



Dropout Prevention and Students with IEPs

Risks, Protections, and New Hope

***Reaching and Teaching Struggling Learners
Initiative, Co-Director***

MDE Dropout Challenge Support Team

Leisa Gallagher, Challenge Coordinator

Since you care about dropout prevention, describe your mascot.

Our mascot?

A sheepdog because.....

(How are we connected? How are we different? *Issue of common frames and individual choice*)

Overview: RTSL & RTI

State level Dropout Prevention

RTSL- Learning community work

1. Shared values and visions
2. Inquiry into learning & engagement
3. Making Practice Public
4. Collaboration

RTSL- Early Warning Signs &
Collaborative Data Inquiry

RTSL-Tiered levels of Support in Literacy
and Math

Overview: Michigan Department of Education State Superintendent's Dropout Challenge

1100 Buildings joined

- Early Warning Signs for 10-15 students
- K-12 approach
- Collaboration across state departments (ABCs)

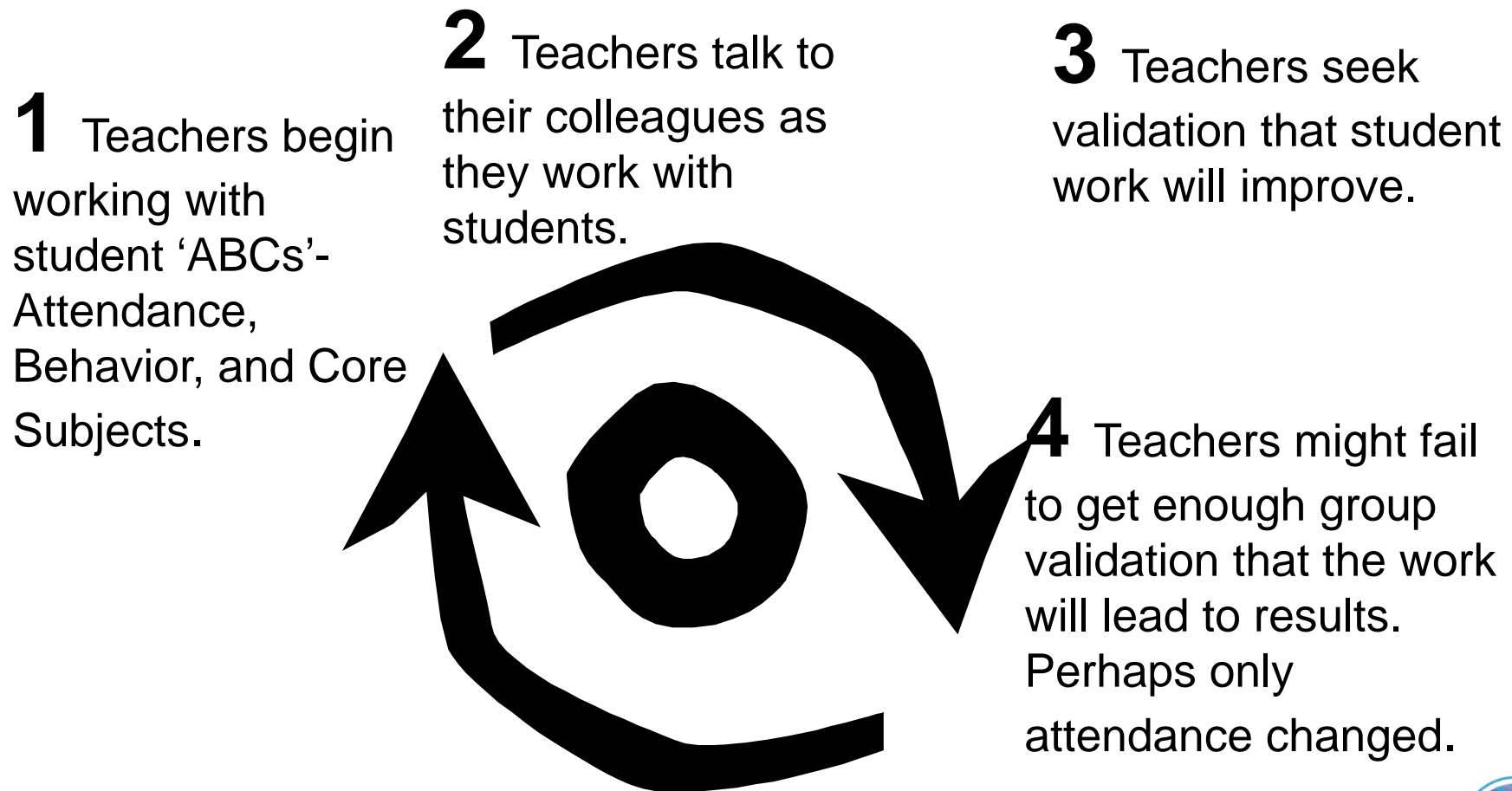
Definition of Consensual Validation

“Persons in highly inbred social networks alter their beliefs regarding the external world by repeated interaction with each other rather than by direct observation.”

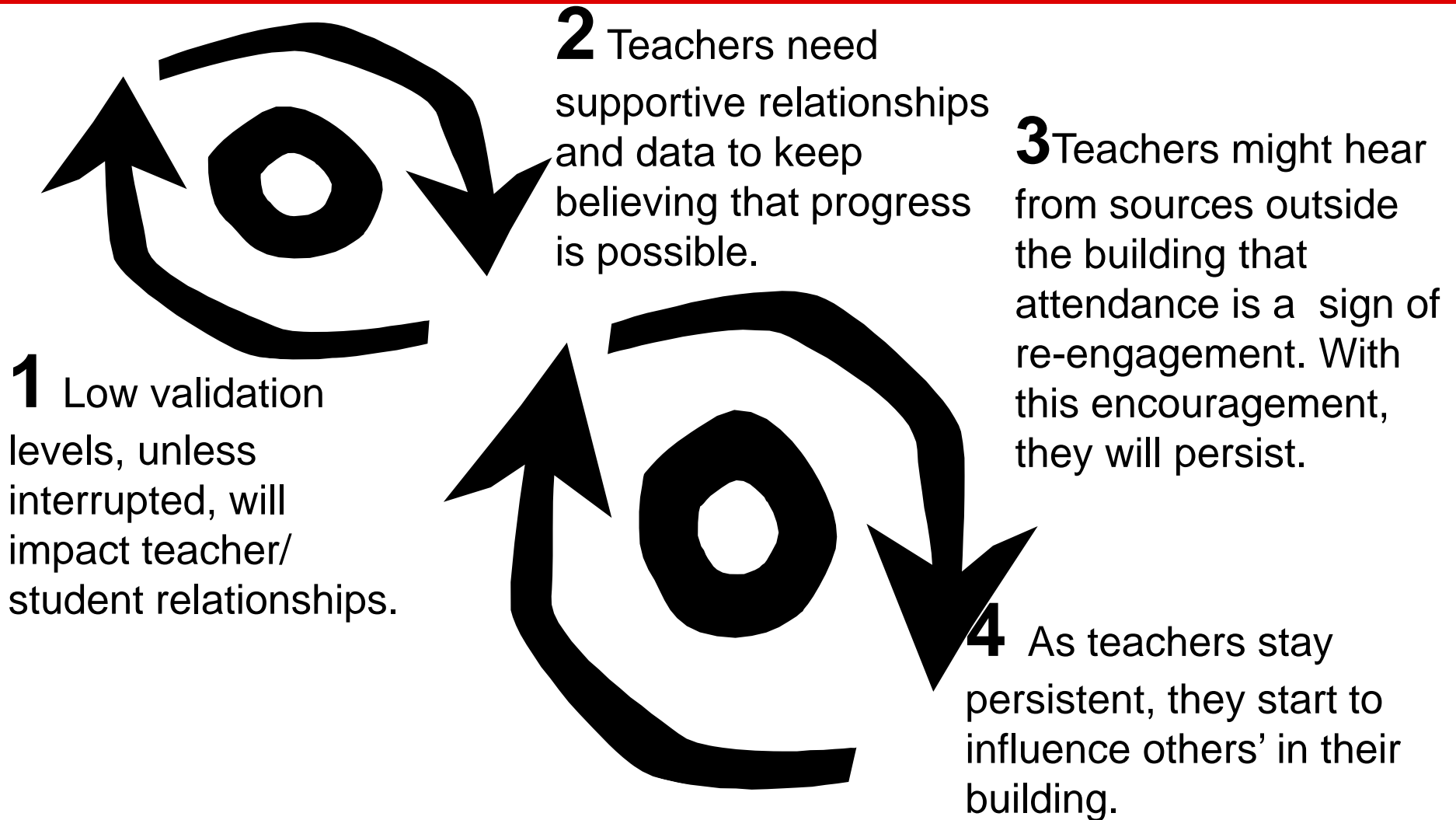
In a school context-

Teachers expectations are impacted by this social network. Direct observations may be obscured by social networks. *What is impact if teachers are not part of the community's social network?*

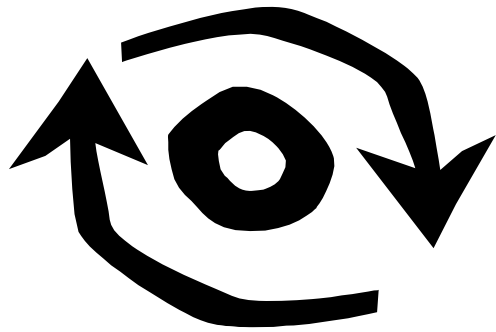
Teachers seek validation of their beliefs about their students



Consensual Validation



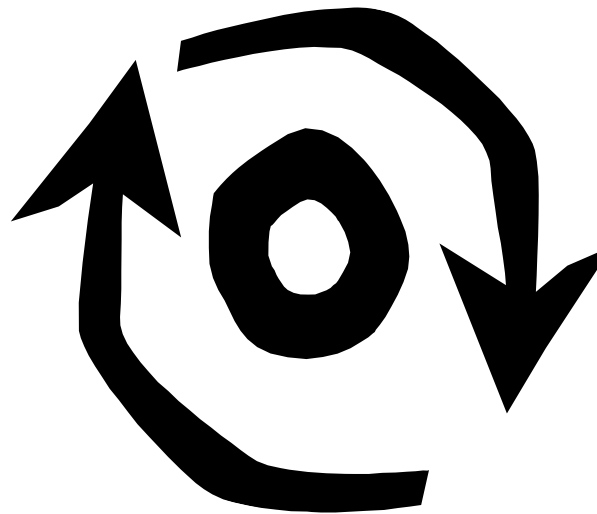
Consensual Validation- How would these cycles change if parents & community members were included? Students?



1 Low validation levels, unless interrupted, will impact teacher/parent/community/student relationships.

2 Teachers/parents/community members need supportive relationships and data to keep believing that progress is possible.

3 Teachers/parents/community members might hear from sources outside the building that attendance is a sign of re-engagement. With encouragement, they will persist.



4 As adults stay persistent, they start to influence others' in their building/community.

Early Warning Signs of Dropout-

Data which helps stabilize success

A-Attendance,

B-Behaviors,

C-Course/Class/Credit

- *ABCs potentiate risk (An office disciplinary referral leads to missed quiz, a missed quiz leads to a skipped class)*

Attendance Data Points

- How often are late arrivals impacting a core class?
- How are disruptive behaviors leading to exits from class?
- How are adults in the building responding to absences early in the school term?

Attendance Data Points

- How are tardies leading to absences?
- How is suspension policy connected to attendance behavior?
- How are children treated when they return from a suspension? How is time off used?

Group Protocol- First Word/Last Word

- Silently read the excerpt
- From the excerpt, underline three ideas that surprised you
- Beginning group member reads their first big idea
- In round robin fashion, each group member comments on the idea and the beginner gets the last word about its meaning

Behavior Data Points

- How many times do disruptive behaviors lead to exits from class?
- What is the capacity for schools to use monitoring systems which access incidence level data (date, time, location, type of behavior)?

Behavior Data Points

- How might disruptive behavior subjectively impact grades?
- What patterns of disruptive behavior are visible so that adults can intercede?
- How is homework counted and it's relationship to course completion, grades, and effort? 0 or 50% grade for missing assignments.

Course/Classwork Data Points

- How are screening tools in ELA and Math employed to support quality instruction?
Examples-AIMSweb, Northwest Education Assessments

How balanced is the schools assessment system?

Can students measure their own progress? What would it take for students to select their grade and measure their learning?

Course/Classwork Data Points

- How has student performance been addressed through the use of technology and online learning?

Read 180, Credit recovery, Dual Enrollment

- What are educator dispositions toward multiple assessments for student progress vs. narrow definitions of academic success.

Recognition of effort, pacing, personalizing instruction.

Course/Classwork Data Points

- Lack of monitoring core subject success over time.

Early warning signs for course failures, college readiness scores, strategic scheduling, ability grouping, post 9th grade data to indicate student trajectories for graduation in four years.

Early Warning Sign Tool for All Students

Excel chart is nationally available to all high schools.

Consider the power of sharing student EWSs...

- Heather's patterns in National High School Center's Early Warning Sign Tool
- Notice Eva and Scott's patterns

Real Time Resources

National High School Center

<http://www.betterhighschools.org/pubs/#Dropout>

- Developing Early Warning Systems to Identify Potential High School Dropouts
 - Guide
 - Tool

RTSL lesson learned-all ODRs and suspensions were within two minority subgroups.

EWSs-A case for RTI-holding individual and the aggregate

How might monitoring and supports be different if you saw a roster of student patterns of risk?

RTSL lesson learned-grade level data led to whole school assessment of reading. Greenville Middle School-500 students increase 1 reading level.



TechAcademy
A Public School for
Technology & College Preparation
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Influence Spectrum Management

Influence Center

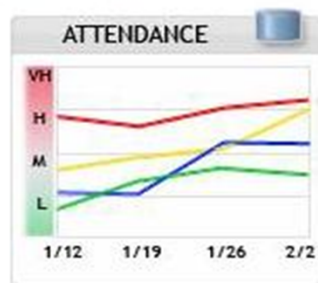
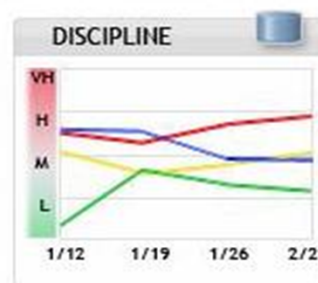
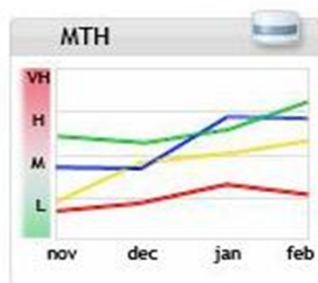
- ▶ Reports/Analytics
- ▶ **Students**
- ▶ Programs
- ▶ Influences/Definitions

TechAcademy Tools

- ▶ Data Management
- ▶ Intervention Response
- ▶ Report Dissemination
- ▶ Community/Parent
- ▶ Student Support

Program News

- ▶ Bright Stars Program:
[2 Updates](#)
- ▶ Bridge-to-Work
[14 Updates, 3 New](#)
- ▶ BMA Afterschool
[18 Updates, 13 New,](#)
[21 Closed, 1 Audit](#)
- ▶ First-Baptist Church Service
[2 Closed, 2 Audits](#)



Grade 8
Grade 9
Grade 10
Grade 11

News and Alerts

- 3/15/09 NEW PROGRAM: Bright Horizons services Individual, School, Community, Family influences
- 2/26/09 Cohort Report: Class 2009 Individual Analysis Attendance
- 2/21/09 ALERT: 933410 Attendance is now VERY High and requires intervention assignment
- 2/11/09 Assessment Data added: mid-term Math; mid-term ELA
- 2/05/09 NEW ISM District Added: Medway PSD, 75new shared programs, 35 new shared definitions
- 1/29/09 New Discussion Thread: 8th Grade gang violence

Grade

Grade 8

Visualization

Table

Periodicity

3q08 ☐ 4q08 ☐ 1q09 ☒ 2q09 ☒

Influence

-- ALL -- Influences in this Category

Risk Level

Very High

[Generate](#)

| Student ID | Risk Level | Contributing Influence | Grade | Actions and Links | | |
|------------|------------|------------------------------|-------|-------------------|-------|-------|
| 828444266 | Very High | Attendance: Unexcused | 8 | Intrvns | Schdl | Notes |
| 814237428 | Very High | Performance: MTH_a41SUMM | 8 | Intrvns | Schdl | Notes |
| 833014740 | Very High | Attendance: Unexcused | 8 | Intrvns | Schdl | Notes |
| 821411005 | Very High | Performance: Overall GPA | 8 | Intrvns | Schdl | Notes |
| 814241702 | Very High | Discipline: Violent Behavior | 8 | Intrvns | Schdl | Notes |

Group Protocol- Paraphrase Passport

Describe three potential benefits if each classroom teacher had daily access student early warning signs.

- In round robin fashion, ask the person whose birthday is closest to today to share a benefit to the school.
- The next person paraphrases the previous response before they share their idea.

Why 9th grade matters in Dropout Prevention

Research findings from Ruth Neild Curran:

High school is experienced as a new level of schooling.

Fourteen year olds are biologically attracted to risk.

Dropout prevention research indicates patterns of risk in two critical grade levels-9th and 11th grade

Why 9th grade matters in Dropout Prevention

Despair over failure to make progress in ELA and/or Math by 9th grade.

Struggling learners are more vulnerable bureaucratically organized schools.

RTSL lessons learned- 8th grade planning for guided academics in 9th grade, home visits, positive peer culture, study skills, literacy, social skills, service learning with younger children.

Bureaucratically vs. Communally Organized Schools

Taking a systemic view to counteract one of the four reasons students drop out of high school-

- Orient student to the new level of schooling
- Provide school wide behavior supports
- Personalize the learning
- Emphasize supportive 9th grade design

**Are we happy with the results?
If no, what am I going to do?**

Our greatest influence- organizational design and building level report of collective efficacy.

RTSL Lessons from learning community work- communities are neutral, may produce negative or positive consensual validation, may be restrained by historic methods of teaching content, eg. math and science

Are we happy with the results? If no, what am I going to do?

Organizational design in ms/hs:

- finding time- tiered levels based on EWS data?
- cross department work- shared problem solving
- shared vision and values- care for each and every
- making private public- positive peer network
- earning trust – shared problem solving & positive peers
- holding person and the environment- tiered levels

RTSL lessons learned-How might shared academic and social data displays help us warm up the place?

The power of collaboration to produce sensemaking

Learning Community practices-

1. Shared vision & values re: student results
2. Making private public
3. Inquiry into learning and engagement
4. Collaboration

RTSL theory, if adults feel more connected to each other, then the students will follow. If they experience action research methods, they experience choice.

The power of collaboration to produce sensemaking

Learning Community practices today-

Protocols during this session assure that participation is equal, simultaneous, and co-created. Adults might feel safer, more energized, more accountable. The school based, negative consensual validation may be disrupted.

RTSL lesson- as adults receive collaborative, inquiry experiences of learning, they are more open to consider how these practices might benefit students as co-creators of learning.

The power of teams, trust, and high expectations...

Learning Community Practice:

Teachers and leaders are trusting and trustworthy. Trust is evaluated within teachers, leaders, students and families.

Bryck and Schneider

- *RTSL lesson- principal took a homeroom assigning with most struggling 9th grade students and looped with them over the span of the initiative.*
- *RTI principles- each and every, collaborative problem solving*

A trustworthy educator is student centered

RTSL challenge:

to hold individual and student group progress in a systemic frame and reflect it back to the school/community

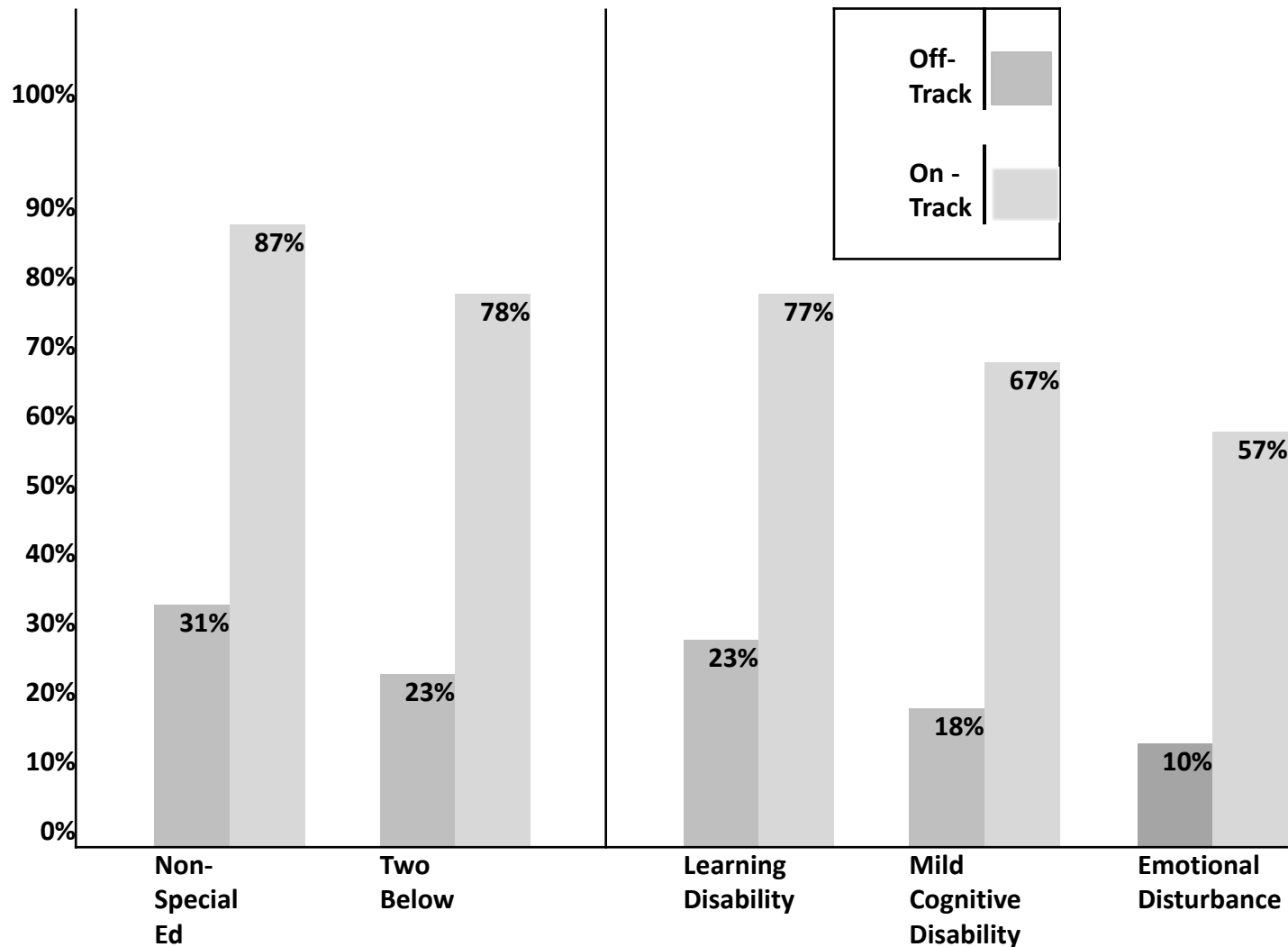
Share a scenario within building leader make a decision that was very student centric and describe how it impacted on staff.

Absence of student centric practices correlates risks for students with IEPs

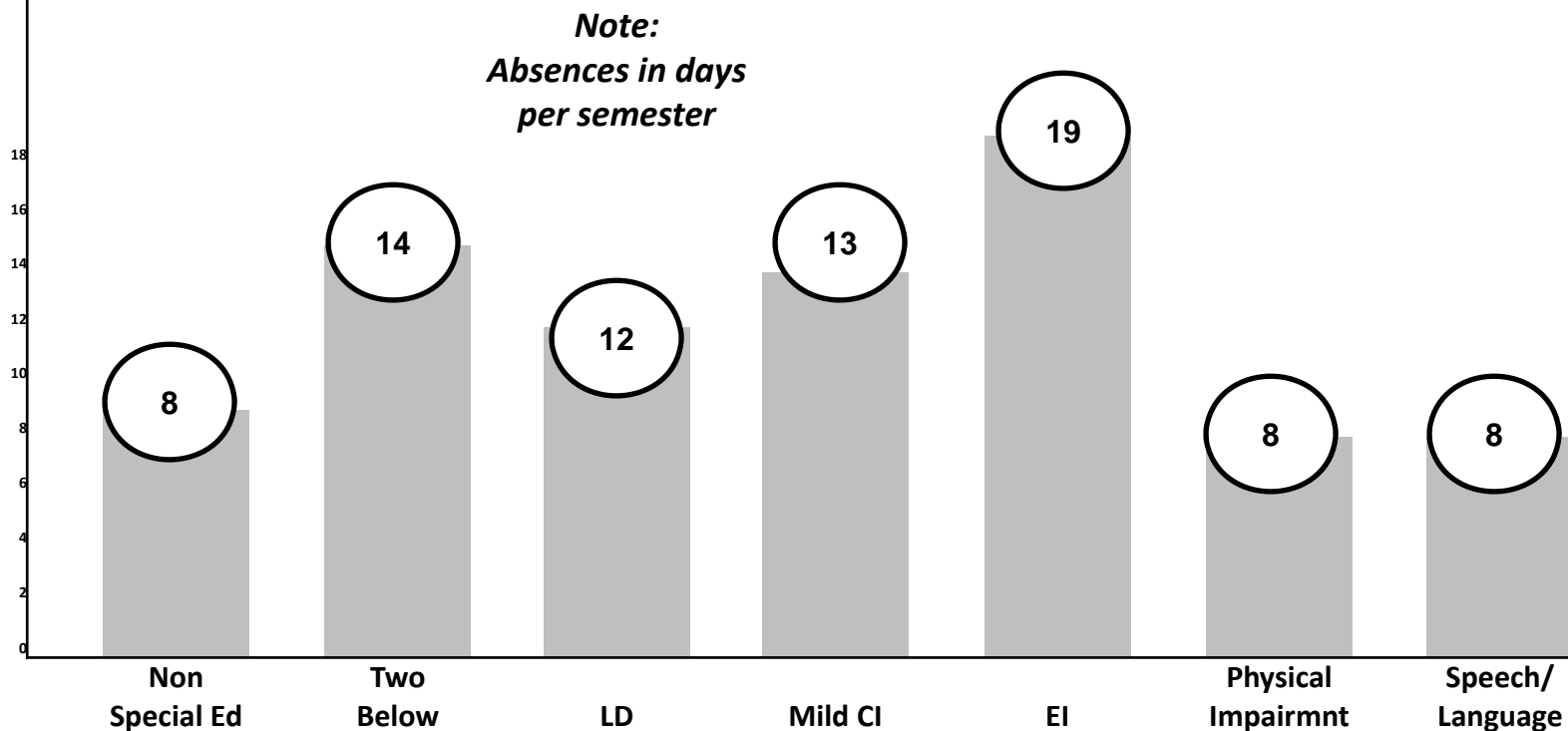
1. Single-headed households- *issue of capacity at home for complexity and workload of supports*
2. Mobility across educational environments- *is change for student or adults?*
3. Lack of confidence in the holding power of the interventions- *same intervention over and over*
4. Student experience academic disconnects and fail to see educational plans will support their aspirations.- *who is asking about the child's perception?*

-Based on research provided by Dr. Larry Kortering

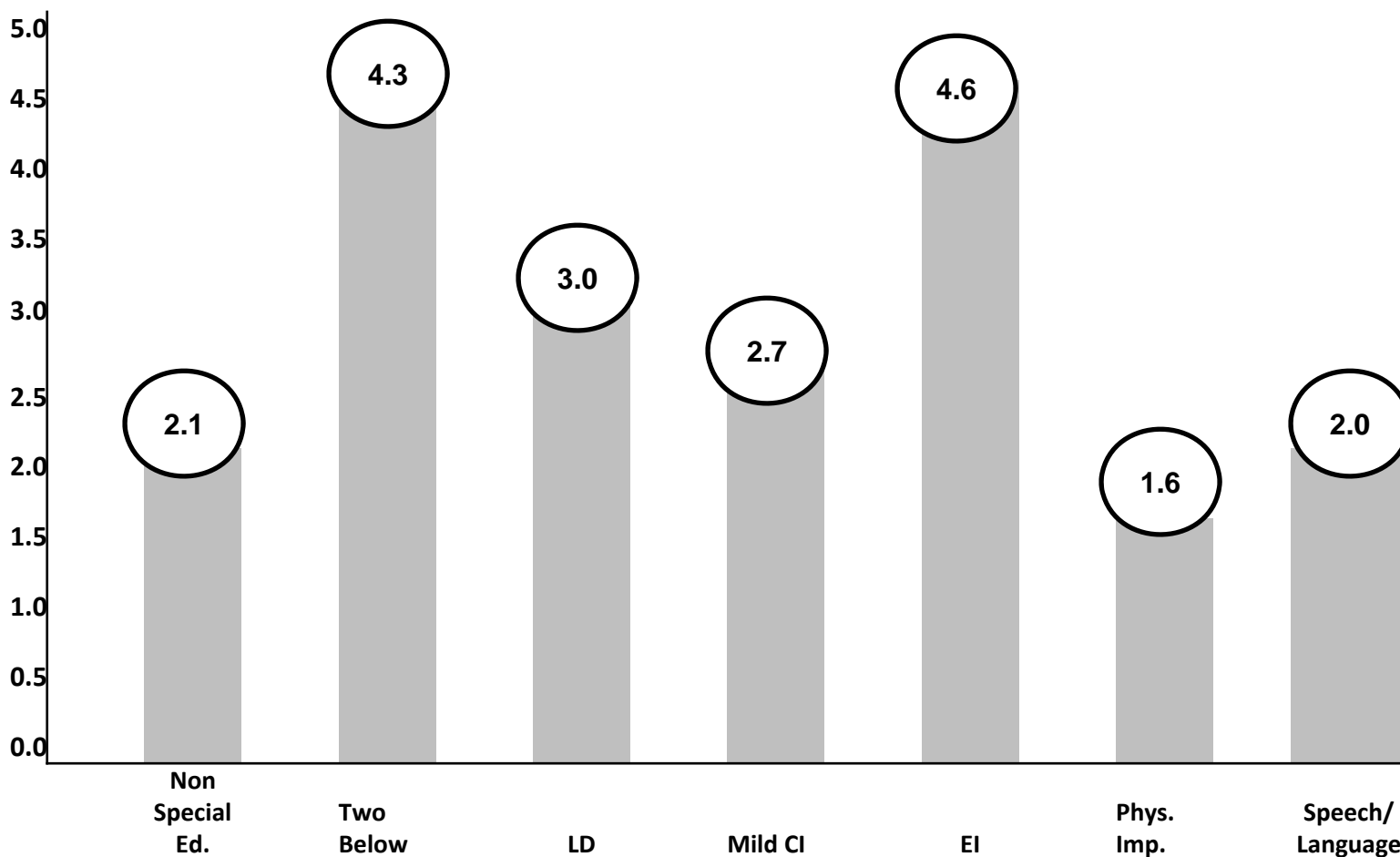
Five Year Graduation Rates by On-Track Status- *NHSC data*



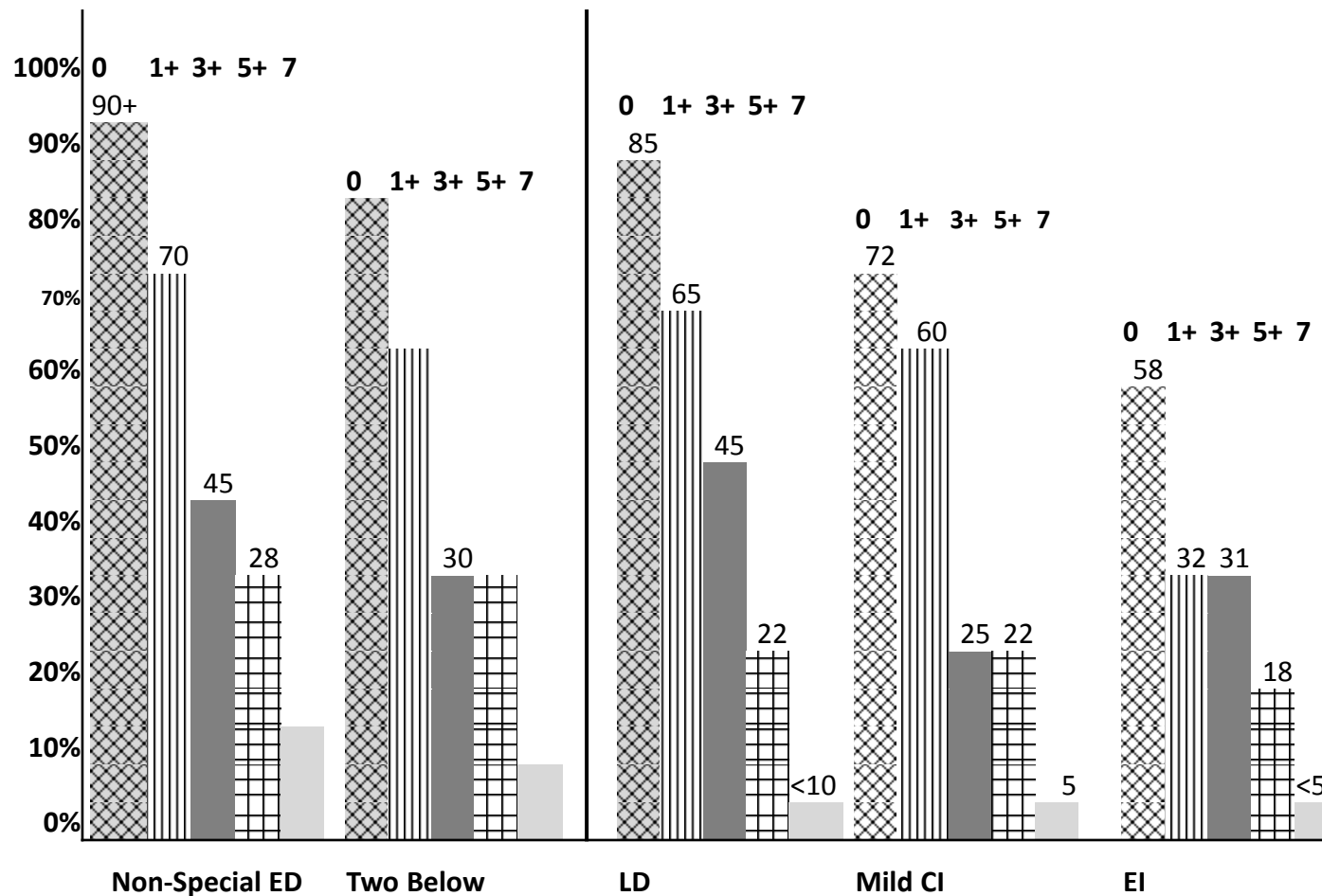
Average Number of Absences by Special Ed Status- *NHSC data*



Average Number of Fs by Special Education Status- *NHSC data*



Five-Year Graduation Rates By Number of Fs- *NHSC data*



Collaborative Data Inquiry-RTSL

Through a comparison of the 2007-08 Dropout Event rate, in Wyoming and Michigan we would assume that.....

Predict- each person surfaces assumptions (*Making private, public*)

Go Visual with the data (*helps with the collaborative aspect of problem solving*)

Observe patterns (*Reflection on student results*)

Interpret what might be happening (*Hearing alternative explanations helps teachers and leaders expand their understanding*)

Dropout Prevention IES Practice Guide and RTI

- **Diagnostic**

1. Identify students at risk of dropping out

- **Targeted Interventions**

2. Assign adult advocates
3. Provide academic support and enrichment
4. Implement programs to improve classroom behavior

Dropout Prevention IES Practice Guide

- **School wide Interventions**
 - 5. Personalize the learning environment
 - 6. Provide rigorous and relevant instruction

Current Status - in Your Building, District or Organization

Diagnostic/Individualized-

1. Identify students at risk for dropout-
individual interventions
 - In place
 - Partially in place
 - Not in place
 - Don't know

Current Status - in Your Building, District or Organization

Targeted

2. Assign adult advocates

- In place
- Partially in place
- Not in place
- Don't know

Current Status - in Your Building, District or Organization

Targeted

3. Provide academic support and enrichment

- In place
- Partially in place
- Not in place
- Don't know

Current Status - in Your Building, District or Organization

Targeted

4. Implement programs to improve classroom behavior

- In place
- Partially in place
- Not in place
- Don't know

Current Status - in Your Building, District or Organization

School wide Interventions

5. Personalize the learning environment

- In place
- Partially in place
- Not in place
- Don't know

Current Status - in Your Building, District or Organization

School wide Interventions

6. Provide rigorous and relevant instruction

- In place
- Partially in place
- Not in place
- Don't know

Current Status - Debrief

What examples exist within your local context regarding this framework of 6 areas of work?

They are interactive with one another.

National High School Center (NHSC) Review of Practices

12 Practices Common to All EBI Programs

Achievement in core courses

Community engagement

Family engagement

Career and college awareness

Content recovery courses

Support for Students with IEPs outside of school

NHSC Review of Practices

12 Practices Common to All Programs

Tiered approaches

Tutoring as an academic support

Advisories and team teaching

Small learning community and personalization

Partnerships between high schools and feeder schools

9th grade transition programs

State Support for All Buildings- Graduation Town

Digital Learning Community

- For *Challenge Schools*
- Supported by Title IID Technology Funds
- Hosted by Michigan Association of Secondary School Principals

Dialogue for the Big Ideas-

Am I happy with the results? If no, what am I willing to do today, in a month, in a year?

What rose to the top?

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