

KDE Dropout Prevention Needs Assessment Checklist

[Research](#) shows to effectively prevent student dropout, districts and schools should proactively monitor student progress in attendance, behavior and curriculum. Districts and schools also should intervene early with targeted support for struggling students, provide engaging curricula that link education to future success, and establish personalized learning environments to foster strong relationships. This checklist will help districts and schools self-assess their current strengths and areas for growth.

Key: FI = fully implemented, NR = fully implemented but needs review, PI = partially implemented, NI= not implemented

District Level Systems	FI	NR	PI	NI
1. Does the district have a written statement of beliefs and a mission statement that clearly articulates how it supports a learning philosophy for all students?				
2. Does the district utilize the Kentucky School Report Card to know its current dropout and graduation rates by school and student group?				
3. Does the district utilize the Kentucky School Report Card to know its quality of school climate and safety by school and student group?				
4. Does the district use the following tools to help identify schools and/or students in need of support?				
4a. KDE Early Warning Tool				
4b. KDE Transient Student Report				
4c. KDE Chronic Absenteeism Report				
5. Does the district have a dropout prevention coordinator that monitors student trends and liaisons with schools, families and community to support students?				
6. Does the district offer the following options to help learners engage and persist to graduation?				
6a. Career and technical education				
6b. Alternative education programs				
6c. Credit recovery				
6d. Early childhood programs for early literacy				
7. Does the district have effective programs in place to facilitate student transitions at major intervals?				
7a. Elementary to middle school				
7b. Middle school to high school				
8. Does the district foster learning environments in their schools where all students feel safe and included ?				
9. Does the district offer professional learning to its employees that support a school culture and climate of working with students who are at risk of not graduating?				
9a. Utilizing trauma-informed practices				
9b. Promoting social and emotional competencies				
9c. Encouraging culturally responsive teaching				
9d. Utilizing positive behavioral interventions and supports (PBIS)				
10. Does the district regularly review its code of conduct to support the reduction of exclusionary discipline practice and promote restorative practices?				
11. Does the district have a policy to re-engage students who have “stopped out” of school or dropped out and who are eligible to enroll in public schools until age 21?				

School Level Systems	FI	NR	PI	NI
1. Does the school have a written statement of beliefs and a mission statement that clearly articulates how it supports a learning philosophy for all students?				
2. Does the school utilize the Kentucky School Report Card to know its current dropout and graduation rates by student group?				
3. Does the school utilize the Kentucky School Report Card to know its quality of school climate and safety by student group?				
4. Does the school have a plan to ensure each student is known and meaningfully connected to at least one adult in the school?				
5. Does the school have an assigned staff member or student support team that consistently reviews data from the KDE Early Warning Tool to help identify students in need of support with attendance, behavior, curriculum or stability?				
6. Does the school use tools like Kentucky Infinite Campus Insights to disaggregate data and determine which additional structures and interventions need to be implemented schoolwide based on student attendance, behavior, curriculum and stability?				
7. Once all data is disaggregated, does the school have a delineated process for how staff will work with students to support them and consistently monitor progress?				
7a. Assign mentor (i.e., advisor, check-in)				
7b. Develop interventions				
7c. Create/modify individualized learning plan				
7d. Other:				
8. Does the school offer an advisory course or other elective in which students can grow in the following areas?				
8a. Organizational and study skills				
8b. Social and emotional competencies				
8c. College and career exploration				
8d. Financial literacy				
9. Does the school offer opportunities for students to earn previously missed credits?				
9a. Remediation				
9b. Summer school				
9c. Credit recovery				
9d. Competency based education				
10. Does the school counselor obtain transcripts from previous schools to support transient student credit accumulation ?				
11. Does the school assign an adult and a peer-buddy to support new or transient students entering and exiting the school?				
12. Does the school identify and address non-academic barriers (e.g., basic needs, health conditions and family factors) and engage with the FRYSC or partner with community organizations to provide essential services and resources for families in need?				
13. Does the school provide mental health services either on site or through formal referral pathways?				
14. Does the school offer continued opportunities for family engagement to encourage student success?				

Additional resources and support for dropout prevention are available from the [Persistence to Graduation](#) team. The team also offers in-person or virtual training for districts and schools.