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DROPOUT PREVENTION SERVICES AND PROGRAMS

OMB Draft

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (Education Sciences Reform Act of 2002, 20 U.S.C. 9543). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law (Education Sciences Reform Act of 2002, 20 U.S.C. 9573).

This survey is designed to be completed by the person or persons most knowledgeable about dropout prevention services and programs in your school district. Please consult with others who can help provide the requested information.

IF ABOVE DISTRICT INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL.

Name of person completing this form: _____

Title/position: _____

Telephone number: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

THANK YOU.

PLEASE KEEP A COPY OF THE SURVEY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:

Mail: Priscilla Carver (8599.01.05.03)
Westat
1600 Research Boulevard
Rockville, Maryland 20850-3195
Fax: 800-254-0984

IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:

Priscilla Carver at Westat
800-937-8281, Ext. 4596 or 301-279-4596
E-mail: priscillacarver@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0733. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving

this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

FRSS 99, 09/2010

Instructions and Definitions Page

For purposes of this survey include dropout prevention programs or services offered by your district or by any of the schools in your district.

Dropout prevention services or programs are those that are intended to increase the rate at which students are staying in school, progressing toward graduation, or earning a high school credential.

An **advisement class** is one that is held regularly (e.g., weekly) and may include lessons on organizational and study skills, information on courses needed for graduation, and information about careers and college preparation.

Alternative schools and programs are designed to address the needs of students that typically cannot be met in regular schools. The students who attend alternative schools and programs are typically at risk of educational failure (as indicated by poor grades, truancy, disruptive behavior, pregnancy, or similar factors associated with temporary or permanent withdrawal from school).

Career/technical high schools are those that provide formal preparation for semiskilled, skilled, technical, or professional occupations. For purposes of this survey, please include career/technical high schools that are available to students in your district and are administered by either your district or by a regional entity.

Credit recovery courses/programs are opportunities allowing students to recover course credits from classes they have missed or failed.

Decelerated curriculum refers to curriculum that is spread over a longer period of time than a regular course. An example of decelerated curriculum is an Algebra 1 course that is spread over 2 years or 2 class periods for an entire year. This definition applies to any curriculum that is decelerated specifically to meet the needs of students who may be at risk of failing a course.

Electronic warning system is an electronic database used to identify students who may be at risk of dropping out. The system includes multiple pieces of student information, such as attendance, grades, and behavioral referrals, one or more of which may be used to identify at-risk students.

Formal program to reduce behavioral problems refers to a systematic program that is specifically designed to reduce behavioral problems and is implemented at the classroom or school level.

Guided study hall/academic support period is typically for students who are struggling academically; teachers assist students by helping them manage their time and their assignments, and either provide or get them the academic support/tutoring that they need to complete homework and be successful in their classes. Teachers may also provide academic support in specific academic areas such as math, reading, or social studies.

Students who are **highly likely to drop out of school** may include those with multiple risk factors, such as many unexcused absences, academic failure, or reoccurring behavior that warrants suspension or expulsion, or those who provide other strong indications that they are dropping out.

Job training and GED combination programs are programs that combine both job training and GED preparation courses. This includes programs such as Job Corps or the Army/National Guard GED program or other similar programs.

Job training programs are those that provide formal preparation for semiskilled, skilled, or technical occupations. These programs do not include GED preparation or result in a high school diploma.

Juvenile Assessment Center is a centralized receiving, processing, and intervention facility that brings together community services for youth and families who have, or are likely to have, contact with the legal system.

A **remediation class** is any class intended to bring students who are academically below grade level up to proficiency.

Self-paced courses/independent study are opportunities for students to work through a course at their own pace, for example, through a computer-based program or packets of work.

Summer bridge programs are programs designed to provide assistance to students before transitioning from one instructional level school to another (e.g., from middle school to high school). These programs may include, but are

not limited to, providing academic support, remedial opportunities, study skills, and opportunities to connect to teachers or peers at the new school.

**Definitions are provided on the instructions and definitions page
for all items marked with an asterisk (*).**

1. Are any of the following services or programs offered **specifically** to address the needs of students at risk of dropping out of school in **any** of the schools in your district? (Circle one on each line for each instructional level.)

Service/program	Instructional levels					
	Elementary school		Middle/junior high school		High school	
	Yes	No	Yes	No	Yes	No
a. Tutoring	1	2	1	2	1	2
b. Summer school to prevent grade retention	1	2	1	2	1	2
c. *Remediation classes	1	2	1	2	1	2
d. *Guided study hall/academic support period	1	2	1	2	1	2
e. *Alternative schools or programs	1	2	1	2	1	2
f. After-school programs specifically to address the needs of students at risk of dropping out.....	1	2	1	2	1	2

2. Are any of the following services or programs offered **specifically** to address the needs of students at risk of dropping out of school in **any** of the schools in your district? (Circle one on each line.)

	Yes	No
a. District-administered General Education Development (GED) preparation courses	1	2
b. Early graduation options for earning a regular diploma	1	2
c. *Decelerated curriculum for any course (e.g., algebra 1 extended over 2 years or 2 class periods)	1	2
d. *Credit recovery courses/programs	1	2
e. *Self-paced courses (e.g., computer- or packet-based) for purposes other than credit recovery	1	2
f. Smaller class size	1	2
g. Flexible school day (e.g., shortened school day, evening classes, or Saturday classes)	1	2
h. *Summer bridge program	1	2

3. Please indicate in **part A** whether the following educational options are available to students in your district. For each option you mark as available, please indicate in **part B** how many students at risk of dropping out participate.

Educational options	A. Available in your district?		B. If available, how many students at risk of dropping out participate?		
	Yes	No	No or few at-risk students participate	Some at-risk students participate	Most at-risk students participate
a. *Career/technical high school (including regional career/technical high schools)	1	2	1	2	3
b. Career/technical courses at a regular high school	1	2	1	2	3
c. Dual enrollment in postsecondary courses with a career/technical focus	1	2	1	2	3
d. Dual enrollment in postsecondary courses with an academic focus (e.g., English, math, foreign languages) .	1	2	1	2	3
e. Work-based learning (e.g., internships/apprenticeships) ..	1	2	1	2	3

4. Does your district provide or subsidize child care while teen parents are attending classes? (Circle one.)

Yes 1 No 2

5. When a student who is at risk of dropping out is transitioning from a school of one instructional level to a school at a higher instructional level (e.g., from middle school to high school), is information regularly provided to the receiving school about the unique needs of that student? *(Circle one.)*

Yes 1 No 2

6. Are the following supports used in **any** of the schools in your district to help students transition from a school of one instructional level to a school at a higher instructional level (e.g., from middle school to high school)? *(Circle one on each line for each transition.)*

Transition supports for all students	Transition			
	Elementary to middle/junior high school		Middle/junior high school to high school	
	Yes	No	Yes	No
a. Assign all students a student mentor upon entry into the new school	1	2	1	2
b. Assign all students an adult mentor upon entry into the new school	1	2	1	2
c. Offer an advisement class* for all students during the first year at the new school	1	2	1	2

7. Are any of the following types of mentors used in **any** of the schools in your district **specifically** to address the needs of students at risk of dropping out? *(Circle one on each line for each instructional level.)*

Mentor	Instructional levels					
	Elementary school		Middle/junior high school		High school	
	Yes	No	Yes	No	Yes	No
a. Student mentors	1	2	1	2	1	2
b. School counselors, teachers, or school administrators who formally mentor students	1	2	1	2	1	2
c. Adult mentors employed by the district whose only job is to mentor students	1	2	1	2	1	2
d. Community volunteers (i.e., volunteers from churches, community organizations, businesses etc)	1	2	1	2	1	2

8. Do **any** of the schools in your district use a formal program designed to reduce behavioral problems* in schools or classrooms (e.g., Positive Behavioral Support, Positive Behavioral Intervention System etc.)? *(Circle one for each instructional level.)*

	Yes	No
a. Elementary school	1	2
b. Middle/Junior high school	1	2
c. High school	1	2

9. Does your district have a standardized method of identifying students who may be at risk of dropping out (e.g., a standardized checklist of at-risk behaviors or an electronic warning system*)? *(Circle one.)*

Yes 1 No 2

10. To what extent are the following factors used in your district to identify students who are at risk of dropping out? *(Circle one on each line.)*

Factor	Not at all	Small extent	Moderate extent	Large extent
a. Truancy or excessive absences	1	2	3	4
b. Academic failure indicated by grades, accrued course credits, or grade retention	1	2	3	4
c. Failure on state standardized tests	1	2	3	4
d. Behaviors that warrant suspension or expulsion	1	2	3	4
e. Behaviors that warrant other disciplinary action	1	2	3	4
f. Involvement with the criminal justice system	1	2	3	4
g. Involvement with social services or foster care	1	2	3	4
h. Pregnancy/teen parenthood	1	2	3	4
i. Substance abuse	1	2	3	4

j. Learning disability as indicated in an Individualized Education Plan (IEP)	1	2	3	4
k. Mental health problems	1	2	3	4
l. Observed change in student attitude or life conditions	1	2	3	4
m. Homelessness or frequent address change	1	2	3	4
n. Limited English proficiency	1	2	3	4
o. Migrant status	1	2	3	4
p. Other (<i>specify</i>)	1	2	3	4

11. Does your district work with any of the following to address the needs of students at risk of dropping out? (*Circle one on each line.*)

	Yes	No
a. Child protective services	1..	2
b. Local businesses	1..	2
c. *Juvenile assessment center	1..	2
d. Community mental health agency	1..	2
e. Churches or community organizations (e.g., Boys & Girls Clubs, United Way, Lion's Clubs)	1..	2
f. Job placement center	1..	2
g. Crisis intervention center	1..	2
h. Drug and/or alcohol clinic	1..	2
i. Family planning/child placement agency	1..	2
j. Child care centers/providers (i.e., for children of teen parents)	1..	2
k. Health clinic or hospital	1..	2
l. State or local government agencies that provide financial assistance to needy families	1..	2
m. Other(<i>specify</i>)	1	2

12. When students appear highly likely to drop out of school*, does your district provide information about the employment or financial consequences of dropping out of school? (*Circle one.*)

Yes, this is standard procedure with all students highly likely to drop out	1
Yes, with some students	2
No	3

13. When students appear highly likely to drop out of school*, does your district provide information about the following education and training options? (*Circle one on each line.*)

Education and training options	Yes, this is standard procedure with all students highly likely to drop out	Yes, with some students	No
a. *Alternative schools or programs administered by your district or another entity	1	2	3
b. *Job training/GED combination programs (e.g., Job Corps)	1	2	3
c. GED or adult education programs	1	2	3
d. *Job training programs	1	2	3

14. Does your district try to determine the status of students who were expected to return to school in the fall but who do not return as expected? (*Circle one.*)

Yes, for all students	1
Yes, for some students	2
No	3

15. When students drop out during the school year, does your district follow up with those students sometime before the next school year to encourage them to return? (*Circle one.*)

Yes, for all students who drop out	1
Yes, for some students who drop out	2
No	3

16. Does your district use any of the following information to determine whether to implement additional district-wide dropout prevention efforts? *(Circle one on each line.)*

	Yes	No
a. Dropout rates	1	2
b. Graduation rates	1	2
c. Attendance rates	1	2
d. Number of expulsions or other disciplinary actions	1	2
e. State standardized test scores	1	2
f. Number of students attending adult education/GED program	1	2
g. Number of students taking or passing the GED test	1	2
h. Number or percentage of students failing courses or held back	1	2
i. Feedback from a district-administered parent or student survey	1	2
j. Other(<i>specify</i>)	1	2