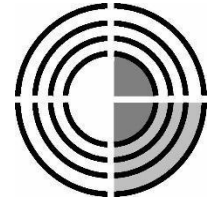




COLORADO SCHOOL DISTRICT 27J
GOVERNING POLICY OF
THE BOARD OF EDUCATION



Board Goal: Academic 1.2 3E (College, Career, Enlistment)

Goal adopted March 2021

Board Goal 1.2 A) Every student will graduate from High School prepared to enroll in a 2 or 4-year college, enter the workforce with employment credentials, or enlist in the military. B) 27J Schools' matriculation rate will increase by 2% every year.

- I interpret enrollment into a 2-4 year college would mean passing the SAT, passing an AP exam with a 2 or higher, or passing college coursework while in high school or passing the Accuplacer or ACT.
- I interpret workforce preparedness to mean passing an industry certificate, completing a college career certificate or successfully completing a career pathway.
- I interpret enlistment preparedness to mean passing the ASVAB.
- I interpret matriculation to represent the students who actually took advantage of their 27J preparedness.
- I interpret matriculation to represent 2 of the 3E's.
 - Enrollment into a 2-year or 4-year higher institution of higher education.
 - Employment through obtained CTE certificate.
 - Military enlistment data won't be included in the matriculation reports

Achievement of Goal 1.2: 3E

Data Reported

While this is technically the 2nd year of the 3E goal with the Colorado Department of Education data reporting was significantly impacted by the COVID19 pandemic. This data would typically be reported as a 1-year lag for all Demonstrations and a 2-year lag for matriculation. Due to the pandemic I have included a live snapshot of data collected 2/22/2022 along with current matriculation data collected 2019-2020.

Table 1: Class of 2022

School (Updated 2/2/2022)	BHS	PVHS	RRHS	27J Online	I & O	Total	% of total
Total Seniors (Class of 2022)	390	391	298	49	53	1181	
Seniors currently needing demonstrations 2_2_2022	59	46	39	32	49	225	19%
Seniors needing demonstrations %	15%	12%	13%	65%	92%	19%	

Table 1: Data presented here represents a snapshot as of the end of 1st semester SY 2021-2022. It presents a story of what is happening in schools but the data is not finalized and we cannot yet draw conclusions. Data for the senior class of 2022 was pulled from infinite campus 2/2/2022 and as such contains gaps and omissions.

Table 2: Enrollment into a 2-4 year college would mean passing the SAT, passing an AP exam with a 2 or higher, or passing college coursework while in high school or passing the Accuplacer or ACT

Demonstration	BHS	PVHS	RRHS	27J online	I&O	Total	% of total
SAT English	176	128	138	9	3	454	38%
SAT Math	130	71	97	4	1	303	26%
College English	80	243	98	2		423	36%
AP English	165	139	119	11		434	37%
College Math	120	109	70	2		301	25%

AP Math	57	20	39	1		117	10%
Accuplacer Next Gen English	7	0	0	0	0	7	1%
Accuplacer Next Gen Math	35	0	0	0	0	35	3%
ACT English	1		1			2	0%
ACT Math	1					1	0%

Table 2 reflects similar data to our achievement data. Accuplacer is being phased out by our education partner Front Range Community College and ACT is only available for students who schedule and pay for a Saturday submission.

Table 3: Four Year College/University Matriculation Rate

	2016-17	2017-18	2018-19	2019-20
Colorado 4 Year Matriculation Rate	41%	41	42	37
27J Schools 4 year Matriculation Rate	31	32	29	27
Innovations and Options	2	1	2	2
Brighton High School	32	33	33	28
Eagle Ridge Academy	52	50	50	43
Prairie View High School	33	34	30	30
RRHS				

Table 3: Students who attend a 4-year University or College in the month after graduation from high school have remained relatively steady since 2017. 27J has trailed the state of Colorado in its matriculation rate.

Table 4: 2 Year College Matriculation Rate

	2016-17	2017-18	2018-19	2019-20
Colorado 2 Year Matriculation Rate	11%	11	12	12
27J Schools 2 year Matriculation Rate	16	13	10	10
Innovations and Options	6	9	3	10
Brighton High School	18	18	14	11
Eagle Ridge Academy	17	13	15	18
Prairie View High School	15	10	6	7
RRHS				

Table 4. Enrollment into 2 year colleges such as Front Range Community College has remained relatively steady in the past 4 years.

Table 5: Industry Certificates updated 2/2/2022

(Updated 2/2/2022)	BHS	PVHS	RRHS	27J online	I&O	Total	% total
Health Careers						285	24%
EKG Technician Certificate	2	0	0	0	0	2	0%
National Health Science Certificate	24	1	0	0	0	25	2%
Nursing Assistant	28	0	0	0	0	28	2%
Phlebotomy Tech Certificate	2	0	0	0	0	2	0%
Project Lead the Way Biomedical Science	0	128	96	4	0	228	19%
Service, Sales and Office Careers							
High Schools of Business	0	105	42	0	0	147	12%
Prostart 2 (MSU Denver College Credit)	4	0	0	0	0	4	0%
Prostart National Certificate of Achievement	0	0	0	0	0	0	0%
Construction, Natural Resources, Transportation, and Skilled Trades	BHS	PVHS	RRHS	27J online	Other	Total	% of total
American Welding Society D1.1	0	26	0	0	0	26	2%
ASE Automotive	2	0	0	0	0	2	0%
CPASS Agriculture/CTE General	9	0	0	0	0	9	1%

NCCER/Construction Essentials Cert.	1	21	0	0	0	22	2%
Pact – Carpentry	0	0	15	0	0	15	1%
Pact – Electrical	0	0	1	0	0	1	0%
PACT Pre-Apprenticeship	0	0	41	0	0	41	3%
Welding Certificate	0	21	0	0	0	21	2%
Engineering, Technology, Design and Coding	BHS	PVHS	RRHS	27J online	Other	Total	% of total
Project Lead the Way Engineering	9	28	25	0	0	62	5%
Adobe Graphic Design - Illustrator	0	0	0	0	0	0	
Adobe Visual Communication - Photoshop	0	0	0	0	0	0	
AP Computer Science Principles	5	16	4	0	0	25	2%

Table 5: Please do not read too much into this data as the due date for reporting is several months away. What we know is that our largest programs are Health Careers, Business and Skilled Trades.

Table 6: CTE Matriculation Rate Per school

	2016-17	2017-18	2018-19	2019-20
Colorado CTE Matriculation Rate	6.8	8.1	9.4	11.2
27J Schools CTE Matriculation Rate	4	4	12	11
Innovations and Options	2	0	20	8
Brighton High School	5	3	14	18
Eagle Ridge Academy	5	7	9	6
Prairie View High School	3	5	9	6
RRHS				

Table 7: Matriculation Rate All Students 2year, 4 year and CTE.

	2016-17	2017-18	2018-19	2019-20
Colorado Total Matriculation Rate	58.1	58.6	58.9	54.7
27J Schools Total Matriculation Rate	50	49	48	46
Innovations and Options	10	10	25	19

Brighton High School	54	54	55	53
Eagle Ridge Academy	72	69	74	65
Prairie View High School	51	49	43	43
RRHS				

Tables 6 and 7 offer baseline data for review at a later date. One interesting note in Table 6 occurs when the National Career Readiness Certificate began being used by Innovations and Options as a measure of College and Career Readiness. The state of Colorado workforce centers had grand plans for the National Career Readiness Certificate and the certificate was added to the Colorado Department of Education menu of options. It was felt that the test was a good universal indicator of Career Readiness. The Workforce centers have since changed their mind and are offering it less. It remains on the Colorado Department of Education graduation demonstration menu of options.

Table 8: Military, National Career Readiness Certificate

(Updated 2/2/2022)	BHS	PVHS	RRHS	27J online	Other	Total	% Total
Military Service							
ASVAB	44	50	65	0	5	164	14%
Career Readiness							
National Career Readiness Cert	92	94	25	12	4	227	19%
3E Portfolio/Other demonstrations							0%

Table 8 ACT permits schools to offer the National Career Readiness Certificate via paper pencil or via computer at any time. It is available in our Alternative Career Education (ACE) classes and through our Credit Recovery Centers for any student who wishes to take the exam. See the next section for more information about the 3E Portfolio. Data from Military Service and Career Readiness are part of the Colorado Department of Education graduation demonstrations but are not currently included in the matriculation rate. Students who earn an industry certificate, or enroll in college would be included in the matriculation rate.

Every student will graduate from High School prepared to enroll in a 2 or 4-year college, enter the workforce with employment credentials, or enlist in the military. B) 27J Schools' matriculation rate will increase by 2% every year.

Conclusion: I report compliance

Action Steps to Improve 3E Rates:

3E Portfolio

Students who have completed, or will complete, academic course requirements but have not completed an approved demonstration by their senior year may submit additional information to an adhoc committee. Portfolios are evaluated with respect to academic performance and 3E achievement. Students are able to successfully complete the demonstration through employment, enrollment in post-secondary education, and in enrollment in work training programs like CPWD listed below.

3E Partnership Center for People with Disabilities (CPWD)

CPWD has been an important partner working with our TLC transition program for the past 3 years. 27J Schools is expanding its partnership with the Center for People with Disabilities to include support for students with special needs in our comprehensive high schools. CPWD Youth Transitions program work with youth and families to prepare them for successful transitions from high school to the “real world,” be that job seeking, higher education or other vocational activities.

Academic Planner, Graduation Pathways and Demonstrations

Through evaluation of our Academic Planner we discovered that some of our students were on a pathway to successful course completion, but not skills development. Students did not consistently set 4 year goals based on graduation pathways or their individual college and career goals. A significant change in scheduling to insure that every student is enrolled in grade level courses and that successful completion of those courses results in a successful demonstration of academic standards. This along with a technology change beginning in 2018, now places academic planning into the hands of our counselors, parents, teachers, administrators and students to continue the academic planning process. Further refinement of the system will clarify goal setting, evidence of success and provide clarity on learning opportunities for students through the academic planning process. A result of our new found clarity has been a dramatic increase in the number of students expressing interest in high level coursework and dramatic increases in the number of students participating in Industry and military assessments such as the ASVAB. Through better planning and coordination, we will move successful completion of high school from a 5, 6 or 7-year plan to a 4 year on time graduation for every student.

The Thinking Classroom

Since 2012, 27J Schools have pursued the Thinking Classroom as a conceptual framework for an ideal classroom. GELL (Goal, Evidence and Learning Experiences and Learning Environment) provides our teachers, counselors, and administrators with an intentional planning frame. GELL aligns to our school improvement plans and our strategic efforts. Using this frame consistently has supported aligned efforts that are yielding consistent graduation results that are comparable to the state average for the past 5 years along with consistent 7 year completer results which show encouraging growth.

Supporting School Leadership

Principals play a pivotal role in k-12 student achievement. A major reason why teachers stay in a school, or stay in teaching, relates to the support by the school leaders so that teachers can have a positive impact. Our leaders have had a positive influence to motivate teachers and students toward high expectations for all. They have also helped to identify and articulate high expectations for all. They are consulting with teachers before making decisions that affect teachers. They allocate resources, and

develop, collect and review student data with teachers. Learning leadership is the most powerful incentive to stay in teaching and plays the most pivotal role in student achievement. 27J Schools continues to perfect the 27J Learning Organization, a site based management model with district resources focused on supporting school leadership and each school's unified improvement plan.

Effective Use of data

The 27J Schools assessment and data team develops, implements, and sustains a balanced assessment system in order to provide evidence that will promote learning by empowering teachers and students through the use of data. The assessment results are utilized by district and school leaders to make intentional decisions about effectiveness of programs and instruction. Teachers utilize the results of assessments to make informed instructional decisions. Ultimately, through a process of continual improvement ensuring that all students are growing and learning so they are prepared for their future.

Focus on Core Beliefs: Every Student

27J Schools strive to ensure that all students have equitable opportunities to take full advantage of their education. Increasing access generally demands that 27J Schools raise expectations for all students to meet or exceed grade level competencies. More than ever before, 27J Schools are seeking to remove any actual or potential barriers that might prevent students from equitable participation in high level courses or academic programs. Increasing access without support does not increase opportunities for students. 27J Schools strive to provide safe, healthy environments which not only support academic performance but also students' social emotional needs. Every student deserves the best, most supportive learning experiences, environments and instructional opportunities through being accountable for student learning.

Improving Academic Frames and Common Assessments

In the past two years the curriculum framework teams have aligned the 27J school classroom expectations with high school standards and the SAT. School year 2017-2018 marked the first year that in addition to The Thinking Classroom and GELL, high school teachers have used curriculum frames and common assessments aligned to grade level expectations to inform their instruction. High School teachers began realignment of their curriculum around new grade level curriculum frames to ensure that students who pass their coursework also meet high academic expectations.

Investing in Teachers

We know that changing course requirements and clarifying standards in our curriculum is not enough. We must hire, retain and train our teachers to be the best teachers they can be. To complete this process, we continue to develop the implementation plan for The Thinking Classroom and have rearranged time and professional development to place more resources in the hands of our teachers.

While this global end goal is focused on the improvement of 4-year graduation rates, we know that without improving the entire K-12 learning system, those graduation rates would be short lived. We expect to see incremental gains over the next 3 years in graduation rates and student learning results.