

Presentation to the Community Action Network “A-Team”

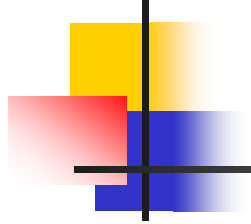
January 5, 2009



The purpose of this meeting:

Provide Community Action Network “A-Team” members:

- (1) An overview of the Austin ISD Educational Support Services Department
- (2) A review of the latest dropout prevention research information and strategies
- (3) An overview of the Austin ISD Student Support Services Department and information about prevention and intervention efforts



Drop-out Prevention: What Does the Research Tell Us?

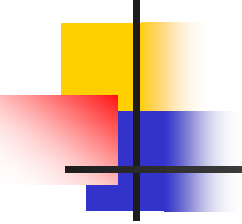
From *Dropout Risk Factors and Exemplary Programs: A Technical Report, 2007*. National Dropout Prevention Center at Clemson University

Dropout Prevention: IES Practice Guide, 2008. National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences. U.S. Department of Education



Trends in the Literature

- Very little research focusing specifically on dropout risk factors
- There is no single risk factor to accurately predict a school dropout
- Dropping out of school is related to a variety of internal and external factors
- Dropouts are not a homogeneous group
- Dropping out is a *process*, not an *event*



“Dropping out is a long process of disengagement that may begin before a child even enters school.”

The likelihood of dropping out increases with each increasing risk factor.

Significant Risk Factors by School Level*

Risk Category and Risk Factor	Elementary School	Middle School	High School
Individual Background Characteristics			
• Has a learning disability or emotional disturbance		✓	✓
Early Adult Responsibilities			
• High number of work hours		✓	✓*
• Parenthood			✓*
Social Attitudes, Values, & Behavior			
• High-risk peer group		✓*	✓
• High-risk social behavior		✓*	✓
• Highly socially active outside of school			✓
School Performance			
• Low achievement	✓*	✓*	✓*
• Retention/over-age for grade	✓*	✓*	✓*
School Engagement			
• Poor attendance	✓*	✓*	✓*
• Low educational expectations		✓*	✓*
• Lack of effort		✓	✓
• Low commitment to school		✓	✓*
• No extracurricular participation		✓	✓*
School Behavior			
• Misbehavior	✓	✓	✓*
• Early aggression	✓	✓	
Family Background Characteristics			
• Low socioeconomic status	✓*	✓*	✓*
• High family mobility		✓*	
• Low education level of parents	✓	✓	✓*
• Large number of siblings	✓		✓
• Not living with both natural parents	✓	✓	✓*
• Family disruption	✓		
Family Engagement/Commitment to Education			
• Low educational expectations		✓*	
• Sibling has dropped out		✓	✓
• Low contact with school		✓*	
• Lack of conversations about school		✓*	✓

Key: ✓ indicates that the risk factor was found to be significantly related to dropout at this school level in one study. ✓ indicates that the risk factor was found to be significantly related to dropout at this school level in two or more studies.



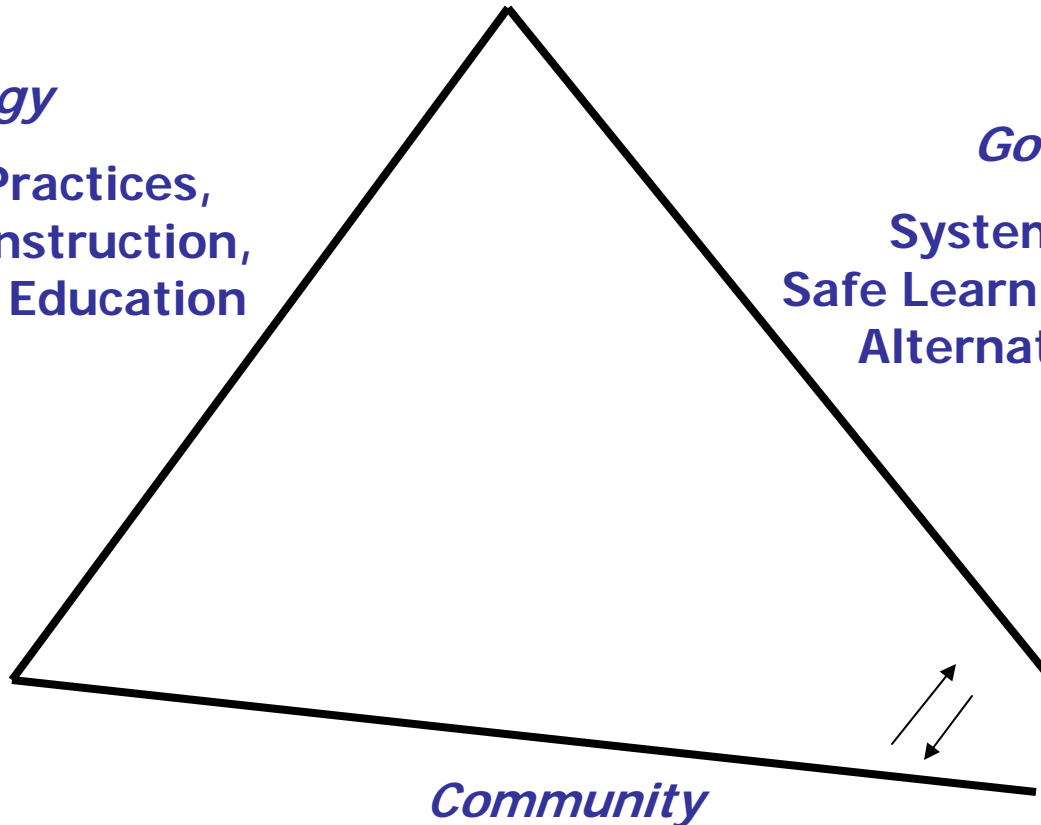
Effective Strategies – Milliken Framework

Pedagogy

**Instructional Practices,
Individualized Instruction,
Early Childhood Education**

Governance

**Systemic Renewal,
Safe Learning Environment,
Alternative Schooling**



**School-Community Collaboration, Family Engagement,
Mentoring/Tutoring, Service Learning, After-School**



Effective Dropout Prevention Strategies

GOVERNANCE	PEDAGOGY	COMMUNITY
System Renewal	Early Childhood Education	School – Community Collaboration
Professional Development	Early Literacy Development	After–School Opportunities
Safe Learning Environment	Educational Technology	Family Engagement
Alternative Schooling	Individualized Instruction	Mentoring / Tutoring
Active Learning	Career & Technology Education	Service Learning



Critical Elements of Effective Strategies

Academic support	Family Engagement in Educational Process	Pregnancy Prevention Efforts
After School Activities	Family Strengthening Activities	Safe School / Classroom Environments
Career Development Activities	Family Therapy	Service Learning Activities
Case Management	Gang Intervention Activities	Structured Extra-Curricular Activities
Cognitive-Behavioral Interventions	Life Skills Development	Substance Abuse Prevention
Conflict Resolution	Mental Health Services – Counseling	Teen Parent Support
Court Advocacy	Mentoring	Truancy Prevention and Recovery Efforts



IES Practice Guide Recommendations

1. Purposeful Data Analysis
2. Adult Advocates
3. Academic Support
4. Classroom Behavior and Social Skills Support
5. Personalized Learning Environments
6. Relevant Instruction that Connects Learning with Real World

Preliminary

07-08 Austin ISD Drop Out Data

Refer to handout



Dropout Prevention and Intervention Initiatives in Austin ISD

Continuum of Student Support Services

AISD SERVICES

COMMUNITY PARTNERS SERVICES

AISD Police
ALC (MS/HS Alternative Learning Center)
ACES (Elem. Alternative Learning Center)
ACCESS Grant Program
Behavior Specialist
CIS (Community In Schools)
Dropout Specialist
School Counselor
School to Community Liaisons
Special Education Systems of Care:
 (1 care coordinator)
Special Education Counselor
PBIS (Positive Behavior Support)
Project HELP (Homeless Ed. & Learning Center)

Austin Travis County MHMR
Austin Travis County:
 *Juvenile Drug Court, Truancy Court
 *Juvenile Probation Department
 *Juvenile Mental Health Court
Austin Travis County Victim Services
Arc of Capital Area, Any Baby Can
CPC (Community Partners for Children)
Children's Partnership
Parents
Phoenix House Academy
YFAC (Youth and Family Assessment Center) = 12 schools
Texas Dept. of Family Protective Services

IMPACT /LST /504
AISD Police
ADVANCE, AVID (Academic Support)
ACCESS Grant Program
Behavior Specialists
Counselors
CIS: 40 schools + 4 schools with Family
 Literacy Program + 5 schools with XYZone
Dropout Specialist
Family Support Co-op (Rosedale)
Mentors
PBIS (Positive Behavior Support)
School to Community Liaisons (SCL)
Special Education Staff
School Nurse
Project HELP (Homeless Ed & Learning Ct.)
Peer Assistant League (PALs)
Peer Mediation
Safeplace
Tutors

PLANNING PARTNERS: ATC Suicide Prevention Coalition, Children & Youth Mental Health Planning Partnership, Youth & Advisory Group/Ready by 21, Success By 6, Housing Authority of the City of Austin, , Region XIII, Insure-A-Kid, Mayors Mental Health Task Force Monitoring Committee, Seton Optimal Health
SERVICE PARTNERS: ACGC, ,American Youth Works, Any Baby Can, Austin Area Urban League, , ATC AfterSchool Network ,Austin Youth River Watch Big Brothers/Big Sisters, Breakthrough, Boys & Girls Club, Boys Scouts, Girl Scouts, Council on At Risk Youth, Family Forward, Family Connections, For the Love of Christi, Foster Grandparent Program, GenAustin, HACA, Hispanic Mother/Daughter LifeWorks, Out Youth, Pebble Project, People's Community Clinic, Parents, Phoenix House, River City Youth Foundation, Skippy, SafePlace, Skillpoint Alliance, The Asutin Project, TravisCo. Underage Drinking, UT School of Social Work, Hospice, PAX United, Phoenix House, True Brilliance, Wonders & Worries, YWCA, Worksource, Youth Advocaty, Youth Launch, YFAC Youth & Family Assessment Center

Advisory
AISD Police
Character Educatin
Family Resource Center
Instructional Specialist
Positive Behavior I Support Team & Coaches
60 PBS Schools:
Parent Support Specialist
Principal, Assistant Principal, Teacher,
School Support Services
School Counselor
School, Family & Community p Programs
Special Area Teacher
Special Education Staff
School Nurse, Student Health Services
Tutors. Mentors. Homebound

African American Men & Boys Conference
African American Women & Girls Conference
ACC College Connection,
API (Austin Partners in Education)
Austin Voices for Education & Youth
Austin Chamber of Commerce
Austin Area Urban League, College for Texans,
CAN (Community Action Network)
Hispanic Futures Conference
Parents, PTA (Parent Teacher Association)
Seton Optimal Health , 211 United Way
SHAC (School Health Advisory Council)
Safe and Drug Free Advisory, Pebble Project

← **INTENSIVE** →

← **TARGET** →

← **UNIVERSAL** →

*IMPACT Team or Special Education ARD Committee Determines Level of Support

Continuum of Goals

- Building Capacity and Expanding Systems of Care
- Expand Family Support Co-op
- Continue Special Ed. Team Collaboration with Guidance & Counseling , PBS, Systems of Care, School Health
- Continue to expand and build capacity of PBS
- Improve cultural competence
- Implement newly developed Protocol for Community Support Agencies accessing AISD students



Dropout Prevention Specialists / Campus Support Team Leaders

Dropout Prevention Specialists will:

- Seek to Recover Students on the Leaver List
- Implement group interventions to address student attendance, behaviors, and academics needs (e.g., U.T. Tutors, U.T. Social Worker Interns)
- Host Attendance Education Forums
- Attend Dropout Prevention monthly meetings
- File timely truancy complaints and attend court hearings as mandated
- Attend campus Impact Team meetings



Impact Teams

- Seek interventions to help every student be successful in learning when routine classroom and school wide interventions have not been effective
- Framework used is a solution-focused problem-solving approach that is aligned with the *Response To Intervention* Model



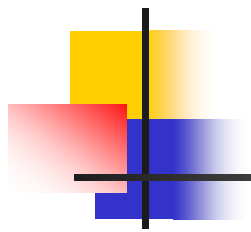
Impact Teams & District Policy

- All campuses shall have an operational Impact Team led by an Assistant Principal or Principal
- Impact Teams shall meet at least every 2-weeks
- Principals shall ensure:
 - Impact Team members are identified
 - Campus staff members are informed of the Impact Team process
 - Impact Teams meet per the minimum requirements
 - Impact Team's effectiveness is reviewed regularly



Additional Resources

- **Dropout Prevention/Reduction On-Line Library:** (To obtain Impact referral forms, evaluation forms, Impact/LST flow-chart to help clarify the responsibilities of your campus teachers, case studies and sample forms to use as a guide and modify according to your campus needs. Go to (<http://aisdweb>) Click on Education at top pull down, Select Education Support Services- Attendance, Truancy & Dropout Prevention, Click on Dropout Prevention On-Line Library
- **Intervention Central website:**
(<http://www.interventioncentral.org>) for newly posted academic and behavioral intervention strategies, publications on effective teaching practices, and tools for streamlining classroom assessment and intervention.
- **AISD Office of Dropout Prevention/Reduction:**
 - Dr. Linelle Clark-Brown, 414-0201
 - Ana Vazquez, 414-0324



Questions?