

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 5, GEAR UP American Samoa (GUAS) continued to serve its full cohort of 861 students who will complete the 11th grade this year. These students were served in four private and four public cohort high schools throughout the western district of the island. Services students received included, but were not limited to, after/before school tutoring sessions, targeted math interventions, an academic summer academy, Autodesk classes, and SAT prep classes.

Beyond providing the necessary direct services to cohort students, GUAS provided professional development and in-service training for 40 GUAS teachers; access to technology for teachers and students; and expanded cultural opportunities for students. Acting in accordance with the Samoan cultural value of inclusion, GUAS also provided services to non-cohort teachers and students. Specifically, 38 non-GUAS teachers participated in various professional development trainings and over 300 non-GUAS students were able to benefit from increased teacher training and technology services. Additionally, 117 non-GUAS students attended at least one after/before school tutoring session.

GUAS made a concentrated shift in focus during Year 5 to address the need of the GUAS students to increase their preparation to enter into college. Efforts focused on training teachers to help students complete the SAT or other college entrance assessments; providing 425 SAT fee-waivers to students, hosting additional student courses on the American Samoa Community College (ASCC) campus, and continuing to provide college entrance/financial aid information to students, schools and families.

Major outcomes

Successes

- **Professional Development and Teacher Training**

During Year 5, the GUAS instructors made regular school visits and provided in-service training and professional development opportunities for teachers. Regular school visits occurred every morning and afternoon on days when homework tutoring sessions were scheduled, typically four days each week. Since April 2010, GUAS has provided, on average, 19.76 hours per teacher/administrator of professional development and training and 100% (40 out of 40) GUAS teachers/administrators participated in at least one professional development training opportunity. Professional development trainings included direct classroom mentoring and modeling, MarkBook sessions, and integration of learning technology into the classrooms. Specific training topics have included self-exploration college activities to use with students, pre-SAT preparation, and general math, reading, and writing teaching strategies. Qualitative data collection regarding teacher training and professional development will occur in April 2010.

In addition to in-class training/professional development, GUAS staff also developed and distributed Teaching Tip, a quarterly newsletter for teachers featuring successful teaching strategies. These newsletters are distributed to GUAS coordinators at all cohort schools, who then distribute them to all school teachers, including those not affiliated with GUAS.

- **Student Services: After/Before-School Tutoring, SAT and Technology Sessions, and an Annual Summer Academy**

Hour-long after/before-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 develop teamwork skills. Students who participated at least once in after/before school sessions during the first semester are considered to be regular attendees.

During Year 5, 556 students participated in after/before school sessions on a regular basis, a 9.4% increase from Year 4. Although more students are participating, schools have reduced the length of sessions they offer. Therefore, the average hours received per student has decreased. This year, students received an average of 22.5 hours during the first semester, while last year they received an average of 34 hours. Of the 861 GUAS students, 451 participated on a regular basis in the after/before school sessions. This is a percentage of 52.3%, slightly higher than Year 4. This increase in participation may be due to the deliberate decision made by three of the private schools to regularly hold after school sessions and the momentum that is building from GEAR UP name recognition.

GUAS continued to provide expanded educational opportunities for students during Year 5. During the summer, GUAS offered its 4th annual summer academy. This year, the academy's focus shifted from academics and sports to strictly academics. Over the course of three weeks, 112 students participated in five different mini-academies covering assistive technology, Algebra, Autodesk, robotics, and SAT and Reading preparation. During the first semester, GUAS also implemented two Autodesk after-school sessions for 25 students interested in exploring drafting technology. In addition, 75 students participated in a 6-week after-school targeted math intervention.

- **Technology Integration**

GUAS continued to offer MarkBook and technology training to schools to assist teachers and other staff in collecting and effectively using student data. The MarkBook system assists schools in providing direct feedback to teachers, students, and families in an effective and timely manner. During Year 5, GUAS provided a total of 41 hours of technology training, including MarkBook, MathTrek, TALL, and Autodesk to GUAS teachers. Thirty-eight (95%) of the cohort teachers participated in at least one technology training, with each teacher receiving an average of 2 hours of MarkBook Training and 9 hours of MathTrek, TALL, and Autodesk training. As a result of this training, Fa'asao Marist High School has implemented MarkBook as its school-wide data collection system, in addition to the district required data collection.

In addition, GUAS continued to host its own website (www.gearup.as). All GUAS students, with permission from parents, can request access to academic information and grades. This is the only option in the territory for easy access to academic information. The website also

includes newsletters, teaching tips, and informative resource links for teachers, students, and parents.

- **Partner Relationships**

GUAS maintained strong relationships with its 20 partner agencies and organizations during Year 5. Many of these partners continued to play an active role in the Wrap-Around Services (WAS) and during the GUAS College Night events, which are held once every semester. The Department of Health (DOH) and Department of Human and Social Services (DHSS) provided sessions for schools during their orientation weeks on health related topics. In addition partners including DOH, DHSS, Land Grant, Institute of Trades and Technology and The First Lady's Taitaitama Prevention of Underage Drinking Initiative, remained essential in planning and coordinating the 2010 Summer Academy that was attended by 112 students.

A key new partnership formed in Year 5 was with the newly formed Boys and Girls Club of American Samoa. This partnership has allowed the GUAS after-school program to be modeled in a new community setting, which greatly expands the reach and impact of college preparation efforts and will assist in program sustainability.

- **Academic Achievement**

Assessment: The GUAS Assessment results from last year indicate that average scores improved from pre to post assessment. Improvement between the pre and post math assessment (improving by 9.25 percentage points on average in each subject) in general was greater than the improvements in the English assessment (improving by 2.25 percentage points on average for each subject). Results also indicate that the GUAS cohort in general performed better on most subject areas in the assessments, and showed a larger improvement. However, while math scores showed the largest gains, students continued to perform below average in math.

Grades: Grade data from the first semester indicate that the majority of GUAS cohort students continue to perform at grade level or better, and their average grade in Math and English is at least a half grade higher than non-cohort students.

Course Level: Information on course level enrollment from the first and second semesters indicate that the number of students enrolled in advanced mathematics (178) and advanced English (318) more than doubled from Year 4 to Year 5.

- **Increased Capacity for Evaluation and Data Collection in Two Ways**

First, during Year 5, GUAS increased its program and evaluation capacity by implementing a research project in conjunction with Research Triangle International (RTI). In partnership with Pima Prevention Partnership, GUAS submitted a proposal and was awarded funding to measure the effect of a targeted math technology intervention program. GUAS implemented the first six-week session from October 12 to November 23, 2010 and has been collecting data to measure the effect of this intervention. Second, GUAS has built a relationship with the American Samoa Department of Education (ASDOE) Chancery office, which collects and aggregates student data. This relationship has enabled GUAS to collect, for the first time, both SAT and local SBA standardized test information from the public schools to measure student progress.

- **GUAS Newsletter**
GUAS staff continued to compile and print a quarterly newsletter that features GUAS events, student successes, and recognition of outstanding teachers. This newsletter also provides academic information, such as access to college and financial aid information. In addition to providing this information to students and families, this newsletter keeps schools connected to GUAS events, successes and activities at other cohort high schools. GUAS has been asked by several other GEAR UP projects Directors throughout the country for use of this newsletter format.

Challenges

- **School-Level Participation**
While GUAS has built strong relationships with the majority of the cohort schools, changes in administration at Samoana High School has led to a decline in GUAS involvement with GUAS students located at this school. The Project Director has been engaged at the district level, as well as at the local principal level, in trying to bridge the gap with this specific high school so that students and teachers receive and benefit from GUAS services.
- **Student Participation**
Student participation is an ongoing challenge for GUAS. Extracurricular activities, including sports and student contests, occur frequently throughout the school year, and often prevent students from having the time to participate in GUAS activities.
- **Parent Participation in Wrap Around Services/College Night Events**
During Year 5, there was a decrease in involvement of both parents and schools in the Wrap Around Sessions (WAS) component of GUAS. Staff and partners believe this decline may be due to the changing needs of junior grade students from prior years. Instead, emphasis was placed on college preparation. Given that it is especially important to provide opportunities that inform and prepare students and their families for the requirements of college entry, GUAS hosted a cohort wide College Night event at the American Samoa Community College (ASCC) campus. All students, parents and teachers were invited to a two-hour program presenting college faculty, program directors, and financial aid information. Since its inception, the College Night event has been held every semester and is now regularly featured in the GUAS newsletter. According to the GUAS Director, the College Night event has resulted in some parents visiting ASCC for the first time.
- **School Technology Infrastructure**
Technology training continued to be a major component of GUAS efforts in Year 5 to prepare students to succeed in post-secondary education. . GUAS worked with 8 high schools to upgrade the technology labs and install learning software to be available for students. In addition to directly serving students, this component had the added benefit of improving the technology skills of teachers. However, the lack of qualified technology teachers and poor overall infrastructure in some schools have presented serious obstacles for sustaining these efforts. In addition, GUAS provided the majority of the after-school technology based sessions at the ITT lab at ASCC in order to offer a more regular quality technology program. Extending the program to ASCC, however, may have made the technology less accessible for some students.

SECTION II: NARRATIVE INFORMATION

- 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: 1) the GUAS assessment; 2) SAT 10 data; 3) grades; and 4) qualitative data from interviews and focus groups.

Grades

First semester grades in Math and English were available for analysis for the GUAS 11th grade cohort. The cohort grades indicate that in both Math and English, cohort students consistently received higher final grades in math and English than non-cohort students (non-cohort students were not part of the formal GUAS cohort, but did receive some GUAS services). The slight drop in the average Math grades that occurred between first and second semesters during the 10th grade may be a reflection of three schools losing their Math instructors and students having to deal with the psychological effects that resulted from the September 2009 tsunami.

English Grades						
English	Percentage Grade					
	9 th Grade (Year 3)		10 th Grade (Year 4)		11 th Grade (Year 5)	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
All Students	66.3%	69.7%	74.0%	75.0%	75.1%	-
Cohort	68.3%	70.7%	74.7%	75.7%	75.8%	-
Non-Cohort	61.7%	66.4%	70.9%	72.7%	73.0%	-

Math Grades						
Math	Percentage Grade					
	9 th Grade (Year 3)		10 th Grade (Year 4)		11 th Grade (Year 5)	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
All Students	69.1%	68.4%	76.0%	74.3%	72.1%	-
Cohort	71.2%	70.7%	76.5%	74.3%	73.7%	-
Non-Cohort	63.9%	64.2%	74.2%	74.3%	67.7%	-

Standardized Test

In Year 4, students in the 10th grade took the Standards Based Assessment (SBA) developed by ASDOE. This marks a transition from the SAT-10 test which students took in the 8th grade. The SBA is based on local standards, and therefore has no internal comparison statistic like a stanine or a national percentile rank. Students can score in the Advanced, Proficient, Basic and Below Basic categories. Preliminary analysis of SBA data show that the average student score still remains below the basic level in reading and math and at the basic level in writing.

GUAS Assessment

GUAS staff and educators developed and implement a math and English assessment based on ASDOE math and English standards. Improvement between the pre and post math assessment (improving by 9.25 percentage points on average in each subject) in general was greater than the improvements in the English assessment (improving by 2.25 percentage points on average for each subject). Results also indicate that the GUAS cohort in general performed better on most subject areas in the assessments, and showed a larger improvement. However, while math scores showed the largest gains, students continued to perform below average in math. Results also indicated that the GUAS cohort in general performed better on the assessments.

This year, only the pre-assessment has been administered. The pre-assessment shows that the majority of students are still performing below-average with 88% of students performing below-average in math and English. When the post-assessment is completed, improvements will be evaluated along with comparisons between the scores of cohort and non-cohort students.

b) Increasing Educational Expectations of Participating Students

In Year 5, GUAS did not administer the Student College Knowledge Survey, as this survey was administered in Year 4 and is not due to be administered again until Year 6.

In Year 4, GUAS expanded its 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 perceived effectiveness of the services GUAS provides to students. A full report on results from the survey was submitted to the program at the end of Year 4. The key findings are summarized below.

- Language – Almost 80% of students speak predominately Samoan in the home. This closely mirrors Census 2000 data and may affect students' English language and reading achievement.
- A majority of students would like to obtain a two-year or four-year college degree.
- 82% of students thought that getting an education beyond high school was “very important” to their future.
- The two top reasons why students may not continue on to post-secondary education were that it will cost too much and that they were planning on joining the military service.

- Approximately 45% of students responded that they were “not sure” if they could afford a two-year or four-year college by combining financial aid and family resources.
- The majority of students (57%) responded that GUAS has helped them “very much” in being successful in school.

c) Improving Student and Family Knowledge regarding Post-Secondary Education Preparation and Financing

The GUAS expanded College Knowledge Survey gauges students’ attitudes about and their ability to accurately estimate the costs of post-secondary education. It also assesses the perceived effectiveness of the services GUAS provides to students. 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. Key findings about financial information are presented below.

- Approximately 45% of students responded that they were “not sure” if they could afford a two-year or four-year college by combining financial aid and family resources.
- Only 19% of student respondents correctly identified the costs of attending a two-year college on-island, however 30.7% of students correct identified the cost of attending a four-year college.
- 68% of parents have spoken to someone at their child’s school about financial aid.

d) Working to Improve High School Graduation Rates

GUAS is in Year 5 of the project with the cohort in the 11th grade, 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, 57.0% of students responded that the GUAS program has helped them (“very much”) 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 20.8 hours of training to teachers. These trainings focused on use of e-learning software in the classroom, technology such as MarkBook, teaching strategies, incorporating SAT concepts in the classroom, and building teachers’ skills and comfort levels in the classroom. In conjunction with after-school tutoring, building teacher skills is an essential component of the GUAS program. Interviews with teachers who participated in professional development trainings are scheduled to occur in April of Years 5 and 6.

- **After-School Sessions**

Data collected from the first semester after/before school sessions indicate that 556 students attended at least one session. Students who attended sessions on a regular basis received on average 22.5 hours of tutoring. Of the 556 students, 105 non-GUAS students took

advantage of after school sessions at least once and received approximately 21.6 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.

- **Increased Educational Opportunities**

GUAS continued to provide expanded academic experiences for students. This included a targeted math intervention serving 75 students during the first semester. These 75 students received 28 hours of extra math classes preparing them for the SAT and college. GUAS implemented a pre-post test to assess student improvement in the course areas of the intervention. Of the 49 students who took both the pre and post-test, 44 students improved their test score by at least one point, with the average number of points gained, 5.4. The average score on the pre-test was 13.7 out of 27. The average score on the post-test was 19.9 out of 27.

Throughout the first semester, GUAS also provided Autodesk and SAT preparation classes at ASCC. Students who participated in the Autodesk courses received 14 hours of extra classes, and students who participated in the SAT sessions received 20 hours of extra assistance.

GUAS also coordinated with partners to host a three-week Summer Academy in June 2010 that 112 students attended. The 2010 Academy included five academic programs that also provided students an opportunity to learn about drafting software to robotics. The Academy not only provided increased academic training, but also gave students an opportunity to explore future careers. These activities 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**

While 70% of the elementary school cohort attended after-school sessions on a regular basis (more than once during the semester), approximately 50% of the high school cohort students this year attended at least one after-school session in the first semester. These levels are similar to the levels of participation in the 10th grade, attributed primarily to the competition in students' time by other after-school activities such as sports. To address this, GUAS staff and coordinators continued to work with high schools to motivate students to attend after/before-school sessions.

- **School Participation and Staff Attrition**

School participation and staff attrition was an even greater barrier in Year 5 than in previous project years. New teachers and coordinators involved with GUAS need immediate and increased training in order to effectively implement GUAS services. However, due to administrative transitions, the island's second largest school - Samoana High School - had very little participation in GUAS in the first half of the year. This may have impacted teacher professional development and student achievement at Samoana High

School. The GUAS Project Director has addressed this at the district level with ASDOE leaders and at the local level with the school principal.

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 continued in Year 5 to provide consistent assistance and training to the new high school staff on data collection and reporting requirements. Participating schools are required at the beginning of the year to assist GUAS in compiling basic student information. Schools must submit bi-weekly data tracking in areas such as homework assignments, grades, and after-school session attendance. In addition, GUAS has developed a relationship with the district office responsible for student data (Chancery). This assists GUAS in collecting the required data to measure student achievement.

Second, GUAS 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, technology training, and College Night events. These reports have enabled the evaluator to collect data for the APR and yearly evaluation reports on an ongoing basis and provide recommendations for changes and continuous improvements.

Third, GUAS implemented the first round of its RTI research project to measure the effect of a targeted math technology intervention and has collected data to measure the effect of this intervention. As part of this capacity building effort, GUAS created, implemented the intervention, collected data, and received training in research and ethics.

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)?

Year 5 resulted in a new, highly creative partnership for GUAS that will greatly enhance its success in long-term sustainability of academic activities. At the request of the Governor and First Lady, GUAS signed a Memorandum of Understanding this year with American Samoa's newly formed Boys & Girls Club of American Samoa (BGCAS) to collaborate on the provision of after-school activities. Specifically, GUAS and BGCAS have agreed to collaboratively provide services for youth in a highly accessible central facility in the Tafuna community. This will provide tremendous visibility for GUAS and "institutionalize" it as a proven approach to college preparation in the Territory.

Additionally, the positive effects of GUAS on the local high schools are expected to continue through Year 6 of the project and beyond. Process findings from previous years indicate that teachers have 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.

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 several grants focused on improving teacher quality and other systems improvements, and plans to apply for continued GEAR UP funding from USDOE. Additionally, matched dollars from ASCC and participating partners will continue to work in the schools with a commitment to WAS and other services continuing after GUAS funding has ended.

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.

- **Language**

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.

- **Partner Coordination**

GUAS has led to reforms in teacher leadership and community involvement. GUAS 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> <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"> • After/Before-school tutoring • Teacher training to improve teacher quality • Math intervention • SAT classes • Technology integration/Autodesk classes • 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 73.7% (C+) and English grade is a 75.8% (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. • Link students to SAT and other college prep services • Target all students for increased tutoring in English.
<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>	<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

¹ Year 2 SAT 10 data

<p>Baseline: : 2003-2004 estimated freshman graduation rate was 80%²</p>	<p>teacher quality</p> <ul style="list-style-type: none"> 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"> 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 SAT tutoring resources
<p>Baseline: Baseline will be established using a comparison group of parents.</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 98.6% passed from the 10th to 11th grade In Year 5, 52% 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.
<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>		

² Digest of Education Statistics 2007