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DEPARTMENT OF
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Dropout Prevention-Restructuring Planning Guide

DISTRICT AND SCHOOL GUIDANCE



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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. **The plan(s) must be approved by the district's local school board and posted on the district's website homepage by August 1st of each year.**

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

- 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?
Shonda Bates	Counselor-SHS	Knowledge of graduation requirements/ISP/crisis mgt./behavior/truancy
Ashley Shields	Counselor-SHS	Knowledge of graduation requirements/ISP/crisis mgt./behavior/truancy
Stephanie Keller	Counselor-SHS	Knowledge of graduation requirements/ISP/crisis mgt./behavior/truancy
Amanda Adams	Counselor-MCTC	Knowledge of graduation requirements/ISP/crisis mgt./behavior/truancy
Howard Savage	Exec. Principal-SHS	Knowledge of data on graduation/drop out rates, graduation requirements,
H2S Principal	Principal-H2S-SHS	Knowledge of data on graduation/drop out rates, graduation requirements
Darien Spann	Principal-TEC-SHS	Knowledge of data on graduation/drop out rates, graduation requirements
Sara Frazz	TSI Intervention-SHS	IEPs, MTSS, student academic support
Amy Pitts	Intervention-SHS	MTSS, student academic support
Lenora Hogan	Director MCTC	Career guidance, technical education
Kaylah Howell	Counselor-AJHS	Knowledge of graduation requirements/ISP/crisis mgt./behavior/truancy
Katie Young	Counselor-AJHS	Knowledge of graduation requirements/ISP/crisis mgt./behavior/truancy
Kimberly Harrison	Intervention-AJHS	MTSS, student academic support

Ra'mon Forbes	Principal AJHS	Knowledge of data on graduation/drop out rates, graduation requirements
Jeremy Robinson	Asst. Principal-AJHS	Knowledge of data on graduation/drop out rates, graduation requirements
Julie Jones	Director-SSS	Knowledge of IEPs, IDing students who are eligible for IEP, academic support
Watress Harris	Principal-TLC	Knowledge of data on graduation/drop out rates, graduation requirements, behavior
Cynthia Milons	Graduation Coach	Knowledge of data on graduation/drop out rates, graduation requirements

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
Average Daily Attendance for SHS 2019-20 (September – February) 90.09%
Office Discipline referrals for SHS 2019-20 (August – February) 1033

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.

Starkville High School Restructuring Plan Goals	
Goal 1:	Decrease Out of School Suspensions by 10% from the 19-20 school year.
Goal 2:	Improve daily attendance by 2% from the 2019-20 school year.
Goal 3:	Increase course performance by 15% from the 2019-20 school year.
Goal 4:	Increase graduation rate of students with IEPs by 5% from 19-20

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>.

Starkville High - SMART Goal Planning Template

Goal 1: Decrease Out of School Suspensions by 10% from the 19-20 school year.

Focus Area: Attendance Behavior Course Performance 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?)	This goal will improve academic performance and culture of SHS.
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	We will see an increase in student compliance to expectations. Students time in class will increase due to loss of disruption. Classroom observations, drop ins, statistical drop in OSS referrals.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	May 2022 – lack of stakeholder buy in, using PBIS reward system to entice stakeholders accountability by progress monitoring.
R	Relevant	R – is the goal relevant to performance expectations?	Yes
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	The task will be done daily and progress monitoring every 9 weeks.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Weekly	Run reports	SWIS data	Admin	Teachers/counselors/front office
	Provide feedback on quality instruction	PowerSchool	Admin/Teachers	Counselors
			PBIS Team	Admin
		Academic House		
		Community partners	Parents and Students	

Plan to Progress Monitor

- 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
Every 9 weeks	Data analyses based on increase or decrease of expected outcomes	Re-evaluate incentives on consequences
		Adjust based on feedback of stakeholders

Starkville High - SMART Goal Planning Template

Goal 2: Improve daily attendance by 2% from the 2019-20 school year.

Focus Area: Attendance Behavior Course Performance 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?)	Increase student achievement. Counselor/admin will meet with student/parent.
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	Compare to previous report(s) Look at report cards/progress reports
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	May 2022 COVID-19 pandemic Canvas available to all – be One-to-One with devices.
R	Relevant	R – is the goal relevant to performance expectations?	Yes
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Biweekly Yearly

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Biweekly	Review attendance	PowerSchool	Admin/Counselor	Admin/Counselor
		Canvas	Attendance clerk	Attendance clerk
			Teachers	Teachers

Plan to Progress Monitor

- 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
Monthly	Monthly average attendance rate	Checking reports biweekly

Starkville High - SMART Goal Planning Template

Goal 3: Increase course performance by 15% from the 2019-20 school year.

Focus Area: Attendance Behavior Course Performance 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?)	Test coordinator: run data checks for benchmarks to determine which objectives core are low. Teachers of these subjects can develop “camps”. Materials for supporting these objectives. Teachers need PD times to plan for this.
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	Comparison of benchmarks, grades for 9wks, semester. Test coordinator can run these reports.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	This goal is achievable and will be achieved by May 2022.
R	Relevant	R – is the goal relevant to performance expectations?	Yes
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Every 6 weeks May 2022

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
End of week 6	Host camp for remediation	Data from test coordinator/Core specialist	Test coordin. Core spec. teachers	Test coordin. Core spec. teachers Students on list
End of week 12				
End of week 24				
End of week 36	Review grades.			

Plan to Progress Monitor

- 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
Week of Nov. 9	Benchmark data	Look at data and make appropriate adjustments to problem areas.
Week of Feb. 8	Benchmark data	Look at data and make appropriate adjustments to problem areas
May 24	Core subject grades (final grades)	

Starkville High - SMART Goal Planning Template

Goal 4: Increase graduation rate of students with IEPs by 5% from 19-20

Focus Area: Attendance Behavior Course Performance Other (SPED)

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?)	This goal will increase overall school graduation rates, reduce retention rates and drop rates. IEP Case managers and counselors will review credits and grades via PowerSchool and current transcripts and updated student ISPs. They collaborate with students, families, teachers, counselors and administrators.
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	Graduation rates of students with IEPs will increase during the 21-22 school year by at least 5%. IEP holders will review credits and grades every 4 ½ weeks.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	This goal will improve students graduating with their appropriate cohort. The timeline depends on each students expected graduation date. Issues to be addressed include: state test and course failures. Ensuring students receive appropriate accommodations, testing interventions/bootcamps, increased systemic supports.
R	Relevant	R – is the goal relevant to performance expectations?	This goal bolsters the expectation that all students will be college and/or career ready.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Timelines are specific to individual student expected graduation cohorts. The first indicator or goal success will be determined in May 2021 once graduation confirmation is complete. This will be an ongoing goal to increase graduation rates of students with IEPs with potential to increase rates each year.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Present – Nov. 1	audit of student	ISPs, transcripts and current grades	Case managers and counselors	Student Counselor and IEP Case Manager
Nov 1- May 17	Review of student data every 4 ½ weeks	ISPs, transcripts and current grades	Case managers and counselors	Student Counselor and IEP Case Manager, parents, administrators, teachers, student.

Plan to Progress Monitor

- 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
Nov. 1-May 17	Continuous review of all documents every 4 ½ weeks	Additional IEP meetings to address additional supports needed
October 15	Pre-assessment of need in google doc	
May 17	Post assessment of success in google doc	Reassess strategies and goals as needed.

Armstrong Junior High School Restructuring Plan Goals	
Goal 1:	Decrease discipline referrals for 8 th and 9 th grade by 10% from 2019-20 school year.
Goal 2:	Improve daily attendance by 2% from the 2019-20 school year.
Goal 3:	Increase course performance by 15% from the 2019-20 school year.

Armstrong Junior High - SMART Goal Planning Template				
Goal 1: Decrease discipline referrals for 8 th and 9 th grade by 10% from 2019-20 school year.				
Focus Area: <input type="checkbox"/> Attendance <input checked="" 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?)	Improve the culture at AJHS. Admin/Faculty/Staff	
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	400 referrals in 2019-20, 10% reduction would be 360 referrals for 2021-22. PBIS team will monitor ODRs monthly and track the data.	
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	Yes By May 2022. COVID-19 pandemic	
R	Relevant	R – is the goal relevant to performance expectations?	Yes.	
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Monthly	
Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Monthly	Look at referral data	SWIS Suite PowerSchool	Admin/SafeSpace project coordinator	Admin/proj coord.
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	

First of each month	Referral data from SWIS and PowerSchool	Make adjustments to PBIS rewards, consequences as needed
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Armstrong Junior High - SMART Goal Planning Template

Goal 2: Improve daily attendance by 2% from the 2019-20 school year.

Focus Area: Attendance Behavior Course Performance 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?)	Improve academic achievement because of increased classroom instruction. Admin/truancy officer/attendance clerk
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	We will monitor weekly attendance reports and compare to similar times from 2019-20 school year.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	Yes By May 2022. COVID-19 pandemic Virtual learning and use of Canvas (learning management system)
R	Relevant	R – is the goal relevant to performance expectations?	Yes.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	Weekly, accomplished by May 2022.

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
Weekly	Look at attendance reports	PowerSchool/MSIS	Admin/attendance clerk	Attendance clerk

Plan to Progress Monitor

- 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
Weekly	Attendance data	Increase parent contacts and meetings about attendance. Truancy officer interventions.

Armstrong Junior High - SMART Goal Planning Template

Goal 3: Increase course performance by 15% from the 2019-20 school year.

Focus Area: Attendance Behavior Course Performance 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?)	Admin: use benchmark data to determine which objectives in math and reading are low. Time for teachers to have PD times to plan for this.
M	Measurable	M – is the goal measurable ? (How will the team know it has been achieved? How will progress monitor? How will you measure outcomes?)	Benchmark data will be monitored to see how students are performing.
A	Achievable	A – is the goal achievable ? (By when? What could get in the way of task completion? How will you overcome them?)	Yes By May 2022.
R	Relevant	R – is the goal relevant to performance expectations?	Yes.
T	Time Bound	T – is the goal time bound ? (How often will this task be done? By when will this goal be accomplished?)	After each benchmark assessment- every 9 weeks, accomplished by May 2022 .

Timeline	Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
End of week 9	Plan for remediation	Data from benchmarks/ reading and math teachers	Math and reading teachers	Math and reading teachers

Plan to Progress Monitor

- 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
Week of Nov. 9	Benchmark data	Look at data and make appropriate adjustments to problem areas.
Week of Feb. 8	Benchmark data	Look at data and make appropriate adjustments to problem areas
May 24	Math and reading grades (final grades)	