Dropout Prevention and Academic Intervention Program

Annual Report
2014-15

Florida Department of Education
February 2016

Table of Contents

Purpose

Section 1003.53, Florida Statutes (F.S.), requires an annual report documenting the extent to which each district's dropout prevention and academic intervention programs have been successful in the areas of graduation rate, dropout rate, attendance rate and retention/promotion rate.

This report provides demographic data for all students served in the following dropout prevention (DOP) programs: Disciplinary, Educational Alternative, Juvenile Justice and Teenage Parent; describes the types of data indicators used to measure student outcomes in DOP programs; and describes these outcomes in educational alternative programs, disciplinary programs, teenage parent programs and educational services in juvenile justice programs. Pursuant to legislative requirements of s. 1003.52(17), F.S., Educational Services in the Department of Juvenile Justice Programs will provide a separate report reflecting specific data regarding these programs.

Dropout Prevention Programs

Section 1003.53, F.S., provides that the educational programs for dropout prevention and academic intervention shall include curricula, character development and law education, and related services that support the program goals and lead to improved performance in the areas of academic achievement, attendance and discipline. Eligible students in grades 1-12 are those that are identified as academically unsuccessful, students with a pattern of excessive absenteeism or habitual truancy, students with a history of disruptive behavior, suspension, and expulsion, or students identified by a school's early warning system (pursuant to s. 1001.42(18)(b), F.S.).

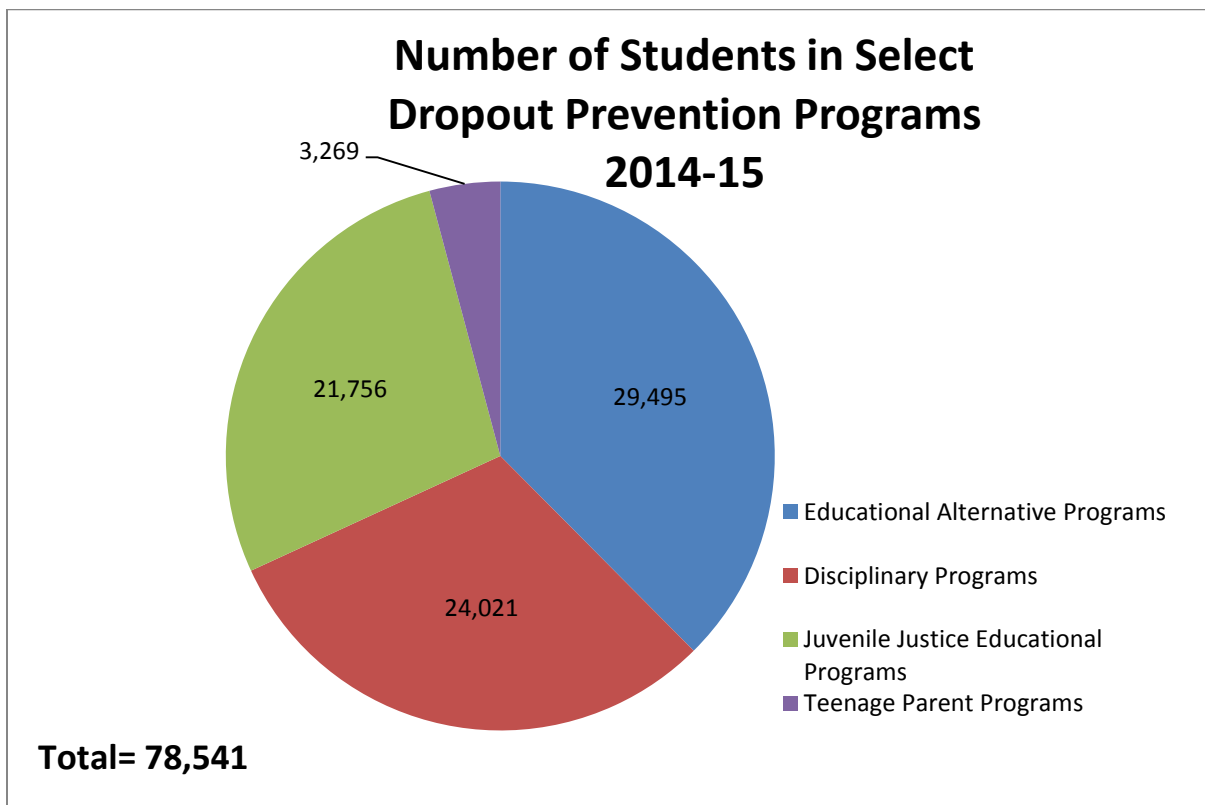## Profile of Students Served in Dropout Prevention (DOP) Programs

During 2014-15, school district DOP programs provided services to a total of 103,371 students. This figure is a duplicated count of students who participated in one or more DOP programs that provided services for them at any time during the year. The unduplicated count of students receiving DOP services is 82,871 and they are represented as follows:

- 62 percent male, 38 percent female;
- 38 percent black, 28 percent white, 31 percent hispanic, four percent classified as "other"; and
- 72 percent enrolled in high school, 25 percent enrolled in middle school and two percent enrolled in elementary school.
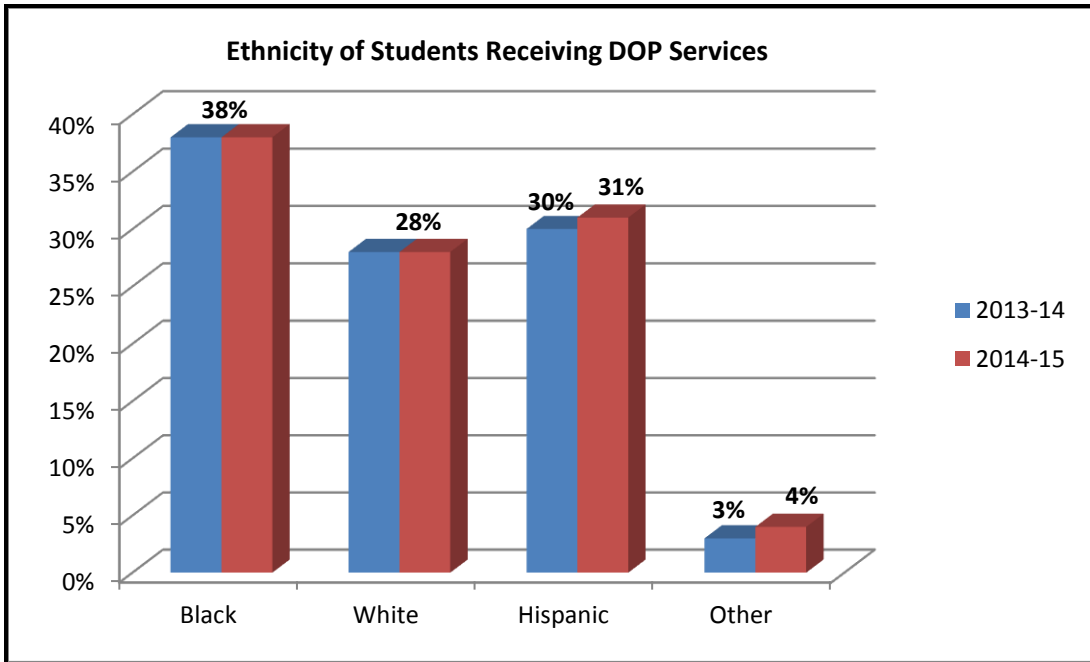
Of the students served in DOP programs, 29,495 were served in educational alternative programs; 24,021 were served in disciplinary programs; 21,756 were served in juvenile justice programs; 3,269 were served in teenage parent programs; and 22,305 students were served in other special programs. In addition to serving teen parents, school districts report that a total of 2,525 children of teen parents were served.

A graphic depiction of the enrollment in select DOP programs (excluding children of teen parents and students who were served in other special programs) is shown in Exhibit 1. Exhibit 2 shows two-year trend data for the ethnicity of students receiving DOP services and Exhibit 3 is a graphic depiction of two-year trend data for the type of school students receiving DOP services attend.

Exhibit 1: Total Number of Students Enrolled in Dropout Prevention Programs

Number of Students in Select Dropout Prevention Programs 2014-15

- Educational Alternative Programs: 29,495
- Disciplinary Programs: 24,021
- Juvenile Justice Educational Programs: 21,756
- Teenage Parent Programs: 3,269

Total= 78,541

Exhibit 2: Ethnicity Data for Dropout Prevention Programs

Ethnicity of Students Receiving DOP Services

Ethnicity	2013-14	2014-15
Black	38%	38%
White	28%	28%
Hispanic	30%	31%
Other	3%	4%

Exhibit 3: School Type Data for Dropout Prevention Programs

School Type of Students Receiving DOP Services

School Type	2013-14	2014-15
Enrolled in High School	72%	72%
Enrolled in Middle School	26%	25%
Enrolled in Elementary School		2%
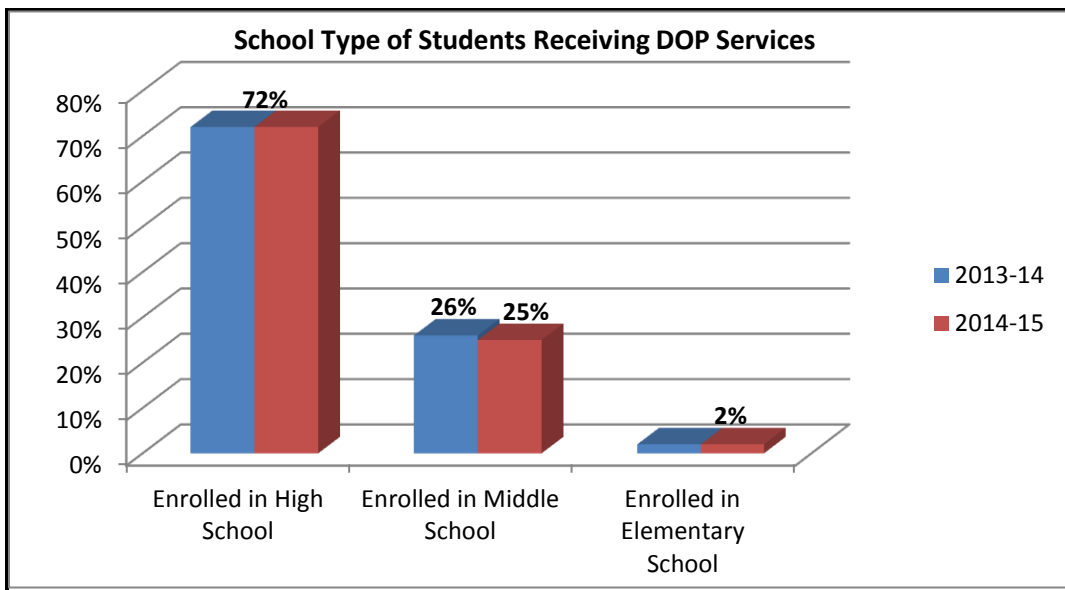
Dropout Prevention students may also be served by other programs such as Migrant, English Language Learner and Exceptional Student Education programs. One percent were served in

migrant education, six percent in English Language Learner programs and 24 percent were served in exceptional student education programs. Forty-eight percent of the exceptional education students served in DOP programs were identified as having a specific learning disability and the percentages for each are outlined as follows: Emotional or behavioral disability at 19 percent, intellectual disabilities at three percent, gifted at seven percent, other health impaired at 10 percent and other exceptionality at 12 percent. Exhibit 4 displays the programs that provided services to DOP students.

Exhibit 4: Services Provided for Students in Dropout Prevention Programs
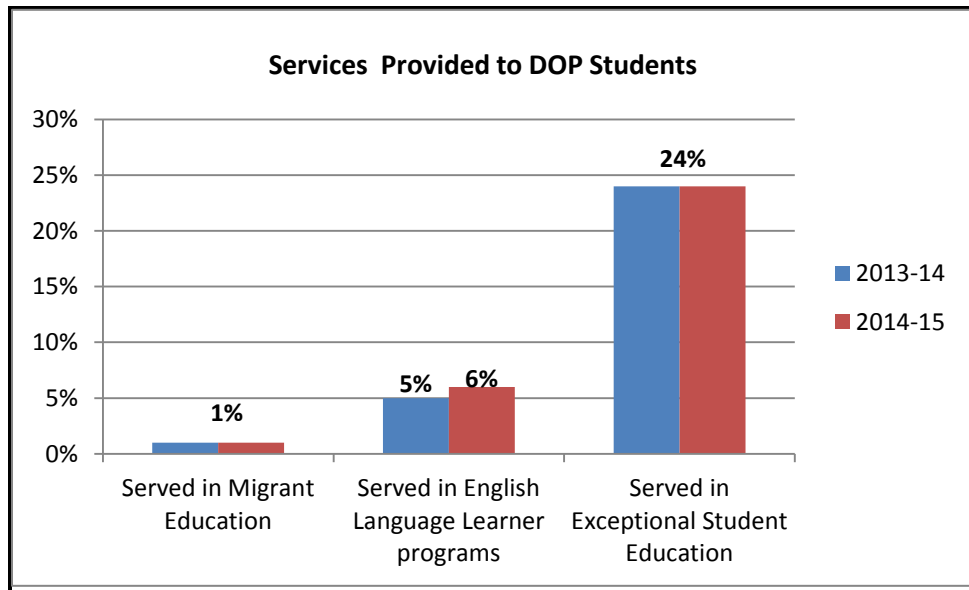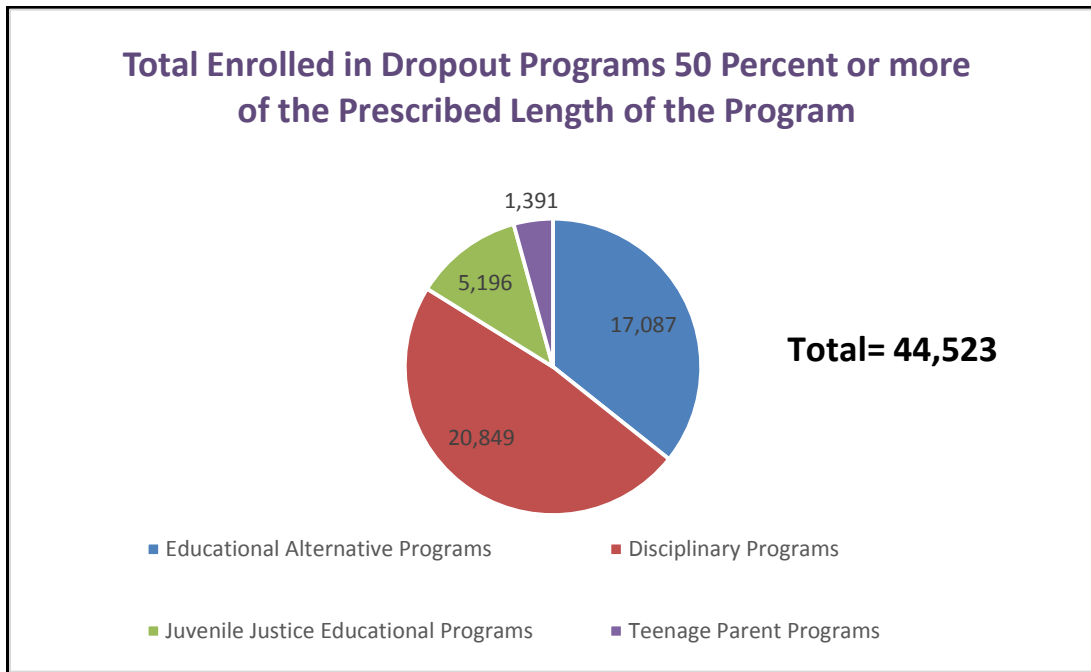

Measuring Student Outcomes

Although the data in the previous section reflects all students served in one or more DOP programs at any time during the 2014-15 school year, subsequent information includes outcome data only for those students who participated in 50 percent or more of the prescribed length of a program. In this year's report, the FCAT 2.0 Performance data has been removed because the data related to standardized assessment performance was unavailable for inclusion in this report. Within each of the programs, student outcome data are presented addressing the following:

- Promotion – The number of students promoted to a higher grade or graduated divided by the number of students participating in the program;
- Attendance – The number of students absent more than 21 days divided by the number of students participating in the program;
- Discipline – The number of students suspended/expelled for more than 10 days divided by the number of students participating in the program;

- Graduation – The number of students graduating with a standard diploma divided by the number of students who exited school;
- Performance in GED-based Diploma Programs – The percentage of students that passed the GED[®] test and either earned a performance-based diploma or a state of Florida diploma; and
- Dropout – The number of students in grades 9-12 who dropped out divided by the total number of students in grades 9-12.

Exhibit 5 shows enrollment data for students who participated in DOP programs for 50 percent or more of the prescribed length of the specified program.

Exhibit 5: 2014-15 Enrollment Data for Dropout Prevention Programs

Total Enrolled in Dropout Programs 50 Percent or more of the Prescribed Length of the Program

1,391

5,196

17,087

Total= 44,523

20,849

- Educational Alternative Programs
- Disciplinary Programs
- Juvenile Justice Educational Programs
- Teenage Parent Programs
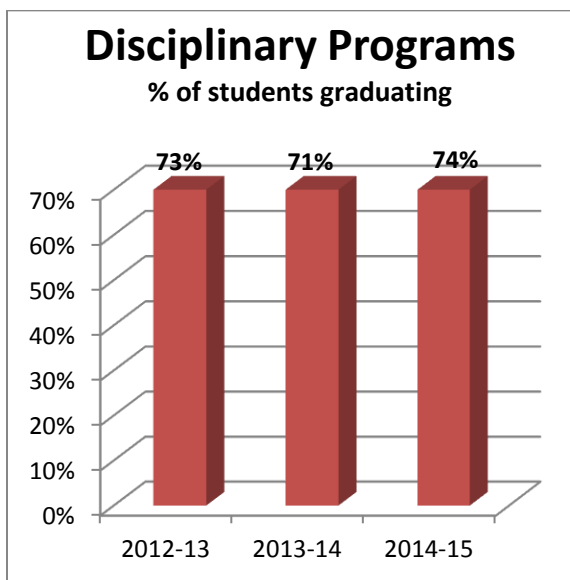
Disciplinary Programs

Disciplinary programs are designed to provide interventions for students who are disruptive in the regular school environment. These programs provide positive alternatives to out-of-school suspension and expulsion.

In 2014-15, 20,849 students participated in a disciplinary program for at least 50 percent of the prescribed length of the program. Outcome data for these students reveal the following:
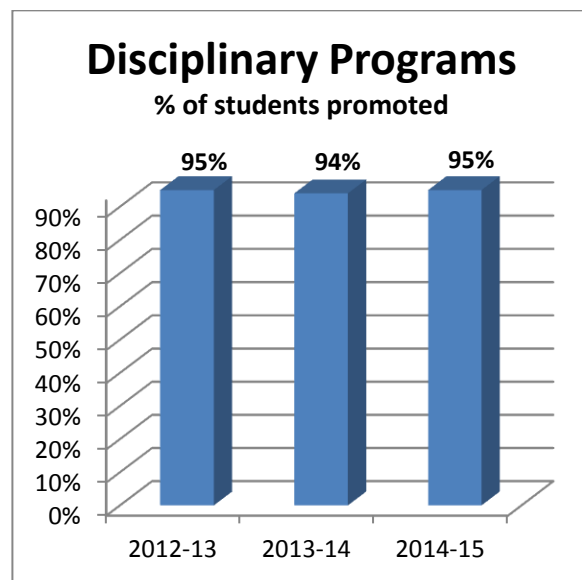
- 74 percent of students in grades 9-12 graduated;
- 95 percent were promoted;
- 85 percent of the 13 students who took the GED$^®$ test passed
    - Of this 85 percent, 18 percent of these students earned a performance-based diploma; and
    - Of this 85 percent, 82 percent of these students earned a state of Florida diploma;
- 33 percent were absent for more than 21 days;
- 16 percent were suspended/expelled for more than 10 days; and
- Three percent of students in grades 9-12 dropped out.

Exhibits 6 and 7 show three-year trend data for graduation and promotion respectively in Disciplinary Programs.

Exhibit 6: Three Year Graduation Trend Data

Exhibit 7: Three Year Promotion Trend Data

Disciplinary Programs
% of students graduating

2012-13	2013-14	2014-15
73%	71%	74%

Disciplinary Programs
% of students promoted

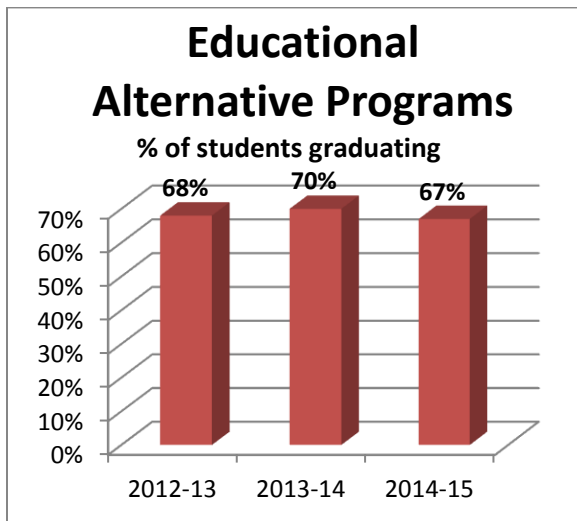| 2012-13	2013-14	2014-15
95%	94%	95%

Educational Alternative Programs

Educational alternative programs are designed for students who are unmotivated or unsuccessful in the traditonal school setting. Students are identified as potential dropouts based on criteria such as retained in grade, high absenteeism and failing grades.

In 2014-15, 17,087 students participated in educational alternative programs for at least 50 percent of the prescribed length of the program. Outcome data for these students reveal the following:
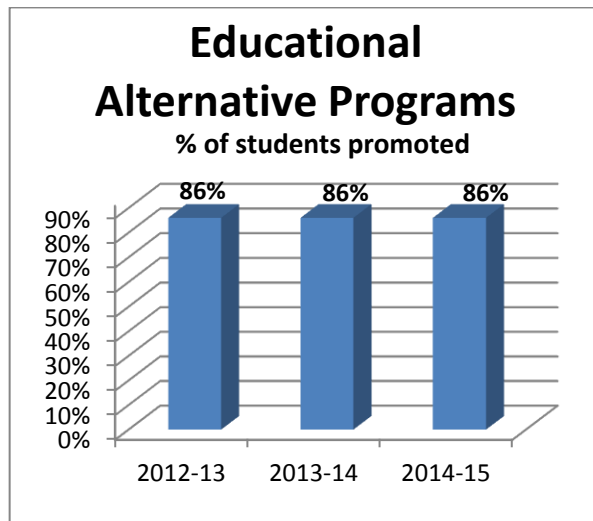
- 67 percent of students in grades 9-12 graduated;
- 86 percent were promoted;
- 47 percent of the 112 students who took the GED® test passed
  - 66 percent of this 47 percent earned a performance-based diploma; and
  - 34 percent of this 47 percent earned a state of Florida diploma;
- 23 percent were absent for more than 21 days;
- Seven percent were suspended/expelled for more than 10 days; and
- Four percent of students in grades 9-12 dropped out.

Exhibits 8 and 9 show three-year trend data for graduation and promotion respectively in Educational Alternative Programs.

Exhibit 8: Three Year Graduation Trend Data   **Exhibit 9: Three Year Promotion Trend Data**

Educational Alternative Programs
% of students graduating
68%   70%   67%
2012-13   2013-14   2014-15

Educational Alternative Programs
% of students promoted
86%   86%   86%
2012-13   2013-14   2014-15

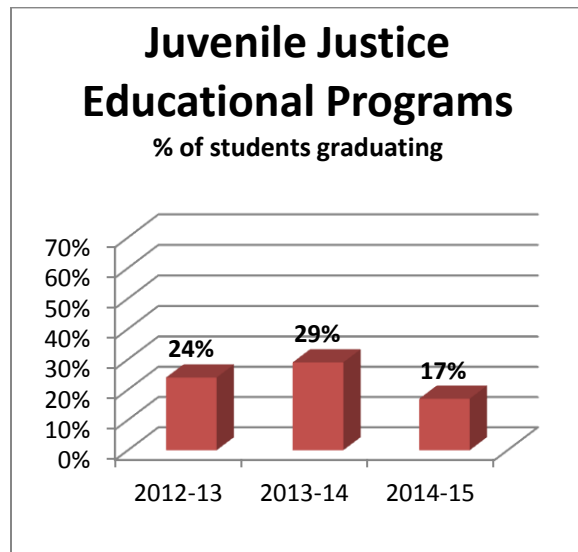## Educational Services (Juvenile Justice Programs)

Florida Department of Juvenile Justice (DJJ) educational programs are designed to meet the educational needs of students who are clients of the DJJ. Pursuant to the legislative requirements of s. 1003.52(17), F.S., Educational Services in the Department of Juvenile Justice Programs will provide a separate report reflecting specific data regarding these programs.

In 2014-15, 5,196 students participated in a juvenile justice program for at least 50 percent of the prescribed length of the program. Outcome data for these students reveal the following:
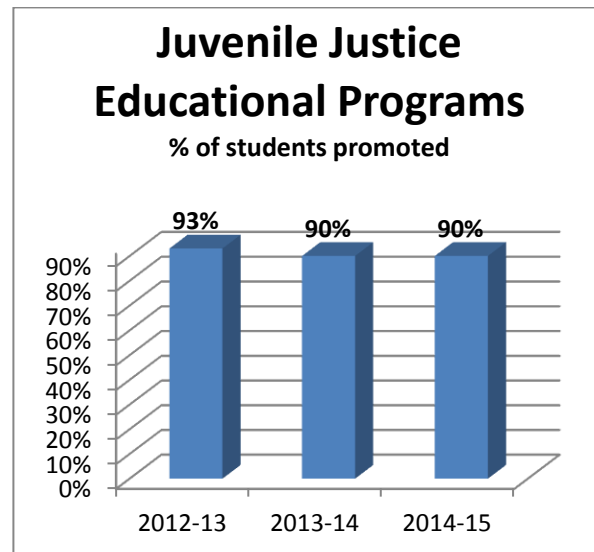
- 17 percent of students in grades 9-12 graduated;
- 90 percent were promoted;
- 49 percent of the 57 students who took the GED[®] test passed
  - 21 percent of this 49 percent earned a performance-based diploma; and
  - 79 percent of this 49 percent earned a state of Florida diploma;
- 11 percent were absent for more than 21 days;
- 10 percent were suspended/expelled for more than 10 days; and
- Eight percent of students in grades 9-12 dropped out.

Exhibits 10 and 11 show three-year trend data for graduation and promotion respectively in Juvenile Justice Educational Programs.

Exhibit 10: Three Year Graduation Trend Data   **Exhibit 11: Three Year Promotion Trend Data**

Juvenile Justice Educational Programs
% of students graduating

2012-13	2013-14	2014-15
24%	29%	17%

Juvenile Justice Educational Programs
% of students promoted

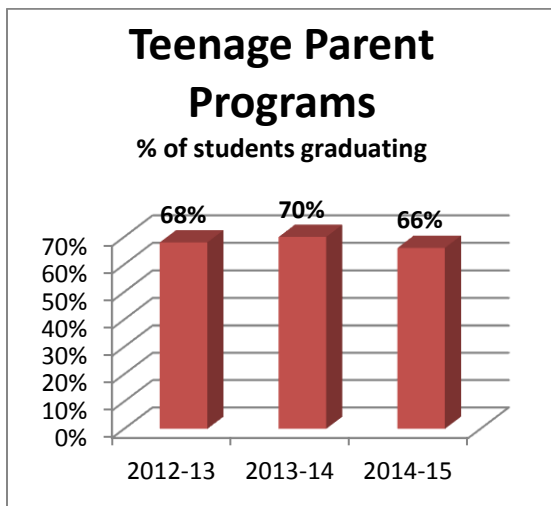| 2012-13	2013-14	2014-15
93%	90%	90%

Teenage Parent Programs

Teenage Parent (TAP) programs are designed for students who are pregnant or parenting. Students enrolled in TAP programs can continue their education in addition to attending classes in child growth and development, nutrition and parenting skills. Ancillary services include health services, social services, childcare and transportation. These services are provided and designed to meet the special needs of pregnant or parenting students and their children.

In 2014-15, 1,391 teen parents and 1,057 children of teen parents participated in a TAP program for at least 50 percent of the prescribed length of the program. Outcome data for these students reveal the following:
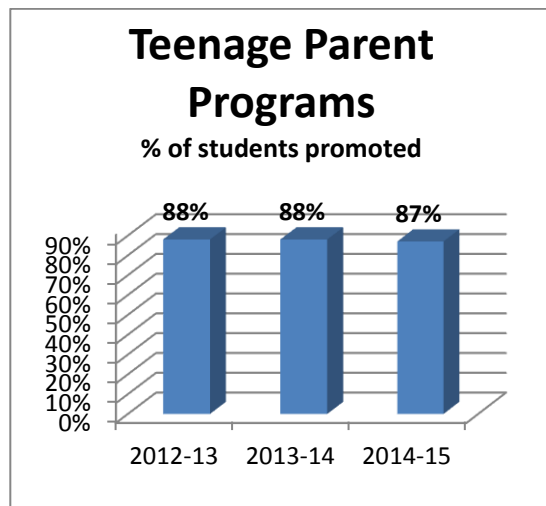
- 66 percent of students in grades 9-12 graduated;
- 87 percent were promoted;
- 55 percent were absent for more than 21 days;
- Two percent were suspended/expelled for more than 10 days; and
- Six percent of students in grades 9-12 dropped out.

Exhibits 12 and 13 show three-year trend data for graduation and promotion respectively in Teenage Parent Programs.

Exhibit 12: Three Year Graduation Trend Data

Exhibit 13: Three Year Promotion Trend Data

Teenage Parent Programs
% of students graduating
68% (2012-13), 70% (2013-14), 66% (2014-15)

Teenage Parent Programs
% of students promoted
88% (2012-13), 88% (2013-14), 87% (2014-15)

Performance-Based Exit Option Model (Rule 6A-6.0212)

This section is added to the report as it is a graduation option for students that may otherwise drop out of high school. The Performance-Based Exit Option Model is an alternative route to graduation for eligible students who may not graduate with their kindergarten cohort group because of credit deficiency, low grade point average or being overage for their grade. The program is not an option for early exit–it is designed to help students who fall behind graduate with their kindergarten cohorts and receive a State of Florida High School Performance-Based Diploma.

The Performance-Based Exit Option Model is a voluntary program for students to participate. The program is optional for school districts to implement. School districts must apply and be approved by the Florida Department of Education in order to implement the Performance-Based Exit Option Model at all school sites. Beginning with the 2010-2011 school year and bi-annually thereafter, each approved school district must submit a renewal application to continue to implement the Performance-Based Exit Option Model. School districts who are seeking initial approval to implement the Performance-Based Exit Option Model may apply during any given school year.

Currently, there are 31 Florida school districts implementing this model: Bay, Brevard, Broward, Charlotte, Clay, Collier, Duval, Escambia, Hendry, Hernando, Highlands, Hillsborough, Indian River, Jackson, Lake, Lee, Leon, Madison, Martin, Miami-Dade, Monroe, Okeechobee, Palm Beach, Polk, Sarasota, St. Johns, Union, Volusia, Wakulla, Walton and Washington.

Graduation with a Performance-Based Exit Option Diploma requires students to pass the required tests for the State of Florida High School Diploma as specified in Rule 6A-6.0201, F.A.C., and the required sections of the Florida Standards Assessment, or receive a concordant score in accordance with s. 1008.22, F.S.