

MIDDLE SCHOOL MATTERS

INSTITUTE



Self-Assessment: Dropout Prevention



Middle School Matters Institute
An initiative of the George W. Bush Institute in partnership with
The Meadows Center for Preventing Educational Risk



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ABOUT THE SELF-ASSESSMENT



Before developing specific implementation goals, educators must take stock of which research-based practices are already in place and which practices are lacking or need improvement. This template guides users through a self-reflection process for **dropout prevention** practices implemented school wide. Users should follow these steps for **each principle**.

INSTRUCTIONS

Step 1: Convene a Middle School Matters Leadership team and set aside 1-2 hours for the self-assessment.

Step 2: Gather all available data (see page 4).

Step 3: Assess current instructional practices, using data gathered in step 2, and indicate which instructional traits are implemented:
a) consistently, b) inconsistently, or c) not at all.

Consult the MSM Field Guide for more information:

https://greatmiddleschools.org/wp-content/uploads/2016/05/4a_FieldGuide_DropoutPrevention.pdf

Step 4: Summarize assessment results and determine the level of implementation according to the rubric (adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005).

- 1. No Implementation:** No evidence of implementation.
- 2. Exploration:** Willingness to implement, but little to no evidence of actual implementation. May be in planning stage.
- 3. Initial Implementation:** Evidence indicates that implementation has begun but is largely inconsistent.
- 4. Full Implementation:** Strong evidence of implementation of all or most of the traits and practices.
- 5. Sustainability:** Strong evidence of implementation with processes in place for continued implementation in the future.

NEXT STEPS: GOAL SETTING AND ACTION PLANNING

After conducting this self-assessment, select a few key principles to focus on for the upcoming school year. Using the MSMI Action Plan Template (<https://greatmiddleschools.org/msmi-implementation-and-action-plan-templates/>), develop measurable goals with specific action steps and deadlines for each chosen principle.

Self-Assessment: Dropout Prevention

Date: _____ School _____ District _____

Participating team members: _____

SOURCES OF DATA:

STUDENT DEMOGRAPHIC AND PERFORMANCE DATA

- Attendance data
- Discipline referral data
- Course passing rates for ELA, science, social studies, and math
- Scores from state assessments and end-of-course assessments
- Scores from standardized achievement tests
- Scores from interim assessments and/or curriculum-based assessments
- List of students receiving intervention and their progress within those interventions
- Demographics, including number of English learners and students in special education

PROGRAM DATA

- List of students receiving intervention and their progress with those interventions
- School master schedule & class sizes
- Extracurricular activities including documentation of participation and attendance
- Schedule of academic support and enrichment opportunities
- After school tutoring and summer school participation

Principle 1: Use data systems to help identify students who are at risk of falling off the path to high school graduation.

Consistently	Inconsistently	Not at All	Practice 1: Use data to identify incoming students with histories of academic problems, truancy, behavioral problems, and retention.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Staff review incoming student records for attendance, grade retention, disciplinary issues, and weak academic performance to identify students who may need additional support.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Staff review additional information from previous teachers about students' motivation, academic potential, social skills, and any instructional challenges the students presented.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Staff analyze these data to identify patterns and trends and then systematically act on the information using research- and evidence-based programs and policies.
Consistently	Inconsistently	Not at All	Practice 2: Continually monitor the academic and social performance of all students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Designated staff monitor student progress by regularly reviewing report cards, test scores, and discipline referrals and follow up with students when needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) School leaders use these data to identify students who have recently experienced a life event, academic challenge, or other social or behavioral problem that could foreshadow a higher risk of dropping out.
Consistently	Inconsistently	Not at All	Practice 3: Monitor students' sense of engagement and belonging in school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) School leadership surveys students periodically or conducts small group interviews to learn about students' perceptions of the school climate and their sense of belonging and engagement.

Principle 1: Use data systems to help identify students who are at risk of falling off the path to high school graduation.

Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

Principle 2: Assign adult advocates to students who are at risk of falling off the path to high school graduation.

Consistently	Inconsistently	Not at All	Practice 1: Select adults who are committed to student success.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) An adult advocate (teacher, community member, social worker, or other adult) is assigned to work individually with students who have been identified as high risk of dropping out.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) The adult advocate serves as a case manager who interacts with the student offering guidance and support on matters inside and outside of school, modeling positive behavior and decision-making, and being an encouraging and trusted person in the student's life.
Consistently	Inconsistently	Not at All	Practice 2: Keep caseloads low.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The adult advocate's caseload includes fewer than 20 students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) The adult advocate has time to meaningfully engage with students and resolve issues.
Consistently	Inconsistently	Not at All	Practice 3: Match students with adult advocates purposefully.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Students' needs are considered so that they are matched with an adult who can effectively advocate on the student's behalf and adapt activities according to the student's interests and goals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Adult advocates reflect the cultural and ethnic diversity of the students they are mentoring
Consistently	Inconsistently	Not at All	Practice 4: Provide training to advocates on working with students, parents, and the school staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Adult advocates receive training in working with students, parents, and school staff to reduce dropout rates.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Training includes an overview of: <ol style="list-style-type: none"> 1. Resources available for students and their families 2. Effective communication strategies

Principle 2: Assign adult advocates to students who are at risk of falling off the path to high school graduation.

Consistently	Inconsistently	Not at All	Practice 5: Establish a regular time in the school day or week for advocates to meet with students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Consistent meetings are held, based upon student need, providing the opportunity for advocates to give guidance and celebrate successes (e.g., daily or weekly).
Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

Principle 3: Provide academic support and enrichment to improve academic performance.

Consistently	Inconsistently	Not at All	Practice 1: Provide individual or small-group support in test-taking skills, study skills, or targeted subject areas, such as reading, writing, or mathematics.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Identified students receive academic support (e.g., test-taking and study skills or enrichment courses) in one-on-one or small group settings.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Academic support is provided by an adult or peer during advisory periods, lunch periods, or study skills periods built into the schedule.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Enrichment courses are 10-12 weeks long and target a particular subject area using engaging teaching strategies (e.g., whole class discovery lessons or differentiated individual and small group instruction).
Consistently	Inconsistently	Not at All	Practice 2: Provide extra study time and opportunities for credit recovery and accumulation through after-school, Saturday school, or summer programs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The school provides after hours and/or summer school programs that allow students to work closely with teachers to complete missing coursework or credits.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) These programs also help students hone academic skills needed for future success.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) The school provides summer school enrichment programs designed to increase engagement and target key academic areas.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) The school provides additional support for at-risk students transitioning from elementary school to middle school or middle school to high school.
Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

Principle 4: Implement programs to improve behavior and social skills.

Consistently	Inconsistently	Not at All	Practice 1: Use adult advocates to help students establish attainable academic and behavioral goals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Adult advocates, mentors, teachers, or counselors help students set goals for interpersonal skills, academic progress, or improvement in other areas.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Students take responsibility for their behavior by setting personal benchmarks for each goal and reviewing progress on a regular basis with an adult.
Consistently	Inconsistently	Not at All	Practice 2: Recognize student accomplishments.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Students are provided with frequent positive rewards and recognition for accomplishments based on progress toward goals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Parents are notified when a student is recognized for accomplishing a goal or completing exceptional schoolwork.
Consistently	Inconsistently	Not at All	Practice 3: Teach strategies to strengthen problem-solving and decision-making skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Problem-solving and decision-making skills and strategies are integrated within existing curricula.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Small-group seminars are provided for identified students to develop cooperative skills and positive relationships with staff, teachers, and students.
Consistently	Inconsistently	Not at All	Practice 4: Establish partnerships with community-based program providers and other agencies, such as social services, welfare, mental health, and law enforcement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) School staff members establish partnerships and coordinate with community-based program providers to meet student needs outside of school.

Principle 4: Implement programs to improve behavior and social skills.

Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

Principle 5: Personalize the learning environment and instructional process.

Consistently	Inconsistently	Not at All	Practice 1: Implement team teaching and smaller classes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) School leadership works to pair teachers within a classroom (team teaching) or reduce classroom sizes in order to foster more teacher-student interaction.
Consistently	Inconsistently	Not at All	Practice 2: Use the school schedule to create extended time in the classroom.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The school implements block-scheduling, extended class periods, or advisory/study periods to provide for more teacher-student and student-student interaction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Students explore topics in greater depth during such extended time opportunities.
Consistently	Inconsistently	Not at All	Practice 3: Foster after-school activities and encourage participation in them.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Staff promote and encourage student participation in extracurricular activities (e.g., athletics, clubs, after-school field trips, service groups).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Creative activities are provided in after-school programs to encourage students to connect with peers, teachers, and community members.
Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability