

NDPS Certification Program Field Project Report

Hope Perseverance Award Project

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Key words: Student Engagement and School Completion and Hope Perseverance

Funding Sources:

Fort Worth Independent School District's, Student Engagement and School Completion Department is funded by General (Local) and Federal Title IV funds.

Project Cost and Budget Narrative:

Budget for this project is \$4,000.

Project Description:

The Department of Student Engagement and School Completion hosts a Hope and Perseverance Ceremony each year to recognize students who have worked with the web-based curriculum and the truancy programs to move forward and overcome various obstacles. The Hope award identifies the web-based curriculum recipients and the Perseverance award designates the truancy program recipients. This award ceremony is designed to recognize students who would not be recognized. The event is held each year in May at the Fort Worth Botanic Garden.

For students identified as being the campus recipient of the Perseverance Award, the Stay in School Coordinator meets with the student and parent to deliver an information packet. The information packet will contain a parent notification letter, a formal invitation, a FWISD Media Release Form, Disclosure of Student Information form and a Parent Permission, Release and Indemnity form. Each student writes a personal profile identifying themselves, describing their current situation and expressing how their attendance has improved. The students also identify any life plans or aspirations that they have and are welcome to acknowledge any person or persons that they wish. The profile is printed and added to the written program. It is not the intention of the department to create an additional assignment for students at this busy time of the year. Therefore, the SISC will assist the students in writing and editing a presentable profile. Each student also submits a photo for the written program.

The Stay in School Coordinator submits a written introduction of the student, which includes a brief synopsis of how the student came to their attention, a general overview of the service or assistance that CTIP provided and the positive results of your interventions.

Staffing Pattern:

Director of Student Engagement and School Completion

Director – Web-Based Curriculum Program

Assistant Director of Student Engagement and School Completion

14 Stay in School Coordinators

1 Court Coordinator

3 Administrative Associates

Campus Administration (Principal and Assistant Principals)

Teachers

Population Served:

Each high school campus, traditional and non-traditional, nominates at least one student. The Perseverance Award recognizes students referred to the Department of Student Engagement and School Completion who were habitually truant but through intervention measures tailored specifically for them, have been able to change the course of their academic lives and are recognized as the most improved based on their increased attendance and academic progress. The Stay in School Coordinator, with the approval of the campus administrators, are responsible for identifying the ideal student for this acknowledgment.

Project Origination:

The project originated three years ago under the leadership of Tracey Bailey, Web-Based Curriculum Program Coordinator. Ms. Bailey recognized that students participating in web-based curriculum programs deserved to be recognized just as athletes, honor students, and others who participate in traditional programs are. This led to the Development of the Hope & Perseverance Ceremony where these students could be honored and recognized for their attendance and efforts. Below you will find documents that are prepared for parents and students who are being recognized.

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Dear Parents,

Congratulations, Fort Worth ISD's Department of Student Engagement, and School Completion has selected your child as an honoree for the Hope & Perseverance Ceremony and Award. The Perseverance Award acknowledges students who have had truancy issues, and have overcome them to become successful scholars.

The Comprehensive Truancy Intervention Program (CTIP) is a component of the Department of Student Engagement and School Completion. This program identified and directed your child to services that helped him/her to refocus their goals on graduation.

In recognition of this honor, your student will be introduced at the awards banquet on Thursday, May 23rd, 2019 at The Fort Worth Botanic Gardens 3220 Botanic Garden Blvd Ft Worth, TX 76107. We cordially invite you to attend the presentation so that you too may be recognized.

Fort Worth ISD is proud to collaborate with you in your child's education. We commend you for your perseverance and dedication to your child and their educational success.

Respectfully,

A handwritten signature in blue ink, appearing to read "Barry Smith".

Barry Smith,
Assistant Director Student Engagement and School Completion



Student Name: _____ School Name: _____

Release and Waiver

In exchange for valuable consideration, the receipt of which is hereby acknowledged, I understand that by my signature below, I agree to the following:

- The Fort Worth Independent School District and/or its assigns, licensees or legal representatives ("FWISD") may take photographs, pictures, videos and other recordings ("Recordings") of my minor child, identified below, for any lawful purpose. Such Recordings, whether created in the past or future, may be, without further notice to me, reproduced, altered, copyrighted, broadcast, telecast, cablecast, published, used in trade or used in district materials (including the website) by FWISD. Without limitation, such use may be for sale and distribution to school employees, the public, other school districts and/or other persons or entities worldwide.
- I waive the right to inspect or approve any of the Recordings or any matter that may be used in conjunction with them now or in the future, whether known or unknown to me.
- I waive the right to any royalties or other compensation arising from or related to any use by FWISD of the Recordings.
- I shall hold harmless FWISD from any claims or causes of action directly or indirectly related to the creation or use of the Recordings for any lawful purpose.
- I hereby waive and release all monetary or other claims that might arise as a result of any lawful use of the Recordings.

I certify that I am 18 years of age or older and am competent to sign this release and waiver. I have read this release and waiver and am fully familiar with its contents. Further, I certify that I am the parent or legal guardian of the minor mentioned below and that I am authorized to execute this release and waiver on behalf of the below minor.

Or,

I do not give the district permission to release Media Information.

Printed Name of Parent/Guardian

Date

Address

Telephone #

Parent/Guardian Signature



Student Name: _____ School Name: _____

Directory Information

The law permits the district to designate certain personal information about students as "directory information." This "directory information" will be released to anyone who follows procedures for requesting it. However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year.

The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

Release of Student Information to Military Recruiters and Institutions of Higher Education

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent.

Parent/Guardian, please circle one of the choices below:

I (do give) (do not give) the district permission to release the Directory Information.

I (do give) (do not give) the district permission to release the Directory Information to a Military Recruiter or Institution of Higher Education.

Issues Addressed:

The goal is to recognize students who are habitually truant and are struggling academically.

Desired Outcomes and Measurable Objectives:

- Increase Attendance
- Decrease Absences
- Engage more with students
- Connect with students to help them succeed

Strategies and/or Interventions of the Project:

- Give plenty of feedback. Feedback is a great way for students to know quickly whether they are on the right track or need to take a different track
- Continually monitor progress
- Clarify your objectives
- Reframe problems
- Help student develop a growth mindset
- Ensure students reflect

Results (Outcomes and Achievements):

As a result of this program, the district has seen a slight improvement in the graduation rate with an increase of approximately 1% from the previous year while the attendance rate has remained steady at approximately 95%. The greatest improvement can be seen in the level of engagement and relationship building that has occurred as a result of the program. As can be seen in Appendix A and B, the qualitative results of this project far surpass any quantitative data.

Project Timeline:

The timeline is an entire academic school year and the recipient chosen is recognized in May.

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

Table 1 below includes district outcomes related to attendance, dropout and graduation for a two-year period. While graduation rates for this time period have remained stable for the district, significant improvements can be seen in the American Indian, multi-racial and English learner subgroups.

Table 1: Academic Performance Report

**Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates**

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL
Attendance Rate													
2017-18	95.4%	95.5%	94.5%	92.9%	94.9%	95.0%	93.7%	96.8%	94.2%	93.6%	93.1%	94.4%	95.8%
2016-17	95.7%	95.8%	94.6%	93.2%	95.1%	95.0%	93.7%	96.7%	94.2%	93.7%	93.2%	94.7%	95.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	1.4%	2.0%	1.0%	1.8%	4.8%	1.5%	0.0%	2.7%	1.7%	1.3%	1.2%
2016-17	0.3%	0.3%	0.9%	1.2%	0.8%	1.1%	5.6%	0.6%	0.0%	1.6%	1.3%	0.8%	0.9%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.6%	2.9%	3.8%	2.6%	2.5%	2.2%	2.1%	3.6%	3.3%	4.8%	2.9%	5.0%
2016-17	1.9%	1.4%	2.9%	3.5%	2.6%	2.9%	2.4%	1.4%	5.3%	5.9%	4.3%	2.8%	5.4%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	90.6%	87.4%	85.1%	88.3%	85.8%	91.7%	87.3%	83.3%	91.2%	69.7%	89.0%	70.2%
Received TxCHSE	0.4%	0.5%	0.5%	0.4%	0.2%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.2%
Continued HS	3.8%	4.2%	2.6%	2.6%	2.4%	2.6%	0.0%	6.3%	16.7%	2.9%	15.7%	2.9%	5.5%
Dropped Out	5.7%	4.7%	9.6%	11.8%	9.1%	9.7%	8.3%	6.3%	0.0%	5.9%	14.6%	7.7%	24.1%
Graduates and TxCHSE	90.4%	91.1%	87.8%	85.6%	88.5%	87.7%	91.7%	87.3%	83.3%	91.2%	69.7%	89.4%	70.4%
Graduates, TxCHSE, and Continuers	94.3%	95.3%	90.4%	88.2%	90.9%	90.3%	91.7%	93.7%	100.0%	94.1%	85.4%	92.3%	75.9%
Class of 2017													
Graduated	89.7%	90.5%	86.7%	83.9%	87.8%	87.3%	66.7%	87.6%	83.3%	81.2%	76.6%	89.6%	64.9%
Received TxCHSE	0.4%	0.4%	0.2%	0.5%	0.1%	0.3%	0.0%	0.0%	0.0%	1.4%	0.0%	0.1%	0.0%
Continued HS	4.0%	4.3%	2.9%	2.9%	3.0%	2.3%	0.0%	5.3%	16.7%	1.4%	7.7%	2.1%	6.5%
Dropped Out	5.9%	4.7%	10.1%	12.6%	9.1%	10.1%	33.3%	7.1%	0.0%	15.9%	15.7%	8.2%	28.6%
Graduates and TxCHSE	90.1%	90.9%	87.0%	84.5%	87.8%	87.6%	66.7%	87.6%	83.3%	82.6%	76.6%	89.7%	64.9%
Graduates, TxCHSE, and Continuers	94.1%	95.3%	89.9%	87.4%	90.9%	89.9%	66.7%	92.9%	100.0%	84.1%	84.3%	91.8%	71.4%

**Special Conditions, Expertise, and/or Skills Required Carrying Out Project:
Communication skills**

- Relational skills
- The ability to connect with students who experiencing difficulties
- Counseling background
- Criminal justice background

Status of Project:

This project is ongoing and is held annually.

Role in Project as a NDPS Certification Program Participant:

Assisted in the preparation of the ceremony
 Assisted in getting decorations (balloons, etc.) to location
 Nominated one student from high school campus
 Assisted student with bio, photo, and packet that was went home to parent
 Assisted with award ceremony and gifts

Lessons Learned:

If we continue to advocate, motivate, encourage and uplift our students, they will succeed and graduation rates and attendance rates will increase.

Advice for Dropout Prevention Practitioners about the Project:

It is necessary that we continue to monitor our students who have issues with attendance and other things as well. We must make sure that we are assisting these students and helping them become successful adults.

Appendix A: Recognition Letter



Student, Ashton Cathey

Western Hills High School Hope Award Nominee

Ashton Cathey

It is with great honor and privilege to present senior, Mr. Ashton Cathey, Western Hills High School Class of 2019, as our 2018-2019 Hope Award honoree. Why Ashton some may ask? Why not Ashton, He is a great student who had a rough start this school year.

I met Mr. Cathey the first day I entered into the doors of Western Hills High School. I saw a young man who was just troubled and upset, but remained pleasant and respectful. I started monitoring Mr. Ashton due to him being tardy, missing, and skipping some of his classes. His words were "Ms. Cole" I just feel like giving up I feel like I am not cut out for all of this". That is when I realized he just wanted guidance into making the right decisions. I started mentoring Ashton and making sure; he attends class and keep his grades up. He then started to see the bigger picture as to what he wanted to do with his life and then realized that it is not that bad after all. Mr. Ashton is now getting ready to take the test so he can go off to the military. I saw a kid that had so much potential and just needed a push to stay in school and to continue to soar. He is now going to class on time, getting good grades and making sure, he has all his work completed. He does not know it but he taught me something. No matter where you are in life keep pushing and that is what he is and will continue to do. I see great things ahead for Mr. Cathey and I will never forget him.

Natalie Cole

Stay in School Coordinator/Western Hills HS

Appendix B: Student Essay

Ashton Cathey-Student Essay

I came to Texas when I was in the 6th grade. I started being rebellious due to my father's death and not having a Father Figure in my life. I started to realize that it was time to change due to my friend going to jail and my other friends dropping out of school. I felt like it was weak for them to drop out and I knew there was something out there better for me. I was robbing people, it started getting bad, and that was not the life I wanted so I had to make a change. So, when I was in the 11th grade I realized that (MBK-My Brother's Keeper) helped me gain trust and loyalty. All the problems that I was going through they were there for me due to not having a father figure. I also met amazing people like Ms. Cole, Ms. Price my English teacher, Mrs. Sloan my counselor and Mrs. Bell in the go center helping me and keeping me grounded. I have gotten discouraged, but I was always pushed by these women to keep doing better. Now I am at peace where I am. I know I have made mistakes, but I am changing and making better choices. I am more humble now because because back then I did not care and had so much anger in me. I was skipping class and not caring anymore. This school Year I met Ms. Cole and God has brought her in my life to keep me grounded. She kept staying on me to get to class, get my grades up, do not be tardy and to be positive and make the right choices. My mom never graduated and my sister attends High School and I know she look up to me, it is must I make them proud, and the friends that dropped out. Letting them see that it is easy to change. If it were not for my friend Taejon Horton going to jail, I still would be lost in the streets and not focused. In addition, I am now headed to the Military to make my grandmother and mom proud.