

Hi-Ho Off to Work We Go!

A tale of Red River High School

Brought to you today by:
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•Objectives

1



Gain Knowledge of real-life, rigorous, and motivational employment training

2



Discuss Inclusive Practices for pathways to Post Secondary Employment.

3



Discuss ways to increase attendance, graduation rate, and parental involvement.

Meaningful and Fulfilling
Employment
should be a lifelong goal
for everyone.



Red River Parish

- Small Rural Parish in North Louisiana
- 80% free/reduced lunch
- 1500 students
- 9% Special Education Population
- 9,091 population
- 26% of population below poverty line



A System with No Direction

Our Dropout rate, Graduation rate, and Attendance rate were at the bottom of the state

Graduation Rate

48%

Dropout Rate

50%

Special Education Graduation

31%

Special Education Dropout

60%



The Path of a Dropout Student

In 2008-2009 school year we identified all students who had entered into 9th grade with this profile. We found 30% of students who entered High School could be a potential dropout just by looking at the pupil progression pattern.

We began a system change.

This change began at the high school but would impact decisions throughout the parish for all students.

Retained one or more years in Elementary School

Excluded from General Curriculum

Retained by State 8th Grade Test

Enters 9th grade at the age of 16 or 17

A plan was Developed

Strategic Goal #1

Curriculum, Instruction and Assessment

Strategic Goal #2

Parent/Community Involvement

Strategic Goal #3

Attendance and Graduation Rate

Immediate Needs

Develop Plan for 9th Grade Academy

Train All Teachers on Differentiated Instruction

Create Inclusive Transition Plans for ALL Students

Create A Dropout Prevention Program that Transitioned to
Real Work Experience

Create A High School Schedule that Promoted Work-Based
and Life Skills Courses

Long-Term Changes

Evaluate Pupil Progression Policy

Evaluate Response to Intervention Framework

Restructure Special Education Classrooms from Pk-12th
Grade

Develop an Early Dropout Intervention and Career
Awareness at 6th grade

6th – 8th Transition

All Students Complete a 5year plan of Transition to College/Work

All Transition plans for SPED students Drive the IEP

Incorporated A Modified Block Schedule

Added Extra Math and Reading Courses

Identified all Overage Students

Offered Four High School Courses to Jr. High Students

Created “DEEP” (Dropout and Early Exit Prevention)

Career Awareness

Mentor Program

Created an 8th Grade Transition Program for students failing High Stakes Testing.

Remediation for state test ½ day

Earn High School Credits ½ day

Mentor Program

Career Awareness Program

Three Paths To Graduation



Changes For TOPS Transition

Created 9th Grade Academy

Included a Career Exploration/Study Skills Course for Everyone

Conducted Interest Inventory with All Students

Restructured Special Education Instruction

All Teachers began remediation program

Instituted Grade Recovery, Course Recovery, and Prep Courses

Career Diploma Transition

- Restructured 9th and 10th Grade
- Created a two year Career Transition Program for 11th and 12th Grade
- Increased course offerings Math and Technical reading/writing

Options Transition

- For Lack of a Better Term-- Option 3
- Created for students who would:
 - age out
 - want a GED
 - want a strong Career Prep Program

What Is Options

- Students Apply to program
- Students get Academic and Vocational Instruction
- Students focus on Job Entry Immediately after High School
- Students may leave with a GED or A Skills certificate
- Students get Hands on vocational instruction on a daily basis
- Vocational Instruction is completely inclusive (including students with IQ of 55 or below)
- Students are tracked for two years after graduation

Vocation Training

Training has two outcomes

1. Transition to High School Vocational Program for NCCER and other National Certification Programs
1. Completion of Skills Certificate

Transition To High School Vocation Dept

- Students complete preparation courses to enter vocational program
- Students are evaluated using Benchmark Assessments
- Students all complete “Soft Skills” training prior to admission to vocational courses
- Vocational Teachers have adopted our Curriculum as part of their programs

What's the Benefit

- Students in our courses generally score in the top 10% of the class.
- Students in our courses generally complete the national certification in one year.
- Students in our courses have options of :
 - Welding
 - Construction
 - Small Engine/industrial Maintenance
 - Forestry
 - Certified Nursing Assistance
 - EMT
 - Food Services/Hospitality
 - Child Care
 - MOS Certification

Skills Certificate

- Students Work ½ day on Vocational Training in several areas.
- Students have Benchmark Assessments
- Students complete “Soft Skills” training and apply for acceptance in vocational kits.
- Students complete the two year program with a complete resume, portfolio, and certifications for areas of employment.

Skills Certificate

Training Programs

Child Care

Grocery Clerking

Food Service

Skin and Nail Care

General Office Assistant

Care Giver

Mail Handling

Cleaning and Janitorial

Carpentry Helper

What's The Difference

Our program is run like a job site

- Attendance matters
- Work performance matters
- Students use real world tools and materials
- Students are exposed to a variety of job situations

What Is The Difference for Our Students



84%

Are Employed in their chosen field
or
Enrolled in Technical School

Then and Now

How we have changed our Community

2007-2008

Graduation Rate

48%

Dropout Rate

50%

Special Education Graduation

31%

Special Education Dropout

60%

2012-2013

Graduation Rate

84%

Dropout Rate

12%

Special Education Graduation

92%

Special Education Dropout

6%

Then and Now

How we have changed our Community

- Attendance has increased by 30%.
- Parents are Our Partners
- School Performance Scores have increased by 20pts
- Median ACT scores have increased by 2pts
- The High School was Accredited by AdvancED and the Vocational Department was the Highlighted Achievement

The Real Question?

How Did We Pay For This?

Special Education Funds

Title I and Title II Funds

Perkins Funds

Grants

District Funds

Contact Information

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