

Dropout Prevention-Restructuring Planning Guide

Coahoma Early College High School



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Dropout Prevention-Restructuring Planning Guide

State law requires each school district to develop and implement an annual dropout prevention plan and each high school with a graduation rate below 85% to develop a restructuring plan.

Policy and state law require that each district dropout prevention plan include at a minimum, strategies for:

- Reducing the retention rates in grades kindergarten, first and second.
- Targeting subgroups that need additional assistance to meet graduation requirements.
- Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).
- Addressing how students will transition to the home school district from the juvenile detention centers.

The Mississippi Board of Education adopted goals in its 2016-2020 Five Year Strategic Plan. Goal 2 is *Every Student Graduates from High School and is Ready for College and Career*. One specific objective set for addressing this goal was an Early Warning System be utilized to identify students in need of assistance to reach graduation so appropriate interventions could be provided to assist each student with reaching the goal of exiting high school ready for college and career. As a result, the Mississippi Department of Education (MDE) developed the Early Warning System (EWS) as a guide to assist districts in their efforts to help students succeed academically and emerge from Mississippi high schools well prepared for college and careers. The EWS serves as a guide to districts and schools as they develop their district dropout prevention and school restructuring plans to graduate every student college and career ready.

Link to EWS: <https://www.mdek12.org/ESE/Dropout-Prevention>.

District Dropout Prevention Plan

All school districts are required to develop a district dropout prevention plan. At a minimum the plan must include:

- District Cover Page
- Table of Contents
- Verification of board presentation and approval (a statement from the superintendent and copy of board agenda).
- District Team Members:

Team Member	Position
Cloretha Jamison	Principal
Donna McDougal	School Counselor
Nicole Moore	Teacher
Trenton Chess	Teacher
Cherry Lockett	Teacher

- Summary of any data or information the district considered to guide the planning process and would like to include in the plan to explain the plan to the board and community.
 - Data/Information could include and is not limited to:
 - Attendance Rate
 - Truancy Rate
 - Mobility Rate
 - Graduation Rate
 - Dropout Rate
 - Disciplinary Infraction Rate
 - Disciplinary Recidivism Rate
 - School Population
 - Economically Disadvantaged
 - Limited English Proficient
 - Students with Disabilities
 - Percentage of Students by Subgroup (i.e., White, African American, Females, Males)
 - Teacher Attendance
 - Pregnancy/Teen Parent
 - Judicial Interaction (i.e., detention center and/or training school placement)
 - Educational Level of Parents
 - Suspension Rate
 - Expulsion Rate
 - Number of School Transfers
 - Extracurricular Activities Participation
 - Grade Point Average
 - Reading and Math Scores
 - Policy statements regarding district-level dropout prevention

strategies

- Plan for the coordination and cooperation among school officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school
- At a minimum the district must include strategies for:
 - Reducing the retention rates in grades kindergarten, first and second.
 - Targeting subgroups that need additional assistance to meet graduation requirements.
 - Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).
 - Addressing how students will transition to the home school district from the juvenile detention centers.

When setting goals, the District Dropout Prevention Team should utilize the S.M.A.R.T. framework so that objectives set will be actionable and realistic.

- S – is the goal **specific**? (What will it do? Who will carry it out?)
- M – is the goal **measurable**? (How will the team know it has been achieved?)
- A – is the goal **achievable**?
- R – is the goal **relevant** to performance expectations?
- T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)

Source: Kekahio & Baker, 2013.

When determining strategies to implement to achieve goals, seek guidance provided in the EWS. Link to EWS: <https://www.mdek12.org/ESE/Dropout-Prevention>.

School Restructuring Plan

All schools below an 85% graduation rate are required to develop a school restructuring plan. School restructuring planning guidance is based on information provided by the MDE Early Warning System (EWS).

Planning Guidance

Step 1: Build your team

School Team Members: Member should include the school's leadership, counselors, and a district administrator, as well as, an administrator from the career and technical center, elementary and middle school(s) in the high school's feeder pattern to be a part of the planning team. Research indicates, a student's decision to drop out of school is a gradual process that starts well before high school. Therefore, it is important to identify at-risk students and provide supports that lead to increasingly successful engagement in school as early as possible.

Team Member	Position	Rationale: What strengths/perspective does this person bring to the team?
Cloretha Jamison	Principal	Leadership and Oversight
Donna McDougal	School Counselor	Trained in Early Warning Systems (EWS)
Nicole Moore	Teacher	Ideas and Processes
Trenton Chess	Teacher	Positive and Foreseeable Events
Cherry Lockett	Teacher	Data Driven and Resourceful

Step 2: Analyze Data

The indicators of attendance, behavior and course performance are proven data points to use when determining the likelihood of a student graduating from high school. **The school plan must include at least one strategy to improve student attendance, behavior and course performance.**

Attendance - Absences, tardies, and early check-outs cause students to fall behind in their coursework, resulting in falling grades. Poor attendance may indicate health, family, or other issues that are distracting the student.

Behavior - Misbehavior can indicate that a student is disengaged with the school environment, challenging school personnel to create ways to reignite interest in school for the student. Outside influences such as homelessness, working jobs,

abuse or neglect in the home, drug abuse, mental health issues, and bullying should be considered when determining causal factors for behavioral issues. Suspensions can make it difficult for a student to catch up on material missed.

Course performance - Course failure and overall grade point average correlate with student probability of graduating from high school on time. Disengagement at the classroom level can be indicated through poor course performance. Consider methods for improving teacher effectiveness when addressing engagement issues.

Schools can add other indicators but should refrain from adding elements that are outside of the schools' control, such as family income, special education status, and new student status. Keeping the number of factors to manage small yields greater efficiency when implementing interventions (Allensworth & Easton, 2007; Balfanz et al., 2007; Balfanz et al., 2010; Mac Iver, 2010; Roderick, 1993; Uekawa et al., 2010).

Refer to EWS Appendix A for guidance on dropout predictors outside and within the schools' control and Appendix B pages 31-35 for guidance on school and individual student data indicators. Data/Information could include and is not limited to:

- School Data:
 - School Population
 - Teacher Attendance
 - Extracurricular Activities and Participation
- Individual Student Data:
 - Academic History
 - Attendance Rate
 - Truancy Rate
 - Mobility Rate
 - Graduation Rate
 - Retention Rate
 - Dropout Rate
 - Disciplinary Infractions
 - Student with Disabilities
 - Other Factors:
 - Pregnancy/Teen Parent
 - Educational Level of Parents

List of Data Available	
Teacher Attendance	
Student Attendance Rate	
Disciplinary Infractions	

Step 3: Goal Setting

When setting goals, the School Restructuring Planning Team should utilize the S.M.A.R.T. framework so that objectives set will be actionable and realistic.

- S – is the goal **specific**? (What will it do? Who will carry it out?)
- M – is the goal **measurable**? (How will the team know it has been achieved?)
- A – is the goal **achievable**?
- R – is the goal **relevant** to performance expectations?
- T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)

Source: Kekahio & Baker, 2013.

Strong, well-written goals help to create focus, establish a sense of urgency, and communicate to stakeholders the intent of the plan.

School Restructuring Plan Goals	
Goal 1:	To increase student attendance rate to a monthly average of 95% or higher
Goal 2:	To increase teacher attendance rate to a monthly average of 95% or higher
Goal 3:	To decrease student disciplinary infractions to less than 10% monthly
Goal 4: (If applicable)	

When determining strategies to implement to achieve goals, follow the guidance provided in the EWS. Link to EWS: <https://www.mdek12.org/ESE/Dropout-Prevention>.

SMART Goal Planning Template				
Goal 1: Student Attendance				
Focus Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	<ul style="list-style-type: none"> Track student attendance Tracking will be carried out by Principal, School Counselor, and Attendance Clerk Contact parents and students when absences occur Meet monthly with team members to review student attendance rate 	
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)	<ul style="list-style-type: none"> The team will analyze student attendance monthly and record minutes from meetings If monthly student attendance data reveals 95% or higher, the goal will be achieved. 	
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	<ul style="list-style-type: none"> The goal is achievable and will be completed by the end of the school year. Inaccurate record keeping The team will look to adjust methods by adding incentives and increasing awareness through communication with stakeholders. 	
R	Relevant	R – is the goal relevant to performance expectations?	<ul style="list-style-type: none"> The goal is directly related to improving the graduation rate by ensuring students are present for school. 	
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	<ul style="list-style-type: none"> The task will be done on 5th of current month to review the previous month's student attendance data by the team. The goal will be accomplished by exhibiting 7 or more months of 95% or higher for student attendance. 	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2020 – May 2021	Review Monthly Student Attendance Rate	Monthly Student Attendance Rate	Principal Team Members	Principal Teachers Counselor Student Attendance Clerk/Office Manager
Plan to Progress Monitor <ul style="list-style-type: none"> How and when will the team monitor the plan? What is the procedure? What are the timelines? Who is responsible? How will the team know they are having a positive impact? 				

<ul style="list-style-type: none"> How might the plan be adjusted if and when challenges occur? 		
Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
5 th Date of Each Month	Evidence will be 95% of student attendance (average) or higher	Offer student incentives will be a potential adjustment Increase communication to parents, students, and all stakeholders

SMART Goal Planning Template				
Goal 2: Teacher Attendance				
Focus Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other				
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	<ul style="list-style-type: none"> Track teacher attendance Principal will track teacher attendance Meet monthly with team members to review teacher attendance Teacher attendance data is needed. 	
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)	<ul style="list-style-type: none"> The team will analyze teacher attendance monthly If monthly teacher attendance data reveals 95% or higher, the goal will be achieved. 	
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	<ul style="list-style-type: none"> The goal is achievable and will be completed by the end of the school year. Unexpected illness or life circumstances would get in the way The team will look to adjust methods by adding teacher incentives. 	
R	Relevant	R – is the goal relevant to performance expectations?	<ul style="list-style-type: none"> The goal is directly related to improving the graduation rate by ensuring teacher are present to teach students. 	
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	<ul style="list-style-type: none"> The task will be done on 5th of current month to review the previous month's teacher attendance data by the team. The goal will be accomplished by exhibiting 7 or more months of 95% or higher for student attendance. 	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2020 – May 2021	Review Monthly Teacher Attendance Data	Teacher attendance data	Principal Team Members	Principal Teachers Counselor
Plan to Progress Monitor <ul style="list-style-type: none"> How and when will the team monitor the plan? What is the procedure? What are the timelines? Who is responsible? How will the team know they are having a positive impact? How might the plan be adjusted if and when challenges occur? 				

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2020 – May 2021	Increase teacher attendance to ensure a highly-qualified teacher is effectively teaching students in all subject areas	Review rationale behind accumulated absences of teachers and offer assistance if possible for teachers

SMART Goal Planning Template					
Goal 3: Disciplinary Infractions Focus Area: <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Course Performance <input type="checkbox"/> Other					
S	Specific	S – is the goal specific ? (What will it do? Who will carry it out? What task will be done? What do you need to complete this step?)	<ul style="list-style-type: none"> Track student discipline infractions Principal and School Counselor will track student discipline rate Increase student activities as a result of positive behavior Student discipline data is needed. 		
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress be monitored? How will you measure outcomes?)	<ul style="list-style-type: none"> The team will analyze student discipline monthly If monthly student discipline data reveals less than 10% or lower for infractions, the goal will be achieved. The number of 9 or less student infractions monthly will be the measurement. 		
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	<ul style="list-style-type: none"> The goal is achievable and will be completed by the end of the school year. The team will look to adjust methods by gaining more student input for incentives. 		
R	Relevant	R – is the goal relevant to performance expectations?	<ul style="list-style-type: none"> The goal is directly related to improving the graduation rate by ensuring student discipline or infractions do not disrupt teaching and learning. 		
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	<ul style="list-style-type: none"> The task will be done on 5th of current month to review the previous month's student discipline data by the team. The goal will be accomplished by exhibiting 7 or more months of 10% or lower student discipline infractions. 		
Timeline		Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
August 2020 – May 2021		Review Monthly Student Discipline Summary	Student Discipline data	Principal Team Members	Principal Teachers Counselor
Plan to Progress Monitor <ul style="list-style-type: none"> How and when will the team monitor the plan? What is the procedure? What are the timelines? Who is responsible? How will the team know they are having a positive impact? How might the plan be adjusted if and when challenges occur? 					

Date	Evidence to Determine Progress Toward Achieving Goal	Potential Adjustments
August 2020 – May 2021	Decrease student discipline infractions	Surveying students for prevention of student infractions Design/create student activities to promote positive school culture

Superintendent's Signature

Date

Board President's Signature

Date