
Increasing Graduation Rate: Putting the Pieces Together to Engage the Disengaged

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**What motivated you
to stay in school
and not drop out?**

Georgia Performance Goals and Indicators for Students with Disabilities (SWD)

Improve post-secondary outcomes for SWD

1. Decrease the percentage of SWD who drop out of school
2. Increase the percentage of SWD who earn a regular high school diploma

Essential Questions (EQs)

- **How can local school data be used to identify SWD who are at risk for dropping out?**

- **How can research-based strategies be implemented with target SWD who are at risk for dropping out?**

Early Indicators

By the end of 6th grade, students who have

- poor attendance have only a 14% chance of graduating on time.
- poor behavior have only a 17% chance of graduating on time.

By the end of 6th grade, students who are

- failing math have only a 21% chance of graduating on time.
- failing language arts have only a 16% chance of graduating on time.

- Data from National Dropout Prevention Center for Students with Disabilities, Training Module II, Clemson University

Additional Indicators

- **A student who repeats a middle school grade is 11 times more likely to drop out.**
- **A student who has been retained twice by the end of ninth grade has a 90% increased risk of dropping out.**
- **Ninth grade retention is the biggest predictor of dropout.**
 - Data from National Dropout Prevention Center for Students with Disabilities, Training Module II, Clemson University

**Dropout is a process of
disengagement that
begins early in a
student's educational
career**

EQ 1: How can local school data be used to identify SWD who are at risk for dropping out?

Risk Factor Data Sources

Discipline referrals

Retention rates

Attendance records

Course completion/passing rates/grades

State and local assessment scores

Student Engagement Instrument data

IEP data/transition plans

Extracurricular involvement

Interviews/anecdotal

Disability	Gender	Ethnicity	Absences	Tardies	Discipline	se Compl	GPA	GHSGT-W	GHSGT-LA	GHSGT-MA	GHSGT-SS	GHSGT-SC	G-SC	G-SCLA	G-SS	G-SSLA	SES
EBD	M	W	67	89	12	35/36	78.74	PASS	PASS	PASS	PASS	FAIL	MIN	MIN	MIN	MIN	
EBD	M	W	192	50	18	47/55	71.56	PASS	PASS	PASS	PASS	PASS	MIN	MIN	MIN	MIN	
EBD	F	W	133	23	9	27/37	72.78	DNA	FAIL	PASS	DNA	FAIL	FAIL	MIN	MIN	MIN	
EBD	F	W	161	41	29	28/56	70.71	PASS	PASS	PASS	PASS	FAIL	MIN	MIN	MIN	MIN	
OHI	M	B	65	116	17	24/36	68.72	DNA	PASS	PASS	PASS	PASS	MIN	MIN	MIN	MIN	
OHI	M	W	52	65	31	26/36	69.38	DNA	FAIL	FAIL	DNA	DNA	MIN	MIN	FAIL	MIN	
OHI	M	B	54	13	18	33/36	77.69	PASS	PASS	PASS	PASS	PASS	FAIL	MIN	FAIL	FAIL	
OHI	M	B	13	6	2	40/48	75.71	PASS	PASS	PASS	PASS	FAIL	FAIL	MIN	MIN	MIN	FREE
OHI	M	W	160	89	12	21/36	68.21	FAIL	FAIL	FAIL	FAIL	FAIL	FAIL	MIN	FAIL	MIN	
OHI	F	B	116	6	3	31/36	78.36	PASS	PASS	PASS	PASS	PASS	MIN	MIN	MIN	MIN	
OHI	M	B	95	76	32	27/45	67.2	PASS	PASS	PASS	PASS	PASS	MIN	MIN	EFF	EFF	FREE
OHI	M	W	32	30	16	31/35	73.41	PASS	PASS	PASS	FAIL	PASS	MIN	MIN	MIN	MIN	
OHI	M	W	50	44	10	21/38	65.86	DNA	FAIL	FAIL	FAIL	FAIL	FAIL	FAIL	FAIL	FAIL	FAIL
OHI	M	B	118	35	14	23/36	70.33	DNA	DNA	DNA	DNA	DNA	FAIL	FAIL	MIN	MIN	
OHI	F	W	100	34	15	26/33	71.3	DNA	DNA	PASS	PASS	PASS	FAIL	FAIL	MIN	MIN	FREE
SLD	M	B	5	5	1	30/48	67.14	PASS	DNA	DNA	FAIL	DNA	MIN	MIN	MIN	MIN	FREE
SLD	F	W	120	164	18	18/48	59.56	DNA	DNA	DNA	DNA	DNA	MIN	MIN	MIN	MIN	
SLD	M	H	43	41	7	23/30	75.23	FAIL	PASS	PASS	PASS	FAIL	MIN	MIN	MIN	MIN	
SLD	M	B	43	71	1	26/36	69.62	FAIL	PASS	FAIL	FAIL	FAIL	MIN	MIN	FAIL	MIN	
SLD	M	W	106	53	1	38/48	72.29	PASS	PASS	PASS	PASS	PASS	MIN	MIN	MIN	MIN	
SLD	M	H	23	19	1	27/36	77.44	DNA	FAIL	PASS	PASS	PASS	MIN	MIN	MIN	MIN	
SLD	F	B	52	84	6	24/36	68.94	DNA	FAIL	FAIL	FAIL	PASS	MIN	MIN	MIN	MIN	
SLD	M	W	105	33	30	33/48	69.97	PASS	PASS	PASS	FAIL	FAIL	FAIL	MIN	FAIL	MIN	
SLD	M	B	152	88	56	33/42	70.09	PASS	FAIL	DNA	DNA	DNA	MIN	MIN	MIN	FAIL	FREE
SLD	M	W	94	8	2	29/30	74.66	PASS	FAIL	PASS	FAIL	FAIL	FAIL	MIN	MIN	MIN	
SLD	F	B	66	21	0	32/36	75.13	FAIL	FAIL	FAIL	FAIL	FAIL	FAIL	MIN	FAIL	FAIL	

Last Name	First Name	Dis-ability	Ethnic	SES	Referrals	Days Absent	Ret.	Ma	LA	MGWA	CRCT M	CRCT R/ELA	Intrinsic Motivation <3.1	Family Support <3.5	Relevance of School Work <2.9	Teacher/Student Relations <2.8
Student	1	SLD			6	6		3			769		2.5	3	2.4	2.7
Student	2	OHI			8 (panel)	8				191	759		2.5	3.5	3.1	3
Student	3	OHI	B		14	16		2	2				4	3.8	3.2	2.4
Student	4	OHI		R	6			3, 4	3, 4				4	3.3	2.3	3
Student	5	sc S/L	H	F	5	9		1		161	763	776	3	3.8	3.2	2.4
Student	6	SLD		F	7	3				196			3	3.3	3.2	3.1
Student	7	sc SLD		F	5	7			1	154	792	797	1	4	3.1	3.1
Student	8	EBD	H	F	12	10					771	787	2	1.5	2.8	2.8
Student	9	OHI			16	8			1			795	2.5	3.5	2.9	2.8
Student	10	OHI		R	2	9		1,2	2,3		763					
Student	11	OHI	B	F	27	33	X			173			3	4	3.8	3.1
Student	12	sc S/L	H		3	13				176	771	776	3.3	3.2	2.8	2.3
Student	13	sc SLD		F	30	5			1	189	792	787	4	2	2.4	2.8
Student	14	sc SLD	H		8	19				165	774	792	2	3	3.2	2.4
Student	15	OHI	B		2	1		1,2			778		3	3.5	2.2	2.3
Student	16	OHI			10	3							2.5	3.5	2.8	2
Student	17	EBD	H	F	13	10	X						1.5	4	3.3	2.3
Student	18	sc SLD	H	F	2	13	X	1	3, 4	188	789		4	3.3	2.3	2
Student	19	SLD			28	1							3	3.2	2.7	3
Student	20	sc EBD			5	8							3	2	1.9	2.6
Student	21	SLD			2	4					796		4	3.3	3.1	3.3
Student	22	TBI				12							2	3.3	3.1	3
Student	23	OHI	H		2	7						797	2.5	4	3.3	3
Student	24	OHI			1	7		3	2		774					
Student	25	SLD	H	F	2	7	X				792		3.5	3.5	3.3	3.2
Student	26	EBD			16	6		1	1				3.5	4	3	3.3
Student	27	OHI			1	8					796		3	3.8	2.4	2.6
Student	28	ASD			4	15				197			4	4	3	2.9
Student	29	SLD			2		X						2	3	2.8	2.9
Student	30	EBD				15										

EQ 2: How can research-based strategies be implemented with target SWD who are at risk for dropping out?

Research-based Strategies

- Recognize the importance of family support
- Connect students to an attainable future
- Provide some form of academic assistance
- Incorporate personalization by creating meaningful bonds between students and teachers and among students

Action Plan Components

- **Academic Engagement**
- **Behavioral Engagement**
- **Cognitive Engagement**
- **Psychological Engagement**

It's Your Turn

- Read the student case study with your partner.
- Taking into account the research-based strategies and four areas of engagement, please discuss the following questions with your partner.
 - What are the major areas of concern for your student?
 - What strategies would you suggest for your student?
- Please be prepared to share your thoughts/ideas with the large group.

Academic

	NGHS			LMS	
	Content Enhancement: MATH	Instructional Math Strategies	Supplemental Support: Mandatory Tutoring	Content Enhancement: MATH	Content Enhancement: SCIENCE
SPDG Project Initiatives					
Students Involved	Target Group	Target Group	Target Group	Target Group	Target Group
Teachers Involved	(1) SE Math teacher	(3) SE Math teachers	(5) Instructional Coaches	(3) Math teachers	(2) Science teachers
Lead Contact	Curriculum AP	Curriculum AP	Interventions AP	AP	AP
Evaluation Tools	Pre-Test Unit Test Benchmarks EOCT	Pre-Test Unit Test Benchmarks EOCT	4.5 week progress reports Tutoring log	Benchmarks Class Grades Quizzes Tests	Benchmarks Class Grades Quizzes Tests
Fidelity of Implementation Indicators	Content Enhancement Walk-Thru with Collaboration Coach	GIT (Graduation Intervention Team): Curriculum AP Sp Ed Dept Chair Graduation Coach	GIT (Graduation Intervention Team): Curriculum AP Sp Ed Dept Chair Graduation Coach	Kansas Strategies Walk-thru Instrument with Collaboration Coach	Kansas Strategies Walk-thru Instrument with Collaboration Coach
Person Coaching the Intervention	Collaboration Coach	Math Course Team Leader	Interventions AP	Collaboration Coach	Collaboration Coach
Family & Community Involvement	New math requirements info given at Freshman Orientation	New math requirements info given at Freshman Orientation	4.5 week progress reports	Parents were provided new math requirements information	Parents were provided new math requirements information

Behavioral

	NGHS		LMS	
SPDG Project Initiatives	Behavioral Pyramid of Interventions	Attendance	Behavioral Pyramid of Interventions	Attendance
Students Involved	Target Group	Target Group	Target Group	Target Group
Teachers Involved	Sp Ed Case Managers	Teachers of Target SWD	(6) teachers	(6) teachers
Lead Contact	(2) 9th Grade Discipline APs	School social worker	AP	AP
Evaluation Tools	SASI referral roster	SASI Absentee Rosters	Stamp Accumulation; ISS/OSS referrals	Stamp Accumulation; Parent Contact Logs; Daily & Weekly Attendance Reports
Fidelity of Implementation Indicators	GIT (Graduation Intervention Team): Curriculum AP Sp Ed Dept Chair Graduation Coach	GIT (Graduation Intervention Team): Curriculum AP Sp Ed Dept Chair Graduation Coach	Advisement Walk-thru Instrument with counselors	Advisement Walk-thru Instrument with counselors
Person Coaching the Intervention	Special Ed Dept Chair	Graduation Coach	AP	AP
Family & Community Involvement	Parents were invited to 9th Grade Parent Night	Home contact protocol per # of absences	New Incentive Program given to parents (verbal & written)	New Incentive Program given to parents (verbal & written)

Cognitive

	NGHS		LMS	
	Career Planning/ Transition	Effective strategy instruction (notetaking & study skills)	Learning Personal Goals & Self-Advocacy	Effective strategy instruction (notetaking & study skills)
SPDG Project Initiatives				
Students Involved	Target Group	Target Group	Target Group	Target Group
Teachers Involved	Sp Ed Dept Chair Sp Ed Case Managers Graduation Coach Career Specialist Counselors	Sp Ed Study Skills teacher	Sp Ed Case Managers	(7) teachers
Lead Contact	Graduation Coach	Sp Ed Dept Chair	AP	AP
Evaluation Tools	Survey completion (ID careers based on interests & skills) & Post- secondary requirements	Agenda Books Checks Progress Reports	Benchmarks Pre-Tests Progress Reports CRCT scores	Agenda Book Checks Progress Reports
Fidelity of Implementation Indicators	IEP Transition Plans & Data Collection Dates GIT (Graduation Intervention Team): Curriculum AP Sp Ed Dept Chair Graduation Coach	Study Skills teacher gradebook with Sp Ed Dept Chair checking data collected	"Progress to Goals" Agenda Page by Grade Level Lead & Sp Ed Teachers	Report of Missing Grades by Grade Level Lead & Sp Ed Teachers
Person Coaching the Intervention	Graduation Coach Career Specialist	Sp Ed Dept Chair	AP	Co-Lead Special Ed Teacher
Family & Community Involvement	Community members volunteer to allow job shadowing	Study skills strategies presented at Freshman Parent Night	Agenda goal setting page explained to parents at Curriculum Night	Study Skills & Agenda Communication info explained at Curriculum Night

Psychological

	NGHS			LMS
	Mentoring/ Relationship Building	School Connectedness: Peer Mentors & Group Activities	Orientation: Expectation 101 Classes	Mentoring/ Relationship Building
SPDG Project Initiatives				
Students Involved	Target Group	Target Group	Target Group	Target Group
Teachers Involved	Sp Ed Case Managers	Sp Ed Dept Chair Graduation Coach Sp Ed Case Managers 9th grade advisors	Sp Ed Dept Chair Curriculum AP Graduation Coach Athletic Director 9th grade teacher (2) 9th grade APs	Special Ed Case Managers
Lead Contact	Sp Ed Dept Chair	Sp Ed Dept Chair Graduation Coach	Sp Ed Dept Chair Curriculum AP Graduation Coach Athletic Director 9th grade teacher (2) 9th grade APs	AP
Evaluation Tools	Record of Contacts	Contact Logs Activity Sign-ins	Participant Questionnaire	Stamp Accumulation Parent Contact Log Student Agendas
Fidelity of Implementation Indicators	GIT (Graduation Intervention Team): Curriculum AP Sp Ed Dept Chair Graduation Coach	GIT (Graduation Intervention Team): Curriculum AP Sp Ed Dept Chair Graduation Coach	GIT (Graduation Intervention Team): Curriculum AP Sp Ed Dept Chair Graduation Coach	Advisement Walk-thru Instrument by counselors
Person Coaching the Intervention	Sp Ed Dept Chair Graduation Coach	Upper class mentors spoke at Parent Night Parent letters re group activities	Sp Ed Dept Chair	Graduation Coach
Family & Community Involvement	Parents will be contacted twice a month by case managers	Freshman Mentors explained mentoring at 9th Grade Parent Night; Parents receive letters about group activities	Parents contacted by phone & letter	Parents contacted once a month Weekly grade reports Agenda book communication

Where are they now?

- **Paul**
- **David**
- **Alejandro**
- **Kathy**

Communication: The Key to Success

- Vertical articulation with feeder elementary schools
- Vertical articulation between middle and high school
- Meetings with parents of rising 6th grade SWD and rising 9th grade SWD
- Meetings with faculties
- Periodic meetings to track progress of target SWD
- Periodic interviews with target SWD

“It is easier to build strong children than to repair broken men.”

~Frederick Douglass

For additional information contact:

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