

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 23, 2016

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

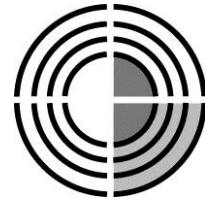
Signed:



Dr. Chris Fiedler, Superintendent



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



Board Goal: Academic 1.1

Date Adopted/Last Revised: October 1, 2015

- 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 | 2015 |
|------------------------------------|-------|-------|------|------|------|------|------|------|------|------|------|------|
| 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 | 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 | 76.7 |
| Bolt % | | | | | | | | | | | 40.0 | 56.3 |
| 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 | 17.0 |
| 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 | 77.5 |
| Eagle Ridge Academy % | | | | | | | | 86.7 | 77.8 | 92.7 | 88.0 | 89.0 |
| Prairie View High School % | | | | | | 88.8 | 80.8 | 78.9 | 79.6 | 82.9 | 83.5 | 80.9 |

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

As seen from the table above, the graduation rate for 2015 for 27J decreased from the 2014 graduation rate. Increases occurred at BOLT and Eagle Ridge Academy. The decrease to the district overall is a 3.1 and does not meet the goal of the 2% increase required by the 27J Board of Education Goals. This 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

| | 2015 Graduates Base numbers | 2015 Graduation Rate (%) | 2014 Graduation Rate (%) | 2013 Graduation Rate (%) | 2012 Graduation Rate (%) |
|-------------------------------|--------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Colorado | 61,790 | 77.3 | 77.3 | 73.9 | 75.4 |
| Adams 12 Five Star | 2,636 | 77.7 | 73.9 | 73.7 | 69.9 |
| School District 27J | 960 | 76.7 | 79.8 | 79.2 | 71.5 |
| Adams 50 Westminster | 685 | 59.4 | 57.1 | 64.0 | 60.5 |
| Adams 1 Mapleton | 587 | 57.1 | 52.5 | 47.8 | 42.5 |
| Adams 14 Commerce City | 492 | 64.2 | 65.9 | 59.4 | 63.4 |
| Strasburg | 92 | 87.0 | 85.0 | 81.5 | 84.4 |
| Bennett 29J | 66 | 77.3 | 84.4 | 84.3 | 91.2 |

Adams Twelve Five Star Schools leads the large metro area school districts in Adams County in graduation rate. The smaller rural districts of Bennett and Strasburg do have high 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 | 2015 |
|------------------------------|-------|-------|------|------|------|------|------|------|------|------|------|------|
| All Students | 84.5 | 80.6 | 66.6 | 71.5 | 66.6 | 71.7 | 72.9 | 72.9 | 71.5 | 79.2 | 79.8 | 76.7 |
| 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 | 81.2 |
| White Female | 94.1 | 84.2 | 76.9 | 85.5 | 75.6 | 80.9 | 84.3 | 85.3 | 82.7 | 90.4 | 91.2 | 85.9 |
| White Male | 84.3 | 90.0 | 69.9 | 72.1 | 63.6 | 79.4 | 74.6 | 72.6 | 78.5 | 77.6 | 77.4 | 76.2 |
| 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 | 71.2 |
| Hispanic Female | 83.0 | 82.7 | 67.0 | 66.1 | 64.1 | 66.7 | 70.7 | 79.3 | 72.1 | 79.4 | 78.0 | 78.7 |
| Hispanic Male | 69.4 | 61.5 | 45.2 | 54.8 | 55.9 | 53.7 | 60.4 | 54.4 | 54.3 | 66.5 | 71.1 | 64.3 |

*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 10.0 percentage points. This gap continues to be around 10 percentage points in recent years: 11.1 percentage points in 2013 and 9.5 percentage points in 2014 and 10 percentage points this year.

The lowest graduation rate by gender and ethnicity is that of Hispanic males, at 64.3 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

| | 2015 Hispanic Male Base Numbers | 2015 Hispanic Male Graduation (%) | 2014 Hispanic Male Graduation (%) | 2013 Hispanic Male Graduation (%) | 2012 Hispanic Male Graduation (%) | 2011 Hispanic Male Graduation (%) |
|-------------------------------|--|---|---|---|---|---|
| Colorado | 9,552 | 62.7 | 62.1 | 60.9 | 57.1 | 55.6 |
| Adams 12 Five Star | 498 | 68.3 | 62.0 | 67.5 | 62.1 | 52.2 |
| Adams 50 Westminster | 246 | 49.6 | 46.1 | 53.7 | 51.7 | 53.3 |
| School District 27J | 230 | 64.3 | 71.1 | 66.5 | 54.3 | 54.4 |
| Adams 14 Commerce City | 221 | 54.8 | 62.6 | 57.1 | 51.4 | 58.4 |

| | | | | | | |
|-------------------------|-----|------|------|------|------|------|
| Adams 1 Mapleton | 142 | 53.5 | 43.7 | 34.0 | 32.8 | 37.4 |
| Strasburg | 7 | 57.1 | 88.9 | 100 | 40.0 | 80.0 |
| Bennett 29J | 8 | 50.0 | 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.

Table 5: Adams County Completer Rates

| | 2015 Completer Rate | 2014 Completer Rate | 2013 Completer Rate | 2012 Completer Rate | 2011 Completer Rate |
|-------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Colorado | 78.8% | 79.5 | 79.6% | 78.2% | 76.8% |
| Adams 12 Five Star | 78.6% | 75.5 | 76.2% | 73.2% | 69.1% |
| School District 27J | 79.5% | 81.6 | 81.8% | 75.1% | 75.8% |
| Adams 50 Westminster | 60.7% | 59.2 | 65.3% | 61.9% | 65.9% |
| Adams 1 Mapleton | 60.3% | 57.6 | 50.4% | 46.9% | 45.9% |
| Adams 14 Commerce City | 65.0% | 67.9 | 60.9% | 65.1% | 63.8% |
| Strasburg | 87.0% | 87.5 | 83.1% | 84.4% | 90.0% |
| Bennett 29J | 78.8% | 85.9 | 84.3% | 91.2% | 87.2% |

Table 5 illustrates the completer rate for Adams County School Districts. School District 27J does have the highest completer rate in large Adams County school districts. The table illustrates only the 5 year completer rate, rates for additional years is available on the CDE website listed earlier. This table does demonstrate the efforts 27J staff demonstrates to have students complete high school. The spring 2015 graduation rate is 76.7% followed up with a completer rate of 79.5% published in this report.

Conclusion: I report Non-compliance

Action Steps to Improve Graduation Rates:

- 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

- Prairie View High School and Brighton High School have examined the data and continue to align the graduation data with student survey data to plan. Current action steps include focusing on climate and culture at both schools. The schools are also exploring the possibility of a few Advisory periods.
- Continue the work to define the best learning situations for students and provide clarity around 27J educational options for high school students. The spring of 2015 provided an opportunity to increase the clarity of options for students 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. In 2013-2014 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 currently used for credit recovery for high school students, this year 27J is exploring opportunities for credit recovery. This work will be facilitated by Innovations and Options Principal for all secondary students to ensure consistency in 27J. The Innovations and Options Principal oversees BOLT and Brighton Heritage Academy.
- 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.