

PR/AWARD NO: P334A060078

SECTION I: EXECUTIVE SUMMARY

1. Please provide a brief description (1-2 pages) of the current status of your project. Describe the extent to which you have implemented all program activities and components planned for this reporting period. Highlight your major outcomes, successes, and concerns.

In Year 4, Gear Up American Samoa (GUAS) continued to serve its full cohort of 861 students who are now completing the 10th grade in eight private and public cohort high schools throughout the western district of the island. Beyond providing the necessary direct services to cohort students, GUAS provided professional development and in-service training for teachers, access to technology, and expanded cultural opportunities for students. Acting in accordance with the Samoan cultural value of inclusion, GUAS also affected 307 additional non-GUAS students who were able to take advantage of increased teacher training, after school tutoring, and technology services.

It is important to note that GUAS met all of its outcomes for the project year despite the September 29th 2009 tsunami that struck the island, caused massive property devastation and took the lives of 54 of its residents. This disastrous 24 foot wave hit shore approximately 20 minutes after an 8.0 earthquake in the ocean whose epicenter was 250km from the capital Pago Pago. Many local schools, students and families were affected by the loss of homes and loved ones. Several cohort high schools were severely damaged and many GUAS elementary schools were completely destroyed in the wave. Power outages, flooding, aftershocks, and a lack of potable water caused school closures for many weeks. The tsunami not only had a devastating impact on school infrastructure, but on school morale and student attendance.

GUAS played a key role in both the early and later relief efforts. GUAS staff contributed their time and energy in working with schools to ensure affected students were provided with needed school supplies and that schools were properly equipped to continue functioning. They also assisted with government relief efforts in a formal capacity, including providing data entry assistance at the Emergency Operation Center.

Major outcomes

Successes

- **Tsunami Relief**

GUAS demonstrated its active involvement with communities and schools in American Samoa by fully participating in tsunami relief efforts with their project partners' support. While the entire island was affected, several communities and schools who participate in GUAS were severely affected, including two elementary schools that participated in Years 1 and 2. During October and November, GUAS distributed supplies (tents, t-shirts, coolers, other equipment) to 700 students at Matatula, Alataua, Masefau, and Taputapu elementary schools. Leveraging partner resources, GUAS also worked with the eight cohort high schools to replace needed school supplies and equipment for students who lost many of their personal and school related items. GUAS provided 200 supply kits for students. GUAS staff also volunteered their time in official government relief efforts.

- **K-12 Instructional Supplies**

GUAS was able to work with a California based shipping company to acquire a container of brand new Houghton Mifflin instructional materials and supplies. These supplies, valued at approximately \$60,000, include materials for students pre-kindergarten to 12th grade. GUAS will work with the district and schools to distribute these supplies at the beginning of the 2010-2011 school year. These supplies will prove extremely useful in assisting schools in rebuilding after the effects of the tsunami.

- **Professional Development and Teacher Training**

Year 4 was the first full-year where GUAS had two full-time English instructors. The hiring of English instructors during Year 3 was in response to the low standardized test scores for the cohort in reading and language. During Year 4, the instructors made regular school visits and provided in-service training for teachers. Not only do GUAS staff make regular school visits, they also use their own vehicles causing significant wear. Since April 2009, GUAS has provided, on average, 25 hours per teacher/administrator of professional development and training. This includes direct classroom mentoring and modeling, MarkBook sessions, and integration of learning technology into the classrooms. Specific topics include self-exploration college activities to use with students, pre-SAT preparation, and general reading and writing.

- **Partner Relationships**

GUAS maintained strong relationships with its 20 active partner agencies and organizations. Partners continued to play an active role in the Wrap-Around Services (WAS). Additionally, partner agencies like the American Samoa Department of Human and Social Services, the First Ladys' Taitaitama Underage Drinking Initiative, the Department of Health, the Department of Marine and Wildlife Resources, AS Department of Agriculture, ASCC Institute for Trades and Technology, and the ASCC Community for Natural Resources/Land Grant Institute were essential in planning and coordinating the 2009 Summer Camp that was attended by more than 300 students.

Partners locally and abroad, such as Pima Prevention Partnership (PPP), American Samoa National Olympic Committee, Blue Sky Communications, the First Lady's Taitaitama Underage Drinking Initiative, and SchoolWeb Asia Pacific, graciously made monetary and supply donations to the GUAS tsunami relief efforts in addition to their regular support for GUAS activities. Local partners donated approximately \$3,000 in supplies, and PPP made a \$20,000 cash donation.

- **Academic Achievement**

GUAS program staff, with the assistance of GUAS site managers, coordinators and teachers, created a Math and English pre/post-assessment based on ASDOE academic standards. This assessment was administered to continuing GUAS students (students who were part of the cohort in Year 1, 2, and 3) and non-GUAS students, with over 900 students participating. Similar to the results from the pre-assessment in Year 3, GUAS cohort students performed slightly better (2%) on the post-assessment in three of the four sections than non-cohort students. In addition, all students who participated in the English pre/post-assessment showed on average a 10% improvement in their scores. In addition, site managers and coordinators reported an increase this year in the number of 10th grade students who were selected as

members of the National Honor Society. At the eight cohort high schools, 128 students were selected and 93 of these students are active GUAS students.

- **Technology Integration**

GUAS continued to offer MarkBook training to schools to assist teachers and other staff in collecting and effectively using student data. As a result of this training, two schools, Fa'asao Marist High School and Nuuuli Voc-Tech High School, implemented MarkBook as their school-wide data collection system, in addition to the district required data collection. This system assists schools in providing direct feedback to teachers, students, and families in an effective and timely manner. In addition, GUAS hosted its own website (www.gearup.as) where all GUAS students and families could access academic information and grades. GUAS is currently working with students to build their own individual web-pages. GUAS progress in the technology arena has been recognized by the Governor's Office, which has expressed interest in MarkBook and the GUAS website portals where students access their grades.

- **Securing Student Data**

GUAS also built on progress in the previous years by continuing to secure individual student level data from the cohort high schools. Data collected included grades and participation in after/before-school sessions. In addition, GUAS secured school participation in the GUAS Math and English assessments, which help schools track student progress during the year and provide more readily available data that can be offered by the ASDOE standardized test schedule. Ninth grade students do not participate in standardized testing, so the next available test scores will be from tests administered to 10th graders in May 2010.

- **Student Services: After/Before-School Sessions, Wrap-Around Services (WAS), and annual summer camp**

After-school sessions continued to provide students the opportunity to seek one-on-one assistance from their teachers, engage in group work with their peers, build positive relationships with teachers, and build teamwork skills. Of the 508 students (411 cohort students and 97 non-cohort students) that attended on a regular basis, the average student received 34 hours of assistance (includes tutoring, computer training, and mentoring). GUAS also offered these services to non-GUAS students, of which approximately 100 students participated this year. The after-school sessions provided a needed level of extra support and assisted students in improving their academic skills. GUAS also implemented the Autodesk after-school sessions for students interested in exploring the drafting technology. GUAS also offered college tours at ASCC to five cohort schools. These tours lasted approximately 2.5 hours as students learned about the education opportunities at ASCC. Approximately 250 students took advantage of the college tours.

During the first semester, GUAS implemented a technology specific after-school session hosted at the ITT labs at ASCC. For three days a week, 20 students received technology instruction in Autodesk and algebra. GUAS continued to offer after-school technology sessions at ASCC in the second semester, between 15 and 20 students participated on a regular basis. GUAS also implemented the *GEAR UP for College with Summer Fun* Summer Camp. The 2009 summer camp took place over three weeks and included five mini-camps focusing on both academics and social/health issues, a sports fitness camp, algebra camp, Autodesk camp, marine science camp, and agriculture camp. The 2009 summer camp served approximately 300 students.

- **Governor Proclaims GEAR UP Day**

GUAS received one of the Territory's highest forms of recognition when Governor Togiola Tulafono issued an official proclamation declaring Friday, September 18th as GEAR UP Day 2009. To celebrate its success, GUAS hosted a Partners Award Luncheon where GUAS recognized the GUAS Teacher of the Year. For the first time ever GUAS staff selected Valasi Yam Yuen, a counselor, teacher and tutor at Leone High School.

- **GUAS Newsletter**

GUAS continued to compile and print a quarterly newsletter that detailed GUAS events for the quarter, student successes, and recognition of outstanding teachers. This newsletter provides information to students and families and keeps schools connected to GUAS events and success and activities at other cohort high schools.

Concerns

- **Student Participation in After-School Services**

GUAS has observed a decline in student participation in the after-school services from 70% attendance at the elementary schools to approximately 50% attendance at the high schools. However, in both the 9th and 10th grades attendance at after/before school sessions has remained stable, with approximately 50% of students attending on a regular basis, with some students receiving nearly 100 hours of additional instruction. In Year 4, GUAS continued the adjustments made in Year 3 to offer before and after-school sessions at cohort high schools that requested to change to morning sessions or have both sessions. This significantly increased the participation level of students in the sessions, especially for boys, likely due to their participation in after-school sports. GUAS continued to strategize to engage more students in additional curriculum instruction.

Student attendance continued to be affected by extracurricular opportunities, such as sports, and other community and cultural events that compete for students' time. These events compete with academic studies and preparation can consume hours a day of a students' time for several weeks prior to each event date. In an effort to motivate students to attend the before and after school-sessions in 2009 and 2010 Spring semester GUAS offered attendance-based incentives to students. Students who attended 80% of each two week Homework sessions at their respective schools or at ASCC received a small incentive. The student incentive has increased the numbers of students who attend regularly attend sessions. Teachers report that attendance has improved student academic performance.

- **Individual Student Level Data Collection**

GUAS has actively worked with schools and the district to continually improve individual student level data collection, which is essential to measure the impact and success of GUAS services. GUAS has demonstrated continuing improvements in collecting grades and after/before school attendance data. However, GUAS continues to experience some difficulty at schools in ensuring timely data submission and collection of standardized test data. Standardized grade to grade level testing with the cohort schools is not consistent year to year therefore GUAS has created and implemented a pre/post English and Math test for our cohort students. GUAS uses this information to maintain a steady assessment of our cohort student's

progress. GUAS will continue to work closely with schools and partners to build capacity in the area of data collection.

- **Reading and Language Achievement**

Standardized test scores obtained in Year 2 and 3 shows that GUAS students are demonstrating statistically significant improvement in Math, and Language scores remain stable, with a majority of students performing below average, indicating progress as expected. Reading scores however, decreased slightly between these two years, although students who performed below average showed a positive trend of improvement. Given that the majority of students are bi-lingual and speak Samoan predominately at home, GUAS has hired two English instructors and during Year 4 has increased the emphasis on teacher training in English strategies. GUAS also incorporated an incentive initiative for students who read three books (classical grade level paperback books) and submit a short book report to their GUAS Coordinator. GUAS will continue to monitor test and grade data to assess improvements in students' reading abilities.

- **School Technology Infrastructure**

A major component of GUAS efforts this year to prepare students to succeed in post-secondary education included technology training and Pre-SAT English and Math integration. GUAS worked with schools to upgrade the technology labs and install learning software to be available for students. However, sustaining technology in some schools was not feasible due to a lack of qualified technology teachers and poor overall infrastructure. GUAS decided to extend the after-school technology based sessions to the ITT lab at ASCC in order to offer a more regular quality technology program, even though extending the program to ASCC may not be accessible for some students. Fourteen students participated in Autodesk technology after school session in first semester and 16 participated in second semester.

SECTION II: NARRATIVE INFORMATION

1. The mission of the GEAR UP program is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Briefly describe how your project is furthering the mission of the GEAR UP program. Specifically, address how your project is: a) improving academic performance of students in the GEAR UP cohort; b) increasing educational expectations of participating students and their parents; c) improving student and family knowledge regarding postsecondary education preparation and financing; and d) working to improve high school graduation and college enrollment rates.

a) Improving Academic Performance of Students in the GEAR UP Cohort

Improved academic achievement overall is measured using four separate tools: the GUAS assessment, SAT 10 data, grades, and qualitative data from interviews and focus groups. Grades and GUAS assessment data were the two data sources available at the time of the APR. Standardized test data will become available summer 2010, and continuing qualitative data collection will occur in April 2010.

Grades

First semester grades in Math and English were available for analysis for the GUAS cohort. The cohort grades indicate that in both Math and English, they are performing better (by half a grade level) than the non-cohort students. The cohort average math grade was 77% (B-) and the average English grade was a 75% (C+). For the non-cohort, the average Math grade was 74% (C+) and the average English grade was 71% (C). In past years, both groups of students' grades have improved by half a grade level from the first to second semester and GUAS anticipates the same level of improvement this year.

GUAS Assessment

Math

GUAS program staff, with the assistance of site managers, coordinators and tutors to create a math assessment based on ASDOE math standards. This assessment was administered to continuing GUAS students (students who were part of the cohort in Years 1, 2, and 3) and new and/or non-GUAS students, with a total of 652 students participated in the pre-assessment and 1,014 in the post-assessment. Similar to the results in Year 3, GUAS cohort students did slightly better (2%) in three of the four sections than non-cohort students. However, in two sections, number sense and measurements, of the pre/post-assessment, all students' scores worsened by 5% and 9% respectively.

English

The English assessment was also developed in coordination with the assistance of site managers, coordinators and tutors. A total of 569 students participated in the English pre-assessment and 954 in the post-assessment. All students' scores who participated in the English pre/post-assessment showed on average a 10% improvement in their scores. GUAS cohort students performed slightly better than non-cohort students in comprehension and short answer sections.

b) Increasing Educational Expectations of Participating Students

GUAS opted to expand their required Student College Knowledge survey from the mandatory five question format to a broader 16-question format in response to the need to understand more about the aspects that shape students' perceptions and aspirations regarding post-secondary education. The new survey gauges students' attitudes about and their ability to accurately estimate the costs of post-secondary education. It also assesses the effectiveness of the services GUAS provides to students.

- 90.3% of students surveyed expected to attain a two or four-year degree or higher
- 82% of students responded that getting an education beyond high school was "very important"
- 84.5% of parents reported talking to their child about college, and 92.8% expect their child will attain a two or four-year degree

c) Improving Student and Family Knowledge regarding Post-Secondary Education preparation and financing

As stated above, the new survey gauges students' attitudes about and their ability to accurately estimate the costs of post-secondary education. It also assesses the effectiveness of the services GUAS provided to students. Despite high expectations, results of the survey questions regarding financing indicated that students are unsure of the level of financing they will need or that will be available to them for college. In the following years, GUAS will focus on providing specific financial information to students and families.

- 45.5% of students are not sure if they could afford to attend a two-year college using financial aid, scholarships, and their families' resources
- 60.2% of students responded that someone from GUAS or their school had spoken to them about the availability of financial aid to pay for college
- 72.% of parents said someone from their child's school or GUAS had spoken to them about college entrance requirements
- 67.7% of parents said someone from their child's school or GUAS had spoken to them about the availability financial aid to pay for college

d) Working to Improve High School Graduation Rates

GUAS is in Year 4 of the project with a 10th grade cohort, so this data is not yet available. All GUAS activities aim to improve graduation rates and attendance in post-secondary education through additional services to students, teacher training, school infrastructure improvement, WAS services and other services. In addition, 75.0% of students responded that the GUAS program has helped them to prepare to successfully graduate from high school when the time comes.

2. What aspects of your program do you think are most successful (have the greatest impact)? Why?

Teacher Training Technology and Classroom Modeling

This year GUAS provided an average of 25 hours of training to teachers through technology training and professional development. These trainings focused on use of the e-learning software, use of technology in the classroom, and MarkBook. Additionally, upon request, teachers received mentoring in their regular classroom setting. This mentoring focused on

instructing teachers on how to use new skills and incorporate pre-SAT concepts with their students and increasing their skills and comfort level in the classroom. In conjunction with after-school tutoring, building teacher skills is considered the single greatest influence on student academic improvement.

After-School Sessions

Data collected from the first semester after/before school sessions indicate that 508 students attended at least one session. Students who attended sessions on a regular basis received on average 34 hours of tutoring. Of the 412 GUAS cohort students that attended on a regular basis, the average cohort student received 35 hours of assistance. Additionally, 95 non-GUAS students took advantage of after school sessions at least once and received approximately 28 hours of assistance. Based on feedback in Year 3, GUAS began implementing the before-school sessions so students with extracurricular activities would be able to participate. Offering the before-school sessions has increased the participation level especially for boys. In addition, GUAS was able to host 23 WAS sessions, providing services to 408 students and 199 parents. WAS session provided information on post-secondary options and other topics.

Educational and Cultural Events

GUAS continued to work with partners to provide students access to a variety of additional educational and cultural events. GUAS also coordinated with partners to organize a summer camp, held in June 2009, in which more than 300 students participated. The 2009 summer camp took place over three weeks and included five mini-camps focusing on both academics and social/health issues, a sports fitness camp, algebra camp, Autodesk camp, marine science camp, and agriculture camp. This camp not only provided increased academic training, but also gave students an opportunity to explore future careers. These community and cultural events enriched students' lives, bridged the gap between the education sector and the community, and provided opportunities for education that extended beyond the classroom.

3. What barriers or problems have you encountered in planning, developing, implementing, and/or administering your grant? How have you addressed these problems?

Student Participation in After-School Services at the High Schools

At the elementary schools, approximately 70% of the cohort attended after-school sessions on a regular basis. This year, approximately 50% of the cohort students attended at least one after-school session in the first semester. While these levels are similar to the levels of participation in the 9th grade, GUAS staff and coordinators continue to work with high schools to motivate students who need extra-assistance to attend after/before-school sessions. As in the 9th grade, extracurricular activities and other demands on students' time affected participation. In the second semester GUAS along with schools has offered incentives to students who attend at least 80% of after/before-school sessions.

Effects of the tsunami

The effects of the tsunami had a wide-ranging impact on students, families, schools, and communities in American Samoa. Schools dealt with affected infrastructure and low student attendance in the weeks following. GUAS focused its efforts during this time on recovery and assisting schools in several ways. GUAS was able to begin to refocus its project activities during November. Again partners from abroad such as PPP and local partners were able to donate over \$23,000 towards GUAS tsunami relief efforts.

School staff attrition

Similar to the situation in the elementary schools, school staff attrition requires continued attention from GUAS. New teachers and coordinators involved with GUAS need immediate and increased training in order to effectively implement GUAS services. Particularly during the second semester there were a number of teachers and administrators that were promoted and asked to take new positions as a result of staff retirement and moving off-island. Additionally, the high school teachers possess a higher level of training than the elementary teachers, and many are part of an educational cohort in universities off-island which requires enrolling in classes during the Spring and Summer, or attend night classes at ASCC in preparation for their programs.

4. Describe briefly the progress that you have made during this reporting period in implementing your evaluation plan as described in your approved application for GEAR UP funding.

In conjunction with the Pima Prevention Partnership (PPP) evaluation team, GUAS has made progress in the evaluation plan in several ways. First, GUAS has continued in Year 4 to provide consistent assistance and training to the new high schools on data collection and reporting requirements. Participating schools are required at the beginning of the year to assist GUAS in compiling basic student information. Additionally, schools must submit bi-weekly data tracking in areas such as homework assignments, grades, and after-school session attendance.

GUAS has also continued to complete a monthly report that tracks progress on meeting the projects process objectives. Process information contained in these reports includes hours, attendees and topics for teacher training sessions, WAS sessions, planning meetings, partner meetings, and technology training. These reports enable the evaluator to collect data for the APR and yearly evaluation reports on an ongoing basis and provide recommendations for changes and continuous improvements. GUAS also continues to work with schools and the district to gain access to needed academic data to measure the project's progress in terms of meetings its outcome objectives.

Lastly, GUAS continues to strive to gain more knowledge and understanding of how the program works for students, schools and communities. In April 2010, GUAS will implement qualitative data collection via interviews and focus groups with stakeholders to follow-up the *GUAS Perspectives* report completed in 2009. In addition, GUAS was awarded a planning grant from Research Triangle Institute (RTI) International to develop a research proposal. In March 2010, GUAS submitted its proposal for research funding from RTI International to implement a study of student math success.

5. Describe how your project's activities and outcomes are likely to be sustained over time. What systemic changes have occurred in your school(s)?

In Year 4, GUAS began its second year with the cohort in eight local high schools. During the projects first two years in the elementary schools, GUAS provided infrastructure improvements in terms of school connectivity, technology supplies, and schools supplies. In addition, 25 average hours of professional development, including technology training was provided to teachers. Not only have these improvements been sustained at the elementary schools, but

ASDOE has now built upon the accomplishments of GUAS by implementing an after school tutoring program at the majority of elementary schools.

The positive effects of GUAS on the local high schools are expected to continue through Year 6 of the project. Process findings indicate that teachers have already observed academic improvement in their students. Outcome findings based on standardized test data show students are making improvements in math and progressing as normal in language. This indicates that students' academic progress is improving in certain areas, and is a positive indicator for their future success in post-secondary education, specifically in avoiding remediation. The training and professional development provided to teachers will affect the GUAS cohort as well as future high school students by improving the abilities and capacity of local teachers. Additionally, the technology investments made by GUAS, including computers and e-learning software, will remain at the high schools for future use.

GUAS has also coordinated efforts for continuing funding in several areas. GUAS worked with ASCC to spear-head a grant focused on improving teacher quality, a key component in ensuring student success. In addition GUAS has submitted a research grant to RTI International that focuses on studying the effect of an intensive summer math intervention. If awarded, this grant will assist GUAS and the Pacific region in understanding more about student success in the Pacific.

6. Please provide any additional information about your project that you think would be helpful to the Department of Education in evaluating your performance or understanding the contents of your annual report.
 - English is the second language in American Samoa, a factor reflected in language and reading test scores which are consistently lower than math scores. Strong cultural identification is a protective factor, so it is important to protect cultural identity while also building English language skills.
 - The devastating effect of the tsunami on students' lives, school, and community infrastructure and morale was wide-spread. GUAS participated actively in recovery efforts at any school who requested assistance.
 - GUAS also holds monthly meetings with school coordinators and regular meetings with project partners in order to maintain communication. During these meetings coordinators and partners are able to network and share their experiences and successes in implementing the GUAS activities.
7. Describe the progress that your project has made towards accomplishing the objectives of your project for this reporting period as outlined in your grant application or work plan. Please list your objectives in the table below, and indicate what activities have taken place, the quantitative results of those activities, and actions required (what, if any, changes do you intend to make in response to the results that you have seen). You may extend this table on to another page as needed.

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
<p>Example: 1. Enrollment in 7th grade pre-algebra, 8th grade algebra, and 8th grade advanced science classes will increase by 5% by next year.</p> <p>Baseline: Pre-algebra 7th grade -- 10% Algebra 8th grade -- 5% Adv. Sci. 8th grade -- 20%</p>	<p>Example: Instructional support services, staff development to improve instruction, and articulation with elementary schools</p>	<p>Example: Enrollment changes from 2008/09 to 2009/10: 1) 7th grade pre-algebra: +65% 2) 8th grade algebra: +5% 3) 8th grade advanced science: -6% (due to increased standards for enrollment).</p>	<p>Example: Continue to identify students needing intervention services based on achievement scores. Add science component to after school tutoring program.</p>
<p>1. Increased Academic Performance and preparation for post-secondary education</p> <p>Measure: 15% increase in students who pass pre-algebra and algebra with a B grade, 15% improvement in students at or above grade level in reading, language and math.</p>	<ul style="list-style-type: none"> • After/Before-school tutoring • Teacher training to improve teacher quality • Technology integration • Transportation provided for after/before school sessions and academic summer camps 	<ul style="list-style-type: none"> • Progress is demonstrated in math. In Year 3 SAT 10 math scores indicate that 60.3% of students are now performing at average, an increase of 10%. • Language scores remained fairly constant, with students in the below average category showing slight improvement. • Reading below average scores showed slight improvement. However, some average scores declined into the below average category. • This years' first semester average cohort math grade is 77% (B-) and English grade is a 75% (C+), this is a half-grade better than non-cohort students 	<ul style="list-style-type: none"> • Continue to provide existing tutoring services, teacher training, and transportation. • Using academic scores, identify students who need additional assistance. • Target all students for increased tutoring in English.
<p>Baseline: Math – 50.4% performing at average Reading – 26.2% performing at average Language – 35.4% performing at average¹</p>	<ul style="list-style-type: none"> • Information and financing and preparation provided at WAS sessions • Teacher training to improve 	<p>Not Applicable</p>	<ul style="list-style-type: none"> • Continue to provide existing tutoring services, teacher training, and transportation. • Continue to implement WAS activities. Offer increased WAS
<p>2. Increased high school graduation and enrollment in post-secondary education</p> <p>Measure: 10% improvement in on-time graduation and enrollment in post-secondary education</p>			

¹ Year 2 SAT 10 data

<p>Baseline: : 2003-2004 estimated freshman graduation rate was 80%²</p>	<ul style="list-style-type: none"> teacher quality New technology with training and support Creating a college-going culture/attitude in schools 		<p>with a specific focus on college requirements. Link students with PSAT/SAT tutoring resources.</p>
<p>3. Increased knowledge of post-secondary options, preparation and financing</p> <p>Measure: 35% improvement in parents and students reporting knowledge of financial aid and academic requirements for college.</p>	<ul style="list-style-type: none"> Information on preparation and financing provided at WAS sessions 	<ul style="list-style-type: none"> 23 WAS services were offered to parents, 199 parents participated In Year 3 55% of parents reported that someone had spoken to them about the availability of financial aid, in Year 4 67.7% reported the same In Year 3, 53% of students had spoken to someone about the availability of financial aid. In Year 4, 60.2% had spoken to someone. In Year 3, 61% of students had spoken to someone about the college entrance requirements. In Year 4, 67% had spoken to someone about entrance requirements. 	<ul style="list-style-type: none"> Continue to implement WAS activities. Offer increased WAS with a specific focus on college requirements. Link students with PSAT/SAT tutoring resources
<p>Baseline: Baseline will be established using a comparison group of parents.</p>			
<p>4. Maintain daily attendance and increase on-time promotion to grade level</p> <p>Measure: Maintain average daily attendance at 94.4% and 25% improvement in on-time grade promotion.</p> <p>Baseline: 94.4% average daily attendance, on-time promotion data has yet to be obtained for a comparison group to establish a baseline measure.</p>	<ul style="list-style-type: none"> Daily attendance is monitored by teachers and school administration Attendance at after-school sessions are monitored and submitted in a bi-weekly report to GUAS. 	<ul style="list-style-type: none"> 92% of the cohort passed form the 8th to 9th grade 99.7% passed from the 9th to 10th grade In Year 4, 48% of students attend after/before-school tutoring sessions on a regular basis 	<ul style="list-style-type: none"> Continue tracking and monitoring of attendance and on-time promotion. Obtain attendance and promotion data for comparison group. Begin early intervention with students where attendance is decreasing or there is a potential they will not pass.

² Digest of Education Statistics 2007