



Student Retention Update

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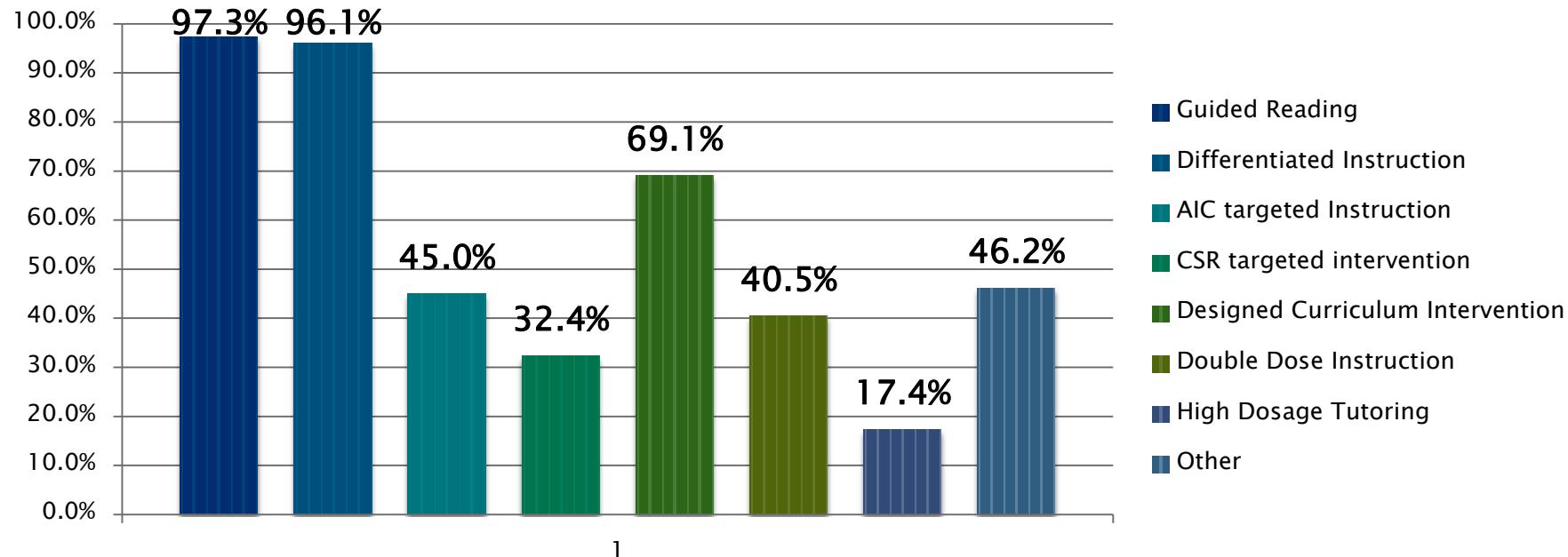
December 9, 2014

CHALLENGES

- ▶ Early identification of struggling students is inconsistent
- ▶ Development of a systemic approach to interventions is lacking
- ▶ Retention procedures and site-based supports are not adequately monitored

- ▶ 818 students were retained in grades K-12
- ▶ 333 students were retained in grades K-8
- ▶ 485 students are repeating a high school course
- ▶ 752 students are receiving site-based interventions
- ▶ **All 333 students who were retained in grades K-8 are receiving one or more additional site-based supports**

SITE-BASED INTERVENTIONS



| Guided Reading | Diff. Instruction | AIC targeted instruction | CSR targeted | Designed Curriculum | Double Dose inst. | High Dosage Tutoring | Other (name): | Total |
|----------------|-------------------|--------------------------|--------------|---------------------|-------------------|----------------------|---------------|-------|
| 324 | 320 | 150 | 108 | 230 | 135 | 70 | 154 | 333 |
| 97.3% | 96.1% | 45.0% | 32.4% | 69.1% | 40.5% | 17.4% | 46.2% | 100% |

* High school students are not included in this chart because those who do not pass a course must retake the course for credit.



SCHOOL BASED OPTIONS

| Site-based interventions | Examples |
|-----------------------------------|--|
| Guided Reading | <ul style="list-style-type: none">• Reading centers• Teacher led small group reading by skill |
| Differentiated Instruction | <ul style="list-style-type: none">• Homework assignments for specific skills• Small group instruction by level• Students reading at IR levels in class |
| AIC targeted instruction | <ul style="list-style-type: none">• Pull out groups by standard• AIC push in instruction• AIC teacher modeling of specific skill |
| CSR targeted instruction | <ul style="list-style-type: none">• Small group instruction (in class)• Small group pullout (in some schools) |
| Designed curriculum interventions | <ul style="list-style-type: none">• Targeted computer-based instruction• High Dosage in-school tutoring |
| Double Dose Instruction | <ul style="list-style-type: none">• Additional instruction of content• Extended learning time of deficient skill |
| Other | <ul style="list-style-type: none">• Before and after school tutoring• Saturday School• Intervention blocks |

IMMEDIATE NEXT STEPS

| | Completed by |
|---|--------------------|
| Send letters of “Academic Concern” home with students | Dec. 5 |
| Comparative analysis of tutored vs. non-tutored students | End of Jan. |
| Review Acuity B and STAR results to gauge student progress | Jan. 16 |
| Receive “Students of Academic Concern” updates from schools | Jan. 16 |
| Advise schools on delivery of “Academic Concern Letters-2 nd notice” | Feb./March |
| Provide update to the board re: promotion procedures and tutoring services | Feb. Board meeting |