

# **Ninth Grade Summer Academy**

*Evaluation Summary from 2007 to 2010*



**Accountability,  
Research &  
Evaluation**

## **Executive Summary**

The Ninth Grade Summer Academy is designed to assist Denver Public School students with the transition from middle school to high school. The Academy's primary goals are: (1) to assist students in acclimating (i.e., socialization) to the high school environment; and (2) to assist in their academic preparation for high school. Topics such as: introduction to high school, academic resiliency, and math/writing preparation are presented to help students meet those goals when they enroll as Ninth Graders in the Fall.

Using student performance data, observations and survey data, this evaluation examines how well the Ninth Grade Summer Academy met its intended goals and objectives.

For this evaluation, student achievement data was examined. Many of those variables that the research suggests are accurate predictors of timely high school graduation showed that students who participated in the Ninth Grade Summer Academy performed better than that of a similar comparison group.

The survey data indicates that participants felt an overall satisfaction with the Ninth Grade Summer Academy. Both Academy site leaders and faculty members responded through survey research that the Ninth Grade Summer Academy is of benefit to transitioning middle school students. Observations of Ninth Grade Summer Academy classes showed the students engaged with the material being presented and that the faculty presented the materials provided by the Ninth Grade Summer Academy in an engaging and relevant manner.

## **Literature Review**

The research literature suggests that transitional milestones (e.g., from elementary to middle school, from middle school to high school, from high school to college/university, etc.) are an important time to provide intervention services to help ease this transition. Entering high school from middle school challenges the student with a “larger, more impersonal, more competitive and grade-orientated environment than they experienced in middle school” (Eccles, Midgley and Adler, 1984). Difficulties in this high school transition phase are prominent in the literature (Balfanz, Herzog and Mac Iver, 2007; Barone, Aguirre-Deandreis and Trickett, 1999; Hertzog, Morgan, Diamond and Walker, 1996) and helps to advance the idea that “the easier the transition, the greater likelihood that students will succeed” (Grossman and Cooney, 2009). These difficulties include feelings of isolation (Chapman and Sawyer, 2001), increased risk of dropping out (Hayes, Nelson, Tabin, Person & Worthy, 2002), falling behind on coursework, and failing to graduate on time (Green and Scott, 1995).

Akos and Galassi (2004) examined the topic of easing transitional phases for students. They suggest in order to help ease the transition from middle school to high school, school districts might consider activities such as tours of the school, discussions about their new environment, etc. To help address these needs of students, school districts throughout the nation have developed transitional programs (e.g., Summer Transitional Academies, counseling programs, etc.). These programs typically focus on familiarizing students with their new learning environment, strengthening existing skills in traditional coursework (e.g., mathematics, writing, reading skills) and other topics

such as academic resiliency, problem solving, etc. (Cognato, 1999; Thompson and Prisbel, 1999).

To address these concerns, Denver Public Schools conducts the Ninth Grade Summer Academy to help transition its middle school students into the high school environment by focusing on two primary goals: **acclimation** and **academic preparation**.

A focus on acclimation into the new high school environment is supported by the literature. In order to assist in this introduction to high school, the Ninth Grade Summer Academy:

- provides opportunities to develop enriching relationships with fellow students and school staff;
- provides opportunities to become familiar with their high school, develop leadership skills and get involved with school activities;
- works to develop resiliency skills to successfully transition to the high school environment.

Academic preparation for the transition from middle school to high school is also supported by the literature as an important goal. Ninth Grade Summer Academy seeks to promote this by:

- providing a comprehensive Introduction to High School program to help students understand the academic skills they will need to graduate from high school.
- providing blocks of study (e.g., math, writing/literacy) to students of the Academy.

## Methods

To evaluate the effectiveness of the Ninth Grade Summer Academy in meeting these goals, student performance data and survey research was examined, as well as observations of the Academy in session.

Student performance data is used to track those students participating in the Academy and a like comparison group of students who did not participate in the Academy.

The comparison group was generated to assess the salient achievements of those students who participated in the Ninth Grade Summer Academy and those who did not participate. In order to achieve a strong comparison, the comparison group was chosen based on the following characteristics:

- Grade level;
- CSAP proficiency levels in Math, Reading, and Writing;
- Gender;
- Race/ethnicity;
- Lunch status (e.g., free, reduced, paid);
- Special education status;
- Enrollment at a DPS school.

The two groups are compared against student performance variables<sup>1</sup> (standardized testing, G.P.A., passing all courses, attendance, citizenship, continuing

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<sup>1</sup> For example, examining the G.P.A. variable, if the student had a 2.0 grade point average the previous year and raised it the following year, that student would be counted as a “**Making Growth**” student. If the student already had a grade point average at or above 2.0 and maintains or improves on it, that student would be considered a “**Maintaining High Performance**” student. The total of both Making Growth students and Maintaining High Performance students are divided into the total number of students being examined and the score for GPA is derived. The formula for the GPA variable is:  $x=$

enrollment, on-track to graduate) which the available research (Balfanz, Herzog and Maclver, 2007; Finlay 2006) would suggest are fairly accurate predictors of timely graduation from high school.

These data help to assess the effectiveness of both academic preparation (e.g., examining standardized testing scores, G.P.A., passing all courses, continuing enrollment, on-track to graduate variables) and introduction to high school (e.g., behavioral, continuing enrollment variables) towards the goal of high school graduation.

The performance data is assessed “across time” (longitudinally) by tracking the two groups of students as they progress through the years and through grades. By doing this, it allows an examination of the differences between the two groups as they progress through high school. At this time, there are four cohort groupings:

- **Cohort One** is composed of students who attended the Ninth Grade Summer Academy in the Summer of 2007 and a comparison group who did not attend the Ninth Grade Summer Academy. Data was generated for this cohort on June 2008, June 2009 and June 2010.
- **Cohort Two** is composed of students who attended the Ninth Grade Summer Academy in the Summer of 2008 and a comparison group who did not attend the Ninth Grade Summer Academy. Data was generated for this cohort on June 2009 and June 2010.
- **Cohort Three** is composed of students who attended the Ninth Grade Summer Academy in the Summer of 2009 and a comparison group who did not attend the

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*n(MG)+n(MHP)/total N with transcript and course grades.* While other variables use different formulations (see Appendix A for details), the fundamental logic is the same. They differentiate and group those students who are: (a) performing well or (b) maintain already high performance versus those who are not.

Ninth Grade Summer Academy. Data was generated for this cohort on June 2010.

- **Cohort Four** is composed of students who attended the Ninth Grade Summer Academy in the Summer of 2010 and a comparison group who did not attend the Ninth Grade Summer Academy. Data was generated for this group at midterm on January 2011.

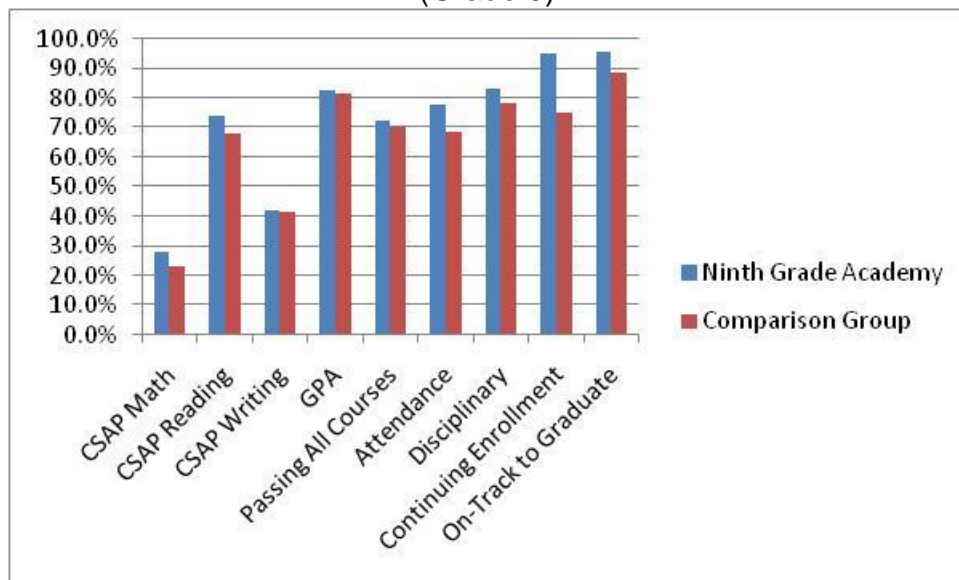
The standardized testing component for Cohort One is based on the results from the ACT test, while the testing for Cohorts Two & Three are based on the CSAP Math, Reading and Writing tests. The reason for this is Cohort One has now advanced into Grade 11 and the students no longer take the CSAP exams.

## Results

**Cohort One (Attended Academy: Summer of 2007; Data Points: **Summer 2008, Summer 2009, Summer 2010**; three years post-intervention)** tracks two groups of students (Ninth Grade Summer Academy participants versus non-participants) over three years reflecting the achievements of students past the point of attendance (or non-attendance) of the Ninth Grade Summer Academy.

As depicted in Charts 1 through 3, the participants in the Ninth Grade Summer Academy displayed evidence (if at times, minor) of advantage over the comparison group, who did not attend the Ninth Grade Summer Academy. The participant group outperformed the comparison group consistently in many categories. The categories

Chart 1: Cohort One in 2008  
(Grade 9)



which showed a noticeable difference between the two groups are the year directly after the Ninth Grade Summer Academy in the category (see Chart 1) of Continuing

Enrollment (+20 percentage point difference) and then two years later in the category (see Chart 3) of being On-Track to Graduate (+10 percentage point difference).

Chart 2: Cohort One in 2009  
(Grade 10)

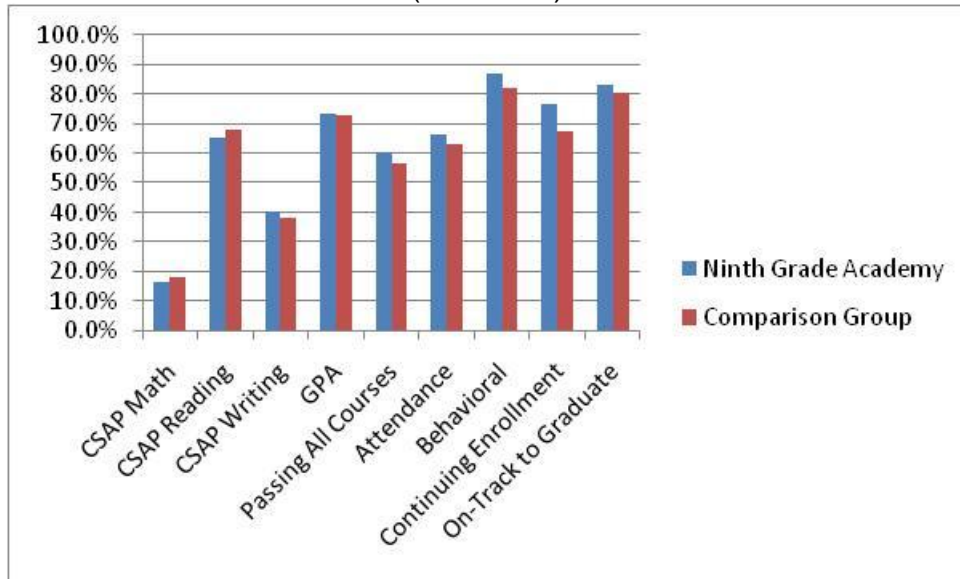


Chart 3: Cohort One in 2010  
(Grade 11)

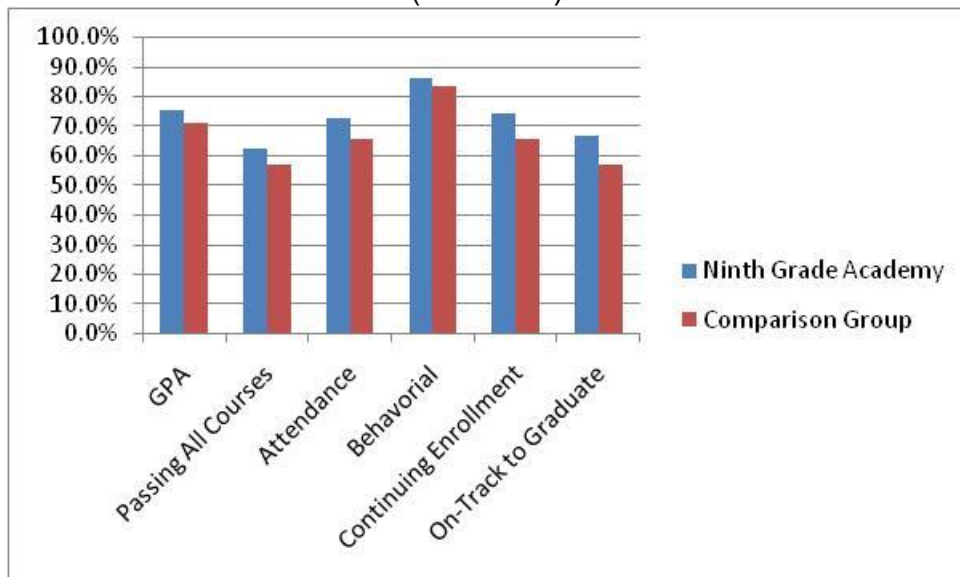
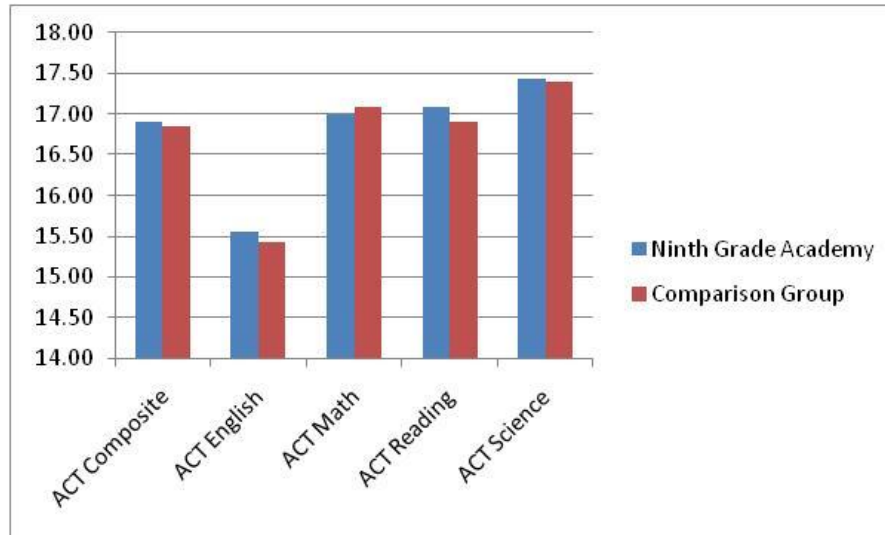


Chart 4: Cohort One  
Three Years Post Intervention  
ACT Scores



As mentioned previously, this cohort no longer takes the CSAP exams. The standardized test that is examined for this study is the ACT. Chart 4 shows a comparison between the two groups in all five different categories of the ACT exams. The group of students who attended the Ninth Grade Summer Academy slightly outperformed the comparison group in many categories, with the exception of the ACT Math category, where the comparison group did slightly better. A detailed accounting of all categories can be found in Appendix A.

**Cohort Two (Attended Academy: Summer of 2008; Data Points: Summer 2009, Summer 2010; two years post-intervention)** tracks two groups of students (Ninth Grade Summer Academy participants versus non-participants) over a two-year period. In Cohort Two, the greatest differences between participants and non-participants are in the categories (see Chart 5) of On Track to Graduate (+13 percentage point difference) and of G.P.A. (+9 percentage point difference) and then

one year later in the category (see Chart 6) of Continuing Enrollment (+9 percentage point difference).

Chart 5: Cohort Two in 2009  
(Grade 9)

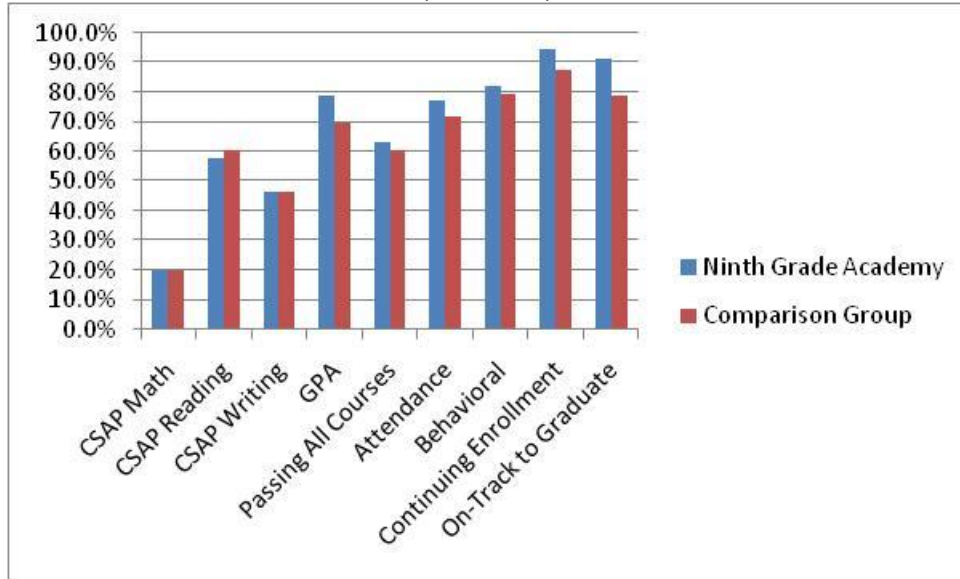
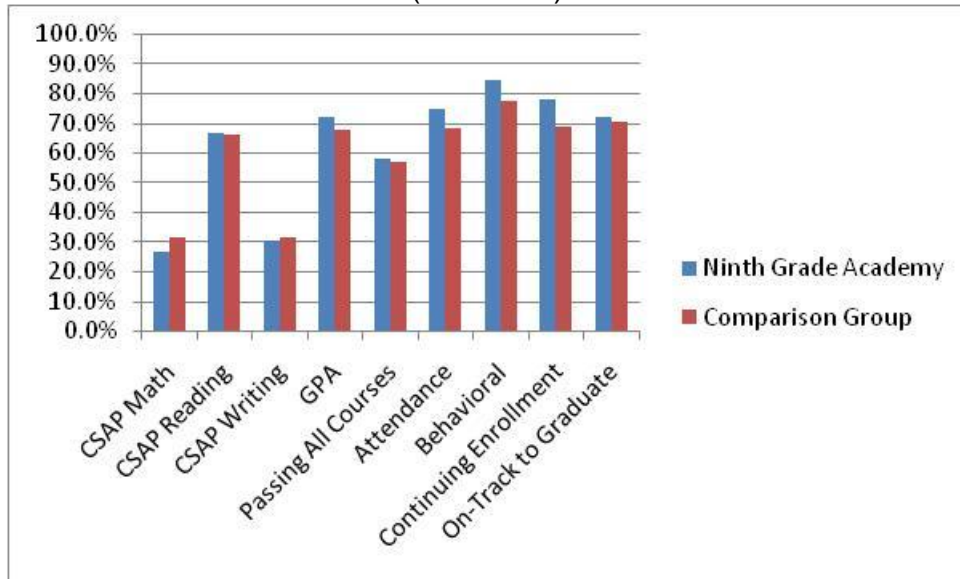


Chart 6: Cohort Two in 2010  
(Grade 10)

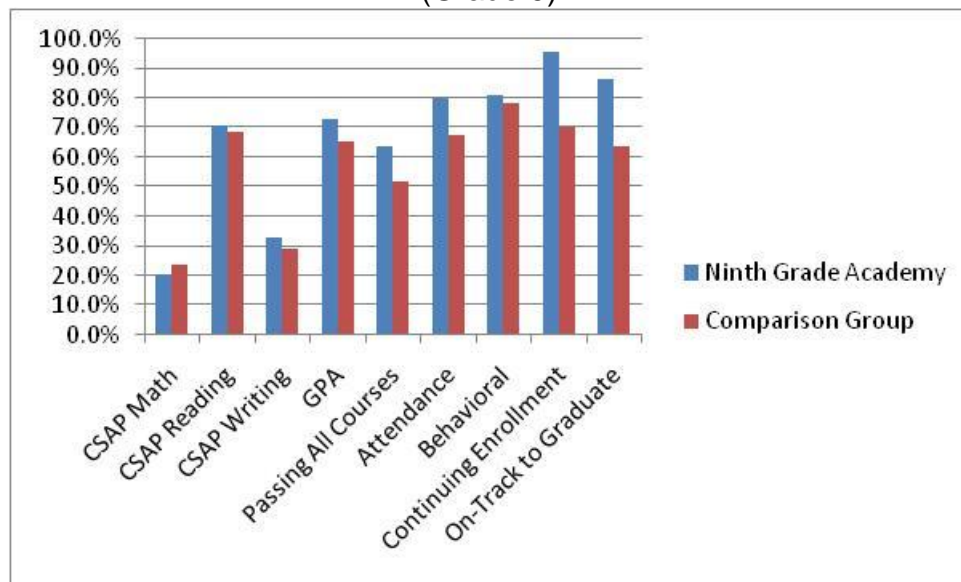


The CSAP test scores reflect differences between the two groups. The greatest difference is in CSAP Math (see Chart 6) where the comparison group performed

slightly better (+5 percentage point difference) than the Ninth Grade Academy group. CSAP Reading starts with slightly better performance by the comparison group (+2 percentage point difference) and then the following year showed slightly better performance by the Ninth Grade Academy group (+1 percentage point difference). A detailed accounting of all categories can be found in Appendix B.

**Cohort Three (Attended Academy: Summer of 2009; Data Point: Summer 2010; one year post intervention)** tracks two groups of students (Ninth Grade Summer Academy participants versus non-participants) over a year. In Cohort Three, the greatest differences between participants and non-participants are in the category (see Chart 7) of Continuing Enrollment (+25 percentage point difference) and being On-Track to Graduate (+22 percentage point difference).

Chart 7: Cohort Three in 2010  
(Grade 9)



The CSAP Math Scores reflects a difference between the comparison group (+3 percentage point difference) and the Ninth Grade Summer Academy group and the

CSAP Writing Scores also reflects a difference between the Ninth Grade Summer Academy group (+2 percentage point difference) and the comparison group.

To summarize, the data shows students who participated in the Ninth Grade Academy outperformed the comparison group on the majority of the predictor variables, with the greatest differences throughout the years in the areas of Continuing Enrollment and being On-Track to Graduate. These findings appear to support previous research done by Denver Public Schools, which found a high correlation between first semester Ninth Grade attendance and timely high school graduation (Denver Public Schools, 2010; Virginia Department of Education, 2005). A detailed accounting of these categories can be found in Appendix C.

It should be noted that none of these results are solid evidence of causation. There are no claims that going to a Summer Academy causes a student to perform better, nor whether students who perform better in certain areas tend to attend Summer Academy.

**Cohort Four (Attended Academy: Summer of 2010; Data Point: January 2011)** uses the most recent end of term data highlighting a few of the variables (which were available) that are used as fairly accurate predictors of timely graduation from high school. Table 1 shows a breakdown of the participants of the Ninth Grade Summer Academy.

Table 1: Demographic Data  
2010 Ninth Grade Summer Academy participants

	<b><u>Count</u></b>	<b><u>Percentage</u></b>
Free/Reduced Lunch Eligible	882	57.0%
<b><u>Gender</u></b>		
Female	795	51.7%
Male	727	47.3%
<b><u>Language Proficiency</u></b>		
English Language Learners	500	33.0%
<b><u>Race/Ethnicity</u></b>		
African American	242	16.0%
American Indian or Alaskan Native	8	.5%
Asian or Pacific Islander	70	5.0%
Caucasian	405	26.0%
Hispanic/Latino	722	47.0%
Multiple Races	72	5.0%
<b><u>SPED</u></b>		
Receiving Special Education Services	127	8.0%

The end of semester data reflects differences between the Ninth Grade Summer Academy group and the comparison group on the available variables. The Ninth Grade Summer Academy group outperformed the comparison group on four of the five available variables (e.g., behavior incidents, first semester finals, ACUITY Math and Reading exams, passing all courses). The Ninth Grade Summer Academy group showed a difference in the Attendance variable (-3.5 percentage point difference). The

calculation of the Attendance variable was changed from previous years, so any comparison would be difficult.

Table 2: Cohort Four in 2011  
Behavioral

	<b>N</b>	<b>% of Students with Behavioral Incidents</b>	<b>Group Difference</b>
9 <sup>th</sup> Grade Summer Academy Participants	1321	9.2%	-0.80%
Control Group	1321	10.0%	

Table 3: Cohort Four in 2011  
Semester Finals with C or Higher

	<b>N</b>	<b>% Semester Finals with C or higher</b>	<b>Group Difference</b>
9 <sup>th</sup> Grade Summer Academy Participants	1737	75.0%	+4.0%
Control Group	1321	71.0%	

Table 4: Cohort Four in 2011  
ACUITY Math and Reading  
(Predictor Form A—ACUITY Scale Score)

	<b>N</b>	<b>Mean</b>	<b>Mean Difference</b>
<b>ACUITY Math</b>			
9 <sup>th</sup> Grade Summer Academy Participants	1284	509.5	+7
Control Group	746	502.5	
<b>ACUITY Reading</b>			
9 <sup>th</sup> Grade Summer Academy Participants	1286	507.1	+6
Control Group	752	501.1	

Table 5: Cohort Four in 2011  
Passing All Courses

	<b>N</b>	<b>% All Courses Passed with C or higher</b>	<b>Group Difference</b>
9 <sup>th</sup> Grade Summer Academy Participants	1321	81.0%	+12.0%
Control Group	806	69.0%	

Table 6: Cohort Four in 2011  
Attendance

	<b>N</b>	<b>% of Periods Present Per Periods Enrolled*</b>	<b>Group Difference</b>
9 <sup>th</sup> Grade Summer Academy Participants	989	91.1%	-3.5%
Control Group	1318	94.6%	

*\*\*1-sum of periods absent (unexcused) / Sum of periods enrolled \* 100*

## Survey Data

At the conclusion of each Ninth Grade Summer Academy, a survey was administered to participating students, faculty and site leaders. Participating students were asked a series of attitudinal questions to measure their satisfaction with the Ninth Grade Summer Academy. Overall, when the results are aggregated to get a picture of the Ninth Grade Summer Academy, the students were satisfied with the experience.

Table 7: Ninth Grade Summer Academy results  
Satisfaction

Statement	% of Positive Responses
I would recommend the Ninth Grade Academy to students next year.	93.1%
I'm glad I participated in the Ninth Grade Academy.	95.9%
The Ninth Grade Academy was a positive experience for me.	95.8%
The Academy makes me look forward to high school.	94.9%

One primary area of interest found in the survey results was the opportunities the students had to meet with counselors/principals.

As stated in the literature review, this transitional period is an important one and it could be seen as a unique opportunity for leadership at the individual schools to meet with students before the start of the school year. Meeting their school's principal (66.2% of participants indicated they had this opportunity) and at least one of their counselors (71.1% of the survey respondents indicated they had this opportunity) could be seen as

a positive feature of the Ninth Grade Summer Academy. The drop from last year's responses to these two satisfaction questions could be a result of additional counselor's duties, conflicting principal conferences, etc., but should be examined prior to next year's Academy to encourage increased participation.

The site leader survey indicated overall satisfaction with the implementation of the Ninth Grade Summer Academy. The major areas of concern of the site leader were: (a) the quality of the literacy curriculum and; (b) the quality of the Success Highways program. This trend is also reflected with the Faculty Survey with the literacy curriculum and the Success Highways program scoring the lowest in their opinion of what engaged the student interests, what constitutes good preparation for high school and whether it encourages students to think.

## **Observations**

Three of the high schools hosting the Ninth Grade Summer Academy were randomly selected and visited: Montbello High School, John F. Kennedy High School and Denver School of the Arts.

At both Montbello and John F. Kennedy High Schools, the temperature in the classrooms were uncomfortably hot. The site leaders and teachers did what they could to address the situation (e.g., supplied and positioned fans, provided bottled water, etc.). The heat may have limited student's ability to focus and engage. Temperature was not an issue at Denver School of the Arts.

The physical setup was that of a standard high school classroom. Montbello used long tables with students sitting next to each other and the teacher presenting the material at different locations in the classroom. John F. Kennedy High and Denver School of the Arts used separate desks for students and the teacher was primarily presenting at the front of the classroom, helping students throughout the classroom as needed.

In all three instances, the teachers were engaging the students and the students appeared to be engaged and participating in the class activities. The teachers were using the materials, which are provided by the Ninth Grade Summer Academy program, and kept the content relevant and focused. At Montbello High School, the printed materials used a plastic binding for some of the printed materials, which didn't hold together very well and caused some distraction for the students.

To summarize, the students appeared to be interested and engaged. The teachers were using the prepared materials for the Ninth Grade Summer Academy, while interacting and assisting the students in learning the material.

## **Conclusion**

The primary goals for the Ninth Grade Summer Academy are: (1) to assist students in acclimating to the high school experience; and (2) to assist in their academic preparation for high school. The research literature strongly suggests that intervention during this transition period is an important component for successful high school graduation.

Specific metrics from student achievement data (which the research suggests are accurate predictors of timely high school graduation) showed that students who participated in the Ninth Grade Summer Academy outperformed similar comparison groups. Standardized testing (i.e., CSAP, etc.) was one of the few categories where non-participants scored slightly higher than participants did. It is recommended that future evaluations of the Ninth Grade Summer Academy continue to monitor these variables for change and to explore additional variables, such as extra-curricular activities, for further examination.

The survey data indicates that the participants felt an overall satisfaction with the Ninth Grade Summer Academy. To assist in the improvement of future evaluations, the survey instruments should be reexamined and revised.

Observations of Ninth Grade Summer Academy classes showed the students engaged with the classroom teachers who were presenting the materials provided.

In conclusion, an examination of the available data would indicate that the Ninth Grade Summer Academy is meeting the expectations of the students participating and of the site leaders/faculty conducting the Academy. The student achievement data indicates that students who participate in the Academy appear to show higher scores

than a like group of non-participants in many of the predictor variables of timely high school graduation.

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## **Appendix**

Appendix A – Cohort 1 Program and ACT Data

Appendix B – Cohort 2 Program Data

Appendix C – Cohort 3 Program Data

Appendix D – Individual School Data

Appendix E – Student Survey Data

Appendix F – Site Leader Survey Data

Appendix G – Faculty Survey Data

Appendix H – Success Highways Data

APPENDIX A  
COHORT 1 PROGRAM AND ACT DATA



# Ninth Grade Academy - Cohort 1

## Progress on Achievement, Engagement, and Graduation Indicators

### June 2007 - June 2010 (3 Years Post-Intervention)



#### Purpose

The purpose of this report is to document the progress of students who attended the Ninth Grade Academy during the summer of 2007 using nine indicators in the areas of achievement, engagement, and graduation (progress). The nine indicators were selected based upon a review of literature that showed that the indicators were predictors of timely graduation from high school.

#### Description

The report shows the percent of students that made growth or maintained high performance on achievement and engagement indicators from June 2008 (one year post-participation in the 2007 Summer Ninth Grade Academy), June 2009 (two years post-participation), and June 2010 (three years post-participation). The criteria used for determining whether students were counted as making growth or maintaining high performance are presented in Table 1.

To provide a reference for the progress of Ninth Grade Academy students, the results from a matched comparison group are also presented in the report. Students in the comparison group did *not* participate in the 2007 Summer Ninth Grade Academy. Comparison group and Cohort 1 Ninth Grade Academy students were matched based on students: (a) grade level, (b) 2007 CSAP proficiency levels in Math, Reading, and Writing, (c) gender, (d) race/ethnicity, (e) free/ reduced lunch status, (f) special education status, and (g) enrollment at a DPS school.

Table 1. *Descriptions of Indicators*

#### Measure: ACHIEVEMENT

Indicator	Data Type	Making Growth (MG)/ Maintaining High Performance (MHP) Criteria				Calculation ( <i>n</i> = # of students)
		MG		MHP		
		Previous Year	Reported Year	Previous Year	Reported Year	
G.P.A. (Overall)	Letter Grades	< 2.00	≥ 2.00	≥ 2.00	≥ 2.00	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ with transcript and course grades
Passing All Courses	Letter Grades	Failing 1+ Courses	Failing 0 Courses	Failing 0 Courses	Failing 0 Courses	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ with transcript and course grades

#### Measure: ENGAGEMENT

Indicator	Data Type	Making Growth (MG) or Maintaining High Performance (MHP) Criteria				Calculation ( <i>n</i> = # of students)
		MG		MHP		
		Previous Year	Reported Year	Previous Year	Reported Year	
Attendance	Attendance Rates	< 90%	≥ 90%	≥ 90%	≥ 90%	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ with attendance records
Citizenship	In & Out of School Suspensions & Expulsions	1+ Incidents	0 Incidents	0 Incidents	0 Incidents	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ enrolled end of year

#### Measure: GRADUATION

Indicator	Data Type	High Performer (HP) Criteria	Calculation ( <i>n</i> = # of students)
		Reported Year	
Continuing Enrollment	Drop Out Status	Continuing Enrollment in DPS School and Not Dropping Out	$n(\text{HP}) / \text{total } n$ with enrollment record
On-Track to Graduate	Course Credits	≥ 60 Completed Credits	$n(\text{HP}) / \text{total } n$ with transcript



**Ninth Grade Academy - Cohort 1**  
 Progress on Achievement, Engagement, and Graduation Indicators  
 June 2007 - June 2010 (3 Years Post-Intervention)



**ACHIEVEMENT**

*% Students Making Growth or Maintaining High Performance on Indicators*

	2008 - Grade 9			2009 - Grade 10			2010 - Grade 11		
	<i>Ratio (n)</i>	<i>%</i>	<i>Grp Difference</i>	<i>Ratio (n)</i>	<i>%</i>	<i>Grp Difference</i>	<i>Ratio (n)</i>	<i>%</i>	<i>Grp Difference</i>
<b>G.P.A.</b>									
Ninth Grade Academy	216/ 261	82.8%	+1%	192/ 261	73.6%	+1%	196/ 261	75.1%	+4%
Comparison Group	213/ 261	81.6%		190/ 261	72.8%		185/ 261	70.9%	
<b>Passing All Courses</b>									
Ninth Grade Academy	200/ 277	72.2%	+2%	167/ 277	60.3%	+3%	172/ 277	62.1%	+5%
Comparison Group	195/ 277	70.4%		158/ 277	57.0%		158/ 277	57.0%	

**KEY**

**Ratio (n)** = Ratio numerator is the # students making growth or maintaining high performance (achievement and engagement indicators), or high performers (graduation indicators), ratio denominator is the total # students counted for indicator (see appendix for indicator counting criteria)

**%** = % students making growth or maintaining high performance (achievement and engagement indicators) or high performers (graduation indicators)

**Grp Difference** = Ninth Grade Academy % - Comparison Group %

= Area of strength; Ninth Grade Academy % is > Comparison Group %

\* = Value is an estimate of the number of students continuing enrollment in DPS, official 09-10 drop-out data will be available in May 2011.



**Ninth Grade Academy - Cohort 1**  
 Progress on Achievement, Engagement, and Graduation Indicators  
 June 2007 - June 2010 (3 Years Post-Intervention)



**ENGAGEMENT**

*% Students Making Growth or Maintaining High Performance on Indicators*

	2008 - Grade 9			2009 - Grade 10			2010 - Grade 11		
	<i>Ratio (n)</i>	<i>%</i>	<i>Grp Difference</i>	<i>Ratio (n)</i>	<i>%</i>	<i>Grp Difference</i>	<i>Ratio (n)</i>	<i>%</i>	<i>Grp Difference</i>
<b>Attendance</b>									
Ninth Grade Academy	259/ 332	78.0%	+9%	221/ 332	66.6%	+3%	241/ 332	72.6%	+7%
Comparison Group	228/ 332	68.7%		210/ 332	63.3%		217/ 332	65.4%	
<b>Behavior</b>									
Ninth Grade Academy	286/ 345	82.9%	+4%	301/ 345	87.2%	+5%	297/ 345	86.1%	+3%
Comparison Group	251/ 320	78.4%		262/ 320	81.9%		267/ 320	83.4%	

**KEY**

**Ratio (n)** = Ratio numerator is the # students making growth or maintaining high performance (achievement and engagement indicators), or high performers (graduation indicators), ratio denominator is the total # students counted for indicator (see appendix for indicator counting criteria)

**%** = % students making growth or maintaining high performance (achievement and engagement indicators) or high performers (graduation indicators)

**Grp Difference** = Ninth Grade Academy % - Comparison Group %

= Area of strength; Ninth Grade Academy % is > Comparison Group %

\* = Value is an estimate of the number of students continuing enrollment in DPS, official 09-10 drop-out data will be available in May 2011.



**Ninth Grade Academy - Cohort 1**  
 Progress on Achievement, Engagement, and Graduation Indicators  
 June 2007 - June 2010 (3 Years Post-Intervention)



**GRADUATION**

*% Students Making Progress Toward Graduation*

	2008 - Grade 9			2009 - Grade 10			2010 - Grade 11		
	<i>Ratio (n)</i>	<i>%</i>	<i>Grp Difference</i>	<i>Ratio (n)</i>	<i>%</i>	<i>Grp Difference</i>	<i>Ratio (n)</i>	<i>%</i>	<i>Grp Difference</i>
<b>Continuing Enrollment *</b>									
Ninth Grade Academy	815/ 860	94.8%	+20%	518/ 675	76.7%	+9%	438/ 590	74.2%	+9%
Comparison Group	644/ 860	74.9%		455/ 675	67.4%		385/ 590	65.3%	
<b>On-Track to Graduate</b>									
Ninth Grade Academy	249/ 261	95.4%	+7%	217/ 261	83.1%	+2%	173/ 261	66.3%	+10%
Comparison Group	231/ 261	88.5%		211/ 261	80.8%		148/ 261	56.7%	

**KEY**

**Ratio (n)** = Ratio numerator is the # students making growth or maintaining high performance (achievement and engagement indicators), or high performers (graduation indicators), ratio denominator is the total # students counted for indicator (see appendix for indicator counting criteria)

**%** = % students making growth or maintaining high performance (achievement and engagement indicators) or high performers (graduation indicators)

**Grp Difference** = Ninth Grade Academy % - Comparison Group %

= Area of strength; Ninth Grade Academy % is > Comparison Group %

\* = Value is an estimate of the number of students continuing enrollment in DPS, official 09-10 drop-out data will be available in May 2011.



# Ninth Grade Academy - Cohort 1

## Progress on Achievement, Engagement, and Graduation Indicators

### June 2007 - June 2010 (3 Years Post-Intervention)



#### Purpose

The purpose of this report is to document the progress of students who attended the Ninth Grade Academy during the summer of 2007 using nine indicators in the areas of achievement, engagement, and graduation (progress). The nine indicators were selected based upon a review of literature that showed that the indicators were predictors of timely graduation from high school.

#### Description

The report shows the percent of students that made growth or maintained high performance on achievement and engagement indicators from June 2008 (one year post-participation in the 2007 Summer Ninth Grade Academy), June 2009 (two years post-participation), and June 2010 (three years post-participation). The criteria used for determining whether students were counted as making growth or maintaining high performance are presented in Table 1.

To provide a reference for the progress of Ninth Grade Academy students, the results from a matched comparison group are also presented in the report. Students in the comparison group did *not* participate in the 2007 Summer Ninth Grade Academy. Comparison group and Cohort 1 Ninth Grade Academy students were matched based on students: (a) grade level, (b) 2007 CSAP proficiency levels in Math, Reading, and Writing, (c) gender, (d) race/ethnicity, (e) free/ reduced lunch status, (f) special education status, and (g) enrollment at a DPS school.

Table 1. *Descriptions of Indicators*

#### Measure: ACHIEVEMENT

Indicator	Data Type	Making Growth (MG)/ Maintaining High Performance (MHP) Criteria				Calculation ( <i>n</i> = # of students)
		MG		MHP		
		Previous Year	Reported Year	Previous Year	Reported Year	
G.P.A. (Overall)	Letter Grades	< 2.00	≥ 2.00	≥ 2.00	≥ 2.00	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ with transcript and course grades
Passing All Courses	Letter Grades	Failing 1+ Courses	Failing 0 Courses	Failing 0 Courses	Failing 0 Courses	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ with transcript and course grades

#### Measure: ENGAGEMENT

Indicator	Data Type	Making Growth (MG) or Maintaining High Performance (MHP) Criteria				Calculation ( <i>n</i> = # of students)
		MG		MHP		
		Previous Year	Reported Year	Previous Year	Reported Year	
Attendance	Attendance Rates	< 90%	≥ 90%	≥ 90%	≥ 90%	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ with attendance records
Citizenship	In & Out of School Suspensions & Expulsions	1+ Incidents	0 Incidents	0 Incidents	0 Incidents	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ enrolled end of year

#### Measure: GRADUATION

Indicator	Data Type	High Performer (HP) Criteria	Calculation ( <i>n</i> = # of students)
		Reported Year	
Continuing Enrollment	Drop Out Status	Continuing Enrollment in DPS School and Not Dropping Out	$n(\text{HP}) / \text{total } n$ with enrollment record
On-Track to Graduate	Course Credits	≥ 60 Completed Credits	$n(\text{HP}) / \text{total } n$ with transcript



**Ninth Grade Academy - Cohort 1**  
ACT Comparison by Groups  
June 2010 (3 Years Post-Intervention)



**ACHIEVEMENT**

*Performance on ACT*

**2010 - Grade 11**

	<i>N</i>	<i>Average Score</i>	<i>Grp Difference</i>	<i>Percent Change</i>
<b>Composite</b>				
Ninth Grade Academy	357	16.9	0.05	0.29%
Comparison Group	325	16.85		
<b>English</b>				
Ninth Grade Academy	357	15.55	0.13	0.83%
Comparison Group	326	15.42		
<b>Math</b>				
Ninth Grade Academy	357	16.99	-0.1	-0.58%
Comparison Group	327	17.09		
<b>Reading</b>				
Ninth Grade Academy	357	17.09	0.18	1.05%
Comparison Group	326	16.91		
<b>Science</b>				
Ninth Grade Academy	357	17.44	0.04	0.22%
Comparison Group	326	17.4		

APPENDIX B  
COHORT 2 DATA



**Ninth Grade Academy - Cohort 2**  
 Progress on Achievement, Engagement, and Graduation Indicators  
 June 2008 - June 2010 (2 Years Post-Intervention)



**Purpose**

The purpose of this report is to document the progress of students who attended the Ninth Grade Academy during the summer of 2008 using nine indicators in the areas of achievement, engagement, and graduation (progress). The nine indicators were selected based upon a review of literature that showed that the indicators were predictors of timely graduation from high school.

**Description**

The report shows the percent of students that made growth or maintained high performance on achievement and engagement indicators from June 2009 (one year post-participation in the 2008 Summer Ninth Grade Academy) and June 2010 (two years post-participation). The criteria used for determining whether students were counted as making growth or maintaining high performance are presented in Table 1.

To provide a reference for the progress of Ninth Grade Academy students, the results from a matched comparison group are also presented in the report. Students in the comparison group did *not* participate in the 2008 Summer Ninth Grade Academy. Comparison group and Cohort 1 Ninth Grade Academy students were matched based on students: (a) grade level, (b) 2009 CSAP proficiency levels in Math, Reading, and Writing, (c) gender, (d) race/ ethnicity, (e) free/ reduced lunch status, (f) special education status, and (g) enrollment at a DPS school.

Table 1. *Descriptions of Indicators*

**Measure: ACHIEVEMENT**

Indicator	Data Type	Making Growth (MG)/ Maintaining High Performance (MHP) Criteria				Calculation (n = # of students)
		MG		MHP		
		Previous Year	Reported Year	Previous Year	Reported Year	
G.P.A. (Overall)	Letter Grades	< 2.00	≥ 2.00	≥ 2.00	≥ 2.00	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ with transcript and course grades
Passing All Courses	Letter Grades	Failing 1+ Courses	Failing 0 Courses	Failing 0 Courses	Failing 0 Courses	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ with transcript and course grades

**Measure: ENGAGEMENT**

Indicator	Data Type	Making Growth (MG) or Maintaining High Performance (MHP) Criteria				Calculation (n = # of students)
		MG		MHP		
		Previous Year	Reported Year	Previous Year	Reported Year	
Attendance	Attendance Rates	< 90%	≥ 90%	≥ 90%	≥ 90%	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ with attendance records
Citizenship	In & Out of School Suspensions & Expulsions	1+ Incidents	0 Incidents	0 Incidents	0 Incidents	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ enrolled end of year

**Measure: GRADUATION**

Indicator	Data Type	High Performer (HP) Criteria	Calculation (n = # of students)
		Reported Year	
Continuing Enrollment	Drop Out Status	Continuing Enrollment in DPS School and Not Dropping Out	$n(\text{HP}) / \text{total } n$ with enrollment record
On-Track to Graduate	Course Credits	≥ 60 Completed Credits	$n(\text{HP}) / \text{total } n$ with transcript



**Ninth Grade Academy - Cohort 2**  
 Progress on Achievement, Engagement, and Graduation Indicators  
 June 2008 - June 2010 (2 Years Post-Intervention)



**ACHIEVEMENT**

*% Students Making Growth or Maintaining High Performance on Indicators*

	2009 - Grade 9			2010 - Grade 10		
	Ratio (n)	%	Grp Difference	Ratio (n)	%	Grp Difference
<b>CSAP Math</b>						
Ninth Grade Academy	111/ 559	19.9%	0%	149/ 559	26.7%	-5%
Comparison Group	111/ 559	19.9%		178/ 559	31.8%	
<b>CSAP Reading</b>						
Ninth Grade Academy	322/ 556	57.9%	-2%	371/ 556	66.7%	+1%
Comparison Group	335/ 556	60.3%		367/ 556	66.0%	
<b>CSAP Writing</b>						
Ninth Grade Academy	259/ 557	46.5%	+0%	170/ 557	30.5%	-1%
Comparison Group	258/ 557	46.3%		175/ 557	31.4%	
<b>G.P.A.</b>						
Ninth Grade Academy	414/ 525	78.9%	+9%	379/ 525	72.2%	+4%
Comparison Group	365/ 525	69.5%		357/ 525	68.0%	
<b>Passing All Courses</b>						
Ninth Grade Academy	362/ 570	63.5%	+3%	331/ 570	58.1%	+1%
Comparison Group	345/ 570	60.5%		325/ 570	57.0%	

**KEY**

**Ratio (n)** = Ratio numerator is the # students making growth or maintaining high performance (achievement and engagement indicators), or high performers (graduation indicators), ratio denominator is the total # students counted for indicator (see appendix for indicator counting criteria)

**%** = % students making growth or maintaining high performance (achievement and engagement indicators) or high performers (graduation indicators)

**Grp Difference** = Ninth Grade Academy % - Comparison Group %

= Area of strength; Ninth Grade Academy % is > Comparison Group %

\* = Value is an estimate of the number of students continuing enrollment in DPS, official 09-10 drop-out data will be available in May 2011.



**Ninth Grade Academy - Cohort 2**  
 Progress on Achievement, Engagement, and Graduation Indicators  
 June 2008 - June 2010 (2 Years Post-Intervention)



**ENGAGEMENT** *% Students Making Growth or Maintaining High Performance on Indicators*

	2009 - Grade 9			2010 - Grade 10		
	Ratio (n)	%	Grp Difference	Ratio (n)	%	Grp Difference
<b>Attendance</b>						
Ninth Grade Academy	514/ 664	77.4%	+5%	495/ 664	74.5%	+6%
Comparison Group	478/ 664	72.0%		452/ 664	68.1%	
<b>Behavior</b>						
Ninth Grade Academy	460/ 560	82.1%	+3%	473/ 560	84.5%	+7%
Comparison Group	444/ 560	79.3%		434/ 560	77.5%	

**KEY**

**Ratio (n)** = Ratio numerator is the # students making growth or maintaining high performance (achievement and engagement indicators), or high performers (graduation indicators), ratio denominator is the total # students counted for indicator (see appendix for indicator counting criteria)

**%** = % students making growth or maintaining high performance (achievement and engagement indicators) or high performers (graduation indicators)

**Grp Difference** = Ninth Grade Academy % - Comparison Group %

= Area of strength; Ninth Grade Academy % is > Comparison Group %

\* = Value is an estimate of the number of students continuing enrollment in DPS, official 09-10 drop-out data will be available in May 2011.



**Ninth Grade Academy - Cohort 2**  
 Progress on Achievement, Engagement, and Graduation Indicators  
 June 2008 - June 2010 (2 Years Post-Intervention)



GRADUATION	<i>% Students Making Progress Toward Graduation</i>					
	2009 - Grade 9			2010 - Grade 10		
	<i>Ratio (n)</i>	<i>%</i>	<i>Grp Difference</i>	<i>Ratio (n)</i>	<i>%</i>	<i>Grp Difference</i>
<b>Continuing Enrollment *</b>						
Ninth Grade Academy	911/ 963	94.6%	+7%	680/ 872	78.0%	+9%
Comparison Group	843/ 963	87.5%		602/ 872	69.0%	
<b>On-Track to Graduate</b>						
Ninth Grade Academy	481/ 525	91.6%	+13%	378/ 525	72.0%	+2%
Comparison Group	414/ 525	78.9%		369/ 525	70.3%	

**KEY**

**Ratio (n)** = Ratio numerator is the # students making growth or maintaining high performance (achievement and engagement indicators), or high performers (graduation indicators), ratio denominator is the total # students counted for indicator (see appendix for indicator counting criteria)

**%** = % students making growth or maintaining high performance (achievement and engagement indicators) or high performers (graduation indicators)

**Grp Difference** = Ninth Grade Academy % - Comparison Group %

= Area of strength; Ninth Grade Academy % is > Comparison Group %

\* = Value is an estimate of the number of students continuing enrollment in DPS, official 09-10 drop-out data will be available in May 2011.

APPENDIX C  
COHORT 3 DATA



**Ninth Grade Academy - Cohort 3**  
 Progress on Achievement, Engagement, and Graduation Indicators  
 June 2009 - June 2010 (1 Year Post-Intervention)



**Purpose**

The purpose of this report is to document the progress of students who attended the Ninth Grade Academy during the summer of 2009 using nine indicators in the areas of achievement, engagement, and graduation (progress). The nine indicators were selected based upon a review of literature that showed that the indicators were predictors of timely graduation from high school.

**Description**

The report shows the percent of students that made growth or maintained high performance on achievement and engagement indicators from June 2010 (one year post-participation in the 2009 Summer Ninth Grade Academy). The criteria used for determining whether students were counted as making growth or maintaining high performance are presented in Table 1.

To provide a reference for the progress of Ninth Grade Academy students, the results from a matched comparison group are also presented in the report. Students in the comparison group did *not* participate in the 2009 Summer Ninth Grade Academy. Comparison group and Cohort 1 Ninth Grade Academy students were matched based on students: (a) grade level, (b) 2010 CSAP proficiency levels in Math, Reading, and Writing, (c) gender, (d) race/ ethnicity, (e) free/ reduced lunch status, (f) special education status, and (g) enrollment at a DPS school.

Table 1. *Descriptions of Indicators*

**Measure: ACHIEVEMENT**

Indicator	Data Type	Making Growth (MG)/ Maintaining High Performance (MHP) Criteria				Calculation (n = # of students)
		MG		MHP		
		Previous Year	Reported Year	Previous Year	Reported Year	
G.P.A. (Overall)	Letter Grades	< 2.00	≥ 2.00	≥ 2.00	≥ 2.00	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ with transcript and course grades
Passing All Courses	Letter Grades	Failing 1+ Courses	Failing 0 Courses	Failing 0 Courses	Failing 0 Courses	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ with transcript and course grades

**Measure: ENGAGEMENT**

Indicator	Data Type	Making Growth (MG) or Maintaining High Performance (MHP) Criteria				Calculation (n = # of students)
		MG		MHP		
		Previous Year	Reported Year	Previous Year	Reported Year	
Attendance	Attendance Rates	< 90%	≥ 90%	≥ 90%	≥ 90%	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ with attendance records
Citizenship	In & Out of School Suspensions & Expulsions	1+ Incidents	0 Incidents	0 Incidents	0 Incidents	$n(\text{MG}) + n(\text{MHP}) / \text{total } n$ enrolled end of year

**Measure: GRADUATION**

Indicator	Data Type	High Performer (HP) Criteria	Calculation (n = # of students)
		Reported Year	
Continuing Enrollment	Drop Out Status	Continuing Enrollment in DPS School and Not Dropping Out	$n(\text{HP}) / \text{total } n$ with enrollment record
On-Track to Graduate	Course Credits	≥ 60 Completed Credits	$n(\text{HP}) / \text{total } n$ with transcript



**Ninth Grade Academy - Cohort 3**  
 Progress on Achievement, Engagement, and Graduation Indicators  
 June 2009 - June 2010 (1 Year Post-Intervention)



**ACHIEVEMENT**

*% Students Making Growth or Maintaining High Performance on Indicators*

**2010 - Grade 9**

*Ratio (n)      %      Group Difference*

**CSAP Math**

Ninth Grade Academy	168/ 816	20.6%	<b>-3%</b>
Comparison Group	191/ 816	23.4%	

**CSAP Reading**

Ninth Grade Academy	575/ 815	70.6%	<b>+2%</b>
Comparison Group	558/ 815	68.5%	

**CSAP Writing**

Ninth Grade Academy	264/ 811	32.6%	<b>+4%</b>
Comparison Group	234/ 811	28.9%	

**G.P.A.**

Ninth Grade Academy	587/ 804	73.0%	<b>+8%</b>
Comparison Group	524/ 804	65.2%	

**Passing All Courses**

Ninth Grade Academy	540/ 851	63.5%	<b>+12%</b>
Comparison Group	439/ 851	51.6%	

**KEY**

**Ratio (n)** = Ratio numerator is the # students making growth or maintaining high performance (achievement and engagement indicators), or high performers (graduation indicators), ratio denominator is the total # students counted for indicator (see appendix for indicator counting criteria)

**%** = % students making growth or maintaining high performance (achievement and engagement indicators) or high performers (graduation indicators)

**Grp Difference** = Ninth Grade Academy % - Comparison Group %

= Area of strength; Ninth Grade Academy % is > Comparison Group %

\* = Value is an estimate of the number of students continuing enrollment in DPS, official 09-10 drop-out data will be available in May 2011.



**Ninth Grade Academy - Cohort 3**  
 Progress on Achievement, Engagement, and Graduation Indicators  
 June 2009 - June 2010 (1 Year Post-Intervention)



**ENGAGEMENT**

*% Students Making Growth or Maintaining High Performance on Indicators*

**2010 - Grade 9**

*Ratio (n)      %      Group Difference*

**Attendance**

Ninth Grade Academy	817/ 1023	79.9%	<b>+13%</b>
Comparison Group	687/ 1023	67.2%	

**Behavior**

Ninth Grade Academy	663/ 820	80.9%	<b>+2%</b>
Comparison Group	644/ 820	78.5%	

**KEY**

**Ratio (n)** = Ratio numerator is the # students making growth or maintaining high performance (achievement and engagement indicators), or high performers (graduation indicators), ratio denominator is the total # students counted for indicator (see appendix for indicator counting criteria)

**%** = % students making growth or maintaining high performance (achievement and engagement indicators) or high performers (graduation indicators)

**Grp Difference** = Ninth Grade Academy % - Comparison Group %

= Area of strength; Ninth Grade Academy % is > Comparison Group %

\* = Value is an estimate of the number of students continuing enrollment in DPS, official 09-10 drop-out data will be available in May 2011.



**Ninth Grade Academy - Cohort 3**  
 Progress on Achievement, Engagement, and Graduation Indicators  
 June 2009 - June 2010 (1 Year Post-Intervention)



**GRADUATION**

*% Students Making Progress Toward Graduation*

**2010 - Grade 9**

*Ratio (n)      %      Group Difference*

**Continuing Enrollment \***

Ninth Grade Academy	1122/ 1174	95.6%	<b>+25%</b>
Comparison Group	825/ 1174	70.3%	

**On-Track to Graduate**

Ninth Grade Academy	695/ 806	86.2%	<b>+22%</b>
Comparison Group	515/ 806	63.9%	

**KEY**

**Ratio (n)** = Ratio numerator is the # students making growth or maintaining high performance (achievement and engagement indicators), or high performers (graduation indicators), ratio denominator is the total # students counted for indicator (see appendix for indicator counting criteria)

**%** = % students making growth or maintaining high performance (achievement and engagement indicators) or high performers (graduation indicators)

**Grp Difference** = Ninth Grade Academy % - Comparison Group %

 = Area of strength; Ninth Grade Academy % is > Comparison Group %

\* = Value is an estimate of the number of students continuing enrollment in DPS, official 09-10 drop-out data will be available in May 2011.



# 9th Grade Academy Student Survey

## Overall Program Results

### 2010



### Survey Response Counts

<b>Ninth Grade Academy Site</b>	<b>Survey Respondents* (N)</b>
Abraham Lincoln	290
CEC Middle College	105
Denver Center for International Studies	72
Denver School of Arts	124
East	282
George Washington	329
John F. Kennedy	113
Martin Luther King, Jr. Early College HS	50
Montbello	199
North	86
South	136
Thomas Jefferson	168
West	64



# 9th Grade Academy Student Survey

## Overall Program Results

### 2010



### **Student Survey Results**

AVID Course

Item Text	Mean Response	% Positive Response	Total # Response
The AVID Strategies class will help prepare me for high school. (East Only)	3.14	83.7%	270
The topics in the AVID Strategies class were interesting. (East Only)	2.66	61.5%	270
<i>Category Average</i>	2.90	72.6%	

### **Student Survey Results**

Intro to HS Course

Item Text	Mean Response	% Positive Response	Total # Response
The Introduction to High School class helped me understand what I need to do to graduate from high school.	3.57	93.6%	1921
The introduction to High School class helped me to think about my career options after high school.	3.32	86.4%	1923
<i>Category Average</i>	3.44	90.0%	

### **Student Survey Results**

Literacy Course

Item Text	Mean Response	% Positive Response	Total # Response
The Literacy class will help prepare me for reading and writing at the high school level.	3.22	85.2%	1923
The topics in the Literacy class were interesting.	2.99	76.1%	1924
<i>Category Average</i>	3.10	80.7%	

### **Student Survey Results**

Math Course

Item Text	Mean Response	% Positive Response	Total # Response
The Math class helped prepare me for high school math. (Denver School of Arts excepted)	3.28	85.4%	1806
I learned things in the Math class that I didn't already know. (Denver School of Arts excepted)	2.64	56.6%	1808
<i>Category Average</i>	2.96	71.0%	



# 9th Grade Academy Student Survey

## Overall Program Results

### 2010



### **Student Survey Results**

#### Overall Experience

Item Text	Mean Response	% Positive Response	Total # Response
I would recommend the Ninth Grade Academy to ninth grade students next year.	3.57	93.1%	1934
I'm glad I participated in the Ninth Grade Academy.	3.55	95.9%	1937
The Ninth Grade Academy was a positive experience for me.	3.53	95.8%	1932
The Academy makes me look forward to high school.	3.49	94.9%	1937
<i>Category Average</i>	<i>3.54</i>	<i>94.9%</i>	

### **Student Survey Results**

#### Relationships with Peers

Item Text	Mean Response	% Positive Response	Total # Response
I felt safe at the Academy.	3.57	95.2%	1907
I got to know some of the students that I didn't know before.	3.56	93.9%	1900
I got along with most of the students at the Academy.	3.54	93.8%	1907
Students at the Academy respect each other.	3.32	89.2%	1903
<i>Category Average</i>	<i>3.50</i>	<i>93.0%</i>	

### **Student Survey Results**

#### Relationships with Staff (Other)

Item Text	Mean Response	% Positive Response	Total # Response
I had an opportunity to meet at least one counselor from my high school.	2.99	71.1%	1902
I had an opportunity to meet the principal of my high school.	2.89	66.2%	1900
<i>Category Average</i>	<i>2.94</i>	<i>68.6%</i>	



# 9th Grade Academy Student Survey

## Overall Program Results

### 2010



### **Student Survey Results**

#### Relationships with Teaching Staff

Item Text	Mean Response	% Positive Response	Total # Response
I felt respected by my teachers.	3.58	94.5%	1909
I liked most of my teachers in the Ninth Grade Academy.	3.53	94.0%	1903
Teachers found ways to encourage all students to learn.	3.41	91.0%	1909
Teachers made me feel that I mattered in their class.	3.35	89.4%	1910
<i>Category Average</i>	3.47	92.2%	

### **Student Survey Results**

#### Resiliency Course

Item Text	Mean Response	% Positive Response	Total # Response
The Success Highways class helped me think positively about my future. (East excepted)	3.32	86.8%	1661
The Success Highways class will help prepare me for high school. (East excepted)	3.31	86.6%	1654
<i>Category Average</i>	3.31	86.7%	

### **Student Survey Results**

#### School Activity Time

Item Text	Mean Response	% Positive Response	Total # Response
The information I received in the School Activity Time was fun and will help me in high school.	3.29	84.7%	1904
<i>Category Average</i>	3.29	84.7%	

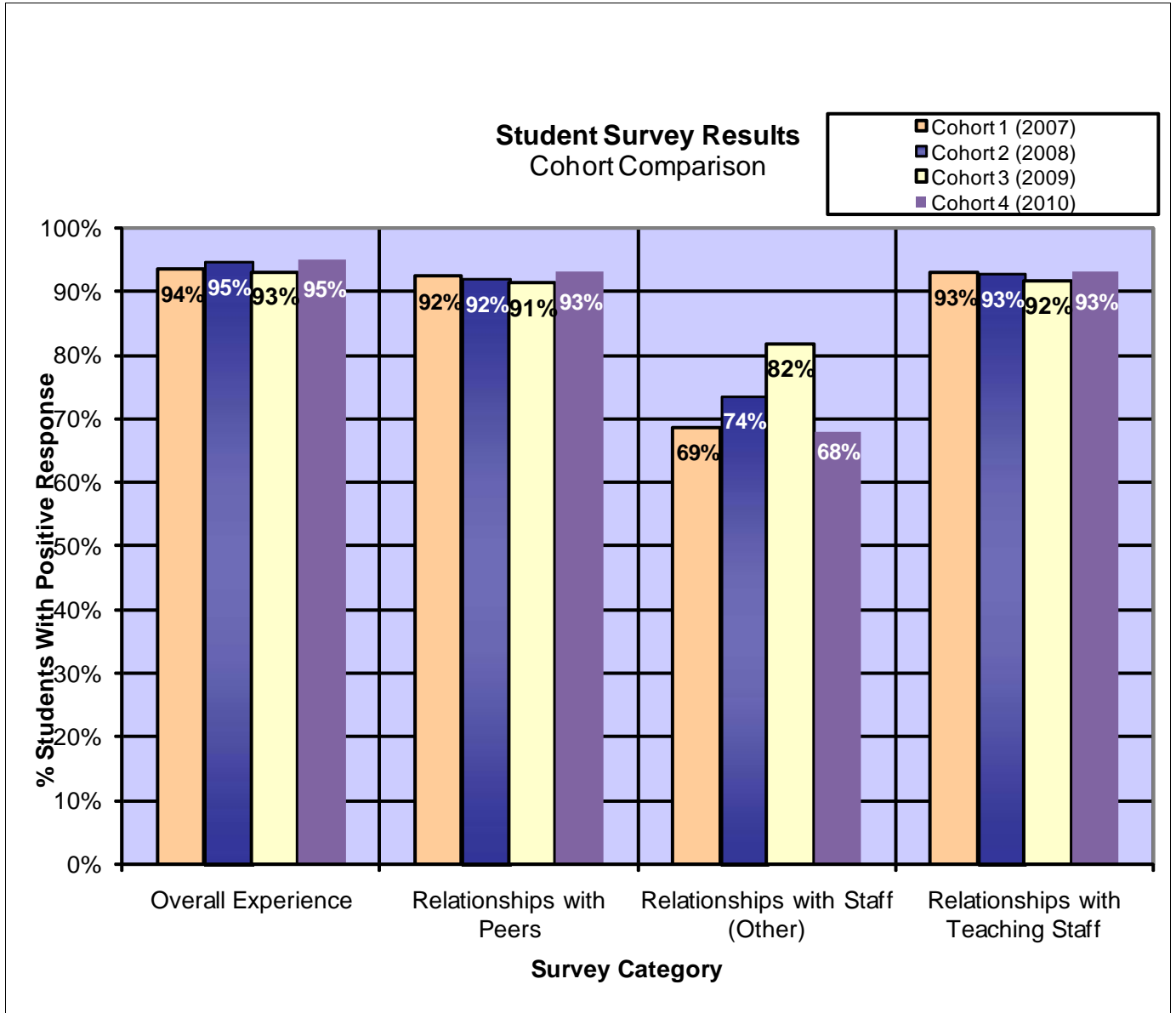


# 9th Grade Academy Student Survey Overall Program Results 2010



## Student Survey - Cohort Comparison

% Positive Response by Category



APPENDIX F  
SITE LEADER SURVEY RESULTS



## 9th Grade Academy Site Leader Survey 2010



### Survey Response Rates

Survey Respondents (N)	Site Leaders (N)	Response Rate
11	13	84.6%

### Site Leader Survey Results

Item Text	Mean Response	% Positive Response	Total # Responses
The quality of guidance and support you received from DPS	4.00	100.0%	11
Overall quality of the Ninth Grade Academy.	3.82	100.0%	11
Quality of the experience as a way of fostering positive relationships between students and educators	3.73	90.9%	11
Quality of the math curriculum	3.64	100.0%	11
Quality of the experience as a way of fostering positive feelings of anticipation for high school in students	3.64	90.9%	11
School based efforts to recruit ninth graders to attend	3.45	100.0%	11
Quality of the Introduction to High School curriculum	3.45	90.9%	11
District efforts to recruit ninth graders to attend	3.45	90.9%	11
Quality of the literacy curriculum	3.45	81.8%	11
Quality of the experience as a way of improving students' academic preparation for high school	3.36	90.9%	11
Quality of the Success Highways curriculum	3.09	81.8%	11

**SCALE**

- 1 = Strongly Disagree
- 2 = Somewhat Disagree
- 3 = Somewhat Agree
- 4 = Strongly Agree

**KEY**

Mean Response = Average response on item on scale 1-4, 1 low, 4 high  
 % Positive Response = # positive responses (scores of 3 or 4) / # total responses (scores of 1-4)

**NOTE:** The results from the item "quality of the AVID Strategies curriculum" was excluded from the survey results report as there were more site leader respondents than Ninth Grade Academy sites offering the AVID strategies course.

## Site Leader Survey Results

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### Emerging Themes for Open-ended Response Questions:

"What was the most positive aspect of the Academy?"

"What are the most important changes that need to be made for next year?"

#### Relationship

Response Type	Exemplary Response (s)	# Similar Responses
+	"Students started to build friendships and build a teacher support system."	6

#### Administration

Response Type	Exemplary Response (s)	# Similar Responses
+	"The overall goals of the academy are exemplary."	1
-	"When a site leader has been doing NGA for 2-3 years it would be nice not to have to go to all the trainings unless they are new."	2

#### Curriculum

Response Type	Exemplary Response (s)	# Similar Responses
+	"Gives the students a jump start in Algebra and English."	2
-	"Provide specific information on alcohol, STDs, and Internet safety through Success Highways class."	1

#### Recruiting

Response Type	Exemplary Response (s)	# Similar Responses
+	"The DPS recruitment...had our numbers escalate. Next year we could get nearer to full attendance of all 9th graders."	2
-	"Keep working to improve recruiting."	1

Student HS Prep

Response Type	Exemplary Response (s)	# Similar Responses
+	"Introducing students to high school life. Having high quality teachers to be the "gate keepers" of our school and to show new students how we do things."	3

Enrollment

Response Type	Exemplary Response (s)	# Similar Responses
-	"Make a day for onsite registration."	2

Schedule

Response Type	Exemplary Response (s)	# Similar Responses
-	"5 days is not long enough. It takes 2-3 days to properly set up, enroll, get IC in order, and get students to buy in."	2

Organization

Response Type	Exemplary Response (s)	# Similar Responses
+	"Having the 9th grade students in the building on their own in small classes focused on preparing for the coming year."	1

APPENDIX G  
FACULTY SURVEY RESULTS



## 9th Grade Academy Faculty Survey 2010



### ***Survey Response Rates by Academy Site***

<b>Ninth Grade Academy Site</b>	<b>Survey Respondents (N)</b>	<b>Faculty (N)</b>	<b>Response Rate</b>
Abraham Lincoln	17	20	85.0%
CEC Middle College	7	8	87.5%
Center for International HS	4	4	100.0%
Denver School of Arts	6	6	100.0%
East	14	16	87.5%
George Washington	12	14	85.7%
John F. Kennedy	8	8	100.0%
Martin Luther King, Jr. Early College HS	7	8	87.5%
Middle College of Denver at North HS	2	4	50.0%
Montbello	19	20	95.0%
North	8	12	66.7%
South	11	12	91.7%
Thomas Jefferson	7	8	87.5%
West	8	8	100.0%
<i>Academy Totals/ Average</i>	<i>130</i>	<i>148</i>	<i>87.8%</i>

**Faculty Survey Results - General Academy Items**

<b>Item Text</b>	<b>Mean Response</b>	<b>% Positive Response</b>	<b>Total # Response</b>
I would recommend the Ninth Grade Academy to ninth grade students next year.	3.88	99.2%	127
Overall, rapport between students and teachers was good at the Academy.	3.88	99.2%	128
If my schedule allows it, I would like to teach in the Ninth Grade Academy next year.	3.87	97.6%	127
I had good rapport with most students in my class.	3.87	100.0%	127
The Site Leader for my Ninth Grade Academy site did a good job.	3.85	96.0%	126
In my opinion, the Ninth Grade Academy was successful in creating positive expectations for high school.	3.83	99.2%	125
Students formed positive connections with other students.	3.67	98.4%	127
Students left with a positive attitude towards the Academy.	3.57	98.4%	127
The training I received was worthwhile.	2.98	74.8%	123

<b>SCALE</b>
1 = Strongly Disagree
2 = Somewhat Disagree
3 = Somewhat Agree
4 = Strongly Agree

<b>KEY</b>
Mean Response = Average response on item on scale 1-4, 1 low, 4 high
% Positive Response = # positive responses (scores of 3 or 4) / # total responses (scores of 1-4)

## Faculty Survey Results - Course Specific Items

*The curriculum for the course I taught engaged student interests.*

Course	Mean Response	% Positive Response	Total # Responses
Intro to High School	3.34	96.9%	32
Math (DSA excepted)	3.31	89.7%	29
AVID Strategies (East only)	3.25	100.0%	4
Success Highways (East excepted)	3.06	81.3%	32
Literacy	3.00	88.5%	26

*The curriculum for the course I taught is good preparation for high school.*

Course	Mean Response	% Positive Response	Total # Responses
Math (DSA excepted)	3.55	96.6%	29
AVID Strategies (East only)	3.50	100.0%	4
Intro to High School	3.44	90.6%	32
Success Highways (East excepted)	3.41	87.5%	32
Literacy	3.14	85.7%	28

*The curriculum for the course I taught led students to think.*

Course	Mean Response	% Positive Response	Total # Responses
AVID Strategies (East only)	3.50	100.0%	4
Math (DSA excepted)	3.38	96.6%	29
Intro to High School	3.32	93.5%	31
Success Highways (East excepted)	3.28	87.5%	32
Literacy	3.04	85.7%	28

### SCALE

- 1 = Strongly Disagree
- 2 = Somewhat Disagree
- 3 = Somewhat Agree
- 4 = Strongly Agree

### KEY

Mean Response = Average response on item on scale 1-4, 1 low, 4 high  
 % Positive Response = # positive responses (scores of 3 or 4) / # total responses (scores of 1-4)

APPENDIX H  
SUCCESS HIGHWAYS RESULTS



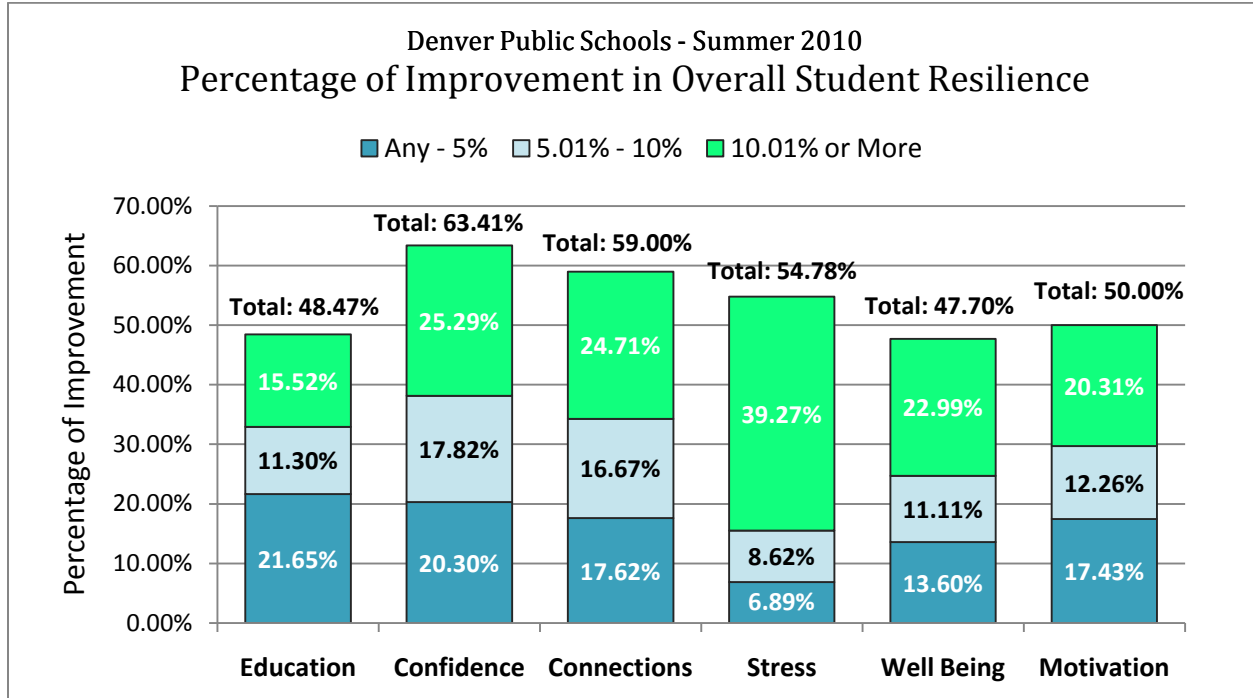
# Resiliency Skills Assessment Report

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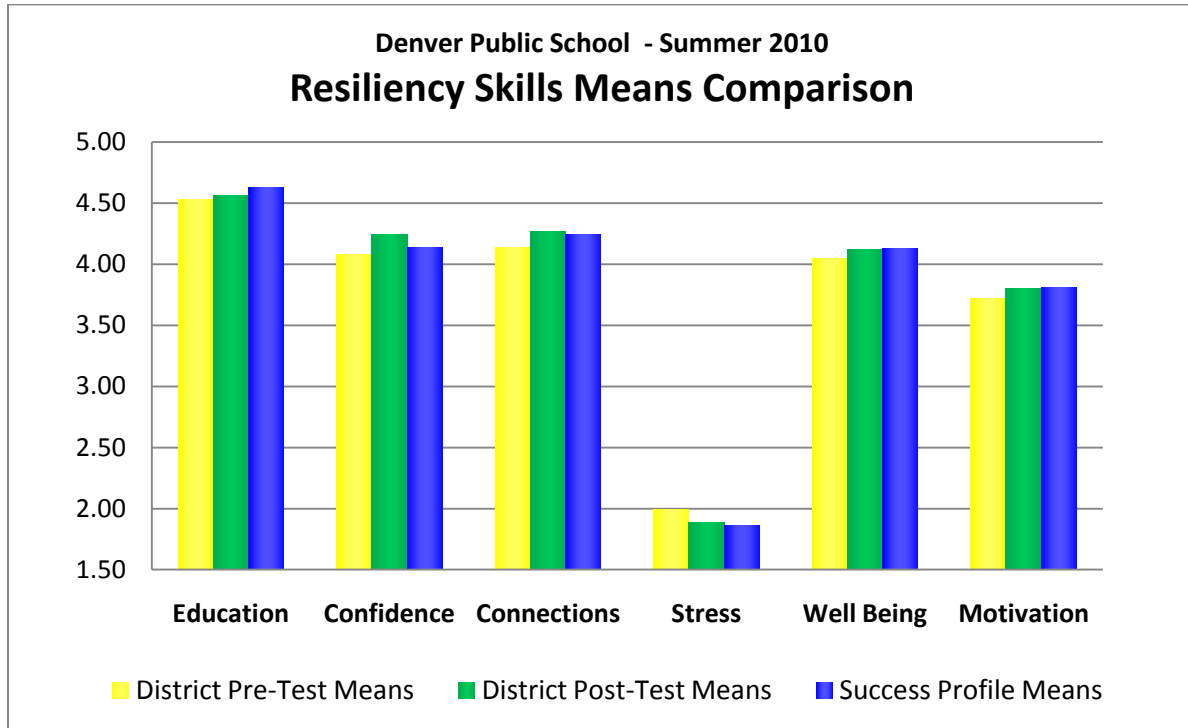
2010

## Impact of Success Highways: Overall Improvement



A total of 793 students from Denver Public Schools completed the Success Highways Moving On assessment. Of these students, we were able to provide pre/post test comparison data for a total of 522 students.

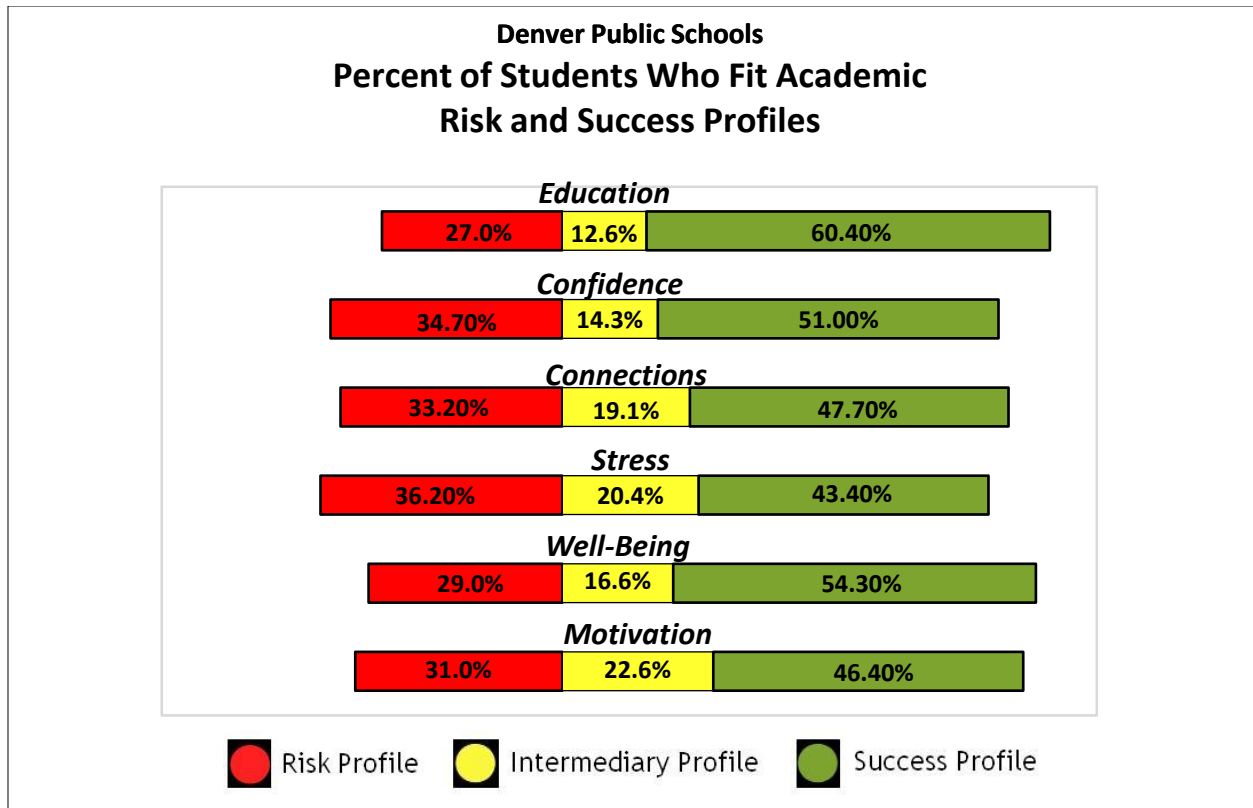
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	District Pre-Test Means	District Post-Test Means	Success Profile Means	Confidence Intervals (95%)	
				Upper Range	Lower Range
<b>Education</b>	4.53	4.56	4.63	4.60 – 4.68	4.34 – 4.43
<b>Confidence</b>	4.08	4.24	4.14	4.11 – 4.18	3.92 – 4.00
<b>Connections</b>	4.14	4.27	4.24	4.21 – 4.28	3.96 – 4.04
<b>Stress</b>	1.99	1.89	1.86	2.12 – 2.22	1.81 – 1.90
<b>Well Being</b>	4.05	4.12	4.13	4.08 – 4.18	3.78 – 3.90
<b>Motivation</b>	3.72	3.80	3.81	3.77 – 3.85	3.51 – 3.59

Please note: The data collected for the Well-Being measure is scored in such a way that a low score indicates a high sense of well-being and a high score indicates a low sense of well-being. For the purpose of consistency within this graph, this measure was re-coded as such that a high score indicates a good health status and a low score indicates a poor health status.

### III. Academic Risk and Success Profile



Please note: For consistency purposes and ease of readability, all measures are presented as such where the red blocks indicate areas of needed improvement. Unlike the other skills, stress is unique in that it is a negative condition. Therefore, the stress measure is represented as such that the red block indicates the percentage of students who fit within the Risk Profile.