Jackson Public School District

Dropout Prevention Plan

2019-2022

Dr. Errick Greene

Superintendent
## Dropout Prevention/Graduation Completion Plan

**Dropout Prevention Goal:** To increase the district's graduation rate; reduce the district's dropout rate; and reduce the district's truancy rate

**Date Plan Completed:** 10/11/2017  
**1st Revision:** 11/08/2017  
**2nd Revision:** 02/28/2019

<table>
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<tr>
<th>Desired Impact</th>
<th>Action Steps/Interventions</th>
<th>Resources</th>
<th>Who is Responsible?</th>
<th>Timeline</th>
<th>Evidence of Implementation</th>
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</table>
| What measurable change will be seen? | Improve student attendance by: Employing strategies to ensure that no more than 0% to 5% of the District's population are "off track" according to the EWS attendance predictor by the end of the school year. Employing strategies to ensure that no more than 6% to 15% of the District's population are "sliding" according to the EWS attendance predictor by the end of the school year. Employing strategies to ensure that a minimum of 80% of the District's population are "on track to graduate" according to the EWS attendance predictor by the end of the school year. | - Implement the MDE Early Warning System  
- Employ truancy officers throughout the community to assist school level EWS teams with cause determination for those students at-risk of becoming chronically absent  
- Implement a system to raise awareness and keep parents informed of student attendance (signage during registration; included in packets)  
- Set goals and employ strategies to improve attendance for students at-risk of becoming chronically absent  
- Monitor attendance and provide accurate and timely data that empowers school level EWS teams to effectively identify and support students who are at-risk of becoming chronically absent  
- Develop clear and concise attendance policies | - Truancy Officers  
- Establishment of District and School Level EWS Teams  
- Data Dashboard  
- Parent Notification System  
- Effective Implementation and monitoring of MTSS/RtI | - School Administrators and Staff  
- Assistant Superintendents  
- Executive Director of Research, Enrollment, and Accountability  
- MTSS Director  
- Executive Director of Exceptional Education  
- Drop Out Prevention Coordinator  
- Graduation Coaches  
- Deputy Superintendent of Academics  
- Superintendent | March 2019 - May 2022 | - Weekly review of chronic absenteeism and truancy rates  
- Number of Active Parent accounts  
- Submission of weekly reports by Truancy Officers  
- Monthly auditing of MTSS/RTI implementation in schools  
- Parent Signature as receipt of receiving district attendance expectations /policy  
- Review of attendance data in SAM (EWS tab) identifying students "off track", "sliding" and "on track." |

Board Approved: March 19, 2019
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<tr>
<th>Improve student behavior by:</th>
<th>● Monitor discipline data and provide accurate and timely reports that empowers school level EWS teams to effectively identify and support students who are in need of behavioral intervention  ● Implement PBIS with fidelity for all behavior tiers  ● Implement a system to raise awareness and keep parents informed regarding student behavior  ● Funding for PBIS  ● Behavior Screener  ● Conduct professional development on evidence-based practices</th>
<th>● School Administrators and Staff  ● District Lead Counselors  ● Assistant Superintendents  ● Executive Director of Research, Enrollment, and Accountability  ● MTSS Director  ● Executive Director of Exceptional Education  ● Behavior Specialist  ● Drop Out Prevention Coordinator  ● Graduation Coaches  ● Deputy Superintendent of Academics  ● Superintendent</th>
<th>March 2019 - May 2022</th>
<th>● Weekly review of chronic absenteeism and truancy rates due to suspensions  ● Weekly review of suspension data  ● Monthly auditing of MTSS/RTI implementation in schools  ● Review of school-wide PBIS implementation  ● Submission and review of OSS documentation and Alternative School Referrals  ● Review of discipline data in SAM (EWS tab) identifying students &quot;off track&quot;, &quot;sliding&quot; and &quot;on track.&quot;</th>
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Improve student course performance by:

Employing strategies to ensure that no more than 0% to 5% of the District's population are "off track" according to the EWS course performance predictor by the end of the school year.

Employing strategies to ensure that no more than 6% to 15% of the District's population are "sliding" according to the EWS course performance predictor by the end of the school year.

Employing strategies to ensure that a minimum of 80% of the District's population are "on track to graduate" according to the EWS course performance predictor by the end of the school year.

- Provide quality classroom instruction at each instructional tier
- Conduct learning walks & informal classroom observations
- Identify students who meet the criteria for the Blended Learning/Credit Recovery Programs
- Monitor academic data and provide accurate and timely reports that empower school level MTSS/TST teams to effectively identify and support students who are in need of academic intervention
- Credit Recovery/Blended Learning Program
- Conduct professional development on evidenced-based instructional strategies
- Academic Intervention Program
- School Administrators and Staff
- Assistant Superintendents
- Executive Director of Research, Enrollment, and Accountability
- MTSS Director
- Executive Director of Exceptional Education
- Drop Out Prevention Coordinator
- Graduation Coaches
- Deputy Superintendent of Academics
- Superintendent
- Executive Director-Office of Advanced Learning
- District Lead Counselors
- Executive Director of Curriculum
- Executive Director of Professional Development

March 2019 – May 2022

- Monthly auditing of MTSS/RTI implementation in schools.
- Review of grades during report card grade verification
- Review of Retention Rates
- Review of Academic Counseling documentation (High Schools Only)
- Review of course performance data in SAM (EWS tab) identifying students "off track", "sliding" and "on track."

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**Procedures for evaluating success:**

In what ways will the interventions be evaluated to show how they have helped achieve the desired impact?

The School Level Early Warning System Team will hold a minimum of 8 meetings per year to review data (i.e. attendance, discipline, grades, district & state assessments, and STAR Screener results) for secondary school (6th -12th grade) Tier 3 students. The team will meet at the end of each grading period to review all available data for secondary school Tier 2 students.

The School Level Early Warning System Team will hold an initial 8 week meeting to review all available data (i.e. attendance, discipline, grades, district & state assessments, and STAR Screener results) for elementary school (K -5th grade) Tier 3 students; a subsequent review will be conducted in 16 weeks. The team will hold an initial 4 week meeting to review all available data for elementary school Tier 2 students; a second review will be conducted in 8 weeks. Graphics (i.e. bar graphs, pie charts) will be used to show baselines and trend lines.

Revisions will be made as needed based on what the data reveals.

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