

Recovery Interventions for Dropout Prevention and On-time Graduation

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Key words: Dropout Prevention, Credit Recovery, Interventions, On-Time Graduation, Mentors

Funding Sources:

District Supported Incentives: Approximately \$14k per year (4 years)

Project Cost and Budget Narrative:

-Highly qualified teachers/mentors (1 per 10-20 students): Volunteer hours and contracted hours (\$25 per hour) to run after-school and extended school year labs.
-Program Director to facilitate and manage staffing labs, Edgenuity recovery program, teacher mentors, and schedules: Volunteer hours and contracted hours (\$25 per hour)

Project Description:

Our project centers around our dropout prevention, mentor, and recovery program for grade level advancement and on-time graduation. We hold after-school and June extended year recovery labs for academic interventions and teacher/student mentoring opportunities. We run attendance and failure reports every 4 ½ weeks to gather information on students struggling academically. Our intervention team meets every two weeks to put intervention plans into place. We schedule intervention meetings, assign mentors, place students in our after-school and extended year recovery courses, and look at alternative schooling options for our at-risk students.

Staffing Pattern:

We look for and choose highly qualified and supportive teacher/mentors. Teacher to student ratios determined amount of staff needed and selected.

Population Served:

We serve our academically at-risk 9th-12th grade high school students. We serve approximately 60% male and 40% female students. Of those students we served approximately 78% Caucasian, 10% Hispanic, 7% African American, and 2% other.

Project Origination:

The project's driving force of dropout prevention has been in place for several years. However, approximately five years ago we decided to have a more concentrated vision on our academically at-risk students and on-time graduation rate in an effort to prevent continued high school dropout rates from climbing. We decided to be more intentional in our interventions and recovery opportunities offered to students.

Issues Addressed:

We looked at the following issues surrounding the academically at-risk students, such as:

- attendance
- age for grade
- off-grade level
- failed core subjects
- behind on credits
- credits needed vs. credits earned
- discipline records

Desired Outcomes and Measurable Objectives:

Improvement in recovery of credits, recovery of seat time for failures due to attendance, recovery of core courses to advance to the next grade level and on-time graduation. Our ultimate desired outcome is to see students graduating, graduating on time if possible, as opposed to dropping out of high school.

Results (Outcomes and Achievements):

Our outcomes and achievement results are that more of our students are advancing to the next grade level, staying on track for on-time graduation, graduating high school, and our overall graduation rates have increased. We have had an 8% increase in graduation rate as well as over 90% of our graduating class receiving college acceptance.

Project Timeline:

Fall 2015 - Spring 2019

Outcomes Related to School Completion, Dropout Prevention, and/or Graduation Rates:

We have seen recovery of approximately 100+ course credits each year. Recovery of credits, seat time, and instruction has allowed students to advance to the next grade level and keep on track for on-time graduation and ultimately reach the goal of becoming a high school graduate. We have seen an 8% increase in our graduation rate, and over 90% of our graduating class receive college acceptance.

Current Status of Project:

Our project/program is successful and continuing. Graduation rates continue to climb as dropout rates continue to fall. We plan to continue and grow this program for the success of our current and future students.

Role in Project as a NDPS Certification Program Participant:

I serve as the Graduation Coach, Interventionist, and the Director of Mentor and Recovery Programs. Our mentor and recovery programs run during the day and after school throughout the school year. They are also held during the month of June each year at the site's extended year recovery labs.

Lessons Learned:

Consistency is key in dropout prevention. If we do not want our students to quit and give up then neither can we.

Advice for Dropout Prevention Practitioners about the Project:

Keep an open mind, an open heart, and be persistent even when you feel like giving up. The outcome of dropout prevention is well worth the effort and determination when working with at-risk students.