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## Annual Goals and Progress Monitoring

In SY2017-18, District staff, including representatives from multiple departments, met to monitor progress and review the annual goals of the DPG plan. The plan's goals include 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 ELL students. During SY2017-18, the District made improvements in several areas.

### A. Increasing Graduation Rates

#### 1. Four-Year Graduation Rates by Ethnicity

The goal for the 2017-18 school year was to increase the African American and Hispanic graduation rate by 2 percent. The African American student graduation rate in the 2016-17 school year was 84.0 percent, so the goal for the 2017-18 school year was 85.7 (84 x 1.02). The Hispanic student graduation rate in the 2016-17 school year was 84.5 percent, so the goal for the 2017-18 school year was 86.2 percent (84.5 x 1.02). The District did not meet its graduation goals.

Year	White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi Racial	Total
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%

#### 2. Four-Year ELL Graduation Rates by Ethnicity

The goal for African American ELLs was to increase the number of African American ELLs students graduating by 50 percent. In the 2016-17 school year, seven African American ELL students graduated; an increase from seven to 11 would represent an increase of 57 percent. In the 2017-18 school year, the District met its graduation goals: 17 of 30 African American ELL students graduated.

The goal for Hispanic ELL students was to increase the number of Hispanic ELL students graduating by 25 percent, or to increase the graduation rate by five

percentage points. An increase from 17 in SY2016-17 to 23 in the 2017-18 school year is an increase of 35 percent; while the increase in graduation rates is 18 percent. The District met both the goals.

Year	African American ELLs		Hispanic ELLs	
	2014-15	6 of 12	50%	14 of 31
2015-16	4 of 19	21%	9 of 26	35%
2016-17	7 of 21	33.3%	17 of 40	42.5%
2017-18	17 of 30	56.7%	23 of 38	60.5%

### 3. Four-Year Reclassified-ELL (R-ELL) Graduation Rates by Ethnicity

The District has monitored R-ELL graduation rates for many years. For this report, based on discussions with the Special Master and Plaintiffs, the District included graduation rates for Reclassified-ELLs.

Year	African American Reclass ELLs		Hispanic Reclass ELLs	
	2014-15	32 of 37	86.4%	363 of 444
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%

## B. Reducing Dropout Rates

### 1. Four-Year Dropout Rates by Race/Ethnicity

The goal for the 2017-18 school year was to decrease the dropout rate for 7th-12th grade African American and Hispanic students by 0.2 percent. Drop-out rates for all groups increased: the dropout rate for African Americans increased to 4.2 percent, while the dropout rate for Hispanic students increased by 1.1 percent.

Year	White	African American (AfAm ELL)	Hispanic (Hisp ELL)	Native American	Asian/Pacific Islander	Multi-Racial	District Dropout Rate
2014-15	1.6%	2.5%	2.0%	3.1%	0.6%	0.9%	1.8%
2015-16	1.4%	2.5%(1.7%)	1.8% (.1%)	2.7%	0.6%	2.3%	1.8%
2016-17	2.6%	3.3% (4.2%)	2.2% (3.9%)	2.9%	0.4%	1.7%	2.4%
2017-18	3.1%	4.2%(3.4%)	3.1%(1.8%)	4.8%	2.3%	2.5%	3.3%

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

### 1. African American Students Retained In-Grade

For SY2017-18, the District's goal was to maintain an in-grade retention rate that is less than 1 percent of all African American students in grades K-8. In SY2016-17, the African American retention rate for grades K-8 was 0.9 percent, as shown in the table below, so the goal for SY2017-18 was 0.9 percent or lower. The District met its goal: In SY2017-18, the rate was 0.5 percent.

Grade	2015-16 to 2016-17			2016-17 to 2017-18			2017-18 to 2018-19		
	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K	349	6	1.7%	349	7	2.0%	326	1	2.0%
1	376	9	2.4%	354	5	1.4%	341	5	1.4%
2	386	5	1.3%	356	3	0.8%	337	2	0.8%
3	346	3	0.9%	387	5	1.3%	358	1	1.3%
4	335	1	0.3%	338	0	0.0%	391	0	0.0%
5	309	0	0.0%	356	1	0.3%	334	0	0.3%
6	306	2	0.7%	285	1	0.4%	320	2	0.4%
7	287	3	1.0%	289	2	0.7%	281	3	0.7%
8	332	1	0.3%	291	3	1.0%	292	1	1.0%
<b>K-8</b>	<b>3,026</b>	<b>30</b>	<b>1.0%</b>	<b>3005</b>	<b>27</b>	<b>0.9%</b>	2980	15	0.5%

## 2. Hispanic Students Retained In-Grade

For SY2017-18, the District's goal was to maintain an in-grade retention rate that is less than 1 percent of all Hispanic students in grades K-8. In SY2016-17, the Hispanic retention rate for grades K-8 was 0.6 percent, as shown in the table below, so the goal for SY2017-18 was 0.9 percent or lower. The District met its goal: In SY2017-18, the rate was 0.6 percent

Grade	2015-16 to 2016-17			2016-17 to 2017-18			2017-18 to 2018-19		
	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K	2,156	45	2.1%	2,092	34	1.6%	2015	51	1.6%
1	2,374	42	1.8%	2,162	32	1.5%	2130	25	1.5%
2	2,420	21	0.9%	2,280	14	0.6%	2101	13	0.6%
<b>3</b>	<b>2,483</b>	<b>17</b>	<b>0.7%</b>	<b>2,382</b>	<b>12</b>	<b>0.5%</b>	2241	4	0.5%
4	2,380	6	0.3%	2,458	3	0.1%	2335	3	0.1%
5	2,347	7	0.3%	2,325	4	0.2%	2395	7	0.2%
6	2,134	10	0.5%	2,130	4	0.2%	2094	10	0.2%
7	2,168	7	0.3%	2,105	4	0.2%	2111	4	0.2%
<b>8</b>	<b>2,171</b>	<b>5</b>	<b>0.2%</b>	<b>2,179</b>	<b>4</b>	<b>0.2%</b>	2075	2	0.2%
K-8	20,633	160	0.8%	20,113	111	0.6%	19497	119	0.6%

## D. Increasing Attendance Rates (Grades K-8)

Year	White	African American	Hispanic American	Native American	Asian/Pacific Islander	Multi Racial	Total
2012-13	92.1%	91.7%	90.8%	88.4%	94.5%	91.7%	91.2%
2013-14	91.9%	91.4%	90.7%	89.1%	93.9%	91.8%	91.1%
2014-15	92.0%	91.5%	90.6%	89.6%	94.0%	91.6%	91.0%
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%

For SY2016-17, the District's goal was to maintain an attendance rate for African American students that is equal to or higher than that for white students, and to achieve an increase for Hispanic students of 0.6 percentage points. For SY2017-18, the African American student attendance rate was 92.3 percent and the

white student attendance rate was 93.0 percent. The District did not meet its goal. For Hispanic students, the attendance rate was 91.2 percent. The District just fell short of meeting its goal of 91.3 percent.

### **E. Progress Monitoring**

Established in SY2015-16, the DPG committee met twice during SY2017-18: once during first semester to review the progress and implementation of the plan, and again during the second semester to review progress and implementation, and to set goals based on the then-available data. Members included staff from the Language Acquisition, Technology Services, Dropout Prevention, Student Support Services, Curriculum, and Academic Leadership departments.