



NDPC-SD

National Dropout Prevention Center
for Students with Disabilities



STAYING THE COURSE

Sustainability of Dropout Prevention Efforts in a Large Urban School District: Teaming, Action Planning, Implementation, Evaluation, and Celebration!

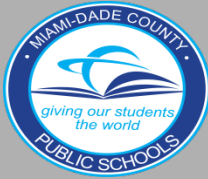


**Robin J. Morrison, Instructional Supervisor
Miami-Dade County Public Schools
Division of Special Education
Clinical Behavioral Services
November 15, 2012**

Our Focus

- Sustainability
 - Performance Data
- Teaming
- Training and Action
- Implementation
- Evaluation
- Celebrations





Sustainability

Statistical Information

Student Population

Total Male

177,785

Total Female

169,348

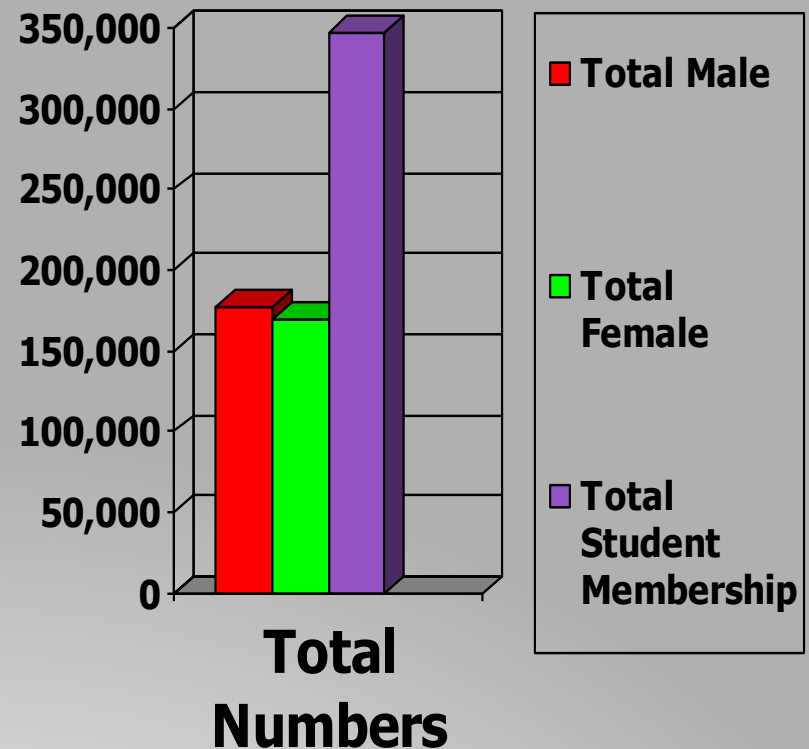
Total Student Membership

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

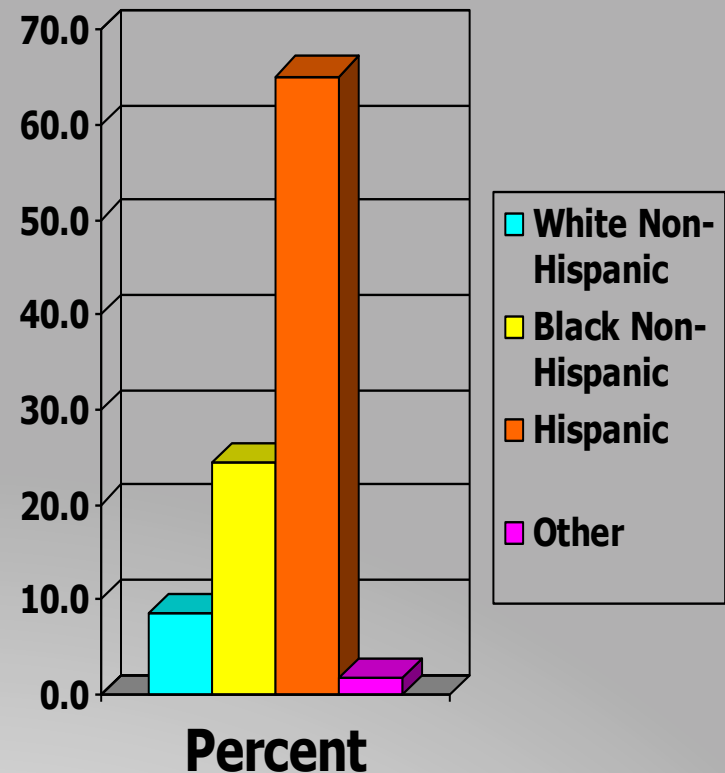
8.6% White Non-Hispanic

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*

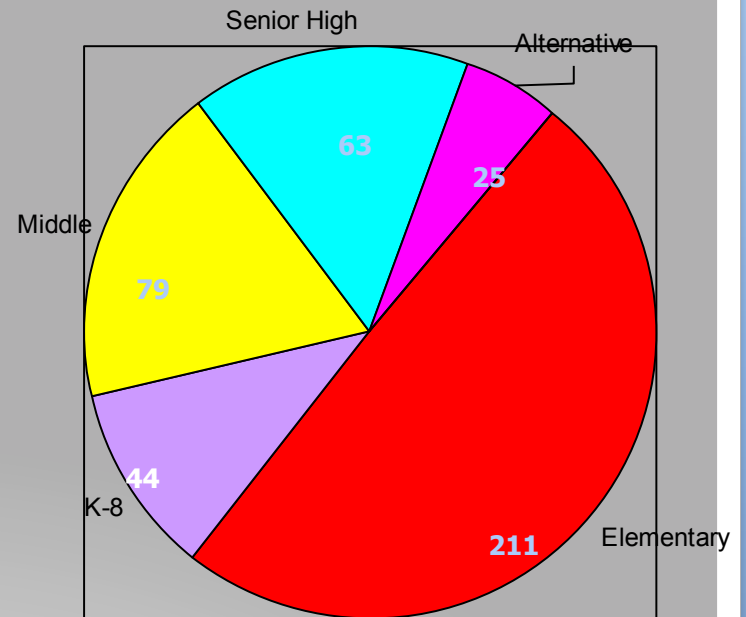
Elementary	213
K-8 Centers	46
Middle	79
Senior High	68
Combined***	5
Alternative/Specialized**	24
Total	435

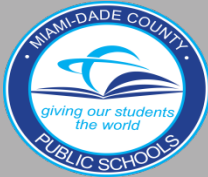
*Does not include Educational Alternative Outreach Program, TAP, Pre-K, 1st Start, and Migrant Pre-K School

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

***Includes ESE centers.

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

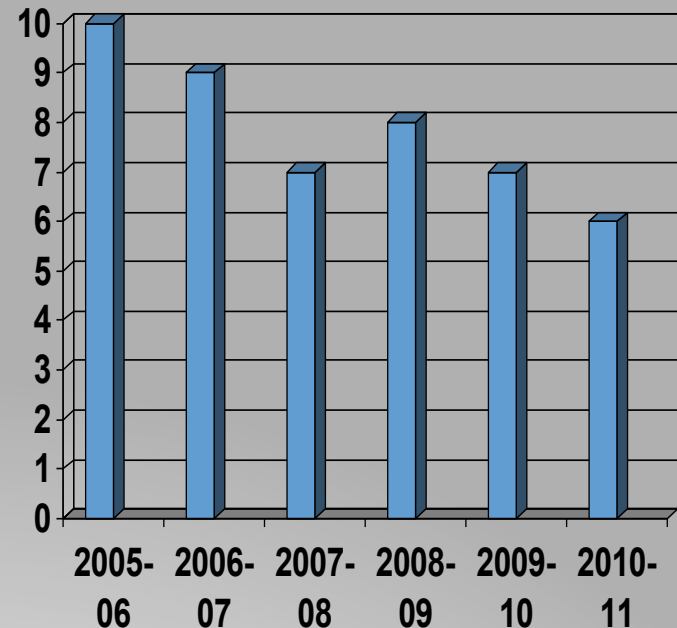




Sustainability: Where are we with Data?

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

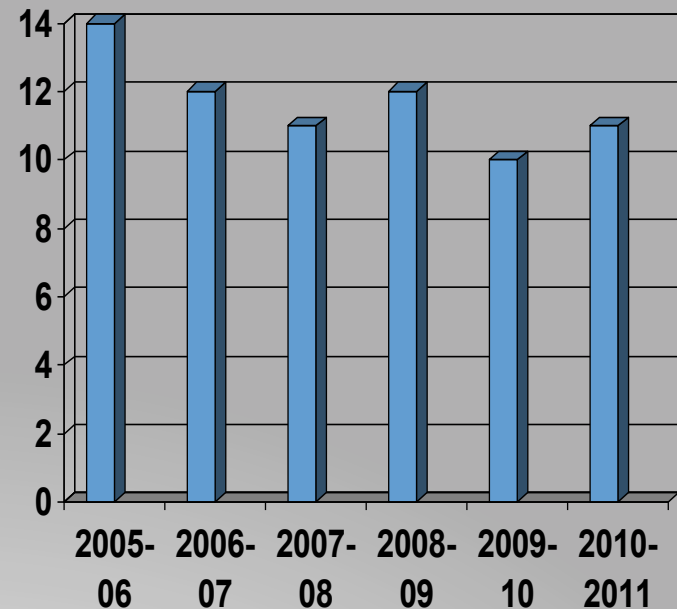
■ 2005-06:	10%
■ 2006-07:	9%
■ 2007-08:	7%
■ 2008-09:	8%
■ 2009-10:	7%
■ 2010-11:	6%



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

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

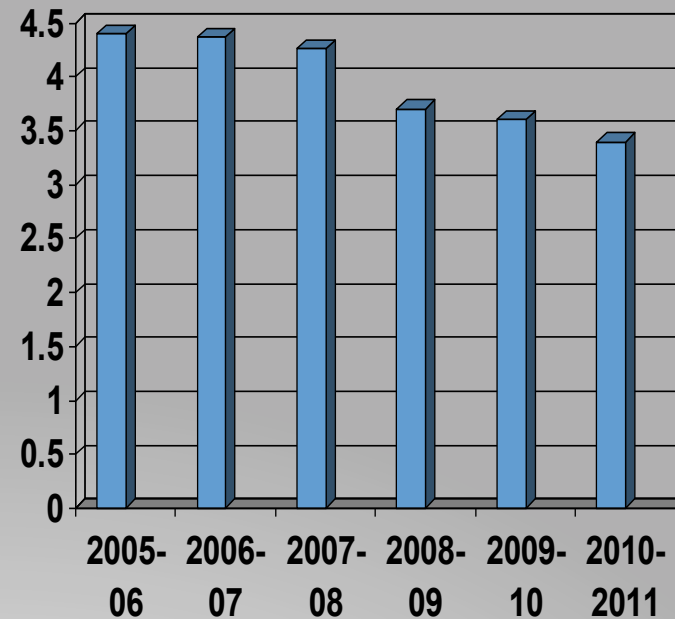
■ 2005-06:	14%
■ 2006-07:	12%
■ 2007-08:	11%
■ 2008-09:	12%
■ 2009-2010:	10%
■ 2010-2011:	11%



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

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

	<u>Risk Ratio</u>
■ 2005-06:	4.4
■ 2006-07:	4.4
■ 2007-08:	4.3
■ 2008-09:	3.7
■ 2009-2010:	3.6
■ 2010-2011:	3.4

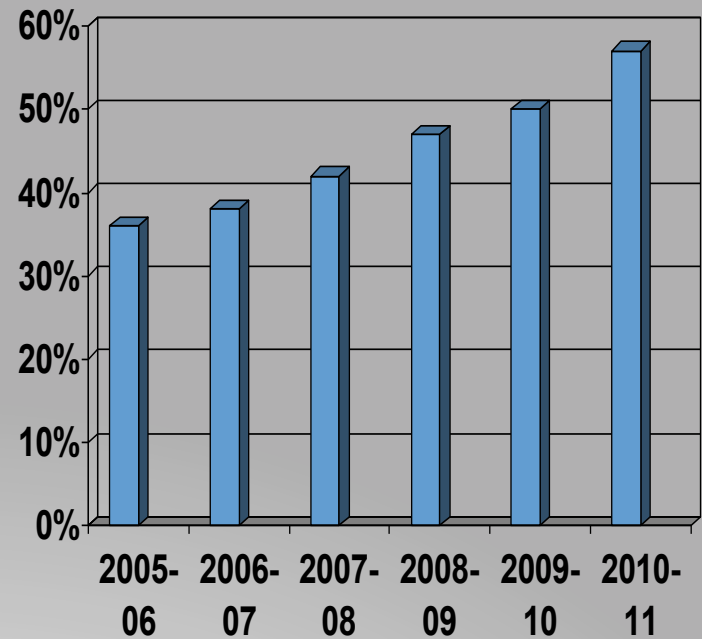


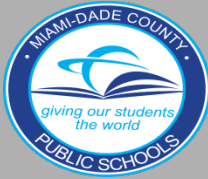
Based on data from the Florida
Department of Education (FDOE)

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

■ 2005-06:	36%
■ 2006-07:	38%
■ 2007-08:	42%
■ 2008-09:	47%
■ 2009-10:	50%
■ 2010-11:	57%

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





Teaming

Team Buy-in

- Notification: State Dropout Conference
- Discussion with E/BD District Team and PBS Leadership Team about Indicator 2
- Brought in **NDPC-SD** to assist in planning and provide overview and rationale of dropout prevention interventions to both teams
- Question?? Now we have information, what should we do??

First Step: What Did We Do??

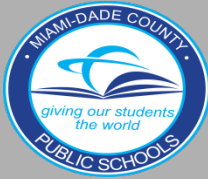
- Created a District Special Education Dropout Prevention Task Force
- Met with the Office of Assessment, Research, and Data Analysis to review the process or recording dropout data for students with disabilities.
- Attended Regional Dropout Prevention Meeting given by the state.
- Reviewed and analyzed district dropout data report given by the state
- Researched documents: State and District

Results From Dropout Task Force Meeting

- Attendance Office addressed training that takes place 2 times per year for Registrars; W22, W15 & DNE codes are monitored on a regular basis by this office.
- Truancy Procedures
- Exit Interview Process
- Creation of Dropout Reports

Dropout Loop Holes

- 2006-2007 Dropout Data from DOE
 - **Definition of W15:** Any KG-12 student who is withdrawn from school due to nonattendance.
 - **W15:** Miami-Dade County-5,171
- Students sent to Alternative Education that did not register and show up after 30 Days: **W15**
- Students sent to Adult Education that did not register and show up: **W15**



Training and Action Planning



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

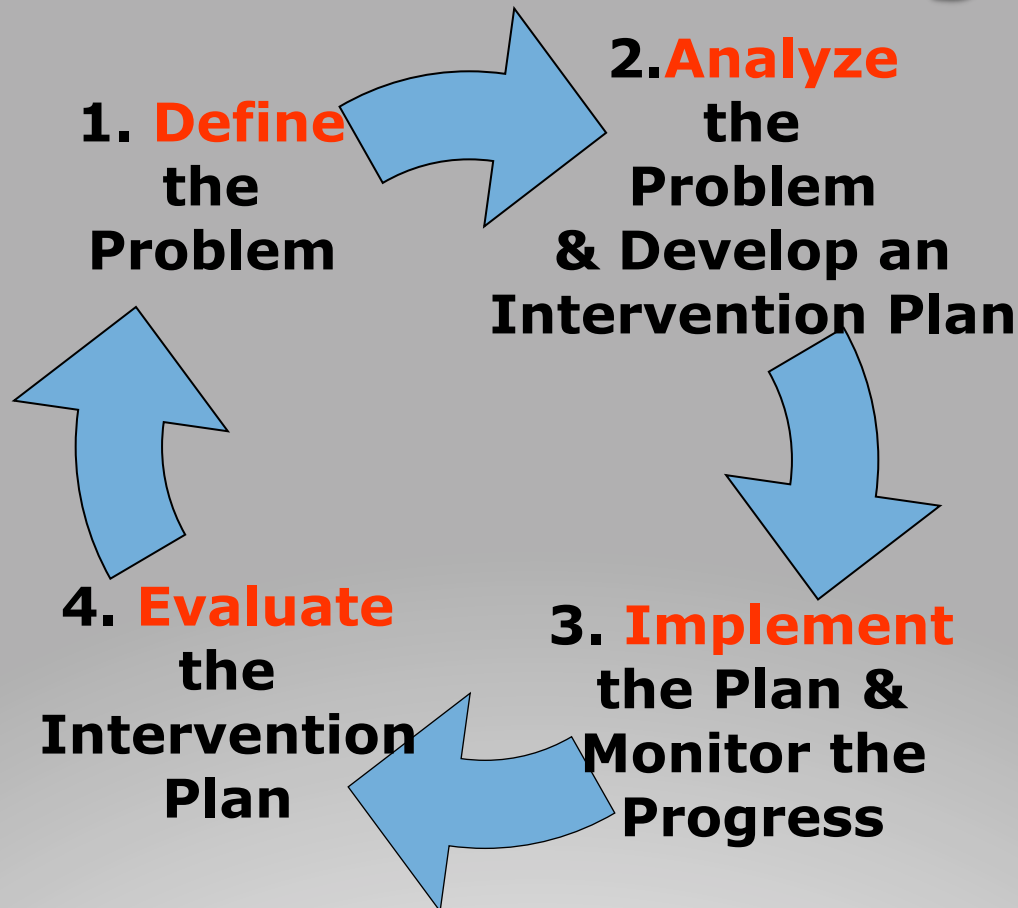
Phase 4: Develop Improvement Plan

- 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



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

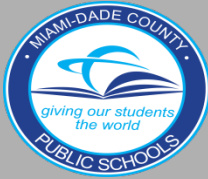
- In November 2011, conducted a 1-day training to 24 high schools and **Charter School Rep.** on:
 - M-DCPS Dropout Coding and Monitoring Procedures, presentation by M-DCPS Office of Attendance Services
 - Review **NDPC-SD** Systematic Framework
- Each school team created a Dropout Prevention Action 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

Questions





Implementation

School Activities: Attendance

- Attendance Interventions
- Attendance Policies and Procedures
- Calls home for unexcused absences, Connect Ed.
- Letters to parents, home visits
- Monthly rewards (pizza parties) when homerooms reach attendance targets
- Student recognition/random weekly spotlight
- Earn points for attendance

School Activities: Behavior

- Review SWIS Data (PBS Schools), SPED Suspension Reports, COGNOS Reports
- Referral Follow-ups
- Saturday School
- SCSI to Reduce OSS
- Alternatives to Suspension Program
- Social Skills and Conflict Resolution Training

School Activities: Parent/Family

- Career Day: Parent Participation
- FCAT Family Night
- Town Hall Meetings: English, Spanish, and Haitian Creole (Translators)
- Monthly Parent Workshops
- Community Involvement Specialist
- Parent Newsletters

School Activities: Academic Engagement

- Weekly Learning Strategies
- Saturday Tutoring with Incentive Coupons
- ESOL Tutoring
- PD on Technology, Smart Boards and Computer-based Research
- Data Chats
- Educational Portfolios
- Course Recovery

A Word from a Counselor

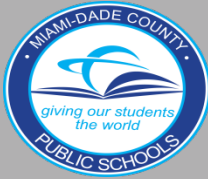
Strategies to help students graduate with their cohort group

- Review student credits, GPA, community service hours, and courses for graduation frequently throughout the year with parents and their students.
- Review with students grades from the Electronic Gradebook frequently throughout the year.

A Word from a Counselor

Strategies to help students graduate with their cohort group

- Have all students get on a computer and go into www.facts.org to take a test for interests and feedback on careers. Follow up with students on their responses.
- For Seniors, meet with the CAP Advisors and coordinate dates for students and myself to meet with them in order to get on the computer and apply for Miami Dade College, or any other College/University/Tech School they would like to apply to.



Evaluation

Progress Monitoring

NDPC-SD has identified (5) ***Far Measures*** used to monitor the progress of dropout prevention interventions:

1. **Academics**
2. **Attendance**
3. **Behavior**
4. **Parental Involvement**
5. **Student Engagement**

Monitoring and Evaluation

☐ **Academics**

- ☐ Course Pass/Failure
- ☐ At-Risk of Retention
- ☐ Multiple Course Failure/FCAT
- ☐ Retention

☐ **Attendance**

- ☐ Early Warning System for At-Risk
- ☐ Interventions

Monitoring and Evaluation

☐ Behavior

☐ ISS/OSS

☐ ODR'S

☐ Parental Involvement

☐ Activities and Interventions

☐ Define Criteria

☐ Student Engagement

☐ Define Interventions

☐ Interventions

Book of Products

- School Action Plan
- Data Reports
- Academics
- Behavior
- Attendance
- Parent Engagement
- Evaluation & Outcomes
- Student



School Documentation

- I. Action Plan
- II. Data Reports 2011-2012
 - Attendance
 - Suspensions/ Indoor – Outdoor
 - Alternative to Suspension
 - Academic Reports
 - At Risk report – Student Profile
- III. School Information
 - School Improvement Demographic Report
 - SIP School Description
 - School Performance Accountability
- IV. Results
 - Academics
 - FCAT
 - Course Failure/credit accrual/retention

School Documentation

- V. Attendance
 - COGNOS Reports
 - Interventions Report
- VI. Behavior
 - Referrals
 - Suspensions/ Indoor - Outdoor
- VII. Parent/Family Engagement
 - Activities
- VIII. Student Engagement
 - Activities
 - Extra-curricular Activities Report
- IX. Evaluation
 - Monitoring reports
 - End of Year Summary Report



Dropout Prevention Progress Monitoring 2010-2011

School Name: _____



Date: (Midyear) January		Date: (End of Year) April	
Attendance 1. Goals are SMART 2. 2 or more activities are identified to attain goal. 3. Data is available to document implementation of activities (2 grading period) Comments: _____ _____ _____	<u>1</u> <u>2</u> <u>3</u>	Attendance 1. Goals are SMART 2. 2 or more activities are identified to attain goal. 3. Data is available to document implementation of activities (2 grading period) 4. Outcome data is collected to measure goal achievement (3rd grading period) 5. Outcome data is used to identify modification of activities and identify additional activities (3rd grading period) (A) (U) ____ ____ ____ ____ 80%	
Academics 4. Goals are SMART 5. 2 or more activities are identified to attain goal. 6. Data is available to document implementation of activities (2 grading period) Comments: _____ _____ _____	<u>4</u> <u>5</u> <u>6</u>	Academics 6. Goals are SMART 7. 2 or more activities are identified to attain goal. 8. Data is available to document implementation of activities (2 grading period) 9. Outcome data is collected to measure goal achievement (3rd grading period) 10. Outcome data is used to identify modification of activities and identify additional activities (3rd grading period) (A) (U) ____ ____ ____ ____ 80%	
Behavior 7. Goals are SMART 8. 2 or more activities are identified to attain goal. 9. Data is available to document implementation of activities (2 grading period) Comments: _____ _____ _____	<u>7</u> <u>8</u> <u>9</u>	Behavior 11. Goals are SMART 12. 2 or more activities are identified to attain goal. 13. Data is available to document implementation of activities (2 grading period) 14. Outcome data is collected to measure goal achievement (3rd grading period) 15. Outcome data is used to identify modification of activities and identify additional activities (3rd grading period) (A) (U) ____ ____ ____ ____ 80%	
Parental Involvement 10. Goals are SMART 11. 2 or more activities are identified to attain goal. 12. Data is available to document implementation of activities (2 grading period) Comments: _____ _____ _____	<u>10</u> <u>11</u> <u>12</u>	Parental Involvement 16. Goals are SMART 17. 2 or more activities are identified to attain goal. 18. Data is available to document implementation of activities (2 grading period) 19. Outcome data is collected to measure goal achievement (3rd grading period) 20. Outcome data is used to identify modification of activities and identify additional activities (3rd grading period) (A) (U) ____ ____ ____ ____ 80%	
Student Engagement 13. Goals are SMART 14. 2 or more activities are identified to attain goal. 15. Data is available to document implementation of activities (2 grading period) Comments: _____ _____ _____	<u>13</u> <u>14</u> <u>15</u>	Student Engagement 21. Goals are SMART 22. 2 or more activities are identified to attain goal. 23. Data is available to document implementation of activities (2 grading period) 24. Outcome data is collected to measure goal achievement (3rd grading period) 25. Outcome data is used to identify modification of activities and identify additional activities (3rd grading period) (A) (U) ____ ____ ____ ____ 80%	

Administrator: _____ (Jan)

80% or higher in 4 out of 5 Attributes: Yes or NO

Administrator: _____ (Apr)

District Support: _____

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.
- **District compares reports from last year to this year**

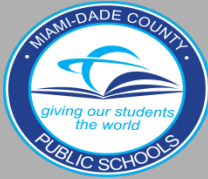
Students with Disabilities

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

Questions





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

Strategies for E/BD Students

Residential Wiring Program

- Started seven 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 NDPC Crystal Star Award for Dropout Recovery
- **Fall, 2010: Residential Wiring Resource Guide**

FIU Residential Wiring

- During the 2009-2010 school year 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

Challenge for Fidelity

Sustainability

1. Continue to review national research on evidence-based interventions for dropout prevention
2. Stay current on national, state, and district procedures for reducing dropout rates for students with disabilities
3. Be consistent with implementation. Even if the data does not show improvement. **DON'T STOP!!**

Teaming

1. Create a Leadership Team comprised of different offices
2. Create a subcommittee /core team with members having assigned roles and responsibilities
3. Work closely with your Office of Assessment and Data Analysis

Training and Action Planning

1. An administrator must be a member of the school team when participating in training and developing the action plan
2. Use the NDPC-SD Dropout Framework
3. Require all school teams that are in your cohort (s) to submit an action plan
4. Ask other departments to present on relevant subjects
5. Provide resources and train school teams on how to use them

Implementation

1. Show schools where overlapping can occur with processes, planning and interventions
2. Schools must use data to make decisions
3. School team needs to recruit other staff to assist with the implementation of the action plan
4. The principal must ensure the action plan is being implemented.

Evaluation

1. Make sure your schools review monthly data for the 5 Far Measures (Academics, Attendance, Behavior, Parental Involvement, and Student Engagement)
2. Assign someone from your team to pull and review data reports
3. Follow-up and technical assistance to schools is **EXTREMELY IMPORTANT!!!!**

Celebrations!!!

Always celebrate small successes!!!

Share successes with your schools!!!

Barriers and Solutions

1.Changes in school site
administrative and support staff

**Solution: Out of our control.
Support administrators and staff
through training and assistance.**

Barriers and Solutions

2. Not enough time or lack of school staff to implement evidence-based strategies

Solution: Provide training to show school staff how to use strategies with existing staff.

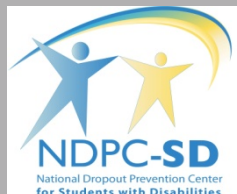
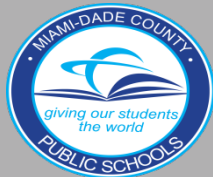
Barriers and Solutions

3. Reduction in district staff used for technical assistance and monitoring

**Solution: Out of our control.
Re-distribute district assignments
to be able to provide dropout
prevention support. Find other
ways to provide support.**

Questions





Contact Information

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