



Student Retention Update

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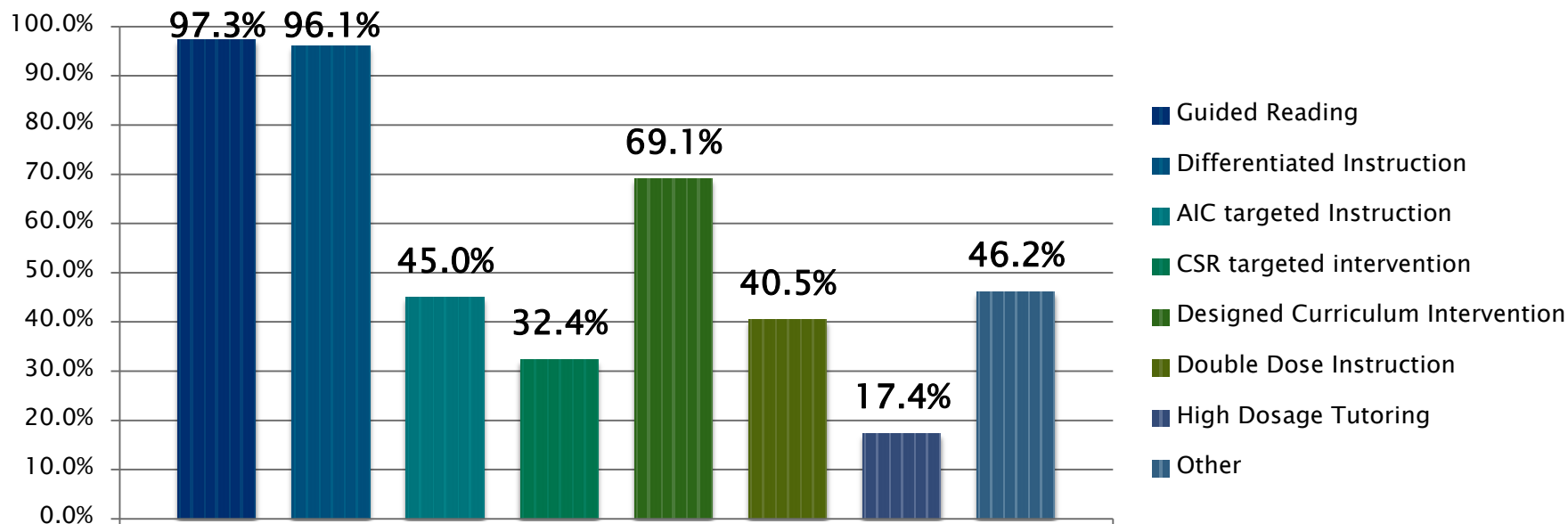
December 9, 2014

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