

January 7, 2014

## **I. PRELIMINARY**

Shepherd called the January 7, 2014, meeting to order at 6:00 p.m.

### ***Roll Call***

The following members were present:

JulieMarie A. Shepherd, president  
Cathy Wildman, vice president  
Mary W. Lewis, secretary  
Dan Jorgensen, treasurer  
Amber Drevon, director  
Eric Nelson, director  
Barbara J. Yamrick, director

Also meeting with the Board of Education were:

D. Rico Munn, superintendent of schools  
William Stuart, deputy superintendent  
Brandon Eyre, district legal counsel  
Damon Smith, chief personnel officer  
John Youngquist, chief academic officer  
Georgia Durán, chief communication officer  
Lisa Escárcega, chief accountability and research officer  
Anthony Sturges, chief operating officer  
Adrienne Bradshaw, chief financial officer  
Tonia Norman, assistant to Board of Education

### ***Pledge of Allegiance/Welcome to Visitors***

Shepherd led the Board and audience in the pledge to the flag. She then welcomed visitors to the meeting.

### ***Approval of Agenda***

Shepherd moved and Wildman seconded to amend the January 7 agenda and move informational report item, II-C-6, Vanguard Charter Agreement Addendum, to the consent agenda, III-B-1, for action.

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Roll Call: Drevon, Jorgensen, Lewis, Nelson, Shepherd, Wildman, Yamrick #8284

Approved on a vote of 7-0

### ***Approval of Minutes***

The minutes of the regular meeting of the Board of Education held on December 17, 2013, were approved as written.

### ***Recognizing Excellence***

Munn shared that January marks the annual observance of School Board Recognition Month. On behalf of the APS Leadership Team, staff, students and families, I want to take a moment to thank our Board of Education for their commitment to students. We know that you are constantly on the go, attending school and district events and representing APS on local, state and national levels. You provide leadership and establish policies that keep APS focused on increasing student achievement. We are grateful for the countless unpaid hours you spend ensuring that our students receive the best education possible. It is an honor to work with you as we continue to focus on accelerating learning for every APS student, every day.

Lewis recognized staff who organized the mid-term graduation ceremony. She shared that it was a great ceremony, packed with staff and parents. Our parents appreciate having a mid-year graduation ceremony for their students.

### ***Opportunity for Audience***

College Track Summit 54 Site Director Adam Silver shared that College Track is a completion program that targets low income and first generation students. He noted that the College Track program started in 2011 and currently has 110 sophomores and juniors at Rangeview High School. He highlighted student outcomes for the past three years, noting that the consecutive grade point average is 3.5 and 80 percent of students are trending toward not having to take college remediation courses. He thanked Rangeview High School Principal Ronald Fay for all his work and efforts in building a strong partnership and shared vision with College Track. He distributed folders that highlighted additional information about the local and national program, and encouraged

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Board members to call or email him to schedule a visit.

Garrett Rosa, director of the Vista PEAK P-20 campus, and Valerie Dodrill-Killen, career and technical education coordinator, provided an overview of proposed student organization club charters at Vista PEAK. Rosa shared that four pathway programs have been established at Vista PEAK and expressed that students are having some amazing curricular experiences. He noted that proposed clubs will balance experiences for pathway students by establishing a Career Technical Student Organization that provides leadership opportunities for students. He shared that program approval is required at the state level in order to secure Perkins federal funding support for career and technical education organization charters, including the technology association for students associated with STEM and graphic animation.

Rosa highlighted the proposed HOSA student organization charter focusing on health sciences occupations and the proposed creative career student organization charter. Dodrill-Killen emphasized that the primary focus of the proposed student organization charters are to teach students leadership skills associated with current and future postsecondary workforce readiness opportunities. She discussed the importance of having valid program approval for proposed student organization charters and noted that career and technical education programs bring funds into the district.

Nicole Avent, counselor at Aurora Central, shared that the purpose of the proposed black student alliance organization charter is to provide African American students with resources for college and to give them opportunities to have positive campus experiences. She shared that students assisted with the holiday dinner and helped make holiday ornaments. She noted that the club is open to all students.

Shepherd asked sponsors to provide the Board with periodic updates.

## **II. INFORMATIONAL REPORTS**

### **Board of Education Report**

Shepherd shared that the Board held a retreat on January 6, 2014, to discuss strategic priorities and planning. The next retreat is scheduled on Tuesday, January 14, at 5:00 p.m. The Board will share highlights at a future meeting.

### **Superintendent's Report**

Munn highlighted a presentation that outlined the restructuring framework for the 2014-15 school year. He has met with district principals to discuss work impacting their site, expectations for the new chief academic officer, and thoughts related to district pathway programs and equity work. Youngquist had similar meetings with principals in mid November and a number of presentations were held during P-20 meetings to discuss pathways, equity work, and other issues impacting schools. A series of RMC audits were held at impacted schools to review instruction and equity work. Two consultants were hired to review work around postsecondary workforce readiness and another consultant was hired to review equity work and structures. Teachers and coaches provided feedback related to current data and strategies in place and staff, teachers and community stakeholders provided input on the district's UIP. The restructuring framework is not yet complete and specific details are still being reviewed and researched.

Munn shared that the delivery of the Futures program is being revised as a result of challenges related to logistics and program capacity. He is working with Colorado Youth for Change to review strategies and options to better serve students. The delivery of the Young Parenting Program is being revised to be more cost effective and to better serve young parents. The internal audit reporting line will be moved from the Division of the Superintendent to an independent reporting line under the Board's legal counsel to better monitor practices of the district and better align with policies of the Board. The pathway development program will be moved from the Division of the Superintendent to the Division of Instruction to better align with postsecondary workforce readiness work currently under instruction.

Youngquist highlighted the current state of the district and challenges associated with resources to better accelerate student learning. He noted that the Division of Equity and Engagement and the Division of Instruction are currently structured to work independently from one another, and the definition of "equity" has not been consistently applied throughout the district and is viewed as a separate initiative. He highlighted the transition from the Division of Equity to a clearer district-wide focus, and reviewed the new definition of equity "as a set of practices where the acceleration of student learning is not predictable based on a child's race, ethnicity, class, background or prior experience, but is determined by the actions that we take to ensure success for every student. We understand

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and value that students have different strengths and needs and that equitable treatment of students requires different actions.” The definition for learners is as follows: “The acquisition of knowledge or skills in a manner that is aligned with the strengths and needs of the learner and are relevant and meaningful to their experience.”

Youngquist noted that definitions are based on the idea and principles for the new Division of Equity in Learning to ensure that equity is infused into every student’s learning experience. He highlighted the job description for the new Division of Equity in Learning as follows: “Our job is to accelerate the learning of every student every day. We do our job by ensuring that every decision we make and action we take is grounded in the practice of equity by providing the highest quality learning experience for every child we serve. Our community needs us to do our job.”

Youngquist highlighted the realignment of the Division of Instruction and reviewed the theory of action that supports the development of five P-20 learning communities designed to better support and differentiate resources for schools and the academic success of students. One P-20 community would support challenges specific to pilot schools and innovation schools. Horizontal interactions would occur between grade levels on a monthly basis, and P-20 directors and teams would have a proactive understanding of current and future needs and supports of school sites. Teams would specialize in instructional supports, including Rtl, data, equity, and post-secondary workforce readiness work. The teams would be evaluated based on academic success and growth of students and achievement of district and school level goals. The team would engage in a “360 degree” evaluation of their performance by teachers, school leaders and district Leadership Team.

Youngquist highlighted the role of the P-20 learning community director and noted that a job description would be developed in the next few weeks. He noted that teacher coaches would be shifted to school-based teaching partners and each site would receive below the line T.E. to utilize and develop specific content for the position. Teacher partners would be hired by the principal once approval is provided by the Division of Equity in Learning. Instructional coordinators that serve on the team would need to be knowledgeable about Colorado Academic Standards and its relationship to district pacing guides and assessments.

Munn shared that departments under the former Division of Equity and

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Engagement, including centralized admissions, student records, and behavior/expulsion, will now be listed under the Division of the Superintendent. He explained that the majority of restructuring changes would take effect July 1, 2014. He noted that transition of internal audit to the legal office and transition of pathway development to the Division of Instruction would take effect immediately. He shared that a number of job descriptions would be developed over the next few weeks and months. He noted that principals will be provided with information at the next P-20 principal meeting.

Lewis asked for clarification regarding the below the line teaching partner position. Youngquist shared that each site would receive a full FTE to utilize and support learning, adding that many schools did not have this type of support.

Yamrick commended staff on work related to the restructuring framework.

Lewis asked about the 360 evaluation process. Youngquist shared that the evaluation would be based on a performance survey. Teachers, school leaders and Leadership Team would take part in the evaluation process. Jorgensen asked how far the process extended. Youngquist shared that it relates to his evaluation as well.

Shepherd thanked staff and team for developing the restructuring framework.

### **Leadership Team Report**

#### VISTA 2015 Update

Youngquist highlighted Goal 1, Action 3: All grade levels/content areas meeting state averages must increase a minimum of three percent. He shared that indicators have not progressed significantly over the past five years, and noted that concerns have been addressed in the district's UIP action plan.

Youngquist reviewed an achievement slide that highlighted the number of schools that met or exceeded a 50 median growth percentile, which measures one year's growth for individual students and schools. He shared that the goal is to increase the number of schools at or above the median growth percentile by 20 percent annually in order to accelerate learning. He noted that the number of schools at or above the median growth percentile decreased from 32 to 19 in the 2012-13 school year.

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Youngquist reviewed an achievement slide that highlighted Goal 3, Action 2: Increase the composite ACT score by .75 percent annually. He shared the district's average composite ACT score increased to 17.1.

Youngquist reviewed an achievement slide that highlighted the four-year cohort graduation rate and shared that the graduation rate increased by 4.6 percent, 52.6 graduation rate. He noted that the UIP action plan and the restructuring framework will help increase student achievement.

Yamrick asked about college remediation data. Escárcega shared that remediation data has been significantly delayed for this cohort of students. She expects to have information in the next few months.

*A copy of the VISTA 2015 update report is appended to the January 7 Board minutes.*

#### Legislative Update

APS Lobbyist Mary Kay Hogan provided a legislative update to the Board. She discussed the negative factor related to K-12 education funding and noted the importance of area districts presenting a united front with legislators to help build momentum. She highlighted some of the ideas being discussed related to K-12 legislation during this year's session, including utilizing some of the ELL measures associated with Amendment 66 and reintroducing a scaled back version of Amendment 66 to get revenue. She noted that a proposal to refer a measure to voters regarding TABOR reform is being discussed in which excess revenue would be utilized to build emergency funds and local entities would have an option to vote and utilize funds for three years without having to replenish it. She highlighted additional items that will be reviewed during the legislative session, including teacher licensure, privacy issues, the Gates program, access and collection of student data, creation of a state chief privacy officer, charter schools, Common Core, implementation of Senate Bill 191 and development of a teacher incentive pool. She shared that a weekly call and report related to K-12 legislation will be provided to the Superintendent and Leadership Team. She shared that Aurora is well represented on legislative education committees by Senator Nancy Todd, Representative Rhonda Fields, Representative John Buckner and Representative Kevin Priola.

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Lewis noted the importance of emphasizing to legislators the costs for districts to implement Senate Bill 191. She stressed that APS has put significant funding into implementing 191 and hopes that districts that are beginning the pilot process will get information to legislators related to the cost associated with this unfunded mandate.

Nelson asked about bills that Representative Fields and Representative Buckner are supporting. Hogan shared that Representative Buckner and Representative Clarice Navarro are currently working on a bill that supports resources for English Language Learners. She will provide additional information related to bills that Buckner and Fields are currently supporting.

Munn highlighted a draft of legislative priorities for Hogan to utilize as a platform to better support the Board during the 2014 legislative session. He shared that statements better reflect pending issues, concerns or debates to assist the Board in articulating its positions or priority with bills during the legislative session. He shared that the five framework statements include education funding, accountability, reform evaluation, implementation priority and Board accountability.

Lewis asked if the draft BOE legislative priorities document required formal adoption. Munn requested that 2014 legislative priorities be formally adopted in order to provide staff with better guidance and direction.

Jorgensen asked that language be revised under Item 2 to better clarify flexibility related to turnaround for under-performing schools.

Wildman noted that Representative Fields highlighted the time line around turnaround schools at the legislative breakfast. She hopes to address language in the upcoming legislative session.

Lewis pointed out that these are general statements related to legislative priorities. She noted that the Board could request that additional priorities be included during the upcoming legislative session.

The Board requested that language be revised under Item 2 as follows: APS would prioritize giving districts and CDE more flexibility in implementation of turnaround strategies particularly related to time lines and consequences.

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Nelson moved and Lewis seconded to amend the consent agenda and move the draft BOE legislative priorities document, III-A-1, with required revisions to the consent agenda for action.

Roll Call: Drevon, Jorgensen, Lewis, Nelson, Shepherd, Wildman, Yamrick #8285

Approved on a vote of 7-0

Citizens Bond Oversight Committee (CBOC Annual Report)

Sturges shared that the Board received the annual Citizens Bond Oversight Committee report prior to the January 7 Board meeting. John Dale, chairperson of the Citizens Bond Oversight Committee, was present to answer questions.

Dale thanked Anthony Sturges; Josh Hensley, planning coordinator; and members of the Citizens Bond Oversight Committee, for all their diligent work. He shared that approximately \$2.6 million is available to purchase mobile units and to begin projects designated for Mrachek Middle School.

Yamrick thanked Dale for his diligent work and efforts on the Citizens Bond Oversight Committee. Shepherd also thanked Dale for all of his work and for providing information to the Board.

Jamaica Early Learning Center School Naming Recommendation

Chief Communication Officer Georgia Duran and Jamaica Child Development Center Principal Anita Walker highlighted key community partners that have worked with APS to build the new early childhood center, including the Piton Foundation, Foundation for Educational Excellence, Gates Family Foundation and Temple Hoyne Buell Foundation. The process used for the name recommendation by the Jamaica Early Learning Advisory Committee, which included APS and early childhood education staff, education consultants, and community members, was also highlighted. The name recommended by the committee, Early Beginnings: A Zoom Site, is centered on the importance of high quality early childhood education, solid academics, and building young parenting skills. A "Zoom" site is part of our partners' branding to create unique early childhood education and family support centers throughout the community and the committee felt it was important to include it in the name. The committee also agreed to incorporate APS in the name, APS Early Beginnings: A Zoom Site, if

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the Board prefers. The site will serve students from birth to five years of age, and is expected to open to kids next week.

Lewis requested that APS be included in the name. She asked if “Jamaica” had been considered in the naming recommendation process. Duran shared that the name Jamaica was omitted as the committee felt it important to separate the sites as one of the focuses is centered on young parenting.

Durán shared that a grand opening celebration will be scheduled in the spring. She also requested that community partners be recognized at an upcoming Board meeting. Walker encouraged Board members to stop by and visit the center adjacent to Jamaica Elementary School prior to the grand opening celebration.

Nelson moved and Yamrick seconded to amend the consent agenda and move the Jamaica Early Learning Center School Naming Recommendation, III-A-2, to the consent agenda for action and approve the committee’s name recommendation, APS Early Beginnings: A Zoom Site, for the new early childhood education site.

Roll Call: Drevon, Jorgensen, Lewis, Nelson, Shepherd, Wildman, Yamrick #8286

Approved on a vote of 7-0

Policy GCE-GCF-R

Smith provided an overview of Policy GCE/GCF-R, Professional Staff Recruiting/Hiring, which outlines the professional staff recruitment and hiring process. The Board is not required to approve the regulation change related to Policy GCE as regulations do not require Board approval.

Eyre shared that policy and regulation changes are currently provided to the Board via a weekly update. A quarterly update of changes will also be provided to the Board. Policy and regulation changes are prompted by legislative changes, Colorado Association of School Boards updates, internal staff, or by Board recommendation. The department supervisor initiates the policy or regulation change, which is then routed to the Leadership Team for review. Policies are either approved by the Superintendent or by the Board.

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### Vanguard Charter Agreement Addendum

Eyre reviewed the addendum to the Vanguard Charter Agreement to reflect increased enrollment and updated budget exhibits.

Shepherd asked if changes altered the contract. Eyre replied that changes do not alter the contract.

Lewis asked about the location of the new Vanguard high school. Sturges shared that the site is located on Kentucky and Buckley. Escárcega added that the site would include students in kindergarten through twelfth grade.

### Resolution Expressing the Intent to be Reimbursed for Construction Costs

Munn noted that the Board would receive some resolutions that require approval in terms of planning costs for the new P-8 school. Bradshaw explained that planning costs for construction of the new P-8 school will be incurred by the district prior to reimbursement of funds through proceeds from Certificates of Participation (COP). The resolution before the Board formalizes the intent for the district to pay planning costs from the general fund as incurred. Statements are included within the resolution that state that the district will not be reimbursed for any costs unrelated to construction of the new P-8 school. These statements will also keep COPs on a tax exempt basis for individuals that purchase them.

The resolution will be included on the January 21 consent agenda for action.

### **III. CONSENT AGENDA**

Yamrick moved and Jorgensen seconded to approve the following items on the amended consent agenda as presented:

- Vanguard Charter Agreement Addendum
- Draft 2014 Legislative Priorities
- Jamaica Early Learning Center School Naming Recommendation - APS Early Beginnings: A Zoom Site
- Priority Improvement or Turnaround Unified Improvement Plan Schools
- Equity Audit of District Policies and Regulations
- 2013-14 Readopted Budget
- Use of a Portion of Beginning Fund Balance as Authorized by Colorado

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Statutes

- Personnel
- Student Organization Charter – Vista PEAK HOSA
- Student Organization Charter – Vista PEAK Technology Student Association – Visual and Design Arts
- Student Organization Charter – Vista PEAK Creative Careers
- Student Organization Charter – Vista PEAK Technology Student Association – STEM
- Student Organization Charter – Vista PEAK Latino Student Alliance
- Student Organization Charter – Gateway Invisible Children Awareness
- Student Organization Charter – Aurora Central Black Student Alliance

Roll Call: Drevon, Nelson, Jorgensen, Lewis, Shepherd, Wildman, Yamrick #8287

Approved on a vote of 7-0

#### **IV. BOARD WORK**

##### **Ends Conversation and Open Dialogue**

###### Policy Perception Checklist

Did the Board receive information at tonight's meeting that requires a policy change?

The Board did not receive information that requires a policy change.

Did the Board receive information at tonight's meeting that requires additional information or monitoring?

- The Board will request additional information as the legislative session progresses.

##### **Open Dialogue**

The Board reviewed the proposed legislative communication protocol. Shepherd noted that legislative communication protocol does not require formal adoption and is intended to be a set of expectations for the Board, Superintendent and Leadership Team. The Board has the option to revise legislative protocol as

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needed.

The Board requested that language be revised in Item 6 to state “and” instead of “or.” Shepherd suggested that a statement be included on the final draft that indicates the Board and the Superintendent have worked together to develop the final legislative protocol.

Munn noted that Youngquist is a member of the LEAD compact and Escárcega is the current president of the Colorado Association of School Executives, and shared that they may have opportunities to share information, comments or experiences with legislators within these capacities.

Former and current Board members will participate in a self-evaluation exercise developed by CASB. The Board will complete an annual self-evaluation exercise in June. Shepherd, Wildman, Lewis and Jorgensen will complete the self-evaluation exercise with former and current Board members.

New Board members will participate in a Strength Finders exercise to determine their top strengths as leaders and to develop better Board working relationships. New Board members were provided a book to take the assessment. HR Director Jack Kronser will review outcomes with the Board in February.

Lewis thanked Sturges for providing a list of student organization charters at school sites and the Board policy related to regulations for student organization charters. She requested that the number of student participants in each organization charter be included on forms.

Lewis announced that America’s Promise Alliance is hosting a college planning night on Tuesday, January 28, 6:00 p.m., at Gateway High School. She shared that there will be a number of information booths and a panel discussion to highlight how to access the College in Colorado website to complete a FAFSA form. She added that the kickoff presentation will be held in the Performing Arts Center and resource tables will be set up in the Commons. A flier will be forwarded to Board members once it is finalized.

Lewis requested that either Munn or Stuart attend the event to greet families.

### ***Board Self-Monitoring***

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Jorgensen shared that the Board did fine tonight. He expressed that the Board has preconceived notions pertaining to its work and believes it will take time to develop relationships. He encouraged Board members to maintain patience and self-awareness in terms of interactions to start building bonds.

**V. CONCLUDING ITEMS**

***Next meeting date***

The next meeting of the Board of Education will be held on January 21, 2014, at 6:00 p.m. in the Dr. Edward and Mrs. Patricia Lord Boardroom of Educational Services Center 4.

***Adjournment***

The regular meeting of the Board of Education adjourned at 8:50 p.m.

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**President**

ATTEST \_\_\_\_\_  
**Secretary**



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# VISTA 2015

January, 2014



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# Achievement



# Achievement

**Goal 1** – Accelerate learning and reduce learning gaps

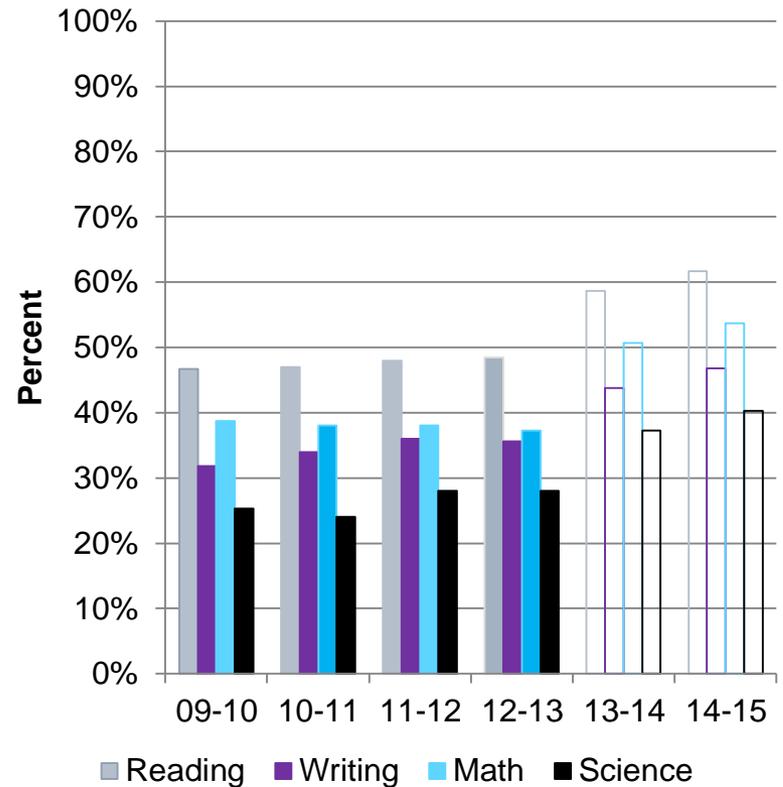
**Obj. 1** – Every student will be at grade level in reading, writing, and math within 5 years (or within 3 years when entering at first grade) of continuous attendance in APS

**Action 3** – Increase proficiency rates for students scoring proficient or advanced on all state assessments (CSAP) with an annual increase of 10% for all grade levels/content areas not meeting state averages; all grade levels/content areas meeting state averages must increase a minimum of 3%

**Tasks:**

- Provide joint professional learning to preschool and kindergarten teachers on emergent literacy and effective instructional practices
- Provide professional learning to principals in identifying and supporting the development of common instructional strategies and practices preschool to second grade
- Align curriculum, instruction, assessment, and professional learning P20 to the new Colorado Academic Standards by revising curriculum instructional documents, assessments, data collection processes, and use of instructional technology
- Develop and provide professional learning to principals and teachers in the implementation of the standards-based teaching and learning cycle, focusing on planning, teaching, assessment, intervention, and expectations of proficiency
- Provide job embedded professional learning to teachers through the teacher coach model
- Support the monitoring process within the UIP in analyzing and reporting data quarterly, identifying next steps to meet major improvement strategies

**CSAP Proficient and Advanced**





# Achievement

**Goal 1** – Accelerate learning and reduce learning gaps

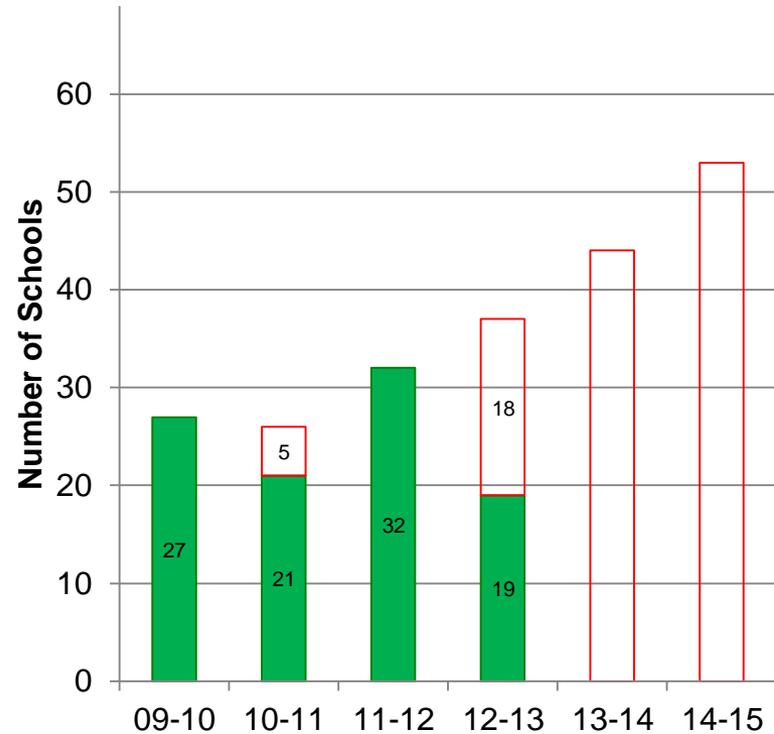
**Obj. 2** – Increase the percentage of students achieving one or more year’s growth in reading, writing, and math by at least 3% annually

**Action 2** – Increase the number of schools by 20% annually meeting or exceeding the 50<sup>th</sup> percentile growth rate in in all CSAP tested areas

**Tasks:**

- Identify and support the development of common instructional strategies/practices of Pre-Kindergarten to second grade
- Align curriculum, instruction, assessment, and professional learning P20 to the new Colorado Academic Standards by revising curriculum instructional documents, assessments, data collection processes, and use of instructional technology
- Strengthen and refine the P12 RtI model Tier I and Tier I-A initial instruction through systematic monitoring and evaluation of formative data
- Strengthen and refine the P12 RtI model Tier II and III interventions through systematic monitoring and evaluation of formative data
- Provide professional learning to principals in understanding how to collect, monitor, and evaluate formative data –
- Provide job embedded professional learning to teachers through the teacher coach model
- Support the monitoring process within the UIP in analyzing and reporting data quarterly, identifying growth gaps
- Design and implement administrative, teacher, and student portals synthesizing student and teacher data into an integrated reporting system in order to drive professional learning and classroom decision making

**Schools Exceeding 50<sup>th</sup> Percentile Growth Rate**





# Achievement

**Goal 3** – Increase choice offerings, access to postsecondary options and postsecondary/workforce readiness (PWR)

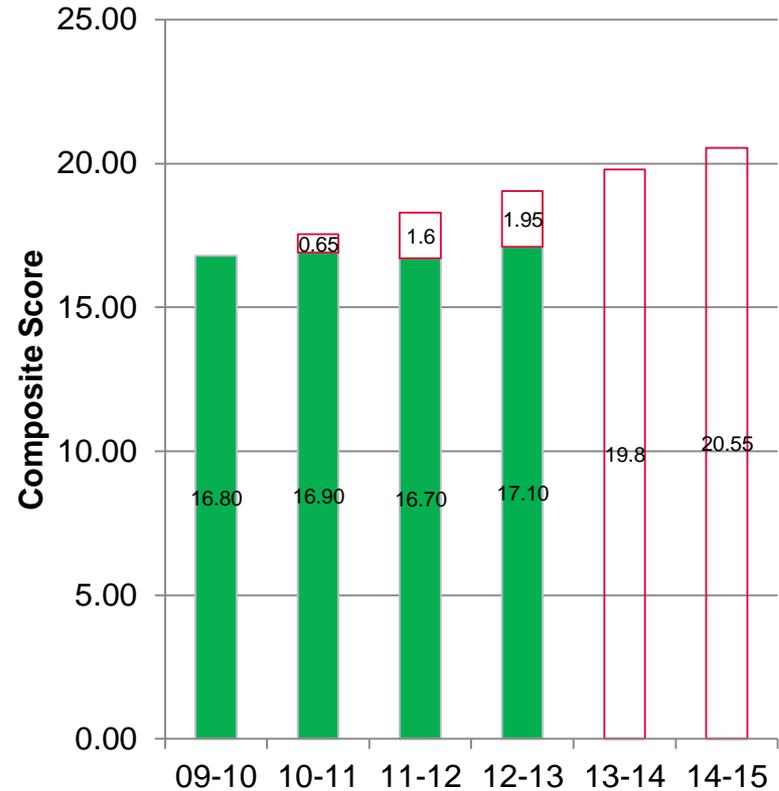
**Obj. 3** – Increase postsecondary options and workforce readiness of APS graduates to support meaningful choices about their future education and careers

**Action 2** – Increase the composite ACT score by .75 annually

**Tasks:**

- Use Naviance Method Test Prep with 10<sup>th</sup> and 11<sup>th</sup> graders
- Revise instructional blocks to incorporate ACT practice
- All 8<sup>th</sup> graders take Explore assessment
- All 9<sup>th</sup> graders take Plan assessment
- Schools use data from Explore and Plan to support students in identifying strengths and areas of need

**Composite ACT Score**





# Achievement



**Goal 3** – Increase choice offerings, access to postsecondary options and postsecondary/workforce readiness (PWR)

**Obj. 3** – Increase postsecondary options and workforce readiness of APS graduates to support meaningful choices about their future education and careers

**Action 1** – Increase the 4 year cohort graduation rate by 5% annually from the previous year

**Tasks:**

- Early Warning System – ABCs – implemented in all high schools and middle schools
- Assure all high school students are on ICAP by 2011-12
- Assure all middle school students are on ICAP by 2011-2012
- Credit checks performed annually
- Develop systematic transition program for students moving from 8<sup>th</sup> to 9<sup>th</sup> grade

### APS Four Year Cohort Graduation Rate

