Louisville Municipal School District

Dropout Prevention Plan

2023-2024

Every Child - Every Chance - Every Day

The LMSD Dropout Prevention Plan is a working document and is subject to change in response to the needs of our students. Upon request, a current plan containing any revisions or changes will be provided.

District Point of Contact for the Dropout Prevention Plan:
Cynthia Haynes McDonald
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The Louisville Municipal School District includes the following locations:

- ☐ Fair Elementary School (K-2)
- ☐ Louisville Elementary School (3-5)
- ☐ Eiland Middle School (6-8)
- ☐ Louisville High School (9-12)
- ☐ Nanih Waiya Attendance Center (K-12
- ☐ Noxapater Attendance Center (K-12)
- ☐ Winston-Louisville Career and Technology Center
- ☐ Louisville Municipal School District Alternative School/REACHES

District Dropout Prevention Team Members (A school administrator may designate personnel to represent him/her on this team):

- ☐ Sarah Webb, FES
- ☐ Drew Smith, LES
- ☐ Derek Hopkins, EMS
- ☐ Danya Turner, LHS
- ☐ Regina Smith, NOX
- ☐ Suzanne Cain, NW
- ☐ Torya Blair, Alternative School
- ☐ Rosemary Lampley, SPED & Student Services
- ☐ Shane McDaniel, WLCTC
- ☐ Cynthia Haynes McDonald, LMSD Central Office

Part I: Statement of Assurance

On behalf of the **Louisville Municipal School District**, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the three overarching goals of the state dropout prevention Plan

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 indication services effective in preventing dropouts if we focused on students in the earliest grades.

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

I hereby certify that our school district 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 Committee Chairperson: Cynthia Haynes McDonald

(Signature) 08/08/2023 (Date)

Superintendent: David Luke, Ph.D.

(Signature) 8.8.2023 (Date)

School Board President: Ronnie Ware

(Signature) 8/8/23 (Date)

Vision Statement

All Louisville Municipal School District students will graduate ready for college and/or career success.

Mission Statement

The Louisville Municipal School District provides educational opportunities to meet the needs of students with various backgrounds and abilities.

Demographics

The Louisville Municipal School District comprises all public school students in Winston County and consists of six schools, an alternative learning school and a career-technical center. The student enrollment of the school district is approximately 2,700 students. There are approximately 410 district employees which includes both certified and classified.

The school district is located in Winston County, which is in the east central part of Mississippi. The population of the county is 18,011. The city of Louisville has a population of 5,983 and the city of Noxapater has a population of 445.

District Dropout Prevention Goals:

1. To increase the graduation rate for cohort classes to 95% or higher by the end of 2025-2026 school year.
2. Reduce the dropout rate by 10% or more each year beginning with the 2023-2024 school year until the dropout rate is 5% or less.
3. Increase the average daily attendance rate for school sites and districts to 98% by reducing the district truancy rate by 1% each year.
4. Use Positive Behavioral Interventions and Supports (PBIS) to create a positive school culture and climate on all LMSD campuses.
5. Expand and strengthen partnerships with family, school, and community stakeholders via internal and external resources.
6. Strengthen the role of the Dropout Prevention Advisory Committee and Mentors in positively impacting prevention strategies and innovations.

The following information is posted on the Mississippi Department of Education's website:

Graduating from high school is a strong predictor of adult success which includes physical and mental health outcomes. Mississippi is committed to improving the number of students who graduate each year college and Career Ready (State Board Goal 2). As required by state law, each school district shall implement an annual dropout prevention plan.

Mississippi calculates graduation rates consistent with federal requirements for a four-year adjusted cohort graduation rate method. Every student in the four-year cohort is assigned one of five statuses: Graduate, Dropout, Completer, Still Enrolled, or Excluded. Excluded students are those who move out of state, transfer to home school, transfer to private school, or are deceased during the four-year cohort timeframe. Still Enrolled are students that continue enrollment beyond the four-year timeframe. These may be students that need to repeat a grade or are students with an Individualized Education Plan (IEP) that continues beyond four years. These five categories are mutually exclusive; and therefore, students with a status of still enrolled (repeaters) are not included in the graduation rate, nor the dropout rate.

The Difference Between Graduation Rate and Dropout Rate

In considering the annual dropout rate, it is critical to note that this rate is not the same as the four-year cohort graduation rate. The cohort graduation rate follows a group of ninth graders across four years' time and reports the percentage of these students who graduate four years after beginning high school.

The annual dropout rate illustrates the number and percentage of students who drop out during one year's time. Some of these students may return to school the following year and complete high school while others may drop out multiple times. The four-year cohort graduation rate is considered a more comprehensive picture of the issue of students' persistence and high school completion.

Developing a comprehensive three-year Dropout Prevention Plan for the Louisville Municipal School District in Winston County, Mississippi requires ongoing analysis of past data, collaboration with various stakeholders, and strategic planning. The following plan provides an overview of efforts to support dropout prevention:

Step 1: Data Analysis

- ☐ Analyze Graduation and Dropout Rates: Review graduation and dropout rates from the 2019-2020 to the 2022-2023 school years to identify trends and areas needing improvement.
- ☐ Assess State Assessment Results: Analyze state assessment results during the same period to identify academic strengths and weaknesses.

Step 2: Collaborate with Businesses, Universities, and Other Stakeholders

- ☐ Business Collaboration: Establish partnerships with local businesses in Louisville to create internship opportunities, job shadowing, and mentoring programs for students.
- ☐ University Partnerships: Collaborate with Mississippi State University and other state universities and community colleges to provide students with college readiness programs, dual enrollment opportunities, and access to resources for career planning.

Step 3: Student Engagement Activities

- ☐ Extracurricular Activities: Enhance and diversify extracurricular activities to cater to various student interests, such as sports, arts, STEM clubs, etc.
- ☐ Leadership and Service Projects: Encourage students to participate in leadership and community service projects to foster a sense of responsibility and community engagement.

Step 4: Positive Behavior Intervention

- ☐ Implement and/or strengthen PBIS (Positive Behavior Intervention System) on all LMSD campuses: Develop and implement a school-wide PBIS framework to promote positive behavior, reduce disciplinary incidents, and create environments conducive to learning.
- ☐ Character Education: Integrate character education programs to instill values like honesty, respect, empathy, and responsibility among students.
- ☐ Continue implementation of Social Emotional Learning curriculum.

- [ ] Connect at-risk students and families with organizations such as Community Counseling Services

Step 5: Family and Parent Engagement

- [ ] Workshops and Seminars: Organize workshops and seminars for parents on topics such as academic support, college preparation, and effective communication with teachers.
- [ ] Parent-Teacher Conferences: Conduct regular parent-teacher conferences to foster a strong partnership between parents and educators.
- [ ] Mentorship Programs: Continue and/or establish mentorship programs involving parents, teachers, and community members to support at-risk students.

Step 6: Alternative School, Virtual School, and After-School Support

- [ ] Alternative School: Strengthen the Alternative School program for students at risk of dropping out, providing them with tailored support and intervention.
- [ ] Use the Grade Results program to support students in earning a high school diploma.
- [ ] After-School Programs: Continue and/or develop after-school programs that offer academic assistance, tutoring, and enrichment activities to students.
- [ ] Utilize PAPER to offer individualized support across subject areas in grades 3-12

Step 7: Career and Technical Education (CTE)

- [ ] CTE Pathways: Expand Career and Technical Education opportunities within the district, offering students pathways to vocational skills and certifications.
- [ ] Work-Based Learning: Collaborate with local businesses to provide work-based learning experiences for CTE students.

Step 8: Multi-Tiered Systems of Support (MTSS) and IEP/Inclusion Support

- [ ] MTSS Implementation: Continue to implement MTSS to provide targeted interventions and support based on individual student needs.
- [ ] IEP and Inclusion: Strengthen IEP and inclusion support for students with special needs, ensuring they receive appropriate accommodations and assistance.
- [ ] Teachers, counselors, and administrators will monitor student progress and provide interventions as indicated by assessment results.

Step 9: Early Intervention

- ☐ Early intervention: Starting in kindergarten, students are screened for speech, hearing, language and fine motor skills.
- ☐ Maintain the preschool program offered at Fair Elementary School
- ☐ Collaborate with the local head start program

Step 10: Ongoing Professional Development

- ☐ Training in effective classroom management
- ☐ Training in best practices in instructional practices that engage learners
- ☐ Professional development in the use of technology to support student achievement

Step 11: Dropout Prevention Plan Implementation Timeline

Year One (2023-2024):

- ☐ Data Analysis and Assessment
- ☐ Establish Business and University Partnerships
- ☐ Strengthen PBIS Framework
- ☐ Consistently Implement Student Engagement Activities

Year Two (2024-2025):

- ☐ Continue Student Engagement Activities
- ☐ Assess the Success of Alternative School and After-School Support Programs
- ☐ Expand CTE Opportunities

Year Three (2025-2026):

- ☐ Strengthen Family and Parent Engagement Strategies
- ☐ Monitor and Adjust Dropout Prevention Plan
- ☐ Sustain Partnerships and Collaborations

Step 12: Evaluation and Continuous Improvement

Regularly assess the effectiveness of the Dropout Prevention Plan through data analysis, feedback from stakeholders, and graduation/dropout rate trends. Make adjustments as needed to improve outcomes. This plan will require ongoing dedication and collaboration from all stakeholders to ensure its success.

Louisville Municipal School District Dropout Prevention Plan

Supporting Information

2023/2024

Dropout Prevention Program Purpose

The primary purpose of the Louisville Municipal School District Dropout Prevention Program is to enhance educational achievement and to increase graduation rates by offering services that promote academic success for at-risk students. The content of the program is built upon the **15 Effective Strategies as identified by the National Dropout Prevention Center** (NDPC). In focusing on these key areas, the school district and community stakeholders work together to provide support and remediation for targeted at-risk students. The goal of the program is to provide students with meaningful activities and incentives that contribute to improved attendance, behavior, and academic achievement.

Foundational Strategies

1. **Systemic Approach**: A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.
2. **School-Community Collaboration**: When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve.
3. **Safe Learning Environments**: A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills in all students.

Early Interventions

4. **Family Engagement**: Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.
5. **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 their school experience through the primary grades.
6. **Early Literacy Development**: Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects.

Basic Core Strategies

7. **Mentoring/Tutoring**: Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.
8. **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.
9. **Alternative Schooling**: Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.
10. **After-School/Out-of-School Opportunities**: Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon "gap time" with constructive and engaging activities.

Managing and Improving Instruction

11. **Professional Development**: Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.
12. **Active Learning**: Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.
13. **Educational Technology**: Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.
14. **Individualized Instruction**: Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.
15. **Career and Technical Education (CTE)**: A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace.

2023: 4-Year Graduation Rate by Subgroup

Subgroup	Graduation Rate Percentage
All	87.5%
Male	80.5%
Female	95.3%
Black or African American	86.0%
White	92.2%
Economically Disadvantaged	88.2%
Students with Disabilities	52.4%

2023: Graduation & Dropout Rates

	Graduation Rate Percentage	Dropout Rate Percentage
LMSD	87.5%	11.2%
Louisville High	85.6%	12.1%
Nanih Waiya Attendance Center	88.0%	12.0%
Noxapater Attendance Center	92.9%	7.1%

2022: 4-Year Graduation Rate by Subgroup

Subgroup	Graduation Rate Percentage
All	88.9%
Male	88.1%
Female	90.1%
Black or African American	88.1%
White	93.2%
Economically Disadvantaged	89.8%
Students with Disabilities	47.1%

2022: Graduation & Dropout Rates

	Graduation Rate Percentage	Dropout Rate Percentage
LMSD	88.9%	8.9%
Louisville High	85.5%	11.8%
Nanih Waiya Attendance Center	93.1%	6.9%
Noxapater Attendance Center	95.5%	0.0%

2021: 4-Year Graduation Rate by Subgroup

Subgroup	Graduation Rate Percentage
All	90.0%
Male	86.0%
Female	94.4%
Black or African American	92.7%
White	85.5%
Economically Disadvantaged	91.4%
Students with Disabilities	63.2%

2021: Graduation & Dropout Rates

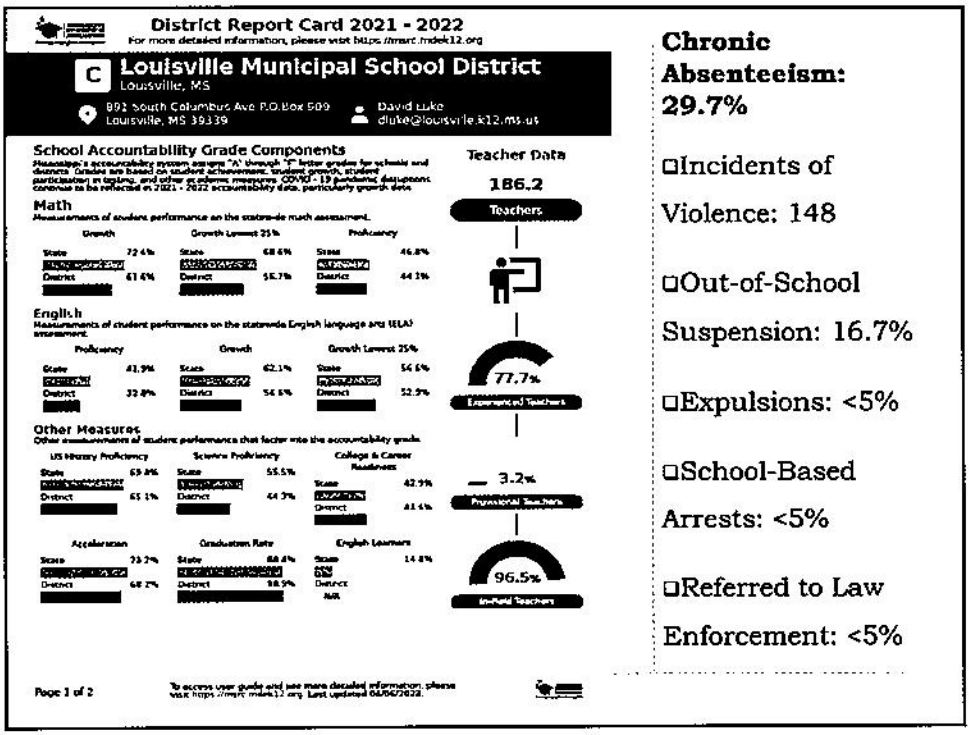
	Graduation Rate Percentage	Dropout Rate Percentage
LMSD	90.0%	7.9%
Louisville High	87.7%	10.7%
Nanih Waiya Attendance Center	94.4%	5.6%
Noxapater Attendance Center	93.8%	0.0%

2020: 4-Year Graduation Rate by Subgroup

Subgroup	Graduation Rate Percentage
All	87.7%
Male	81.7%
Female	94.2%
Black or African American	89.3%
White	84.7%
Economically Disadvantaged	89.3%
Students with Disabilities	33.3%

2020: Graduation & Dropout Rates

	Graduation Rate Percentage	Dropout Rate Percentage
LMSD	87.7%	8.2%
Louisville High	NA	NA
Nanih Waiya Attendance Center	NA	NA
Noxapater Attendance Center	NA	NA



District Report Card 2021 - 2022

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

C Louisville Municipal School District

Louisville, MS

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School Accountability Grade Components

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

Math

Measurements of student performance on the statewide math assessment.

	Growth	Growth Lowest 25%	Proficiency
State	72.4%	68.6%	46.8%
District	61.6%	56.7%	44.1%

English

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

	Proficiency	Growth	Growth Lowest 25%
State	41.9%	62.1%	54.6%
District	32.8%	54.6%	52.9%

Other Measures

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

	US History Proficiency	Science Proficiency	College & Career Readiness
State	69.8%	55.5%	42.9%
District	65.1%	44.3%	41.4%

	Acceleration	Graduation Rate	English Learners
State	73.2%	88.4%	14.8%
District	68.2%	98.5%	N/A

Teacher Data

186.2

Teachers

77.7%

Experienced Teachers

3.2%

Provisional Teachers

96.5%

In-Field Teachers

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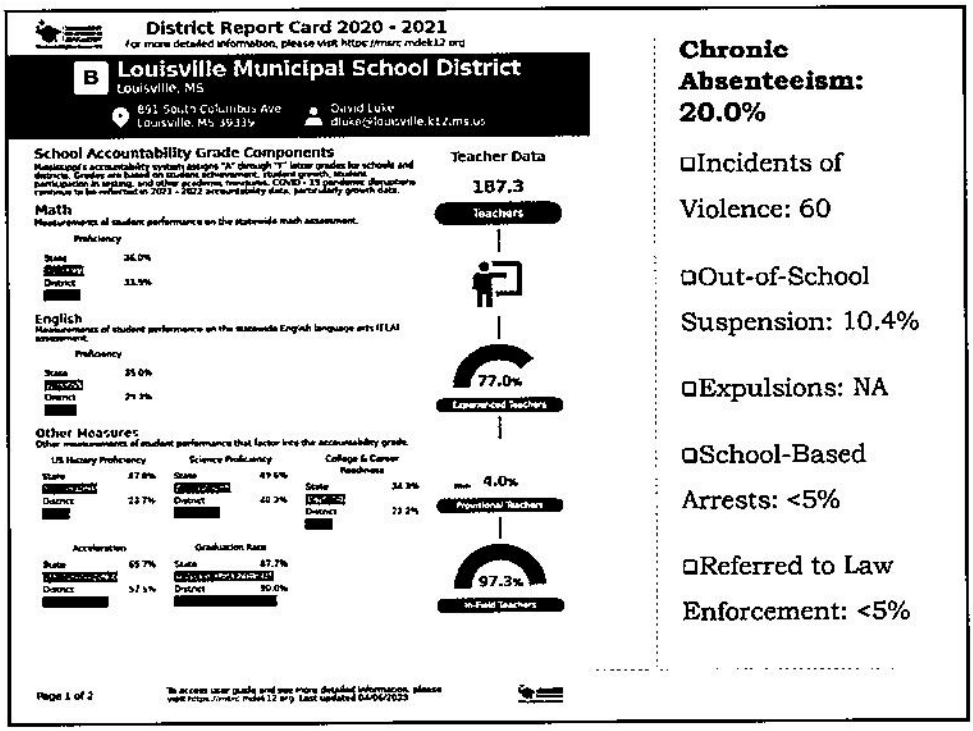
To access user guide and see more detailed information, please visit https://msrc.mdek12.org. Last updated 04/06/2022.

Chronic Absenteeism: 29.7%

- Incidents of Violence: 148
- Out-of-School Suspension: 16.7%
- Expulsions: <5%
- School-Based Arrests: <5%
- Referred to Law Enforcement: <5%



District Report Card 2020 - 2021

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

B Louisville Municipal School District

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School Accountability Grade Components

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

Math

Measurements of student performance on the statewide math assessment.

	Proficiency
State	36.0%
District	33.9%

English

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

	Proficiency
State	35.0%
District	29.3%

Other Measures

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

	US History Proficiency	Science Proficiency	College & Career Readiness
State	47.8%	49.6%	34.3%
District	33.7%	40.2%	33.3%

	Acceleration	Graduation Rate
State	65.7%	87.7%
District	57.1%	90.0%

Teacher Data

187.3

Teachers

77.0%

Experienced Teachers

4.0%

Provisional Teachers

97.3%

In-Field Teachers

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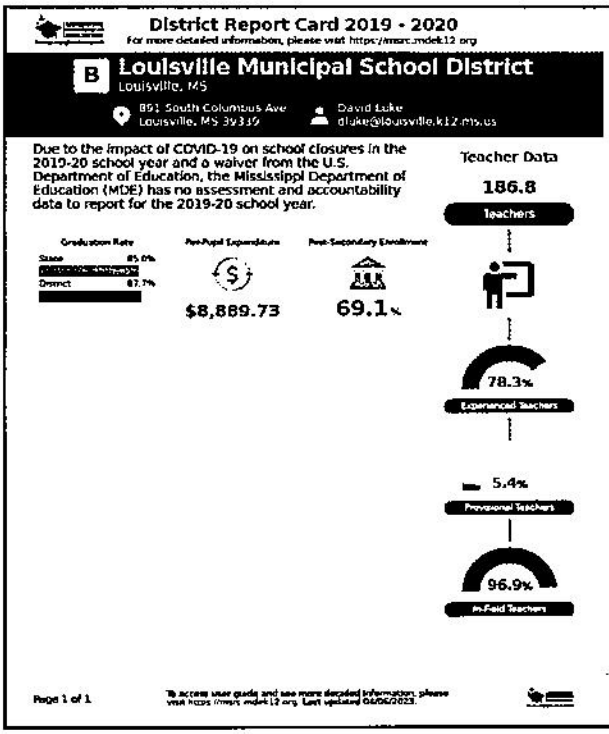
Chronic Absenteeism: 20.0%

- Incidents of Violence: 60
- Out-of-School Suspension: 10.4%
- Expulsions: NA
- School-Based Arrests: <5%
- Referred to Law Enforcement: <5%



District Report Card 2019 - 2020

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

B Louisville Municipal School District

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Due to the impact of COVID-19 on school closures in the 2019-20 school year and a waiver from the U.S. Department of Education, the Mississippi Department of Education (MDE) has no assessment and accountability data to report for the 2019-20 school year.

Graduation Rate
State 85.0%
District 87.7%

Per-Pupil Expenditure
$8,889.73

Post-Secondary Enrollment
69.1%

Teacher Data
186.8
Teachers
78.3%
Experienced Teachers
5.4%
Provisional Teachers
96.9%
In-Field Teachers

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Chronic Absenteeism: NA

- Incidents of Violence: NA
- Out-of-School Suspension: NA
- Expulsions: NA
- School-Based Arrests: NA
- Referred to Law Enforcement: NA

Post-Secondary Enrollment & Advanced Course Participation

2021-22	71.7%	48.0%
2020-21	69.1%	44.0%
2019-20	69.1%	NA