# Itawamba County School District

Dropout Prevention Plan

2021-2022



Trae Wiygul

Superintendent

# Itawamba County School District Cover Page

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| School District: Itawamba County |
| Superintendent: Trae Wiygul |
| School Board President: Phillip Blackmon |

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# Statement of Assurance

On behalf of the Itawamba County School District, I hereby submit the district’s annual Dropout Prevention and Restructuring Plans for each high school in the Itawamba County School District with a graduation rate below 85%. As required in policy and state law, the plan includes strategies for:

* Reducing the retention rates in grades kindergarten, first, and second.
* Targeting subgroups that need additional assistance to meet graduation requirements; twenty-one (21), who dropped out of school; and
* Addressing how students will transition to the home school district from the juvenile detention centers.

I hereby certify that our District School Board has reviewed and approved this plan from submission to the Mississippi Department of Education.

Dropout Prevention Team Leader:

Name: Brandy C. Cook Title: Dropout Interventionist

Mailing Address: 605 South Cummings Street Fulton, MS 38843

Telephone: 662-862-2159 Email address: bccook@itawambacountyschools.com

District Superintendent: Trae Wiygul: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

 *Signature*

School Board President: Phillip Blackmon: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

 *Signature*

# District Team Members

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| --- | --- |
| Team Member | Position |
| Trae Wiygul | Superintendent |
| Pattie Thrash | Assistant Superintendent |
| Brandy C. Cook | Dropout Interventionist |
| Rick Mitchell | Itawamba Agricultural High School |
| Millie Wood | Mantachie High School |
| Dawn Rogers | Tremont Attendance Center |
| Carson Cook | Dorsey Attendance Center |
| Benjie Ewing | Fairview Attendance Center |
| Carrie Grubbs | Itawamba Career and Technical Center |
| Mick Taylor | Itawamba County Improvement Center |

# District Data 2020/2021

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| --- | --- | --- |
| **Enrollment by Grade** | **Enrollment by Subgroup** |  |
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|  |  |
| --- | --- |
| **Grade** | **Number Enrolled** |
| Special Education Pre-K | \* |
| Kindergarten | 277 |
| Elementary Special Education | 25 |
| Grade 01 | 251 |
| Grade 02 | 257 |
| Grade 03 | 246 |
| Grade 04 | 243 |
| Grade 05 | 246 |
| Grade 06 | 276 |
| Grade 07 | 278 |
| Grade 08 | 305 |
| Grade 09 | 253 |
| Grade 10 | 269 |
| Grade 11 | 231 |
| Grade 12 | 186 |
| Secondary Special Education | 28 |
| Secondary GED | \* |
| Total Enrollment | 3378 |

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| --- | --- | --- |
| **Group Name** | **Group Number** | **Group** **Percent (%)** |
| Female | 1621 | 47.99% |
| Male | 1757 | 52.01% |
| Asian | \* | \* |
| African American | 239 | 7.08% |
| Hispanic or Latino | 24 | 0.71% |
| White | 3026 | 89.58% |
| Two or More Races | 78 | 2.31% |
| Native Hawaiian or Pacific Islander | \* | \* |

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| Note: \* Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics |

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# District Data 2019/2020

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| --- | --- | --- |
| **Enrollment by Grade** | **Enrollment by Subgroup** |  |
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| --- | --- |
| **Grade** | **Number Enrolled** |
| Special Education Pre-K | \* |
| Kindergarten | 286 |
| Elementary Special Education | 23 |
| Grade 1 | 259 |
| Grade 2 | 263 |
| Grade 3 | 257 |
| Grade 4 | 254 |
| Grade 5 | 293 |
| Grade 6 | 274 |
| Grade 7 | 304 |
| Grade 8 | 279 |
| Grade 9 | 273 |
| Grade 10 | 255 |
| Grade 11 | 227 |
| Grade 12 | 179 |
| Secondary Special Education | 27 |
| Secondary GED | \* |
| Total Enrollment | 3468 |

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| --- | --- | --- |
| **Group Name** | **Group Number** | **Group Percent (%)** |
| Female | 1626 | 46.89% |
| Male | 1842 | 53.11% |
| Asian | \* | \* |
| African American | 236 | 6.81% |
| Hispanic or Latino | 28 | 0.81% |
| White | 3110 | 89.68% |
| Two or More Races | 77 | 2.22% |
| Native Hawaiian or Pacific Islander | \* | \* |

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| Note: \* Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics |

Graduation Rates 2019/2020

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| District Name | School Number | School Name | Four-year Adjusted Cohort Rates Denominator | Four-year Adjusted Cohort Graduation Rate Numerator |  | Four-year Adjusted Cohort Completion Rate Numerator | Four-year Adjusted Cohort Dropout Rate Numerator | Four-year Adjusted Cohort Still-Enrolled Rate Numerator | Four-year Adjusted Cohort Graduation Rate | Four-year Adjusted Cohort Completion Rate | Four-year Adjusted Cohort Dropout Rate | Four-year Adjusted Cohort Still-Enrolled Rate | AMO Subgroup Identifier | Four-year Adjusted Cohort Starting Year | Four-year Adjusted Cohort Finishing Year |
| ITAWAMBA CO SCHOOL DIST | 24 | MANTACHIE ATTENDANCE CENTER | 68 | 61 |  | 3 | 4 | 0 | 89.70588 | 4.411765 | 5.882353 | 0 | All | 2016-2017 | 2019-2020 |
| ITAWAMBA CO SCHOOL DIST | 28 | TREMONT ATTENDANCE CENTER | 36 | 31 |  | 4 | 1 | 0 | 86.11111 | 11.11111 | 2.777778 | 0 | All | 2016-2017 | 2019-2020 |
| ITAWAMBA CO SCHOOL DIST | 30 | ITAWAMBA AGRICULTURAL HIGH SCHOOL | 127 | 108 |  | 5 | 14 | 0 | 85.03937 | 3.937008 | 11.02362 | 0 | All | 2016-2017 | 2019-2020 |

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Post-Secondary Enrollment Data

| GROUP | DISTRICT | STATE |
| --- | --- | --- |
| All | 71.4% | 64.9% |
| Female | 82.2% | 70.3% |
| Male | 60.8% | 59.0% |
| Black or African American | 73.7% | 65.4% |
| White | 71.1% | 66.0% |
| Economically Disadvantaged | 71.4% | 65.7% |
| Students with Disabilities | 31.3% | 46.8% |

National Assessment of Educational Progress

| GROUP | 4TH GRADE MATH | 4TH GRADE READING | 8TH GRADE MATH | 8TH GRADE READING |
| --- | --- | --- | --- | --- |
| All | 39 % | 32 % | 24 % | 25 % |
| Female | 37 % | 34 % | 25 % | 29 % |
| Male | 41 % | 29 % | 24 % | 21 % |
| Black or African American | 22 % | 19 % | 10 % | 12 % |
| White | 55 % | 43 % | 38 % | 37 % |
| Hispanic or Latino | 42 % | 34 % | 23 % | 30 % |
| Two or More Races | 49 % |  |  |  |
| Economically Disadvantaged | 31 % | 26 % | 17 % | 19 % |
| Non Economically Disadvantaged | 67 % | 54 % | 46 % | 45 % |
| Students with Disabilities | 17 % | 15 % | 6 % | 5 % |
| Students without Disabilities | 42 % | 34 % | 27 % | 28 % |
| English Learners | 37 % | 19 % |  |  |
| Non English Learners | 39 % | 32 % | 24 % | 25 % |

# District Dropout Prevention/Graduation Completion Plan

Dropout Prevention Goal #1: Reduce the retention rates in grades kindergarten, first, and second.

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| Desired Impact | Action Steps | Resources | Who is Responsible? | Timeline | Evidence of Implementation |
| K-2 retention rate will decrease. | Continue Pre-K Early Start ProgramImplement MTSS process with fidelityCollaborate with local Headstart programs | Title 1 fundingDistrict funding | TeachersPBIS TeamCounselorsInterventionistsInstructional TechnologyAdministrators | Present-May 2022 | Retention reportsDocumentation of MTSS Process |

Dropout Prevention Goal #2: Target subgroups that need additional assistance to meet graduation requirements.

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| --- | --- | --- | --- | --- | --- |
| Desired Impact | Action Steps | Resources | Who is Responsible? | Timeline | Evidence of Implementation |
| ICSD will maintain an above 85% graduation rate. | Identify students in need of academic and behavioral interventions.Implement and apply needed interventions with fidelity.Assign identified students to Credit Recovery Program as needed.Monitor truancy of students and maintain contact with parents and truancy officer. | Effective implementation of MTSS program.Truancy OfficersParent Notification SystemsInterventionists | TeachersMTSS teamCounselorsInterventionistsAdministrators | Present-May 2022 | Graduation rateMTSS documentationSchool status and Active Parent interactionsTruancy referrals |

Dropout Prevention Goal #3: Develop dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school.

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| --- | --- | --- | --- | --- | --- |
| Desired Impact | Action Steps | Resources | Who is Responsible? | Timeline | Evidence of Implementation |
| ICSD will maintain a low dropout rate.  | Provide quality classroom instruction at each instructional tier.Provide credit recovery classes for students who have failed. | Credit recovery programTruancy OfficersData dashboard | TeachersCounselorsTruancy Officers | Present-May 2022 | Dropout rateCredit Recovery completion reports |

Dropout Prevention Goal #4: Address how students will transition to the home school district from juvenile detention centers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Desired Impact | Action Steps | Resources | Who is Responsible? | Timeline | Evidence of Implementation |
| ICSD will follow state policy for transitioning students from the juvenile detention center back to their home schools while ensuring adequate support for those students and the home schools. | A transition meeting occurs with the student and parent upon the student’s return from the detention center and the Principal designee will review the student’s attendance, behavior, course performance, and IIP. Students may be recommended to spend time in the behavior classroom at ICIC to ensure a smoother transition for the student. | TeachersAdministratorsBehavior classroom | CounselorsAdministratorsMental Health representative | Present-May 2022 | ICIC school referralsTransition meeting notes |