

Institute of Education Services Practice Guide: Dropout Prevention

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|---|-----------------|----|-------------------------|---|---|---|----------------|----|---|
| Recommendation 1. Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out | Presence | | Level of Success | | | | Restudy | | |
| Checklist | Yes | No | VG | G | A | P | Yes | No | ? |
| <input type="checkbox"/> Use longitudinal, student-level data to get an accurate read of graduation and dropout rates. | | | | | | | | | |
| <input type="checkbox"/> Use data to identify incoming students with histories of academic problems, truancy, behavioral problems, and retentions. | | | | | | | | | |
| <input type="checkbox"/> Monitor the academic and social performance of all students continually. | | | | | | | | | |
| <input type="checkbox"/> Review student-level data to identify students at risk of dropping out before key academic transitions. | | | | | | | | | |
| <input type="checkbox"/> Monitor students' sense of engagement and belonging in school. | | | | | | | | | |
| <input type="checkbox"/> Collect and document accurate information on student withdrawals. | | | | | | | | | |
| Comments: | | | | | | | | | |

Legend: VG=Very Good, G=Good, A=Average, P=Poor

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| Recommendation 2. Assign adult advocates to students at risk of dropping out | Presence | | Level of Success | | | | Restudy | | |
|--|-----------------|----|-------------------------|---|---|---|----------------|----|---|
| Checklist | Yes | No | VG | G | A | P | Yes | No | ? |
| <input type="checkbox"/> Choose adults who are committed to investing in the student’s personal and academic success, keep caseloads low, and purposefully match students with adult advocates. | | | | | | | | | |
| <input type="checkbox"/> Establish a regular time in the school day or week for students to meet with the adult. | | | | | | | | | |
| <input type="checkbox"/> Communicate with adult advocates about the various obstacles students may encounter—and provide adult advocates with guidance and training about how to work with students, parents, or school staff to address the problems. | | | | | | | | | |
| Comments: | | | | | | | | | |

| Recommendation 3. Provide academic support and enrichment to improve academic performance | Presence | | Level of Success | | | | Restudy | | |
|--|-----------------|----|-------------------------|---|---|---|----------------|----|---|
| Checklist | Yes | No | VG | G | A | P | Yes | No | ? |
| <input type="checkbox"/> Provide individual or small group support in test-taking skills, study skills, or targeted subject areas such as reading, writing, or math. | | | | | | | | | |
| <input type="checkbox"/> Provide extra study time and opportunities for credit recovery and accumulation through after school, Saturday school, or summer enrichment programs. | | | | | | | | | |
| Comments: | | | | | | | | | |

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|---|-----------------|----|-------------------------|---|---|---|----------------|----|---|
| Recommendation 4. Implement programs to improve students' classroom behavior and social skills | Presence | | Level of Success | | | | Restudy | | |
| Checklist | Yes | No | VG | G | A | P | Yes | No | ? |
| <input type="checkbox"/> Use adult advocates or other engaged adults to help students establish attainable academic and behavioral goals with specific benchmarks. | | | | | | | | | |
| <input type="checkbox"/> Recognize student accomplishments. | | | | | | | | | |
| <input type="checkbox"/> Teach strategies to strengthen problem-solving and decision-making skills. | | | | | | | | | |
| <input type="checkbox"/> Establish partnerships with community-based program providers and other agencies such as social services, welfare, mental health, and law enforcement. | | | | | | | | | |
| Comments: | | | | | | | | | |

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| Recommendation 5. Personalize the learning environment and instructional process | Presence | | Level of Success | | | | Restudy | | |
| Checklist | Yes | No | VG | G | A | P | Yes | No | ? |
| <input type="checkbox"/> Establish small learning communities. | | | | | | | | | |
| <input type="checkbox"/> Establish team teaching. | | | | | | | | | |
| <input type="checkbox"/> Create smaller classes. | | | | | | | | | |
| <input type="checkbox"/> Create extended time in classroom through changes to the school schedule. | | | | | | | | | |
| <input type="checkbox"/> Encourage student participation in extracurricular activities. | | | | | | | | | |
| Comments: | | | | | | | | | |

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| Recommendation 6. Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school | Presence | | Level of Success | | | | Restudy | | |
| Checklist | Yes | No | VG | G | A | P | Yes | No | ? |
| <input type="checkbox"/> Provide teachers with ongoing ways to expand their knowledge and improve their skills. | | | | | | | | | |
| <input type="checkbox"/> Integrate academic content with career and skill-based themes through career academies or multiple pathways models. | | | | | | | | | |
| <input type="checkbox"/> Host career days and offer opportunities for work-related experiences and visits to postsecondary campuses. | | | | | | | | | |
| <input type="checkbox"/> Provide students with extra assistance and information about the demands of college. | | | | | | | | | |
| <input type="checkbox"/> Partner with local businesses to provide opportunities for work-related experience such as internships, simulated job interviews, or long-term employment. | | | | | | | | | |
| Comments: | | | | | | | | | |

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Source: Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.