



# Holden School District

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AT RISK REPORT –  
JUNE 2021

# Board Policy IGBD

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Original Adoption- 7/19/1999 Last Revised- 5/14/2018

\* In accordance with law, the principal or designee will identify all current ninth-grade students and all students who transfer to the district after ninth grade who are at risk of not being ready for college-level work or entry-level career positions. The identification will be made based on the following information, in addition to other information the principal considers relevant:

- The student's performance on the Missouri Assessment Program (MAP) test in eighth grade in English language arts and mathematics. The district may also consider the results of other assessments in English language arts and mathematics. If the student transferred from another state or country, the district will consider the student's performance on comparable assessments taken in the other state or country.
- The number of district students taking remedial courses at the college level as reported by the Department of Higher Education and Workforce Development.
- The student's attendance rate.
- The number of credits the student has earned toward graduation at the end of the first semester of high school and at the end of the student's first year of high school.
- Student behavior and discipline.

Once a student is identified as at risk, the district will provide appropriate academic and career counseling to attempt to provide the student with opportunities to graduate on time and college- or career-ready.

## **Other Programs**

The superintendent or designee is authorized to create and implement other programs designed to assist students of any grade level who appear to be at risk of dropping out of school or failing to graduate from high school college- or career-ready.

# Is there a procedure for identifying at-risk students?

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Students are identified primarily by looking at benchmark assessments, classroom assessments, discipline, and attendance.

Counselors at each building meet with students who are identified as at-risk to determine how the district can meet the needs of each student.

Teachers can also identify students and are then required to work with counselors and building principals to create plans that ensure students are moving towards success.

# What programs are available for serving at-risk students?

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- \* Each building has a tiered system of intervention that provides instruction on academic skill deficits.
- \* Bright Futures has site councils at each building, the hub is maintained to meet physical needs for our community.
- \* Counseling teams (2 counselors at each building) are available for students as needed for emotional supports and academic planning.
- \* The district provides mental health insurance on each student. (Student Assistance Program)
- \* The district partners with Country Crossroads to provide mental health support for students during the school day.
- \* District social worker acts as liaison to connect families with resources.
- \* The high school has a “Life Skills” program for all 9<sup>th</sup> grade students which reinforces positive choices as well as healthy behaviors and relationships.

# What programs are available for serving at-risk students?

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- \* Students who qualify for free or reduced lunch are provided food to be taken home each Friday through the Back Snack Program.
- \* All students received free breakfast, lunch and an afternoon snack each day during the 2020-2021 school year.
- \* Students in grades 6-12 participated in Signs of Suicide training.
- \* Students in grades 6-12 participated in the Child Abuse Prevention programs
- \* Students in grades 6-12 who are missing credits are offered credit recovery opportunities.
- \* The Eagle Pantry and Eagle Shop were added to provide additional support within the schools for food and clothing.

# What programs are available for serving at-risk students?

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- \* 80 families from our community were adopted for Christmas.
- \* Students who needed additional support with college readiness were provided transportation for college visits as well as assistance with the FASFA through district social worker.
- \* Virtual students in 6-12 were provided a virtual advisor to help maintain accountability and provide additional support as needed.
- \* Snacks-To-Go programs was implemented in grades 6-12.

# Were implemented programs effective?

## DATA!!!!

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- \* During the 2020-2021 school year, the elementary school reduced the number of students who are academically at-risk from 19% to 7%.
- \* During the 2020-2021 school year, the middle school reduced the number of students who are academically at-risk from 46%-38%.
- \* Data was collected in 2018-2020 on the "Life Skills" program showing an increase of 8% knowledge regarding healthy life choices.
- \* 30 students participated in our school-based therapy program through Country Crossroads.
- \* 37 students participated in our Student Assistance Program.
- \* 11 High School students required follow up counseling services after Signs of Suicide training.



# Were implemented programs effective?

## DATA!!!!

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- \* 41 high school students participated in credit recovery.
- \* 194 Snacks-To-Go bags have been distributed.
- \* 1,174 Back Snacks have been distributed.
- \* 2,240 USDA food boxes were distributed in the summer of 2020.



# Additional Information

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- \* During the 2020-2021 school year the district provided services to approximately
  - 6 ELL students
  - 83 homeless students
  - 0 children of migrant workers