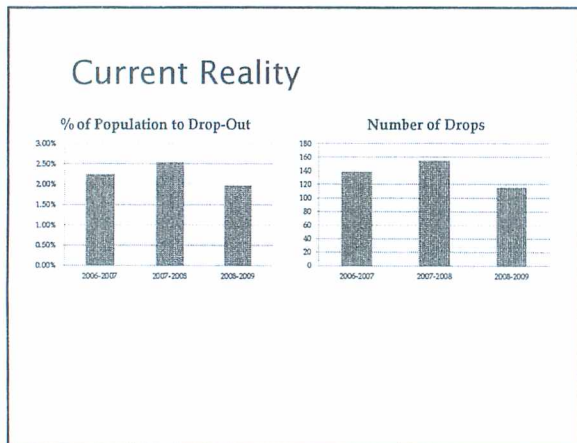


Don't Drop the Subject

MASA

Agenda

- Drop out current reality / rationale
- Early Warning System
- Strategies
- Results



Rationale-Drop Out Facts

\$20,241

The average dropout can expect to earn an annual income of \$20,241, according to the U.S. Census Bureau.

\$292,000

When compared to the typical high school graduate – a dropout will end up costing taxpayers an average of \$292,000 over a lifetime due to the price tag associated with incarceration and other factors such as how much less they pay in taxes.

<http://www.pbs.org/wgbh/pages/frontline/education/dropout-nation/middle-school-moment/>

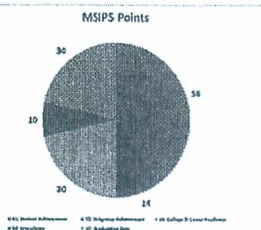
Middle School is CRITICAL

- Johns Hopkins researcher Dr. Robert Balfanz has uncovered a series of indicators that he says can predict how likely a student is to drop out of high school:
 - Attendance (less than 80% of the time)
 - Failed Math OR English/Reading
 - Unsatisfactory behavior grade in core course
- For most students, the process of dropping out begins in middle school
- Balfanz says the habits that predict whether or not a student graduates are formed, making it a critical "make or break" period

<http://www.pbs.org/wgbh/pages/frontline/education/dropout-nation/middle-school-moment/>

Distribution of Points in MSIP5

Standard	Points Possible	Percent of All Points
S1: Student Achievement	56	40%
S2: Subgroup Achievement	14	10%
S3: College & Career Readiness	30	21.42%
S4: Attendance	10	7.14%
S5: Graduation Rate	30	21.42%
Total Points Possible	140	100%

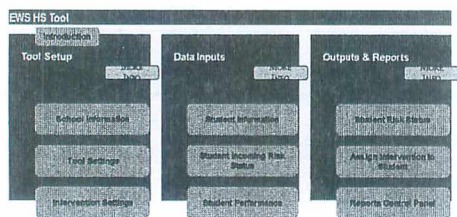


Early Warning System

National Dropout Prevention Center

National High School Center

• <http://www.betterhighschools.org/default.asp>



Comparison of EWS Systems

NHSC

- Demographic Info
- Enrollment status
- Contact Info
- Flag for Incoming Indicator
- First 20 days attendance
- Total Absences
- Courses Failed (all)
- Courses Failed (core)
- Credits Earned
- GPA
- Behavior

FHSD

- Demographic Info
- Current Building
- Next Year Building
- First 20 days attendance
- Total Absences
- Courses Failed (all)
- Courses Failed (core)
- Rolling GPA
- Behavior Incidents

EWS used by...

- Principals
- Counselors
- Assistant Principals
- Teacher Leaders

Strategies

Expectations

Review expectations annually and provide feedback 2x per year

Included in CSIP and SIP

Provide best practices

Meet 1-2 per year with stakeholders

Monthly Drop-Out Report

YTD Drop-Out Summary		9-12 enrollment	% drops for year	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	TOTAL	% Drops	
2006-2007	99	6163	1.61%	06-07	33	15	14	15	5	17	6	13	12	8	138	2.24%
2007-2008	86	6102	1.41%	07-08	29	18	9	14	6	10	14	18	25	12	155	2.54%
2008-2009	77	5891	1.31%	08-09	25	16	8	11	6	11	11	4	15	9	116	1.97%
2009-2010	43	5721	0.75%	09-10	8	5	9	7	6	8	7	3	5	6	64	1.12%
2010-2011	38	5620	0.68%	10-11	13	5	5	6	4	6	8	5	3	6	61	1.09%
2011-2012	35	5639	0.62%	11-12	10	6	3	1	7	8	11	10	8	3	67	1.19%
2012-2013	35	5469	0.64%	12-13	8	7	6	5	4	7	2	1	1	46	0.84%	
2013-2014	30	5758	0.52%	13-14	20	1	3	3	0					30	0.52%	

% drops reflects Year-To-Date on all years

Sample Building Report

FHN 09-10	FHN 10-11	FHN 11-12	FHN 12-13	FHN 13-14
4	3	4	3	3
1	3	1	1	1
6	0	2	1	3
0	2	0	3	1
1	0	1	2	2
3	2	2	0	2
1	5	4	3	1
1	3	7	1	0
1	0	3	1	0
0	1	2	0	0
0	1	0	0	0
18	20	26	15	13

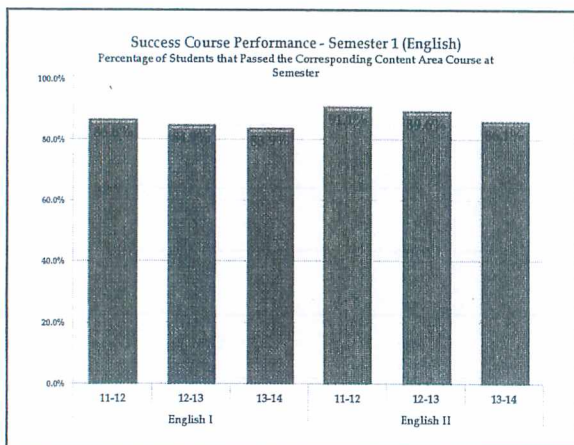
Sample SIP Goal

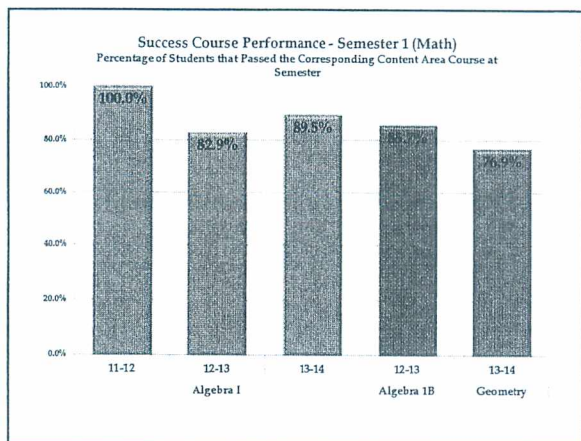
- For the 2013-2014 school year, FHC will maintain 70% or greater survey results for Questions 26, 27, 29 & 30 relating to Student Attachment, and increase the number of students participating in extra-curricular sports, clubs, and activities from 58% to 61%. (Q31 & Activities Office Data)

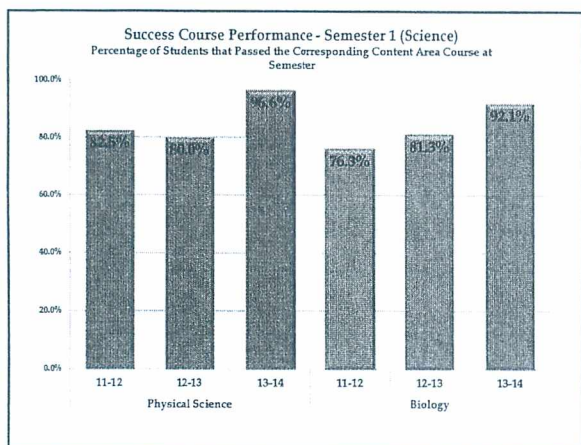
Success Class Video

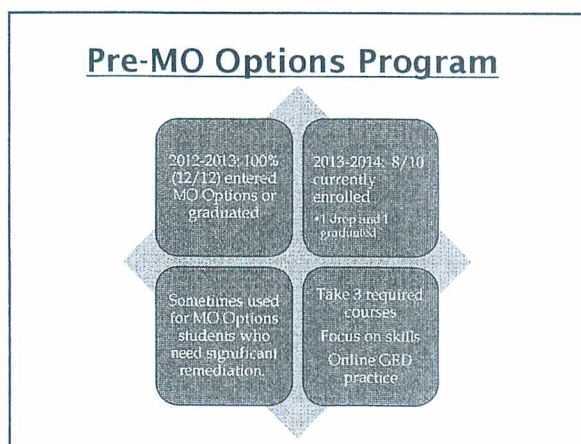
Success Class

- Double-dip for at-risk students identified in the data
- Small class size
- Elective credit
- Student mentors
- Content teachers
- Content + Curriculum









CAP Classes

- Description
 - Assistance for students who have failed a course.
Example: Alg I, semester I = student can take in CAP while they are in Alg I, semester II
- Credits Earned
 - Credits in CAP are credit recovery credits
- Structure
 - By School - Each school hires their certified teacher for after school program
 - Fee based - Evening course requires a fee, no ADA collected. Additional fees cover FRL
 - During and after school - Schools instituting during "Guided Study Hall"

District Overall								
	Physical Science			Biology			Alg 1B	Geometry
	11-12	12-13	13-14	11-12	12-13	13-14	12-13	13-14
Students enrolled	40	30	29	38	32	38	14	13
Number of students who failed content area course at semester	7	6	1	9	6	3	2	3
Percentage of students who passed content area course at semester	82.5%	80.0%	96.6%	76.3%	81.3%	92.1%	85.7%	76.9%

District Overall								
	English I			English II			Algebra I	
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13
Students enrolled	53	53	56	56	77	79	19	35
Number of students who failed content area course at semester	7	8	9	5	8	11	0	6
Percentage of students who passed content area course at semester	86.8%	84.9%	83.9%	91.1%	89.6%	86.1%	100.0%	82.9%

FHU

- Academically at-risk
- Online plus projects and notes
- Housed in FHHS
- Transportation provided
- Wrap Around Services



Transition Coach

Purpose: To reconnect FHSD high school dropouts with a program that develops an Individual Achievement Plan (IAP) for each student that can lead to a high school diploma and/or an appropriate post-high school educational plan

- Makes contact/meets with students after dropped
- Reviews transcripts
- Develops IAP
- Supports in next steps (reenroll, MO Options, training, etc.)

INDIVIDUAL ACHIEVEMENT PLAN

Name _____ Birthdate _____
 Address _____
 Phone _____
 Home School _____
 Last date of school attendance _____
 Current class graduation date _____
 School History _____

 High School Credit Total _____ Credits Needed for Graduation _____
 Specific Classes Needed to Complete Graduation Requirements:

 Program Selected (i.e., MO-OP, OSD) and Details of Plan

 Plans for post high school education/career/training _____

Drop Out Survey Tracking

DROP OUT SURVEY

Student Name: # Credits: 2 Date: 11/13/13
 Counselor Name: Mrs. Anderson School: Pascon Howell Union

1. What circumstances led you to drop out of high school?
 Check all that apply:

- a. Lack of easy connections to school
- b. Classes were not interesting or inspiring
- c. Lack of connection to the school work required
- d. Personal reasons
- e. School work was too difficult
- f. Home or life situation
- g. Lack of preparation for high school coursework
- h. Poor attendance
- i. Lack of a caring teacher or teacher
- j. Too much freedom
- k. Too little freedom
- l. Low expectations from teachers
- m. Needed more academic help in school
- n. Needed more behavioral help in school

2. Did you have discipline issues while in school? Yes

3. At what point did you become totally disinterested? (Please describe)

4. What could the school have done to encourage you to graduate?
 a. None
 b. Lack of connections and drive towards school

5. What are your plans now for after leaving high school? Undergrad

6. Do your parents support this decision? NO

7. Is there any other information that you would like to share?
 a. Student dropped from Advanced Placement due to incorrect scheduling
 b. Student dropped from AP Calculus due to incorrect scheduling
 c. Student dropped from AP Computer Science due to incorrect scheduling
 d. Student dropped from AP English due to incorrect scheduling

8. What you made aware of other graduation options?
 a. Advanced Options Program
 b. ACE
 c. GED

9. Is there anything else we can do to help you?
 a. No at this time

Improving your data The Pink Ribbon Report

THE PINK RIBBON REPORT FOR JUNIOR AND SENIOR LEVELS OF THE STATE OF OHIO

Latest Fall
 District: 60-26-0004 (260004)
 Last Activity: 11/13/2013 4:14:14 PM

[Home](#)
[Dashboard](#)
[Reports](#)
[Tools](#)
[Help](#)

[June Student Core, Enrollment and Attendance - Enrollment should be changed to reflect not a drop.](#)

Below are the potential suspension files that contain your data against the data from other districts.
 Please contact your district administrator if you have any questions.

Page	Number	Description
Warning	12	The June 2013 file contains data for the June 2013 file and the June 2013 file. (11/13/2013)
Warning	13	The June 2013 file contains data for the June 2013 file and the June 2013 file. The June 2013 file and the June 2013 file are not the same. (11/13/2013)
Warning	14	The June 2013 file contains data for the June 2013 file and the June 2013 file. The June 2013 file and the June 2013 file are not the same. (11/13/2013)
Warning	15	The June 2013 file contains data for the June 2013 file and the June 2013 file. The June 2013 file and the June 2013 file are not the same. (11/13/2013)

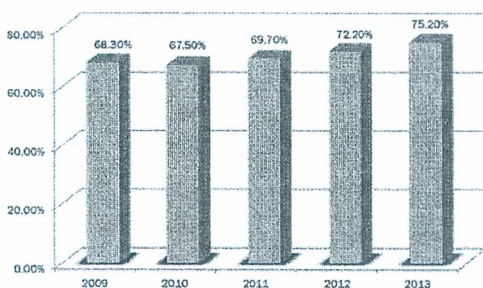
Early Warning System Middle School Summer Success Class

- New for Summer 2014
- Students currently in grade 8
- EWS data used to determine who to invite
- Transportation provided
- Staff: Math, English Language Arts, Counselor
- Each will focus on their area
 - Content to be covered in 14-15
 - Parent connection
 - 4 year plan conversations with student
 - Learning Styles Inventory
 - Study skills, note taking
 - Attachment to school
 - Mentor during school year

Elementary Interventions

- Great by 8
- Interventionist/ Reading Specialist
- During School Tutoring
- Intervention Time

Reading Growth



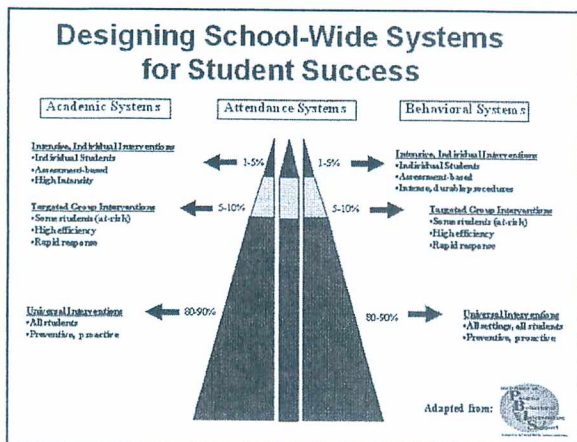
Attendance Interventions

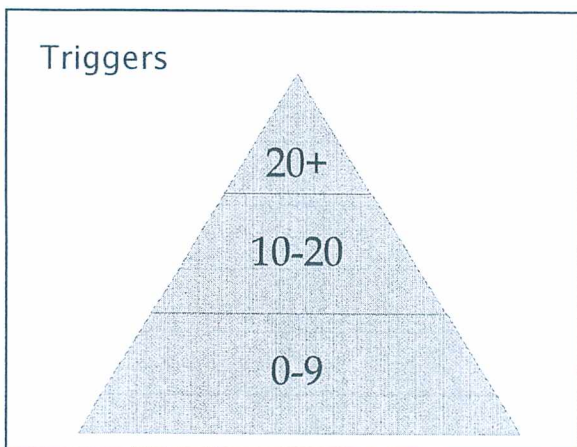
Data Plan

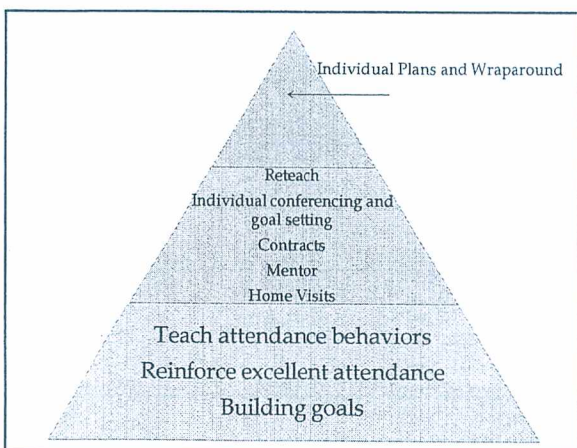
- % with 10 or more and who/90%
- Attendance of those who move in
- Look at different student populations

Attendance Assumptions

- Attendance is a behavior
- We can teach good attendance habits
- We intervene with students having attendance problems
- We monitor attendance *and need to assess the effectiveness of our interventions*







Tier 1

- Every absence has a school reaction
 - Have data
- Develop incentives
- Teach behaviors

Universal Level Teaching Attendance

- Teach 10 core concepts to students and families.
- All school staff should be trained to teach and reinforce the core attendance concepts.
- Teaching should be universal and continual.

Universal Level Teaching Attendance

CORE ATTENDANCE CONCEPTS

1. Clear expectations of positive attendance
(Goal = 96% attendance)
2. Compulsory attendance laws
3. Benefits of good attendance School calendar and schedules
4. Morning routines

Universal Level Teaching Attendance

CORE ATTENDANCE CONCEPTS (continued)

- 6. Evening routines
- 7. Plans for coming to school (people to support you coming to school)
- 8. Creating "back-up" systems (others to support you that are different from those in your plan)
- 9. Self-care (best practices for staying healthy, sleep requirements, mental health)
- 10. Consequences of poor attendance

Adapted from Los Angeles Unified Opening Meeting 2009

Methods for Teaching Core Attendance Concepts

- o Open House/Assemblies
- o Parent education
- o Community education
- o Reinforcement of positive attendance behaviors
 - o School-wide assemblies
 - o Group recognition (classroom, grade levels)
 - o Individual recognition
 - o Reinforcers/Incentives

Adapted from Los Angeles Unified Opening Meeting 2009

Parent Involvement

- Educate about attendance topics
- Ask for volunteers to mentor/transport
- Teach parenting

Tier 2 Data

- Typically 10-24 days

Tier 2 Support: Mentoring

- Helps with behaviors and attendance
- Can be adult or older student
- Clear research: caring adult is key

Tier 2: Student Goal Setting

- Small group
- Monitored
- Based on baseline, not dreams

Tier 2: Pair goals with contracts

- ⊙ Formal
- ⊙ Negotiated
- ⊙ Reinforcement
- ⊙ Bonus Clause
- ⊙ Penalty Clause

Tier 3 Data

- > 24 days
- 2-3 days per month

Targeted

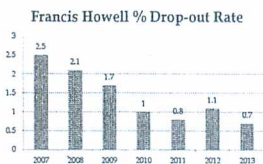
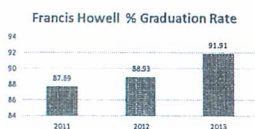
- Extensive individual plan
 - WHY?
 - Individual conferencing
 - Wrap-Around
 - Authorities
 - Parents/Home Visits
 - Tier 2: mentor- goal-contract
 - Regular progress monitoring

Strategies

- Expectations/SIP Cycle
- HS
 - Success Class
 - Pre- Missouri Options
 - CAP Classes
 - Transition Coach
 - Clean Data
- MS
 - Prevention Camp
- Elementary/MS
 - Reading Interventions
- All- Attendance Pyramids/Tracking
- Exit survey tracking

Results

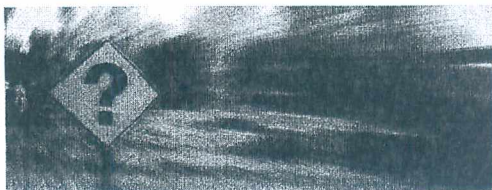
Grad and Drop-out Rates



Next Steps

- Expansion of EWS to 1st grade
- Refinement of EWS based on internal research with addition of automation
- Add individual learning plans to EWS
- Expansion of Middle School Success Camp

Questions



Contact Information

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 - Chief Academic Officer, Francis Howell School District
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