

SPP Indicator B-2 (Dropout)

Probe Questions

Common Indicator Probe Questions

1. Do you have new data or new information that is more current than the data shown on your Strand Report? If so, what do the data show?
2. How does your data compare to the State target?
3. Do the data vary significantly based on child/student race/ethnicity?
4. Do the data vary significantly based on student age/grade level?
5. Do the data vary significantly based on student special education eligibility category?
6. Does the performance level reflect a **systemic** problem (e.g., involves multiple classrooms, buildings, providers, personnel changes, or processes), or is it **attributable to** specific buildings, providers, or groups of students?
7. Have the data shown any significant changes over time?

Indicator-Specific Probe Questions

1. What does your local do to ensure that ALL K–12 students are engaged with their learning? How do you measure student engagement? To what degree are the students at risk of dropping out able to assess their own progress in attendance, Common Core performance, and behavior?
2. Across the K–12 continuum, what practices are used to identify student risk for dropout?
3. Do you have a data infrastructure that can be used to analyze the Early Warning Sign (EWS-attendance, course proficiency/Grade Point Average/pass-fails, and behavior as measured by office disciplinary referrals) at all levels? At the district level? At the building level? At the class level? At the student level? Specifically at the 6th and 9th grade level?
4. How does the federal dropout event rate for students with IEPs, available in the April 15 CIMS *Workbook*, compare with Center for Educational Performance and Information's (CEPI) cohort data for graduation and dropout? The federal dropout event rate is the percent of youth with IEPs dropping out of high school [in one year] compared to the percent of all youth in the state dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))
5. What are the similarities and differences in dropout patterns for students with and without IEPs?

6. What progress monitoring tools do you have available? Tools employed might be; AIMSweb, DIBELS, NWEA, SWIS, ACT products such as EXPLORE and PLAN, and WorkKeys products such as KeyTrain, etc. Are these assessments available to staff at the elementary, middle and high school level?
7. How long have students with an IEP had access to instruction, and what patterns exist with regard to dropout, when provided appropriate supports (co-teaching, consultation, etc.) in the general education classroom?
8. What is your local district doing to build personal relationships with students with an IEP at risk of dropping out? For example, offering adult advocates/mentors to address such risk. Adult advocate roles might be transition coordinators, mentors, graduation coaches, etc. The use of adult advocates is one of the six recommendations of the Institute of Education (IES) Practice Guide for Dropout Prevention, listed in the resources at the end of this document.
9. Retention is perhaps the deepest risk factor of dropout. Consider the following:
 - In middle school, due to retention decisions, how many students will enter high school older than 14?
 - In high school, how many students have age/credit mismatches? For example, how many 16 year olds have freshman level credits?
10. How are you preparing students for successful transitions:
 - Students who might be new to your building/educational setting.
 - Between elementary school and middle school?
 - Between middle school and high school?
 - Between high school and post-secondary educational settings?
11. What is the relationship between your dropout data and:
 - B-1 (Graduation) data?
 - B-3 (Statewide Assessment) data? (all subject areas)
 - B-4 (Suspension/Expulsion) data?
 - B-5 (Educational Environments) data?
12. Is there current work in the local's school improvement planning process related to graduation and dropout? Are any activities specific to students with an IEP?
13. What technical assistance beyond your local exists to aid you in your efforts to improve attendance, academics, and behavior (i.e., regional data warehouse, adolescent literacy, math consultation, IDEA grant funded initiatives, intermediate school district ([SD] projects, positive behavior supports)?
14. There are practices common to all evidence-based dropout prevention programs. In considering your B-1 (Graduation), B-2 (Dropout), B-13 (Secondary Transition) and B-14 (Postsecondary Outcomes) data, to what extent have you implemented the following National High School Center identified practices:
 - Achievement in core courses?
 - Community engagement?
 - Family engagement?
 - Career and college awareness?
 - Content recovery courses?

- Support for employment/extracurricular experiences for students with an IEP outside of school?
- Tiered approaches?
- Tutoring as an academic support?
- Advisories and team teaching?
- Small learning community and personalization?
- Partnerships between high schools and feeder schools?

15. What data and procedures exist to evaluate the effectiveness of these practices?

B-2 Resources

Michigan Resources

- CEPI's Graduation and Dropout Review Application (http://www.michigan.gov/cepi/0,1607,7-113-986_47594---,00.html)
- MI School Data Portal
(<https://www.mischooldata.org/>) *Please view the college enrollment and persistence reports, as well as the college readiness reports.*

National Resources

- National High School Center webinar, "Identifying Students At-Risk for Dropping Out of High School: Overview of a Tool for Developing Early Warning Systems." Also see User Guide and EWS tool in Excel (<http://www.betterhighschools.org/resources/EWSWebinar.asp>)
- National High School Center's Early Warning Signs Webinar, see Dr. Mindee O'Cummings's section on effective dropout practices common to evidence based dropout prevention programs (<http://www.betterhighschools.org/resources/EWSWebinar.asp>)
- National Dropout Prevention Center-Students with Disabilities (NDPC-SD) probe questions to reduce the risk for dropout (<http://www.ndpc-sd.org/documents/NDPC-SD-DataProbesWorksheet.pdf>)
- Institute for Education Science (IES) Practice Guide for Dropout Prevention (http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp_pg_090308.pdf)
- In addition to the research on What Works!, visit the Doing What Works! companion site to learn about schools which are implementing evidence-based dropout prevention practices: (<http://dww.ed.gov/>)