Hinds County School District

Dropout Prevention Plan

2026-2027

Dr. Mitchell Shears

Superintendent and Chief Learner

Chasedy Gilford

Executive Director of Curriculum, Instruction, and Assessment

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Purpose: *To explore and identify ways to prevent students from dropping out of school by providing resources, opportunities and outreach that will ultimately help students stay in school and earn a high school diploma, indicating their readiness for college, career and life.*

Vision: *HCSD is a collaborative environment where we explore the world, experience authentic learning, enhance our character, envision our dreams, pursue excellence and celebrate success.*

Statement of Assurance

On behalf of the **Hinds County School District**, I hereby submit a local Dropout Prevention Plan to provide goals, activities and services necessary to meet the overarching goals of the state dropout prevention plan:

(Goal 1) Increase **Graduation Rate** from 88.5% to 90% by 2027
(Goal 2) Reduce the **District Dropout Rate** from 9.2% to 7.5% by 2027
(Goal 3) Decrease **Retention Rate** from 2.9% to 1.0% by 2027

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

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

High School Graduation Dropout Prevention Team Leader

Name: Chasedy Gilford Title: Executive Director of Curriculum, Instruction, and Assessment

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Telephone #: (601)857-5222

District Board President: **Dr. Linda Laws** _____
(Please print) (Signature)

District Superintendent: **Dr. Mitchell Shears** _____
(Please print) (Signature)

District Executive Director: **Chasedy Gilford** _____
(Please print) (Signature)

Hinds County School District Dropout Prevention Plan Committee

Team Member	Position	Site
Dr. Mitchell Shears	Superintendent and Chief Learner	District Office
Chasedy Gilford	Executive Director of Curricumum, Instruction, Assessment	District Office
Dr. Antionette Woodall	Executive Director of Student Services	District Office
Avery Johnson	Executive Director of Business Services, CFO	District Office
Dr. Tiffany Willis	Director of Federal Programs	District Office
Tony Tadlock	Director of Competitive Execelence	District Office
Parkisha Davis	Director of Communications	District Office
Tiffany Willis	Director of Federal Programs	District Office
Cindy Thames	Director of Execeptional Services	District Office
Dr. Cynthia Wallace	Director of Technology	District Office
Roshonda Lampley	Director of Data Analysis, Assessment, MTSS	District Office
Cartessia Smith-Angrum	Director of ELA and Humanities	District Office
Briona Knighten	Director of Math, Science, and High School Platforms	District Office
Kristina Bailey	District EL Coordinator	District Office
Talmadge Smith	Student Behavioral Health Services Coordinator	District Office
Zackery Hodge	Principal	Bolton Edwards Elementary Middle
Alexis White	Principal	Utica Elementary Middle School
Walter McLeod	Principal	Raymond Elementary Carver Middle
Markeeta Carson	Principal	Gary Road Elementary
Ashley White	Principal	Gary Road Intermediate
Dr. Arthur Jones	Principal	Byram Middle
Daffonie Moore	Principal	Mainstreet Restart Center
Charles Willis	Principal	Raymond High
Matthew Scott	Principal	Terry High
Dr. Shaquebia Carter	Principal	Hinds^2 Early College Academy
Meagan Keyes	Director of Career Technical Center and Career Academies	CTE

Hinds County School District Profile – Total: 4711

	Elementary School		Middle School		High School	
Number of Schools	5		4		2	
Cumulative Enrollment	25-26 2079	**26-27** **2018**	25-26 1091	**26-27** **1046**	25-26 1678	**26-27** **1647**
Counselor/ Student Ratio	7/297		6/181		6/279	

Elementary School/Middle School/High School

	Number		Percentage	
	2025-2026	**2026-2027**	**2025-2026**	**2026-2027**
Female	2373	2299	48.5%	48.8%
Male	2486	2412	50.8%	51.2%
Asian	3	1	.06%	.02%
Black	4324	4216	88.3%	89.4%
Hispanic	160	164	3.2%	3.4%
Native American	0	1	0	.02%
White	373	329	7.6%	6.9%

Hinds County School District Data

	Graduation Rate	Dropout Rate	Retention Rate
District	88.5%	9.2%	2.9%

Hinds County School District 2026 Data

2026 MAAP Assessment Results Math

3rd Grade Assessment Results Math

District & School(s)	Proficiency	Test-Takers
Hinds County School District	**47%**	**331**
Bolton-Edwards Elementary and Middle School	61%	36
Gary Road Intermediate School	56%	209
Raymond Elementary School/Carver Middle School	20%	55
Utica Elementary and Middle School		

4th Grade Assessment Results Math

District & School(s)	Proficiency	Test-Takers
Hinds County School District	**39%**	**320**
Bolton-Edwards Elementary and Middle School	53%	28
Gary Road Intermediate School	39%	213
Raymond Elementary School/Carver Middle School	42%	46
Utica Elementary. and Middle School	26%	33

5th Grade Assessment Results Math

District & School(s)	Proficiency	Test-Takers
Hinds County School District	**41%**	**336**
Bolton-Edwards Elementary and Middle School	25%	35
Gary Road Intermediate School	40%	240
Raymond Elementary School/Carver Middle School	64%	39
Utica Elementary and Middle School	23%	22

6th Grade Assessment Results Math

District & School(s)	Proficiency	Test-Takers
Hinds County School District	**43%**	**333**
Bolton-Edwards Elementary and Middle School	45%	31
Byram Middle School	41%	216
Raymond Elementary School/Carver Middle School	68%	46
Utica Elementary and Middle School	33%	40

7th Grade Assessment Results Math

District & School(s)	Proficiency	Test-Takers
Hinds County School District	**51%**	**320**
Bolton-Edwards Elementary and Middle School	36%	26
Byram Middle School	56%	221
Raymond Elementary/Carver Middle School	36%	44
Utica Elementary and Middle School	51%	29

8th Grade Assessment Results Math

District & School(s)	Proficiency	Test-Takers
Hinds County School District	**49%**	**406**
Bolton-Edwards Elementary and Middle School	42%	38
Byram Middle School	47%	289
Raymond Elementary School/Carver Middle School	61%	46
Utica Elementary and Middle School	54%	33

Middle/High School Algebra 1 Assessment Results

District & School(s)	Proficiency	Test-Takers
Hinds County School District	**50%**	**450**
Raymond High School	60%	144
Terry High School	42%	280

2026 MAAP Assessment Results ELA

3rd Grade Assessment Results ELA

District & School(s)	Proficiency	Test-Takers
Hinds County School District	**36%**	**333**
Bolton-Edwards Elementary and Middle School	36%	36
Gary Road Intermediate School	40%	210
Raymond Elementary School/Carver Middle School	21%	56
Utica Elementary and Middle School	29%	31

4th Grade Assessment Results ELA

District & School(s)	Proficiency	Test-Takers
Hinds County School District	**42%**	**321**
Bolton-Edwards Elementary and Middle School	23%	28
Gary Road Intermediate School	47%	214
Raymond Elementary School/Carver Middle School	40%	46
Utica Elementary and Middle School	29%	33

5th Grade Assessment Results ELA

District & School(s)	Proficiency	Test-Takers
Hinds County School District	**50%**	**336**
Bolton-Edwards Elementary and Middle School	43%	35
Gary Road Intermediate School	52%	240
Raymond Elementary School/Carver Middle School	59%	39
Utica Elementary and Middle School	28%	22

6th Grade Assessment Results ELA

District & School(s)	Proficiency	Test-Takers
Hinds County School District	**37%**	**333**
Bolton-Edwards Elementary and Middle School	19%	31
Byram Middle School	40%	216
Raymond Elementary School/Carver Middle School	43%	46
Utica Elementary. and Middle School	23%	40

7th Grade Assessment Results ELA

District & School(s)	Proficiency	Test-Takers
Hinds County School District	**31%**	**321**
Bolton-Edwards Elementary and Middle School	27%	26
Byram Middle School	31%	222
Raymond Elementary School/Carver Middle School	35%	44
Utica Elementary and Middle School	31%	29%

8th Grade Assessment Results ELA

District & School(s)	Proficiency	Test-Takers
Hinds County School	**36%**	**406**
Bolton-Edwards Elementary and Middle School	24%	38
Byram Middle School	37%	289
Raymond Elementary School/Carver Middle School	33%	46
Utica Elementary and Middle School	33%	33

High School English II Results

District & School(s)	Proficiency	Test-Takers
Hinds County School District	**32%**	**402**
Raymond High School	31%	126
Terry High School	33%	276

2026 MAAP Assessment Results Science

5th Grade Assessment Results Science

District & School(s)	Proficiency	Test-Takers
Hinds County School District	**66%**	**336**
Bolton-Edwards Elementary and Middle School	60%	35
Gary Road Intermediate School	68%	240
Raymond Elementary School/Carver Middle School	74%	39
Utica Elementary and Middle School	28%	22

8th Grade Assessment Results Science

District & School(s)	Proficiency	Test-Takers
Hinds County School	**55%**	**406**
Bolton-Edwards Elementary and Middle School	52%	38
Byram Middle School	56%	289
Raymond Elementary School/Carver Middle School	63%	46
Utica Elementary and Middle School	45%	33

High School Biology Results

District & School(s)	Proficiency	Test-Takers
Hinds County School District	**58%**	**355**
Raymond High School	44%	145
Terry High School	68%	210

2026-2027 Needs Assessment Outcomes

Needs Assessment Areas	Descriptions
Reduce Retention Rates in Kindergarten, First, and Second Grade	• The Hinds County School District is committed to reducing retention rates in kindergarten, first, and second grade by providing early identification, targeted intervention, high-quality instruction, and continuous monitoring of student progress. The district utilizes the Rennaisance Assessment three times annually to identify students who are performing below grade level in reading and mathematics and to create individualized learning pathways based on student needs. • All K–2 teachers implement High-Quality Instructional Materials (HQIM) through SAVVAS ELA resources and utilize intervention programs such as Really Great Reading to strengthen foundational literacy skills. Students who demonstrate academic deficits receive targeted interventions designed to address specific skill gaps, with a strong emphasis on ensuring that kindergarten students are reading on or before the end of the first semester. • To further support student success, the district provides ongoing professional development, instructional coaching, and specialized support personnel, including instructional assistants, content specialists, interventionists, and English Learner specialists. Through the Multi-Tiered System of Supports (MTSS), students receive differentiated academic and behavioral interventions based on their individual needs. Federal program resources also provide supplemental instructional materials, technology, and personnel to enhance student learning. • District benchmark assessments in English Language Arts and Mathematics are used throughout the school year to monitor progress and ensure students are mastering grade-level standards. Teachers regularly analyze assessment data, collaborate with instructional coaches, and adjust instruction to provide timely support for struggling learners. By combining strong Tier I instruction, targeted interventions, family engagement, and data-driven decision-making, Hinds County School District strives to ensure that all students develop the foundational skills needed for long-term academic success and promotion to the next grade level.
Target subgroups that need additional assistance to meet graduation requirements	• All schools identify and monitor at-risk students to ensure they receive the support necessary to meet graduation requirements. This includes, but is not limited to, students served through IDEA, English Learners (EL), Migrant/Vulnerable Populations (MVP), students in foster care, and other identified at-risk groups. Additional academic, behavioral, and social-emotional supports are provided through EL specialists, counselors, interventionists, and other support personnel.

	• Teachers collaborate with instructional coaches to implement targeted interventions and standards-based remediation designed to address individual student learning needs. To improve academic achievement and accelerate student growth, schools utilize a variety of evidence-based programs and assessment tools, including the Dyslexia Screener (K–1), Accelerated Reader, Really Great Reading, Imagine Learning, and ELS assessments. These resources help identify learning gaps, inform instruction, monitor progress, and provide targeted support to ensure students remain on track for graduation.
Develop Dropout Recovery Initiatives that include students age 17-21	• The district maintains a comprehensive cohort tracking system through its student information system, SAMS, which monitors attendance, academic performance, behavior, and other key indicators to identify students who may be at risk of dropping out. • Throughout the school year, district and school-level reports are generated and reviewed to identify students who exhibit dropout risk indicators and may require additional interventions and support. • School Academic Teams evaluates students who meet established criteria and determines appropriate recovery options, including placement in the Edgenuity program to support credit recovery and graduation completion. • Recovery initiatives are designed to provide students with the information, resources, and academic support necessary for re-enrollment and successful completion of diploma requirements. • The district collaborates with community-based education and workforce development partners, including Hinds Community College to provide alternative pathways and support services for students who choose not to re-enroll in a traditional public school setting.
Students Transition to Home School from Juvenile Detention	The district will follow all applicable state policies and procedures to ensure a smooth and successful transition for students returning from juvenile detention centers to their home schools. The office of Student Services will serve as the liaison between the juvenile detention facility, youth court personnel, and the student's home school to coordinate services and support throughout the transition process. • School administrators, counselors, interventionists, and other appropriate staff members will be promptly notified upon receipt of a student's release documentation to facilitate timely planning and support. • Prior to returning to the classroom, each student and parent/guardian will participate in a re-entry meeting, which may include administrators, academic counselors, behavior counselors, interventionists, and other support personnel. The purpose of this meeting is to review student needs, establish support systems, and develop a plan for success.

	• For students who do not return to school following their release, the district will follow established truancy procedures, including reporting to the Mississippi Department of Education (MDE) Truancy Office and conducting outreach through school records clerks, counselors, and interventionists to encourage re-enrollment or placement in an appropriate educational program. • The district will collect and review relevant records, including academic performance, attendance, behavior history, and any other pertinent information, to support the student's successful reintegration into the school environment. • The district will monitor student progress on an ongoing basis and coordinate any academic, behavioral, or social-emotional supports necessary to ensure a successful transition back to school. • Student attendance, discipline, and academic performance will be reviewed regularly by counselors, interventionists, and school administrators. Individualized counseling and intervention services will be provided as needed to promote student success. • Parent and guardian conferences will be conducted as necessary to communicate student progress, provide updates on available supports, and ensure families remain informed about district expectations, policies, and procedures. • This revised version provides a more professional, student-centered focus while emphasizing compliance, intervention, family engagement, and successful reintegration.
Data Collection Methods Used	• **Data Analysis:** District and school leaders analyze student performance data in grades 3–8, including reading, English Language Arts, and mathematics, to identify trends, monitor progress, and determine areas requiring additional support. District leaders review MAAP assessment results in Algebra I, Biology I, and English II, including both multiple-choice and writing components, to evaluate student achievement and readiness for graduation requirements. • **Stakeholder Interviews and Focus Groups:** The district gathers qualitative data through interviews and discussions with former students, community members, and youth involved in alternative educational or juvenile justice programs to better understand barriers to student success and graduation. • **District Surveys:** Feedback is collected from administrators, teachers, students, parents, and community stakeholders to identify strengths, challenges, and opportunities for improvement related to student engagement, academic achievement, and dropout prevention efforts. • **SAMS Student Information System:** District administrators, counselors, and teachers utilize SAMS to access real-time student data, including attendance, demographics, discipline records, grades, and other key indicators that support data-informed decision-making.

	• **SchoolStatus:** SchoolStatus serves as a comprehensive data management platform that monitors attendance, behavior, course performance, and academic progress while integrating information from multiple data sources to support intervention planning and student success. • **Google Classroom:** These digital platforms provide centralized access to curriculum resources, instructional materials, professional learning resources, procedural documents, and other tools that support effective teaching and learning across the district. • **Pathway Explorer** (ELS) – Generates district, school, classroom, and student-level reports that enable educators to disaggregate assessment data, identify students in need of intervention or enrichment, and implement differentiated instructional strategies to address specific learning needs. • **Renaissance Learning Programs:** The district uses Rennaisance Learning to administer diagnostic assessments three times annually (Beginning of Year, Middle of Year, and End of Year) and to provide personalized learning pathways in mathematics and English Language Arts. The district also utilizes tools such as Accelerated Reader and MyOn to assess student learning, monitor growth, support instructional planning, and promote literacy development. • **High-Quality Instructional Materials:** The district uses High-Quality Instructional Materials (HQIM) across English Language Arts (ELA), Mathematics, Science, Social Studies, and Foreign Language to ensure that all students have access to rigorous, standards-aligned instruction that promotes deep learning and academic success.
Prioritized List of Needs	Based on the district's needs assessment, data analysis, and stakeholder feedback, the following priorities have been identified to support student achievement, increase graduation rates, reduce dropout rates, and improve overall student outcomes: • **Professional Learning and Capacity Building:** Provide ongoing, job-embedded professional development for teachers, administrators, counselors, and support staff to strengthen instructional practices, intervention strategies, classroom management, and effective use of student data. • **Academic Intervention and Tutorial Programs:** Expand access to high-quality tutoring, targeted interventions, enrichment opportunities, and credit recovery programs to address learning gaps and support students who are at risk of academic failure or not meeting graduation requirements. • **Schoolwide Behavioral and Social-Emotional Supports:** Implement comprehensive behavioral intervention frameworks, social-emotional learning (SEL) programs, and mental health supports that promote positive school climates, student engagement, attendance, and academic success.

	• **Family and Community Engagement:** Strengthen partnerships with families, community organizations, businesses, and higher education institutions to provide resources, mentoring opportunities, career exploration experiences, and support systems that contribute to student achievement and graduation readiness.
Recommendations for Future Needs Assessments	To strengthen dropout prevention efforts and expand opportunities for student success, the district will continue to: • **Strengthen Partnerships with Community College GED Programs:** Collaborate with local community college GED programs to provide alternative pathways for students seeking to earn a high school equivalency credential and continue their education or workforce training. • **Enhance Collaboration Between High Schools and Community College Career Centers:** Develop a more intentional partnership between district high schools and community college career centers to align programs, services, and supports with student interests, career aspirations, and workforce needs. • **Expand Job Shadowing and Workforce Readiness Opportunities:** Partner with community colleges and local industries to create job shadowing experiences, work-based learning opportunities, and skills-training programs that expose students to high-demand careers and postsecondary pathways. • **Provide Access to Dual Credit Opportunities:** Establish additional partnerships with colleges and universities to expand dual credit offerings, enabling students to earn college credits while completing high school requirements and accelerating their postsecondary success. • **Seek Strategic Partnerships to Support Ninth Grade Academies:** Collaborate with local community colleges, business and industry partners, and workforce development organizations to support the implementation and sustainability of Ninth Grade Academies designed to improve student transition, engagement, and graduation outcomes. • **Implement and Evaluate the ELEVATE Program:** Continue the implementation of the district's ELEVATE Program to provide innovative pathways for over-age and under-credited students, ensuring they have access to personalized supports, accelerated learning opportunities, and a clear path toward graduation and career readiness. These recommendations will help the district strengthen its continuum of supports, increase student engagement, expand career and college readiness opportunities, and improve graduation outcomes for all learners.

Dropout Prevention Plan Goals

Goal 1: Increase Graduation Rate from 88.5% to 90% by May 2027

Timeline	Action	Resources Needed	Person Responsible
Aug. 2026-May 2027	Utilize MTSS, SAMS, and SchoolStatus data to identify students at risk of not graduating based on attendance, course failures, behavior incidents, and assessment performance.	SAMS, SchoolStatus, MTSS Framework, Early Warning Reports	District Leadership Team Director of Data Analysis, Assessment, and MTSS EL Coordinator Student Behavioral Health Coordinator Building Administrators Counselors Teachers
Aug. 2026-May 2027	Expand tutoring, intervention, and credit recovery opportunities through Edmentum and other district-supported programs.	Edmentum, Rennaisance, Interventionists, After-School Programs	District Leadership Team Curriculum, Instruction, and Assessment Team Building Administrators Counselors Interventionists
Aug. 2026-May 2027	Provide targeted supports for EL, IDEA, MVP, foster care, and other at-risk student groups to ensure graduation requirements are met.	EL Specialists, Special Education Staff, Counselors	District Leadership Team Federal Programs Director Director of Data Analysis, Assessment, and MTSS EL Coordinator Building Administrators Counselors Interventionists Teachers
Aug. 2026-May 2027	Increase student participation in dual credit, CTE pathways, career academies, and workforce readiness experiences.	Community College Partnerships, CTE Programs, Career Coaches	District Leadership Team Director of CTE Graduation Coach Building Administrators Counselors
Aug. 2026-May 2027	Implement mentoring programs connecting students with staff and community partners.	Community Mentors, Student Surveys, Volunteer Training	District Leadership Team Director of CTE Graduation Coach Building Administrators Counselors
Aug. 2026-May 2027	Expand behavioral health services, SEL supports, and counseling services to improve student engagement and school connectedness.	Behavioral Health Providers, Counselors, SEL Curriculum	District Leadership Team Student Behavioral Health Coordinator Building Administrators Counselors
Quarterly	Conduct graduation review meetings to monitor cohort progress and implement intervention plans for students off-track for graduation.	Graduation Tracking Reports, SAMS Data	District Leadership Team Director of Data Analysis/ MTSS Coordinator Building Administrators Counselors Interventionists
Ongoing	Recognize student achievement through attendance, academic, and graduation readiness incentive programs.	Recognition Programs, Community Sponsors	District Leadership Team Curriculum, Instruction, and Assessment Team Building Administrators Counselors

Goal 2: Reduce District Dropout Rate from 9.2% to 7.5% by May 2027

Timeline	Action	Resources Needed	Person Responsible
Monthly	Monitor dropout indicators through attendance, behavior, and course performance data reviews.	SchoolStatus, SAMS, Attendance Reports	District Leadership Team Curriculum, Instruction, and Assessment, and Assessment Team Building Administrators Counselors
Weekly	Review attendance data and implement attendance intervention plans, home visits, and truancy prevention measures.	Attendance Reports, Truancy Officer, Parent Communication Tools	District Leadership Team Truancy Officer Counselors Building Administrators
Aug. 2026-May 2027	Operate dropout recovery and re-engagement initiatives for students ages 17-21.	Edmentum, Graduation Tracking System	District Leadership Team Building Administrators Counselor Teachers
Aug. 2026-May 2027	Maintain partnerships with Job Corps, Hinds Community College, WIN Job Center, Youth Challenge, and GED programs to provide alternative pathways for students.	Community Partnerships	District Leadership Team
Aug. 2026-May 2027	Expand before-school, after-school, and summer learning opportunities for students demonstrating academic risk factors.	Federal Programs Funding, Tutors, Intervention Materials	District Leadership Team Federal Programs Director Building Administrators Counselors Principals Teachers
Quarterly	Conduct student and family engagement workshops focused on graduation requirements, attendance, and postsecondary opportunities.	Parent Workshops, Community Resources	District Leadership Team Federal Programs Director Building Administrators Counselors Principals
Ongoing	Develop career exploration, internships, job-shadowing opportunities, and college visits to increase student engagement and relevance of learning.	Industry Partnerships, College Partners	District Leadership Team CTE Director Building Administrators Counselors Graduation Coach

Goal 3: Decrease Student Retention from 2.9% to 1.0% by May 2027

Timeline	Action	Resources Needed	Person Responsible
Beginning, Middle, and End of Year	Utilize Renaissance, benchmark assessments, and classroom data to identify students performing below grade level in reading and mathematics.	Renaissance, Benchmark Data	District Leadership Team Curriculum, Instruction, and Assessment, and Assessment Team Building Administrators Teachers
Aug. 2026-May 2027	Implement targeted literacy and mathematics interventions through Really Great Reading, SAVVAS, Ready Reading, and Ready Mathematics.	HQIM Resources, Intervention Programs	District Leadership Team Curriculum, Instruction, and Assessment, and Assessment Team Building Administrators Teachers
Aug. 2026-May 2027	Strengthen MTSS implementation with regular progress monitoring and data meetings.	MTSS Framework, Data Dashboards	District Leadership Team Director of Data Analysis, Assessment, and MTSS EL Coordinator Interventionists Building Administrators Teachers
Aug. 2026-May 2027	Provide ongoing professional learning and instructional coaching focused on high-quality Tier I instruction and differentiation.	Instructional Coaches, Professional Development Resources	District Leadership Team Curriculum, Instruction, and Assessment, and Assessment Team Building Administrators
Quarterly	Conduct parent conferences and family literacy/numeracy events to increase family engagement.	Parent Engagement Materials	District Leadership Team Building Administrators Teachers
Ongoing	Monitor K-2 student progress to ensure early literacy development and reduce future retention risk.	Literacy Screening Data, Intervention Plans	District Leadership Team Curriculum, Instruction, and Assessment, and Assessment Team Building Administrators Teachers
Ongoing	Implement student recognition programs and engagement initiatives that promote attendance, academic growth, and positive behavior.	Recognition Incentives, School Climate Programs	District Leadership Team Curriculum, Instruction, and Assessment Team Building Administrators Counselors
Quarterly	Review retention data and intervention effectiveness to adjust supports as needed.	Retention Reports, Data Analysis Tools	District Leadership Team Director of Data Analysis, Assessment, and MTSS EL Coordinator Interventionists Building Administrators Teachers