



NESHOBA COUNTY SCHOOL DISTRICT



DROPOUT PREVENTION PLAN

2023-2024

Superintendent – Mr. Josh Perkins
Philadelphia, Mississippi

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Statement of Assurance

On behalf of the Neshoba County School District, I hereby submit the district's annual Dropout Prevention Plan. As required by policy and state law, the plan includes strategies for:

- Reducing the retention rates in grades kindergarten, first and second.
- Targeting subgroups that need additional assistance to meet graduation requirements.
- Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).
- Addressing how students will transition to the home school district from the juvenile detention centers.

I hereby certify that our school district will evaluate our district dropout prevention plan on an annual basis to determine appropriate changes needed for future school years.

I hereby certify that the Neshoba County School Board has reviewed and approved this plan for submission to the Mississippi Department of Education.

Dropout Prevention Team Leader:

Name: Dr. Penny Sistrunk

Title: Assistant Superintendent

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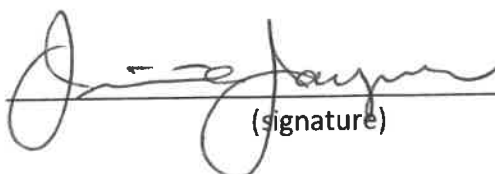
Verification of Board Presentation and Approval:

Superintendent: Mr. Josh Perkins



(signature)

Board President: Mr. Jimmie Joyner



(signature)

District Team Members

Mr. Josh Perkins, Superintendent
Dr. Penny Sistrunk, Assistant Superintendent
Mendy Bowen, Director of Special Education
Deirdre Manning, Director of Federal Programs
Kristen Huffman, Counselor, Neshoba Central Elementary School
Jessica McCoy, Social Worker, Neshoba County School District
Jacob Drury, Principal, Neshoba Central Middle School
Jason Gentry, Principal, Neshoba Central High School
Jessie Smith, Director of Alternative Education
Rebecca Hayman, Counselor, Neshoba Central High School
Madison Edwards, Counselor, Neshoba Central High School
Kasey Edwards, MTSS (RTI) Coordinator, Neshoba Central Elementary School
Kim Baysinger, Parent Representative, Neshoba Central High School
Haley McFarland, Counselor, Neshoba Central Middle School
Misty Holland, Nurse, Neshoba Central High School
Paige Brantley, MTSS (RTI) Coordinator, Neshoba Central Middle School

NESHOBA COUNTY SCHOOL DISTRICT OVERVIEW (OCTOBER 2022)

	DISTRICT		ELEMENTARY		MIDDLE		HIGH	
Number of Schools	3		1		1		1	
Cumulative Enrollment	3038		1388		702		948	
STUDENT DEMOGRAPHIC DATA (October 1, 2022)								
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Male	1494	49.2%	694	50%	354	50.4%	446	47%
Female	1544	50.8%	694	50%	348	49.6%	502	53%
White	1983	65.3%	956	68.9%	449	64%	578	61%
Black	565	18.6%	262	18.9%	126	17.9%	177	18.7%
Asian	24	0.8%	10	0.7%	8	1.1%	6	0.6%
American Indian	387	12.7%	131	9.4%	101	14.4%	155	16.3%
Hispanic	79	2.6%	29	2.1%	18	2.6%	32	3.4%

District Student Numbers

SPED - 526

504 - 29

Limited English - 19

Homeless - 5

Foster Care - 16

Gifted - 280

Vocational - 1561

Economically Disadvantaged

66.1%

ADA - Month 2 (October, 2022)

District – 93.36

Elementary – 93.87

Middle – 93.62

High – 92.42

Four-Year Graduation Rate

Subgroup	2018	2019	2020	2021	2022	2023	2023-STATE
All	85.5%	84.2%	85.8%	81.4%	89.0%	92.9%	88.9%
Male	81.8%	78.1%	81.7%	77.8%	84.2%	91.9%	85.8%
Female	88.9%	90.4%	89.6%	85%	93.7%	93.9%	92.1%
White	88.1%	85.1%	87.8%	83.3%	89.7%	94.5%	90.3%
Black	76.2%	76.1%	75%	68.1%	80.5%	86.7%	87.9%
Native American	88%	94.1%	92%	90.3%	92.5%	100%	90.7%
Students with Disabilities	23.8%	52%	47.8%	54.8%	45.8%	75.9%	67.1%
Economically Disadvantaged	80.7%	84.7%	79.7%	73.8%	90.8%	92.9%	90.3%

Drop-Out Rate

2018	2019	2020	2021	2022	2023
8.8%	14.0%	10.3%	14.8%	9.3%	5.9%

Retention Rates per Grade and District (MSIS Report)

Year	2019-2020			2020-2021			2021-2022		
	Retained	Enrollment	%	Retained	Enrollment	%	Retained	Enrollment	%
K	17	211	8.1%	31	219	14.16%	19	250	7.60%
1	8	222	3.6%	19	195	9.74%	15	212	7.08%
2	2	220	0.9%	5	197	2.54%	13	188	6.91%
3	4	210	1.9%	10	202	4.95%	6	218	2.75%
4	1	222	0.45%	1	197	0.51%	5	204	2.45%
5	2	264	0.76%	2	208	0.96%	5	202	2.48%
6	1	282	0.35%	1	247	0.4%	4	230	1.74%
7	1	266	0.38%	3	269	1.12%	5	256	1.95%
8	0	276	0.0%	5	236	2.12%	10	260	3.85%
9	0	232	0.0%	0	269	0%	3	265	1.13%
10	1	285	0.35%	1	206	0.49%	1	256	0.39%
11	1	222	0.45%	0	238	0%	1	186	0.54%
12	0	202	0.0%	0	222	0%	1	211	0.44%
DISTRICT	38	3114	1.2%	78	2905	2.69%	88	2938	3.00%

2021-2022 MATH PROFICIENCY GROUP	DISTRICT	2018-2019 GOAL	2021-2022 GOAL	2024-2025 GOAL	STATE
All	69.8%	44.1%	57.0%	70.0%	46.8%
Female	72.8%				47.8%
Male	66.8%				45.9%
Black	53.2%	35.0%	52.5%	70%	31.3%
White	76.1%	53.5%	61.7%	70%	62.5%
Native American	66.0%	40.8%	55.4%	70%	51.7%
Asian	100%	68.9%	69.4%	70%	79.8%
Hispanic or Latino	61.5%	45.3%	57.6%	70%	48.5%
Two or More Races	63.3%	47.5%	58.7%	70%	53.8%
Economically Disadvantaged	63.9%	38.7%	54.4%	70%	38.7%
Non Economically Disadvantaged	83.9%				71.0%
Students with Disabilities	24.1%	29.4%	49.7%	70%	21.1%
Students without Disabilities	77.5%				51.3%
Non English Learners	69.8%				47.2%
Military Connected	81.8%				70.5%

MATH

2021-2022 MATH PERFORMANCE GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
All	0-10%	0-10%	21-30%	41-50%	21-30%
Female	0-10%	0-10%	11-20%	41-50%	21-30%
Male	0-10%	0-10%	21-30%	31-40%	21-30%
Black	0-10%	11-20%	21-30%	31-40%	11-20%
White	0-10%	0-10%	11-20%	41-50%	31-40%
Native American	0-10%	0-10%	21-30%	31-40%	21-30%
Asian	0.00%	7.7%	0.00%	15.4%	76.9%
Hispanic or Latino	0.00%	15.4%	23.1%	46.2%	15.4%
Two or More Races	0-10%	0-10%	31-40%	41-50%	21-30%
Economically Disadvantaged	0-10%	0-10%	21-30%	41-50%	21-30%
Non Economically Disadvantaged	0-10%	0-10%	11-20%	31-40%	41-50%
Homeless	0.00%	0.00%	91-100%	0.00%	0.00%
Foster Care	0.00%	30.00%	10.00%	50.00%	10.00%
Students with Disabilities	0-10%	31-40%	31-40%	11-20%	0-10%
Students without Disabilities	0-10%	0-10%	11-20%	41-50%	31-40%
English Learners	0.00%	18.2%	27.3%	18.2%	36.4%
Non English Learners	0-10%	0-10%	21-30%	41-50%	21-30%
Military Connected	0.00%	0.00%	16.7%	50.00%	33.3%

2021-2022 ENGLISH PROFICIENCY GROUP	DISTRICT	2018-2019 GOAL	2021-2022 GOAL	2024-2025 GOAL	STATE
All	52.3%	45.1%	57.5%	70%	41.9%
Female	55.6%				45.6%
Male	48.8%				38.4%
Black	36.3%	35.9%	53%	70%	28.2%
White	59.3%	55.0%	62.5%	70%	56.5%
Native American	39.2%	42.0%	56.0%	70%	41.0%
Asian	58.3%	61.8%	65.9%	70%	67.6%
Hispanic or Latino	45.5%	42.2%	56.1%	70%	38.1%
Two or More Races	53.9%	48.2%	59.1%	70%	49%
Economically Disadvantaged	46.5%	39.6%	54.8%	70%	34.3%
Non Economically Disadvantaged	66.0%				64.5%
Students with Disabilities	17.5%	29.3%	49.6%	70%	17.2%
Students without Disabilities	58.0%				46.2%
Non English Learners	52.4%				42.5%
Military Connected	69.2%				65.3%

ENGLISH

2021-2022 ENGLISH PERFORMANCE GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
All	0-10%	11-20%	31-40%	31-40%	11-20%
Female	0-10%	0-10%	31-40%	31-40%	11-20%
Male	5.2%	15.5%	32.0%	31.4%	16.0%
Black	7.0%	20.3%	37.5%	26.7%	8.6%
White	0-10%	0-10%	21-30%	31-40%	21-30%
Native American	0-10%	11-20%	41-50%	21-30%	0-10%
Asian	7.7%	7.7%	30.8%	15.4%	38.5%
Hispanic or Latino	9.1%	9.1%	36.4%	45.5%	0.0%
Two or More Races	0-10%	11-20%	21-30%	41-50%	11-20%
Economically Disadvantaged	0-10%	11-20%	31-40%	31-40%	11-20%
Non Economically Disadvantaged	0-10%	0-10%	21-30%	31-40%	21-30%
Homeless	0.00%	0.00%	91-100%	0.00%	0.00%
Foster Care	8.3%	25.0%	41.7%	8.3%	16.7%
Students with Disabilities	11-20%	31-40%	31-40%	11-20%	0-10%
Students without Disabilities	0-10%	0-10%	31-40%	31-40%	11-20%
English Learners	18.2%	18.2%	36.4%	18.2%	9.1%
Non English Learners	0-10%	11-20%	31-40%	31-40%	11-20%
Military Connected	0.00%	7.7%	23.1%	38.5%	30.8%

Chronic Absenteeism Rate by School

	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022
STATE	14.15%	16.86%	13.05%	20.7%	28.0%
DISTRICT	17.74%	21.96%	15.99%	20.8%	33.1%
Elementary	13.35%	17.62%	13.34%	12.9%	31.9%
Middle	15.86%	20.91%	13.29%	20.0%	29.3%
High	27.82%	29.59%	22.01%	31.8%	37.8%

Chronically Absent Students Data 2021-2022 by Subgroup

GROUP	DISTRICT	STATE
All	33.1%	28.0%
Female	34.3%	28.4%
Male	31.8%	27.7%
Black	31.7%	30.1%
White	32.6%	26.3%
Native American	37.7%	38.4%
Asian	11.5%	14.4%
Hispanic	47.6%	23.2%
Two or More Races	34.8%	30.9%
Students w/ Disabilities	34.6%	31.4%
Students w/o Disabilities	32.8%	27.4%
English Learners	25%	21.5%

Discipline Data 2020-2021

	In-school Suspension	Out of School Suspension	Expulsions	Arrests
District	11.7%	11.1%	> 1%	> 1%
Male	17.2%	15.2%	> 1%	> 1%
Female	6.3%	7%	>1%	>1%
Black	26.7%	23.9%	>1%	>1%
White	7.7%	7.9%	>1%	>1%
Native American	17.3%	15%	>1%	>1%
Asian	0%	0%	0%	0%
Hispanic	12.5%	15.2%	>1%	>1%
Pacific Islander	0%	0%	0%	0%
Two or More Races	11.7%	11.3%	>1%	>1%
Students with Disabilities	24.2%	17.2%	>1%	>1%
Students without Disabilities	9.5%	10.1%	>1%	>1%
English Language Learners	0%	0%	0%	0%

Neshoba County School District

Dropout Prevention and Graduation Success Strategies

The vision of the Neshoba County School District is for all students to graduate college and career ready with courses, certifications, and external opportunities beyond a high school diploma. The NCSD strives to increase student achievement for ALL students. In accordance with policy and state law, the NCSD focuses on the strategies and actions outlined below addressing four key areas for dropout prevention and graduation success.

1. Reducing retention rates in grades kindergarten, first, and second

- Expansion of Pre-kindergarten program in 2023-2024 – Adding two additional Title I funded Pre-kindergarten classes for a total of four classes to increase kindergarten readiness skills
- Collaboration between NCSD, Head Start, and private preschool programs to coordinate early childhood skills
- Special Service Teacher/Speech Language Pathologist, Occupational Therapist, and Physical Therapist provided by the district to address developmental delays in Head Start students
- Professional development provided to improve Tier I literacy instruction (HMH Saxon Phonics, Phonics First, Right Track Reading, Michael Heggerty Phonemic Awareness, Reading Mastery, Reading Readiness, Hear Builder, Moby Max, Barton, and Wonders; All first grade teachers have been through the Accurate and Automatic Reading course from Neuhaus.
- Multi-Tiered System of Support (MTSS) for intensive academic instruction and behavioral interventions
- Four math and literacy interventionists provided for students not meeting grade level standards
- An ELL consultant scheduled throughout the year to work with teachers of ELL students as well as the ELL students
- Two dyslexia therapists provided for students in grades K-5 with dyslexia diagnosis
- Two Native American tutors provided for at-risk Native American students
- A remediation period, called “Fire Time” scheduled each day for teachers to work with Tier II students
- Two school nurses and a social worker provided for physical and emotional needs of students in order to increase student attendance
- Progress monitoring: i-Ready diagnostics assessments/standards mastery assessments, STAR Early Literacy and STAR Reading diagnostics, and ELS mini assessments and Benchmark assessments

2. Targeting subgroups that need additional assistance to meet graduation requirements:

- Counselors and Administrators identify and track students who are failing one or more courses each nine weeks through SAM.
- Counselors and Administrators will meet weekly/quarterly to discuss progress with individual students.
- Superintendent meets with administrators monthly to discuss their bottom 25%
- Remediation sessions scheduled for specific one-on-one assistance for struggling students in each subject.

- Special Education teachers will provide additional remediation sessions to students who are failing one or more subject.
- Students are offered credit recovery courses to earn Carnegie units toward graduation through the Edmentum program.
- Subject-area boot camps provided to students who have failed subject area assessments. Boot camps will be led by subject area teachers as well as qualified consultants.

3. Developing Drop-out recovery initiatives that focus on students age 17-21, who dropped out of school:

- Utilize ECCC's MiBest program-dropouts work towards a GED while working on CTE certificate through East Central Community College.
- Utilize Grade Results Program-students work towards high school diploma with certified consultants/teachers of Grade Results.
- Offer credit recovery courses through Edmentum to earn Carnegie units towards graduation.

4. Addressing how students will transition to the home school district from the juvenile detention centers:

- NCHS Transition team will serve as liaison between youth court and home school transition.
- NCHS Transition team will consist of Administrators, counselors, interventionists, and school resource officer.
- NCHS Transition team will meet with student and parents upon arrival returning to school, monitor grades, daily attendance, discipline, and other areas that will contribute to the success of the student.
- Counselors and administration will monitor student's transition progress quarterly.
- Weems Mental Health Services schedule one on one sessions with the student weekly.
- Parent/Guardian conferences will be held quarterly to inform/discuss student's progress.