
DROPOUT PREVENTION — AND ACADEMIC — INTERVENTION PROGRAMS

Annual Report • 2020-2021



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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 Florida. This support keeps students engaged and ensures college and career readiness. Dropout prevention (DOP) programs include:

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

The Office of Dropout Prevention has recently joined the Bureau of School Improvement to align dropout prevention programs, alternative schools and Title I, Part D (neglected and delinquent) programs. The alignment strengthens the collaborative effort between these programs to provide our diverse student population with supplemental support systems to help them achieve success. When working in partnership with each other, these programs create a multi-layer support system for our students facing academic struggles and school disengagement. Educator resources and district funding provide supports to professionals representing exceptional student education, juvenile justice education, 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

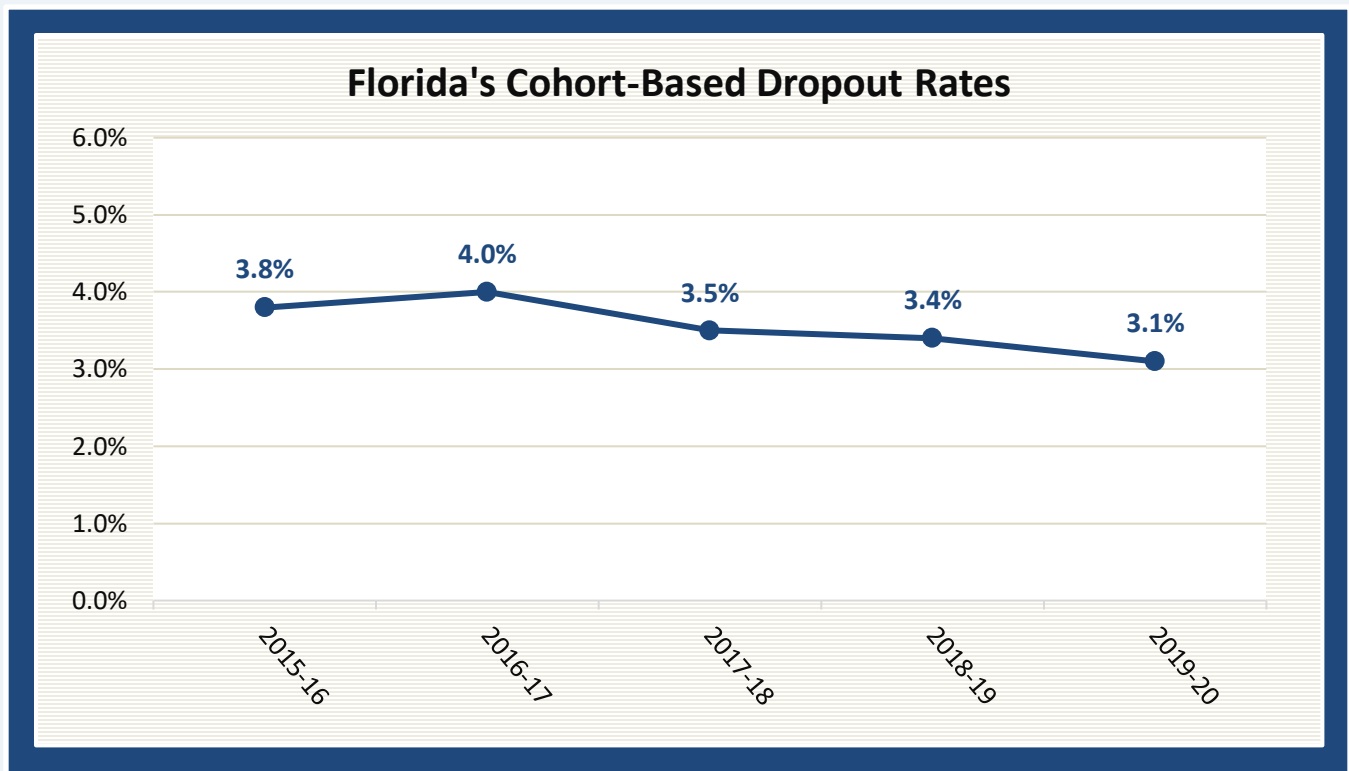
This annual report provides documentation of each district's dropout prevention and academic intervention programs success in graduation rate, dropout rate, attendance rate, and retention/promotion rate, pursuant to Section 1003.53, Florida Statutes (F.S.).

Florida's 2019-20 cohort-based dropout rate is 3.1 percent. The cohort-based dropout rate has declined since 2015-16, with 0.7 percentage points fewer students dropping out before their scheduled graduation. The rate increased from 3.8 percent in 2015-16 to 4.0 percent in 2016-17, declined to 3.5 percent in 2017-18, then slightly decreased to 3.4 percent in 2018-19.

The cohort-based dropout rate includes, but is not limited to, students served in a dropout prevention program. The cohort-based dropout rate is the percentage of students who drop out of school within four years of their first enrollment in ninth grade. Subsequent to their enrollment in ninth grade, students who transfer out and deceased students are removed from the calculation. Entering transfer students are included in the rate for the class with which they are scheduled to graduate, based on their date of enrollment. Information on Florida's cohort-based dropout rate is published on the department's website.

Exhibit 1 displays Florida’s cohort-based dropout rates from 2015-16 to 2019-20.

Exhibit 1.



** PK-12 Public School Data Publications and Reports, Florida Department of Education, 2021*

This annual report provides 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 each specific program.

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), F.S.).

School district DOP programs provided services to **44,787** students during the 2020-21 school year. This total represents the number of students who participated in one or more DOP programs. Additionally, **710** children of the students served in the teenage parent program (TAP) are provided

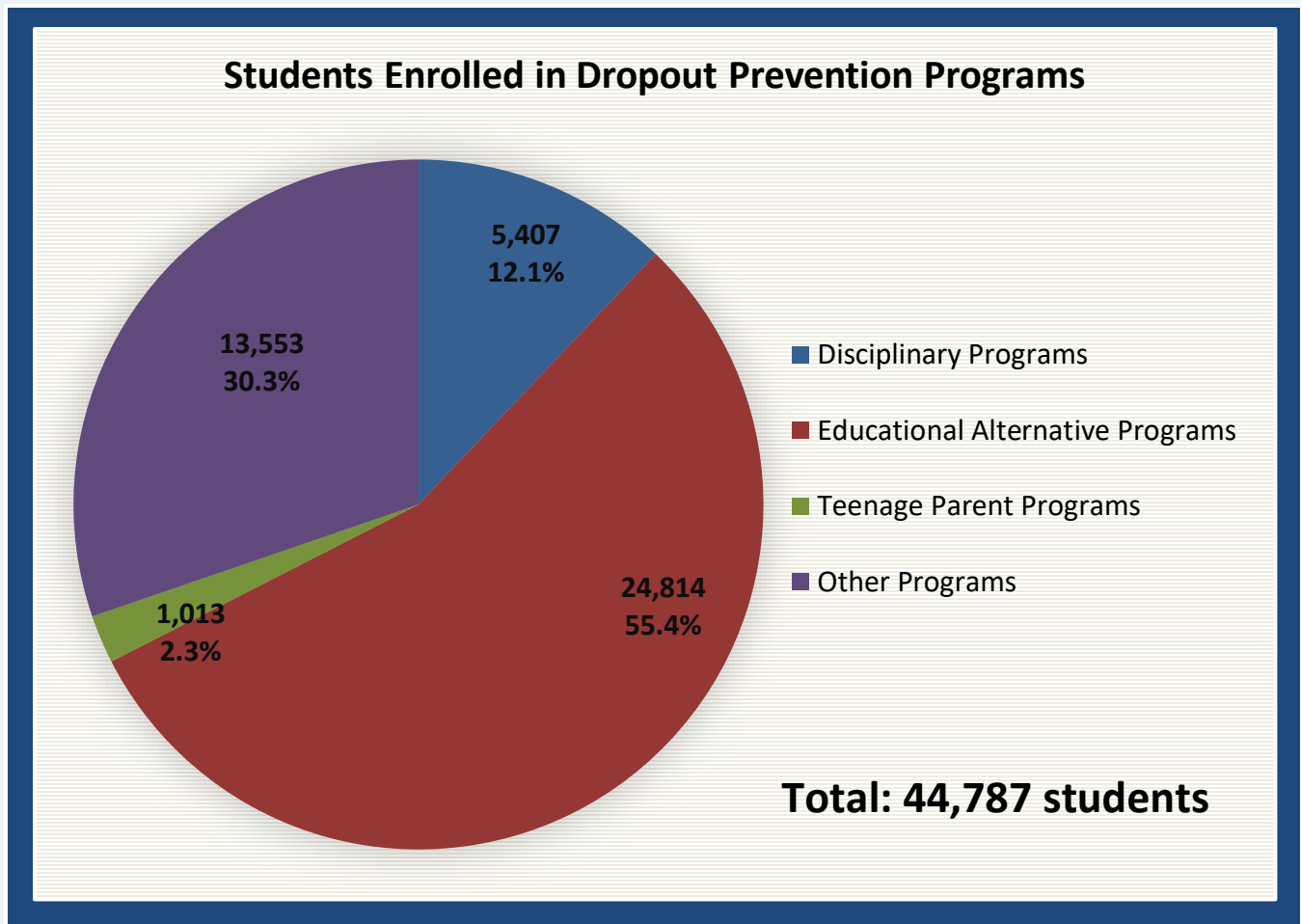
ancillary services and daycare services for a total of **45,497** students. The unduplicated count of students receiving DOP services is **43,437**.

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 2020-21 school year. Of the students served in DOP programs, **5,407** were served in disciplinary programs; **24,814** were served in educational alternative programs; **1,013** were served in teenage parent (TAP) programs; and **13,553** students were served in other programs. Other programs include the alternative to expulsion programs, non-school institutions for neglected students, dropout retrieval programs and supplemental supports programs.

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

Exhibit 2.



**Note: Percentages shown are rounded, and as a result, the sum of the individual numbers does not add up to 100%.*

Exhibit 3 displays three-year trend data of students receiving DOP services based on gender.

Exhibit 3.

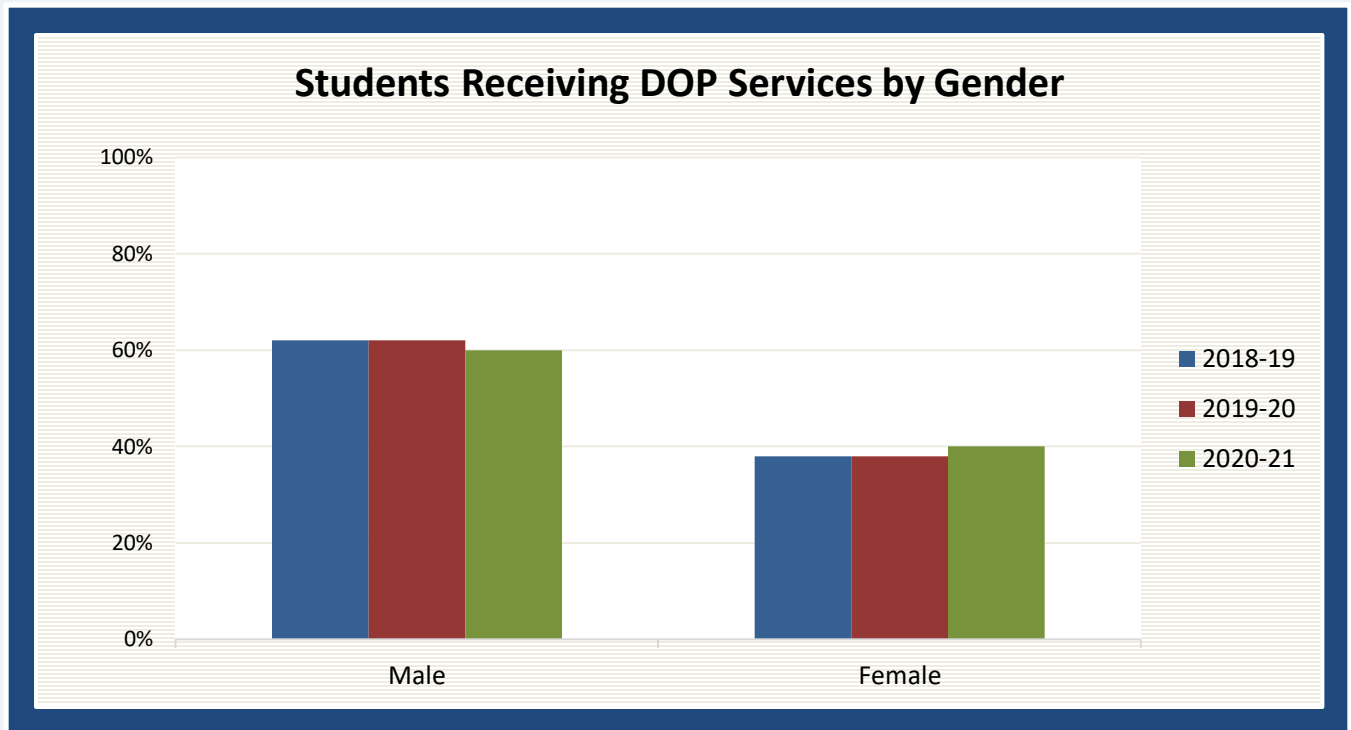


Exhibit 4 displays three-year trend data of students receiving DOP services based on ethnicity.

Exhibit 4.

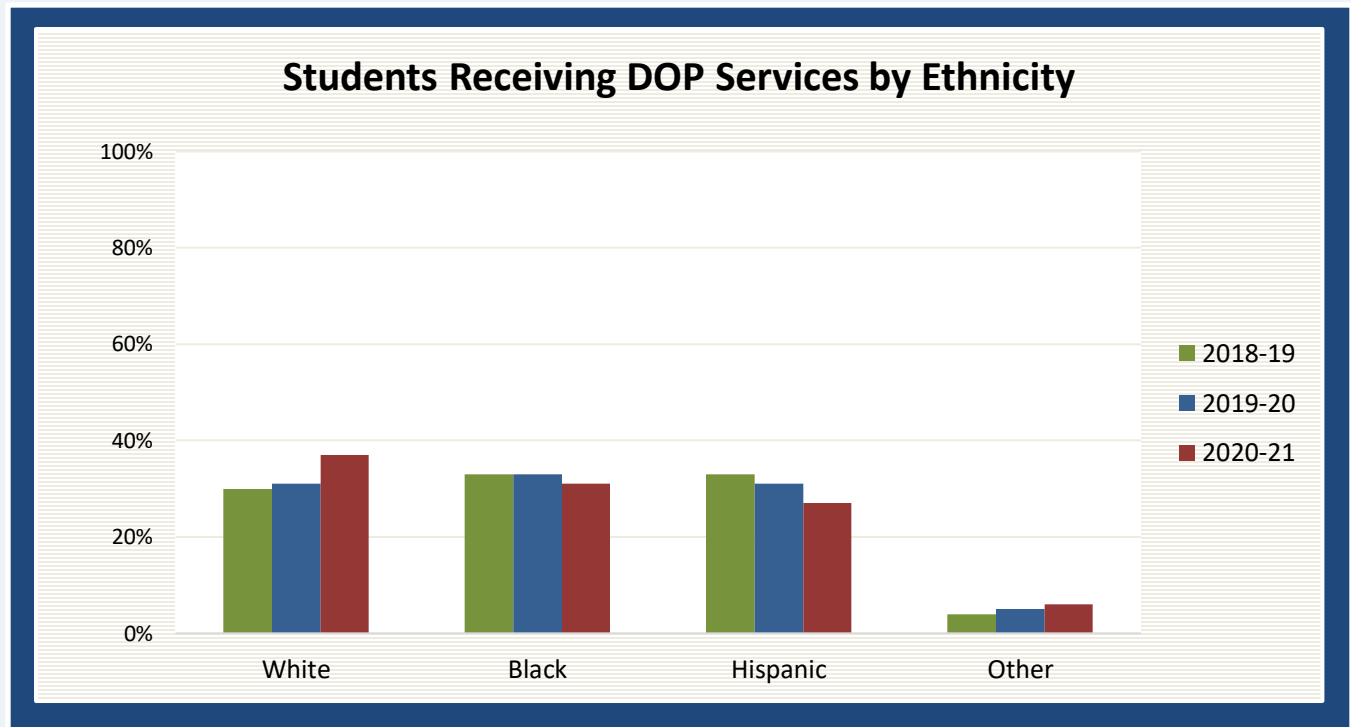
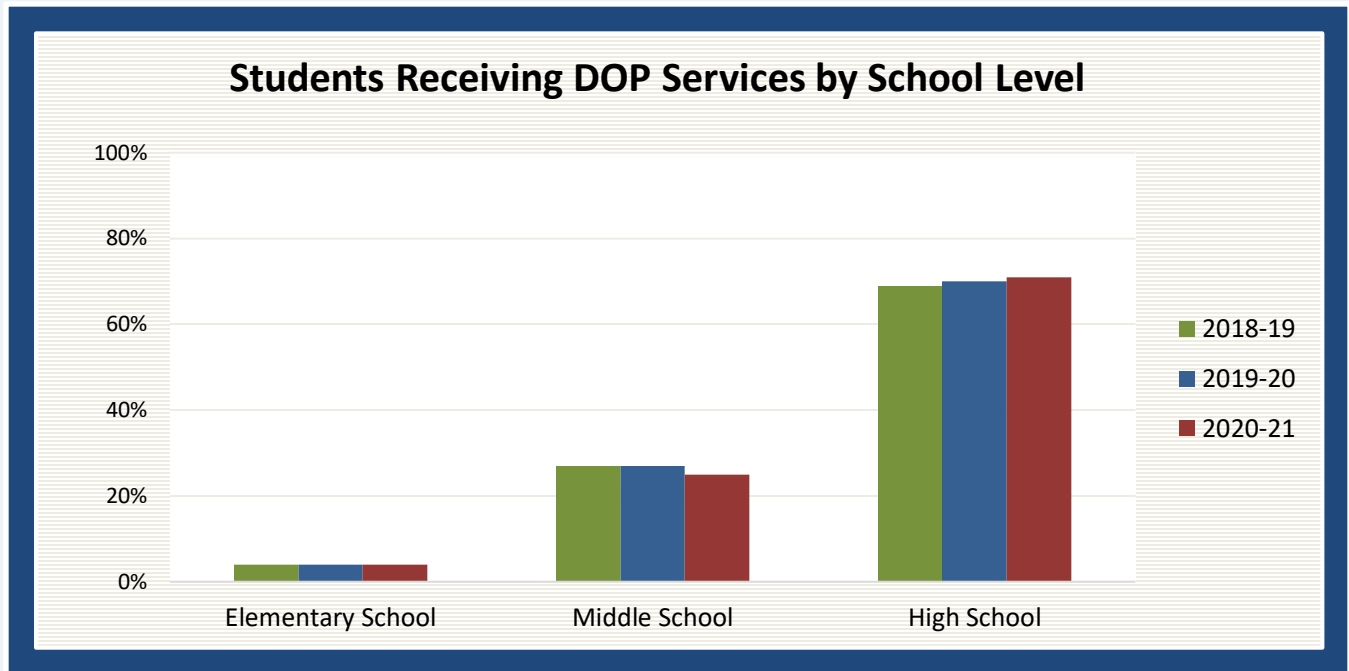


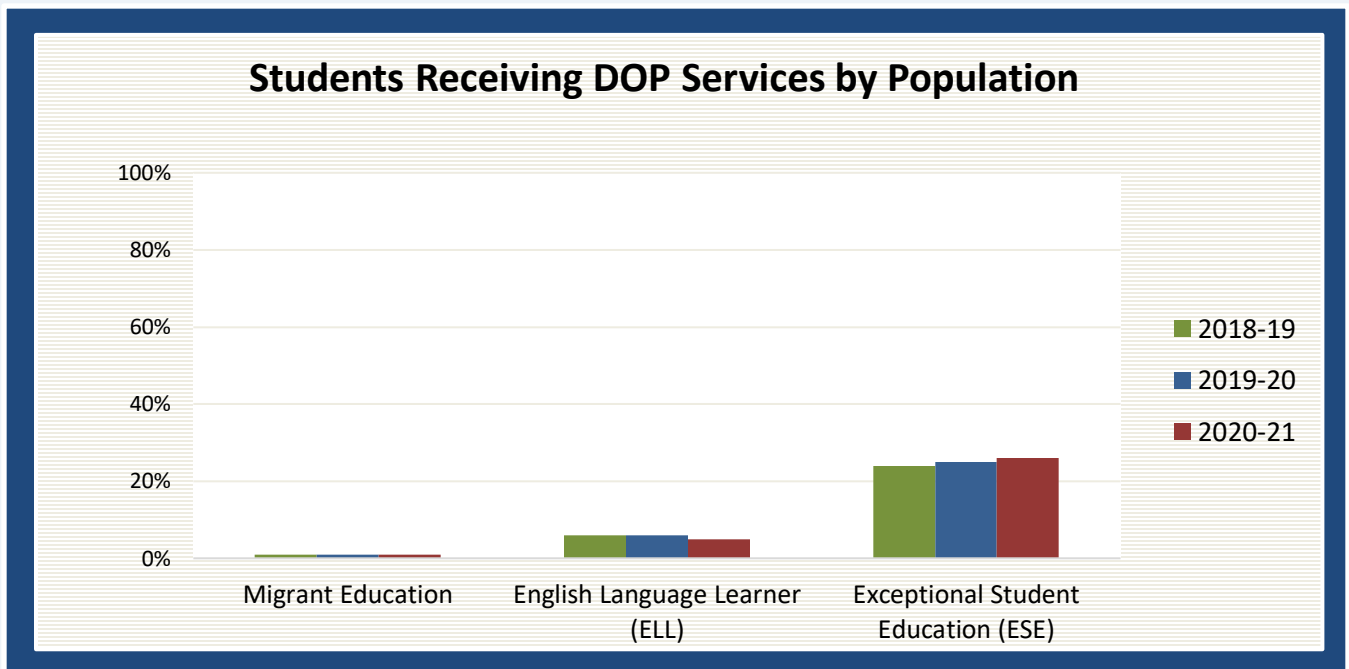
Exhibit 5 displays three-year trend data of students receiving DOP services based on the school level.

Exhibit 5.



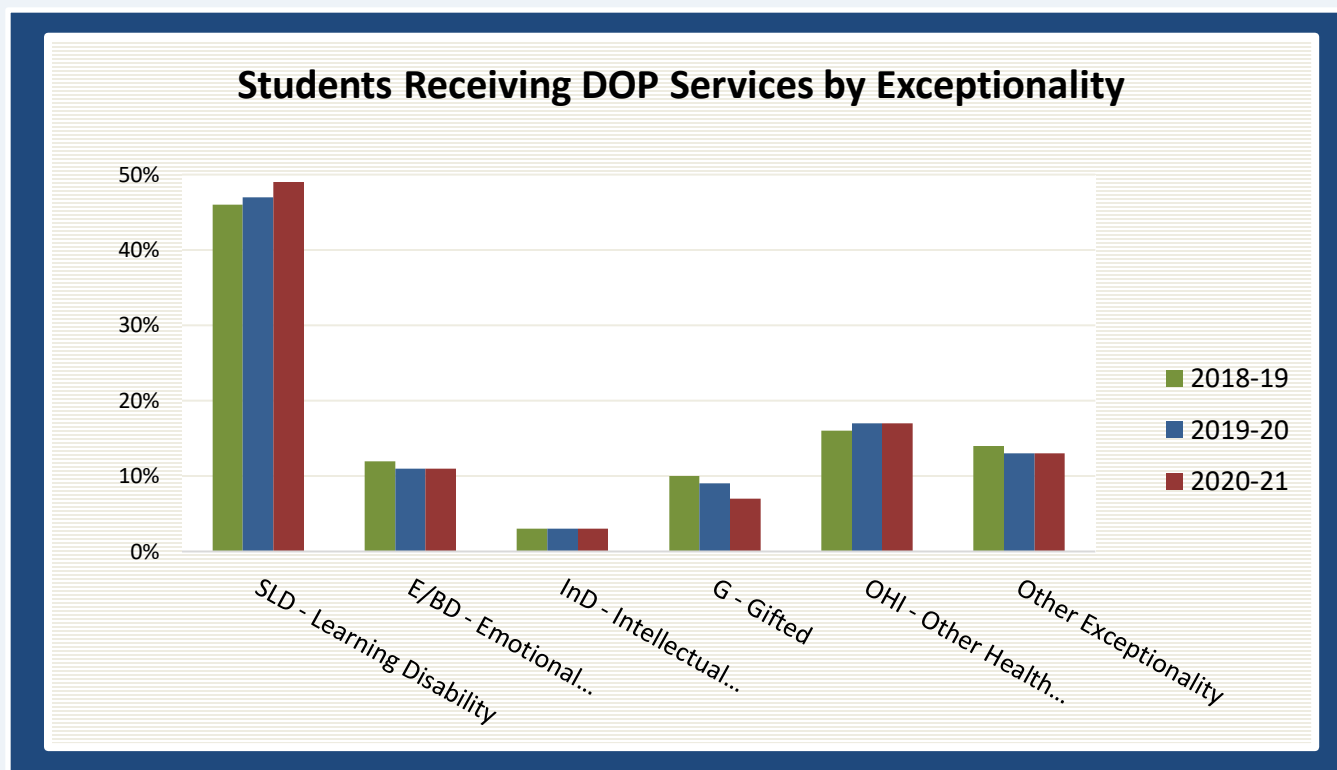
Dropout prevention programs serve a diverse student population. Students receiving DOP services may also receive services from migrant education programs, English language learner (ELL) education services and exceptional student education (ESE) services. For the 2020-21 school year, **1 percent** were served in migrant education, **5 percent** in English language learner education services, and **26 percent** in exceptional student education services. Exhibit 6 displays three-year trend data of students receiving DOP services based on population.

Exhibit 6.



Dropout prevention programs include services for students with disabilities within the following exceptionalities: specific learning disability, emotional/behavioral disability, intellectual disability, gifted, other health impaired and other exceptionality. For the 2020-21 school year, **49 percent** received services for specific learning disability (SLD), **11 percent** for emotional/behavioral disability (E/BD) services, **3 percent** for intellectual disability (InD) services, **7 percent** for gifted (G) services, **17 percent** in other health impaired (OHI) services, and **13 percent** in other exceptionality services. Exhibit 7 displays three-year trend data of students receiving DOP services based on exceptionality.

Exhibit 7.



Measuring Student Outcomes

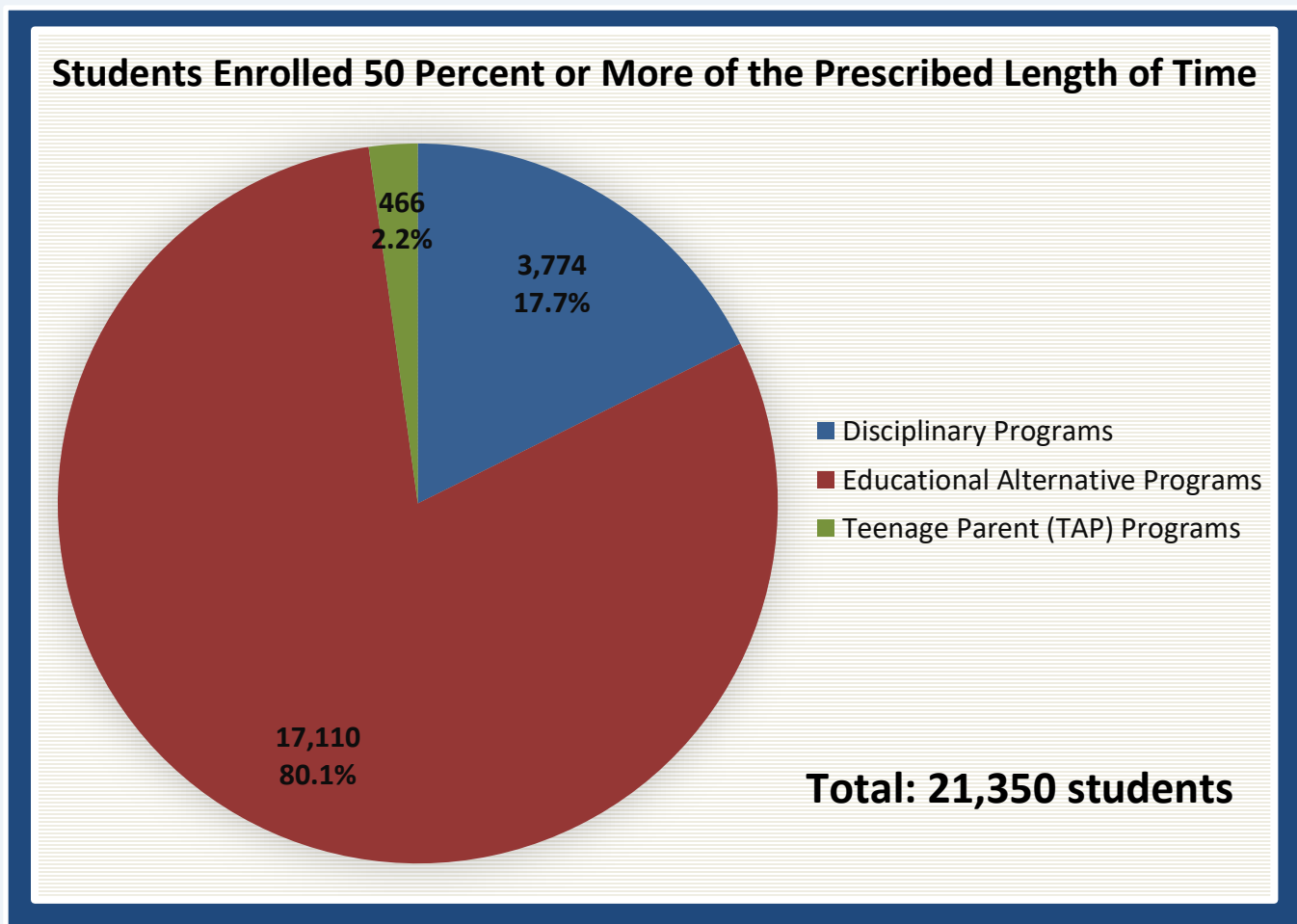
The following information includes outcome data only for those students who participated in 50 percent or more of the prescribed length of a program at any time during the 2020-21 school year. There were **21,350** students enrolled 50 percent or more of the prescribed length of a program. Within each of the programs, student outcome data 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 for more than ten days or expelled divided by the number of students participating in the program;
- Graduation – The number of students graduating with a standard high school diploma divided by the number of students who exited school;
- Performance – The number of students participating in performance-based exit option model programs, which include percentage of students who passed the GED® and either earned a performance-based exit option 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 8 displays enrollment data for students who participated in disciplinary, educational alternative, and teenage parent (TAP) programs for 50 percent or more of the prescribed length of the specified program.

Exhibit 8.



Disciplinary Programs

In 2020-21, **3,774** 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 traditional school environment. These programs afford students positive alternatives to suspension and expulsion.

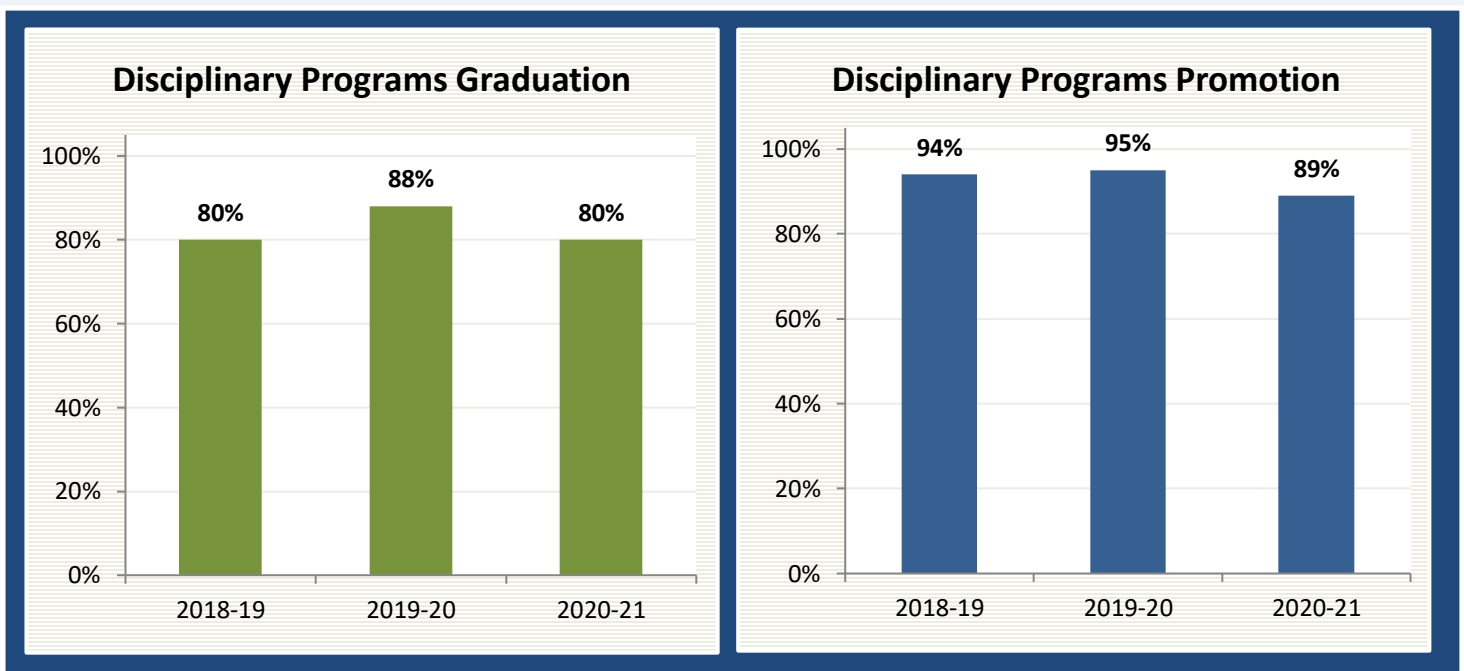
Outcome data for students in disciplinary programs reveal the following:

- **80 percent** of students in grades 9-12 graduated with a standard high school diploma;
- **89 percent** were promoted to a higher grade;
- **46 percent** of the 13 students enrolled in the Performance-Based Exit Option model passed the GED[®] and earned a State of Florida diploma;
- **46 percent** were absent for 21 days or more;
- **16 percent** were suspended for more than ten days or expelled; and
- **3 percent** of students in grades 9-12 dropped out.

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

Exhibit 9. Three-Year Graduation Trend Data

Exhibit 10. Three-Year Promotion Trend Data



Educational Alternative Programs

In 2020-21, **17,110** 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 potentially dropping out of school based on being retained, high absenteeism and failing grades.

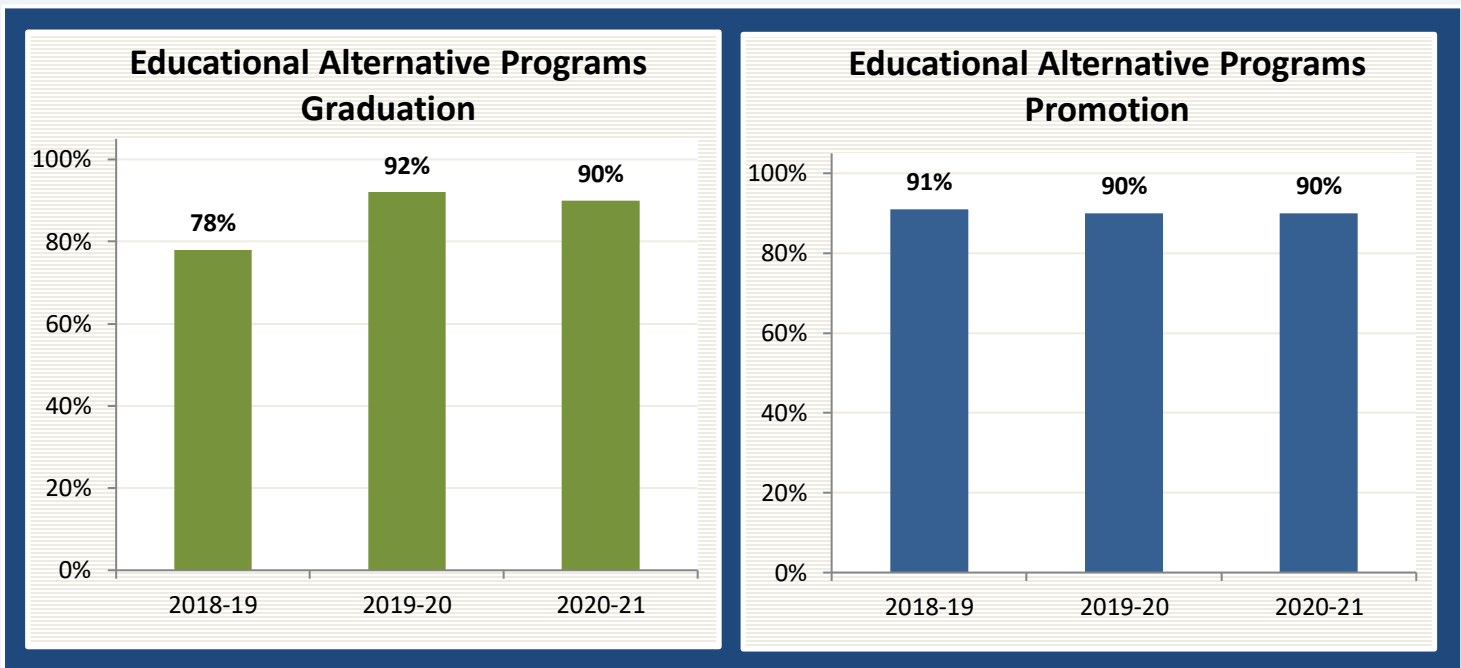
Outcome data for students in educational alternative programs reveal the following:

- **90 percent** of students in grades 9-12 graduated with a standard high school diploma;
- **90 percent** were promoted to a higher grade;
- **0 percent** of the 3 students enrolled in the Performance-Based Exit Option model passed the GED® and earned a State of Florida diploma;
- **33 percent** were absent for 21 days or more;
- **2 percent** were suspended for more than ten days or expelled; and
- **3 percent** of students in grades 9-12 dropped out.

Exhibits 11 and 12 show three-year trend data for educational alternative programs graduation and promotion.

Exhibit 11. Three-Year Graduation Trend Data

Exhibit 12. Three-Year Promotion Trend Data



Teenage Parent Programs

In 2020-21, **466** teenage parents and **348** children of teenage parents participated in a Teenage Parent (TAP) program for at least 50 percent of the prescribed length of the program.

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

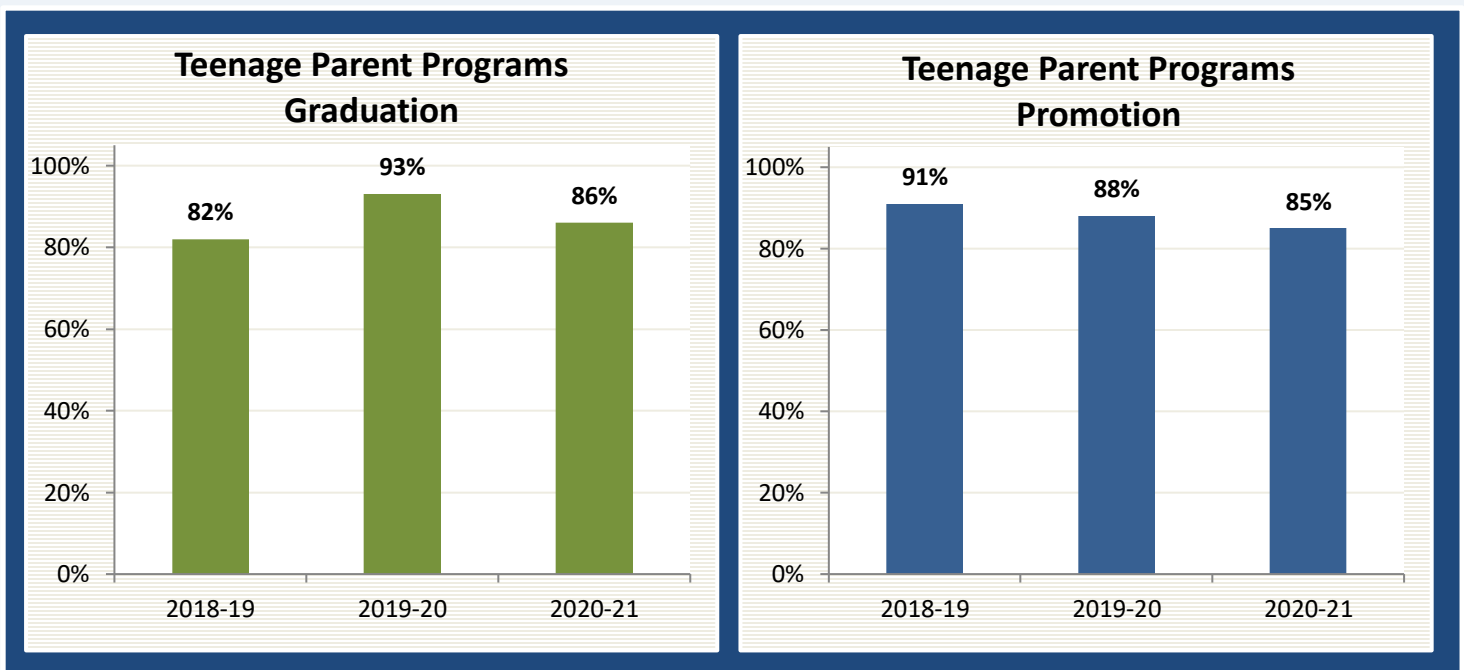
Outcome data for students in teenage parent programs reveal the following:

- **86 percent** of students in grades 9-12 graduated with a standard high school diploma;
- **85 percent** were promoted to a higher grade;
- **72 percent** of the 7 students enrolled in the Performance-Based Exit Option model passed the GED® test; **29 percent** of these students earned a Performance-Based Exit-Option diploma and **43 percent** earned a State of Florida diploma;
- **65 percent** were absent for 21 days or more;
- **No students** were suspended for more than ten days or expelled; and
- **5 percent** of students in grades 9-12 dropped out.

Exhibits 13 and 14 show three-year trend data for teenage parent (TAP) programs graduation and promotion.

Exhibit 13. Three-Year Graduation Trend Data

Exhibit 14. Three-Year Promotion Trend Data





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