Kemper County School District

Dropout Prevention Plan

2023-2024

Hilute Hudson, Superintendent

Dr. Fredrick Hickmon, Assistant Superintendent

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BOARD APPROVED

JUL 20 2023

Statement of Assurance

On behalf of Kemper County School District, I hereby submit a local Dropout Prevention Plan to provide goals, activities, and services necessary to improve the number of students in Mississippi who graduate each year College and Career Ready (Mississippi Department of Education State Board Goal 2).

I hereby certify that the information contained in this plan is in compliance with the appropriate federal and state laws and regulations.

I hereby certify that our school district will cooperate in carrying out any evaluation conducted by or for the Mississippi Department of Education.

I hereby certify that our school district will submit reports as requested by the Mississippi Department of Education.

I hereby certify that our school district has taken into account relevant, scientifically based research, strategies and best practices indicating services most effective in preventing dropouts if we focused on students in the earliest grades.

I hereby certify that our school district will prepare and submit an annual progress report on increasing the graduation rate, reducing the dropout rate, and reducing the truancy rate.

I hereby certify that our school district has based the dropout prevention plan on scientifically based research, best practices and all laws in determining strategies to reduce the dropout rate for students with disabilities under IDEA.

I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future years.

I hereby certify that our District School Board has reviewed and approved this plan on July _____, 2023 for submission to the Mississippi Department of Education.

District Name: <u>Kemper County School District</u>   Mailing Address: <u>P.O. Box 219, De Kalb, MS 39328</u>

Phone: <u>(601) 743-2657</u>   Fax: <u>(601) 743-9297</u>

Dropout Prevention Plan Point of Contact: <u>Mr. Hilute Hudson, Superintendent</u>

District Superintendent:_____ 7/20/23
                                    Mr. Hilute Hudson   Date

School Board President:_____ 7/20/23
                                    Mr. Lee Steele   Date

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Dropout Prevention Mandate:

MISSISSIPPI CODE 37-13-80 Ann. § 37-13-80, each school district shall implement an annual dropout prevention plan. The plan must be board approved and posted on the district website homepage by August 1st of each school year. Each high school with a graduation rate below 85% is required to develop a graduation restructuring plan. Representatives from the feeder middle schools should be included in the restructuring planning team.

Purpose:

The Kemper County School District Dropout Prevention Plan serves as a guide for district schools and stakeholders to retain students and to ensure that students graduate with their cohort. The plan encompasses goals, objectives, initiatives, and action plans to help all students meet or exceed the Mississippi College and Career Readiness Standards. The plan is intended to serve as a resource guide and to explain what the District is doing to address factors that may cause students to drop out of school. This plan serves as a resource guide not only for the district, but also for the community.

Goals:

The Kemper County School District Dropout Prevention Plan includes objectives, strategic initiatives, and activities required to meet the three critical objectives of the state's strategic plan: increasing the state graduation rate; reducing the state dropout rate; and reducing the truancy rate.

The 2022 graduation rate for Kemper County School District is 96.4%, and the 2022 dropout rate is 2.4%. Our long-term goal is to attain a graduation rate at or above 98% and a dropout rate of less than 1.5%. To achieve this goal, the District will focus on the following objectives:

Short Term Goals
1. Decrease excessive absenteeism
2. Increase academic performance of students
3. Increase the number of and variety of communications to families from the District.
4. Decrease number of students who fall subject area tests.
5. Reduce the number of students retained in kindergarten through second grade without negatively impacting passage rate on the 3" grade reading summative assessment.
6. Reduce office/discipline referrals.

Long Term Goals
1. Reduce the number of students who retain or receive failing grades
2. Provide innovative programs for non-traditional students
3. Promote College and Career Readiness to improve academic outcomes for all students
4. Improve early identification of students at-risk of dropping out
5. Strengthen the Home-School Community Partnership

Identifying At-Risk Students

Kemper County School District uses the following indicators to identify students who have the highest risk of dropping out or highest risk of failing to attain acceptable levels of academic achievement.

Educational Indicators

- Attendance rates
- Retention rates of students in kindergarten through second grade
- Passage rate on third grade reading summative assessment
- Passage rates on subject area tests
- Results of formative and progress monitoring assessments (STAR/MKAS, iReady)
- Two or more grade levels behind peers

Behavioral Indicators

- Office Referrals
- Suspensions
- Chronic absenteeism

Socio-Economic Indicators

- Homeless, migrant, and unaccompanied youth designations
- English Learners

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Prevention Strategies

The NDPC has identified 15 Effective Strategies that have the most positive impact on reducing school dropout. These strategies appear to be independent, but actually work well together and frequently overlap. Although they can be implemented as stand-alone strategies, positive outcomes will result when school districts or other agencies develop program improvement plans that encompass most or all of these strategies. These strategies have been successful at all school levels from PK-12 and in rural, suburban, and urban settings. The strategies are grouped into four general categories: Foundational strategies (school-community perspective), early interventions, basic core strategies, and managing and improving instruction.

Kemper County School District has adopted the 15 Effective Strategies as a guideline to for Dropout Prevention.

Foundational Strategies
- Systemic Approach
- School-Community Collaboration
- Safe Learning Environments

Early Interventions
- Family Engagement
- Early Childhood Education
- Early Literacy Development

Basic Core Strategies
- Mentoring/Tutoring
- Service-Learning
- Alternative Schooling
- After-School/Out-of-School Opportunities

Managing and Improving Instruction
- Professional Development
- Active Learning
- Educational Technology
- Individualized Instruction
- Career and Technical Education (CTE)

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District Data Portfolio

District Name	N-Count	4-Year Graduation Rate
Kemper County School District	83	96.4%

2023 Dropout Rate: 2.4%

2019	2020	2021	2022
Graduation rate - 85.5%	Graduation rate - 91.7%	Graduation rate – 82.7%	Graduation rate – 90.6%
Dropout rate - 9.5%	Dropout rate - 2.6%	Dropout rate – 14.7%	Dropout rate -4.7%

(Mississippi Department of Education, 2020)

One Year Plan	Three Year Plan	Five Year Plan
2022 Graduation rate goal – 95% or greater	2025 Graduation rate goal – 97% or greater	2027 Graduation rate goal – 98% or greater
2021 Dropout rate goal – 2.5% or less	2024 Dropout rate goal – 2.0% or less	2026 Dropout rate goal – 1.5% or less

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DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

C Kemper County School District
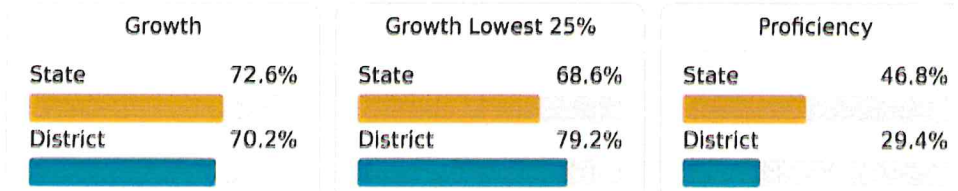Dekalb, MS

159 Main Avenue
Dekalb, MS 39328

Hilute Hudson
hhudson@kemper.k12.ms.us

School Accountability Grade Components

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures. COVID - 19 pandemic disruptions continue to be reflected in 2021 - 2022 accountability data, particularly growth data.
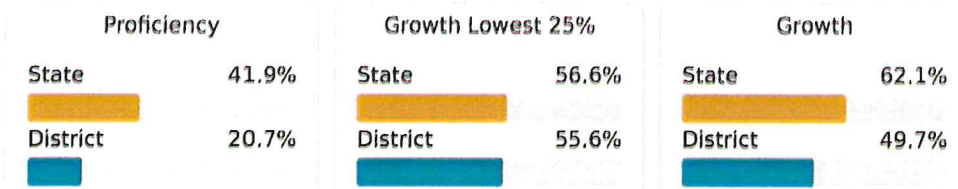
Teacher Data

93.8
Teachers

Math
Measurements of student performance on the statewide math assessment.

Growth		Growth Lowest 25%		Proficiency	
State	72.6%	State	68.6%	State	46.8%
District	70.2%	District	79.2%	District	29.4%

English
Measurements of student performance on the statewide English language arts (ELA) assessment.

Proficiency		Growth Lowest 25%		Growth	
State	41.9%	State	56.6%	State	62.1%
District	20.7%	District	55.6%	District	49.7%

69.8%
Experienced Teachers

Other Measures
Other measurements of student performance that factor into the accountability grade.

US History Proficiency		Science Proficiency		College & Career Readiness	
State	69.4%	State	55.5%	State	42.9%
District	56.7%	District	25.7%	District	39.5%

13.4%
Provisional Teachers

Acceleration		Graduation Rate		English Learners	
State	73.2%	State	88.4%	State	14.8%
District	89.8%	District	90.6%	District	N/A

90.9%
In-Field Teachers

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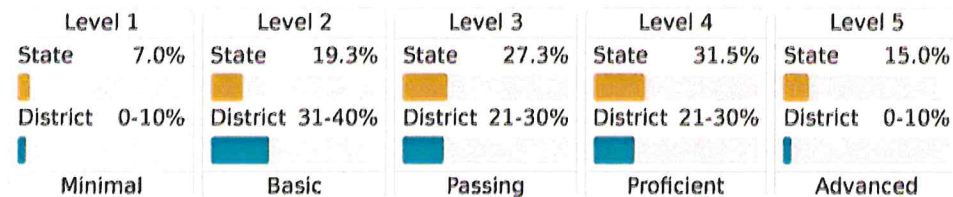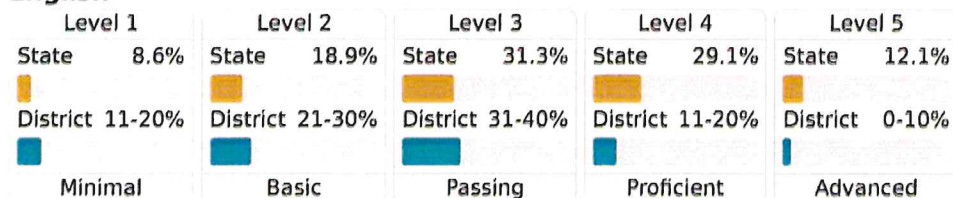# Kemper County School District

Detailed Assessment and Other Data

Other Data

Student Performance

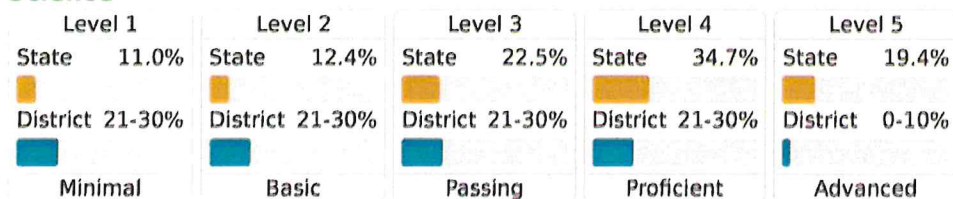The following information shows each level of student performance on statewide assessments.

Math

Level 1	Level 2	Level 3	Level 4	Level 5
State 7.0%	State 19.3%	State 27.3%	State 31.5%	State 15.0%
District 0-10%	District 31-40%	District 21-30%	District 21-30%	District 0-10%
Minimal	Basic	Passing	Proficient	Advanced

English

Level 1	Level 2	Level 3	Level 4	Level 5
State 8.6%	State 18.9%	State 31.3%	State 29.1%	State 12.1%
District 11-20%	District 21-30%	District 31-40%	District 11-20%	District 0-10%
Minimal	Basic	Passing	Proficient	Advanced

Science

Level 1	Level 2	Level 3	Level 4	Level 5
State 11.0%	State 12.4%	State 22.5%	State 34.7%	State 19.4%
District 21-30%	District 21-30%	District 21-30%	District 21-30%	District 0-10%
Minimal	Basic	Passing	Proficient	Advanced

Student Assessment Participation

98.7% English Participation

98.8% Math Participation

98.5% Science Participation

Discipline

105 Incidents of Violence

<5% In-School Suspension

16.1% Out-of-School Suspension

<5% School-Based Arrests *

<5% Referred to Law Enforcement *

* Source: 2017-2018 Civil Rights Data Collection

38.0 % Chronic Absenteeism

$17,774.64 Per-Pupil Expenditure

53.2 % Post-Secondary Enrollment

64.5% Advanced Course Participation

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Math Participation Data

GROUP	DISTRICT PARTICIPATION	DISTRICT NON-PARTICIPATION	STATE PARTICIPATION	STATE NON-PARTICIPATION
All	98.8%	1.2%	98.7%	1.3%
Female	99.2%	0.8%	98.9%	1.1%
Male	98.4%	1.6%	98.5%	1.5%
Black or African American	99.6%	0.4%	98.5%	1.5%
White	69.2%	30.8%	99.0%	1.0%
Hispanic or Latino	<5%	<5%	98.8%	1.2%
Two or More Races	<5%	<5%	98.4%	1.6%
Economically Disadvantaged	98.9%	1.1%	98.7%	1.3%
Non Economically Disadvantaged	90.9%	9.1%	99.0%	1.0%
Foster Care	<5%	<5%	94.3%	5.7%
Students with Disabilities	98.1%	1.9%	97.1%	2.9%
Students without Disabilities	98.8%	1.2%	99.0%	1.0%
Non English Learners	98.8%	1.2%	98.7%	1.3%
Military Connected	<5%	<5%	99.2%	0.8%

English Performance Data

GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
All	11-20%	21-30%	31-40%	11-20%	0-10%
Female	13.9%	29.6%	34.8%	16.5%	5.2%
Male	21-30%	21-30%	21-30%	11-20%	0-10%
Black or African American	11-20%	21-30%	31-40%	11-20%	0-10%
White	0.0%	21-30%	31-40%	31-40%	0.0%
Two or More Races	11-20%	11-20%	51-60%	0.0%	0.0%
Military Connected	0.0%	41-50%	0.0%	41-50%	0.0%
Students with Disabilities	44.0%	34.0%	14.0%	8.0%	0.0%
Students without Disabilities	11-20%	21-30%	31-40%	11-20%	0-10%
Non Economically Disadvantaged	11-20%	41-50%	21-30%	0-10%	0-10%
Economically Disadvantaged	11-20%	21-30%	31-40%	11-20%	0-10%
Foster Care	0.0%	0.0%	31-40%	61-70%	0.0%

Science Performance Data

GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
All	21-30%	21-30%	21-30%	21-30%	0-10%
Female	21-30%	21-30%	21-30%	21-30%	0-10%
Male	21-30%	21-30%	21-30%	11-20%	0-10%
Hispanic or Latino	0.0%	0.0%	0.0%	91-100%	0.0%
Two or More Races	0.0%	31-40%	31-40%	31-40%	0.0%
White	0.0%	0.0%	41-50%	41-50%	0.0%
Black or African American	21-30%	21-30%	21-30%	21-30%	0-10%
Students with Disabilities	48.0%	28.0%	16.0%	8.0%	0.0%
Non Economically Disadvantaged	41-50%	41-50%	0-10%	0-10%	0-10%
Foster Care	0.0%	0.0%	91-100%	0.0%	0.0%
Economically Disadvantaged	21-30%	21-30%	21-30%	21-30%	0-10%
Students without Disabilities	11-20%	21-30%	21-30%	21-30%	0-10%
Military Connected	0.0%	91-100%	0.0%	0.0%	0.0%

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Enrollment

2022-2023 School Year

Enrollment by Grade

Grade Level	Number
Pre-Kindergarten	22
Kindergarten	64
Elementary Self-Contained Sped	12
First Grade	69
Second Grade	47
Third Grade	57
Fourth Grade	58
Fifth Grade	48
Sixth Grade	64
Seventh Grade	52
Eighth Grade	68
Seondary Self-Contained Sped	13
Ninth Grade	79
Tenth Grade	107
Eleventh Grade	72
Twelfth Grade	52

Enrollment by Subgroup

Race or Ethnicity	Number	Percent(%)
American Indian or Alaskan Native	*	*
Two or More Races	19	2.15%
White	24	2.71%
Hispanic or Latino	*	*
Black or African American	836	94.57%

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

Enrollment by Gender

Gender	Number	Percent(%)
Female	426	48.19%
Male	458	51.81%

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Prioritized List of Needs to Address Factors that Contribute to Dropout Rates:
(based on analysis of data and surveys)

> ➤ Excessive office discipline referrals
> ➤ Students who are two or more grades behind
> ➤ Students whose assessment data shows no or limited growth
> ➤ District-wide absenteeism
> ➤ Students who were retained in grades kindergarten through second
> ➤ Home-School Collaboration

<u>Goals:</u>
1. Reduce the number of students who retain or receive failing grades
2. Provide innovative programs for non-traditional students
3. Promote College and Career Readiness to improve academic outcomes for all students
4. Improve early identification of students at-risk of dropping out
5. Strengthen the Home-School Community Partnership

Plan of Action:

1. Reduce retention and course failures

Action Steps	Evidence of Implementation	Supports Needed
Instructional/Curriculum Team will provide teachers with ongoing professional learning opportunities, support, and feedback.	Specific areas of professional development related to dropout prevention will include, but not be limited to, implementing high quality Tier I instruction for all students at all grade levels, increasing student engagement, total participation techniques, differentiation, and online/distance learning opportunities. Instructional coaches will monitor, support, and provide feedback to teachers.	• District MTSS Coordinator • Principals • Instructional Coaches
Continue to Monitor the effective implementation of MTSS	Provide multiple levels of support for all students Focus on effective and appropriate academic intervention(s) Fidelity checks practices, policies and programs aligned with district level expectations	• District MTSS Coordinator • Principals • Instructional Coaches • Professional Development

Continue to review and update school plans that monitor and address attendance	Data that reflects reduction of school absenteeism Communication with parents Parent Contact Reports District ADA and ADM Reports	• Principals • Guidance Counselors • Attendance Officer • Data Management • Professional Development
Continue to improve and strengthen communication with counselors, parents, and students regarding graduation requirements	Maintain log of individualized counseling sessions for students in 8th-12th Maintain individualize student Plan Maintain log of Parent Teacher Conferences for all students Graduation progress report for all middle and high school students	• Principals • Guidance Counselors • Instructional Coaches
Improve collaboration with parents, teachers, and administrators to address the problems with dropout by identifying those students at risk of dropping out as well as implementing early interventions.	District Common Assessments Math and ELA Diagnostic progress reports Behavior Screener Discipline Reports Daily attendance reports Course failure reports Office referral reports for behavioral challenges	• Teachers • District Instructional Coaches • School Guidance Counselors • District MTSS Coordinator
Provide alternative opportunities to advance academically.	Online and Blended Learning Programs Credit Recovery	• Teachers • Principals • District Instructional Coaches • School Guidance • District MTSS Coordinator

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2. Provide innovative programs for non-traditional students

Action Steps	Evidence of Implementation	Supports Needed
Identify and provide for the needs of students that have dropped out or in need of credit recovery for graduation	Online learning platform Success School Dropout Prevention Program Credit Recovery MTSS	• Success School Director • District MTSS Coordinator • Success School Teachers • Guidance Counselors • College Partnership • Principals • Attendance Officer
Extended School Year	ESY General Education ESY Exceptional Education Eligible district students will have opportunities for remediation and credit recovery	• Principals • SPED Director • Counselors
Expand dual enrollment opportunities	Collaborative meeting with EMCC and KCHS counselors	• Dropout Prevention Coordinator • Counselors
Ensure all 11th grade students participate in ACT examinations	ACT enrollment data	• KCHS Counselor • KCHS Principal
Increase efforts to provide student with ACT preparation opportunities	ACT Prep Class	• KCHS Counselor • KCHS Principal

3. Promote College and Career Readiness

Action Steps	Evidence of Implementation	Supports Needed
All 8th grade students will enter 9th grade with an ISP (Individual Student Plan)	Monitor list of 9th grade students with individualized student plan (ISP) Provide list of state approved graduation options Provide list of KCSD course offerings	• Middle School and High School Principals • Guidance Counselors

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Administer practice ACT test	Monitor List of participants and scores	• Middle School and High School Principals • Guidance Counselors
Evaluate Career and Technical Education course offerings	Current list of CTE Pathways that meet Workforce Development demands Current Bureau of Statistic Report	• Director of Career & Technical Education • High School Principal • Guidance Counselors

4. Improve early identification of students at-risk of dropping out

Action Steps	Evidence of Implementation	Supports Needed
Identify students at-risk of dropping out	Maintain a data system that tracks students' grades, progress, attendance, and behavior MSIS Universal Screener MTSS Encase Assessments	• District MTSS Coordinator • Principals • Instructional Coaches • School MTSS Coordinators • Counselors • Teachers

Reduce risk factors associated with dropping out of school	Develop individualized plans to keep students on track for graduation
	
	Provide support programs for students two or more grades behind
	
	Provide support for secondary students to recover course credit
	
	Innovative Programs to Approach Graduation:
	  • Edgenuity for Education
	  • Dual Enrollment
	  • Career and Technical Education
	  • Credit Recovery
	
	Summer Extended School Year
		• District MTSS Coordinator
		• Principals
		• Instructional Coaches
		• School MTSS Coordinators
		• Counselors
		• Teachers

Continue to Monitor the effective implementation of MTSS	Provide multiple levels of support for all students Focus on effective and appropriate academic and behavior intervention(s) Fidelity checks practices, policies and programs aligned with district level expectations	• District MTSS Coordinator • Principals • Instructional Coaches • Professional Development

5. Strengthen the Home-School-Community Partnership

Action Steps	Evidence of Implementation	Supports Needed
Strengthen the home-school community partnership	Provide opportunities for school, home, and community to collaborate, share information, and discuss solutions to improve performance, increase graduation rates, and decrease dropout rate. Innovative Programs to strengthen partnerships: • Active Parent • AIMS Messaging • School Status • PTO • District Dropout Prevention Team • Head Start Partnership • Partners in Education • PACES • WEEMS Mental Health • EMCC	• Dropout Prevention Team • Principals • Counselors • Community Partnerships • Parents

Plan to Progress Monitor of Long-Term Goals
- At the end of each nine weeks, the team will monitor the plan by examining student data (course performance, attendance, discipline, etc.) to determine the progress of achieving of the goals.
- Each campus administrator will insure that the MTSS/EWS teams on their campus is conducting the reviews at the designated times.
- Determination of progress will be when the team see a decrease in the number of students receiving failing grades or the number of students retained in a grade reach the desired goal.
- If progress is not being made, the team may adjust the plan due to challenges; if such is the case, revisions will be made based on the need as indicated by the data.

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Dropout Prevention Team Members

Name	Position
Mr. Hilute Hudson	Superintendent
Dr. Fredrick Hickmon	Assistant Superintendent
Dr. Mary N. Woolery	Federal Programs Director
Mrs. Amanda Hailey	Exceptional Education Director
Ms. Sandra Clark	SEL Director/Behavioral Specialist
Mr. Johnny McCallum	Director of Success and Alternative School
Ms. Jackie Jackson	Principal, Kemper County High School
Mr. David Sanders	Principal, Kemper County Middle School
Mrs. Chiquita Brown	Principal, Kemper County Upper Elementary
Dr. Jeri Cawthorn	Principal, Kemper County Lower Elementary
Ms. Connie Johnson	Director of Career and Technical Education
Ms. Delisa Cole	Curriculum Director/District MTSS Coordinator

References

2013 Mississippi Code:: Title 37 - EDUCATION :: Chapter 13 - CURRICULUM; SCHOOL YEAR AND ATTENDANCE :: MISSISSIPPI COMPULSORY SCHOOL ATTENDANCE LAW :: § 37-13-80. (n.d.). Retrieved July 15, 2020, from https://law.justia.com/codes/mississippi/2013/title-37/chapter-13/mississippi-compulsory-school-attendance-law/section-37-13-80/

Mississippi Department of Education. *Mississippi Department of Education*. Retrieved from www.mdek12.org: https://www.mdek12.org/OPR/Reporting/Accountability

National Dropout Prevention Center/Network. (2015). *Effective strategies*. Retrieved from http://dropoutprevention.org/wp-content/uploads/2018/03/NDPC_15_effective_strategies.pdf

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