NDPS Certification Program Field Project Report

**Fort Worth Independent School District Early Detection
and Literacy Intervention for Dropout Prevention**

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Funding Sources:
Redesign In Schools of Excellence (RISE) grant/Fort Worth ISD budget

Project Cost and Budget Narrative:
The salaries and resources are included in district budget.

Project Description:
The scope and setting of the project is in the elementary schools and focused on early literacy detection. Through data review students that need additional resources in the classroom are identified. Weekly RTI meetings are held by grade level and IStation reports and Benchmarks are reviewed. Teachers utilize color charts and data binders for tier core content areas in reading and math. Reading recovery techniques and strategies coupled with small group guided reading are also utilized in the classroom by teachers. In the lower grades, Teacher Assistants provide intervention in phonemic awareness, and number and math concepts. In the upper grades, Teacher Assistants provide intervention assistance using a Dyslexia program, writing camp, math strategies and computer lab programs. Individual student plans are created to find root causes using the Collaborative Support Model. Using this model, a collaborative meeting with teachers are held and is followed by a collaborative meeting with teacher and. Restorative Practice Behavior Model is also implemented; a relational approach to building school climate.

Staffing Pattern:
- Principal
- Teachers (3)
- Teacher Assistants (3)
- Counselor
- Reading Specialist
- Stay in School Coordinator
- Web-based Coordinator

Population Served:
The project is designed for early intervention through graduation. Identify Kindergarten readiness, Elementary reading in the early grades, Middle school math scores, and High school students' overage and under-credited.

Pre-K through 5th grade students receive the concentration of services. Restorative practices and web-based services are provided at the middle and high schools, as needed.

Project Origination:
This project originated while enrolled in a district leadership class. It was developed by reviewing district data and identified priorities.
- Kindergarten readiness
- Early grades reading
- Middle grades math
- High School graduation

Issues Addressed:
The goal is to address the alarming rate of retention, long term impact on graduation rates, and the ability to prepare all students for college, career, and community leadership (Cradle to Career Mindset).

Desired Outcomes and Measurable Objectives:
- Increase Kindergarten readiness
- Increase early grades' reading proficiency
- Increase graduation/less overage under-credited students

Results (Outcomes and Achievements):

Strategies and/or Interventions:
Academic Interventions:
- Small group re-teaching of lesson daily based on need
- Small group re-teaching of low student expectations (SE's) using Mentoring Minds 4x per week
- Targeted SE's for individual students based on needs for Fast Focus used in Work Stations 4x per week
- Targeted SE's for individual students based on needs for Board Game review questions (pulled from Fast Focus/Mentoring Minds) 4x per week
- Spiral review of skills through the use of Spiral Review from frameworks and Drops in the Bucket 4x per week
- Targeting gaps in basic math through the use of Moby Max and Sumdog 4x per week
- Intensive Tutoring 3x per week

Behavior Interventions:
- Behavior charts (on/off task tally marks) with rewards
- Restorative Practice
- Preferential seating

Restorative Practice is a relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

Project Timeline:
The timeline is an entire academic year. Outcomes reviewed yearly

Special Conditions and/or Expertise Required to Carry Out the Project:
School and Community Perspective
Systemic Renewal
School-Community Collaboration
Safe Learning Environments

Early Interventions
Family Engagement
Early Childhood Education
Early Literacy Development

Basic Core Strategies
Mentoring/Tutoring
Service-Learning
Alternative Schooling
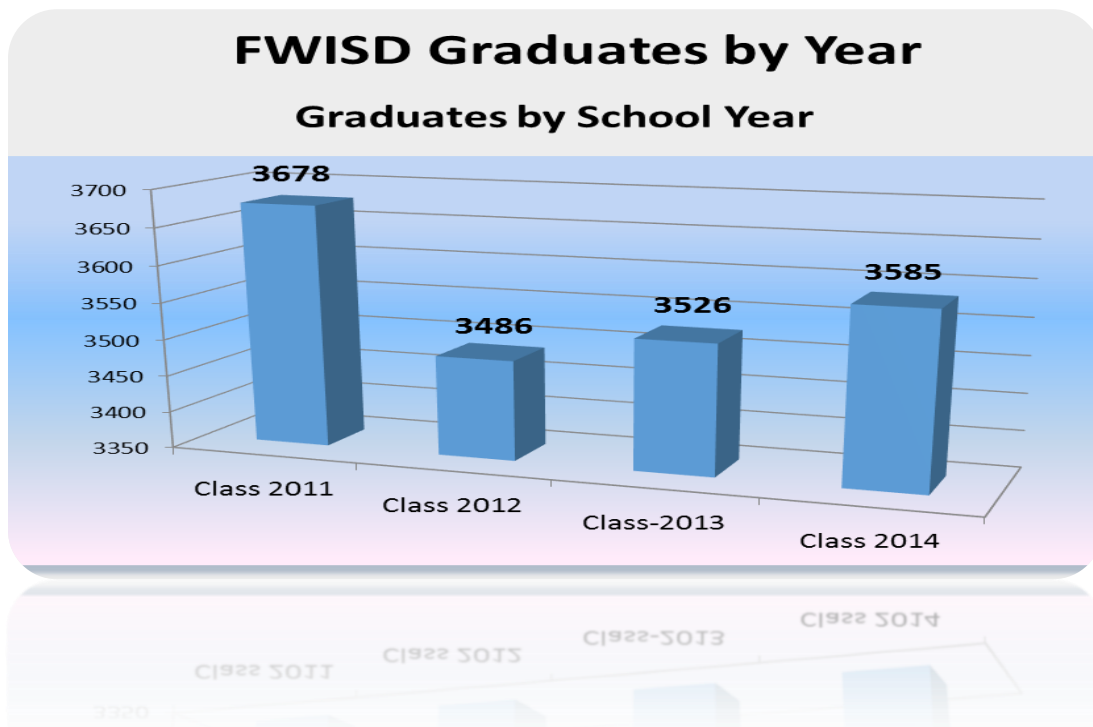Afterschool/Out-of-School Opportunities

Making the Most of Instruction
Professional Development
Active Learning
Educational Technology
Individualized Instruction
Career and Technology Education (CTE)

Outcomes Related to School Completion, Dropout Prevention, and/or Graduation Rates:
Please review chart for Kindergarten readiness/probable readers, and graph for graduation outcomes.

% KG Ready on KESI

	2014-2015		2015-2016		2016-2017	
	Total	% KESI	Total	% KESI	Total	% KESI
Total	6243	77%	6048	78%	5886	79%
Fort	3904	83%	4041	82%	3966	84%
Other PK	767	80%	366	78%	266	82%
No PK	1572	62%	1641	68%	1654	68%

FWISD Graduates by Year

Graduates by School Year

	Class 2011	Class 2012	Class-2013	Class 2014
Graduates	3678	3486	3526	3585

Current Status of Project:
Is our current system designed to close the opportunity gap for all students in Fort Worth ISD?
- Push-out, Pull-out, Fall-out manifestation in the system
- 1 retention = 40% likelihood not to graduate
- 2 retentions = 90% likelihood not to graduate
- Overaged, below grade-level students entering HS
- Soft data suggests attendance, behavioral, and academic issues get worse as time goes on
- Common classroom behaviors emerging show no work or effort shown in classroom
- Very little, if any, type of enrollment in extracurricular activities for these students

Role in Project as a NDPS Certification Program Participant:
District leadership review.

Lessons Learned:
I learned that utilizing clean data allows for early detection in addressing deficient areas academically, as well as behavior concerns through early intervention. It's also critical that current systems support student success by minimizing disequilibrium in areas of: retention, overage below grade-level students, and discipline disparities.

Advice for Dropout Prevention Practitioners about the Project:
It is critical that we examine our systems as practitioners continuously. Utilizing clean data in all

areas and challenge yourself. Don't be afraid to get out of your comfort zone by working with others who have different experiences, expertise, and perspectives in order to best serve our students.