APPENDIX V - 23

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 SY2020-21, 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. No changes were made to annual goals for SY2020-21.

As reflecting both state and national trends in SY2020-21, the District experienced a decline in the overall graduation rate and an increase in the overall dropout rate during the Covid-19 pandemic and physical school closures. Factors affecting dropout rates include the effects of the Covid-19 pandemic on families, such as job loss, housing and economic instability, as well as issues arising from a remote learning environment, such as connectivity, technological capacity and student disengagement.

A. Increasing Graduation Rates

1. Four-Year Graduation Rates by Ethnicity

The goal for SY2020-21 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 SY2019-20 was 78.8, so the goal for SY2020-21 was 81.2 percent (78.8x 1.03). The Hispanic student graduation rate in SY2019-20 was 86.2 percent, so the goal for SY2019-20 was 87.7 percent (86.2 x 1.02).

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%	85.0%	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%
2020-21	82.3%	77.5%	77.5%	68.3%	92.3%	85.9%	79.1%

The decline in the graduation rate for African American students was one percent; the decline for Hispanic students was nine percent[1].

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

The goal in SY2020-21 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). While the District did not meet the graduation goal for Hispanic English Learner students, it exceeded the goal for identified African American English Learners.

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%
2020-21	26 of 33	78.8%	37 of 69	53.6%

The District met the graduation goal of 85% for African American students with Reclassified EL status, but not for Hispanic students.

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%
2020-21	24 of 28	85.7%	499 of 611	81.7%

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[1] While little formal research has yet been done on the effects of the Covid-19 pandemic and remote learning environments, a few articles have been published including a June 2021 Research Brief from AIR on attendance rates and an article highlighting prospective trends in graduation rates. https://www.air.org/sites/default/files/2021-07/research-brief-covid-survey-student-attendance-june-2021_0.pdf https://www.insider.com/high-school-graduation-rates-expected-to-decline-due-to-pandemic-2021-6.

B. Reducing Dropout Rates

1. Four-Year Dropout Rates by Race/Ethnicity

The goal for SY2020-21 was to decrease the dropout rate for 7th-12th grade African American students by two percentage points and Hispanic students by one percentage point. As with graduation rates, the district dropout rates for both African American and Hispanic students rose in SY2020-21. The dropout rate for African American was 7 % while the dropout rate for Hispanic students was 5.0%.

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%
2020-21	6.9%	0.0%	5.3%	0.8%

The SY2020-21 ELL dropout goal was to achieve a rate equal to or lower than each group's non-ELL rate. The District met this objective for both African American and Hispanic English Learner students.

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

1. African American Students Retained In-Grade

For SY2020-21, 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 SY2020-21, the rate for African American students was 0.5 percent and 0.3 percent for Hispanic students (**Appendix V – 85, V.G.1.o Retention**).

African American Retention Rates								
	2018-19 to 2019-20			2019-20 to 2020-21			2020-21 to 2021-22		
Grade	N	N	Ret.	N	Ret.	N	N	Ret.	% Ret.
K-8	2,980	2,929	14	2,929	14	2,929	2753	13	0.5%

Hispanic / Latino Retention Rates								
	2018-19 to 2019-20			2019-20 to 2020-21			2020-21 to 2021-22		
Grade	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K-8	18,861	98	0.50%	18,535	88	0.50%	17,280	54	0.30%

D. Increasing Attendance Rates (Grades K-8)

For SY2020-21, the goal was to achieve a 93 percent attendance rate for African American students and a 92 percent attendance rate for Hispanic students. These goals were not met in SY2020-21

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%
2020-21	91.4%	88.4%	87.0%	83.3%	93.3%	89.0%	87.9%

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 Mr. Rose, Regional Superintendent for Region V, the DPG team in 2020-21 included staff from the Language Acquisition, Dropout Prevention, Student Support Services, Counseling, and MTSS departments. The team met during SY2020-21 to review strategies, set goals, and address approaches to dropout prevention.