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TOPIC INVENTORY

Topic: Dropout Prevention

Topic inventories list every component of a DWW topic. Use this document to get an overview of the Dropout Prevention topic, identify multimedia pieces, and plan for professional development.

Topic Overview and Tools

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Topic Overview and Tools

Resource	Description	Related Media and Files
<i>Dropout Prevention: Keeping Students in School (Video, 7:48 min)</i>	This overview shows how the practices for Dropout Prevention fit together into a research-based and practical solution to reduce dropout rates.	<i>Dropout Prevention Visual Diagram (.pdf)</i> <i>Dropout Prevention (Practice Guide) (.pdf)</i>
<i>Dropout Prevention Visual Diagram (.pdf)</i>	This diagram shows strategies for dropout prevention to help districts and schools understand the scope of the dropout problem and design a coordinated and coherent approach targeted to students' needs. The six recommended practices operate best as part of a systemic strategy to address dropout prevention and recovery.	
<i>Understanding Dropout Prevention Practices (Video, 6:12 min)</i> Mark Dynarski, Mathematica Policy Research	Dr. Dynarski provides an overview of the dropout prevention topic and discusses the recommendations: <ul style="list-style-type: none">• Develop a data system to diagnose the number and type of students dropping out.• Provide targeted interventions for dropout prevention including: assigning adult advocates, providing academic supports, and focusing on services that address social and behavior problems.• Personalize the learning environment and share with students postsecondary career options.• Consider a school's context, the scope of the problem, the kinds of problems present, and the reasons kids drop out to determine appropriate interventions.	<i>Transcript and Bio (.pdf)</i>
<i>Comprehensive Planning Template for Schools (.doc)</i>	Template for school- and district-level personnel developing a comprehensive and coherent dropout prevention plan that includes leadership, instructional feedback, organizational practices, and monitoring of instruction.	
<i>Comprehensive Planning Template for Districts (.doc)</i>	Template to help districts develop a comprehensive and coherent dropout prevention plan that includes district leadership, research-based instructional strategies, teacher quality, enrichment programs, and family and community engagement.	

Resource	Description	Related Media and Files
<i>Comprehensive Planning Template for States (.doc)</i>	Template for state-level personnel working with districts and schools to develop a comprehensive and coherent dropout prevention plan that includes state leadership, standards and expectations, research-based resources, district and school support systems, and fiscal policies.	

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Practice: Use data systems to identify individual students at high risk of dropping out. (Data Systems)

A critical first step for preventing dropouts is for the school leaders to examine such data as graduation rate, attendance, overage and undercredited students, and students with Individualized Education Plans (IEPs), and to look at these data disaggregated by race and gender. In this way, the school can better understand the scope of the problem.

School leaders and teachers can use data to help prevent students from falling off track and to intervene immediately if students do fall off track. Looking at the data on student absences, grade retention, low academic achievement, and behavior problems can tell a school how many students are at risk of dropping out. If the numbers are very large, the school should consider adopting schoolwide changes and/or targeted programs for individual students who are at the highest risk of dropping out.

Overview and Tools

Resource	Description	Related Media and Files
<i>Utilizing Data Systems for Dropout Prevention (Video, 6:39 min)</i>	<p>This overview illustrates the value of collecting and analyzing student-level data effectively to prevent dropouts.</p> <p>Data systems can help identify which students are off track for graduation and should document accurate information on student withdrawals. They should automatically flag students with low grades, course failures, and frequent absences; all indicators a student is off track.</p> <p>Data systems should be standardized so they can work with the systems of other schools—district and statewide.</p> <p>Data systems can be used to monitor the academic and social performance and the sense of engagement of all students continually and to identify students at risk of dropping out before key academic transitions.</p>	<i>Transcript (.pdf)</i>
<i>Learning Together: Utilizing Data Systems for Dropout Prevention (.doc)</i>	<p>This tool is designed to help education practitioners organize a training workshop focused on using data systems to support dropout prevention efforts. With this tool, administrators, district leaders, teachers, and coaches can get more information and brainstorm ideas about utilizing data in their schools and districts.</p>	<i>Utilizing Data Systems for Dropout Prevention (Video, 6:39 min)</i> <i>The Importance of Data Systems for Dropout Prevention (Video, 4:03 min)</i>

Resource	Description	Related Media and Files
<i>Evaluation Checklist: How Effective Is Our Use of Data? (.doc)</i>	This self-assessment tool is designed to help state, district, and school education practitioners evaluate the capacities and applications of their comprehensive data system.	
<i>Planning to Use Data: District and State Levels (.doc)</i>	This planner is designed to help state, district, and school education practitioners evaluate the existing infrastructure and choose and implement an appropriate and effective data system with a dropout prevention focus in mind.	

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Learn What Works

Resource	Description	Related Media and Files
<i>The Importance of Data Systems for Dropout Prevention (Video, 4:03 min)</i> Elaine Allensworth, Consortium on Chicago School Research (CCSR)	<p>Dr. Allensworth states that longitudinal, student-level data are critical to understand the nature of the dropout problem.</p> <p>Collect and document records linked across schools and districts for information on student transfers and withdrawals.</p> <p>Develop staff's capacity to look past raw numbers to be able to develop early warning indicators and identify patterns across sub-group students and across schools.</p>	<i>Transcript and Bio (.pdf)</i>

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Resource	Description	Related Media and Files
<i>Two or More Core F's in Grade 9, Won't Graduate Anytime (Audio, 4:25 min)</i> Nicholas Montgomery, Consortium on Chicago School Research (CCSR)	<p>A research analyst talks about how CCSR and CPS use a centralized data system to support the district's dropout prevention and recovery program.</p> <p>Researchers use the freshman on-track indicator to predict with 80% accuracy who will graduate from high school. They look at school climate and other indicators to help schools identify students who are off track.</p>	<i>Transcript (.pdf)</i> <i>Making the Transition (.pdf)</i> <i>What Matters in the Freshman Year for Graduating from High School (.pdf)</i>

Resource	Description	Related Media and Files
<i>Making the Transition: How Exemplary Middle Eighth-Grade Graduates Are Doing in CPS High Schools (.pdf)</i> Consortium on Chicago School Research (CCSR)	A sample data and assessment report that shows the types of data schools can use to determine whether students are on track to graduation.	<i>Two or More Core F's in Grade 9, Won't Graduate Anytime (Audio)</i>
<i>What Matters in the Freshman Year for Graduating from High School (.pdf)</i> Chicago Public Schools/ Consortium on Chicago School Research (CCSR)	A presentation to present the Framework for Freshman Year, which helps personnel understand the data on freshman year indicators to guide decisions on dropout prevention strategies.	<i>Two or More Core F's in Grade 9, Won't Graduate Anytime (Audio)</i>
<i>Taking Action Based on Freshman Indicators (Audio, 4:36 min)</i> Paige Ponder, Chicago Public Schools (CPS), Chicago, IL	<p>The Director of the Department of Graduation Pathways helps schools identify freshmen needing intervention to be on track for graduation by providing schools with a Freshman Watch List.</p> <p>The district supports the freshman on-track effort with additional staff members that develop a set of interventions for students who are off track.</p>	<i>Transcript (.pdf)</i> <i>Graduation Pathways: Using Freshman Year Indicators (.pdf)</i> <i>Data Reports to Help Identify and Support Students (.pdf)</i>
<i>Graduation Pathways: Using Freshman Year Indicators (.pdf)</i> Chicago Public Schools (CPS), Chicago, IL	This professional development presentation outlines CPS's districtwide effort to build staff capacity to prepare all students for postsecondary and employment success.	<i>Taking Action Based on Freshman Indicators (Audio)</i>
<i>Data Reports to Help Identify and Support Students (.pdf)</i> Chicago Public Schools (CPS), Chicago, IL	A presentation that introduces high schools to three data reports: the Freshman Watch List, the Freshman Success Report, and the Credit Recovery Report.	<i>Taking Action Based on Freshman Indicators (Audio)</i>

Resource	Description	Related Media and Files
<i>Using Data to Determine Appropriate Interventions (Video, 5:29 min)</i> Steve Lawler, Foxfire Center for Student Success, Zanesville, OH	<p>A high school math teacher discusses how the Intervention Team gathers data on student classroom performance, behavior, and health to determine appropriate student intervention.</p> <p>During weekly intervention meetings, teachers, administrators, counselors, and the school nurse discuss academic, behavioral, and health concerns of specific students.</p> <p>Intervention services occur in three tiers.</p>	<i>Transcript (.pdf)</i> <i>Goal-Setting Form (.pdf)</i> <i>Site Profile (.pdf)</i>
<i>Goal-Setting Form (.pdf)</i> Foxfire Center for Student Success, Zanesville, OH	<p>A form that notes the steps planned to implement a standards-based grading system and create a core values report card. Through such a system coupled with a core values report card, teachers can routinely monitor academic and social performance of all students.</p>	<i>Using Data to Determine Appropriate Interventions (Video)</i> <i>Site Profile (.pdf)</i>
<i>Providing Support for Ninth-Grade Students From Day One (Audio, 4:12 min)</i> Adelaida Olivares, Del Valle High School, Del Valle, TX	<p>A high school dean of instruction describes using data to plan for and respond to the needs of incoming freshmen.</p> <p>High school faculty meets with middle school teachers to review data.</p> <p>A database is used to record student performance and behaviors, and track intervention effectiveness.</p>	<i>Transcript (.pdf)</i> <i>Pathways to Success Tier Recommendations (.pdf)</i> <i>Intervention Database (.pdf)</i> <i>Site Profile (.pdf)</i>
<i>Pathways to Success Tier Recommendations (.pdf)</i> Del Valle High School, Del Valle, TX	<p>A spreadsheet to review and use middle school data on incoming freshmen to determine course placement.</p>	<i>Providing Support for Ninth-Grade Students From Day One (Audio)</i> <i>Site Profile (.pdf)</i>
<i>Intervention Database (.pdf)</i> Del Valle High School, Del Valle, TX	<p>A database that helps monitor the effectiveness of student interventions.</p>	<i>Providing Support for Ninth-Grade Students From Day One (Audio)</i> <i>Site Profile (.pdf)</i>

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Practice: Assign adult advocates to students at risk of dropping out. (Adult Advocates)

Research has shown that sustained personal relationships between trained adults and at-risk students can help address students' personal and academic needs. Advocates can address the academic and social needs of students by building trust and helping students overcome obstacles such as low academic performance, poor attendance, or poor relationships with teachers. Advocates also can communicate and work cooperatively with families. The adult should be committed to advocating for the student and should believe that all students can succeed. The adult and student should have time to meet regularly, and the adult advocate should be prepared to be persistent. Training for adult advocates is essential.

Overview and Tools

Resource	Description	Related Media and Files
<i>Assigning Adult Advocates to Promote Academic and Social Success (Video, 6:10 min)</i>	<p>An adult advocate meets with a student regularly to discuss their academic, social, and emotional needs. They act as a bridge between the student, family, and school.</p> <p>Struggling students who form relationships with adult advocates improve social skills and progress at a greater pace academically.</p> <p>The intensity and kind of training provided for advocates will vary based upon the severity of the student's problems.</p> <p>School administrators should facilitate regular meetings between advocates and students.</p>	<i>Transcript (.pdf)</i>
<i>Adult Advocate Self-Reflection: Helping Students Progress in School (.doc)</i>	<p>A self-assessment designed to help educators participating in an adult advocate program brainstorm on their own about how they can better advocate for their students.</p>	
<i>Monitoring Student Progress (.doc)</i>	<p>Adult advocates can use this planner to collect information about the areas in which the students' teachers have seen or would like to see improvement.</p>	
<i>Adult Advocate Planner: Working With Students Towards Goals (.doc)</i>	<p>Adult advocates can use this planner to help students make improvements in specific academic or behavioral areas.</p>	

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Resource	Description	Related Media and Files
<p><i>The Role of Adult Advocates in Dropout Prevention (Video, 5:12 min)</i></p> <p>Russell W. Rumberger, University of California, Santa Barbara</p>	<p>Dr. Rumberger describes the role of the advocate in dropout prevention. The advocate role is designed to be concerned about the welfare of the student and serve as a link between the student and the school and between the parents and the school in any area needed.</p> <p>Advocates can positively impact student performance and behavior. Advocates may work within the school or outside the school; however, they should be specially trained to work as advocates and the number of students assigned should be kept below 15.</p>	<p><i>Transcript and Bio (.pdf)</i></p>

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Resource	Description	Related Media and Files
<p><i>Advocating for Success: The Young Parents Achieve Program (Slideshow w/audio)</i></p> <p>Eva Hausler, Sleepy Hollow High School, Sleepy Hollow, NY</p>	<p>A social worker at Westchester Jewish Community Services describes a program that provides pregnant and parenting teens with case management, counseling, and academic support services, including homebound instruction and childcare services.</p> <p>Program participants share their personal successes as a result of the services provided to them.</p>	<p><i>Transcript (.pdf)</i></p> <p><i>Role of the Academic Coach (.pdf)</i></p> <p><i>Site Profile (.pdf)</i></p>
<p><i>Role of the Academic Coach (.pdf)</i></p> <p>Sleepy Hollow High School, Sleepy Hollow, NY</p>	<p>This handout describes the role of an Academic Coach, who is a member of the school faculty and works with student-athletes on the football team. The coach communicates regularly with teachers about students' performance and expectations and holds mandatory review classes to improve grades, engage in community service, enhance life skills, and increase graduation rates.</p>	<p><i>Advocating for Success: The Young Parents Achieve Program (Slideshow w/audio)</i></p> <p><i>Site Profile (.pdf)</i></p>

Resource	Description	Related Media and Files
<i>Invisible Mentors (Audio, 3:45 min)</i> Katie Shawger, Foxfire Center for Student Success, Zanesville, OH	A social studies teacher discusses the Invisible Mentoring Program, which allows a teacher to establish an informal connection with a student to learn more about them in order to develop strategies for additional support. Invisible mentors work together to help determine ways to connect with particular students. They try various strategies and approaches during class time to reach out to students.	<i>Transcript (.pdf)</i> <i>Site Profile (.pdf)</i>
<i>Paying Attention to Students (Video, 4:48 min)</i> Louisa Meacham & Paloma Garner, Jefferson Davis High School, Houston, TX	Two high school teachers describe a mentoring program to help ninth-graders transition to high school in which 75% of freshmen participate, and 90% of faculty serves as mentors.	<i>Transcript (.pdf)</i> <i>Ninth Grade Mentoring Program Description (.pdf)</i> <i>Site Profile (.pdf)</i>
<i>Ninth Grade Mentoring Program Description (.pdf)</i> Jefferson Davis High School, Houston, TX	A description of how to design a mentoring program.	<i>Paying Attention to Students (Video)</i> <i>Treat Us as Your Own (Video)</i> <i>Site Profile (.pdf)</i>
<i>Forming Relationships With Parents and Families (Video, 4:43 min)</i> Kasey McKee, Jefferson Davis High School, Houston, TX	A project manager explains how a high school maintains relationships with students' families. Staff members visit students and their families at home to discuss issues relevant to the students and to minimize barriers.	<i>Transcript (.pdf)</i> <i>Dropout Recovery and Intervention Action Plan (.pdf)</i> <i>Site Profile (.pdf)</i>
<i>Dropout Recovery and Intervention Action Plan (.pdf)</i> Jefferson Davis High School, Houston, TX	A planner used to prepare for family outreach activities aimed at keeping students in school.	<i>Forming Relationships With Parents and Families (Video)</i> <i>Site Profile (.pdf)</i>
<i>Treat Us as Your Own (Video, 4:48 min)</i> Jefferson Davis High School, Houston, TX	Four high school freshmen describe their experience in the Ninth Grade Mentoring Program, how it helped them, and provide advice for mentors. Mentors should be firm when needed, be good role models, and treat each student as their own child.	<i>Transcript (.pdf)</i> <i>Ninth Grade Mentoring Program Description (.pdf)</i> <i>Site Profile (.pdf)</i>

Practice: Provide academic support and enrichment to improve academic performance. (Academic Supports)

Academic supports help improve academic performance and reengage students in school. Schools can offer academic support by providing extra study time, targeted interventions to address gaps in math and literacy, homework assistance, tutoring, and opportunities for credit recovery. Classes can be offered in test-taking skills and study skills. Research has shown that providing academic support helps address skill gaps and offset cycles of frustration. It can also enrich the academic experience for students who are bored or disengaged by offering ways to see connections across classes. Schools can analyze such data as course completion, credit accumulation, and attendance to design an academic support program to meet the needs of its students. It is important to consider providing additional supports such as adult advocates and targeted social-emotional programs to support potential underlying causes for failure such as feeling alienated from school.

Overview and Tools

Resource	Description	Related Media and Files
<i>Providing Academic Support and Enrichment to Improve Academic Performance (Video, 6:02 min)</i>	<p>Academic supports help students at risk of dropping out of school become more engaged and invested in their education.</p> <p>Leaders involved in planning supports should consider skill weaknesses, scheduling, staffing, learning environment, and credit recovery options that are available, flexible, and tailored to student needs.</p> <p>Students who are at risk of dropping out often have extensive credit deficiencies; schools can provide ways for students to earn credits more quickly.</p> <p>Programs can take place after school hours, on Saturdays, and over the summer. School schedules can be adjusted to allow for advisory or study skills periods. Flexible, individualized instruction can help students overcome obstacles to graduation.</p>	<i>Transcript (.pdf)</i>
<i>Learning Together: Providing Targeted Academic Supports (.doc)</i>	<p>This tool is used to facilitate reflection and collaboration in groups to better understand the importance of providing a variety of academic supports, and determine the types of support best suited to the needs of their student population.</p>	<i>Providing Academic Support and Enrichment to Improve Academic Performance (Video)</i> <i>Academic Interventions to Increase Student Success (Video)</i> <i>Small Group Academic Support Through Humanities Teams (Slideshow w/audio)</i>

Resource	Description	Related Media and Files
<i>School Assessment: Identifying Academic Supports (.doc)</i>	This self-assessment introduces teachers to the various types of supports that might be available and directs reflection on the academic supports that are currently in place to aid/facilitate dropout prevention.	
<i>Planning Together: Creating Academic Supports for Your School (.doc)</i>	This planner will help begin the collaboration and planning process to create additional academic supports, to note expected outcomes, and plan measurements to aid/facilitate dropout prevention.	<i>Learning Together: Providing Targeted Academic Supports (.doc)</i>

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Resource	Description	Related Media and Files
<i>Academic Interventions to Increase Student Success (Video, 3:55 min)</i> Monica R. Martinez, KnowledgeWorks Foundation	<p>Dr. Martinez discusses multiple ways to help a student find success including individualized attention, personalization, and structural changes to provide extra time and extra help to students.</p> <p>Differentiated instruction is an intuitive and natural way to provide intensive interventions for students.</p> <p>Formative assessment is key to working with students who need intensive interventions.</p> <p>Intensive remediation or interventions may be required for students with severe academic barriers to completing school.</p> <p>Schools must create a learning culture where everyone takes collective responsibility for students.</p>	<i>Transcript and Bio (.pdf)</i>

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See How It Works

Resource	Description	Related Media and Files
<i>Small Group Academic Support Through Humanities Teams (Slideshow w/audio)</i> Olivia Weiner, Linda Stempel, & Mike Kelly, Sleepy Hollow High School, Sleepy Hollow, NY	<p>The Humanities Team, which includes two teachers and a counselor, discuss working with struggling ninth & tenth graders by building trust and providing the support they need to be successful in school.</p> <p>Before students enter ninth grade, middle school teachers identify students who may experience academic difficulties in high school for placement in the Humanities Program.</p>	<i>Transcript (.pdf)</i> <i>Site Profile (.pdf)</i>
<i>Providing Support for Students Most at Risk (Video, 3:52 min)</i> Miriam Medina-Schwartz & Casey McKee, Jefferson Davis High School, Houston, TX	<p>Two dropout prevention program leaders describe academic and social supports offered to participants.</p> <p>Students are matched to a support program based on academic and social service needs, and programs offer students incentives for good performance, such as prom dresses, caps and gowns, and scholarships.</p>	<i>Transcript (.pdf)</i> <i>Project GRAD Weekly Parent Communication Log (.pdf)</i> <i>Communities in Schools Progress Tracking (.pdf)</i> <i>Communities in Schools Service Plan (.pdf)</i> <i>Communities in Schools Student Eligibility and Planned Services (.pdf)</i> <i>Site Profile (.pdf)</i>
<i>Project GRAD Weekly Parent Communication Log (.pdf)</i> Jefferson Davis High School, Houston, TX	<p>This log is used by Project GRAD staff members to keep track of parent communications, interventions, and home visits.</p>	<i>Providing Support for Students Most at Risk (Video)</i> <i>Site Profile (.pdf)</i>
<i>Communities in Schools Progress Tracking (.pdf)</i> Jefferson Davis High School, Houston, TX	<p>This chart can be used as a model for designing progress trackers of dropout prevention efforts.</p>	<i>Providing Support for Students Most at Risk (Video)</i> <i>Site Profile (.pdf)</i>

Resource	Description	Related Media and Files
<i>Communities in Schools Service Plan (.pdf)</i> Jefferson Davis High School, Houston, TX	A document that outlines high school support programs offered to at-risk students.	<i>Providing Support for Students Most at Risk (Video)</i> <i>Site Profile (.pdf)</i>
<i>Communities in Schools Student Eligibility and Planned Services (.pdf)</i> Jefferson Davis High School, Houston, TX	This checklist and plan is used to identify students' eligibility in a dropout prevention program and the recommended support services.	<i>Providing Support for Students Most at Risk (Video)</i> <i>Site Profile (.pdf)</i>
<i>Recovering Credits Through Project-Based Learning (Video, 5:07 min)</i> Ginny Stock, Foxfire Center for Student Success, Zanesville, OH	<p>The Project-Based Learning teacher discusses how the project-based learning system allows students to earn credits towards graduation through high-interest projects.</p> <p>Students select project topics based on the academic area in which they are credit-deficient. Completed projects include a creativity component such as a drawing or PowerPoint presentation. The many benefits of project-based education inspire students to earn the credits needed for graduation at their own pace.</p>	<i>Transcript (.pdf)</i> <i>Lesson Plan Template (.pdf)</i> <i>Unit 1 Map (.pdf)</i> <i>Standards-Based Assessment (.pdf)</i> <i>Project-Based Learning (.pdf)</i> <i>Site Profile (.pdf)</i>
<i>Lesson Plan Template (.pdf)</i> Foxfire Center for Student Success, Zanesville, OH	A template to help teachers develop a well-planned lesson that incorporates methods for engaging learners.	<i>Recovering Credits Through Project-Based Learning (Video)</i> <i>Site Profile (.pdf)</i>
<i>Unit 1 Map (.pdf)</i> Foxfire Center for Student Success, Zanesville, OH	An organizer teachers use when creating a new unit map. It adheres to the state standards for Ohio.	<i>Recovering Credits Through Project-Based Learning (Video)</i> <i>Site Profile (.pdf)</i>
<i>Standards-Based Assessment (.pdf)</i> Foxfire Center for Student Success, Zanesville, OH	An example of a social studies standards-based assessment that is aligned in content and format with the Ohio Graduation Test.	<i>Recovering Credits Through Project-Based Learning (Video)</i> <i>Site Profile (.pdf)</i>

Resource	Description	Related Media and Files
<i>Project-Based Learning (.pdf)</i> Foxfire Center for Student Success, Zanesville, OH	A project-based learning assignment students can complete to earn graduation credits.	<i>Recovering Credits Through Project-Based Learning (Video)</i> <i>Site Profile (.pdf)</i>
<i>Providing Academic Support in Core Content Subjects (Video, 5:23 min)</i> Jolina Haines, Western Hills University High School, Cincinnati, OH	A tenth-grade English teacher explains student instructional support services, such as after-school help sessions, team meetings, and tutoring services. Teachers across content areas help students analyze reading material in the Seminar Program. They use a statewide data system that identifies each student's academic needs based on the state's learning standards.	<i>Transcript (.pdf)</i> <i>Site Profile (.pdf)</i>

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Practice: Implement programs to improve students' classroom behavior and social skills. (Social/ Behavior Programs)

Students who are frequently absent, disengaged, act out, and/or who are withdrawn may benefit from social-emotional supports to help them learn how to interact and communicate positively and consider long-term consequences. These students may also benefit from targeted academic support and an adult advocate.

These kinds of skills can lead to fewer problems with disruptive behavior in and out of the classroom. Programs to develop skills can be implemented by teachers, mentors, or other adult advocates. These programs often include components such as recognizing progress toward goals, teaching problem-solving and decision-making skills, establishing partnerships with community-based programs, and offering activities that require students to take on new responsibilities and interact with classmates.

Overview and Tools

Resource	Description	Related Media and Files
<i>Improving Classroom Behavior and Social Skills (Video, 5:47 min)</i>	<p>At-risk students benefit from social-emotional supports to help them learn how to interact and communicate positively and consider long-term consequences of their actions.</p> <p>Building positive relationships with other students, teachers, and staff helps students become more engaged in school.</p> <p>After-school and districtwide assessments identify which students are most in need of support. Implementing social programs such as mentoring and counseling, rewards and recognition, specialized curricula, and establishing partnerships with social services and law enforcement organizations can lead to fewer problems with disruptive behavior.</p> <p>Social skills training can blend with the broader curriculum for schools with widespread social challenges or can be special programs for schools that have a small percentage of at-risk students.</p>	<i>Transcript (.pdf)</i>

Resource	Description	Related Media and Files
<i>Learning Together: Improving Classroom Behavior and Social Skills (.doc)</i>	Convene a school in-service session to help teachers understand the importance of meeting students' social and emotional needs and to improve classroom behavior and social skills for those students at risk of dropping out of school.	<i>Dropout Prevention (Practice Guide) (.pdf)</i> <i>Social and Emotional Training as Part of Dropout Prevention (Video, 4:45 min)</i> <i>Improving Classroom Behavior and Social Skills (Video, 5:47 min)</i>
<i>Teacher Self-Reflection: Promoting Social-Emotional Learning (.doc)</i>	This self-assessment can help teachers reflect on current classroom practices aimed at promoting positive behavior in all students, including students at risk of dropping out of school.	
<i>School Self-Reflection: Improving Students' Behavior and Social Skills (.doc)</i>	This self-assessment can help the school reflect on current school-level practices aimed at promoting positive behavior.	

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Learn What Works

Resource	Description	Related Media and Files
<i>Social and Emotional Training as Part of Dropout Prevention (Video, 4:45 min)</i> Russell W. Rumberger, University of California, Santa Barbara	<p>Dr. Rumberger provides an overview of the different approaches for supporting students.</p> <p>Students who drop out can have academic, social, behavioral, and/or emotional issues that may interfere with their ability to concentrate and learn.</p> <p>Schools may solicit the assistance of independent agencies to provide formal curricula for students to learn social skills.</p> <p>Schools can informally use and reinforce social skills by setting up programs such as small learning communities that target a small subset of at-risk students or change the whole school environment.</p>	<i>Transcript and Bio (.pdf)</i>

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See How It Works

Resource	Description	Related Media and Files
<i>Meeting All Student Needs Through Wraparound Services (Video, 5:53 min)</i> Susan Barker, Foxfire Center for Student Success, Zanesville, OH	<p>A Student Services Coordinator describes how students' social, physical, behavioral, emotional, and academic needs are met by embedding wraparound services provided by a team comprising a police officer, social worker, and public health nurse.</p> <p>Programs such as alcohol & drug prevention and nutrition & wellness are offered to meet students' needs.</p>	<i>Transcript (.pdf)</i> <i>Pyramid of Success (.pdf)</i> <i>Site Profile (.pdf)</i>
<i>Pyramid of Success (.pdf)</i> Foxfire Center for Student Success, Zanesville, OH	<p>A PowerPoint presentation that demonstrates the foundational principles of the school's operation. The pyramid details the school's pathway for meeting the needs of its students.</p>	<i>Meeting All Student Needs Through Wraparound Services (Video)</i> <i>Site Profile (.pdf)</i>
<i>Meeting the Social and Behavioral Needs of At-Risk Students (Slideshow w/audio)</i> Steffani Slone, Western Hills University High School, Cincinnati, OH	<p>The school psychologist talks about students' emotional and social supports within the school.</p> <p>The Controlling Myself, Women Writing for Change, and Yoga programs teach students problem solving, how to understand and manage their emotions, and how to express themselves through writing.</p>	<i>Transcript (.pdf)</i> <i>Targeted Social-Emotional Programs (.pdf)</i> <i>Site Profile (.pdf)</i>
<i>Targeted Social-Emotional Programs (.pdf)</i> Western Hills University High School, Cincinnati, OH	<p>Examples of letters sent to parents whose children are identified for participation in one of the school's social-emotional programs.</p>	<i>Meeting the Social and Behavioral Needs of At-Risk Students (Slideshow w/audio)</i> <i>Site Profile (.pdf)</i>
<i>Behavior Interventions to Help Students Establish Attainable Goals (Audio, 3:28 min)</i> Carol Conklin & Alan Alterbaum, Sleepy Hollow High School, Sleepy Hollow, NY	<p>A principal and assistant principal discuss how the school's discipline approach has transitioned from one of punitive and negative consequences to proactive and positive strategies.</p> <p>The Discipline Committee adopted a referral system that tracks student behavior patterns for data analysis. Staff explicitly teach expectations and provide students with tools necessary to follow through.</p>	<i>Transcript (.pdf)</i> <i>The Humanities Program (.pdf)</i> <i>Site Profile (.pdf)</i>

Resource	Description	Related Media and Files
<i>The Humanities Program (.pdf)</i> Sleepy Hollow High School, Sleepy Hollow, NY	A presentation that describes a program's targeted intervention for struggling ninth- and tenth-grade students.	<i>Behavior Interventions to Help Students Establish Attainable Goals (Audio)</i> <i>Site Profile (.pdf)</i>

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Practice: Personalize the learning environment and instructional process. (Learning Environment)

Personalizing the learning environment helps create a school climate where students and teachers get to know each other, so students can feel a sense of belonging and community in their school. Districts can support schools in the development of a personalized learning environment through such options as “schools within schools,” transfer schools, new small schools, thematic schools, or ninth-grade academies.

School leaders can strive for higher student achievement and graduation rates by creating small-school environments within their schools. This includes teacher teaming arrangements, extended school schedules, and extracurricular activities that address students’ personal interests. Districts and schools may choose to complement personalizing the learning environment with such practices as providing rigorous and relevant instruction, social-emotional programs, academic support, and/or adult advocates.

Overview and Tools

Resource	Description	Related Media and Files
<i>Personalizing the Learning Environment (Video, 6:25 min)</i>	<p>Personalizing the learning environment can create a sense of belonging and provide academic, social, and behavioral encouragement for students and give teachers time to focus on each student’s learning and provide the opportunity to develop caring, supportive relationships with students.</p> <p>Schools that have implemented personalized learning environments report higher student academic performance and lower dropout rates.</p> <p>Personalizing the learning environment can be achieved by creating small learning communities, limiting enrollment to fewer than 600 students, or by creating “schools within a school.”</p> <p>Collaboration among school faculty is necessary to implement radical changes to a school’s structure and schedule.</p>	<i>Transcript (.pdf)</i>

Resource	Description	Related Media and Files
<i>Learning Together: What Is a Personalized Learning Environment? (.doc)</i>	Convene a school in-service session on learning key features that promote personalized learning environments. Participants can consider ways these features can be implemented in their schools.	<i>Personalizing the Learning Environment (Video)</i> <i>Connecting to Kids With Small Learning Environments (Video)</i> <i>Building a Personalized Environment Through Small Learning Communities (Video)</i>
<i>Assessing the School's Learning Environment (.doc)</i>	This self-assessment tool provides administrators the opportunity to reflect on four components of a personalized learning environment and their implementation: Organization, School Culture, School Communication, and Curriculum and Instruction. The self-assessment results can be used as a catalyst for administrators to consider possible changes to develop a more personalized learning environment.	
<i>Planning for a Personalized Learning Community (.doc)</i>	This planner allows school personnel to develop schoolwide organizational strategies that would contribute to a personalized learning environment.	

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Learn What Works

Resource	Description	Related Media and Files
<i>Connecting to Kids With Small Learning Environments (Video, 4:46 min)</i> Nettie Legters, Johns Hopkins University	<p>Dr. Legters discusses ways to personalize the learning environment for secondary school students. Strategies that aid in personalizing a learning environment include: creating small new schools, providing transition activities such as ninth-grade academies, establishing small learning communities within large schools, creating interdisciplinary teams, flexible scheduling, and extracurricular activities.</p> <p>Undergoing an inclusive and transparent planning process is key to creating a successful learning environment.</p>	<i>Transcript and Bio (.pdf)</i>

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See How It Works

Resource	Description	Related Media and Files
<i>Preparing Students for Success Through the Freshman Academy (Video, 4:44 min)</i> Tammy Underwood, Del Valle High School, Del Valle, TX	<p>An assistant principal explains the Freshman Academy, which provides support for ninth-grade students.</p> <p>Pathways to Success course teachers serve as a liaison between students and the core teachers.</p> <p>Students performing below a passing grade are required to complete in-school tutoring.</p>	<i>Transcript (.pdf)</i> <i>Tutoring Assignment Pass (.pdf)</i> <i>Pathways to Success Organization and Content (.pdf)</i> <i>Site Profile (.pdf)</i>
<i>Tutoring Assignment Pass (.pdf)</i> Del Valle High School, Del Valle, TX	<p>A pass used by students who need to complete tutoring, required whenever one of their grades falls below passing.</p>	<i>Preparing Students for Success Through the Freshman Academy (Video)</i> <i>Site Profile (.pdf)</i>
<i>Pathways to Success Organization and Content (.pdf)</i> Del Valle High School, Del Valle, TX	<p>A presentation that outlines the organization and content of Pathways to Success, a mandatory Freshman Academy course.</p>	<i>Preparing Students for Success Through the Freshman Academy (Video)</i> <i>Site Profile (.pdf)</i>
<i>Students Want to Come to School (Video, 4:18 min)</i> Duane Clark, Jefferson Davis High School, Houston, TX	<p>A graduation coach describes how his school makes students feel welcome.</p> <p>Staff hold weekly dropout meetings to identify students to monitor for dropout prevention.</p> <p>Online programs are available for credit recovery.</p>	<i>Transcript (.pdf)</i> <i>Credit Recovery Tracker (.pdf)</i> <i>Dropout Recovery Plan (.pdf)</i> <i>Site Profile (.pdf)</i>
<i>Credit Recovery Tracker (.pdf)</i> Jefferson Davis High School, Houston, TX	<p>A chart used to track the progress of recovered dropouts or students who are off track to graduation.</p>	<i>Students Want to Come to School (Video)</i> <i>Site Profile (.pdf)</i>
<i>Dropout Recovery Plan (.pdf)</i> Jefferson Davis High School, Houston, TX	<p>A plan that outlines activities for supporting students at risk for dropping out. Plan includes details on staffing, resources, and progress monitoring.</p>	<i>Students Want to Come to School (Video)</i> <i>Site Profile (.pdf)</i>

Resource	Description	Related Media and Files
<i>Building a Personalized Culture Using the Five Big Rocks (Video, 5:27 min)</i> Todd Whiteman, Foxfire Center for Student Success, Zanesville, OH	<p>A principal describes the Five Big Rocks, which are the foundational principles of the school's learning environment.</p> <p>The Core Value Honor Roll allows students to nominate teachers who demonstrate the school's core values. Teachers can also nominate students.</p>	<i>Transcript (.pdf)</i> <i>Big Rocks (.pdf)</i> <i>Site Profile (.pdf)</i>
<i>Big Rocks (.pdf)</i> Foxfire Center for Student Success, Zanesville, OH	<p>A presentation that outlines how the school plans for, monitors, models, and confronts problems based on five principles to build a personalized learning environment.</p>	<i>Building a Personalized Culture Using the Five Big Rocks (Video)</i> <i>Site Profile (.pdf)</i>
<i>Building a Personalized Environment Through Small Learning Communities (Video, 5:54 min)</i> Stephanie Harden Morton, Western Hills University High School, Cincinnati, OH	<p>A principal describes how her school provides students a structured, disciplined, and personalized learning environment. This includes a flex-block schedule and student-teacher team meetings.</p> <p>Team-based learning allows teachers to get to know students and their needs. Grade-level teams include four academic core teachers and their students.</p> <p>Students are exposed to various postsecondary options, including: college, the workforce, and other training programs.</p>	<i>Transcript (.pdf)</i> <i>Site Profile (.pdf)</i>
<i>Avanza Program and Spanish Language General Education Development (GED) (.pdf)</i> Sleepy Hollow High School, Sleepy Hollow, NY	<p>Describes a pilot alternative academic program to improve academic skills and meet English as a second language students' needs in middle and high school.</p>	<i>Site Profile (.pdf)</i>

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Practice: Provide rigorous and relevant instruction to engage students and build skills. (Rigorous/ Relevant Instruction)

Students must be prepared for postsecondary education and careers beyond high school. Schools can implement strategies aimed at improving the rigor of classroom instruction as well as its relevance to students' lives. This will help ensure that students have the necessary skills to complete high school, succeed in college without remediation, and succeed in the workplace. Districts and schools may complement rigorous and relevant instruction with personalizing the learning environment.

Districts can design a portfolio of high schools to offer multiple pathways to graduation. In such a portfolio, all schools would offer college preparatory academic core classes and options for career development. A comprehensive portfolio of schools could also include recovery options for students who have dropped out or who need flexible approaches to credit recovery.

Overview and Tools

Resource	Description	Related Media and Files
<u>Engaging Students and Providing Skills Needed to Graduate Through Rigorous and Relevant Instruction (Video, 6:02 min)</u>	<p>Describes how schools can implement strategies to bolster student engagement by offering rigorous and relevant instruction and multiple pathways to career and postsecondary options.</p> <p>By redesigning high schools and adjusting teaching strategies, districts and schools can provide students with relevant workforce skills.</p> <p>Districts can incorporate college preparatory core classes, professional or technical classes, and field-based learning opportunities within a portfolio of high schools.</p> <p>Professional development opportunities for staff are necessary to implement organizational and instructional changes.</p>	<u>Transcript (.pdf)</u>
<u>Learning Together: Creating Professional Learning Communities (.doc)</u>	<p>Convene a school in-service session to explore professional learning communities (PLCs), and discuss ways that PLCs might support the school's dropout prevention efforts.</p>	
<u>Self-Reflection Tool: Rigorous and Relevant Instruction for Dropout Prevention (.doc)</u>	<p>This self-assessment tool is designed to focus on improvement in teaching and learning by making teachers aware of the strengths and weaknesses of their practice. It can be used to reflect on their instruction strategies and see where improvement may be needed.</p>	

Resource	Description	Related Media and Files
<i>Planning Together: Rigorous and Relevant Instruction for Dropout Prevention (.doc)</i>	This planner is used by teachers to reflect on past and current professional development opportunities.	

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Learn What Works

Resource	Description	Related Media and Files
<i>Providing Rigorous and Relevant Instruction to All Students (Video, 6:51 min)</i> Monica Martinez, KnowledgeWorks Foundation	<p>Dr. Martinez shares strategies that schools can implement to provide rigorous and relevant instruction. These include a common core curriculum, instruction that meets all students' needs, and integration of relevant applied learning.</p> <p>Providing theme-based instruction helps students understand the relevance of what they are learning and apply it to their lives.</p> <p>Teachers required professional development that is integrated into the regular school day.</p>	<i>Transcript and Bio (.pdf)</i>

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See How It Works

Resource	Description	Related Media and Files
<i>Connecting Academic Content to Careers (Slideshow w/audio)</i> Angela Harris, Western Hills University High School, Cincinnati, OH	<p>The Campus Family Support Manager discusses how she facilitates college and career programs.</p> <p>Curriculum is designed to connect academic content with career building.</p>	<i>Transcript (.pdf)</i>
<i>Engaging Parents and the Community (Audio, 5:10 min)</i> Deb Lussier, Foxfire Center for Student Success, Zanesville, OH	<p>The assistant principal discusses strategies used to engage students, parents, and the community.</p> <p>Activities such as "Curbside Coffee" and "FAFSA [Free Application for Federal Student Aid] Night" help keep parents informed.</p> <p>The "Pay it Forward" program encourages students to volunteer in the community for elective credits.</p>	<i>Transcript (.pdf)</i> <i>Professional Learning Time Log (.pdf)</i> <i>Senior Project Requirements (.pdf)</i> <i>Site Profile (.pdf)</i>

Resource	Description	Related Media and Files
<i>Professional Learning Time Log (.pdf)</i> Foxfire Center for Student Success, Zanesville, OH	Teachers use this form to reflect on the focus for the week set by the principal.	<i>Engaging Parents and the Community (Audio)</i> <i>Site Profile (.pdf)</i>
<i>Senior Project Requirements (.pdf)</i> Foxfire Center for Student Success, Zanesville, OH	Shows the requirements for the senior project, which include career exploration, postsecondary goal setting, personal reflections, and community participation.	<i>Engaging Parents and the Community (Audio)</i> <i>Site Profile (.pdf)</i>
<i>Increasing Rigor for Special Education Students (Audio, 3:17 min)</i> Derek Eberly, Del Valle High School, Del Valle, TX	An associate principal explains how co-teaching provides special education students access to a rigorous curriculum. A scaffolded approach to inclusion is used to increase the academic rigor in special education classes.	<i>Transcript (.pdf)</i> <i>Special Education Student Access to General Education Curriculum (.pdf)</i> <i>Site Profile (.pdf)</i>
<i>Special Education Student Access to General Education Curriculum (.pdf)</i> Del Valle High School, Del Valle, TX	This PowerPoint outlines a high school's approach to special education, with focus on the organization, professional development, and teaching models.	<i>Site Profile (.pdf)</i>
<i>Project Y.O.U. (.pdf)</i> Sleepy Hollow High School, Sleepy Hollow, NY	This presentation describes a work/study program with academic support and employment components for students at risk of academic difficulties and students with special needs.	<i>Site Profile (.pdf)</i>
<i>Guidance News (.pdf)</i> Sleepy Hollow High School, Sleepy Hollow, NY	A school newsletter article that describes the assistance offered to students in preparing for college.	<i>Site Profile (.pdf)</i>

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