

MISSISSIPPI DEPARTMENT OF EDUCATION
STATE DROPOUT PREVENTION PLAN
2007-2019



Hank Bounds, Ph.D.
Superintendent of Education

J. Martez Hill, MPP
Deputy State Superintendent

Sheril R. Smith, Ph.D.
Director, Office of Dropout Prevention

TABLE OF CONTENTS

Executive Summary.....	3
Introduction.....	5
Mississippi Department of Education Roles and Responsibilities.....	7
State Plan – Three Overarching Goals.....	8
15 Effective Strategies for Dropout Prevention.....	10
Current Statewide/Federal Initiatives Matrix.....	12
Implementation Goals and Timeline	17
Additional Critical Components.....	22
Critical Components Table.....	24
Appendices	
A. State Initiatives	
Superintendent’s Strategies	27
Office of Compulsory School Attendance & Enforcement.....	31
School Counseling.....	33
Alternative Education	35
Office of Special Education.....	37
Office of Instructional Programs and Services	
Office of Reading, Early Childhood and Language Arts.....	43
Mississippi Department of Human Services.....	44
Office of Leadership & Professional Development.....	44
Office of Health Schools.....	46
Office of Curriculum & Instruction.....	47
Vocational Education & Workforce Development.....	49
Office of Student Assessment.....	49
Office of Student Achievement & Growth.....	50
Office of Innovative Programs.....	52
B. District-Level Dropout and Graduation Rates.....	55
C. Historical Perspective	65

Executive Summary

The Mississippi State Dropout Prevention Plan is the culmination of the efforts of a number of state partnerships. The Dropout Prevention Taskforce, comprised of various stakeholders including MDE staff, external agencies, business partners, community organizations, and the faith community, provided input on the creation of the plan through a number of regular taskforce committee meetings held throughout the summer of 2006. The focus of the committee meetings was not only to reduce the dropout rate in the state of Mississippi, but also to develop strategies to ensure that an effective support system is in place to support students throughout their academic careers.

The State Dropout Prevention Plan seeks to accomplish three overarching goals: 1) to increase the graduation rate to 85% by 2018-2019; 2) to reduce the state dropout rate by 50% by 2011-2012; and, 3) to reduce the statewide truancy rate by 50% by 2011-2012. The State Plan uses as its framework the 15 Effective Strategies for Dropout Prevention, as developed by the National Dropout Prevention Center/Network. The fifteen strategies are grounded in current research and best-practices, and include the following four major areas: School and Community Perspective; Early Interventions; Basic Core Strategies; and Making the Most of Education.

A review and analysis of current statewide and federal initiatives in dropout prevention underway at the Mississippi Department of Education (MDE) was conducted to determine which of the 15 strategies were addressed by each initiative. Presentation of this information presented in tabular form allowed the Office of Dropout Prevention to determine which areas in particular, at the state level, were in greatest need of being addressed.

In addition to reviewing the current state initiatives, a set of six implementation goals, along with timelines for implementation, have been developed. As a first step, school districts are asked to partner with the MDE in developing local dropout prevention teams. The teams – to be made up of district administration and school staff, local business and community partners, as well as other interested stakeholders – will be tasked with assessing the needs of their particular districts, identifying students at risk of dropping out of schools, gathering and analyzing data related to dropouts in their schools, and begin to make decisions for the future based on current and proposed future initiatives. Staff members from the MDE, particularly Office of Dropout Prevention staff, will be available to local districts to provide guidance and technical assistance for each implementation goal. The work of the local dropout prevention teams will culminate in the development of Local District Dropout Prevention Plans for each school district in the state, with a proposed implementation date of the beginning of the school year.

Based on the perceived supplemental needs of the state, seven critical components related to dropout prevention in Mississippi have been developed. Each of these components will be addressed through the development of programs by various taskforces comprised of committee members with particular expertise in the respective areas. The components include the following:

- Component #1 – Public Relations Dropout Prevention Awareness Campaign
- Component #2 – An Assessment of Current Initiatives
- Component #3 – School Attendance Officer (SAO) Staff Refocusing Study
- Component #4 – Dropout Recovery Program
- Component #5 – Transition Plans for Dropout Prevention
- Component #6 – Federal Program/Funding Opportunities
- Component #7 – Research Partnerships

Each portion of the State Dropout Prevention Plan seeks to incorporate best-practices gleaned from current research, and seeks to draw upon the expertise of all stakeholders throughout

the state. Dropout prevention in the state of Mississippi can only be effectively accomplished when all voices are heard, and we all make the work our top priority.

Introduction

Mississippi Code: Title 37 Education § 37-13-80 was responsible for the creation of the Office of Dropout Prevention. The office is responsible for the administration of Mississippi's statewide dropout prevention program, and any regulations or policies that may be adopted by the State Board of Education pertaining to dropout prevention. Additionally, 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, with established graduation rate benchmarks for each two-year period from the 2008-2009 school year through the 2018-2019 school year. Along with this legislative requirement, the State Superintendent has set forth two additional goals – to reduce both the state dropout rate and state truancy rate by 50% by 2011-2012. To assist with the accomplishment of these goals, the Office of Dropout Prevention also includes the Office of Compulsory School Attendance Enforcement, School Counseling, and Alternative Education.

At the Mississippi Department of Education (MDE), the work of dropout prevention is a Department-wide, coordinated initiative. Various offices within the MDE have programs that address dropout prevention, including: the Office of Special Education Programs; the Office of Instructional Programs and Services; Office of Reading, Early Childhood and Language Arts; the Office of Leadership and Professional Development; the Office of Healthy Schools; the Office of Curriculum and Instruction; Vocational Education and Workforce Development; the Office of Student Achievement and Growth; and the Office of Innovative Support. Descriptions of the dropout prevention-related programs throughout the MDE are listed in Appendix A.

Accurate dropout statistics are necessary to build reliable historical information, to evaluate the effectiveness of the academic/vocational instructional process and dropout prevention programs, to measure the achievement of state goals, and to report district and state dropout rates appropriately. Mississippi's accountability model for measuring adequate yearly progress (AYP) of students at the high school level under the federal No Child Left Behind (NCLB) legislation includes the graduation rate as an indicator. Aggressive follow-up on students who are assigned dropout withdrawal codes will provide more accurate information and can effectively reduce dropout rates and improve graduation rates. Mississippi's estimated dropout rate is 26.6%, and the estimated four-year graduation rate is calculated to be 61.1%. In addition to state estimated dropout and graduation rates, district-level rates have been calculated and may be found in Appendix B.

The MDE has undertaken a systematic process in the work of dropout prevention and in the development of a strategic dropout prevention plan. Appendix C of this document provides a historical perspective of the work of dropout prevention in this state. The section briefly summarizes the legislative history and outlines in chronological order key events of the dropout prevention issue in Mississippi. Readers should refer to the actual statutory language for details. The process of the development of the state dropout prevention plan entailed soliciting input from various stakeholders comprised of MDE staff, external agencies, business partners, and community organizations. Input was gathered through regular task force committee meetings, research and analysis of current data associated with dropout, suspension and expulsion rates, and various sub-committees' related work. These stakeholders are interested not only in measuring the dropout rates of our schools, but also identifying effective strategies for reducing them.

The following plan provides a report on the current state of MDE activities targeted towards having a positive impact on high school completion, thereby reducing dropout rates. Utilizing current research on dropout prevention as its framework, the State Dropout Prevention Plan seeks to present ways in which state-level and district-level initiatives fit within this framework and ways in which existing resources can be used to implement future initiatives and programs. Additionally, the State Dropout Plan outlines the actions that will be taken to meet our goals in dropout prevention.

Mississippi Department of Education Roles and Responsibilities

Not all factors related to dropout reduction can be controlled by the local school district, and the schools alone cannot achieve solutions to the complex problem of dropouts. It is a national problem which must be addressed by teachers, school leaders, parents, business leaders, the state, and others. Dropout Prevention requires resources that go beyond the school, and solutions require a team approach. Therefore, the Mississippi Department of Education (MDE) has taken the lead in establishing guidelines to combat dropout prevention. MDE will:

- Implement a collection system that will allow comparable graduation and dropout data across districts over time.
- Report annual graduation and dropout rates.
- Locate all students including students with disabilities that are considered “no shows,” 15 calendar days after the first day of school
- Coordinate services within the MDE to increase graduation rates and decrease the number of dropouts.
- Develop a statewide dropout prevention plan.
- Provide technical assistance to school districts in the areas of attendance and dropout prevention.
- Monitor local education agencies (LEA) dropout prevention plans.
- Identify and implement best practices for identifying and monitoring all students, including students with disabilities that are “at-risk” of dropping out.
- Coordinate services with the Department of Human Services (sanctioning Temporary Assistance for Needy Families (TANF) and associated Food Stamp cases based on a pattern of unexcused absences).
- Ensure that all students, including students with disabilities are provided alternatives to the general education curriculum (i.e. General Educational Development (GED) Options)
- Ensure that all school districts are in compliance with compulsory school attendance and alternative education program requirements (Mississippi Code Annotated 1972 § 37-13-91 and 37-13-92)
- Ensure that school counseling programs promote school success for all students, including students with disabilities, through a focus on academic achievement, prevention and intervention activities, advocacy, social/emotional issues, and career development
- Provide technical assistance to districts on the Three-Tier Instructional Intervention Policy. This process aids teachers in the development of instructional interventions that will meet the needs of all students. This process, if implemented correctly, will possibly reduce the number of students receiving special education services.
- Provide leadership and technical assistance to local schools and districts in their efforts to provide effective educational programs to students with disabilities, ages 3-21, who are in need of special education and other services necessary to enable them to benefit from instruction as provided for in the Individuals with Disabilities Education Improvement Act and state law.
- Promote early intervention of health services.
- Promote “Healthy Schools.”

State Plan – Three Overarching Goals

There are three overarching goals to be met for Mississippi’s State Dropout Prevention Plan:

Goal 1¹: To increase the graduation rate for 9-12 cohort classes on a systematic basis to 85% by the 2018-2019 school year as mandated by Mississippi Code §37-13-80. The Office of Dropout Prevention is also responsible for establishing graduation rate benchmarks for each two-year period from the 2008-2009 school year through the 2018-2019 school year, to serve as guidelines for the graduation rate increase.

The 4-year cohort graduation rate for 2004-2005 is 61.1%. In order to attain the 85% goal by 2018-2019, the following two-year benchmarks are established²:

Benchmark 1 – 2008-2009	63%
Benchmark 2 – 2010-2011	66%
Benchmark 3 – 2012-2013	71%
Benchmark 4 – 2014-2015	77%
Benchmark 5 – 2016-2017	81%
Benchmark 6 – 2018-2019	85%

Mississippi Code §37-13-80:

“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. The Office of Dropout Prevention shall establish graduation rate benchmarks for each two-year period from the 2008-2009 school year through the 2018-2019 school year, which shall serve as guidelines for increasing the graduation rate for cohort classes on a systematic basis to eighty-five percent (85%) by the 2018-2019 school year.”

¹ Students earning traditional diplomas and Special Education students earning occupational diplomas are counted as graduates. Special Education students earning certificates of attendance and students earning a GED from a district program are not counted as graduates. However, these students are considered completers.

² Note: The benchmark rates represent 4-year graduation rates calculated for cohorts of students beginning with ninth graders four years prior to the stated school year. For example, the benchmark for 2008-2009 will be compared to the 4-year graduation rate for the student cohort beginning with ninth graders in school year 2005-2006 (SY0506G09).

Goal II³: By 2012-2013, initiatives instituted by the Office of Dropout Prevention will reduce the state dropout rate by 50%.

With a current state 9-12 dropout rate of 26.6%, in order to reduce the dropout rate by 50% by 2012-2013, the following annual benchmarks are established⁴:

Benchmark 1 – 2008-2009	25%
Benchmark 2 – 2009-2010	22%
Benchmark 3 – 2010-2011	18%
Benchmark 4 – 2011-2012	15%
Benchmark 5 – 2012-2013	13%

Goal III: By 2012-2013, initiatives instituted by the Office of Dropout Prevention will reduce the statewide truancy rate⁵ by 50%.

With a current state truancy rate of 31.8%, in order to reduce the truancy rate by 50% by 2012-2013, the following benchmarks are established:

Benchmark 1 – 2008-2009	30%
Benchmark 2 – 2009-2010	28%
Benchmark 3 – 2010-2012	23%
Benchmark 4 – 2012-2013	19%
Benchmark 5 – 2013-2014	16%

Given these three overarching goals, the following pages detail the Mississippi Department of Education's State Plan for Dropout Prevention – the means by which the state will achieve the benchmarks set above. The foundation of the plan is the mapping of current and proposed state and district level initiatives to the National Dropout Prevention Center/Network's fifteen strategies for dropout prevention. This framework will be used to assist in the development of local district plans, and to measure the effectiveness of these plans. The MDE will provide analyses of various data elements to districts, as well as national best practices research.

³ A dropout is defined as an individual who:

- Was enrolled in school at some time during the previous school year
- Was not enrolled at the beginning of the current school year
- Has not graduated from high school
- And does not meet any of the following exclusionary conditions:
 - Transfer to another public school district, private school or State/District approved educational program
 - Temporary absence due to suspension or school-approved absence
 - Death

⁴ Note: The benchmark rates represent 4-year ("9-12") dropout rates calculated for cohorts of students beginning with ninth graders four years prior to the stated school year. For example, the benchmark for 2008-2009 will be compared to the 4-year dropout rates for the student cohort beginning with ninth graders in school year 2005-2006 (Cohort SY0506G09). The dropout rates used for assessing performance on Goal #2 will differ from dropout rates calculated for 6-year ("7-12") cohorts.

⁵ The MDE truancy rate calculation is determined by the following formula:

Numerator: Number of students with five or more unexcused absences (truant student)

Denominator: Count of Student Membership – Cumulative Enrollment

Multiplied by 100 to create a percentage value

15 Effective Strategies for Dropout Prevention

Since 1986, the National Dropout Prevention Center/Network (NDPC/N) has conducted and analyzed research, sponsored extensive workshops, and collaborated with a variety of practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Students report a variety of reasons for dropping out of school; therefore, the solutions are multidimensional. The NDPC/N has identified 15 Effective Strategies that have the most positive impact on the high school graduation rate. These strategies appear to be independent but actually work well together and frequently overlap. Although they can be implemented as stand-alone programs (i.e. mentoring or family engagement projects), positive outcomes will result when school districts develop a program improvement plan that encompasses most or all of these strategies. These strategies have been successful in all school levels from K-12 and in rural, suburban, or urban centers. Following the 15 strategies listed below is an application of the strategies to district, elementary, middle, and high school. These applications form the foundation for Mississippi's State-Level Dropout Prevention Plan, and offer guidance to the development of a district dropout prevention plan

School and Community Perspective

- Strategy 1** **Systemic Renewal** – A continuing process of evaluating goals and objectives related to school policies, practices and organizational structures as they impact a diverse group of learners.
- Strategy 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.
- Strategy 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

- Strategy 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.
- Strategy 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.
- Strategy 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

- Strategy 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.
- Strategy 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.
- Strategy 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.
- Strategy 10** **After-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.

Making the Most of Education

- Strategy 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 and techniques, and to learn about innovative strategies.
- Strategy 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.
- Strategy 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.
- Strategy 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.
- Strategy 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.

Current Statewide/Federal Initiatives

The table below displays how current initiatives in the state related to dropout prevention fit within various school levels, the fifteen dropout prevention strategies, and the Department’s five strategies. Each of these initiatives assists the state with meeting its two overarching goals. Program/initiative descriptions are located in Appendix A.

15 Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
Systemic Renewal	<ul style="list-style-type: none"> Dyslexia Program Data Improvement Project (MSDIP) Youth Risk Behavior Survey (YRBS) Title VI.B.2 Rural and Low-Income Schools Title I, Part F Comprehensive School Reform Title I, Part C, Migrant Education Programs Student Progress Monitoring System (SPMS) tracking tool Teacher preparation programs at public & private institutions Mississippi School Administrator Sabbatical Program 	<ul style="list-style-type: none"> Early Prevention, Screening, Diagnosis, and Treatment Program (EPSDT) Title III English Language Learners Title I, Part C, Migrant Education Programs 	<ul style="list-style-type: none"> Early Prevention, Screening, Diagnosis, and Treatment Program (EPSDT) Title III English Language Learners Title I, Part C, Migrant Education Programs Mississippi Curriculum Test (MCT2) 	<ul style="list-style-type: none"> Early Prevention, Screening, Diagnosis, and Treatment Program (EPSDT) Title III English Language Learners Title I, Part C, Migrant Education Programs Mississippi Curriculum Test (MCT2) 	<ul style="list-style-type: none"> Early Prevention, Screening, Diagnosis, and Treatment Program (EPSDT) Title III English Language Learners Title I, Part C, Migrant Education Programs High School Redesign
School-Community Collaboration	<ul style="list-style-type: none"> School-Community Involvement Evaluation Instrument Title IV-B 21st Century Community Learning 	<ul style="list-style-type: none"> Support Our Students Title X, Part C, Homeless Children and Youth Act 	<ul style="list-style-type: none"> Even Start Family Literacy Program Support Our Students Title X, Part C, Homeless Children and Youth Act 	<ul style="list-style-type: none"> Support Our Students Title X, Part C, Homeless Children and Youth Act 	<ul style="list-style-type: none"> Support Our Students Title X, Part C, Homeless Children and Youth Act

15 Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
	Centers				
Safe Learning Environments	<ul style="list-style-type: none"> Effective School & Classroom Management School Safety Environment Assessment Tool Safe and Orderly School Climate Evaluation Instrument 				
Family Engagement	<ul style="list-style-type: none"> School-Community Involvement Evaluation Instrument Public Relations Evaluation Instrument 	<ul style="list-style-type: none"> Temporary Assistance for Needy Families (TANF) 	<ul style="list-style-type: none"> Even Start Family Literacy Program Title III English Language Learners Temporary Assistance for Needy Families (TANF) 	<ul style="list-style-type: none"> Title III English Language Learners Temporary Assistance for Needy Families (TANF) 	<ul style="list-style-type: none"> Title III English Language Learners Temporary Assistance for Needy Families (TANF)
Early Childhood Education			<ul style="list-style-type: none"> Even Start Family Literacy Program 		
Early Literacy Development	<ul style="list-style-type: none"> Three Tier Policy 		<ul style="list-style-type: none"> Reading First Grants Even Start Family Literacy Program 		
Mentoring/Tutoring		<ul style="list-style-type: none"> Support Our Students Title X, Part C, Homeless Children and Youth Act 	<ul style="list-style-type: none"> Support Our Students Title X, Part C, Homeless Children and Youth Act 	<ul style="list-style-type: none"> Support Our Students Title X, Part C, Homeless Children and Youth Act 	<ul style="list-style-type: none"> Support Our Students Title X, Part C, Homeless Children and Youth Act
Service-Learning					<ul style="list-style-type: none"> High School Redesign
Alternative Schooling			<ul style="list-style-type: none"> Alternative Education Title I, Part D Subpart 1 Neglected and Delinquent 	<ul style="list-style-type: none"> Alternative Education General Educational Development Option (GED) Program 	<ul style="list-style-type: none"> Alternative Education General Educational Development Option (GED) Program

15 Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
				<ul style="list-style-type: none"> Title I, Part D, Subpart 1 Neglected and Delinquent 	<ul style="list-style-type: none"> Title I, Part D, Subpart 1 Neglected and Delinquent
After-School Opportunities		<ul style="list-style-type: none"> Support Our Students Title X, Part C, Homeless Children and Youth Act 	<ul style="list-style-type: none"> Support Our Students Title X, Part C, Homeless Children and Youth Act 	<ul style="list-style-type: none"> Support Our Students Title X, Part C, Homeless Children and Youth Act 	<ul style="list-style-type: none"> Support Our Students Title X, Part C, Homeless Children and Youth Act
Professional Development	<ul style="list-style-type: none"> Effective School & Classroom MS-E Learning for Educators MS Online The Institute for Effective Instructional Leadership- Administrator Training Technology Evaluation Mathematics and Science Partnership Grants Mathematics Framework Training Three Tier Policy Integrating Curriculum, Assessment, and Instruction Training Title IV Program Comprehensive Health Education Framework Training Personnel Appraisals of school staff Instructional Process/Curriculum Delivery Title I, Part C Migrant 		<ul style="list-style-type: none"> Intel Teach to the Future Project Stream 	<ul style="list-style-type: none"> Intel Teach to the Future Project Stream Mathematics Academies 	<ul style="list-style-type: none"> Intel Teach to the Future Project Stream Mathematics Academies

15 Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
	<ul style="list-style-type: none"> Education Programs • Teacher preparation programs at public & private institutions • Blue Ribbon Commission to examine teacher education programs • Mississippi Sabbatical Program for administrators 				
Active Learning	<ul style="list-style-type: none"> • Three Tier Policy • Integrating Curriculum Assessment, and Instruction Training • Physical Education Framework Training 		<ul style="list-style-type: none"> • Reading Sufficiency Grants 	HIV/ AIDS Prevention	<ul style="list-style-type: none"> • Talent Search Grant • Redesigning Education for the 21st Century Workforce (Plan) • HIV/ AIDS Prevention • High School Redesign
Educational Technology			<ul style="list-style-type: none"> • Intel Teach to the Future • Enhancing Education Through Technology 	<ul style="list-style-type: none"> • Intel Teach to the Future • Enhancing Education Through Technology 	<ul style="list-style-type: none"> • Intel Teach to the Future • Enhancing Education Through Technology • Mississippi Virtual Public School (MVPS)
Individualized Instruction	<ul style="list-style-type: none"> • Three Tier Policy • Personnel Appraisals of school staff • Instructional Process/Curriculum Delivery 			<ul style="list-style-type: none"> • Foreign Language Grant 	<ul style="list-style-type: none"> • Foreign Language Grant

15 Dropout Prevention Strategies	School / Grade Level				
	District-wide	Pre-Kindergarten	Elementary School	Middle School	High School
Career and Technical Education (CTE)					<ul style="list-style-type: none"> Jobs for MS Graduates Grant Redesigning Education for the 21 st Century Workforce (Plan)

Implementation Goals and Timeline

In addition to the current state initiatives listed above, the following implementation goals propose further state-level initiatives, and provide timelines for the state and local districts to follow in the implementation of the goals.

Implementation Goal I: The Mississippi Department of Education will provide comparative data on Mississippi's grade 9-12 cohort dropout rate and grade 7-12 cohort dropout rate. Data will be reported according to the following timeline:

- By April 1, 2007 – official state, district, and school level 4-year (9-12) dropout rates for the cohort beginning with ninth grade students in 2001-2002
- By April 1, 2007 – official state, district, and school level 4-year (9-12) dropout rates for the cohort beginning with ninth grade students in 2002-2003
- By April 1, 2008 – official state, district, and school level 4-year (9-12) dropout rates for the cohort beginning with ninth grade students in 2003-2004
- By April 1, 2008 – official state, district, and school level 6-year (7-12) dropout rates for the cohort beginning with seventh grade students in 2001-2002

Note: By April 1 each year, 4-year (9-12) and 6-year (7-12) rates will be provided for the next set of student cohorts. Since the first 6-year (7-12) rates cannot be provided until April 2008, comparisons for early years of program implementation will rely on 4-year (9-12) rates.

Implementation Goal II: By April 2, 2007, local school districts shall submit to the MDE a list of areas of responsibility for proposed members of their district-level Dropout Prevention Team.

The Dropout Prevention Team is a collaborative team comprised of members from various backgrounds. The responsibilities of the Dropout Prevention Team will include assisting with the development of a local strategic plan for increasing the district graduation rate, while reducing the dropout rate, by accomplishing the following:

- Identifying
 - Students at risk for academic failure in the district
 - Resources for training educators in regards to cultural sensitivity, working with students in poverty, and issues related to student diversity

- Developing
 - A plan that incorporates support programs for at-risk students
 - Policy statements regarding district-level dropout prevention strategies
 - A plan for the coordination and cooperation among school officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school
 - Programs that provide positive alternatives to students at risk
 - Plans that incorporate parent trainings that provide strategies for motivating their children to stay in school
- Implementing
 - Efforts in educational systems that address bullying and harassment
 - Staff development training that incorporates instructional strategies for student motivation and participation in learning

To support state-community partnerships, participants from the following groups shall be considered for participation on the Dropout Prevention Team:

Local Civic/Governmental Agency Representatives

- Mayor/Councilman/Alderman
- Judge/Court Administrator
- Government Agency (i.e. DHS, RESA's, etc.)
- Community and Junior College
- College/University
- Law Enforcement
- Juvenile Justice System

Local Community Representatives

- Parents
- Business Partners
- Local Chamber of Commerce
- Faith-Based Organization
- Other County/Community Agency (i.e. grassroots advocacy group)

School-Related Staff

- Superintendent
- Alternative Education Representative
- Principals (Elementary, Middle, and High School)
- Special Education Director
- School Attendance Officer(s)
- School Counselors
- School Social Worker
- School Health Council Member
- Students
- Lead Teacher (Elementary, Middle, and High School)

Implementation Goal III: **By May 1, 2007, the MDE Office of Dropout Prevention will make available to local districts the guidelines for a dropout prevention needs assessment.** The guidelines will allow district Dropout Prevention Teams to develop a systematic set of procedures to: 1) determine needs of students at risk of dropping out, and recent re-enrollees from the juvenile justice system; 2) examine the nature and causes of dropping out; and, 3) setting priorities for future action. Staff members from the Office of Dropout Prevention will be available to provide technical assistance to districts in the development of their needs assessment.

MDE guidelines will aid districts:

- Explore “What Is”
 - Identify concerns
 - Determine measurable indicators
 - Consider data sources
 - Decide preliminary priorities
- Gather and Analyze Data
 - Utilize MSIS data to determine target groups
 - Prioritize needs
 - Identify causes
- Make Decisions for the Future
 - Set priority needs
 - Identify current initiatives
 - Consider possible additional solutions

Implementation Goal IV: **During the MDE Summer Conference (June 3-7, 2007), technical assistance training opportunities will be available to school districts on how to effectively conduct a needs assessment.**

Implementation Goal V: **During the MDE Summer Conference (June 3-7, 2007), the MDE Office of Dropout Prevention will make available to local districts the framework and required components for the development of the Local District Plan (LDP) for Dropout Prevention. The district framework will include model implementation timelines, regional training schedules and required deliverables for Local Dropout Prevention Team meetings. The implementation and monitoring of the LDP fulfills Standard 17 of the Mississippi Public School Accountability Standards (MS Code §37-3-46(c) and §37-21-9).**

Developed by the district Dropout Prevention Teams, and utilizing the outcomes of the needs assessment, the LDPT will detail the implementation of current district-level initiatives related to K-12 dropout prevention, in addition to proposed initiatives. Components of the plan shall include the following:

1. A LDP cover sheet and Dropout Prevention Team sign-off sheet and statement of assurance, containing the following information:
 - The district name and a list of the schools within the district
 - The local contact person's name, position, title, address, telephone number, and fax number
 - The approval signature of the district superintendent and school board chair
 - The signature of the school's principal and
2. Outcomes of the needs assessment
 - Identification of students in need of targeted assistance
 - Identification of potential risk factors
 - Prioritization of needs
3. Details of current district initiatives
 - Addressing the MDE's Five Strategic Initiatives
 - Addressing the National Dropout Prevention Center's (NDPC) 15 Strategies for Dropout Prevention
 - Highlighting school level impact (elementary, middle, high school)
4. Proposed initiatives with prioritized actions
5. Both current and proposed initiatives should include :
 - District goals that describe the overall end result the district wishes to achieve to address dropout prevention. (Note: Local districts may require school-level plans based on individual school needs and variations in dropout rates). The goals should be:
 - Derived from the prioritized needs of the school
 - Stated in terms of student outcomes
 - Measurable
 - Specific and clear
 - Achievable
 - Long-term (three to five years)
 - Based on established start date and completion dates
 - Benchmarks to serve as implementation checkpoints, to allow a district to assess how well it is progressing towards its goal.
 - A description of the persons who will be responsible for the implementation of the goal.
 - An evaluation component that provides evidence of the achievement of the objective. The evaluation component should:
 - Be measurable

- Be directly related to the objective
 - Include evaluation data collected along the way (when possible)
 - Identify the source of evaluation information identified
6. Plans will initially be reviewed by MDE staff members. Further monitoring and review of implementation will be the responsibility of the Office of Dropout Prevention.

Implementation Goal VI: During the first semester of the 2007-2008 school year, the MDE Office of Dropout Prevention will be available to offer regional technical assistance training opportunities to school districts to assist with the development of Local Dropout Prevention Plans. Local districts will be asked to bring the draft versions of their plan to the following regional technical assistance training sessions:

- September – Scheduled training opportunities for northern school districts
- October – Scheduled training opportunities for central school districts
- November – Scheduled training opportunities for southern school districts

Implementation Goal VII: Local districts shall submit their DRAFT District Dropout Prevention Plan to the MDE Office of Dropout Prevention based on the following submission schedule:

- Northern School Districts – February 1, 2008
- Central School Districts – March 3, 2008
- Southern School Districts – April 1, 2008

Implementation Goal VIII: Local school boards shall adopt their Local District Dropout Prevention Plan prior to the end of the district's 2007-2008 academic year. When adopted, local districts will then submit their local plan to the MDE Office of Dropout Prevention.

Implementation Goal IX: Local plans shall be implemented in the 2008-2009 school year. The completed plan, with the components described in Goal III, will represent the district's plan for assisting the state in achieving its three overarching goals of increasing the graduation rate, reducing the dropout rate, and reducing the truancy rate within the proposed

benchmarks. The plan will be evaluated annually by MDE staff, based on the evaluation criteria set forth in the LDP, and the MDE's overall evaluation criteria.

Critical Components

In addition to the implementation goals listed above, the Mississippi Department of Education's (MDE) Office of Dropout Prevention will continue to develop programs to address the overarching goals of increasing the state's graduation, decreasing the dropout rate and decreasing the truancy rate. The following information is a listing of the critical components to be implemented at the state and local levels.

Critical Component #1 Public Relations Dropout Prevention Awareness Campaign

As a partnership between the Mississippi Department of Education, local businesses and the media, this statewide branding initiative will serve to disseminate information on the importance of staying in school, and the state's dropout prevention efforts. Particular target areas for information dissemination will include grassroots groups including churches, civic and community organizations, and parent advocacy groups.

Critical Component #2 Assessment of Current Initiatives

Based on the current initiatives listed in Appendix A of this document, program assessments will be conducted to determine the level of implementation and overall impact of each program on dropout prevention. This work will be done in partnership with various divisions within the MDE. A primary focus area for this initiative will be the application of the Coordinated School Health Plan to the work of dropout prevention.

Critical Component #3 School Attendance Officer (SAO) Staff Refocusing Study

Consideration is being given to refocusing the roles and responsibilities of School Attendance Officers to be more applied towards dropout prevention initiatives. The purpose of the SAO staff refocusing study will be explore ways in which the current roles and responsibilities of the SAO's can be refocused so that SAO's may become the district-level specialists in the work of dropout prevention. The new roles, when redesigned, will result in the SAO's acting as MDE liaisons at the district level, and assisting with the coordination of efforts with other school personnel (i.e. school counselors, school resource/safety officers, school social workers, school psychologists).

Critical Component #4 Dropout Recovery Program

For students beyond the compulsory school attendance age, dropout and credit recovery programs will be developed in partnership with the Mississippi State Board for Community and Junior Colleges. This

program will allow young adults the opportunity to either earn sufficient credits to graduate with a regular diploma, or to obtain a GED.

Critical Component #5 Transition Plans for Dropout Prevention

Transition plans that have proven successful as dropout prevention plans will be implemented at the following research-based critical transition points for students. These points are critical in that they address both developmental and academic transition points for student.

- a) Pre-Kindergarten to Kindergarten
- b) Grade 3 to Grade 4
- c) Grade 5 to Grade 6
- d) Grade 8 to Grade 9
- e) Recent re-enrollees from the juvenile justice system
- e) Grade 12 to Postsecondary/Workforce

Critical Component #6 Federal Programs/Funding Opportunities

The MDE Office of Dropout Prevention will explore the availability of federal funding opportunities for dropout prevention and/or federal programs to target dropout prevention.

Critical Component #7 Research Partnerships

Recognizing that many proposed dropout prevention strategies will involve changes to current legislative policies, the MDE Office of Dropout Prevention will partner with SERVE and other national research organizations to investigate the ways in which the implementation of dropout prevention plans have impacted local, state, and legislative policies in other states.

Beginning in February 2007, the MDE Office of Dropout Prevention, along with other MDE staff, will begin research and development initiatives for each component. By April 2007, Dropout Prevention Taskforce meetings will convene based on each component, with representation from Local Dropout Prevention team members, to set timelines for implementation and methods for evaluation for each component.

Critical Components

Given the critical components listed in the previous pages, the following table displays how these dropout prevention areas map to the various school levels, the NDPC's fifteen dropout prevention strategies, and the Department's five strategies. Each of these initiatives assists the state with meeting its two overarching goals.

15 Dropout Prevention Strategies	SCHOOL / Grade Level				
	District Level	Pre-K	Elementary	Middle	High School
Systemic Renewal	<ul style="list-style-type: none"> • Federal Programs/Funding Opportunities • Staff Refocusing Study • Dropout Prevention Awareness Campaign 	• Transition Plans	• Transition Plans	• Transition Plans	
School-Community Collaboration	<ul style="list-style-type: none"> • Federal Programs/Funding Opportunities • Staff Refocusing Study • Dropout Prevention Awareness Campaign 	• Transition Plans	• Transition Plans	• Transition Plans	
Safe Learning Environments	<ul style="list-style-type: none"> • Federal Programs/Funding Opportunities • Staff Refocusing Study • Dropout Prevention Awareness Campaign 	• Transition Plans	• Transition Plans	• Transition Plans	
Family Engagement	<ul style="list-style-type: none"> • Federal Programs/Funding Opportunities • Staff Refocusing Study • Dropout Prevention Awareness Campaign 	• Transition Plans	• Transition Plans	• Transition Plans	
Early Childhood Education	<ul style="list-style-type: none"> • Federal Programs/Funding Opportunities 	• Transition Plans	• Transition Plans	• Transition Plans	

15 Dropout Prevention Strategies	SCHOOL / Grade Level				
	District Level	Pre-K	Elementary	Middle	High School
	<ul style="list-style-type: none"> • Staff Refocusing Study • Dropout Prevention Awareness Campaign 				
Early Literacy Development	<ul style="list-style-type: none"> • Federal Programs/Funding Opportunities • Staff Refocusing Study • Dropout Prevention Awareness Campaign 	• Transition Plans	• Transition Plans	• Transition Plans	
Mentoring/Tutoring	<ul style="list-style-type: none"> • Federal Programs/Funding Opportunities • Staff Refocusing Study • Dropout Prevention Awareness Campaign 		• Transition Plans	• Transition Plans	
Service-Learning	<ul style="list-style-type: none"> • Federal Programs/Funding Opportunities • Staff Refocusing Study • Dropout Prevention Awareness Campaign 			• Transition Plans	
Alternative Schooling	<ul style="list-style-type: none"> • Federal Programs/Funding Opportunities • Staff Refocusing Study • Dropout Prevention Awareness Campaign 				
After-School Opportunities	<ul style="list-style-type: none"> • Federal Programs/Funding Opportunities • Staff Refocusing Study • Dropout Prevention Awareness Campaign 		• Transition Plans	• Transition Plans	
Professional Development	<ul style="list-style-type: none"> • Federal Programs/Funding 	• Transition Plans	• Transition Plans	• Transition Plans	

15 Dropout Prevention Strategies	SCHOOL / Grade Level				
	District Level	Pre-K	Elementary	Middle	High School
	<ul style="list-style-type: none"> • Opportunities • Staff Refocusing Study • Dropout Prevention Awareness Campaign 				
Active Learning	<ul style="list-style-type: none"> • Federal Programs/Funding Opportunities • Staff Refocusing Study • Dropout Prevention Awareness Campaign 		• Transition Plans	• Transition Plans	• Dropout/Credit Recovery
Educational Technology	<ul style="list-style-type: none"> • Federal Programs/Funding Opportunities • Staff Refocusing Study • Dropout Prevention Awareness Campaign 	• Transition Plans	• Transition Plans	• Transition Plans	• Dropout/Credit Recovery
Individualized Instruction	<ul style="list-style-type: none"> • Federal Programs/Funding Opportunities • Staff Refocusing Study • Dropout Prevention Awareness Campaign 	• Transition Plans	• Transition Plans	• Transition Plans	• Dropout/Credit Recovery
Career and Technical Education (CTE)	<ul style="list-style-type: none"> • Federal Programs/Funding Opportunities • Staff Refocusing Study • Dropout Prevention Awareness Campaign 				• Dropout/Credit Recovery

Appendix A

State Initiatives

This section presents information on various initiatives and programs that support dropout prevention throughout the Mississippi Department of Education.

SUPERINTENDENT'S STRATEGIES

Dr. Hank Bounds, State Superintendent for Mississippi, has developed five strategies for making the changes necessary to improve the educational system, economic development and quality of life in this state dramatically. Following are the Five Strategies for Improving Education in Mississippi, and descriptions of the ways in which the initiatives are being used as dropout prevention strategies.

Strategy I: Increase the rigor of the curriculum and assessment system.

Providing students with a rich and challenging experience in the classroom that will prepare them for the future is a key element to keeping them engaged and in school. Students today will not be competing against someone from around the corner for jobs. They must be competitive with students from other states and all over the world.

In addition, both the *No Child Left Behind* Act and the Mississippi Accountability System include serious consequences for schools that do not make the mark. To ensure that our schools meet both state and federal accountability requirements and that Mississippi's students are prepared for post-secondary education and to enter the workforce in the future, we must raise the bar. The rigor of our assessments must be increased in step with the curriculum to ensure that students are in fact learning what they need to learn to succeed.

We used a portion of the federal hurricane recovery funds to contract with a service provider to create curriculum guides in Language Arts, Reading, and Mathematics for those districts that lost their materials during Hurricane Katrina. Available to all Mississippi teachers, but not mandated, the guides will be aligned to the Mississippi Curriculum Frameworks for language arts and mathematics and are grounded in recent, scientifically-based research on teaching and learning. The overarching goal is a responsive curriculum that will facilitate teachers in helping each student to reach his or her maximum potential.

Teachers can use the Student Progress Monitoring System (SPMS) track student progress in real time. Introduced by the state to support rigorous teaching and assessment by providing a bank of test items (multiple-choice, short answer, and writing prompts) that teachers, schools, and districts could use that are aligned to the curriculum frameworks, the SPMS is a web-based tool to assist with the development, administration, scoring and performance tracking of practice tests, informative assignments and assessments. The system allows educators to create practice tests, informative assignments, quizzes or homework using the question pool and to analyze student-specific performance data and generate reports.

With SPMS, teachers are able to analyze student performance on assessments down to the individual MS Framework Competency and administer diagnostic or district-created assessments to students on-line or by printing them out for paper-and-pencil administration. Paper/pencil assignments can be scored by scanning bubble sheets into the system.

The Second Edition of the Mississippi Curriculum Test (MCT2) is scheduled to be field tested in May of 2007 and administered for the first time in May 2008. Administered in grades 3-8, the MCT2 will have one test for language arts, which will allow reading and language competencies to be assessed in one test and eliminate a day of testing. Grades 3-8 are the only grades required by the No Child Left Behind Act and only two states require testing in second grade.

The MCT2 will make the connection between the curriculum and assessment clearer to educators, students, parents and the public. It will match the expectations in the assessment to the expectations of the curriculum and show progression across grades. To increase the rigor the high school curriculum, the State Board of Education approved increasing the graduation requirements for all students. Beginning with ninth graders entering in the fall of 2008, students will be required to complete four years of English, math, science, and social studies. In math, two of the four years of math will have to be beyond Algebra I. In science, students must take at least one lab-based course, and in social studies students will have to take economics.

Strategy II: Increase the quality and quantity of teachers.

In Mississippi, we have both a quantity and a quality issue with teachers. In some cases, we have a teacher shortage. Certain geographical areas of the state continue to have trouble hiring enough teachers each school year to meet their needs. We have trouble finding adequate staff for particular subject areas, such as special education, science, mathematics or foreign language, in areas all over the state.

During the 2003-04 school year, the teacher preparation programs at the eight public universities and seven private colleges admitted 1,608 students. Mississippi-approved teacher education programs graduated 1,572 candidates. Of those graduates, 70 percent (1,112) were licensed and employed in Mississippi as first-year teachers within a year after the close of the academic term in which they graduated. In Mississippi, we lose approximately 50 percent of new teachers within the first five years of teaching, which is on par with national statistics. In some cases, teachers do not possess the skill set necessary for moving a student or class forward and make significant gains in student achievement. Teachers are the single most important factor in determining student success, so we must ensure that we have an excellent teacher in every classroom.

To address the preparation issue, Dr. Tom Meredith, the Commissioner of the Institutions of Higher Learning, and State Superintendent of Education Dr. Hank M. Bounds have established a Blue Ribbon Committee to examine every facet of Mississippi's teacher education programs and develop new ways to ensure that teachers are prepared to move students forward from the first day in the classroom. The members represent a wide variety of educators, from new teachers who hold a bachelor's degree to veteran teachers with doctorates, principals to superintendents, and board members from local school boards, the Mississippi Board of Education and the Institutions of

Higher Learning. There are also representatives from business, the Governor's Office and the Legislature on the committee.

Strategy III: Increase the quality and quantity of administrators.

Mississippi faces similar challenges with administrators that we do with teachers. In some areas, we face a shortage of qualified administrators. Some administrators lack the skills necessary to accelerate student learning for a school or a district. Each teacher depends on the support from district administrators and principals, who serve as the instructional leaders for their schools. Leadership is a crucial element for any organization. Just like business and government, schools need good leaders in order to flourish.

The Mississippi School Administrator Sabbatical Program enables local school districts to grant sabbatical leave to licensed teachers employed in Mississippi schools for not less than three years. The purpose is to allow such teachers to participate full-time in an educational leadership program and become local school district administrators. Five districts participated in this program in 2004-05, with 12 sabbaticals awarded and over \$400,000 expended.

We are pursuing grants from private foundations to build a center for education innovation and professional development. The center will provide world-class professional development on utilizing proven, research-based strategies to improve student learning outcomes. Teachers, administrators and all school staff will benefit from the programs and services offered by the center. The goals of the center will be to improve and increase curricula and assessment, improve teacher quality and quantity, improve administrator quality and quantity, community development, and fundraising. The center will provide the leadership, infrastructure and governance of the overall effort to transform Mississippi's educational system.

Strategy IV: Create a culture in Mississippi that understands the value of education.

Unfortunately, the culture in Mississippi is not one that supports education. This certainly contributes to the dropout problem. Although many of Mississippi's citizens suffer the consequences of being uneducated or undereducated through a lifetime of low employability and low wages, they often do not perceive education to be a way out of that cycle for their children and therefore do not place a high priority on attending or completing school. Dropping out of school and earning low wages then becomes a self-perpetuating cycle. Students from low-income families have a dropout rate of 10 percent, students from middle-income families have a dropout rate of 5.2 percent and only 1.6 percent of students from high-income families drop out of school, according to the National Dropout Prevention Center.

The level of funding, which is usually ranked near the bottom on comparisons of other states, is another indicator that education is not valued. However, the economic cost of underfunding education is quite clear. A report released in March by the Alliance for Excellent Education noted Princeton University researcher Cecilia Rouse's findings that the lifetime difference in income between a high school graduate and a dropout is approximately \$260,000. The report also concluded that the lost lifetime earnings of students in Mississippi who did not graduate with their class in 2004 is approximately \$4,300,920,000.

The state must also bear additional costs in terms of assistance to families and children. Teen girls in the bottom 20 percent of basic reading and math skills are five times more likely to become mothers over a two-year high school period than teen girls in the top 20 percent. Male and female students with low academic achievement are twice as likely to become parents by their senior year of high school compared to students with high academic achievement.

We spend more trying to keep Mississippians from dropping litter on the highways than we do trying to keep students from dropping out of school. When looking at the impact that education has on economic development, tax revenues, and the need for governmental assistance, it is obvious that underfunding our schools ultimately costs much more than appropriately funding education.

The Mississippi Department of Education is working with the Mississippi Economic Council to garner private funds to launch a branding campaign to influence students to stay in school and the community to support schools and students.

Strategy V: Redesign education for the 21st Century workforce in Mississippi.

While Mississippi has been making strides in student achievement, particularly in closing the achievement gap, the state still ranks near the bottom on the National Assessment of Educational Progress (NAEP). NAEP exams are considered the nation's report card. Even with the recent teacher salary increase, Mississippi still ranks near the bottom in average teacher salary. We have far too many students who are not receiving a high school diploma. The draft plan, *Redesigning Education for the 21st Century in Mississippi*, is designed to increase the rigor and relevance of the high school curriculum, increase the number and skill level of Mississippi's graduates and to increase economic development in the state by increasing and improving the labor pool.

We begin by strengthening pre-kindergarten programs. Some children grow up in print-rich environments and are read to from birth. Some do not. Some children arrive at the first day of kindergarten molded, refined and ready to learn. Some do not. Mississippi is in the minority; most states offer universal pre-k programs. An investment in pre-k has the potential to pay great dividends down the road through a reduction in need for social services, a reduction in crime and an increase in tax revenues as these children grow into adults.

Mississippi must also help give students greater direction at the middle school level. Middle school students need to explore the possibilities of what life can bring and understand the relevance between what they are learning in class and what they will be doing in life.

In high school, students can select coursework based on seven career pathways:

- Health Care
- Agriculture and Natural Resources
- Construction and Manufacturing
- Transportation
- Business Management and Marketing
- Science, Technology, Engineering and Math
- Human Services

These seven pathways were selected by looking at where the growth is and will be. First determining which industries will have the job opportunities for today's students, we then looked at how to prepare these students to enter these jobs. Some will enter their careers by obtaining a four-year degree; some will enter their careers by going to a community college; others will enter the workforce directly from high school. We looked at how to prepare students for each of these three entry levels. This represents a major shift in thinking. For too long, an individual's career was chosen by how they were prepared. We want to prepare students for the career they choose.

One tool that we will use to do this is technology. We will use online counseling for both parents and children to help them make informed decisions throughout elementary, middle and secondary school. We will also use online courses to provide additional flexibility and prepare them to use technology throughout their careers. We plan to require each student in the ninth grade to take at least one online course and will be only the second state in the nation to do so.

This is a bold vision for education and for Mississippi. The educational system cannot accomplish this alone. We must have support from parents, business, community, and state leaders to turn this plan into action and prepare our students to compete for the jobs of the future.

OFFICE OF COMPULSORY SCHOOL ATTENDANCE ENFORCEMENT

What is a school attendance officer?

A school attendance officer is an individual, employed by the Mississippi Department of Education (MDE) to investigate, review, and manage truancy referrals from assigned schools in order to enforce the provisions of the Compulsory School Attendance Law.

What are the specific tasks of a school attendance officer?

It is the duty of each school attendance officer to:

- Cooperate with any public agency to locate and identify all compulsory-school age children who are not attending school
- Cooperate with all courts of competent jurisdiction
- Investigate all cases of nonattendance and unlawful absences by compulsory school-age children not enrolled in a nonpublic school
- Provide appropriate counseling to encourage all school-age children to attend school until they completed high school
- Attempt to secure the provision of social or welfare services that may be required to enable any child to attend school
- Contact the home or place or residence of a compulsory-school-age child and any other place in which the officer is likely to find any compulsory-child when the child is absent from school during school hours without a valid written excuse from school officials, and when the child is found, the officer shall notify the parents and school officials as to where the child was physically located
- Contact promptly the home of each compulsory-school-age child in the school district within the officer's jurisdiction who is not enrolled in school or is not in attendance at public school and is without a valid written excuse from school officials; if no valid excuse is found for the

non-enrollment or absence from the school, the school attendance officer shall give written notice to the parent, guardian or custodian of the requirements for the child's enrollment or attendance.

- Collect and maintain information concerning absenteeism, dropouts and other attendance-related problems

How is the position funded?

School attendance officers are funded through state funds.

How is the funding for the position planned and reported?

The annual funding for MDE is appropriated through the State Legislature. As a result, each bureau is responsible for submitting an annual budget request to MDE's management team for approval. The budget projection is based on current expenditures.

What is the state's role in hiring school attendance officers?

School attendance officers are hired based on guidelines outlined in the compulsory school attendance law and the state personnel board.

What is the job description of a state school attendance officer?

Examples of work performed in this classification include, but are not limited to, the following:

- Cooperates with any public agency to locate and identify all compulsory-school-age children who are not attending school.
- Cooperates with all courts of competent jurisdiction.
- Investigates all cases of nonattendance and unlawful absences by compulsory-school-age children not enrolled in a nonpublic school.
- Travels extensively in own vehicle to locate compulsory-school-age children not in school.
- Provides appropriate counseling to encourage all school-age children to attend school until they have completed high school.
- Attempts to secure the provision of social or welfare services that may be required to enable any child to attend school.
- Contacts the home or place of residence of a compulsory-school-age child and any other place in which the officer is likely to find any compulsory-school-age child when the child is absent from school and notifies the parents and school officials as to where the child was physically located.
- Contacts promptly the home of each compulsory-school-age child in the school district within the officer's jurisdiction who is not enrolled in school or is not in attendance at public school and gives written notice to the parent, guardian or custodian of the requirement for the child's enrollment or attendance.
- Files complaints/petitions and prepares and presents court reports with the Youth Court or Courts of Competent Jurisdiction.
- Collects and maintains information concerning absenteeism, dropouts and other attendance-related problems, as may be required by law or the Office of Compulsory School Attendance Enforcement.

- Performs follow-up counseling after adjudication.
- Serves as liaison between courts, schools, and law enforcement.

Experience

- A Bachelor's Degree from an accredited four-year college or university in a behavioral science or related field;
OR
- Three (3) years combined actual experience as a school teacher, school administrator, law enforcement officer possessing such degree as indicated above, and/or social worker to include licensure as a Social Worker by the State of Mississippi. *

*Required by Mississippi Code Annotated (1972), Section 37-13-89.

Required Documentation: Applicant may be required to submit a valid copy of his/her licensure as a Social Worker by the State of Mississippi.

What are the Education Code references specifying qualifications for the school attendance officer?

The official requirements and qualifications for a school attendance officer are listed in the: Mississippi Code Annotated (1972), § 37-13-89

SCHOOL COUNSELING

Dropout Prevention

School Counselors' activities are all designed to keep students in school and to help them be successful. Their primary objective is to promote and enhance student learning. Counselors play a valuable role in all "dropout prevention programs." They provide consultation in defining and identifying at-risk students. Counselors work as members of a team with other school personnel to provide essential services. The goal is to identify and intervene before students move through a continuum of self-destructive behavior.

Any student may at any time be at risk with respect to dropping out of school, becoming truant, performing below academic potential, contemplating suicide or using drugs. Underlying reasons for these behaviors often deal with personal and social concerns such as poor self-esteem, family problems, pregnancy, unresolved grief, neglect or abuse. School counseling programs promote school success for all students through a focus on academic achievement, prevention and intervention activities, advocacy, social/emotional issues, and career development. All these areas lead to the development of the "whole person" where students may be successful members of society upon exiting the school environment.

Mississippi Requirements Regarding School Counselors

Mississippi School Counselors must have Masters' Degrees in Guidance and Counseling and provide specific services (see attached MS Code 37-9-79). Basic background courses qualify these counselors to meet the mental health needs of students in the school setting as well as academic and career needs. Even though a Mississippi Counseling Curriculum Framework with suggested job descriptions exists, all local district administrators make the decisions for counselors' job descriptions and daily assignments.

Mississippi's Public School Accountability Standards state: "Student support services are provided in each school by at least a half-time appropriately licensed guidance counselor." (See attached Process Standards 6.1 and 6.2) Most school districts recognize the need for school counselors and provide more than the minimal requirement to maintain MDE accreditation. Although 1150 school counselors serve students across the state, many of these are concentrated where money is more available (higher tax base for example). A number of school districts have no counselors at the elementary and middle school levels to provide early intervention services. They rely on other school personnel to provide student support services.

What School Counselors Typically Do

While comprehensive school counseling programs differ from school to school, the primary emphasis is placed on students' individual, developmental needs. The school counselor is in a key position to identify the issues that impact on student learning and achievement. The American School Counseling Association recommends that counselors follow national standards which group counseling duties in three major areas:

1. **ACADEMIC DEVELOPMENT** (assist students with development of effective learning skills, guide in course selection and academic preparation such as determining career pathways, assist students in improving study habits and test skills, assist in interpreting cognitive/aptitude/achievement tests, analyze grade point averages, consultation with parents, demonstrate relationship of academics to work/life/community).
2. **PERSONAL/SOCIAL DEVELOPMENT** (encourage student self-awareness, foster interpersonal communication skills, counsel students who are tardy, absent, and those with discipline problems, parent conferences, encourage general improvement of mental health/well-being, assist school principals with identifying and resolving student needs/problems, referral to other appropriate agencies, assist in crisis prevention/intervention and crisis/loss situations).
3. **CAREER DEVELOPMENT** (provide opportunities for career awareness through career centers and career fairs, encourage students to explore occupational avenues using interest inventories and career development software, assist students in planning for higher educational and training possibilities, assist in the development of employment readiness skills, and provide financial aid and scholarship information).

ALTERNATIVE EDUCATION

The alternative education program, as described in Section 37-13-92 of the Mississippi Code requires local school districts to establish, maintain or operate, in connection with the regular programs of said school district, an alternative school program or behavior modification program as defined by the State Board of Education for, but not limited to, the following categories of compulsory school age students:

- (a) Any compulsory school age child, who has been suspended for more than ten (10) days or expelled from school, except for any students expelled for possession of a weapon or other felonious conduct.
- (b) Any compulsory school age child referred to such alternative school based upon documented need for placement in the alternative school by the parent, legal guardian or custodian of such child due to disciplinary problems.
- (c) Any compulsory school age child referred to such alternative school program by the dispositive order of a chancellor or youth court judge, with the consent of the superintendent of the child's school district.

The alternative school program provides students an opportunity to continue their education in a more restrictive environment for a specified time period, until behavior requirements have been met.

Support our Students (SOS) Programs

Section 37-3-85 of the Mississippi Code Annotated 1972, as amended establishes the Support Our Students (SOS) Program to award grants to community- and neighborhood-based 501(c)(3) organizations or a consortium consisting of one or more local 501 (c)(3) organizations and one or more local school districts to establish programs that provide high quality after-school mentoring and tutoring activities and related services for children in grades K-9, and comprehensive, collaborative delivery of tutoring and mentoring services by public and non-public agencies to these children. These services shall be designed to enrich and make a positive impact on the lives of compulsory school aged children. Program activities may be conducted after the school day and on days students are not required to attend school. The goals of the SOS Program are to:

- 1. Reduce juvenile crime in local communities;
- 2. Recruit community volunteers to provide positive adult role models for school-age children and to supervise after-school activities;
- 3. Reduce the number of students who are unsupervised after school, otherwise known as "latchkey" children;
- 4. Improve the academic performance of students participating in the program;
- 5. Provide students with the opportunity to apply what they have learned in the classroom to address community needs;

6. Meet the physical, intellectual, emotional and social needs of students in the program and improve their attitudes and behavior;
7. Improve coordination of existing resources and enhance collaboration to provide services to school-age children effectively and efficiently; and
8. Encourage partnerships between schools and community-based organizations to enhance the education of school-age youth.
9. Increase school attendance and decrease the number of students who drop out of school.

General Educational Development (GED) Option Program

The GED Option is designed to be an integral component of a high school curriculum that provides another way to obtain a high school level credential. Specifically, the GED Option is targeted for a subgroup of students who have the capabilities to complete high school requirement, but for a variety of adjustment and life circumstance obstacles are behind in the credits needed to graduate with their class and are at risk of leaving school without a high school credential. The GED Option provides these students a viable second opportunity to stay in school and acquire the necessary high school level knowledge and skills to pass the GED Tests and earn a high school diploma/credential within the same time frame as their peers. **Currently, the Mississippi Department of Education does not include GED Option recipients in the calculation of the statewide graduation rate. However, supplemental data analysis demonstrates that, should these students be included, the graduation rate would rise from 61.1% to 62.9%.**

Counseling is required before entry and must be available during participation in the GED Option. Because the decision to participate in the GED Option is a serious one for the student, counseling and advising services must be provided to both students and their parents/guardians. The decision to enroll in the GED Option should not be an automatic one based only on records or written criteria. Student motivation and needs also are critical factors to consider, because many of these students have encountered problems in relating to school requirements and persisting in the regular high school routine.

The content of GED Option instruction is academic and may include workforce development instruction or activities. The GED Option offers a full range of instruction that aligns with the core content measured by GED Tests. Content aligns with high school mathematics, writing, social studies, reading, and science. Workforce development instruction and activities are directed at the knowledge, skills, and abilities required to secure and maintain employment.

Students who successfully complete the GED Option requirements and pass the GED Tests shall be awarded a high school credential that includes the word “diploma.” It must be more than a certificate. Additionally, students who satisfy all GED Option requirements should be given official school recognition of their achievement. Their successful attainment should be celebrated by participating in the high school graduation ceremony, a ceremony for alternative program participants, or some other fitting ceremony. Preferably, graduation ceremonies for GED Option graduates should be at or near the same time as the high school graduation ceremony of their peers.

OFFICE OF SPECIAL EDUCATION

SWD= STUDENTS WITH DISABILITIES

NDO= NON-DISABLED ONLY OVERVIEW OF THE STATE PERFORMANCE PLAN DEVELOPMENT:

The Mississippi Department of Education (MDE), Office of Special Education (OSE) developed the Mississippi State Performance Plan (SPP) with input from stakeholders, particularly through the State Special Education Advisory Panel. The State Special Education Advisory Panel, consists of 26 members representing parents of children with disabilities, individuals with disabilities, teachers, IHL representatives, state and local officials, administrators of programs for children with disabilities, representatives of other State agencies involved in the financing or delivery of related services to children with disabilities, representatives of private schools and public charter school, and a representative of a vocational community or business organization concerned with transition services to children with disabilities. The advisory committee members are appointed by the State Superintendent of Education and they serve in an advisory capacity to the MDE/OSE concerning: unmet needs within the state in the education of SWD, the development of evaluations and reporting of data, the development of corrective action plans, and the development and implementation of policies and procedures.

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

Overview of Issue/Description of System or Process:

Youths in Mississippi must meet the following requirements for graduation with a standard high school diploma: a) earn a minimum of 20 Carnegie Units (Note: Students entering ninth grade in school year 2005-2006 and thereafter will be required to earn a minimum of 21 Carnegie Units); b) take the following required, subject area courses - U.S. History from 1877, English II, Biology I, and Algebra I; and pass all end-of-course tests in the required subject areas noted in (b).

The graduation requirements in Mississippi associated with graduating with a standard high school diploma are the same for SWD as they are for NDO.

The baseline data used for determining the following measurable and rigorous targets were calculated as part of a preliminary feasibility study that tracked a true cohort of beginning ninth-grade students in 2001-2002 through the end of school year 2004-2005 (over a period of four years). The estimated four-year "grade 9-12" graduation rate for students identified as IDEA students with disabilities (SPED8="Y") in September 2001 was 29%. Only students earning a regular diploma were counted as graduates. Other completers were not counted as graduates, but were included in the true cohort denominator. Students in the true cohort who were coded as retained in grade 12 at the end of May 2005 and those who were enrolled in a lower grade level (i.e., had been retained one or more times during the four-year period) are not reflected in the "four year graduation rate."

Baseline Data for FFY 2004 (2004-2005):

63.2% of all students graduated with a regular high school diploma. By comparison, only 29% of students with disabilities graduated with a regular high school diploma.

Discussion of Baseline Data:

The 29% graduation rate for students with disabilities in Mississippi is below the national average of 48% (25th Annual Report to Congress) and is almost 30 percentage points below the rate for students without disabilities in Mississippi.

The State is moving in a positive direction as indicated by the fact that the State had the largest percentage increase in graduation rate among all states according to the 25th Annual Report to Congress. In 1996-97, the graduation rate for students with disabilities in Mississippi was 10%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The graduation rate for students with disabilities will increase by 4% to 33%.
2006 (2006-2007)	The graduation rate for students with disabilities will increase by 5% to 38%.
2007 (2007-2008)	The graduation rate for students with disabilities will increase by 6% to 44%.
2008 (2008-2009)	The graduation rate for students with disabilities will increase by 6% to 50%.
2009 (2009-2010)	The graduation rate for students with disabilities will increase by 6% to 56%.
2010 (2010-2011)	The graduation rate for students with disabilities will increase by 6% to 62%.

Improvement Activities/Timelines/Resources:

Mississippi Department of Education (MDE), with consensus from stakeholder groups, addresses Indicator I through the implementation of inclusive practices and other activities relative to Least Restrictive Environment (LRE). By increasing access to the general curriculum across all grade levels and providing appropriate accommodations and modifications, more students with disabilities will meet the requirements for a standard high school diploma, thus increasing the graduation rate. (Refer to Indicator 5 for more Activities, Timelines, Resources.) With inclusive practices and the supports necessary for successful inclusion of SWD in regular education classrooms, the graduation gap between students with disabilities and their nondisabled peers will close.

In order to provide LEAs with data necessary for informed decision-making, the OSE annually produces and publishes the Mississippi Special Education Data Profile, an individual district level profile comparing local district performance to statewide performance on key indicators. Data element VI – Exit from School, addresses the percentage of SWD who exit school with a standard high school diploma. The OSE advances its LRE goals through the following activities:

Monitoring of LEAs using the focused monitoring process, in the area of LRE. The SEA disaggregates LRE data by individual district in the age categories of 6-11 and 12-17 to more appropriately determine individual district performance with LRE data at the secondary level. Such data analysis revealed a need to devote attention to inclusive practices at the secondary level. We have noted a tremendous effort at the elementary level with maintaining students who have been initially identified as eligible for special education services in regular education classrooms. The area of greatest need with regard to LRE appears to be transitioning from elementary school to middle

school, in addition to secondary school. In order to address positive outcomes for SWD by earning a standard high school diploma, professional development and technical assistance will be provided relative to inclusive practices and implementation of LRE requirements at the secondary level. (Ongoing)

A Leadership Series for Superintendents has been developed with a series of four separate sessions. Session I was conducted in October 2005; Session II, which focuses on LRE and inclusive practices, was cancelled due to Hurricane Katrina and has been rescheduled for April 13, 2006. MDE will provide resources for educational personnel in the state through information on our website and through the provision of resources to support this initiative. The OSE, in consultation with Dr. Marilyn Friend of UNC-Greensboro, has developed an instructional toolkit, ***Toolkit for Success: Professional Development Resources***, which provides resources to support educational personnel in their role of providing instruction to SWD in general education settings. (Distribution to LEAs: February 2006)

Three regional technical assistance centers were established by the SEA for the purpose of providing support for districts in greatest need of improvement, as identified through focused monitoring. Five full-time professional personnel work with individual districts to assist with implementation of corrective action plans and school improvement activities. (Implementation: August 2005)

In addition to these activities, the OSE under Part B of the IDEA Fiscal Year 2005 is releasing \$2,300,000 in federal funds to be utilized in awarding grants for districts who submit successful proposals for the MS Data-Based School Change Initiative, a competitive process for LEAs to receive funding for the purpose of providing activities specifically designed to implement improvement strategies based upon practices demonstrated to be effective in achieving positive outcomes for students through research, materials, and/or technology using knowledge derived from educational research. Although graduation with a standard high school diploma is not one of the specific priority areas of the grants, LEAs may address the issue of increasing the percentage of SWD who exit school with a standard high school diploma if the district's review of their data indicated this issue was a priority need of the district. The LEA proposals must focus on improvement activities integral to addressing specific priorities, one of which is increasing the percentage of SWD participating successfully in regular education classes for 80% or more of the school day. The project requires co-coordinators from regular ed and special ed. Staff development is an integral part of the project and must include participant involvement in decision-making, coaching or mentoring after initial trainings, measures of the impact of training on participants, and measure of the impact on outcomes for students. A major focus of the professional development activities is on the change in participant knowledge AND skill as a result of the professional development provided, its implementation in the classroom and other learning settings, and most importantly, its impact on students. LEAs submitting successful proposals are eligible for up to \$50,000. (Implementation date of 05-06 projects: August 2005; Proposals for 06-07 due February 24, 2006)

\$2.3 million for Data-based School Change Grant Initiative
\$175,000 for *Toolkit for Success: Professional Development Resources*
\$1,409,553 for Focused Monitoring
\$1,250,000 Professional Development and Training

\$874,069 Staff in Divisions of Technical Assistance and Monitoring
Support from the MDE Offices of Curriculum and Instruction, Reading/Early
Childhood/Language Arts, Compulsory Attendance, Professional Development and Training

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

Overview of Issue/Description of System or Process:

Mississippi's procedures for collecting and reporting data related to dropouts and high school graduates are aligned closely with those outlined by the National Center for Education Statistics in the U.S. Department of Education. Annual dropout data are currently collected through the Mississippi Student Information System (MSIS) using dropout codes entered by district personnel. The calculation estimates dropout rates (overall and disaggregated) based on tracking data in MSIS for the true cohort of students who were enrolled in Mississippi as ninth graders at the end of September 2001.

The baseline data used for determining the following measurable and rigorous targets were calculated as part of a preliminary feasibility study that tracked a true cohort of beginning ninth-grade students in 2001-2002 through the end of school year 2004-2005 (over a period of four years). The estimated four-year "grade 9-12" dropout rate for students identified as IDEA students with disabilities (SPED8="Y") in September 2001 was 28%.

The definition of "dropout" is the same for SWD and NDO.

Baseline Data for FFY 2004 (2004-2005):

Dropout Rate SWD: 28%
Dropout Rate NDO: 26%
U. S. Dropout Rate*: 41%
* 25th Annual Report to Congress

Discussion of Baseline Data:

The dropout rate for students with disabilities in Mississippi for 2004-05 was 28%, only slightly higher than the dropout rate for all students in the state at 26% and considerably lower than the national average of 41%*.

* 25th Annual Report to Congress

There is only a 2% gap between the dropout rates for students with disabilities and students without disabilities.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The dropout rate for students with disabilities will decrease by .5% to 27.5%.
2006 (2006-2007)	The dropout rate for students with disabilities will decrease by .5% to 27.0%.
2007 (2007-2008)	The dropout rate for students with disabilities will decrease by .5% to 26.5%
2008 (2008-2009)	The dropout rate for students with disabilities will decrease by .5% to 26.0%
2009 (2009-2010)	The dropout rate for students with disabilities will decrease by .5% to 25.5%
2010 (2010-2011)	The dropout rate for students with disabilities will decrease by .5% to 25.0%.

Improvement Activities/Timelines/Resources:

Mississippi Department of Education (MDE) with consensus from stakeholder groups addresses Indicator 2 through the implementation of inclusive practices and other activities relative to Least Restrictive Environment (LRE). By increasing access to the general curriculum across all grade levels and ensuring that all students are valued and meaningful members of the school community, more students with disabilities will have positive experiences and stay in school. With inclusive practices and the supports necessary for successful inclusion of SWD in regular education classrooms, the dropout gap between students with disabilities and their nondisabled peers will remain minimal. Annually, the OSE produces and publishes the Mississippi Special Education Data Profile, an individual district level profile that includes data elements for seven data elements, including the percentage of SWD who drop out compared to the state average.

The OSE advances its LRE goals through the following activities: Monitoring of LEAs using the focused monitoring process, in the area of LRE. The SEA disaggregates LRE data by individual district in the age categories of 6-11 and 12-17 to more appropriately determine individual district performance with LRE data at the secondary level. Such data analysis revealed a need to devote attention to inclusive practices at the secondary level. Tremendous effort takes place at the elementary level to maintain students who have been initially identified as eligible for special education services in regular education classrooms. The area of greatest need with regard to LRE appears to be transitioning from elementary school to middle school, in addition to secondary school. In order to address positive outcomes for SWD by earning a standard high school diploma, professional development and technical assistance will be provided relative to inclusive practices and implementation of LRE requirements at the secondary level. (Ongoing)

A Leadership Series for Superintendents has been developed with a series of four separate sessions. Session I was conducted in October 2005; Session II focuses on LRE and inclusive practices and was cancelled due to Hurricane Katrina; it has been rescheduled for April 13, 2006. MDE will provide resources for educational personnel in the state through information on our website and through the provision of resources to support this initiative. The OSE, in consultation with Dr. Marilyn Friend of UNC-Greensboro, has developed an instructional toolkit, ***Toolkit for***

Success: Professional Development Resources, which provides resources to support educational personnel in their role of providing instruction to SWD in general education settings. (Distribution to LEAs: February 2006)

In addition to these activities, the OSE under Part B of the IDEA Fiscal Year 2005 is releasing \$2,300,000 in federal funds to be utilized in awarding grants for districts who submit successful proposals for the MS Data-Based School Change Initiative, a competitive process for LEAs to receive funding for the purpose of providing activities specifically designed to implement improvement strategies based upon practices demonstrated to be effective in achieving positive outcomes for students through research, materials, and/or technology using knowledge derived from educational research. Although graduation with a standard high school diploma is not one of the specific priority areas of the grants, LEAs may address the issue of increasing the percentage of SWD who exit school with a standard high school diploma if the district's review of their data indicated this issue was a priority need of the district. The LEA proposals must focus on improvement activities integral to addressing specific priorities, one of which is increasing the percentage of SWD participating successfully in regular education classes for 80% or more of the school day. The project requires co-coordinators from regular ed and special ed. Staff development is an integral part of the project and must include participant involvement in decision-making, coaching or mentoring after initial trainings, measures of the impact of training on participants, and measure of the impact on outcomes for students. A major focus of the professional development activities is on the change in participant knowledge AND skill as a result of the professional development provided its implementation in the classroom and other learning settings, and most importantly, its impact on students. LEAs submitting successful proposals are eligible for up to \$50,000. (Implementation date of 05-06 projects: August 2005; Proposals for 06-07 due February 24, 2006)

\$2.3 million for Data-based School Change Grant Initiative

\$175,000 for *Toolkit for Success: Professional Development Resources*

\$1,409,553 for Focused Monitoring

\$1,250,000 Professional Development and Training

\$874,069 Staff in Divisions of Technical Assistance and Monitoring

Office of Instructional Programs and Services/Office of Reading, Early Childhood and Language Arts	
Project/Program/Initiative	Brief Program Description
Reading First Grants	Reading First is an ambitious national initiative to help every young child in every state become a successful reader. This effort is based on high expectations for what can and should happen for all students: that instructional decisions will be guided by the best available research. The Reading First program focuses on putting proven methods of early reading instruction in classrooms. Through Reading First, states and districts will receive support to apply scientifically based reading research - and the proven instructional and assessment tools consistent with this research - to ensure that all children learn to read well by the end of third grade.
Reading Sufficiency Grants	The Reading Sufficiency Program is part of a comprehensive effort to improve the teaching and learning of reading and language arts in Mississippi's classrooms. The program supports rigorous reading standards for students through the implementation of the Mississippi Reading Reform Model (MRRM) in piloted schools. The MRRM utilizes intensive job-embedded professional development modules, prescriptive direct instruction utilizing the essential components of reading instruction and directed by the results of valid and reliable reading assessments, scientifically-based reading research programs, and extended learning opportunities for students. Funding is provided through the State Reading Sufficiency Program to support the implementation of the MRRM in selected Mississippi schools annually.
Dyslexia Program	During the 1996 legislative session, House Bill 1469 was passed which requires the Mississippi Department of Education to adopt pilot programs to evaluate and identify students with dyslexia. In accordance with the pilot programs, the law authorizes school districts to implement appropriate multi-sensory, systematic, language-based regular education programs for dyslexic students that do not qualify for special education services.
Even Start Family Literacy Program	Even Start Family Literacy Programs are school-community partnerships that help break the cycle of poverty and illiteracy by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. Programs help children and families achieve the academic standards set forth by the State of Mississippi and use instructional programs that are based on scientifically- based reading research to enrich language development, extend learning, and support high levels of educational success for children birth to age seven and their parents; provide literacy services of sufficient hours and duration to make sustainable changes in a family; provide integrated instructional services for families, where children and their parents learn together to develop habits of life-long learning; and support families committed to education and to economic independence.

Note: All programs listed in the table above focus on the development of reading/literacy skills in kindergarten through grade three. There are currently no programs offered through the Mississippi Department of Education expressly designed to target the development of reading skills in grades four through twelve. The reading programs and initiatives supported through grant opportunities administered by the Mississippi Department of Education mirror national efforts to implement effective research-based reading practices in K-3 instruction with little attention being paid to the needs of students and teachers in grades four and beyond. Reading growth, however, does not end at age eight. Reading is a skill that continues to be built over a lifetime. Current achievement data indicate improvement in the proficiency levels of students learning to read. Data further indicate that student proficiency levels in reading decline in grades four and beyond. If schools are to prepare students to meet the demands for high literacy levels currently expected of workers in today's workforce, departments of education must begin to address the needs of students in grades four through twelve and their teachers.

Mississippi Department of Human Services	
Project/Program/Initiative	Brief Program Description
Temporary Assistance for Needy Families	Mississippi Code §43-17-5, (4), the Department of Human Services (DHS) sets forth monthly attendance requirements for any person eligible for TANF benefits. If any compulsory school-age child is not in compliance with compulsory school attendance requirements, and acquires more than two unexcused absences during the month, the DHS will sanction the family in the next possible payment month.

Office of Leadership and Professional Development	
Project/Program/Initiative	Brief Program Description
Intel® Teach to the Future	Statewide effort to help both experienced and pre-service teachers integrate technology into instruction that develops students' higher-order thinking skills and enhance learning. Participating teachers receive extensive instruction and resources to promote effective technology use in the classroom.
Enhancing Education Through Technology (E2T2)	NCLB established the Enhancing Education Through Technology (E2T2) Program. The primary goal of the E2T2 Act of 2001 was to improve student academic achievement through the use of technology in elementary schools and secondary schools.
Mississippi Virtual Public School (MVPS)	Mississippi Virtual Public School (MVPS) is a web-based educational service offered by MDE to provide Mississippi students and educators with access to a wider range of course work, with more flexibility in scheduling, and with the opportunity to develop their capacities as independent learners.
Project Stream	Project Stream is Mississippi's new video-on-demand service for superintendents, administrators, and teachers using an online collection of professional development. Video modules are designed to enhance teaching and strengthen administrative leadership, thereby accelerating student learning.
Effective School & Classroom Management (ESCM)	This training provides school teams with training in research-based strategies for positive school and classroom management. Participants explore strategies to improve the consistency and effectiveness of their school behavior systems, to build and sustain effective student behavior practices, decrease student misbehavior, foster positive social skills, and to improve the alignment of classroom and school-wide discipline procedures.
MS E-Learning for Educators	MS E-Learning for Educators is a web-based model of course instruction that targets improved content knowledge, improved teaching practices, and increased student achievement.
The Institute for Effective Instructional Leadership-- Administrator Training	MDE through the Office of Leadership and Professional Development has partnered with University of Mississippi School of Education to offer this dynamic seminar of instructional leadership. The seminar draws on the best leadership and instructional practices from business, industry, health care, and the military as well as education.
MS Online Technology Evaluation (MOTE)	Through the implementation of the Mississippi Master Plan for Education Technology, Mississippi has seen a significant increase in the acquisition and use of technology statewide. Data show that gains have been made in many areas, especially infrastructure. In order to assist in

	measuring the progress toward our goals in the MMPET, inform the future and develop a new master plan for education technology, the Mississippi Online Technology Evaluation (MOTE) was created. This report highlights the progress made in educational technology.
--	--

Note: The Office of Educational Technology and Leadership and Development Enhancement have been combined. These two departments are now the **Office of Leadership and Professional Development**.

Office of Healthy Schools	
Project/Program/Initiative	Brief Program Description
Early Prevention, Screening, Diagnosis, and Treatment Program (EPSDT)	Through the EPSDT School Nurse Program students are provided health services that include preventive screenings. Research supports that early intervention of health services increases attendance, and increases a student's chances of completing high school.
School Safety Environment Assessment Tool	This assessment tool serves as a resource to schools when developing their crisis response plan. Research indicates for students to perform at their maximum potential they must feel of fear and perceive themselves to be in a safe place.
Physical Education Framework Training	This training provides schools with resources for implementing a quality physical education program based on the state and national standards. Research supports that active students have less discipline referrals, students who participate in quality physical education programs perform better on state tests, and healthier students have increased attendance.
Title IV Program	This program provides resources to schools for decreasing the use of alcohol, tobacco, and other drugs.
HIV/ AIDS Prevention	This program is designed to support disease prevention and unintended pregnancy through abstinence education. Data shows one of the reasons for drop out among females is a result of unintended pregnancy.
Data Improvement Project (MSDIP)	Through this program the Office of Healthy Schools is establishing a uniformed way of collecting data as it relates to school health programs. The goal of this program is to create a method of sharing data to determine the effectiveness of existing programs and to identify the need for additional programs.
Youth Risk Behavior Survey (YRBS)	
Comprehensive Health Education Framework Training	This training provides schools with resources for implementing a quality health education program based on the state and national standards. Research supports those students who participate in quality health education programs perform better academically and have improved attendance rates.

Office of Curriculum and Instruction	
Project/Program/Initiative	Brief Program Description
Mathematics and Science Partnership Grants	MSP is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the Science, Technology, Engineering, and Mathematics (STEM) faculty in Institutions of Higher Learning (IHL) are at the core of these improvement efforts.
Mathematics Framework Training	The Mathematics Framework training provides training on the implementation of the newly revised mathematics framework.
Mathematics Academies	The Mathematics Academies provides training to improve the instructional content and delivery skills of teachers. Each module in the academies has been identified as crucial in mathematical skill progression for Algebra and higher mathematics.
Advanced Placement Test Fee Reimbursement Grant	This grant provides funding for low-income students to take Advanced Placement tests.
Technical assistance on the Three tier policy	The Office of Curriculum provides technical assistance and training on the three-tier policy, which requires school districts to develop an instructional model designed to meet the needs of every student.
Technical assistance in all curriculum areas: Mathematics Social Studies Science Gifted Advanced Placement Visual and Performing Arts Physical Education Comprehensive Health	The Office of Curriculum provides technical assistance and trainings in all the curriculum areas.
Integrating Curriculum, Assessment, and Instruction Training	Provides training on Integrating Curriculum, Assessment and Instruction. One primary Component is Differentiated Instruction.
Foreign Language Grant	This grant is flow-through federal funds from the MDE to two school districts to enhance foreign language instruction.
Talent Search Grant	This grant is flow-through federal funds from the Mississippi Department of Education to Newton Municipal

Office of Curriculum and Instruction	
Project/Program/Initiative	Brief Program Description
	<p>School District for the Talent Search program. The grant is a five-year grant award from the U.S. Department of Education. The Talent Search program is designed to assist participants to continue in and graduate from secondary schools and enroll in post-secondary educational programs. Grant funds will be used to (1) identify qualified individuals with the potential to complete education at the post-secondary level and encourage them to complete secondary school and undertake a program of post-secondary education (2) publicize the availability of student financial assistance for persons who wish to pursue post-secondary education, and (3) encourage persons who have not completed secondary or post-secondary programs, but have the ability to do so, to re-enter school. The following counties are target areas to be served by the program: George, Greene, Jackson, Jasper, Newton, Alcorn, Prentiss, Scott, Tippah, Union, and Tishomingo.</p>
Jobs for MS Graduates Grant	<p>This grant is flow-through federal funds from the Mississippi Department of Human Services to the Jobs for Mississippi Graduates, Inc. (JMG) dropout prevention and intervention program, which serves low income, at-risk students. This program assists young people in graduating from high school and in successfully transitioning to higher education or the work force.</p>

VOCATIONAL EDUCATION AND WORKFORCE DEVELOPMENT	
Project/Program/Initiative	Brief Program Description
Redesigning Education for the 21 st Century Workforce (Plan)	Mississippi high school graduates will be prepared academically, as well as, equipped with learning & thinking skills, global awareness, information & communication technology literacy, and life skills.

*This plan will address the alarming trends emerging in educational outcomes: increasing dropout rates; inadequate math, science & communication skills, among graduates; increasing postsecondary remediation needs, widening achievement gaps; & misalignment of workforce training & economic development.

Office of Student Assessment	
Project/Program/Initiative	Brief Program Description
Subject Area Testing Program	<p>All students in our state must pass end-of-course subject area tests in Algebra I, Biology I, English II, and U.S. History. Students take these assessments at the end of their semester (for 4x4 schedules) or end of year (for traditional schedules) in which they are enrolled in the courses. The Office of Student Assessment offers three practice tests for each content area; these tests are available online at http://www.mde.k12.ms.us/ACAD/osa/satp.html and in public libraries across the state.</p> <p>On occasion, the Office of Student Assessment is able to provide professional development sessions to teachers in these content areas. While there no sessions are currently scheduled, all sessions that become available are announced to state educators.</p>

Office of Student Achievement and Growth	
Project/Program/Initiative	Brief Program Description
School-Community Involvement Evaluation Instrument	This instrument is intended to measure the degree to which the school reflects the values and interest of the community at large and the degree to which the school fits the community that it serves. The instrument will determine, but not be limited to, the utilization and extent of community resources, effective community collaboration, and evidence of sustainability in partnering. Schools will record community involvement in a portfolio collection of documents and score themselves using an impact level-scoring guide
Safe and Orderly Schools Climate Evaluation Instrument	The Mississippi Safe and Orderly School Climate Evaluation Instrument is a comprehensive school observation, review and evaluation of the entire school safety plan and the management of that plan. Issues are examined to ascertain how school climate, school attendance, personal safety and overall school security is affected. The purpose of this plan is to assure that security, safety and orderliness in schools are explicitly addressed so that learning may occur. School compliance with any federal and state mandates regarding school safety will also be evaluated.
Public Relations Evaluation Instrument	The purpose of the Mississippi Public Relations Evaluation Instrument is to assess the extent to which receptive and expressive forms of communication within and between district central offices, schools, classrooms, and the public are present and effective. It consists of a series of checklists/rating scales to be completed on the basis of document reviews, interviews, surveys, and observations. The instrument seeks documentation of in-place procedures for communication. The evaluation consists of interviews, informal observations and self-assessment questionnaires completed by school secretaries, teachers, principals, and superintendents.
Personnel Appraisals of All School Staff	This instrument can be conducted in order to evaluate educator effectiveness for the following categories of educators: teachers, assistant principals, principals, central office administrators, and superintendents. Several data collection procedures will be used including: interviews; observations; document reviews; and questionnaires. One common data collection instrument would not likely yield valid data regarding job performance.
Instructional Process / Curriculum Delivery	The Mississippi Instructional Process/Curriculum Delivery Evaluation Instrument has been developed to evaluate effective implementation of an aligned, balanced system of curriculum and instruction. The Instructional Process/Curriculum Delivery Evaluation Instrument ensures that teachers and administrators are designing and implementing effective instructional processes. Teachers should develop these processes based upon a careful alignment of objectives,

	Mississippi Curriculum Frameworks, and benchmarks.
--	--

<p>Title I, Part A Federal Programs</p>	<p>Federal Programs funds are designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and amplify efforts to improve teaching and learning for students farthest from meeting State standards. Individual public schools with poverty rates above 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a “schoolwide” program to upgrade the instructional program for the whole school. Schools with poverty rates below 40 percent, or those choosing not to operate a schoolwide program, offer a “targeted assistance” program in which the school identifies students who are failing, or most at risk of failing, to meet the State's challenging performance standards, then designs, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students.</p>
<p>Title V Innovative Programs</p>	<p>Innovative Programs support local education reform efforts that are consistent with and support statewide education reform efforts; provide funding to enable state educational agencies and local educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research; provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials; meet the educational needs of all students, including at-risk youth; and develop and implement educational programs to improve school, student and teacher performance.</p>
<p>Title IV-B 21st Century Community Learning Centers</p>	<p>The purpose of 21st Century Community Learning Centers is to create community learning centers that provide academic enrichment opportunities for children and their families by providing a safe environment for students when school is not in session and to provide a range of high-quality services to support student learning and development.</p>
<p>Title VI.B.2 Rural and Low-Income Schools</p>	<p>The purpose of Rural and Low-Income Schools is to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants and receive formula grant allocations in amounts too small to be effective in meeting their intended purposes. Funds can also be used for signing bonuses and other financial assistance.</p>
<p>Title I, Part F Comprehensive School Reform</p>	<p>The Comprehensive School Reform (CSR) program is designed to increase student achievement by assisting public schools across the country with implementing comprehensive reforms that are grounded in scientifically based research and effective practices. CSR programs target high-poverty and low-achieving schools, especially those receiving Title I funds, by helping them to increase the quality and accelerate the pace of their reform efforts. The eleven components of the Comprehensive School Reform Program provide an organizing framework that encourages schools to build upon and leverage state and local school initiatives into a comprehensive plan for school improvement.</p>
<p>Title X, Part C Homeless Children and Youth</p>	<p>The purpose of Homeless Children and Youth is to provide activities for and services to homeless children and youth including preschool-age children, which enable these children to enroll, attend, and succeed in school, including before or after school tutoring, supplemental instruction, and enriched</p>

	educational activities. All activities may be provided on school grounds or at other facilities including sectarian property.
Title III English Language Learners	It is the Mississippi Department of Education's goal to ensure that ELL students, including immigrant children and youth, develop English proficiency and meet the same academic content and achievement standards required of all children. The MDE identifies major issues affecting the education of English language learners and provides assistance and support to local school districts to emphasize high academic standards, school accountability, professional development, and parent involvement.
Title I, Part C Migrant Education Programs	The goal of the Migrant Education Program is to ensure the migrant children who move among the states are not penalized in any manner by disparities among states in terms of curriculum, graduation requirements, and state academic content and academic achievement standards.
High School Redesign	The High School Reform initiative supports research that will identify ways to improve high school education as measured by such objective indicators as higher test scores, higher graduation rates, and more successful transitions from high school into the world of work and postsecondary education.

**Appendix B
(Part 1 of 2)
Unofficial Estimates of 4-Year Dropout, Completion, and Graduation Rates
for the Full Cohort of Students Beginning with Ninth Graders in 2001/2002***

Code	District Name	Total Cohort N-Count	Basic Dropout Denominator	4-Year Dropout Count Estimate	4-Year Dropout Rate Estimate	Basic Completer Graduate Denominator	% Eligible for EXT	4-Year Completion Rate Estimate	Possible Future Completers (as a %)	4-Year Regular & Occupational Diplomas	4-Year Graduation Rate Estimate	Students with Unknown Status	Transfer % in 04 & 05 Summer Activity	Dropout % in 04 & 05 Summer Activity	# Students in 04 & 05 Summer Activity
0	Mississippi	51391	42024	11169	26.6	41197	2.0	67.0	5.3	25185	61.1	4648	35.0	58.5	2741
4820	Aberdeen	215	191	62	32.5	188	1.6	59.6	5.0	97	51.6	22	13.3	73.3	15
200	Alcorn	357	312	58	18.6	310	0.6	79.4	2.4	219	70.6	26	25.0	75.0	12
300	Amite	188	151	65	43.0	151	0.0	46.4	4.5	65	43.0	19	33.3	45.8	24
4821	Amory	195	169	48	28.4	166	1.8	67.5	3.5	101	60.8	14	11.1	77.8	9
400	Attala	109	88	15	17.0	87	1.1	78.2	4.8	67	77.0	6	42.9	57.1	7
5920	Baldwyn	112	82	21	25.6	81	1.2	72.8	0.9	52	64.2	8	0.0	85.7	7
2320	Bay St. Louis	292	222	54	24.3	219	1.4	67.1	7.3	137	62.6	31	60.0	40.0	10
612	Benoit	25	23	4	17.4	20	13.0	55.0	16.5	10	50.0	4	0.0	0.0	1
500	Benton	131	117	26	22.2	114	2.6	72.8	5.5	79	69.3	8	40.0	60.0	5
2420	Biloxi	671	494	88	17.8	488	1.2	77.5	4.7	324	66.4	61	63.6	36.4	33
5921	Booneville	104	93	6	6.5	91	2.2	92.3	3.1	84	92.3	3	0.0	100.0	1
4320	Brookhaven	338	247	41	16.6	241	2.4	75.5	8.0	170	70.5	13	42.9	42.9	7
700	Calhoun	263	219	39	17.8	214	2.3	76.2	6.1	145	67.8	10	28.6	57.1	7
4520	Canton	497	467	288	61.7	450	3.6	29.1	3.6	123	27.3	71	7.4	83.8	68
800	Carroll	140	119	37	31.1	117	1.7	65.8	1.8	70	59.8	20	33.3	55.6	9
900	Chickasaw	53	45	5	11.1	43	4.4	79.1	12.4	28	65.1	3	0.0	100.0	1
1000	Choctaw	159	137	43	31.4	136	0.7	66.9	1.0	88	64.7	10	16.7	66.7	6
1100	Claiborne	190	150	12	8.0	136	9.3	88.2	12.2	116	85.3	24	100.0	0.0	1
1420	Clarksdale	267	209	42	20.1	200	4.3	75.0	6.8	136	68.0	28	33.3	66.7	12
614	Cleveland	376	301	73	24.3	282	6.3	69.1	8.9	189	67.0	44	36.8	63.2	19
2521	Clinton	451	398	95	23.9	396	0.5	74.2	1.7	290	73.2	38	26.1	73.9	23
1402	Coahoma AHS	144	136	62	45.6	136	0.0	44.9	5.2	53	39.0	19	7.7	92.3	13
1400	Coahoma	142	105	39	37.1	99	5.7	52.5	8.9	51	51.5	22	68.8	31.3	16
8111	Coffeeville	94	83	26	31.3	83	0.0	62.7	4.1	38	45.8	15	22.2	77.8	9
4620	Columbia	208	116	5	4.3	116	0.0	91.4	4.1	96	82.8	23	100.0	0.0	11
4420	Columbus	524	463	122	26.3	459	0.9	66.2	5.9	292	63.6	50	29.6	70.4	27
1500	Copiah	349	292	84	28.8	284	2.7	67.3	4.3	170	59.9	30	22.2	77.8	9

Mississippi Department of Education
State Dropout Prevention Plan

Code	District Name	Total Cohort N-Count	Basic Dropout Denominator	4-Year Dropout Count Estimate	4-Year Dropout Rate Estimate	Basic Completer Graduate Denominator	% Eligible for EXT	4-Year Completion Rate Estimate	Possible Future Completers (as a %)	4-Year Regular & Occupational Diplomas	4-Year Graduation Rate Estimate	Students with Unknown Status	Transfer % in 04 & 05 Summer Activity	Dropout % in 04 & 05 Summer Activity	# Students in 04 & 05 Summer Activity
220	Corinth	179	149	35	23.5	149	0.0	76.5	0.0	107	71.8	15	33.3	66.7	9
1600	Covington	375	288	37	12.8	280	2.8	81.4	6.2	187	66.8	24	77.3	9.1	22
1700	DeSoto	2550	1582	197	12.5	1535	3.0	82.5	6.3	1233	80.3	261	64.2	32.7	159
6720	Drew	88	77	19	24.7	74	3.9	68.9	5.1	48	64.9	9	20.0	60.0	5
2620	Durant	75	69	13	18.8	64	7.2	68.8	12.7	40	62.5	5	20.0	40.0	5
3111	East Jasper	94	88	4	4.5	88	0.0	87.5	2.2	69	78.4	6	0.0	20.0	5
6811	East Tallahatchie	149	126	40	31.7	125	0.8	65.6	1.1	75	60.0	6	23.1	53.8	13
1211	Enterprise	77	55	2	3.6	53	3.6	96.2	3.6	49	92.5	8	100.0	0.0	3
6220	Forest City	132	116	47	40.5	115	0.9	56.5	2.1	52	45.2	25	12.5	87.5	8
1802	Forrest AHS	245	211	64	30.3	207	1.9	58.0	9.1	110	53.1	19	42.9	57.1	7
1800	Forrest	79	65	18	27.7	65	0.0	70.8	1.1	42	64.6	6	50.0	50.0	8
1900	Franklin	170	149	18	12.1	139	6.7	84.2	8.9	85	61.2	9	66.7	33.3	3
2000	George	398	312	100	32.1	311	0.3	62.4	3.9	178	57.2	30	42.9	57.1	21
2100	Greene	194	171	45	26.3	171	0.0	73.1	0.4	111	64.9	19	33.3	66.7	3
7620	Greenville	709	619	156	25.2	617	0.3	65.0	7.4	361	58.5	57	29.5	68.2	44
4220	Greenwood	306	270	95	35.2	266	1.5	55.6	4.9	145	54.5	39	25.0	56.3	16
2220	Grenada	440	373	133	35.7	362	2.9	55.8	6.6	172	47.5	59	13.2	84.2	38
2421	Gulfport	703	540	120	22.2	512	5.2	71.1	8.5	326	63.7	51	66.7	33.3	18
2300	Hancock	466	357	89	24.9	349	2.2	66.2	8.0	206	59.0	42	50.0	50.0	18
2400	Harrison	1441	1128	320	28.4	1066	5.5	63.9	8.5	581	54.5	131	45.3	54.7	53
1820	Hattiesburg	481	407	122	30.0	396	2.7	59.1	7.6	213	53.8	53	23.5	61.8	34
1520	Hazlehurst City	144	135	46	34.1	134	0.7	58.2	4.4	72	53.7	15	0.0	83.3	6
2502	Hinds AHS	166	148	65	43.9	148	0.0	48.0	3.8	68	45.9	13	8.3	79.2	24
2500	Hinds	582	483	99	20.5	480	0.6	74.6	3.1	332	69.2	46	30.8	53.8	26
7611	Hollandale	87	74	31	41.9	74	0.0	56.8	0.8	40	54.1	12	11.1	88.9	9
4720	Holly Spring	203	184	55	29.9	184	0.0	54.9	8.4	96	52.2	17	21.4	42.9	14
2600	Holmes	368	332	73	22.0	328	1.2	55.8	14.7	160	48.8	32	13.3	43.3	30
920	Houston Separate	212	175	71	40.6	173	1.1	56.6	2.1	84	48.6	21	52.6	47.4	19
2700	Humphreys	200	174	47	27.0	173	0.6	65.3	3.0	101	58.4	19	8.3	50.0	12
6721	Indianola	367	318	106	33.3	313	1.6	56.2	7.2	154	49.2	38	15.2	78.8	33
2900	Itawamba	338	299	104	34.8	298	0.3	60.7	2.6	175	58.7	20	12.5	75.0	16
3000	Jackson	972	869	278	32.0	858	1.3	62.1	4.6	507	59.1	85	25.6	74.4	43
2520	Jackson Public	3487	2612	846	32.4	2519	3.6	55.6	9.8	1274	50.6	365	60.7	39.3	135

Mississippi Department of Education
State Dropout Prevention Plan

Code	District Name	Total Cohort N-Count	Basic Dropout Denominator	4-Year Dropout Count Estimate	4-Year Dropout Rate Estimate	Basic Completer Graduate Denominator	% Eligible for EXT	4-Year Completion Rate Estimate	Possible Future Completers (as a %)	4-Year Regular & Occupational Diplomas	4-Year Graduation Rate Estimate	Students with Unknown Status	Transfer % in 04 & 05 Summer Activity	Dropout % in 04 & 05 Summer Activity	# Students in 04 & 05 Summer Activity
3300	Jeff Davis	246	217	63	29.0	216	0.5	65.7	3.3	132	61.1	26	16.7	75.0	12
3200	Jefferson	132	124	23	18.5	124	0.0	73.4	5.3	86	69.4	9	9.1	63.6	11
3400	Jones	770	629	158	25.1	600	4.6	71.3	5.1	414	69.0	57	24.1	72.4	29
3500	Kemper	93	91	24	26.4	90	1.1	58.9	5.7	49	54.4	11	0.0	33.3	6
420	Kosciusko	210	149	12	8.1	148	0.7	87.8	4.3	108	73.0	16	60.0	40.0	5
3600	Lafayette	244	212	34	16.0	207	2.4	78.7	4.5	133	64.3	20	20.0	60.0	5
3700	Lamar	737	592	115	19.4	587	0.8	77.3	3.2	444	75.6	54	51.7	48.3	29
3800	Lauderdale	759	601	157	26.1	578	3.8	68.5	6.1	357	61.8	49	54.1	45.9	37
3420	Laurel	323	293	75	25.6	289	1.4	70.2	3.9	151	52.2	25	27.3	72.7	11
3900	Lawrence	192	165	35	21.2	163	1.2	73.6	3.9	116	71.2	16	33.3	55.6	9
4000	Leake	309	268	92	34.3	268	0.0	58.2	4.7	150	56.0	21	19.2	76.9	26
4100	Lee	650	543	144	26.5	530	2.4	66.4	6.1	309	58.3	49	27.6	65.5	29
4200	Leflore	323	287	105	36.6	287	0.0	55.4	4.2	149	51.9	33	13.6	72.7	22
7612	Leland	130	89	20	22.5	88	1.1	72.7	4.4	59	67.0	24	80.0	20.0	5
4300	Lincoln	249	225	53	23.6	223	0.9	74.0	2.4	162	72.6	20	11.1	88.9	9
2422	Long Beach	417	328	76	23.2	325	0.9	70.8	5.2	216	66.5	20	71.4	28.6	14
8020	Louisville	338	312	140	44.9	300	3.8	47.3	5.1	133	44.3	33	7.4	88.9	27
4400	Lowndes	595	504	121	24.0	501	0.6	71.7	3.3	326	65.1	54	48.4	48.4	31
3711	Lumberton	100	71	20	28.2	71	0.0	67.6	3.0	44	62.0	9	77.8	22.2	9
4500	Madison	934	762	114	15.0	755	0.9	82.5	2.4	597	79.1	69	40.0	54.0	50
4600	Marion	294	232	44	19.0	227	2.2	67.8	7.5	140	61.7	28	37.5	12.5	8
4700	Marshall	393	322	110	34.2	321	0.3	57.3	5.7	172	53.6	31	37.5	62.5	24
5720	McComb	326	261	79	30.3	260	0.4	65.8	2.7	151	58.1	39	7.1	89.3	28
3820	Meridian	702	610	222	36.4	593	2.8	54.3	5.8	290	48.9	105	10.9	78.3	46
4800	Monroe	247	215	47	21.9	213	0.9	76.1	2.2	146	68.5	11	42.9	57.1	14
4900	Montgomery	55	50	24	48.0	45	10.0	44.4	6.9	17	37.8	8	0.0	100.0	6
3020	Moss Point	442	389	148	38.0	385	1.0	52.5	6.0	181	47.0	34	12.5	83.3	24
616	Mound Bayou	87	69	15	21.7	69	0.0	73.9	4.5	46	66.7	15	50.0	50.0	4
130	Natchez-Adams	576	478	155	32.4	455	4.8	59.6	4.6	250	54.9	84	30.8	44.2	52
5000	Neshoba	264	218	64	29.4	218	0.0	65.1	3.9	127	58.3	1	40.0	60.0	5
4111	Nettleton	120	107	22	20.6	107	0.0	76.6	2.2	62	57.9	7	44.4	55.6	9
7320	New Albany	174	132	21	15.9	132	0.0	80.3	3.8	96	72.7	23	50.0	50.0	8
5130	Newton City	98	83	33	39.8	82	1.2	50.0	6.6	39	47.6	16	33.3	66.7	6

Mississippi Department of Education
State Dropout Prevention Plan

Code	District Name	Total Cohort N-Count	Basic Dropout Denominator	4-Year Dropout Count Estimate	4-Year Dropout Rate Estimate	Basic Completer Graduate Denominator	% Eligible for EXT	4-Year Completion Rate Estimate	Possible Future Completers (as a %)	4-Year Regular & Occupational Diplomas	4-Year Graduation Rate Estimate	Students with Unknown Status	Transfer % in 04 & 05 Summer Activity	Dropout % in 04 & 05 Summer Activity	# Students in 04 & 05 Summer Activity
5100	Newton	178	145	34	23.4	141	2.8	73.0	4.3	95	67.4	17	53.3	46.7	15
613	North Bolivar	112	100	33	33.0	98	2.0	62.2	3.4	42	42.9	15	16.7	75.0	12
5411	North Panola	199	188	73	38.8	186	1.1	55.4	2.6	94	50.5	42	11.1	77.8	18
5711	North Pike	178	165	49	29.7	161	2.4	67.7	3.1	104	64.6	16	0.0	100.0	5
7011	North Tippah	128	103	15	14.6	102	1.0	82.4	3.4	75	73.5	7	71.4	28.6	7
5200	Noxubee	239	227	78	34.4	227	0.0	60.8	2.3	130	57.3	13	12.5	62.5	16
3021	Ocean Springs	595	450	60	13.3	449	0.2	81.5	4.6	356	79.3	45	57.9	42.1	19
921	Okolona Separate	98	91	41	45.1	90	1.1	47.8	4.9	41	45.6	10	25.0	75.0	8
5300	Oktibbeha	120	104	34	32.7	104	0.0	57.7	6.5	45	43.3	17	16.7	83.3	6
3620	Oxford	293	256	48	18.8	252	1.6	78.6	3.2	192	76.2	28	45.0	55.0	20
3022	Pascagoula	785	656	194	29.6	647	1.4	64.9	4.6	377	58.3	73	41.7	58.3	24
2423	Pass Christian	226	141	8	5.7	140	0.7	79.3	14.8	97	69.3	6	100.0	0.0	6
6120	Pearl	357	294	90	30.6	293	0.3	66.6	2.1	187	63.8	42	19.0	81.0	21
5500	Pearl River	298	249	67	26.9	241	3.2	70.5	3.6	124	51.5	27	33.3	66.7	12
5600	Perry	125	92	7	7.6	91	1.1	89.0	4.1	70	76.9	6	100.0	0.0	7
1821	Petal	327	268	71	26.5	260	3.0	69.2	4.8	175	67.3	25	6.7	93.3	15
5020	Philadelphia	95	86	22	25.6	85	1.2	74.1	0.9	59	69.4	2	50.0	50.0	2
5520	Picayune	447	399	122	30.6	394	1.3	64.7	3.9	211	53.6	40	15.0	85.0	20
5820	Pontotoc City	179	152	23	15.1	151	0.7	82.1	2.2	114	75.5	14	25.0	66.7	12
5800	Pontotoc	322	255	15	5.9	247	3.1	91.9	5.0	191	77.3	17	71.4	28.6	7
5530	Poplarville	192	151	31	20.5	151	0.0	74.8	3.7	105	69.5	17	22.2	77.8	18
5900	Prentiss	227	149	17	11.4	149	0.0	87.2	1.2	129	86.6	28	90.0	10.0	10
1212	Quitman	264	226	58	25.7	218	3.5	67.4	7.2	131	60.1	17	33.3	66.7	9
6000	Quitman	128	115	30	26.1	115	0.0	67.8	1.9	59	51.3	17	22.2	55.6	9
6100	Rankin	1586	1138	197	17.3	1123	1.3	79.7	3.3	879	78.3	141	56.7	42.3	97
5620	Richton	97	82	27	32.9	82	0.0	62.2	0.8	49	59.8	3			0
6200	Scott	387	327	97	29.7	319	2.4	67.1	3.5	190	59.6	33	33.3	66.7	21
6920	Senatobia	190	142	18	12.7	142	0.0	84.5	2.5	116	81.7	16	42.9	57.1	7
615	Shaw	76	68	11	16.2	68	0.0	79.4	2.5	48	70.6	6	25.0	50.0	4
6400	Simpson	361	315	69	21.9	315	0.0	72.7	1.7	208	66.0	28	18.2	45.5	11
6500	Smith	340	311	70	22.5	311	0.0	72.3	3.7	197	63.3	26	21.4	71.4	14
6312	South Delta	130	123	49	39.8	123	0.0	48.0	4.4	55	44.7	18	9.1	54.5	11
5412	South Panola	442	345	65	18.8	331	4.1	76.1	6.1	219	66.2	37	60.0	33.3	30

Code	District Name	Total Cohort N-Count	Basic Dropout Denominator	4-Year Dropout Count Estimate	4-Year Dropout Rate Estimate	Basic Completer Graduate Denominator	% Eligible for EXT	4-Year Completion Rate Estimate	Possible Future Completers (as a %)	4-Year Regular & Occupational Diplomas	4-Year Graduation Rate Estimate	Students with Unknown Status	Transfer % in 04 & 05 Summer Activity	Dropout % in 04 & 05 Summer Activity	# Students in 04 & 05 Summer Activity
5712	South Pike	225	202	79	39.1	202	0.0	53.5	4.5	99	49.0	12	20.0	80.0	25
7012	South Tippah	258	213	46	21.6	213	0.0	76.1	1.8	155	72.8	16	22.2	77.8	9
5320	Starkville	450	413	149	36.1	409	1.0	59.4	3.3	238	58.2	47	9.4	90.6	32
6600	Stone	293	182	27	14.8	179	1.6	82.1	3.8	139	77.7	25	58.3	41.7	12
6700	Sunflower	104	84	29	34.5	84	0.0	61.9	2.3	44	52.4	6	28.6	71.4	7
6900	Tate	332	252	67	26.6	251	0.4	64.5	5.6	141	56.2	28	29.4	58.8	17
7100	Tishomingo	312	253	35	13.8	252	0.4	86.1	0.7	198	78.6	28	62.5	37.5	8
7200	Tunica	201	180	57	31.7	180	0.0	60.6	4.2	102	56.7	17	8.0	76.0	25
4120	Tupelo	697	621	173	27.9	610	1.8	67.0	4.6	346	56.7	62	22.6	77.4	31
5131	Union City	77	64	15	23.4	64	0.0	71.9	3.6	42	65.6	5	20.0	80.0	5
7300	Union	227	172	15	8.7	172	0.0	91.3	0.0	138	80.2	12	71.4	28.6	7
7500	Vicksburg-Warre	920	767	291	37.9	747	2.6	52.7	6.2	370	49.5	97	27.4	64.5	62
7400	Walthall	275	236	36	15.3	223	5.5	75.8	9.1	151	67.7	20	35.7	28.6	14
8113	Water Valley	139	125	40	32.0	121	3.2	62.8	5.1	58	47.9	13	16.7	83.3	6
7700	Wayne	489	421	126	29.9	418	0.7	64.4	4.4	226	54.1	24	38.5	61.5	26
7800	Webster	191	166	34	20.5	166	0.0	78.3	1.0	111	66.9	14	33.3	66.7	3
611	West Bolivar	130	120	37	30.8	113	5.8	60.2	8.6	63	55.8	1	44.4	44.4	9
3112	West Jasper	159	145	45	31.0	142	2.1	64.1	4.4	72	50.7	22	0.0	100.0	3
1320	West Point	428	380	159	41.8	379	0.3	50.7	4.3	179	47.2	42	25.6	71.8	39
6812	West Tallahatchie	122	103	23	22.3	103	0.0	66.0	9.0	62	60.2	14	20.0	80.0	5
7613	Western Line	271	224	72	32.1	207	7.6	60.4	8.2	122	58.9	27	16.7	75.0	12
7900	Wilkinson	169	159	50	31.4	157	1.3	56.7	6.1	76	48.4	17	9.1	54.5	11
4920	Winona	154	109	21	19.3	108	0.9	71.3	8.2	77	71.3	21	64.7	35.3	17
8220	Yazoo City	242	225	86	38.2	223	0.9	55.6	3.0	113	50.7	19	0.0	81.0	21
8200	Yazoo	205	174	51	29.3	169	2.9	66.3	4.2	104	61.5	14	18.2	72.7	11

***Unknowns apportioned into dropouts and transfers using 2004 & 2005 summer activity. Calculations are based on last enrollment location for each cohort student. Results are based on data in MSIS. No corrections have been applied thus far. Note: This listing is 1 of 2. See 2 of 2 (following table) showing ranges for estimates.**

**Appendix B
(Part 2 of 2)
Unofficial Estimates of 4-Year Dropout, Completion, and Graduation Rates
for the Full Cohort of Students Beginning with Ninth Graders in 2001/2002***

Code	District Name	4-Year Dropout Low Estimate	4-Year Dropout Rate Estimate	4-Year Dropout High Estimate	Dropout Estimate Range	4-Year Completion Low Estimate	4-Year Completion Rate Estimate	4-Year Completion High Estimate	Completion Estimate Range	4-Year Graduation Low Estimate	4-Year Graduation Rate Estimate	4-Year Graduation High Estimate	Graduation Estimate Range	4-Year Graduation Estimate with GED
0	Mississippi	21.5	26.6	29.3	7.8	64.4	67.0	71.7	7.3	58.8	61.1	65.5	6.7	62.9
4820	Aberdeen	26.3	32.5	33.5	7.2	58.6	59.6	65.1	6.5	50.8	51.6	56.4	5.6	53.7
200	Alcorn	13.0	18.6	20.4	7.4	77.6	79.4	84.8	7.2	69.1	70.6	75.5	6.4	73.5
300	Amite	39.4	43.0	45.2	5.8	44.6	46.4	49.3	4.7	41.4	43.0	45.8	4.4	43.0
4821	Amory	23.4	28.4	29.2	5.8	66.7	67.5	72.3	5.6	60.1	60.8	65.2	5.1	63.3
400	Attala	14.1	17.0	19.8	5.7	75.6	78.2	81.0	5.4	74.4	77.0	79.8	5.4	78.2
5920	Baldwyn	18.7	25.6	25.6	6.9	72.8	72.8	79.7	6.9	64.2	64.2	70.3	6.1	64.2
2320	Bay St. Louis	20.0	24.3	30.3	10.3	61.8	67.1	71.0	9.2	57.6	62.6	66.2	8.6	63.9
612	Benoit	17.4	17.4	17.4	0.0	55.0	55.0	55.0	0.0	50.0	50.0	50.0	0.0	50.0
500	Benton	18.8	22.2	24.2	5.4	70.9	72.8	76.1	5.2	67.5	69.3	72.5	5.0	69.3
2420	Biloxi	14.0	17.8	23.8	9.8	71.7	77.5	81.1	9.4	61.5	66.4	69.5	8.0	75.8
5921	Booneville	3.3	6.5	6.5	3.2	92.3	92.3	95.5	3.2	92.3	92.3	95.5	3.2	92.3
4320	Brookhaven	14.5	16.6	18.6	4.1	73.7	75.5	77.4	3.7	68.8	70.5	72.3	3.5	70.5
700	Calhoun	15.5	17.8	18.9	3.4	75.1	76.2	78.4	3.3	66.8	67.8	69.7	2.9	67.8
4520	Canton	56.0	61.7	62.1	6.1	28.8	29.1	33.6	4.8	27.0	27.3	31.5	4.5	27.3
800	Carroll	24.1	31.1	34.9	10.8	62.1	65.8	72.6	10.5	56.5	59.8	66.0	9.5	59.8
900	Chickasaw	4.8	11.1	11.1	6.3	79.1	79.1	85.0	5.9	65.1	65.1	70.0	4.9	67.4
1000	Choctaw	27.7	31.4	32.4	4.7	65.9	66.9	70.5	4.6	63.8	64.7	68.2	4.4	64.7
1100	Claiborne	8.0	8.0	20.7	12.7	75.0	88.2	88.2	13.2	72.5	85.3	85.3	12.8	85.3
1420	Clarksdale	12.1	20.1	23.4	11.3	71.8	75.0	82.9	11.1	65.1	68.0	75.1	10.0	68.5
614	Cleveland	16.5	24.3	28.1	11.6	65.4	69.1	76.8	11.4	63.4	67.0	74.4	11.0	68.1
2521	Clinton	18.1	23.9	25.7	7.6	72.4	74.2	79.9	7.5	71.4	73.2	78.8	7.4	73.2
1402	Coahoma AHS	37.3	45.6	46.0	8.7	44.5	44.9	51.7	7.2	38.7	39.0	44.9	6.2	39.0
1400	Coahoma	32.7	37.1	45.0	12.3	45.6	52.5	56.5	10.9	44.7	51.5	55.4	10.7	51.5
8111	Coffeeville	19.7	31.3	33.7	14.0	60.5	62.7	73.2	12.7	44.2	45.8	53.5	9.3	45.8
4620	Columbia	4.3	4.3	20.1	15.8	76.3	91.4	91.4	15.1	69.1	82.8	82.8	13.7	86.2
4420	Columbus	20.3	26.3	28.7	8.4	64.1	66.2	71.7	7.6	61.6	63.6	68.9	7.3	64.3

Code	District Name	4-Year Dropout Low Estimate	4-Year Dropout Rate Estimate	4-Year Dropout High Estimate	Dropout Estimate Range	4-Year Completion Low Estimate	4-Year Completion Rate Estimate	4-Year Completion High Estimate	Completion Estimate Range	4-Year Graduation Low Estimate	4-Year Graduation Rate Estimate	4-Year Graduation High Estimate	Graduation Estimate Range	4-Year Graduation Estimate with GED
1500	Copiah	22.7	28.8	30.4	7.7	65.6	67.3	73.2	7.6	58.4	59.9	65.1	6.7	66.2
220	Corinth	18.0	23.5	26.0	8.0	74.0	76.5	82.0	8.0	69.5	71.8	77.0	7.5	73.8
1600	Covington	12.2	12.8	18.2	6.0	76.3	81.4	82.0	5.7	62.5	66.8	67.3	4.8	66.8
1700	DeSoto	7.5	12.5	20.8	13.3	74.4	82.5	87.3	12.9	72.4	80.3	85.0	12.6	80.8
6720	Drew	19.4	24.7	26.6	7.2	67.1	68.9	73.9	6.8	63.2	64.9	69.6	6.4	64.9
2620	Durant	16.4	18.8	20.0	3.6	67.7	68.8	71.0	3.3	61.5	62.5	64.5	3.0	62.5
3111	East Jasper	3.4	4.5	4.5	1.1	87.5	87.5	88.5	1.0	78.4	78.4	79.3	0.9	78.4
6811	East Tallahatchie	30.1	31.7	32.3	2.2	65.1	65.6	67.2	2.1	59.5	60.0	61.5	2.0	60.0
1211	Enterprise	3.6	3.6	15.9	12.3	83.6	96.2	96.2	12.6	80.3	92.5	92.5	12.2	94.3
6220	Forest City	26.6	40.5	42.0	15.4	55.1	56.5	69.9	14.8	44.1	45.2	55.9	11.8	47.8
1802	Forrest AHS	26.5	30.3	32.9	6.4	55.8	58.0	61.2	5.4	51.2	53.1	56.1	4.9	53.1
1800	Forrest	24.2	27.7	30.9	6.7	67.6	70.8	74.2	6.6	61.8	64.6	67.7	5.9	64.6
1900	Franklin	10.3	12.1	15.5	5.2	80.7	84.2	86.0	5.3	58.6	61.2	62.5	3.9	70.5
2000	George	28.1	32.1	34.8	6.7	59.9	62.4	66.0	6.1	54.9	57.2	60.5	5.6	57.2
2100	Greene	20.3	26.3	28.8	8.5	70.6	73.1	79.1	8.5	62.7	64.9	70.3	7.6	66.7
7620	Greenville	20.2	25.2	27.2	7.0	63.2	65.0	69.4	6.2	56.9	58.5	62.5	5.6	58.5
4220	Greenwood	29.4	35.2	37.5	8.1	53.6	55.6	60.7	7.1	52.5	54.5	59.4	6.9	54.5
2220	Grenada	25.7	35.7	37.0	11.3	54.6	55.8	64.7	10.1	46.5	47.5	55.1	8.6	50.8
2421	Gulfport	19.7	22.2	26.8	7.1	66.7	71.1	73.5	6.8	59.7	63.7	65.9	6.2	68.9
2300	Hancock	20.2	24.9	29.1	8.9	62.4	66.2	70.4	8.0	55.7	59.0	62.8	7.1	62.8
2400	Harrison	23.5	28.4	31.9	8.4	60.5	63.9	68.5	8.0	51.6	54.5	58.5	6.9	61.4
1820	Hattiesburg	23.8	30.0	32.0	8.2	57.4	59.1	64.5	7.1	52.2	53.8	58.7	6.5	53.8
1520	Hazlehurst City	27.0	34.1	34.1	7.1	58.2	58.2	64.5	6.3	53.7	53.7	59.5	5.8	53.7
2502	Hinds AHS	39.9	43.9	44.3	4.4	47.7	48.0	51.4	3.7	45.6	45.9	49.3	3.7	45.9
2500	Hinds	16.2	20.5	22.7	6.5	72.5	74.6	78.7	6.2	67.2	69.2	73.0	5.8	69.2
7611	Hollandale	31.7	41.9	42.7	11.0	56.0	56.8	66.7	10.7	53.3	54.1	63.5	10.2	54.1
4720	Holly Springs	27.1	29.9	31.4	4.3	53.7	54.9	57.1	3.4	51.1	52.2	54.2	3.1	52.2
2600	Holmes	18.6	22.0	22.9	4.3	55.1	55.8	58.3	3.2	48.2	48.8	51.0	2.8	48.8
920	Houston Separate	37.0	40.6	44.1	7.1	53.3	56.6	60.1	6.8	45.7	48.6	51.5	5.8	48.6
2700	Humphreys	22.6	27.0	27.8	5.2	64.6	65.3	69.3	4.7	57.7	58.4	62.0	4.3	58.4
6721	Indianola	26.4	33.3	34.6	8.2	55.2	56.2	62.2	7.0	48.3	49.2	54.4	6.1	49.2
2900	Itawamba	31.3	34.8	35.4	4.1	60.1	60.7	64.0	3.9	58.1	58.7	61.8	3.7	58.7

Code	District Name	4-Year Dropout Low Estimate	4-Year Dropout Rate Estimate	4-Year Dropout High Estimate	Dropout Estimate Range	4-Year Completion Low Estimate	4-Year Completion Rate Estimate	4-Year Completion High Estimate	Completion Estimate Range	4-Year Graduation Low Estimate	4-Year Graduation Rate Estimate	4-Year Graduation High Estimate	Graduation Estimate Range	4-Year Graduation Estimate with GED
3000	Jackson	26.7	32.0	33.7	7.0	60.6	62.1	67.0	6.4	57.6	59.1	63.8	6.2	60.0
2520	Jackson Public	28.5	32.4	37.7	9.2	51.1	55.6	59.0	7.9	46.5	50.6	53.6	7.1	52.2
3300	Jeff Davis	21.8	29.0	30.3	8.5	64.5	65.7	72.4	7.9	60.0	61.1	67.3	7.3	61.1
3200	Jefferson	14.4	18.5	19.2	4.8	72.8	73.4	77.1	4.3	68.8	69.4	72.9	4.1	69.4
3400	Jones	19.9	25.1	26.7	6.8	69.7	71.3	76.6	6.9	67.4	69.0	74.1	6.7	69.0
3500	Kemper	23.0	26.4	26.4	3.4	58.9	58.9	61.6	2.7	54.4	54.4	57.0	2.6	54.4
420	Kosciusko	4.2	8.1	13.8	9.6	82.3	87.8	91.5	9.2	68.4	73.0	76.1	7.7	73.0
3600	Lafayette	11.0	16.0	17.6	6.6	77.3	78.7	83.6	6.3	63.0	64.3	68.2	5.2	72.5
3700	Lamar	15.7	19.4	23.1	7.4	73.8	77.3	80.9	7.1	72.2	75.6	79.1	6.9	75.6
3800	Lauderdale	23.2	26.1	29.2	6.0	65.6	68.5	71.4	5.8	59.1	61.8	64.3	5.2	64.2
3420	Laurel	20.7	25.6	27.3	6.6	68.6	70.2	74.9	6.3	51.0	52.2	55.7	4.7	57.8
3900	Lawrence	16.7	21.2	23.5	6.8	71.4	73.6	77.9	6.5	69.0	71.2	75.3	6.3	72.4
4000	Leake	30.2	34.3	35.3	5.1	57.4	58.2	61.9	4.5	55.1	56.0	59.5	4.4	56.7
4100	Lee	21.9	26.5	28.4	6.5	64.7	66.4	70.7	6.0	56.8	58.3	62.0	5.2	60.9
4200	Leflore	30.8	36.6	37.7	6.9	54.5	55.4	60.5	6.0	51.0	51.9	56.7	5.7	51.9
7612	Leland	17.9	22.5	36.1	18.2	59.8	72.7	77.1	17.3	55.1	67.0	71.1	16.0	67.0
4300	Lincoln	16.9	23.6	24.2	7.3	73.3	74.0	80.5	7.2	72.0	72.6	79.0	7.0	73.5
2422	Long Beach	21.7	23.2	26.3	4.6	67.8	70.8	72.1	4.3	63.7	66.5	67.7	4.0	67.7
8020	Louisville	39.2	44.9	45.2	6.0	47.0	47.3	52.4	5.4	44.0	44.3	49.1	5.1	44.3
4400	Lowndes	19.9	24.0	27.7	7.8	68.1	71.7	75.6	7.5	61.9	65.1	68.6	6.7	65.1
3711	Lumberton	26.1	28.2	34.6	8.5	61.5	67.6	69.6	8.1	56.4	62.0	63.8	7.4	62.0
4500	Madison	10.6	15.0	18.0	7.4	79.6	82.5	86.8	7.2	76.2	79.1	83.1	6.9	80.9
4600	Marion	17.5	19.0	22.6	5.1	64.7	67.8	69.1	4.4	58.8	61.7	62.8	4.0	61.7
4700	Marshall	30.0	34.2	36.5	6.5	55.3	57.3	60.9	5.6	51.7	53.6	57.0	5.3	53.6
5720	McComb	19.5	30.3	31.1	11.6	65.0	65.8	76.0	11.0	57.4	58.1	67.1	9.7	59.2
3820	Meridian	26.5	36.4	37.5	11.0	53.3	54.3	63.0	9.7	48.0	48.9	56.8	8.8	50.4
4800	Monroe	19.6	21.9	23.6	4.0	74.3	76.1	78.3	4.0	67.0	68.5	70.5	3.5	68.5
4900	Montgomery	38.1	48.0	48.0	9.9	44.4	44.4	54.1	9.7	37.8	37.8	45.9	8.1	37.8
3020	Moss Point	33.2	38.0	38.7	5.5	51.9	52.5	56.6	4.7	46.5	47.0	50.7	4.2	50.1
616	Mound Bayou	11.5	21.7	29.9	18.4	66.2	73.9	83.6	17.4	59.7	66.7	75.4	15.7	66.7
130	Natchez-Adams	26.8	32.4	35.9	9.1	56.3	59.6	64.8	8.5	52.0	54.9	59.8	7.8	55.6
5000	Neshoba	29.0	29.4	29.4	0.4	65.1	65.1	65.4	0.3	58.3	58.3	58.5	0.2	58.3

Code	District Name	4-Year Dropout Low Estimate	4-Year Dropout Rate Estimate	4-Year Dropout High Estimate	Dropout Estimate Range	4-Year Completion Low Estimate	4-Year Completion Rate Estimate	4-Year Completion High Estimate	Completion Estimate Range	4-Year Graduation Low Estimate	4-Year Graduation Rate Estimate	4-Year Graduation High Estimate	Graduation Estimate Range	4-Year Graduation Estimate with GED
4111	Nettleton	17.5	20.6	22.7	5.2	74.5	76.6	79.6	5.1	56.4	57.9	60.2	3.8	70.1
7320	New Albany	7.5	15.9	22.9	15.4	73.6	80.3	88.3	14.7	66.7	72.7	80.0	13.3	74.2
5130	Newton City	30.6	39.8	43.2	12.6	47.1	50.0	57.7	10.6	44.8	47.6	54.9	10.1	48.8
5100	Newton	19.0	23.4	27.9	8.9	68.7	73.0	77.4	8.7	63.3	67.4	71.4	8.1	68.1
613	North Bolivar	24.7	33.0	35.0	10.3	60.4	62.2	70.1	9.7	41.6	42.9	48.3	6.7	49.0
5411	North Panola	25.8	38.8	40.4	14.6	53.9	55.4	67.3	13.4	49.2	50.5	61.4	12.2	50.5
5711	North Pike	22.1	29.7	29.7	7.6	67.7	67.7	75.2	7.5	64.6	64.6	71.7	7.1	64.6
7011	North Tippah	12.9	14.6	18.5	5.6	78.5	82.4	84.0	5.5	70.1	73.5	75.0	4.9	74.5
5200	Noxubee	32.0	34.4	34.9	2.9	60.3	60.8	63.0	2.7	56.8	57.3	59.4	2.6	57.3
3021	Ocean Springs	9.5	13.3	18.1	8.6	77.1	81.5	85.1	8.0	74.9	79.3	82.8	7.9	79.3
921	Okolona Separate	39.8	45.1	46.8	7.0	46.2	47.8	52.4	6.2	44.1	45.6	50.0	5.9	45.6
5300	Oktibbeha	22.2	32.7	34.6	12.4	56.1	57.7	66.7	10.6	42.1	43.3	50.0	7.9	43.3
3620	Oxford	13.7	18.8	22.7	9.0	74.7	78.6	83.5	8.8	72.5	76.2	81.0	8.5	76.2
3022	Pascagoula	24.6	29.6	32.7	8.1	62.0	64.9	69.5	7.5	55.7	58.3	62.4	6.7	61.8
2423	Pass Christian	5.7	5.7	9.5	3.8	76.0	79.3	79.3	3.3	66.4	69.3	69.3	2.9	75.0
6120	Pearl	21.5	30.6	32.5	11.0	64.8	66.6	75.3	10.5	62.1	63.8	72.2	10.1	66.6
5500	Pearl River	21.2	26.9	29.5	8.3	68.0	70.5	76.2	8.2	49.6	51.5	55.6	6.0	68.9
5600	Perry	7.6	7.6	13.3	5.7	83.5	89.0	89.0	5.5	72.2	76.9	76.9	4.7	76.9
1821	Petal	19.6	26.5	27.0	7.4	68.7	69.2	75.9	7.2	66.8	67.3	73.8	7.0	68.1
5020	Philadelphia	24.7	25.6	26.4	1.7	73.3	74.1	75.0	1.7	68.6	69.4	70.2	1.6	69.4
5520	Picayune	24.1	30.6	31.6	7.5	63.8	64.7	70.8	7.0	52.8	53.6	58.6	5.8	60.2
5820	Pontotoc City	9.8	15.1	17.3	7.5	80.0	82.1	87.3	7.3	73.5	75.5	80.3	6.8	80.8
5800	Pontotoc	4.0	5.9	10.1	6.1	87.6	91.9	93.8	6.2	73.7	77.3	78.9	5.2	90.3
5530	Poplarville	13.0	20.5	22.6	9.6	72.9	74.8	81.9	9.0	67.7	69.5	76.1	8.4	72.2
5900	Prentiss	9.6	11.4	24.1	14.5	74.7	87.2	89.0	14.3	74.1	86.6	88.4	14.3	86.6
1212	Quitman	21.9	25.7	27.6	5.7	65.6	67.4	71.0	5.4	58.5	60.1	63.3	4.8	65.1
6000	Quitman	19.8	26.1	28.6	8.8	65.5	67.8	73.6	8.1	49.6	51.3	55.7	6.1	51.3
6100	Rankin	12.7	17.3	22.7	10.0	74.4	79.7	84.2	9.8	73.1	78.3	82.7	9.6	78.3
5620	Richton	32.9	32.9	32.9	0.0	62.2	62.2	62.2	0.0	59.8	59.8	59.8	0.0	59.8
6200	Scott	24.6	29.7	32.0	7.4	64.8	67.1	72.1	7.3	57.6	59.6	64.0	6.4	60.5
6920	Senatobia	6.8	12.7	16.8	10.0	80.5	84.5	90.2	9.7	77.9	81.7	87.2	9.3	81.7
615	Shaw	12.3	16.2	18.6	6.3	77.1	79.4	83.1	6.0	68.6	70.6	73.8	5.2	70.6

Code	District Name	4-Year Dropout Low Estimate	4-Year Dropout Rate Estimate	4-Year Dropout High Estimate	Dropout Estimate Range	4-Year Completion Low Estimate	4-Year Completion Rate Estimate	4-Year Completion High Estimate	Completion Estimate Range	4-Year Graduation Low Estimate	4-Year Graduation Rate Estimate	4-Year Graduation High Estimate	Graduation Estimate Range	4-Year Graduation Estimate with GED
6400	Simpson	18.5	21.9	23.1	4.6	71.6	72.7	75.8	4.2	65.0	66.0	68.9	3.9	67.6
6500	Smith	17.5	22.5	24.0	6.5	71.0	72.3	77.1	6.1	62.1	63.3	67.5	5.4	65.6
6312	South Delta	34.5	39.8	40.8	6.3	47.2	48.0	52.2	5.0	44.0	44.7	48.7	4.7	44.7
5412	South Panola	15.9	18.8	23.7	7.8	71.4	76.1	79.0	7.6	62.0	66.2	68.7	6.7	71.3
5712	South Pike	35.9	39.1	39.7	3.8	52.9	53.5	56.3	3.4	48.5	49.0	51.6	3.1	51.0
7012	South Tippah	16.9	21.6	23.0	6.1	74.7	76.1	80.6	5.9	71.4	72.8	77.1	5.7	72.8
5320	Starkville	28.6	36.1	36.7	8.1	58.8	59.4	66.4	7.6	57.6	58.2	65.0	7.4	58.4
6600	Stone	9.9	14.8	21.3	11.4	75.8	82.1	87.0	11.2	71.6	77.7	82.2	10.6	77.7
6700	Sunflower	31.3	34.5	36.0	4.7	60.5	61.9	65.0	4.5	51.2	52.4	55.0	3.8	53.6
6900	Tate	21.6	26.6	28.8	7.2	62.5	64.5	68.9	6.4	54.4	56.2	60.0	5.6	56.2
7100	Tishomingo	9.9	13.8	19.6	9.7	80.4	86.1	90.0	9.6	73.3	78.6	82.2	8.9	83.7
7200	Tunica	26.3	31.7	32.0	5.7	60.2	60.6	65.3	5.1	56.4	56.7	61.1	4.7	57.8
4120	Tupelo	21.8	27.9	29.4	7.6	65.5	67.0	72.8	7.3	55.4	56.7	61.6	6.2	62.8
5131	Union City	18.3	23.4	24.6	6.3	70.8	71.9	76.7	5.9	64.6	65.6	70.0	5.4	68.8
7300	Union	7.1	8.7	13.3	6.2	86.7	91.3	92.9	6.2	76.2	80.2	81.7	5.5	82.6
7500	Vicksburg-Warre	32.4	37.9	40.1	7.7	50.9	52.7	57.6	6.7	47.8	49.5	54.1	6.3	49.8
7400	Walthall	13.0	15.3	17.7	4.7	73.5	75.8	77.9	4.4	65.7	67.7	69.6	3.9	67.7
8113	Water Valley	25.4	32.0	33.1	7.7	61.8	62.8	69.1	7.3	47.2	47.9	52.7	5.5	54.5
7700	Wayne	27.3	29.9	31.4	4.1	63.0	64.4	66.7	3.7	52.9	54.1	56.1	3.2	58.6
7800	Webster	15.9	20.5	22.8	6.9	76.0	78.3	82.8	6.8	64.9	66.9	70.7	5.8	66.9
611	West Bolivar	30.8	30.8	30.8	0.0	60.2	60.2	60.2	0.0	55.8	55.8	55.8	0.0	55.8
3112	West Jasper	18.7	31.0	31.0	12.3	64.1	64.1	75.8	11.7	50.7	50.7	60.0	9.3	52.1
1320	West Point	36.9	41.8	43.5	6.6	49.2	50.7	55.0	5.8	45.9	47.2	51.3	5.4	50.1
6812	West Tallahatchie	13.0	22.3	24.5	11.5	64.2	66.0	73.9	9.7	58.5	60.2	67.4	8.9	60.2
7613	Western Line	25.5	32.1	33.6	8.1	59.0	60.4	66.8	7.8	57.5	58.9	65.2	7.7	58.9
7900	Wilkinson	27.3	31.4	32.3	5.0	56.0	56.7	60.1	4.1	47.8	48.4	51.4	3.6	48.4
4920	Winona	13.7	19.3	28.5	14.8	63.1	71.3	76.2	13.1	63.1	71.3	76.2	13.1	71.3
8220	Yazoo City	33.8	38.2	38.2	4.4	55.6	55.6	59.6	4.0	50.7	50.7	54.3	3.6	50.7
8200	Yazoo	25.0	29.3	30.5	5.5	65.1	66.3	70.4	5.3	60.5	61.5	65.4	4.9	62.1

***Unknowns apportioned into dropouts and transfers using 2004 & 2005 summer activity. Calculations are based on last enrollment location for each cohort student. Results are based on data in MSIS. No corrections have been applied thus far. Note: This listing is 2 of 2. See 1 of 2 (previous table) showing calculation details.**

Appendix C

Historical Perspective

This section briefly summarizes the legislative history and outlines in chronological order key events of the dropout issue in Mississippi. Readers should refer to the actual statutory language for details.

1982 – Mississippi Education Reform Act – This legislation contained the following fourteen specific components:

- Publicly funded, full day kindergarten
- Teacher assistants in early grades
- Compulsory attendance extended through age 17
- Statewide achievement testing
- Performance based accreditation of school districts
- Increased teacher certification, evaluation, and training
- Creation of state certification commission administrator training
- Math and science scholarship program for teachers
- Teacher pay increases
- Uniform curriculum
- Stronger high school graduation requirements
- School district reorganization
- Study of dropout prevention
- Study linking mastery of learning to passing

1983 – Establish Program of Educational Accountability – Provide to local school districts technical assistance in the development, implementation, and administration of programs designed to keep children in school voluntarily and to prevent dropouts;

1994 – Mississippi Adequate Education Program – Establishment of the Office of Educational Accountability, which is responsible for monitoring and reviewing programs developed under Education Reform Act of 1982

1998 – Compulsory Education Powers and Duties – Provide to school districts failing to meet the established standards for enrollment and attendance assistance in reducing absenteeism or the dropout rates in those districts

2002 – No Child Left Behind (NCLB) Act of 2001–Establishment of performance goals and corresponding indicators intended to impact dropout prevention by their complete attainment.

Goal 1: All students, including students with disabilities, will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.

Goal 2: All limited English proficient students, including students with disabilities, will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- Goal 3:** By 2005-2006, all students, including students with disabilities will be taught by highly qualified teachers.
- Goal 4:** All students, including students with disabilities, will be educated in learning environments that are safe, drug free, and conducive to learning.
- Goal 5:** All students, including students with disabilities will graduate from high school.

2002 – Feasibility Study for Occupational Diplomas and Requirement of Annual Report of Certain Cohort Groups – Conduct feasibility study for developing an optional graduation diploma to be known as an occupational diploma and require MDE to report annually on dropout rates based on grades 7 – 12 and grades 9 – 12 cohort groups, statewide and by district

July 2003 – Mississippi Code §37-13-91 – Compulsory school attendance requirements generally; enforcement of law, sets for the roles and responsibilities of school attendance officers

October 2003 – The Mississippi Department of Education adopted the following dropout definition following definition, utilized by the U.S. Department of Education, National Center for Education Statistics:

A dropout is an individual who

1. Was enrolled in school at some time during the previous school year;
2. Was not enrolled in school at the beginning of the current school year;
3. Has not graduated from high school or completed a State or District approved educational program (GED program),
4. And does not meet any of the following exclusionary conditions:
 - (a) Transfer to another public school district, private school, or State or District approved educational program (GED program);
 - (b) Temporary absence due to suspension or school-approved illness;
 - (c) Or death.

July 2004 – Mississippi Code §37-13-92 – Alternative school program for compulsory-school-age students; transportation of students; expenses, sets for the requirements for alternative school programs for the state

July 2004 – Mississippi Code §37-13-89 – School attendance officers; qualifications; duties; salaries, further details the roles and responsibilities of school attendance officers

July 2004 – Mississippi Code §43-17-5 – Amount of assistance, sets for TANF benefit requirements for students and families

July 2006 – Mississippi Code §37-13-80 – Office of Dropout Prevention created; qualifications and responsibilities of director; date for implementation of dropout prevention program; legislative intent, legislated the creation of the Office of Dropout Prevention

Office of Dropout Prevention / Compulsory School Attendance Staff Contact Information

Sheril R. Smith, Ph.D.,
Director, Office of Dropout Prevention
601-359-3177
srsmith@mde.k12.ms.us

Ms. Toni Kersh,
Bureau Director, Office of Compulsory School Attendance Enforcement
601-359-3180
tkersh@mde.k12.ms.us

Ms. Martha Garrett
Division Director, School Counseling
601-359-3934
mgarrett@mde.k12.ms.us

Ms. Gail Simmons
Regional Service Officer, School Counseling
601-359-1712
gsimmons@mde.k12.ms.us

Ms. Caldon Williams
Division Director, Alternative Education
601-359-3183
cwilliams@mde.k12.ms.us

Ms. Debbie Sahler
Education Specialist, Alternative Education
601-359-3181
dsahler@mde.k12.ms.us

Ms. Dot Baskin
Project Officer
601-359-3178
dbaskin@mde.k12.ms.us

Ms. Paulette Brinson
Project Officer
601-359-3176
pbrinson@mde.k12.ms.us

Ms. Regina Johnson
Receptionist
601-359-5743
rjohnson@mde.k12.ms.us

Ms. Jan Wortham
School Attendance Officer Supervisor—Northern District
662-675-8275
jwortham@mde.k12.ms.us

Ms. Cheryl Mickens
School Attendance Officer Supervisor—Central District
662-726-4027
cmickens@mde.k12.ms.us

Mr. Bobby Johnson
School Attendance Officer Supervisor—Southern District
228-822-9656
bjohnson@mde.k12.ms.us