

## **NDPS Certification Program Field Project Report**

### **Very Important Person (VIP) Program**

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*Key words:* at-risk, dropout prevention, reducing recidivism, alternative placement

## **Funding Sources**

The funding to keep the program integrated in the campus is through the use of state and federal funding as it serves the most at-risk students in the district. This program is an intervention for our VIP students, so state and federal funding has already been allocated at the DAEP campus to better serve these students.

## **Project Cost and Budget Narrative**

This program is an intervention for our Very Important Person (VIP) students, so the funding is already allocated from state and federal funds. The Disciplinary Alternative Educational Placement (DAEP) is all paid through our state and federal funds. Thus, the teachers that serve the students in this program are core teachers along with our social worker and counselors already allocated in our DAEP campus. The curriculum and the additional resources that are placed for the students is the same curriculum the other students are receiving. The unique difference is the one-to-one instruction and the social and behavioral resources provided by our counseling team and administration.

## **Scope and Setting**

This project is a classroom conducive to learning that is set up to provide one-to-one services for each individual student. The students are selected based on whether they have been to KEYS Academy a second time within one year. If it is their second time within the school year, they are not with the regular setting of students. They are placed in the VIP classroom where the teacher(s) go to them to provide one-to-one instruction in their content areas. The students are also provided several hours a day of intense counseling from our regular school counselor, our master social worker, and our Community in Schools Coordinator. Along with the academics, the coach provides them a “conditioning” hour of physical activity to keep them healthy and fit. See Attachment A: [VIP Program Brochure](#)

## **Staffing Pattern**

The staffing was accomplished by having our instructional coach provide lessons to allow the content teacher to go to the VIP room and provide the one on one instruction to the student(s) assigned in that room. The instructional coach also provides additional support throughout the day when the content area teachers are not available or if the student struggles with the classwork assigned by the content area teacher.

## **Population Served**

- 10-15 students are in the program
- Students receive instruction in all core subject areas
- Participants:
  - Content area teachers assigned to each particular student
  - Counselor
  - Master Social Worker
  - CIS (Community in Schools) Coordinator
  - Coach
  - VIP students

- Description of project participants:  
6<sup>th</sup> -12<sup>th</sup> grade students that have committed level 3 or higher offenses at their home campuses for the second time within a school year.  
These students are within SISD. These students are at our DAEP school setting for different lengths of time depending on whether their offense was a discretionary or mandatory placement.

The teachers that run the VIP service in the classroom are the core teachers that are at KEYS Academy along with our counselors.

- Participant selection criteria:  
Students were selected based on the number of times they attended DAEP setting within the year. If the student was a second or third time offender, they would automatically be placed in the VIP setting in the DAEP school (KEYS Academy)

### **Project Origination**

The project originated by the data gathered by teachers regarding students who were repeat offenders. In order to reduce recidivism in our DAEP, we wanted to assure our repeat offenders be provided more laser-focused instruction, social, and emotional support in an effort to refine their behaviors and/or actions to keep them from coming back a third time within the school year.

### **Issues Addressed**

This program was initiated with the purpose of reducing recidivism at a DAEP setting along with refining the students' behavioral, social, and emotional situations towards being successful at their home high school.

### **Desired Outcomes and Measurable Objectives**

The results have been amazing! We have reduced our recidivism rate at each high school. The parents come back and share how the program refined their child. Also, the students do not come back to the DAEP environment after attending VIP at our KEYS Academy. Attached is a comparison of students that attended VIP (meaning students that were repeat offenders from last year at this time of year, to this current year). Phenomenal results!

The desired outcomes were the following:

- to refine and provide laser-focused, individual attention to the students' social, and emotional behaviors, and increase their academic successes in the DAEP and then continue at their comprehensive home school;
- to decrease our recidivism rate. Attached is the data that shows those significant positive results.
- to increase attendance for these students. This outcome was also accomplished. Our attendance at DAEP is over 90 % on a weekly basis. See [Attachment B: Recidivism Report](#)

## **Strategies and/or Interventions**

### **The Schedule:**

Each content area teacher was scheduled for 20 minutes of instruction and each is required to leave 25 minutes of classwork for the students to practice what they learned.

The teacher then addresses and reviews the student progress the following day, prior to the beginning of the next lesson.

### **Social and Emotional support:**

The team is the group of counselors, CIS worker, and Master Social worker also scheduled for 30-45 minutes of one-to-one social/emotional support daily.

### **Extracurricular/Physical Activity:**

The students are provided 45 minutes of coaching along with participation in Friday's extracurricular activity including fine arts, historical values and or other fine arts/physical activity.

## **Project Timeline**

This project was initiated last year and began during the second semester when we had students beginning to return for a second round of DAEP. It has continued to present.

## **Special Conditions and/or Expertise Required to Carry Out the Project**

- Each teacher that serves the student(s) is highly certified in their content area(s)
- Each Social worker, counselor or CIS worker working with the student is also certified in their profession.

## **Outcomes and Achievements**

- There was a 15% increase in attendance rate
- Recidivism rates were decreased with more than 50% of the schools
- Student disciplined referrals were less than the previous year (see attachments)

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

This question does not apply to our situation at KEYS as the students are at our campus for limited amount of time then released to continue their schooling at a comprehensive setting. Being that we do not have over two years with this initiative, we cannot say these students graduated this past year. However, we are tracking them from the commencement of the program and will have data at a later time to see which of the students tracked made to graduation.

## **Current Status Project**

Currently, we continue to implement and refine the VIP program at KEYS Academy.

## **Role in Project as a NDPS Certification Program Participant**

I am the leader of the campus and continue to lead this effort to assure the results continue to improve by continuing to refine the services provided to our students in this setting. We are also following these students back to their home campus and keeping track of their successes both academic and behaviorally.

**Lessons Learned**

The recidivism rate has decreased for our district, discipline referrals also decreased while at KEYS, and student grades increased due to the one-to-one academic support

**Advice for Dropout Prevention Practitioners About the Project**

To initiate roll out, the practitioners need to assure that the students' success is the primary focus of this program. Thus the behavior, social, and emotional support is crucial to assure all areas are covered that may be affecting the students' behaviors. Also, self-esteem and transitional support need to be addressed. Students need to be reassured that their stay is just a "hiccup" in their life that they can overcome and become successful superstars back at their home campuses. Once the students' social and emotional support is addressed, the academics tutorial support is then required. The students need to be provided one-to-one instruction to reteach the concepts that may have been missed at their home campus. Provide a team that will serve the students and see and understand the true value of pulling these students in and providing them that one-to-one attention. They need to buy in to the fact that this type of service will benefit the student more than keeping him/her in the regular setting within the DAEP school.