



Dr. Sheldon Berman, Superintendent

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# Student Recovery Program: Elementary School Report 2008-2009

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## STUDENT RECOVERY PROGRAM 2008-2009

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### Background

The Student Recovery Program (SRP) was initiated during the winter of 2005 with the goal of providing additional funds directly to schools so that they can better meet the needs of the district's most-at-risk students and in turn, reduce the number of JCPS students that drop out of school. At the elementary school level, 17 elementary schools participated in the SRP program in 2008-2009. The current report provides information on 6 participating elementary schools: Breckinridge-Franklin, Hazelwood, Minors Lane, Okolona, Portland, and Slaughter.

Research shows there are certain risk factors that are related to higher dropout rates. The Department of Accountability, Research, and Planning provides a list of the most at-risk students to participating SRP schools each year. The list is based on the following factors that have been empirically shown to be connected to dropping out in high school: low socio-economic background, mobility, retention, low academic achievement, high absences, and suspensions. Utilizing this list, there were approximately 280 students identified as high risk across the 6 elementary schools. Schools were also given the discretion to serve additional students they deemed as high-risk that may not have appeared on the district's list.

In total, the 6 elementary schools served a total of 238 students. Of the 238 students, 85 (36%) appeared the district's "most at-risk" list. The below chart depicts the 6 schools and the number of students served. The average number of students served by a school was 40 with a range of 22 to 63.

<b>Elementary and High Schools</b>	<b># of SRP Students</b>	<b>Average Number of Risk Factors of Students Served*</b>
Breckinridge-Franklin	30	2.74
Hazelwood	27	2.68
Minors Lane	49	2.44
Okolona	22	2.44
Portland	63	2.55
Slaughter	47	2.98

\*Risk Factors consisted of : low socio-economic background, mobility, retention, low academic achievement, high absences, and suspensions.

## **Student Recovery Program Descriptions (for those submitted)**

### BRECKENRIDGE FRANKLIN ELEMENTARY

The students who qualify for the Student Recovery Program in reading/ writing/ mathematics received additional instructional support through a model similar to the Daytime ESS Waiver Model with a retired, certified teacher. This occurred through the Extended Day teacher and the Student Recovery retired teacher. The students who qualified for the Student Recovery Program in attendance participated in attendance groups, had their attendance monitored, participated in incentives, and had parent/student meetings with the school.

### HAZELWOOD ELEMENTARY

Hazelwood's Student Recovery Program consisted of two retired teachers providing reading and math interventions. The teachers provided intensive coaching with small groups and individuals. The reading teacher targeted vocabulary development and comprehension strategies as she works with the identified students. The math teacher provided hands on instruction using manipulatives to master key grade level concepts.

### MINORS LANE ELEMENTARY

Targeted students were given additional small group support in math core content instruction by a part-time certified teacher resulting in the reduction of inappropriate behaviors, increased academic performance, and enhanced collaborative opportunities for teachers. In addition, the targeted group of students received increased teacher support using a variety of instructional strategies addressing individual learning styles. These strategies include but are not limited to the use of graphic organizers, math manipulatives, core content exploration, guided practice support, inquiry experiences, and appropriate content visuals. All materials were aligned to components of Investigations II.

### OKOLONA ELEMENTARY

The Student Recovery Program at Okolona targeted students who fell below the benchmark in reading assessments. Each student participated in weekly whole group Core Content Guided Practice reading activities provided by the district. Based on analysis of their progress, each student participated in small focused groups that targeted their particular need. As a reward for demonstrating steady gains and continued efforts, the students were rewarded twice monthly with "Cosmic Basketball."

### SLAUGHTER ELEMENTARY

The mission at Slaughter Elementary is to empower each child to reach his or her academic proficiency and social potential through deep, rigorous engagement. In the **Superstars Reaching Potential (SRP)** program, students met for thirty minutes once a week with Ms. Crittenden, the SRP Instructor. At these meetings, various topics such as feelings, fairness, empathy, problem solving, and dealing with anger were explored using the Second Steps curriculum. Working with Ms. Crittenden, students developed goals for the week related to the various topics as well as goals for attendance and effort. Students kept a weekly goal sheet in their agenda and record with their teacher how well they are meeting their goals. At the weekly meetings with Ms. Crittenden, students were able to "shop" for reward prizes based on how well they met their goals for the week. As an added incentive, there was a field trip for participating students.

		<b>Number</b>	<b>Percent</b>
<b><i>Gender</i></b>			
	Male	134	56%
	Female	104	44%
<b><i>Ethnicity</i></b>			
	Black	84	54%
	Hispanic/Latino	21	9%
	Other	12	6%
	White	58	31%
<b><i>Grade Level</i></b>			
	Kindergarten	6	3%
	1st	12	5%
	2nd	16	7%
	3rd	55	23%
	4th	74	31%
	5th	75	31%
<b><i>ECE</i></b>			
	ECE	79	33%
	Non-ECE	159	67%
<b><i>AT-Risk</i></b>			
	Free	217	91%
	Reduced	11	5%
	Paid	10	4%
<b><i>LEP</i></b>			
	LEP	15	6%
	Non-LEP	223	94%

## ***Elementary School SRP Summary 2008-2009***

### ***Demographics of Students Served***

- Gender: 56% Male, 44% Female; 96% Free/Reduced lunch, 4% Paid
- Race/Ethnicity: 54% African-American, 31% White, 9% Latino/ Hispanic, 6% Other
- Average number of students in the SRP program per school: 40 (range 22-63)

### ***KCCT Reading***

- There were 146 participating students with past KCCT Reading scores. Of those 146 students, 53 scored Proficient/Distinguished (36%), 62 scored Apprentice (42%), and 31 scored at the Novice level (21%).
- A total of 143 participating students had past KCCT Reading scores and 2009 KCCT Reading Scores. Of those 143 students, 58% of students made improvements or remained at a Proficient/Distinguished level, 30% of students declined, and 12% of students remained the same.

### ***KCCT Math***

- There were 146 participating students with past KCCT Math scores. Of those 146 students, 59 scored Proficient/Distinguished (40%), 45 scored Apprentice (31%), and 42 scored at the Novice level (29%).
- A total of 143 participating students had past KCCT Math scores and 2009 KCCT Math Scores. Of those 143 students, 47% of students made improvements or remained at a Proficient/Distinguished level, 40% of students declined, and 13% of students remained the same.

### ***Attendance from Fall 2008 to Spring 2009***

- There was not a significant change in attendance, however Hazelwood Elementary showed a slight improvement.

### ***Behavior Changes from Fall 2008 to Spring 2009***

- Two of the six schools had no suspensions among their participating students: Hazelwood and Minors Lane. Two other schools, Breckinridge-Franklin and Okolona, only had 1 suspension among their participating students. Slaughter and Portland both had increases in suspensions among participating students.

Summary of Individual Schools and Outcomes of their Targeted Students

<b>School</b>	<b>Behavior</b>	<b>KCCT Read</b>	<b>KCCT Math</b>	<b>Attendance</b>
Breckinridge-Franklin	No Change	Improved	Worse	Worse
Hazelwood	No Change	Improved	Worse	Improved
Minors Lane	No Change	Improved	Improved	Worse
Okolona	No Change	Improved	Worse	Worse
Portland	Worse	Worse	Worse	Worse
Slaughter	Worse	Improved	Worse	Worse



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# Student Recovery Program: Middle School Report 2008-2009

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## STUDENT RECOVERY PROGRAM 2008-2009

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### Background

The Student Recovery Program (SRP) was initiated during the winter of 2005 with the goal of providing additional funds directly to schools so that they can better meet the needs of the district's "most-at-risk" students and in turn, reduce the number of JCPS students that drop out of school. At the middle school level, 7 middle schools participated in the SRP program in 2007-2008. The current report provides information on 6 of the 7 participating middle schools: Frost, Olmsted North, Olmsted South, Thomas Jefferson, Western, and Westport.

Research shows there are certain risk factors that are related to higher dropout rates. The Department of Accountability, Research, and Planning provides a list of the most at-risk students to participating SRP schools each year. The list is based on the following factors that have been empirically shown to be connected to dropping out in high school: low socio-economic background, mobility, retention, low academic achievement, high absences, and suspensions. Utilizing this list, there were approximately 4,070 students identified as high risk across the 6 middle schools. Schools were also given the discretion to serve additional students they deemed as high-risk that may not have appeared on the district's list.

In total, the 6 middle schools served a total of 255 students. Of the 255 students, 167 (65%) appeared the district's "most at-risk" list. The below chart depicts the 6 schools and the number of students served. The average number of students served by a school was 43 with a range of 30 to 58.

Middle and High Schools	# of SRP Students	Average Number of Risk Factors of Students Served*
Frost	33	4
Olmsted North	41	5
Olmsted South	56	5
Thomas Jefferson	30	4
Western M.	37	4
Westport	58	4

\*Risk Factors consisted of : low socio-economic background, mobility, retention, low academic achievement, high absences, and suspensions.

## *Middle School SRP Summary 2008-2009*

### *Demographics of Students Served*

- Gender: 52% Male, 48% Female; 97% Free/Reduced lunch, 3% Paid
- Race/Ethnicity: 62% African-American, 29% White, 6% Latino/ Hispanic, 2% Other
- Average number of students in the SRP program per school: 43 (range 30-58)

### *Language Arts Grade from First Six Weeks to Fourth Six Weeks*

- There was not a significant change in students' language arts grades from the beginning of the year to the fourth six-week grading period. Frost, Olmsted North, and TJ showed slight improvements in language arts.

### *Math Grade from First Six Weeks to Fourth Six Weeks*

- There was not a significant change in students' math grades from the beginning of the year to the fourth six-week grading period. Olmsted South was the only school that showed slight improvements in math.

### *Attendance from Fall 2008 to Spring 2009 (as of April 22, 2009)*

- There was not a significant change in attendance, however three schools showed slight improvements: Olmsted South, Olmsted North, and Western MS.

### *Behavior Changes from Fall 2008 to Spring 2009 (as of April 22, 2009)*

- Using referral data recorded on Infinite Campus, there was a 14% decrease in the number of referrals for the students served by the SRP program, however there was a 22% increase in the number of suspensions.
- Western Middle School showed a significant improvement in attendance and behavior for the students in the SRP program.

Summary of Individual Schools ('Yellow' indicates statistically significant change)

<b>School (yellow indicates SRP focus area)</b>	<b>Behavior</b>	<b>Lang. Arts</b>	<b>Math</b>	<b>Attendance</b>
Frost	Worse	Better	Worse	Worse
Olmsted North	Worse	Better	Worse	Better
Olmsted South	Better	Worse	Better	Better
Thom. Jeff.	Better	Better	Worse	Worse
Western MS	Significant Improve	Worse	Worse	Better
Westport	Better	Worse	Worse	Worse



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# Student Recovery Program: High School Report 2008-2009

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## STUDENT RECOVERY PROGRAM 2008-2009

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### Background

The Student Recovery Program (SRP) was initiated during the winter of 2005 with the goal of providing additional funds directly to schools so that they can better meet the needs of the district's most-at-risk students and in turn, reduce the number of JCPS students that drop out of school. At the high school level, 7 schools participated in the SRP program in 2008-2009. The current report provides information on 6 of the 7 participating schools: Fairdale, Iroquois, Valley, Waggener, Western, and Moore. Moore is a combined school, but only high school students were involved in the SRP. Shawnee also participated but due to a change in their Assistant Principal, a student list was not provided.

Research shows there are certain risk factors that are related to higher dropout rates. The Department of Accountability, Research, and Planning provides a list of the most at-risk students to participating SRP schools each year. The list is based on the following factors that have been empirically shown to be connected to dropping out in high school: low socio-economic background, mobility, retention, low academic achievement, high absences, and suspensions. Utilizing this list, there were approximately 1,024 students identified as high risk across the 6 high schools. Schools were also given the discretion to serve additional students they deemed as high-risk that may not have appeared on the district's list.

In total, the 6 high schools served a total of 665 students. Of the 665 students, 225 (34%) appeared on the district's "most at-risk" list. The below chart depicts the 6 schools and the number of students served. The average number of students served by a school was 111 with a range of 48 to 171.

High and High Schools	# of SRP Students	Average Number of Risk Factors of Students Served*
Fairdale	77	3.22
Iroquois	129	3.60
Moore	160	2.76
Valley	80	3.76
Waggener	48	2.63
Western	171	4.38

\*Risk Factors consisted of : low socio-economic background, mobility, retention, low academic achievement, high absences, and suspensions.

## **Student Recovery Program Descriptions By School**

### FAIRDALE HIGH SCHOOL

The SRP program at Fairdale focused on credit recovery. Students were enrolled in e-school and were allowed at least one period of the day to work on their course. SRP students have earned 21 credits out of an attempted 55 for a 38% success rate.

### IROQUOIS HIGH SCHOOL

The SRP program consisted of two similar classrooms that coexisted to meet the needs of a diverse group of students (Mostly upperclassmen with several at-risk qualifiers). Our Youth Development program was led by Diane Duffy (a Jefferson County High School employee) and Larry Loeser (an instructor III). The predominant focus was drop-out prevention, like a Safety-Net program. Students were able to take classes via e-School, tutorials, & independent study. The VISIONs program was led by Bill Jarboe (a retired, part-time teacher) and was focused on credit/course recovery. PLATO learning software was utilized for students to demonstrate content mastery to recover attempted/failed credits.

### MOORE HIGH SCHOOL

Moore High School offered a first and second trimester after-school recovery ESS program. The program ran from 2:30pm-4:00pm in math, English, science, and social studies and was for students who earned a "U" with at least a 50%. Students attended nine hours with a highly qualified ESS instructor who used the following instructional materials: CCG's; ORQ's; laptops; textbooks; and e-school modules. After a student's successful completion of the program, his or her grade was changed to a "D."

Moore High School also offered recovery for reading and math graduation modules. The program ran from 8:00am-3:00pm on the following Saturdays: 11/8/08; 11/15/08; 1/10/09; and 1/24/09 and was for students who earned a "novice" rating on their reading and math CATS test. Students attended all day with a highly qualified instructor who used the mandated reading and math recovery ORQ modules. After a student successfully completed all modules, his or her graduation requirement was met.

### SHAWNEE HIGH SCHOOL

Shawnee High School offered Freshman Academy as its recovery program. The program ran from July 28 to July 30, with students divided amongst five teams. Each team rotated between five different success modules which included proactive steps to be successful teenagers, personal issues (i.e. skipping schools, drug use), and Shawnee culture (i.e. dress code, policies, cafeteria, hallway rules). After teams successfully completed each module, they were given opportunities to earn points through various game activities centered on module topics. On the last day, the team with the most points won a VIP package for 1st home game: football tickets, VIP seating, hot dogs, chips, drinks. In addition, Freshman Academy provided students with an opportunity to obtain their free Tarc tickets, agenda, tee shirt, and school ID.

### VALLEY HIGH SCHOOL

Course recovery was used at Valley to help students who had gotten behind in their coursework. Many of these students were behind at least one grade level. Students who had the possibility of graduating during the current school year were given first priority when assigning students to course recovery classes. Students completed courses via independent study and school in the course recovery classes. In addition to course recovery with comprehensive students, a similar course recovery program was used for our ECE students but it was led by the ECE department chair.

### WAGGENER HIGH SCHOOL

Waggener worked on transitioning 9th graders and focused on improving communication skills in an effort to make them successful in high school.

### WESTERN HIGH SCHOOL

Western offered course recovery to its students this year. There were two opportunities for students to recover credits. The first opportunity is through an on-site Jefferson County High School program. The second is through a content specific course recover class that used the KCCT course recover books. A total of 171 student participated in the program this year.

		Number	Percent
<b><i>Gender</i></b>			
	Male	392	58.9%
	Female	273	41.1%
<b><i>Ethnicity</i></b>			
	Asian	9	1.4%
	Black	326	49.0%
	Hispanic/Latino	46	6.9%
	Other	18	2.7%
	White	266	40.0%
<b><i>Grade Level</i></b>			
	9 <sup>th</sup>	135	20.3%
	10 <sup>th</sup>	176	26.5%
	11 <sup>th</sup>	127	19.1%
	12 <sup>th</sup>	227	34.1%
<b><i>ECE</i></b>			
	ECE	121	18.2%
	NON-ECE	544	81.8%
<b><i>AT-Risk</i></b>			
	Free	413	62.1%
	Reduced	68	10.2%
	Paid	184	27.7%
<b><i>LEP</i></b>			
	LEP	54	8.1%
	Non-LEP	611	91.9%

## ***High School SRP Summary 2008-2009***

### ***Demographics of Students Served***

- Gender: 59% Male, 41% Female; 72% Free/Reduced lunch, 28% Paid
- Race/Ethnicity: 49% African-American, 40% White, 7% Latino/ Hispanic, 3% Other, 1% Asian
- Average number of students in the SRP program per school: 111 (range 48-171)

### ***Reading KCCT***

- There were 614 participating students with past KCCT Reading scores. Of those 614 students, 208 scored Proficient/Distinguished (34%), 306 scored Apprentice (50%), and 100 scored at the Novice level (16%).
- A total of 139 participating students had past KCCT Reading scores and 2009 KCCT Reading Scores. Of those 139 students, 52% of students made improvements or remained at a Proficient/Distinguished level, 32% of students declined, and 16% of students remained the same.

### ***Math KCCT***

- There were 612 participating students with past KCCT Math scores. Of those 612 students, 64 scored Proficient/Distinguished (10%), 180 scored Apprentice (29%), and 368 scored at the Novice level (60%).
- A total of 87 participating students had past KCCT Math scores and 2009 KCCT Math Scores. Of those 139 students, 33% of students made improvements or remained at a Proficient/Distinguished level, 43% of students declined, and 24% of students remained the same.

### ***Attendance from Fall 2008 to Spring 2009***

- Attendance overall, did not improve at any of the six schools for the targeted SRP students. This was true even when eliminating students that were coded as withdrawn during the school year.

### ***Behavior Changes from Fall 2008 to Spring 2009***

- Three schools showed improvements from fall to spring, Fairdale, Waggener, and Western, in that the number of suspensions decreased among the targeted students.

### ***End-of-Year Outcomes***

- Based on the preliminary data from Infinite Campus, a total of 54 students were noted as withdrawn/dropped out during the 2008-2009 school year. This represented 8% of the SRP students targeted. An additional 33 (5%) were noted as unsubstantiated transfers meaning they moved out of the public school district but enrollment elsewhere had not been substantiated.

### Summary of Individual Schools and their Targeted Students

<b>School</b>	<b>Behavior</b>	<b>KCCT Read</b>	<b>KCCT Math</b>	<b>Attendance</b>
Fairdale	Improved	Worse	Improved	Worse
Iroquois	Worse	Worse	Improved	Worse
Moore	Worse	Worse	Worse	Worse
Valley	Worse	Improved	Worse	Worse
Waggener	Improved	Insuff Data	Insuff Data	Worse
Western	Improved	Improved	Improved	Worse