

Preventing High School Dropout Across Vulnerable Student Groups in Oregon

At the request of Oregon stakeholders, REL Northwest created a set of coaching meeting materials focused on dropout prevention for four student groups who drop out of high school at high rates: American Indian students, Latino male students, students in poverty, and students with disabilities.ⁱ The materials (which were delivered at an Oregon Graduation and Postsecondary Success Alliance meeting on August 15, 2018) provide examples of evidence-based practices tailored to the needs of each group.



American Indian students
<https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/dropout-prevention-american-indian.pdf>



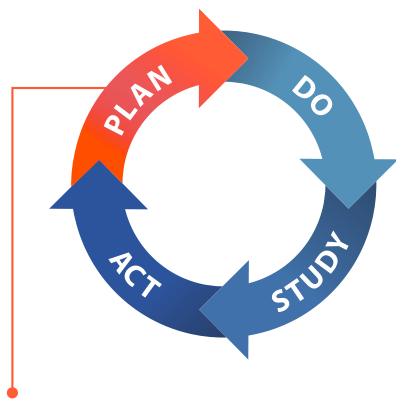
Latino male students
<https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/dropout-prevention-latino-males.pdf>



Students in poverty
<https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/dropout-prevention-students-in-poverty.pdf>



Students with disabilities
<https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/dropout-prevention-students-with-disabilities.pdf>



This infographic is intended as a planning resource for school or district dropout prevention teams and is based on the planning step of the Plan-Do-Study-Act continuous improvement cycle:ⁱⁱ

PLAN

Set an outcome, examine data, draw conclusions, and put a plan in place.

DO

Implement strategies, document implementation, and begin data collection.

STUDY

Monitor implementation and student progress over time. Analyze and interpret data and summarize findings.

ACT

Adjust as you go, and incorporate lessons learned as you move into the next cycle of implementation.

FOUR-STEP PLANNING Consider these reflection questions to assess your needs related to dropout prevention. These questions can also be used to develop an implementation plan for dropout prevention strategies that are best suited to your local context.

1 SET AN OUTCOME

- Describe your priority area/focal group of students. What change are you trying to make and by when? Why is this important? How does it fit with state, district, school, or classroom priorities?
- What are your expectations? What assumptions are you making?
- What programs, practices, or interventions are in place to help reduce dropout for the priority/focal group(s) of students? What resources are available for you to implement practices and interventions?



Incorporate answers to your equity lens guiding questions or use Oregon's *Equity Lens*.ⁱⁱⁱ Include all relevant stakeholders. Review *Continuous Improvement Process and Planning*^{iv} for sample needs assessments and goals.

2 EXAMINE DATA

- What data sources have you used?
- What have you observed in the data? Are there patterns or trends? Which patterns did you anticipate? Which did you not anticipate?
- What are the limitations of the data sources you used? Do they inform equity-based decisionmaking? What additional data do you need? Can you obtain and examine those data?



Check out the REL guide *Five Steps for Structuring Data-informed Conversations and Action in Education*^v for more information on using data for decisionmaking.

3 MAKE INFERENCES

- What can you infer from the data? What strengths and areas for improvement do the data highlight?
- What challenge(s) will you tackle?
- Describe any specific, measurable, achievable, realistic, and timely (SMART) goal(s) you are setting.



Conduct a root-cause analysis using the *Moving Toward Equity Root-cause Analysis Workbook*.^{vi}

4 PUT A PLAN IN PLACE

Your plan is likely to include a set of strategies and activities designed to achieve the SMART goal(s) you have selected. Use this section for any action step in your plan that involves selecting practices and interventions to address the dropout rates of one of the four student groups this resource covers.



The Oregon Department of Education provides additional guidance in the following areas:

- Designing and monitoring an evaluation system: *Section Four: Longitudinal Performance Growth Targets of Student Investment Account: Guidance for Eligible Applicants*.^{vii}
- Progress monitoring: *High School Progress Monitoring Guidance*.^{viii}
- Monitoring comprehensive improvement plan implementation: *Routines to Monitor Plan Implementation: A Guide for District & School Teams*.^{ix}



The publication *Preventing Dropout in Secondary Schools*^x provides guidance on monitoring progress and adjusting interventions (step four of recommendation one) and on regularly assessing student engagement to identify areas for improvement (step three of recommendation three).

- Select the overview of practices for the student group on which you are focusing.** Each overview includes evidence-based practices that may be appropriate for that student group.
- Select a practice of interest.** Pick a practice that you expect to help you meet your goal and that is realistic and within your control to change.
- Consult the references list.** To find the study or studies associated with the practice you have selected, go to the references list at the end of the handout. Each reference includes a URL, which you can select to take you to the full study.
- Find additional steps and tools to support the practice you selected in *Preventing Dropout in Secondary Schools*.**^x an educators' practice guide with a set of recommendations to address challenges in classrooms and schools. Each practice in the overview document is associated with recommendations from the practice guide. Relevant recommendations are indicated in the overview document in parentheses following the name of the practice. Although practice guide recommendations are not designed for any specific group of students, they provide case study examples and additional steps you can take and tools you can use. Consider the research evidence about a practice or intervention you may want to adopt or adapt.

REFERENCES

- ⁱ Meeting materials on American Indian students available at <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/dropout-prevention-american-indian.pdf>
- Meeting materials on Latino male students available at <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/dropout-prevention-latino-males.pdf>
- Meeting materials on students in poverty available at <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/dropout-prevention-students-in-poverty.pdf>
- Meeting materials on students with disabilities available at <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/dropout-prevention-students-with-disabilities.pdf>
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- ⁱⁱⁱ Oregon Education Investment Board (n.d.) *Equity lens*. Retrieved January 21, 2020, from <https://www.oregon.gov/ode/students-and-family/equity/equityinitiatives/Documents/OregonEquityLens.pdf>
- ^{iv} Oregon Department of Education. Retrieved January 21, 2020, from <https://www.oregon.gov/ode/schools-and-districts/Pages/CIP.aspx>
- ^v Kekahio, W., & Baker, M. (2013). *Five steps for structuring data-informed conversations and action in education* (REL 2013–001). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. <https://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=360>
- ^{vi} Center on Great Teachers and Leaders (2014). *Moving toward equity root-cause analysis workbook*. Retrieved January 21, 2020, from <https://gtlcenter.org/learning-hub/equitable-access-toolkit/root-cause-analysis-workbook>
- ^{vii} Oregon Department of Education (2019). *Student investment account section four: Longitudinal performance growth targets*. Retrieved January 21, 2020, from <https://www.oregon.gov/ode/StudentSuccess/Documents/SIA%20Guidance%20Section%204.pdf>
- ^{viii} Oregon Department of Education (n.d.) *High school success progress monitoring guidance*. Retrieved January 21, 2020, from <https://www.oregon.gov/ode/students-and-family/GraduationImprovement/Documents/Progress%20Monitoring%20Guidance.pdf>
- ^{ix} Oregon Department of Education (2019). *Routines to monitor plan implementation: A guide for district & school teams*. Retrieved January 21, 2020, from <https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Documents/RoutineguideORdistrictschools.pdf>
- ^x Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017). *Preventing dropout in secondary schools* (NCEE 2017-4028). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved January 21, 2020, from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf