

## Dropout Recovery Plan Guidance Document

The Texas Education Code (TEC) §29.918 states that a district with a high dropout rate, as determined by the commissioner, must submit a plan each year describing how the district or charter school will use the compensatory education allotment and the high school allotment for developing and implementing strategies for dropout prevention.

At a minimum, the dropout prevention plan must include the following items: TEC §29.918(c)(1)(2)(3)

1. Career and Technology education courses or technology applications courses that lead to industry or career certification
2. Research-based strategies to assist students in becoming able academically to pursue postsecondary education, including:
  - a. High-quality, college readiness instruction with strong academic and social supports
  - b. Secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion and ensures transition counseling
  - c. Information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success
3. Plan to offer advanced academic and transition opportunities, including dual credit courses and college preparatory courses, such as advanced placement courses.

### **Submission options:**

Districts with a longitudinal or annual dropout rate greater than or equal to 10%, the district will have the option of submitting one of the three documents to comply with the requirements of TEC §29.918.

1. Dropout Prevention Plan from the District's Chapter 11 improvement plan,
2. District created Dropout Prevention Plan with the required elements, or
3. Memorandum of Understanding with a public junior college to provide a dropout recovery program for the district's students.

### **Needs Assessment**

Districts who were identified for DRP interventions in both the 2017-18 and 2018-19 monitoring year and had an increase in their dropout rate will also be required to submit a Needs Assessment. The [Needs Assessment](#) workbook contains open-ended questions regarding processes, procedures, training, and program effectiveness for district's dropout recovery plan. Districts must enter responses in the indicator workbook to all questions in the Needs Assessment. If plan ineffectiveness is identified, activities to address those findings must be included in the last question of the workbook.

Districts are required to submit one of the three options listed above to the agency via the Intervention, Stage, and Activity Manager (ISAM) application in [TEAL](#) by **December 19, 2018**.