



Graduation Rate Improvement Plan: Research Support and Resources



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Overview

The Graduation Rate Improvement Plan: Research Support and Resources guide is designed to be an interactive tool that provides teams access to updated research relating to dropout prevention as well as direct access to evidence based practices, applicable tools, and examples from the field.

This resource was created to enhance the use of the Wisconsin Graduation Rate Improvement Plan (GRIP) tool created by the Transition Improvement Grant. Each section in this resource correlates with the sections within the GRIP.

Effective Strategies



Resources to Increase Outcomes






Practices in Action



Raising the Cap



The icons below are used throughout this guide to and to help users understand the resource type.

	<p><i>Effective Strategies</i></p>	<p>This section includes evidence based practices and peer reviewed journal articles.</p> <p>This section provides guidance for the self evaluation tool in the GRIP, provides research behind effective practices, and can be used as guidance for the development of proposals relating to new or updated programs to support the Graduation Rates of Students with Disabilities.</p>
	<p><i>Resources to Increase Outcomes</i></p>	<p>This section includes websites, guidebooks, and curriculum material to improve Graduation Rates of Students with Disabilities</p> <p>This section provides teams resources aid in building and implementing interventions for students. Resources are outlined and identified by state and national partners.</p>
	<p><i>Practices in Action</i></p>	<p>Specific examples created by transition partners linked to effective strategies.</p> <p>This section provides teams specific examples of practices in action in school and the community.</p>

School Leadership and Districtwide Diagnostics

- 1.1 **Shared Vision and Leadership** Shared Vision are agreed upon statements that provide a clear purpose and goal for meeting; describes the mutual benefit for all members, youth and families. Principals of high-achieving schools communicate to all stakeholders that learning is the school's most important mission (Cotton, 2003; Marzano et al., 2005).

Developing a shared vision and leading through this vision, schools can focus on making systemic change to support increasing student outcomes. Teams align resources and strategies to impact the vision of student growth.

- 1.2 **Shared Leadership** Highly effective leadership also provides clarity of purpose and strategic planning, leads collective inquiry into best practice and current reality, is action orientated, focuses on results, and builds strong leaders who empower others (DuFour, DuFour, Eaker, & Karnahek, 2006). One consistent finding in the research is the importance of well-structured opportunities for collaboration that allow school leaders to work in closer partnership with their teachers and students to establish sustained, continuous improvement systems rooted in ongoing data analysis (Chenoweth, 2009). Many strong leaders know how to have “courageous conversations” about race and culture as they lead to close the achievement gaps (Annie E. Casey Foundation, 2014; Schumann, Zaki, & Dweck, in press; Singleton & Linton, 2005).

Shared Leadership is looking outside the leadership of people in traditional leadership roles and engages in the wealth of knowledge within an organization, doing this in a way to engage all staff and increase school climate.



[TIG Raising the Cap Series 6: Developing a Mission and Vision](#)

Shared Vision Impact

- First and foremost, principals need to have a clear vision for their schools (Manasse, 1985; Zmuda, Kuklis, & Kline, 2004).
- Schools need principals who strive to ensure the quality of instruction in their schools (Harris, 2007; Marzano et al., 2005; Portin et al., 2003).
- Principals of high-achieving schools expect teachers and students to meet the schools' goals (Leithwood & Riehl, 2003).
- Principals of high-achieving schools are confident that their schools can meet their goals (Cotton, 2003).
- Principals who focus on school improvement have more effective schools (Shen & Hsieh, 1999).
- Principals of high-achieving schools communicate to all stakeholders that learning is the school's most important mission (Cotton, 2003; Marzano et al., 2005).

Highly Effective Leadership Benefits

- School leaders impact overall student achievement and growth (Hallinger & Heck, 1998; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Waters, Marzano, & McNulty, 2003).
- One consistent finding in the research is the importance of well-structured opportunities for collaboration that allow school leaders to work in closer partnership with their teachers and students to establish sustained, continuous improvement systems rooted in ongoing data analysis (Chenoweth, 2009).
- Highly effective leadership also provides clarity of purpose and strategic planning, leads collective inquiry into best practice and current reality, is action orientated, focuses on results, and builds strong leaders who empower others (DuFour, DuFour, Eaker, & Karnahek, 2006).
- Change is often met with resistance, and good leaders know how to manage the adversity, conflict, and anxiety that often accompanies change (Dweck, 2006; Kammrath & Dweck, 2006; Patterson, Grenny, McMillan, & Switzler, 2002).
- Many strong leaders know how to have “courageous conversations” about race and culture as they lead to close the achievement gaps (Annie E. Casey Foundation, 2014; Schumann, Zaki, & Dweck, in press; Singleton & Linton, 2005).
- Wise principals understand that they cannot reach instructional goals alone (Hargreaves & Fink, 2003).
- Attaining school goals requires individual and shared efforts (Kyrtheotis & Pashiardis, 1998b).
- Effective instructional leaders believe that staff should collaborate and openly discuss instruction and program administration collectively among all stakeholders (Blase & Blase, 1999).

School Leadership and Districtwide Diagnostics

Shared Leadership Impact

- Principals who distribute leadership across their schools contribute to sustainable improvements within the school organization (Hargreaves & Fink, 2003).
- Highly successful principals develop and count on the expertise of teacher leaders to improve school effectiveness (Leithwood et al., 2004).
- Principals need to create opportunities for teachers to work together (Mendel et al., 2002).
- Principals need to tap the expertise of teacher leaders in their schools in order to enhance improvement efforts and results (Marks & Printy, 2003).

Shared Vision and Leadership Resources



→ Effective Strategies

- ◆ Costa, A., & Kallick, B. (2019). [Shared Vision](#). ACSD.
 - Discussion around the research behind the paradigm shift of developing a shared vision. Look at both the system and the individual within that system.
- ◆ Gabriel, J., & Farmer, P. (2009). [Developing a vision and a mission](#). ACSD.
 - Research to support the development of a shared vision increases the completion of action plans and goals.
- ◆ Horworth, R. (2005). [Discovering purpose: Developing mission, vision & values](#).
 - Guidance to developing a mission, vision, and values for a team.
- ◆ Lambert, L. (2002). [A Framework for Shared Leadership - Educational Leadership](#).
 - Article framing the importance of shared leadership in school improvement.



→ Resources to Increase Outcomes

- ◆ Department of Public Instruction. (2018, August 1). [Coaching](#). Wisconsin Department of Public Instruction.
 - DPI's Coaching Materials to support working toward a shared vision.
- ◆ Department of Public Instruction. (2014, April 1). [Promoting Excellence for All](#). Wisconsin Department of Public Instruction.
 - see school and instructional leadership section
- ◆ Wisconsin Rtl Center. (n.d.). [Assess System](#). RTI Center. Retrieved April 30, 2020
 - Guidance for [districts](#) and [schools](#) on working together to guide a vision and mission to improve outcomes for students
- ◆ Wisconsin Rtl Center. (n.d.-b). [Leadership and Coaching for Systems Change](#). Retrieved April 30, 2020
 - A checklist for leaders to guide teams through systems change



→ Practices in Action

- ◆ Leane, B. (2018). [A Vision That Changed a School](#).
 - Article from a principal discussing how PLCs allowed school staff to work towards a shared vision.
- ◆ School District of New Berlin. (2018). [Wisconsin School District Video-Vision of a Graduate](#). Video.
 - School District example of developing a shared vision.

1.3 **Systematic Renewal** Systemic Renewal is “about continuous, critical inquiry into current practices, identifying innovations that might improve education, removing organizational barriers to that improvement, and providing a system structure that supports change” (Duttweiler, 2004, p. 56).

Systemic Renewal takes a systems wide approach to continuous improvement, where interventions and strategies are researched, carefully planned, carried out, and continuously evaluated.

School Leadership and Districtwide Diagnostics

<p><u>Systematic Renewal</u></p> <ul style="list-style-type: none"> → Effective school leaders skillfully gather data and use them to determine school effectiveness (Leithwood & Riehl, 2003). → Continuous improvement requires an examination of the data (Fullan, 2005). 	<p><u>Applied Systemic Approach is Evident When Teams Have:</u></p> <ul style="list-style-type: none"> → Shared Vision → Stable Leadership → Multiple Stakeholder Involvement and Support of the Vision → Good Communication → Continuous Improvement Model <p>(National Dropout Prevention Center)</p>
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→ **Effective Strategies**

- ◆ Horner, R. H., Sugai, G., & Anderson, C. M. (2017). [Examining the Evidence Base for School-Wide Positive Behavior Support](#). *Focus on Exceptional Children*, 42(8).
 - Discussion on how systems work together to support increasing outcomes for students.
- ◆ Schargel, F., & Smink, J. (2004). [Helping Students Graduate A Strategic Approach to Dropout Prevention](#). Routledge.
 - A text for purchase about using a strategic approach to increase graduation rate.



→ **Resources To Increase Outcomes**

- ◆ [The Center for Comprehensive School Reform and Improvement](#). (n.d.). *The Center for Comprehensive School Reform and Improvement - Home*. Retrieved April 30, 2020
 - A Clearinghouse for example programs who are engaging in school improvement
- ◆ Department of Public Instruction. (2018, October 3). [Continuous Improvement: Improving Schools and Educational Systems](#). Wisconsin Department of Public Instruction.
 - DPI Resources to support school districts in the continuous improvement process.
- ◆ National Implementation Research Network. (n.d.). [AI Modules | NIRN](#).
 - *AI Modules* are short (45-60 minute) online modules designed to be self-paced, or blended within pre-service and in-service training. They include content, activities and assessments designed to promote the knowledge and practice of implementation science and scaling-up.
- ◆ Preskill, H., & Jones, N. (2009, January 1). [A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions](#). RWJF.
 - A guide to support teams in engaging stakeholders in the school improvement process. Allows for teams to tap into strengths of many interested stakeholders.
- ◆ Schools for a New Society Initiative. (2006). [A Framework for Success for All Students](#).
 - Looking at school improvement through a 21st C learning approach.



→ **Practices in Action**

- ◆ National Dropout Prevention Center. (2017). [Increasing Support Systems for High-Potential At-Risk Learners in Rural Areas](#).
 - A discussion on school reform with a rural district lens.
- ◆ National Dropout Prevention Center. (2009, January 13). [Strategic Planning to Improve the Graduation Rate](#).
 - A school district example of school reform to increase graduation rate.
- ◆ National Dropout Prevention Center. (2016, December 13). [A Systems Approach to Dropout Prevention](#).
 - A school district example of school reform to increase graduation rate.

School Leadership and Districtwide Diagnostics

- 1.4 **Data Analysis and Early Warning System** States, districts and schools have developed comprehensive, longitudinal, student level databases that, at a minimum, include data on student absences, grade retention, and low academic achievement, e.g. an Early Warning System. Data should be reviewed regularly, with a particular emphasis before the transitions to middle school and high school. Data systems support a realistic diagnosis of the number of students who dropout and help identify individual students at high risk of dropping out. A well-implemented early warning system can help educators and others identify students at-risk of dropping out and assign and monitor interventions to keep them on track for graduation and increasing local and state graduation rates.



TIG Raising the Cap Series 1: Using Data Analysis to Drive Interventions

Benefits of Analyzing Student Data

- Dropping out of school is a process, not an event, and early predictors of potential drop-outs exist as early as the middle grades. Predicting which current 6th, 7th, 8th, and 9th grade students are at a higher risk of dropping out of school later on can lead to critical interventions that prevent students from actually dropping out (Department of Public Instruction).
- A well implemented early warning system can help school leaders address challenges. Early warning systems are used by states and districts across the nation to identify off-track students in middle and high school and to design and assess interventions to keep them on track to graduate (US Department of Education, 2015).



→ **Effective Strategies**

- ◆ American Institutes for Research. (n.d.). [Early Warning Systems to Improve Student Outcomes Supporting States, Districts, and Schools With Every Student Succeeds Act Requirements Evidence-Based Practice Improving High School Graduation With AIR's Early Warning Intervention Monitoring System.](#)
 - A brief on using early warning systems to increase student outcomes
- ◆ American Institutes for Research. (2017, April 25). [Getting Students on Track for Graduation: Impacts of the Early Warning Intervention and Monitoring System After One Year.](#)
 - Findings from the use of early warning indicators one year out.
- ◆ Balfanz, R., Herzog, L., & Mac Iver, D. J. (2007, September 25). [Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions.](#)
 - Considers practical, conceptual, and empirical foundations of an early identification and intervention system in Urban Schools.
- ◆ Heppen, J., & Bowles Therriault, S. (2008). [ISSUE BRIEF Developing Early Warning Systems to Identify Potential High School Dropouts.](#)
 - Research to show 9th grade is a “make it or break it year” and discussions on how early interventions can support students.
- ◆ Jerald, C. (2007). [Identifying Potential Dropouts: Key Lessons for Building an Early Warning Data System.](#)
 - Sharing lessons learned about how early intervention can begin in earlier grades than high school (6th grade). Proving readers a walk through of the early warning indicators.
- ◆ Knowles, J. (2015). [Of Needles and Haystacks: Building an Accurate Statewide Dropout Early Warning System in Wisconsin. Journal of Educational Data Mining, 7\(3\).](#)
 - An overview of the Dropout Early Warning System Approach (DEWS) in Wisconsin
- ◆ Neild, R., Balfanz, R., & Herzog, L. (2007). [An Early Warning System By promptly reacting to student distress signals, schools can redirect potential dropouts onto the path to graduation.](#)
 - A readable look at Early Warning Systems, both in the middle grade, and high school grades

School Leadership and Districtwide Diagnostics



→ Resources to Increase Outcomes

- ◆ A Pathway to Localizing Early Warning Indicators. (2016, October 13). [A Pathway to Localizing Early Warning Indicators](#).
 - Video guidance on how to make early warning indicators work for a school district.
- ◆ American Institutes for Research. (2019, February 19). [Video Series: Early Warning Intervention and Monitoring System \(EWIMS\)](#).
 - Guidance from AIR on the roles of individuals, using/interpreting/reviewing Indicator data, and assigning/monitoring/evaluating interventions.
- ◆ Department of Public Instruction. (2017, October 23). [Dropout Early Warning System](#).
 - Guidance on Wisconsin's Early Warning System DEWS
- ◆ Frazelle, S., Nagel, A., & Education Northwest. (2015). [A practitioner's guide to implementing early warning systems](#).
 - Guidance on implementing early warning systems in a monthly guide
- ◆ Metropolitan Center for Urban Education. (n.d.). [An Equity Lens for Early Warning Systems: Monthly Data Team Meetings](#). Retrieved May 4, 2020
 - Guidance on using monthly data team meetings to support implementing early warning systems.
- ◆ National Dropout Prevention Center. (2016, March 8). [Early Warning And Intervention: Reaching Students Before Major Negative Events Happen](#).
 - Web series from the National Dropout Prevention Center on implementing early warning systems.
- ◆ National Dropout Prevention Center. (2016, September 9). [Resiliency: The Missing Piece in Early Warning Systems](#).
 - A discussion around resiliency and how this comes into play with early warning indicators.
- ◆ Regional Education Laboratories. (n.d.). [Regional Educational Laboratory Program \(REL\) The Early Warning Systems Learning Series](#).
 - [Support to identify interventions for students document](#)



→ Practices in Action

- ◆ Department of Public Instruction. (2014, September 24). [Data Analysis](#).
 - Guidance from the Promoting Excellence for all module, citing the use of data in improving student outcomes.
- ◆ Frontline. (2012b). [Middle School Moment](#). FRONTLINE.
 - Discussion guide and documentary about a school using early warning systems at the middle school level.
 - [Video Link](#)
- ◆ National Center for Education Statistics. (2018, November 16). [Forum Guide to Early Warning Systems](#). Nces.Ed.Gov.
 - Case studies of states utilizing early warning systems to identify students who are at risk of not graduating high school or taking longer than 4 year to graduate high school

1.5 **Professional Development** The professional learning conducted to improve instructional strategies in teaching staff. Research tells us that it takes 40 hours of professional development to begin to change practices (National Dropout Prevention Center).

We know the quality of a teacher is the most important predictor of student success, (Darling-Hammond 1998). Given this information, schools that focus professional development in a personalized manner using evidence based practices are working to increase outcomes for students as well, therefore increasing overall graduation rates.

Professional Development Benefits

- Low achieving students increased their achievement by 53% when working with a highly effective teacher. (Haycock 1998)
- A high quality teacher is the most important predictor of student success (Darling-Hammond, 1998)
- Current studies show that professional development transfers to classroom practice and student achievement when it is supportive, job-embedded, instructionally-focused, collaborative, and ongoing (Hunzicker, 2010)

School Leadership and Districtwide Diagnostics



→ Effective Strategies

- ◆ DuFour, & Eaker. (2015). [*Advocates for Professional Learning Communities: Finding Common Ground in Education Reform.*](#)
 - Providing research and guidance for leaders to promote use of PLCs within their schools.
- ◆ DuFour, R. (2018). [*What Is a Professional Learning Community? - Educational Leadership.*](#)
 - Overview and guidance in the use of PLCs to increase ongoing professional development for school staff.

- ◆ Guskey, T. (2019). [*Does It Make a Difference? Evaluating Professional Development - Educational Leadership.*](#)
 - Guidance on the review and evaluation of professional development within a school district.
- ◆ Petrosko, A., Munoz, J., & Tittle, M. (2002). [*A Collaborative Evaluation Model for Systematic Renewal of Teacher Education: Assessing the Effect of Professional Development Schools on Teachers and Students.*](#)
 - An evaluation model to assess the effect on professional development for school districts.



→ Resources to Increase Outcomes

- ◆ Centers for Disease Control. (2019). [*Measuring Implementation to Impact: A GUIDE TO EVALUATING PROFESSIONAL DEVELOPMENT A GUIDE TO EVALUATING PROFESSIONAL DEVELOPMENT*](#)
 - Guidebook and worksheets to evaluate professional development for a team.
- ◆ Department of Public Instruction. (n.d.). [*Wisconsin Professional Development Model Tools and Resources.*](#) Retrieved May 4, 2020
 - Guidance from the Department of Public Instruction on highly effective professional development in school districts
- ◆ Flipped Teacher Training. (2020). [*5 Principles of Modeling-Based Professional Development.*](#) Dr. Lodge McCammon [YouTube Video]
 - Video overviewing ways to engage educators in ongoing professional development
- ◆ Solution Tree. (2020). [*All Things PLC | Powered by Solution Tree.*](#) Allthingsplc.Info.
 - Website on PLCs, provides research, tools, and samples
- ◆ Wolfe, M. (2016). [*ASCD Webinar: ESSA: Professional Development for Educators.*](#)
 - A webinar outlining the requirements of Professional Development through the Every Student Succeeds Act.



→ Practices in Action

- ◆ Department of Public Instruction. (2014, September 24). [*Professional Learning Communities.*](#)
 - PLC example from the Promoting Excellence for All Learning Modules
- ◆ Montgomery County Public Schools. (2015). [*Learning for the Future - Professional Learning Communities*](#) [YouTube Video]
 - Example of PLCs from a school district
- ◆ Stillwater School District. (2013). [*Flipping Professional Development: No teacher bored in the background*](#) [YouTube Video].
 - Example of a school district using a flipped model for professional development.

Family and Community Relationships

- 2.1 **Family Perspective** The district engages families in the district's daily activities, programs, opportunities and improvement planning, where information is both gathered and shared. Discuss how the district connects with families without computers or who do not speak English, i.e. how do we reach out to and communicate with all families. Develop a plan to better include families that are determined to be less represented in these activities.
- 2.2 **Family Engagement** Classroom teachers communicate with all families so those without access to the internet or do not speak English feel included and welcomed. How can information collected and disseminated by the district be equitably distributed?
- 2.3 **Student Family Characteristics** Discuss the following characteristics, as well as other characteristics specific to your district, and create a plan of professional development for educators to learn the skills needed to create safe, personalized learning environments that results in successful school completion.



[TIG Raising the Cap Series 4: Building Strong Family Partnerships to Support Graduation](#)



[Family Engagement and Graduation Video](#)

<u>Why is Family Engagement Important?</u>	<u>How Can We Get Families Involved?</u>
<p>The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:</p> <ul style="list-style-type: none"> ● create a home environment that encourages learning. ● communicate high, yet reasonable, expectations for their children's achievement and future careers. ● become involved in their children's education at school and in the community (Schargel and Smink, 2001, pp. 52-54). 	<p>Henderson and Mapp (2002) suggest the following action steps to establish effective family engagement programs:</p> <ol style="list-style-type: none"> 1. Recognize that all parents, regardless of income, education level, or cultural background are involved in their children's education and want their children to do well in school; 2. Link family and community engagement efforts to student learning; 3. Create initiatives that will support families to guide their children's learning, from preschool through high school; 4. Develop the capacity of school staff to work with families; 5. Focus efforts to engage families on developing trusting and respectful relationships; and 6. Embrace a philosophy of partnership and be willing to share power with families. Make sure that parents and school staff understand that the responsibility for children's educational development is a collaborative enterprise (Mapp, 2004).

Family Engagement Resources



→ Effective Strategies

- ◆ Bridgeland, J., DiIulio, J., Streeter, R., & Mason, J. (2008). [Perspectives of Parents on America's High Schools](#).
- ◆ Constantino, S. M. (2008). *101 Ways To Create Real Family Engagement*. Engage! Press.
 - [See overview](#)
- ◆ Education Week. (2013, November 6). [The Pathway From Fortress School to Partnership School - Education Week](#). Education Week.
 - An overview on how a school district can move from a fortress school to a partnership school. Information from Anne Henderson, co author of Beyond the Bakesale.
- ◆ Epstein, J. (2015). [Epstein's Framework of Six Types of Involvement \(Including: Sample Practices, Challenges, Redefinitions, and Expected Results\)](#).
 - Discussion of the six types of Family Involvement and sample practices to support students, families, and teachers.

Family and Community Relationships

- ◆ Harvard Family Research Project. (2002). [*Evaluating Family Involvement in Out-of-School Time BEYOND THE HEAD COUNT.*](#)
 - An overview from the Harvard Family Research Project evaluating the importance of family involvement in out of school time.
- ◆ Henderson, A., & Berla, N. (1994). [*A New Generation of Evidence: The Family is Critical to Student Achievement.*](#)
 - A collection of long term research providing evidence of the importance of family involvement.
- ◆ Henderson, Mapp, Johnson, & Davies. (2007). [*Beyond the Bake Sale: The Essential Guide to Family/School Partnerships*](#)
- ◆ National Dropout Prevention Center. (2014). [*NEWSLETTER National Dropout Prevention Center/Network Volume 24 Number 2.*](#)
 - Opportunity to learn about cultural competence to support families.
- ◆ NPR. (2014). [*Rich Kid, Poor Kid: For 30 Years, Baltimore Study Tracked Who Gets Ahead.*](#) NPR.Org.
 - Overview of a 30 year study that identifies factors that aid in student success.



→ Resources to Increase Outcomes

- ◆ Center for Effective Parenting. (2020). [*Parent Leadership Institute - Center for Effective Parenting | Arkansas Parenting | Parenting Resources.*](#)
 - Training Modules for the Parental Leadership Institute.
- ◆ Department of Public Instruction. (2014, April 1). [*Promoting Excellence for All.*](#) Wisconsin Department of Public Instruction.
 - see Family Engagement Section.
- ◆ Department of Public Instruction. (2018). [*Effective Family Engagement Could Look Like This.*](#)
 - Hear about effective strategies relating to Grade level family meetings Home Visits Workshops Partnerships Communication Staff Training.
- ◆ Department of Public Instruction. (2019). [*An Interview with Dr. Karen Mapp.*](#)
 - Hear about effective strategies relating to: Family Engagement vs Random Acts of Family Engagement Making engagement fun and linked to learning Developing rapport to grow as a team through shared learning and goals.
- ◆ [*Global Families Research Project.*](#) (2016). [*Archive | Global Family Research Project.*](#) Globalfrp.Org.
 - A clearinghouse for practices to increase family engagement.
- ◆ Henderson, Mapp, Johnson, & Davies. (2007). [*4 Versions of Family-School Partnerships Partnership School Open-Door School Come-if-We-Call School Fortress School.*](#)
 - A tool from "Beyond the Bake Sale" for districts to evaluate their family partnerships.
- ◆ Iowa Parent Information Resource Center. (2008). [*Parent Friendly Schools- Starting the Conversation 5 Tools for Schools.*](#)
 - A series of tools to evaluate family partnerships within a school district.
- ◆ Kaye, C. B. (1998). [*Parent Involvement in Service Learning. Linking Learning with Life.*](#)
 - A how to guide supporting parental involvement in Service Learning.
- ◆ [*National Center for Families Learning.*](#) (2019). [*NCFL | Home Page.*](#) Familieslearning.Org.
 - Supporting families and schools in collaboration, toolkits to increase family engagement.
- ◆ [*National Coalition for Parent Involvement in Education.*](#) (2020). [*National Coalition for Parent Involvement in Education | Coatesville Community Education Foundation.*](#)
 - The Coatesville Community Education Foundation is an independent public charity. The Foundation cultivates diverse partnerships for the education, training and cultural enrichment of our youth.
- ◆ National Dropout Prevention Center. (2009). [*Solutions to the Dropout Crisis: Engaging Families in the Pathway to College.*](#) Dropoutprevention.Org.
 - Presentation from the Annenberg Foundation, on ways to engage families in the pathway to college.
- ◆ National Parent Teacher Association. (n.d.-a). [*Family Guides - Family Resources | National PTA.*](#)
 - guidance that families can use to support achievement in school for students.
- ◆ National School Climate Center. (2017). [*Home - National School Climate Center.*](#)
 - tools to help support evaluating school climate.

Family and Community Relationships

- ◆ PTA. (2009). [*PTA National Standards for Family-School Partnerships: An Implementation Guide Partnerships Family-School.*](#)
 - updated from the 1997 document, action steps and examples to support a team building and evaluating their family engagement.
- ◆ Recruiting New Teachers Inc. (2001). [*Connect for Success: Building a Teacher, Parent, Teen Alliance. A Toolkit for Middle and High School Teachers.*](#)
 - This toolkit provides teachers, particularly new teachers and those in high-poverty urban and rural communities, with information and strategies about how to successfully work with parents to help all children succeed.
- ◆ The National Center for Family and Community Connections with Schools. (2019). [*The National Center for Family and Community Connections with Schools.*](#)
 - The Center links people with research-based information and resources that they can use to effectively connect schools, families, and communities. It emphasizes connections that directly impact student achievement in reading and mathematics, as well as connections that contribute to the students' overall success in school and in life. The Center reviewed emerging findings and research to develop an online database, annual conferences and annual reports to help advance procedural knowledge and to link research findings to practice.
- ◆ United Way. (2011). [*THE FAMILY ENGAGEMENT FOR HIGH SCHOOL SUCCESS TOOLKIT: Planning and implementing an initiative to support the pathway to graduation for at-risk students.*](#)
 - Guide and toolkit for increasing family engagement.
- ◆ Wisconsin Statewide Educator Parent Initiative-WSPEI. (2019). [*Indicator 8 Family Engagement Survey Suggested Activities Developed by the Wisconsin Statewide Parent Educator Initiative.*](#)
 - Aligns Indicator 8 survey questions with activities and resources to improve parent response to identified questions.
- ◆ Youth.gov. (n.d.). [*Family Engagement | Youth.gov.*](#)
 - Providing guidance on having families as partners, engaging families in system improvement, and guides for special populations.



→ Practices in Action

- ◆ National Dropout Prevention Center. (n.d.). [*NDPC Model Programs Database.*](#)
 - Example-Federal Way School District. Work to increase partnerships with family members through a community based asset model/shared responsibility approach. This work has contributed to a 35% increase in the number of family/community members connected to School Board leadership roles and parent leadership training.
- ◆ National Dropout Prevention Center. (2015). [*Cultural Competence in Education: A Look at Minnesota.*](#)
 - Citation of specific examples of programs/schools using culturally responsive practices in family engagement.
- ◆ Notre Dame Middle School, Milwaukee. (2014, September 24). [*Family Engagement.*](#) Wisconsin Department of Public Instruction.
 - Hear about effective strategies relating to: Family Service Bilingual Support Culturally Responsive Teaching Practices Shared Expectations Welcoming Environment.
- ◆ Umo N Ho N Nation. (2017). [*Systemic Approach, Family Engagement*](#)
 - Discussion of how a school employs family engagement and support from Tribal Members to increase graduation rate.

Family and Community Relationships

2.4 **School Community Collaboration** Identify existing community partnerships and determine which need to be established or strengthened. These include businesses, community-based program providers, and other agencies such as social services, welfare, mental health, and law enforcement.



[TIG Raising the Cap Series 3: Leveraging Community Relationships to Engage Students](#)

<u>Why is Community Involvement Important?</u>	<u>Characteristics of Effective Community Collaborations</u>
<p>Student learning and overall school improvement occurs when districts and schools engage in consistent, comprehensive, and sustained outreach programs to families and communities (Blank, Berg, & Melaville, 2006; Bryk et al., 2010; Marschall, 2006). This engagement has a positive impact across all racial, ethnic, and socioeconomic groups (Henderson & Mapp, 2002; Jeynes, 2005).</p> <p>Engagement with the wider community also can have strong positive outcomes for students. Students who regularly attend after-school programs that follow evidence-based practices can have improved academic achievement, reduced risk-taking behaviors, improved social skills, and positive health and wellness gains (Durlak & Weissberg, 2013; Gardner, Roth, & BrooksGunn, 2009; Little, Wimer, & Weiss, 2008).</p> <p>Early research on community schools (one-stop for academic, health, social services, and community development) shows multiple potential positive outcomes including student achievement, attendance, and graduation (Annie E. Casey Foundation, 2009; Coalition for Community Schools, 2009; Public Education Network, 2012).</p>	<ul style="list-style-type: none"> ● Has a shared vision ● Demonstrates shared leadership ● Collaboration is process oriented ● Collaboration represents cultural diversity ● Collaboration has a membership driven agenda ● Collaboration has multi sector representation ● Collaboration has accountability anchored in student engagement. <p>Source: National Assembly, 2000</p>



→ **Effective Strategies**

- ◆ Communities in Schools. (2008). [Communities In Schools and The Model of Integrated Student Services: A Proven Solution to America's Dropout Epidemic 2.](#)
 - Major findings from the Communities in Schools Project.
- ◆ [National Dropout Prevention Center, & National Summer Learning Association. \(2010\). National Dropout Prevention Center.](#)
 - Resources and research behind high quality summer programs to increase graduation rate.
- ◆ Swanson, C. (2009). [Closing the Graduation Gap.](#)
 - A look at graduation rates in 50 largest cities and the metropolitan areas and what has been effective in supporting an increase.



→ **Resources To Increase Outcomes**

- ◆ Alliance for Excellent Education. (2015). [The Graduation Effect.](#)
 - A look at what graduation rates mean for specific communities.
- ◆ Balfanz, R., Fox, J., Bridgeland, J., & Mcnaught, M. (2009). [Grad Nation: A Guidebook to Help Communities Tackle The Dropout Crisis.](#)
 - Support and guidance from Grad Nation into engaging communities to increase graduation rates.
- ◆ Communities in Schools. (2020). [Communities in Schools.](#)
 - The mission of Communities in Schools is to surround students with a community of support and empower them to stay in school and achieve their life goals.

Family and Community Relationships

- ◆ Department of Public Instruction. (2014, April 1). [Promoting Excellence for All](#).
 - see Community Partnerships.
- ◆ Department of Public Instruction. (2019). [Wisconsin Work-Based Learning Programs PROGRAMS](#).
 - CTE opportunities within school will help to engage students. Read about DPI offered CTE opportunities within school districts.
- ◆ Institute for Educational Leadership. (2017). [Coalition for Community Schools](#).
 - Overview on community schools and supports that can help schools increase community participation.
- ◆ Lets Get to Work. (2017). [LGTW Tips for School and Division of Vocational Rehabilitation \(DVR\) Collaboration](#).
 - Collaboration between DVR and Schools can help to support students seeking employment. CTE and work experiences help to support student engagement in school.
- ◆ National Center on Secondary Education and Transition. (2005). [Improving Secondary Education and Transition for Youth With Disabilities Community Resource Mapping](#).
 - Guidance to collaborate in Community Resource Mapping.
- ◆ National Dropout Prevention Center. (2020). [Service Learning](#).
 - Service learning helps to increase student engagement as well as community engagement. This guidebook will support developing Service Learning opportunities for your students.



→ Practices in Action

- ◆ Coachella School District. (2016). [Digital Connect: How Students Get Free Internet WiFi](#) [YouTube Video].
 - A discussion of how a school district employed community partnerships to problem solve and support graduation rate.
- ◆ Department of Public Instruction, & Bruce Guadalupe Community School. (2014, September 24). [Community Schools](#). Wisconsin Department of Public Instruction.
 - A look at a Wisconsin Community School
- ◆ Hantgan, R. E., Henderson, N., Kain, C., Kochuk, N., Long, C., Moldauer, B., Carol Sills Strickland, & Arrigo, D. (2011). [Priority Schools Campaign Collaborative Strategies to Advance Student Learning](#).
 - provides guidance and cited examples of community partnerships. Does include family partnerships as well.
- ◆ Hart County Schools. (2017). [Kevin Gaines School-Community Collaboration](#)
 - Discussion on how a school district used a Community Approach to raise graduation rate.
- ◆ Martin, N., & Halperin, S. (2006). [How Twelve Communities Are Reconnecting Out-of-School Youth Whatever It Takes](#).
 - A look at 12 ways to work with community to engage out of school youth to return.
- ◆ National Dropout Prevention Center. (2017). [A School and Police Department Partnership](#).
 - Fountain-Fort Carson School District 8 and Fountain Police Department, CO Shared direct commitment to supporting through a Memorandum of Understanding (MOU), Shared safety and security manual, and yearly training related to: Student-drug use prevention Prevention of cyberbullying Suicide prevention School Resource Officer (SRO) 1 to every 1,000 students committed Daily contact between SROs and School District Administration.
- ◆ United Way Racine. (2017). [Race and Equity focus of Community Conversations Report](#). United Way of Racine County.
 - A community conversation report on increasing graduation rates and race and equity within a community.
- ◆ Washington DC Public Schools. (2015). [Family Engagement at DC Public Schools](#)
 - A look at community engagement to increase graduation rates.
- ◆ Workforce Development Board, City of Los Angeles. (2020). [City of Los Angeles Unveils New YouthSource Centers - City of Los Angeles Workforce Development Board](#).
 - Overview of Youth Source Centers in LA. Provides students support to stay in school or come back to school.

Student Educator Learning Supports

3.1 **Mentoring** Mentoring is the practiced art of developing and maintaining positive and helpful human relationships. Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust, and is an effective strategy for working with youth in at-risk situations, and in need of role models and a positive support system.

Research into strong mentoring programs and the direct correlation they have on graduation rates dates back to the late 1990s. We know, “students who feel connected to the school and an adult within the school are more likely to attend school regularly, stay in school, and graduate.” (The Centers for Disease Control and Prevention [CDC], 2009). This section will share effective strategies in mentoring, resources to improve outcomes, and practices in action.



[TIG Raising the Cap Series 2: Mentoring](#)

<p style="text-align: center;"><u>Expected Mentoring Benefits</u></p> <ul style="list-style-type: none"> → Improved school achievement → Increased graduation rates → Increase in self-esteem → Increased school attendance → Increase in securing entry-level jobs → Increase in community service activities → Decrease in discipline referrals → Decrease in early pregnancy rates 	<p style="text-align: center;"><u>Impact of Mentoring Benefits</u></p> <p><i>The Commonwealth Fund’s survey (McLearn, Colasanto, and Schoen, 1998) reported the following additional benefits:</i></p> <ul style="list-style-type: none"> → 62% of students improved their self-esteem → 52% of students skipped less school → 48% of students improved their grades → 49% of students got into less trouble in school → 47% of students got into less trouble out of school (home and community) → 45% of students reduced their substance abuse → 35% of students improved family relationships → 46% decrease in initiating drug use → 27% decrease in initiating alcohol use → 38% decrease in number of times hitting someone → 37% decrease in skipped classes → 37% decrease in lying to parents
<p style="text-align: center;"><u>Research on Mentoring</u></p> <ul style="list-style-type: none"> → The classroom of a caring teacher can function as a space where it is safe for students to take risks, feel comfortable when those risks do not always work out, and feel nurtured by the adult who leads the classroom community (Perkins, 2010; Zemelman, Daniels, & Hyde, 2005). → Students use positive relationships with their teachers as a secure base from which to take on academic challenges and advance their social–emotional development (Hamre & Pianta, 2001). → At-risk students of color and students in low-income schools show particular benefit from positive relationships with teachers (Decker, Dona, & Christenson, 2006; Green, Rhodes, Hirsch, Suarez-Orozco, & Camic, 2008; Murray & Malmgren, 2005). → Positive teacher–student relationships support students’ adjustment to school, development of social skills, and resiliency in academic performance (Battistich, Schaps, & Wilson, 2004; Birch & Ladd, 1997; Hamre & Pianta, 2001; Wang, Haertel, & Walberg, 1994). → Students who feel connected to the school and an adult within the school are more likely to attend school regularly, stay in school, and graduate (The Centers for Disease Control and Prevention (CDC) (2009)). → Mentoring is an effective strategy for working with youth in at-risk situations and in need of role models and a positive support system (State of California Resource Center, 1999). → When students who have dropped out of school are asked, “Why did you drop out of school?” The typical reply is: “No one cared if I stayed in school or what!” According to The Commonwealth Fund 1998 Survey of Adults Mentoring Young People, eight of ten young people in mentoring relationships have one or more problems that put their health, development, or success in school at risk (Schargel & Smink, 2001, p. 126). 	

Student Educator Learning Supports

Mentoring Resources



→ Effective Strategies

- ◆ C, H. (1999). [*School Based Mentoring, A First Look Into Its Potential*](#). Public/Private Ventures.
 - Visit of two successful in school mentoring programs: share of what is working.
- ◆ G, M. (2010). [*Building Authentic with Youth at Risk, Effective Strategies*](#). Dropoutprevention.org.
 - Relationships impact all learning, you cannot build relationships without trust. Strategies to build trust when traditional approaches fail.
- ◆ Jarjoura, G., DuBois, D., Shlafer, R., & Haight, K. (2013). [*MENTORING CHILDREN OF INCARCERATED PARENTS A SYNTHESIS OF RESEARCH AND INPUT FROM THE LISTENING SESSION HELD BY THE OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION AND THE WHITE HOUSE DOMESTIC POLICY COUNCIL AND OFFICE OF PUBLIC ENGAGEMENT*](#).
 - Recommendations for serving students who have incarcerated parents in a mentoring relationship. Derived from a listening session with: US Dept of Justice, White House Staff, Representatives from Mentoring Agencies, Youth of Incarcerated Parents
- ◆ Karcher, M., & Bergner, J. (2017). [*Cross Age Peer Mentoring*](#).
 - consistent evidence found regarding benefits of school based cross age peer mentoring programs on school connectedness.
- ◆ Liang, B., & West, J. (2007). [*Youth Mentoring: Do Race and Ethnicity Really Matter? Research in Action*](#), 9.
 - Provides guidance about race in mentoring relationships. Shares information about using Culturally Responsive Practices in mentoring relationships. Provides direct case study examples.
- ◆ McLearn, K., Colasanto, D., & Schoen, C. (1998). [*Mentoring Makes a Difference: Findings from the Commonwealth Fund 1998 Survey of Adults Mentoring Young People*](#).
 - Provides findings from Commonwealth Mentoring Program Survey Outcomes: Testing value of mentoring programs, factors to improve success, and support for mentors.
- ◆ Mentor/National Mentoring Partnership. (2015) [*How to Build A Successful Mentoring Program Using the Elements of Effective Practice*](#)
 - Free tools on website overview on the following: Designing/Planning, Management, Structuring Effective Programs, Evaluating Programs.
 - Additional supplemental materials available on website.
- ◆ Miller, A. (2016). [*Graduation Coach Program Effects on High School Attendance and Graduation Rate*](#).
 - Provides findings for the role of a graduation coach in increasing graduation rate.
- ◆ Riley, R., Smith, M., Peterson, T., deKanter, A., Phillips, D., & Wurtzel, J. (1998). [*YES, YOU CAN A Guide for Establishing Mentoring Programs to Prepare Youth for College*](#).
 - Emphasis on mentoring students to prepare for college.
- ◆ Schwartz, S. E. O., Chan, C. S., Rhodes, J. E., & Scales, P. C. (2013). [*Community Developmental Assets and Positive Youth Development: The Role of Natural Mentors*](#). *Research in Human Development*, 10(2), 141–162.
 - updated information about the correlation between strong mentoring relationships and positive graduation rates, performance in school, and overall connectedness to school.
- ◆ Smink, J. (1999). [*A Training Guide for Mentors*](#).
 - Sections Include: Intro to Structured Mentoring Programs, components of structured mentoring, mentor orientation training, reinforcement and ongoing training, specialized training, reflections and recommendations.
- ◆ Tierney, J. P., & Grossman, J. (1995). [*Making a Difference. An Impact Study of Big Brothers/Big Sisters*](#). In ERIC. Commonwealth Fund.
 - Study demonstrated engagement in youth mentoring: reduced risk of drug/alcohol abuse, increased school attendance, performance, and attitude, increased peer and family relationships.

Student Educator Learning Supports



→ Resources to Increase Outcomes

- ◆ AmeriCorps. (n.d.). [Mentor Training Curriculum](#). Corporation for National and Community Service. Retrieved April 17, 2020
 - features training curriculum for new mentors.
- ◆ Department of Public Instruction. (2014, April 1). [Promoting Excellence for All](#). Wisconsin Department of Public Instruction.
 - Strategies that Close Achievement Gaps Choose: Section II: Student-Teacher Relationships.
- ◆ Department of Public Instruction. (2018, July 18). [Introduction to Mentoring Essentials](#). Wisconsin Department of Public Instruction.
 - Mentoring Professional Development for mentors.
- ◆ Melo, R. (2014, May 16). [Youth Mentoring Program Planning and Design Resources](#). Education Northwest.
 - Features: Guidebook for mentoring, sample policy and procedure manual, discussion around incorporating academic achievement into mentoring, and strengthening mentoring program curriculum.
- ◆ The National Dropout Prevention Center. (n.d.). [National Dropout Prevention Center-Mentoring and Tutoring Related Webcasts](#). Retrieved April 17, 2020.
 - related webcasts on mentoring and tutoring.
- ◆ The National Mentoring Partnership. (2015). [Elements of effective practice for mentoring™ - MENTOR](#).
 - Effective Mentoring Practices: recruitment, screening, training, matching/initiating, monitoring/supporting, closure
 - Additional Supplemental Materials: LGBTQ, STEM, eMentoring.
- ◆ The National Mentoring Partnership. (2019). [MENTOR](#).
 - Provides research on the impact of mentoring, Evidence Based Mentoring Practices Resources/Publications Quick Training Tutorials (free) for teams.



→ Practices in Action

- ◆ Brown, S., & McVee, C. (2012). [Across the Stage: A Practical, Step by Step Guide for Coaching Students to Graduate](#). A Union of Professionals AFT.
 - Handbook created by Anchorage School District for District Hired Graduation Coaches.
- ◆ Moore, A., & Krasnoff, B. (2017, January 17). [A Cellphone and Sneakers: Strategies for Graduation Coaches](#). Education Northwest.
 - Provides tips for new graduation coaches, can be used in mentoring relationships as well.
- ◆ National Dropout Prevention Center. (n.d.). [NDPC Model Programs Database](#). Retrieved April 17, 2020
 - Overview of model programs relating to Mentoring and Tutoring.
- ◆ Richland Paris School District. (n.d.). [Job Description for High School Graduation Coach](#).
 - Sample job description for a graduation coach.
- ◆ United Way of Southwestern Philadelphia. (2015, August 17). [Be a middle school mentor](#). United Way of Southwestern Pennsylvania.
 - Program report and introductory video for mentors
 - Focuses on mentoring relationships at the middle school level to prepare students for high school.

Student Educator Learning Supports

3.2 **Tutoring and Academic Support** Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies. Additional academic support and enrichment improves academic performance. These activities should be implemented in conjunction with other recommendations that serve youth in at risk situations that are part of the district’s comprehensive dropout prevention program.

Research into effective tutoring programs and the direct correlation they have on graduation rates dates back to the early 2000s. Updated information from the US Department of Education shows us that tutoring directly tied to academic subjects has been shown to increase graduation rate, (DOE, 2017). This section will share effective strategies in tutoring and academic support, resources to improve outcomes, and practices in action.

<p><u>Tutoring and Academic Support Benefits</u></p> <p>There is a wide body of research correlating tutoring and academic support to graduation rate.</p> <ul style="list-style-type: none"> → Comprehensive programs that may include academic tutoring and also other services, such as test taking and study skills assistance, academic advising, mentoring, community service, and financial incentives for school performance, may help students stay in school and graduate (Dynarski et al. 2008) → Academic support provided to youth of disadvantaged backgrounds and features academic tutoring as one of its supports, found that participating students were more likely to graduate from high school (Constantine et al. 2006). → Tutoring that is tied directly to academic subjects (i.e. class reviews, study sessions, and direct support) increases graduation rate (US Dept of Education, 2017). 	<p><u>Key Elements of Tutoring and Academic Support Successful Programs</u></p> <p>There does appear to be a consistent profile of the most tutoring programs. The profile includes the following characteristics:</p> <ul style="list-style-type: none"> → A maximum teacher/student ratio of 1:10 → A small student base not exceeding 250 students → A clearly stated mission and discipline code → A caring faculty with continual staff development → A school staff having high expectations for student achievement → A learning program specific to the student’s expectations and learning style → A flexible school schedule with community involvement and support → A total commitment to have each student be a success
<p><u>Expected Afterschool Programming Benefits</u></p> <ul style="list-style-type: none"> → Proponents of after-school programs believe that they have a positive effect on the academic success and social behavior of at risk students. → A study by Posner and Vandell (1999) found that children who participated in quality after-school programs were better emotionally adjusted and had better peer relationships. → After-school programs provide hope and open youth to a wide range of possibilities. 	<p><u>Impact of Afterschool Opportunities</u></p> <ul style="list-style-type: none"> → Participating students demonstrated increased achievement, regular attendance, good behavior, and a reduction in grade retention. → Those at-risk students in the lowest quartile on standardized test scores and English Language Learners showed the greatest improvement. → Students also showed improved social skills and behavior which resulted in fewer disciplinary incidents at school and fewer suspensions. (Department of Education, 2002).
<p><u>Key Elements of Successful Afterschool Opportunities</u></p> <p>Peterson and Fox (2004) suggest the following key components of effective programs:</p> <ul style="list-style-type: none"> → Academic offerings—homework assistance, tutoring, hands-on learning, reading and writing enrichment → Enrichment and accelerated learning—exposure to visual and performing arts, field trips, character education, critical thinking skills, foreign languages, and technology → Supervised recreation—organized sports and sports education → Community service—connects students to the community. 	

Student Educator Learning Supports



→ Effective Strategies

- ◆ After School Alliance. (2013). [*Preventing Dropouts: The Important Role of Afterschool.*](#)
 - Updates on the research supporting after school programming opportunities as a tool to support graduation for students k-12.
- ◆ Duckenfield, M. (n.d.). [*The performance of at-risk youth as tutors.*](#) dropoutprevention.org.
 - Provides research behind tutoring practices as well as tips to build resilience in learners who are identified “at risk.”
- ◆ Fashola, O., & Center for Education on the Education of Students Placed at Risk. (1999). *Review of Extended Day and After School Programs and their Effectiveness.*
 - Discussion of Programming: Language Arts After School Programs, Study Skills Programs, Academic Programs in other Curriculum Areas, Tutoring Programs for Reading
 - Community based programs overview and discussion of effectiveness.
- ◆ Institute of Educational Sciences. (n.d.). [*Making the Case: How Good Afterschool Programs Improve School-day Attendance.*](#) Retrieved April 16, 2020, from
 - Makes the case for how successful after school programs increase overall attendance rates for students. Strong attendance is linked to overall graduation rates.
- ◆ Mahoney, J., Carins, B., & Farmer, T. (2003). [*Promoting Interpersonal Competence and Educational Success Through Extracurricular Activity Participation.*](#)
 - Direct correlation from extra curricular activities to interpersonal competence and academic aspirations.
- ◆ [*After School and Out of School Opportunities*](#) (n.d.). *National Dropout Prevention Center.* dropoutprevention.org. Retrieved April 16, 2020, from
 - Provides guidance to importance of After School and Out of School Considerations Shares information about benefits, outcomes, and guidance on successful programs.
- ◆ Posner, J., & Vandell, D. (1999). *After-School Activities and the Development of Low-Income Urban Children: A Longitudinal Study.*
 - Research findings about time after school being structured is linked to academic success. Study comparison between White and Black youth grades 3-5.
- ◆ Quinn, J. (1999). [*Where Need Meets Opportunity: Youth Development Programs for Early Teens.*](#) *The Future of Children, 9*(2), 96.
 - Discussion of the importance of after school programs Overview of different after school programs.
- ◆ [*US Department of Education. \(2017\). Issue Brief: Academic Tutoring in High Schools.*](#)
 - Provides a research brief on Academic Tutoring as a means of supporting students to complete High School.
- ◆ US Department of Education. (2018). [*Issue Brief: Academic Support Classes.*](#)
 - Provides a research brief on Academic Support Classes as a means of supporting students to complete High School.



→ Resources To Improve Outcomes

- ◆ After School Alliance. (2020). [*Afterschool Alliance.*](#)
 - Clearinghouse for After School programs in the United States.
- ◆ Department of Public Instruction. (2014, April 1). [*Promoting Excellence for All.*](#) Wisconsin Department of Public Instruction.
 - Strategies that Close Achievement Gaps Choose: Section I: Effective Instruction.
- ◆ The National Dropout Prevention Center. (n.d.). [*National Dropout Prevention Center-Mentoring and Tutoring Related Webcasts.*](#) Retrieved April 17, 2020.
 - related webcasts on mentoring and tutoring.
- ◆ US Department of Education. (2007). [*Organizing Instruction and Study to Improve Student Learning A Practice Guide.*](#)
 - Provides practices to improve tutoring opportunities for students.
- ◆ Waisman Center. (2012). [*High School Opportunity Map Student Opportunity Map.*](#)
 - Provides teams the opportunity to map out extra curricular opportunities for students.
- ◆ Waisman Center. (2011). [*How to start your own natural supports effort promoting inclusion.*](#)

Student Educator Learning Supports

- Tools for increasing natural supports for youth in inclusive settings. Can be used for tutoring and after school programs.
- ◆ Youth.gov. (2019). [Afterschool Programs](https://youth.gov/youth-topics/afterschool-programs) | Youth.gov. <https://youth.gov/youth-topics/afterschool-programs>
 - provides guidance around after school programs.



→ **Practices in Action**

- ◆ National Dropout Prevention Center. (n.d.). [NDPC Model Programs Database](#). Retrieved April 17, 2020
 - Overview of model programs relating to Mentoring and Tutoring.

Effective Instruction and Targeted Intervention

- 4.1 **Personalized Learning** A personalized learning environment creates a sense of belonging and fosters a school climate where all students and teachers get to know one another and can provide academic, social, and behavioral encouragement. “Environment” includes school and classroom strategies working together to create a safe and inclusive environment that is welcoming to both students and families. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn. All student’s learning styles and needs to grow and succeed are taken into account.

Active Learning is:

Use of instruction that engages the students in their own learning, allowing students to take control of their learning while teachers facilitate the process.

Active Learning is Needed:

At-risk students often struggle to learn in a traditional classroom. Classrooms where learning activities are varied give these students the opportunity to excel. Students become involved in their learning rather than disinterested. Involved learners enjoy school and become lifelong learners. Numerous research studies have shown the value of active learning, particularly in improving the achievement level of the lowest-performing students and minorities (Johnson, Johnson, & Holubec, 1992; Kagan, 1994; Slavin, 1983).

Benefits to Active Learning:

- Allows each learner to be recognized and rewarded for special strengths;
- Provides opportunities for learners to adapt their studies to their interests and learning preferences;
- Reduces the chances of boredom by offering a variety of activities; and
- Provides a teaching/learning methodology that works.

Citation: National Dropout Prevention Center

Individualized Instruction Is:

- Allowing the IEP to be the foundation for all learning
- The IEP is built with a collaborative effort, including: Special Education Staff, Regular Education Staff, Administration, School Support Staff
- An IEP supports building motivation for students in allowing for goal setting, setting positive values, building a clear connection to future goals, and supporting successes for students.

Individualized Instruction is Needed:

By not recognizing the unique learning needs of students, these students do not have the opportunity to achieve their potential (Pugach & Warger, 1996). Because they do not learn like everyone else, they often see themselves, as do their teachers, as failures.

Benefits to Individualized Instruction:

- Allow for students to learn at their own pace

School Climate and Culturally Responsive Teaching Practices

It is difficult to create a balance between a safe school and a welcoming, caring environment. It is important to create a school climate that does not tolerate bullying, intimidation, and terrorism. Students who are afraid often stay away from school. A safe learning environment is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students, and encouraging parental and community involvement.

Expected Benefits

For students to learn, they must attend school. A welcoming and accepting environment motivates students to attend school. Research has shown that school violence also has an impact on the community. Forty percent of boys identified as bullies had three or more convictions by age 24 (Fight Crime, 2003, p. 5).

Effective Instruction and Targeted Intervention

Impact of Safe Learning Environments

Anti-bullying and anti-aggression programs have proven to be effective in reducing misbehavior, vandalism and general delinquency (Fight Crime, 2003). Students dropout of school for many reasons, but violence and conflict are contributing factors to placing students at-risk.

Implementing strategies that are culturally and linguistically responsive means educators intentionally plan and deliver instruction and supports to match students' backgrounds and norms. Doing so supports academic success, social and emotional development, and school completion.

Personalized Learning Environment



→ Effective Strategies

- ◆ Bassegy, M. (2016). [Culturally Responsive Teaching: Implications for Educational Justice](#). *Education Sciences*, 6(4), 35.
 - guidance in use of Culturally Responsive Practices and connection to closing achievement gaps of minority students.
- ◆ Billings, G. (2019). [Culturally Responsive Teaching | Teaching Diverse Learners](#). Brown.Edu.
 - looking at characteristics of culturally responsive teaching as cited from Gloria Billings work.
- ◆ Christle, C., Nelson, C., & Jolivet, K. (2007). [School Characteristics Related to High School Dropout Rates](#).
 - A comparison between high performing and low performing schools and elements that make schools feel safe for students.
- ◆ Council for Exceptional Children's Division of Career Development and Transition Publications Committee. (2013). [CEC's DCDT FAST FACTS: Inclusion in General Education Prepared by the DCDT Publications Committee](#).
 - a look at evidence based predictors for inclusion for youth with disabilities.
- ◆ Davis, S., & Nixon, C. (2010). [Youth Voice Research Project: Victimization & Strategies](#).
 - A study involving youth who were victimized by bullying. An overview of effective strategies to support bullying.
- ◆ Department of Education. (2013). [Dear Colleague: Effective Evidence-based Practices for Preventing and Addressing Bullying](#).
 - Dear Colleague Letter regarding evidence based practices for addressing and preventing bullying.
- ◆ Department of Education. (2014). [Guiding Principles A Resource Guide for Improving School Climate and Discipline](#).
 - Evidence based practices to support improvement in school climate.
- ◆ Department of Education. (2016). [Indicators of School Crime and Safety: 2016](#).
 - a look at indicators of crime and safety linking to safe learning environments for students.
- ◆ Equity Assistance Center at Northwest- Region X. (2016). [A Guide to Evidence-Based Practices for Teaching All Students Equitably Culturally Responsive Teaching](#).
 - evidence based practices in implementing Culturally Responsive Practices within the classroom.
- ◆ Hanson, T., & Voight, A. (2014). [The appropriateness of a California student and staff survey for measuring middle school climate](#).
 - a discussion supporting the measurement of school climate, particularly in middle school ages.
- ◆ Herold, B. (2019, February 20). [Personalized Learning: What Does the Research Say?](#) Education Week.
 - Research guidance on personalized learning and support for student engagement
- ◆ Horner, R. H., Sugai, G., & Anderson, C. M. (2017). [Examining the Evidence Base for School-Wide Positive Behavior Support](#). *Focus on Exceptional Children*, 42(8).

Effective Instruction and Targeted Intervention

- ◆ Janine Zweig. (2003). [VULNERABLE YOUTH: IDENTIFYING THEIR NEED FOR ALTERNATIVE EDUCATIONAL SETTINGS.](#) Urban Institute.
 - takes a look at working with a team to identify the need for Alternative Educational Settings.
- ◆ Kirby, D. (2001). ["Making the Case for Prevention Efforts: Adolescent Risk-Taking Behavior and Its Consequences.](#)
 - research to prevent teen pregnancy.
- ◆ NAACP Legal Defense and Education Fund, & National Women's Law Center. (2014). [UNLOCKING OPPORTUNITY FOR AFRICAN AMERICAN GIRLS A Call to Action for Educational Equity.](#)
 - Guidance for Personalized Learning opportunities focused on African American Girls and providing equitable opportunities.
- ◆ National Dropout Prevention Center. (2013). [Pregnant and Parenting Students-Expecting Success.](#)
- ◆ National Dropout Prevention Center. (2016). [National Dropout Prevention Center: Improving High School Graduation Rates Among Males of Color: Trends, Findings, and Recommendations.](#)
 - In conjunction with Robert Wood Johnson Foundation's (RWJF) Forward Promise initiative to improve the prospects of boys and young men of color, RWJF commissioned the Moriah Group and partners to write and publish seven issue briefs that examine key barriers to health and success for young men of color, as well as some promising practices. The National Dropout Prevention Center was asked to write an issue brief on improving high school graduation rates and to participate in a webinar on pathways to graduation for young men of color.
- ◆ National Technical Assistance Center on Transition. (2018). [Culturally Responsive \(Sustaining\) Practices for Students with and At Risk for Disabilities Annotated Bibliography.](#)
 - Citation of Culturally Responsive Transition Practices in Annotated Bibliography.
- ◆ National Youth Leadership Council. (2005). [The Service Learning Cycle.](#) The Service Learning Cycle.
 - Allows teams to understand the process of service learning through the service learning cycle.
- ◆ National Youth Leadership Council. (2008). [Meaningful Service K-12 Service-Learning Standards for Quality Practice.](#)
 - provides teams national learning standards for service learning practice.
- ◆ Perkins, B. (2007). [Where We Teach.](#)
 - The CUBE Survey for Urban Schools, findings and recommendations.
- ◆ Peterson, K., & Deal, T. (2002). [The Shaping School Culture Fieldbook.](#)
 - overview, the understanding and shaping of school culture.
- ◆ Preble, B., & Taylor, L. (2008). [Through Students' Eyes.](#)
 - a look at School Climate through the eyes of students.
- ◆ Thornton, T. N., Craft, C. A., Dahlberg, L. L., Lynch, B. S., & Baer, K. (2000). Best Practices of Youth Violence Prevention: [A Sourcebook for Community Action.](#) In ERIC. CDC.
 - sourcebook for community action to support the prevention of violence.
- ◆ US Department of Education. (2017). [Issue Brief: Personalized Learning Plans.](#)
 - A look at the research behind personalized learning plans and their support engaging students.
- ◆ US Department of Health and Human Services. (n.d.). [Misdirections in Bullying Prevention and Intervention.](#)
 - Identification of misdirection in bullying prevention.
- ◆ US Department of Health and Human Services. (2017). [Understanding the Role of State Departments in Bullying Prevention.](#)
 - an overview of best practices to target bullying.
- ◆ Zweig, J. M. (2016, June 4). [Vulnerable Youth: Identifying their Need for Alternative Educational Settings.](#) Urban Institute.
 - Taking a look at when Alternative Schooling is an option for youth at risk.

Effective Instruction and Targeted Intervention



→ **Resources to Increase Outcomes**

- ◆ Addis, S., Greer, K., & Dunlap, L. (2020). [*EFFECTIVE STRATEGIES FOR ALTERNATIVE SCHOOL IMPROVEMENT © A Practice Guide by the National Dropout Prevention Center.*](#)
 - Practical Guide to improving alternative schooling options for students.
- ◆ Alternative Education Resource Association. (n.d.). [*Education Revolution – Alternative Education Resource Organization – The Education Revolution.*](#)
 - Resources for Alternative schooling options and teams considering alternative placements for students.
- ◆ Assistant Secretary for Public Affairs (ASPA. (2019, September 24). [*Facts About Bullying.*](#) StopBullying.Gov; StopBullying.gov.
 - Resources on school bullying.
- ◆ Bridgeland, J., DiIulio, J., Stuart, C., & Wulsin. (2008). [*Engaged for Success Service-Learning as a Tool for High School Dropout Prevention A Report by Civic Enterprises in association with Peter D. Hart Research Associates for the National Conference on Citizenship.*](#)
 - A guide for users to implement service learning as a tool to support high school completion.
- ◆ CCRTL. (2019). [*The Center for Culturally Responsive Teaching and Learning.*](#) CCRTL.
 - Provides teams resources from Dr. Sharoky Hollie's research and Culturally Responsive Coaching Team.
- ◆ Center for Disease Control. (2019). [*Adverse Childhood Experiences \(ACEs\).*](#) [*Adverse Childhood Experiences \(ACEs\).*](#)
 - an overview on Adverse Childhood Experiences ACEs.
- ◆ Department of Public Instruction. (n.d.). [*Safe and Supportive Schools \(S3\).*](#) [*Wisconsin Department of Public Instruction.*](#) Retrieved June 10, 2020
 - Toolkit for Safe and Supportive Schools Grant.
- ◆ Department of Public Instruction. (2014, April 17). [*A comprehensive approach to bullying prevention.*](#) Wisconsin Department of Public Instruction.
 - Resources and supports on anti bullying for schools from the Department of Public Instruction.
- ◆ Department of Public Instruction. (2016, December 8). [*Core Elements of Personalized Learning.*](#) Wisconsin Department of Public Instruction.
 - video and descriptors of what personalized learning looks like.
- ◆ Department of Public Instruction. (2017). [*Equity: Wisconsin's Model to Inform Culturally Responsive Practices Wisconsin Department of Public Instruction.*](#)
 - DPI guidance on Culturally Relevant Teaching practices.
- ◆ Frieden, T. R., Degutis, L. C., & Spivak, H. (2012). [*Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools.*](#)
 - rating scales to support teams in understanding experiences for youth.
- ◆ Goodwin, J., & Addis, S. (2018). [*Solutions to the Dropout Crisis-Strategies to Support Children and Youth Experiencing Homelessness Webinar.*](#) Dropoutprevention.Org.
 - a look at supporting students who are experiencing homelessness.
- ◆ Great Lakes Equity Center. (2019). [*Great Lakes Equity Center.*](#)
 - The Midwest and Plains Equity Assistance Center (MAP) is one of four regional Equity Assistance Centers, funded by the United States Department of Education under Title IV of the 1964 Civil Rights Act. The MAP Center provides technical assistance and training, upon request, in the areas of race, sex, national origin, and religion to public school districts and other responsible governmental agencies to promote equitable educational opportunities and work in the areas of civil rights, equity, and school reform. The Center serves 13 State Educational Agencies, 7,025 Public School Districts, and 11,249,050 Public School Students.**Mission: Equitable Responsive Education for All.
- ◆ Kaufmann, L., & Cash, T. (2013). [*NEWSLETTER National Dropout Prevention Center: Pregnant and Parenting Students: Expecting Success.*](#)
- ◆ Kaye, C. (2010). [*Service-Learning: A Dropout Prevention Strategy and MORE!*](#)
 - provides readers with a formula to implement Service Learning.

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- ◆ National Center for Learning Disabilities. (2016a). [Personalized Learning: Meeting the Needs of Students with Disabilities Roadmap for Educators.](#)
- ◆ National Center for Learning Disabilities. (2016b). [What does PERSONALIZED LEARNING look like in the CLASSROOM?](#)
- ◆ National Center for Learning Disabilities. (2017). [Personalized Learning and Students with Disabilities.](#) NCLD.
 - Tools for linking personalized learning to IEP
- ◆ National Center for Safe and Supportive Learning Environments. (2020). [School Climate Improvement | Safe Supportive Learning.](#)
 - Data, resources, and supports for increasing school climate to build safe supportive learning environments for students.
- ◆ National Dropout Prevention Center. (n.d.). [Safe Learning Environment Resources.](#) Dropoutprevention.Org. Retrieved August 20, 2020.
 - A clearinghouse of resources updated by the National Dropout Prevention about supporting safe learning environments for students.
- ◆ National Dropout Prevention Center. (2009). [National Dropout Prevention Center.](#) Dropoutprevention.Org.
 - Solutions to the Dropout Crisis to support to service learning guide
- ◆ National Dropout Prevention Center. (2011). [Solutions to the Dropout Crisis: Positive Behavioral Interventions and Supports: What Does PBIS Have to Do With Prevention?](#)
 - an overview on how PBIS supports dropout crisis.
- ◆ Schuessler, D. (2015). [How to Prevent Bullying in Schools: Expert Advice & Resources.](#)
 - bullying awareness and intervention guidebook.
- ◆ Thornton, T., Carole, M., Craft, A., Dahlberg, L., Barbara, S., Lynch, Katie Baer, M., Potter, L., James, M., Mercy, A., Erica, A., & Flowers, M. (2002). [Best Practices of Youth Violence Prevention: A Sourcebook for Community Action Compiled and Edited by \(Revision\).](#)
 - a look at preventing youth violence with the support of a community.
- ◆ Understood.org. (2014). [Culturally Responsive Teaching: What You Need to Know.](#)
 - resources to implement culturally responsive teaching practices.
- ◆ Wisconsin Department of Education, Wisconsin RTI Network, & The Disproportionality Technical Assistance Network. (2017). [Equity: Wisconsin's Model to Inform Culturally Responsive Practices Wisconsin Department of Public Instruction.](#)
 - A model for moving towards using Culturally Responsive Practices in schools.



→ Practices in Action

- ◆ Brewster, C., & Railsback, J. (2001). [Schoolwide Prevention of Bullying.](#)
 - a look at school district examples of school prevention in bullying.
- ◆ Buck Institute for Education-PBL Works. (2019). [Watch Project Based Learning In Action.](#) PBLWorks.
 - Videos 7-10 minutes long that show successful project based learning sites in action.
- ◆ Dillingham, R., & McCullough, R. (2017). [Solutions to the Dropout Crisis: "Alternative Education: Setting a Trend, Breaking a Trend."](#) Dropoutprevention.Org.
 - a look at a specific Alternative Education opportunity.
- ◆ Halverson, R., Barnicle, A., Hackett, S., Rawat, T., Rutledge, J., Kallio, J., Mould, C., & Mertes, J. (2015). [Personalization in Practice: Observations from the Field.](#)
 - case studies of school districts utilizing Personalized Learning.
- ◆ Martinez-McGraw, T., Poteet, E., & Segura, F. (2017). [Solutions to the Dropout Crisis: Creating a Trauma-Informed Care School.](#)
 - Join presenters from Pueblo, Colorado, in a discussion that explores the clinical framework behind how the human brain processes trauma, how an understanding of this framework can be leveraged by those who work with at-risk students to help those students succeed, and how one Colorado school with a high percentage of at-risk students realized success by utilizing trauma-informed education practices.
- ◆ National Center of Safe Supportive Learning Environments. (2020). [Wisconsin | Safe Supportive Learning.](#)
 - specific Wisconsin examples, data, and research.
- ◆ National Dropout Prevention Center. (2008a). [National Dropout Prevention Center.](#)

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- looks at a school within a college to support students who are at risk of dropping out of high school.
- ◆ National Dropout Prevention Center. (2008b). [Solutions to the Dropout Crisis: Pasco School District Teen Parent Program: Our Children Are Our Legacy.](#)
 - a look into a program within a school that supports teen pregnant and parenting students.
- ◆ NDPC. (2012). [Olweus Bullying Program in Action](#) [YouTube Video].
 - overview of the Olweus Bullying Program in Action.
- ◆ Nolan, T. (2017). [Solutions to the Dropout Crisis: Coalition of Caring: Developing a Trauma-Sensitive School Culture.](#)
 - Join our presenter as he discusses the community of learners approach he and an urban high school team of concerned educators and mental health professionals followed as they set out on a journey to address the toxic stress levels of students in their school. The presenter will share the resources and research the team compiled, verified, and shared and how it integrated into their process.
- ◆ Vargo, J. (2017). [Six Examples of What Personalized Learning Looks Like.](#)
 - A look at districts implementing Personalized Learning.

4.2 **Rigorous and Relevant Instruction** The district provides rigorous and relevant instruction that better engages students in learning and provides the skills needed to graduate and to serve them after they leave school.

<u>Student Engagement</u>	<u>Postsecondary Options</u>
<ul style="list-style-type: none"> • Research collected by the International Center for Leadership in Education shows that “students understand and retain knowledge best when they have applied it in a practical, relevant setting” (Daggett, 2005, p. 2). • Schools should be places where “the work students are asked to do [is] work worth doing” (Darling-Hammond, 2006, p. 21). 	<ul style="list-style-type: none"> • Instruction should connect directly to students’ lives and must deeply engage them with the content in order for students to be better prepared for college and careers. <i>To succeed in postsecondary education and in a 21st century economy, students must be afforded opportunities to practice higher-order thinking skills</i>, such as how to analyze an argument, weigh evidence, recognize bias (their own and others’ bias), distinguish fact from opinion, balance competing principles, work collaboratively with others, and be able to communicate clearly what they understand (Wagner, 2006).



→ **Effective Strategies**

- ◆ Blackburn, B. (2013). [Rigor for students with special needs. SEEN Magazine - SouthEast Education Network.](#)
 - Overview of strategies to support increasing rigorous instruction for students with special needs.
- ◆ Brandeis University. (1999). [National Evaluation of Learn and Serve America. Summary National Evaluation of Learn and Serve America.](#)
 - Short-term and 1-year effects of the Learn and Serve America Program were examined in an evaluation of programs at 17 middle schools and high schools nationwide.
- ◆ Bridgeland, J., DiIulio, J., Stuart, C., & Wulsin. (2008). *Engaged for Success Service-Learning as a Tool for High School Dropout Prevention A Report by Civic Enterprises in association with Peter D. Hart Research Associates for the National Conference on Citizenship.*
http://dropoutprevention.org/wp-content/uploads/2015/07/Engaged_for_Success_20080624.pdf
report discussing service learning to support Graduation Rate.

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- ◆ Council for Exceptional Children CEC. (2017). [High-Leverage Practices in Special Education. High-Leverage Practices in Special Education](#).
 - a look at High Leverage Teaching Practices in Special Education.
- ◆ Department of Public Instruction. (2013, December 3). [Academic & Career Planning \(ACP\)](#). Wisconsin Department of Public Instruction.
- ◆ Department of Public Instruction. (n.d.-a). [Early College Access Model](#).
- ◆ Department of Public Instruction. (n.d.-a). [Guiding Principle 2: Instruction must be rigorous and relevant](#).
 - guidance from DPI on Rigorous and Relevant Instruction and strategies to increase.
- ◆ Department of Public Instruction. (n.d.-b). [Service-Learning Improves Education. Wisconsin Department of Public Instruction](#).
 - provides the evidence behind Service Learning being an Evidence Based Practice.
- ◆ Haber, G., & Sutherland, L. (2008). [The Four A's of Managing the Placement and Service of Students with Disabilities in the CTE Classroom Enrollment Disparities](#).
 - strategies for managing CTE special populations involvement.
- ◆ Lufkin, M. (2019). [Special Populations in Perkins V State Plans: Guidance for States Introduction: CTE as an Equity Lever](#).
 - guide to increasing special populations in CTE opportunities.
- ◆ Mastropieri. (2001). [Inclusion at the Secondary Level THE BLUEBERRY STORY: THE TEACHER GIVES THE BUSINESSMAN A LESSON](#).
 - Overview of Active Learning strategies to support all learning styles, focus on special education.
- ◆ National Dropout Prevention Center. (n.d.-a). [Career and Technical Education](#).
 - identified resources for Career and technical education.
- ◆ National Dropout Prevention Center. (n.d.-b). [Educational Technology](#).
 - National Dropout Prevention Center identified resources for educational technology.
- ◆ NCES. (2016). [Career and Technical Education \(CTE\) Statistics - CTE Statistics. Ed.Gov; National Center for Education Statistics](#).
 - National statistics for CTE involvement.
- ◆ Scumer, R. (2017). [Where's the Wisdom in Service-Learning?](#)
 - experiences of individuals who have worked in the Service Learning field.
- ◆ Shumer J, R. (2017, March 17). [Robert Shumer: How to keep students engaged. And on course to graduate. Twin Cities](#).
 - discussion on how service learning increases student engagement.
- ◆ Spaulding, L. (2009). [Best Practices and Interventions in Special Education: How do we Know What Works?](#)
 - citation of Rigorous and Relevant instruction for youth with disabilities.
- ◆ Wolfley, L. (2014, September 16). [Active Learning Strategies | Center for Excellence in Teaching and Learning](#). Uconn.Edu; Center for Excellence in Teaching and Learning.
 - provides teams with specific strategies to increase Active Learning for students.
- ◆ Zinth, J. (2016). [Early College High Schools: Model policy components POLICY ANALYSIS FOCUS IN](#).
 - Policy Analysis of the Early College Model, talk about how ECM supports underrepresented students and increases college enrollment.



→ **Resources To Improve Outcomes**

- ◆ Alternative Education Resource Organization. (2020). [Education Revolution – Alternative Education Resource Organization – The Education Revolution](#). The Education Revolution.
- ◆ America's Promise Alliance. (2020). [America's Promise Alliance. America's Promise](#).
 - support building collective community partnerships, can be used in Service Learning settings.
- ◆ AmeriCorps, SeniorCorps. (2018). [Corporation for National and Community Service | Nationalservice.Gov](#).
 - access to AmeriCorps website.
- ◆ Dary, T., Mangan, M., Betancourt, J., Hahn, S., Kamenov, M., Ready, P., & Quinones, A. (2016). [Engaging Students Through Academic Service-Learning National Guide to Implementing Quality Academic Service-Learning Engaging Students Through Academic Service-Learning National](#)

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[Guide to Implementing Quality Academic Service-Learning Engaging Students Through Academic Service-Learning.](#)

- National Guide to Implementing Quality Academic Service-Learning.
- ◆ Department of Public Instruction. (n.d.). [CTE Brochure](#). Retrieved August 21, 2020
 - Indicators of high quality CTE programming and opportunities.
- ◆ Department of Public Instruction. (2012a, August 25). [Career & Technical Education](#).
 - Guidance and information on CTE programs
- ◆ Department of Public Instruction. (2012b, August 26). [Service-Learning. Wisconsin Department of Public Instruction](#).
 - a guide to Service Learning created by the Department of Public Instruction.
- ◆ Eichorn, B. (2014). [Solutions to the Dropout Crisis: How to Create and Sustain World Class Alternative Schools](#).
 - This session will provide best practices for creating, developing, and sustaining successful alternative programs and schools. Using a combination of standards based instruction and assessment, data-driven school improvement plans, and integrated approaches to academic school counseling, practices will be highlighted that are student centered, rigorous, and account for the varying ability levels of students accessing nontraditional and alternative education services.
- ◆ McNulty, R. (2015). [Solutions to the Dropout Crisis: Competency-Based Learning](#).
 - During this program on competency-based learning, McNulty will: Address strategies and research on how this style of learning is relevant and critical to student success. Increase understanding of how competencies raise the “standards of learning.”
- ◆ National Dropout Prevention Center. (n.d.). [Active Learning Resources](#).
 - identified through the National Dropout Prevention Center as strategies to increase active learning.
- ◆ [National Service Learning Clearinghouse](#). (n.d.). NYLC. Www.Nylc.Org. Retrieved June 11, 2020,
 - a clearinghouse for Service Learning projects and support within schools.
- ◆ National Youth Leadership Council. (2008). [Meaningful Service K-12 Service-Learning Standards for Quality Practice](#).
 - K12 Standards of Service Learning.
- ◆ National Youth Leadership Council. (2015). [The Service Learning Cycle](#).
 - overview of the cycle of service learning and how this ties into the associated discussion.
- ◆ Service Resources. (2020). [Bring Learning to Life](#) [YouTube Video]. In *YouTube*.
 - Video Introduction to Service Learning.
- ◆ Sugata Mitra. (2013). [Build a School in the Cloud](#). Ted.Com; TED Talks.
 - Onstage at TED2013, Sugata Mitra makes his bold TED Prize wish: Help me design the School in the Cloud, a learning lab in India, where children can explore and learn from each other -- using resources and mentoring from the cloud. Hear his inspiring vision for Self Organized Learning Environments.
- ◆ University of Michigan. (2019). [TeachingWorks](#). Teachingworks.Org.
 - Provides teams the opportunity to explore evidence based high leverage teaching practices that can be utilized to increase rigorous and relevant teaching practices.
- ◆ Wisconsin RTI Center. (n.d.). [Wisconsin RTI Center](#). RTI Center. Retrieved June 11, 2020, from
 - The Wisconsin Response to Intervention (Rtl) Center was created to assist Wisconsin’s educational systems to build capacity, adopt and implement high-quality practices, make informed decisions, ensure sustainability of efforts, and increase success for all students.
- ◆ Wolpert Gawron, H. (2016, November). [What the Heck Is Service Learning?](#)
 - Here’s a simple definition for service learning with details and resources for planning a unit.



→ Practices in Action

- ◆ Lets Get to Work-New Auburn. (2017). [Career Skills Class](#) [YouTube Video]. In *YouTube*.
 - example of co-taught CTE class opportunity in New Auburn.
- ◆ Sainz, R., & Duardo, D. (2014). [Solutions to the Dropout Crisis: Dropout Recovery Model for Youth: An Innovative Partnership Between a School District and City Government](#).

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- In an effort to address the dropout rate, LAUSD Pupil Services and the City of Los Angeles Economic Workforce Development Department collaborated on a comprehensive dropout recovery model in high-need communities to re-engage youth back into an educational setting. Duardo and Sainz will discuss how the innovative model, cited by the U.S. Department of Education as a national model for dropout recovery, was developed.
- ◆ SoulPancake. (2015). [How Making Music Made Math Cool in this Classroom](#) | Class Act [YouTube Video]. In *YouTube*.
 - overview of active learning in a math class.
- ◆ Sugata Mitra. (2013). [Build a School in the Cloud](#). Ted.Com; TED Talks. provides an overview of self organized learning environments and how they can support instruction.

4.3 **Classroom Behavior and Social Skills Proficiency.** Staff teaches strategies and implement programs that improve students' classroom behavior and social skills.

<u>Social Emotional Learning and Post School Outcomes</u>	<u>Why SEL MATTERS</u>
<p>2017 research from Collaborative for Academic, Social and Emotional Learning demonstrates the following correlation between social emotional learning (SEL) and graduation and post school outcomes. Students demonstrated a(n):</p> <ul style="list-style-type: none"> • 6% increase in graduation rates • 11% increase in attendance and completion of postsecondary problems • Overall decrease in the likelihood of Students dropping out • Contracting an STD • Being arrested • And having a clinical mental health disorder <p>Source: CASEL</p>	<p>Students receiving comprehensive social and emotional learning instruction increased their achievement test scores by 11 percentile points.</p> <p>The soft skills developed by social and emotional learning are exactly what 59 percent of hiring managers surveyed look for in new hires.</p> <p>Columbia University found that an \$11 return resulted from each \$1 invested in SEL.</p> <p>A nationally representative survey of PK-12th grade teachers found that 93% believe SEL is very or fairly important for the in-school student experiences.</p> <p>Source: Department of Public Instruction</p>



→ **Effective Strategies**

- ◆ Horner, R. H., Sugai, G., & Anderson, C. M. (2017). [Examining the Evidence Base for School-Wide Positive Behavior Support. Focus on Exceptional Children, 42\(8\)](#).
 - A look at evidence based practices in use of School Wide PBIS efforts.
- ◆ Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). [Evidence-based Practices in Classroom Management: Considerations for Research to Practice](#).
 - 20 practices, in general, were identified as having sufficient evidence to be considered for classroom adoption. Considerations For incorporating these practices are suggested, and a self-assessment tool is proposed as means of evaluating and enhancing use of these practices. Suggestions for future research are also presented.
- ◆ Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., Sugai, G., & University of Connecticut. (2008). [Evidence-based Practices in Classroom Management: Considerations for Research to Practice](#). Educator and Treatment of Children.
 - Evidence Based Practices in classroom management and discussion of the importance of a self evaluation tool for educators.

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→ Resources To Improve Outcomes

- ◆ Attendance Works. (2018). [3 Tiers of Intervention. Attendance Works.](#)
 - supportive interventions to increasing attendance.
- ◆ CASEL. (2019). [CASEL District Resource Center | SEL Resources for School Districts.](#)
 - district resource center.
- ◆ Department of Education, & Office of Special Education. (2010). [Implementation Implementation Blueprint Blueprint and Self and Self - -Assessment Assessment.](#)
 - a guide through PBIS Blueprint and Action planning.
- ◆ Department of Labor. (2019). [Soft Skills to Pay the Bills | Youth.gov.](#)
 - skills to pay the bills is a soft skills social instruction to support work readiness. Can be used as a Pre Employment Transition Service.
- ◆ Department of Public Instruction. (2017, April 14). [Social and Emotional Learning.](#)
- ◆ IREX. (2013). [Conflict Resolution and Peer Mediation Toolkit.](#)
 - conflict resolution through peer mediation toolkit.
- ◆ Nichols, P., & Makin, P. (2016). [Solutions to the Dropout Crisis: A Customizable Approach to Restorative Justice School Discipline: Replacing Ineffective, Punitive Consequences with Human-Centered Educational Practices.](#)
 - Gain critical understandings about student misbehavior and about the way developing brains respond to school disciplinary practices. Learn how to implement restorative justice disciplinary approaches – on ANY scale (one individual teacher/classroom, a team, or an entire faculty can successfully implement the key practices ... whole-school buy-in is not necessary for getting started!) Learn tips for successful implementation (with students and with the other adults in your organization).
- ◆ Wisconsin RTI Center. (2019). [Culturally Responsive Classroom Management - RTI Center. RTI Center.](#)
 - Module for schools to engage in to support increasing their Culturally Responsive Classroom Management.



→ Practices in Action

- ◆ Department of Public Instruction. (n.d.). [Wisconsin- SEL Case Studies.](#) Drive.Google.Com. Retrieved August 21, 2020
 - case studies of SEL programs in Wisconsin districts.
- ◆ Keeth Matheny, R. (2015). [Solutions to the Dropout Crisis: School Transformation Through a Social and Emotional Learning Based Freshman Seminar.](#)
 - a look at a school in Austin TX that supports teaching SEL in a freshman seminar.