



RICHTON SCHOOL DISTRICT 5620

DISTRICT DROP OUT PREVENTION/RESTRUCTURING PLAN

2022-2023

DISTRICT TEAM MEMBERS:

Clay Anglin, Superintendent

Felicia McCardle, Federal Programs/SPED Director

Ben Bryan, Principal, Richton Jr High/High School

Chelsea Blackledge, Principal, Richton Elementary School

Cassie Nicholson, Counselor

Jackie Walley, MSIS Coordinator

Evan Craft, CTE and DTC

DROPOUT PREVENTION/RESTRUCTURING PLAN GUIDE

As required by state law, the Richton School District shall implement an annual dropout prevention plan. The plan will be board approved and will be posted on the district website.

Richton High School with a graduation rate below 80% is required to develop a graduation restructuring plan. Representatives from the schools are included in the restructuring planning team.

Richton School District shall ensure that data is used to develop their plan by evaluating past performance, predictive indicators, and needs of the district based on student indicators. Beginning in 2018-2019, the Office of Secondary Education will require restructuring plans be based on the MDE adopted Early Warning System (EWS) that focuses on the ABC indicators of student engagement in school: Student Attendance, Behavior, and Course performance.

Dropout Prevention/Restructuring Plan
Statement of Assurance

On behalf of the Richton School District, I hereby submit a local Dropout Prevention/Restructuring 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 85% for 2022-2023; 2) Reducing the state dropout rate by 25% for 2022-2023; and 3) Reducing the truancy rate by 15% for 2022-2023..

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

I hereby certify that our school district will endorse and implement 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.

Clay Anglin, Superintendent

Ben Bryan, Principal

Jeremy Edwards, Board President

Board Review Date: _____

Dropout Prevention/Restructuring Plan Assurances Page

RICHTON SCHOOL DISTRICT 5620 2022-2023

On behalf of **Richton 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.

District Superintendent: Clay Anglin
Date _____

Signature _____

School Board Chair: Jeremy Edwards
Date _____

Signature _____

Dropout Prevention/Restructuring Plan
Indicators of Data for Focused Improvement
Summary of Data Sources

Richton School District will identify at least three indicators for focused improvement in the coming school year. An action plan for restructuring and prevention will be built around each indicator. These three indicators are: attendance, behavior, and course performance.

Sources of data will provide much needed information towards identifying students who are at-risk of dropping out of school. These data sources will include: SAMs Central Access, MAAP State Assessments, MSIS, NWEA, MTSS, and any other points of data. An Early Warning System (EWS) will be developed around the three indicators and data sources. SAMs and MSIS will provide daily information on behaviors/disciplines, attendance, and course performances. MAAP State Assessments will provide additional data on performances along with NWEA benchmark data. MTSS will provide needed identifiers for interventions in course performances.

Through data indicators on attendance, behavior, and course performance, developing information will be identified for those students who are in need of pre-emerging intervention, emerging intervention, full intervention, or advanced intervention. Tiered interventions will address individual student needs to specific areas of concern in courses while truancy will address attendance issues. Behaviors will be addressed through referrals. Additionally, parent engagement will promote positive motivations to improving attendance, behaviors, and course performance.

EARLY WARNING SYSTEM INDICATORS

The indicators of attendance, behavior and course performance are proven data points to use when determining the likelihood of a student graduating from high school.

- **Attendance** - Absences, tardies, and early check-outs cause students to fall behind in their coursework, resulting in falling grades. Poor attendance may indicate health, family, or other issues that are distracting the student.
- **Behavior** - Misbehavior can indicate that a student is disengaged with the school environment, challenging school personnel to create ways to reignite interest in school for the student. Outside influences such as homelessness, working jobs, abuse or neglect in the home, drug abuse, mental health issues, and bullying should be considered when determining causal factors for behavioral issues. Suspensions can make it difficult for a student to catch up on material missed.
- **Course performance** - Course failure and overall grade point average correlate with student probability of graduating from high school on time. Disengagement at the classroom level can be indicated through poor course performance. Consider methods for improving teacher effectiveness when addressing engagement issues.

Districts can add other indicators but should refrain from adding elements that are outside of the schools control, such as family income, special education status, and new student status. Keeping the number of factors to manage small yields greater efficiency when implementing interventions (Allensworth & Easton, 2007; Balfanz et al., 2007; Balfanz et al., 2010; Mac Iver, 2010; Roderick, 1993; Uekawa et al., 2010).

Attendance (Elementary, Middle and High Schools):

Status	Threshold: Number of Days Absent	
	Each Quarter	Full Year
Off track	5 days	18 days
Sliding	3-5 days	10-18 days
On track to graduate	2 days or less	9 days

Source: www.kidscount.ssrc.msstate.edu

- A study conducted by the Social Science Research Center at Mississippi State University on absenteeism in Mississippi schools concluded that a student who misses 10% or more of the academic year is chronically absent.
- Students in Mississippi who miss less than 2 days in September had the lowest rate of chronic absenteeism (7%) compared to those who missed either 2-4 days (38.8%) or more than 4 days (77.1%).
- The school **chronic absentee rate** is the percent of students who miss too much school for any reason, including excused, unexcused and suspension absences. Based on research stated above, a student is chronically absent if he misses 10% or more of a school year (18 days in a 180 day school year).
- The **truancy rate** is the percent of students who have 5 or more unlawful or unexcused absences in a school year, exclusive of out of school suspensions (Social Science Research Center, 2015) (MS Code 37-13-91).

Behavior (Elementary, Middle and High Schools):

Status	Number of Office Referrals		Number of Days Suspended	
	Each Quarter	Full Year	Each Quarter	Full Year
Off track	2	6	1	2
Sliding	1	3-5	0	0-1
On track to graduate	0	0-2	0	0-1

Source: Johns Hopkins University, 2012

Course Performance (Elementary Schools):

Status	Thresholds	
	Math and Language Arts Grades K-5	3 rd Grade Reading Test (Literacy Based Promotion Act)
Off track	Report card grade of U or F	Failed 3 rd Grade reading test
Sliding	Report card grade of N or D	Good Cause Promotion Transfer from 3 rd to 4 th Grade
On track to graduate	Report card grade of E, S or A, B or C	Passed 3 rd Grade Reading Test

Source: Johns Hopkins University, 2012

Course Performance (Middle and High Schools):

Status	Thresholds	
	Math and English Grades Middle School 6 th –8 th	Core Courses* High School 9 th –12 th
Off track	Report card grade of F	Report card grade of F
Sliding	Report card grade of D	Report card grade of D
On track to graduate	Report card grade A, B or C	Report card grade A, B or C

Source: Johns Hopkins University, 2012

*Core Courses include English/Language Arts, Math, Social Studies and Science

APPENDIX B

Early Warning System Data Indicators

Each district/school team should determine which data indicators will be collected by their Early Warning team for identifying students in the schools EWS.

SCHOOL DATA

1. School Population

- Total Enrollment
 - a. District
 - b. School
- Subgroup (gender, grade, race, disabilities, low income, homeless, foster children, military dependents, gifted, migrant)
 - a. District
 - b. School

2. Teacher Attendance

- Subgroup (gender, race)
- Per month
- Per semester
- Per year
- Years of experience
- Subject taught

3. Extracurricular Activities Participation

- Subgroup (gender, grade, race, disabilities, low income, homeless, foster children, military dependents, gifted, migrant)
- Athletic
- Club/Organization

INDIVIDUAL STUDENT DATA

1. Academic History

- Subgroup (gender, grade, race, disability, low income, homeless, foster children, military dependents, gifted, migrant)
- Grade Point Average
- Assessment Scores

- a. State assessments (Science, Social Studies, ELA, Math)
- b. Kindergarten readiness
- c. 3rd grade assessment
- d. District or local assessments
- e. ACT
 - 1. Course sequence
- f. CPASS or other CTE related assessments
- Prekindergarten experience
 - a. Subgroups (gender, grade, race, disabilities, low income, homeless, foster children, military dependents, gifted, migrant)
 - b. Location of services:
 - 1. Childcare
 - 2. Family childcare
 - 3. Headstart
 - 4. Home
 - 5. Pre-K public
 - 6. Pre-K private
 - 7. Retained
- International Baccalaureate /Advanced Placement
 - a. Subgroups (gender, grade, race, disabilities, low income, homeless, foster children, military dependents, gifted, migrant)
 - 1. IB/AP participation by course
 - 2. IB/AP by course
- Dual Credit
 - a. Subgroups (gender, grade, race, disabilities, low income, homeless, foster children, military dependents, gifted, migrant)
 - 1. Participation by course
 - 2. Grades by course
- Remedial Coursework (SREB Literacy/Math)
 - a. Subgroups (gender, grade, race, disabilities, low income, homeless, foster children, military dependents, gifted, migrant)
 - 1. Participation by course
 - 2. Grades by course

2. Attendance Rate

- Subgroup (gender, grade, race, disabilities, low income, homeless, foster children, military dependents, gifted, migrant)
- Per month
- Per semester
- Per year
- Per class period/ time of day

- Chronic absenteeism

3. Truancy Rate

- Subgroup (gender, grade, race, disabilities, low income, homeless, foster children, military dependents, gifted, migrant)
- Number of excused absences
- Number of unexcused absences
- Past history of truancy

4. Mobility Rate

- Subgroup (gender, grade, race, disabilities, low income, homeless, foster children, military dependents, gifted, migrant)
- Number of school transfers within the current school year
- Number of school transfers in previous years

5. Graduation Rate

- Subgroup (gender, grade, race, disabilities, low income, homeless, foster children, military dependents, gifted, migrant, 4-year cohort, 5-year cohort)

OTHER VARIABLES
TO CONSIDER

- a. Attendance rate
- b. Disciplinary infraction rate
- c. Grade point average
- d. State assessment scores
- e. Course sequence
- f. Retention

6. Retention Rate

- Subgroup (gender, grade, race, disabilities, low income, homeless, foster children, military dependents, gifted, migrant)

OTHER VARIABLES
TO CONSIDER

- a. Attendance rate
- b. Disciplinary infraction rate
- c. State assessment scores
- d. Grade point average

7. Dropout Rate

- Subgroup (gender, grade, race, disabilities, low income, homeless, foster children, military dependents, gifted, migrant)

OTHER VARIABLES
TO CONSIDER

- a. Attendance rate
- b. Disciplinary infraction rate
- c. Grade point average
- d. State assessment scores
- e. Course sequence
- f. Retention

8. Disciplinary Infractions

- Subgroup (gender, grade, race, disabilities, low income, homeless, foster children, military dependents, gifted, migrant)

OTHER VARIABLES TO
CONSIDER

- a. Suspension rate (number and frequency of days)
- b. Expulsion rate
- c. Attendance rate
- d. Grade point average
- e. Retention
- f. Disciplinary recidivism rate
- g. Judicial interaction

9. Students with Disabilities

- Subgroup (gender, grade, race, disabilities, low income, homeless, foster children, military dependents, gifted, migrant)

OTHER VARIABLES
TO CONSIDER

- a. Eligibility determination
- b. Annual APR indicators
- c. State assessment scores

- Subgroup (gender, grade, race, disability, low income, homeless, foster children, military dependents, gifted, migrant)

OTHER VARIABLES
TO CONSIDER

- State assessment scores
- English proficiency score (baseline and annual)
- Home language

10. Other Factors

- Pregnancy/Teen Parent
 - a. Subgroup (gender, grade, race, disability, low income, homeless, foster children, military dependents, gifted, migrant)
- Educational Level of Parents
 - a. Subgroup (gender, grade, race, disability, low income, homeless, foster children, military dependents, gifted, migrant)

District Report Card 2019 - 2020

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



Richton School District

Richton, MS

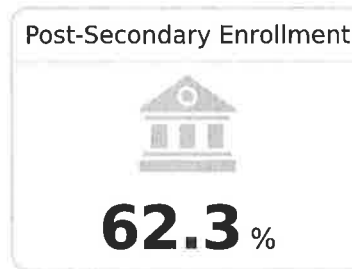
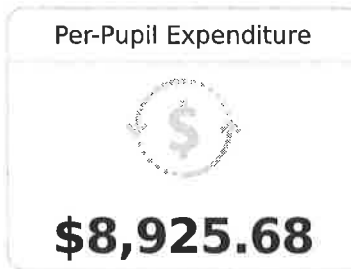
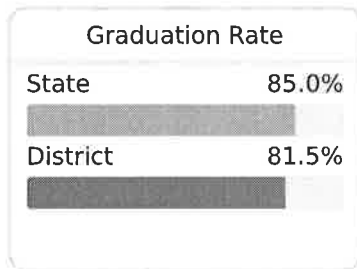


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Due to the impact of COVID-19 on school closures in the 2019-20 school year and a waiver from the U.S. Department of Education, the Mississippi Department of Education (MDE) has no assessment and accountability data to report for the 2019-20 school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



Teacher Data





Richton School District

Richton, MS



701 Elm Ave P O Box 568
Richton, MS 39476



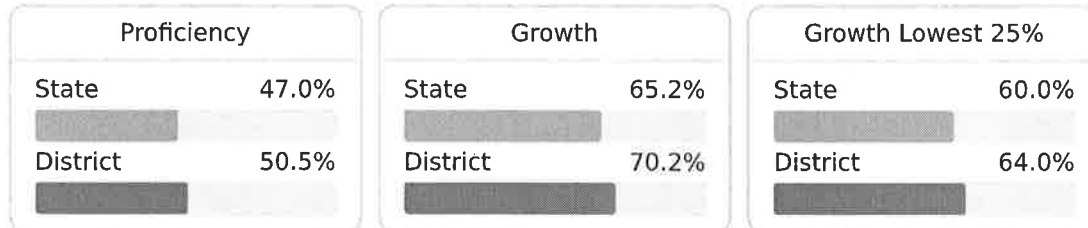
James Clay Anglin
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School Accountability Grade Components

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.

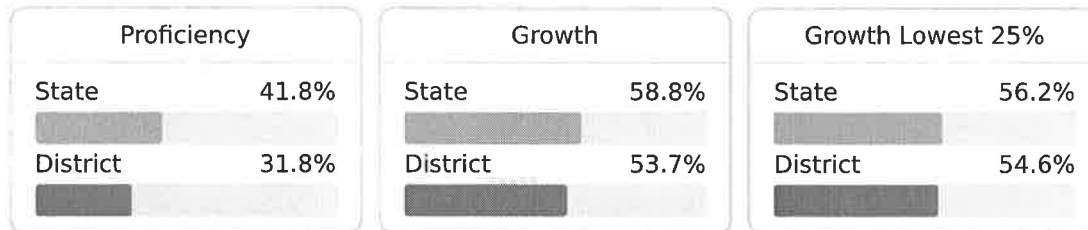
Math

Measurements of student performance on the statewide math assessment.



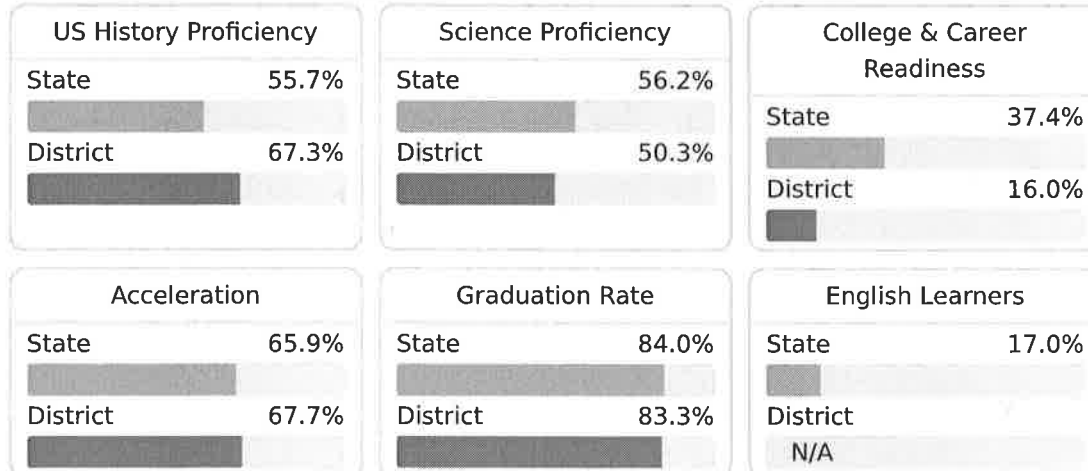
English

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



Other Measures

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



Teacher Data

59.4

Teachers



81.3%

Experienced Teachers

3.4%

Provisional Teachers

95.8%

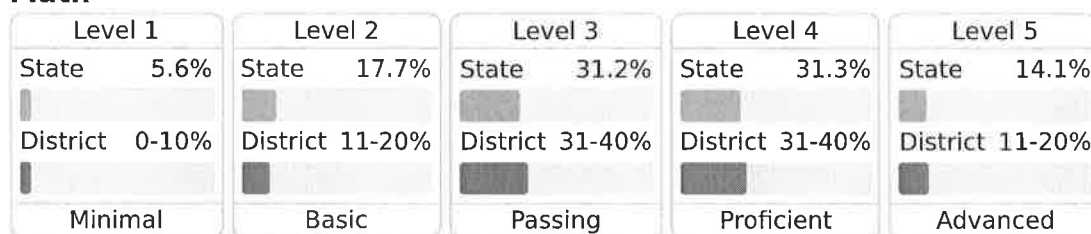
In-Field Teachers

Detailed Assessment and Other Data

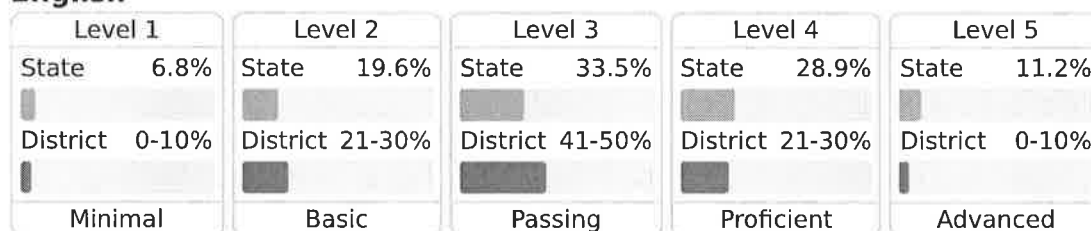
Student Performance

The following information shows each level of student performance on statewide assessments.

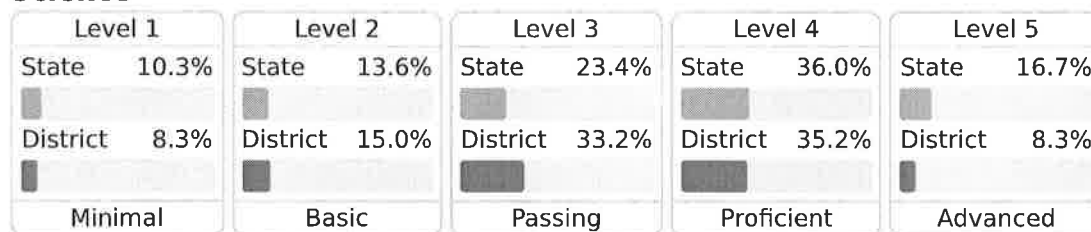
Math



English



Science



Student Assessment Participation

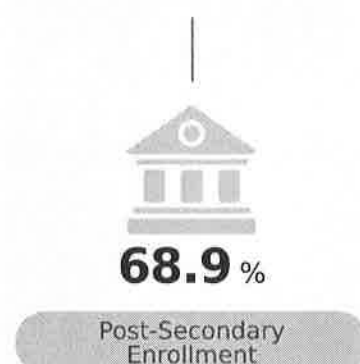
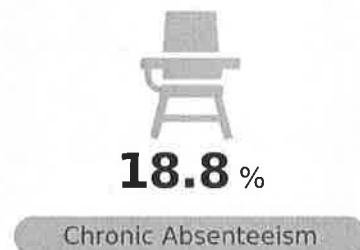


Discipline



* Source: 2015-2016 Civil Rights Data Collection

Other Data



Restructuring Plan Discussion 2022-2023

SCHOOL: Richton High School/Jr. High

Date: 08/15/2022

Attendance Policies and Procedures – Are they instrumental to vision and mission of the school?

Increasing daily attendance and focusing on chronic absenteeism will guarantee that students are receiving more in-class instruction while meeting the vision and mission of the school. Increasing attendance and having students in class will prepare them for college and careers.

What processes and/or procedures is/are is the district utilizing to increase attendance?

Automatic call system, attendance incentives for coming to school, parent contacts/conferences for students who are not coming to school are all actions that are being taken by the school and are being utilized by the district to increase attendance. Truancy officer has constant meetings with parents to alert parents of legal issues regarding chronic absenteeism. High school offers incentives and prizes for students who do come to school on a regular basis to help incentivize attendance at school.

Academic progress – Are students engaged in learning and achieving appropriately?

Students are receiving Tier 1 instruction that is engaging students in learning and helping them achieve. In cases in which students are falling behind or showing warning signs, they are placed on Tier 2 and Tier 3 to receive added interventions and tutoring.

What interventions is the school/district practicing to ensure that students are on-track?

Students are double dosed in certain classes, given learning programs/online programs to remediate and get extra help, given extra practice tests for state tests, and MTSS meetings are held to discuss interventions and their effectiveness. All of these actions are taken to make sure students remain on track to graduate and succeed.

Behavioral Interventions, policies, and procedures – Are they effective in teaching positive behavior and keeping students in the most effective learning environments?

To ensure that students are adhering to the rules and policies of the school, behavior incentives are offered through PBIS activities. Games, treats, “game days” and homework passes are offered to incentivize students to make good choices and behave appropriately while at school. The student handbook and discipline policies have ladders and levels of punishment (Classes I, II, III offenses) to ensure that students remain in their most effective learning environments as it relates to the inappropriate behavior.

RESTRUCTURING PLAN 2022-2023

SCHOOL DISTRICT:	Richton School District	SCHOOL:	Richton High School/Junior High	DATE:	08/15/2022
Goals	Actions for Achieving Goal	Number of students and grade level targeted	Person(s) responsible for activities	Time-Line	
<p>1</p> <p>ATTENDANCE: Increasing our ADA to 95% by focusing specifically on students who are chronically absent.</p>	<ul style="list-style-type: none"> • Parent contacts and meetings once a month. • Incentives for good attendance • Weekly student check-ins with a teacher/admin. with follow-ups for missed check-ins. • Exposure to possible jobs/careers after high school that students may be interested in. • Improve upon the AIM system that alerts parents when students are not in school in a daily basis. 	<ul style="list-style-type: none"> • 60 students • Grades 7-12 	<ul style="list-style-type: none"> • Parents/Guardians • Teachers • Administration • Counselor • Secretary • School Resource Officer • District Truancy Officer 	<ul style="list-style-type: none"> • December 2022 • End of first semester for 2022-23 school year. 	
<p>2</p> <p>DISCIPLINE: Decrease Out of School Suspensions and Alternative School placements by 50%</p>	<ul style="list-style-type: none"> • Increase awareness and offer more options for PBIS. • Rewrite handbook that offers alternative 	<ul style="list-style-type: none"> • 15 students • Grades 7-12 	<ul style="list-style-type: none"> • Parents/Guardians • Teachers • Administration • Alternative School Teacher • Coaches/Club Sponsors 	<ul style="list-style-type: none"> • December 2022 • End of first semester for 2022-23 school year. 	

	<ul style="list-style-type: none"> options for punishment. Implement incentive program for early release from alternative school for good behaviour. Include teacher/stakeholder input when making final decision for placement. Increase communication between regular ed. teachers and alternative school teacher. 		<ul style="list-style-type: none"> School Resource Officer Teacher Committees (for PBIS ideas). 	
<p>3</p> <p><u>COURSE WORK AND STATE TESTS:</u></p> <p>Implement interventions for 100% of students in danger of failing a subject or not passing a state test for graduation.</p>	<ul style="list-style-type: none"> Create schedule committee prior to school year to analyse options for allowing time for interventions to take place. Offer alternative settings for testing. Create a sign in/sign out form for students who go to interventions to guarantee they are in the classes they need to be in. Appoint a single person in charge of following up on interventions and getting 	<ul style="list-style-type: none"> 32 Students Grades 7-12 	<ul style="list-style-type: none"> Parents/Guardians Counselor District Test Coordinator School Test Coordinator Administration Teachers Coaches/Club Sponsors SPED Department 	<ul style="list-style-type: none"> December 2022 End of first semester for 2022-2023 school year.

