Annual Goals and Progress Monitoring

The District's Dropout Prevention and Graduation (DPG) Committee, evaluates and adjusts the DPG Plan goals annually. In SY2021-22, 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. The Committee determined that due to the disruptions the previous year, the annual goals would remain the same as SY2021.

A. Increasing Graduation Rates

1. Four-Year Graduation Rates by Ethnicity

The goal for SY2021-22 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 77.5, so the goal for SY2021-22 was 79.8 percent (77.5x 1.03). The Hispanic student graduation rate in SY2021-22 was 77.5 percent, so the goal for SY2021-22 was 79.1 percent (77.5 x 1.02). The District did not meet the graduation goal for African American students but did for Hispanic 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%	85.0%	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%
2021-22	79.5%	77.7%	**79.4%**	74.5%	87.7%	81.6%	79.4%

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

The District's goal in SY2021-22 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 the graduation goal for 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%
2020-21	26 of 33	78.8%	37 of 69	53.6%
2021-22	22 of 26	84.9%	71 of 93	76.3.%

The District met the graduation goal of 85% for Reclassified EL status African American students and was 0.2% below the goal 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%
2021-22	24 of 26	92.3%	603 of 676	84.8%

B. Reducing Dropout Rates

1. Four-Year Dropout Rates by Race/Ethnicity

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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].

The goal for SY2021-22 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 dropped significantly once schools re-opened in SY2020-21. The dropout rate for African American students and Hispanic students fell to 3.1% and 3.4% respectively.

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%
2021-22	3.1%	0.00%	3.4%	0.1%

The SY2021-22 EL dropout goal was to achieve a rate equal to or lower than each group's non-EL rate.[2] 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 SY2021-22, 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 SY2021-22, the rate for African American students and Hispanic was 0.3 percent (**Appendix V – 66, V.G.1.o Retention**).

African American Retention Rates								
	2019-20 to 2020-21			2020-21 to 2021-22			2021-22 to 2022-23		
Grade	N	N	Ret.	N	Ret.	N	N	Ret.	% Ret.
K-8	2,929	14	2,929	2,753	14	0.5%	2,747	9	0.3%

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

Hispanic / Latino Retention Rates								
	2019-20 to 2020-21			**2020-21 to 2021-22**			**2021-22 to 2022-23**		
Grade	**N**	**Ret.**	**% Ret.**	**N**	**Ret.**	**% Ret.**	**N**	**Ret.**	**% Ret.**
K-8	18,861	98	0.50%	18,535	88	0.50%	17,281	58	0.3%

D. Increasing Attendance Rates (Grades K-8)

For SY2021-22, 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. In SY2021-22, The District saw a major decrease in attendance for all race/ethnicity groups as students returned to in-person instruction.

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%	87.90%
2021-22	86.96%	84.92%	82.65%	79.70%	89.58%	84.68%	83.79%

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 Ms. Cathy Comstock, Interim Regional Superintendent for Region V, the DPG team in 2021-22 included staff from the Language Acquisition, Dropout Prevention, Student Support Services, Counseling, and MTSS departments. During the school year, the team met to review strategies, set goals, and address approaches to dropout prevention.