ITEM # 9.6

Calhoun County School District

DROPOUT PREVENTION PLAN

2024-2025

Dr. Lisa Langford, Superintendent

Approved
AUG 26 2024
Board Meeting

Appendix B: Mississippi Succeeds Report Cards

Table of Contents

Section I: Local Dropout Prevention Team Members

Section II: Statement of Assurance

Section III: Data

Section IV: Needs Assessment Outcomes

Section V: Current District Initiatives and Proposed Initiatives

Section VI: 15 Effective Strategies

Appendix A: Roadmap To Success: A Framework for District Dropout Prevention Plans

Appendix B: Mississippi Succeeds Report Cards

Appendix C: National Dropout Prevention Center's 15 Strategies for Dropout Prevention

Appendix B: Mississippi Succeeds Report Cards

Section I: Local Dropout Prevention Team Members

School District: Calhoun County School District Phone: 662-412-3152

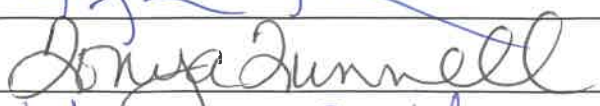
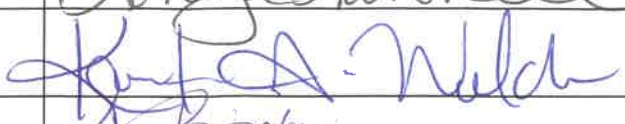
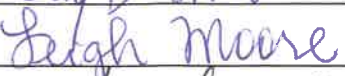
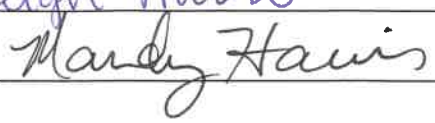
Mailing Address: 119 W. Main Street, Pittsboro, MS 38951 Fax: 662-412-3157

Calhoun County Schools: Bruce Elementary
Bruce High
Calhoun City Elementary
Calhoun City High
Vardaman Attendance Center

Superintendent's Email Address: llangford@calhounk12.com

Name	Position	Signature
Dr. Lisa Langford	Superintendent	
Tim Cook	Assistant Superintendent	
Emily Snellings	Federal Programs Director	
Michael Gillespie	Curriculum Coordinator	
Dr. Kellie Logan	SPED Director	
Dallas Gore	Bruce High School Principal	
Suzanne Oakley	Bruce High School Counselor	
Heather Nix	Calhoun City High School Counselor	
Caitlyn Doles	Calhoun City High School Counselor	
Austin Williams	Vardaman Attendance Center	
Tonia Easley	Vardaman Attendance Center	
Willie Mays, Jr.	Director of Career & Technical Education	
Laura Brower	Career & Technical Counselor	

Appendix B: Mississippi Succeeds Report Cards

Kristin Reid	Alternative School Director	
Tonya Tunnell	Bruce Elementary Principal	
Kountess Welch	Calhoun City Elementary Principal	
Guy Owen	Attendance Office	
Leigh Moore	Community Member	
Mandy Harris	Parent	

Appendix B: Mississippi Succeeds Report Cards

Section II: Statement of Assurance

On behalf of the **Calhoun County School District**, I hereby submit a local Dropout Prevention Plan to provide goals, activities, and services necessary to meet the two overarching goals of the state dropout prevention plan:

(1) Increasing the graduation rate to 90% or above by 2025-2026;
(2) Reducing the dropout rate by 25% by 2025-2026.

- 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 consulted with parents, community partners, business partners, teachers, school staff, building administrators, and others in the development of this local dropout prevention plan.
- 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 graduate rate, reducing the dropout rate and reducing the truancy rate.
- I hereby certify that our school district will endorse and implement the Fifteen (15) Effective Strategies to promote a reduction in the dropout 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 school years.
- I hereby certify that our District School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.

Dropout Prevention Team Leader:

Name: Michael Gillespie

Mailing Address: 119 W. Main Street, Pittsboro, MS 38951 Telephone-662-412-3152

Lisa Langford

Dr. Lisa Langford, Superintendent

Don Hardin, School Board President

Appendix B: Mississippi Succeeds Report Cards

Section III: Data

MDE Accountability Data[1]

Graduation Rate Trends

Location	2014-15	2015-16	2016-17	2017-18	2019-20	2020-21	2022-23	2023-24
Calhoun County School District	73.5	83.5	84.8	86.5	93.3	88.5	86.9	89.0
Bruce High	71.8	80.6	84.1	83.7	94.4	93	80.6	92.9
Calhoun City High	76.6	90.3	93.5	85.1	90.8	85.7	91.1	88.5
Vardaman High	73.8	77.6	72.5	89.8	95.8	86.4	90.0	85.1

2024 District and School-Level Graduation and Dropout Rates

Location	Count	Graduation Rate	Dropout Rate
Calhoun County School District	155	89.0	7.1
Bruce High School	62	80.6	7.1
Calhoun City High School	52	88.5	7.7
Vardaman Attendance Center	47	85.1	6.4

[1] Accountability
https://www.mdek12.org/OPR/Reporting/Accountability

Appendix B: Mississippi Succeeds Report Cards

2022-2023 Report Card Data

COVID-19 and 2020-2021 Data Statement[2]

COVID-19 pandemic disruptions continue to be reflected in 2021-2022 accountability data, particularly growth data. Growth calculations for some high school students required measuring growth from the 2018-2019 school year, and overall student performance on assessments improved since the first full year of pandemic-era schooling in 2020-2021.

Additionally, students did not have to pass end-of-course high school assessments in 2020-2021, which affected the 2021-22 graduation rate.

	BES	**BHS**	**CCES**	**CCHS**	**VES**	**VHS**
Grade *(CCSD Grade B)*	A	B	A	C	B	A
Math Proficiency	50.0%	43.8%	47.1%	23.0%	56.0%	59.0%
English Proficiency	55.4%	48.0%	55.2%	33.3%	40.3%	55.4%
US History Proficiency		89.8%		83.3%		95.1%
Science Proficiency		60.0%		43.8%	66.1%	73.3%
College & Career Readiness		41.7%		33.8%		48.8%
Acceleration		84.8%		73.4.%		90.1%
Graduation		80.6%		91.1%		90.0%
Chronic Absenteeism	11.8%	28.7%	17.3%	28.7%	5.2%	13.9%
Advanced Course Participation		53.7%		26.9%		50.9%
Post Secondary Enrollment		55.8%		76.9%		63.4%
Enrollment *(CCSD Total 2080)*	316	459	268	396	367	274

[2] Mississippi Succeeds Report Card
https://msrc.mdek12.org/

Section IV: Needs Assessment Outcomes

In this section, please describe major outcomes from your district needs assessment, as they address the following areas. Note: Based on the outcomes of your district needs assessment, you may wish to divide this area into various sub-sections (e.g., student-based, staff-based, school- based, project-oriented, etc.)

Needs Assessment Areas	Descriptions
Target Group Identified	• Students not reading on grade level • Students retained two times or more in grades K-10th • Students with excessive discipline referrals • Students with chronic absenteeism • Students with emotional and/or family problems (counselor referrals), • Students failing one or more end of course assessments • Students failing one or more core courses • Students not involved in extracurricular clubs, activities, etc.
Data Collection Method Used	• Review of attendance, grades, counselor referrals, graduation rates, and disciplinary reports • Survey responses: Students, staff, parents, community • Review of test score data: MAAP, ACT, PSAT, MAAP-A • Case 21 benchmark assessments in English/language arts, science, and mathematics • Early Warning System data review
Prioritized List of Needs	• Provide safe and engaging school and classroom environments • Conduct data analyses, including retention rates, discipline data, attendance data, survey data, student performance data, teacher observation data, student outcomes data (by teacher and school), etc., and use data to inform instruction • Provide effective professional learning opportunities focused on evidence-based practices including, but not limited to, professional learning in the following areas: explicit instruction, differentiated instruction, classroom management, student/teacher engagement, maximizing instructional time, and dropout prevention strategies

Appendix B: Mississippi Succeeds Report Cards

Short Term Goals	• Provide additional counseling/mental health supports for students exhibiting social, emotional, or behavioral issues • Include social emotional learning strategies and culturally and linguistically responsive teaching into daily instructional practice
Long Term Goals	• Establish and support school & classroom climates that promote success for all students • Improve instructional and delivery methods to make lessons more engaging and relevant • Continue to decrease percentage of chronically absent students
Recommendations for future needs	• Continue to refine the Early Warning System at each building. • Response to Interventions/Tier spreadsheet reviews (academic/behavior) • Continue weekly focus on data analysis collected throughout the district • Increase capacity of school transition teams

Section V: Current District Initiatives and Proposed Initiatives

To address the needs of our students, Calhoun County Schools will work to provide tutorial services after school and throughout the instructional day. The school will continue to monitor progress by utilizing the RTI process and the MTSS system to quickly address the needs of students who struggle academically and behaviorally. We will continue to work with the school community to address the academic and social needs of the students we serve. The district is committed to searching only for teachers who are highly effective and training them to use research-based programs and strategies that focus on teaching and learning.

Programs such as STAR and Case 21 have been helpful in allowing educators to assist students with the 21st century skills that are necessary to be college and career ready. Reaching these goals will require best practices in all subjects at every grade level.

The school will utilize STAR, Case 21, and the Kindergarten Readiness program to:

- Integrate technology that is focused on teaching and learning to enhance the educational experience;
- Conduct professional development that is geared toward improving academic achievement and providing educators and parents with opportunities to add value to a data-rich process;
- Extend the school day to maximize instructional time so that students may focus on learning;
- Mentor new teachers and help them build capacity within the district;
- Research and share teacher resources and identify common misconceptions that students experience with various instructional techniques;
- Utilize Case 21 to analyze the existence or absence of quality instruction and interventions that will close the achievement gap in all core subject areas.

Calhoun County School District will continue to:

- Provide subject area and ACT prep opportunities for students;
- Provide tutoring for students who are at-risk of failing;
- Provide a career counselor and job shadowing program to assist students in being college and career ready;
- Provide professional development opportunities that teachers, parents, students, and administrators may better understand their roles in improving the academic experience for all students.

Section VI: 15 Effective Strategies

The National Dropout Prevention Center (NDPC) has identified fifteen effective strategies determined to have the most impact on dropout prevention. The district's current and proposed initiatives for reducing the dropout rate address each of the NDPC's fifteen effective strategies. *(*Appendix C)

District -wide Initiatives

School and Community Perspective Systemic Renewal
Student Administration Manager (SAMS): SAM is the district-wide monitoring information system used to track student attendance, grades, and discipline records. This monitoring system provides an effective means by which to support the Mississippi Department of Education performance-based accreditation model; support educational funding; provide timely and accurate reporting of educational data to meet state and federal requirements; allow for student tracking to determine student mobility and assist in the reduction of the dropout rate within the state. SAM provides information to school officials that enable them to make appropriate referrals and to intervene when warning signs occur.

School Community Collaboration
Communicare: Communicare works with the Calhoun County Schools and provides mental health and behavior modifications for students with social and emotional challenges.

Safe Learning Environment
School Nurses: The Calhoun County School District provides a nurse on each campus full time.
School Resource Officers: Each city has a dedicated SRO that works in partnership with the Calhoun County Sheriff's office. SROs are on campus when students are present and work additional hours to cover games and school events.

Early Intervention:
Interventionist: The Calhoun County School District provides interventionist units for each school in the district to identify and intervene with students one on one.

Family Engagement
A*ctive Parent:* Active Parent Online is a software program that allows parents in the Calhoun County parents to review their children's grades, attendance, discipline, and other school news weekly. After parents register online, they are given a secure record of username and password. The account is then activated by the SAMS MSIS Manager. Parents can log on at the Calhoun County Schools' website to log in and use the program. Once registered the passwords and username remain the same each year.
SchoolStatus: SchoolStatus is a communication platform that allows Calhoun County staff members to communicate with parents and stakeholders. Communication options include, text message, voice call, and email.

Title I Updates: This Office of Federal Programs will provide to parents by way of their webpage Title I community information to keep them informed of what is going on in the school community.
Title I Advisory Meeting: Title I Advisory meetings will be held at least twice a year to meet with stakeholders and provide them with resources regarding Title I Funds and Allocations within the district.
Annual Title I Parent Meeting: Title I schools hold parent meetings to keep parents informed of all Title I initiatives, school improvement efforts, and overall student progress. Meetings are held throughout the year and at various times to accommodate parents. The Office of Federal Programs places updates on its website to keep the parents informed of information about Title I schools in the district.
PTO/PTA: Parent organizations provide an avenue to parents to get involved with the school experience.

Mentoring & Tutoring
English Language Learners (ELL): The district-wide ELL program serves ELL students at the elementary, middle, and high school levels through a pull-out process. Certified teachers and paraprofessionals provide mentoring and tutoring to help ELL students learn the English language and to acquire subject-area content proficiency.
Counseling Program: Counselors provide assistance to developing discipline plans for students who have multiple office referrals, arranging parent-teacher conferences, and providing drug-awareness and character education sessions and activities.
N*ew Teacher Mentoring Program:* The district conducts a mentoring program for first year teachers and teachers new to the district. The program is coordinated by the Personnel Director. Teachers attend a mandatory day of professional development prior to the start of school and several afternoon sessions are planned and carried out throughout the school year.

High School
Credit Recovery: Provides students with the option to recover or make up a course or recover a credit while taking regular courses. Beginning in July 2022, the CCSD has implemented a formal credit recovery and fast-track program for students who are at risk of dropout. To date, the participants have enjoyed great success.
Dual Enrollment: Students at all high schools have the opportunity to participate in this program through a partnership with Northwest Community College.

Maximize Resources
Professional Development Funds: District professional development (PD) funds are used to train teachers on curriculum trends that will better prepare them to improve academic achievement with innovative teaching strategies that increase the graduation rate and decrease the dropout rate.
Title I Funds: In addition to other PD funds, all Title I schools will utilize a large portion of funds to build capacity with a focus placed on teaching and learning.
Title II Professional Development Funds: A majority of these funds are set-aside to provide high quality job embedded PD district-wide and support the salary of one class-size reduction teacher.

Active Learning

School Wellness Policy: The district affirms its commitment to providing a healthy environment for all students and staff. The wellness policy is developed with the involvement of the district's Health and Fit School Advisory Committee as required by Section 204 of Public Law 108-265.

Educational Technology:

The overall goal is to provide the school community with access to the technology that is needed to compete in a global society.

Measures of Academic Progress (MAAP): MAAP is an easy to read web-based application that allows Educators in Elementary through High School to access and monitor student performance in Mathematic, Language and Reading. With the use of Education Leadership Solutions (ELS) and MAPS teachers are able to see a comprehensive view of student ability levels.

Case 21/ Mastery Connect: Case 21 allows teachers to administer district benchmark assessments and access student scores within 48 hours. Teachers can then chart the students' progress and adjust to meet the individualized needs of the student.

Career and Technical Education

Job Shadowing Program: This program is designed to allow students to work up to 40 hours a week with local businesses and within the school district to get real life and work experience while earning wages.

Appendix A: Roadmap To Success: A Framework for District Dropout Prevention Plans

Requirement

Following the completion of the needs assessment, the district dropout prevention plan will detail the implementation of the current district-level initiatives related to K-12 dropout prevention, in addition to proposed initiatives. The plan shall include the following components:

1. A District Dropout Prevention Plan cover sheet and Dropout Prevention Team sign-off sheet, containing the following information:
    - The local contact person's name, position, title, address, telephone number, and fax number
    - The district name and a list of the schools (elementary, middle, and high) within the district
    - The names and signatures of district dropout prevention team members

2. A Statement of Assurance, containing the following information:
    - The district dropout prevention team leader's name, title, address, telephone number, and fax number
    - The approval signature of the district superintendent and school board chair

3. Outcomes of the needs assessment
    - Identification of students in need of targeted assistance
    - Identification of potential risk factors
    - Needs statements
    - Prioritization of needs

4. Details of current district initiatives
    - Addressing the MDE's Five Strategic Initiatives
    - Addressing the National Dropout Prevention Center's (NDPC) 15 Strategies for Dropout Prevention
    - Highlighting school level impact (elementary, middle, high school)

5. Proposed initiatives with prioritized actions. Both current and proposed initiative should include:
    - District goals that describe the overall end result the district wishes to achieve to address dropout prevention. (Note: Local districts may require school level plans based on individual school needs and variations in dropout rates.) The goals should be:
        - Derived from the prioritized needs of the school
        - Stated in terms of student outcomes
        - Measurable
        - Specific and clear

  - Ambitious
  - Achievable
  - Long-term (three to five years)
  - Based on established start date and completion dates
- Benchmarks to serve as implementation checkpoints, to allow a district to assess how well it is progressing towards its goal
- A description of the persons who will be responsible for the implementation of the goal
- An evaluation component that provides evidence of the achievement of the objective. The evaluation component should:
  - Be measurable
  - Be directly related to the objective
  - Include evaluation data collected along the way (when possible)

Appendix B: Mississippi Succeeds Report Cards

Appendix B: Mississippi Succeeds Report Cards

Appendix C: National Dropout Prevention Center's 15 Strategies for Dropout Prevention

District Report Card 2022 - 2023

For more detailed information, please visit https://msrc.mdek12.org.

B Calhoun County School District

Pittsboro, MS

119 WEST MAIN STREET
Pittsboro, MS 38951

Lisa Langford
llangford@calhounk12.com

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.

Math

Measurements of student performance on the statewide math assessment.

	Proficiency	Growth	Growth Lowest 25%
State	51.9%	75.1%	70.0%
District	44.3%	69.8%	73.8%

English

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

	Proficiency	Growth	Growth Lowest 25%
State	46.6%	64.3%	55.2%
District	45.5%	63.0%	54.5%

Other Measures

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

	US History Proficiency	Science Proficiency	College & Career Readiness
State	71.3%	58.6%	48.9%
District	92.1%	57.9%	41.5%

	Acceleration	Graduation Rate	English Learners
State	73.5%	88.9%	13.2%
District	83.1%	86.9%	8.3%

Teacher Data

185.9

Teachers

71.7%

Experienced Teachers

0.5%

Provisional Teachers

98.8%

In-Field Teachers

To access user guide and see more detailed information, please visit https://msrc.mdek12.org. Last updated 04/04/2024.

Detailed Assessment and 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	0-10%	11-20%	21-30%	31-40%	11-20%
District	0-10%	11-20%	31-40%	31-40%	11-20%
	Minimal	Basic	Passing	Proficient	Advanced

English

	Level 1	Level 2	Level 3	Level 4	Level 5
State	8.3%	17.0%	29.7%	29.3%	15.7%
District	7.9%	16.3%	31.9%	32.0%	12.0%
	Minimal	Basic	Passing	Proficient	Advanced

Science

	Level 1	Level 2	Level 3	Level 4	Level 5
State	11.4%	11.9%	20.8%	33.6%	22.3%
District	10.7%	13.3%	21.2%	36.5%	18.4%
	Minimal	Basic	Passing	Proficient	Advanced

Student Assessment Participation

Discipline

Other Data

18.5 %

Chronic Absenteeism

$12,582.64

Per-Pupil Expenditure

63.4 %

Post-Secondary Enrollment

45.1%

Advanced Course Participation

To access user guide and see more detailed information, please visit https://msrc.mdek12.org. Last updated 04/04/2024.

Appendix C

15 Effective Strategies for Dropout Prevention

Since 1986, the National Dropout Prevention Center/Network (NDPC/N) has conducted and analyzed research; sponsored workshops and national conferences; and collaborated with researchers, policymakers, and practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Students report a variety of reasons for dropping out of school; therefore, the solutions are multi-dimensional. The NDPC/N 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.

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
- ★ Afterschool/Out-of-School Opportunities

Managing and Improving Instruction

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

NATIONAL DROPOUT PREVENTION CENTER/NETWORK

National Dropout Prevention Center/Network
Clemson University, 209 Martin Street
Clemson, SC 29631-1555
P: 864-656-2599 F: 864-656-0136
ndpc@clemson.edu www.dropoutprevention.org

Effective Strategies Defined

★ **Systemic Approach**—This strategy calls for a systemic approach and process for ongoing and continuous improvement across all grade levels and among all stakeholders, through a shared and widely communicated vision and focus, tightly focused goals and objectives, selection of targeted research-based strategies and interventions, ongoing monitoring and feedback, and data-based decision making. It also requires the alignment of school policies, procedures, practices, and organizational structures and continuous monitoring of effectiveness.

★ **School-Community Collaboration**—This strategy focuses on the power of an engaged and responsive community where everyone in the community is accountable for the quality of education, resulting in a caring and collaborative environment where youth can thrive and achieve. Critical elements of this type of collaboration rely on effective, ongoing, and multi-dimensional communication so that dropout prevention is a communitywide and ongoing effort.

★ **Safe Learning Environments**—Safe, orderly, nurturing, inclusive, and inviting learning environments help students realize potential as individuals and as engaged members of society. All students need to be safe, physically and emotionally; to be expected to achieve; to be recognized and celebrated equitably for accomplishments; and to feel genuinely welcomed and supported. A safe and orderly learning environment provides both physical and emotional security as well as daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills. A comprehensive discipline plan and violence prevention plan should include conflict resolution strategies and should deal with potential violence as well as crisis management. A safe, nurturing, and responsive learning environment supports all students, teachers, cultures, and subgroups; honors and supports diversity and social justice; treats students equitably; and recognizes the need for feedback, innovation, and second chances.

★ **Family Engagement**—Research consistently finds that family engagement has a direct, positive effect on youth's achievement and is one of the most accurate predictors of a student's success in school. Critical elements of this type of collaboration rely on effective, ongoing, and multi-dimensional, two-way communication as well as ongoing needs assessments and responsive family supports and interventions.

★ **Early Childhood Education**—Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of school through the primary grades.

★ **Early Literacy Development**—Early literacy interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all subjects. Literacy development focus should continue P-12.

★ **Mentoring/Tutoring**—Mentoring is typically a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Mentoring offers a significant support structure for high-risk students. Tutoring, also typically a one-to-one activity, focuses on academic support and is an effective practice when addressing specific needs in collaboration with the student's base teacher.

★ **Service-Learning**—Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

★ **Alternative Schooling**—Alternative or non-traditional schooling and delivery model options (e.g., alternative times and environments, blended learning, virtual learning, competency-based credit opportunities) provide alternative avenues to credit earning and graduation, with programs paying special attention to the student's individual and social needs, career goals, and academic requirements for obtaining a high school diploma and transitioning successfully to life beyond graduation.

★ **Afterschool/Out-of-School Opportunities**—Many schools provide afterschool, before-school, and/or summer academic/enhancement/enrichment opportunities (e.g., tutoring, credit recovery, acceleration, homework support, etc.) that provide students with opportunities for assistance and recovery as well as high-interest options for discovery and learning. These opportunities often decrease information loss and can inspire interest in arenas otherwise inaccessible. Such experiences are especially important for at-risk students because out-of-school "gap time" is filled with constructive and engaging activities and/or needed academic support.

★ **Professional Development**—Adults who work with youth at risk of dropping out need to be provided ongoing professional learning opportunities, support, and feedback. The professional learning should align with the agreed upon vision and focus for the school/agency, the agreed upon instructional framework of high leverage research-based practices and strategies, and the identified needs of the population served. The professional learning opportunities provided should be frequently monitored to determine the fidelity of implementation and need for additional support and feedback.

★ **Active Learning**—Active learning and student engagement strategies engage and involve students in meaningful ways as partners in their own learning. These strategies include student voice and choice; effective feedback, peer assessment, and goal setting; cooperative learning; thinking critically, creatively, and reflectively; and micro-teaching, discussion, and two-way communication. To be most effective, teachers must provide students with tools and strategies to organize themselves and any new material; techniques to use while reading, writing, and doing math; and systematic steps to follow when working through a task or reflecting upon their own learning.

★ **Educational Technology**—Instructional Technology can effectively support teaching and learning while engaging students in meaningful, current, and authentic efforts; addressing multiple intelligences; and adapting to students' learning styles. Educational technology can effectively be used in individualized instruction and can not only help prepare students for the workforce, but can empower students who struggle with self-esteem. Effective use of technologies depends upon the timely response to and application of the rapidly expanding choices and matches to identified student needs.

★ **Individualized Instruction**— Learning experiences can be individualized, differentiated, or personalized (combining paced and tailored learning with flexibility in content or theme to fit the interests, preferences, and prior experiences of each learner). In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization).

★ **Career and Technical Education (CTE)**—Quality CTE programs and related career pathways and guidance programs with P-20W orientation are essential for all students. Youth need workplace skills as well as awareness and focus to increase not only the likelihood that they will be prepared for their careers, but also that school will be relevant to what is next.

REPORT DEC 6, 2021

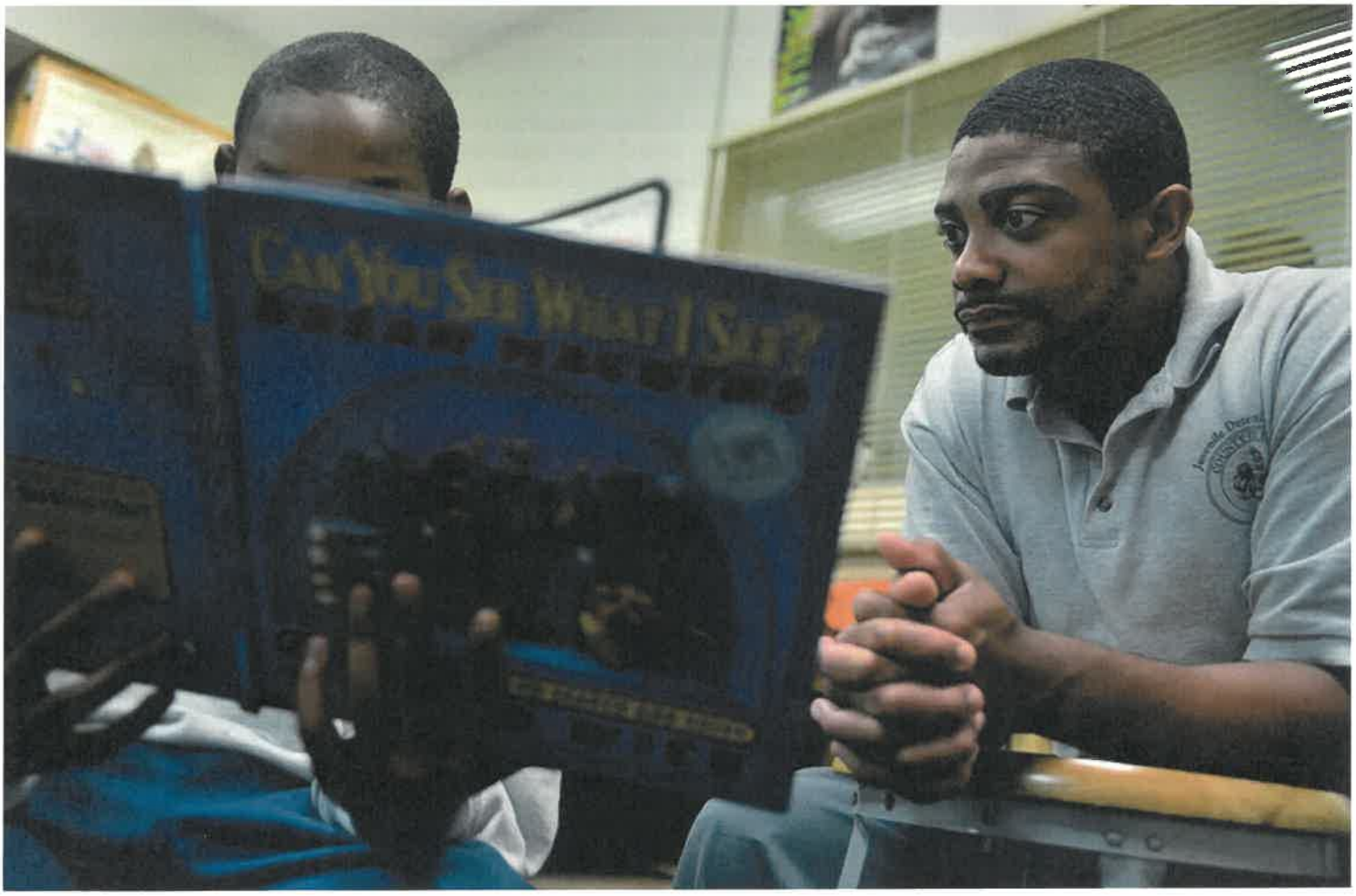
How To Increase Support for Youth Leaving Juvenile Detention Facilities

AUTHOR

Bayliss Fiddiman

College, Career, and Civic Readiness, COVID-19, Criminal Justice Reform, +3 More

Students returning home from juvenile detention centers deserve support to reintegrate into their communities, especially during the pandemic.



A probation officer works one on one with a student detainee at the Fairfax County Juvenile Detention School in Fairfax, Virginia, which educates children who are serving sentences or awaiting trial, September 2012. (Getty/Jahi Chikwendiu/ *The Washington Post*)

Introduction and summary

detention facilities or were knowledgeable about it. For the states that did not respond, the author collected relevant information from state government websites.

The report concludes with policy recommendations, informed by CAP's community conversations and survey, on how to better support students returning home from juvenile detention facilities—particularly during the ongoing pandemic. It specifically focuses on youth who have been committed to long-term juvenile detention facilities. The recommendations include:

- Providing clear plans for students returning home from long-term detention facilities.
- Forging stronger connections between students in juvenile detention facilities and the schools to which they will return.
- Explicitly targeting COVID-19 relief resources to students returning home from detention facilities.
- Ending punitive consequences for students connected to the juvenile detention system who are struggling with school.

A snapshot of education and aftercare in the juvenile detention system

There is no explicit federal right to a free public education, although advocates argue that there should be.[9] All U.S. state constitutions include a right to education, but the language ensuring that right—and its implementation—varies significantly by state.[10] As a result, education has primarily been a state and local responsibility,[11] although the federal government has made some attempts to set a minimum standard for education through laws such as the Individuals with Disabilities Education Act (IDEA),[12] which sets a minimum standard for students with disabilities. Mirroring the K-12 public education system, schools in juvenile detention centers across the country are governed by state and local entities and vary in structure. The No Child Left Behind Act (NCLB) attempted to create some uniformity by explicitly requiring states receiving federal education funding to monitor and improve education services in correctional facilities.[13] The Every Student Succeeds Act (ESSA) built on the NCLB's provisions by expanding funding opportunities, monitoring requirements, education opportunities, and programs for reentry into community schools.[14] Still, education services in juvenile detention systems are different in every state based on how the state manages those services and the resources the state provides.[15] Aftercare and reentry services also differ in each state.

Education services in juvenile detention facilities

The tables in this report were compiled using information collected through a 50-state survey via email and phone. For states that did not respond to the survey, CAP collected information from state government websites; those states are noted with an asterisk. The tables highlight the overwhelming variation in how education and reentry or aftercare services are governed for students in juvenile detention centers across the country.

Table 1 categorizes CAP's survey responses from state government employees and websites and shows that states govern education services for youth in detention centers differently. In some states, multiple entities govern education

Who governs education for students in juvenile detention facilities?

50-state analysis of the entities responsible for providing education to students in juvenile detention facilities

	Department of Children and Family Services or equivalent	State Department of Education	State Departm of Juven Justice equivale
Alabama*		X	X
Alaska			
Arizona*			X
Arkansas			X
California		X	X
Colorado		X	
Connecticut	X	X	
Delaware	X		
District of Columbia*			
Florida		X	
Georgia		X	X
Hawaii*			X
Idaho			X
Illinois*			X
Indiana		X	X
Iowa			
Kansas			
Kentucky			
Louisiana*			X
Maine*		X	X
Maryland*		X	
Massachusetts		X	X
Michigan		X	X
Minnesota			
Mississippi		X	
Missouri	X	X	X
Montana		X	
Nebraska		X	X
Nevada	X		

guardians regarding what their children will learn. Most states reported that they have a plan for students' reentry to their home school district upon release. For example, Massachusetts assigns education and career counselors to youth depending on their home school district when they enter a facility.[16] These counselors meet with students to discuss their academic plans during their stay and as they transition back to their community.[17] They also create a plan for each student's transition back to their community and identify allies and caring adults in the student's home school who can provide support.[18]

Table 2

Missouri	X	X	X
Montana	X		
Nebraska	X		X
Nevada	X	X	
New Hampshire*	X		
New Jersey	X	X	X
New Mexico	X	X	
New York*	X	X	
North Carolina	X	X	
North Dakota*	X	X	
Ohio	X	X	X
Oklahoma*	X		X
Oregon		X	X
Pennsylvania	X	X	
Rhode Island* (1,2)	X	X	
South Carolina*	X		
South Dakota	X	X	X
Tennessee	X	X	
Texas* (1,2)	X	X	X
Utah*	X		
Vermont	X	X	
Virginia*	X	X	
Washington	X	X	X

Aftercare and reentry service providers

CAP's survey also asked states which entity is responsible for providing aftercare or reentry services to students transitioning out of long-term care juvenile detention facilities. Table 3 provides a breakdown of the entities responsible for providing aftercare services for these students in each state. The purpose of this table is to show whether there is continuity between education service providers and aftercare service providers, which can include other community-based organizations, state social service agencies, or state juvenile detention system employees. It also indicates whether students receive continued monitoring by the carceral system when they return home. The correctional system category refers to parole officers, probation officers, and any employee that represents an extension of the state penal system.

Table 3

Mississippi			X
Missouri		X	
Montana		X	
Nebraska	X	X	
Nevada		X	X
New Hampshire*		X	
New Jersey		X	
New Mexico	X	X	
New York*		X	X***
North Carolina	X	X	X
North Dakota*			X
Ohio		X	
Oklahoma*		X	
Oregon	X		X
Pennsylvania			X
Rhode Island*		X	
South Carolina*	X	X	
South Dakota	X		X
Tennessee	X		X
Texas*	X	X	
Utah*			X
Vermont			X
Virginia*		X	
Washington			X
West Virginia*		X	
Wisconsin			X

Facilitating successful transitions of youth from secure facilities into their communities and adulthood requires interventions that consider their developmental needs.[19] Psychological development continues into young adulthood, and adolescents are still developing the social capacities that will prepare them for life as an adult.[20] The same strategies that are used to influence adult behavior may not have the same effect on youth.[21] Research suggests that supervision through probation and court monitoring, group homes, and correctional facilities only has modest favorable effects on youth recidivism—the likelihood that someone will commit another offense after returning home. Programs that seek to deter behavior with a focus on discipline, surveillance, or threat of punitive consequences have no effect on recidivism on average and may actually increase it.[22]

However, there is evidence that juvenile recidivism can be reduced through aftercare services that take into account adolescents' needs and provide support

educational opportunity for youth who have spent time in juvenile detention facilities.

Provide students leaving detention facilities with a clear plan to continue their education

Ensuring continuity of education for students leaving juvenile detention facilities is critical for minimizing potential gaps in their educational growth. Research shows that students often do not receive credit at their home school for work they completed while in a juvenile detention facility.[34] Developing and implementing a clear education continuum for youth as they enter, reside in, and transition home from a juvenile detention facility can make the difference between access to opportunity and ultimately being pushed out of school. This is particularly important given that certain populations are disproportionately represented in juvenile detention facilities, including Black and Indigenous youth and students with learning disabilities.[35] These students deserve the opportunity to continue their education and choose a path to college or career that allows them to provide for themselves and their families.

During the Obama administration, then-Secretary of Education Arne Duncan and then-Attorney General Eric Holder released guidance outlining five key strategies for providing quality education in juvenile detention facilities, which included procedures for ensuring that students transitioning out of detention were able to smoothly reenter their communities.[36] Formal transition processes better prepare students for success during reentry and can reduce their likelihood of recidivism.[37] Therefore, upon a student's admittance to a juvenile detention facility, an established reentry team should promptly create a personalized prerelease plan in coordination with the student, their family or guardians, and other specialists such as facility education staff, a community liaison, or a transition specialist.[38] During this meeting, they should discuss credit accrual, credit transfer, and where the student will attend school upon release. Meetings with students with disabilities should also include the students' individualized education plan (IEP)[39] or 504[40] team to ensure that their needs are incorporated in their prerelease plans.

Developing a personalized prerelease plan and revisiting it throughout a student's residential stay can better prepare them for their transition home—particularly during the pandemic, which has resulted in a mix of in-person and virtual learning. Facilities should also provide an avenue for grievance when a prerelease plan is not properly established so that youth, parents, and guardians can ensure that facilities put one in place. By requiring facilities to have a comprehensive reentry team responsible for developing personalized prerelease plans, policymakers can improve students' odds of transitioning smoothly back to their community and minimize gaps in instructional time for youth who have experienced detention.

Forge strong connections between students and the schools they will return to prior to release

Building a relationship between juvenile detention facilities and the schools that incarcerated students will return to is critical to ensure continuity of education services and improve the quality of education that students receive. Most of the students who participated in CAP's community conversations expressed that there was a communication gap between the detention facility where they were placed and their home school.[41] One student even said that a communication gap contributed to his current incarceration: He was reincarcerated after disengaging from school when his home district sent him to an alternative

assisting students experiencing homelessness, students in foster care, students from families with low incomes, students with disabilities, English language learners, and students of color.[54] ARP funding aims to address the unique challenges faced by these student populations and provides critical assistance toward increasing access to educational technology, providing evidence-based interventions, and addressing the effects of lost instructional time due to the pandemic. Unfortunately, it does not explicitly include students currently in or transitioning out of juvenile detention facilities. However, given that many of these students fall into the ARP's explicitly identified groups, policymakers should consider using these funds to invest in resources for students in juvenile detention facilities and students transitioning back to their community.

In addition, the ARP grants local educational agencies the authority to fund interventions and programs that "respond to students' academic, social, and emotional needs," as well as the latitude to fund activities authorized by the Elementary and Secondary Education Act (ESEA) of 1965 and IDEA.[55] The ESEA specifically calls on state and local educational agencies to prepare plans that ensure "the timely re-enrollment of each student who has been placed in the juvenile detention system in secondary school or in a re-entry program that best meets the needs of the student."[56] Allocating resources and funding to programs that would ensure the smooth transition of students from juvenile detention facilities back to their communities is consistent and in line with the goals of the ARP.

State and local education agencies should provide:

- **Additional counseling for students who spent time in a secure facility to address any coronavirus- and incarceration-related trauma they may have experienced.** The ARP permits the funding of critically needed mental health services and support.[57] Research indicates that approximately 40 percent to 80 percent of incarcerated juveniles already have at least one diagnosable mental health disorder,[58] and these challenges have likely been significantly exacerbated by COVID-19. At the onset of the pandemic, public health experts raised concerns that the crowded conditions in correctional facilities made them hotspots for the virus; indeed, these concerns were quickly realized, with outbreaks within correctional facilities—such as the April 2020 outbreak at the Bon Air Juvenile Correctional Center in Virginia—becoming commonplace.[59] The trauma sustained by incarceration itself is further compounded by the trauma of experiencing an active outbreak. Moreover, communities of color and people with disabilities—some of the populations most overrepresented in youth correctional facilities—continue to bear the disproportionate impacts of the pandemic and economic crisis.[60] Students who were quarantined in settings similar to solitary confinement[61] also need resources to heal from that social isolation. During a CAP community conversation, one student expressed frustration about being quarantined during the pandemic:[62] "It's kind of like we're getting punished in a way... obviously we can't go out into society and contract the virus and bring it back...but yet when the staff [get sick] we get sanctioned for it."[63]

  These concurrent traumas require expanding targeted counseling services to provide an accessible and affordable way for students currently and formerly in juvenile detention facilities to process their experiences. Scaling up these services so that they are more readily available would

prison pipeline[73] instead of ensuring that students with the most need have access to resources that will put them on a path to success.

Students in juvenile detention facilities deserve to learn in a productive environment with the learning supports to which they are entitled. They deserve access to coursework that will put them on track to secure a high school diploma or a career of their choice. Until policymakers can improve the quality of education services in juvenile detention, they must exercise compassion. Policymakers and school officials must remember that *all* students are currently struggling and keep in mind the glaring, persistent gaps in services at juvenile detention facilities across the country. Even before the pandemic, juvenile detention facilities provided students with minimal instruction time, offered limited access to classes necessary to receive a diploma, and struggled to provide reentry support for students transitioning back to their original school or district. When systems connect students with learning, social, and mental health supports, students are more likely to succeed academically and are less likely to recidivate upon release, which contributes to a pathway to stable adulthood.

Conclusion

As policymakers look for solutions to support students during the COVID-19 pandemic, they must remember to include students currently in and returning home from juvenile detention facilities. These students should be given the opportunity to adjust to the new normal and the support they need to successfully transition back to their schools and communities. In addition to experiencing gaps in instruction, these students may have been socially isolated and unable to connect with family during quarantine at their facility. Punishing struggling students by sending them back to a detention center is not the answer, and states should consider funding and implementing education and aftercare programs that address the specific needs of this student population.

Acknowledgments

Thank you to Sarah Figgatt, Megan Ferren, Ashley Jeffrey, and Akua Amaning for their contributions in getting this report completed. Thank you to the Coalition for Juvenile Justice for their partnership and for coordinating community conversations with their youth leaders. We appreciate Nina Salomon from the Center for State Governments Justice Center, Jasmine Miller from the Youth Law Center, and Kathy Wright from the New Jersey Parents Caucus for discussing ideas about this report. We are also grateful to Tayo Belle, Jessica Gingold, and all other reviewers who provided feedback on this report.

Endnotes

Expand

1 Jodi S. Cohen, "A Teenager Didn't Do Her Online Schoolwork. So a Judge Sent Her to Juvenile Detention.", ProPublica, July 14, 2020, available at https://www.propublica.org/article/a-teenager-didnt-do-her-online-schoolwork-so-a-judge-sent-her-to-juvenile-detention.

2 Ibid.

3 Ibid.

4 Annie E. Casey Foundation, "At Onset of the COVID-19 Pandemic, Dramatic and Rapid Reductions in Youth Detention," April 23, 2020, available https://www.aecf.org/blog/at-

https://njjn.org/uploads/digital-library/CJJR_Lipsey_Improving-Effectiveness-of-Juvenile-Justice_2010.pdf.

23 Juvenile Justice Information Exchange, "Reform Trends: Re-entry," available at https://jjie.org/hub/reentry/reform-trends/#3 (last accessed September 2021); Samantha Harvell and others, "Bridging Research and Practice in Juvenile Probation: Rethinking Strategies to Promote Long-term Change" (Washington: Urban Institute, 2018), available at https://www.urban.org/research/publication/bridging-research-and-practice-juvenile-probation.

24 Michael Bullis and others, "Life on the 'Outs'—Examination of the Facility-to-Community Transition of Incarcerated Youth," Exceptional Children 69 (1) (2002): 7–22, available at https://journals.sagepub.com/doi/10.1177/001440290206900101.

25 Ibid.

26 CAP community conversation session, interview with K-12 Education Policy team via video conference, September 8, 2021, on file with author.

27 Ibid.

28 Division of Child and Family Services, "Juvenile Justice Services Family Handbook" (Carson City, NV: Nevada Department of Health and Human Services, 2019), available at https://dcfs.nv.gov/uploadedFiles/dcfsnvgov/content/Programs/JJS/Nevada_Family_Handbook_Final_7_19_19.pdf.

29 Ibid.

30 Minnesota Department of Education and The Evaluation Group at the Institute on Community Integration at the University of Minnesota, "2008-2009 Reintegration Framework Systems Planning Toolkit," available at https://ici.umn.edu/evaluation/docs/ReintegrationToolkit.pdf (last accessed September 2021).

31 Ibid.

32 Indiana Department of Corrections Department of Youth Services, communication with author via email, February 24, 2021, on file with author.

33 Heather Griller Clark and others, "Transition Toolkit 3.0: Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System" (Washington: National Evaluation and Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth, 2016), available at https://www2.ed.gov/students/prep/juvenile-justice-transition/transition-toolkit-3.pdf.

34 Nadia Mozaffar and others, "Credit Overdue: How States Can Mitigate Academic Credit Transfer Problems for Youth in the Juvenile Justice System" (Philadelphia: Juvenile Law Center, Education Law Center-PA, Drexel University, and the Southern Poverty Law Center, 2020), available at https://jlc.org/resources/credit-overdue.

35 Office for Civil Rights, "Protecting the Civil Rights of Students in the Juvenile Justice System" (Washington: U.S. Department of Education, 2013), available at https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-juvenile-justice.pdf.

36 U.S. Department of Education and U.S. Department of Justice, "Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings" (Washington: 2014), available at https://www2.ed.gov/policy/gen/guid/correctional-education/guiding-principles.pdf.

37 Ibid.

38 Ibid.

39 U.S. Department of Education, "A Guide to the Individualized Education Program," available at https://www2.ed.gov/parents/needs/speced/iepguide/index.html (last accessed November 2021).

59 Mallory Noe-Payne, "Virginia Juvenile Correctional Facility Overwhelmed By Coronavirus," NPR, April 20, 2020, available at https://www.npr.org/sections/coronavirus-live-updates/2020/04/20/838790229/virginia-juvenile-correctional-facility-overwhelmed-by-coronavirus.

60 Rovner, "COVID-19 in Juvenile Facilities."

61 Ibid.

62 CAP community conversation session, interview with K-12 Education Policy team via video conference, August 26, 2021, on file with author.

63 Ibid.

64 Sue Burrell and Loren Warboys, "Special Education and the Juvenile Justice System" (Washington: U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention, 2000), available at https://www.ojp.gov/pdffiles1/ojjdp/179359.pdf.

65 S. Department of Education Office of Special Education and Rehabilitative Services, "Supporting Youth with Disabilities in Juvenile Corrections," available at https://sites.ed.gov/osers/2017/05/supporting-youth-with-disabilities-in-juvenile-corrections/ (last accessed November 2021).

66 Ibid.

67 Sarah Butrymowicz and Jackie Mader, "Pipeline to Prison: How the juvenile justice system fails special education students," The Hechinger Report, October 26, 2014, available at https://hechingerreport.org/pipeline-prison-juvenile-justice-system-fails-special-education-students/; U.S. Department of Education Office of Special Education and Rehabilitative Services, "Supporting Youth with Disabilities in Juvenile Corrections."

68 CAP community conversation sessions, interview with K-12 Education Policy team via video conference, August 26, 2021, and September 8, 2021, on file with author.

69 David Blumenthal, Francine Stromberg, and Rodney Jenkins, "Use of Funds to Support Successful Transitions for Youth Who Are Neglected or Delinquent" (Washington: Office of Elementary and Secondary Education, 2020), available at https://oese.ed.gov/files/2021/04/8a._Use-of-Funds_FINAL_8-26-20201.pdf.

70 Annie E. Casey Foundation, "Casey Supports National Effort to Grow Credible Messenger Mentoring," Press release, September 12, 2021, available at https://www.aecf.org/blog/casey-supports-national-effort-to-grow-credible-messenger-mentoring.

71 Ibid.

72 U.S. Department of Labor and U.S. Department of Education, "Supporting the Educational and Career Success of Justice-Involved Youth under the Workforce Innovation and Opportunity Act (WIOA)" (Washington: 2017), available at https://youth.workforcegps.org/resources/2017/01/18/14/11/EKFA_Justice.

73 Jay Blitzman, "Shutting Down the School-to-Prison Pipeline," *Human Rights Magazine* 47 (1) (2021), available at https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/empowering-youth-at-risk/shutting-down-the-school-to-prison-pipeline/.

CAP 20 BOLDLY FORWARD

The Center for American Progress is an independent nonpartisan policy institute that is dedicated to improving the lives of all Americans through bold, progressive ideas, as well as strong leadership and concerted action. Our aim is not just to change the conversation, but to change the country.

CAP ACTION 20

Learn about our sister organization, the Center for American Progress Action Fund, an advocacy organization dedicated to improving the lives of all Americans.

©2024 Center for American Progress