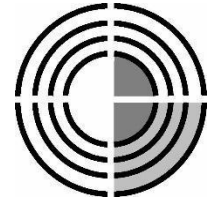




COLORADO SCHOOL DISTRICT 27J
GOVERNING POLICY OF
THE BOARD OF EDUCATION



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 the National Career Readiness Certificate (NCRC-ACT Workkeys) .
- 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 as the following:
 - Enrollment into a 2-year or 4-year higher institution of higher education as reported by the Colorado Department of Education.
 - Employment through obtaining a CTE certificate as reported by the Colorado Department of Education.
 - Military enlistment data reported by the Colorado Department of Education.

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.

Every 27J students must demonstrate competency in College, Career, Military or Capstone categories in order to graduate from a 27J High School. The data for this section is drawn from the Colorado Department of Education Graduation Guidelines: Student Completion List from SY 2021-2022.

College English and **College Math** scores illustrate successful completion of SAT, ACT, Advanced Placement, Concurrent Enrollment College Course or college placement exam such as the Accuplacer.

Career is measured by successful completion of an approved Industry Certificate or successful completion of the National Career Readiness Certificate (ACT Workkeys - NCRC).

Military is measured by the successful completion of the ASVAB-Armed Forces Qualifying Test (AFQT)

Table 1

School	Graduates	College English	College Math	Career	Military (ASVAB)	Capstone
BHS	365	205	153	265	78	0
PVHS	360	180	95	334	46	0
RRHS	292	165	114	192	69	1
I&O	78	9	3	78	6	0
27J Online	32	16	10	32	1	0
ERA	102	86	65	1	88	86
Total	1229	661	440	902	288	87

Table 1 provides the number of students who graduated, demonstrated preparedness in English and Mathematics, earned career credentials, and those who utilized a capstone as evidence of completion.

Table 2

School	Graduates	College English	College Math	Career	Military (ASVAB)	Capstone
BHS	365	56%	42%	73%	21%	0%
PVHS	360	50%	26%	93%	13%	0%
RRHS	292	57%	39%	66%	24%	0%
I&O	78	12%	4%	100%	8%	0%
27J Online	32	50%	31%	100%	3%	0%
ERA	102	84%	64%	1%	86%	84%
Total	1229	54%	36%	73%	23%	7%

Table 2 provides a comparison between the total number of students from Table 1 compared with the total number of graduates, then expressed as a percent.

In the tables above, duplicates were removed from each category College, Career and Military. The numbers and percentages above illustrate that many of our 27J students are demonstrating competency in more than one area, and showing preparedness for multiple categories related to the 3E's. There are students who may have met many 3E categories in multiple ways.

- I&O and 27J Online require all students to complete NCRC which explains the high percentage of students qualifying in the career category.

- Eagle Ridge Academy (ERA) required all 10th grade students to participate in the ASVAB. They also offer a capstone as a demonstration. A Capstone project is a multifaceted body of work that serves as a culminating academic and intellectual experience for students. Capstone projects could:
 - include a portfolio of the student's best work —curriculum or research-based;
 - feature a set of experiments organized around a central problem; and/or
 - showcase a community service project or learning activity.
- Other 27J Schools do not offer a College and Career Capstone except in cases where a student participates in our 3E process. 27J had 1 student at RRHS complete their demonstration through our 3E process.
- Additional Details to support this monitoring report can be found in Table A and Table B data at the end of this monitoring report

Summary: Every - 100% of 27J graduates completed an approved college and career demonstration. Many completed more than one demonstration.

Conclusion: I report compliance.

1.2 B) 27J Schools' matriculation rate will increase by 2% every year.

The 'Increasing Postsecondary and Workforce Readiness Act' was signed into law on May 26, 2015. The legislation, HB15-1170, was drafted to encourage matriculation of high school graduates into various post secondary opportunities including higher education and Career and Technical Education (CTE) programs. In regard to district and school accountability, the law requires the inclusion of an additional matriculation sub-indicator within the Post-Secondary and Workforce Readiness (PWR) indicator of the district and school performance frameworks. This sub-indicator was first added during the fall of 2016 and complements the graduation, disaggregated graduation, dropout, and SAT data. It reflects the percentage of high school graduates who enroll in a Career and Technical Education program, community college, or four-year institution of higher education during the summer or fall term immediately following graduation. Starting in 2018, other industry credentials have also been incorporated into the rates based on data submitted by districts on an optional basis. The overall Postsecondary and Workforce Readiness indicator accounts for 30% of the total points assigned to district and high school performance frameworks.

Data for this report can be found on the Colorado Department of Education District and School Dashboard <https://www.cde.state.co.us/district-school-dashboard>

Table 1: Matriculation Rate All 27J Schools - 2 year, 4 year and CTE.

	2017-18	2018-19	2019-20	2020-21
Colorado Total Matriculation Rate	58.6	58.9	54.7	54.5
27J Schools Total Matriculation Rate	49	48	46	49
Innovations and Options	10	25	19	9
Brighton High School	54	55	53	45
Eagle Ridge Academy	69	74	65	64
Prairie View High School	49	43	43	54
RRHS				65
Colorado Connections Academy	36	26	29	30

Table 1: 27J has much to celebrate. Eagle Ridge Academy, and Riverdale Ridge High School out paced the state average and Prairie View High School fell just short of matching the state average. Brighton high School experienced an 8% drop in matriculation.

Table 2: Comparison with other Adams County School District

Matriculation Rate	2017-18	2018-19	2019-20	2020-21
Adams 12 Five Star Schools	57	54	53	56
Colorado	58.6	58.9	54.7	54.5
27J Schools	49	48	46	49
Strasburg	60	40	52	43
Mapleton 1	46	42	40	37
Adams 14	49	34	26	30
Mapleton 1	46	42	40	37
Bennett	62	59	36	34

The matriculation represents the percentage of high school graduates who enroll in a Career and Technical Education program, community college, or four-year institution of higher education during the summer or fall term immediately following graduation. 27J ranks number 2 among Adams County School Districts falling below both Adams 12 Five Star Schools and the Colorado State average.

Summary: 27J Schools have much to celebrate with respect to matriculation rate. 27J Schools is currently ranked #2 in Adams County in terms of matriculation rate. Growth in matriculation has been fueled by increased interest in industry certifications, particularly at Riverdale Ridge High School, who set a district record of industry certifications (33%) and strong success of Prairie View High School in both 2 year university enrollment (+5%) and CTE Certifications (+11%).

More Data to support this monitoring report can be found in the on Tables C (4 year college rate), Table D (2 year college rate), and Table E (CTE rate)

27J Matriculation Rate increased from 46% to 49%.

Conclusion: I report compliance

Specific Measures of Achievement for Goal 1.2: 3E

Data for this section is drawn from the Colorado Department of Education Graduation Guidelines: Student Completion List from SY 2021-2022.

TABLE A

		College						Career		Military
School	Graduates	SAT E	SAT M	AP E	AP M	CE M	CE E	IC	NCRC	ASVAB
BHS	365	180	135	110	53	61	48	112	169	78
PVHS	360	129	73	121	19	43	103	198	142	46
RRHS	292	138	98	93	42	48	82	141	55	69
I&O	78	6	1	1	0	1	3	1	78	7
27J Online	32	9	4	2	0	6	8	3	32	1
ERA	102	81	65	0	0	2	31	0	1	86
Total	1229	543	376	327	114	161	275	455	477	287

TABLE B

		College						Career		Military
School	Graduates	SAT E	SAT M	AP E	AP M	CE M	CE E	IC	NCRC	ASVAB
BHS	365	49%	37%	30%	15%	17%	13%	31%	46%	21%
PVHS	360	36%	20%	34%	5%	12%	29%	55%	39%	13%
RRHS	292	47%	34%	32%	14%	16%	28%	48%	19%	24%
I&O	78	8%	1%	1%	0%	1%	4%	1%	100%	9%
27J Online	32	28%	13%	6%	0%	19%	25%	9%	100%	3%
ERA	102	79%	64%	0%	0%	2%	30%	0%	1%	84%
Total	1229	44%	31%	27%	9%	13%	22%	37%	39%	23%

SAT E SAT English
 SAT M SAT Math
 AP E Advanced Placement English
 AP M Advanced Placement Math
 CE M Concurrent Enrollment Math
 CE E Concurrent Enrollment English
 IC Industry Certificate
 NCRC National Career Readiness Certificate (ACT Workkeys)
 ASVAB Military Service Qualifying Test

Specific Measures of Achievement for Goal 1.2: Matriculation

Table C: Four Year College/University Matriculation Rate

	2017-18	2018-19	2019-20	2020-21
Colorado 4 Year Matriculation Rate	41	42	36.9	37.4
27J Schools 4 year Matriculation Rate	32	29	27	24
Innovations and Options	1	2	2	2
Brighton High School	33	33	28	23
Eagle Ridge Academy	50	50	43	38
Prairie View High School	34	30	30	27
RRHS				32
Colorado Connections	19	13	14	16

Table C: Students who attend a 4 year University or College in the month after graduation from high school saw a drop in 2020-2021. Both Brighton High School and Eagle Ridge Academy saw a 5% drop in the number of students moving on to a 4 year college or university in the semester immediately following graduation.

Table D: 2 Year College Matriculation Rate

	2017-18	2018-19	2019-20	2020-21
Colorado 2 Year Matriculation Rate	11	12	10	9.2
27J Schools 2 year Matriculation Rate	13	10	10	12
Innovations and Options	9	3	10	5
Brighton High School	18	14	11	11
Eagle Ridge Academy	13	15	18	19

Prairie View High School	10	6	7	12
RRHS				14
Colorado Connections Academy	13	10	10	9

Table D: Prairie View High School is a standout with a 5% increase in the number of students who went on to attend a 2 year college.

Table E: CTE Matriculation Rate Per school

	2016-17	2017-18	2018-19	2019-20	2020-21
Colorado CTE Matriculation Rate	6.8	8.1	9.4	11.2	11.6
27J Schools CTE Matriculation Rate	4	4	12	11	16
Innovations and Options	2	0	20	8	2
Brighton High School	5	3	14	18	14
Eagle Ridge Academy	5	7	9	6	8
Prairie View High School	3	5	9	6	17
RRHS	NA	NA	NA	NA	31
Colorado Connections Academy	NA	3	4	6	5

Table E: Prairie View High School and Riverdale Ridge High School both saw substantial increases in the number of students earning industry certifications and moving on to apprenticeship programs rather than a traditional 4 year or 2 year post secondary education institution. PVHS saw a 11% increase in earning industry certificates and Riverdale Ridge High School set a 27J record with 31% of their student body earning an industry certification. Low number of graduates and corresponding high enrollment and participation rates in High School of Business, and the Pre-Apprenticeship Certification program account for much of the significant growth. Instructors in BHS and PVHS Construction Trades programs requested to switch to the Pre-Apprenticeship Certificate Training Program to increase participation and certification rates..

Military Enlistment rate for 27J Schools is currently at an average of 3% with a high enlistment coming from Prairie View High School who experienced a 5% Military Enlistment rate in 2020-2021.

Action Steps to Improve 3E Rates:

Investment in High Quality CTE

Through the construction of new facilities, addition of new staff and a renewed commitment to creating not just CTE programs but graduation pathways, 27J is increasing the number of seats available for students in its most popular and most productive career programs. This long term commitment will increase the number of students not only graduating career ready, but also improve academic performance for all of our students.

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.

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 managed autonomy, 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, this ensures 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.

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 ensure 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 of 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.

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 including increases in SAT scores and matriculation rates.