(1) PPR Module 1: The Basics

Thank you for your interest in the Colorado Department of Education's Dropout Prevention and Student Re-engagement Policy and Practices Tool. The tool is designed to assist local education providers and schools in assessing their policies, practices, programs and services that play a role in dropout prevention and student re-engagement. *The use of the tool is voluntary.* This tool is comprised of seven possible parts which are sectioned in modules. Please fill out this introduction module (Module 1) to determine which modules may be of most use. Once this module is submitted, a Colorado Department of Education (CDE) staff member will send an email with next steps.

While waiting for access to the additional modules, please consider reviewing data specific to your district and school here. School data are reported to CDE on an annual basis and three years of data are available for review. The available data includes indicators that are linked to dropout prevention (e.g., attendance, graduation rate, dropout rate).

A. General Dropout Prevention Questions
Please fill out the following questions about your school or district.

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1. Does your school have a strategic plan for dropout prevention, including benchmarks to measure success? *(Select one option)*

◯ Yes (1)

◯ Somewhat; we are currently working on this. (2)

◯ No (3)

◯ Unsure (4)

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2. Is there an individual at your school whose job description specifically includes contacting students who have dropped out and working with them to get them back in school? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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3. Is there an individual at your school, other than the principal, who has the specific responsibility to reduce the number of students who drop out and increase the number who successfully graduate? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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4. Does the person/people in the above-mentioned role receive regular, direct support from a designated individual in the district office regarding dropout prevention and increasing the number of graduates? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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5. Which of the following are the most likely responses at the school building level to a student under 17 years of age who indicates an intention to drop out of school? *(Check all that apply)*

☐ Provide information about or referral to alternative schools in the district. (1)

☐ Counsel the student to take advantage of flexible options within the school to remove barriers. (2)

☐ Begin actively and strategically re-engaging the student, using multiple strategies. (3)

☐ Counsel the student about the legal requirement to attend school. (4)

☐ Warn the student that legal action will be taken. (5)

☐ Set a meeting with the student's parent or guardian to discuss the situation. (6)

☐ Unsure (7)

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6. Which of the following are the most likely responses at the school building level to <u>a 17-or-older student</u> who indicates an intention to drop out of school? *(Check all that apply)*

☐ Provide information about or referral to alternative schools in the district. (1)

☐ Counsel the student to take advantage of flexible options within the school to remove barriers. (2)

☐ Begin actively and strategically re-engaging the student, using multiple strategies. (3)

☐ Counsel the student to seek a high school equivalency degree. (4)

☐ Counsel the student about community college options and earning dual credit. (5)

☐ Counsel the student to seek a diploma endorsement for biliteracy, if applicable. (6)

☐ Counsel the student about the financial implications of not earning a high school diploma. (7)

☐ Set a meeting with the student's parent or guardian to discuss the situation. (8)

☐ Unsure (9)

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7. Does a team regularly review school-wide student data including attendance, truancy, disciplinary referrals, suspension, expulsion, failing grades, and proficiency measures? *(Select one option)*

○ Yes (1)

○ No (2)

○ Unsure (3)

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8. Does a person at your school have the specific responsibility to coordinate supports for students and families when there are issues in any of the following areas: *(Select one option for each)*

	Yes (1)	No (2)	Unsure (3)
a. Attendance - truancy, excused and unexcused absences and tardies (2)	○	○	○
b. Behavior - office referrals, out-of-school / in-school suspensions and expulsions (3)	○	○	○
c. Course failure(s) – including courses in sciences, social studies, reading, writing, math (4)	○	○	○

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9. How often do you measure school climate in your school? This may include, but is not limited to student satisfaction or student engagement surveys, the TLCC (Teaching and Learning Conditions in Colorado) survey, etc. *(Select one option)*

○ Annually (1)

○ Every few years (2)

○ Never (3)

○ Unsure (4)

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10. Are positive strategies and supports (e.g. goal-setting, incentives, individual problem-solving, individual learning plans, student-family contracts, mentors or individual advisory) routinely used for students with attendance, behavior and academic problems?

○ Yes (1)

○ Somewhat; we are currently working on this (2)

○ No (3)

○ Unsure (7)

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11. Have you undertaken efforts to reduce both in-school and out-of-school suspensions?

○ Yes (1)

○ Somewhat; we are currently working on this (2)

○ No (3)

○ Unsure (4)

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12. In your school, is family engagement defined, recorded and/or measured?

○ Yes (1)

○ Somewhat; we are currently working on this (2)

○ No (3)

○ Unsure (4)

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13. Do teachers work in teams to discuss or problem-solve for individual students?

○ Yes, all or almost all do (1)

○ Most do (2)

○ No, none or only a few do (3)

○ Unsure (4)

B. Module Selection and Contact Information
Please fill out the following questions about you and your interest in the Policy and Practices Review Tool.

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1. The following modules are available for completion with the Policy and Practices Tool. Please select the survey modules you would like to complete for your district/school. *(Check all that apply)*

☐ Module 2: Early Warning System (1)

☐ Module 3: Attendance (2)

☐ Module 4: Discipline (3)

☐ Module 5: Academic Supports and Pathways to Attain a High School Credential (4)

☐ Module 6: Supporting Students with Special Needs (5)

☐ Module 7: Family Partnerships (6)

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2. CDE will contact you with further information on completing the additional modules. Please provide your most current contact information.

○ First Name (2) _____

○ Last Name (12) _____

○ Email Address (3) _____

○ Best telephone number to call (11)

_____

○ Title (9) _____

○ District/School/Organization (10)

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○ Please create a password for future modules (13)

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Submission Confirmation. Thank you for filling out the Policy and Practices Review Module 1. If this module is complete and ready to be submitted for review by the CDE staff, please click submit. You will not be able to come back to your survey once you click the submit button.