

# Dropout Prevention Plan Addendum

## Definition of student at risk of dropping out of school:

From TEC §29.081(d)... "student at risk of dropping out of school" includes each student who is under 21 years of age and who:

1. was not advanced from one grade level to the next for one or more school years;
2. if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39 (*Assessment of Academic Skills*), and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year; (*Expulsion for serious offense*)
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

The complete Texas Education Code is available online at  
<http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm>.

Other students the district may wish to target for success:

- Students with more than 10 unexcused absences in a school year
- Students with a history of repeated and documented disciplinary infractions

## Personal Graduation Plan

From Texas Education Code § 28.0212 – Personal Graduation Plan

### § 28.0212. PERSONAL GRADUATION PLAN.

(a) A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan for each student enrolled in a junior high, middle, or high school who:

- (1) does not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39 (*Assessment of Academic Skills*); or
- (2) is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the district.

(b) A personal graduation plan must:

- (1) identify educational goals for the student;
- (2) include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
- (3) include an intensive instruction program described by Section 28.0213;
- (4) address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
- (5) provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, on-line instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

(c) Notwithstanding Subsection (b), a student's individualized education program developed under Section 29.005 (*Individualized Education Program*) may be used as the student's personal graduation plan under this section.

(d) The agency shall establish minimum standards for a personal graduation plan under this section.

(e) Each school district is encouraged to establish for each student entering grade nine a personal graduation plan that identifies a course of study that:

- (1) promotes:
  - (A) college and workforce readiness; and
  - (B) career placement and advancement; and
- (2) facilitates the student's transition from secondary to postsecondary education.

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(2) facilitates the student's transition from secondary to postsecondary education.

Added by Acts 2003, 78th Leg., ch. 1212, § 7, eff. June 20, 2003.

Amended by:

- Acts 2007, 80th Leg., R.S., Ch. [763](#), § 3, eff. June 15, 2007.
- Acts 2007, 80th Leg., R.S., Ch. [1058](#), § 10, eff. June 15, 2007.

## Performance Targets

- Increase in number and percentage of students who complete enough credits to move to the next grade
- Increase in attendance rate
- Decrease in the number and percentage of disciplinary incidents
- Increase in number and percentage of students with a Personal Graduation Plan
- Increase in number and percentage of students who participate in career training activities, job placement, industry certification, and internships
- Increase in number of students receiving specific interventions and social supports, such as behavioral interventions, case management services, teen parent support, etc.
- Increase in number of students graduating from high school under at least the Recommended High School Program
- Decrease in number of students who drop out of school
- Increase in students' job skills
- Increase in students' employment opportunities

Additional resources may be located on the [Dropout Prevention Information Pages](#) on the TEA web site.

## Research-Based Activities for Dropout Prevention

Research indicates that the following types of strategies can be effective in serving students at-risk of dropping out.

### School Structure

- Flexible scheduling and extended hours – Flexible, alternative schedule options to include morning and evening classes and access to online and virtual learning opportunities.
- School Climate/Culture and Classroom Environment – Reducing or eliminating problem behaviors by changing the school environment; interventions to change the decision-making processes or authority structures; reorganizing classes or grades to create smaller learning communities.

### Academic Support

- Personal Graduation Plans – All students should have a PGP that identifies student strengths, needs, and postsecondary plans and readiness.

- Individualized Instruction – Individualized academic skills enhancement programs that use instructional methods designed to increase student engagement in the learning process (e.g., cooperative learning techniques and “experiential learning” strategies); includes homework assistance and tutoring.
- Structured Extracurricular/Service Learning Activities - Recreation/sports and/or creative/performing arts, usually in afterschool programs; community service or service learning opportunities.

### Social Support

- Behavioral interventions - Individualized interventions designed to decrease a specific behavior by shaping and reinforcing a desired alternative replacement behavior, while tracking changes over time.
- Case management methods - Coordinate services for youth/families; linking child and/or parents to resources and or services, such as mentoring, job counseling, mental health and substance abuse counseling, financial management, medical/dental care; serve as liaison between family and school or family and court.
- Conflict resolution/anger management - Encourage nonviolent dispute resolution through a wide range of processes; teach decision-making skills to better manage conflict; learn to seek mutually acceptable solutions to disputes. Common forms of conflict resolution include: negotiation, mediation, arbitration, community conferencing, and peer mediation.
- Court advocacy -Individuals who serve as advocates for youth with social services, the juvenile justice, or school system to make sure they receive appropriate services; provision of resources and support during transition and reintegration after being released; probation services, monitoring, and support through intensive supervision programs or school-based probation.
- Family engagement - Encompasses a broad range of events from college visits and field trips to activities that involve families in their children’s education; educating parents on specific parenting skills, management skills, and communication skills; training on ways to assist child academically.
- Gang Prevention/Intervention - Prevent youth from joining gangs; intercede with existing gang members during crisis conflict situations.
- Teen Parent Support - Parenting skills training; financial management; other types of training and/or services to assist teen parents in staying in school; includes pre-post natal care; and provision of child care for children of teen parents while they attend programs and schools.
- Truancy Prevention - Promotes regular school attendance through one or more strategies, including an increase in parental involvement, the participation of law enforcement, the use of mentors, court alternatives, or other related strategies.

## **Use of Compensatory Education and High School Allotment Funds**

### **Compensatory Education Funds**

Some examples of supplemental state compensatory education programs and/or services developed by local districts include but are not limited to:

- tutorials;

- class size reduction;
- computer-assisted instruction;
- specialized staff development to train personnel who are working with students at risk of dropping out of school;
- specialized reading and mathematics programs;
- TAKS remediation;
- individualized instruction;
- extended day sessions for prekindergarten;
- accelerated instruction; and
- extended day, week, or year

State compensatory education funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.

(<http://www.tea.state.tx.us/stcomped/index.html> )

### High School Allotment Funds

The 79<sup>th</sup> Legislature (Third Called Session) expanded the Foundation School Program by appropriating an additional \$275 per high school student for the purpose of enhancing college readiness and increasing high school completion and success rates among Texas high school students. This allocation is called the High School Allotment. Rules governing the High School Allotment can be found at the following site: <http://www.tea.state.tx.us/rules/tac/chapter061/ch61ii.html>.

In accordance with the Texas Education Code, §39.114(a), high school allotment funds may be spent on the following, which, unless otherwise noted, shall be targeted toward Grades 6-12:

(1) programs that provide underachieving students, as defined by local policy, with the following:

- (A) instruction in study skills for success in college level work;
- (B) academic and community support for success in college preparatory classes;
- (C) support to participate in academic competitions; and
- (D) information about and access to college and financial aid;

(2) activities designed to increase the number of students who take preparatory college entrance examinations and college entrance examinations;

(3) programs that increase the number of students who enroll and succeed in College Board advanced placement courses and International Baccalaureate courses;

- (4) programs that increase the number of students who take College Board advanced placement examinations and International Baccalaureate examinations;
- (5) programs that expand participation in dual enrollment or concurrent enrollment courses;
- (6) activities designed to increase access for underachieving students to college and financial aid;
- (7) activities designed to create a college-going culture within a district or on a campus;
- (8) early college high school programs that provide at-risk students and other students with the opportunity to graduate from high school with an associate's degree or 60 hours of credit toward a baccalaureate degree;
- (9) programs that provide academic support and instruction to increase the number of students who complete the Recommended High School Program or the Distinguished Achievement Program as defined in Chapter 74, Subchapter E, of this title (relating to Graduation Requirements, Beginning with School Year 2004-2005), or Chapter 74, Subchapter F, of this title (relating to Graduation Requirements, Beginning with School Year 2007-2008);
- (10) strategies that create small learning communities, advocacy programs, or advisory programs for students;
- (11) programs or activities that create individualized high school graduation and postsecondary plans for students;
- (12) programs that ensure that students have access to rigorous curriculum, effective instruction, and timely formative assessment;
- (13) programs that create opportunities for middle and high school educators and college and university faculty to jointly identify college and secondary curricular requirements and expectations and develop means to align these requirements and expectations;
- (14) summer transition programs and other programs that provide academic support and instruction for students entering Grade 9; and
- (15) other high school completion and success initiatives as approved by the commissioner of education.

*Source: The provisions of this §61.1093 adopted to be effective November 9, 2006, 31 TexReg 9025.*