

AT-RISK/DROPOUT PREVENTION INFORMATION SHEET

(2021-22 School Year)

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Service	Staffing	Program Focus
Family Outreach	Coordinator of Student, Family and Community Services (1 district level FTE) Facilitator of Family Outreach (elementary 3 FTE, UMS 1 FTE and UHS .5 FTE) Juvenile Court Liaison (.5 district level FTE)	<ul style="list-style-type: none"> ● To stay in school
<p>Student Needs Addressed: 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 a resource for parents and as the primary link between the school and Juvenile Court.</p> <p>Results and Outcomes: 152 students were provided family outreach services.</p> <ul style="list-style-type: none"> ● 50 % of students improved their daily average attendance. ● 38 % of students attended at least one peer based program (i.e. extracurricular, school club, J-Hawks on the Way, Whiz Kids, homework club, Making a Connection Camp, Community Ed, support group). ● 81 % of students met at least one of their goals (staying in school, increasing connection to school, improved attendance). 		

- 18 of 21 students who were referred to Truancy Court for mediation improved their daily average attendance; three students continued involvement with truancy court.

80 additional students were provided short-term FFO assistance.

13 additional students supported through behavior plans / interventions

30 parents received referral support without a student identified need.

426 students received support with externally provided food, coats, shoes, or other supports.

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

- 7 of the students were on formal probation.
- 5 of the students were on informal probation.
- 3 of the students on probation passed all their classes.
- 1 of the students on probation went on to a placement facility.

23 students participated in summer programming provided by FFOs.

175 students attended J-Hawks on the Way (a transition program for fifth grade students moving to sixth grade, August 2021). New format focused more on relationship building. Actual building support was moved to be part of beginning of the year activities so everyone could be included.

- 50 of 72 students reported they made connections to other students
- 27 of 72 students reported they feel more comfortable about attending UMS
- 50 of 72 students reported they fell connected to UMS
- 58 of 71 students would recommend J-Hawks on the Way to other students

Homeless Students

2021-22 - 24 students

2020-21 - 26 students

2019-20 - 24 students

2018-19 - 36 students

2017-18 - 23 students

2016-17 - 28 students

2015-16 - 33 students
 2014-15 - 36 students
 2013-14 - 55 students
 2012-13 - 67 students

Service	Staffing	Program Focus
Alternative Credit Option	Outreach Coordinator (1 UHS FTE)	<ul style="list-style-type: none"> To progress in school
<p>Student Needs Addressed: 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>Results and Outcomes:</p> <ul style="list-style-type: none"> 65 students were served in Alternative Credit Option (Odysseyware) during the school year. Summer school data is reported out separately. 42% of the students enrolled in Odysseyware improved their daily average attendance. 82 credits were earned using Odysseyware, with 86% of the courses being completed successfully during the school year. 81% earned all the Odysseyware credits they attempted. 53% of the students earned enough Odysseyware credits to catch up with their peers. 		

Service	Staffing	Program Focus
Net High Academy	No UHS staff	<ul style="list-style-type: none"> • To progress in school
<p>Student Needs Addressed: Students who participated in Net High Academy require an individual learning path from other options available at UHS. Students master UCSD standards off site and under the guidance of Net High Academy teachers who have regular check-ins and individualized instruction.</p> <p>Results and Outcomes:</p> <ul style="list-style-type: none"> • Five students were enrolled in Net High Academy. • One student graduated • Two are still engaged in instruction for 2022-23 • One student transitioned to a different learning opportunity • One student disengaged from continuing to work on a high school diploma 		

Service	Staffing	Program Focus
English/Reading	Teacher (1 UHS FTE) Teacher also teaches 2 periods of RECESS	<ul style="list-style-type: none"> • To progress in school
<p>Student Needs Addressed: Students served in English/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 English and reading instruction daily (other freshman students participate in one period of English). Students were provided with direct 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.</p> <p>Results and Outcomes:</p> <p>25 students were served in Language Literature/Reading.</p> <ul style="list-style-type: none"> • 64% of the students increased their MAP reading score. • 20% of the students increased their reading score to the proficient level. • 96% of the students earned the maximum amount of Language Literature/Reading credits. • 44% of the students passed all their classes. • 22% earned Cs or above in all their classes. 		

Service	Staffing	Program Focus
Metro West Learning Academy High School Program	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"> ● To stay in school ● To complete school
<p>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.</p> <p>Results and Outcomes: 31 <u>UHS students</u> were served at MWLA.</p> <ul style="list-style-type: none"> ● 100% of the UHS students improved their daily average attendance. ● 100% of the UHS students earned enough credits to catch up with their peers. ● 100% of the UHS seniors graduated on time/with peers. ● 0% of the UHS students dropped out. ● 4 students were not successful at MWLA and returned to UHS or another program. 		

Service	Staffing	Program Focus
OASIS	Teacher (1 UMS FTE) Associate (3hrs/day)	<ul style="list-style-type: none"> ● To progress in school
<p>Student Needs Addressed: 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</p>		

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.

Results and Outcomes:

34 students were served in OASIS.

- 100% of students served in OASIS progressed to the next grade (not retained).
- 54% of students served in OASIS improved their attendance.
- 82% of the students passed (earned 3s or 4s) their core classes (Math, Language Arts, Social Studies and Science).
- 94% of the students increased their connectedness to school as measured by a decrease in suspensions, increase in participation in school sponsored events, and/or post school connectedness survey.
- 7 students trialed out of the program

Service	Staffing	Program Focus
RECESS (Remediation, Career Exploration, Student Support)	Teachers (2 UHS FTE plus 2 periods)	<ul style="list-style-type: none"> ● To stay in school ● To progress in school ● To complete school
<p>Student Needs Addressed: 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>Results and Outcomes: 68 students were served in RECESS.</p> <ul style="list-style-type: none"> ● 19% of the students improved their daily average attendance. ● 84% of the credits attempted were earned. ● 33% of the students earned enough credits to catch up with their peers. ● 100% of the seniors graduated on time/with peers. 		

Service	Staffing	Program Focus
School-to-Work (Work Experience, Service Learning & Academic/Career/Vocational Consultation)	Teachers (1 UHS FTE)	<ul style="list-style-type: none"> ● To stay in school ● To progress in school ● To complete school
<p>Student Needs Addressed: 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>Results and Outcomes:</p> <p>22 students were served through work experience.</p> <ul style="list-style-type: none"> ● 32% of the students participating in work experience improved their daily average attendance. ● 100% of students participating in work experience earned all the work experience credits they attempted. <p>13 students were served in service learning.</p> <ul style="list-style-type: none"> ● 54% of the students who participated in service learning improved their daily average attendance. ● 85% of the students who participated in service learning earned all SL credits they attempted. ● 92% of the students who participated in service learning increased their connection with school and / or community as evidenced by post survey results. <p>50 students were provided Academic/Career/Vocational Consultation.</p> <ul style="list-style-type: none"> ● Five students participated in job shadowing experiences ● Twenty students visited Des Moines Area Community College and/or Central Campus and 10% of those students completed the registration process for the 2022-23 school year. ● 70% of students who were unsure of their career path determined a career direction. 		

Service	Staffing	Program Focus
UHS Summer School	Teachers (3 part time UHS – June)	<ul style="list-style-type: none"> ● To stay in school ● To progress in school ● To complete school
<p>Student Needs Addressed: 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>Results and Outcomes: 47 students were served during summer school.</p> <ul style="list-style-type: none"> ● 100% of the Odysseyware credits attempted during summer school were successfully completed. 29 students earned 30 credits. ● 100% of the English credits attempted during summer school were successfully completed. 8 students earned 10 English credits. ● 83% of the science credits attempted during summer school were successfully completed. 19 students earned 20 credits. ● Four of four (100%) seniors completed UHS graduation requirements earning enough credits to graduate on time/with their peers. ● 30 students earned enough credits to catch up with their peers. <p>Typically students earn credits through Odysseyware. Two years ago, an English instructor was added for in person learning. Due to need last year, a second in person instructor was added for science.</p>		

Service	Staffing	Program Focus
Urbandale High School Diploma	No staff specifically dedicated. SST makes qualification determination.	<ul style="list-style-type: none"> • To complete school
<p>Student Needs Addressed: 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>Results and Outcomes: 11 students graduated earning a J-Hawk Diploma</p> <p>Historical dropout rate (enrolled October 1 of the prior year, but not on Sept. 30 of the listed year and did not graduate or transfer to another school):</p> <ul style="list-style-type: none"> 2021-22 - anticipated 9 students (4 have re-enrolled) 2020-21 - 0.20%, 4 students 2019-20 - 0.26%, 5 students 2018-19 - 0.21%, 4 students 2017-18 – 0.8%, 8 students 2016-17 – 0.31%, 6 students 2015-16 – 0.16%, 3 students 2014-15 - 0.32%, 6 students 2013- 14 - 0.33%, 6 students 2012-13 – 0.94% 17 students 2011-12 – 0.78%, 14 students 		