PATHWAYS FUTURE CENTER UIP 2016-17

District: **ADAMS 12 FIVE STAR SCHOOLS** | Org ID: **0020** | School ID: **6956** |
Framework: **Pending AEC Framework** | **Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary

How are students performing? Where will the school focus attention?

Priority Performance Challenges: Specific statements about the school's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth, PWR), where the School did not meet federal, state and/or local expectations.

Name: Academic Achievement
Description: Students are consistently below average in academic achievement based on NWEA MAP scores.

Name: Academic Growth
Description: Students are consistently below average in academic growth based on NWEA MAP scores.

Name: Attendance/Truancy
Description: School attendance rate is consistently below state expectations and truancy rate is above state expectations.

Why is the education system continuing to have these challenges?

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

Name: Lack of Incentive for Testing Performance
Description: Students at Pathways lack buy in to perform well on NWEA MAP tests. Students self report that they do not see the purpose in attempting to do well on the exams because the assessments are not tied to high school graduation. This lack of incentive leads to poor student effort on NWEA MAP assessments. We must work to create incentives for students to perform on NWEA MAP.

Name: Lack of Consistent Instruction in Math and Reading
Description: Pathways is a program built to serve students who are behind in credits and therefore behind in efforts to graduate from high school. The structure of the school differs from a comprehensive high school. Students only take courses that they need to fulfill graduation requirements. For example, if a student only needs one math class to graduate, that student will take math for one six week grading period, but will then not have math classes. Therefore, not all students are receiving consistent instruction in reading and math throughout the school year. We must work to create instructional practices in math and reading that can be applied in seminar courses over all content areas.

Name: Inconsistent Attendance Interventions
Description: The large number of students that attend Pathways with attendance issues creates a management issue for the school. These students have not had success with traditional attendance interventions at a comprehensive high school. Over the past two years we have worked to create functional attendance practices, but need to fine tune our interventions to continue this work. We specifically continue to struggle with withdrawing students on a timely basis, and monitoring those students that are on attendance contracts.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Testing Incentives
Description: School will see improved student buy in for performance on NWEA MAP assessments buy creating both school level incentives, and credit incentives for student performance. We will see more students putting forth a strong effort on these assessments.

Name: Instructional Adjustments in Seminars
Description: By adding instructional interventions in the areas of math and reading to our seminar support courses, we will see all students improving academic skills in these areas. This will result in more students demonstrating a year or more of growth on NWEA MAP exams and more students reaching personal growth targets on NWEA MAP exams.

Name: Testing Structures
Description: The school will work to improve testing structures for NWEA MAP assessments. With creating small testing groups that are associated with completing graduation requirements, students will have increased buy in to performing on the exams.

Name: Attendance Interventions
Description: By modifying current attendance interventions and school practices, we will see an increase in average daily attendance rates and a decrease in truancy rates.

Access the School Performance Framework here:http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

NA

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

NA

External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

NA

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

- ✔ State Accreditation
- ☐ Title I Focus School
- ☐ Tiered Intervention Grant (TIG)
- ☐ Colorado Graduation Pathways Program (CGP)

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Description of the School Setting:
Pathways Future Center School is an Alternative Education Campus in the Adams 12 Five Star School District. The school houses three distinct programs: Pathways Future Center School, Gateway to College, and Independence Academy.

Pathways Future Center School:
Pathways Future Center School was established in September of 2010. The program was created to recover students that have dropped out of school or who are at high risk of dropping out of school. The school uses a blended learning program that incorporates both online curriculum and face-to-face instruction. Starting in the fall of 2016, Pathways has been recognized as a single district online school with the Colorado Department of Education. The vision of Pathways is that graduates will have the 21st century skills and confidence needed to capitalize on life's opportunities. The mission of the school is to provide a supportive learning environment that models a professional business atmosphere. As a blended learning campus, Pathways uses technology combined with individual and group instruction. Pathways serves approximately 500 students annually. All of the students are over age and under credit and/or have additional high risk factors impacting their education. Pathways is divided into two programs, a daytime program that has two different sessions (morning and afternoon), and an evening program called Pathways Extensions. In the Pathways Extensions program, credit recovery courses are offered to students from other Adams 12 Five Star Schools high schools in addition to the courses taken by Pathways Extensions students. Typical students have significant life factors such as drug/alcohol abuse, domestic violence in the home, pregnant or parenting, legal system involvement, mental health concerns,

high mobility, low academic skills, or a culture of poverty. The two largest demographic groups at Pathways are Caucasian (41.4%) and Hispanic (51.0%).This is an increase in minority students from prior years. In the past, approximately 50% of Pathways students were Caucasian. The staff at Pathways includes: 1 principal, 1 assistant principal, 1 coordinator, 4 full-time core content teachers, 4 half-time core content teachers, 0.5 PE teacher, 0.5 art teacher, 1.5 competency based diploma teachers, 0.5 technology teacher, 2 learning specialists, 3 student support coaches, 0.75 building tech support, 1 work-based credit teacher, 1 ESL paraprofessional, 2.5 counselors, 1 psychologist, 2 office clerks, 2 campus supervisors, 1 registrar, and 1 office manager.

Gateway to College:
Gateway to College was established in 2008 as a program that serves 16-20 year old students who have dropped out of school or who on the verge of dropping out of school. Gateway to College serves students from Adams 12 Five Star Schools, Westminster Public Schools, Mapleton School District, Brighton 27J School District, and Jefferson County Public Schools. Adams 12 Five Star Schools students who attend Gateway to College are managed through Front Range Community College. The Pathways staff supports Gateway to College by entering course schedules into Infinite Campus, evaluating transcripts, enrolling and withdrawing students, and entering grades for all Adams 12 students associated with the program. Front Range Community College provides the daily instruction, attendance, and monitoring of student performance of the approximately 75 students who attend the program.

Independence Academy:
Independence Academy was established in 2010 through Adams 12 Five Star Schools. This program provides specialized instruction and services for students in grades 6-12 with significant behavioral challenges. All of the students enrolled in Independence Academy have Individual Education Plans for affective needs. Independence Academy serves approximately 60 students over the course of each year. The staff includes:1 director, 1 health aide, 2 social workers, 4 core content special services providers, 2 affective education teachers, 1 mental health provider, and 3 para educators.

UIP Process
The Unified Improvement Team consists of representatives from the following groups: administration, counseling, instructional staff, classified staff, students, and parents. As a program with high mobility and a large number of students that serve as their own guardians, it is difficult to find parents that are a part of our school community for a significant amount of time. The co-chair of the team this year is a parent that has a son who currently attends Pathways.

The team met as follows:
9/2016: Administration and teacher leaders met to review past year's Unified Improvement Plan.
9/2016: School Improvement Team members from the school are identified.
10/2016: Team completes initial analysis of the effectiveness of last year's major improvement strategies.
11/2016: School receives current School Performance Framework with three year's of aggregate data on 11/17/16.
12/2016: Team analyzes current SPF and determines priority challenges along with root causes.
12/2016-1/2017: Team works to create and refine major improvement strategies.
2/2017-5/2017: Team will implement strategies and assess effectiveness through administrative walkthroughs, teacher surveys, and student data.

Student Course Taking Analysis
The chart "Percent of Students with Course Participation Data" on the District report within CEDAR identifies that out of the total enrolled as of

the October Count, 58% of students had course participation data available. Given that course participation data is available for less than 85% of students in the district there is not a lot of confidence in this data. We are relying solely on this data for our analysis of course participation and at this time no further analysis of this data would be beneficial.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

Performance Indicator: Academic Achievement (Status)

Prior Year Target: *Students that test in both the fall and spring testing window will increase their average MAP RIT Score by at least one grade level in math.*
Performance: *School did not meet performance target. 31.6% of students demonstrated at least a year's growth in math, which is only a 0.5% increase from the year before (31.1%)*

Prior Year Target: *Students that test in both the fall and spring testing window will increase their average MAP RIT Score by at least one grade level in reading.*
Performance: *School did not meet the performance target. 43.3% of students demonstrated a year's growth in reading, which is a 28.8% increase from the year before (14.5%).*

Academic Achievement (Status) Reflection

Academic achievement data in math and reading continues to fall below state expectations, and is not improving at a fast enough rate. Math achievement rose slightly from last year to this year. Reading achievement jumped almost 30% from 2014-2015 to 2015-2016, but continues to fall below state expectations. The three years of aggregate data for achievement using NWEA MAP data do not meet expectations.
Our school provides unique academic challenges in that most of the curriculum is accessed through purchased, online classes through Edgenuity. Students take a semester-long course in a six week grading period. Because we are a credit recovery school focused on older students, we have students only take what they need to complete graduation requirements. With this structure, students do not take an English or math class unless needed; therefore, students do not take these courses throughout an entire school year.
Our past improvement strategies are not providing enough support to improve math and reading scores. We need to adjust our strategies to help our students improve both math and reading skills.

Performance Indicator: Academic Growth

__Prior Year Target:__ Students that test in both the fall and spring testing window will increase their average MAP RIT Score by at least one grade level in math.
__Performance:__ School did not meet performance target. 32.9% of students met growth targets in math, which is a 3.4% increase from the year before (29.5%)

__Prior Year Target:__ Students that test in both the fall and spring testing window will increase their average MAP RIT Score by at least one grade level in math.
__Performance:__ School did not meet performance target. 43.3% of students met growth targets in reading, which is 17.8% increase from the year before (35.5%).

Academic Growth Reflection

Academic growth data in math and reading continues to fall below state expectations, and is not improving at a fast enough rate. Math growth rose slightly from last year to this year. Reading growth rose almost 8% from 2014-2015 to 2015-2016, but continues to fall below state expectations. The three years of aggregate data for growth using NWEA MAP data do not meet expectations.
Our school provides unique academic challenges in that most of the curriculum is accessed through purchased, online classes through Edgenuity. Students take a semester-long course in a six week grading period. Because we are a credit recovery school focused on older students, we have students only take what they need to complete graduation requirements. With this structure, students do not take an English or math class unless needed; therefore, students do not take these courses throughout an entire school year.
Our past improvement strategies are not providing enough support to improve math and reading scores. We need to adjust our strategies to help our students improve both math and reading skills.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

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Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

Englsih Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target: Decrease dropout rate by 5%.
Performance: School did not meet performance target. We decreased the dropout rate by 0.6% (23.6% down to 23.0%).

Postsecondary & Workforce Readiness Reflection

Our dropout rate continues to be an issue. We improved our dropout rate slightly over the past year (0.6%), but this is not meeting state expectations.
We began our partnership last school year with our district dropout prevention counselor, and we feel that this will continue to help with our retention of students. As we continue to work on that relationship and tweak our partnership, we plan to decrease our number of dropouts. We also need to continue our work with our staff mentorship program to better keep track of our students while they are enrolled at Pathways. Despite the small decrease in dropout rate over the last school year, we believe that we are moving in the right direction with our improvement strategies.

We do continue to meet state expectations in Postsecondary & Workforce Readiness as our graduation rate is above state expectations and our Colorado ACT score and completion rate both meet state expectations.

Performance Indicator: Student Behavior

Student Behavior Reflection

-

Performance Indicator: Student Engagement

Prior Year Target: Improve average daily attendance by 5%.
Performance: School did not meet target. We increased average daily attendance, but only from 58.24% to 58.4%.

Prior Year Target: Decrease truancy rate by 5%.
Performance: School did not meet performance target. Truancy rate decreased, but only from 34.76% to 34.4%.

Student Engagement Reflection

Attendance continues to be a struggle for many of our students. Poor attendance is a major factor in why students end up choosing to attend Pathways Future Center School. Students being able to access their curriculum through online resources can at times also be a challenge when working to get students to physically attend school.

A strength of our program is our human connections with students. Our staff works tirelessly to get students to attend school. Teachers, administrators, counselors, and support staff make frequent phone calls and hold frequent attendance meetings to engage our students. Our major improvement strategy related to attendance was to redesign our policies and interventions to address student attendance issues. We have not been successful in cleaning up our process of withdrawing non-attenders. This is rooted in the fact that we tend to attempt to re-engage students too often before withdrawing. We will look at modifying this practice. We have increased our number of intentional attendance interventions with contracts, and need to continue to look at how we are able to monitor the status of these contracts.

Current Performance

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g. state expectations, state average) to indicate why the trend is notable.

Pathways Future Center School dropped from being an AEC Improvement Plan School to an AEC Priority Improvement Plan School for the 2016-2017 school year. We received 41.48% of the points in our school performance framework, and needed at least 47.0% of the points to remain at an improvement status.

Here is the summary of our indicator rating totals:

Indicator	% Pts Earned	Pts Earned / Eligible	Rating
Academic Achievement	25.0%	3.75/15	Does Not Meet
Academic Growth	25.0%	8.75/35	Does Not Meet
Student Engagement	41.7%	8.34/20	Approaching
Postsecondary & Workforce Readiness	68.8%	20.64/30	Meets

We are currently not meeting expectations in the areas of Academic Achievement, Academic Growth, and Student Engagement. We meet expectations in the area of Postsecondary & Workforce Readiness.

Academic Achievement
Pathways did not meet state expectations for academic achievement based on our 3 year average of NWEA MAP data. We use NWEA MAP scores in reading and math as an optional measure as we do not have enough students that take the required state measures.

For academic achievement using NWEA MAP scores, we use the calculation that determines what percentage of students show one years worth of growth on the MAP assessment. In the area of math, 35.0% of students meet expectations over a 3 year period. In the area of reading, 26.4% of students meet expectations over a 3 year period. The percentage needed to meet state expecations for AECs is 60.0% of students having one years worth of growth. We must work to significantly improve student achievement scores.

Academic Growth
Pathways did not meet state expectations for academic achievement based on our 3 year average of NWEA MAP data. We use NWEA MAP scores in reading and math as an optional measure as we do not have enough students that take the required state measures.

For academic growth using NWEA MAP scores, we use the calculation that determines what percentage of students meet their individual growth targets in a given school year on the MAP assessment. In the area of math, 37.0% of students meet expectations over a 3 year period. In the area of reading, 34.0% of students meet expectations over a 3 year period. The percentage needed to meet state expectations for AECs is 60.0% of students meeting their individual growth targets in a school year. We must work to significantly improve student growth scores.

Our unique learning environment creates some additional challenges for students meeting achievement and growth goals. We have new groups of students starting every 6 weeks during a school year, and students are graduating every 6 weeks. Despite the fact that we work with over 400 students over the course of a school year, it is a challenge to have them all take two MAP tests each school year because of our entry and exit points. Because of this, we tend to average 70-80 students that have qualifying data. We will be looking at this issue as we create our action plans.

Student Engagement
Pathways did not meet state expectations for attendance rate or truancy rate for an Alternative Education Campus. We did meet expectations for student re-engagement rate. This gives us an overall approaching rating in the area of student engagement. Our 3 year average for attendance rate is 58.4%, while our 3 year average for truancy rate is 33.4% State expectation for attendance rate is 86.5% and state expectation for

truancy rate is 0.01%. We fall significantly short of expectations in both of these areas. Most of our students have struggled with school attendance for long periods of time before they enroll at Pathways. We are working diligently to assist students in improving these habits. With many of our students having attendance issues, we have not created management policies that allow us to efficiently track students that should be put on contracts or withdrawn from school. We will be addressing these issues in our action plan.

Postsecondary & Workforce Readiness

Pathways meets expectations for an Alternative Education Campus in the area of postsecondary and workforce readiness. Our 3 year average for Colorado ACT meets expectations. Our 3 year average for completion rate meets expectations. Our 3 year average for graduation rate exceeds state expectations at 65.9%. The one area that we do not meet expectations in this category is dropout rate. Our 3 year average for dropout rate is 23.0% while the state expectation is 4.6%. We are a school that specializes in recovering dropouts for the school district and attempts to prevent students from dropping out by providing an alternative option to the traditional schools. We have put strategies in place to attempt to bring back students that have left us. We did make progress in this area over the past school year and plan to continue in this work.

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.

Pathways students consistently perform significantly below state expectations for math on NWEA MAP between 2014 and 2016 (2014 = 39.8%, 2015 = 31.1%, 2016 = 31.6%). This is a notable trend because it is well below the state expectation (60.0%) by 20 to 30 percentage points. (Source: SPF/District Data)

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***

Pathways students consistently perform significantly below state expectations for reading on NWEA MAP between 2014 and 2016 (2014 = 22.6%, 2015 = 14.5%, 2016 = 43.3%). This is a notable trend because it is well below the state expectation (60.0%) by 16 to 25 percentage points. (Source: SPF/District Data)

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***

Pathways students consistently perform significantly below state expectation for growth for math on NWEA MAP between 2014 and 2016 (2014 = 44.7%, 2015 = 29.5%, 2016 = 32.9%). This is a notable trend because it is well below the state expectation for growth (60.0%) by 15 to 30 percentage points. (Source: SPF/District Data)

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Pathways students consistently perform significantly below state expectation for growth for reading on NWEA MAP between 2014 and 2016, but growth has been increasing each year (2014 = 27.4%, 2015 = 35.5%, 2016 = 43.3%). (Source: SPF/District Data)

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

Pathways students consistently score at the state expectation on the Colorado ACT between 2013 and 2016 (2013 = 15.5, 2014 = 16.0, 2015 = 16.1, 2016 = 16.6). This is a notable trend because each year the average ACT score meets expectations. (Source: SPF)

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Postsecondary & Workforce Readiness***

Pathways has exceeded the state expectation for graduation rate each year between 2014 and 2016 (2014 = 71.4%, 2015 = 71.4%, 2016 = 65.9%). This is a notable trend because each year the graduation rate at Pathways exceeds the state expectation. For example, the district expectation in 2016 was 33.3% and the graduation rate at Pathways was 65.9%. (Source: SPF/District Data)

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Postsecondary & Workforce Readiness***

Pathways consistently performs below state expectation for dropout rate between 2013 and 2016 (2013 = 18.6%, 2014 = 23.6%, 2015 = 25.3%, 2016 = 16.1%). This is a notable trend because these dropout rates are well below state expecations (4.6%) by 13 to 10 percentage points. (Source: SPF/State Data)

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Postsecondary & Workforce Readiness***

Pathways average daily attendance rate consistently falls below state expectations between 2013 and 2016 (2013 = 78.4%, 2014 = 56.6%, 2015 = 58.24%, 2016 = 60.27%). This is a notable trend because each year the attendance rate is significantly below state expectation (86.5%) by 8 to 30 percentage points. However, attendance rate has been slowly increasing over the past three years. (Source: SPF/District Data)

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Student Engagement***

Pathways truancy rate consistently falls below state expectations between 2013 and 2016 (2013 = 13.8%, 2014 = 35.99%, 2015 = 34.76%, 2016 = 29.38%). This is a notable trend because each year the truancy rate does not meet state expectations (0.01%) by 14 to 36 percentage points. However, truancy rate has been slowly decreasing (improving) over the past three years. (Source: SPF/District

Data)

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Student Engagement***

Pathways re-engagement rate is consistently above state expectations between 2014 and 2016 (2014 = 76.8%, 2015 = 72.0%, 2016 = 74.0%). This is a notable trend because each year Pathways is above state expectations (60.0%) by 12 to 17 percentage points. (Source: SPF/School Data)

*Trend Direction: **Stable** - Notable Trend: **Yes** - Performance Indicator Target: **Student Engagement***

Additional Trend Information:

Due to the nature of the program at Pathways Future Center School, our data has not been dis-aggregated by grade level, ethnicity, gender, ELL status, or free/reduced lunch status. The majority of students at Pathways are in 12th grade or are repeat 12th grade students. The N value for our assessment data is small (between 60 and 106 students each year) and does not provide useful information when dis-aggregated. Looking at each data point for students in the program as a whole provides us with the information we need to create priority performance challenges and to write purposeful action plans.

Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges. Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is recommended.

Relationship of UIP Elements

Priority Performance Challenges

Root Cause

Academic Achievement	Lack of Incentive for Testing Performance Lack of Consistent Instruction in Math and Reading
Academic Growth	Lack of Incentive for Testing Performance Lack of Consistent Instruction in Math and Reading
Attendance/Truancy	Inconsistent Attendance Interventions

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Pathways Future Center School does not meet state expectations for an Alternative Education Campus in the areas of Academic Achievement or Academic Growth. In addition, we are only approaching in the area of Student Engagement. With these facts in mind, it has been determined that our overall performance challenges should be focused on three areas:

1. **Academic Achievement:** Because our school is mostly 12th grade students and repeat 12th grade students, we do not have a large enough sample size to use state assessments to demonstrate academic achievement. Therefore, we use NWEA MAP scores as our measure. Over the past three years, Pathways students have performed significantly below state expectations in both math and reading on NWEA MAP. The state looks for 60% of students to make a year or more of growth in each content area, and Pathways students are consistently not meeting these targets.

2. **Academic Growth:** Because our school is mostly 12th grade students and repeat 12th grade students, we do not have a large enough sample size to use state assessments to demonstrate academic achievement. Therefore, we use NWEA MAP scores as our measure. Over the past three years, Pathways students have performed significantly below state expectations for growth in both math and reading on NWEA MAP. The state looks for 60% of students to meet individual growth targets in each content area, and Pathways students are consistently not meeting these targets.

3. **Attendance/Truancy:** Pathways students have historically struggled with school attendance and continue to do so. We have made small improvements in the areas of school attendance, but continue to fall well below state expectations with both attendance rates and truancy rates. In the area of student engagement, we consistently do meet expectations for student re-engagement rate, but because of our attendance and truancy issues, we are only at the approaching level for the area of student engagement. Pathways must continue to work to improve student attendance.

Provide a rationale for how these Root Causes were selected and verified:

The school improvement team analyzed data from the past 3-4 years that relates to our priority performance challenges.

Academic Achievement and Growth

In looking at NWEA MAP data from the past 3-4 years, it became clear that students are performing significantly below state expectations. In addition to collecting NWEA MAP data, the team also looked at the number of credits students bring with them to Pathways. Each 6 weeks, we enroll new students. A small enrollment group would be 25 students, and a larger enrollment group would be up to 120 students. We have included a sample of credit totals for students that have enrolled at the school so far this school year. For hexters 1, 2, and 3 we have included the range in credits bring to Pathways:

Hexter 1: (0 credits - 21 credits) [120 students]
Hexter 2: (0 credits - 25 credits) [90 students]
Hexter 3: (1 credit - 23.75 credits) [33 students]

One can see that students come to us with a wide variety of credit needs. A student that comes to the school with 21 credits, may only need one English class to graduate. The students that come to the school with very few credits are typically entering the Competency Diploma Program, which does not require the same number of academic credits as a traditional diploma. With our current programming, we know that students are not receiving consistent instruction in math and reading skills throughout the school year.

In addition to analyzing assessment scores and credit totals, we felt that it would be valuable to speak with students about NWEA MAP assessment performance. The school had students participate in MAP testing during the week of 10/3/16 this fall. After students tested, we asked them how they thought they performed and what type of effort was produced. In speaking with students, 75% of them stated that they did not understand why they still had to take the test as seniors, and did not see a direct benefit to taking the exams seriously. These students stated that they felt they "did ok", but did not really care about their results. It is clear that students lack an incentive to do well on the assessments. Our district awards high school credit in English and Math for performance on state assessments, but we have not currently looked into a true incentive for strong performance on NWEA MAP tests.

Attendance/Truancy

Assessing our current progress in improving our attendance and truancy rates proved to be a challenge. Our three year average for attendance rate seemed to take a big hit in our current SPF, while at the same time we had implemented strategies that seemed to be giving us improved attendance rates as reported by Infinite Campus. Upon a deeper data dig, it was discovered that our attendance rate was almost 20 points higher in the 2012-2013 school year than the 2015-2016 school year, despite improved efforts to improve attendance. In looking at the 2012-2013 school year data in Infinite Campus, it was determined that attendance recording was not accurate in this year. There is a step to finalize excused/unexcused absences in Infinite Campus, and this step was not being done for approximately 4 months in that school year. Therefore, it was determined that our 3-year average daily attendance rate was falsely high in past SPFs. Our current SPF includes three years of accurate data. With the past three years we can see that we have slowly increased attendance rates (approximately 2%) each year. However, we need to make larger gains. In meeting with administrators and counselors, we have determined that we have started to have more intentional attendance interventions, but our monitoring process needs to be improved. In addition, as we are always trying to prevent dropouts and encourage graduation,

we continue to not withdraw students with 5 or more consecutive unexcused absences. This practice has a large impact on attendance rates.

Additional Narrative / Conclusion

Pathways is a relatively new program that started in 2010. The program has grown over the past six years and has had multiple leadership teams. The current leadership team is now working in its third year, and the building is finding success in implementing more consistent practices across programming, while working with an increase in student population. The school finds success in working with students to graduate from high school. Our graduation rate is consistently above state expectations, and our on-time four year graduation rate increase 15 percentage points from 2013 to 2016. However, we continue to struggle on state assessments and with school attendance. The school improvement team will be working to combine what we are doing well to create a strong graduation rate, with new strategies to improve student performance in the areas of attendance and academic achievement and growth.

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

Priority Performance Challenge : Academic Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	**2016-2017:**	Increase percentage of students that have a year or more of growth on NWEA MAP in math by 5% (31.6% to 36.6%).
	2017-2018:	Increase percentage of students that have a year or more growth on NWEA MAP in math by an additional 5% (36.6% to 41.6%)
Interim Measures for 2016-2017:		Winter MAP Assessments, Classroom walkthrough data (Spring 2017), Plan Timeline Deadlines

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R

Annual Performance Targets	**2016-2017:**	Increase percentage of students that have a year or more of growth on NWEA MAP in reading by 5% (43.3% to 48.8%).
	2017-2018:	Increase percentage of students that have a year or more of growth on NWEA MAP in reading by an additional 5% (48.8% to 53.8%).
Interim Measures for 2016-2017:		Winter MAP Assessments, Classroom walkthrough data (Spring 2017), Plan Timeline Deadlines

Priority Performance Challenge : Academic Growth

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	**2016-2017:**	Increase percentage of students that achieve growth targets on NWEA MAP in math by 5% (32.9% to 37.9%).
	2017-2018:	Increase percentage of students that achieve growth targets on NWEA MAP in math by an additional 5% (37.9% to 42.9%).
Interim Measures for 2016-2017:		Winter MAP Assessments, Classroom walkthrough data (Spring 2017), Plan Timeline Deadlines

Performance Indicator:		Academic Growth
Measures / Metrics:		R
Annual Performance Targets	**2016-2017:**	Increase percentage of students that achieve growth targets on NWEA MAP in reading by 5% (43.3% to 48.3%).
	2017-2018:	Increase percentage of students that achieve growth targets on NWEA MAP in reading by an additional 5% (48.3% to 53.3%).
Interim Measures for 2016-2017:		Winter MAP Assessments, Classroom walkthrough data (Spring 2017), Plan Timeline

Deadlines

Priority Performance Challenge : Attendance/Truancy

Performance Indicator:		Student Engagement
Measures / Metrics:		Attendance
Annual Performance Targets	**2016-2017:**	Increase average daily attendance rate by 5% (60.27% to 65.27%)
	2017-2018:	Increase average daily attendance rate by an additional 5% (65.27% to 70.27%)
Interim Measures for 2016-2017:		Monthly average daily attendance rates starting 1/2017, Planning Timelines

Performance Indicator:		Student Engagement
Measures / Metrics:		Truancy
Annual Performance Targets	**2016-2017:**	Decrease truancy rate by 5% (29.38% to 24.38%)
	2017-2018:	Decrease truancy rate by an additional 5% (24.38% to 19.38%)
Interim Measures for 2016-2017:		Monthly truancy rates collected from IT starting 1/2017, Planning Timelines

Planning Form

Major Improvement Strategy Name:	Testing Incentives
Major Improvement Strategy Description:	School will see improved student buy in for performance on NWEA MAP assessments buy creating both school level incentives, and credit incentives for student performance. We will see more students putting forth a strong effort on these assessments.

Associated Root Causes:

Lack of Incentive for Testing Performance: Students at Pathways lack buy in to perform well on NWEA MAP tests. Students self report that they do not see the purpose in attempting to do well on the exams because the assessments are not tied to high school graduation. This lack of incentive leads to poor student effort on NWEA MAP assessments. We must work to create incentives for students to perform on NWEA MAP.

Action Steps Associated with MIS						
Name	**Description**	**Start/End Date**	**Resource**	**Key Personnel**	**Status**	**School Year**
Credit Incentive	School will partner with district administration to determine if it is possible to award 0.25 credit for students that meet performance goals on NWEA MAP Assessments.	01/03/2017 02/28/2017	District Policies, AEC Guidelines	Principal, Director of Secondary Education, District Assessment Coordinator	Not Started	This School Year

Local Incentives	School staff will work to implement school level incentives for students that meet growth targets on NWEA MAP Assessments.	01/03/2017 02/28/2017	Student Survey Data	Student Incentive Team	Not Started	This School Year
Student Notice	Once appropriate credit incentives are created, school will communicate with students and families so that students have notice of possible credits.	03/13/2017 04/07/2017	New credit policy	School administration, counselors, and teachers	Not Started	This School Year
Credit Assignment	Registrar will transcript credit for those students that meet goals on NWEA MAP Assessments.	05/15/2017 05/23/2017	NWEA MAP Scores, Infinite Campus	Registrar	Not Started	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Credit Assignment,	Infinite Campus Work	School and district work to create credit option in Infinite Campus.	05/12/2017	Registrar, District IT	Not Met	This School Year
Credit Incentive,	District Deadline	Target dates are	01/03/2017	School	Not Met	This School Year

Student Notice,		met for timelines related to district level credit for academic performance.	04/07/2017	administration		
Local Incentives,	School Deadline	Target dates are met for timelines related to school level incentives for meeting personal growth targets.	01/03/2017 04/07/2017	Student Incentive Team, School Administration	Not Met	This School Year

Major Improvement Strategy Name: Instructional Adjustments in Seminars

Major Improvement Strategy Description: By adding instructional interventions in the areas of math and reading to our seminar support courses, we will see all students improving academic skills in these areas. This will result in more students demonstrating a year or more of growth on NWEA MAP exams and more students reaching personal growth targets on NWEA MAP exams.

Associated Root Causes:

Lack of Consistent Instruction in Math and Reading: Pathways is a program built to serve students who are behind in credits and therefore behind in efforts to graduate from high school. The structure of the school differs from a comprehensive high school. Students only take courses that they need to fulfill graduation requirements. For example, if a student only needs one math class to graduate, that student will take math for one six week grading period, but will then not have math classes. Therefore, not all students are receiving consistent instruction in reading and math throughout the school year. We must work to create instructional practices in math and reading that can be applied in seminar courses over all content areas.

Action Steps Associated with MIS						
Name	**Description**	**Start/End Date**	**Resource**	**Key Personnel**	**Status**	**School Year**

Team Creation	School administration will work with department chairs and staff to create problem solving teams that will work to create strategies that can be used building wide to improve math and reading skills.	01/04/2017 01/13/2017	NWEA MAP Data	School administration and teachers	Not Started	This School Year
Strategy Creation	Math and reading problem solving teams will research instructional strategies and determine appropriate strategies to begin starting Hexter 5.	01/16/2017 02/17/2017	NWEA MAP Data, Instructional Strategies	Problem Solving Teams, School Administration	Not Started	This School Year
Instructional Strategy Implementation	All teaching staff that have seminar courses will implement chosen strategies to support math and reading skills.	02/20/2017 05/25/2017	Instructional Strategies	Teachers, Administrators	Not Started	This School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Team Creation,	Team Deadline	School creates	01/04/2017	Administration	Not Met	This School Year

		academic problem solving teams by 1/13/17.	01/13/2017	and Teachers		
Strategy Creation,	Strategy Deadline	Teams create academic strategies by 2/17/17.	01/16/2017 02/17/2017	Problem Solving Teams	Not Met	This School Year
Instructional Strategy Implementation,	Teacher Action	Administration observes strategies being used in classrooms through walkthrough data.	02/20/2017 05/25/2017 Weekly	Teachers and Administrators	Not Met	This School Year

Major Improvement Strategy Name:

Testing Structures

Major Improvement Strategy Description:

The school will work to improve testing structures for NWEA MAP assessments. With creating small testing groups that are associated with completing graduation requirements, students will have increased buy in to performing on the exams.

Associated Root Causes:

Lack of Incentive for Testing Performance: Students at Pathways lack buy in to perform well on NWEA MAP tests. Students self report that they do not see the purpose in attempting to do well on the exams because the assessments are not tied to high school graduation. This lack of incentive leads to poor student effort on NWEA MAP assessments. We must work to create incentives for students to perform on NWEA MAP.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year

Current Practice Evaluation	Administration and counseling will work to evaluate the effectiveness of current NWEA MAP testing structures.	01/09/2017 02/05/2016	Current testing schedule, NWEA MAP data	School administration and counselors	Not Started	This School Year
Winter NWEA MAP Test	School will implement NWEA MAP testing during the winter session, which has not happened in the past two years.	01/09/2017 02/24/2017	NWEA MAP Test	Assistant Principal and Counseling Team	Not Started	This School Year
New Testing Schedule	School will design new testing schedule that will enable the school to have an increase in the number of students that have at least two data points in a school year so that we will have more accurate data.	03/01/2017 05/19/2017	School Calendar, Staff survey feedback	Administration and Counseling Teams	Not Started	This School Year
Test Schedule Implementation	School will implement new NWEA MAP testing schedule.	08/21/2017 05/18/2018	New Testing Schedule, NWEA MAP Test	Administration, Counseling, and Teachers	Not Started	Next School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Winter NWEA MAP Test,	Testing Deadline	85% of students enrolled on 1/3/17 will take a winter NWEA MAP test by 2/24/17.	01/03/2017 02/24/2017	AP and Counselors	Not Met	This School Year
Current Practice Evaluation,	Evaluation Deadline	Current process evaluation is finished by 2/5/17.	01/03/2017 02/05/2017	Administration and Counselors	Not Met	This School Year
New Testing Schedule,	Schedule Deadline	New testing schedule is finalized by 5/19/17.	03/01/2017 05/19/2017	Administration and Counselors	Not Met	This School Year
Test Schedule Implementation,	Testing Success	In the fall of 2017, 90% of students that enroll to start the school year will take the NWEA MAP assessment by 10/1/17.	08/21/2017 10/01/2017	All certified staff	Not Met	Next School Year

Major Improvement Strategy Name: Attendance Interventions

Major Improvement Strategy Description: By modifying current attendance interventions and school practices, we will see an increase in average daily attendance rates and a decrease in truancy rates.

Associated Root Causes:

Inconsistent Attendance Interventions: The large number of students that attend Pathways with attendance issues creates a management issue for the school. These students have not had success with traditional attendance interventions at a comprehensive high school. Over the past two years we have worked to create functional attendance practices, but need to fine tune our interventions to continue this work. We specifically continue to struggle with withdrawing students on a timely basis, and monitoring those students that are on attendance contracts.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Withdrawal Practices	Team will work to switch to notification and withdrawal practices based on 5 consecutive days of absence vs. 10 consecutive days of absence. School district has made this adjustment.	01/04/2017 05/25/2017	Infinite Campus Reports	Administration, Registrar, Office Clerks	Not Started	This School Year
Current Practice Review	Team will review changes to attendance practices that were put in place over the past year to determine what changes are needed for improvement.	01/09/2017 01/20/2017	Current attendance and truancy data, Input from administration, office staff, and counseling	Administration, Office Staff, Counselors	Not Started	This School Year
Improved Intervention Monitoring	Administration and counseling teams will work to	02/06/2017 05/25/2017	Revised intervention framework	Administration and Counseling	Not Started	This School Year

| | | create structures to monitor students that are receiving attendance interventions. | | | | | |

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Withdrawal Practices,	Weekly Withdrawal Monitoring	Attendance reports checked weekly for students with 5 or more consecutive absences.	01/04/2017 05/25/2017 Weekly	Administration, Office Staff	Not Met	This School Year
Improved Intervention Monitoring,	Monitoring Process	New monitoring process in place by 1/31/17.	01/04/2017 01/31/2017	Administration	Not Met	This School Year
Current Practice Review,	Review Deadline	Current practices are reviewed by 1/20/17.	01/09/2017 01/20/2017	Administration, Office Staff, Counselors	Not Met	This School Year

Addenda

Attachments List