

North-Linn Community School District



TK-12 At-Risk Programming

February 2012

North-Linn Community School District's mission is to create a proud learning community where everyone counts and everyone cares. The district members are committed to developing an educational environment that offers the maximum opportunity for all students to learn and become a respectful member of the community at all levels from family to global.

Introduction

In Iowa, at-risk is defined in the Iowa Code and the Iowa Administrative Code. Since programming is a local decision, definitions and guidance are given so that school districts are able to decide locally what the specific indicators are that put students at-risk and guidance for serving these students.

Iowa Administrative Code

281—Iowa Administrative Code 12.2(256) Definition of At-Risk

“At-risk student” means any identified student who needs additional support and who is not meeting or not expected to meet the established goals of the educational program (academic, personal/social, career/vocational). At-risk students include but are not limited to students in the following groups: homeless children and youth, dropouts, returning dropouts, and potential dropouts.

281—Iowa Administrative Code 12.5(13) Provisions for at-risk students

Each school district shall include in its comprehensive school improvement plan the following provisions for meeting the needs of at-risk students:

1. Valid and systematic procedures and criteria to identify at-risk students throughout the school district’s school-age population,
2. Determination of appropriate ongoing educational strategies for alternative options education programs as required in Iowa Code section 280.19A, and
3. Review and evaluation of the effectiveness of provisions for at-risk students.

Each school district using additional allowable growth for provisions for at-risk students shall incorporate educational program goals for at-risk students into its comprehensive school improvement plan. Provisions for at-risk students shall align with the student learning goals and content standards established by the school district or by school districts participating in a consortium. The comprehensive school improvement plan shall also include objectives, activities, cooperative arrangements with other service agencies and services groups, and strategies for parental involvement to meet the needs of at-risk children. The incorporation of these requirements into a school district’s comprehensive school improvement plan shall serve as the annual application for additional allowable growth designated in Iowa Code section 257.38.

Iowa Department of Education Guidance:

Identification of students in each district is highly dependent on student(s) needs. Each school district will be different and the process dynamic. It is important that each district identify individual students at risk of school failure and use caution not to identify groups or clusters of students or even schools with a large concentration of high risk students. Early Warning Systems are crucial for future success and each system should have two components. One is the identification process and the second is using the data for selection and implementation of research-based intervention programs.

“At Risk.” Iowa Department of Education. Iowa Department of Education. 21 Feb. 2012.

http://educateiowa.gov/index.php?option=com_content&view=article&id=418&catid=58&Itemid=1389.

Project EASIER Definition

Iowa Department of Education EASIER Data Dictionary 2010-2011

An at-risk student means any identified student who needs additional support and who is not meeting or not expected to meet the established goals of the educational program (academic, personal/social, career/vocational). At-risk students include but are not limited to K-12 students in the following groups: homeless children and youth, dropouts, returning dropouts, potential dropouts, and students currently enrolled in an alternative school or program.

Returning dropouts are resident pupils who have been enrolled in a public or nonpublic school in any of grades seven through twelve who withdrew from school for a reason other than transfer to another school or school district and who subsequently enrolled in a public school in the district.

Potential dropouts are resident pupils who are enrolled in a public or nonpublic school who demonstrate poor school adjustment as indicated by two or more of the following:

1. High rate of absenteeism, truancy, or frequent tardiness.
2. Limited or no extracurricular participation or lack of identification with school, including but not limited to, expressed feelings of not belonging.
3. Poor grades, including but not limited to, failing in one or more school subjects or grade levels.
4. Low achievement scores in reading or mathematics which reflects achievement of two years or more below grade levels.

Goals

The goals are:

1. To offer resources and programming that enable our at-risk students to be successful in the following three domains: academic, personal/social, career/vocational
2. To increase our students' resiliency, self-worth, and self-sufficiency
3. To establish an evaluation process to determine effectiveness of individual student progress as well as effectiveness of program progress

Eligibility Criteria

Based on Project EASIER definitions, all students who meet the following criteria will be identified as an at-risk student:

- a) Homeless
- b) Returning dropouts
- c) Currently enrolled in an alternative school or program

A minimum of two criteria in the areas of academics, personal/social and career/vocational are required. Eligibility criteria for identification of at-risk students in the North-Linn Community School District has been established at each of the following levels: elementary school, middle school, and high school.

North-Linn Elementary School At-Risk Program

Eligibility Criteria

Students who meet two or more of the following criteria may be eligible for assistance in the At-Risk program at North-Linn Elementary School.

1. Students identified as at-risk while in preschool or elementary school. Students on this list will automatically be eligible for at-risk services at the elementary school with parent permission.
2. Students with a 504 Plan, Intensive Plan, or Title I eligibility.
3. Failing reading/language arts
4. Failing math
5. Low Standardized Test scores – 40th percentile or below
6. Family concerns
7. At-risk from a previous school district
8. Child Study Team recommendation
9. Absent 20% or more of school days (absent one day per week)
10. Excessive major reports filed – three per semester

Students who fit any of the above criteria may be recommended to the program by any of the following:

- The student's teacher(s)
- The student's parent(s) or guardian
- The student themselves
- The school principal
- The school counselor

North-Linn Middle School At-Risk Program

Eligibility Criteria

Students who do not qualify for special education, but require some assistance in school to be successful, are given the opportunity to attend the success room during their study halls. This gives them a place and a teacher to help with homework, study for tests, and organize their work. We have found this to be an asset for our students in completing their classes successfully.

Students who meet two or more of the following criteria may be eligible for assistance in the At-Risk program at North-Linn Middle School.

1. Students who are required to retake a class from the previous year.
2. Students with a 504 Plan or an Intensive Instruction Plan.
3. Failing grade(s)
4. Low Standardized Test scores – 40th percentile or below.
5. Family concerns.
6. Students who are pregnant.
7. At-risk from a previous school district.
8. Child Study Team recommendation.
9. Transition difficulties (personal, social, or academic)

Students who fit any of the above criteria may be recommended to the program by any of the following:

- The student's teacher(s)
- The student's parent(s) or guardian
- The student themselves
- The school principal
- The school counselor
- The At-Risk Coordinator

North-Linn High School At-Risk Program

Eligibility Criteria

Students who do not qualify for special education, but require some assistance in school to be successful, are given the opportunity to attend the success room during their study halls. This gives them a place and a teacher to help with homework, study for tests, and organize their work. We have found this to be an asset for our students in completing their classes successfully.

Students who meet two or more of the following criteria may be eligible for assistance in the At-Risk program at North-Linn High School.

1. Students identified as At-Risk while in the Middle School. Students on this list will automatically be eligible for At-Risk services at the High School.
2. Students with a 504 Plan or an Intensive Instruction Plan.
3. Failing grade(s)
4. Low Standardized Test scores – 40th percentile or below.
5. Family concerns.
6. Students who are pregnant.
7. At-risk from a previous school district.
8. Child Study Team recommendation.
9. Transition difficulties (personal, social, or academic)

Students who fit any of the above criteria may be recommended to the program by any of the following:

- The student's teacher(s)
- The student's parent(s) or guardian
- The student themselves
- The school principal
- The school counselor
- The At-Risk Coordinator

North-Linn Elementary School At-Risk Program Exit Procedure

Students will have an annual review of their progress. This review will consist of the following items:

1. Iowa Assessment Testing, MAP scores, DIBELS data, Gates MacGinitie scores, and any relevant test scores including tests given by classroom teachers and GWAEA 10.
 2. Academic Grades
 3. Child Study Team/Teacher recommendations
 4. Changes in their family situation
 5. Improved attendance rate - absent 10% or less of the school days
 6. Decrease in the number of major reports filed – two or less per semester
- * Parents/Guardians are always contacted with a letter and/or phone call in regards to students entering or exiting the at-risk program.

North-Linn Middle School At-Risk Program

Exit Procedure

Students will have an annual review of their progress. This review will consist of the following items.

1. ITED Testing, MAP Scores, and any Relevant scores (GWAEA 10).
2. Academic Grades.
3. At-Risk Program Teacher Recommendations and classroom teacher recommendations.
4. Changes in their family situation.

*Parents/Guardians are always contacted with a letter and/or phone call in regards to students entering or exiting the at-risk program.

North-Linn High School At-Risk Program

Exit Procedure

Students will have an annual review of their progress. This review will consist of the following items.

1. ITED Testing, MAP Scores, and any Relevant scores (GWAEA 10).
2. Academic Grades.
3. At-Risk Program Teacher Recommendations and classroom teacher recommendations.
4. Changes in their family situation.

*Parents/Guardians are always contacted with a letter and/or phone call in regards to students entering or exiting the at-risk program.

Appendix B

North-Linn Middle School At-Risk Program Student Eligibility Form

Student Name: _____ Grade: _____

Address: _____ Phone: _____

Parent/Guardian: _____ Phone: _____

Address: _____

Students who meet two or more of the listed criteria may be eligible for assistance in the At-Risk Program at North-Linn Middle School.

This student meets the following criteria:

1. _____
2. _____
3. _____

This student meets the criteria and should be admitted to the North-Linn Middle School At-Risk Program.

Guidance Counselor	Date	Principal	Date
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This student should be exited from the North-Linn Middle School At-Risk Program.

The student meets the following exit criteria:

1. _____
2. _____

Guidance Counselor	Date	Principal	Date
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Appendix C

North-Linn High School At-Risk Program Student Eligibility Form

Student Name: _____ **Grade:** _____

Address: _____ **Phone:** _____

Parent/Guardian: _____ **Phone:** _____

Address: _____

Students who meet one or more of the listed criteria may be eligible for assistance in the At-Risk Program at North-Linn High School.

This student meets the following criteria:

- 1. _____
- 2. _____
- 3. _____

This student meets the criteria and should be admitted to the North-Linn High School At-Risk Program.

_____	Date	_____	Date
Guidance Counselor		Principal	

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This student should be exited from the North-Linn High School At-Risk Program.

The student meets the following exit criteria:

- 1. _____
- 2. _____

_____	Date	_____	Date
Guidance Counselor		Principal	

Appendix D

Dropout Risk Factors and Exemplary Programs: A Technical Report

Significant Risk Factors by School Level*

Risk Category and Risk Factor	Elementary School	Middle School	High School
Individual Background Characteristics			
• Has a learning disability or emotional disturbance		✓	✓
Early Adult Responsibilities			
• High number of work hours		✓	✓*
• Parenthood			✓*
Social Attitudes, Values, & Behavior			
• High-risk peer group		✓*	✓
• High-risk social behavior		✓*	✓
• Highly socially active outside of school			✓
School Performance			
• Low achievement	✓*	✓*	✓*
• Retention/over-age for grade	✓*	✓*	✓*
School Engagement			
• Poor attendance	✓*	✓*	✓*
• Low educational expectations		✓*	✓*
• Lack of effort		✓	✓
• Low commitment to school		✓	✓*
• No extracurricular participation		✓	✓*
School Behavior			
• Misbehavior	✓	✓	✓*
• Early aggression	✓	✓	
Family Background Characteristics			
• Low socioeconomic status	✓*	✓*	✓*
• High family mobility		✓*	
• Low education level of parents	✓	✓	✓*
• Large number of siblings	✓		✓
• Not living with both natural parents	✓	✓	✓*
• Family disruption	✓		
Family Engagement/Commitment to Education			
• Low educational expectations		✓*	
• Sibling has dropped out		✓	✓
• Low contact with school		✓*	
• Lack of conversations about school		✓*	✓

Key: ✓ indicates that the risk factor was found to be significantly related to dropout at this school level in one study. ✓ indicates that the risk factor was found to be significantly related to dropout at this school level in two or more studies.

Appendix E

National Dropout Prevention Center

FIFTEEN EFFECTIVE STRATEGIES

1. Systemic Renewal

A continuing process of evaluating goals and objectives will provide an organizational structure that allows each school to develop a learning environment which ensures quality education for all students.

2. Professional Development

Teachers who work with at-risk youth need to feel supported and need to have an avenue by which they continue to develop skills, techniques, and learn about innovative strategies.

3. Early Childhood Education

The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience.

4. Alternative Schooling

Alternative schools today are designed to provide an alternative to dropping out of school, with special attention to the student's individual social needs and the academic requirements for a high school diploma. Alternative schools exist at all levels of K-12.

5. Instructional Technologies

Technology offers some of the best opportunities for delivering instruction which engages students in authentic learning, addresses multiple intelligences, and adapts to students' learning styles.

6. Service Learning

This strategy combines community service with learning activities and is characterized by integrating the academic curriculum with a structured time for organized service experiences that meet actual community needs.

7. Conflict Resolution

Students who don't feel safe at school will not want to stay in school. Dealing with conflict constructively is a skill that when adopted into a school's culture will provide a safe environment for learning.

8. Out Of School Experiences

Since learning happens all day long, 365 days a year, many schools are providing afterschool and summer enhancement programs designed to eliminate information loss, inspire interest in a variety of areas, and expand the knowledge base.

9. Community Collaboration

When all groups in a community provide collective support to the school, an infrastructure is created that provides a caring supportive environment where youth can thrive and achieve.

10. Family Involvement

Research consistently finds that family involvement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

11. Reading And Writing Program

Early interventions to help low-achieving students recognize that focusing on reading and writing skills is the foundation for effective learning in all other subjects.

12. Individualized Instruction

A customized individual program allows at-risk students flexibility with the curriculum. It is a strategy that focuses on a one-to-one learning environment.

13. Mentoring/Tutoring

Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust.

14. Learning Style/Multiple Intelligences

When educators show students that there are different ways to learn, students find new and creative ways to solve problems, achieve success, and become lifelong learners. When educators use multiple intelligences and learning styles to teach the curriculum, they find more students achieve success.

15. Career Education/Workforce Readiness

Workforce readiness programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace.

"At Risk." *15 Effective Strategies for Dropout Prevention*. Iowa Department of Education, n.d. Web. 21 Feb 2012.

<http://educateiowa.gov/index.php?option=com_content&view=article&id=418&catid=58&Itemid=1389>.

Appendix F

Strategies for Differentiating Instruction v1

Classrooms that successfully meet the needs of all learners are highlighted by differentiated instruction. Teachers can differentiate lessons by offering a variety of learning environments and methods for students to access content, engage in the learning process, and meet assessment standards. This increases the opportunity for the entire spectrum of students in the classroom to learn and achieve.

Strategies for Differentiating Instruction in the Classroom

Environment: Organization of Learning Environment

- Utilize flexible grouping of students that is task specific, i.e. when students are assigned a research task create small groups with students who are both strong and weak in related skills.
- Clearly post steps and expectations for the day where all students can see them.
- Post and regularly update a calendar with both short and long term due dates.
- Display work and information that reinforce curriculum and learning strategies.
- Have materials for students at all levels readily available, i.e. extensive classroom library, computer access.
- Classroom design should allow for maximum student participation, flexible grouping, and freedom of movement for the teacher, i.e. tables arranged in a horseshoe.
- Incorporate independent and small group learning centers into the design, i.e. computer stations, study carrels.
- The arrangement of the classroom should be purposeful and predictable.

Content: Learning Objectives & Access to Materials

- Provide materials at varied levels of difficulty.
- Provide a variety of medias through which students can access curriculum, always including both text and non-text sources, i.e. magazines, internet, political cartoons, personal journals, audio tapes, film, etc.
- Utilize engaging, richly detailed sources (not just the textbook!) in every lesson, i.e., primary source materials, picture books, interactive computer programs, video clips, biographies, etc.
- Provide students with unit organizers/lesson plans, rubrics, assignment guides and models of excellent performance before the lesson.
- Utilize manipulatives and models; tangible objects that can help students better understand abstract concepts.
- Identify specific objectives for technology use and preview films, software, websites, etc. before use.

Process: Delivery and Organization

- Use inquiry, problem-based and project-based learning whenever possible to enhance student engagement and provide multiple entry points into learning. Students have the opportunity to engage in learning that matters to them and to use their skills in real-world contexts.
- Designing units around a central issue, problem or question provides students with coherence between lessons and makes the work both engaging and intellectually challenging. Lessons throughout the unit should be connected to the central issue, problem or question with the purpose of providing students with understanding that will help them respond to the central issue, problem or question.

- Utilize cooperative learning activities which require active participation by all members of the group, while also including individual student responsibilities. Cooperative learning decreases academic competition, and instead establishes systems of collaboration, cooperation and support. For example, to create a concept map, each team works on a large piece of chart paper, identifying core ideas that relate to a pre-determined central concept, then add supporting details and make connections. Each team member works with a different colored marker.
- When planning the lesson, design it to access student strengths. Anticipate student weaknesses and plan ahead to provide necessary supports.
- When planning, consider individual student's IEP's and plan for necessary accommodations, modifications, and adaptive technology.
- Anticipate the organizational, study, and learning skills required to participate in learning and complete the assignment(s) successfully, and embed the pre-teaching and/or review of these skills into the lesson plan.
- At the beginning of and throughout the year, explicitly teach students strategies for note-taking, reading and comprehending text, solving math story problems, etc. Establish routines for completing the writing process (pre-write, first draft, revise, edit, publish) and provide students with strategies for pre-writing, revising, and peer editing.
- Locate materials that are engaging and accessible to students at all levels.
- Make the transition to new material by helping students to make connections between the new material and their prior knowledge and personal experiences, i.e. KWL chart.
- Preview the lesson by connecting it to the larger unit.
- Prepare students to be successful by providing and discussing lesson guide, rubric, and models of excellent performance.
- Pre-record upcoming due dates as an entire class in student's individual planners and on a classroom calendar.
- Begin units with an opening piece (can be as short as ten minutes) that will grab their attention and interest and preview the unit's central problem, issue or question.
- Vary the format of lessons through a unit to maintain student engagement and interest, i.e., simulation activities, cooperative learning, class debates, interactive lecture-discussions, work in pairs, etc.
- Break lesson into workable units/steps; post and review "To Do" steps each day.
- Present information both visually and orally.
- Utilize the workshop model.
- Model the process for an activity before asking students to complete it individually or in groups.
- Provide students with, and model the use of, planning think sheets, graphic organizers, concept maps, story maps, study guides, etc. to support reading and writing activities.
- Conference with individuals and small groups while students are working.
- Warn students of impending transitions and prepare them to effectively move from one activity into another.
- Be aware of low frustration levels. Help students address the problem individually and guide them to materials and activities they can be successful with.
- Adjust accommodations and modifications for individual students throughout the lesson when necessary.
- Continuously evaluate the effectiveness of the lesson throughout and be flexible with time, instructional delivery, activity design to improve student learning and engagement when necessary.

Product: Assessment

- Assessments need to be conducted throughout the unit, not just at the end, to monitor student learning and progress. Teachers should assess students' progress toward developing understanding about information related to the unit's central issue, problem or question, as well as students' development of learning, thinking and study skills built into the unit.
- Primarily use performance-based assessments which allow students to demonstrate their knowledge through authentic tasks that are presented in real-world contexts. For example, when probability in math class, rather than having students solve pre-designed problems from the textbook, have students work in small groups to create math games based on probability and conduct a "Carnival Day" where students play each other's games and provide feedback.
- Rubrics should clearly state the purpose and goal of the project, steps for completing the project, and expectations for the final product so students know what they need to do to be successful.
- Utilize exhibitions, which allow students to demonstrate their learning through a variety of media, and portfolios, which demonstrate student learning in relation to their personal growth and academic achievement over time.
- Design assessment options that will allow students to demonstrate their learning by utilizing their strengths. Whenever possible, final projects should include cooperative learning formats and public presentation of knowledge gained, i.e., a skit or play, a live or videotaped interview or newscast, a debate, an oral presentation, a PowerPoint display, etc.
- Include an additional challenge or enrichment activity which can be either optional or required depending on the individual student.
- Practice standardized testing in context, analyze the results to identify students' strengths and weaknesses, and utilize this data to guide study, thinking and basic skills instruction.
- Teach students test-taking skills, i.e. chunking, mnemonics, keyword method, throughout the year.

Classroom Climate & Routines

- Setting up daily routines in your classroom provides students with a structure that is both stable and predictable. Students know what to expect, which encourages positive behavior and success, while increasing learning time and reducing time off task. Routines may include beginning each class with ten minutes of silent reading or a five minute review of the previous day's content, having specific procedures for completing science labs, writing due dates in student planners at the start of each week, etc.
- In order for an inclusive classroom to be a successful and productive one, it must be a "safe space" where both students and teachers respect and trust one another. Take the time at the beginning of the year to create a caring, collaborative classroom culture. Continue to both foster positive communication and collaboration and recognize student successes throughout the school year. When negative behaviors do occur, try to solve them one-on-one with the student(s) to avoid public embarrassment and/or a power struggle. Creating a positive classroom environment will drastically reduce the number and seriousness of negative behaviors throughout the school year and will increase effective learning time.

"At Risk." *Strategies for Differentiating Instruction*. Iowa Department of Education, n.d. Web. 21 Feb 2012.

<http://educateiowa.gov/index.php?option=com_content&view=article&id=418&catid=58&Itemid=13890>

Appendix G

Four Domains of Risk Factors

Individual Domain: Factors Related to Individual Students

- **High-risk demographic characteristics:** race/ethnicity, gender, immigration status, limited English proficiency, having limited cognitive abilities, some other type of disability – whether it is physical, emotional, behavioral
- **Early adult responsibilities:** becoming a teen parent, taking a job to help family, taking care of siblings, working more than 20 hours a week and enrolled in school
- **High-risk attitudes, values, and behaviors:** early antisocial behavior such as violence, substance use, or trouble with the law; early sexual involvement; having close friends who are involved in antisocial behavior, who have dropped-out; have low occupational aspirations, have low self-esteem or low self-confidence
- **Poor school performance:** poor academic performance – tests grades, failing courses as early as 1st grade continuing throughout elementary school, into middle and high school, being retained/having to repeat a grade
- **Disengagement from school:** are alienated and disengaged from school academically, socially, behaviorally, and psychologically
 - **Academic:** absenteeism, having trouble catching up, cutting classes, truancy, incomplete homework, coming to class unprepared
 - **Behavior:** acting up in school, behaviors that result in repeated suspensions/expulsion, discipline problems, trouble with police
 - **Social:** trouble getting along with peers at school, problems with social skills, lack of involvement in extracurricular activities at school
 - **Psychological:** having low educational expectations, uncertain about high school graduation, lacking plans for education beyond high school, trouble getting along with their teachers, just a general dislike of school
- **Educational stability:** educational mobility through changing schools, attending multiple schools

Family Domain: Factors Related to Family Background and Home Experiences

- **Background characteristics:** socioeconomic status (SES); parental education, income or occupational level; youth in non-English speaking homes; family structure—single parent, stepparent
- **Level of household stress:** substance use, family conflict, family financial or health problems, moving, death, divorce/remarriage
- **Family dynamics:** family processes and relationships; quality of early care giving and mother-child relationships; low monitoring of everyday activities; have no curfew on school nights or who have a high degree of regulation
- **Attitudes, values, and beliefs about education:** parents' attitudes, values, and beliefs about education

- **Behavior related to education:** parents' actions related to education such as rarely talking to their child about school or getting involved in school activities; a lack of study aids at home or parents monitoring homework

School Domain: Factors Related to School Structure, Environment, and Policies

- **School structure:** private schools; large school size for low SES schools—primarily urban, low income high schools
- **School resources:** high student-teacher ratios; students' perception of teacher as poor quality
- **Student body characteristics:** composition of the student body—high concentrations of low-income or minority students
- **Student body performance:** level of performance of the student body as a whole
- **School environment:** negative school environment or climate; environments with high rates of absenteeism or high rates of misbehavior; a high-risk incoming class; feeling unsafe at school; a school with a high level of attendance, violence, and/or safety problems; see school as unfair or have low ratings of teacher support; involuntary withdrawal through academic and discipline policies
- **Academic policies and practices:** standards-based reforms; accountability and high-stakes testing; retention; high school exit tests; raised standards are put in place without providing the supports such as tutoring and summer programs; courses being unrelated to work; no real-world learning; better teachers who make classes more interesting; lack of smaller classes with more individualized instruction
- **Supervision and discipline policies and practices:** zero tolerance discipline policies that require automatic arrest/suspension/expulsion for substance possession or sales/weapons possessions; pressures to suspend, expel, or transfer students who misbehave or systematically “discharge”; exclusion of disruptive and misbehaving students from school

Community Domain: Factors Related to Communities and Neighborhoods

- **Location and type:** higher in urban than suburban or rural schools; geographic location
- **Demographic characteristics:** impoverished communities; higher proportions of minorities or those with a large foreign-born population; high numbers of single-parent households or adult dropouts
- **Environment:** community conditions—high amount of instability and mobility; urban; high poverty areas; high levels of violence; drug-related crime; overcrowding

"At Risk." *Four Domains of Risk Factors*. Iowa Department of Education, n.d. Web. 21 Feb 2012.

<http://educateiowa.gov/index.php?option=com_content&view=article&id=418&catid=58&Itemid=1389>.