La Joya Independent School District
Student Services Division
Dropout Prevention Program

Grade 7th – 12th
2013-2014

Strategic Action Plan

Slogan: “Every Student is a Graduate!”

Dropout--------Prevention--------Recovery--------Retention--------Graduate--------Post-Secondary Ready-
Work Ready--------Life Ready

Motto: University Bound, University Ready and University Completed!

Oct. 1, 2012

This model is a process, team effort, and a learning experience. It involves multiple partners with expertise. Also, it includes a vision, mission and goals for extended use by all our district and campuses. This model is student centered, driven and concerned. It is intentional, targeted and focused. It is comprehensive, personalized and continuous. In a final note, this model is an exciting opportunity for all to be successful.
What Do We Know About Dropout Prevention?

- Why is Preventing Dropout a Critical and Immediate La Joya Independent School District Goal?
- How is Dropout Rates Measured? What are Associated Issues?
- What Do We Know About Who Drops Out and Why?
- What Does Current Thinking Tell Us About How to Address Dropout?
- What are Key Components of Dropout Prevention and Recovery Action Plan Model?

**National Research**, in brief.

Research shows that students exhibiting two or more risk factors are more likely to drop out, and that no single risk factor indicates who will drop out. The following is a list of identifiable factors that school district have the ability to track, as well as those that schools have some control over:

1. Low Academic Achievement
2. Emotional Disorders
3. Behavioral Disorders
4. Student Mobility
5. Parenting
6. Family
7. High-Risk Behavior

**Local Dropout Characteristics**

“The typical La Joya ISD leaver is male as is indicated by the fact that 90% of our leavers over the past two years have been male.”
“The typical La Joya ISD leaver prone to drug abuse as indicated by the fact that 87% of our leavers over the past two years have had at least one discipline incident that is drug-related.
“The typical La Joya ISD dropout is female, pregnant and has problems reading.”
“The typical La Joya ISD dropout reads at the 3rd grade level as a review of the leavers over the last two years have provided this information based on …”
“The typical La Joya ISD dropout is male between the ages of 17 and 21, has been retained at least once between 7th and 12th grade and has never been able to pass the state Reading assessments.”
“The typical La Joya ISD dropout has been retained twice at 8th grade has been charged with truancy at least once where he/she has to appear before a judge.

Local Dropout Factors are:

1. …miss-match between culture and instruction.
2. …external stressors resulting from poverty.
3. …limited understanding of the English language
4. …became pregnant.
5. …chemical dependency.
6. …students with disabilities.
7. …demonstrate antisocial behaviors.
8. …poor academic performance.
9. …have a negative attitude toward school and has no value for schooling or obtaining a diploma.
10. …and many others.
January 2013 YouthTruth Survey Conducted:
This survey results report that compared to the proportion at the median school, a similar proportion of La Joya ISD students report that they (nineteen percent of over 5,000 surveyed) have seriously considered dropping out of high school. A larger than typical proportion of La Joya ISD students cited that they needed to work and make money, that they didn’t feel safe at school, or that they had failed state or standardized tests as reasons why they had considered dropping out. To be specific, thirty-six percent surveyed reported that they had fallen behind and felt like I couldn’t catch up was there number one reason. Other reasons are:

32% I didn’t see how the work I was doing would help me in life;
30% I needed to work and make money;
29% I didn’t feel like anyone cared if I stayed in school;
26% I had personal problems at home;
19% I failed state or standardized tests;
17% I had problems with other students;
16% I didn’t feel safe at school;
15% I was discouraged by an adult (s);
14% Others not specified;
9% I didn’t feel safe going to and from school.

Obstacles to Best Performance in School
Compared to the proportion at the typical YouthTruth school, a larger proportion of La Joya ISD students on average report use of drugs and alcohol and crime and violence inside and outside of school as obstacles that make it hard for them to do their best in school. A smaller proportion of La Joya ISD students, on average, report their home life as an obstacle. The obstacles identified from the student’s perspective are:

35% Home life;
27% My extracurricular commitments;
20% Family responsibilities (including my own kid(s));
17% Relationship with boyfriend or girlfriend;
16% Use of drugs and/or alcohol;
14% My own mental health;
12% After school job;
11% Getting picked on;
11% Crime and violence outside of school;
11% Others not specified;
10% Crime and violence inside of school.
2010- Additional Local District Dropout Factors Based on Actual 2010 School Year Data from 332 True Dropouts:

1. 30% students need TAKS tests only.
2. 50% of students need a job. Students are poor.
3. 30% of female students need child care.
4. 10% of students need access to a GED program within geographical areas.
5. 15% of students are incarcerated.
6. 15% of students need transportation to and from centrally located educational centers.
7. 2% students do not want to come to school. Student apathy. He/she does not see, understand and/or recognizes the value of education.
8. 40% of students from the perspective of staff are results from some kind of form of student apathy.

La Joya ISD pledges to develop a comprehensive study of the dropout crisis and intends to align its prevention program to the National Dropout Prevention Center Network at Clemson University; they have identified 15 effective strategies that have the most positive impact on the dropout rate. If implemented successfully at all education levels and environment these strategies will decrease the dropout rate, they are:

1. **Systemic Renewal** – continuous process of evaluating your goals and objectives.
2. **School-Community Collaboration** - provide collective support to the school and community.
3. **Safe Learning Environment** - comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management.
4. **Family Engagement** - family involvement consistently finds a direct, positive effect on children’s achievement.
5. **Early Childhood Education** - birth to five interventions provides child enrichment.
6. **Early Literacy Development** - early intervention to help low-achieving students improve reading and writing skills.
7. **Mentoring/Tutoring** - both is a one-to-one caring, supportive relationship that promote stay in school.
8. **Service-Learning** - service learning connects meaningful community service experiences with academic learning. It is powerful vehicle for effective school reform.
9. **Alternative Schooling** - This type of schooling provides potential dropouts a variety of options that can lead to graduation. The program must pay special attention to the student’s individual needs.
10. **After-School Opportunities** – After school and summer enhancement programs that eliminate idle time and inspire a variety of interest and areas are especially important for student at risk of school failure and dropping out. Fill the afternoon and summer time “Gap Time” with constructive and engaging activities.
11. **Professional Development** - Professional that works with these types of students should have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.
12. **Active Learning** - Active learning embraces teaching and learning strategies that engage and involve students in the learning process.

13. **Educational Technology** - Technology must engage student in authentic learning, addressing multiple intelligences, and adapting to student’s learning styles.

14. **Individualized Instruction** - Each student has unique interests and past learning experiences; therefore, instruction has to be individualized.

15. **Career and Technology Education (CTE)** - A quality CTE program and a related guidance program are essential for all students. One model program cited is school-to-work.

Dropping out of school is related to a variety of factors that were classified in four areas: **individual, family, school, and community factors.**

Our district has divided the dropout student population into 5 groups and provides the following intervention educational program with the student’s option and choice to return back their zoned comprehensive high school at any time. The groups are:

1. …any student who needs TAKs and has all credits for high school completion—College and Career Center placement.
2. …any student who needs 3 or less credits only and has passed the entire TAKS requirement----College and Career Center placement.
3. …any student who needs both less than 3 credits and TAKS testing requirements---College and Career Center placement.
4. …any student who needs less than 10 credits and TAKS testing requirements----Zoned Accelerated Centers placement.
5. …any student who has less than 8 credits, 18 of age or older and is a three year freshman---High School Equivalency Program placement.

**Initial Recruitment and Recovery Program Timelines:**

- **a. Summer Recruitment Action Plan**
  - **February, 2013**
    - Present to the Superintendent of Schools’ Cabinet
  - Campus Level Leaver Reporting and Data Validation Audits should be conducted monthly.
  - **March, 2013**
    - Finalize a list of all seniors who did not pass the TAKS and will not graduate.
  - Active the District Level Dropout Prevention Task Force
  - **April, 2013**
    - Activate Campus- Level Dropout Prevention Task Force
    - Activate Mini Campus Level Dropout Prevention Task Force
May 2013
Conduct District Level Leaver Reporting and Data Validation Audits for all Secondary Campuses.

June, 2013
Finalize a list of all seniors who did not graduate.
Enroll as many senior students who did not graduate or did not pass the TAKS in summer school.

July, 2013
Test as many students who have not passed the TAKS during this month administration.
Activate the District Dropout Recruiting, Recovery and Retention task force to begin to plan for action in August.
Finalize a list of potential dropouts for each secondary campus and publish for the secondary campus principal.

August, 2013
Determine a list of students who graduated in summer.
Present a list of potential dropouts to each secondary campus principal.
Activate the Campus Dropout Recruiting, Recovery and Retention task force for each secondary school.
Meet with all secondary attendance clerks to finalize the list of potential dropout on the second day of school after all student have being enrolled for the first day of school.
Third week of school change WDR, RE to code 98 and consolidate to one focus and intentional list.

Special Population Programs: Pending Filing.

b. Leaver Recruitment Window Plan

Our district initial recruitment program begins in March 2013 until the state dropout window.
In the middle of May, 2013, all secondary schools review all students who have withdrawn from school as of review date.
In the middle of June, 2013, all high schools will review all senior students who did not graduate and ensure they attend summer school.  In the middle of July, 2013, all high schools and CCC will review all senior students who did not graduate because of lack of credits and/or passed any or all of their TAKS identify them as potential dropouts.  The campus task force begins formulating a plan to recruit these students by identifying an expected enrollment back and their status to graduate by contacting the student.  The campus dropout prevention leadership task force consists of:

Assistant Principal in Charge of Dropouts
Parental Strategies
Student’s Academic Counselor
Special Education Diagnostician
Assistant Principal in Charge of At-Risks Students
Migrant Teacher as Supplemental Assistance
Migrant Strategist as Supplemental Assistance
Social Worker
LPAC Clerk
LPCC Administrator
Attendance Clerk
Truant Officer
Life Skills Program for Student Parent Teacher Specialist

The goal of this campus task force is to recruit 100% of the students and enroll them in school given the dropout recruitment window grades 7th to 12th grade. The campus task force will identify all students who did not enroll in the first day of school and formulate a plan to recruit them back. The campus task force coordinator will assign a case manager to each student identified to ensure enrollment, follow-up and monitoring by the end of the as-of dropout recruitment window. A student folder and file will be developed. In this file, all documents of phone calls, letters, home visits, e-mails, phone texts, face to face office visits, etc. will be complied. These strategies will continue until the student enrolls in school.

This campus task force will conduct:

- day to day monitoring from March 1, 2013 to July 31, 2013 during Summer Sessions;
- day by day monitoring from August 1, 2013 to September 26, 2013;
- once a month monitoring meeting by Campus Task Forces from July 21, 2013 to July 31, 2014
- Quarterly meetings monitoring by District Task Force from July 21, 2013 to July 31, 2014.

Special Population Programs: Pending Filing


Our school district curriculum and instruction division has developed a well-balanced curriculum and a comprehensive high school graduation plan to ensure retention and graduation of all students.

Special Population Programs: Pending Filing.

iii. Summer Initiative June 5, 2014 – August 31, 2014;

Our summer program will begin to allow for acceleration of credits
iv. **Prevention Readiness Review of all Withdrawals Program** for next year May 15, 2014.

Dropout prevention is not a single event. It is a process. Therefore, the process begins again. It is a cycle. All students recovered will be referred to Response to Intervention (RTI) to TIER II for review by committee.

A florescent green folder was developing to expedite the enrollment process for Leavers recovered with a two-step process.

**Special Population Programs: Pending Filing.**

### Dropout Important Descriptive Terms

- Presumed Duplicate Student
- JJAEP Student
- Summer Time Mover
- Presumed Leaver
- Student Who Falls Out and Disappears
- Graduate
- Underreported
- Home-Bound Instruction
- Chapter 37 Student
- Completion Rate
- Final Status
- Measures
- Students’ Characteristics
- Adequate Yearly Progress (AYP)
- Recommended High School Plan (RHSP)
- Distinguished Achievement Plan (DAP)
- Graduation Rate (Federal)
- Optional Flexible School Day Program (OFSDP)
- Four years Adjusted Cohort Graduation Rate
- Prior Year Graduate who is not coded correctly
- Incarcerated Student Not Being Served by an Educational Institute outside our District
- Migrant who did not enroll in this school year before/after January
- Special Education Students who did not enroll this school year
- Limited English Proficient (LEP) Students who did not enroll this school year
- Performance Based Monitor and Assessment System (PBMAS)
- Person Identification Database (PID) system
- Enrollment Tracking System (PET)
- PID Error Student

- LEP Student
- Preliminary 4 year cohort
- School Year Mover
- Presumed Returned Student
- Last Year Withdrawn Student
- Dropout (PEIMS Record 203)
- Over reported
- LEP Student
- Leaver
- Cohort
- On-grade Level
- Advance Measures
- Student Identification Error
- Graduation Rate Goal
- Minimum Graduation Plan (MGP)
- Final 4 year cohort
- Home-Base Instruction

- Completion Rate I (State- Regular Campuses)
- Extended year adjusted cohort graduation ratio
- Extended year adjusted cohort graduation rate
- Summer Graduate who is not coded correctly
- Chapter 37 Student who did not enroll school year
- General Education Development (GED) Recipient
- Home Schooling
- Special Education Student
- Migrant Student
- Other Leaver
- Mover
- Type of Leaver
- Yearly Status
- Completers
- Student Member
- True Dropout
- Student Coded “98”
- Last Year WDR Student
- Other Leaver
- Four-year Adjusted Cohort
- Texas GED Recipient before/after August this year
- Summer Graduate who is not coded correctly
- Continuers
<table>
<thead>
<tr>
<th>Strategy/Activity/Event</th>
<th>Timeline</th>
<th>Resource</th>
<th>Person Responsible</th>
</tr>
</thead>
</table>
| Publish a schedule for all secondary campuses to search for students enrolled in other Texas School Districts under the Person Identification Database (PID) system Enrollment Tracking System (PET) at Campus Level weekly. | August 1, 2013  
August 22 – Sept 26, 2013 | PEIMS Office | PEIMS Coordinator |

**PREVENTION/RETENTION**

We will conduct causal analysis semi-annual and need assessment to identify causes and target resources to provide technical assistance and information on dropout prevention to school administrators. The Task Force will recommend training, funding, and support for campuses efforts such as attendance, behavior, credit accrual, exit examinations, professional development that impact school completion. Each campus will help students with their personal problems. Each campus will create a caring and supportive environment. Each campus will provide opportunities for success in school work. Each professional, paraprofessional and/or school employee will communicate the relevance of education to future endeavors.

A grant will be written to recover students

<table>
<thead>
<tr>
<th>PREVENTION/RETENTION</th>
<th>Timeline</th>
<th>Resource</th>
<th>Person Responsible</th>
</tr>
</thead>
</table>
|                                                                                                                                                  | December 12, 2013 and  
May 15, 2014 | Data Review Info | Dropout Prevention Director  
Campus Principal  
Campus Task Force |
|                                                                                                                                                  | July 1, 2013 | Copy of Grant on File | Dropdown Prevention Director  
Federal Program Director |
<table>
<thead>
<tr>
<th>DISTRICT DROPOUT PREVENTION LEADERSHIP TASK FORCE</th>
<th>July 21, 2013– July 31, 2014</th>
<th>District Task Force Campuses Task Force Identified Staff</th>
<th>Identified District Task Force Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent of Schools</td>
<td>District Internal Audit Team</td>
<td>Campus Staff</td>
<td></td>
</tr>
<tr>
<td>Assistant Superintendent for Curriculum and Instruction</td>
<td>District Internal Audit Team</td>
<td>Campus Staff</td>
<td></td>
</tr>
<tr>
<td>Assistant Superintendent for Administration and Finance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Superintendent for Human Resources and Student Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Public Information Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Director for Student Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Director for Finance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Program Director/At Risk Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Director for Secondary Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migrant Director as Supplemental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migrant Social Worker as Supplemental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilingual/ESL Director as Supplemental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission and Records Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dropout Prevention and School Safety Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Nurse Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juarez-Lincoln High School Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cesar Chavez Middle School Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Skills Program for Student Parent Teacher Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truancy Supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Director</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Quarterly Internal District campus audit will be conducted

<table>
<thead>
<tr>
<th>February 14-18, 2013</th>
<th>District Internal Audit Team</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>May 23-27, 2013</td>
<td>Team</td>
<td>File folders</td>
</tr>
<tr>
<td>September 7-, 2013</td>
<td>Campus Staff</td>
<td></td>
</tr>
<tr>
<td>CAMPUS DROPOUT PREVENTION and RECOVERY LEADERSHIP TASK FORCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Principal
Assistant Principal in Charge of Dropouts Appointed by |
| Parental Strategist
School Nurse
Student’s Academic Counselor
Special Education Diagnostician
Special Education Counselor
Assistant Principal in Charge of At-Risks Students
Migrant Strategist as Supplemental
Social Worker at Main Campus
Social Worker at Accelerated Center
LPAC Clerk as supplemental
Attendance Clerk
PEIMS Clerk
Registrar
Truant Officer
Life Skills Program for Student Parent Teacher Specialist
Community in Schools | July 22, 2013 –  |
<p>| | July 31, 2014 |
| | District Task Force |
| | Campuses Task Force |
| | Identified Staff |
| | Identified Campuses Task Force Staff |</p>
<table>
<thead>
<tr>
<th>STRATEGIES AND ACTIVITIES USED BY DISTRICT, CAMPUSES TASK FORCES AND DROPOUT DIRECTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct recruitment efforts using three modalities: phone call, letter to student, and/or home visit.</td>
</tr>
<tr>
<td>Conduct collaborative meetings with secondary schools</td>
</tr>
<tr>
<td>Conduct collaborative meetings with student services, curriculum and instruction, administration and finance</td>
</tr>
<tr>
<td>Conduct collaborative meetings with secondary school counselors</td>
</tr>
<tr>
<td>Conduct collaborative meetings with City Mayors</td>
</tr>
<tr>
<td>Conduct collaborative meetings with Law Enforcement and Municipal Judges</td>
</tr>
<tr>
<td>Conduct collaborative meetings with PEIMS coordinator</td>
</tr>
<tr>
<td>Conduct collaborative meetings with campus identified dropout prevention officer, attendance clerk and parent strategists</td>
</tr>
<tr>
<td>Conduct training meeting for home visitation team</td>
</tr>
<tr>
<td>Conduct phone calls</td>
</tr>
<tr>
<td>Conduct face to face sessions with leavers at school offices</td>
</tr>
<tr>
<td>Conduct home visits using formulated team</td>
</tr>
<tr>
<td>Conduct home visits on Saturday and Sunday</td>
</tr>
<tr>
<td>Conduct case management</td>
</tr>
<tr>
<td>Conduct debriefing sessions under case management</td>
</tr>
<tr>
<td>Send letters to potential leavers both campus and district level</td>
</tr>
<tr>
<td>Send e-mails, if applicable</td>
</tr>
<tr>
<td>Send phone texts</td>
</tr>
<tr>
<td>Leave a door handle note if no contact is made during home visits</td>
</tr>
<tr>
<td>Coordinate efforts by district level as well as campus levels</td>
</tr>
<tr>
<td>Coordinate efforts with the truancy program</td>
</tr>
<tr>
<td>Calculation of dropout rate done weekly by secondary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>District Task Force Campuses Task Force Identified Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 19, 2013 – August 1, 2014</td>
<td>District Task Force Campuses Task Force Identified Staff</td>
</tr>
<tr>
<td>District Task Force Campuses Task Force Identified Staff</td>
<td></td>
</tr>
<tr>
<td>campuses and district</td>
<td>Monitor recruitment and enrollment daily</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Monitor the national watts line daily</td>
<td>Publish poster at business sites and schools</td>
</tr>
<tr>
<td>Publish news releases and recruitment stories in local newspapers</td>
<td>Publish a bumper sticker with national watts line</td>
</tr>
<tr>
<td>Wrote a collaborative dropout prevention grants involving the local community cities.</td>
<td>Air on Channel 17 news releases, spots and recruitment stories</td>
</tr>
<tr>
<td>Attend Region One Leaver meetings</td>
<td>Develop a peer student recruitment door to door neighborhood incentives and programs</td>
</tr>
<tr>
<td>Establish a cell phone stipend for employees calling daily</td>
<td>Monitor and case management each student identified</td>
</tr>
<tr>
<td>Recognize all employee involved in the recruitment effort</td>
<td>Increase the social workers work days during summers</td>
</tr>
<tr>
<td>Establish a system to verify addresses and phone numbers during the school year</td>
<td>Subdivide each group to be recruited by special population</td>
</tr>
<tr>
<td>Identify a day of the week during second semesters to work with recruiting dropouts making a year round process not an event</td>
<td>Cross reference with all three high school task force weekly</td>
</tr>
<tr>
<td>Conduct immunization clinics such as Lone Star Operation</td>
<td>Conduct immunization clinics such as Lone Star Operation</td>
</tr>
<tr>
<td>Apply for the dropout recovery grants</td>
<td>Continue Intensive Truancy Project</td>
</tr>
</tbody>
</table>
**DESCRIPTION OF PROGRAMS IDENTIFIED TO REDUCE DROPPUTS USING STATE COMPENSATORY FUNDS**

**Early Identification of Potential Dropouts**

3rd Grade Enter into an MOU with Clemson University to begin the PAR Process. The purpose of this paper is to introduce schools, districts, and communities to a systemic renewal process geared towards turning around low-performing schools as well as improving graduation rates for all schools. Although the National Dropout Prevention Center (NDPC) has been successfully engaged in such endeavors for more than two decades, the initial Performance Assessment and Review (PAR) process has been enhanced to give schools and communities an Advantage in combating the dropout problem. By incorporating a dropout early warning system within its full-scale data management system, Predictive Risk Index Assessment System (PRIAS), and combining it with a comprehensive qualitative review process-thereby creating PAR Advantage-dropout prevention and school improvement efforts will be upgraded to achieve greater results efficiently and more cost effectively.

<table>
<thead>
<tr>
<th>Identify dropouts’ 7th – 12th grade. Provide students with available options to graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Return to regular education classes</td>
</tr>
<tr>
<td>• Dropout Recovery Program</td>
</tr>
<tr>
<td>• Truancy Program</td>
</tr>
<tr>
<td>• Community/Training Program</td>
</tr>
<tr>
<td>• Coca Cola Value Youth Program (VYP)</td>
</tr>
<tr>
<td>• Community in School (CIS) Program</td>
</tr>
<tr>
<td>• Adult Basic Education Classes</td>
</tr>
<tr>
<td>• General Equivalency Diploma</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District Task Force Campuses Task Force Identified Staff</th>
<th>January 6, 2013 to July 30, 2014</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Service Division Local Funds</th>
<th>August, 2013 to June 1, 2014</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School Board Superintendent of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst Sup for HR and SS Executive Director for SS</td>
</tr>
<tr>
<td>District Task Force Campuses Task Force Identified Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Executive Director for Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Principals Assistant Principals</td>
</tr>
<tr>
<td>District Police Chief School Safety Director Guidance and Counselor Coord.</td>
</tr>
</tbody>
</table>
Create a dress code for ninth grader with a reward if promoted as a sophomore and 90% attendance or better, student will allow to wear regular high school clothing and will not be subject to dress code requirements for 10th, 11th, 12th grade

<table>
<thead>
<tr>
<th>DESCRIPTION OF PROGRAMS IDENTIFIED TO REDUCE DROPOUTS USING THE HIGH SCHOOL ALLOTMENT FUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Math &amp; Science Middle School Camp</td>
</tr>
<tr>
<td>After school tutoring to prepare students for TAKS</td>
</tr>
<tr>
<td>Purchase supplies and materials in math and science, Equipment for science (computers, digital microscopes, EIKE, etc.</td>
</tr>
<tr>
<td>Conduct field trips to South Texas College and University of Texas at Pan American</td>
</tr>
<tr>
<td>Provide testing funds for ACT, SAT, THEA, Explore, PSAT, ASVAB</td>
</tr>
<tr>
<td>Paid for dual enrollment expenses (textbooks, transportation, tuition)</td>
</tr>
<tr>
<td>Conduct AVID in all middle schools and all high schools Academy resources (equipment, supplies, field trips, college tuition, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Start/End Dates</th>
<th>State Compensatory Funds High School Allotment Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 5, 2013 – July 31, 2014</td>
<td>Bus Transportation Campus Personnel</td>
</tr>
</tbody>
</table>

| Responsible Parties | |
|---------------------| |
| Executive Director for Secondary Education |
| Dropout Prevention Director |
| Executive Director for Secondary Education |
| Dropout Prevention Director |
| Executive Director for Secondary Education |
| Dropout Prevention Director |
| Math Coordinator |
| Science Coordinator |
| Executive Director for Secondary Education |
| Dropout Prevention Director |
Provide staff development for teachers (G/T, AP, SAT, ACT, THEA, etc.)
Contributed supplies and materials to the “GO” centers
Acquire TI Navigator for accelerated instruction in math
Purchase Science lab kits to conduct experiments in class
Provide Extra duty pay for teachers for tutoring after school and Saturdays
Assist students in enrolling in alternative programs (on-line, correspondence, etc.) instead of dropping out
Provide fees for credits by exam

<table>
<thead>
<tr>
<th>Activity</th>
<th>Start Date</th>
<th>End Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide staff development for teachers (G/T, AP, SAT, ACT, THEA, etc.)</td>
<td>August 25, 2013</td>
<td>July 31, 2014</td>
<td>Consultants</td>
</tr>
<tr>
<td>Contributed supplies and materials to the “GO” centers</td>
<td>August 25, 2013</td>
<td>July 31, 2014</td>
<td>Supplies and Materials</td>
</tr>
<tr>
<td>Purchase Science lab kits to conduct experiments in class</td>
<td>August 25, 2013</td>
<td>July 31, 2014</td>
<td>Science Lab Kits</td>
</tr>
<tr>
<td>Provide Extra duty pay for teachers for tutoring after school and Saturdays</td>
<td>August 25, 2013</td>
<td>July 31, 2014</td>
<td>Stipends</td>
</tr>
<tr>
<td>Assist students in enrolling in alternative programs (on-line, correspondence, etc.) instead of dropping out</td>
<td>August 25, 2013</td>
<td>July 31, 2014</td>
<td>Campus Personnel</td>
</tr>
<tr>
<td>Provide fees for credits by exam</td>
<td>August 25, 2013</td>
<td>July 31, 2014</td>
<td>State Compensatory Funds for Fees</td>
</tr>
</tbody>
</table>

Continue **Career, College & Technology Academy** for all those students who need 3 credits or less to graduate, students who need to pass one or more of the TAKS but have all their graduation requirements, an ARD determines this educational setting is the best educational placement for the special ed. student, or the Secondary Principals agree this student belongs. Curriculum decision will be forth coming. The focuses of this academy are but not limited to linking to: College, Career, Technology, Concurrent Enrollment, College Preparation, THEA, and SAT, ACT. Expected partnerships will be with South Texas College, TSTI, Universities in Texas, Workforce Solutions, local businesses, Local Governments and La Joya ISD.

<table>
<thead>
<tr>
<th>Career, College &amp; Technology Academy</th>
<th>Start Date</th>
<th>End Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career, College &amp; Technology Academy</strong></td>
<td>August 25, 2013</td>
<td>July 31, 2014</td>
<td>1 Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 Content area Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 Special Ed. Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 Instructional Assistants</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 Academic Counselor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 Social Worker</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 Computer Proctor</td>
</tr>
</tbody>
</table>
Continue *Jimmy Carter Early College High Schools* for those eight graders pre-identified to enroll in this transition academy that will result in an associate degree.

<table>
<thead>
<tr>
<th>Continue \textbf{PAIR Program with a Mentor (Pro-active, Accelerated, Instruction, Retention)}. Student selection will comprise from 60 At-risks student and 30 Non-at-risk students. The At-risks students will serve as mentored while non-at-risk students will serve as mentors. The ratio will be 1 mentor to 2 mentored. The focuses of this program will be to provide an intensive, rigorous student interest driven curriculum with acceleration on credits. Each middle school will recommend 10 at-risks 8th graders and 5 non-at-risks students who want to accelerate their credits. Expected collaborations with middle school, high schools, local business, local governments, Workforce Solutions, County of Hidalgo, and La Joya ISD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long Term Prevention</strong></td>
</tr>
<tr>
<td>Pre-k All Day Program for All Students</td>
</tr>
<tr>
<td>Continue \textbf{Accelerated Centers} works with each high schools and their feeders’ school to prevent dropouts and encourage students to be with their true cohort by focusing on credit acceleration, classroom management, student performance, parent involvement, and graduation rates.</td>
</tr>
<tr>
<td>Continue \textbf{High School Equivalency Program (HSEP)} and expand to geographical area such as Palmview High School ACE and Juarez-Lincoln High School (New Campus). Develop a comprehensive, continuous, and personalized dropout prevention strategic action plan to include early</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25, 2013 – July 31, 2014</td>
<td>1 Principal, 4 Content area Teachers, 1 Special Ed. Teacher, 2 Instructional Assistants, 1 Academic Counselor, 1 Social Worker, 1 Computer Proctor</td>
</tr>
<tr>
<td>May 1, 2013 – July 31, 2014</td>
<td>1 Lead Teacher, 3 Content Area Teacher, 1 Special Ed. Teacher, 1 Instructional Assistant, 1 Computer Proctor</td>
</tr>
<tr>
<td>August 25, 2013 to July 31, 2014</td>
<td>High School Staff Identified Facilities</td>
</tr>
<tr>
<td>August 25, 2013 to July 31, 2014</td>
<td>College and Career Staff Identified Facilities Identified Staff</td>
</tr>
</tbody>
</table>

| Executive Director for Secondary Education |
| Area Four Administrator |
| Secondary Campus Principals |
| Executive Director for Secondary Education |
| Dropout Prevention Director |
| Secondary Principals |
| Middle School Principals |
**Key to successfully programs:**

Monitoring person who is responsible for assessing levels of student engagement and for implementing basic and intensive interventions.
Have an assigned counselor who monitors truancy and attendance, provides students and their families’ access to services, and updates parents on their child’s progress.
Program focus on making students career-ready by combining regular academic coursework with career-centered curricula, having students focus on one career track, and giving them the opportunity to intern with local businesses.
Programs than utilize a case management model to help students by providing services directly or linking students with other agencies and programs in the community to help them stay in school, post better attendance rates, reduce behavior problems, improve academically, and graduate or receive a GED.
Best proven practices are:

- School-community collaboration
- Safe learning environments
- Family engagement
- Mentoring/tutoring
- Alternative schooling
- Active learning/Service Learning
- Career and technology education
- After School Program

This plan employs as many of the 15 researched based and proven effective strategies. It is the “magic bullet.” La Joya ISD implemented a comprehensive high school graduation plan that focuses on graduation and college and career readiness.

**Inclusion Item Innovations:**
Requested PEIMS Clerk and PEIMS Coordinator to assist PEIMS Specialist
Fund Life Management Skill Retreats with Leavers on Saturdays
Collaborate with Workforce Solution for A Stay in School Stipend for Leavers
Build a mentorship program with Leavers
Initiate a Student Service Learning Program
Create a **PAIR Program with a Mentor** (Pro-active, Accelerated, Instruction, Retention).
Proven Dropout Recovery and Prevention Strategies

The Texas Education Agency focuses state and federal resources on identifying and replicating proven strategies for dropout prevention and recovery. The agency implements the following proven strategies through its dropout prevention and recovery programs. (Links will open in a new browser window.)

**Data systems identify struggling students who need early intervention.**

Research suggests that the effectiveness of dropout prevention programs depends on the extent to which students are identified early, their needs are determined, and appropriate services are provided to these students.

- 9th Grade Transition Program – National High School Center Early Warning Data System
- Statewide Tools for Teaching Excellence

**Learning environments are challenging and personalized for each student.**

Within a personalized learning environment, TEA encourages rigorous and relevant instruction to better engage students in learning academic and social skills necessary to complete high school and to prepare them for postsecondary success.

- College Readiness Initiative for Middle School Students
- Early College High Schools
- High Schools That Work
- Secondary School Redesign and Restructuring
- T-STEM Academies

**Mentors are used as role models and advocates for students.**

Research indicates that providing mentors or adult advocates for students at-risk of dropping out of school is an effective dropout prevention strategy to help students address academic, social, and emotional needs that are barriers to academic achievement.

- Academic Innovation and Mentoring
- Mentoring
- Collaborative Dropout Reduction Program
- Communities In Schools
- Life Skills for Student Parents
- Student Excellence and Readiness through Volunteers in Education (SERVE)
- Texas GEAR UP
Students who are behind in school receive academic support.

Providing targeted academic support can help to address skill gaps and enrich the learning environment for students who are off track and struggling.

- 21st Century Community Learning Centers
- Algebra Readiness
- Dropout Recovery Pilot Program
- Investment Capital Fund
- Limited English Proficient Student Success Initiative
- Optional Extended Year Program
- Technology Based Supplemental Mathematics Instruction Pilot Programs

2010 State Accountability System-Standard Procedures used Dropout Rate Gr. 7-8.
Adequate Yearly Progress (AYP) uses Completion and Graduation Rates
Performance Based Monitoring Analysis System uses
- LEP Gr. 7th to 12th
- LEP Gr. 9th to 12th
- CTE Gr. 9th to 12th
- Migrant Gr. 7th to 12th
- Special Ed Gr. 7th to 12th

2011-2012
From 3.1% to 0% Recruitment and Recovery Community Program

From 3.1 % to 0% is a door-to-door project to recover our students who have not returned to school.
Office of Dropout Prevention and School Safety under Student Services works with the School Community Parental Strategists, Social Workers, Parent Educators and other personnel and the Public Relations Department in organizing the event. Public Relations assist with the on-line recruitment and registration of volunteers from the five communities, County, and campus staff.

Publications, school information, graduation information, college readiness brochures and flyers are updated to provide students, parents, and grandparents’ information of the different career pathways and educational options in the District.

Training for participants includes summary of dropout guidelines, District procedures, and home visit safety.
From 3.1% to 0%
Dropout Recovery Walk Schedule

September 10, 2011  9:00 am – 12:00 Noon
September 17, 2011 9:00 am – 12:00 Noon

All participants will be meeting with the High School Parental Strategist and Social Worker in the front of their assigned designated high school to obtain the assigned students and neighborhood areas. A bus will be provided to transport volunteers to the neighborhood areas. Lunch will be provided at the cafeteria for volunteers.

Home Visit Personnel Be Ready to Answer the Following Comments, Issues and/or Concerns
Comments Usually Provided By Students

*When conducting Home visit:  Your safety is our concern: Be safe and Return:*

General Guidelines

**Top Ten Home Visit Safety Tips:**

1. Scan for life!
2. Size up the situation at the home visit.
3. Travel in pairs.
4. Be aware of your surroundings.
5. Beeeep... Alert for BEEs, Bugs, Snakes, Dogs-Honk! when you arrive.
6. Use the front entrance to property, front door of residence; be visible.
7. Leave yourself a way out at all times.
8. Stay outside the house as much as possible and leave your car unlocked.
9. Use the district vehicle magnets, district ID, and wear school ID clothing.
10. Identify you as a school employee as soon as possible. If you are threaten or assaulted, immediately call 323-2040 or 911 identify you as a school employee in official business: state I am in trouble, immediately school district will send patrol or police. At any time, while using your judgment, if you feel you are in danger of self or partner, in an unsafe environment, or escalating g into an unsafe environment. Stop the home visit and leave safely.

*Be Safe!  Be Smart!  Stay Alert!  Report All Incidents! Come Back Safely! Return Back to School!*
Student Open-Ended Responses From a State Survey:

Job/income:

✓ Lost hours from work and have to work night shifts until 1 to 2 a.m.
✓ I sacrificed my job which is probably the main thing since working and school is my whole life. I strongly feel it was a sacrifice that would benefit me a lot more by committing myself 100% to school and make my family proud and get a higher paying job then a part-time one at the mall. I strive to be successful.
✓ …less hours at work, but, I have no problem with that…
✓ …not working as much.
✓ …not being able to work until five so I use to get cut on my hours at my old job…and having to get rides from other people even if I’m late to school.
✓ I wanted to work a full time job but because of school I can’t do that.
✓ The sacrifice I’m making is that I left a whole other state to join this program.
✓ I can’t work because I don’t have day care for my child so I’m sacrificing my financial stability to go to school.
✓ I had to work less hours for my education.
✓ …miss two or three days of work.
✓ I wanted to get a job
✓ I wanted to get a job in the afternoon but I can’t because I go to school in the day and now in the night to. I also, don’t have a lot of time to spend time with my daughter.
✓ I’m trying to find a job because I’m being faced with homelessness.

My School Things…:

✓ …waking up so I could be there on time and not miss anything and be behind on work.
✓ …loss of work hours.
✓ I sacrificed day time hours that would have been full time.
✓ …losing hours of overtime at work.

My Job: My Time:

✓ I have a daughter that I can’t work for because I am still in high school, or a job that I want to require a high school diploma.
✓ I am sacrificing time that is greatly needed to work to earn more money. Times are hard with the economy.
✓ I had to quit a good paying job and start a new one taking a pay cut just to participate in this program. I can just barely make enough money to get myself to work class and back home granted. I may need to borrow some money from friends which I
very much hate. I have been asking around if there is a program that can help me with gas to come to school at least I guess I am asking around 20 dollars a week.

✓ …since I came back to school I haven’t been working to focus on my studies and things are getting really hard for me and my husband to pay off bills.
✓ …money.
✓ …work hours, sleep.

**Day Care Arrangements/Costs:**

✓ I have to leave my son with his dad when I’m here… is a sacrifice because he’s always telling me that one of this days he’s going to take my son away from me and I’m scared.
✓ …to really find a babysitter for my nephew.
✓ I have to leave my son in a day care so I can be able to go to school and the program.
✓ …having to pay for childcare. I have to leave my three month old baby at home, but I know it’s for a good cause.

**Transportation Cost:**

✓ …having to find rides, having to work around my surgery dates and make up for what I miss for my surgery.
✓ …getting there while I am pregnant and almost due in the next couple of days… so I can go into labor at any time.
✓ …not taking the car to save gas…
✓ …none but gas money.
✓ …money on gas and time. I do not mind the time but it does make it hard for me to work

**Others:**

✓ I have been to work, school and a new baby.
✓ …Tuesday and wed out early.
✓ I am not able to volunteer at church which is something I’m very passionate about, I leave my children in the afternoon, therefore cutting study time for them, I’m limiting my time in order to complete this program. These are sacrifices that are hard emotionally but I’m more than willing to take them now and better myself.
✓ …everything (my life).

**Dropout Recovery Process:**
1. Locate the student.
2. Enroll student.
3. Conduct a welcome orientation.
4. Refer to RTI tier II.
5. Assign a case manager and mentor.
7. Retain in school.
8. Graduate!

New Strategies:
Dropout Prevention Recruitment Strategies for 2011 Different This Year

April 2011

Published 2011-2012 Dropout Prevention Strategic Action Plan. Parental Strategists were and continue to be assigned full time to Dropout Recovery since April 1, 2011 until September 30, 2011. Weekly reports are being sent to Mrs. Adriana Villarreal by Parental Strategists on leaver recovery for review.

May 2011
Joint meeting with the district and campus task forces were conducted in May 2011 to prepare for this school year recruitment of what worked and what needed to be changed. This was accomplished by the leadership of Mrs. Adriana Villarreal, Ms. Marina Abdullah, and Armando O’caña.

I appeared before Board of Trustees to request Social Workers for 11 days extension. Met with the three high schools dropout prevention task force leader on August 19, 2011. We activated the campus wide task force at an earlier time than last year.

June 2011
Assigned Case Managers to General and special population students were determined before school started. The use of florescent green folders to expedite district and campus level registration is a new strategy. Consolidated registration stations will be used too (see attachment 1).

July 2011
Extended delinquent immunization of health records to up to 30 days was approved by Mrs. Adriana Villarreal for leavers. Immunization vouchers are being provided to parents for students to be vaccinated. Health clinics were added to pre-registration sites for all three high schools. In fact, there were over 1000 vaccinations being administered beside Operation Lone Star in July 2011.

August 2011
We are maintaining a toll free line open at 1-866-530-5473 for any dropout to call from anywhere in the United States to connect with La Joya ISD. Meetings-onsite and at District Level before school started with social workers and parental strategists were conducted to coordinate home visits lists. Published Administrative Manuals with forms and provided training. We are receiving assistance from Truant Officers at campus and district level. Published first day “no show” procedures and monitored it by being at all three high schools monitoring. Mr. Martin Rodriguez, “Plaza Communitaria” clerk, was added to assist in phone calling, home visits and student conferencing. This will give him a chance to be out in the community recruiting parents to attend the “Plaza Communitaria”. 

Mr. Isidro Casanova assisted Palmview High School for three days in making phone calls to determine expected enrollments. Also, he will step in when people are absent or need additional staff. Mrs. Adriana Villarreal and Ms. Marina Abdullah provide feedback, recommendations and suggestions.

We have 7 home visit teams conducting home visits for high schools and CCC. On-campus site log into Texas Education Agency Pupil Information Data (PID) System to track students is being used by three high schools. Folders skill boxes were developed and used with a taped student tracking form by groups with students’ names for each high school, CCC, and HOPE Academy to provide structure to the recruitment operation.

**September 2011**

Home visit teams are providing parents with a warning letter as first notification to compulsory attendance requirements (see attached sample).

Need action plan from Curriculum and Instruction on how they will retain students through engaging classroom lessons and how it will be monitored?

Identify reasons why student refuse to come back to school and find solutions to address these issues.

**New Strategies to be attempted for First Time 2014-2014**

- Run the Presumed Duplicated Student Report Enrollment by September 19, 2013.
- Request a school bus for bringing the students the last 10 days of Dropout Recovery Window.
- Work on Saturday by Swapping and Joining High School Task Forces.
- Police Department vehicles to be used to bring in parents and students to enroll on the last week of the Dropout Recovery Window.

**Factors from those 270 students who did not return back 2011-2012**

- Need for Child Care
- Incarcerated
- Student Apathy
- Working/has a job
- Student not found at previous location
Strategies that worked well 2011-2012
Having assigned list of leavers for: Social workers/Parental Inv. Strategist/Migrant Dept/ Truancy/Sp.Ed./LEP/At risk, etc.
…not having many district level meeting as previous years more on-campus meetings
On-site access and linked to Pupil Information Data System (PID)
Daily/weekly on campus meeting and not district level
Identified Case Manager serving smaller numbers
Starting to recover Leaver since March 2011
Truancy Officers joining the team and assisting as case managers, home visits and student location
Creation of consolidated enrollment steps to two and the florescent green folders
Police Officer accompanies the home visit team.
Sufficient staff to conduct phone calls
Starting the plan by three social workers 11 days before their starting working time.
Plenty of help for home visits by teams.
Close proximity to fax, my office and front office

Strategies that did not work well 2011-2012
…not all campus level dropout prevention task force were on board
…not having the capacity to code students who were incarcerated, hospital, or first time migrants
…Workforce funding for day care were closed
…students who wanted GED but had more than 8 credits
…incorrect addresses or students who moved and did not leave forwarding address
…lack of involvement by special population district and campus level on site
…CCC is too far
…students were denied ½ day school by certain principals
…“I have no transportation.”
…“Juarez-Lincoln ACE is too far.”
United Way Volunteers
<table>
<thead>
<tr>
<th>School Year 02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Student Enrollment Lost in Transition</td>
<td>31%</td>
<td>34%</td>
<td>31%</td>
<td>35%</td>
<td>27%</td>
<td>20%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>8 Yr. Mean Trend</td>
<td>24%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recommendations for 2013-2014**

New initiative for district and campus level support to decrease dropout rate.

- Provide time to swap social workers by comprehensive high schools to speak to students
- Purchased computer wireless laptops cards for field use
- Provide access to GPS, binoculars, go to bags, staff shirts and safety home visit vests
- Duplicate the bus transportation maps with street name accuracy
- Provide a fax machine close to their working office for Verification on Enrollment (VOE)
- Develop green florescent folders to give to students who withdraw especially Migrants students.
- Requested local funds for student incentives i.e. gas card incentives for CCC attendance and such like for attendance.
- Provide the truant officers, social workers, attendance clerks 10 days before their contract assignment days. We are using 5 days as this year extension and 5 days for early intervention.
- Provide clear shirt identification when conducting home visit shirts, jackets and vests with La Joya ISD Staff on Duty visible from a distance.
- Provide incentives for enrollment and attendance.
- Arranged West and East Academy social workers to spend all day with High School teams
- Create and collaborate with campus dropout prevention task force to take campus level program to department, teacher and student level.
- Continue the Early Intervention Program for middle school students to stay in school.
- Conducted a enrollment study of students being lost from 9th to 10th at a 24% rate.
- Conducted end of the year Leaver Reporting and Data Validation audits in June.
- Implement adopt a graduate program.

**Ever LEP, Migrant, Special Population Programs Recommendations for 2013-2014:** Pending Filing
2013 Youth Truth Survey Results-District

Obstacles presented as hard for student to their best in school.

Home Life
Crime and Violence in School
My Extracurricular commitments
Family Responsibilities
Relationship with boyfriend or girlfriend
After-school Job
My own mental health
Crime and Violence outside of school

Considering dropping out of school In Student Perception Priority Order:

I had fallen behind and felt like I couldn’t catch up. 47%
I had personal problems at home. 47%
I needed to work and make money. 47%
I didn’t see how the work I was doing would help me in life. 42%
I didn’t feel like anyone cared if I stayed in school. 36%
I was discouraged by an adult at school. 28%
I failed state or standardized tests. 26%
I had problems with other students. 24%
I didn’t feel safe in school. 21%

Data percentage reflects one secondary school’s highest score for each pre-identified factor on considering dropping out. The respond rate of this survey was 67% of all students surveyed in 5 secondary campuses to include the three comprehensive high schools.
2013-2014 New Strategies for Dropout Prevention and Recovery

1. District-wide Community Rally to Assist with Home Visit the Third Saturday of TEA window for Dropout Recovery in September 2013.

2. Implementation of new Early Identification Project developed jointly by Southwest Educational Development Laboratory (SEDL) and La Joya ISD.

3. Allow more autonomy for Campus Level Dropout Prevention Task Force.


5. Director will be more intentional, focused, and targeted in Dropout Prevention, Recovery and Retention.