



Dropout Prevention Report

May 23, 2022



DOP Committee Membership

- Steve Bussiere - Assistant Superintendent
- Brent Coleman - Social Work
- Mike Fallon - Attendance Coordinator
- Deanna Farrell - SRTC Counselor
- Tara Houle - Jobs for Maine Graduates
- Jayne Perkins - SCAE Director
- Bethany Lambert - Curriculum Director
- Beth Letourneau - Director of School Counseling @ SHS
- Anne L'Heureux - Data Specialists
- Joe Mastraccio - Assistant Principal SMS
- Matt Petermann - SHS Principal
- Kath Sargent - SRTC Director
- Karen Webb - Alternative Education Director
- Jen Davie - School Committee
- Cecilia Sirianni - Outreach

Dropout Prevention Committee

Purpose:

- Review Data
- Identify Trends
- Report to the School Committee
- Make Recommendations

Why Dropout Prevention Matters

- Economic and Social Well-Being
- Health
- Impact on the Economy

Individual Risk Factors

| Individual Background Characteristics | Early Adult Responsibilities | Social Attitudes, Value and Behavior | School Performance | School Engagement | School Behavior |
|---|--|---|---|--|---|
| <p>Learning disability</p> <p>Emotional disturbance</p> <p>ADHD</p> | <p>High number of work hours</p> <p>Parenthood</p> <p>*Students parenting their parents or siblings</p> <p>*Students who age out of foster care system</p> | <p>High risk peer group</p> <p>High risk social behavior</p> <p>Highly socially active outside of school</p> <p>Family attitude towards education</p> | <p>Retention</p> <p>Poor literacy Skills (Reading below grade-level expectations)</p> | <p>Poor attendance</p> <p>Low educational expectations</p> <p>Lack of effort</p> <p>Low commitment to school</p> <p>No extracurricular participation</p> <p>*Frequent moves</p> <p>*Homelessness</p> | <p>Misbehavior</p> <p>Early aggression</p> <p>Involved in Juvenile Justice System</p> |

Historical Dropout Data

| Calendar Year | 10-1 Attending Student Count | Total Dropouts | % |
|----------------------|-------------------------------------|-----------------------|----------|
| 09-10 | 1272 | 59 | 4.64 |
| 10-11 | 1239 | 67 | 5.41 |
| 11-12 | 1113 | 51 | 4.58 |
| 12-13 | 1050 | 41 | 3.90 |
| 13-14 | 1063 | 29 | 2.73 |
| 14-15 | 1017 | 29 | 2.85 |
| 15-16 | 1020 | 32 | 3.14 |
| 16-17 | 997 | 34 | 3.41 |
| 17-18 | 996 | 39 | 3.92 |
| 18-19 | 1026 | 32 | 3.12 |
| 19-20 | 1298 | 31 | 2.39 |
| 20-21 | 1053 | 34 | 3.23 |

4 Year Cohort Graduation Rates

| 2021 4 Year Cohort Graduation Rates | | | | | | | |
|-------------------------------------|---|------------------|-----------------------|------------------------|--|------------------------|--|
| 17-18 School Cohort Count | Starting in 19-20, the MEDOE stopped reporting transfer in and out counts | 4 Year Graduates | # of 3 Year Graduates | 4 Year Graduation Rate | Of this Cohort Group there were 34 student dropouts divided by 251 starting cohort = 13.55 | 5 Year Graduation Rate | |
| 251 | | 214 | 5 | 85.26 | | 87.17 | |

| 2020 4 Year Cohort Graduation Rates: | | | | | | | |
|--------------------------------------|---|------------------|------------------|------------------------|--|------------------------|--|
| 16-17 School Cohort count | Starting in 19-20, the MEDOE stopped reporting transfer in and out counts | 4 year Graduates | 3 year Graduates | 4 Year Graduation Rate | Of this Cohort Group there were 31 student dropouts divided by 255 starting cohort = 12.2% | 5 Year Graduation Rate | |
| 255 | | 223 | 8 | 87.17 | | 87.82 | |

High School Comparison Data 2017-2021

| High School | Oct 1 2017 Total Enrollment | 16/17 Graduation % | Oct 1 2018 Total Enrollment | 17/18 Graduation Rate % | Oct 1 2019 Total Enrollment | 18/19 Graduation Rate % | Oct 1 2020 Total Enrollment | 19/20 Graduation Rate % | Oct 1 2021 Total Enrollment | 20/21 Graduation Rate |
|-----------------------|-----------------------------|--------------------|-----------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|-----------------------|
| Auburn- Edward Little | 1035 | 79.79% | 1032 | 77.87 | 950 | 76.6 | 1040 | 80.16% | 990 | 72.04 |
| Biddeford | 774 | 89.66% | 769 | 85.9 | 746 | 84.6 | 738 | 90.40% | 738 | 80.59 |
| Bonny Eagle | 1101 | 82.58% | 1,146 | 85.09 | 1126 | 83.8 | 1132 | 81.36% | 1069 | 81.25 |
| Deering | 913 | 82.47% | 939 | 85.06 | 888 | 86.5 | 749 | 88.24% | 711 | 84.48 |
| Gorham | 829 | 96.63% | 868 | 94.17 | 859 | 94.95 | 854 | 96.05% | 838 | 92.66 |
| Kennebunk | 715 | 89.94% | 718 | 96.65 | 710 | 94.08 | 751 | 97.06% | 735 | 93.2 |
| Lewiston | 1447 | 75.84% | 1,526 | 63.92 | 1450 | 73.09 | 1561 | 73.58% | 1604 | 66.95 |
| Massabesic | 930 | 83.76% | 883 | 88.98 | 850 | 85.17 | 891 | 89.42% | 908 | 85.96 |
| Noble | 1173 | 87.63% | 1194 | 84.83 | 1150 | 86.9 | 1197 | 89.30% | 1249 | 93.87 |
| Portland High | 756 | 78.38% | 774 | 86.07 | 787 | 82.65 | 888 | 87.24% | 908 | 82.46 |
| Sanford | 996 | 81.61% | 1026 | 82.85 | 1002 | 87.24 | 1060 | 87.17% | 1092 | 85.26 |
| Scarborough | 979 | 95.29% | 1002 | 95.69 | 995 | 95.49 | 942 | 95.33% | 917 | 93.75 |
| South Portland | 896 | 90.50% | 905 | 87.55 | 898 | 89.14 | 908 | 90.52% | 937 | 85.9 |
| Wells | 424 | 99.21% | 427 | 99.06 | 420 | 98.11 | 403 | 100% | 422 | 100 |
| York | 557 | 95.39% | 552 | 94.59 | 540 | 98.04 | 529 | 97.44% | 523 | 94.26 |
| Averages | 901.67 | 0.87 | 917.40 | 87.22 | 891.40 | 87.76 | 909.53 | 89.55% | 909.40 | 86.18 |

Effective Dropout Prevention Strategies

Early Intervention

- Family Engagement
- Early Childhood Education
- Early Literacy Development

Foundational Strategies

- Systematic Approach
- School-Community Collaboration
- Safe Learning Environments

Core Strategies

- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- After-School/Out-of-School Opportunities

Managing and Improving Instruction

- Professional Development
- Active Learning
- Educational Technology
- Individualized Instruction
- Career and Technical Education (CTE)

Support Systems Currently in Place

| | | | |
|--|---|---|--|
| <p>1. Monitor the progress of all students, and proactively intervene when students who early signs of attendance, behavior, or academic problems</p> | <p>2. Provide intensive individualized support to students who have fallen off track and face significant challenges to success.</p> | <p>3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school</p> | <p>4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.</p> |
| <ul style="list-style-type: none"> -Multi Tiered Systems of Support -Attendance Teams -SAT -Title I Coordination -Monitoring Credits/Grades | <ul style="list-style-type: none"> -Title I -Social work services -Individual counseling -First time offender/expulsion plan -Crisis Response -Outreach - Support and Transition - Sweetser Outreach -Special education services | <ul style="list-style-type: none"> -SRTC -JMG -ELO -After-school activities (expanded) -Clubs -Athletics -Focus on SEL/Restorative Practices -Focus on positive relationships -SCAE -Late bus -Course offerings (Dual, FAME, DSP) -Upward Bound | <ul style="list-style-type: none"> -Small group instruction -Alt Ed -BRIDGE -504 plans -Special education services -Odysseyware -Small counseling groups -5-12 yearly meetings with counselors |

Recommendations Spring 2021

- Increase # of Elementary Counselors
 - Provide General Education Social Workers K-8
 - Support & Transition Programs in all Schools
 - Restorative Practices
 - Provide After-School Academic Support
 - Provide After-School Transportation
 - Expand Pre-K
- Strengthen Transitions (grades 4 to 5 and grades 8 to 9)
 - Reinstate CO-OP at SHS
 - Increase JMG
 - Increase Parent Support & Training (Removing barriers to supporting students)

Recommendations Spring 2022

Strengthen and Sustain the Mental Health Support We Provide to Students

- Provide trauma-informed training for staff
- Provide substance abuse counseling for identified students
- Examine current SEL supports for students to identify priorities and plan for sustainability

Strengthen Student Engagement and Provide Alternative Learning Options

- Review curriculum for student engagement (7-12)
- Implement Work to Learn Credit (Variation of co-op) (SHS)
- Provide online learning options for identified students
- Study alternative program option for students at SMS
- Expand JMG (SHS) – Freshman only specialist, and then a soph-senior specialist
- Provide credit flexibility (ie. 27 credits but short 1 English credit)

Recommendations Spring 2022

Supporting Freshman Success

- Identify strategies to support freshman success

Strengthen & Coordinate Interventions Systems at SMS/SHS

- Review current practices and identify strengths and areas of need to support student success ie. attendance, behavior, academics
- After-school academic support
- Positive reinforcement through Incentives

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Questions

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