NORTH PANOLA SCHOOL DISTRICT

"Leadership, Collaboration, Innovation"

Mr. Chad Spence, Superintendent

Dropout Prevention Plan

2023-2024 School Year

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Mandated Regulations

Mississippi Code 37-13-80
Each school district shall implement a dropout prevention program approved annually.

Each local school district will be held responsible for reducing and/or eliminating dropouts in the district. The local school district will be responsible for the implementation of dropout plans focusing on issues such as, but not limited to:

(a) Dropout Prevention initiatives that focus on the needs of individual local education agencies;

(b) Establishing policies and procedures that meet the needs of the districts;

(c) Focusing on the student-centered goals and objectives that are measureable;

(d) Strong emphasis on reducing the retention rates in grades kindergarten, first and second;

(e) Targeting subgroups that need additional assistance to meet graduation requirements; and

(f) Dropout recovery initiatives that focus on students age seventeen (17) through twenty-one

(21), who dropped out of school.

It is the intent of the Legislature that, through the statewide dropout prevention program and the dropout prevention programs implemented by each school district, the graduation rate for cohort classes will be increased to not less than eighty-five percent (85%) by the 2018-2019 school year.

Accreditation Process Standard (11)
The school district shall develop and implement a program designed to keep students in school and to lower student dropout rates. Miss. Code Ann. § 37-13-80, Miss. Admin. Code 7-3: 30.5, State Board Policy Chapter 30, Rule 30.5.

North Panola School District Board Policy (JQH)
This school district will make diligent efforts to reduce and eliminate dropouts in the district. The school board directs the superintendent to provide regular reports on efforts made to increase student retention. This school district shall maintain accurate records documenting enrollment and attendance, including dropout rates, and shall provide an annual statistical report to the State Department of Education.

Technical assistance and coordination services may be obtained from the State Department of Education to districts seeking to reduce dropout rates.

DROPOUT PREVENTION PROGRAM

This board will comply with all applicable provisions of the Mississippi Code of 1972, Annotated as amended including but not limited to Section 37-13-80, Dropout Prevention, Assistance to certain local school districts to establish program of educational accountability and assessment of performance; personnel appraisal and compensation system for school employees; programs to prevent dropouts, and the Mississippi Public School Accountability Standards and with all other applicable federal and state laws.

Dropout Prevention Plan Verification

On behalf of North Panola School District, I hereby submit the Dropout Prevention/Restructuring Plan to provide goals, activities, and services necessary to meet the overarching goals of the state dropout prevention 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.

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.

Signed,

District Superintendent: <u>Chad Spence</u> <u>August 17, 2023</u>

School Board President: <u>Trosiki Pettis</u> <u>August 17, 2023</u>

District Dropout Prevention Plan Team Members

Team Member	Position
Dr. Wilner Bolden, III	Deputy Superintendent
Dr. Deatrice White	Federal Program Director
Mr. Andre Jones	Principal, North Panola High School
Mr. Rex Houston	Assistant Principal, North Panola High School
Mrs. Ashley Shannon	Principal, North Panola Middle School
Mr. Andre Jones	Assistant Principal, North Panola Middle School
Ms. Timeka Thomas	Principal, Greenhill Intermediate School
Mrs. Miter Williams	Assistant Principal, Greenhill Intermediate School
Ms. Rachel Williams	Principal, Como Primary School
Ms. Eva O'Neal	District Curriculum Specialist

District Level Data

Student Demographic Data

	Number of Students
Total	1219
Male	615
Female	604
Black	1158
White	37
Asian	2
Hispanic	6

Data provided by SAM (district student database as of Spring 2023)

Graduation Rate and Dropout Rate

	Graduation Rate	Dropout Rate
2022 Accountability	86.9%	12.1%
2021 Accountability	86.9%	13.7%
2020 Accountability	83.3%	12.8%
2019 Accountability	82.2%	Unavailable
2018 Accountability	82.2%	Unavailable

Data provided by the Mississippi Department of Education

District Level Data

Graduation Rate Overview

State **District** **State Goal by 2025**

Mississippi — Goal: 90%
88.4%

North Panola School District — Goal: 90%
90.8%

Graduation Rate Overview

State **District** **State Goal by 2025**

Mississippi — Goal: 90%
87.7%

North Panola School District — Goal: 90%
81.8%

Graduation Rate Overview

State **District** **State Goal by 2025**

Mississippi — Goal: 90%
85.0%

North Panola School District — Goal: 90%
83.1%

Graduation Rate Overview

State **District** **State Goal by 2025**

Mississippi — Goal: 90%
84.0%

North Panola School District — Goal: 90%
78.9%

NPSD Graduation Rate

Year	Rate
2021-2022	90.8
2020-2021	81.8
2019-2020	83.1
2018-2019	78.9
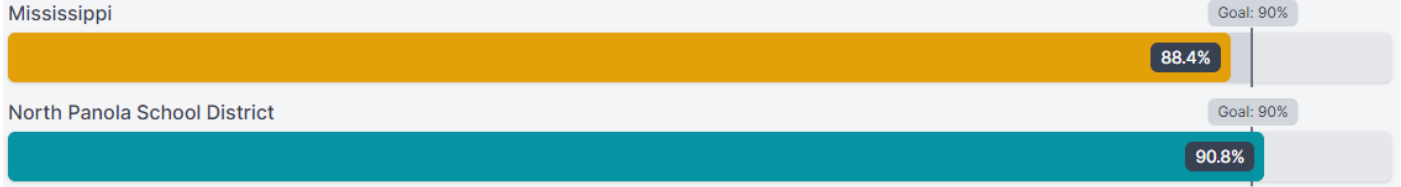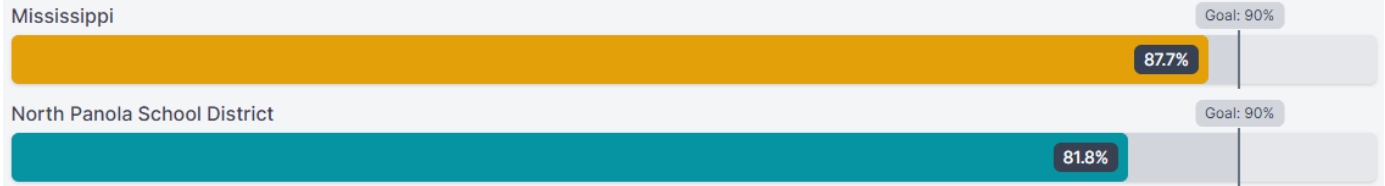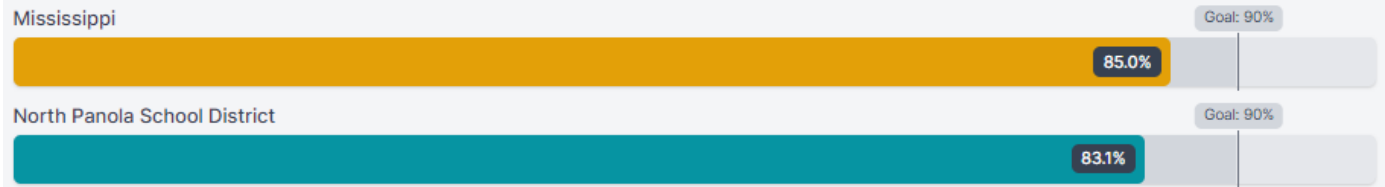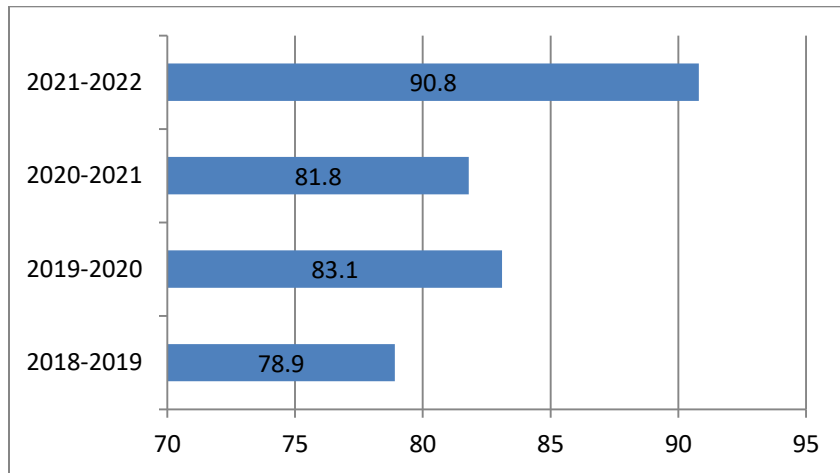
Chronically Absent Students Overview
Students absent 10% or more of the time enrolled

District / State chart:

- 2017-2018: District ~24.3, State 16.9
- 2018-2019: District ~18.2, State 13.1
- 2020-2021: District ~12.2, State 20.7
- 2021-2022: District ~28.0, State 50.6
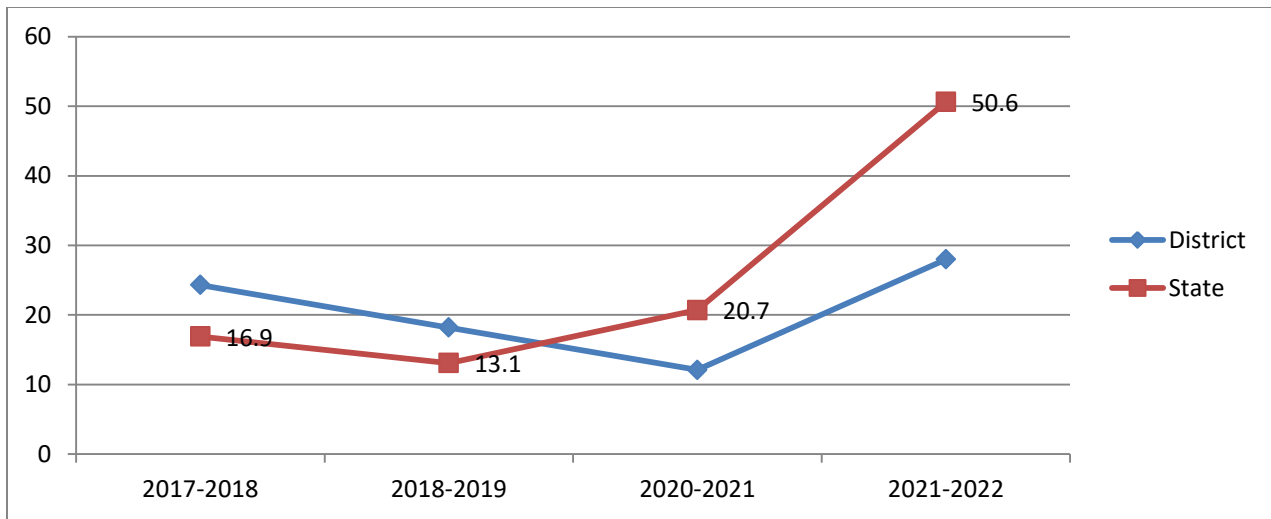
Breakdown of 2021-2022 School Year

GROUP	DISTRICT	STATE
All	50.6%	28.0%
Female	48.4%	28.4%
Male	52.7%	27.7%
Black or African American	49.8%	30.1%
White	55.7%	26.3%
Asian	<5%	14.4%
Hispanic or Latino	<5%	23.2%
Native Hawaiian or Pacific Islander	<5%	30.3%
Two or More Races	83.3%	30.9%
Students with Disabilities	51.6%	31.4%
Students without Disabilities	50.4%	27.4%

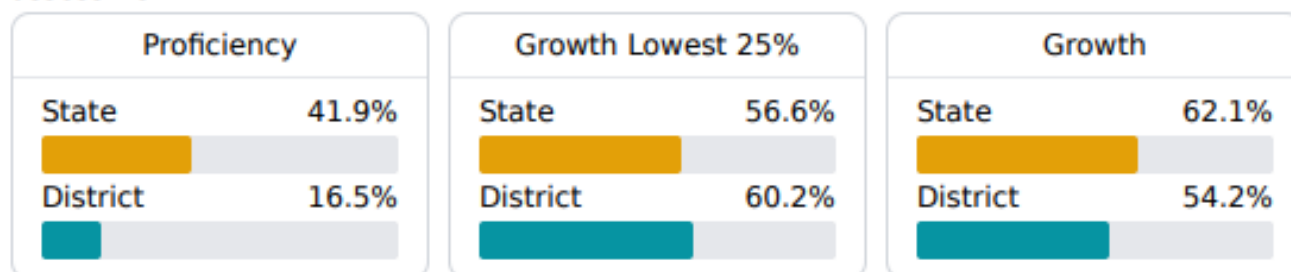# D – District Report Card for 2021-2022 Accountability

Math

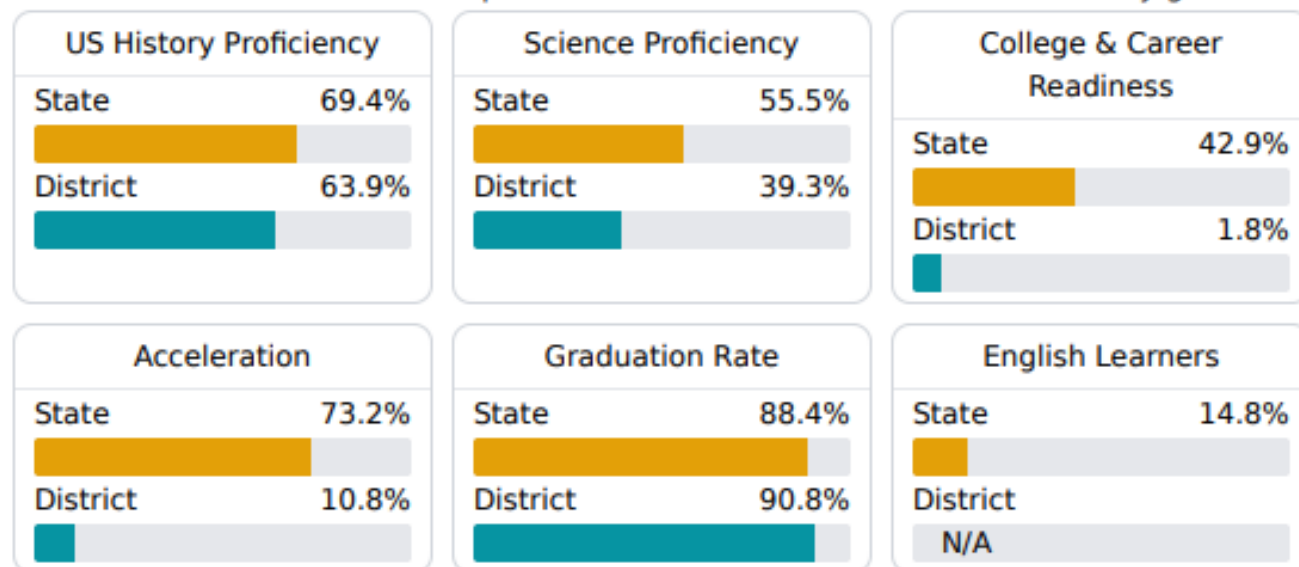Measurements of student performance on the statewide math assessment.

Growth		Growth Lowest 25%		Proficiency	
State	72.6%	State	68.6%	State	46.8%
District	71.1%	District	70.8%	District	20.2%
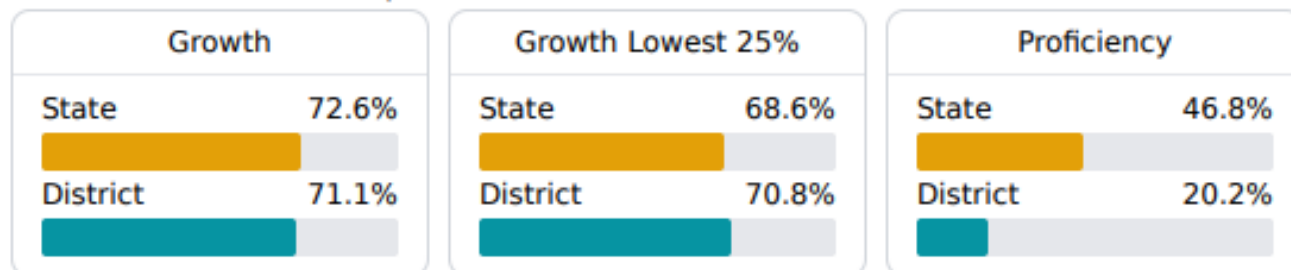
English

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	16.5%	District	60.2%	District	54.2%

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	63.9%	District	39.3%	District	1.8%

Acceleration		Graduation Rate		English Learners	
State	73.2%	State	88.4%	State	14.8%
District	10.8%	District	90.8%	District	N/A

District Level Plan

The North Panola School District will implement goals, activities, and services necessary to meet the ultimate of reducing dropout by adhering to the following:

1) *Reducing the retention rates in grades kindergarten, first, and second*
    - The three tier process of instruction and remediation will implemented with fidelity.
    - To increase the number of students enrolling in school earlier, communication will be enhanced to inform the community of early childhood education programs inclusive of the district's Pre-Kindergarten program.
    - To maintain acceptable attendance in the Pre-Kindergarten program, transportation will be provided when compliance can be met.
    - Universal screener data will be collected and utilized to work toward end of year grade-level expectations.
    - Interventions will be delivered consistently through designated times in the daily schedule.
    - Progress monitoring data will be reviewed regularly with instructional decisions adjusted accordingly.
    - An ongoing line of communication will be maintained to provide assistance to parents.
    - Strategies will be shared with parents regularly through focused curriculum sessions.

2) *Targeting subgroups that need additional assistance to meet graduation requirements*
    - Each school has designated interventionists to work with students with disabilities and students who have been identified as English Learners. Students in performing in the lowest quartile are also assigned an interventionist to provide high dosage tutoring in their identified deficit areas.
    - Teachers have engaged in professional learning opportunities to better support students in subgroups who have consistently exhibited low performance on academic assessments.
    - The tier intervention team at each school meets regularly to monitor student progress and the leadership team at each school reviews data monthly at a minimum to determine whether instructional plans needs to be revised to better meet the needs of students.
    - The graduation coach collaborates with parents, the high school counselor and support staff to ensure students who are at-risk of not graduating are provided additional assistance and resources to meet graduation requirements.

3) *Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works)*
    - The graduation coach utilizes phone calls, social media, person-to-person contact and other outreach efforts to find students and assist them in securing resources to avoid dropout.

- The district secures partnerships with other local agencies to provide resources to students.

4) ***Addressing how students will transition to the home school district from the juvenile detention centers (or alternative learning centers)***

- Prior to returning to the home school district, school leaders meet to discuss the transition plan for a student's successful transition to the school setting.

- Records of grades and other data collected to illustrate the student's progress and performance are shared, including but not limited to, test data, work towards credits earned, etc.

- A schedule will be developed collaboratively to coincide with the classes needed to meet graduation requirements or to follow an individualized plan for completion.