

PREVENTING EARLY SCHOOL DROP OUTS

INTRODUCTION

Preventing school dropout and promoting successful graduation is an international concern that poses a significant challenge for schools and educational communities working with youth at risk for school failure. Although students who are at greatest risk for dropping out of school can be identified, they disengage from school and drop out for a variety of reasons for which there is no one common solution. The most effective intervention programs identify and track youth at risk for school failure, maintain a focus on students' progress toward educational standards across the school years, and are designed to address indicators of student engagement and to impact enrollment status—not just the predictors of dropout. To leave no child behind, educators must address issues related to student mobility, alternate routes to school completion, and alternate time lines for school completion, as well as engage in rigorous evaluation of school-completion programs.

Students drop out of school for many reasons, some external to school and some education-related. As a result, it is difficult to predict which students will drop out. Since there have not been rigorous evaluations of dropout prevention and recovery programs, there is no hard evidence yet that points to "best" programs and practices that will reduce the dropout rate. The implementation of the same strategy may vary widely from place to place, so results from the same program may differ.

Nevertheless, the results of existing programs and practices provide useful insights when developing intervention strategies. Programs and practices fall into two broad categories: comprehensive school-wide strategies (e.g., educational reform models and strategies to increase a student's sense of belonging and engagement), and those that focus on meeting the needs of individual students. A variety of promising programs and practices exist within each category. Successful implementation of these strategies will require the political will of policymakers, educators, families, and communities and a sustained commitment and efforts over time, increased and redirected resources, and focused attention on the personal and academic needs of students.

CONTENT

Day 1	<ul style="list-style-type: none">• What causes school dropout?• Discussing Student and school factors, Family factors and Outside factors.• Dropout Prevention Programs and Their Effects
Day 2	<ul style="list-style-type: none">• Dropout Prevention in Theory and Practice• Building early warning systems, Identifying At-Risk Students at School• Developing Data Systems To Identify At-Risk Students
Day 3	<ul style="list-style-type: none">• Creating Safe learning environments• Student Engagement Action Plan• Developing After-School/Out-of-School Opportunities
Day 4	<ul style="list-style-type: none">• Providing career and technical education• Starting a mentoring program• Family Engagement
Day 5	<ul style="list-style-type: none">• Early interventions• Basic core strategies• Additional support systems

OUTCOMES

- Reach students who are not being reached through other means
- Involve parents and communities in supporting student learning and healthy development
- Reach students in ways that had not been tapped into before
- Connect students to themselves and with each other
- Transform the learning context
- Provide learning opportunities for the students
- Provide different challenges for students who are already considered successful
- Provide a real-world learning experience
- Reduce conflict between home and school culture
- Manage lack of adequate counseling
- Use instructional methods designed to prepare all students to achieve higher standards and become lifelong learners

+49 163 620 46 90



info@sherlockedu.de
www.sherlockedu.de



Sorvaajankatu 15 (4.kerros)
00880 Helsinki-Finland



Lietzenburger Straße 107
10707 Berlin Germany



Gottlieb-Dunkel-Straße
43/44 12099 Berlin Germany