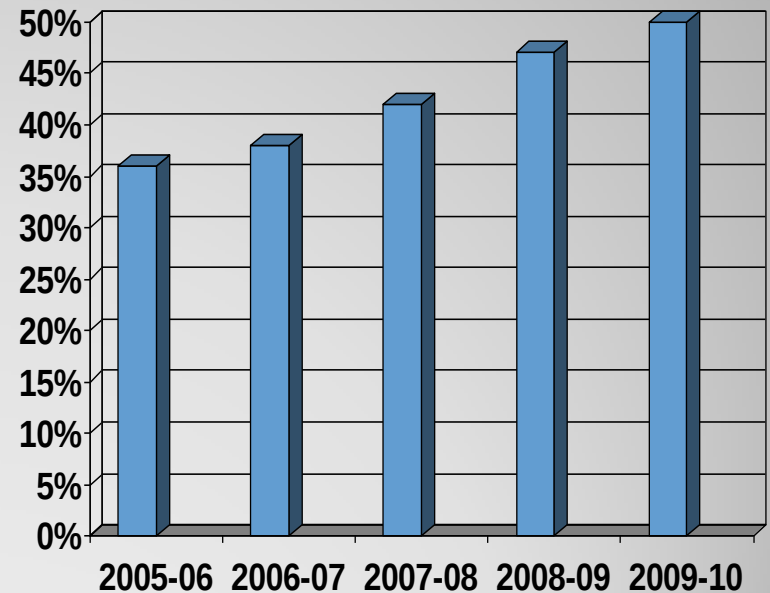
■ 2005-06:	4.4
■ 2006-07:	4.4
■ 2007-08:	4.3
■ 2008-09:	3.7
■ 2009-2010:	3.6

Based on data from the Florida
Department of Education (FDOE)



Indicator 1: Miami-Dade County Graduation Rates for Students with Disabilities

■ 2005-06:	36%
■ 2006-07:	38%
■ 2007-08:	42%
■ 2008-09:	47%
■ 2009-2010:	50%



Based on data from the Florida
Department of Education (FDOE)



NDPC-SD DROPOUT PREVENTION

Intervention Framework

Phase 1: Develop State and Local Leadership Teams

Phase 2: Analyze Data

Phase 3: Identify Target Areas for Intervention

Phase 4: Develop Improvement Plan

Phase 5: Implement, Monitor, and Evaluate



Intervention Framework

Phase 1: Develop State and Local Leadership Teams

- Establish leadership and design team
- Identify cohort districts/schools
- Identify core teams for training
- Train teams in framework and modules 1-6
- Train teams in rollout strategies

Phase 2: Analyze Data

- District/school demographics
- District and school infrastructure
- Current initiatives and partnerships
- Student performance (attendance, graduation, dropout, course completion, discipline)
- Assessment, curriculum, and instructional systems
- Professional development (dropout prevention/intervention recovery/re-entry)
- Relevant policies and procedures (attendance, discipline, promotion/retention, graduation)

Phase 3: Identify Target Areas for Intervention

- School climate
- Attendance and truancy prevention
- Behavior (universal, classroom, targeted, tertiary management and support)
- Academic content and instruction (reading, writing, math, science)
- Family engagement
- Student engagement

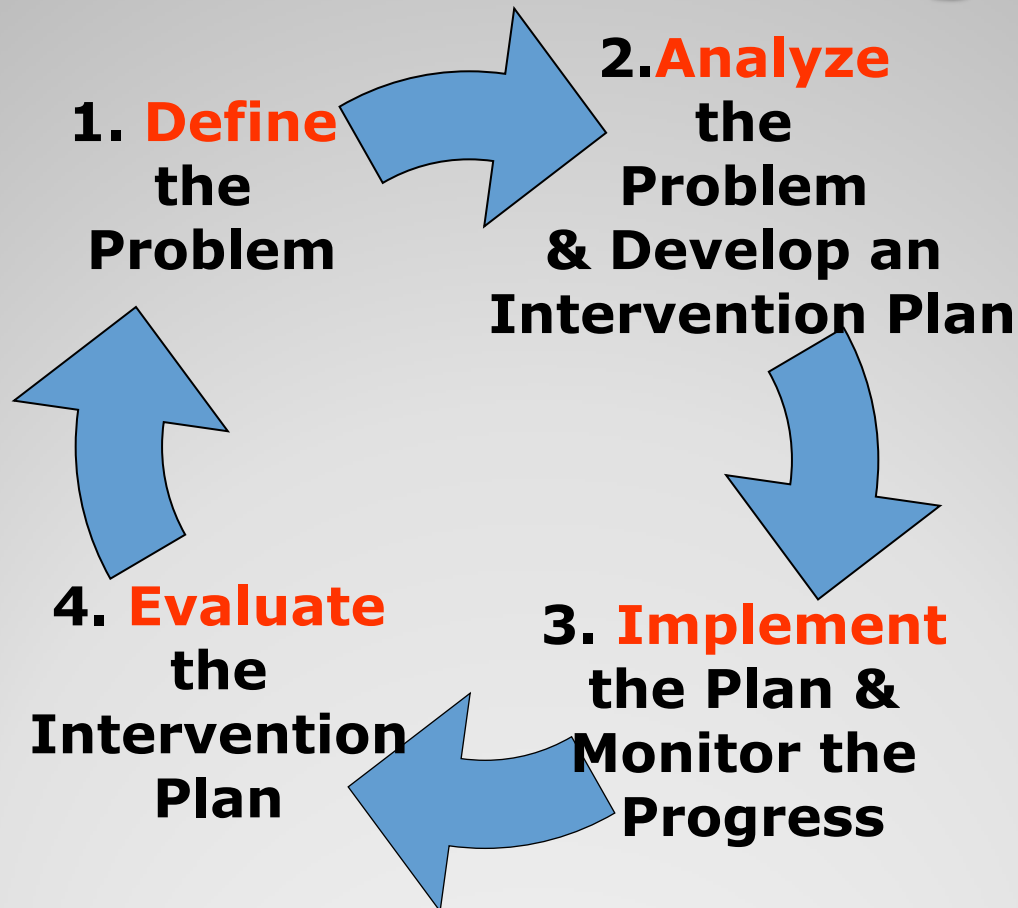
Phase 4: Develop Improvement Plan

- Selected evidence-based practices (e.g., Check & Connect, Positive Behavior Support, Cognitive Behavior Interventions, Content Enhancements)
- Determine level of intensity (universal, selected, targeted)
- Contextualize to setting
- Establish timelines
- Draft action plan

Phase 5: Implement, Monitor, and Evaluate

- Conduct baseline measures
- Train additional staff for rollout
- Implement strategies on-site coaching, consultation & feedback, progress monitoring, fidelity checks
- Measure results
- Evaluate outcomes
- Celebrate success!
- Disseminate

Problem Solving



The Framework

- **Analyze** Data
- **Identify** Target Areas for Intervention
- **Develop** Improvement Plan
- **Implement, Monitor and Evaluate**



Problem Solving

- **Define** the Problem
- **Analyze** the Problem and Develop an Intervention Plan
- **Implement** the Plan & Monitor the Progress
- **Evaluate** the Intervention Plan

Year One: Indicator 2-Dropout Training and Monitoring

- Twenty-four (24) schools identified with high dropout percentage rates for students with disabilities
- Two 2-day trainings were conducted by National Dropout Prevention Center for Students with Disabilities (NDPC-SD) starting in October, 2007
- A team of 3 people from each of the 24 schools attended
 - One administrator
 - General Education Teacher
 - One Special Education Teacher
- Each school team developed dropout prevention action plan

Year Two: Indicator 2-Dropout Training and Monitoring

- In October, 2008, **NDPC-SD** conducted a 1-day follow-up professional development to 24 school teams with administrators
- Each school team created four Dropout Prevention Attributes
 - Academic Engagement
 - Attendance
 - Behavior
 - Parent/Family
- Schools received **NDPC-SD** Dropout Prevention Resource Strategies Booklets and an Administrative Resource Book, Graduation for ALL: A Practical Guide to Decreasing School Dropout

Year Three: Indicator 2-Dropout Training and Monitoring

- In October, 2009, **NDPC-SD** conducted a 2-day training to a second cohort of 10 additional high schools and provided a 1-day follow-up training to the initial 24 high schools; **total of 34 high schools**
- Each school team created 5 attributes (Academic Engagement, Attendance, **Behavior, Parent/Family, and Student Engagement**) and an action plan
- Schools received dropout posters from **NDPC-SD** and Documentation Binders from M-DCPS
- District monitoring of 5 attributes: Quarterly

Year Four: Indicator 2-Dropout Training and Monitoring

- In October, 2010, conducted a 2-day training to 34 high schools on:
 - Day One: School Climate, presentation provided by **NDPC-SD**;
 - M-DCPS Dropout Coding and Monitoring Procedures, presentation by M-DCPS Office of Attendance Services; and School Action Planning Procedures
 - Day Two: Secondary Behavior Strategies
- Each school team created a Dropout Prevention Action Plan consisting of strategies in 5 focused areas: Academic Engagement, Attendance, Behavior, Parent/Family, and Student Engagement
- Schools received: Book by Randi Sprick, Secondary Behavior Strategies and Documentation Binders
- District monitoring of dropout plans: Quarterly

Year Five: Indicator 2-Dropout Training and Monitoring

- In November 2011, conducted a 1-day training to 24 high schools and **Charter School Rep.** on:
 - M-DCPS Dropout Coding and Monitoring Procedures, presentation by M-DCPS Office of Attendance Services
 - Review **NDPC-SD** Systematic Framework
- Each school team created a Dropout Prevention Action Plan consisting of strategies in 3 focused areas: Attendance, Behavior, and Student Engagement
- Schools received: **NDPC-SD** Booklets: Reentry Programs for Out-of-School Youth with Disabilities and Documentation Binders

Year Five: Overlapping with PBS

- In ten of the 24 high schools, Dropout Action Plan was infused into the Positive Behavior Support (PBS) Action Plan
- These schools are low performing schools
- Each school has a:
 - PBS Internal Coach/Dean of Discipline
 - PBS Team Leader
 - PBS Team
- Reviewed selected chapters in Secondary Behavior Strategies, by Randi Sprick
- Schools received: Book by Randi Sprick, Teacher Encyclopedia-100 Problems, 500 Plans



ATTRIBUTES (Far Measures)	GOALS (Near Measures)	DATA REPORTS (Informational Sources)
Academics	Course Failure At-Risk of Retention Multiple Course Failure FCAT Retention	Quarterly Progress Reports Annual FCAT Results
Attendance	Early Warning signs At-Risk Students Identification Attendance Interventions	Attendance (Quarterly) (3+ unexcused per quarter) Truancy (Quarterly)
Behavior	Indoor Suspensions (ISS) Outdoor Suspensions (OSS) Office Discipline Referrals (ODR)	Suspension (Monthly) Alternative to Suspension (Monthly)
Parental Involvement	School Activities Parental Accountability Volunteer Participation Community Services	IEP Meetings Climate Surveys Parent Conferences Activities Calendar
Student Engagement	Student Mentoring School Service Learning Projects Extracurricular Activities Graduation Rate	Mentoring Logs Service Learning Participants Eligible Participant Rosters Graduation

District Support...



What does it look like?

- Analyze District Data
- District-wide Collaboration
- Develop Annual Goals
- Provide technical guidance to schools
- Introduce research based interventions to schools
- Monitor School Implementation
- Offer Professional Development

Dropout Rate

Negative Withdrawal Codes

- When students are initially withdrawn with a negative withdrawal code the **dropout rate** will be impacted.
- The negative dropout codes are:
 - DNE (No Show)
 - W05 (Release from compulsory school attendance)
 - W13 (Court Action)
 - W15 (Non Attendance – 18 or over)
 - W18 (Medical Reasons)
 - W21 (Expelled from school)
 - W22 (Whereabouts unknown)

Correcting Negative Withdrawal Codes

- Monthly and Semester Dropout Data Reports created
- Reports sent monthly to Special Education District Administrators coordinating regional services
- Region support staff work with school administrators and special education support staff to correct dropout codes counted against the district.

Students with Disabilities

Withdrawn with a Dropout Code Aug – Sep 2011

Student ID	School Name 	Student Exceptionality Code	Student Withdrawal Date	Student Withdrawal Code	Student Name Full	School Region	Student Grade	Student Ethnicity	Student Truancy Flag
	DOE SCHOLARSHIP/CHOICE PROGRAM	K	Jun 5, 2009 12:00:00 AM	W22		8	11	White	N
	SOUTH NEW SENIOR HIGH	K	Jun 5, 2009 12:00:00 AM	W22		8	09	White	N
	SOUTH NEW SENIOR HIGH	K	Jun 5, 2009 12:00:00 AM	W22		8	11	Hispanic	N
	SOUTH NEW SENIOR HIGH	K	Jun 5, 2009 12:00:00 AM	W22		8	12	Hispanic	N
	DOE SCHOLARSHIP/CHOICE PROGRAM	P	Jun 5, 2009 12:00:00 AM	W22		8	10	Hispanic	N
	DOE SCHOLARSHIP/CHOICE PROGRAM	K	Jun 5, 2009 12:00:00 AM	W22		8	12	Hispanic	N
	DOE SCHOLARSHIP/CHOICE PROGRAM	K	Jun 5, 2009 12:00:00 AM	W22		8	11	White	N
	MIAMI NEW SENIOR HIGH	K	Jun 5, 2009 12:00:00 AM	W22		8	11	Hispanic	N
	MIAMI NEW SENIOR HIGH	K	Jun 5, 2009 12:00:00 AM	W22		8	12	Hispanic	N
	MIAMI NEW SENIOR HIGH	J	Jun 5, 2009 12:00:00 AM	W22		8	10	Hispanic	N
	FLORIDA HOME EDUCATION PROGRAM	V	Jun 5, 2009 12:00:00 AM	W05		8	11	Hispanic	N
	JUVENILE JUSTICE CENTER	K	Aug 20, 2009 12:00:00 AM	W22		2	09	Hispanic	N

Next Steps

- Continue monitoring and cleaning up dropout data
- Train schools on Check and Connect
- Continue training on classroom structure
- Middle School Training??

Celebrations!!!

“More School Kids Graduating in Miami-Dade” Miami Herald Article Dated December 12, 2011

- Jackson Senior’s graduation rate surged to 85 percent in 2010-2011, up from 68 percent the previous year.
- Other schools that saw higher grad rates:
 - G. Holmes Braddock Senior High boosted its rate from 70 percent to 90 percent — a 20 point increase;
 - Miami Norland Senior upped its rate from nearly 65 percent to 82.5 percent;
 - **Miami Southridge Senior**, from 63 percent to 76 percent;
 - Barbara Goleman Senior, from about 67 percent to nearly 85 percent;
 - Northwestern Senior, from nearly 72 percent to over 80 percent; and
 - Booker T. Washington, from about 69 percent to 80 percent.

Dropout Prevention Through Career Exploration Program



Heather Silva
Allison Balladares
Miami-Dade County Public Schools
ESE Teachers- QUEST Program
Howard A. Doolin Middle School

How does our program work?



- To lower the dropout rates and to help students recognize their career options, we have started a *Dropout Prevention Through Career Exploration Program*.
- Students involved in this program go on several educational field trips, as well as attend presentations which exposes them to career and educational opportunities as well as the reality of dropping out.
- We wrote a grant through **Project 10: Transition Education Network** which will cover the expenses of running the program and traveling with the students for one school year.





Dropout and students with emotional/ behavioral disabilities (E/BD)

Strategies for E/BD Students

- Residential Wiring Program
 - Started five years ago at Barbara Goleman Senior
 - Instruction by Florida International University
 - Grades 10-12
 - Provides 3 university credits to adolescents with emotional/behavioral problems that pass the Residential Wiring Electrical Program with a B or higher
 - Eligible students participate in over 360 hours of quality, hands-on individualized instruction
 - October, 2009, program won the Crystal Star Award
 - **Fall, 2010: Residential Wiring Resource Guide**

FIU Residential Wiring 2009-2010

- Created two new FIU Residential Wiring Programs
 - Homestead Senior
 - High school trained by NDPC-SD
 - Robert Renick Educational Center
 - PBS Model School trained by NDPC-SD
- Program Baseline and quarterly data
 - Grade, Gender, Ethnicity, Course Failures, # of Absences, # of referrals, and # of outdoor suspensions















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Text Structures

Benchmark:
Reading Comprehension
Sentence structure
Main Idea
What are 2 main
features and why?
Vocabulary:
Copper
Aluminum
Key Sign
Summary Activity
Clean Area





Lessons Learned and Recommendations

- Ensure an administrator from each school is part of your training
- Show schools where overlapping can occur with processes, planning and interventions
- Assign someone from your team to pull and review data
- Follow-up and technical assistance to schools is **EXTREMELY IMPORTANT!!!!**

Contact Information

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