

At Risk Study Findings and Recommendations May 2016

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How did we get here?

1. Fall 2014

- a. Determined that no At Risk Plan was currently filed with DPI.
- b. No plan has been filed for lengthy period of time.

2. June 1997

- a. Reviewed District policies/procedures



3. Spring 2015

- a. New goal added to District's Strategic Plan regarding At

Project Goals/ Purpose

1. To increase school success and graduation rate for students identified as at risk.
2. To provide opportunities for all students to feel a sense of belonging to the school community.
3. To reduce student failure and potential dropouts.
4. To provide early intervention for students identified as being at risk.
5. To involve parents and community in meeting the needs of students identified as at risk.



State and Local Identification Requirements

State:

Behind their age group in the number of high school credits attained.

Two or more years behind their age group in basic skill levels

Habitual truants, as defined in §118.16(1)(a).

Teen parents; male and female and pregnant teens

Adjudicated delinquents.

8th grade pupils whose score in each subject area on the State testing is below the basic level.

8th grade pupils who failed to be promoted to the 9th grade



Local:

Pupil Services identified areas (including, but not limited to):

Change in marital status of parents, including separation;

Parent incarcerated;

Death of a family member or close friend;

Parent with AODA problems;

Serious illness requiring hospitalization for student or family member, and/or;

Chronic/severe behavior problems.

Homelessness.

Student with AODA related issues/concerns.



Study Process-Team

1. Representative of K-12 Staff

- a. Principals (2)
- b. Assistant Principals (2)
- c. Guidance Counselors (4)
- d. School Psychologists (2)
- e. Behavior Interventionists (2)
- f. Crossroads Teacher (1)
- g. Director of Instruction (1)



Study Process

1. Study of State Requirements

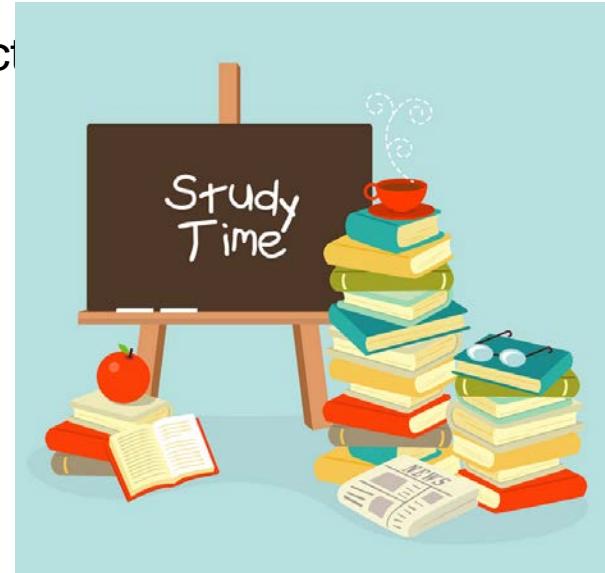
- a. Beth Lewis, Consultant DPI

2. Identification Systems Inventory / Data Collection

- a. Appropriate Systems in Place
- b. Lacking Systems
- c. Fidelity Concerns

3. Programs and Services

- a. Gaps



Competing Mandates and Staff

Section 504 Requirements

- a. Take precedent due to legal ramifications
- b. Often provide services under 504

Response to Intervention

- a. Similar services as At Risk
- b. Pupil services directly involved

Wisconsin Academic & Career Planning Requirements (Fall 2017 Implementation)

- a. Exposure for At Risk students
- b. Personal and academic barriers

Required State Testing

- a. Coordination
- b. ACT Aspire, DLM, PALS, Forward Exam, ACESS, and ACT WorkKeys



Findings:

Inadequate Elementary and Middle School Programs & Services

Community / School Connections

Academic Interventionist Support

At Risk Coordinator - Core Programming

Behavior Intervention



Inadequate Elementary & Middle School Programs and Services

Inadequate staff to address all mandate areas.

American School Counselor Association (2007) Recommendations:

1 to 250 students

Current Ratios (April 2016):

Elementary--1:1183

Middle--1:613

High 3:929



Inconsistent Services

Community / School Connection

Inadequate staffing at some levels:

Assistance with Social, Emotional, and Behavioral Problems

Bridging of Services between school and community

Access and navigation of systems

Access County services



Schools

Family

Community

Partnerships

Academic Interventionist Support



101 students of 157 students identified At Risk.

Inadequate intervention staff to support struggling learners:

Reading;

Written Language; and

Math.



Currently, strong team in place.

At Risk Coordinator - Core Programming

Designated staff not currently available.

Coordination duties

Oversight of programming and implementation

Direct services provided to students:

AODA

Mental Health

Freshman Academy



Behavior Intervention

Staffing efficiency

Early intervention results - increase likelihood of extinguishing behaviors

Additional staffing at the Elementary level

Re-allocate current staff

Consult at Secondary level



Concerns with Data Collection

Concerns

Cost

Loss of instructional time

Further study recommended

Benefits

Cost

Time



Administrative Recommendations



Recommendation #1:

Establish minimal staffing levels sufficient to provide At Risk services in compliance with State requirements.

Re-allocation of FTE

1.0 FTE School Psychologist (reallocation of vacancy - J. Kirt) to 1.0 FTE School Psychologist assigned to both FAHS and FAMS

1.0 FTE School Psychologist (reallocation of vacancy - K. Brown-Kurtz) to 1.0 FTE Guidance Counselor at FAMS

1.0 FTE Behavior Interventionist - Secondary to 1.0 Behavior Interventionist - Elementary

Addition of Position/FTE

1.0 Guidance Counselor at the Elementary (new position)

Roles/ Responsibilities

Guidance Counselor

Providing counseling to students who are tardy, absent, disciplinary problems, mental health, grief, divorce.

Interpret student records.

Provide assistance to classroom teachers for collaboration and consultation.

Help students resolve social issues, needs, and problems.

Providing individual and small-group counseling services to students.

School Psychologist

Data collection and analysis.

Assessment.

Progress monitoring.

School-wide practices to promote learning.

Resilience and risk factors.

Consultation and collaboration.

Academic/learning interventions.

Mental health interventions.

Behavioral interventions.

Instructional support.

Prevention and intervention services.

Special Education support and testing.

Family/school collaborations

Administrative Recommendations



Recommendation #2:

Finalize local At Risk identifiers and Coordination Services (June/July 2016).

Recommendation #3:

Establish local systems and structures for At Risk. Allocate responsibilities for data collection, analysis and program supervision (June/July 2016).

Recommendation #4:

Complete At Risk Plan for School District of Fort Atkinson (August BOE meeting 2016)

Administrative Recommendations



Recommendation #5:

Develop At Risk Policies and Administrative Rule (September/October 2016).

Recommendation #6:

Implement At Risk Plan

Recommendation #7:

Study data gaps and make recommendations.

Fiscal Impact of Additional/ New FTE

School Psychologist Re-Allocation to 1.0 Guidance Counselor - FAMS

Fiscal Impact = \$0 (reallocation)

Addition of 1.0 FTE Guidance Counselor - Elementary

Fiscal Impact = \$70,000.00 total package (Salary \$41,000/Benefits \$29,000)

Re-Allocation of Behavior Interventionist to the Elementary level

Fiscal Impact = \$0

TOTAL REMAINING NEED = \$70,000.00



Questions ?????