SCHOOL CASE RECOMMENDATION FORM

ECHO Session Date: 2/13/26

Summary: This virtual Title I school found that students who remain enrolled year over year tend to perform well, while roughly 50% who are new each year struggle more. Using fall and spring well-being survey data, they identified low scores in student connection and responsible decision-making, prompting a focused effort on belonging and relationships — though fostering engagement in a virtual environment remains difficult. Their student population spans a wide spectrum, from youth experiencing agoraphobia, social struggles, homelessness, and low socioeconomic stressors to high-performing students seeking flexibility for activities like rodeo and competitive sports. To support this diverse group, they've implemented Sources of Strength, homeroom structures, counseling services, clubs, and personalized scheduling. Homeroom teachers act as primary "first observers," maintaining required twice-monthly contact with a trusted adult (twice weekly in the alternative program), with a mix of virtual and in-person engagement opportunities, including gatherings at their Boise office.

Recommendations:
You are implementing a wide range of strategies — that effort is clear and commendable.

- **Evaluate effectiveness more intentionally:**
    - How are you measuring the impact of the strategies already in place?
    - Can you identify which initiatives are most effective and scale those? Are there less effective strategies you can remove to reduce overload?
- **Consider external data and evaluation support:**
    - Partnering with a university or research team could help analyze data and evaluate interventions more rigorously. Strong evaluation can help refine efforts and focus on what truly works.
- **Lean into connection and belonging:**
    - Create opportunities for fun, play, and joy — these are foundational to connection.
    - Explore ways to build connection proactively, not just reactively when concerns arise.
    - Think about how to facilitate peer-to-peer and parent-to-parent connections more intentionally.
    - Trusted adults can model connection by openly discussing feelings and coping strategies (e.g., sharing how they manage stress and who they turn to for support).
    - Schools can become overly focused on academics and mental health interventions — don't lose the power of fun, shared experiences, and community-building.
- **Focus on new students:**
    - Given that 50% of students are new each year, consider dedicating additional time, energy, and onboarding support to this group.
- **Refine data collection around access points:**
    - Collect more specific data about who is accessing various supports and engagement opportunities.
    - Analyze patterns to identify which students may not be engaging and could be slipping through the cracks.

Consider presenting follow-up for this patient case or any other patient cases at a future ECHO Clinic session.

Shannon McDowell, Program Manager, sfmcdowell@uidaho.edu, 208-364-9905