Dropout Prevention and Academic Intervention Programs
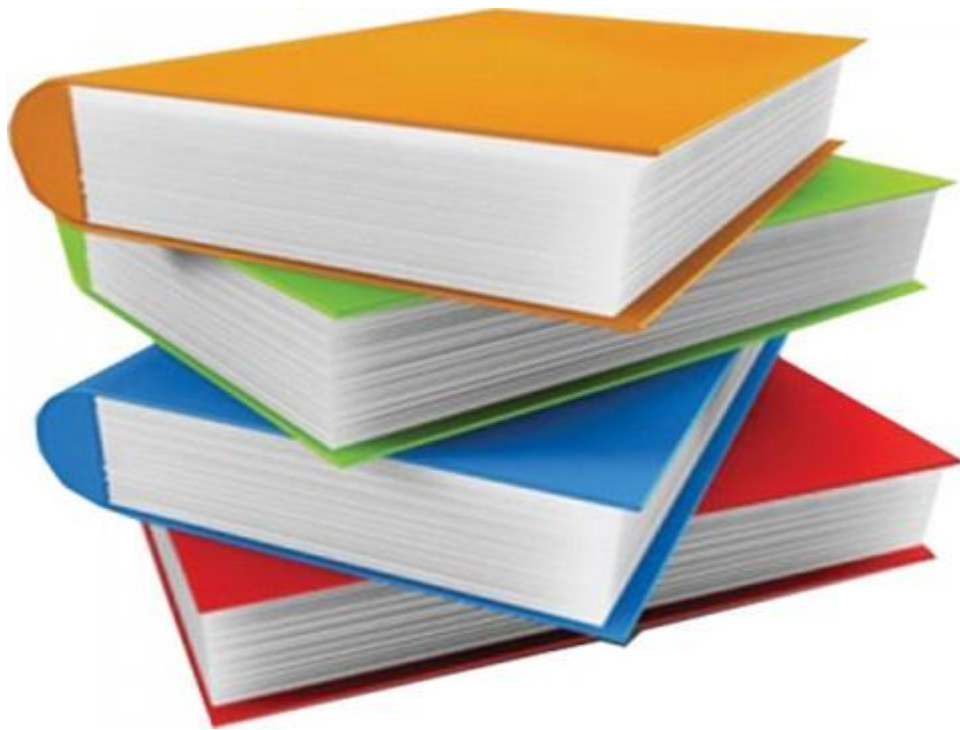
**Annual Report
2013-14**

Florida Department of Education
2015

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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.

The report provides demographic data for all students served in dropout prevention (DOP) programs; 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.

Change in Report

In previous years, this report was titled "Developing Effective Educational Programs in Department of Juvenile Justice and Other Dropout Prevention Programs" and was a combined report addressing the legislative requirements of s. 1003.52(17), F.S., Educational Services in Department of Juvenile Justice Programs, and s. 1003.53, F.S., Dropout Prevention and Academic Intervention. Legislative changes to s. 1003.52(17), F.S. in 2014 require more extensive reporting of variables associated with educational services in juvenile justice programs. Therefore, the reports for students served through juvenile justice programs and dropout prevention programs address these areas separately. In this initial year of separate reporting, there is little change to the formatting of the report from previous years and the title "Dropout Prevention and Academic Intervention Programs" has been adopted. In subsequent years, the report formatting and inclusion of dropout program information will be re-evaluated and reformatted as necessary to produce continuously useful and informative reports.
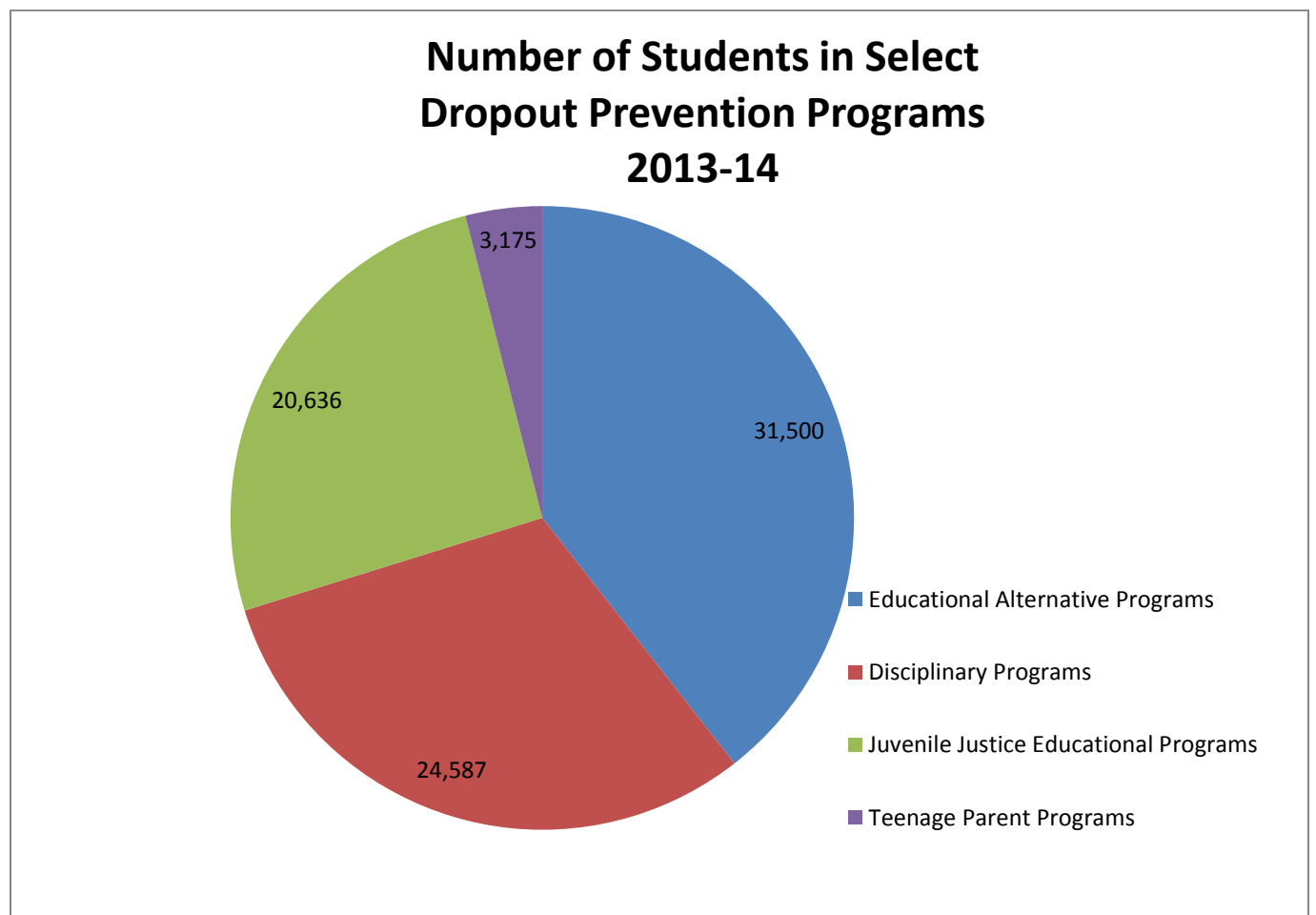
Dropout Prevention Programs

Section 1003.53, F.S., ensures that all eligible students receive a high-quality education designed to meet their unique needs by providing for dropout prevention and academic intervention programs. Eligible students include delinquent youth, students who are academically unsuccessful, students with a pattern of excessive absenteeism or habitual truancy, students with a history of disruptive behavior, and students who are pregnant or parenting.

Profile of Students Served in Dropout Prevention Programs

During 2013-14, school district DOP programs provided services to a total of 103,091 (2012-13: 108,603) students. This figure includes all students reported as participating in a DOP program at any time during the year. Further data of these students show the following:

- 63 percent were male and 37 percent were female (2012-13: 62 percent male, 38 percent female);
- 38 percent were black, 28 percent were white, 30 percent hispanic, and three percent other (2012-13: 38 percent black, 29 percent white, 30 percent hispanic, three percent other); and
- 72 percent were enrolled in high school, 26 percent were enrolled in middle school and two percent were enrolled in elementary school (2012-13: 72 percent high school, 25 percent middle school, three percent elementary school).

Of the 103,091 (2012-13: 108,603) students in DOP programs, 31,500 (2012-13: 33,021) were served in educational alternatives programs; 24,587 (2012-13: 26,077) were served in disciplinary programs; 20,636 (2012-13: 21,932) were served in juvenile justice programs; and 3,175 (2012-13: 3,794) were served in teenage parent programs. Additionally, there were 2,886 (2012-13: 3,285) babies of teen parents reported. Because a student may participate in more than one DOP program, the sum of the individual programs exceeds the total number of students served in DOP programs.

Number of Students in Select Dropout Prevention Programs 2013-14

- 3,175
- 20,636
- 31,500
- 24,587

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

During 2013-14, school district DOP programs provided services to a total of 20,307 students who were served in other special programs (2012-13: 20,494). Twenty-four percent (2012-13: 24 percent) of DOP students were served in exceptional student education, five percent (2012-13: 7 percent) in English Language Learner programs and one percent (2012-13: one percent) in migrant education. Forty-nine percent (2012-13: 50 percent) of the exceptional education students served in DOP programs were identified as having a specific learning disability, followed by emotional or behavioral disability at 20 percent (2012-13: 20 percent), intellectual disabilities at four percent (2012-13: 4 percent), being gifted at seven percent (2012-13: seven percent) or other exceptionality at 20 percent (2012-13: 19 percent).

Measuring Student Outcomes

Although the data above reflects all students served in one or more DOP programs at any time during the 2013-14 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. 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;
- FCAT 2.0 Performance – The percentage of students scoring at level 3 or above on the FSA in reading or math;
- Graduation – The number of students graduating with a standard diploma divided by the number of students who exited school;
- GED[®]-Based Diploma Program Performance – 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.

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, failing grades or low FCAT 2.0 scores.

In 2013-14, 19,263 (2012-13: 19,012) 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:

- 85 percent were promoted (2012-13: 86 percent);
- 24 percent were absent for more than 21 days (2012-13: 26 percent);
- Six percent were suspended/expelled for more than 10 days (2012-13: seven percent);
- 20 percent of students scored at level 3 or above on FCAT 2.0 for reading; 14 percent scored at level 3 or above on FCAT 2.0 for math (2012-13: 17 percent FCAT 2.0 reading, 14 percent FCAT 2.0 math);
- 70 percent graduated (2012-13: 68 percent);
- 92 percent of the 87 students who took the GED® test passed (2012-13: 99 percent, 161)
    - 84 percent of these students earned a performance-based diploma (2012-13: 82 percent)
    - 16 percent of these students earned a state of Florida diploma (2012-13: 18 percent); and
- Three percent of 13,694 ninth through twelfth grade students dropped out (2012-13: four percent of 13,222).

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 2013-14, 21,511 (2012-13: 23,003) 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:

- 94 percent were promoted (2012-13: 95 percent);
- 32 percent were absent for more than 21 days (2012-13: 26 percent);
- 16 percent were suspended/expelled for more than 10 days (2012-13: 17 percent);
- 25 percent of students scored at level 3 or above on FCAT 2.0 for reading; 19 percent scored at level 3 or above on FCAT 2.0 for math (2012-13: 24 percent FCAT 2.0 reading, 20 percent FCAT 2.0 math);
- 71 percent graduated (2012-13: 73 percent);
- 100 percent of the 24 students who took the GED® test passed (2012-13: 100 percent, 24)

- Of this 100 percent, 8 percent of these students earned a performance-based diploma (2012-13: 8 percent)
- Of this 100 percent, 92 percent of these students earned a state of Florida diploma (2012-13: 92 percent); and
- Three percent of 14,963 ninth through twelfth grade students dropped out (2012-13: three percent of 15,942).

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 2013-14, 3,175 teen parents and 2,886 children of teen parents (2012-13: 1,805 teen parents and 1,507 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:

- 87 percent were promoted (2012-13: 88 percent);
- 54 percent were absent for more than 21 days (2012-13: 54 percent);
- One percent were suspended/expelled for more than 10 days (2012-13: two percent);
- 11 percent of students scored at level 3 or above on FCAT 2.0 for reading; 16 percent scored at level 3 or above on FCAT 2.0 for math (2012-13: nine percent FCAT 2.0 reading, eight percent FCAT 2.0 math);
- 70 percent graduated (2012-13: 68 percent);
- 100 percent of the four students who took the GED® test passed (2012-13: 100 percent, six)
    - 100 percent of these students earned a performance-based diploma (2012-13: 100 percent)
    - Zero percent of these students earned a state of Florida diploma (2012-13: zero percent); and
- Three percent of 1,410 ninth through twelfth grade students dropped out (2012-13: four percent of 1,725).

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.

In 2013-14, 4,817 (2012-13: 5,492) 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:

- 90 percent were promoted (2012-13: 93 percent);
- 10 percent were absent for more than 21 days (2012-13: 10 percent);
- 10 percent were suspended/expelled for more than 10 days (2012-13: nine percent);
- 15 percent of students scored at level 3 or above on FCAT 2.0 for reading; seven percent scored at level 3 or above on FCAT 2.0 for math (2012-13: 14 percent FCAT 2.0 reading, eight percent FCAT 2.0 math);
- 28 percent graduated (2012-13: 24 percent);
- 93 percent of the 41 students who took the GED® test passed (2012-13: 100 percent, 93)
  - Eight percent of these students earned a performance-based diploma (2012-13: 10 percent)
  - 92 percent of these students earned a state of Florida diploma (2012-13: 90 percent); and
- Seven percent of 3,443 ninth through twelfth grade students dropped out (2012-13: seven percent of 4,016).