

School District 27J Board Goal 1.1

To: Board of Education, School District 27J

From: Superintendent of Schools

Re: Goal – 1.1 Graduation Rate

Date: February 24, 2015

I hereby present my report regarding the expectations of the Board on Policy 1.1 Graduation/Completer Rate in accordance with the monitoring schedule as set forth in Board policy. I certify the information in this report is true.

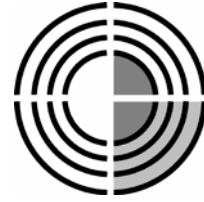
Signed:



Dr. Chris Fiedler, Superintendent



COLORADO SCHOOL DISTRICT 27J
GOVERNING POLICY OF
THE BOARD OF EDUCATION



Board Goal: Academic 1.1

Date Adopted/Last Revised: January 27, 2009

- 1.1 The graduation rate will increase by 2% per year until 95% is attained at which it will not drop lower.

I interpret graduation rate to mean: the same as the definition from the Colorado Department of Education: The graduation rate is a cumulative or longitudinal rate which calculates the number of students who actually graduate as a percent of those who were in membership and could have graduated over a four-year period. The rate is calculated by dividing the number of graduates by the membership base. The membership base is derived from the end-of-year count of eighth graders four years earlier and adjusted for the number of students who have transferred into or out of the district during the years covering grades 9 through 12. Graduation rates are calculated based on high school graduates only. A graduate is a student who completed locally-defined requirements for graduation. If a student is not considered a graduate by the local board of education, then he/she is not included in the graduation rate calculation.

I interpret completer rate to mean: the same as the definition from the Colorado Department of Education: The Completer Rate is a cumulative or longitudinal rate which calculates the number of students who graduate, receive certificates or other designations of high school completion. It is also calculated as a percent of those who were in membership and could have graduated or completed over a four-year period (i.e., from Grades 9-12). Completer rates are calculated based on all students who are graduates, plus those who are not considered graduates but receive another certificate or designation of high school completion.

Achievement of Goal 1.1: Graduation

Data Reported

Graduation rate is calculated based on October count and graduation data, according to a formula followed by the Colorado Department of Education “Rules for the Administration of Colorado Data Reporting for School Accreditation.”

This report on the expectations of the Board through Goal 1.1 presents historical graduation rate data as the goal requires an increase in the graduation rate over time. Graduation rate calculation has been revised by the Colorado Department of Education. The revisions since 2005 are documented below.

Prior to the 2005-2006 school year, a student leaving high school to pursue a General Equivalency Degree (GED) was treated as a transfer and did not affect the graduation rate calculation. Beginning with the 2006 graduating class, a student exiting to the General Equivalency Degree (GED) program would be kept in the graduation rate denominator, thereby reducing the graduation rate for their graduating class. As a result of this change in the formula, graduation rates in 27J, as in most districts and for the state as a whole, went down considerably in 2006.

Beginning with the 2010 graduating class, Colorado began calculating a four year graduation rate, a five year, a six year and a seven year graduation rate. Colorado has maintained that calculation structure. The formula and methodology are based on the standards set by the National Governors Association “Graduation Counts Compact.”

For the purposes of this report, we have included multiple years of graduation data, so that the impact of the changing criterion in 2005 can be clearly seen. Complete graduation and dropout statistics for the state can be found on the Colorado Education Statistics and Data website: <http://www.cde.state.co.us/cdereval/gradcurrent>

Table 1: School District 27J Total Four Year Graduation Rate

	2004*	2005*	2006	2007	2008	2009	2010	2011	2012	2013	2014
Colorado Graduation Rate %	82.5	80.1	74.1	75.0	73.9	74.6	72.4	73.9	75.4	76.9	77.3
Total 27J Graduation Rate %	84.5	80.6	66.6	71.5	66.6	71.7	72.9	72.9	71.5	79.2	79.8
Bolt %											40.0
Brighton Heritage Academy %	60.0	25.0	11.7	17.2	9.8	13.6	8.1	7.4	9.7	14.0	29.1
Brighton High School %	87.0	88.0	84.8	88.6	85.2	84.4	87.5	80.6	73.8	81.7	82.4
Eagle Ridge Academy %								86.7	77.8	92.7	88.0
Prairie View High School %						88.8	80.8	78.9	79.6	82.9	83.5

* Calculation of graduation rate was different in these years as described on page 3

As seen from the table above, the graduation rate for 2014 for 27J increased over the previous years. Increases occurred at every district managed school. The increase to the district overall is a .6 % increase, does not meet the goal of the 2% increase required by the 27J Board of Education Goals, and leaves the target of a 95% graduation rate still not accomplished. In addition to the total graduation rate, the data is also disaggregated by student gender and ethnicity group. In the table below, the graduation rates are exhibited by the student groups for which School District 27J has enrollment large enough make the data statistically significant.

The table following shows our graduation rates in comparison to the state and other Adams County districts, beginning with the largest county cohort, Adams 12 Five Star Schools, to the smallest county cohort in Bennett 29J. In most instances, we compare ourselves to the Adams County school districts in the metropolitan area.

Table 2: Graduation Rate Percentage of Adams County Districts

	2014 Graduates Base numbers	2014 Graduation Rate (%)	2013 Graduation Rate (%)	2012 Graduation Rate (%)
Colorado	61,440	77.3	73.9	75.4
Adams 12 Five Star	2,955	73.9	73.7	69.9
School District 27J	963	79.8	79.2	71.5
Adams 50 Westminster	674	57.1	64.0	60.5
Adams 1 Mapleton	573	52.5	47.8	42.5
Adams 14 Commerce City	504	65.9	59.4	63.4
Strasburg	80	85.0	81.5	84.4
Bennett 29J	64	84.4	84.3	91.2

School District 27J continues to lead the large metro area school districts in Adams County in graduation rate. The smaller rural districts of Bennett and Strasburg do have higher graduation rates but both of these smaller districts have small numbers of students in the cohort group.

Table 3: 27J Graduation Rate by Gender and Ethnicity by Percentage

	2004*	2005*	2006	2007	2008	2009	2010	2011	2012	2013	2014
All Students	84.5	80.6	66.6	71.5	66.6	71.7	72.9	72.9	71.5	79.2	79.8
All White Students	89.2	87.0	73.4	78.4	69.7	80.2	79.5	78.4	80.5	83.9	84.2
White Female	94.1	84.2	76.9	85.5	75.6	80.9	84.3	85.3	82.7	90.4	91.2
White Male	84.3	90.0	69.9	72.1	63.6	79.4	74.6	72.6	78.5	77.6	77.4
All Hispanic Students	75.2	72.2	55.0	60.4	60.0	66.7	65.3	67.2	62.6	72.8	74.7
Hispanic Female	83.0	82.7	67.0	66.1	64.1	66.7	70.7	79.3	72.1	79.4	78.0
Hispanic Male	69.4	61.5	45.2	54.8	55.9	53.7	60.4	54.4	54.3	66.5	71.1

*Calculation of graduation rate was different in these years

The graduation rate of our Hispanic students continues to trail behind the graduation rate for White students, with a difference of 9.5 percentage points. In 2013, the difference in performance between these two groups was 11.1percentage points. This gap continues to decrease, dropping from 17.9 percentage points in 2012 to 11.1 percentage points in 2013 and 9.5 percentage points in 2014.

The lowest graduation rate by gender and ethnicity is that of Hispanic males, at 71.1 percent. The table below presents the graduation rate for all Adams County school districts’ Hispanic males. The 27J target is to have all ethnic groups achieve the graduation expectations outlined by the 27J Board of Education. The data listed in Table 4 provides a measurement to benchmark the expectation of achievement in 27J compared to other Adams County School Districts.

Table 4: Adams County Hispanic Male Graduation Rate

	2014 Hispanic Male Base Numbers	2014 Hispanic Male Graduation Rate (%)	2013 Hispanic Male Graduation Rate (%)	2012 Hispanic Male Graduation Rate (%)	2011 Hispanic Male Graduation Rate (%)
Colorado	9,267	62.1	60.9	57.1	55.6
Adams 12 Five Star	527	62.0	67.5	62.1	52.2
Adams 50 Westminster	245	46.1	53.7	51.7	53.3
School District 27J	197	71.1	66.5	54.3	54.4
Adams 14 Commerce City	195	62.6	57.1	51.4	58.4
Adams 1 Mapleton	151	43.7	34.0	32.8	37.4
Strasburg	9	88.9	100	40.0	80.0
Bennett 29J	4	50.0	100	75.0	50.0

The Student Achievement Division is aware of other student groups that had concerning graduation rates. However the data for demographic groups with fewer than 20 students is not shared in this report in order to protect student identities.

Conclusion: I report Non-compliance

Action Steps to Improve Graduation Rates:

- Continue the work to define the best learning situations for students and provide clarity around 27J educational options for high school students. This work began with a facilitated meeting last year and is best summarized in the “River” visual aide that was created and shared again at the 27J Board of Education meeting on February 24, 2015. The spring of 2015 provides opportunities to increase the clarity with some restructuring and refinement the educational options at BOLT and Brighton Heritage Academy.
- Continue to refine online and blended learning to support 27J students in having additional choices to match their needs. Last year BOLT opened and provided 27J’s first online and blended experience. The goal is to expand online and blended opportunities for students at the high school level for core classes and credit recovery.
- Expand the thoughtful use of credit recovery options through computer-based curricular programs. While A+ is one such option currently used for high school students, a variety of options to support additional students will be explored.

- Continue to support the behavior side of the 27J Instructional Model to increase proactive measures to improve student behaviors which lead to improved academic success. Examples include: Positive Behavior Interventions and Support (PBIS), expansion of evidence-based attendance and behavior intervention strategies, Educational and at Risk Student Services (EARSS) grant supported a case mentor to monitor students in the expelled students program (FLEX) and those in transition back to a traditional school program, explore and support additional partnership with Adams County Youth Initiative around developing a mentor program for students.
- Continue the work outlined by the 27J District Unified Improvement Plan.
 - a. Thinking Classrooms

If we create clearer **goals*** for all students derived from on the new standards, then our students will be reaching for targets beyond the knowledge level and the memorization of facts and toward learning for a lifetime. If we pay attention to the **evidence*** of student learning and adjust our teaching practices based on the formative assessments, then all students will have the support necessary to succeed. If we provide a **learning experience*** that requires more participation, thinking, and interaction from our students, then students will be more engaged and have greater responsibility for their own learning.
 - b. Actualizing changes to instruction (Thinking Classroom)

If we align our focus, resources, and supports toward the “thinking classroom and **GEL* (Goals, Evidence and Learning Experience)**” and we hold ourselves accountable for the changes in adult behavior, then our teachers/leaders will have the stimulus needed to adjust their practices to promote better student learning.

 - Continue to build understanding toward “Thinking Classroom” and GEL through aligned professional development, coaching, and collaboration
 - Continue to have teachers interact with and plan toward the new standards
 - Increased attention to student learning and data conversations around learning results
 - Continue the use of SD 27J Evaluation process to provide ongoing feedback and coaching toward GEL framework
 - c. Educational Options/Supports

If we create educational options, alternatives, and supports for students who demonstrate an academic or behavioral need; then all students will have the learning environment, experience, and support necessary to achieve.

 - Continue to expand alternative programs for students who are not finding success in our current educational system
 - Continue development and implementation of academic intervention supports for struggling students, including credit recovery and extended learning opportunities

- Continued process and system development for identifying and serving student needs through problem solving and response to intervention process
- Develop training, implementation, and sustainable program models for special learning populations, including, but not limited to GT, ELL, IEP students