



# Dropout Prevention and Academic Intervention Programs

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Annual Report  
*2019-2020*



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## Overview

The Office of Dropout Prevention provides technical assistance, strategies and resources to assist students, schools, districts, parents and community organizations throughout the state of Florida. This support keeps students engaged and ensures they are college or career ready.

Dropout Prevention programs (DOP) include:

- Educational Alternative Programs
- Teenage Parent Programs
- Disciplinary Programs
- Performance-Based Exit Option
- Driving Privileges Program

The Educational Strategies & Student Engagement Institute (ESSEI) is hosted annually through the Office of Dropout Prevention. The 2020 ESSEI event was held virtually from September through November. This most recent event had over 450 registered participants and featured a collaboration of school districts, agencies and organizations who desire to provide and share resources and capacity-building strategies to better educate and serve Florida's at-risk student population. Education professionals and other stakeholders gather to learn, share, network and identify tools to help counter and prevent academic struggles, school disengagement and dropout. These professionals represent exceptional student education, juvenile justice, dropout prevention, federal programs for at-risk student populations, attendance and truancy, social work, volunteer programs, higher education, faith-based and community-based organizations, and family engagement.

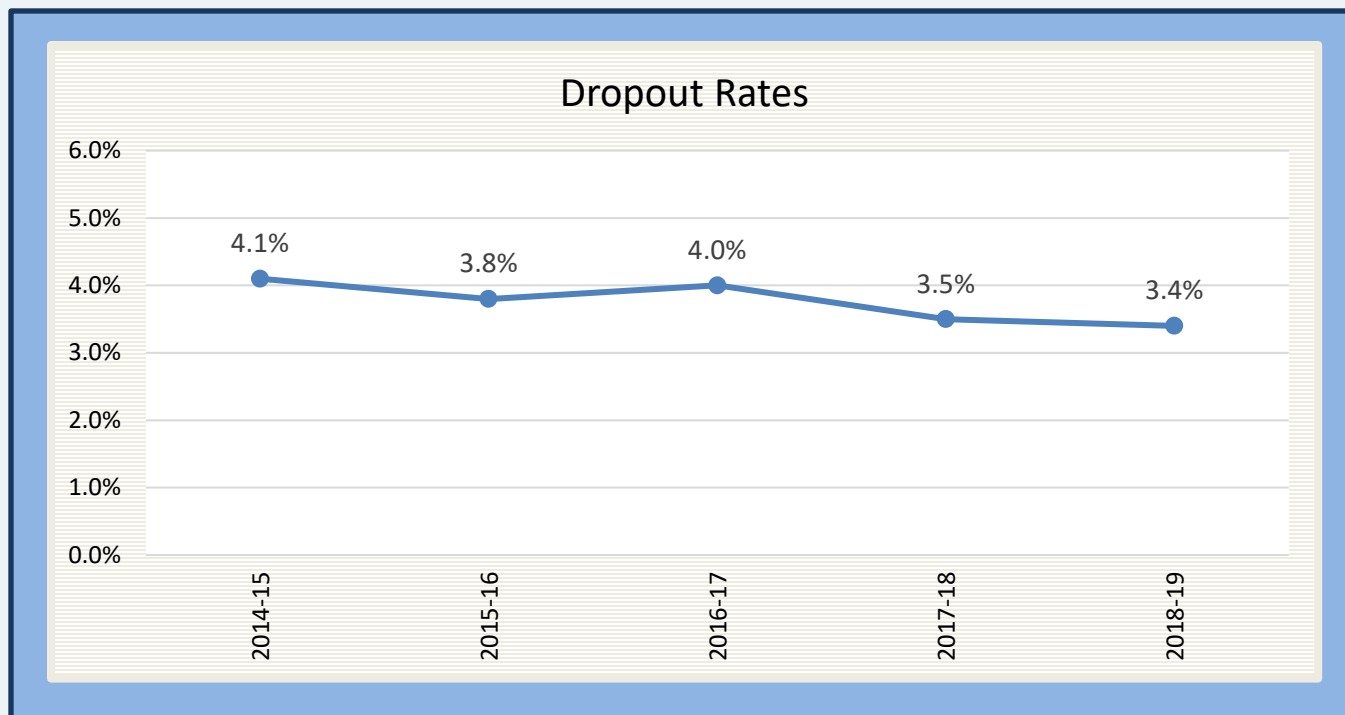
## Purpose

This annual report provides documentation that 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, pursuant to Section 1003.53, Florida Statutes (F.S.).

The 2018-19 cohort-based dropout rate is 3.4 percent. The cohort-based dropout rate has declined since 2014-15, with 0.7 percentage points fewer students dropping out prior to their scheduled graduation. The rate declined from 4.1 percent in 2014-15 to 3.8 percent in 2015-16, with a slight increase to 4.0 percent in 2016-17, then decreasing to 3.5 percent in 2017-18.

Exhibit 1 displays Florida's cohort-based dropout rates from 2014-15 to 2018-19.

**Exhibit 1.**



Provided in this annual report is the demographic data for all students served in Disciplinary, Educational Alternative and Teenage Parent dropout prevention programs. This report also describes the types of data used to measure student outcomes in the specific programs.

## Dropout Prevention Programs

Pursuant to Section 1003.53(1)(a), F.S., 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 for dropout prevention programs are those in grades 1-12 that are identified as academically unsuccessful, students with a pattern of excessive absenteeism or habitual truancy, students with a history of disruptive behavior, or students identified by a school's early warning system (pursuant to section 1001.42(18)(b), F.S.).

School district DOP programs provided services to a total of 53,079 students, during the 2019-20 school year. This total represents the number of students who participated in one or more DOP programs. Additionally, 1,066 children of the students served in the teenage parent program (TAP) are provided ancillary services and daycare services for a total of 54,145 students. The unduplicated count of students receiving DOP services is 51,409.

## Dropout Prevention Program Enrollment

The enrollment data presented in this section reflects all students served in one or more DOP programs at any time during the 2019-20 school year. Of the students served in DOP programs, 11,734 were served in disciplinary programs; 24,120 were served in educational alternative programs; 1,438 were served in teenage parent programs; and 15,787 students were served in other special programs. The special programs include alternative to expulsion programs, non-school institution for neglected or delinquent students, dropout retrieval programs and at-risk programs.

Exhibit 2 displays the enrollment in the DOP programs (excluding children of teenage parents).

**Exhibit 2.**

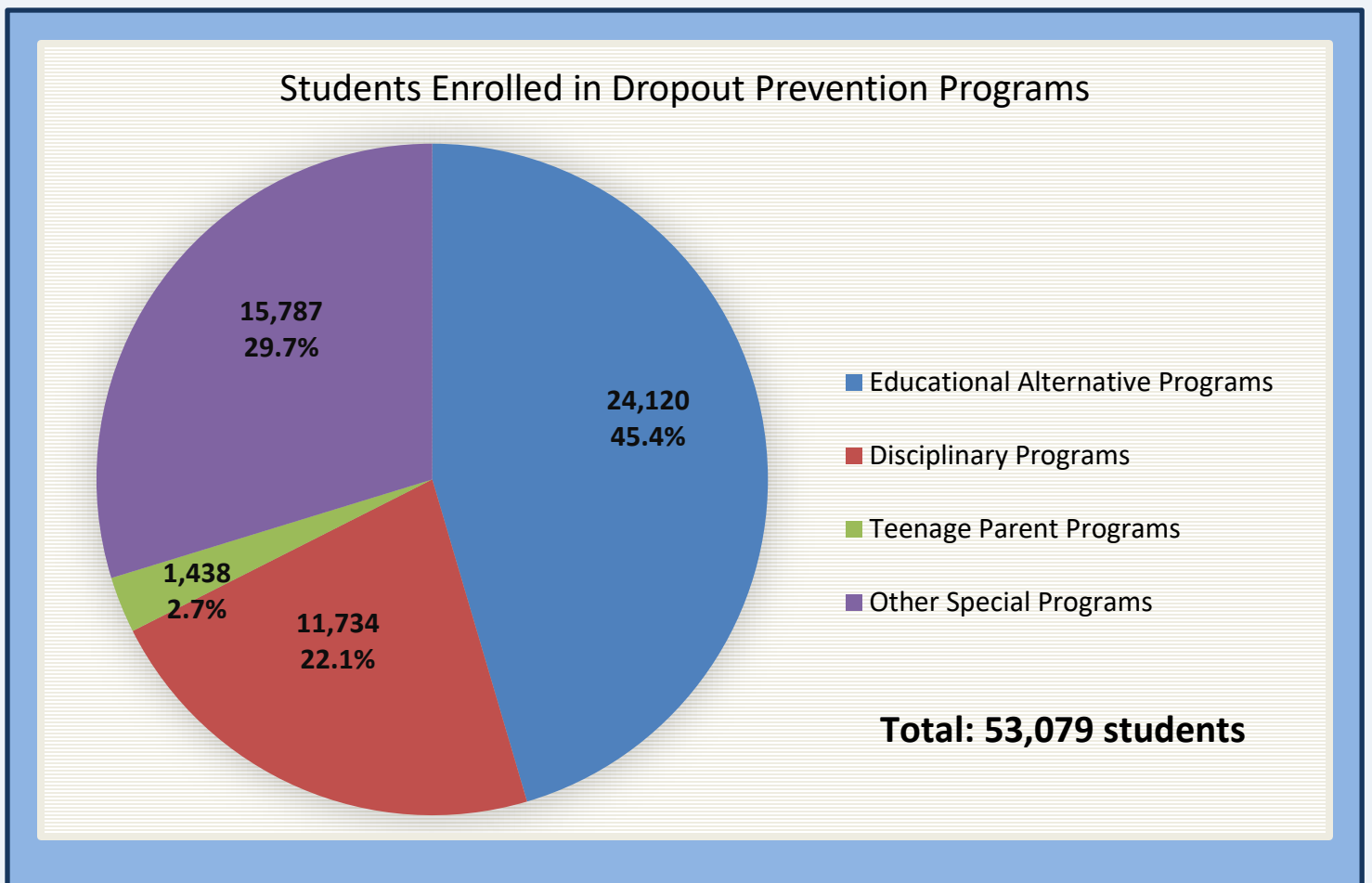


Exhibit 3 displays three-year trend data for the ethnicity of students receiving DOP services.

**Exhibit 3.**

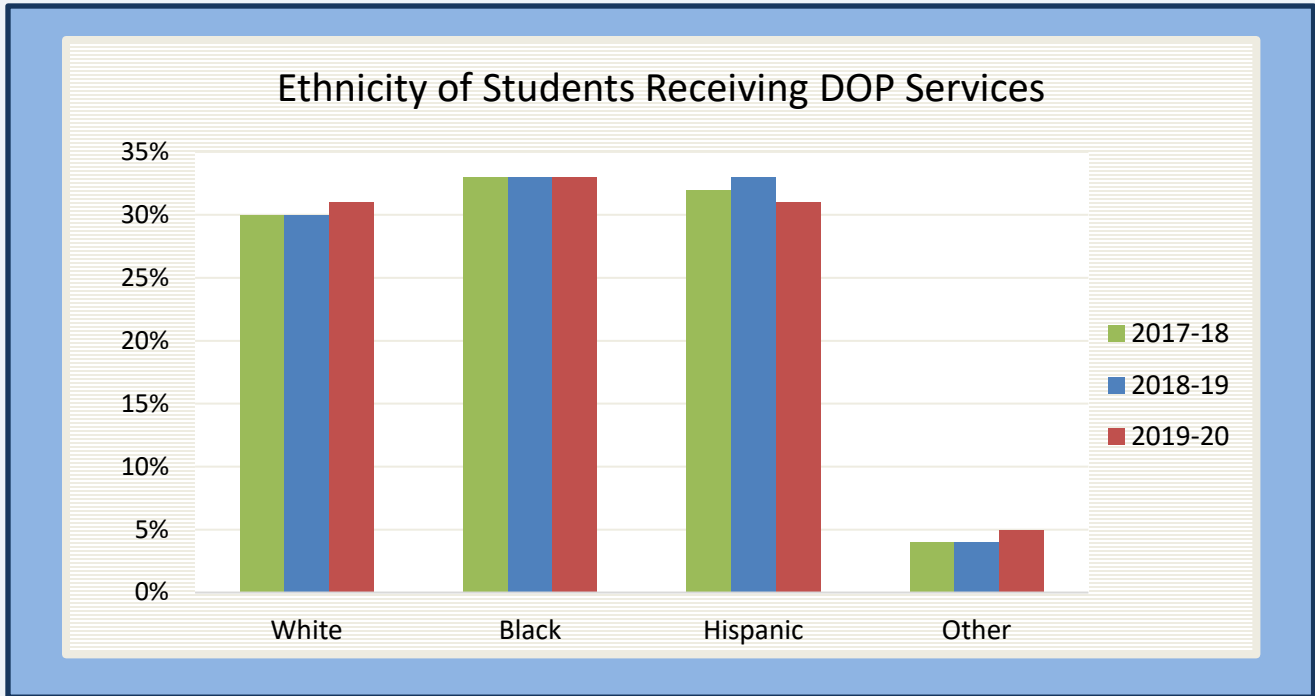
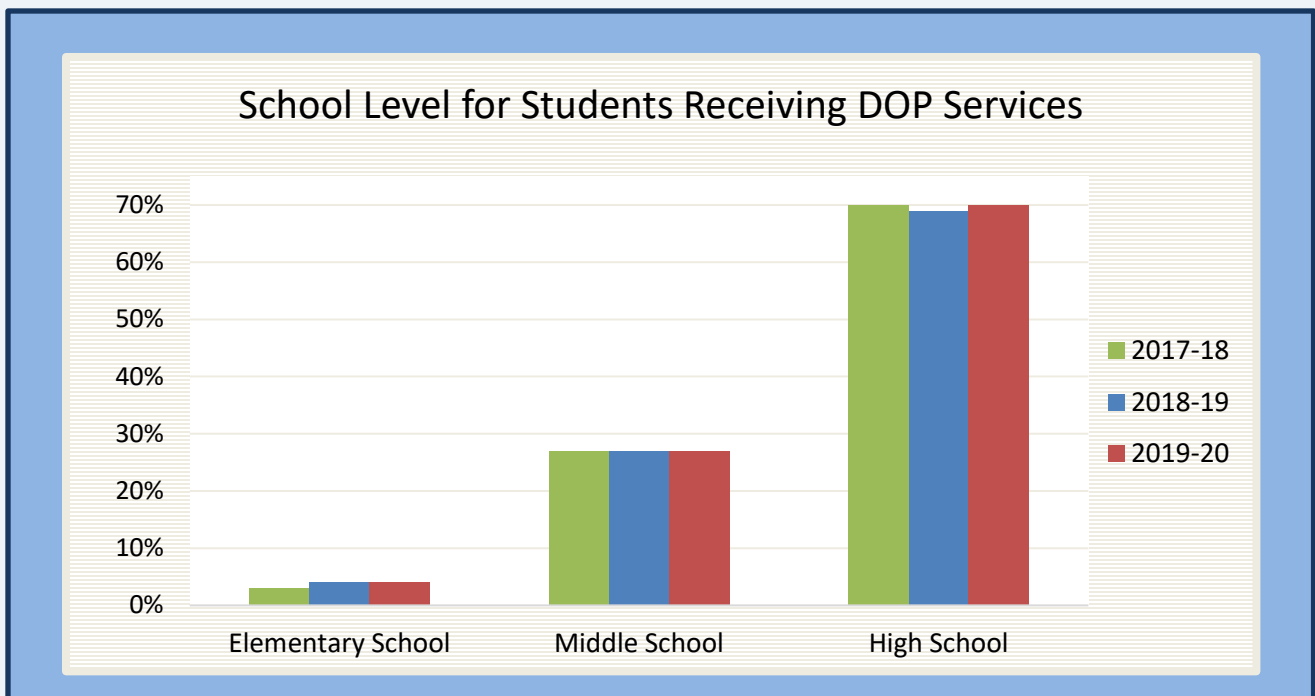


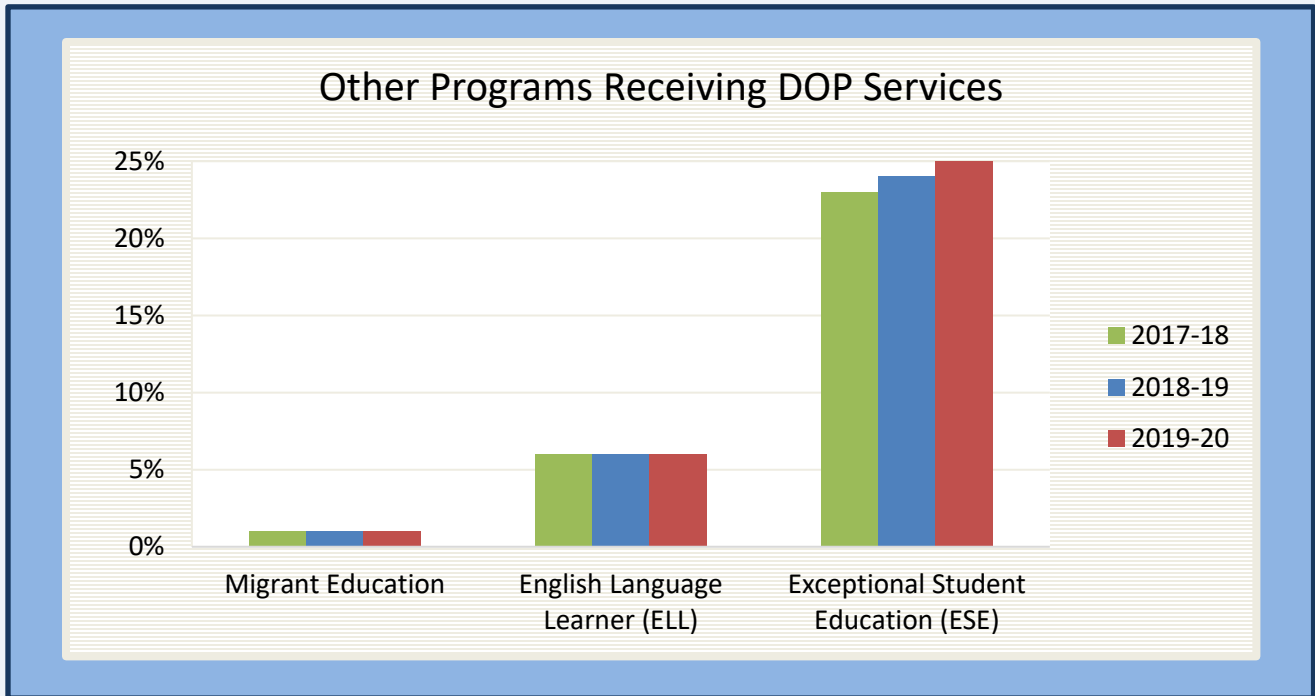
Exhibit 4 displays three-year trend data for the school level attended for students receiving DOP services.

**Exhibit 4.**



Students enrolled in dropout prevention programs may also be served by other programs such as migrant, English language learner (ELL) and exceptional student education (ESE) programs. For the 2019-20 school year, one percent were served in migrant education, six percent in English language learner programs and 25 percent in exceptional student education programs. Exhibit 5 displays three-year trend data for the programs that provided services to DOP students.

**Exhibit 5.**



## Measuring Student Outcomes

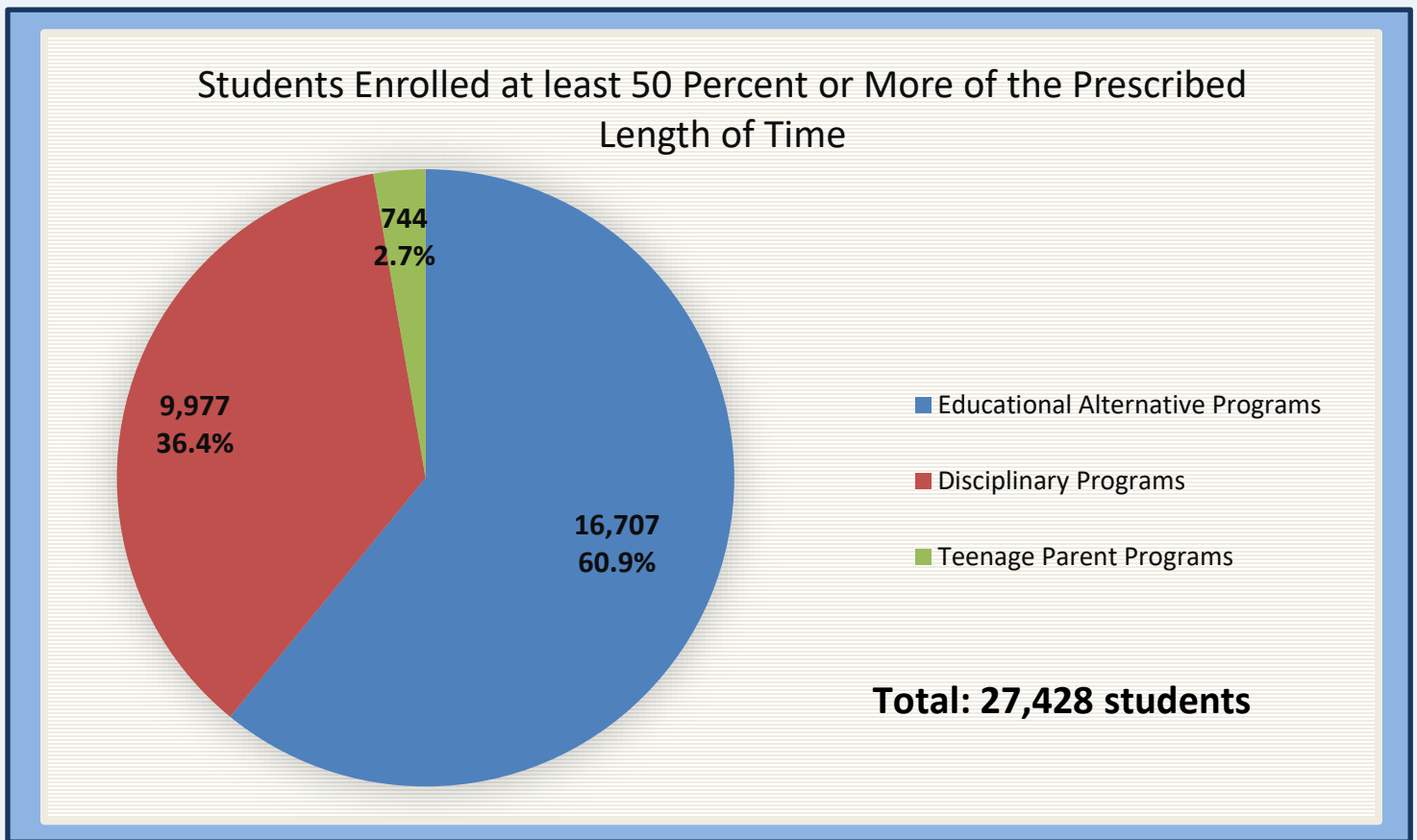
The subsequent information includes outcome data only for those students who participated in 50 percent or more of the prescribed length of a program at any time during the 2019-20 school year. There were 27,428 students enrolled 50 percent or more of the prescribed length of a program. Within each of the programs, student outcome data presented addresses 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 General Education Development (GED®)-based Diploma Programs – The percentage of students who 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 6 displays enrollment data for students who participated in disciplinary, educational alternative and teenage parent programs for 50 percent or more of the prescribed length of the specified program.

**Exhibit 6.**





## Disciplinary Programs

In 2019-20, 9,977 students participated in a disciplinary program for at least 50 percent of the prescribed length of the program.

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

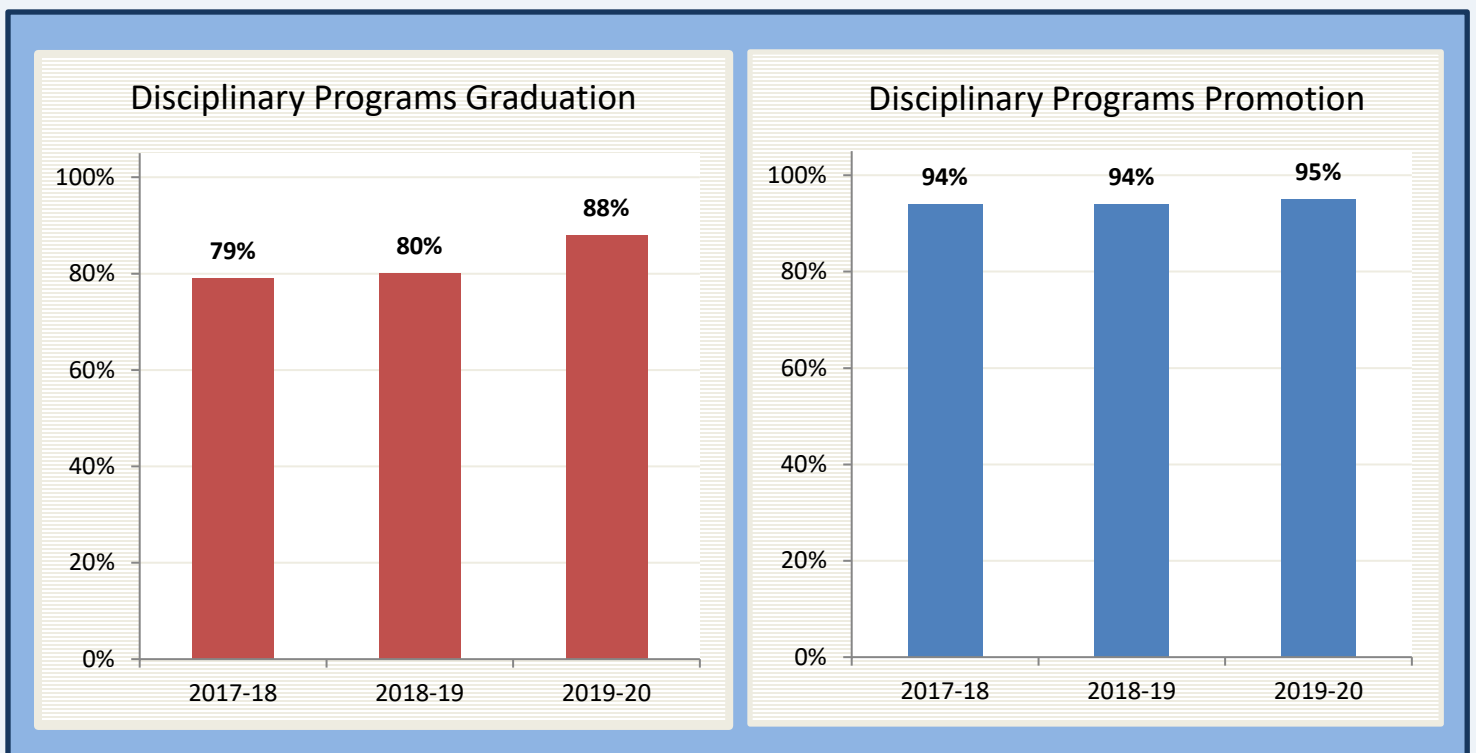
Outcome data for students in disciplinary programs reveal the following:

- 88 percent of students in grades 9-12 graduated with a standard diploma;
- 95 percent were promoted to a higher grade;
- 52 percent of the 21 students, also enrolled in the Performance-Based Exit Option, passed the GED® test, and earned a state of Florida diploma;
- 32 percent were absent for 21 days or more;
- 12 percent were suspended/expelled for more than 10 days; and
- Two percent of students in grades 9-12 dropped out.

Exhibits 7 and 8 show three-year trend data for disciplinary programs graduation and promotion.

**Exhibit 7.** Three-Year Graduation Trend Data

**Exhibit 8.** Three-Year Promotion Trend Data



## Educational Alternative Programs

In 2019-20, 16,707 students participated in educational alternative programs for at least 50 percent of the prescribed length of the program.

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

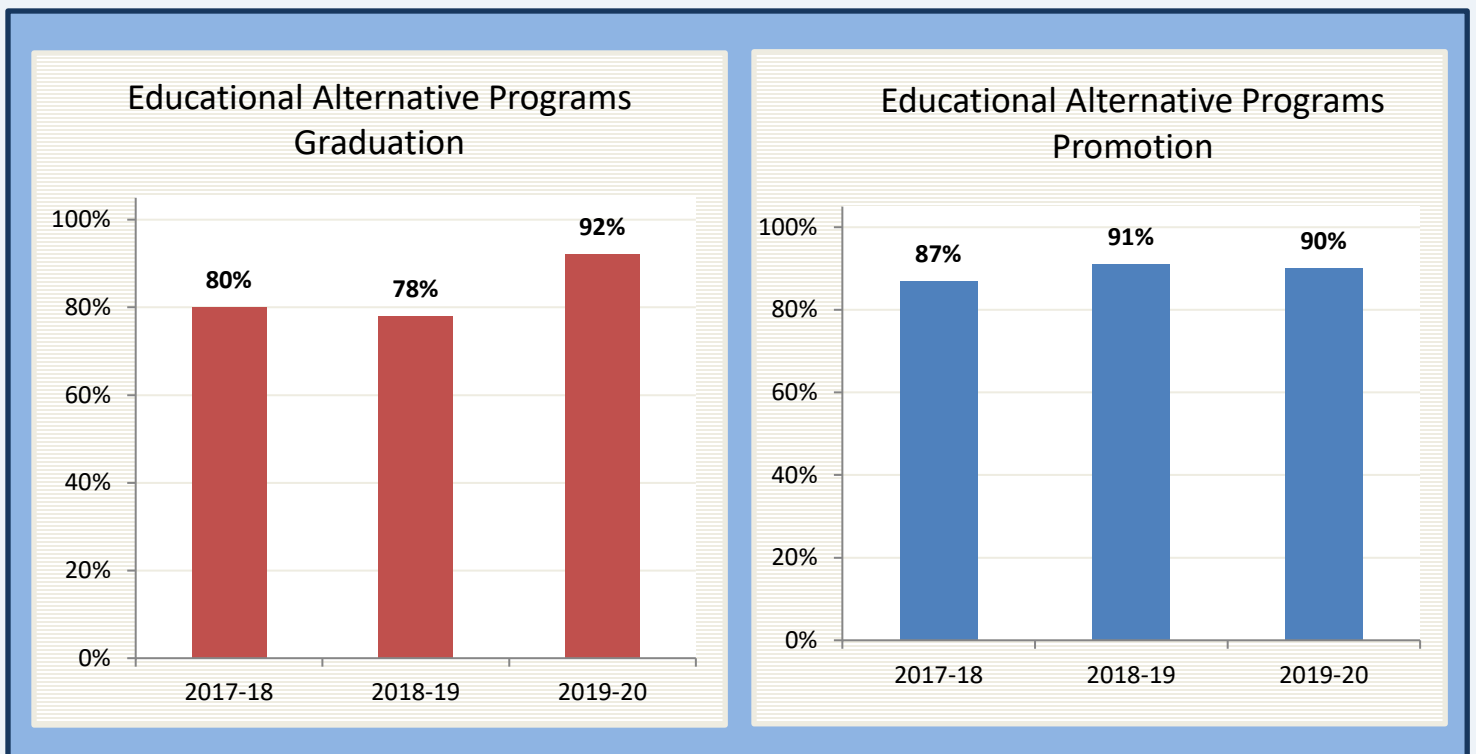
Outcome data for students in educational alternative programs reveal the following:

- 92 percent of students in grades 9-12 graduated with a standard diploma;
- 90 percent were promoted to a higher grade;
- 27 percent were absent for 21 days or more;
- Three percent were suspended/expelled for more than 10 days; and
- Two percent of students in grades 9-12 dropped out.

Exhibits 9 and 10 show three-year trend data for educational alternative programs graduation and promotion.

**Exhibit 9.** Three-Year Graduation Trend Data

**Exhibit 10.** Three-Year Promotion Trend Data



## Teenage Parent Programs

In 2019-20, 744 teenage parents and 468 children of teenage parents participated in a Teenage Parent (TAP) program for at least 50 percent of the prescribed length of the program.

The 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 designed to meet the specific needs of pregnant or parenting students and their children.

Outcome data for students in teenage parent programs reveal the following:

- 93 percent of students in grades 9-12 graduated with a standard diploma;
- 88 percent were promoted to a higher grade;
- 57 percent were absent for 21 days or more;
- One percent were suspended/expelled for more than 10 days; and
- Three percent of students in grades 9-12 dropped out.

Exhibits 11 and 12 show three-year trend data for teenage parent programs graduation and promotion.

**Exhibit 11.** Three-Year Graduation Trend Data

**Exhibit 12.** Three-Year Promotion Trend Data

