



WESTERN LINE SCHOOL DISTRICT

Building the Future - Today

"Committed to Excellence in Education"

Graduation Restructuring And Drop-out Prevention Plan 2022-2023





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Summary of Data

Data for 20-21	Western Line	O'Bannon High	Riverside High
Graduation Rate	76.47	81.48	73.12
Drop-Out Rate			
Enrollment	1704	415	381
# In-Field Teachers	90.1%	81.0%	92.2%
Chronic Absenteeism	14.6%	21.9%	22.7%
Expenditure per Pupil	\$11,868.64	\$11,661.39	\$12,348.32

Data for 19-20	Western Line	O'Bannon High	Riverside High
Graduation Rate	86.7	90.7	81.7
Drop-Out Rate			
Enrollment	1911	435	399
# In-Field Teachers	89.5%	82%	85.8%
Chronic Absenteeism	19.31%	17.35%	12.26%
Expenditure per Pupil	\$10,792.86	\$11,443.25	\$11,769.33

Data for 18-19	Western Line	O'Bannon High	Riverside High
Graduation Rate	83.9	81.8	87.3
Drop-Out Rate			
Enrollment	1955	421	405
# In-Field Teachers	90.8%	82.3%	92.0%
Chronic Absenteeism	13.2%	18.9%	29.2%
Expenditure per Pupil	\$9,535.92	\$10,045.86	\$9,585.48

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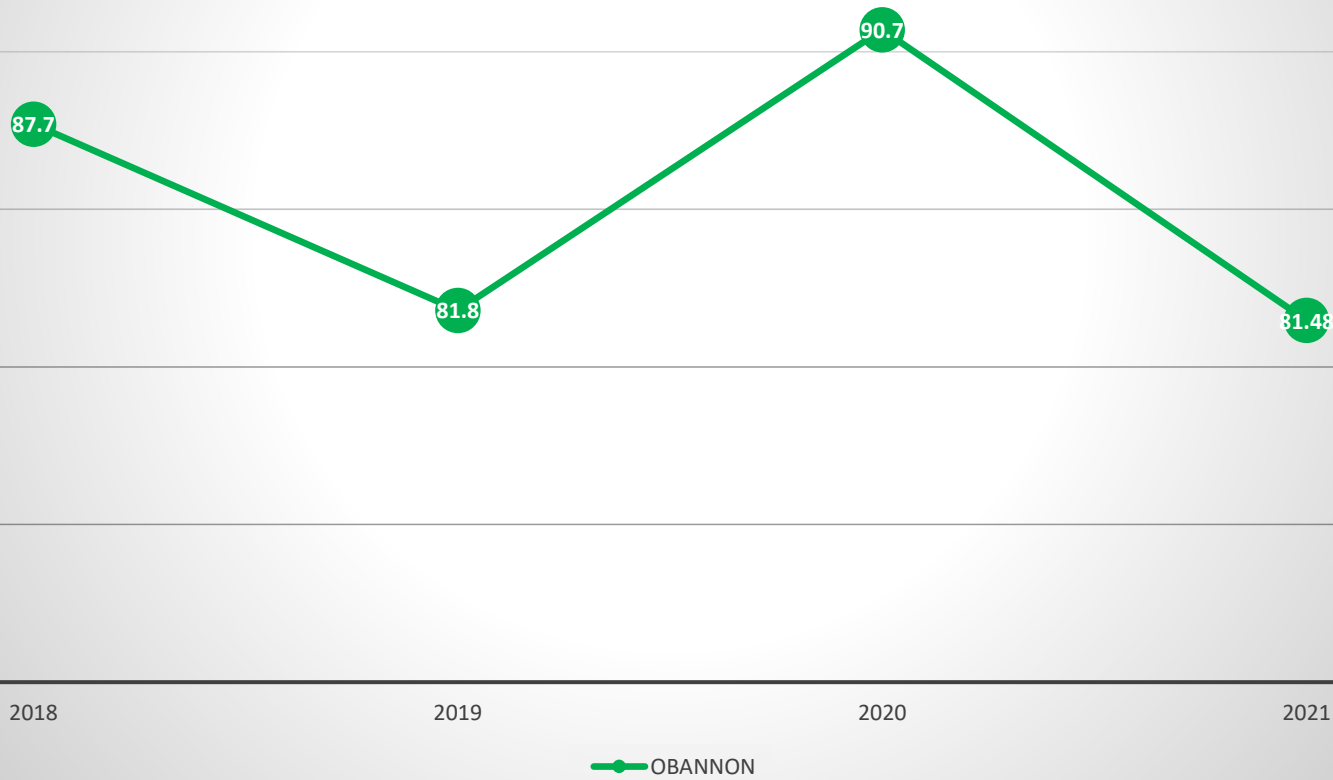


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O'BANNON HIGH SCHOOL GRADUATION RATES WESTERN LINE SCHOOL DISTRICT



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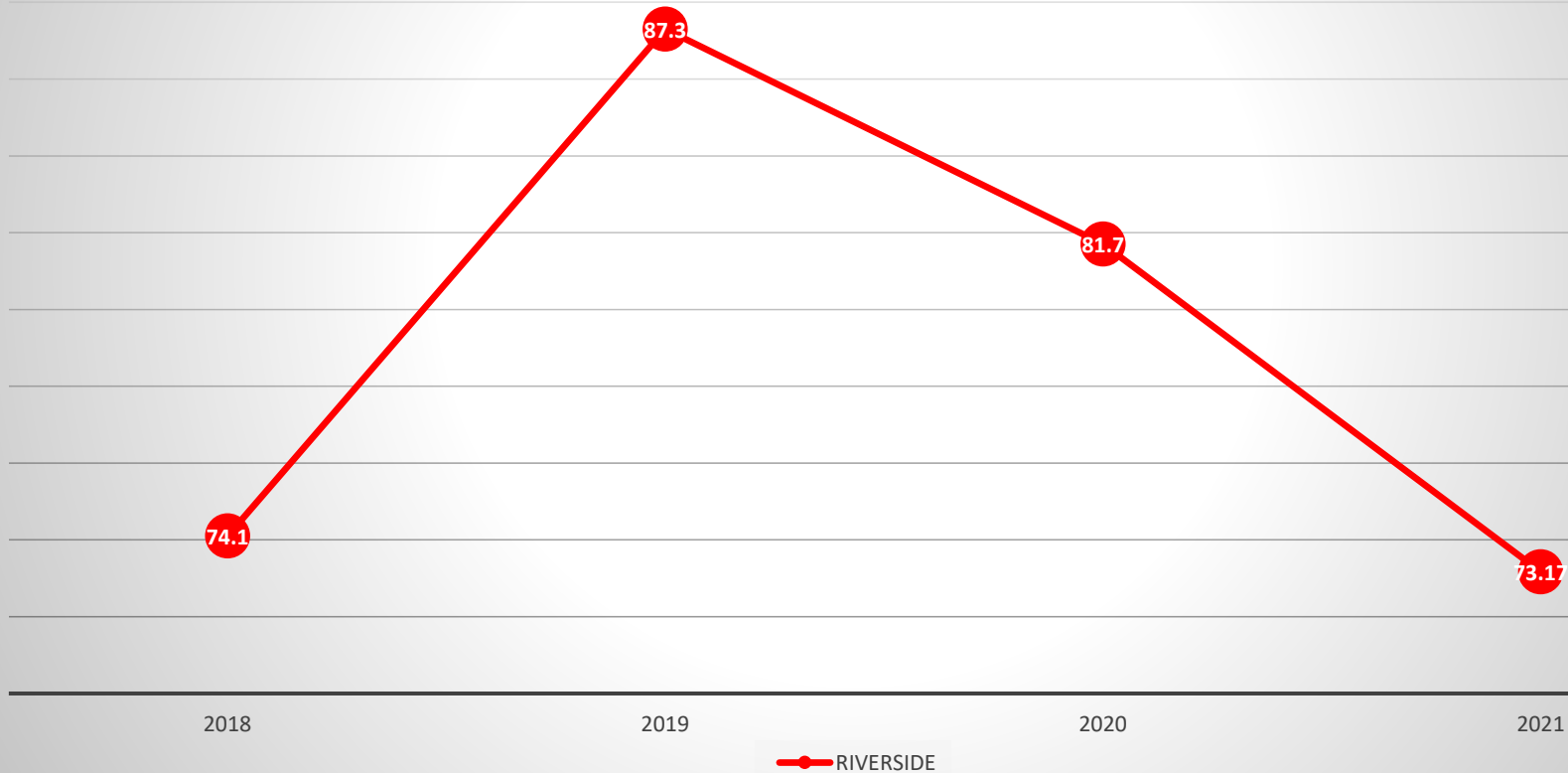


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RIVERSIDE HIGH SCHOOL GRADUATION RATES WESTERN LINE SCHOOL DISTRICT



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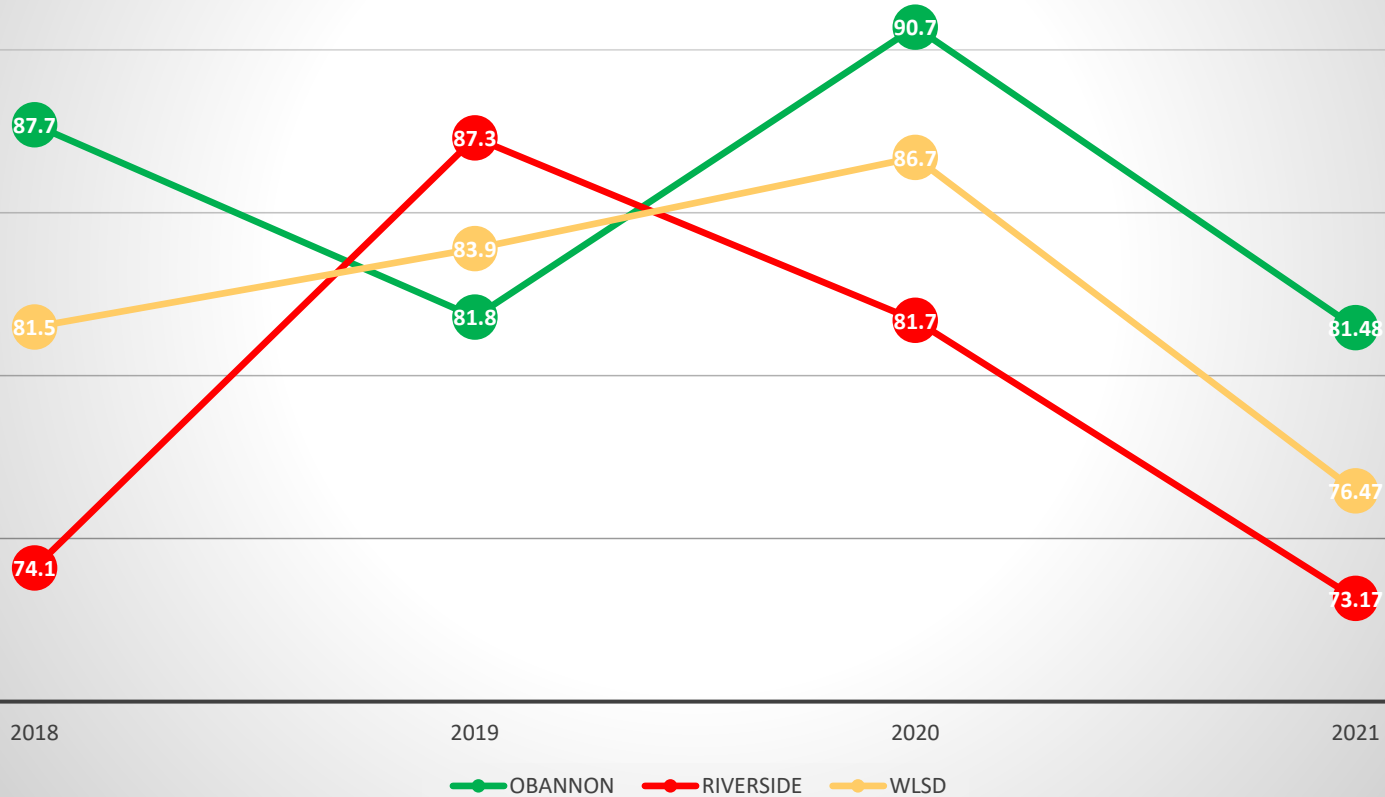


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GRADUATION RATES WESTERN LINE SCHOOL DISTRICT



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District Level Strategies:

1. Increase the success rates in Kindergarten, first and second grade:

- Administer progress monitoring assessments (Star Reading and Star Math) and develop an Individual Reading Plan (IRP) for students who fall into the bottom two categories (red and yellow) to include strategies and progress monitoring.
- Monitor teachers to determine the level of differentiated instruction through lesson plans and classroom observations
- Utilize parent liaisons and counselors when student's absenteeism or tardiness begins to fall into the at-risk (sliding track) or more than 3 absences per 9 weeks.
- Provide Parental Involvement meetings focusing on skills required for incoming kindergarten students to the parents of the pre-kindergarten students at both elementary schools.
- Provide links or copies of the parent information pamphlets to help parents understand skills students should master at each grade level.

2020-2021 Data

	Number Retained	Percentage
O'Bannon Elementary		
Kindergarten	8	13%
1 st Grade	1	5%
2 nd Grade	1	5%
Riverside Elementary		
Kindergarten	8	15%
1 st Grade	5	11%
2 nd Grade	5	7%

2. Targeting Subgroups that need additional assistance meeting graduation requirements

- **Special Education Students**
 - Special education students receive assistance based on the development of an annual IEP. General education teachers, special education teachers, parents and administrators (and other district personal) come together to develop the most appropriate plan for graduation for each student. Students have a transition plan that incorporates their graduation track, their work experiences, classroom accommodation, and other behavior or education issues to guide them toward the path of career and/or college best suited for their needs.



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- **English Language Learners**

- English Language Learners have a language service plan that includes accommodations to assist them in the general education classes. The counselor works with each student during the year in developing the ISP to determine the most appropriate career and diploma track. Students are allowed certain accommodations to meet their needs of adapting to the English language.

- **Homeless**

- Counselors work directly with homeless students to ensure they are enrolled in the appropriate classes since they often do not come with complete records. Title I funds are also available for purchasing specific materials to assist these students in advancing toward graduation requirements.

- **Alternatively Placed Students / Students with repeated ISS placements**

- Students placed in the alternative program or who are frequently placed in in-school solutions have an individual behavior plan. The students are provided instruction daily from a certified teacher. The students also have technology with Edgenuity to all them to work on all subjects in the Alternative placement.

2021-2022	O'Bannon High School	Riverside High School
Special Education Students	33	31
English Language Learners	0	3
Homeless	0	0
OSS	144 Actions	152 Actions
ISS	128 Actions	36 Actions
Alternative Placement	21	5

3. Students Over- Age who remain in school to graduate

2021-2022 data

Age	O'Bannon High	Riverside High
19-21	8	16



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Strategies to encourage/recover students who have the potential to or who have dropped out of school

- Implementation of the ICAP/ISP program to encourage students to focus on their individual college and career pathway;
- Counselors and principals meeting with parents and students who are potential drop-outs.
- Teacher Mentor with students to encourage them to stay in and get the diploma.
- Connections to GED programs should the student make the decision to drop out;
- Follow-up with the student and parent regarding MAAP remediation and assessment (if that is the reason for the non-graduation)

4. Students who are performing below grade level in grades 1 – 8.

- a. Star Reading and Star Math are utilized as screeners to determine where each student is performing. These assessments are done 3 to 4 times each year on all students to monitor progress. Students who are deemed low performing or placed in Tier II or Tier III, will receive screeners every two weeks.
- b. The strategies involved in Tier II and Tier III will assist students in closing the gap with their peers.
- c. Parent Liaisons and counselors will meet with parents to discuss the additional resources through the MDE and their strongreadersms.com website.
- d. Online instructional programs, such as IReady, My Reading Coach, etc. are available for students to work on and demonstrate progress in math and reading related subjects.