

DROPOUT PREVENTION PLAN

2020-2021

Houston School District

&

Chickasaw County School District

*The MISSION of the Houston School District and
Chickasaw County School District is to ensure high levels
of learning for ALL students*

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Part I. Administrators

School	Position	Name	Signature
Chickasaw County School District	Superintendent	Tony Cook	
Houlka Attendance Center	Principal	Willie Mounce	
Houston High School	Principal	John Ellison	
Houston CTE	Principal	Tony Horton	
Houston Middle School	Principal	Mary Ruth Wright	
Houston Upper Elementary	Principal	Angel Carr	
Houston Lower Elementary	Principal	Katonya Gathings	
Houston Alternative School	Principal	Buz Boyer	

Part II. District Team Members

Houston School District - 636 Starkville Road - Houston, MS 38851

Tel: 662.456.3332 - Fax: 662.456.5259

Superintendent Email: tcook@houston.k12.ms.us

Position	Name	Signature	Civic Gov't Agency Rep	Community Rep	School Staff
Superintendent	Tony Cook				X
Team Leader	John Ellison				X
Team Leader	Willie Mounce				X
Team Sponsor	Sharon Atkinson	<i>Sharon Atkinson</i>		X	
Team Parent	Zane Thomas			X	
Team Associate	Carolyn Matthews				X
Team Member	William Cook				X
Team Member	Tony Horton				X
Team Member	Verness Gates				X
Team Member	Mary Ruth Wright				X
Team Member	Leigh Ann Mabry				X
Team Member	Debbie Harmon				X
Team Member	Kim Sellers				X
Team Member	Cynthia Autry		X		

Part III. Statement of Assurance

On behalf of the Chickasaw County Consolidated 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: 1) Increasing the state graduation rate to 90% by 2025; 2) reducing the graduation gap between students with disabilities and all students to 20% by 2025.

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 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 graduation rate, reducing the dropout rate and reducing the truancy rate.

I hereby certify that our school district will endorse and implement the Fifteen 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 Leaders:

Names: _____ John Ellison, Houston High School Principal
 Willie Mounce, Houlika Attendance Center Principal

Mailing Address: 636 Starkville Road, Houston, MS 38851

Tel: 662.456.3332 **Fax:** 662.456.5259

Position	Name	Signature
District Superintendent	Tony Cook	
School Board Chair		

Part III. Board Agenda

Part IV. 2019–2020 District Data Form

	ELEMENTARY SCHOOL		MIDDLE SCHOOL		HIGH SCHOOL		ATTENDANCE CENTER	
SCHOOL DATA								
Number of Schools	2		1		1		1	
Cumulative Enrollment	855		438		453		516	
Counselor/Student Ratio	1/435; 1/420		1/438		1/453		1/516	
STUDENT DEMOGRAPHIC DATA								
	#	%	#	%	#	%	#	%
Female	396	46.32%	218	49.77%	224	49.45%	267	51.74%
Male	459	53.68%	220	50.23%	229	50.55%	249	48.26%
Asian	7	0.82%	2	0.46%	2	0.44%	0	0.00%
Black	352	41.70%	177	40.41%	204	45.03%	205	39.73%
Hispanic	72	8.42%	50	11.42%	29	6.40%	29	5.62%
American Indian	0	0.00%	0	0.00%	1	0.22%	0	0.00%
White	424	49.59%	209	47.72%	217	47.90%	282	54.6%
STAFF DEMOGRAPHIC DATA (TEACHERS/ADMINISTRATORS)								
	#	%	#	%	#	%	#	%
Female	94	93.07%	36	76.60%	45	69.23%	49	80.33%
Male	7	6.93%	11	23.40%	20	30.77%	12	19.67%
Asian	0	0%	0	0.00%	0	0.00%	0	0.00%
Black	14	13.86%	8	17.02%	12	18.46%	10	16.39%
Hispanic	1	0.99%	0	0.00%	0	0.00%	0	0.00%
Native American	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	86	85.15%	39	82.98%	53	81.54%	51	83.61%

- **Our District does not offer a GED or Fast Track program.**
- **Number of Students Who are Two or More Years Behind:**
HLES – 2; HUES – 3; HMS – 8; HHS – 9; HAC- 5; Total: 27
- **Number of Students with 12 or More Unexcused Absences**
HLES – 13; HUES – 5; HMS – 24; HHS – 17; HAC- 9; Total: 68
- **Number of Discipline Referrals:**
HLES – 281; HUES – 191; HMS – 324; HHS – 294; HAC- 105; Total: 1,195
- **Number/Percentage of Students Receiving Free/Reduced Meals:**
HSD: Free – 1,223; Reduced – 176; Total: 1,399 (80.1%) HAC - 516 (100%)
- **Teacher ADA:**
HLES – 95.2%; HUES – 95.6%; HMS – 93.5 ; HHS – 97.5; HAC - ?; District – NA

- **Graduation Rates (2019):**
 HHS: 87% (HHS) Students with Disabilities: 35.5%
 HAC: 86.36% Students with Disabilities: N/A

Part IV. 2018–2019 District Data Form

HOUSTON LOWER:

	READING	MATH
Proficiency	61.1%	64.3%
Growth – ALL	68.3%	64.7%
Growth – low	63.6%	31.4%

total points = B rating

HOUSTON UPPER:

	READING	MATH	SCIENCE
Proficiency	56%	61%	75%
Growth – ALL	67%	69%	PARTICIPATION
Growth – low	57%	55%	

total points = A rating

HOUSTON MIDDLE:

	READING	MATH	SCIENCE
Proficiency	36.6%	60.6%	69.3%
Growth – ALL	46.8%	70.8%	PARTICIPATION
Growth – low	45.3%	47.7%	

total points = B rating

HOUSTON HIGH:

	READING	MATH	SCIENCE
Proficiency	55.5%	52.5%	56%
Growth – ALL	70.1%	60.4%	USH
Growth – low	43.2%	69%	Proficiency 53.7%
	GRADUATION RATE 87% - District & HHS (2019-2020)	PARTICIPATION	

total points = C rating

HOULKA ATTENDANCE CENTER:

	READING (K-8/Eng2)	MATH (K-8/Alg1)	SCIENCE (5,8/Bio1)
Proficiency	36.1%/33.3%	40.7%/69.3%	40.75%/48.5%
Growth – ALL			USH
Growth – low			Proficiency 17.2%
	GRADUATION RATE	PARTICIPATION	

	86.36% (2019-2020)	
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total points =

Part V. Needs Assessments Outcomes

Needs Assessments Areas	Descriptions
Target Group Identified	The target group will include middle and high school students that are 2 or more years behind in school and those that are in need of credit recovery at the high school level. Students with truancy, discipline, and state test scores below the 25 th percentile rank will also be monitored closely, as well as seniors who have not passed all state tests.
Data Collection Methods Used	Needs Assessments Surveys of Students, Teachers, Parents, and Administrators
Prioritized List of Needs	Conclusion of students' needs to be determined by needs assessment and includes the categories of student tutoring, counseling, and a need for the student to have more than one avenue for graduation. <i>(Surveys for 2019-2020 were not implemented due to Covid-19 school closures.)</i>
Short Term Goals	The short-term goals for Chickasaw County Consolidated School District include the continuation of the current programs in our district plus an increased effort to encourage parents to become actively involved in their children's education. Additionally, short-term goals for the district will include the continuation of an Academic Intervention Program district-wide with an emphasis to improve RTI at the high school level as well as continue the Virtual School (if provided by MDE) at the high school level. CTE classes are also being offered as well as extracurricular activities to increase student engagement.
Long Term Goals	Currently, grants and other means of funding are being investigated for the district to build on the Academic Intervention Program/Virtual School. This will include the district implementation of an academic alternative school and 9 th Grade Academy.
Recommendations for Future Needs Assessments	Needs assessments will be conducted annually in the spring semester to aid in the devolvement of the dropout prevention plan.

Part VI. Current District Initiatives

The current district dropout prevention initiatives are listed in this section, demonstrating how they fit within the 15 Effective Strategies from the National Dropout Prevention Center Network (NDPC/N) by each school level. Each of these initiatives is related to the three overarching goals of: increasing the district graduation rate; reducing the district dropout rate; and reducing the district truancy rate.

15 EFFECTIVE STRATEGIES	SCHOOL/GRADE LEVEL				
	District-Wide	Pre-Kindergarten	Elementary School	Middle School	High School
Systemic Renewal	Administrators Monthly PLC Meetings to discuss progress, data and academic performance				
School-Community Collaboration	Title 1 Meetings PTO Meetings PLC Meetings Parent Conferences Parent Nights RTI - Attendance Stake Holder Task Force	Parents/Community members read to students; Summer reading program	Parents/Community members read to students; Summer reading program PACE Incentives	PACE Incentives	PACE Incentives
Safe Learning Environment	Safety Policy (revised yearly) Lifecore Services PBIS Citizenship Awards		Title IV PACE Incentives	Police Patrol Daily Improved Alt School Instruction PACE Incentives	Police Patrol Daily Improved Alt School Instruction PACE Incentives
Family Engagement	Lifecore Services PTO Meetings Remind 101 PBIS RTI - Attendance				
Early Childhood Education			RTI Accelerated Reader Program		
Early Literacy Development	RTI		Accelerated Reader Program; Summer Reading Program		
Mentoring/Tutoring	RTI			Graduation Coach	After and in-school tutoring/interventionist Graduation Coach
Service Learning	HERO Blood Drive ACS – Relay for Life FFA/Anchor Farm Day	Ashley's Angels	St. Jude SHOP Ashley's Angels	St. Jude Ashley's Angels	Cancer Service Projects

	Backpack Program			
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Part VI. Current District Initiatives (continued...)

15 EFFECTIVE STRATEGIES	SCHOOL/GRADE LEVEL				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
Alternative Schooling	Lifecore Services			Disciplinary Alternative School Counseling Provided	Disciplinary Alternative School Counseling Provided
After School Opportunities				After school tutoring	After school tutoring
Professional Development	RTI Meetings to discuss researched-based interventions; Professional training;		SFA Curriculum Alignment; Wonders; Ready Math		
Active Learning			SF;, Wonders; Ready Math; Classroom Guidance	CPM	Study Sync Khan Academy USA Testprep
Educational Technology	MAP Testing; Common Formative Assessments	STAR	Computer Readiness Classes; iPad lab	ICT1, ICT2; MS Choices;	Student/parent/ adult computer lab; Credit Recovery; MS Choices; Virtual High School; Dual Credit
Individualized Instruction	RTI				
Career and Technical Education				CREATE Career Fair ICC Student Tours of Technical Campus	CTE Courses ICC Student Tours of Technical Campus

Part VII. Proposed District Initiatives

- Proposed initiative** – provide either an official title for a program or position to be filled, or the proposed working title.
- Grade level addressed** – note whether the proposed initiative may be applicable to the entire district, or whether it will specifically address a particular grade level (Pre-Kindergarten; Elementary, Middle, High)
- Purpose or goal** – provide a brief purpose or goal of the initiative.
- Who is involved** – list the name and titles for the individuals who will be involved in the planning and implementation of this initiative.
- Proposed cost** – provide an estimated cost for the initiative, including costs associated with areas such as planning, supplies, implementation, etc.
- Timeline for implementation** – note the amount of time needed for actual program implementation.
- Dropout prevention strategy addressed** – indicate which of the 15 Effective Strategies for Dropout Prevention will be addressed by the proposed initiative.
- Expected outcomes for students** – listing of the district’s expected outcomes for the proposed initiatives as they relate to the at-risk student population.

Proposed Initiative	Grade Level	Purpose or Goal	Who is Involved	Proposed Cost	Timeline for Implementation	Dropout Prevention Strategy Addressed	Expected Outcomes for Students
Early Warning System District Team	K-12	Identify students needing assistance to graduate and provide appropriate interventions.	Superintendent Principals Graduation Coach Special Services Coordinator Curriculum Coordinator Secondary Counselors	N/A	2021/2022	Mentoring and Tutoring Individualized Instruction	Increase graduation rate to 90% or above.
Early Warning System School Team	Middle and High Schools	Identify students needing assistance to graduate and provide appropriate interventions.	Principals Graduation Coach Counselors Career Coaches Teachers	N/A	2021/2022	Mentoring and Tutoring Individualized Instruction	Increase graduation rate to 90% or above.
Improve Alternative School Instruction	Middle and High Schools	Improve classroom instruction, increase counseling for students, and help students transition to the home school district from juvenile detention centers.	Teachers, Principals, Students, Counselors	\$10,000	2020-2021	Mentoring; Safe Learning Environment	The number of ODRs will decrease by 5%; The truancy rate will decrease by 5%. Increase graduation rate to 90% or above.
Education/ Training Programs	High School	Provide recovery initiatives for high school dropouts ages 17-21.	Graduation Coach Career Coach Counselor	N/A	2020-2021	School/ Community Collaboration	Increase graduation rate to 90% or above.
Gateway Program	High School	Decrease ODRs, Increase attendance, and increase graduation rate.	Career Coach CTE Staff Principal	N/A	2021-2022	Career and Technical Education	The number of ODRs will decrease by 5%; The truancy rate will decrease by 5%. Increase graduation rate to 90% or above.

Part VIII. Evaluating Effectiveness

Please complete the chart below to detail your district’s plan for evaluating both your current and proposed dropout prevention initiatives. For each initiative (current or proposed), you should note the following information:

Performance indicators/method of evaluation – provide the measures your district will use to determine effectiveness of either the proposed initiative and should be related to the initiative’s purpose or goal. Performance indicators may include areas such as the following: increase in test scores; increased participation in extracurricular activities; decrease in student referrals; increase in parent participation.

Sources of data – describe what data will be used to support the performance indicators and how the data will be accessed.

Dropout prevention strategy addressed – indicate which of the 15 Effective Strategies for Dropout Prevention is addressed in the proposed initiative.

Current/Proposed Initiative	Performance Indicators/ Methods of Evaluation	Sources of Data	Baseline Data (% , # or Rate)	Dropout Prevention Strategy Addressed	Goal Met? Yes/No
After School Tutoring/Mentoring	The percentage of students scoring proficient or advanced on SATP will increase by 5% from the 2018-2019 school year.	SATP scores	2018-2019 Eng 2: 55.5% Alg 1: 52.5% Science: 56% USH: 53.7%	Tutoring/ Mentoring	
Attendance	The number of 12 or more unexcused absences will decrease by 5%.	Sams attendance reports	District-Wide truancy rate: 2019-2020 3.38%	Family Engagement; School –Community Collaboration	
PLC Meetings	The percentage of students scoring proficient or advanced on SATP/MAP will increase by 5% from the 2018-2019 school year.	MAP/SATP scores	2018-2019 Eng 2: 55.5% Alg 1: 52.5% Science: 56% USH: 53.7% K-8 ELA: 51.23% K-8Math: 61.97% 5,8 Science: 60.5%	Systemic Renewal	
Title 1 Meetings PTO Meetings Parent Conferences Parent Nights Remind 101	The number of ODRs will decrease by 5%; The truancy rate will decrease by 5%. The percentage of students scoring proficient or advanced on SATP/MAP will increase by 5% from the 2018-2019 school year. Increase graduation rate to 90% or above.	Sams ODR and attendance reports; MAP/SATP scores; Graduation rate	2019-2020 ODRs – 1,090 Truancy Rate – 3.38% Grad Rate – 87% Eng 2: 55.5% Alg 1: 52.5% Science: 56% USH: 53.7% K-8 ELA: 51.23% K-8Math: 61.97% 5,8 Science: 60.5%	School-Community Collaboration	
Professional Training	The number of ODRs will decrease by 5%; The truancy rate will decrease by 5%. The percentage of students scoring proficient or advanced on SATP/MAP will increase by 5% from the 2018-2019 school year. Increase graduation rate to 90% or above.	Sams ODR and attendance reports; MAP/SATP scores; Graduation rate	2019-2020 ODRs – 1,090 Truancy Rate – 3.38% Grad Rate – 87% Eng 2: 55.5% Alg 1: 52.5% Science: 56% USH: 53.7% K-8 ELA: 51.23% K-8Math: 61.97% 5,8 Science: 60.5%	Professional Development	
Current/Proposed Initiative	Performance Indicators/ Methods of	Sources of Data	Baseline Data (% , # or Rate)	Dropout Prevention Strategy	Goal Met? Yes/No

	Evaluation			Addressed	
Lifecore Services	Students receiving Lifecore services will increase proficient or advanced test scores by 5%, decrease truancy by 5%, decrease ODRs by 5%, and increase graduation rate to 90% or above.	Sams ODR and attendance reports; MAP/SATP scores; Graduation rate	LifeCore(HSD): 2019-2020 ODRs-22.8% Truancy Rate – 28.8% SATP/MAP – 28% proficient/advanced: Graduation Rate: 89.7% (HAC: N/A)	Safe Learning Environment; Family Engagement; Alt Schooling	
PBIS	The number of ODRs will decrease by 5%.	Sams ODR reports	ODRs 2019-2020 1,090	Safe Learning Environment; Family Engagement	
RTI	The percentage of students scoring proficient or advanced on SATP/MAP will increase by 5% from the 2018-2019 school year.	MAP/ SATP scores	2018-2019 Eng 2: 55.5% Alg 1: 52.5% Science: 56% USH: 53.7% K-8 ELA: 51.23% K-8Math: 61.97% 5,8 Science: 60.5%	Early Literacy Development; Mentoring-Tutoring; Individualized Instruction	
Service Learning Projects: HERO Blood Drive; Relay for Life; SHOP; St. Jude; Ashley's Angels; Cancer Service Projects	The truancy rate will decrease by 5%.	Sams attendance reports	District-Wide truancy rate: 2019-2020 3.38%	Service Learning	
Summer Reading Program/Volunteer Community-Parent Readers	The percentage of students scoring proficient or advanced on SATP/MAP will increase by 5% from the 2018-2019 school year.	MAP/ SATP scores	2018-2019 Eng 2: 55.5% Alg 1: 52.5% Science: 56% USH: 53.7% K-8 ELA: 51.23% K-8Math: 61.97% 5,8 Science: 60.5%	School-Community Collaboration; Early Literacy Development	
Accelerated Reading Program	The percentage of students scoring proficient or advanced on SATP/MAP will increase by 5% from the 2018-2019 school year.	MAP/ SATP scores	2018-2019 Eng 2: 55.5% Alg 1: 52.5% Science: 56% USH: 53.7% K-8 ELA: 51.23% K-8Math: 61.97% 5,8 Science: 60.5%	Early Childhood Education; Early Literacy Development	
Daily Police Patrol	The number of ODRs will decrease by 5%.	Sams ODR reports	ODRs 2019-2020 1,090	Safe Learning Environment	
Current/Proposed Initiative	Performance Indicators/ Methods of Evaluation	Sources of Data	Baseline Data (% ,# or Rate)	Dropout Prevention Strategy Addressed	Goal Met? Yes/No
Graduation Coach	Increase graduation rate to 90% or above.	Graduation rate	2019 Grade Rate – 87%	Mentoring-Tutoring	

Safety Policy	The number of ODRs will decrease by 5%.	Sams ODR reports	ODRs 2019-2020 1,090	Safe Learning Environment	
Common Formative Assessments	The percentage of students scoring proficient or advanced on SATP/MAP will increase by 5% from the 2018-2019 school year.	MAP/SATP scores	2018-2019 Eng 2: 55.5% Alg 1: 52.5% Science: 56% USH: 53.7% K-8 ELA: 51.23% K-8Math: 61.97% 5,8 Science: 60.5%	Educational Technology	
Stakeholder Task Force	Increase graduation rate to 90% or above.	Graduation rate	2019 Grade Rate – 87%	School-Community Collaboration	
Disciplinary Alt School Counseling	The number of ODRs will decrease by 5%; The percentage of students scoring proficient or advanced on SATP/MAP will increase by 5% from the 2018-2019 school year.	Sams ODR reports, MAP/SATP scores	2019-2020 ODRs – 1,090 Eng 2: 55.5% Alg 1: 52.5% Science: 56% USH: 53.7% K-8 ELA: 51.23% K-8Math: 61.97% 5,8 Science: 60.5%	Alternative Schooling	
Attendance (includes attendance notifications, home visits, youth court attendance)	The truancy rate will decrease by 5%.	Sams attendance reports	District-Wide truancy rate: 2019-2020 3.38%	Family Engagement and School and Community Collaboration	
Citizenship Awards	The number of ODRs will decrease by 5%.	Sams ODR reports	ODRs 2019-2020 1,090	Safe Learning Environment	
Current/Proposed Initiative	Performance Indicators/ Methods of Evaluation	Sources of Data	Baseline Data (% , # or Rate)	Dropout Prevention Strategy Addressed	Goal Met? Yes/No
Improved Alternative School Instruction	The number of ODRs will decrease by 5%; The truancy rate will decrease by 5%. Increase graduation rate to 90% or above.	Sams ODR and attendance reports Graduation rate	2019-2020 ODRs – 1,090 Truancy Rate – 3.38% Grad Rate – 87%	Mentoring; Safe Learning Environment	

PACE Incentives	The percentage of students scoring proficient or advanced on SATP/MAP will increase by 5% from the 2018-2019 school year.	MAP/SATP scores	2018-2019 Eng 2: 55.5% Alg 1: 52.5% Science: 56% USH: 53.7% K-8 ELA: 51.23% K-8Math: 61.97% 5,8 Science: 60.5%	School Community Collaboration	
EWS District Team	Increase graduation rate to 90% or above.	Graduation rate	2019 Grade Rate – 87%	Mentoring and Tutoring Individualized Instruction	
EWS School Team	Increase graduation rate to 90% or above.	Graduation rate	2019 Grade Rate – 87%	Mentoring and Tutoring Individualized Instruction	
Residential Education/Training Programs	Increase graduation rate to 90% or above.	Graduation rate	2019 Grade Rate – 87%	School/ Community Collaboration	
Gateway Program	The number of ODRs will decrease by 5%; The truancy rate will decrease by 5%. Increase graduation rate to 90% or above.	Sams ODR and attendance reports Graduation rate	2019-2020 ODRs – 1,090 Truancy Rate – 3.38% Grad Rate – 87%	Career and Technical Education	