

APPENDIX V – 94

## **DPG Plan pp. 8-9**

### **2. Provide Additional Instruction and Supports in Non-Traditional Ways**

- Provide Saturday School (Academy)
- Extend the school day for our neediest schools. These additional hours of instruction must be filled with quality instruction that is targeted for students' needs.
- Extended Year for schools using the intercessions to provide additional support opportunities.
- Research and identify different ways for students to engage in credit recovery opportunities.
- Provide a standardized curriculum throughout the District to ensure continuity for the District's highly-mobile student population.

## **II. ANNUAL GOALS AND PROGRESS MONITORING**

Students drop out of school for many reasons, and no matter how proactive a school district is or how good its schools and support programs are, no school or district will ever completely eliminate dropouts (and thus, will not be able to raise graduation rates to 100%). The research, as well as our experience and data in the District, shows that the majority of students who either drop out or fail to graduate on time do so because they are failing their classes and not accumulating enough credits toward graduation. Thus, to effectively raise the graduation rate and reduce the dropout rate, the District will apply strategies that identify (and identify as early as possible) students who are struggling or failing classes, and provide them with academic support and credit recovery options so they can stay on track, or get back on track, toward on-time graduation. The following goals are based on the assumption that the District can effectively address this root cause (students not accumulating enough credits in a timely manner), and should help all students while specifically targeting African American and Hispanic students, including ELLs.

### **A. Four-Year Graduation Rates<sup>4</sup>**

The District will work to increase the four-year graduation rate for all 12<sup>th</sup> grade students. Specifically, for African-American and Hispanic students, the goal is to increase the four-year graduation rates by 3% (not 3 percentage points) in SY 2014-15 – as compared to the four-year graduation rates from SY 2013-14. This goal is reasonably calculated to reduce disparities by race and ethnicity by SY 2017-18. This goal will be evaluated and adjusted annually based upon the data.

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<sup>4</sup> Each student that enters high school grade is assigned to an expected graduation year ("cohort year") that is calculated to be four years after their entry to high school. The "Four-Year Graduation Rate" is the number of students who successfully graduate by their "cohort year" divided by the total number of students who graduate plus students who drop out plus students who are still enrolled but have not yet graduated.

For example, if at the end of SY 2013-14, the African American Four-Year Graduation Rate is 75%, the goal for the end of SY 2014-15 would be 77.25%, an increase of 3% (75 x 1.03)).

The District will work to increase the four-year graduation rate for all 12<sup>th</sup> grade ELL students.

Specifically, the goal for the end of SY 2014-15 would be to increase the number of African-American ELL students graduating by 100%, and to increase the number of Latino ELL students graduating by 50% as compared to SY 2013-14; or to increase the graduation rate by 10 percentage points – whichever is higher. In addition, when analyzing the ELL data, we will consider reclassified ELLs when evaluating progress towards ELL goals.

It is important to consider both options as the number within a cohort may change throughout the year. Another important factor to consider is that every year's cohort of ELL seniors has different English proficiency levels (and different proficiency levels in varying core subjects). Also, the District will continue to track the Five-Year Graduation Rate for all students. The District will then extract from the data the five-year graduation rates for subgroups including ELL students. Five year graduation rates are a more appropriate measure for students who (a) may not even be proficient in English *and* have to take the 4 hour block, and (b) may not have not been in TUSD for most or all of their education careers (some are refugees, some come from other districts, etc.)

### **B. Dropout Rates**

The District will work to decrease the dropout rate for all 7<sup>th</sup> - 12<sup>th</sup> grade students for the SY 2014-15 by .2% for African American and Latino students. In 2012-13, the dropout rates were 1.8%, 2.5%, and 2.5% for White, African-American, and Hispanic students respectively. The dropout rates in SY 2013-14 were 1.9%, 2.2% and 2.0% for White, African-American, and Hispanic students respectively. The revised goal of a .2% decrease in dropouts for both groups in SY 2014-15 would reduce the disparity further (or eliminate it). This goal will be evaluated and adjusted annually based upon the data. The District will work to decrease the dropout rate for all 7<sup>th</sup> - 12<sup>th</sup> grade ELL students. Specifically, for African-American and Hispanic 7<sup>th</sup> – 12<sup>th</sup> grade ELL students, the goal is to maintain a dropout rate that is lower than each group's non-ELL dropout rate for each given year. This goal is reasonably calculated to reduce disparities by race and ethnicity by SY 2016-17.

### **C. Reducing In-Grade Retention Rates (K-8)**

The District will work to decrease the in-grade retention rate for all African American and Latino students in grades K – 8. For African-American students, the initial goal is to decrease the in-grade retention rate by 10% in SY 2014-15 – as compared to the in-grade retention rate from SY 2013-14. This goal is reasonably calculated to reduce disparities by race and ethnicity, to the extent practicable, by SY 2016-17. For Latino students, the initial goal is to decrease the in-grade retention by 50% in grades 3 and 8 when compared to Anglo (White) students. Goals will be

evaluated and adjusted annually based upon the data. The baseline data is as follows (For grade-level data, see Appendix V-40 of the 2013-14 Annual Report):

Year	White	AfAm	Hisp	NatAm	Asian	MR	Total
2012-13	0.9%	1.2%	0.9%	1.3%	0.4%	1.5%	0.9%

For example, if at the end of SY 2013-14, the African American in-grade retention rate is 1%, the goal for the end of SY 2014-15 would be 0.9%, a decrease of 10% ( $1.0 - (1.0 \times 10\%)$ ).

#### **D. Attendance Rates**

The District will work to increase attendance rates for all K – 12<sup>th</sup> grade students. Specifically, for African-American students, the initial goal is to increase attendance rates by .05% in SY 2014-15 – as compared to the attendance rates from SY 2013-14. For Hispanic students, the initial goal is to increase attendance rates by .6% in SY 2014-15 – as compared to the attendance rates from SY 2013-14. These goals are reasonably calculated to reduce disparities by race and ethnicity, to the extent practicable, by SY 2017-18. Goals will be evaluated and adjusted annually based upon the data. The above mentioned percentages were selected based on the disparities that exist in the attendance rate for each subgroup of students per the chart below. The baseline data is as follows:

Year	White	AfAm	Hisp	NatAm	Asian	MR	Total
2012-13	92.10%	91.68%	90.83%	88.68%	94.45%	91.21%	91.21%

For example, if at the end of SY 2013-14, the Hispanic attendance rate is 90.75%, the goal for the end of SY 2014-15 would be 91.35% an increase of .6%.

#### **E. Progress Monitoring**

Centrally, a committee (including representatives from Student Support Services, Curriculum and Instruction, Dropout Prevention, Student Equity, and Family Engagement) shall have responsibility for quarterly monitoring of Plan implementation and progress, and for reviewing annual goals yearly. In addition, each school will have an MTSS team (discussed in detail below) that also is involved in progress monitoring, and also shall have responsibility for quarterly monitoring of Plan implementation and progress, and for reviewing annual goals. When issues are identified during the central monitoring process, the central committee will collaborate with the appropriate MTSS site-based team to address the concerns.