



DROPPING OUT IS A PROCESS, NOT AN EVENT

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OUTLINE

- Background Information
- Closing the Achievement Gap Stats
- Reasons for Dropping Out
- Things We Can Do About it



FAMILY VOICES PRINCIPLES

- Family-Centered Care
- Partnerships
- Quality, access, Affordability, Acceptability
- Health Systems that Work for Families and Children
- Informed Families / Strong Communities
- Self-Advocacy / Empowerment



PK-12 Education Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills and disposition to be successful

We will make progress toward this vision by achieving these long-term outcomes for students

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students

We will drive improvement on these outcomes through focused effort within these strategic themes

Quality early childhood education

Support for safe and healthy behaviors

Career awareness, exploration and development

Quality education personnel

Quality Student-centered Instruction

VISION: ALL STUDENTS GRADUATING CHOICE READY...

High School Accountability

NDPC 15 Effective Strategies

NDDPI Strategic Vision Framework

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Foundational Strategies

- ★ Systemic Approach
- ★ School-Community Collaboration
- ★ Safe Learning Environments

Early Interventions

- ★ Family Engagement
- ★ Early Childhood Education
- ★ Early Literacy Development

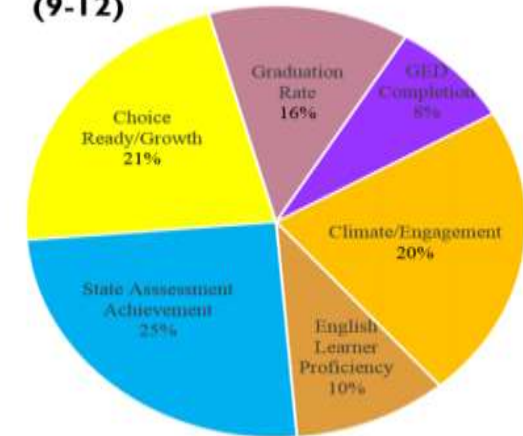
Basic Core Strategies

- ★ Mentoring/Tutoring
- ★ Service-Learning
- ★ Alternative Schooling
- ★ Afterschool/Out-of-School Opportunities

Managing and Improving Instruction

- ★ Professional Development
- ★ Active Learning
- ★ Educational Technology
- ★ Individualized Instruction
- ★ Career and Technical Education (CTE)

**High School
(9-12)**



ND Choice Ready

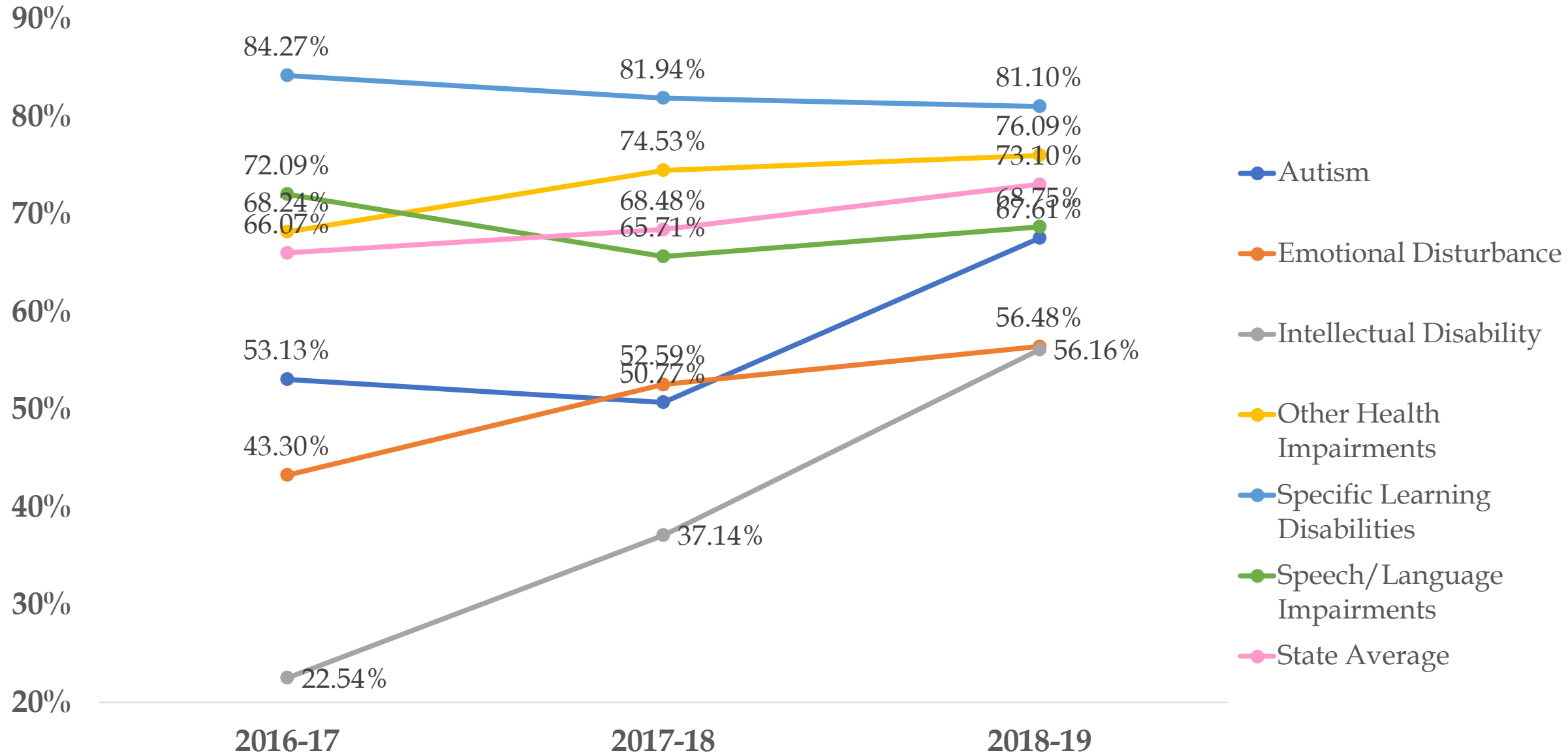
 ESSENTIAL SKILLS Earn a <i>Dorothy Roberts</i> High school diploma Complete a 9-week Career Education Course/Technical Counseling (15.5-21-18), Personal History (15.5-21-21), and pass <i>RED-Care Test</i> (25.5-21-27) and <i>four or more additional indicators</i>: 21 hours of Community Service 100% Attendance (not counting school related absences) - Work-based Learning Experience - Two or more years in organized Co-Curricular Activities - Two or more years in organized Extra-Curricular Activities - Successfully complete a Capstone Project - Successfully complete an on-line learning course - Demonstrate competency in 21st Century Skills Students shall then complete two or more of the CHOICE READY components below.	CHOICE READY Complete a <i>Four Year Rolling Plan</i>, and earn a 2.0 GPA or greater, and complete one students indicator set below: - ACT/SAT minimum subtest scores: ACT: English – 18 SAT Reading/Writing: 480 - ACT Reading – 23 SAT Math – 530 - ACT Math – 23 - ACT Science – 33 or Two or more additional indicators: - Advanced Placement Course (A, B or C) or (A, B or C) - Dual Credit Course (English or Math) (A, B or C) or (A, B or C) - Algebra I (A, B or C) or (A, B or C) - International Baccalaureate Exam (4+) 3.0 GPA in core course requirement for NEDS admission (LUM/URAM (Eng/Math) Course (70% or greater)	CHOICE READY Complete a <i>Four Year Rolling Plan</i>, and earn a 2.0 GPA or greater, and complete one students indicator set below: - Complete three CTS courses or more (A, B, or C) or (A, B, or C) - Complete Career Ready Practices (3 B) - Dual Credit Course (A, B or C) or (A, B or C) - Work Keys (Gold or Silver) - Technical Assessment/Industry Credential Workplace Learning Experience (75 hrs) - LUM/URAM (Eng/Math) Course (70% or greater) - NEDS (Reading/Math) Level 3 or greater or (ACT for Accountability: English (A/Mathematics 12)
POST-SECONDARY READY Complete a <i>Four Year Rolling Plan</i>, and earn a 2.0 GPA or greater, and complete one students indicator set below: - ACT/SAT minimum subtest scores: ACT: English – 18 SAT Reading/Writing: 480 - ACT Reading – 23 SAT Math – 530 - ACT Math – 23 - ACT Science – 33 or Two or more additional indicators: - Advanced Placement Course (A, B or C) or (A, B or C) - Dual Credit Course (English or Math) (A, B or C) or (A, B or C) - Algebra I (A, B or C) or (A, B or C) - International Baccalaureate Exam (4+) 3.0 GPA in core course requirement for NEDS admission (LUM/URAM (Eng/Math) Course (70% or greater)	WORKFORCE READY Complete a <i>Four Year Rolling Plan</i>, and complete two or more additional indicators: - Complete three CTS courses or more (A, B, or C) or (A, B, or C) - Complete Career Ready Practices (3 B) - Dual Credit Course (A, B or C) or (A, B or C) - Work Keys (Gold or Silver) - Technical Assessment/Industry Credential Workplace Learning Experience (75 hrs) - LUM/URAM (Eng/Math) Course (70% or greater) - NEDS (Reading/Math) Level 3 or greater or (ACT for Accountability: English (A/Mathematics 12)	MILITARY READY Complete a <i>Four Year Rolling Plan</i>, and earn a 2.0 GPA or greater (as determined by branch), Quality Scholarship (No Expedients/Supplements), Physically Fit (Students who have successfully completed required PE courses (A, B, or C) or (A, B, or C) and Complete two or more additional indicators from the Post-Secondary or Workforce options.

Students with Disabilities in ND

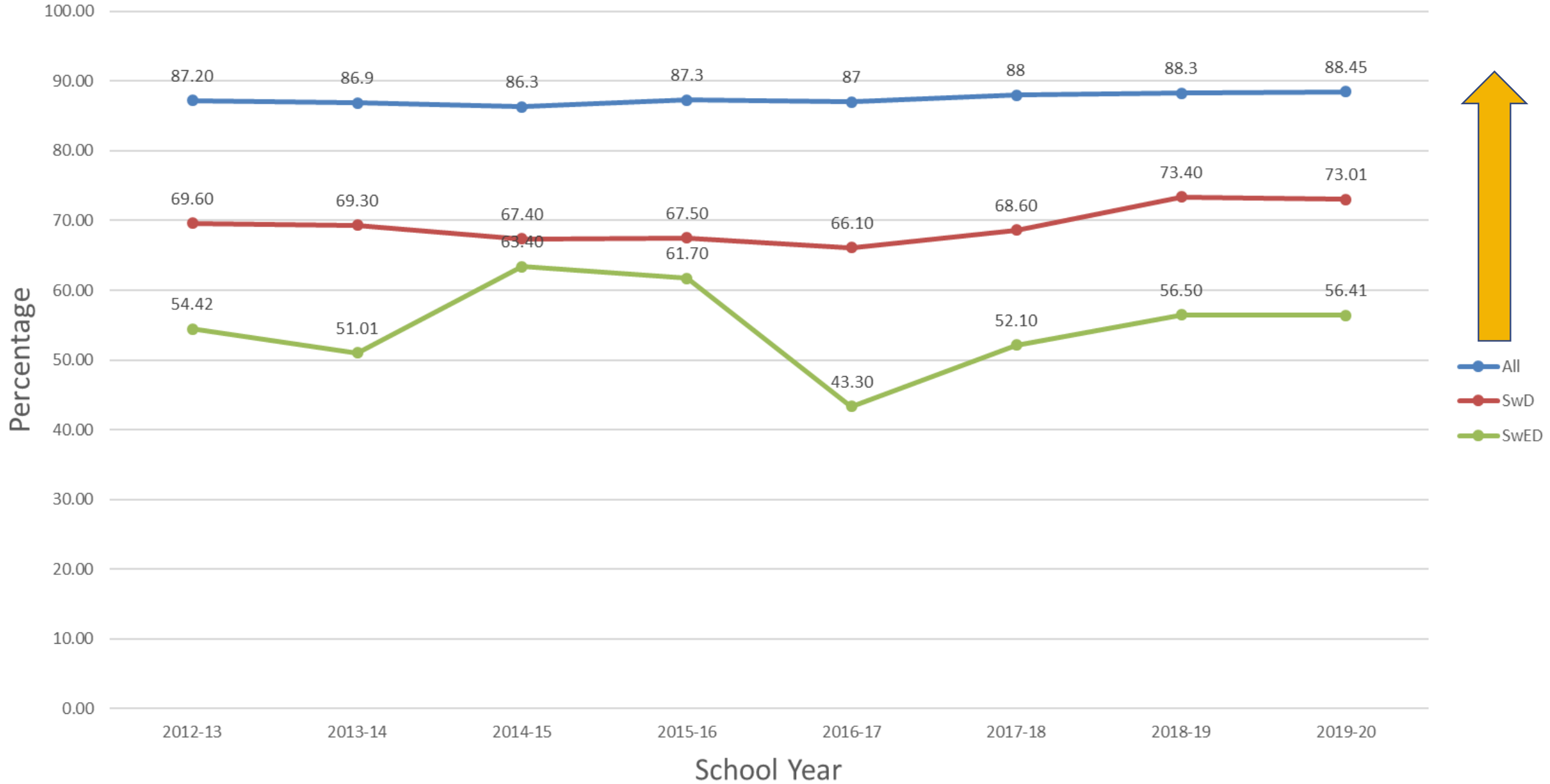
As of December 1, 2020...

- The number of students (ages 3–21) who were receiving special education & related services under the IDEA was 16486.
- Representing over 14% of public-school students.

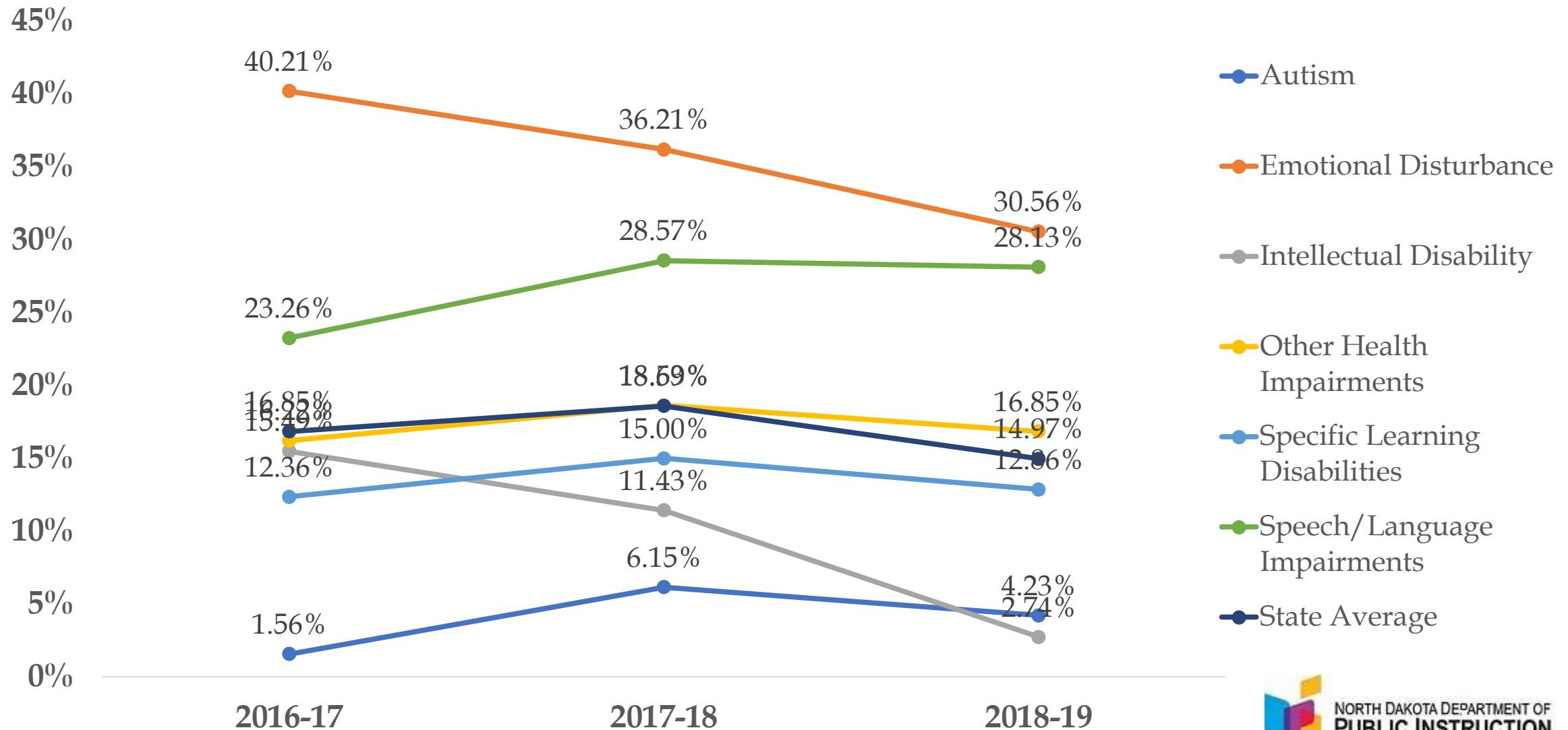
3-year Graduation Trend for Selected Primary Disability Subgroups



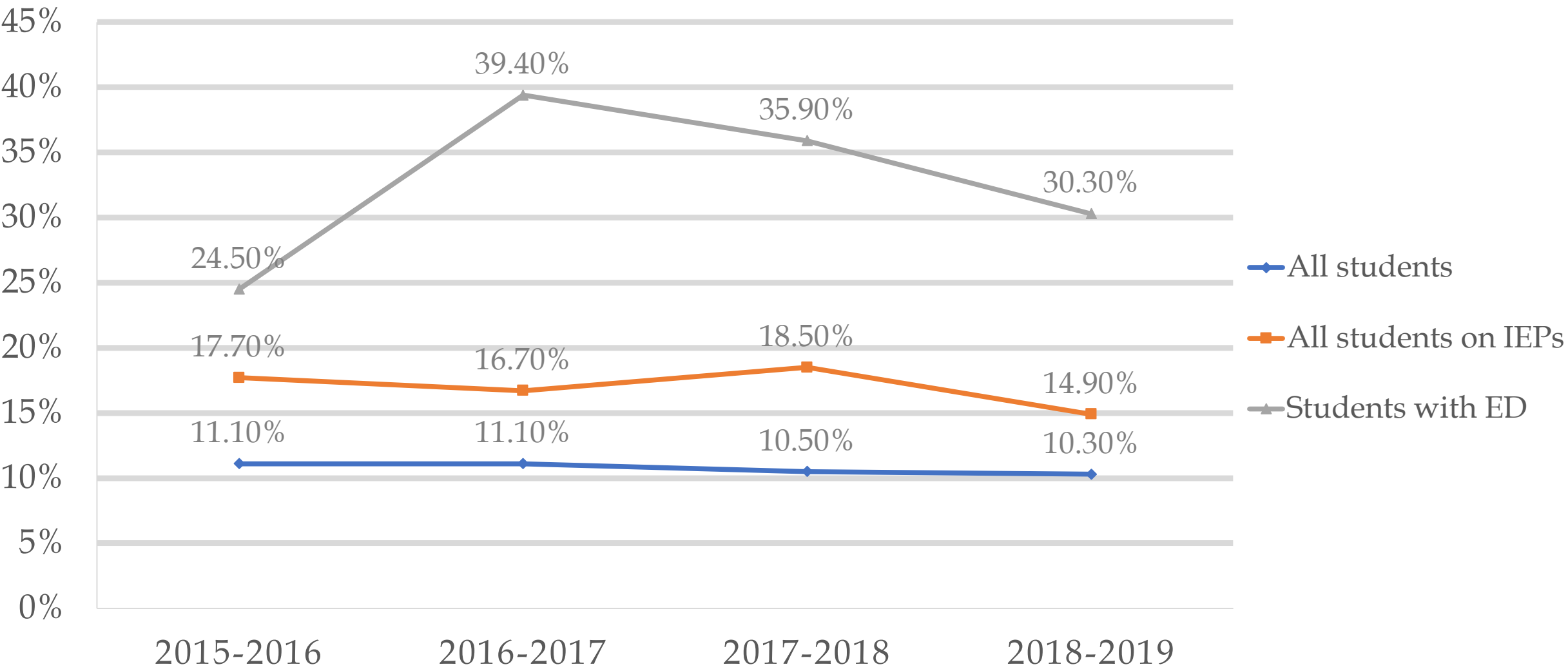
4 Year Graduation Trend Data



Dropout Trends for Selected Primary Disability Subgroups



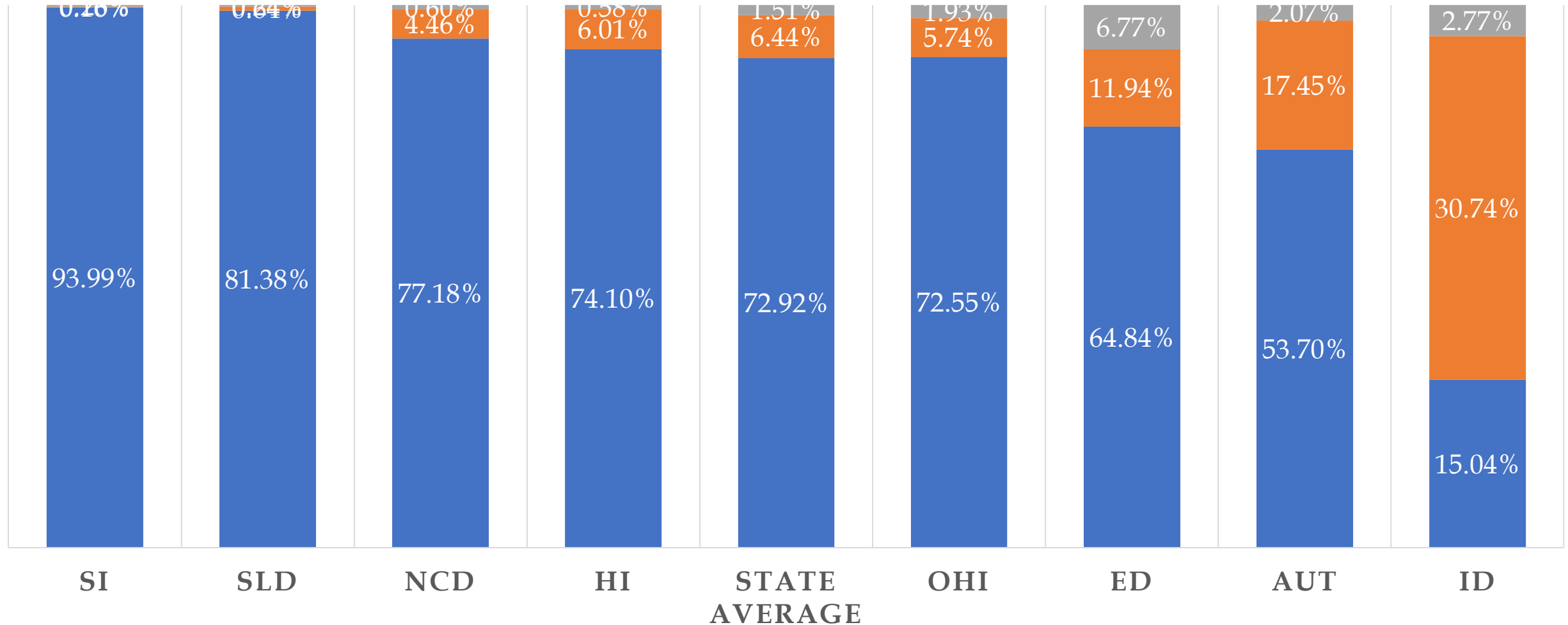
Dropout Trends for All Students, Students with IEPs and ED



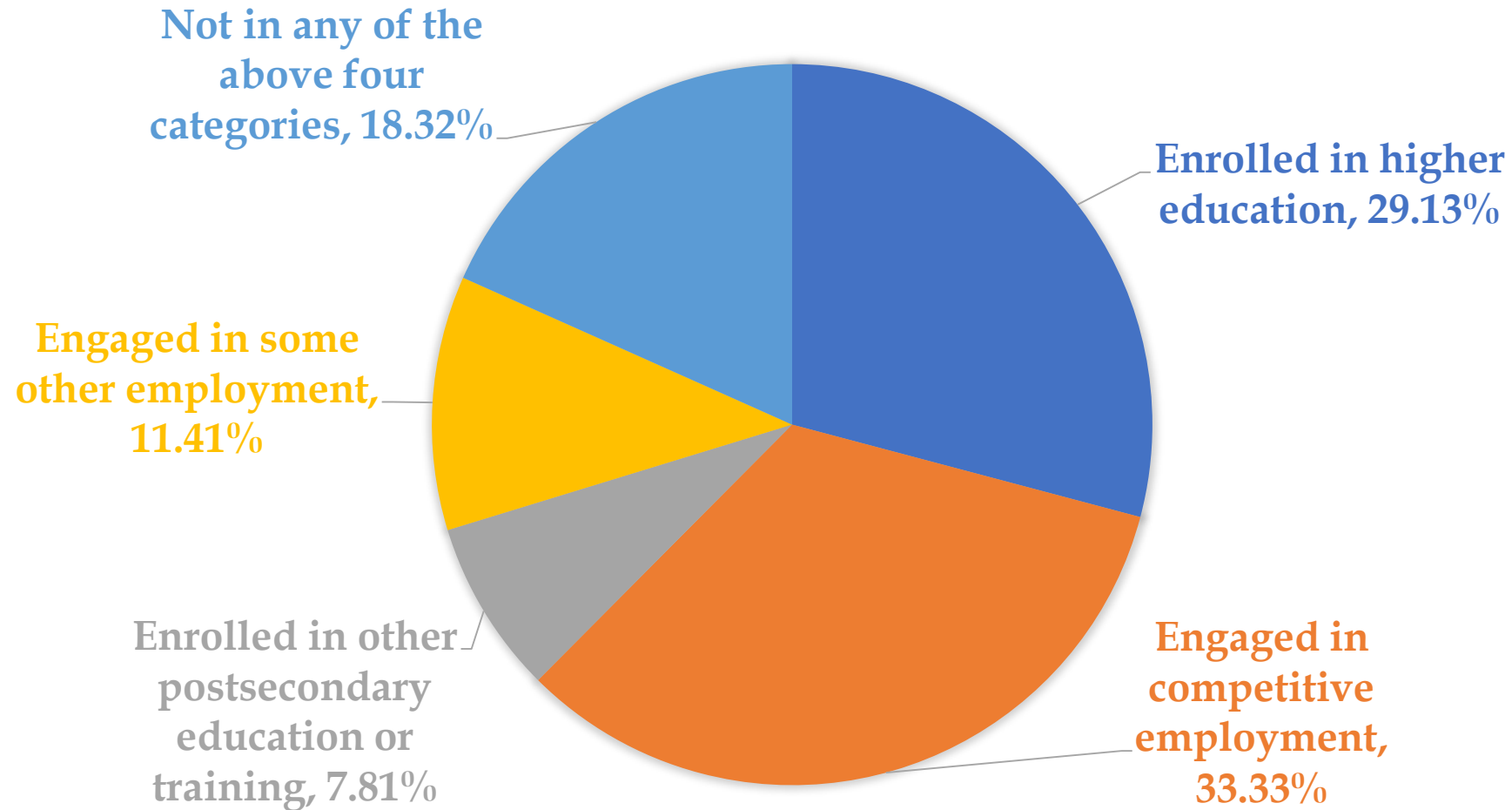
Education Environments (Children 6-21)

Number of children with IEPs aged 6 through 21 served:

- Separate schools, residential facilities, or homebound/hospital placements.
- Inside the regular class less than 40% of the day.
- Inside the regular class 80% or more of the day.



Post-school Outcomes of Students with Disabilities (2018-19)



STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

- US Department of Education – Individuals with Disabilities Education Act (IDEA)(Federal Special Education Law)
- Every State MUST have a SSIP
- Continuous Improvement Process – Improve Results for Students with Disabilities
- Started 8 Years Ago
 - Stakeholders across ND – Determine ND's Focus (SiMR)
 - Report Quarterly to this stakeholder group (IDEA Advisory Council)

ND'S SSIP GOAL
STATE IDENTIFIED MEASURABLE RESULT (SIMR)

*Improve 6 Year Graduation Rates
for Students
identified as having an Emotional Disturbance*

WHY DO STUDENTS DROP OUT?

- Missing too Many Days
- Think Easier to get GED
- Poor Grades / Failing School
- Don't like School
- Can't Keep Up with School Work
- Pregnant
- Work
- Not Get Along / Don't Feel Like I Belong
- Etc

WHAT DO WE DO ABOUT IT?

2020-21 SSIP DIRECTION

Messaging	Dropping Out is a Process, NOT an Event All Students have Hopes and Dreams
Alignment Efforts	Aligning Improvement Efforts • PD, TA, Data Points, Funding • School Accreditation / Continuous Improvement Efforts
Early Warning Systems	Early Warning Systems A-B-C Data Graduation Pathway Monitoring On Track Intervention Efforts
MS/HS Practices	15 Strategies – National Dropout Prevention Center 23 Practices and More – National Technical Assistance Center on Transition 3 R's (Relevance, Relationships, Rigor) Sense of Belonging, Relationships (Trust)
Take on Intentionally	PIER Document - Plan, Implement, Evaluate, Report If - Then Stakeholder Engagement Progress toward SiMR Evidence Based Practices Infrastructure Improvements Community Wraparound

**Do you have a student,
or a group of students,
in mind tonight?**

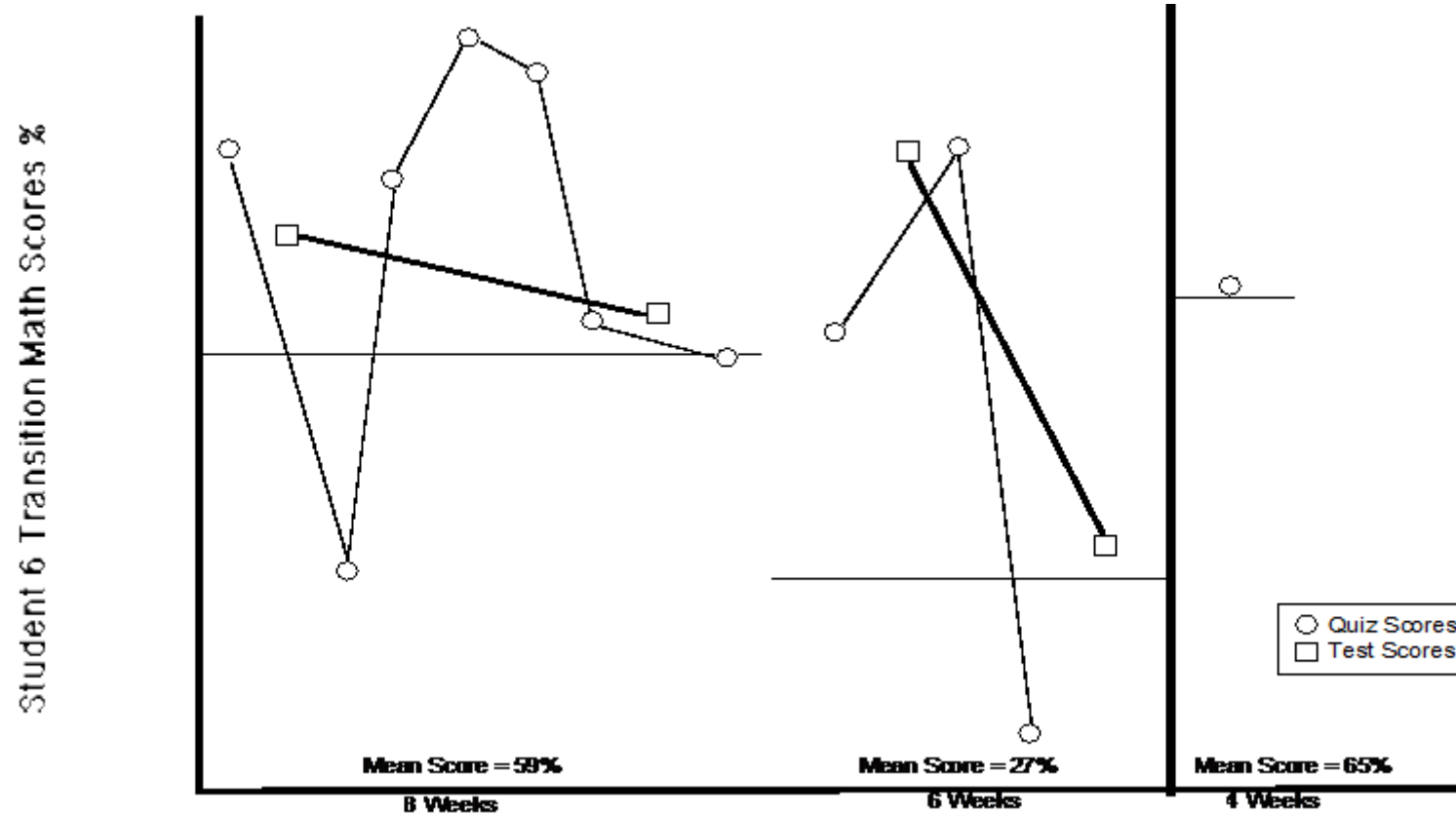
“Give me a fish,
and I eat for a day.
Teach me to fish,
and I eat for a lifetime.”

—*Chinese Proverb*

“I don’ t know how to fish,
and I don’ t care to learn.
I don’ t even like fish.
So don’ t bother me! ”

— *“Non-Motivated ” Student*

UNMOTIVATED??



UNMOTIVATED??

“Students are not unmotivated.
However, they may not
be motivated to do
what we want them to do.”

Richard Lavoie

UNMOTIVATED??

**“Students are not unmotivated.
However, they may not be motivated
to do what we want them to do.”**

—Richard Lavoie

- Students are motivated when they:
 - have a goal they believe is achievable
 - have the desire (reasonable effort) to attain the goal
 - have a plan in place to attain the goal

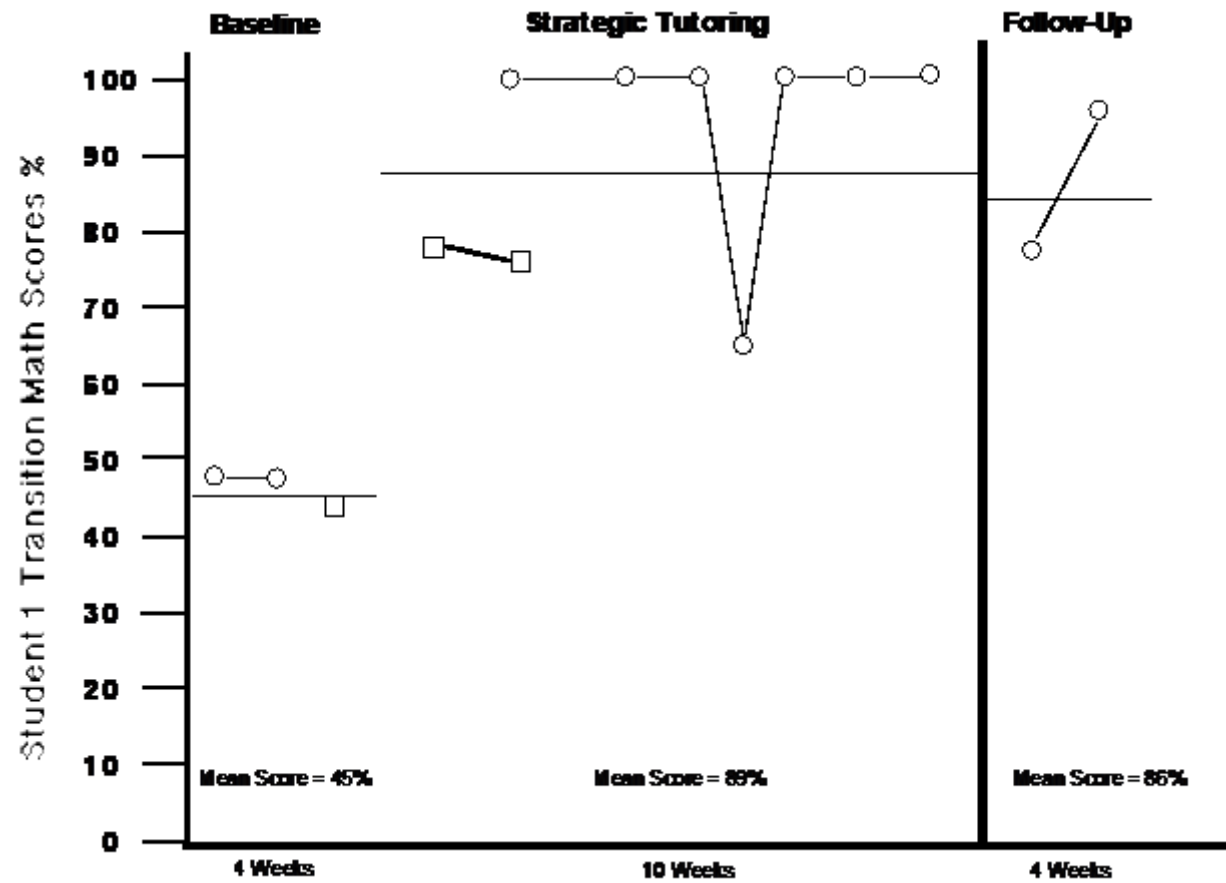
HOPE

“Successful people have high HOPE.
Hope can be nurtured.”

—Rick Snyder
The Psychology of Hope

HOPE results from having
willpower (desire)
and waypower (a plan)
for goals.

RESEARCH RESULTS



2020-21 MESSAGE: DROPPING OUT IS PROCESS, NOT AN EVENT

2021-22:

**All students have
hope and dreams**

How do we leverage this, to support students in making progress on the pathway to graduating from High School Choice Ready?



Some people are interested in the financial side to this. And the numbers, I think, are staggering.

COMMUNITY FINANCIAL IMPACT OF DROPPING OUT

\$300,000 - \$500,000 impact – 1 Dropout

For every 1% of Graduation Cohort who Drops Out ~ \$25,000,000

(76 * \$400,000 = \$25,000,000 conservatively)

- Reduced Earning Power
- Reduced Spending Power
- Increased interaction with Community Systems

ND's 4 Year Graduation Rate = 88%

2020-21 MESSAGE: DROPPING OUT IS PROCESS, NOT AN EVENT

2021-22:

**All students have
hope and dreams**

How do we leverage this, to support students in making progress on the pathway to graduating from High School Choice Ready?

ALIGNING OUR EFFORTS

BUILDING AND LEVERAGING PARTNERSHIPS

- Partnerships Across the State
 - Public/Private partnerships
 - Public/Public partnerships
- Alignment Examples - (Time, Effort, Funding, Messaging, etc)
 - Families
 - Agencies
 - Schools
 - All Stakeholder groups

MESSAGE DURING THE PANDEMIC

ALIGNING OUR EFFORTS

- Communication
- Relationships
- Good Faith Efforts
- Individualize
- Prior Written Notice

ALIGNING IMPROVEMENT EFFORTS

Leadership & Vision

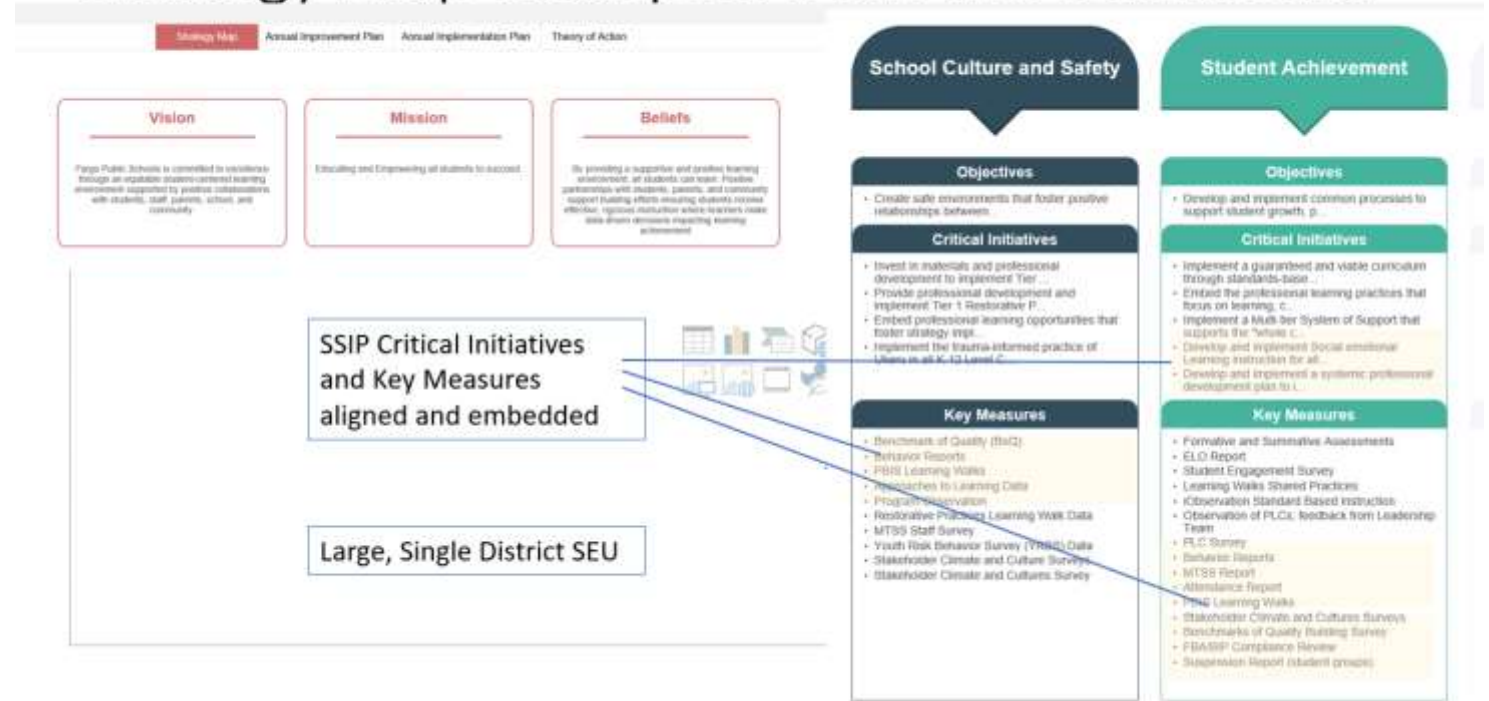
People

Resources

Time

Funding

Strategy Map Examples from the Dashboard



EARLY WARNING SYSTEMS

DROPPING OUT IS PROCESS, NOT AN EVENT

EARLY WARNING SYSTEMS

Table 1. ABC's of Dropout Prevention



Missing 20 days of school or 10% or more of instructional time



Two or more behavior infractions



Failing one or more courses, GPA 2.0 or below

Adapted from Bruce, Bridgeland, Fox, & Balfanz (2011). *On Track for Success: The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation*. Baltimore, MD: The Everyone Graduates Center at Johns Hopkins University.

Common Early Warning Indicators

- Attendance
- Behavior (ex: Discipline Referrals, Suspensions)
- Course Performance (ex: Credits earned, # of F's, GPA)

**EARLY WARNING INDICATORS
ARE SYMPTOMS, NOT CAUSES**



At-Risk / Early Warning System:

What matters for staying on track and graduating?

High School EWS Indicators

On-Track Indicators		Course Performance	GPA	Credits	Attendance	Office Discipline Referrals
On-Track	Per Quarter	C's or better in all classes	2.5 or higher	Meeting credits to move to next grade level	0 to 2 absences in a quarter	0 ODR's in a quarter
	Per Year				4% or less absences in a year	2 or fewer ODR's in a year
At-Risk for Off Track	Per Quarter	1 or more D's in any class	2.0 to 2.49	1 credit behind	3 to 4 absences in a quarter	1 ODR in a quarter
	Per Year				5% -9% absences in a year	3 ODR's in a year
Off-Track	Per Quarter	Failing 1 or more classes (F's)	Less than 2.0	2 credits behind	5 or more absences in a quarter	2 or more ODRs in a quarter
	Per Year				10% or more absences in a year	4 ODR's per year OR 2 ODR's in a semester



At-Risk / Early Warning System:

What matters for staying on track and graduating?

Elementary School (Primary Years - Grades K-2)

EWS Indicators

On-Track Indicators		Course Performance	Attendance	Office Discipline Referrals
On-Track	Per Quarter	S's in all classes	0 to 2 absences in a quarter	0 ODR's in a quarter
	Per Year			
At-Risk for Off Track	Per Quarter	1 or more N's in any class	3 to 4 absences in a quarter	1 ODR in a quarter
	Per Year			
Off-Track	Per Quarter	Failing 1 or more classes (U's)	5 or more absences in a quarter	2 or more ODRs in a quarter
	Per Year			
			4% or less absences in a year	2 or fewer ODR's in a year
			5% -9% absences in a year	3 ODR's in a year
			10% or more absences in a year	4 ODR's per year OR 2 ODR's in a semester

U – Unsatisfactory N – Needs Improvement S – Satisfactory

EWIMS helps educators do the following:

- **Identify** students who are at risk of dropping out
- **Match** those students to interventions
- **Monitor** students' progress and the success of the interventions

AMERICAN INSTITUTE OF RESEARCH PILOT PROJECT

A ND sponsored pilot project with the American Institute of Research

- Year 1: 2020-21

3 ND High Schools

(If successful, continue forward with the pilot)

- Year 2-4 2021-24

5-8 additional High Schools Each year

High School Receives

2 Year Process (I do, We do, You do)

- 2 'large' group, ND trainings
- Monthly Coaching calls with High School early warning system teams
 - Identify available data
 - Identify available interventions
 - Use data and implementations
 - Monitor effectiveness of interventions

WHY DO STUDENTS DROP OUT?

- Missing too Many Days (A)
- Think Easier to get GED (C)
- Poor Grades / Failing School (C)
- Don't like School (B)
- Can't Keep Up with School Work (C)
- Pregnant
- Work
- Not Get Along / Don't Feel Like I Belong (B)

3 R'S

- RELEVANCE
- RELATIONSHIPS
- RIGOR

MIDDLE AND HIGH SCHOOL PRACTICES

Predictors/Outcomes	Education	Employment	Independent Living
• Program of Study	Research-based	Research-based	
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Promising	Promising	Research-based
• Self-Realization (new)		Promising	Promising
• Social Skills	Promising	Promising	
• Student Support	Promising	Research-based	Promising
• Technology Skills (new)		Promising	
• Transition Program	Research-based	Promising	
• Travel Skills	Promising		
• Work Study		Research-based	
• Youth Autonomy/Decision-Making	Research-based	Research-based	Promising

23 Predictors
of Success
(NTACT:C)

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (previously Vocational Education;)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	

15 Effective
Strategies
(NDPC)

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Managing and Improving Instruction

- ★ Professional Development
- ★ Active Learning
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EFFECT SIZES ON DROPOUT RATE

Strategy	Effect	Strategy	Effect
Career Development / Job Training	.81	Work-Based Learning	.26
Family Engagement	.67	School/Classroom Environment	.25
Mentoring	.63	Service-Learning	.21
Behavior Intervention	.46	Health & Wellness	.18
Literacy Development	.42	Academic Support	.11

15 EFFECTIVE STRATEGIES

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• Youth Autonomy/Decision-Making	Research-based	Research-based	Promising



Education / Employment / Independent Living

EVIDENCE-BASED PRACTICE FINDINGS....

- Check and Connect
- Envision IT Curriculum
- Parent Training
- Project Search
- Self-Advocacy Strategy
- Self-Determination Learning Model of Instruction (SDLMI)
- Self-Directed IEP
- Take Charge Curriculum
- Video Modeling

RESEARCH-BASED PRACTICE FINDINGS....

- CIRLCES
- Community-based Instruction
- Mentoring
- MASSI
- One more than Strategy
- Person Centered Planning
- Response Prompting
- Take Charge Curriculum
- SDLMI
- Self-Management Instruction
- Simulation
- Student directed lesson planning lesson package
- Video Modeling

PIER DOCUMENT PROCESS

Over Time, Intentional, Sustainable Efforts:

- Planning
- Implementing
- Evaluating
- Reporting



A quote from Haim Ginott...

I have come to a frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.

Between Teach

THANK YOU

www.nd.gov/dpi

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