

APPENDIX V – 32

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 data. In SY2018-19, 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 language learner (ELL) students. During SY2018-19, the District made improvements in several areas.

A. Increasing Graduation Rates

1. Four-Year Graduation Rates by Ethnicity

The goal for SY2018-19 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 SY2017-18 was 82.2 percent, so the goal for SY2018-19 was 84.67 percent (82.2×1.03). The Hispanic student graduation rate in SY2017-18 was 84.1 percent, so the goal for SY2018-19 was 85.78 percent (84.1×1.02). The District did not meet its graduation goal for African American students. The District met its graduation goal for Hispanic students, who now graduate at higher rates than white students in the District.

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%

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

The District's goal in SY2018-19 was to graduate at least 50 percent of African American and Hispanic ELLs and to graduate at least 75 percent of African American and Hispanic Re-classified ELLs (R-ELLs).¹ The District met its goal of graduating at least 50 percent of African American and Hispanic ELLs.

Year	African American ELLs		Hispanic ELLs	
	2012-13	1 of 12	8.3%	10 of 32
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 28	60.5%
2018-19	17 of 33	51.5%	20 of 34	58.8%

The District met its goal of graduating at least 75 percent of African American and Hispanic R-ELLs.

Year	African American R-ELL		Hispanic R-ELL	
	2015-16	25 of 29	86.2%	348 of 490
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%

The DPG committee reviewed ELL and R-ELL progress over the past two years to analyze the sufficiency of the goals for SY2019-20. Having met the goals for two years, the DPG committee increased the SY2019-20 ELL graduation goal from 50 percent to 60 percent and increased the R-ELL graduation goal from 75 percent to 85 percent.

B. Reducing Dropout Rates

1. Four-Year Dropout Rates by Race/Ethnicity

The goal for SY2018-19 was to decrease the dropout rate for 7th-12th grade African American students by two percentage points and Hispanic students by one

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

percentage point. In SY2017-18, the adjusted African American dropout rate was 4.2 percent and the Hispanic dropout rate was 3.1 percent.

In SY2018-19, the dropout rate for African Americans decreased to 3.7 percent, while the dropout rate for Hispanic students increased to 3.3 percent. The District did not meet its goal for African American or Hispanic students. However, the dropout rates for African American and Hispanic students in the District remained lower than the state rates.

Year	African American	African American ELL	Hispanic	Hispanic ELL
2015-16	2.5%	1.7%	1.8%	.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%

The SY2018-19 ELL dropout goal was to achieve a rate equal to or lower than each group's non-ELL rate.² The District met its goal of achieving a rate equal to or lower than the non-ELL African American and non-ELL Hispanic rate.

The DPG committee considered whether this goal was sufficiently ambitious. The committee determined that an ELL dropout goal that was equal to *or better than* the non-ELL dropout goal was sufficiently ambitious, considering that the goal was met (and equaled or was lower than the state dropout rate of 1.8 percent) in two of the past four years for African American ELLs and for three of the past four years for Hispanic ELLs.

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

For SY2018-19, the District's goal was to maintain an in-grade retention rate that is less than 1 percent of all African American and Hispanic students in grades K-8. The District met its goal: In SY2018-19, the rate for both groups was 0.5 percent (**Appendix V – 98, V.G.1.o Retention Three Year**).

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

African American Retention Rates									
	2016-17 to 2017-18			2017-18 to 2018-19			2018-19 to 2019-20		
Grade	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K-8	3,005	27	0.9%	2,980	15	0.5%	2,929	14	0.5%

Hispanic / Latino Retention Rates									
	2016-17 to 2017-18			2017-18 to 2018-19			2018-19 to 2019-20		
Grade	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K-8	20,113	111	0.6%	19,497	119	0.6%	18,861	98	0.5%

D. Increasing Attendance Rates (Grades K-8)

For SY2018-19, 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. For SY2018-19, the District did not meet its student attendance rate goals for either group.

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%

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. Members of the team included staff from the Language Acquisition, Technology Services, Dropout Prevention, Student Services, Curriculum and Instruction, and Academic Leadership departments. The team met during SY2018-19 to review strategies, assess budget needs, and set goals.