



HIGH SCHOOL ON- TRACK GUIDEBOOK

High leverage strategies and action steps to ensure high school students have a successful high school experience and stay on track for graduation in 4-years.

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Dallas ISD Goals as Adopted by the Board of Trustees

AE(Local) Policy:

Student Outcome Goal 1: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.

- GPM 1.1: Student achievement on TEKS-aligned District assessments in all state-assessed subjects using the Domain 1 calculation will increase from 45 to 57 by January 2025.
- GPM 1.2: African-American student achievement on TEKS-aligned District assessments in all state-assessed subjects using the Domain 1 calculation will increase from 37 to 54 by January 2025.
- GPM 1.3: Student achievement on TEKS-aligned District assessments in all state-assessed subjects at Meets performance level or above will increase from 32.3 percent to 44.0 percent by January 2025 (Fall ACP).

Student Outcome Goal 2: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40 percent to 56 percent by June 2025.

- GPM 2.1: Student achievement levels for second grade African American students scoring at or above grade level (50th percentile) on a standardized reading assessment will increase from 35.0 percent to 50.0 percent by June 2025.
- GPM 2.2: Student achievement levels for kindergarten students scoring at or above grade level on a standardized reading assessment shall increase from 55.0 percent to 69.0 percent by June 2025.

Student Outcome Goal 3: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3 percent to 56.0 percent by June 2025.

- GPM 3.1: Student achievement levels for second-grade African American students scoring at or above grade level (50th percentile) on a standardized mathematics assessment shall increase from 30.0 percent to 44.0 percent by June 2025.
- GPM 3.2: Student achievement levels for kindergarten students scoring at or above grade level on a standardized mathematics assessment shall increase from 55.0 percent to 69.0 percent by June 2025.

Student Outcome Goal 4: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 42 percent to 54 percent by June 2025.

- GPM 4.1: The percent of CCMR students meeting the Texas Success Initiative requirements for college readiness will increase from 27.1 percent to 39.0 percent by August 2025.
- GPM 4.2: The percent of graduates obtaining Industry-Based Certifications to be career-ready will increase from 0.8 percent to 37.0 percent by August 2025.
- GPM 4.3: The number of Level I and II certificates for grade 9–12 students will increase from 317 to 500 By June 2025.
- GPM 4.4: The percent of seniors completing a FAFSA or TASFA will increase from 68.5 percent to 75.0 percent by June 2025.

- GPM 4.5: The percent of college enrollment will increase from 57 percent to 67 percent by June 2025.

Student Outcome Goal 5: Middle-grade (grades 6–8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025.

- GPM 5.1: Middle-grade (grades 6–8) student achievement on TEKS-aligned District assessments in all state-assessed subjects using the Domain 1 calculation will increase from 40 to 50 by January 2025.
- GPM 5.2: Middle-grade African American (grades 6–8) student achievement on TEKS aligned District assessments in all state assessed subjects using the Domain 1 calculation will increase from 33 to 46 by January 2025.
- GPM 5.3: The percent of middle-grade students (grades 6–8) scoring at or above the 50th percentile on a standardized reading assessment will increase from 40.0 percent to 44.0 percent by June 2025.

Defining 9th Grade On Track

“Freshman On-Track (FOT) is a measure of how many first-time freshmen are, by the end of their first year, “On Track” to graduate from high school within four years. The measure is based on two freshman year data points: (i) credit accumulation; (ii) course failures. An eligible first-year freshman is On Track by the end of the year if s/he has: (i) earned at least five course credits; (ii) failed no more than one semester of a core course—otherwise, s/he is off track. University of Chicago Consortium research shows that freshmen who finish their first year of high school On Track are more than three times as likely as those off track to graduate from high school within four years.”

-Network for College Success, Freshman On-Track Toolkit

In Dallas ISD, Board policy EIE(Local) has the credit completion requirements for advancing to the next grade level:

Sophomore (grade 10)	5 or more credits and two full semesters in grades 9–12
Junior (grade 11)	12 or more credits and four full semesters in grades 9–12
Senior (grade 12)	19 or more credits and five full semesters in grades 9–12

Dallas ISD utilizes various data points in addition to course credit accumulation and course failures. These data points include:

- Credits earned in the required core courses (Math, Science, English, and Social Studies)
- Attendance (Students must attend 90% of all school days)
- Discipline Referrals and/or DAEP
- Performance on the state assessment (STAAR/EOC)

Defining 12th Grade On Track

Senior On-Track	Senior Off-Track	Senior Out-of-Cohort
<p>At the start of the 12th grade year, a student is considered on-track due to the following:</p> <p>(1) The student has earned at least 19 or more credits according to House Bill 5: Foundation High School Program (core and endorsement courses).</p> <p>(2) The student is set to graduate during the current academic school year along with their cohort.</p> <p>(3) The student has met 9th-11th grade course and testing requirements.</p>	<p>At the start of the 12th grade year, a student may be considered off-track due to one or more of the following:</p> <p>(1) The student has earned less than 19 credits according to House Bill 5: Foundation High School Program graduation requirements.</p> <p>(2) The student is in danger of not completing required coursework by the end of the academic year.</p> <p>(3) The student is enrolled in a credit recovery program or has lost credit due to attendance.</p> <p>(4) The student has failed one or more STAAR EOC tests required by the state of Texas.</p>	<p>At the start of the 12th grade year a student may be considered out-of-cohort due to one or more of the following:</p> <p>(1) The student was unable to successfully graduate with their class within the allotted period of time for 2020-2021 (i.e. June/August)</p> <p>(2) The student is in danger of not completing required coursework by the end of the fall semester of their 5th year of high school.</p> <p>(3) The student is enrolled in Reconnection Plus.</p> <p>(4) The student has failed one or more STAAR EOC tests required by the state of Texas. (May qualify for Fall IGC)</p>

Dallas ISD High School On Track Dashboard

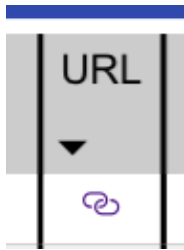
Introduced in the 2019-2020 school year, the Dallas ISD High School On-Track Dashboard captures the critical data points and “at-risk” indicators listed above. Each campus will have live data that updates nightly. The link to the dashboard is:

<https://powerbidashboards.dallasisd.org/reports/powerbi/Enterprise%20Applications/High%20School%20Grade%20Tracker>

The metrics used include the following:

- Course Failed: Grade score < 70 based on average grades of S1 and S2 in the core subjects of Reading Language Arts, Mathematics, Science and Social Studies.
- Excessive Absences: Absences greater than three in any course
- STAAR Not Met: Does not meet STAAR test standard in grade 8 Reading, Math, Science, and/or Social Studies
- STAAR EOC Not Met: Does not meet STAAR EOC standards
- Discipline: Discipline referral(s) during the previous year
- DAEP: Students coming into high school from DAEP the previous year

Student Lookup Feature



By clicking on the “URL” icon in the column next to the student’s name, the student’s academic information will pop-up. The information includes their current “real-time” grades and absences, as well as, historical information and any special program classification. The student’s current information is refreshed nightly and is contingent upon the entering of grades by the student’s teachers. Please note that students may have multiple pages of information. This information is downloadable and printable.

Filter Features

Campus and student information can be sorted and filtered by various categories. Filters can be found by clicking on “FILTERS” to the [right of the dashboard](#). Students can also be filtered or sorted by the following categories, [located to the left of the dashboard](#):

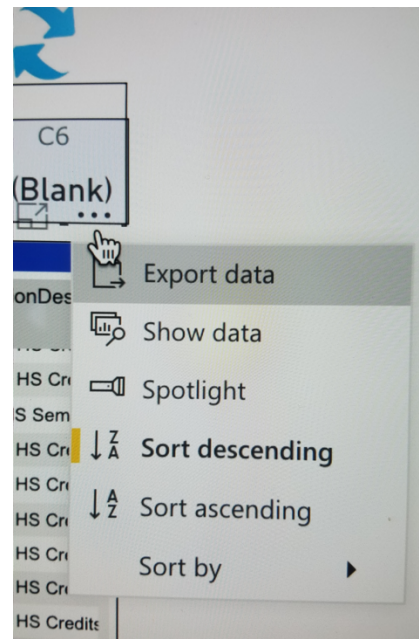
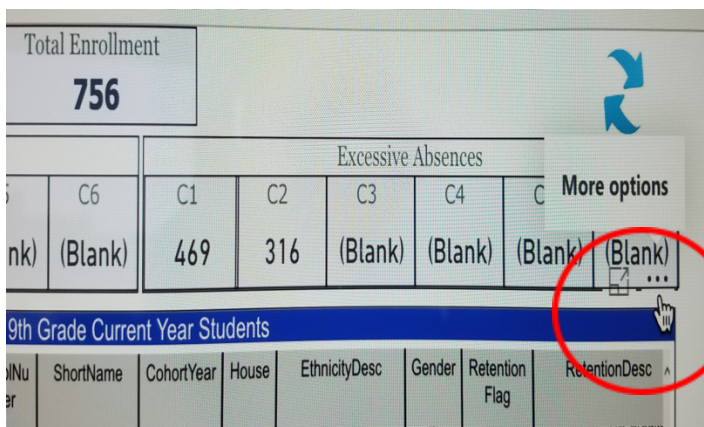
- Promoted – A student promoted to the next grade by meeting all academic and assessment standards
- Promoted GPC - Any student at any grade level promoted to the next grade level, but failed a course or did not meet standard on a state assessment
- Retained – A student who was retained by not meeting academic standards; specifically, not earning the necessary credits to be classified at the next grade.
- House – This feature allows you to sort students by the program they are in, such as P-TECH or CI.

Cycle Wise Course and Absences

Located at the bottom of the screen is a tab titled “Cycle Wise Course and Absences” that can be used to identify student data by 6-weeks grading period.

Exporting Data to Excel

Click on the 3 dots that appear when you hover over the blue header “9th Grade Current Year Students” to get a menu of options that includes exporting data to Excel. Note, when the Excel spreadsheet downloads, delete the column titled “URL” to better view the spreadsheet.



Best Practices for the High School On Track Campus Coordinator

Working in collaboration with the Campus Leadership Team, Counselors, and Instructional Leads, the roles and responsibilities of the designated High School On-Track Campus Lead include the following:

Start of School Year – First Year 9th Graders

Note: 8th grade students could have been promoted and still have failed one core course due to the fact that 8th grade students need only to have passed 3 of 4 core courses. From EIE(Local) Policy:

In grades 2–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards for all subject areas, and a grade of 70 or above in three of the following areas: reading language arts, mathematics, science, and social studies.

- Core Courses (prior to day 1 of school)
 - Identify new 9th graders that failed a core course in the 8th grade.
 - Notify the identified students current teacher for the respective core course failed.
 - Develop an intervention and monitoring plan for these students with their current teachers.
 - Progress monitor students taking dual credit courses.
- STAAR/EOC
 - Identify all incoming 9th graders that did NOT meet standard on the STAAR, but were promoted.
 - Identify all 9th grade students that did not meet standard on either one or both of the freshman year EOC's (Biology and Algebra I)
 - Develop an intervention and monitoring plan for these students.
- TSI
 - Progress monitor students taking the TSI exam and determine supports needed for students not passing.
- Attendance
 - Identify all new 9th grade students that had excessive absences as 8th graders
 - Develop an intervention and monitoring plan for these students.
- Discipline
 - Identify all new 9th graders that were in a DAEP setting at the end of their 8th grade year.
 - Develop an intervention and monitoring plan for these students.
- If your campus has purchased the Link Crew program, utilize the program to create the programs you will use to welcome your freshman.

Start of School Year – Second Year 9th Graders

- Core Courses (prior to day 1 of school)
 - Identify all second year 9th graders.
 - Develop an intervention plan for these students with the goal of earning the necessary credits to be reclassified as 10th graders and get back on-track.
- STAAR/EOC
 - Identify all second year 9th grade students that did not meet standard on either one or both of the freshman year EOC's (Biology and Algebra I)
 - Develop an intervention and monitoring plan for these students.

For Identified Grades 10-11 Not On-Track Students 1st week of School Year

- Meet individually with these students to review the reasons they are not on-track.
 - Identify the appropriate credit recovery programs.
 - Identify the appropriate STAAR/EOC supports.
- Reassure and encourage these students that they will have the support to have a successful school year.
- Encourage students to participate in extracurricular and co-curricular activities, and/or participate in campus clubs.
- Continue to implement intervention and monitoring plan.

Start of School Year 12th grade-off track/out of cohort

- Identify class of 2022 not on track/out of cohort
- Meet individually with students
- Review the status of students and academic intervention plan
- Monitor every 3-weeks

For Identified Not On-Track Students at 3 weeks

- Ensure that teachers are entering at least 2 grades per week as required by policy EIA(Regulation) and that progress reports, if needed, are sent to parents.
- NOTE: The High School On-Track Dashboard updates nightly to reflect grades that have been entered by the teacher.
 - EIA(Regulation: “Teachers should record no fewer than two classwork/homework grades per week per subject, with a minimum of 15 grades per subject per grading period. Projects may assess multiple learning standards, so one project may result in multiple grade book entries. Grades should be documented weekly.”
- Review the identified student’s grades at the 3 week mark of the first 9-weeks.
- Review the identified student’s discipline and attendance data at the 3 week mark of the first 9-weeks.
- School Counselors: Counselors will meet with students who are in danger of failing 2 or more courses and provide follow-up throughout the nine weeks.
- Meet individually with these students.
- Continue to implement intervention and monitoring plan.

For Grades 9-11 Students at end of 1st 9-weeks

- Identify all current students that have failed 1 or more core courses for the 1st 9-weeks. Progress monitor other high school graduation required courses, including those for students enrolled in dual credit courses.
- Review the identified student’s discipline and attendance data.
- Collaborate with the student’s teachers for the courses failed to ensure an intervention plan is in place for these students.
- Meet individually with these students.
- Continue to implement intervention and monitoring plan for those students previously identified.
- Develop an intervention and monitoring plan for newly identified off-track students, ie. Students that failed the 1st 9-weeks.

For Seniors at end of 1st 9-weeks

- Identify all students who failed one or more courses.
- Collaborate with counselor, parents and student to discuss to goal and intervention plan for the student
- Progress monitor the plan every 3-weeks with adjustments as needed
- Track the status of EOC testing. Tutoring may be recommended.

For Grades 9-11 Students at end of 2nd 9-weeks

- Identify all current students that have failed 1 or more core courses for the 2nd 9-weeks. Progress monitor other high school graduation required courses, including those for students enrolled in dual credit courses.
- Identify all current 9th grade students that have failed 1 or more core courses for both the 1st and 2nd 9-weeks.
- Review the identified student’s discipline and attendance data.
- Collaborate with the student’s teachers for the courses failed to ensure an intervention plan is in place for these students.
- Meet individually with these students.
- Continue to implement intervention and monitoring plan for those students previously identified.
- Develop an intervention and monitoring plan for newly identified off-track students, ie. Students that failed the 2nd 9-weeks.

For All 9-11 Grade Students at end of First Semester

- Identify all current students that have failed 1 or more core courses for one of two 9-weeks.
- Identify all current students that have failed both 9-week grading periods; and hence, failed the semester.
- Identify all current students that failed the 2nd 9-weeks and due to that failure have now failed the semester; ie, the student's 1st 9-week course grades were in the low 70's and the 2nd 6-weeks course grade was low enough to drop the overall semester average below 70.
- Review the identified student's discipline and attendance data.
- Collaborate with the student's teachers for the courses failed to ensure an intervention plan is in place for these students.
- Meet individually with these students.
- Continue to implement intervention and monitoring plan for those students previously identified.
- Develop an intervention and monitoring plan for newly identified off-track students, ie. Students that failed either of the 9-weeks and/or the semester.

For Seniors at end of First Semester

- Identify all current 12th grade students who did not earn course credit for the Fall semester.
- Meet individually with these students.
- Continue to implement interventions and monitoring plans for those students previously identified.
- Develop an intervention and monitoring plan for newly identified off-track students, ie. Students that did not earn course credit
- Ensure credit recovery options have been discussed and student is enrolled in appropriate CR/A program

Start of 2nd Semester

- Ensure that all students identified as off-track have an intervention and monitoring plan in place.
- Meet individually with these students.
- See Appendix D for programs to support students off-track for attendance and/or for course credits.
- Reassure and encourage these students that they will have the support to have a successful school year.
- Encourage students to participate in extracurricular and co-curricular activities, and/or participate in campus clubs.
- TSI: Progress monitor students taking the TSI exam and determine supports needed for students not passing.

For Seniors - Start of 2nd Semester

- Ensure all 12th grade students identified as off-track have an intervention and monitoring plan in place.
- Meet individually with these students and review the intervention plan.
- Coordinate weekly team meetings (Admin., teachers, counselors) to track progress of each individual student
- Identify EOC status, possible Individual Graduation Committee (IGC) student. Review requirements with counselors.

For All Grade 9-11 Students at end of 3rd 9-weeks

- Identify all current students that have failed 1 or more core courses for the 3rd 9-weeks. Progress monitor other high school graduation required courses, including those for students enrolled in dual credit courses.
- Review the identified student's discipline and attendance data.
- Collaborate with the student's teachers for the courses failed to ensure an intervention plan is in place for these students.
- Meet individually with these students.
- See Appendix D for programs to support students off-track for attendance and/or for course credits.

- Continue to implement intervention and monitoring plan for those students previously identified.
- Develop an intervention and monitoring plan for newly identified off-track students, ie. Students that failed the 3rd 9-weeks.

For Seniors - end of 3rd 9-weeks

- Identify all current 12th grade students that have failed 1 or more core courses for the 3rd 9-weeks. Progress monitors other high school graduation required courses, including those for students enrolled in dual credit courses.
- Review the identified student’s discipline and attendance data.
- Weekly collaboration with the team for the courses failed to ensure an intervention plan is in place for these students and discuss progress and support needed.
- Meet individually with these students.
- Continue to implement interventions and monitoring plans for those students previously identified.

For All Grade 9-11 Students at end of 4th 9-weeks

- Identify all current students that have failed 1 or more core courses for the 4th 9-weeks. Progress monitor other high school graduation required courses, including those for students enrolled in dual credit courses.
- Identify all current 9th grade students that have failed 1 or more courses for both the 3rd and 4th 9-weeks.
- Review the identified student’s discipline and attendance data.
- Collaborate with the student’s teachers for the courses failed to ensure an intervention plan is in place for these students.
- Meet individually with these students.
- Continue to implement intervention and monitoring plan for those students previously identified.
- Develop a summer intervention and monitoring plan for newly identified off-track students, ie. Students that failed the 4th 9-weeks.

9th GRADE ON-TRACK: For All 9th Grade Students at end of Second Semester

- Core Courses
 - Identify all current 9th grade students that have failed the 1st Semester and are at-risk of potentially failing the 2nd Semester.
 - Identify 9th grade students that are at risk of not earning enough credits to be classified as 10th graders. From EIE(Local) policy:

Sophomore (grade 10)	5 or more credits and two full semesters in grades 9–12
Junior (grade 11)	12 or more credits and four full semesters in grades 9–12
Senior (grade 12)	19 or more credits and five full semesters in grades 9–12

- Notify identified students and their parents/guardian that their student will need to attend summer school.
- STAAR/EOC
 - Identify all 9th grade students that did not meet standard on either one or both of the freshman year EOC’s (Biology and Algebra I).
 - Notify identified students and their parents/guardian that their student will need to attend summer SSI and retake the EOC(s).
- Attendance
 - Identify all 9th grade students that will not receive course credit due to excessive absences.

- Notify identified students and their parents/guardian that they will need to attend and Attendance Committee meeting and complete an attendance intervention plan.

For All Grade 10-11 Students at end of Second Semester

- Core Courses
 - Identify all current 10-11 grade students that have failed the 1st Semester and are at-risk of potentially failing the 2nd Semester.
 - Identify students that are at risk of not earning enough credits to be classified at the next grade level. From EIE(Local) policy:

Sophomore (grade 10)	5 or more credits and two full semesters in grades 9–12
Junior (grade 11)	12 or more credits and four full semesters in grades 9–12
Senior (grade 12)	19 or more credits and five full semesters in grades 9–12

- Notify identified students and their parents/guardian that their student will need to attend summer school.
- STAAR/EOC
 - Identify all 10-11 grade students that did not meet standard on either one or both of their freshman year EOC's (Biology and Algebra I).
 - Notify identified students and their parents/guardian that their student will need to attend summer SSI and retake the EOC(s).
- Attendance
 - Identify all 10-11 grade students that will not receive course credit due to excessive absences.
 - Notify identified students and their parents/guardian that they will need to attend and Attendance Committee meeting and complete an attendance intervention plan.

End of School Year

- Core Courses
 - Identify all current grades 10-11 students that have failed one or more core courses in the 1st Semester and are at-risk of potentially failing the 2nd Semester.
 - Identify all students that are at risk of not earning enough credits to be classified as 11th or 12th graders. From EIE(Local) policy:

Sophomore (grade 10)	5 or more credits and two full semesters in grades 9–12
Junior (grade 11)	12 or more credits and four full semesters in grades 9–12
Senior (grade 12)	19 or more credits and five full semesters in grades 9–12

- Notify identified students and their parents/guardian that their student will need to attend summer school.
- Identify all students that failed a dual credit course and notify identified students and their parents/guardian that their student will need to attend summer course work.
- STAAR/EOC
 - Identify all students that did not meet standard on any one or more STAAR/EOC's.
 - Notify identified students and their parents/guardian that their student will need to attend summer SSI and retake the EOC(s).

- TSI
 - Progress monitor students taking the TSI exam and determine supports needed for students not passing.
 - Notify identified students and their parents/guardian that their student will need to attend TSI summer enrichment programs.
- Attendance
 - Identify all students that will not receive course credit due to excessive absences.
 - Notify identified students and their parents/guardian that they will need to attend and Attendance Committee meeting and complete an attendance intervention plan.

For other best-practices, feedback, or questions regarding 9th Grade On-Track, please contact Vince Reyes at vireyes.org or 972.925.5479.

Counselor Monthly Responsibilities

Dropout Prevention

August	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with campus support teams & personnel to coordinate service plans (nurse, SpEd, psychologist, diagnostician, dyslexia coordinator, campus Discipline Coordinator, CRC) <input type="checkbox"/> With Campus Instructional Leadership Team (CILT) and/or Guidance Advisory Committee (GAC), identify needed guidance groups and potential students <input type="checkbox"/> Conducts a needs assessment within the first 9 weeks of school with a large response from all stakeholders
September	<ul style="list-style-type: none"> <input type="checkbox"/> Counselors consistently and systematically meet with academically at-risk students, parents, and teachers to monitor students' academic progress and uses written action plans as guides for students to plan and revisit goals <input type="checkbox"/> Academic Success Conferences <ul style="list-style-type: none"> <input type="checkbox"/> Review student absences every 3-4 weeks & contact parents after 2 unexcused absences <input type="checkbox"/> Meet with students who are in danger of failing 2 or more core courses and provide follow-up throughout the six weeks <input type="checkbox"/> Schedule students to reconnection for Credit recovery (as needed) <input type="checkbox"/> Delivers all mandated* and supporting classroom guidance lessons to all students <input type="checkbox"/> Identify Counseling Groups; begin groups (2nd week of September) (for 4-6 weeks) <input type="checkbox"/> Conduct Minute Meetings with each student
October	<ul style="list-style-type: none"> <input type="checkbox"/> Counselors consistently and systematically meet with academically at-risk students, parents, and teachers to monitor students' academic progress and uses written action plans as guides for students to plan and revisit goals <input type="checkbox"/> Monitor students assigned to reconnection <input type="checkbox"/> Delivers all mandated* and supporting classroom guidance lessons to all students

	<ul style="list-style-type: none"> <input type="checkbox"/> Continue Counseling Groups (4-6 weeks) <p>End of 1st Nine Weeks</p>
November	<ul style="list-style-type: none"> <input type="checkbox"/> Counselors consistently and systematically meet with academically at-risk students, parents, and teachers to monitor students' academic progress and uses written action plans as guides for students to plan and revisit goals <input type="checkbox"/> Academic Success Conferences <ul style="list-style-type: none"> <input type="checkbox"/> Review student absences each 3-4 week & contact parents after 2 unexcused absences <input type="checkbox"/> Meet with students who are in danger of failing 2 or more core courses and provide follow-up throughout the nine weeks <input type="checkbox"/> Monitor students assigned to reconnection <input type="checkbox"/> Delivers all mandated* and supporting classroom guidance lessons to all students <input type="checkbox"/> Continue Counseling Groups (for 4-6 weeks)
December/ January	<ul style="list-style-type: none"> <input type="checkbox"/> Counselors consistently and systematically meet with academically at-risk students, parents, and teachers to monitor students' academic progress and uses written action plans as guides for students to plan and revisit goals <input type="checkbox"/> Academic Success Conferences <ul style="list-style-type: none"> <input type="checkbox"/> Review student absences every 3-4 weeks & contact parents after 2 unexcused absences <input type="checkbox"/> Meet with students who are in danger of failing 2 or more core courses and provide follow-up throughout the nine weeks <input type="checkbox"/> Monitor students assigned to reconnection <input type="checkbox"/> Delivers all mandated* and supporting classroom guidance lessons to all students <input type="checkbox"/> Identify Counseling Groups; contact parents; begin groups (for 4-6 weeks) <p>End of 2nd Nine Weeks</p>
February	<ul style="list-style-type: none"> <input type="checkbox"/> Counselors consistently and systematically meet with academically at-risk students, parents, and teachers to monitor students' academic progress and uses written action plans as guides for students to plan and revisit goals <input type="checkbox"/> Academic Success Conferences <ul style="list-style-type: none"> <input type="checkbox"/> Review student absences every 3-4 & contact parent after 2 unexcused absences <input type="checkbox"/> Meet with students who are in danger of failing 2 or more core courses and provide follow-up throughout the nine weeks <input type="checkbox"/> Monitor students assigned to reconnection <input type="checkbox"/> Delivers all mandated* and supporting classroom guidance lessons to all students <input type="checkbox"/> Continue Counseling Groups (for 4-6 weeks)

	End of 3rd Nine Weeks
March	<ul style="list-style-type: none"> <input type="checkbox"/> Counselors consistently and systematically meet with academically at-risk students, parents, and teachers to monitor students' academic progress and uses written action plans as guides for students to plan and revisit goals <input type="checkbox"/> Monitor students assigned to reconnection <input type="checkbox"/> Delivers all mandated* and supporting classroom guidance lessons to all students <input type="checkbox"/> Continue Counseling Groups (for 4-6 weeks)
April	<ul style="list-style-type: none"> <input type="checkbox"/> Counselors consistently and systematically meet with academically at-risk students, parents, and teachers to monitor students' academic progress and uses written action plans as guides for students to plan and revisit goals <input type="checkbox"/> Academic Success Conferences <ul style="list-style-type: none"> <input type="checkbox"/> Review student absences every 3-4 weeks & contact parent after 2 unexcused absences <input type="checkbox"/> Meet with students who are in danger of failing 2 or more core courses and provide follow-up throughout the nine weeks <input type="checkbox"/> Monitor students assigned to reconnection <input type="checkbox"/> Continue Counseling Groups (4-6 weeks)
May	<ul style="list-style-type: none"> <input type="checkbox"/> Counselors consistently and systematically meet with academically at-risk students, parents, and teachers to monitor students' academic progress and uses written action plans as guides for students to plan and revisit goals <input type="checkbox"/> Academic Success Conferences <ul style="list-style-type: none"> <input type="checkbox"/> Review student absences every 3-4 weeks & contact parent after 2 unexcused absences <input type="checkbox"/> Meet with students who are in danger of failing 2 or more core courses and provide follow-up throughout the nine weeks <p>End of 4th Nine Weeks</p>
June	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with Attendance Committee to determine students who require attendance for credit (summer) <input type="checkbox"/> Meet to determine students who need to regain credit (summer school)

* Mandated Guidance Lessons
Orientation/ Student Handbook
Anti-Harassment
Anti-Victimization
Career/Postsecondary Education
Suicide Prevention
Wellness

For other best-practices, feedback, or questions regarding Counseling Services, please contact JoAnn Jackson Powell jj4238@dallasisd.org or 972.925.3510.

Appendix A: At-Risk Indicators Used by the Dashboard

PK-3 Readiness

7-12 Failed Course

Retained

Failed State Assessment

Pregnant/Parent

Alt Ed Placement

Expelled

Parole

Dropout

LEP/EL

Protective Services

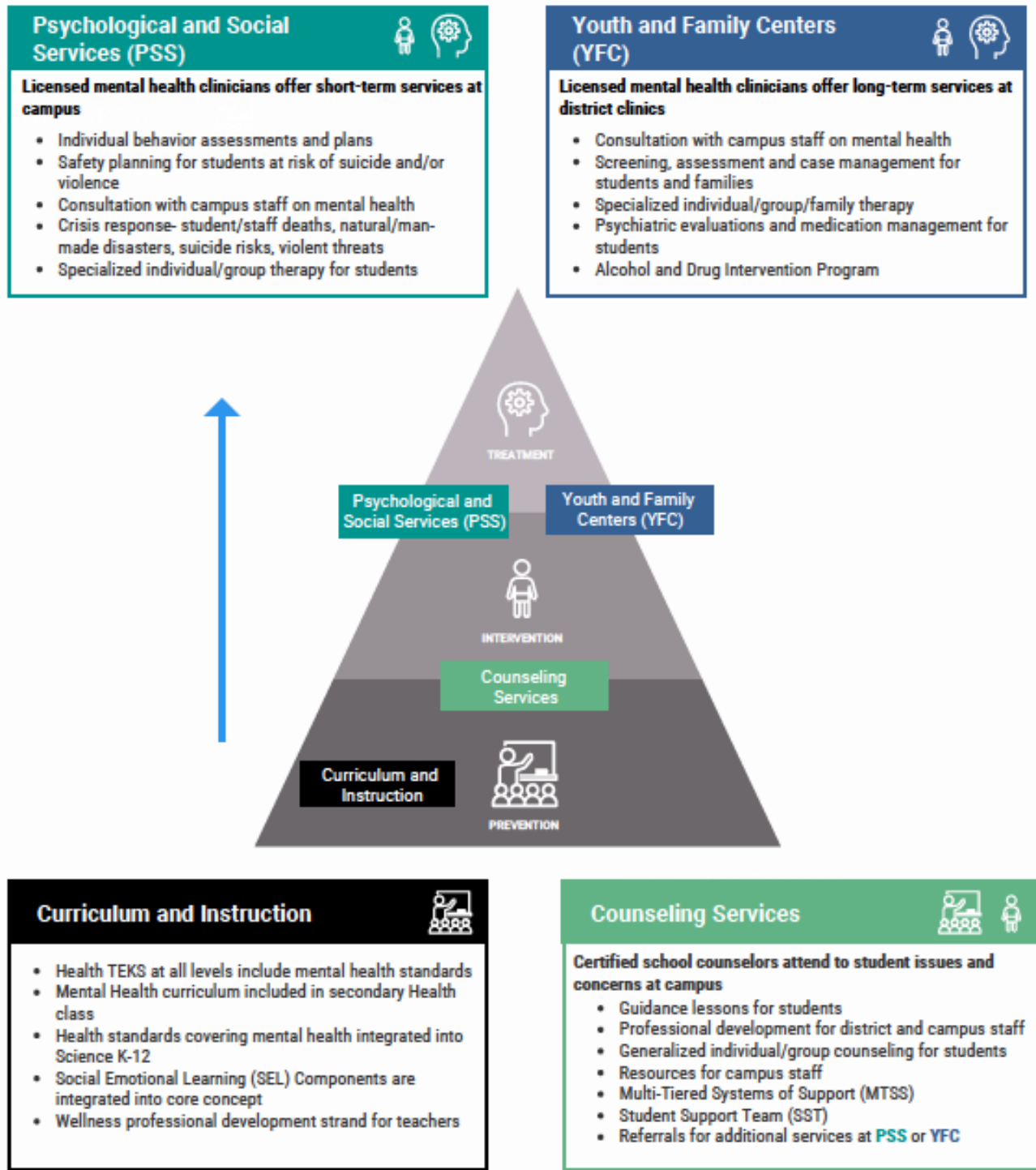
Homeless

Placement Facility

Appendix B: Mental Health Supports for Students

Mental Health Overview

Spanning multiple departments, Dallas ISD offers a continuum of instructional support and mental health services with the shared goal of ensuring the health, safety, and education of all students for success.



Contact Dianna Smoot at 972.925.4194 or dsmoot@dallasisd.org

Appendix C: Suicide Prevention Plan

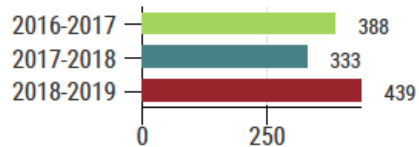
Summary: Suicide Prevention

All suicide threats, attempts, and completed acts of such shall be taken seriously by campus personnel. The department of Psychological Services **must** be contacted with all situations involving student suicide.

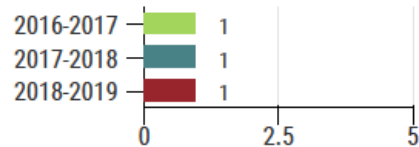
Student Risk Assessments

When a student makes a threat to harm themselves or others, a Suicide Risk Assessment is conducted.

Risk Assessments Conducted



Completed Student Suicides



Support Offered to All Students

- School counselors provide in-class guidance lessons on topics including mental health wellness, anxiety, coping skills, suicide awareness, and others.
- School counselors offer individual/group counseling to children to build self-esteem and confidence, offer students an opportunity to share their feelings, and develop problem-solving abilities.

Support Offered to All School-Based Staff

School staff participate in annual training, both in-person and online, to increase awareness of mental health and suicide:

- Mental Health First Aid
- Suicide Awareness
- Anti-Bullying
- Social Emotional Learning
- Trauma-Informed Care
- Grief-Informed Care
- Child Abuse
- Risk Assessments (counselors only)

Specialized Support for Students In Crisis

- School counselors conduct a risk assessment for any student who makes a threat to self or others.
- Psychological and Social Services offer campus-based case management and short-term therapy to students.
- Youth and Family Centers offer clinic-based, long-term therapy to students and families.
- Students in crisis receive referrals to an appropriate behavioral health facility or community hospital.
- For students returning to campus from a behavioral health hospital or treatment facility, Psychological and Social Services provide transition support.

After-Hours Support for Students in Crisis

- **Adapt Mobile Crisis Hotline:** 24/7 hotline and face-to-face mental health support
866-260-8000
- **Crisis Text Line:** Text only suicide hotline
Text HOME to 741741
- **Suicide & Crisis Center of North Texas:** 24/7 suicide hotline
214-828-1000
- **The Trevor Project Hotline:** Suicide hotline for LGBTQ youth
866-488-7386 or text START to 678678
- **National Suicide Prevention Hotline**
800-273-8255

Partnership Agreements

- Grant Halliburton Foundation: provides suicide awareness presentations to students/parents
- North Texas Behavioral Health Authority (NTBHA): provides state-mandated Mental Health First Aid training
- (Pending) Children's Medical Center Dallas: submitted two grants on behalf of the district
 - Proposal to integrate the suicide prevention program, Suicide Prevention and Resilience at Children's (SPARC), within Youth and Family Centers services
 - Proposal to offer a web-based app, BRITE, for adolescent students at risk for suicide that are receiving services at a Youth and Family Center

Suicide Prevention Overview

The practice standards below form the comprehensive model for suicide prevention and mental health promotion provided by the **Suicide Prevention Resource Center (SPRC)**, a federally supported resource center devoted to advancing suicide prevention infrastructure and capacity building through consultation, resources, and training.

SPRC Practice Standard	Dallas ISD Program Services
<p>Identify and assist students at risk <i>Identify students at risk and connect them to appropriate care and support</i></p>	<ul style="list-style-type: none"> ● Psychological and Social Services Department annually trains school counselors on how to conduct Student Risk Assessments when there is a threat to self or others. ● Counseling Services Department provides timely Student Risk Assessments when there is a threat to self or others. ● Psychological and Social Services Department assists on all imminent threats.
<p>Increase help seeking <i>Teach students to recognize when they need support and help them find it</i></p>	<ul style="list-style-type: none"> ● Youth and Family Centers Department partners with local mental health organizations to offer state-mandated Mental Health First Aid training for campus/central staff. ● Counseling Services Department provides training to students and campus/central staff on mental health awareness.
<p>Ensure access to effective treatment <i>Ensure timely access to evidence-based treatment and intervention services</i></p>	<ul style="list-style-type: none"> ● Dallas ISD's Mental Health Protocols offer a continuum of mental health resources and services when a student makes a threat to self or others.
<p>Support safe care transition <i>Provide uninterrupted transition of care including follow up contacts, referrals, and family education</i></p>	<ul style="list-style-type: none"> ● Psychological and Social Services Department provides transition support to students returning to campus from a behavioral health hospital or treatment facility.
<p>Respond effectively to students in crisis <i>Offer evaluation, stabilization, and referral services</i></p>	<ul style="list-style-type: none"> ● Counseling Services Department provides timely Student Risk Assessments when there is a threat. ● Psychological & Social Services Department offers technical assistance & support following a crisis involving students and/or staff.
<p>Provide immediate and long-term postvention <i>Provide effective and compassionate support for people bereaved by suicide</i></p>	<ul style="list-style-type: none"> ● Psychological and Social Services Department provides crisis teams trained in suicide postvention to address immediate and long-term needs of students, staff, and families.
<p>Reduce access to means of suicide <i>Educate families about safety planning</i></p>	<ul style="list-style-type: none"> ● Counseling Services Department provides guidance lessons around suicide awareness, available support, and district resources. ● Youth and Family Centers Department offers long-term mental health treatment (therapy & psychiatric care) to students & families.
<p>Enhance life skills and resilience <i>Help students build life skills such as critical thinking, stress management, and coping</i></p>	<ul style="list-style-type: none"> ● Counseling Services Department provides guidance lessons on student wellness, critical thinking, anti-bullying, anxiety, and coping skills. ● Psychological and Social Services Department provides training on stress management and mindfulness for individuals and/or groups.

**Promote social
connectedness and support**
Foster emotionally-supportive relationships

- **Counseling Services** provides professional development for campus staff around restorative practices and the importance of relationship building.

Appendix D: Multi-Tiered Systems of Support (MTSS)

MTSS encompasses structures and procedures that campuses offer to help each child achieve success. The MTSS framework is preventative in nature by providing all students with immediate support and offering campus personnel set procedures and guidelines to assist students in three targeted areas: academics, language, and engagement. Universal Screening is the process of assessing all students to identify those who may experience lower than expected academic outcomes.

Measures of Academic Progress (MAP) Growth Universal Screener

MAP is a computer-based assessment used to screen students to identify individual student strengths/challenges as aligned to grade level norms as well as strategies for supporting growth/gaps in learning. In Dallas ISD, MAP is the universal screener for all students in grades 2 - 9 in the areas of mathematics and reading.

Leveraging MAP Data

There are several reports that we can use to inform instructional decisions and project proficiency. MAP data will tell us each student's Zone of Proximal Development (ZPD) and then correlate that to the TEKS and learning statements within that ZPD. MAP transforms raw data into meaningful information to support teachers with designing instruction. It allows teachers to pinpoint individual student needs, regardless of grade level. Administrators can also utilize reports to gain insight on school-wide practices.

Report Name	Overarching Information
Class Report	<ul style="list-style-type: none"> ● Identifies how students compare to the district and norm mean ● Highlights the strengths and weaknesses of the class
Grade Report	<ul style="list-style-type: none"> ● Identifies which students need support broken down within each instructional area
The Learning Continuum	<ul style="list-style-type: none"> ● Identifies the ZPD of students broken down within instructional areas ● Identifies which TEKS are in the ZPD of students, regardless of grade level
Projected Proficiency Summary Report	<ul style="list-style-type: none"> ● Provides information on how students are progressing towards college readiness and STAAR
Student Goal Setting Worksheet	<ul style="list-style-type: none"> ● Provides growth projections, information for student goal setting, and can be used to celebrate achievements

Dallas ISD Board Goal Alignment GMP

The Dallas ISD Board of Trustees has proposed five-year goals and targets. MAP is a measurement used to determine achievement in multiple student outcome goals. Visit dalladisd.org/goals to view the goals and targets.

1.3 Student achievement on TEKS aligned district assessments in all state assessed subjects at Meets performance level or above will increase from 32.3% to 44.0% by January 2024. (Fall ACP)

4.1 The percent of CCMR students meeting the Texas Success Initiative requirements for college readiness will increase from 27.1% to 39.0% by August 2024.

Appendix E: On-Track Guidelines for Credit Recovery / Restoration Programs

Credit Recovery / Restoration Programs	First Year Cohort 9 th Grader	Second Year 9 th Grader	P-Tech Students	ECHS Students
 <p>Grade + Attendance Credit Attendance for Credit Program</p>	<p>Students with excessive absences and a passing grade should be completing academic seat time, provided by their campus, for courses where credit has been denied</p>	<p>Students with denied credit from a previous school year are eligible to recover credit in the Reconnection Center or Evening Academy</p>	<p>Students with excessive absences and a passing grade should be completing academic seat time, provided by their campus, for courses where credit has been denied</p>	<p>Students with excessive absences and a passing grade should be completing academic seat time for courses where credit has been denied</p>
 <p>DALLAS ISD RECONNECTION CENTERS</p>	<p>Students that failed the first semester due to academics (final grade averages below 60% in core courses).</p>	<p>Students with denied credit from a previous school year are eligible to attend Reconnection.</p>		
 <p>DALLAS ISD PHOENIX PROGRAM DESTINED FOR SUCCESS</p>		<p>Students not meeting academic standards (total credits) to be classified as a 10th grader and failed any core class during the fall semester at Skyline, Spruce, and Hillcrest High Schools only.</p>		



Students with a failed course in the first semester who are unable to be scheduled into the Reconnection Center or Phoenix Program	Students not meeting academic standards to be classified as a 10th grader	Original credit courses for acceleration	Original credit courses for acceleration
Student failed course below 60%	Students with fewer than three failed courses who are unable to be scheduled into the Reconnection Center or Phoenix Program	Students with a failed course in the first semester who are unable to be scheduled into the Reconnection Center or Phoenix Program	Students with a failed course in the first semester who are unable to be scheduled into the Reconnection Center or Phoenix Program
Student has failed fewer than three courses	Students with denied credit from a previous school year		

Students must have demonstrated commitment to completing coursework and are aware of their on-track plan to graduate • Campus teams will need to develop an EOC success plan for students • Before enrollment parental contact and agreement should be made • SPED students will need the proper placement procedures before enrollment

Contact:

Jacki McFarland
 972.925.4617
jmcfarland@dallasisd.org

Appendix F: Sample Action Plan Template

On-Track Action Plan

Action Step	Person Responsible	Other Team Members Needed <i>(AP, Counselor) CIC, Community Liaison, Teacher)</i>	Deadline	Resources Needed	Funding Needed <i>(If Any)</i>	Purpose for Funds	Notes

Dallas ISD
High School On-Track Guidebook
2022 -2023

