Preventing School Dropout with Secondary Students

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The Meadows Center for Preventing Educational Risk (MCPER)

http://www.meadowscenter.org/

University of Texas at Austin

http://www.utexas.edu/

Greater Texas Foundation

Grant #2556661



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A National Crisis

- Approximately 75% of students graduate within 4 years (Chapman, Laird, & KewalRamani, 2010)
- High school students in the lowest 25% of their class are 20 times more likely to drop out than the highest-performing students (Carnevale, 2001)
- If the graduation rate increased by only 5%, the nation could see an annual savings and revenue of \$5 billion in crime-related costs (Alliance for Excellent Education, 2006)



What do we know about

dropout prevention interventions?

IES (2008) recommendations for reducing dropout rates: <u>Diagnostic</u>

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.

Targeted intervention

- 2. Assign adult advocates to students at risk of dropping out.
- 3. Provide academic support and enrichment to improve academic performance.
- 4. Implement programs to improve students' classroom behavior and social skills.

School-wide intervention

- 5. Personalize the learning environment and instructional process.
- 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.

Project GOAL

Graduation = Opportunities for Advancement and Leadership

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Purpose

This randomized, controlled trial was designed to test the efficacy of

 a dropout prevention intervention, an enhanced model of Check & Connect (Sinclair, Christenson, Evelo, & Hurley, 1998; Sinclair, Christenson, & Thurlow, 2005)

with an 8th-9th grade cohort of students at-risk for dropping out of a low-income middle school in the southwest

What is the efficacy of a two-year dropout prevention intervention with an at risk 8th-9th grade cohort compared with a well-documented, schoolimplemented comparison, business as usual group?

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Project Timeline

Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade Level	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Project GOAL	Year 1 Intervention	Year 2 Intervention	Follow Up	Follow Up	Follow Up



Criteria for Inclusion

Attendance

- Absent more than 10% (absent more than 20 days of school)
- Tardy more than 10% (tardy more than 20 days of school)

Behavior

- Had at least 5 discipline referrals/student conduct violations <u>Course failures</u>
- Failed 7th grade Reading Texas Assessment of Knowledge and Skills (TAKS)
- Failed Science
- Failed English Language Arts
- Failed Math
- Failed Social Science

Retained in 6th or 7th grade



Research Design





Participants

Participants	Dropout Prevention <i>n</i>	Business As Usual <i>n</i>
Students at end of the Year 1	32	48
Female	16	22
Male	16	26
English Learners	8	15
Students with disabilities	3	3
African American	11	15
Hispanic	19	29
White	2	3
Asian	0	1



Taxonomy of Student Engagement

A multidimensional construct composed of four components (Appleton, Christenson, & Furlong, 2008)



Student Engagement Measures

- Student Engagement Instrument ([SEI]; Appleton & Christenson, 2004)
 - Group-administered, 32-item measure about one's attitudes, perceptions about school, education, and family involvement
- Student Dropout Risk Inventory ([SDRI]; Vaughn, Roberts, & Wexler, 2010)
 - Group-administered, 63-item measure that screens for dropout risk

Student Engagement Data

- Attendance
- Behavioral infractions (referrals, ISS, OSS)
- Grades
- Retention



Project GOAL



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Checking and Connecting





Overview of the Core Components

Indiv	idual Intervei	ntions	Group Interventions							
Connect Commitment	Connect Conversation	Home Connection	GOAL Sessions	College & Career Exploration	Motivation					
Meeting and greeting students	Discussing the importance of students' risk indicators	Attempting to or making contact with students' families	Modeling and practicing academic and behavioral skills students' need to succeed	Exploring students' college and/or career interests	Acknowledging students' progress in academics, behavior, and leadership					

Project GOAL Advisor Responsibilities

- Check student data to determine status for all students
- Connect with school staff regarding student concerns
- Connect regularly with parents/guardians to support commitment to school
- Determine the targeted interventions and map a plan for implementation
- Implement GOAL sessions (problem solving and goal setting)
- Explore post-secondary options with students
- Motivate students by acknowledging improved academics or behavior
- Attend Truancy court hearings, when appropriate
- Provide intervention to students in alternative school settings

TIERED INTERVENTONS OF DROPOUT PREVENTION



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Determining Risk Status

Weekly	Intensive	Basic	Monitoring
Period Absences (UE & E & T)	≥8	≥3	≤2
Behavioral Infractions (Ref & ISS & OSS)	>1	1	0
Grades (Class score %)	≤69% any class	≤74% any class	≥75% all classes
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Weekly Student Progress Check

School: XX High School		Ac	lviso	r: XX	хххх										Date: II= BI=	2		L			
Weekly progress (week)	,f			,				~		P	roje	ect GOAL Student Progress Check			M=	1					_
weekiy progress (week o	GF	RAD	ES	ATT	END/	ANCE	BEI	0 HAV	OR	CRI	*	NOTES			INTERVENTION PLAN FOR NEXT WEEK Week of			ndica	e Wh	en	
Student Name	Low C (70-74)	F = Close to passing (60-69)	F = Far from Passing (≤59)	Unexcused Absence	Excused Absence	Class Skips/Tardy Tank	Referrals	ISS	oss	# of Credits Earned	Other Concerns Present	Specific Classes, Attendance Patterns, Notes for Consideration, Etc.	Status	A	Actions & Interventions planned to implement uring the following week that target a student's isk behavior	М	T	w	R	F	Completed
Example Student A	1	2	1		3	3	1			3	*	Failing Alg 64% and Bio 68%, continues to skip Art and failing badly-41%	t 11	4 2 6	Art-why skipping Art teacher and parent about grades and abs Attendance contract with student, parent, and Admin		3 L		AS		✓ ✓ ✓
Example Student B	3				1	4				6		Tardies-all in P5 Span	B	4 I	Tardies-all in P5 Spanish		5				nwk
Example Student C	1									7		Geog 72%	M	3 C	P2-Geog missing packet	2					
Example Student D	1				7					5	*	Geom 70%	п	1 6	Ab-related to mom's illness? Mot-pos reinforce grades	2		2		2	
Example Student E	2									7		74% on weekly Alg test brought down first time in 3 weeks, cont to earn ave 74% in French	³ B	1 I I	Alg-how to study for test next week						<u> </u>
							Qu 1. 2. 3. 4. 5. 6.	ick	C R () () () () () () ()	efe Cor Che Obs Cor Hor Oth	nne eck serv nne me	the for Interventions ct Commitment with student about in with school staff about ve student in ct Conversation about Connection about	(M	lay	/ develop into Conversation)						



		GRADES		AT	TENDAN	CE		BEHAVIO	R	CRD	*	NOTES
STUDENT	C = Low C (70-74)	F = Close to passing (60-69)	F = Far from passing (≤59)	Unexcused absences	Excused absences	Class skips/Tardy Tank	Behavioral Referral	ISS	SSO	Number of credits earned	Other concerns present	Note specific problem classes, any attendance patterns, notes for consideration, etc.
Example Student A	1	2	1		3	3	1			3	*	Failing Alg 64% and Bio 68%, continues to skip Art and failing badly-41%
Example Student B	3				1	4				6		Tardies-all in P5 Span
Example Student C	1									7		Geog 72%
Example Student D	1				7					5	*	Geom 70%
Example Student E	2									7		74% on weekly Alg test brought down first time in 3 weeks, cont to earn ave 74% in French



	0	GRADE	S	АТ	TEND	ANCE	В	EHAVI	OR	CRI	D	*		NOTES		CUR	RENT STA	ATUS
STUDENT	C = Low C (70-74)	F = Close to passing (60-69)	$F = Far$ from passing (≤ 59)	Unexcused absences	Excused absences	Class skips/Tardy Tank	Behavioral Referral	ISS	OSS	Number of credits earned		Other concerns present	Note class patte consi	specific problem es, any attendance erns, notes for deration, etc.	3	INTENSIVE INTERVENTION	BASIC INTERVENTION	MONITORING ONLY
Example Student A	1	2	1		3	3	1			3		*	Failir 68%, and fa	ng Alg 64% and Bi continues to skip ailing badly-41%	o Art			
Example Student B	3				1	4				6			Tardi	es-all in P5 Span				
Example Student C	1									7			Geog	g 72%				
Example Student D	1				7					5		*	Geor	n 70%				
Example Student E	2									7			74% broug week in Fre	on weekly Alg test ght down first time s, cont to earn ave ench	in 3 74%			
					Week	ly I Absences		Intensiv	ve		Basi	ic		Monitoring				

(UE & E & TT)	≥8	≥3	≤2
Behavior (Ref & ISS & OSS)	>1	1	0
Grades (Class score %)	≤69% any class	≤74% any class	≥75% all classes

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	0	GRADE	S	АТ	TEND	ANCE	BI	EHAVIO	OR	CRD	*	NOTES	CUR	RENT STA	ATUS
STUDENT	C = Low C (70-74)	F = Close to passing (60-69)	$F = Far$ from passing (≤ 59)	Unexcused absences	Excused absences	Class skips/Tardy Tank	Behavioral Referral	SSI	SSO	Number of credits earned	Other concerns present	Note specific problem classes, any attendance patterns, notes for consideration, etc.	INTENSIVE INTERVENTION	BASIC INTERVENTION	MONITORING ONLY
Example Student A	1	2	1		3	3	1			3	*	Failing Alg 64% and Bio 68%, continues to skip Art and failing badly-41%	X		
Example Student B	3				1	4				6		Tardies-all in P5 Span		Х	
Example Student C	1									7		Geog 72%			Х
Example Student D	1				7					5	*	Geom 70%	X		
Example Student E	2									7		74% on weekly Alg test brought down first time in 3 weeks, cont to earn ave 74% in French		X	

Quick Reference for Interventions

- Connect Commitment with student about _____ _ (May develop into Conversation) 1.
- 2. 3. Check in with school staff about _____
- Observe student in _____
- 4. Connect Conversation about _____
- 5. Home Connection about _____ 6.
 - Other



	(GRADE	S	AT	TEND	ANCE	ві	EHAVI	OR	C R D	*	NOTES	CURR	ENT ST.	ATUS	PLAN FOR INTERVENTIONS FOR NEXT WEEK (week of)	√
STUDENT												Note specific problem classes, any attendance patterns, notes for consideration, etc.				Write specific actions and interventions that you plan to implement during the following week that target a student's risk behavior	
	C = Low C (70-74)	F = Close to passing (60-69)	$F = Far from passing (\leq 59)$	Unexcused absences	Excused absences	Class skips/Tardy Tank	Behavioral Referral	ISS	SSO	Number of credits earned	Other concerns present		INTENSIVE INTERVENTION	BASIC INTERVENTION	MONITORING ONLY		COMPLETED 🗸
Example Student A	1	2	1		3	3	1			3	*	Failing Alg 64% and Bio 68%, continues to skip Art and failing badly-41%	X			 Art – why skipping Art teacher and parent about grades and abs Attendance contract with student, parent and Admin 	X X X
Example Student B	3				1	4				6		Tardies-all in P5 Span		x		4. Tardies-all in P5Span	
Example Student C	1									7		Geog 72%			X	3. P2-Geog about missing packet	X
Example Student D	1				7					5	*	Geom 70%	х			 Ab-related to mom's illness? Mot-pos reinforce grades 	X
Example Student E	2									7		74% on weekly Alg test brought down first time in 3 weeks, cont to earn ave 74% in French		х		1. Alg-how to study for test next week	X
					F	Quick R	eferen	ce for	Interve	entions					<u> </u>		

- 2. 3. Check in with school staff about _____
- Observe student in _____
- Connect Conversation about _____
- 4. 5. Home Connection about _____
 - Other

6.



Advisor Log and Daily Field Notes

 School:
 Date:

Project GOAL Daily Advisor Log of Interventions and Field Notes

	(CHEC	K	CO	NN	G A	RP CT	HO CC	ME NN	мот	DETAILS	
STUDENT	check student risk data	check with school staff	observe student	connect commitment	*connect conversation	attend GOAL session	attend CCE/FT speaker	home contact made/met parent	home contact-attempt	participate in incentive	Other/notes: (typical day, special schedule, specific details about an intervention) *Connect Conversation: include Focus & Immediate Step(s)	Follow- up needed?
Example Student A	x			XX							Ck Art tomorrow again	х
Example Student B	х										Absent all dayUnex	х
Example Student C	х		х	х	XX						F: Geog to help problem solve about his bullying ref IS: moved seat, don't talk to student	
Example Student D					x						F: planned how to manage hwork IS: write down all hw given in each class for one day –I gave him a nbk & will ck each day for a week or contract	х
Example Student E				х								

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INDIVIDUAL INTERVENTIONS



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Project GOAL

Project GOAL Expected Weekly Intervention Dosage

	Inc	dividual Activiti	es	C	Froup Activitie	S
	Connect Commitment	Connect Conversation	Home Connection	GOAL Session	College & Career Exploration	Motivation
Intensive Interventions	Total	2* l = 7	1 (Newsletter)	1 (1/bi-weekly)	1 (1/month)	2 (2/bi-weekly)
Basic Interventions	Total	1* l = 5	1 (1/bi-weekly & Newsletter)	1 (1/bi-weekly)	1 (1/month)	1 (1/bi-weekly)
Monitoring Only	1* Total	l = 1	- (Newsletter)	1 (1/bi-weekly)	1 (1/month)	1 (1/bi-weekly)

Note. *=At minimum.



Connect Commitment Examples

- Recognizing a student's attendance "I noticed you arrived to class on time two days in a row. Good job!"
- Telling a student "Tryouts for the basketball team are next week."
- Saying "Good morning, Sheree. It's nice to see you today." to a student in the hallway.





Connect Conversation Examples

- Role-playing with a student on how to approach his algebra teacher during lunch and find out when algebra tutorials are held.
- Discussing the increasing number of absences a student has in the period after lunch and coming up with a plan to improve.
- Talking with a student about how to study for Biology quizzes.



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Home Connection Examples

- Meeting with a parent/guardian to develop a contract for the student to follow the school's behavioral expectations.
- Calling a parent/guardian to ask if the student can attend the military speaker presentation after school.
- Mailing a newsletter to a student's parent/guardian with updates on the upcoming field trip.





GROUP INTERVENTIONS



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Project GOAL

Project GOAL Expected Weekly Intervention Dosage

	Inc	dividual Activiti	es	Group Activities			
	Connect Commitment	Connect Conversation	Home Connection	GOAL Session	College & Career Exploration	Motivation	
Intensive Interventions	Total	2* l = 7	1 (Newsletter)	1 (1/bi-weekly)	1 (1/month)	2 (2/bi-weekly)	
Basic Interventions	Total	1* l = 5	1 (1/bi-weekly & Newsletter)	1 (1/bi-weekly)	1 (1/month)	1 (1/bi-weekly)	
Monitoring Only	1* Total	l = 1	- (Newsletter)	1 (1/bi-weekly)	1 (1/month)	1 (1/bi-weekly)	

Note. *=At minimum.



GOAL Session Examples

- Setting a behavioral goal with a student to decrease the number of referrals earned.
- Modeling how to solve a problem based on a scenario presented to the group.
- Discussing a student's response to a journal topic.





Group Session: Goal Writing

Goal: I will earn at least a 70 in all of my classes by March 1, 2010				
Specific: What exactly will you accomplish?	I will raise all my grades to a 70 or above.			
Measurable: How will you know when you have reached this goal?	I will see scores of 70 or above on my grade printout.			
Action Oriented: What actions will you have to take?	I will do my work and pay more attention in English and science class.			
Realistic: Can you see yourself actually doing this?	Yes. I am passing all but two classes, so I don't have far to go.			
Timely: When will this goal be achieved? Set a specific date or time limit.	By March 1, 2010			

Immediate Steps to Meet the Goal

Immediate Steps						
What	How often?	Who can hold you accountable?				
Participate in class: Pay attention and ask questions if I don't understand.	(circle all that apply) Daily, weekly, as needed Other:	(circle all that apply) Myself, parent, teacher Other: <u>Ms. Martinez</u>				
Complete all of my work in all of my classes.	<i>(circle all that apply)</i> Daily, weekly, as needed Other:	(circle all that apply) Myself, parent, teacher Other: <u>all my teachers</u>				
Study my notes for science tests.	(circle all that apply) Daily, weekly, as needed Other:	(circle all that apply) Myself, parent, teacher Other:				

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Student's Grade Charting Sheet



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College and Career Exploration Examples

- Arranging for a student to meet with a graphic designer to discuss career options and art aspirations.
- Meeting with a student and the counselor to verify that the student's schedule includes the prerequisites for the local culinary school.
- Exploring post-secondary education institutions in the area.





ACC and ART INSTITUTE OF AUSTIN Campus Exploration

Teacher Lead from HS: Project GOAL Advisor Counselors Offices: Cell Contact:

ACC - EASTVIEW & RIVERSIDE CAMPUS December 7, 2010 (tentative) Eastview Campus Address Bus Departure from HS: 9am 3401 Webberville Rd, 78702 Bus Arrival back to HS: 2:30pm Contact: # of Students: 25 each day Materials: Sack Lunches **Riverside Campus** December 7, 2010 (tentative) Bus Departure from HS: 9am 1020 Grove Blvd, 78741 Bus Arrival back to HS: 2:30pm Contact: Materials: Sack Lunches # of Students: 25 each day **ART INSTITUTE of AUSTIN** December 7, 2010 (tentative) 101 W. Louis Henna Blvd, Suite 100, 78728 Bus Departure from HS: 9am Bus Arrival back to HS: 2:30pm Contact: Materials: Sack Lunches # of Students: 25 each day **PURPOSE:** This field trip will explore... $\mathbf{\nabla}$ College and Career Exploration **Community Service**

Professional Development

Empowering Students

AGENDA:

Time	;	Activity	Key behavioral expectations
9am		Bus depart HS	Students in Cafeteria waiting
10am		Four ACC Campus	Be polite, listen, behave
11am	Sack l	Lunches - ACC Campus	No use of vending machines or outside food
12pm	Bus	departs ACC Campus	Proper bus riding behavior
1pm		Tour AI of Austin	Be polite, listen, behave
2pm	Ι	epart AI of Austin	Proper bus riding behavior
2:30pr	n A	rrive back at HS	Return to 6 th period

STUDENT OUTCOMES:

Students will be able to describe the campuses.

Students will be able to discuss the pros and cons of attending ACC or AI at Austin Students will be able to evaluate which kind of school is best for themselves.



Motivation Examples

- Student A observes Student B volunteering to help Student C who is struggling with an assignment. Student A awards Student B a PEEPS point.
- Rewarding a student for earning a PEEPS point from his Geography teacher.
- Cashing in points for a student's monthly incentive.



Promoting Enthusiastic Engaged Peer Success



Fidelity Measure: Adherence

Preventing School Dropout with Secondary Students: The Implementation of an Individualized Reading Intervention and Dropout Prevention Intervention

Project GOAL Fidelity Cover Page

TOTAL THE OF ODGEDUATION			TOTAL FIDEL TH COOPE	126
TOTAL TIME OF OBSERVATION _	<u>hrs</u>	<u> </u>	TOTAL FIDELITY SCORE _	/30

Attach the previous Student Progress Check weekly/cycle sheet with the respective Daily Monitor Log of Interventions and Field Notes forms.

IA. Adherence of Checking Student Data	
1. Advisor checked student data to determine status for all students (weekly progress check)	yesno
2. Advisor planned targeted interventions that address each risk area for all II and BI students	yesno
ADHERENCE OF CHECKING: FIDELITY SCORE	<u> </u>
IB Adherence of Connecting	

-	D. Multer enter of Connecting	
3	. Advisor mapped a plan to implement the targeted interventions, min. of 1/period (daily plan)	yesno
4	. Advisor implemented the daily plan or diverged for valid reasons (daily plan)	yesno
5	. Advisor logged the intervention components/dosage students received (daily field notes)	yesno

ADHERENCE OF CONNECTING: FIDELITY SCORE

II. Implementation Quality of Project GOAL	
Overall Scores	
Advisor's performance indicator implementation quality	/24
Advisor's global observation implementation quality	/7
IMPLEMENTATION OUALITY OF CONNECTING: FIDELITY SCORE	/31

May be measured prior to the fidelity observation to determine if students are receiving the expected dosage to date or per identified timelines, i.e., semester, cycle, month, or week.

May also be measured at the end of the year to determine the amount of intervention received by students.

III. Exposure/Dosage

- Connect Commitment
- Connect Conversation
- Home Connection
- College and Career Exploration
- GOAL Session
- Motivation

EXPOSURE /DOSAGE OF PROJECT GOAL: FIDELITY SCORE



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Fidelity Measure: Quality

Project GOAL Fidelity: Implementation Quality of Connecting

			Descriptive Information				
D	ate:		Advisor:	Site:			
W	/eekd	ay:	Observer:	District:			
Pe	eriod	s):	Length of Observation:	Observatio	n Round:		
			Performance Indicators				
		Implementati	on of Project GOAL	Imp	olementati	on Qualit	y
	See	king information (Checking; Connecting; Information is actively sought from teachers,	4	3	2	1	
	•	OI STUDENT CLATA Def: Time spent discussing issues related to a student, asking questi underlying issues concerning the student. Ex. Talking with a student, parent, staff member, or related support	ions, listening to, collaborating on student issues, and investigating to determine staff regarding students' attendance, behavior, and grades	Notes			
Daily	Co • •	nnecting (Commitment) Interactions are personalized and informed Def: Time spent talking with a student before, during, and after clas knowledge of a student's current attendance, tardies, referrals, and s Ex. Saying "Good morning, Sheree. It's nice to see you today." to a	sses, observing a student in and outside of the classroom, and demonstrating suspensions to inform and personalize the student connection a student in the hallway	4 Notes	3	2	1
	Co • •	nnecting (Conversations) Conversations are targeted and individualized Def: Time spent engaging in a targeted, directed conversation that t include problem solving of academic or behavioral issues, discussin Ex. Strategizing with a student to arrive to school on time or to atter	d ypically concludes with specific next steps for a student to follow, which may ag a student's personal concerns, and providing instructional support nd tutorials for a failing class	4 Notes	3	2	1



GOAL Session Fidelity

PROJECT GOAL GROUP SESSION FIDELITY

Descriptive Information					
Date:	Period:	Advisor:	Site:		
Content:		Observer:	District:		
Number of students:		Length of Observation:	Observation Round:		

I. Setting the Purpose				IMPLEMENTATION QUALITY					
Start time: end time: Total time spent on component I: minutes					4	3	2	1	N/A
How much time spent on off task behavior?minutes				utes					
Setting the Purpose		Partially	Not	Notes:					
Sub-components	Observed	Observed	Observed						
Review the agenda									
State the objective(s)									
j									

II. Presenting the Lesson Is this a Problem-solving lesson?? _YESNO				IMPLEMENTATION QUALITY					
Start time: End tin	ne: [Fotal time sp	ent on comp	oonent II: minutes	4	3	2	1	N/A
How much time spent on off task behavior?minutes			utes						
Presenting the Lesson		Partially	Not	Notes:					
Sub-components	Observed	Observed	Observed						
Connect the skill to real-life									
situations									
Model the skill									
Provide opportunities to]					
practice the skill									



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Coaching Feedback

Project GOAL Fidelity: Implementation Quality of Connecting--Recommendations for Coaching

	Descriptive Information	ation				
Date of Fidelity Observation: 12/3/2010	Advisor:		Site:			
Date of Feedback Meeting: 01/06/2011			District:			
Date of Coaching Session:			Observation Round: 1			
	Performance Indica	itors				
Implementation of Projec	t GOAL	Implementation Quality—COACHING FEEDBACK				
Seeking information (Checking; Connecting	Seeking information (Checking; Connecting; Home Connection)					
 Information is actively sought from teachers 	s, staff, parents, and/or	Coaching Feeuback.				
students to enhance interpretation of student	t data					
 Def: Time spent discussing issues related to a student, asking que 	stions, listening to, collaborating on student					
Issues, and investigating to determine underlying issues concerning Ex. Talking with a student, parent, staff member, or related support	ig the student.					
behavior, and grades	it star regarding students attendance,					
Coaching Needed: Increase time spent talking	ng with teachers/Building					
professional relationships with teachers						
tii						
Da						
Connect (Commitment)						
 Interactions are personalized and informed 		<u>Coaching Feedback:</u>				
 Def: Time spent talking with a student before, during, and after cl 	asses, observing a student in and outside of					
the classroom, and demonstrating knowledge of a student's current	nt attendance, tardies, referrals, and					
• Ex. Greeting a student and recognizing that he/she arrived to all o	f his/her classes on time vesterday					
Ex. Greening a student and recognizing that noishe arrived to an o	i misrici classes on time yesterday					
<u>Coaching Needed:</u> Providing explicit (more	personalized) feedback to					
students when briefly connecting with them						

(Meadows Center for Preventing Educational Risk, 2010)



What Have We Learned

- Accessing timely, accurate data is critical to informing interventions that are responsive to students' actual needs
- Determining who are the highest risk students who require intensive, individualized interventions
- Importance of providing tiered interventions using risk indicators
- How to develop a standardized, replicable intervention
- Measuring treatment fidelity to be able to make causal claims
- Combining academic support with dropout prevention in a school-wide model
- Strengthen the school to home and community connection

The Implementation of an Individualized Reading and Dropout Prevention Intervention

Institute of Education Sciences

Grant # R324A10002



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Project Timelines

Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade Level	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Project GOAL	Year 1 Intervention	Year 2 Intervention	Follow Up	Follow Up	Follow Up
Adolescent Literacy and Project GOAL		Year 1 Intervention	Year 2 Intervention	Follow Up	Follow Up

Purpose

To conduct a carefully controlled efficacy trial of

- an intensive, individualized reading instruction, Reading Instruction for Adolescents ([RIA]; Wexler & Vaughn, 2008), AND
- a dropout prevention intervention, an enhanced model of Check & Connect (Sinclair, Christenson, Evelo, & Hurley, 1998; Sinclair, Christenson, & Thurlow, 2005)

in a demographically diverse setting that represents a range of ethnically and linguistically diverse students

Research Design



Random assignment to one of the four conditions within each school



Reading Instruction for Adolescents (RIA)

- Aligned with outcomes from research with adolescent readers and Adolescent Literacy Practice Guide (Kamil et al., 2008)
 - Vocabulary and Discussion activities
 - Background knowledge and comprehension
- Utilized a standardized word study approach
 - REWARDS (Archer, Gleason, & Vachon, 2003)
 - Silent timed reading with phrase fluency work
- Aligned with the district core content curriculum



8-day RIA unit

Day	Focus	Agenda	
1	Introduce Unit CSR, before reading	Unit Focus QuestionBackground KnowledgeVocabulary	 Preview passage Anticipation Guide
2	CSR, during reading	 Phrase fluency Vocabulary	• CSR (during reading)
3	CSR, during and after reading	Phrase fluencyVocabularyCSR (during reading)	• CSR (after reading)
4	Discussion	 Phrase fluency Vocabulary	Compile the evidenceSummary writing
5	Discussion	 Phrase fluency Vocabulary	Content quizDiscussion preparation
6	Discussion	 Phrase fluency Vocabulary	DiscussionReview content quiz
7	Independent reading	 Phrase fluency Vocabulary	• Silent timed reading
8	Anticipation Guide	VocabularyAnticipation Guide	• Word Map



Guiding Questions

- How do schools accurately identify students to target for dropout interventions?
- How can schools organize their resources to collect timely, accurate student data that will inform how to intervene with which students, at what point, how often, and for how long?
- Which interventions are the most promising for increasing student engagement in school?
- Do we think that secondary students receiving academic support with dropout prevention will be more likely to stay in school and potentially progress in school?



Thank You

The Dropout Institute

http://www.meadowscenter.org/institutes/dropout/



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II = _____ BI = _____ MO = _____

	G	RADI	ES	ATT	ſENDA	NCE	BE	HAVI	OR	CRD	*	NOTES	CURRENT STATUS		NT JS	PLAN FOR INTERVENTIONS FOR NEXT WEEK (week of)	
STUDENT	C = Low C (70-74)	F = Close to passing (60-69)	F = Far from passing (≤59)	Unexcused absences	Excused absences	Class skips/Tardy Tank	Behavioral Referral	ISS	SSO	Number of credits earned	Other concerns present	Note specific problem classes, any attendance patterns, notes for consideration, etc.	INTENSIVE INTERVENTION	BASIC INTERVENTION	MONITORING ONLY	Write specific actions and interventions that you plan to implement during the following week that target a student's risk behavior	COMPLETED 🗸
Example Student A	1	2	1		3	3	1			3	*	Failing Alg 64% and Bio 68%, continues to skip Art and failing badly-41%					
Example Student B	3				1	4				6		Tardies-all in P5 Span					
Example Student C	1									7		Geog 72%					
Example Student D	1				7					5	*	Geom 70%					
Example Student E	2									7		74% on weekly Alg test brought down first time in 3 weeks, cont to earn ave 74% in French					

Weekly	Intensive	Basic	Monitoring
Period Absences (UE & E & TT)	≥8	≥3	≤2
Behavior (Ref & ISS & OSS)	>1	1	0
Grades (Class score %)	≤69% any class	≤74% any class	≥75% all classes

Quic	ck Reference for Interventions
1. Co 2. Cl 3. Ol 4. Co 5. Ho 6. Ol	onnect Commitment with student about (May develop into CC heck with school staff about bserve student in onnect Conversation about ome connection about ther

Adapted with permission. Christenson, S. L., Thurlow, M. L., Sinclair, M. F., Lehr, C. A., Kaibel, C., Reschly, A. L., Mavis, A., & Pohl A. (2008). Check & Connect: A comprehensive student engagement intervention: Manual and intervention guide. Institute on Community Integration, University of Minnesota: Minneapolis, MN.

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