

The purpose of this letter is to provide school districts, including charter schools, with 2018-2019 intervention information for dropout recovery plan (DRP) monitoring.

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.

Districts with a four-year longitudinal dropout rate above 6.2% or Grade 7-12 annual dropout rate above 1.4% were referred to the Division of School Improvement. For the 2018-2019 year, districts with a longitudinal or annual dropout rate greater than or equal to 10% will be required to submit a dropout prevention plan via the Intervention, Stage, and Activity Manager (ISAM) application in [TEAL](#). A district can determine if it has been identified for DRP monitoring in ISAM the week of November 19, 2018.

To comply with the requirements of TEC §29.918, districts identified for DRP interventions will submit:

- x a Dropout Prevention Plan from the District's Chapter 11 improvement plan;
- x a District created Dropout Prevention Plan with the required elements; or
- x a Memorandum of Understanding with a public junior college to provide a dropout recovery program for applicable students. Needs

on by December 19, 2018.

ools, including the [Dropout Recovery Plan Guidance Document](#)

_____ , for conducting the DRP intervention activities are currently posted to the [Division of School Improvement](#) web page.

For questions about interventions, intervention resources, due dates, or submission extension requests, contact the Division of School Improvement by phone at (512) 463-5226 or by email at Sldivision@tea.texas.gov.

Education Service Center (ESC) contacts will also be available as resources to districts as they complete DRP intervention requirements.

We appreciate your support and anticipate that a data-driven, performance-based approach will assist districts in their ongoing efforts to improve student achievement and data accuracy.