APPENDIX V-30

Annual Goals and Progress Monitoring

The District's Dropout Prevention and Graduation (DPG) Committee, including representatives from multiple departments, evaluates and adjusts the DPG Plan goals annually based upon analyses and reviews of implementation and data. In SY2019-20, the DPG committee met to monitor progress and review the annual goals: increasing graduation rates, reducing dropout rates, reducing in-grade retention rates (grades K-8), and improving attendance rates for African American and Hispanic students, including African American and Hispanic English learners (EL) students. During SY2019-20, the District made improvements in several areas.

A. Increasing Graduation Rates

1. Four-Year Graduation Rates by Ethnicity

The goal for SY2019-20 was to increase the African American graduation rate by 3 percent and the Hispanic graduation rate by 2 percent. The African American student graduation rate in SY2018-19 was 78.9, so the goal for SY2019-20 was 81.3 percent (78.9 x 1.03). The Hispanic student graduation rate in SY2018-19 was 86.9 percent, so the goal for SY2019-20 was 88.6 percent (86.9 x 1.02). The District did not meet its graduation goal for African American students nor Hispanic students. However, the SY2019-20 Hispanic graduation rate was comparable to that of white students.

Year	Anglo	African American	Hispanic	Native American	Asian/ Pacific Islander	Multi Racial	Total
2012-13	86.5%	80.7%	77.5%	60.2%	89.1%	85%	80.8%
2013-14	85.3%	77.4%	79.3%	65.6%	88.3%	71.4%	80.8%
2014-15	85.3%	82.0%	80.0%	66.7%	89.6%	82.1%	81.7%
2015-16	85.0%	76.5%	80.6%	68.8%	88.6%	84.2%	80.6%
2016-17	86.0%	84.0%	84.5%	76.7%	89.0%	89.7%	84.9%
2017-18	85.6%	82.2%	84.1%	74.1%	89.5%	84.8%	84.2%
2018-19	86.0%	78.9%	86.9%	77.6%	94.7%	82.1%	85.9%
2019-20	85.3%	78.8%	86.2%	78.1%	89.7%	91.9%	85.3%

2. Four-Year EL and R-EL Graduation Rates by Ethnicity

The District's goal in SY2019-20 was to graduate at least 60 percent of African American and Hispanic ELs and to graduate at least 85 percent of African American and Hispanic Re-classified ELs (R-ELs).[1] The District met its goal of graduating at least 60 percent of African American and Hispanic EL students.

Year	African American EL		Hispanic EL	
2012-13	1 of 12	8.3%	10 of 32	31.3%
2015-16	4 of 19	21.0%	9 of 26	35.0%
2016-17	7 of 21	33.3%	17 of 40	42.5%
2017-18	17 of 30	56.7%	23 of 28	60.5%
2018-19	17 of 33	51.5%	20 of 34	58.8%
2019-20	22 of 36	61.1%	33 of 47	70.2%

The District met the graduation goal of 85% for African American and Hispanic students with Reclassified-EL status.

Year	African American R-EL		Hispanic R-EL	
2015-16	25 of 29	86.2%	348 of 490	71.0%
2016-17	22 of 22	100%	359 of 413	86.9%
2017-18	22 of 29	75.9%	417 of 481	86.7%
2018-19	30 of 35	85.7%	549 of 617	89.0%
2019-20	37 of 42	88.1%	603 of 676	89.2%

B. Reducing Dropout Rates

1. Four-Year Dropout Rates by Race/Ethnicity

The goal for SY2019-20 was to decrease the dropout rate for 7th-12th grade African American students by two percentage points and Hispanic students by one percentage point. In SY2019-20, the dropout rate for African Americans was 4.1%,

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[1] *See* Order on December 2018 Completion Plans [ECF 2217 at 4] and *see* ELL Action Plan [ECF 2261-1 at 3].

while the dropout rate for Hispanic students was 2.9%. The District did not meet its goal for African American students but exceeded its goal for Hispanic students.

Year	African American	African American EL	Hispanic	Hispanic EL
2015-16	2.5%	1.7%	1.8%	0.1%
2016-17	3.3%	4.2%	2.2%	3.9%
2017-18	4.2%	3.4%	3.1%	1.8%
2018-19	3.7%	0.0%	3.3%	0.1%
2019-20	4.1%	0.0%	2.9%	0.0%

The SY2019-20 EL dropout goal was to achieve a rate equal to or lower than each group's non-EL rate.[2] The District exceeded this objective, as both African American and Hispanic EL dropout rates were effectively 0.0%.

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

1. African American Students Retained In-Grade

For SY2019-20, the District's goal was to maintain an in-grade retention rate that was less than 1 percent of all African American and Hispanic students in grades K-8. The District met this goal for both groups: In SY2019-20, the rate for African American students was 0.4 percent and 0.5 percent for Hispanic students (**Appendix V – #, V.G.1.o Retention**).

African American Retention Rates								
	2017-18 to 2018-19			2018-19 to 2019-20			2019-20 to 2020-21		
Grade	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K-8	2,980	15	0.50%	2,929	14	0.50%	2,948	13	0.40%

Hispanic / Latino Retention Rates								
	2017-18 to 2018-19			2018-19 to 2019-20			2019-20 to 2020-21		
Grade	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K-8	19,497	119	0.60%	18,861	98	0.50%	18,535	88	0.50%

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[2] *See* ELL Action Plan [ECF 2261-1 at 3].

D. Increasing Attendance Rates (Grades K-8)

For SY2019-20, the District's goal was to achieve a 93 percent attendance rate for African American students and a 92 percent attendance rate for Hispanic students. The District did not meet these goals for the first three quarters of SY2019-20[3].

Year	Anglo	African American	Hispanic American	Native American	Asian/ Pacific Islander	Multi Racial	Total
2015-16	91.6%	91.1%	90.1%	88.6%	94.3%	90.8%	90.5%
2016-17	92.0%	92.4%	90.7%	89.3%	94.4%	91.8%	91.2%
2017-18	93.0%	92.3%	91.2%	89.6%	94.6%	92.3%	91.7%
2018-19	92.0%	91.5%	89.9%	87.4%	93.8%	90.5%	90.4%
2019-20	91.4%	90.3%	88.8%	86.7%	93.2%	90.4%	89.5%

E. Progress Monitoring

In SY2015-16, the District implemented a DPG team to review the DPG budget allocation and monitor the successful implementation of the DPG plan. Led by the regional superintendent for Region V, the DPG team in SY2019-20 included staff from the Language Acquisition, Dropout Prevention, Student Support Services, Counseling, and Multi-Tiered System of Supports departments. The team met during SY2019-20 to review strategies, assess budget needs, and set goals.

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[3] Due to COVID-19 school closures, SY2019-20 attendance was reported only through the third quarter.