Madison Metropolitan School District

Plan for Students At-Risk of Not Graduating

MADISON METROPOLITAN SCHOOL DISTRICT
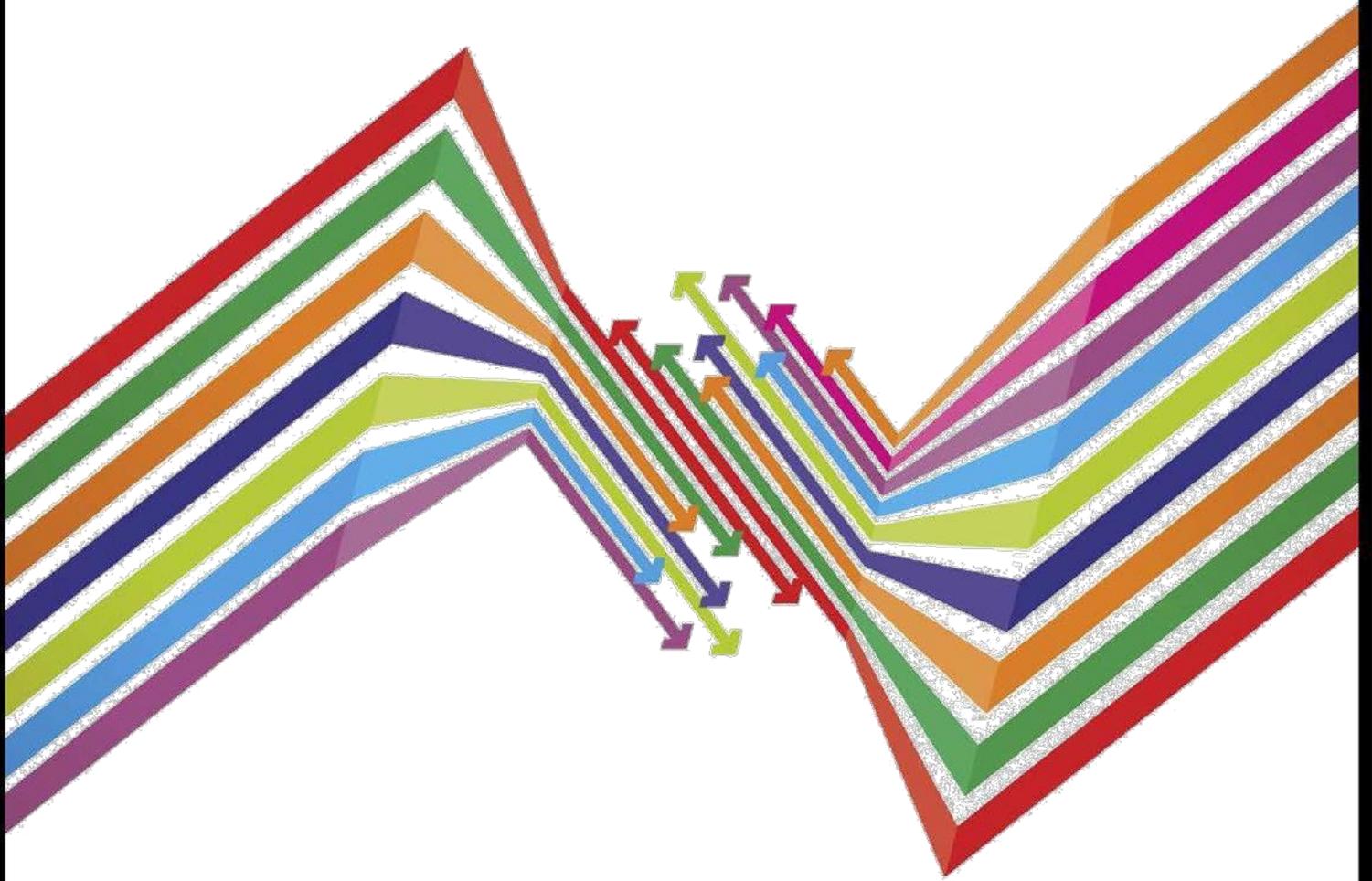
Vision for MMSD

Every school will be a thriving school that prepares every student to graduate from high school college, career and community ready.

Introduction

In accordance with state statutes and Department of Public Instruction (DPI) regulations the Board of Education must establish a process for identifying students at-risk of not graduating from high school and, annually, develop a plan for meeting the needs of those students in order to better prepare them for successful graduation.

This plan sets forth the means by which the District will identify students at-risk of not graduating and provide them with appropriate and adequate academic and social-emotional supports and intervention in order to obtain their high school diploma and successfully graduate college, career and community ready. This plan also includes strategies for parental notification and involvement.

Identifying a Student as a Student At-Risk of Not Graduating

Pursuant to Wisconsin State Stat. sec. 118.153(1), students at risk of not graduating are students in grades 5 to 12 who withdrew prior to completing high school or are two or more of the following:

- **Behind their age group in the number of high school credits attained**
  A student shall be determined to be behind in his/her age group in the number of high school credits attained if the student is 2 or more semesters behind in credits or 2 or more quarters behind, depending on type of high school schedule.

- **Two or more years behind their age group in basic skill levels**
  A student shall be determined to be behind two or more years than his/her age group in basic skill levels in Math and/or Reading if he/she falls into the lowest score range on the state-mandated assessment in Math and/or Reading.

- **Habitual truants, as defined in §118.16(1)(a)**
  A student shall be determined to be "habitually truant" if he/she missed all or part of five days in a semester without an acceptable excuse.

- **Parents (teen parents; male and female and pregnant teens)**

- **Adjudicated delinquents**
  A student is determined to have been adjudicated a delinquent based on reports received from the court system.

- **8th grade student who fall into the bottom range in all subject areas on the state-mandated assessment of knowledge and concepts, 8th grade pupils who failed the state-mandated assessment of knowledge and concepts and 8th grade students who failed to be promoted to the 9th grade**

School-based teams shall consider the above factors, at least annually, for all MMSD students in grades five through twelve.

If a team determines that a student is a student at risk of not graduating high school, the team shall initiate the process to provide written notice to the student's parent/guardian. The written notice, as required by PI 25.04(5), shall include the following:

(a) The name and telephone number of a person the parent or pupil can contact regarding the school district's children at risk plan or program.

(b) A description of the district's at risk plan.

(c) A statement that the pupil is eligible to be enrolled under the district plan to serve children at risk.

(d) A description of the at-risk programs available and how the pupil may participate in a specific program if more than one program is offered as part of the district plan.

(e) A statement to inform the parent that he or she may select one or more programs in which the pupil may be enrolled, if the pupil meets the prerequisites for the specific program requested.

(f) Describe the procedure for requesting that the pupil be enrolled in the specific at risk program selected by the parent. The request shall be in writing, or be given verbally to the person responsible for enrolling the pupil in the program. This person shall record the date and time of a verbal request and whether this request was made in person or by phone.

(g) Identify the process that a parent may use if the parent disagrees with the planned services.


Parent Notification Letter

In MMSD, we combine our state-mandated at-risk notification for grades 5 - 12 with our district at-risk notification procedures (e.g., non-promotion in 8th grade.)

Multi-Tiered System of Supports

The MMSD, consistent with DPI's philosophy of providing a multi-level system of supports, provides students access to a multi-tiered system of supports (MTSS). MTSS in MMSD is the integration of evidence based instruction, intervention, and assessment to address the full range of student academic and behavioral needs present in today's classroom. In MTSS, the needs of all learners are identified and supported early through increasing levels of instructional time and intensity. By using performance data and monitoring learning rates and social-emotional-behavioral development
of students, schools make important instructional decisions to meet the needs of ALL of our learners (e.g., students from different backgrounds, levels of language proficiency, and levels of attainment). MTSS is a key part of the broader MMSD strategic framework to support all learners and ensure equitable access to a robust, high quality education. MTSS provides the structure for the MMSD community to prioritize the academic and behavioral instructional needs of all students, including our students at-risk of not graduating, our Students with Disabilities (SWDs), students with advanced learning needs, and English Language (EL) and Bilingual Learners.

In a multi -tiered system of instruction and support, teachers provide quality instruction across three tiers that are universally designed, differentiated, culturally and linguistically responsive, and aligned to grade-level content standards. MTSS is a framework that provides for equitable access to high-quality, grade-level academic and behavioral instruction and supports for all students. The below graphic illustrates the intensity of supports offered to all students, including those students who are at-risk of not graduating.

Multi-Tiered Framework for Instruction and Intervention
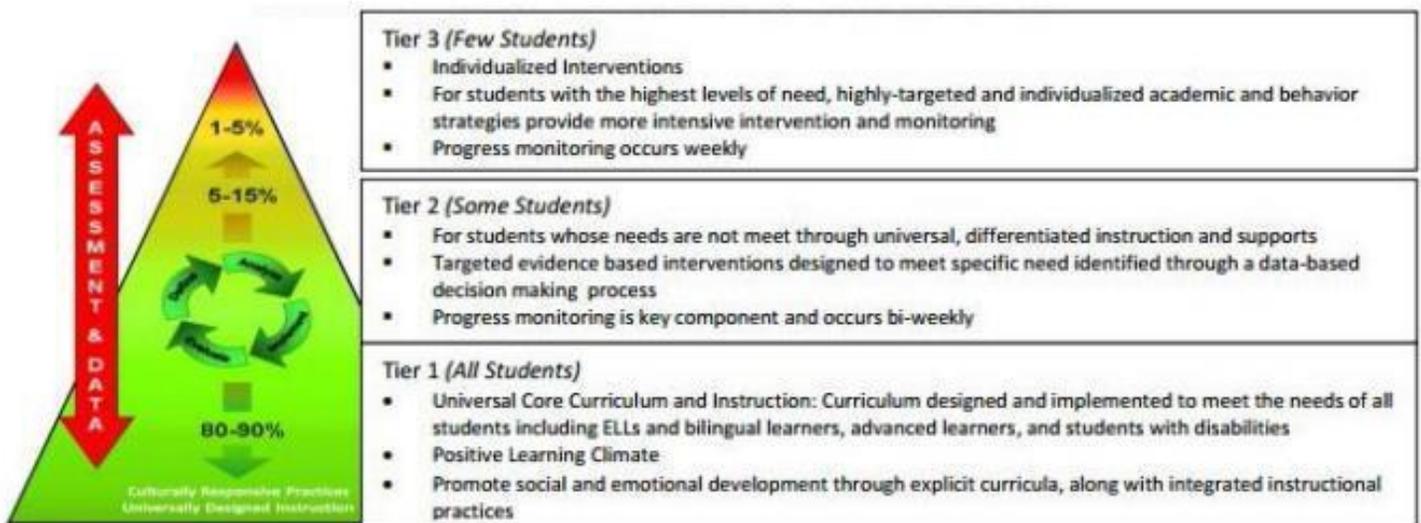
Pre-K – Grade 4 - Prevention
Programs and Supports Available for Students

Potential Indicators:

The state does not provide criteria for students in grades 4K through 4, however, some of the following common factors in students' lives from 4K through 4th grade may be potential indicators toward future identification of at risk:

- Chronic/severe behavior problems
- Academic delay in reading and/or math
- Habitual truancy (absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester
- Any adverse childhood experience as perceived by the child

Programs and Services to Support Individual Student Achievement and Success in School

Within our elementary schools, there are a variety of supports available to encourage student success and meet individual learning needs so as to prevent future difficulties. MMSD provides a wide range of quality options to all students regardless of label or status. These supports are monitored on a regular basis to ensure that a student is making progress and reaching goals.

Below is a sample of supports offered to 4K - Grade 4 students to prevent them from becoming at - risk of not graduating. A comprehensive list and guidance for supports and interventions can be found in the MMSD Intervention toolkit (mmsd.org/intervention).

Non-Exhaustive List of Supports and Interventions - Grade 4K - 5

- Summer School
- Math interventions (e.g., Do the Math, Number Worlds, iReady)
- Reading interventions (e.g., Leveled Literacy Intervention, Voyager, Six-Minute Solution, Guided Reading groups, Reading Recovery, Descubriendo de la Lectura, Corrective Reading
- Attendance interventions
- Behavioral interventions (e.g., Check-In/Check-out)
- Small group interventions for social-emotional-behavioral concerns (e.g., Concerned others, Aggression, executive functioning, social skills, etc.)
- Intensive Support Team (IST) services

Grades 5 - 12 - Intervention
Programs and Supports Available for Students Identified

As set forth above, identification occurs through an annual process upon review of statutory factors for determining a student's at-risk status. Once identified, school teams work with families/guardians and students to design and implement a plan of support. This process occurs in the [Student Supports and Intervention Team](#) or within the context of the Individualized Education Plan (IEP) team if the student has an IEP. Interventions are documented in a student information system and reviewed every 6-10 weeks by the appropriate team to ensure responsiveness to the intervention.

Non-Exhaustive List of Interventions and Programs - Grade 5 - 12

- Summer School
- Math interventions (e.g., Do the Math Now, Extended Math, Think Thru Math)
- Reading interventions (e.g., Extended Literacy, Rewards, Read 180, System 44, Language!)
- Attendance interventions
- Small group interventions for social-emotional-behavioral concerns (e.g., Concerned others, Aggression, executive functioning, AODA, SAIG)
- Behavioral interventions (e.g. Check-In/Check-Out, Check and Connect, Wrap-around intervention and support [e.g., Rehabilitation, Empowerment, Natural Supports, Education, and Work (RENEW)])
- [Alternative education programs](#) (e.g., Shabazz City High School, Capital High, SAPAR, Horizon, Night School)
- Intensive Support Team (IST) services
- Graduation timeline*

*For some students it may be beneficial to consider an extended graduation timeline that provides additional time and access to meet specific student needs (e.g., ELL newcomers, Students who are At-Risk). This decision to use an extended graduation timeline should be based on all relevant data sources and made in collaboration with families and other school support staff. Some students who receive special education services may be entitled to on-going services, supports and programming though the age of 21 or until they have earned a high school diploma, as determined by their IEP team.

Evaluation of At Risk Programming

The District will use established methods to monitor and evaluate academic and social emotional programs. Additionally, alternative schools and programs will be monitored using established data-review protocols including, but not limited to, the School Improvement Planning (SIP) process. District-wide and building-level data related to graduation rates, student achievement and attendance will also be monitored on an ongoing basis with particular attention paid to the outcomes for students identified as at risk of not graduating with the goal of reducing the percentage of students who meet the state definition. Existing data review tools and protocols, such as 9th Grade on Track and the Early Warning System, will be leveraged for this purpose.

In accordance with State Statute sec. 118.153(2), the Board of Education shall review and approve this Plan annually by August 15.

Timelines, Roles, and Responsibilities

Below is a timeline of actions by month associated with identifying students who meet the definition of at-risk as set forth in this plan.

Month	Action	Person Responsible
End of July	Pull list of students who meet At-Risk Criteria based on previous school year data.	School-based staff (e.g., counselor, social worker, psychologist, etc.)
August - Mid September	Contact parents via phone or in person to foreshadow letter is coming.	School-based staff (e.g., counselor, social worker, psychologist, homeroom teacher, etc.)
September	Mail letters.	School-based clerical
October-November	Conduct parent/guardian meetings for successful academic future and document plan through student information system. Monitor and adjust plan as needed throughout the remainder of the year based on student response.	Student Support and Intervention Team (SSIT) and/ or IEP team
October - June	Set calendar dates to review plan with parents/guardians and documentation, hold team meetings as scheduled, continue or revise and adjust as needed based on student's responsiveness to the intervention supports and plan.	Student Support and Intervention Team (SSIT) and/or IEP team