



National Dropout Prevention Center for Students with Disabilities

Focus Area: *Academic Engagement*

Attributes:

1. Academic engagement, which includes such common indicators as credits earned, homework completion, and time on task, is the most visible form of engagement within the classroom and is frequently tracked by school personnel.
2. High rates of academic learning time (i.e., student completion of relevant tasks with a high degree of success) are a positive correlate of academic achievement.
3. Instructional quality and delivery, supplemental support, and classroom structures to enhance students' substantive interaction – encompass most interventions for enhancing academic engagement and achievement. Teacher training on effective instructional strategies is beneficial.

Goal:

Strategy:

Some Effective Strategies

1. Ensuring an appropriate instructional match, providing explicit directions for task completion, providing variety in learning activities, helping students perceive classroom tasks as valuable, and assisting students in setting reasonable goals are associated with higher rates of time on task and are ways teachers foster academic engagement.
2. Early intervening services and additional supports for students who struggle in reading and math is another means to enhance indicators of academic engagement and achievement.
3. Use principles of effective instruction (e.g., direct instruction, scaffolding, guided practice; informed feedback; pacing of lessons). Provide support for learning strategies to fit content area
4. Ensure the instructional match is appropriate for the students and clear directions of what is expected are provided.
5. Increase time on task and substantive interaction through cooperative learning, whole class or group instruction, and peer assisted learning strategies.
6. Enhance critical thinking through project work and ungraded writing assignments
7. Use supplemental program within school, i.e., Academic Coaching Team to assist students with moderate to high risk of dropping out.



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Specific Action	Progress	Barriers
1.	1.	1.
2.	2.	2.
3.	3.	3.