

# **Leveraging Local Resources: Promising Practices for Dropout Prevention and Recovery in Rural Districts**

November 29, 2012

**Technical Support:  
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# Overview of Rural Education

- Nationally, rural school districts constitute 56 percent of all public school districts and one-third of all public schools
- Over 9.6 million students attend rural schools
- 41 percent of students enrolled in rural schools live in poverty
- The average per-pupil spending in rural schools is roughly half the national average

Source: National Center for Education Statistics



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# Overview of Rural Education

- On average, rural students score below “proficient” on the 4<sup>th</sup> and 8<sup>th</sup> NAEP tests for both reading and mathematics
- From 2009-10, the number of rural schools graduating fewer than 60 percent of their students increased 11 percent

Sources: National Center for Education Statistics,  
America's Promise Alliance



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# Today's Presenters



**Charles Harris,**  
Sussex County Public  
Schools



**Mary Erwin Barr,**  
CIS Greater Central  
Texas



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# SUPPORT TO ENCOURAGE STUDENTS TO REMAIN IN SCHOOL

SUSSEX CENTRAL HIGH SCHOOL

Speaker: Charles Harris

# SCHOOL DEMOGRAPHICS

- ❖ Rural Community
- ❖ 425 Students (Grades 8 – 12)
- ❖ 70% Economically Deprived
- ❖ 74% Black
  - 73% Economically Deprived
- ❖ 25% White
  - 61% Economically Deprived
- ❖ 1% Other (Asian)

# GRADUATION COMPLETION INDEX

## GRADUATION and DROPOUT RATE

- ❖ Graduation Completion Index (State) 86%
  - Students that graduated in four years with an advanced, standard, modified, or GED diploma.
- ❖ NCLB (4-Year) 73.42% (11-12) 54.31% (10-11)
- ❖ School Dropout Rate 3%

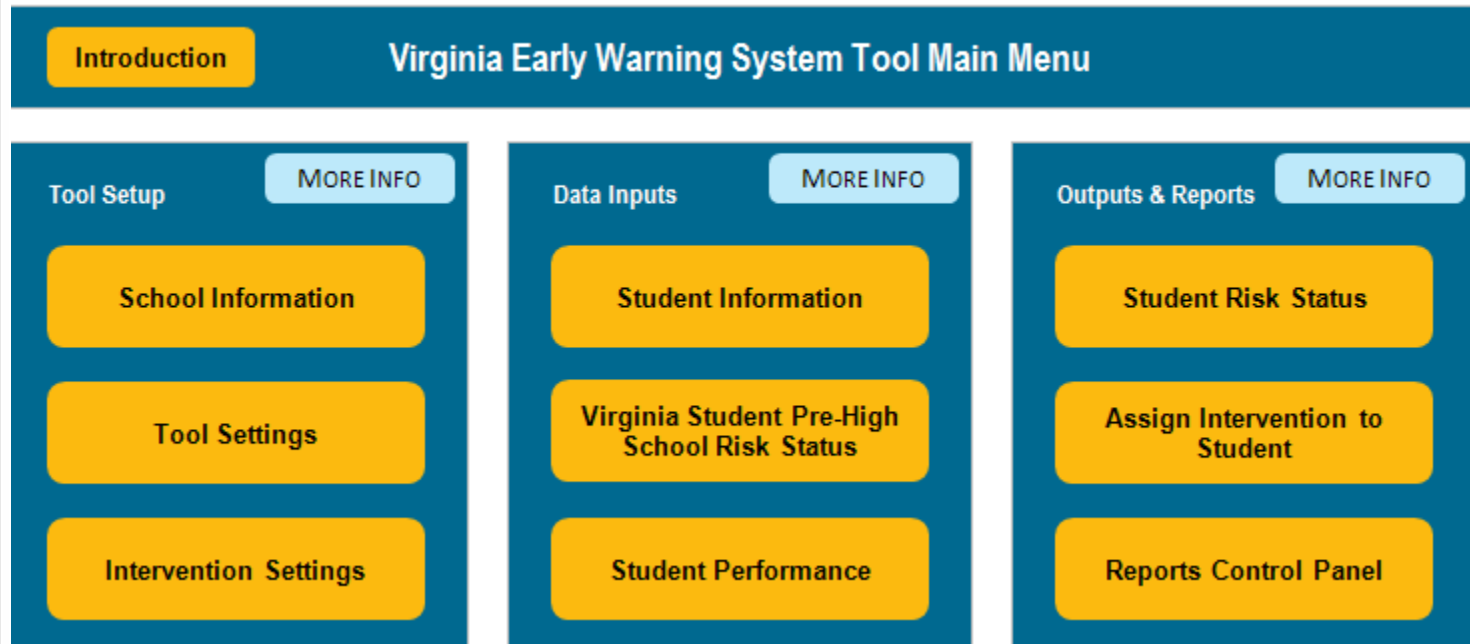
## BUILDING VIEWS TOOLS:

Collaborating with division  
stakeholders regarding application  
requirement

Speaker: Richelle Hines



# VEWS MAIN MENU



# SCHOOL INFORMATION

- ❖ School name of targeted schools
- ❖ School address
- ❖ VEWS team member

# TOOLS SETTING

- ❖ Reporting periods for the year
- ❖ GPA scale
- ❖ Graduation credits
- ❖ Disabilities
- ❖ Race/Ethnicities
- ❖ ELL
- ❖ Disadvantaged
- ❖ Risk Indicator thresholds for attendance, course failures, GPA, credits, referrals, and suspensions per annum and per grading period

# STUDENT INFORMATION

- ❖ Flags any students meeting the parameters of the thresholds will be included.
- ❖ Team member collaborate and assign invention
- ❖ Monitoring of the students
- ❖ Updating Intervention strategies

# INTERVENTION SETTING

- ❖ Demographic information uploaded from SIS.
- ❖ Division/school determines the focus group for VEWS
- ❖ Information uploaded at the end of each grading period

# OUTPUTS & REPORT

- ❖ Name of intervention
- ❖ Category of the intervention
  - ❖ Academic
  - ❖ Behavior
  - ❖ Attendance

# SUPPORT PROGRAMS for POTENTIAL DROPOUTS

Speaker: Charles Harris

# MENTORING

- ❖ Faculty and staff mentoring
  - Teachers with small class sizes are assigned a small group of students to support by monitoring their grades and work.
  - Teachers need to be a faculty member that is positive and support students but also persistent about completing work and school.
- ❖ Regular monitoring and meetings with guidance to check on student progress.



# CREDIT RECOVERY

- ❖ Students needing a credit to graduate or to attain the appropriate grade level may work with on-line content to gain skills to successfully pass the Standards of Learning test or gain the local credit needed to be on grade level.
- ❖ Students work with a teacher licensed in the core content area.
- ❖ Blended instruction is used by teachers.

# DUAL CLASS CREDIT RECOVERY

- ❖ Students are allowed to take two classes in the same core area to make up class credits in order to reach the appropriate grade level (English 11 and English 12).
- ❖ May also allow them to gain verified credits by passing the Standards of Learning Test.
- ❖ Class is scheduled for 90 minutes daily for a semester meeting the required clock hours.
- ❖ Some teachers use blended instruction to motivate students and provide another mode of instruction.

# AFTER-SCHOOL TUTORING

- ❖ In past years, funds have been available to provide time after school for students to work with teachers on their instructional needs.

# STUDENTS OF EXCELLENCE GROUP

- ❖ A License Professional Counselor is contracted to provide counseling sessions to 10 identified potential dropouts.
- ❖ Counselor meets with students for approximately 8 sessions to discuss crises in their lives and how to overcome and work to resolve issues.
- ❖ Parents sessions are provided and home visits if necessary.
- ❖ Counselor has a background of working with students that are potential dropouts.
- ❖ School counselors will continue group sessions once the contracted counselor completes their sessions.

# SCHOOL EMPHASIS

❖ An emphasis for all students through the parents, and faculty to have students complete a minimum of a standard diploma.

# Questions?



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Communities  
In Schools

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Greater Central Texas

## Case Management Model

Speaker: Mary Barr



## **Communities In Schools Model**

- 1. A one-on-one relationship with a caring adult**
- 2. A safe place to learn and grow**
- 3. A healthy start and a healthy future**
- 4. A marketable skill to use upon graduation**
- 5. A chance to give back to peers and the community**



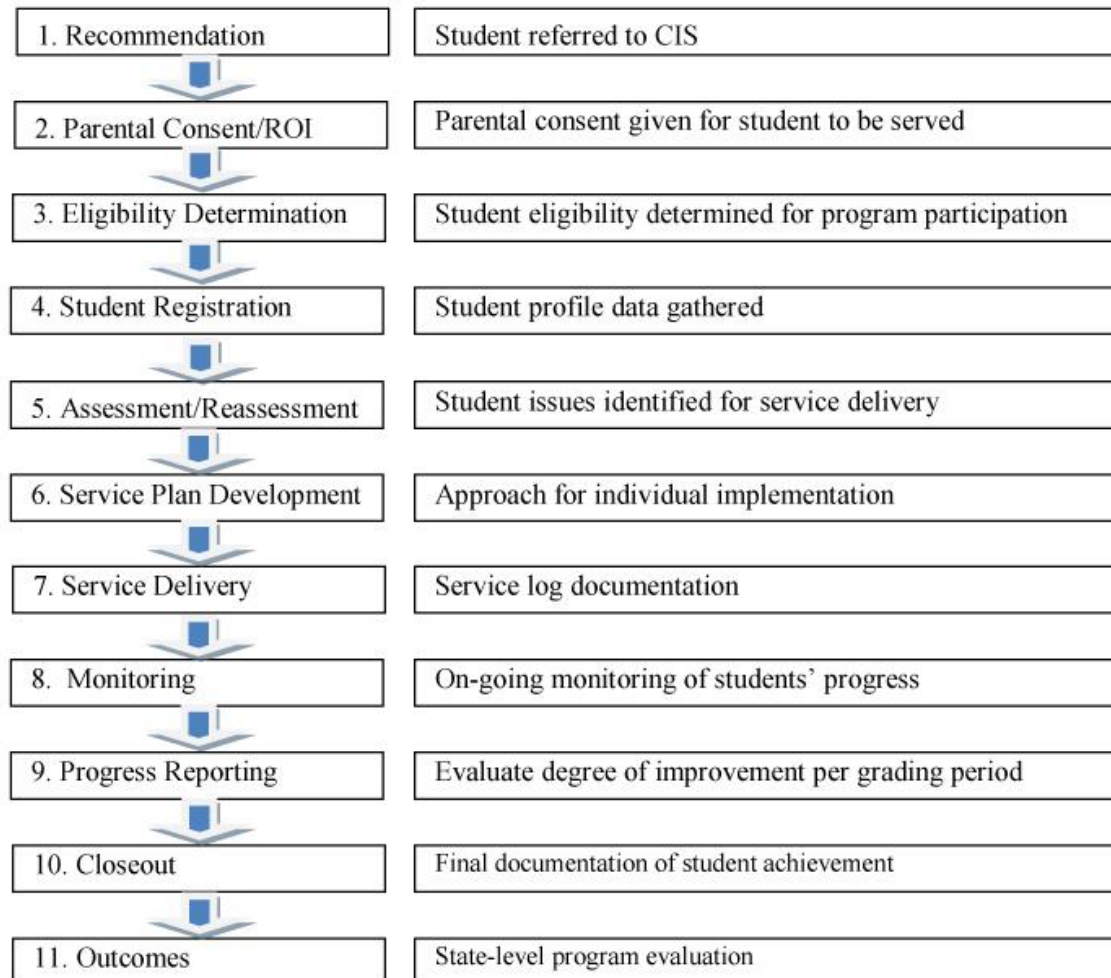


## **CIS Greater Central Texas Overview**

- **3<sup>rd</sup> largest of 27 programs in Texas**
- **Local, private non-profit organization**
- **Founded in 1992**
- **60 professional staff (selected to meet individual needs of students) permanently housed on 48 school campuses**
- **Serves 7 school districts in 4 counties**
- **6,305 children and their families served in 2011-2012**

# Case Management Flow Chart

## 11 Case Management Elements





## **2011-2012 End of Year Results**

<b>Final case-managed student count:</b>	<b>6,305</b>
<b>Student services provided:</b>	<b>202,007</b>
<b>Student contact hours:</b>	<b>276,248</b>
<b>Parent Contacts/Home Visits:</b>	<b>4,400</b>
<b>After-school activities (hours):</b>	<b>4,815</b>
<b>Cost per child for 2011-2012:</b>	<b>\$342.54</b>



## **Special Populations**

**African American students: 2,115 (33.5%)**

**Hispanic: 1,712 (27%)**

**White: 2,168 (34.5%)**

**Other: 310 (5%)**

**Male: 3,072 (48.7%)**

**Female: 3,233 (51.3%)**

**LEP: 449 (7%)**

**Military-related students: 1,771 (28%)**



## **Student Needs and Characteristics**

<b>Receiving Free &amp; Reduced Lunch:</b>	<b>4,993 (79.4%)</b>
<b>Experiencing Family Conflict/Crisis:</b>	<b>3,116 (49.4%)</b>
<b>Struggling Academically:</b>	<b>3,443 (55.2%)</b>
<b>Exhibiting Behavioral Issues:</b>	<b>3,802 (60.3%)</b>
<b>Military Dependents:</b>	<b>1,771 (28.1%)</b>



## **Suffering from Criminal Acts: 356**

<b>Domestic Violence:</b>	<b>209 (59%)</b>
<b>Homelessness:</b>	<b>292 (82%)</b>
<b>Needing Medical Advocacy:</b>	<b>189 (56%)</b>
<b>Child Physical Abuse:</b>	<b>165 (46%)</b>
<b>Child Sexual Abuse:</b>	<b>56 (16%)</b>
<b>Incarcerated Parent(s):</b>	<b>101 (28%)</b>
<b>Involved in Judicial System:</b>	<b>252 (71%)</b>



## **FORT HOOD DATA (SPECIAL POPULATION):**

- **Approximately 50,000 troops stationed at Fort Hood**
- **The average age of the Ft. Hood soldier is 23.**
- **44% of soldiers have children.**
- **40% of military children are below the age of 8.**
- **Approximately 66% of the 40,000 children enrolled in the Killeen Independent School District (one of seven school districts CIS - GCT serves) are military. Many Killeen teachers are military spouses.**



## **IN GENERAL, THE ARMY REPORTS:**

- **A dramatic increase in the use of alcohol and tobacco**
- **Increases in the occurrence of domestic violence**
- **Distorted parental role and family equilibrium**
- **An average of one suicide per day – including active duty troops, reservists, and veterans**





## **Student Outcomes 2011-2012**

<b>Academic Improvement:</b>	<b>98%</b>
<b>Attendance Improvement:</b>	<b>97%</b>
<b>Behavioral Improvement:</b>	<b>98%</b>
<b>Eligible High School Seniors Graduated:</b>	<b>100%</b>
<b>Social Services Recipients:</b>	<b>98%</b>
<b>Promoted to Next Grade:</b>	<b>96%</b>
<b>Stayed in School:</b>	<b>100%</b>



**CIS of Bay Area (281) 486-6698**  
**CIS of Baytown (281) 425-3305**  
**CIS of Big Country (325) 232-8712**  
**CIS of Brazoria County (979) 849-0321**  
**CIS of Cameron County (956) 554-7954**  
**CIS of Central Texas (512) 464-9713**  
**CIS of Coastal Bend (361) 696-4057**  
**CIS of Dallas Region (214) 827-0955**  
**CIS of Deep East Texas (903) 927-1128**  
**CIS of East Texas (903) 927-1128**  
**CIS of El Paso (915) 593-7317**  
**CIS of Galveston County (409) 762-6994**  
**CIS of Golden Crescent (361) 576-5872**  
**CIS of Heart of Texas (254) 753-6002**

**CIS of Hidalgo County (956) 630-0016**  
**CIS of Houston (713) 654-1515**  
**CIS of Laredo (956) 791-2199**  
**CIS of North Texas (972) 436-6377**  
**CIS of North East Texas (903) 434-8148**  
**CIS of Permian Basin (432) 332-0757**  
**CIS of San Antonio (210) 520-8440**  
**CIS of South Central Texas (830) 620-4247**  
**CIS of South Plains (806) 368-8090**  
**CIS of Southeast Harris County (979) 864-3350**  
**CIS of Southeast Texas (409) 951-1810**  
**CIS of Greater Tarrant County (817) 446-5454**  
**CIS of Greater Wichita Falls Area (940) 264-6743**

*“Programs don’t change lives, relationships do.”*

– Bill Milliken, Founder of Communities In Schools

# Question and Answer



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