# IES Practice Guide: Dropout Prevention

| **Recommendation 1.** Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out | **Presence** | | **Level of Success** | | | | **Restudy** | | |
|---|---|---|---|---|---|---|---|---|---|
| **Checklist** | Yes | No | VG | G | A | P | Yes | No | ? |
| ❒ Use longitudinal, student-level data to get an accurate read of graduation and dropout rates. | | | | | | | | | |
| ❒ Use data to identify incoming students with histories of academic problems, truancy, behavioral problems, and retentions. | | | | | | | | | |
| ❒ Monitor the academic and social performance of all students continually. | | | | | | | | | |
| ❒ Review student-level data to identify students at risk of dropping out before key academic transitions. | | | | | | | | | |
| ❒ Monitor students' sense of engagement and belonging in school. | | | | | | | | | |
| ❒ Collect and document accurate information on student withdrawals. | | | | | | | | | |
| **Comments:** | | | | | | | | | |

*Legend:* VG=Very Good, G=Good, A=Average, P=Poor

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| **Recommendation 2.** Assign adult advocates to students at risk of dropping out | **Presence** | | **Level of Success** | | | | **Restudy** | | |
|---|---|---|---|---|---|---|---|---|---|
| **Checklist** | Yes | No | VG | G | A | P | Yes | No | ? |
| ❒ Choose adults who are committed to investing in the student's personal and academic success, keep caseloads low, and purposefully match students with adult advocates. | | | | | | | | | |
| ❒ Establish a regular time in the school day or week for students to meet with the adult. | | | | | | | | | |
| ❒ Communicate with adult advocates about the various obstacles students may encounter—and provide adult advocates with guidance and training about how to work with students, parents, or school staff to address the problems. | | | | | | | | | |
| **Comments:** | | | | | | | | | |

| **Recommendation 3.** Provide academic support and enrichment to improve academic performance | **Presence** | | **Level of Success** | | | | **Restudy** | | |
|---|---|---|---|---|---|---|---|---|---|
| **Checklist** | Yes | No | VG | G | A | P | Yes | No | ? |
| ❒ Provide individual or small group support in test-taking skills, study skills, or targeted subject areas such as reading, writing, or math. | | | | | | | | | |
| ❒ Provide extra study time and opportunities for credit recovery and accumulation through after school, Saturday school, or summer enrichment programs. | | | | | | | | | |
| **Comments:** | | | | | | | | | |

*Legend:* VG=Very Good, G=Good, A=Average, P=Poor

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| **Recommendation 4.** Implement programs to improve students' classroom behavior and social skills | **Presence** | | **Level of Success** | | | | **Restudy** | | |
|---|---|---|---|---|---|---|---|---|---|
| **Checklist** | Yes | No | VG | G | A | P | Yes | No | ? |
| ❒ Use adult advocates or other engaged adults to help students establish attainable academic and behavioral goals with specific benchmarks. | | | | | | | | | |
| ❒ Recognize student accomplishments. | | | | | | | | | |
| ❒ Teach strategies to strengthen problem-solving and decision-making skills. | | | | | | | | | |
| ❒ Establish partnerships with community-based program providers and other agencies such as social services, welfare, mental health, and law enforcement. | | | | | | | | | |
| **Comments:** | | | | | | | | | |

| **Recommendation 5.** Personalize the learning environment and instructional process | **Presence** | | **Level of Success** | | | | **Restudy** | | |
|---|---|---|---|---|---|---|---|---|---|
| **Checklist** | Yes | No | VG | G | A | P | Yes | No | ? |
| ❒ Establish small learning communities. | | | | | | | | | |
| ❒ Establish team teaching. | | | | | | | | | |
| ❒ Create smaller classes. | | | | | | | | | |
| ❒ Create extended time in classroom through changes to the school schedule. | | | | | | | | | |
| ❒ Encourage student participation in extracurricular activities. | | | | | | | | | |
| **Comments:** | | | | | | | | | |

*Legend:* VG=Very Good, G=Good, A=Average, P=Poor

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| **Recommendation 6.** Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school | **Presence** | | **Level of Success** | | | | **Restudy** | | |
|---|---|---|---|---|---|---|---|---|---|
| **Checklist** | Yes | No | VG | G | A | P | Yes | No | ? |
| ❒ Provide teachers with ongoing ways to expand their knowledge and improve their skills. | | | | | | | | | |
| ❒ Integrate academic content with career and skill-based themes through career academies or multiple pathways models. | | | | | | | | | |
| ❒ Host career days and offer opportunities for work-related experiences and visits to postsecondary campuses. | | | | | | | | | |
| ❒ Provide students with extra assistance and information about the demands of college. | | | | | | | | | |
| ❒ Partner with local businesses to provide opportunities for work-related experience such as internships, simulated job interviews, or long-term employment. | | | | | | | | | |
| **Comments:** | | | | | | | | | |

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