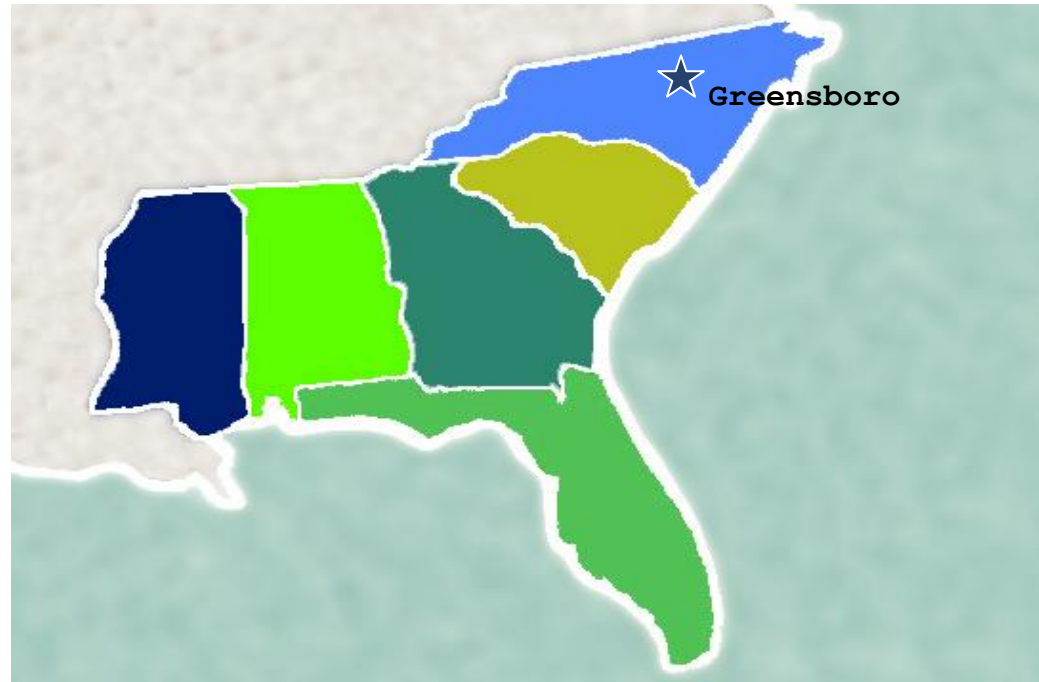# REGIONAL *EDUCATIONAL* LABORATORY
SOUTHEAST ~ SERVECenter

EVIDENCE BASED EDUCATION REQUEST DESK

OUR GOAL

To assist educators and policymakers in their efforts to apply the evidence base to decisions about policies, programs, and practices they encounter.

Greensboro

REQUEST:

- What are states doing to improve graduation rates? Requester would like a state scan matrix of SREB states/other states with similar student demographics, plus other states with exemplary programs/programs with great successes.

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RESPONSE

State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
AL	The Alabama State Department of Education has recently launched two dropout prevention efforts: 1) **Dropout Prevention Advisor (DPA) Pilot** "The State Department of Education (SDE) will fund DPA Pilot Programs that are available to one (1) school from each of the eight (8) State Board of Education (SBE) districts. All schools with any combination of Grades 9 through 12 and a graduation rate lower than 95% during the 2006–2007 school year are eligible to compete in this pilot program." "Rationale and Purpose of the Dropout Prevention Advisor's role are to ensure students' successful graduation from Alabama's public school system. Roles and Responsibilities as specifically related to the student population and school to be served to include, but not be limited to, the following: • Identifying students at risk; • Developing and/or sustaining school wide support and interventions that include guiding	No research information found on the Alabama dropout prevention efforts.	

State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	students in meeting graduation requirements; • Generating school support; • Providing direct service; • Developing transitional programs and vertical teams; • Developing family, community, and other relationships; • Evaluating and reporting; and • The DPA will not be a teacher during the day but rather work with school personnel, families, and other agencies to ensure students' success in school." (ftp://ftp.alsde.edu/documents/70/RFP%20Dropout%20Prevention%20Advisor.pdf) 2) **Preparing Alabama Students for Success (PASS)** "The State Department of Education (SDE) is supporting dropout prevention programs for students in Grades 6 through 12 and encouraging initiatives that create improved school/community effectiveness to enhance the education of all students by providing competitive grants for PASS…. The PASS initiative will develop, sustain, and/or facilitate a comprehensive prevention and intervention program for students in any combination of Grades 6 through 12 who are at risk of school		

State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	failure. The Local Education Agency (LEA) will determine schools that will participate in the initiative. The PASS initiative will also help prepare students for high school and postsecondary careers. Additional outcomes of implementing the initiative should include, but are not limited to, the following: • To keep students in school until graduation. • To encourage regular attendance and punctuality. • To understand and apply the skills and knowledge needed to secure students' best academic effort and cooperative behavior. • To prepare students for today's world of work as well as projected future needs. • To prepare students for further educational opportunities beyond the secondary level. • To promote and provide greater safety and security for schools. • To promote greater parental, familial, and community support and involvement. • To examine and utilize community relationships that exist or determine how such relationships will be developed." (ftp://ftp.alsde.edu/documents/70/RFP%20PASS%20Dropout.pdf)		

State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
AR	No dropout prevention program information was found on the Arkansas State Department of Education website. According to the National Conference of State Legislatures, Arkansas is phasing in a requirement that all students complete the Algebra I, II, geometry sequence. The state has also expanded Advanced Placement programs (AR SES 03-HB1154 requires each school district in Arkansas to provide at least one AP course in each of four course areas). (http://www.ncsl.org/programs/educ/DropoutPrevention.htm)	No research information was found on the Arkansas dropout prevention efforts.	
DE	1) "The primary model for supporting graduation by reducing the dropout rate in Delaware is the **State of Delaware Truancy Court Program**. This program is in place statewide. It pairs community resources with intensive court oversight to assist families, improve school attendance, and prevent juvenile delinquency. The program requires extensive parental involvement. Families who are involved initially participate in a family assessment and then take part in a mandated treatment program." (http://courts.delaware.gov/Courts/Justice%20of%20the%20Peace%20Court/?2003truancyreport.pdf; also see		1) **State of Delaware Truancy Court Program**: During 2002–2003, 55% of cases reached compliance; among these, 94% finished the school year with regular attendance. Truancy days were down from 43 in 1995–1996 to an average of 37.4 in 2003–2004. (http://courts.delaware.gov/Courts/Justice%20of%20the%20Peace%20Court/?2003truancyreport.pdf)

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State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	http://courts.delaware.gov/Courts/Justice%20of%20the%20Peace%20Court/courts/Justice%20of%20the%20Peace%20Court/TruancyAnnualReport05-06.ppt) 2) According to a 2003 report by the North Central Regional Educational Laboratory, "The state of Delaware…currently maintains a complete **dropout database** at the state level that contains individual student records, rather than aggregate counts. The tracking system contains the names and addresses of students who drop out, as well as demographic information such as grade, gender, race, date of birth, reason for dropping out, and category of exceptionality. This set of variables has been collected consistently since the 1978–1979 school year (Delaware Department of Education, 1995). (http://www.ncrel.org/policy/pubs/html/second/forms.htm)" 3) The Delaware State Department of Education's "**Dropout Prevention Committee**…consists of school administrators, visiting teachers, guidance counselors, social workers, community leaders, and Department of Education staff members who are responsible for addressing issues that result in students leaving	2) No research information was found on the Delaware **dropout database**. 3) No research information was found on the **Dropout Prevention Committee**.	

State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	school before graduation." (http://www.dropoutprevention.org/about/crystal/docs/AwardsProgram--2006.pdf) 4) According to a recent state department of education dropout statistics report, "Student enrollment in high schools has been increasing and we believe this is due to other education options available to students rather than dropping out. Through all of the Delaware Department of Education's efforts in secondary education reform and our heightened awareness of programs that improve graduation outcomes, we expect to see more students continuing in high school until graduation. All school districts have implemented various credit recovery programs which seem to be making an impact on the numbers of students remaining in school. Data are being collected on these programs, but it will take another year to determine how much impact they are truly having on providing students with opportunities to complete their education or "catch up" with their cohorts. Through the efforts of the state Dropout Prevention Committee, information has been continually shared to address dropout issues. Presentations to the committee from practitioners are activities that have provided the	4) No research information was found on the other Delaware dropout prevention efforts.	

State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	districts with information and examples to improve student outcomes within Delaware secondary schools. National and regional models highlighting best practices have been reviewed, members have attended and presented at The National Dropout Prevention Network conferences and have developed a community of practice within the state to share those ideas that show promise. As a result of these efforts, we believe that the dropout rate is on a slow but steady decline." http://www.doe.state.de.us/info/reports/dropout/dedoe_dropoutstats200607.pdf		
FL	1) **Florida Department of Education Office of Dropout Prevention** "provides technical assistance, strategies, and resources to assist students, schools, parents, and community organizations throughout the state of Florida. Our efforts ensure students have access to innovative programs which improve the quality of education options available to enhance students' opportunities for access, advancement, and achievement." (http://www.fldoe.org/family/dropoutp/default.asp) 2) **Career Majors initiative**: Florida's HB 7087 (2006) requires that each ninth-grade student	1) No research information was found on the **Florida Department of Education Office of Dropout Prevention**. 2) No research information was found on the **Career Majors**	

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State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	choose from one of 400 majors and take four of their eight elective classes in this college-style major. (http://www.ncsl.org/programs/educ/DropoutPrevention.htm)	**initiative.**	
GA	1) **Graduation and Secondary Redesign:** "The Graduation and Secondary Redesign Unit serves to increase the high school graduation rate, decrease the dropout rate, and increase the post-secondary enrollment rate by utilizing the Graduation Coach Initiative, Teachers-as-Advisors Program, and school counselors to implement research-based best practices." (http://public.doe.k12.ga.us/tss_school_redesign.aspx) 2) **Graduation Coach Initiative** The Georgia Department of Education's High School Graduation Coach initiative "allows each of Georgia's high schools to employ a coach. This is the first program of its kind to be implemented statewide. The coach's primary responsibility is to identify at-risk students and help them succeed in school by keeping them on track academically before they consider dropping out. The coaches identify, recruit, and engage parents and concerned adults, organizations, and government agencies to serve	1) No research information found on the **Graduation and Secondary Redesign Unit.** 2) **Graduation Coach Initiative** The GADOE has compiled a *High School Graduation Coaches Promising Practices Manual 2006 – 2008 Edition* based on submissions by Georgia graduation coaches of synopses of any successful strategies they have created. (http://gadoe.org/DMGetDocument.aspx/High%20School%20Graduation%20Coach%20Promisin	

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State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	in a variety of ancillary roles. The Georgia Department of Education and Communities In Schools provide training, support, and technical assistance." http://gadoe.org/tss_school_improve.aspx?PageReq=TSSGraduationCoach 3) **Middle School Interventions** "Recognizing the problems that lead students to drop out of high school often begin earlier in their schooling careers, Georgia is targeting interventions at the middle grades. Georgia is investing $1.4 million to provide students who are behind in grades 6 to 8 with the remedial education supports they need to improve their academic achievement. To increase eighth-graders' school engagement and understanding of how their schooling relates to future job opportunities, Georgia is expanding an initiative that partners postsecondary institutions with secondary schools to counsel eighth-grade students on potential career paths." http://www.doe.virginia.gov/VDOE/honorschools/NGAnewsletter-aug06.pdf	g%20Practices%20Feb%202008.pdf?p=6CC6799F8C1371F6DE2DE4023D34B71BD9C6E236A53ACADC01DEB23B9269D4F6&Type=D) 3) No research information was found on the **Middle School Interventions.**	
IN	Indiana passed comprehensive dropout prevention legislation in 2005 and 2006: HB 1794 (2005) and HB 1347 (2006)	No research information was found on the HB 1794 (2005) and HB 1347 (2006) dropout	

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State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
		prevention efforts.	
	"Indiana's HB 1794 (2005) and HB 1347 (2006) resulted from a series of town meetings throughout the state with the business community, educators, parents, and higher education leaders. Highlights of the two pieces of legislation include: 1) **Consequences for High School Dropouts.** Clarifies that the dropout age in Indiana is 18 years of age; between the ages of 16 and 18, students must have the approval of parents and principal to withdraw from school. Students may only receive permission to drop out of high school for financial or health reasons or with permission of a judge. 2) **School Flex Program.** Creates an alternate program for students in grades 11 and 12 that serves to engage students in relevant learning by allowing them to enroll in either a college or technical career education program or enroll in employment. It requires that the student attend school for at least three hours per day; pursue a timely graduation; not be suspended or expelled; pursue course and credit requirements for a general diploma; and maintain a 95% attendance rate. The school still counts the student as a full-day student.		

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	3) **Annual reporting of school progress in reducing dropouts.** Provides that on the annual school report card, high schools must report numbers of total suspensions; students permitted to drop out by the school; work permits revoked; driver's permits revoked; students in the School Flex program; and freshman not earning enough credits to become sophomores. 4) **Annual review of the student career plan.** Requires students identified as at risk of dropping out to complete student career plans. If a student is not progressing, schools must counsel the student about credit recovery options and services available so that that the student may graduate on time. 5) **Fast Track Program.** Authorizes community colleges and public colleges and universities to offer a high school completion program for students 19 or older or students with the high school's permission. A participating student must also be enrolled a certificate or associate's degree program. Credits from high school transfer to college Fast Track program. 6) **Double-Up Program.** Creates a dual credit program that may be offered by community		

State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	colleges and public colleges and universities in which students can earn an associate's degree. A high school must offer a minimum of two dual credit and two Advanced Placement courses so that a student may meet the requirements for Core 40 with Academic Honors diploma. Free and reduced lunch students receive a tuition waiver from the university." (http://www.ncsl.org/programs/educ/DropoutPrevention.htm)		
KY	1) As mandated by law, the Kentucky Department of Education (KDE) developed the **Comprehensive Dropout Prevention Strategy: Persistence Toward Graduation,** December 2000, "a comprehensive statewide strategy to provide assistance to local school districts and schools to address the student dropout problem in Kentucky public schools." http://www.ihdi.uky.edu/dropout-prevention/about.asp 2) The KDE has also created an extensive online Dropout Prevention Resource Guide "organized around five categories: Early Intervention, Basic Core Strategies, Making the Most of Instruction, School Culture, and Student Support/Engagement." Each category is addressed at the primary/elementary school,	No research information was found on the Kentucky dropout prevention efforts.	

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State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	middle school, and high school levels. Information pertaining to each strategy follows this format: • **Scenario**—provides an example of a student who may benefit from the approach discussed. • **Introduction**—provides an overall description of the approach (e.g. "welcoming school environment") • **Strategies**—provides examples of how the approach was implemented • **Barriers**—describes things that must be considered to implement the approach • **Resources**—cites resources and links to additional information" The site also offers a Student Needs form that guides users through creating a profile of an at-risk student, then provides assistance strategies based on the profile. (http://www.ihdi.uky.edu/dropout-p[revention/listofarticles.asp) 3) **The Kentucky Center for School Safety** is a resource for LEAs that provides a range of services related to truancy, dropouts, and school safety. It maintains a comprehensive website and collaborates with other agencies to provide an annual Truancy/Dropout Prevention		

State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	Symposium. (http://www.kysafeschools.org/)		
LA	1) **"Dropout Prevention/Dropout Recovery** • $1 million in State General Funds… [were] allocated to the JAG program for 2006–2007 to support 27 dropout prevention and dropout recovery programs in 21 districts. o Program serves 754 active student participants with 275 additional students in follow-up services. • Dropout prevention initiatives of other states are being examined to inform the development of potential Louisiana dropout prevention programs. • A working group of DOE staff members, district administrators, and high school principals has been formed to work on the design of an Early Warning System which schools can use to identify students at high risk of dropping out. • A RFP is being developed to conduct a study of historical Louisiana student data to determine high yield risk factors for various types of schools that these schools can use as triggers in an Early Warning System." www.doe.state.la.us/lde/uploads/10159.doc	1) No research information was found on **Dropout Prevention/Dropout Recovery.**	

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State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	2) Louisiana funds one statewide dropout prevention program, the **Truancy Assessment and Service Centers (TASC).** "The purpose of TASC is to provide children in Kindergarten through fifth grade early identification, assessment and prompt delivery of coordinated interventions to prevent continued unexcused absences from school. Children who have five unexcused absences are referred to the TASC program and screened for treatment. The primary goal of TASC is to mobilize all segments of the community, including schools, mental health, social services, law enforcement, and courts to cooperate in a coordinated and comprehensive approach to the problems of diverse populations in their neighborhoods. Since these collaborations have been put in place, the truancy centers have been empowered to remove barriers to overall program effectiveness and fill in other identified gaps in services previously facing at-risk families. TASC was implemented in 1999 with partial funding through the TANF (Temporary Assistance to Needy Families) program. In 2004, TANF funds were not available in the state; however, based on programmatic success, the Legislature replaced TANF funds with $2	2) **Truancy Assessment and Service Centers (TASC)** "Internal evaluation in progress…. Additional evaluation efforts pending grant award. (http://www.schoolengagement.org/truancypreventionregistry/index.cfm?fuseaction=programinfo&displayprogramid=103)	2) **Truancy Assessment and Service Centers (TASC)** "Because of the focus on program integrity and support of community efforts, 12,054 truant children were referred to TASC in 2003–2004, with 6,340 services provided to TASC families. At the time of referral in 2003–2004, the number of unexcused absences was 78,669 or an average of nine absences per student. After TASC involvement, 68% of the children had fewer than five unexcused absences, while 27% of that same number had zero unexcused absences after referral." (http://www.schoolengagement.org/truancypreventionregistry/index.cfm?fuseaction=programinfo&displayprogramid=103)

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State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	million in state funds, despite budgetary shortfalls in the State. The Office of Social Service Research and Development (OSSRD) of Louisiana State University monitors and evaluates the TASC program and its implementation. OSSRD administers and distributes funding to the TASC programs, and conducts site visits to observe the implementation of the program and program outcomes." (http://www.schoolengagement.org/truancypreventionregistry/index.cfm?fuseaction=programinfo&displayprogramid=103)		
MD	**Maryland State Department of Education Dropout Prevention (Graduation Completion)/Alternative Programs.** "Each local school system (LSS) in Maryland is required to have a continuum model of prevention and intervention activities and programs, to encourage positive behavior and reduce disruptions in the classroom and school. Alternative programs often serve in this capacity. The State of Maryland does not proscribe a single, statewide alternative program design. As a consequence, local school systems, in order to	No research information was found on **Maryland State Department of Education Dropout Prevention (Graduation Completion) Alternative Programs.**	

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	help all students be successful in school and graduate, have the flexibility to develop an alternative program that is appropriate to the needs of the students in their jurisdiction…. The Coordinator of Dropout Prevention (Graduation Completion) /Alternative Programs in your jurisdiction can provide …[LSSs] with detailed information regarding dropout prevention/alternative programs that are available within …[their] jurisdiction." http://www.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student_services_alt/K12_dropout_prevention/		

State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
MS	1) **Mississippi State Department of Education Office of Dropout Prevention** The Office of Dropout Prevention is responsible for the administration of Mississippi's statewide dropout prevention program. "The mission of the Office of Dropout Prevention is to work in collaboration with all Department of Education offices, the community, and other organizations to empower school districts to ensure student success in educational and lifelong learning skills…. Additionally, it is the intent of the Legislature that, through the statewide dropout prevention program and the dropout prevention programs implemented by each school district, the graduation rate for cohort classes will be increased to no less than eighty-five percent (85%) by the 2018–2019 school year, with established graduation rate benchmarks for each two-year period from the 2008–2009 school year through the fourth two additional goals—to reduce both the state dropout rate and state truancy rate by 50% by 2011–2012. To assist with the accomplishment of these goals, the Office of Dropout Prevention also includes the Office of Compulsory School Attendance Enforcement, School Counseling, and Alternative Education." (www.mde.k12.ms.us/dropout_prevention/) 2) **Mississippi Department of Education, State Dropout Prevention Plan, 2007–2019** "The State Dropout Prevention Plan seeks to accomplish three overarching goals: 1) to increase	No research information was found on the Mississippi dropout prevention efforts.	

State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
NC	1) **NCDPI Dropout Prevention and Intervention Program** "In 2005, the NC General Assembly passed into law Senate Bill 408, an act directing the State Board of Education to identify research-based methods to reduce the dropout rate and the number of suspended students, especially in high-poverty schools with diverse student populations. Dropout Prevention functions to review research for best practices, effective policies, and model programs in areas such as: • academic rigor in the curriculum; • early identification of at-risk learners; • effective supplemental services for at-risk learners; • school size; • school climate; and • adolescent literacy programs, as they relate to a reduction in the dropout rate and the number of suspended students." (http://www.ncpublicschools.org/dropout/) NCDPI's Dropout Prevention and Intervention program hosts a website with links to: The National Dropout Prevention Center's Effective Practices; Meetings and Trainings; Conferences; and Resources. (http://www.ncpublicschools.org/dropout/)	1) No research information was found on the **NCDPI Dropout Prevention and Intervention Program.**	

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State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	2) According to a national Conference of State Legislatures report, "North Carolina's SB 571 (2006) requires the Board of Education to report on counselors and high school retention, and to include dropout prevention in the duties of counselors." (http://www.ncsl.org/programs/educ/DropoutPrevention.htm)	2) **No research information was found on SB 571.**	
	3) **Learn and Earn Early College High School Initiative** "Governor Easley's Learn and Earn Early College High School Initiative, a project of the NC Department of Public Instruction and the NC New Schools Project, was launched in September 2004 in response to the dire workforce development needs in North Carolina. The initiative is designed to improve high schools, to better prepare students for college and career, to create a seamless curriculum between high school and college, and to provide work-based learning experiences to students." (http://www.newschoolsproject.org/projects.html) The program is "designed to provide incentive high school students to remain in school, earn a associate's degree, and prepare them for high skill	3) **Learn and Earn Early College High School Initiative** "A team from the American Institutes for Research and SRI International is evaluating the process and outcomes associated with the Early College High School Initiative. This work is guided by three major research questions: - What are the demographic, structural, organizational, and instructional characteristics of early college high schools? - What factors support or inhibit the planning and development of early college high schools?	3) **Learn and Earn Early College High School Initiative** "The first evaluation report, produced in 2004, provided initial descriptive information on the relationships among and characteristics of the partner organizations. Intermediate and summative outcome measures will be addressed in future year-end reports. The second evaluation report, produced in 2006, reported that early college high schools are successfully enrolling low-income and minority youth and placing many in college courses. And although some students struggle with academically rigorous courses, almost all say they plan to attend college after high school. Early college high schools report high

State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	jobs in new and emerging industries." (http://www.newschoolsproject.org/documents/LearnandEarnrelease.pdf)	• What are the intermediate and long-term outcomes for students attending early college high schools, especially for students traditionally underserved by the postsecondary system?" (http://www.earlycolleges.org/overview.html#outcomes2)	attendance rates, and students, in general, are more likely to benefit from personalized relationships with high school faculty than college instructors. Challenges remain accelerating students unprepared for college-level work and gauging the right amount of student support needed. The national evaluation plan combines qualitative and quantitative data collection methodologies to document and describe the activities of the partners. In the early years, the evaluation is relying heavily on qualitative methodologies, including interviews (both in person and on the telephone), observations, and documentation collections. Eventually, the evaluation will utilize the Student Information System to access district or state records and track student progress toward high school graduation and in college credit accumulation. By collecting and analyzing course descriptions, the evaluation will be able to investigate the rigor of students' course sequences."

State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
			(http://www.earlycolleges.org/overview.html#outcomes2)
OK	Oklahoma is phasing in requirement that all students are to complete the biology, chemistry and physics sequence, and the Algebra I, II, geometry sequence. The state has also enacted policies requiring high school students to complete a college and work-ready curriculum. (http://www.ncsl.org/programs/educ/DropoutPrevention.htm)	No research information was found on Oklahoma's dropout prevention efforts.	
SC	**South Carolina Center for Truancy and Dropout Prevention** "In 2003, the South Carolina Department of Education (SDE) received funding through a Congressional Earmark from the U.S. Department of Justice to implement the South Carolina Truancy and Dropout Prevention Initiative (SCTDPI), a statewide strategic effort to curtail truancy, school dropouts, court appearances, and the secure confinement of status offenders in our state. The focus of this initiative is to develop innovative technologies to identify and track youth at-risk for truancy, to establish alternative community and school-based programs, and to create the South Carolina	No research information was found on the **South Carolina Center for Truancy and Dropout Prevention.**	

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	Center for Truancy and Dropout Prevention. The Center serves as the clearinghouse for effective, research-based strategies and programs addressing truancy and dropout prevention. The SCTDP also assists parents, school districts, and community stakeholders by providing the necessary tools and resources to implement and sustain effective truancy and dropout prevention programs and strategies." (http://ed.sc.gov/agency/offices/ssys/safe_schools/truancy/)		
TN	Tennessee conducted several recent dropout prevention-related studies to: 1) provide a comprehensive review of the literature on model programs designed to affect one or a combination of conditions related to the dropout problem and to assess reasons students drop out of school; 2) identify characteristics of the student at risk for dropping out and recommendations for measures to reduce the incidence of dropouts; and 3) identify and describe the contextual parameters of the Tennessee dropout problem from a national, regional, and statewide perspective; identify trends in dropout statistics; identify a practical and functional definition of dropouts and rates for Tennessee policymakers; identify and examine four representative local school districts	No research information was found on Tennessee's dropout prevention efforts.	

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	in Tennessee; and set the stage for a review of model programs across the nation to identify strategies that can have an impact on dropouts in Tennessee. http://tennessee.gov/education/cte_council/doc/march_dropout_study.pdf http://tennessee.gov/education/cte_council/doc/career_alternatives.pdf http://tennessee.gov/education/cte_council/doc/dropout_report_2004.pdf		
TX	**Texas High School Project** The Texas High School Project (THSP) is a $261 million public-private initiative committed to increasing graduation and college enrollment rates in every Texas community. The project is dedicated to ensuring that all Texas students leave high school prepared for college and career success in the 21st century economy. THSP partners include the Texas Education Agency, the Office of the Governor, the Bill and Melinda Gates Foundation, the Michael and Susan Dell Foundation, Wallace Foundation, and others. The project invests in students by providing funds and technical assistance to school districts to increase student achievement in high schools, build new schools, and create		

State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	innovative partnerships between high schools and higher education institutions. THSP focuses on the most challenged school districts in the state, with an emphasis on urban areas and districts along the Texas-Mexico border. The project's private philanthropic investments are managed by the Communities Foundation of Texas. State and federal investments are managed by the Texas Education Agency. http://www.tea.state.tx.us/ed_init/sec/thsp/ Key THSP Dropout Prevention-related Initiatives: 1) **The Texas High School Completion and Success (THSCS)** grant program[1] was established to provide school districts with underperforming high schools with funds to implement high school completion and success intervention strategies, including credit recovery programs, tutoring, acceleration programs, and other supplemental services for students at risk of not graduating from high school. The THSCS grant program targets underperforming high schools through student-focused competitive intervention grants that provide direct and indirect support services to students in Grades	1) **The Texas High School Completion and Success (THSCS)** "TEA has selected SRI International (SRI), a nonprofit research and development organization based in Menlo Park, California, to conduct the seven-year evaluation. The purpose of the evaluation is to provide information and data to help track grant progress, to improve THSP programs, and to determine long-term outcomes and overall impact." (http://www.tea.state.tx.us/opge/	1) **The Texas High School Completion and Success (THSCS)** "The THSCS, Cycle 2 Grant achieved many of the goals established for the program. While the perceived impact on student performance was greater than the statistically proven impact, the collective research shows that this program contributed to the improvement of initiatives supporting increased high school completion and student success through the development of a variety of successful campus and student-level interventions."

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[1] See http://www.ncsl.org/programs/educ/DropoutPrevention.htm for an overview of the legislation (HB 2237 (2007), known as *The High School Completion and Success Initiative*).

State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	9–12. (http://www.tea.state.tx.us/opge/progeval/HighSchoolCollege/background.html#thscs)	progeval/HighSchoolCollege/index.html#thsp)	"Though improvements in TAKS and on attendance rates did not emerge among THSCS campuses, program participation did seem to be related to grade advancement. Specifically, THSCS students had a slightly higher 2005-06 promotion rate than comparison-group students (93.4% versus 92.3%). About 88% of both THSCS- and comparison-group students were on-track to graduate from high school within four years." (http://www.tea.state.tx.us/opge/progeval/HighSchoolCollege/thscs_c2_evaluation_es.pdf)
	2) **"The Ninth Grade Success Initiative (NGSI)** was established to increase graduation rates in Texas public schools by reducing the number of students who either dropped out or were retained in Grade 9. Grantees emphasized basic skills in core curricular areas and provided students with opportunities to build credits toward graduation. Besides reducing Grade 9 retention and dropout rates, grantees were also expected to improve student attendance rates and performance on state assessment tests. TEA partnered with the Texas Center for Educational	2) **"The Ninth Grade Success Initiative (NGSI)** "TEA selected Gibson Consulting Group, Inc. (Gibson) and the Southwest Educational Development Laboratories (SEDL) to conduct this evaluation. The work began in March 2005 and was completed in August 2007, and evaluated two years of program activity. Program evaluation	2) **"The Ninth Grade Success Initiative (NGSI)** Core-content courses. Passing rates for core subject-area courses remained relatively stable across NGSI grant terms, with about 70% of students passing Algebra I during regular terms and about three-fourths or more of students passing Biology, Integrated Physics and Chemistry (IPC), World Geography, and English I. Course passing rates increased for summer terms (about

| State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	Research (TCER) to conduct an evaluation of this grant program over the 2002–2004 period." (http://www.tea.state.tx.us/opge/progeval/HighSchoolCollege/background.html#ngsi)	methodology included two surveys, 34 site visits, statistical analyses, and a cost analysis." (http://www.tea.state.tx.us/opge/progeval/HighSchoolCollege/thscs_c2_evaluation_es.pdf) "The Texas Study of Students at Risk (TxSSAR) is a comprehensive evaluation examining the effectiveness of three state-level programs (including The Ninth Grade Success Initiative) with the common goal of helping students at risk of failure to achieve academically.…This study involved 226 school districts receiving both original and continuation funding." (http://www.tea.state.tx.us/opge/progeval/HighSchoolCollege/ExecSumm_NGSI_12-04.pdf.pdf) "NGSI grant recipients were required to submit program and activity reports to the TEA after each semester in which they served	80% to 95% passing), but student enrollments decreased substantially. Students in ninth grade for the first time and newly promoted ninth-grade students had higher passing rates for core courses than students who did not earn sufficient credits for promotion. **Attendance.** In general, NGSI students' attendance rates did not improve across grant terms. For both NGSI and a comparison group of non-NGSI students, first-time ninth-graders had substantially higher attendance rates (about 92% to 96%) than repeat ninth-graders (about 83% to 93%). NGSI first-time ninth-graders had slightly lower attendance rates than their non-NGSI peers (about 0.5 to 2.0 percentage points). Attendance rates for repeat NGSI ninth-graders, however, were typically near or surpassed non-NGSI comparison groups. Attendance rates for both first-time and repeat NGSI students declined across time. **State-level assessments.** NGSI students had lower TAAS passing

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		targeted students. Across four program years (1999–2000 through 2002–2003), districts were asked to submit two reports after each semester in which they served students.… NGSI program reports requested district-level information, such as general program information, activities supporting credit recovery and basic skills, dissemination activities, staff participation and involvement, professional development, and district opinions regarding the most successful components….In addition to the program reports, districts also submitted an activity report each semester with student-level data….NGSI activity reports provided information in six areas for each participant: student demographic information, student eligibility, school attendance, retention and promotion, activities engaged in, and student performance. As with the program report, all	rates for both reading and math compared to non-NGSI students, but the achievement gap between groups narrowed (to 3.7 points in reading and 6.6 points in math). Despite encouraging results for TAAS, the achievement gap widened substantially for students in cohorts 3 and 4 who completed the TAKS (to about 18 percentage points for math). NGSI repeat ninth-graders had similar passing rates on state assessments compared to non-NGSI students for both reading and mathematics. However, for both student groups, passing rates declined substantially for TAKS reading and math. **Retention rates.** Although NGSI student retention rates remain high (21.8% in 2002–2003), evidence for four program years reveals that NGSI retention rates have decreased more than rates for non-NGSI students (-7.7 points compared to -3.3). First-time ninth-graders had greater declines in retention rates than non-NGSI students. Hispanic and African-American students had the highest

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	3) **Texas Education Agency – Texas School Dropout Prevention and Reentry Program** (A $2.5 million U.S. Department of Education award) "To address the needs of students who are at risk of not completing high school and students who dropped out and are re-entering high school, TEA will collaborate with Communities In Schools, Texas' regional education service centers, and Big Brothers Big Sisters. Offering a comprehensive set of support services through partnerships with government and community-based organizations will allow schools to more effectively address both the academic and social pressures shown to influence dropping out. The program's four major objectives are: 1. to expand current personal graduation plans by replicating comprehensive models; 2. to increase partnerships between high schools and other organizations to leverage dropout prevention and re-entry resources; 3. to develop statewide capacity for implementing specific intervention strategies; and 4. to evaluate the effectiveness of the state's school dropout prevention program and inform	information was self-reported....Researchers also gathered student-level data from the Texas Public Education Information Management System (PEIMS) and the Texas Academic Excellence Indicator System (AEIS). Student-level data supplied by participating school districts' activity reports were matched to PEIMS and AEIS data to create a set of master databases. Elements in the databases included student demographic information, such as ethnicity, gender, limited English proficiency (LEP) status, and grade level; Texas Assessment of Academic Skills (TAAS) and Texas Assessment of Knowledge and Skills (TAKS) scores; and attendance and promotion rates....Researchers also conducted case studies of a purposeful sample of NGSI grants to gain a greater understanding of issues facing	retention rates (25% in 2002–2003), but both groups had the greatest reductions in retentions across program years (-7.7 and -9.4 points, respectively). Retention rate declines were similar for economically disadvantaged and advantaged students." (http://www.tea.state.tx.us/opge/proge val/HighSchoolCollege/ExecSumm_N GSI_12-04.pdf.pdf)

State	Statewide Dropout Prevention Efforts Overview	Research Methodology	Results
	state dropout prevention policy." (http://www.tea.state.tx.us/dpchse/index.html)	students at risk." (http://www.tea.state.tx.us/opge/ progeval/HighSchoolCollege/txs sar_full_report_11_11_04.pdf) 3) No information was found on the **Texas Education Agency – Texas School Dropout Prevention and Reentry Program.**	
VA	A 2006 National Governor's Association newsletter states that Virginia is "working to prevent dropouts by leveraging the new P–16 council and boosting the state's Honor Schools efforts, which support 30 Honor Schools that had higher-than-average ninth-grade retention rates. A primary focus of the P–16 council is to promote successful transitions into high school and to postsecondary education and the workforce. Through Project Graduation [http://www.doe.virginia.gov/VDOE/honorscho ols/act-projectgrad.html], a statewide initiative that helps at-risk students earn the credits they need to graduate, Virginia has provided Honor Schools with additional grants of up to $5,000 each to provide tutorial and remedial services in	No research information was found on Virginia's dropout prevention efforts.	

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	reading, writing, and algebra to juniors and seniors during the school year and the summer. Virginia has made available to each Honor School a two-year, $26,000 Ninth Grade Transition grant [http://www.doe.virginia.gov/VDOE/honorschools/act-ninthgrade.html] to support student transitions to high school, identify students at risk of failure, and improve student motivation, literacy, and academic success. Virginia has expanded its Algebra Readiness Initiative [http://www.doe.virginia.gov/VDOE/honorschools/act-algebrasummer.html] by making $5,000 grants available to all Honor Schools to provide summer programs for rising ninth-graders at risk of failing Algebra I. Each program includes a student pre-test to inform instruction and a post-test to measure student gains. Virginia has provided Honor School principals, counselors, and teachers with training in assisting at-risk students and has placed 50 career coaches in 12 Honor Schools. The career coaches are community college employees who help students plan careers and connect with local businesses and community colleges.		

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	Additional dropout prevention and recovery programs target students in high schools across Virginia. For example, the Career Prep Academy, a pilot program operating in three community college service areas, allows students who did not graduate on time to earn their remaining high school credits and an industry certification on an accelerated schedule." http://www.doe.virginia.gov/VDOE/honorschools/NGAnewsletter-aug06.pdf		
WV	"Dropout Prevention" is listed on a WVDE organizational chart as a program in the Office of Healthy Schools, but no further information was found on the website (http://wvde.state.wv.us/org-chart.pdf)		
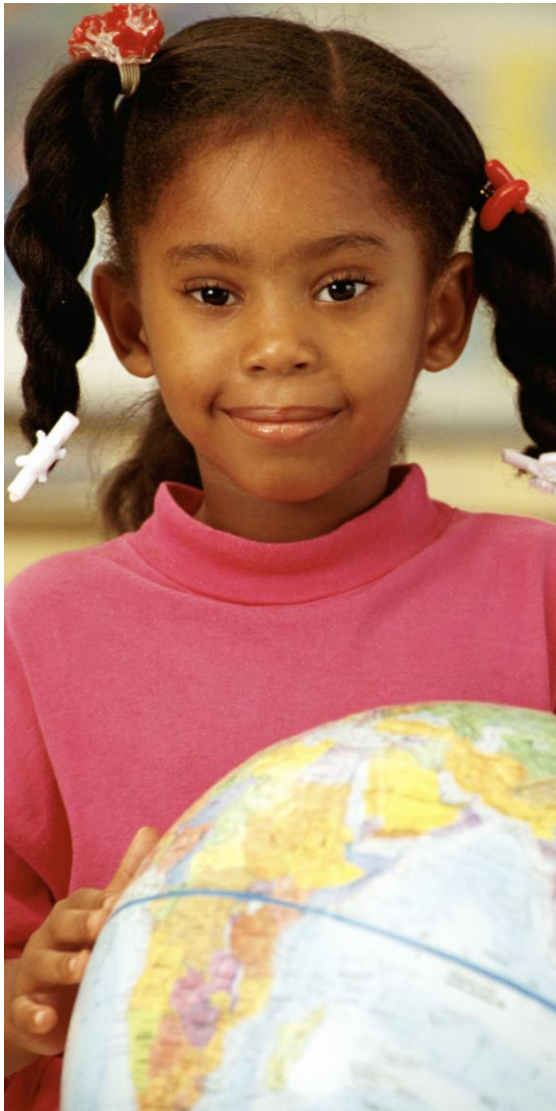
We provide research based information on educational initiatives happening nationally and regionally. The EBE Request Desk is currently taking requests for:

- Research on a particular topic
- Information on the evidence base for curriculum interventions or professional development programs
- Information on large, sponsored research projects
- Information on southeastern state policies and programs

For more information or to make a request, contact:
Karla Lewis
1.800.755.3277
klewis@serve.org