

## AT-RISK/DROPOUT PREVENTION INFORMATION SHEET

**(2014-15 School Year)**

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Service	Staffing	Program Focus
<p><b>Family Outreach</b></p>	<p>Coordinator of Student, Family and Community Services (1 district level FTE) Facilitator of Family Outreach (elementary 2 FTE, UMS 1 FTE and UHS .5 FTE) Juvenile Court Liaison (.5 district level FTE)</p>	<ul style="list-style-type: none"> <li>• To stay in school</li> </ul>
<p><b>Student Needs Addressed:</b> Provided case management to students who meet any combination of the four criteria. The focus was on supporting students and families so students stayed in school and feel connected to school. Case managers assessed student and family needs, provided intense case management support services, educational supports, individualized goal setting and/or community based supports and services. Facilitators of Family Outreach supported families in education, school attendance, employment, mentoring and recreation. Individual, small and large group activities focused on social and interpersonal skill building, transitioning skills, problem solving and conflict resolution skills. The Coordinator of Student, Family and Community Services coordinated mental health and substance abuse services for students. The Juvenile Court School Liaison monitored students on probation behavior, attendance and grades and relayed that information back to the student's probation officer, juvenile court and truancy court. The Liaison also served as resource for parents and as the primary link between the school and Juvenile Court.</p> <p><b>Results and Outcomes:</b> 66 students were provided family outreach services.</p> <ul style="list-style-type: none"> <li>• 68% of students improved their daily average attendance.</li> <li>• 77% of students attended at least one peer based program (i.e. extracurricular, school club, Movin' On Up, Whiz Kids, homework club, Making a Connection Camp, Community Ed, support group, Aggression Replacement Training).</li> <li>• 95% of students met at least one of their goals (staying in school, increasing connection to school, improved attendance).</li> <li>• 62% of the students referred for school based mental health services followed through with scheduling recommended appointment(s).</li> </ul>		

- Eight secondary students participated in a therapeutic summer program focusing teamwork and building positive relationships.
- 33 students participated in the Strength and Difficulties Questionnaire of which 4 students had elevated screens and were referred for additional services.
- Six of seven students who were referred to Truancy Court for mediation improved their daily average attendance; one student continued involvement with truancy court.

18 students on probation were served by the Juvenile Court Liaison.

- 78% of the students were on formal probation.
- 22% of the students were on informal probation.
- 44% of the students on probation passed all their classes.
- 11% of the students on probation went on to a placement facility.

149 students attended Movin' On Up (a transitions program for fifth grade students moving to sixth grade).

- 95% of the students reported they feel better about making friends or meeting new people.
- 98% of the students reported feeling better about opening their locker.
- 91% of the students reported feeling better about finding their way around UMS.
- 96% of the students reported feeling better about being to class on time.

#### Homeless Students

2014-15 - 35 students

2013-14 - 55 students

2012-13 - 67 students

2011-12 - 49 students

2010-11 - 24 students

2009-10 - 46 students

2008-09 - 17 students

2007-08 - 13 students

2006-07 - 06 students

2005-06 - 16 students

Service	Staffing	Program Focus
<b>Alternative Credit Option</b>	Outreach Coordinator (1 UHS FTE)	<ul style="list-style-type: none"> <li>To progress in school</li> </ul>
<p><b>Student Needs Addressed:</b>  Students who participated in Alternative Credit Earning Options are returning or potential dropouts who were deficient in credits and/or demonstrated a history of inability to earn credit in the traditional classroom setting. Students earn credits through an alternative means such as using on-line courses (Odysseyware), correspondence courses or special sections of a course such as physical education. In most cases, students pursuing Alternative Credit Earning Options have previously failed in the traditional classroom setting and are in need of credit recovery.</p> <p><b>Results and Outcomes:</b></p> <ul style="list-style-type: none"> <li>Five students were enrolled in alternative credit option to earn physical education credit.</li> <li>80% of students enrolled in alternative credit option to earn physical education credit earned enough credits to catch up with their peers.</li> <li>60% of the students enrolled in alternative credit option to earn physical education credit improved their daily average attendance.</li> <li>52 students were served in Alternative Credit Option (Odysseyware) during the school year. Summer school data is reported out separately.</li> <li>50% of the students enrolled in Odysseyware improved their daily average attendance.</li> <li>75 credits were earned using Odysseyware, with 78% of the courses being completed successfully during the school year.</li> <li>62% earned all the Odysseyware credits they attempted.</li> <li>42% of the students earned enough Odysseyware credits to catch up with their peers.</li> </ul>		

Service	Staffing	Program Focus
<b>Language Literature/Reading</b>	Teacher (1 UHS FTE) Teacher also teaches 2 periods of RECESS	<ul style="list-style-type: none"> <li>To progress in school</li> </ul>
<p><b>Student Needs Addressed:</b>  Students served in Language Lit/Reading were freshman in high school with poor or failing grades in reading and/or English and/or were two or more years below in reading. These students participate in two periods of Language/Lit and reading instruction daily (other freshman students participate in one period of English). Students were provided with direct</p>		

instruction in reading, intensive small group reading interventions, and reading practice both with the aid of a computer and reading high interest books at their instructional reading level.

**Results and Outcomes:**

31 students were served in Language Literature/Reading.

- 84% of the students increased their Lexile reading score.
- 42% of the students increased their reading score to the proficient level.
- 100% of the students earned the maximum amount of Language Literature/Reading credits.
- 58% of the students passed all their classes.
- 16% earned a C or above in all of their classes.

Service	Staffing	Program Focus
<b>Metro West Learning Academy High School Program</b>	Program costs are shared between 6 districts Director (1 FTE) Teachers (5.5 FTE) Counselor (1 FTE) Special Education Associate (.5 FTE) Secretary (1 FTE)	<ul style="list-style-type: none"> <li>• To stay in school</li> <li>• To complete school</li> </ul>

**Student Needs Addressed:**

The majority of students served by the Metro West Learning Academy program were juniors and seniors that were credit deficient and not likely to graduate with their class if they continue in their traditional comprehensive high school program. These students also lacked connection with the high school at large and needed a smaller learning environment to earn credits to graduate. Many of the students needed individualized learning that promoted each student’s unique interests and past learning experiences. Metro West Learning Academy individualized the instructional program for each student allowing for flexibility in teaching methods including project based learning and motivational strategies.

**Results and Outcomes:**

18 UHS students were served at MWLA.

- 38% of the UHS students improved their daily average attendance.
- 78% of the UHS students earned enough credits to catch up with their peers.
- 58% of the UHS seniors graduated on time/with peers.
- 40% of UHS students who did not graduate returned this fall (2014-15).
- 6% of the UHS students dropped out. (1 student)

Service	Staffing	Program Focus
<b>OASIS</b>	Teacher (1 UMS FTE)	<ul style="list-style-type: none"> <li>• To progress in school</li> </ul>
<p><b>Student Needs Addressed:</b>  OASIS served middle school students who were not experiencing success in school as indicated by at least two of the four potential dropout indicators (excessive absences, poor or failing grades, no or little connection to school, and/or low achievement in reading or math). Students received extra academic assistance in the form of one-to-one or small group tutoring, assistance in developing personal/social strategies to improve self-confidence, and take responsibility for their learning by identifying and assessing their strengths.</p> <p><b>Results and Outcomes:</b>  42 students were served in OASIS.</p> <ul style="list-style-type: none"> <li>• 37% of the students improved their daily average attendance.</li> <li>• 100% of students served in OASIS progressed to the next grade (not retained).</li> <li>• 76% of the students passed all their core classes (Math, Language Arts, Social Studies and Science).</li> <li>• 58% of the students increased their connectiveness to school as measured by a decrease in suspensions, increase in participation in school sponsored events, and/or post school connectedness survey.</li> </ul>		

Service	Staffing	Program Focus
<b>RECESS</b> (Remediation, Career Exploration, Student Support)	Teachers (2 UHS FTE plus 2 periods)	<ul style="list-style-type: none"> <li>• To stay in school</li> <li>• To progress in school</li> <li>• To complete school</li> </ul>
<p><b>Student Needs Addressed:</b>  High school students participating in RECESS were deficient in credits and often not connected to school. RECESS provided students an adult advisor within the school who supported the student in developing positive self-concepts and finding academic success through learning study strategies, tutoring and taking responsibility for their own learning.</p> <p><b>Results and Outcomes:</b>  70 students were served in RECESS.</p> <ul style="list-style-type: none"> <li>• 38% of the students improved their daily average attendance.</li> <li>• 51% of students earned all credits they attempted.</li> <li>• 59% of the students earned enough credits to catch up with their peers.</li> </ul>		

- 86% of the seniors graduated on time/with peers.
- 100% of the seniors not graduating with their peers finished during summer school and graduated.

Service	Staffing	Program Focus
<b>School-to-Work</b> (Work Experience, Service Learning & Academic/Career/Vocational Consultation)	Teachers (1 UHS FTE)	<ul style="list-style-type: none"> <li>• To stay in school</li> <li>• To progress in school</li> <li>• To complete school</li> </ul>
<p><b>Student Needs Addressed:</b>            Students participating in School-to-Work are credit deficient and are often not connected to school. Career and community strategies such as service learning, job shadowing and work experience activities are used to promote personal and social growth, career awareness and development, and civic responsibility as a means to earn credit.</p> <p><b>Results and Outcomes:</b></p> <p>13 students were served through work experience.</p> <ul style="list-style-type: none"> <li>• 39% of the students participating in work experience improved their daily average attendance.</li> <li>• 100% of students participating in work experience earned all the work experience credits they attempted.</li> </ul> <p>10 students were served in service learning.</p> <ul style="list-style-type: none"> <li>• 50% of the students who participated in service learning improved their daily average attendance.</li> <li>• 100% of the students who participated in service learning earned all SL credits they attempted.</li> <li>• 100% of the students who participated in service learning increased their connection with school and / or community as evidenced by post survey results.</li> </ul> <p>65 students were provided Academic/Career/Vocational Consultation.</p> <ul style="list-style-type: none"> <li>• Five students participated in job shadowing experiences.</li> <li>• Five students visited Des Moines Area Community College and/or Central Campus and 20% of those students completed the registration process for the 2014-15 school year.</li> <li>• 82% of students who were unsure of their career path determined a career direction.</li> </ul>		

Service	Staffing	Program Focus
<b>UHS Summer School</b>	Teachers (1 UHS – part time summer)	<ul style="list-style-type: none"> <li>• To stay in school</li> <li>• To progress in school</li> <li>• To complete school</li> </ul>
<p><b>Student Needs Addressed:</b>  Students participating in summer school are high school students who have failed a core area course during the school year and who have a high rate of absenteeism, truancy or frequent tardies. Summer school is a credit recovery program that is individualized for each student. This summer school program is designed so that students show mastery of standards and benchmarks they did not master during the school year. Students are not required to repeat the whole course but rather demonstrate mastery of the course standards and benchmarks.</p> <p><b>Results and Outcomes:</b>  50 students were served during summer school.</p> <ul style="list-style-type: none"> <li>• 62% of the students improved their daily average attendance.</li> <li>• 92% of the Odysseyware credits attempted during summer school were successfully completed.</li> <li>• Six of six (100%) seniors completed UHS graduation requirements earning enough credits to graduate on time/with their peers.</li> </ul>		

Service	Staffing	Program Focus
<b>Urbandale High School Diploma</b>	To complete school	<ul style="list-style-type: none"> <li>• To complete school</li> </ul>
<p><b>Student Needs Addressed:</b>  The Urbandale High School Student Study Team approves students to earn the J-Hawk Diploma; students earned at least 39 credits as required per the Urbandale Community School District’s Board Policy.</p> <p><b>Results and Outcomes:</b>  16 students graduated earning a J-Hawk Diploma</p> <ul style="list-style-type: none"> <li>• 6 students dropped out of school; 0 students re-enrolled this Fall (2015-16).</li> </ul> <p>Historical dropout rate:  2014-15 (UHS only) (Total % for UMS and UHS) * Estimated, will be verified by the DE in December.  2014-15 - 0.42% (UHS only) 0.28% (Total % for UMS and UHS)</p>		

2013-14 - 0.48% (UHS only) 0.33% (Total % for UMS and UHS)
2012-13 - 1.39% (UHS only) .94% (Total % for UMS and UHS)
2011-12 - .58% (UHS only) .49% (Total % for UMS and UHS)
2010-11 - .60% (UHS only) .40% (Total % for UMS and UHS)
2009-10 - .44% (Total % for UMS and UHS)
2008-09 - .83% (UHS only) .57% (Total % for UMS and UHS)
2007-08 - .76% (UHS only) .52% (Total % for UMS and UHS)
2006-07 - .52% (UHS only) .35% (Total % for UMS and UHS)
2005-06 - .71% (UHS only) .48% (Total % for UMS and UHS)

## Summary: (14-15)

### Our successes:

- Graduated all of our DOP identified students.
- Developing relationships with students and families continues to be a reason we are able to see our students make improvements and make appropriate referrals to community resources.
- Provide school-based mental health services.
- FFOs targeted students who missed 10% or more of the school year, which allowed them to focus attendance efforts on students who need the most support.
- Family Outreach staff partnered with the counseling department to identify teaching and screening resources regarding suicide prevention, as well as protocols for accessing risk.
- Movin' On Up continues to assist students to increase connections to their peers and teachers.

### Our continuing challenges:

- Dropout prevention funding reimburses only for the 4 risk factors, despite many other risk factors that increase a student's likelihood of dropping out of school. This causes a silo effect in the services we provide. Additionally, students do not receive this level of support until they have at least 2 factors.
- Inconsistent results regarding improvement in school attendance.



**Improvements to meet challenges:**

- Continuing to make connections with community agencies to increase supports for students and families (i.e. back-to-school health clinics, Rotary, Clothing Closet, Urbandale Food Pantry, Shoes That Fit, Urbandale Parks and Recreation – MAC camp, Iowa State Extension, Community Youth Concepts, UCAN Caring Corps to provide school supplies, backpacks, food for the weekends “Backpack Buddies”, after school tutoring- Whiz Kids and UCAN Achieve).
- Utilizing the PDSA process to continue to refine and improve our service delivery model. Specifically at UHS – renewing the concentration on academics, adjusted some staff responsibilities to increase capacity, and have acclimated new staff.
- Participate in the creation of the district’s multi-tiered support system (MTSS).
- Collect and review data regarding our school based mental health provider to make decisions about continuing the partnership.
- Aligning the curriculum in the Lang / Lit class with the English class to provide both reading intervention assistance and meeting the requirements of the Iowa Core.