Dropout Prevention & Restructuring

Webinar

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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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Why do we have these plans?

- As required by state law, each school district shall implement an annual dropout prevention plan. The plan must be board approved and posted on the district website homepage by <u>August 1st</u> of each year. Due to COVID-19 the deadline for the 2020-2021 school year has been extended to September 1, 2020.

- Each high school with a graduation rate <u>below</u> 85% is required to develop a graduation restructuring plan. Representatives from the feeder middle schools should be included in the restructuring planning team. This restructuring plan should be included within the district's dropout plan.

What strategies must be in the District Dropout Plan?

- 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.

Dropout Prevention/ Restructuring Plan cont.

Restructuring plans must be based on the MDE adopted Early Warning System (EWS) that focuses on the ABC indicators of student engagement in school: Student Attendance, Behavior, and Course performance.

Early Warning System (EWS) Data for Planning

Schools and districts have access to this data through running MSIS reports. Those reports should identify students that have 1 to 3 of the at-risk indicators for dropping out of school:

1. Attendance -- Students who are chronically absent — use a 10% absentee rate to identify — are at risk of dropping out. Based on research, a student is chronically absent if he/she misses 10% or more of a school year (18 days in a 180 day school year).

Attendance (Elementary, Middle and High Schools):

Status	Threshold: Number of Days Absent	
	Each Quarter	Full Year
Off track	5 days	18 days
Sliding	3-5 days	10-18 days
On track to graduate	2 days or less	9 days

Source: www.kidscount.ssrc.msstate.edu

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Early Warning System (EWS) Data for Planning

2. Behavior – Students who have behavioral issues that are disrupting his/her learning patterns are at-risk of dropping out.

Behavior (Elementary, Middle and High Schools):

Status	Number of Office Referrals		Number of Days Suspended	
	Each Quarter	Full Year	Each Quarter	Full Year
Off track	2	6	1	2
Sliding	1	3-5	0	0-1
On track to graduate	0	0-2	0	0-1

Source: Johns Hopkins University, 2012

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Early Warning System (EWS) Data for Planning

3. Course Performance – Students who are not performing at a C or better in core high school classes are at-risk for dropping out.

Course Performance (Elementary Schools):

Status	Thresholds	
	Math and Language Arts Grades K-5	3rd Grade Reading Test (Literacy Based Promotion Act)
Off track	Report card grade of U or F	Failed 3rd Grade reading test
Sliding	Report card grade of N or D	Good Cause Promotion Transfer from 3rd to 4th Grade
On track to graduate	Report card grade of E, S or A, B or C	Passed 3rd Grade Reading Test

Source: Johns Hopkins University, 2012

Course Performance (Middle and High Schools):

Status	Thresholds	
	Math and English Grades Middle School 6th–8th	Core Courses* High School 9th-12th
Off track	Report card grade of F	Report card grade of F
Sliding	Report card grade of D	Report card grade of D
On track to graduate	Report card grade A, B or C	Report card grade A, B or C

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Restructuring Planning Process

1. Team gathers and reviews EWS data.
2. Team identifies at least 3 indicators for focused improvement in the coming school year and builds an action plan around each indicator.
3. The team drafts a dropout prevention/ restructuring plan for the upcoming school year.
   - Must describe improvement actions, timelines, resources, measures for success and a monitoring process.
   - Each school needs a plan - the high school AND EACH feeder middle school(s).
4. The high school and middle school principals present the action plans at a local school board meeting before board approval.
5. Team discusses action plans with school staff before school begins each year.

Expectations

- All plans must be board approved.
- Use the MDE Dropout Prevention-Restructuring Planning Guide to assist in your plan development. This document can be found here: https://www.mdek12.org/ESE/Dropout-Prevention

- Complete the survey form, https://mdek12.wufoo.com/forms/k11118781mnnc7l/, by September 1, 2020.

- Post to your website on or before September1st of the 2020-2021 school year.

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