

Nine Schools Project **Year Three Annual Report** **and** **Year Four Proposal**



In partnership with
The National Dropout Prevention Center
and
The SC State Department of Education
and
The Education and Economic Development Act
At-Risk Student Committee

June 2010



Year Three Annual Report and Year Four Proposal

Background and Rationale

In order to meet the requirements of the Education and Economic Development Act (EEDA) of 2005, every high school in South Carolina was required to present a dropout prevention plan to the SC State Department of Education (SCDE) by the fall of 2007. The At-Risk Student Committee (ARSC) of the EEDA constructed *The At-Risk Intervention Implementation Guide* containing approved research-based programs from which the schools could select. Over 80 schools in South Carolina failed to identify an approved plan or program by the required time. The National Dropout Prevention Center (NDPC) presented a proposal to the state's EEDA At-Risk Student Committee to address the comprehensive needs of some of these schools. The proposal called for the provision of long-range assistance to the schools to analyze problems and to facilitate the schools' development of long-range dropout prevention plans.

From the schools that failed to identify a plan, nine were selected in the first project year by the SC Department of Education (SCDE) and each volunteered to participate in the special project, dubbed the *Nine Schools Project*. The SCDE added three new schools—middle schools—to the project in year three. Final paperwork on contracts between the SCDE and the NDPC to implement the project was finalized in March of 2008, and work began in April of 2008. This report covers activities conducted during the third year of the project, July 1, 2009 – June 30, 2010.

Scope

The schools, selected by the SCDE, are participating in this multiyear effort to plan and implement a comprehensive dropout prevention program to address the mandates of EEDA. During the spring of 2008, the initial nine schools participated in NDPC's Performance Assessment and Review (PAR) process as the first step in their long-range dropout prevention planning. The PAR process is listed in the state's *The At-Risk Intervention Implementation Guide* as an approved program of the ARSC. The PAR process is research-based and involves the analysis of local data, including student demographics; student academic performance, attendance and discipline; administrative policies; school curriculum; and school climate. In addition, on-site observations and interviews review school priorities, classroom practices, school resources, community partnerships, parent involvement, and the availability of educational options for youth in at-risk situations. The PAR process provides these schools and their communities an opportunity, with the guidance of experienced national consultants, to study dropout issues and improve graduation rates. Following this detailed review, the community can then make decisions based on local goals, resources, and conditions to solve those issues.



After the initial visit by a PAR team to conduct observations and interviews, each school formed a Local Action Team (LAT) of faculty, administrators, parents, business leaders, and other community representatives. A written PAR report identifying strengths, concerns, and recommendations of interventions for each individual school was presented to the LAT which used the information to develop a long-range dropout prevention plan with action steps for the school community to implement in order to increase the dropout prevention capacity of the school. Each school receives a monetary award of \$10,000 annually to provide professional development, conduct LAT meetings, and implement their long-range dropout prevention plan.

During the second and this third year of the project, the NDPC put forth a significant effort to develop and implement with the schools an advanced, predictive analytic dropout early warning system (EWS) to collect and analyze local school data and provide predictive risk indexes for each student. The system was designed to be readily accessible to the schools through a web portal. The system did an initial collection of school data in year two and twice replenished those data through year three. A goal of this effort was to have an EWS in place that would collect local data automatically and frequently. Intervention strategies for students with high-risk indexes were to be based on these data. While the system was developed and is operative, there were insufficient funds to reach the goals of automatic and frequent data collection. However, the system contains several features, including the use of predictive analytics that can enhance a system currently in development by the SCDE. That system is called Student Personal Performance Snapshot (SPPS). A decision was made by project personnel at NDPC and officials at the SCDE to combine the two systems to create a cutting edge EWS for all of South Carolina. NDPC's efforts with the SCDE to combine these systems will be a goal for year four, with the NDPC putting most of its effort in the ensuing years of the project into assisting the schools with dropout intervention strategies.

Over the course of the multiyear *Nine Schools Project*, the partnership of the PAR team, the LAT, and the school will periodically evaluate the effectiveness of the long-range plan and collect and review school data, including school demographics and test results.

Implementation Goals and Procedures

The contract between the SC State Department of Education and the National Dropout Prevention Center, located at Clemson University, to provide technical assistance over a multiyear effort to identified schools in the Nine Schools Plus Project set forth the following goals:

Goals

1. Demonstrate a short-term impact from the enhanced technical assistance and support in developing a dropout prevention plan.
2. Create a local capacity for long-term continuous improvement in the school and community to decrease the dropout rate and increase the graduation rate in each high school.
3. Create a capacity within the state through the NDPC to work with other districts needing assistance in developing systemic dropout prevention plans and programs.
4. Assure that our lowest-performing schools show significant progress in their dropout prevention efforts under EEDA.



Year Three Objectives

- Select three new schools to be added to the Nine Schools Plus Project
- Conduct PAR Advantage for each of the three new schools selected
- Provide a written PAR Advantage report for each new school site
- Assist each school (original and three new) in completion of annual budget in amount of \$10,000
- Approve each submitted budget
- Suggest additional resources for needed professional development as identified in the dropout prevention plan
- Provide information for schools to be evaluated using the protocols for the CTE research grant on the effectiveness of the school's implementation of the EEDA legislation
- Conduct a Train the Trainer workshop on Making the Most of Instruction: Effective Teaching Modules
- Maintain frequent contact with each school through emails, phone calls, video conferences, etc.
- Submit an annual budget for NDPC grant approval by the SCDE
- Conduct quarterly on-site visits at each school to monitor progress of implementation of designed plan
- Train each school's administrator in the interpretation of DEWS data using web portal
- Provide additional recommendations or interventions based on the results of the DEWS data
- Collect and analyze new data for DEWS to monitor effectiveness of interventions
- Conduct two Nine School Symposiums per year, late fall and early summer
- Identify and train a Local Action Team (LAT) for each of the three new schools
 - Review PAR Advantage report
 - Assist in analyzing and prioritizing the recommendations
 - Identify student populations to be served
 - Identify potential programs or strategies to be used
 - Identify potential funding sources
 - Identify available resources to implement the plan
- Facilitate with the LATs the completion of the dropout prevention plan for the three new schools selected
- Assist LATs in identifying additional funding sources to implement their dropout prevention plan
- Review annually proposed evidence-based dropout prevention programs for possible inclusion in the ARSC *Intervention Implementation Guide*
- Refer all SC schools to the database of Model Programs on the NDPC's Web site
- Provide opportunities for project schools to attend and/or present at conferences sponsored by NDPC
- Encourage school personnel to author articles for NDPC publications
- Include programs in NDPC's Model Programs database as evaluations of the Nine Schools' programs show effectiveness in dropout prevention



Progress Achieved in Year Three

- The three new schools were identified by the SCDE to be a part of the Nine Schools Project: Alcorn Middle School (Richland School District One), JET Middle School (Edgefield County School District), and Scott's Branch Middle School (Clarendon School District One).
- PARs were rescheduled for the beginning of the 2010-2011 school year due to delays in data collection from the three middle schools.
- Budgets for year three were submitted by and approved for all nine schools. Each school was asked to set aside \$2000.00 for Train the Trainer workshops for professional development.
- Continuous technical assistance was provided over the course of the year for the schools in the following ways:
 - Network membership, including quarterly packets of newsletters, journals, and monographs promoting effective dropout prevention strategies
 - Information on grant possibilities and assistance when requested on grant writing
 - Professional development and conference opportunities
 - Subscription to the monthly on-line newsletter from the NDPC
 - Participation in NDPC's *Solutions* monthly webcasts.
 - Invitation to join the Partners in Learning Network, part of an agreement between NDPC and Microsoft, specifically to join the online communities of the NDPC and the Nine Schools Plus Project
 - “Making the Most of Instruction” Teaching Modules
- At the end of the Effective Teaching Training at the FORUM, a needs assessment was conducted among participants to determine future professional development needs. These needs will be addressed in the year four activities.
- Schools were provided information on how to assess the effectiveness of their implementation of the EEDA legislation.
- *Making the Most of Instruction* are effective teaching modules that were developed through a partnership formed with Newberry College and the Institute for Evidence-Based Decisions in Education. The premise of the modules' development was centered on raising the level of the professional development and inclusion of teachers in the paradigm of dropout prevention. The teacher training modules help address student risk factors by using the following three- tiered active learning approach designed to increase student engagement in the classroom: Contextual Teaching and Learning, Engaging the Brain, and Differentiated Instruction. To date, the following has been accomplished:
 - Field Testing: June 22, 2009, at Newberry College; February 14-15, 2010, at the FORUM in Myrtle Beach. Modifications were made based on feedback gleaned from the field testing.
 - Professional Development Training: September 17-19, 2009, and the final comprehensive training scheduled for June 14-16, 2010, both at Florence-Darlington Technical College campus
- Each school was contacted through emails, phone calls, webinars, and school visits frequently throughout the year.
- The annual budget for the Nine Schools Plus Project was submitted by NDPC and approved.



- Meetings were held with the three new middle schools to explain in detail the DEWS data capabilities for each school.
- During the fall of 2009, NDPC and partner Olympic Behavioral Labs (OBL), began meeting with each of the schools' IT personnel to install servers and collect new data.
- A web-based portal was developed in cooperation with CCIT at Clemson University for 9 of the 12 schools.
- DEWS/PRIAS web conferences conducted by the Project Leaders, Steve Trubow (OBL), and David Katz, consultant, were held with schools/districts to train administrators how to interpret the data on their portal.
- During the webinar, administrators were instructed on how to enter intervention strategies with the capability of showing their effectiveness at a later date.
- Follow-up school visits were conducted for on-site demonstration of the web portal to include intervention strategies.
- The second Nine Schools Plus Project Symposium was held at the Sandhills Research and Education Center in Columbia, SC, on June 17, 2009. Eleven of the 12 schools were represented. During this symposium, schools had a first look at their raw data, ideas and successes were shared, and new school personnel were oriented to the Nine Schools Plus Project goals and requirements.
- Staff members at the NDPC reviewed additional proposed evidence-based dropout prevention programs for consideration of inclusion in the *ARSC Intervention Implementation Guide* as received from the ARSC. Of the seven programs submitted for consideration of inclusion in the *ARSC Intervention Implementation Guide*, two were recommended in August 2009. Two programs have been submitted and are pending recommendation as of June 2010.
- The Model Programs database located on the National Dropout Prevention Center's Web site was restructured and currently lists over 280 programs around the country that have best utilized effective strategies for dropout prevention.
- All 12 schools sent representatives to the At-Risk Youth National FORUM in Myrtle Beach, February 14-17, 2010. Representatives from several schools attended the National Dropout Prevention Network Conference held October 25-29, 2009, in San Antonio, Texas, with Kathy Bell from Spartanburg High School's Viking Academy receiving a Crystal Star Award from NDPC for her efforts in dropout prevention.
- A Summer Institute was held June 14-16, 2010, at the Florence- Darlington Technical College campus. Principals and teams of teachers were introduced to the effective teaching modules with the goal of implementation during the 2010-2011 school year. A special session on Professional Learning Communities was also presented by Dr. Michael Matwick, Pinnacle Education.
- Each school was asked to complete and submit an Annual Accomplishments Report (Appendix A).
- NDPC has reevaluated its traditional PAR process that has been restricted and is now called PAR Advantage. The PAR Advantage process is research-based and incorporates a unique and powerful Predictive Risk Index Assessment System (PRIAS) that uses longitudinal risk factors to produce a risk index for each student. The system has drill-down capacity to analyze individual risk factors and can assess the efficacy of targeted risk interventions. The system also has a Value Added Assessment (VAA) component that can be used to show classroom and schoolwide value. In addition, PAR Advantage



incorporates components of the traditional PAR through on-site observations and interviews by NDPC staff to review school policies, classroom practices, school resources, community partnerships, parent involvement, and the availability of educational options for youth in at-risk situations to help interpret the qualitative data. The PAR Advantage process is providing these schools and their communities an opportunity to use data to develop short and long-range strategies to improve student achievement and graduation rates.

- NDPC and the SCDE have agreed to combine the beneficial components of PRIAS and SPPS. These systems will combine the longitudinal, predictive analytic data identifying specific risk factors and a risk index for each student (PRIAS) and its qualitative, formative data along with the business analytic model data identifying holistic risk factors and SDE data (SPPS). With continued collaboration, schools across the state will be able to better plan for school improvement.
- Staff members provided technical assistance to the ARSC in the evaluation of state at-risk competitive grants.

Preliminary Lessons Learned

1. Schools in this project participate on a voluntary basis. It is important that a clear understanding of project requirements are agreed upon in order to fairly and effectively evaluate the efficacy of the project.
2. Data collected at the local level assures that the results of risk analyses are based on the unique needs of the particular school or district being assisted.
3. Data collected at the local level can only be accomplished efficiently through the use of an automated data collection system, which PAR Advantage has developed. However, the automated data collection system requires additional software and sufficient funds were not available to the project for this software during the third year.
4. Formative, qualitative data is essential to the data analysis process. Quantitative data alone gives an incomplete picture. Qualitative data is needed to help interpret the results of the quantitative data.
5. Turning around a low-performing school initially takes the continuous assistance of an organization skilled in turnaround strategies. The objective should be to build the capacity within the schools or school districts to accomplish and fully integrate continuous progress strategies and processes beyond the initial work of the turnaround organization.
6. Turning around a low-performing school requires the full support of the school and district. Barring replacement of leadership, teachers and staff, strong and continuous leader, teacher, and staff professional development is one key to turning a school around.
7. The establishment of a climate of change in the school and/or school district toward continuous improvement is essential to the turnaround process.



8. Strong community involvement, including the involvement of other community agencies dealing with youth, is essential to the turnaround process.



Year Four Proposal

July 1, 2010 - June 30, 2011

In the fourth year (2010-2011) of the partnership with the South Carolina State Department of Education, the National Dropout Prevention Center will continue to work with each of the identified nine high schools and three middle schools and initiate some new efforts targeted toward professional development and implementation and testing of intervention strategies for students identified as at risk. **From the initial stages of this project, the vision of the NDPC has been to create products that can be implemented in other SC schools.** Our efforts during the fourth year of the project will be focused on the following:

- Assisting the schools with completely implementing their long-range dropout prevention plans and evaluating the effectiveness of those plans
- Training personnel at the district or regional level (specifically the EEDA Regional Centers) to conduct Performance Assessment Reviews (PAR Advantage) to further expand the work of the Nine Schools Plus Project to other schools in the state
- Creating professional development opportunities, such as the "Making the Most of Instruction" effective teaching modules and the NDPC radio broadcast *Solutions* professional development DVDs, to provide anytime/anywhere professional development to meet the schools' needs
- Creating a Professional Learning Community via the web to provide follow-up training and professional development with teachers and administrators
- Maintaining ongoing communication with the schools about the effectiveness of intervention efforts and provide a mechanism for inter-school sharing of information about what works with at-risk students
- Working with the SCDE to integrate PRIAS with SPPS to provide an extensive data collection and analysis program to identify students in danger of dropping out. Our efforts will be focused on securing predictive analysis and local data collection to become a part of SPPS, with primary focus on developing and interventions based on school data and evaluating the effectiveness of the intervention strategies for identified students
- Developing a comprehensive guide that matches research-based effective intervention strategies to the most prevalent risk factors for students across the state
- Preparing our PAR Advantage process for implementation in other schools in SC identified by the SCDE



Year Four Scope of Work

In the fourth year (2010-2011) of the partnership with the SCDE, the NDPC will continue to work with all of the twelve identified schools in the following ways:

1. Conduct the PAR Advantage process with the three new middle schools. This PAR Advantage process will include quantitative and qualitative collection of school data. The schools will be provided viable solutions to be implemented and then create a long-term dropout prevention action plan that will be monitored and adjusted as needed.
2. Monitor the progress of implementation of the school's long-term dropout prevention plan and provide technical assistance to assure implementation.
3. Award sub grants to each of the schools for their dropout prevention work and approve budget plans for the fourth year of the project from each school.
4. Suggest professional development as needs are identified. Respond to requests by the schools for professional development when such professional development addresses needs identified through PAR and in the school's long-range dropout prevention plans.
5. Create an online Professional Learning Community to develop professional development activities in order to encourage collaboration and communication among the Nine Schools participants. This will build a common body of knowledge among the 12 schools to include four folders populated by Pinnacle Education described as:
 - Research base about the concept
 - Resources—lesson plans, etc
 - Additional training
 - Collaboration
6. Conduct final workshops to train four teachers from each school in the implementation of the research-based *Making the Most of Instruction: Effective Teaching Modules* developed in year two by faculty at Newberry College. These modules are designed to address student risk factors through teaching by increasing student engagement. The trainers will then work with the support of the principal to provide their own faculty and others in their district with the module training.
7. Develop additional modules to include math instruction and assessment and evaluation.
8. Train district personnel and/or the EEDA Regional Center personnel (with agreement from the SCDE) in the PAR Advantage process and the Train the Trainer workshops in the "Making the Most of Instruction" modules in order to include other SC schools through the collaborative efforts of the Nine Schools staff and the Regional Center staff.
9. Secure a partner to assist in the development and implementation into SPPS of predictive analytics and automatic collection of local data at regular intervals.
10. Conduct an annual symposium for all project schools to attend to share information and network with each other.
11. Provide opportunity for all schools to present at and/or attend the annual National Dropout Prevention Network Conference in Philadelphia, PA, and the At-Risk Youth National FORUM at Myrtle Beach, SC.
12. Encourage school personnel to author articles in NDPC publications relating to their program and the successes that occur. Create a monograph of case studies of select schools.



13. Assist schools in identifying additional funding sources to implement their dropout prevention plan. Assist with the writing of grants addressing the state's Dropout Prevention and SIG funds, where schools in the Nine Schools Project are eligible for these funds.
14. Refer schools to NDPC's Model Program database for current information on programs which best utilize the 15 Effective Strategies for dropout prevention.
15. Continue development and dissemination of information about the NDPC Model Programs database for use by the Nine Schools and other schools across the state. Include Nine Schools' programs as these programs show effectiveness in improving graduation rates.
16. Update the *Personal Pathways to Success At-Risk Student Intervention Implementation Guide* as new programs are approved for inclusion.
17. Train school administrators in the interpretation of collected data to identify potential at-risk students and identify the intervention strategies to address the areas of concern the data reveals.
18. Request each school to complete and submit an Annual Accomplishments Report based on their long-range dropout prevention plans. This report will cite intervention strategies attempted and provide data on results of dropout prevention efforts.
19. Create a comprehensive intervention strategy guide that correlates to identified risk factors.

(See detailed Management Plan in Appendix B.)



APPENDICES



Appendix A

Nine Schools Annual Accomplishments Reports



**NINE SCHOOLS
ANNUAL ACCOMPLISHMENTS REPORT**

Baptist Hill High School

1. What programs or activities included on your long-range dropout prevention plan did you implement during the 2009-2010 year?

- The 8.5 Academy of Learning was begun.
- Professional development workshops were held in August, 2009, and throughout the year with a focus on literacy across the curriculum.
- Syllabi for core courses were created.
- Lesson plans were evaluated on a weekly basis.
- Parent workshops were held for freshmen orientation, 8.5 introduction, senior events and graduation, and college and SAT information.
- Data collection is an ongoing event at BHMHS.
- Mentoring and counseling services were completed by Communities in Schools since our College of Charleston liaison changed.
- After-school tutoring sessions and Saturday Enrichment School occurred throughout the year, but special emphasis and opportunities were made available prior to state testing.
- Addition of 7th & 8th grades on our campus, making us Baptist Hill Middle High School.
- Single Gender Classes – 7th & 8th graders
- The teachers participating in the Train-the-Trainer workshops held in Florence felt that they were very successful.

2. In addition to the Nine Schools Project funds, what were other sources of funding for these programs or activities?

Title I funds and the At-Risk Innovative Competitive Grant

3. Approximately how many students, parents, and school personnel were involved in these programs or activities?

100 Students 40 Parents 30 School Personnel

4. What role did the members of your Local Action Team (LAT) play in the implementation of these programs or activities? Please provide a list of the LAT members/their organizations.

The LAT provided input in the planning of the 8.5 program and participated by attending the parent workshops.



Members:

Richardine Chaplin: parent, data clerk, attendance clerk

John Kuntz: ROTC instructor & freshmen seminar teacher

Chris Power: curriculum specialist

Helen Plexico: Lead teacher

Charlene Sanabria: Student Concern Specialist

Amy Thompson: guidance counselor for middle grades and 8.5 Academy of Learning

James Winbush: principal

Shanta-Barron: school board chair

Mr. Seabrook: school board member & community representative

5. What were your most successful activities or programs? Please share specific information, data, and/or personal stories.

- Of the 25 students who began the year in the 8.5 Academy of Learning, 17 are completing their requirements by July 7 so they can move to the tenth grade. This is a success rate of 68% in its first year of implementation.
- One of our 8.5 Academy students was chosen by the math department to receive our department award as the most outstanding student this year.
- The after-school programs were highly successful with 40-60 students participating in each of the three programs. At this writing the only test results we know are EOC scores and they are up in every area.
- 18 seniors were in danger of not graduating as late as May 26. However, using the APEX programs and doing extra work for teachers, this number decreased to 6 people with the other 12 graduating on June 2.
- The two-day professional development workshops held prior to the opening of the school were highly successful in team-building, an important element since we added 23 new teachers to our staff.

6. What were the barriers to implementing the programs or activities?

- Not receiving notification of the grant monies early enough to count on for salaries meant that we had to convince the district to support the program by funding the teacher slots.
- Overcoming parental objections to placing their students in the 8.5 program required having several meetings before and after the program began.

7. What are the activities or programs you are planning to continue or implement for the first time in the 2010-2011 academic year?

- Since the 8.5 Academy of Learning was very successful in 2009-2010, we would like it to continue next year.
- 2009-2010 also re-defined Baptist Hill in that the feeder middle school was closed and their 7th and 8th grades were placed on this campus, creating Baptist Hill Middle High School. Therefore, we implemented a new program that we plan to continue and



improve next year. We will build the middle school concept according to the guidelines of Making Middle Grades Work guidelines.

- We will be offering Honors Calculus for the first time next year and it is foreseen that an after school help lab would be needed to help these students
- In addition, we would like to implement the SC ATE curriculum to assist with raising the level of interest and skills for students in the areas of math, science, and public communication. Also, this could be a professional development opportunity to assist with meeting EEDA and HSTW requirements, thus creating/enhancing an Engineering technology career path.

8. How can the staff at the National Dropout Prevention Center best assist you in the 2010-2011 academic years?

- BHMHS could be served better if the NDPC will serve as an outside evaluation agency for our virtual classroom and the 8.5 program.
- Continue to inform us of opportunities regarding funding and teacher development.



NINE SCHOOLS ANNUAL ACCOMPLISHMENTS REPORT

Dillon High School

1. What programs or activities included on your long-range dropout prevention plan did you implement during the 2009-2010 year?

During the 09-10 school year, we continued our comprehensive plan to address student achievement, poor motivation, and student success. After careful consideration by our School Improvement Council and input from our PAR visit, we choose to continue the programs with proven success to reduce the dropout rate: Read Right® Reading Systems, My Access®, and A+ny Where Learning Systems®.

In addition, we continued our efforts to increase the availability of instructional technology that engages students and enlivens instruction.

Read Right® is the heart of our dropout prevention plan. It is different because it approaches reading difficulties from research-based brain theory. Current practice proves that it works best with older struggling readers. The Read Right® lab is based on current brain research on how the brain performs when it reads excellently. Students whose MAP reading scores identify them as the most struggling readers are given priority for admission to the lab. Also, students from the PEC/Resource classes were also served in the lab.

The attached Excel file presents how well our students have done in the program. Not every student met expectations, but the overall results are exceptional. The Read Right® lab holds the promise of literacy for our struggling students and provides the reading ability each one will need to complete requirements for graduation.

A+Learning Systems® serves as a part of our dropout prevention plan because it meets federal, state, and local mandates for credit recovery, enrichment, and remediation. The four fundamental components, assessment, prescription, instruction, and reporting, allow educators to create and implement a complete learning solution. Students in the A+ Program are those who have transferred in from schools on a traditional schedule, who have failed courses multiple times, who need remediation or enrichment, and/or who require extended time to complete units of credit. It is a courseware program that provides core curriculum content that aligns with South Carolina curriculum standards as well as assessment tools that match the skill levels of all students. The program provides an alternative program to retrieve credit. Many students who would be left behind have been given a second chance for remaining with their cohort for on-time graduation.

My Access® is a web-based assessment and instructional writing program that provides students enrolled in grade 4 through 12 with the opportunity to develop their writing skills within an electronic portfolio-based environment. Teachers can create a writing



assignment from a large pool of over 1,100 unique prompts including narrative, persuasive, informative, literary, and expository genres. In order to provide an integrated writing instruction tool, the prompts are aligned to major textbook series, are aligned to state standards, and provide cross-curricular writing opportunities in areas such as science, math, and social studies.

Writing enhances students' cognitive skills and, as a bonus, affords teachers a clear view of what their students are and are not gaining from their instruction. In addition, a recent study funded by the Carnegie Corporation through Vanderbilt University has established a clear synergistic relationship between writing and reading. For this reason, we chose to add My Access® to our dropout prevention program to foster success for our students in the area of writing and reading across the curriculum.

The **Business Summit** began a partnership between the school and the business/service community. The Summit established a common ground of understanding and to solicit support for at-risk students at the high school from business and civic leaders. For the first time, business leaders and school personnel met to form action plans to aggressively address the dropout problem and to encourage students to continue their education beyond the high school level.

Incentive program to encourage student engagement is in place. Pizza parties for students who pass HSAP on the first attempt, rewards for exceptional academic performance, recognition for displaying good character, and privileges earned in credit recovery classes are designed to motivate students as well as to salute exceptional academic growth and character development.

The technology plan emphasizes helping students use technology in ways that advance their understanding of the content in the state curriculum standards while improving their real-life problem-solving and inquiry skills. The environment that we are attempting to create is one of shared learning designed to enhance student academic achievement through scientifically-based learning practices and modern technologies. Using the Title VI funds, money has been dedicated to equipping classrooms in the core courses with the Promethean Suite, ActivExpressions, ActivSlates, and document cameras. In addition, strategies to develop ongoing and sustained professional development programs for all educators—teachers, principals, administrators, and school library media personnel – are emphasized so that the greatest possible benefit to the delivery of instruction is possible. Our plan is to continue in this effort until all classrooms are equipped with the latest instructional technology, and our teachers are trained in the use of this technology to its fullest capacity.

End-of-course testing preparation was covered in the regular classes, but enrichment and reinforcement were accomplished through USA Test Prep and A+ Learning. Students were given the opportunity to stay after school with a certified teacher to practice test-taking skills and to review course content to prepare for the EOCEP.

Early intervention for dropouts–DEWS has given us a wealth of data needed to identify students in early grades as well as at the high school who have the characteristics



that indicate they are at risk for dropping out of school. With the early warning system, interventions to keep students in school can be initiated so that fewer students will leave high school before graduation.

2. In addition to the Nine Schools Project funds, what were other sources of funding for these programs or activities?

Funding for our efforts was provided by a grant from the office of Dr. John Lane and the Education Economic Development Act. Additional funding was provided through local and state monies. Title VI monies were used to supplement our technology initiative.

3. Approximately how many students, parents, and school personnel were involved in these programs or activities?

863 Students 16 Parents 54 School Personnel

4. What role did the members of your Local Action Team (LAT) play in the implementation of these programs or activities? Please provide a list of the LAT members/their organizations.

The Local Action Team, under the guidance of Susan Burke and Susie Turbeville, developed our dropout prevention plan that included timeline, needed resources, and cost assessments.

The LAT was kept informed of the budget allocation from the EEDA grant. Detailed explanations were provided on the programs purchased and the research supporting each program. Members were invited to the Read Right® lab to see tutoring in progress as well as to observe A+ and My Access. End-of-year data were shared with the LAT and disaggregated at the August meeting.

Members of the LAT headed different components of the plan and were responsible for keeping the program going throughout the year. Meetings will resume in September 2010.

5. What were your most successful activities or programs? Please share specific information, data, and/or personal stories.

Read Right® has met and surpassed all expectations for success in eliminating reading problems experienced by our struggling readers. Poor reading ability has been identified by the National Dropout Prevention Center as a leading cause for students leaving school before graduation. Read Right® has been especially successful with our older students who have had limited or no success with learning to read with traditional methods. It is an intense program that works with older struggling readers.

The majority of students served in the lab have shown marked improvement in their reading comprehension. Many have graduated out of the lab because their reading deficiencies have been eliminated. Although it is still too early to tell how bridging this



gap will affect graduation rates in the future, it is certain that students in the program are becoming better readers. Teachers of these students have observed that students are more open to participation in discussions and are more likely to volunteer to read in class than before. Also, the students are more facile in handling and interacting with text than ever before. Preliminary DIBELS and MAP scores show that Read Right® works!

Using the Measure of Academic Progress (MAP), students enrolled in the lab that were also enrolled in the Program for Exceptional children were tested in March for interim progress. In both retell fluency and oral reading, the students had made a gain of 14.9. This was accomplished with only 14 weeks of tutoring. In addition, teachers have noted that students involved in Read Right® engage regularly in exploratory talk to share information and reach agreement. Students show a degree of participation not noticed before coming to the lab. Students comprehend the author's message and can problem solve and think critically in collaborative situations. They have more confidence in their abilities and are more willing to engage in class activities. Students' attitudes toward school were definitely more positive and more students came to see high school graduation as a real possibility for themselves.

6. What were the barriers to implementing the programs or activities?

The biggest problems we had in all programs were scheduling and teacher buy-in. When dealing with large numbers of students and adults at school as well as with business leaders who have constant scheduling problems, having meeting dates that are acceptable for all concerned is almost impossible. Finding meeting times for work sessions was difficult and although good notes were taken and shared, some members felt left out and underused. Also, scheduling training and professional development sessions was problematic. Getting students scheduled for tutoring in the reading lab presented issues because we relied on a pull-out program. Teachers had to sacrifice their class time, and they felt instruction suffered. We added a writing component to the Read Right® lab because we believe that reading and writing are synergistic, recursive processes. This remedial writing component was especially helpful in preparation for the spring administration of HSAP.

In addition, we have added one new computer lab with 25 student stations to accommodate students involved with the web-based programs. Getting students to and from the labs wastes precious instruction time. Currently, we have four fully functional labs with 25 computers in each, but this is still not enough computer space to meet the demand and to make the most effective use of the programs. With almost 900 students wanting computer access, scheduling is a real problem.

7. What are the activities or programs you are planning to continue or implement for the first time in the 2010-2011 academic year?

- Read Right®
- A+ Learning
- My Access®



- South Carolina I-95 Early College Connection
- PAWS Pride
- High Schools That Work
- Affiliation with the faith-based community through the LAT
- Affiliation with the National Dropout Prevention Center
- Affiliation with Francis Marion University Center of Excellence
- DEWS
- After-School Program
- Technology Plan
- Speakers' Bureau
- Teen LEAD
- Students for the Betterment of Dillon High School
- Interact Club

8. How can the staff at the National Dropout Prevention Center best assist you in the 2010-2011 academic year?

- Keep us aware of new programs aimed at improving the graduation rate
- Provide applicable training for the LAT on sustainability of efforts
- Assist us in strategies for involving faith-based organizations in our efforts
- Guidance with implementing High Schools That Work
- Continued assistance with DEWS and the reporting of pertinent data
- Keep us informed of alternative sources of funding and grant opportunities
- Present data about dropouts in a user-friendly format that is easily accessible
- Provide expertise, assistance, and resources to improve opportunities for all students.
- Keep us on your mailing lists for newsletters, brochures, and other information disseminated from your office about new information on dropout prevention.



**NINE SCHOOLS
ANNUAL ACCOMPLISHMENTS REPORT**

Hannah Pamplico High School

1. What programs or activities included on your long-range dropout prevention plan did you implement during the 2009-2010 year?

We are pleased with the progress we made this year in helping our seniors to graduate on time. The implementation of several activities has contributed to this success and has already made an impact on our underclassmen as they approach graduation. Among these activities is the continuation of APEX Learning. This program allows students who are failing to receive credit recovery. The APEX Lab was available during the senior dismissal hour, lunch, and after school. This program is also used to allow seniors who are missing a required graduation credit to take a course at their own pace, working independently at home, or with the assistance of a certified instructor in the APEX Lab after school hours. 26 seniors, out of a class of 77 took advantage of this opportunity.

Several tutoring opportunities were made available for our students this year. Since many of our students seem to struggle in the content area of math, our Math Department offered tutoring 4 afternoons a week to assist them. HSAP tutoring and EOC tutoring was also offered for all students.

One of the most successful celebration incentives was our HSAP Celebration. Students who passed HSAP on the first attempt were given a monetary gift and a party. Over 80 students were eligible for this incentive. We also provided MP3 players to 5 students who had perfect attendance. This number was up from 2 for the 2008-09 school year.

2. In addition to the Nine Schools Project funds, what were other sources of funding for these programs or activities?

In addition to the Nine Schools Project funds, we also used resources from the REAP Grant, Florence School District Two General funds, Student Activity funds, and the School Improvement Council.

3. Approximately how many students, parents, and school personnel were involved in these programs or activities?

(All HP students were given the opportunity to participate)

186 Students 36 Parents 41 School Personnel



4. What role did the members of your Local Action Team (LAT) play in the implementation of these programs or activities? Please provide a list of the LAT members/their organizations.

The LAT met to plan the activities for the year and to give suggestions for implementing the Long Range Dropout Prevention Plan. The LAT members arranged the HSAP incentive party and provided supervision during the party. The LAT also met to discuss the school report card data for 2008-09.

Deborah Floyd	9 Schools Project Director
Timothy Gibbs	Hannah-Pamplico High School Principal
Jami Cornwell	Social Studies Teacher/Softball Coach
Sarah Sparkman	English Teacher/Academic Challenge Coach
Douglas Walker	CATE Program
Dr. W.L. Coleman	Local Medical Doctor
Stan Drawdy	Local Businessman (Real Estate & Automobile Sales
Mrs. Bert Livingston	President of SIC, Special Needs Instructor
Mrs. Debbie Miller	Parent
Mrs. Kay Packett	Parent

5. What were your most successful activities or programs? Please share specific information, data, and/or personal stories.

The APEX Learning and the Tutoring Programs are the most successful programs at HPHS. 26 of our seniors were in danger of failing Algebra 3 at the end of the 3rd reporting period. APEX classes were offered during the 4th block senior dismissal hour each day until the students had mastered the content and were able to complete the course successfully. Had it not been for these offerings, our graduation rate for this year would have plummeted.

6. What were the barriers to implementing the programs or activities?

Our only barrier to implementing these activities is time. There are many things we would like to offer for our students, but there are only so many “opened slots” in each day. After school sports are important to teenagers. In a school the size of HP, the students are involved in many activities. These activities oftentimes overlap. Scheduling times for students to work in the APEX Lab and/or attend tutoring sessions is difficult.

7. What are the activities or programs you are planning to continue or implement for the first time in the 2010-2011 academic year?

One of the changes we plan to implement involves our senior early dismissal. Some policy will be changed to remove the dismissal privilege for students with excessive absences and/or failures. Students will be given the opportunity to make up days missed through the APEX Learning Lab if they have missed more than the required number of days, or they have failed a class. Grades for seniors will be monitored at each 9 week



reporting period. Any senior who is failing will lose the early dismissal privilege in order to attempt to regain credit for the class before the semester ends.

8. How can the staff at the National Dropout Prevention Center best assist you in the 2010-2011 academic year?

Any ideas that you may have to help schools in rural areas would be beneficial. The classes involving the teaching modules are very helpful as well. Please continue to offer these to our teachers.



**NINE SCHOOLS
ANNUAL ACCOMPLISHMENTS REPORT**

Lake City High School

1. What programs or activities included on your long-range dropout prevention plan did you implement during the 2009-2010 year?

Local Action Team Planning: We used money in this area to look at factors affecting the lives of our students. We looked at topics such as the effects of poverty on education and discipline. The LAT also looked into ways of increasing academic achievement in the 9th grade while decreasing the number of discipline issues. We are currently investigating the idea of having single gender classes in our freshman classes next year.

Implementation of Dropout Prevention Plan:

- Career Planning: We are finding that students that do not necessarily excel in the core academic classrooms really enjoy the hands on approach of our Career Center courses. This year we used funding to promote these programs and to “reward” the students that are participating in them. These students are eager to be recognized and enjoy learning. For some of them these programs are the single thing that keeps them coming back day after day. This in turn keeps them motivated towards earning a high school diploma.
- Parent/ Community Involvement: Incoming Freshmen and their parents were invited to attend a Freshmen Orientation/ Cook out on the evening of August 10, 2009; funding was used to provide hotdogs and drinks for our guests.
- Student Incentives: Under the Student Participation portion of our Dropout Prevention plan it states that we will provide incentives for students that are showing improvements in core academic areas. We went further to state that we would provide MAP testing incentives. Our 9th and 10th grade students are required to take MAP in English and Math during the fall and the spring. The testing company, NWEA, sets a goal that each student should work to reach based on their fall test score. We wanted to reward the students that were able to meet or exceed their MAP goal. We are providing them with \$5 food cards to Sonic/ McDonald’s/ Pizza Hut. We used a portion of our dropout prevention money to purchase 280 of the gift cards.
- Star Students/ Good Citizens: In the Student Participation portion of our Dropout Prevention Plan it states that we will provide incentives for student that are showing improvements in core academic subjects. One of the activities indicated is the Star Student Card Recognition. Each week every teacher is asked to submit a Star Student Card to Ms. Odom, Assistant Principal. They are to write a few statements to the student and their parent(s) explaining why they were selected as the teacher’s star



student for the week. Teachers are asked to select students that are just doing better—not necessarily the student that scored a 100 on the last test. Maybe they select a student that has come to class on time all week or the student that passed their first test in their class. We want to encourage students to be proud of their small accomplishments that may lead to greater accomplishments. The cards are then mailed to the student’s home. From the 60 cards that are received each week, one card is randomly selected. The student on that card is named the Star Student of the Week and is recognized over the intercom during morning announcements on Wednesday and their name is displayed on the LCHS webpage. This student is also given a prize package including a Star Student T-shirt or a LCHS book bag, and a card which enables the student to go to the front of the lunch line. The money indicated in the section is to pay for T-shirts, Star Student Post Cards, and LCHS book bags. We also use these items to “reward” student for being “Good Citizens.” Students are nominated by faculty members as good citizens when they are seen doing random acts of kindness such as returning found items such as wallets or cleaning up the cafeteria without being asked.

- Evening High School: We also improved upon our after school program this year and are now offering an Evening High School Program. This program provides students with an opportunity to “recover” a course that they are currently failing while they are still enrolled in it. They can attend Evening High School for up to 16 hours a week from the hours of 3:45 to 8:00 PM. This has helped students to pass their courses and in turn earn units towards graduation.

2. In addition to the Nine Schools Project funds, what were other sources of funding for these programs or activities?

Our district was fortunate to receive Title I-R Stimulus Funds that has enabled us to start an evening high school program. This program helps our students “recover” courses that they are currently failing by grades or by attendance days. This in turn helps students earn units so that they can stay on track towards graduation.

3. Approximately how many students, parents, and school personnel were involved in these programs or activities?

900 Students 400 Parents 65 School Personnel

4. What role did the members of your Local Action Team (LAT) play in the implementation of these programs or activities? Please provide a list of the LAT members/their organizations.

The LAT helped us look at what we are currently doing and find our areas of need/concern. From There we developed a plan together to begin addressing these needs. We are currently working on an addition to our plan for next year. Our goal is to present information to the stake holders and work through the planning phases together so that



everyone is on board. This plan involves the set-up of our inclusion program and possibly the addition of single gender courses in our 9th grade program.

Local Action Team Member	Position/ Involvement
Jennifer Odom	Career Center Director Assistant Principal 9-Schools Contact Person for LCHS
Kasey M. Feagin	Principal
Beth Wright	Superintendent
Jeff Henneghan	Intervention Specialist Truancy Officer School Improvement Council Member
Kathy McKenzie	Attendance Clerk Parent
Amishacoe Fulmore	Master Teacher School Improvement Council Member
Kristi Anderson	Master Teacher School Improvement Council Member
Nakisha McKnight	Parent School Improvement Council Member
Dianne Smith	Store Owner Board Member Parent School Improvement Council Member
Michelle Daniels	Community Member LC Family Housing Authorities
Roger Tilton	Community Member LCHS Police Department



Karen Cooper	Parent
Patrick Rogers	Parent
Teddy Bryant	Parent
Johnice Williams	Parent
Tiara Scott	12 th Grade Student
Bricole Graham	11 th Grade Student
Jarvis Cooper	10 th Grade Student
Alex Luna	9 th Grade Student

5. What were your most successful activities or programs? Please share specific information, data, and/or personal stories.

We have been very pleased with the success of our Evening High School Program. This program has allowed students to recover grades for courses that they are currently enrolled in. We have had a dedicated group of teachers that have worked to 8:30 four nights a week to make this program a reality. Students have been adamant about attending and have worked hard to keep themselves from failing. Ideally it is helping them progress on to the next grade level on time. This is quite an accomplishment. Parents have been involved as well. We don't have transportation for this program, so parents are having to come and pick them up at night. We are eager to continue this program and hope that the results of its success can be seen in our future graduation rates.

Here at LCHS we have also continued to reward students through our Star Student and Good Citizens Programs. These programs highlight students that may not normally get recognized. I have had seniors come in with star student cards that they received in the mail...they are so proud of them that they carry them around with them as a valued possession.



6. What were the barriers to implementing the programs or activities?

We still struggle with community/ parent involvement. We try to offer opportunities where parents/ community members can just come into our school, but even with our planning our numbers are still low. We will continue to work on this challenging task during the 2010–2011 school year.

7. What are the activities or programs you are planning to continue or implement for the first time in the 2010-2011 academic year?

Incentives for MAP Testing/ Career Center/ HSP/ Etc.
Parent/Community Events
Character Education Program
Good Citizens Program
Star Students
Evening High School
Single Gender Classes for 9th Grader

8. How can the staff at the National Dropout Prevention Center best assist you in the 2010-2011 academic year?

Continue to let us know what funding is available.
Help us to generate ideas.
Provide guidance as needed.



**NINE SCHOOLS
ANNUAL ACCOMPLISHMENTS REPORT**

Lee High School

- 1. What programs or activities included on your long range dropout prevention plan did you implement during the 2009-2010 year?**

We had the 8.5 Academy, WOP Program and Credit Recovery Program. We also had a program at the end of the program. We presented certificates and served light refreshment to our guests.

- 2. In addition to the Nine Schools Project funds, what were other sources of funding for these programs or activities?**

Private Donations.

- 3. Approximately how many students, parents, and school personnel were involved in these programs or activities?**

 30 Students 10 Parents 7 School Personnel

- 4. What role did the members of your Local Action Team (LAT) play in the implementation of these programs or activities? Please provide a list of the LAT members/their organizations.**

The LAT was a part of the 8.5 Academy. The LAT members are: Teresa Fortune-Parent, Vennissa Hart-Parent, Regina Bellinger PTO President, Keshia Canty Parent, Kim McCray ,Parent, Mary Holloman ,Parent, Tara Mack, Parent Charles Goodman and Hannah Hickman Community and Nathaniel Brunson School Board Member, Darnelle Wison , Guidance Counselor.

- 5. What were your most successful activities or programs? Please share specific information, data, and/or personal stories.**

We had two very successful programs. The 8.5 Academy had 150 participants. The WOP program had 17 successful 2010 graduates.

- 6. What were the barriers to implementing the programs or activities?**

N/A

- 7. What are the activities or programs you are planning to continue or implement for the first time in the 2010-2011 academic year?**



We are still planning.

8. How can the staff at the National Dropout Prevention Center best assist you in the 2010-2011 academic year?

There have been many changes at Lee Central. I need help in keeping the focus. I know that you all are very supportive and we Thank You.



**NINE SCHOOLS
ANNUAL ACCOMPLISHMENTS REPORT**

South Florence High School

1. What programs or activities included on your long-range dropout prevention plan did you implement during the 2009-2010 year?

We implemented the following new initiatives this year:

- Further initiatives for parent participation in IGP conferences
- 21st Century Grant application
- Service learning trainings
- Conference attendance and presentation at NDPC conferences
- Adaptive Schools Training
- Monthly departmental meetings
- Expanded 16 Habits of Mind curriculum to support students making good choices
- Reinstated 8.5 program over summer to transition at-risk 8th graders to high school that includes special education self-contained students wanting to work toward high school diplomas
- Created an inclusion English class for special education students for next year
- Increased the number of home visits
- Participation in NDOPC 9-schools workshops on making the most of instruction
- Collaborated with district initiatives to improve curriculum alignment
- Initiated a Writing Center
- Expanded Media Center after-hours sessions
- Expanded Media Center resources

2. In addition to the Nine Schools Project funds, what were other sources of funding for these programs or activities?

We used Technical Assistance funds, supplemental funds, Smaller Learning Community Grant funds, district funds

3. Approximately how many students, parents, and school personnel were involved in these programs or activities?

1550 Students 800 Parents 100 School Personnel

4. What role did the members of your Local Action Team (LAT) play in the implementation of these programs or activities? Please provide a list of the LAT members/their organizations.



The team brainstormed and collaborated to create the plan, gave feedback through surveys and focus groups as we began the work, and will be doing more of the same as we finish the year and begin planning for next year. Specifically, teachers, guidance, parents, and students have been most involved concerning the advisory initiatives.

5. What were your most successful activities or programs? Please share specific information, data, and/or personal stories.

6. What were the barriers to implementing the programs or activities?

Resources are always a struggle, which is why we continue to engage in grant writing. We also continue to develop teacher understandings and capacity to integrate more engaging strategies with students. In addition, we know that building trust with parents is an ongoing challenge and goal; it's important because we know that students succeed better when there is trust between those at home and those at school.

7. What are the activities or programs you are planning to continue or implement for the first time in the 2010-2011 academic year?

We have reapplied for the 21st Century grant funds to start an after-school program, and we hope to receive this. We also look forward to our new class for special education students that will involve team-teaching with an English and a special education teacher. We plan to continue our initiatives to expand hands-on instruction and service-learning initiatives, as well as our technology and arts integration initiatives.

8. How can the staff at the National Dropout Prevention Center best assist you in the 2010-2011 academic year?

The professional development sessions have been well organized and orchestrated. We appreciate that support. The money has also helped us to provide meaningful professional development for our faculty and staff. We hope for more of the same.



**NINE SCHOOLS
ANNUAL ACCOMPLISHMENTS REPORT**

Spartanburg High School

1. What programs or activities included on your long-range dropout prevention plan did you implement during the 2009-2010 year?

As a part of the Viking Academy, we expanded afterschool program, added new courses for credit recovery, group counselor that worked with gender specific groups as well as individual students, added expanded SIHLE SISTA national program for African American girls, increased number of students served from 120 last year to 149 this year.

2. In addition to the Nine Schools Project funds, what were other sources of funding for these programs or activities?

Workforce Investment, (\$400, 000) AT&T Foundation, SC State Department of Education

3. Approximately how many students, parents, and school personnel were involved in these programs or activities?

149 Students 70-80 Parents 200 School Personnel (7 that worked at Viking Academy full time)

4. What role did the members of your Local Action Team (LAT) play in the implementation of these programs or activities? Please provide a list of the LAT members/their organizations.

Advisory capacity, LAT members volunteered for the Lunch and Learn program which had career personnel eat lunch with the students as they discussed their careers, counseling sessions specifically with black males and helping them understand their role in society as successful men, donations of work clothing and gift cards to purchase shoes for work.

5. What were your most successful activities or programs? Please share specific information, data, and/or personal stories.

62 students out of the 149 in the Viking Academy will graduate and two more should graduate by the end of the summer, most did not start out as seniors in the fall, several out of 10th some out of 11th grade.

Group counseling sessions about appropriate relationships for black girls 17 years of age. Led by volunteers from the Women's Studies Department at USC Upstate. Held on Saturdays each semester, approximately 25 girls completed the sessions each semester.



Group counseling sessions gave the students a sense of community or belonging to something. Many said they only came to school on a particular day because they were to have a group counseling session. Students often gave input into what they wanted to discuss and each session. There were reported less discipline issues as new friendships were formed, peers talked each other out of reacting to situations, ate lunch together, etc.

A black student in AP courses came and asked to be in the Viking Academy. He explained that he hated school, had no friends, and if he was not admitted he was going to drop out of school and just get his GED. After much work on the part of the Viking Staff to convince the administration, they took him in, but did not count him as a student on their rolls. He participated in all of the counseling sessions, took dual credit courses, acted as a peer mentor and tutor for other students in the Viking Academy. He also participated in College Summit to help prepare him for the college application process. He quickly made friends and decided that he did like school. He has been accepted and awarded a full academic scholarship to begin Wofford College in the fall.

6. What were the barriers to implementing the programs or activities?

Lack of administrative support and buy-in from staff. Not enough electives offered by the school so students behind on credits have a hard time meeting all of the graduation requirements. Administrators need to be educated on what an at-risk student really is.

7. What are the activities or programs you are planning to continue or implement for the first time in the 2010-2011 academic year?

Due to administrative decisions, the program that evolved into the Viking Academy will no longer remain at Spartanburg High School. The program will become a county program for all students in Spartanburg County named Success Unlimited. The Workforce Initiative will fund the county program. The program for the Nine Schools Project is as of this time, unsettled.

8. How can the staff at the National Dropout Prevention Center best assist you in the 2010-2011 academic year?

Depending on funding, it is desired that the NDPC continue to include staff for the county program in the activities for the new school year. If the funding remains at Spartanburg High School, the administration will need guidance in starting an effective program for their students.



**NINE SCHOOLS
ANNUAL ACCOMPLISHMENTS REPORT**

West Florence High School

1. What programs or activities included on your long range dropout prevention plan did you implement during the 2009-2010 year?

MAC LAB
Data Committee
Implementation of Predictive Risk Index Assessment System
Faith-Based Mentoring Project
Parent Work Shops (How to help your child on the HSAP)
Graduate Florence Academy (Program designed to help students who are below grade level entering high school.)

2. In addition to the Nine Schools Project funds, what were other sources of funding for these programs or activities?

District funds
Smaller Learning Community Grant
High Schools That Work Grant
Improving Literacy through School Libraries Grant

3. Approximately how many students, parents, and school personnel were involved in these programs or activities?

1200 Students 135 Parents 110 School Personnel

4. What role did the members of your Local Action Team (LAT) play in the implementation of these programs or activities? Please provide a list of the LAT members/their organizations.

The LAT helped develop our dropout prevention plan, participated in the parent workshops, contacted parents, tutored students and acted as mentors.

Pamela Quick, Principal
Patricia Harper, Assistant Principal
Sissy Smith, Media Specialist
Robin Miller, Technology
Melanie Payne, APTS president
Meg Elvington, Parent
Maggie Jones, Student
Kiera Prioleau, Student

Mark Frasier, Assistant Principal
Paul Andrews, Community
Vicki Carter, Math teacher
Johnny Chard, Teacher of the Year
Dr. Paul Davis, Business
Melvin Howard, Community
Marty Land, Business
Kam Richardson, Parent



5. What were your most successful activities or programs? Please share specific information, data, and/or personal stories.

Workshops: WF had three workshops for parents who had children who had not passed the HSAP. Students were asked to participate in the workshops also. The parents who participated were very grateful for the materials and support they received from faculty and staff. All of the students who participated passed the HSAP. The students also received one on one tutoring to help prepare them for the HSAP. Advisory Program: All students were in an advisory group. There were lessons for each week for each grade level. Students completed an evaluation at the end of the year and 45% of students stated that the advisory lessons were beneficial, 32% said that over half of the lessons were beneficial and 23% stated that the lessons were not beneficial. Virtual School: West Florence became an active participant in the South Carolina Virtual School. 12 students earned credit this year. Anti-bullying programs: West Florence conducted an anti-bullying campaign during the month of September. Group discussion and videos were used to educate students about bullying. In 2008-2009, there were 54 cases of bullying in the discipline log. In 2009-2010, there were 44 cases. Career guidance: Students were given many opportunities to explore career options as career fairs, guest speakers, job shadowing, internships and career interest inventories.

Participation Numbers:

Career Fairs: 1,450

Guest Speakers: 782

Job Shadowing: 132

Internships: 23

Career Interest Inventories: 1,462

6. What were the barriers to implementing the programs or activities?

Due to lack of funding, before and after school transportation.

Parent apathy (Although our open house in the fall had over 500 participants, our spring open-house only had 30.)

7. What are the activities or programs you are planning to continue or implement for the first time in the 2010-2011 academic year?

Professional development focusing on active learning. (Resources from the National Drop-Out Prevention Center will be used. Teachers who have attended the NDPC workshops will train other teachers.)

Increase the number and variety of after-school activities (Representatives from the City of Florence Parks and Recreation will be invited to the school to discuss activities that the city offers for after school. Work with local fraternities, sororities and clubs to establish school chapters of their organizations.)

Develop better school/community relationships (Invite local business representatives and parents to lunch at the school. Send quarterly newsletters to parents and businesses. West



Florence will increase student participation in Relay for Life, United Way, Red Cross Blood Drive, Cooks for Christ benefits, and Veteran's Day Appreciation.)

8. How can the staff at the National Dropout Prevention Center best assist you in the 2010-2011 academic year?

Continued professional development opportunities.
Provide funding for before/after school transportation.



**NINE SCHOOLS
ANNUAL ACCOMPLISHMENTS REPORT**

Wilson High School

1. What programs or activities included on your long range dropout prevention plan did you implement during the 2009-2010 year?

- We held four professional development programs which covered Active Learning, Literacy Across the Curriculum strategies, Technology in the Classroom, Applying Brain Research in the Classroom and Essential Questions.
- We had an active mentoring program, both in our Advisor-Advisee periods daily and in the Ninth-grade Academy. Additionally, Pearls, Distinguished Gentlemen, and Delta Gems student organizations acted as mentoring and character development groups.
- Two portable Labs were purchased for the school
- We participated in the Graduate Florence program
- We participated in Diversity Training and the National Network of Partnership Schools Project
- Each member of the faculty participated in a Focus Group designed to analyze problem areas of the school and the curriculum and create solutions for each area of concern

2. In addition to the Nine Schools Project funds, what were other sources of funding for these programs or activities?

- TAV funds
- SLC grant
- High School That Work funds
- Supplemental funding

3. Approximately how many students, parents, and school personnel were involved in these programs or activities?

1225 Students 475 Parents 85 School Personnel

4. What role did the members of your Local Action Team (LAT) play in the implementation of these programs or activities? Please provide a list of the LAT members/their organizations.

- Members of the Local Action Team presented best practices to teachers in staff development sessions, participated in focus groups, attended District training sessions, and worked in the Graduate Florence outreach program.



5. What were your most successful activities or programs? Please share specific information, data, and/or personal stories.

- The quarterly Professional Development sessions were among the most successful activities this year. Teachers responded in a more positive manner to the sessions and commented frequently on the practicality of the material and the implementation in their classrooms of the strategies provided.
- We initiated a Literacy Across the Curriculum initiative this school year.

6. What were the barriers to implementing the programs or activities?

- Time
- Money
- Resistance to Change
- Communication

7. What are the activities or programs you are planning to continue or implement for the first time in the 2010-2011 academic year?

- We are developing a reach-out to the local Boys and Girls Club in an effort to establish a mutually beneficial relationship between the school, the students who attend the club, and the leadership of the club.
- Professional Development
- Literacy Across the Curriculum
- Initiate Numeracy Across the Curriculum in the 2010-2011 school year

8. How can the staff at the National Dropout Prevention Center best assist you in the 2010-2011 academic year?

- Implement DEWS fully
- Continue training sessions
- Arrange visits/models of successful community/parent programs



Appendix B

Nine Schools Project Management Plan



NINE SCHOOLS PROJECT MANAGEMENT PLAN			
Tasks to be Completed for Year Four 2010-2011	Completion Timeline	Person Responsible	Action
GOAL 1. Demonstrate a short-term impact from the enhanced technical assistance and support in developing a dropout prevention plan.			
Objectives:			
1. Conduct Performance Assessment Review (PAR) Advantage for each of the three middle schools	September, 2010	Susan, Susie, Gwen	Year 4
2. Provide a written PAR Advantage report for each middle school site	October, 2010	Susan, Susie, Gwen	Year 4
3. Assist each school in completion of annual budget in amount of \$10,000	October, 2010	Susan, Susie, Gwen	Year 4
4. Approve each submitted budget	October, 2010	Sam	Year 4
5. Suggest additional resources for needed professional development as identified in the dropout prevention plan	July, 2010	Susan, Susie, Gwen, Sam	ongoing
6. Maintain frequent contact with each school through emails, phone calls, video conferences, etc.	July, 2010	Susan, Susie, Gwen	ongoing
7. Submit an annual budget for NDPC grant approval by the DOE	July, 2010	Sam	Year 4
8. Conduct quarterly on-site visits at each school to monitor progress of implementation of designed plan	July, 2010	Susan, Susie, Gwen	Year 4
9. Provide additional recommendations or interventions based on the results of the DEWS data	July, 2010	Susan, Susie, Gwen	Year 4
10. Collect and analyze new data for DEWS to monitor effectiveness of interventions	October, 2010	Susan, Susie, Gwen	Year 4



NINE SCHOOLS PROJECT MANAGEMENT PLAN			
Tasks to be Completed for Year Four 2010-2011	Completion Timeline	Person Responsible	Action
GOAL 2. Create a local capacity for long-term continuous improvement in the school and community to decrease the dropout rate and increase the graduation rate in each high school.			
Objectives:			
1. Identify and train a Local Action Team (LAT) for each of the three middle schools <ul style="list-style-type: none"> • Review PAR Advantage report • Assist in analyzing and prioritizing the recommendations • Identify student populations to be served • Identify potential programs or strategies to be used • Identify potential funding sources • Identify available resources to implement the plan 	September, 2010	Susan, Susie, Gwen	Year 4
2. Facilitate with the LATs the completion of the Dropout Prevention Plan for the three middle schools	October, 2010	Susan, Susie, Gwen	Year 4
3. Assist LATs in identifying additional funding sources to implement their dropout prevention plan	October, 2010	Susan, Susie, Gwen	Year 4
4. Train area personnel (district level or the regional EEDA Centers) on conducting PARs	October, 2010	Susan, Susie, Gwen	Year 4



NINE SCHOOLS PROJECT MANAGEMENT PLAN			
Tasks to be Completed for Year Four 2010-2011	Completion Timeline	Person Responsible	Action
GOAL 3. Create a capacity within the state through the NDPC to work with other districts needing assistance in developing systemic dropout prevention plans and programs.			
Objectives:			
1. Review annually proposed evidence-based dropout prevention programs for possible inclusion in the ARSC Intervention Implementation Guide	July, 2010	Susie	Year 4
2. Refer all SC schools to the database of Model Programs on the NDPC's Web site	July, 2010	Susan, Susie, Gwen	Year 4
3. Provide opportunities for project schools to attend and/or present at conferences sponsored by NDPC	July, 2010	Susan, Susie, Gwen	Year 4
4. Encourage school personnel to author articles for NDPC publications of the Nine Schools' programs show effectiveness in dropout prevention	July, 2010	Susan, Susie, Gwen	Year 4
5. Include programs in Model Programs database as evaluations	December, 2010	Susan	Year 4
6. Develop intervention strategies (practices) to correspond with identified risk factors for schools to implement to include evaluation to assess for effectiveness of interventions	August, 2010	Susan, Susie, Gwen	Year 4
7. Work with the SC Department of Education to develop an effective data collection process to identify potential dropouts (predictive analytics)	August, 2010	Susan, Susie, Gwen	Year 4
8. Work with the SC Department of Education to develop an effective data collection process to list appropriate intervention strategies to be able to evaluate the effectiveness of each	August, 2010	Susan, Susie, Gwen	Year 4



NINE SCHOOLS PROJECT MANAGEMENT PLAN			
Tasks to be Completed for Year Four 2010-2011	Completion Timeline	Person Responsible	Action
9. Create a professional development series based on NDPC Solution broadcasts to be distributed in state	May, 2011	Susan, Susie, Gwen	Year 4
10. Complete the training of school personnel in the Making the Most of Instruction Modules in order for the trainers to train other school district personnel	July, 2010	Susan, Susie, Gwen	Year 4
11. Train school administrators in the interpretation of collected data and identify effective intervention strategies	September, 2010	Susan, Susie, Gwen	Year 4
GOAL 4. Assure that our lowest-performing schools show significant progress in their dropout prevention efforts under EEDA			
Objective:			
1. Monitor the progress of implementation of the original nine school's long term dropout prevention plan and provide technical assistance as needed	July, 2010	Susan, Susie, Gwen	Year 4
2. Provide an end-of-Year progress report (Case Studies) to determine the extent of implementation and effectiveness of the dropout prevention plan	June, 2011	Susan, Susie, Gwen	Year 4
3. Conduct annual symposium for all project schools to attend to share information and network with each other.	June, 2011	Susan, Susie, Gwen	Year 4



Appendix C

Budget and Budget Narrative



BUDGET NARRATIVE

Salaries

Three full time associates are employed (S.Burke 1.0FTE; S.Turbeville 1.0FTE; G. Greene 1.0FTE) for the continuing contact with the 12 schools. They will provide individualized assistance to the schools on training needs, at-risk interventions, effective classroom practices, and interpretation and use of dropout data. S. Drew is the designated PI for the project at .50 FTE. He will provide overall administration of the project and participate in the planning and implementation of all project activities. D. Hall provides administrative and accounting services to the project at .50 FTE. She will be responsible for purchase orders, budget oversight, and overall accounting for the project. L. Shirley, L. Neild, M. Chrestman and M. Fisher will provide technical assistance, web portal assistance, editing and publications assistance, and general office assistance at .05 FTE each.

Staff Travel

Funds are provided for project planning meetings with the school leadership, including ground travel, lodging and per diem. Funds are provided for monitoring visits during the year by staff to the twelve schools. Funds are provided for a PAR Advantage Team to conduct dropout assessment in the three new schools, assist the schools in forming a LAT, and for follow-up visits to those schools for LAT training and technical assistance. Funds are provided for Nine-Schools staff to attend and present at the annual SC Business Summit and other conference events.

Consultant

Funds are provided to continue the work on the Effective Teaching Modules. Two staff at Newberry College will be contracted for 10 days each and one for 5 days to further refine and enhance the modules and conduct the Train-the-Trainer program with each of the 12 schools. Training will also be provided by these consultants to train EEDA Regional Center Directors (with SCDE approval) in the use of these modules around the state. These consultants also will assist with trainings, information, and collaborations with the schools through a Professional Learning Community, which will be developed for the twelve schools.

One staff from the Institute for Evidence-Based Decision Making in Education (EDIE) will be contracted for 10 days to provide training for the schools in effective math instruction and to assist with trainings, information, and collaborations with the schools through the Professional Learning Community that will be established.

Funds are provided to contract with Mizuni Corporation and a statistician to be named to assist in full development of local/automatic data collection and predictive analytics integration into the SPPS early warning system.



Sub-Contracts

Sub-contracts will be awarded to each of the twelve schools in the amount of \$10,000 per school to be spent on activities directly related to dropout prevention and in accordance with their long-range dropout prevention plans. Some funds from these subcontracts will be earmarked for expenditures related to the Effective Teaching Practices Train-The-Trainer intervention (travel and per diem for personnel designated by each school to be trained). The remainder of the funds is for use by the schools for activities, materials, etc. related directly to dropout prevention and approved by the National Dropout Prevention Center.

Other

Funds are provided for meeting space meal and refreshments for three people from each of the 12 schools to attend an initial training and supplemental training of the Effective Teaching Modules. Funds are provided for Clemson CCIT to maintain the Nine-Schools data server until PRIUS and SPPS are fully integrated. After that time, the Nine-Schools data server will no longer be active and all Nine-Schools data will be housed with the SCDE.

Supplies

Funds are provided for necessary office supplies and services. Funds are provided for the production of a case study monograph on the Nine Schools project to be included in the Fourth Year Annual Report. The monograph will serve as a guide for others seeking to implement effective dropout prevention programs.



College of Health, Education and Human Development
Project: Conduct Program Assessment and Review in SC School Districts
South Carolina Department of Education
Year Four (12 School Design) EEDA
July 1, 2010- June 30, 2011

DESCRIPTION	FTE	Salary	Fringe	Total
SALARIES				
S. Drew - Unclassified	0.50	42,131	14,367	56,497
S. Burke - Wages (TGP)	1.00	45,320	15,454	60,774
G. Greene - Wages (TGP)	1.00	63,860	21,776	85,636
S. Turbeville- Wages (TGP)	1.00	45,773	15,609	61,382
D. Hall - Classified	0.50	15,521	5,293	20,814
L. Shirley - Classified	0.05	2,637	899	3,536
L. Neild - Classified	0.05	1,875	639	2,515
M. Chrestman - Classified	0.05	1,932	659	2,591
M. Fischer - Wages	0.05	1,461	498	1,959
Total Salary and Fringe		220,510	75,194	295,704

STAFF TRAVEL

Project Planning Meetings (4 people, 2 days/ea. 4 trips)				
Lodging (4 people x \$150/day x 1 days x 4 trips)				2,400
Ground Travel (4 people x 450 miles x .50 x 4 trips)				3,600
Per Diem (4 people x \$25/day x 2 days x 4 trips)				800
SC Business Education Summit - June '10 (4 people, 4 days, 1 trip)				
Registration (4 people x \$90/ea)				360
Lodging (1 person x \$150/days x 3 days)				450
Ground Travel (4 people x 200 miles x .50)				400
Per Diem (4 people x \$25/day x 4 days)				400
PAR Visits to New Schools - (3 people, 12 days/each)				
Lodging (3 people x \$125 x 10 nights)				3,750
Ground Travel (3 people x 3 trips x 543 miles x .50)				2,444
Per Diem (3 people x \$25/per diem x 12 days)				900
Monitoring Visits by 9 Schools Staff				
Mileage (500 mi/ea visit x 12 sites x 3 visit x .50)				9,000
Lodging (1 person \$125 x 18 nights)				2,250
Per Diem (1 person x 36 meetings x \$25/day)				900

Total Staff Travel **27,654**



CONSULTANTS

C. Johnson-Taylor - (Teacher Training) (10 days x \$450)	4,500
R. Stubbs - (Teacher Training) (10 days x \$450)	4,500
J. Morrison - (Teacher Training) (5 days x \$450)	2,250
C. Hatch - (Teacher Training - Math) (10 days x \$450)	4,500
Mizuni - (Predictive Analysis for Early Warning System)	10,000
TBN - (Predictive Analysis for Early Warning System)	25,000
Total Consultant (**includes travel**)	50,750

SUB-CONTRACTS

Local School/Grants (9)	
PAR Participation Awards	
Dillon High School	
Baptist Hill High School	5,000
Hannah Pamplico High School	5,000
Lake City High School	5,000
Lee Central High School	5,000
Wilson High School	5,000
South Florence High School	5,000
West Florence High School	5,000
Spartanburg High School	5,000
High School #10 (TBD)	5,000
High School #11 (TBD)	5,000
High School #12 (TBD)	5,000
Program Implementation Planning Award	
Dillon High School	5,000
Baptist Hill High School	5,000
Hannah Pamplico High School	5,000
Lake City High School	5,000
Lee Central High School	5,000
Wilson High School	5,000
South Florence High School	5,000
West Florence High School	5,000
Spartanburg High School	5,000
High School #10 (TBD)	5,000
High School #11 (TBD)	5,000
High School #12 (TBD)	5,000
Total Sub-Contracts	120,000



OTHER

Project training meetings (SC-12) (36 people x 2 days/each x 2 trips)	
Meeting Room 4 days rental @150/day	600
Food & refreshments 4 days @ 450/day	1,800
Clemson CCIT (Server maintenance)	5,000

Total Other 7,400

SUPPLIES

Workshop Materials, Instructional Modules and Report Supplies (12mo. X \$400)	4,800
Case Study Monograph	4,000

Total Supplies 8,800

TOTAL DIRECT COST 510,307

GRAND TOTAL 510,307

