



Welte Education Center

2024-2025 Mid-Year Progress Report

Dear Welte Families:

Thank you for investing in our children and community! Through curiosity, ingenuity, and a passion for knowledge, our students continue to address new difficulties. We'd like to take this opportunity to provide you with a progress report on priorities and goals for academic achievement, school culture, and climate at the Welte Education Center.

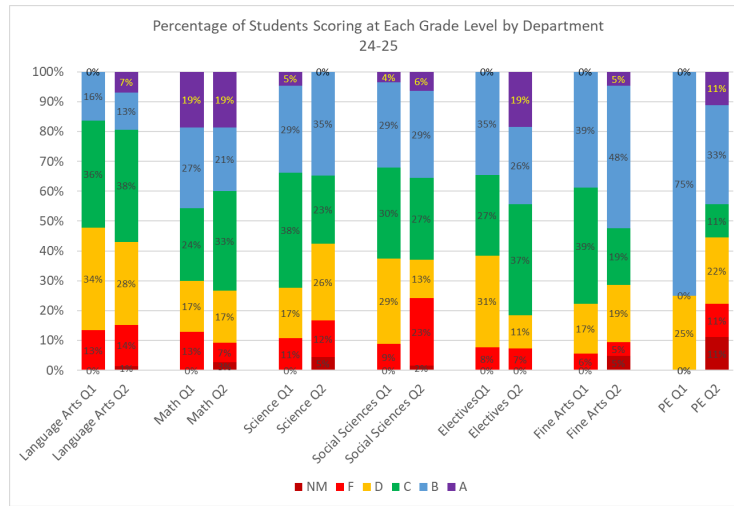
Big Picture Learning

We are most excited about the work we are doing in our partnership with the Big Picture Learning network and the design structure of our school. Our students have almost half of their learning time dedicated to their areas of interest and efforts to engage in learning in the “real world,” by connecting with local businesses for job shadows and internships. We have had several students who are in internships in the auto industry, education, and music industry. They are doing amazing work and paving pathways for their future in these experiences. We also have some growth in this area, as we have not yet seen the high numbers of students engaged in the learning outside of the building that we would like to see...yet. In addition to this work, our teachers have been hard at work to understand and implement a competency based feedback system, based upon the Big Picture Learning Goals. We will hold many opportunities in the future for all stakeholders to learn more about these competencies and how they are implemented to align with the focus on learning through interests and real world learning.

[More information about Big Picture Learning at Welte can be found here.](#)

Student Content Mastery

How are our students performing in core content areas? What grades are they receiving?



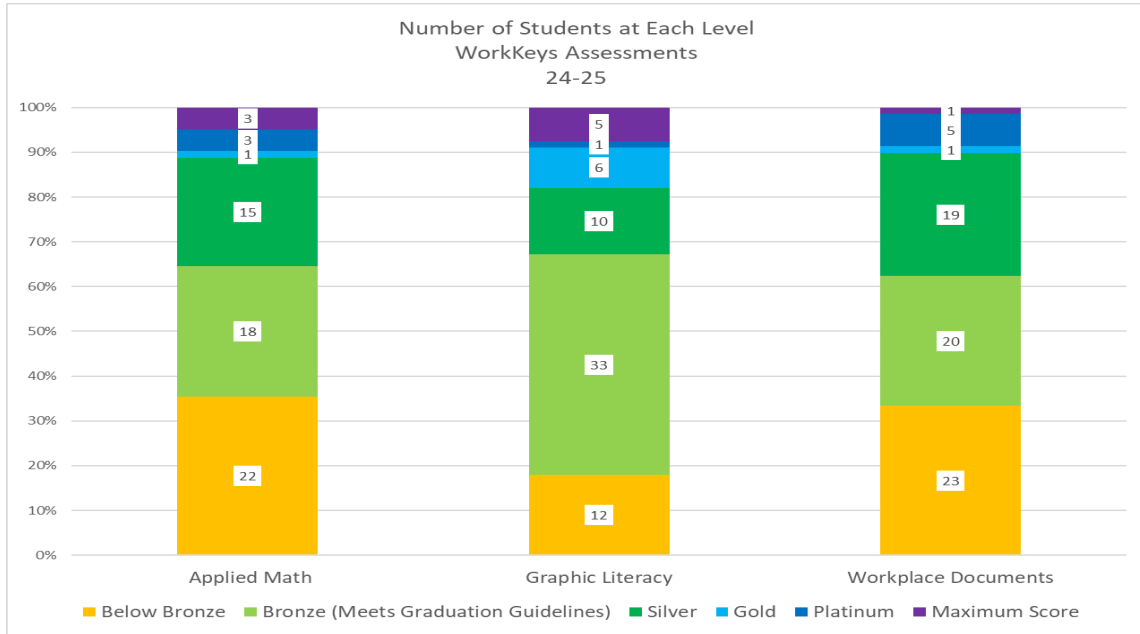
Department	Grade / Score					
	NM	F	D	C	B	A
Language Arts Q1	0%	13%	34%	36%	16%	0%
Language Arts Q2	1%	14%	28%	38%	13%	7%
Math Q1	0%	13%	17%	24%	27%	19%
Math Q2	3%	7%	17%	33%	21%	19%
Science Q1	0%	11%	17%	38%	29%	5%
Science Q2	5%	12%	26%	23%	35%	0%

Social Sciences Q1	0%	9%	29%	30%	29%	4%
Social Sciences Q2	2%	23%	13%	27%	29%	6%
ElectivesQ1	0%	8%	31%	27%	35%	0%
Electives Q2	0%	7%	11%	37%	26%	19%
Fine Arts Q1	0%	6%	17%	39%	39%	0%
Fine Arts Q2	5%	5%	19%	19%	48%	5%
PE Q1	0%	0%	25%	0%	75%	0%
PE Q2	11%	11%	22%	11%	33%	11%

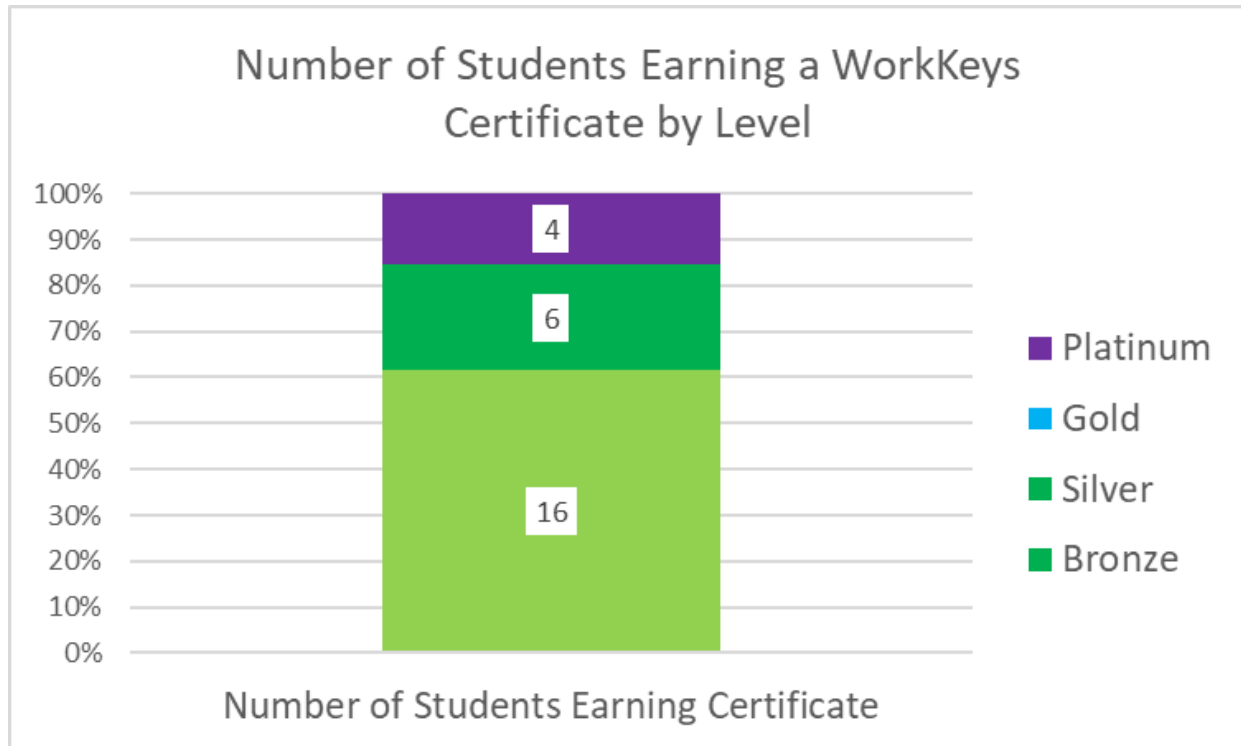
Our new grading system shows that students are responding to the teaching and learning system in place and achieving more passing grades than failing grades. We attribute this to the shift to competency focused feedback, where teachers are providing feedback on discrete skills and moving beyond numerical and letter grade feedback. With this being said, this is not working for all, and we still need to dig into why we have any students disengaged and failing at the rates that they are. To this end, we will be gaining feedback from students to hear from those who may be struggling to find out what might help them to improve in these areas.

Workkeys Achievement Fall and Winter 2024-2025

How are our students doing on the 3 work based certification assessments (ACT Workkeys)?



Level	Applied Math	Graphic Literacy	Workplace Documents
Below Bronze	22	12	23
Bronze (Meets Graduation Guidelines)	18	33	20
Silver	15	10	19
Gold	1	6	1
Platinum	3	1	5
Maximum Score	3	5	1



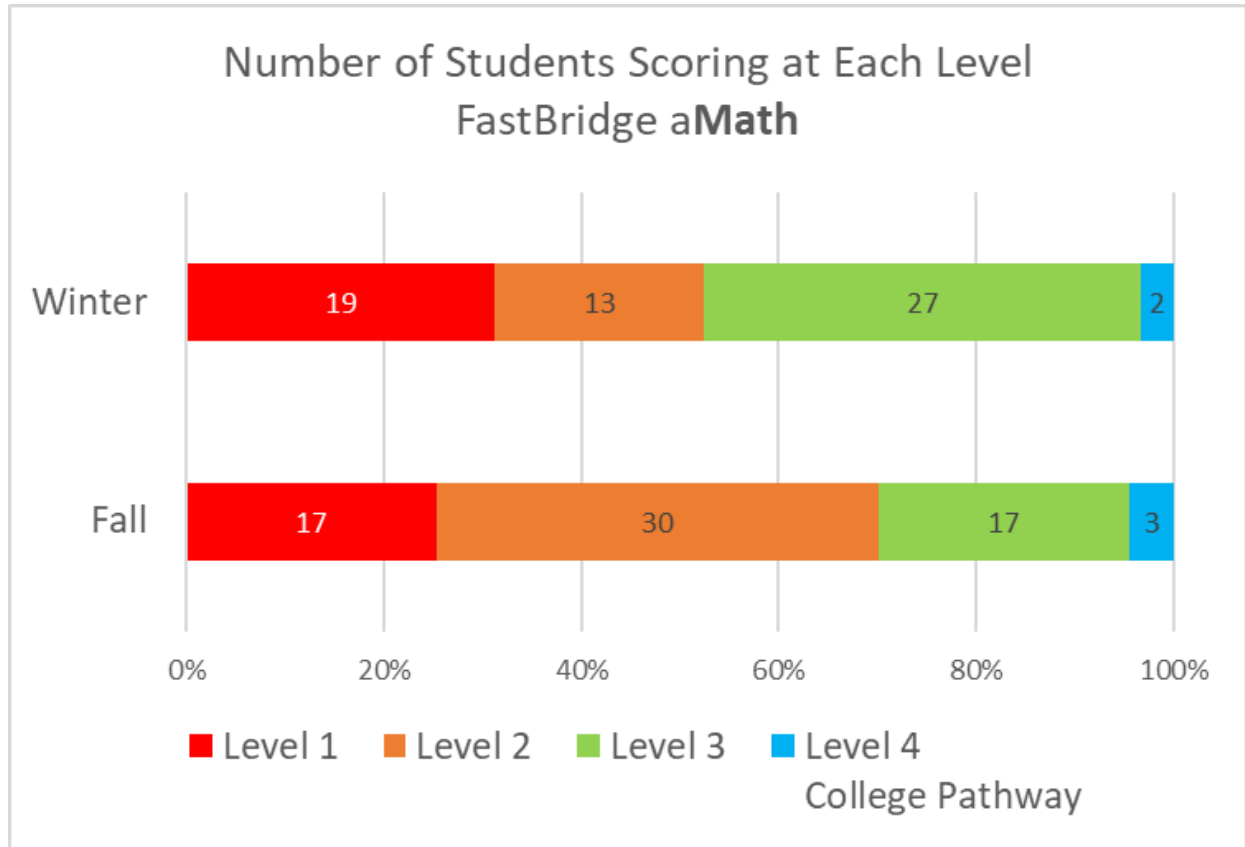
Certificate Level	Bronze	Silver	Gold	Platinum
Number of Students Earning Certificate	16	6	0	4

16 students increased their certificate level by one or more levels!

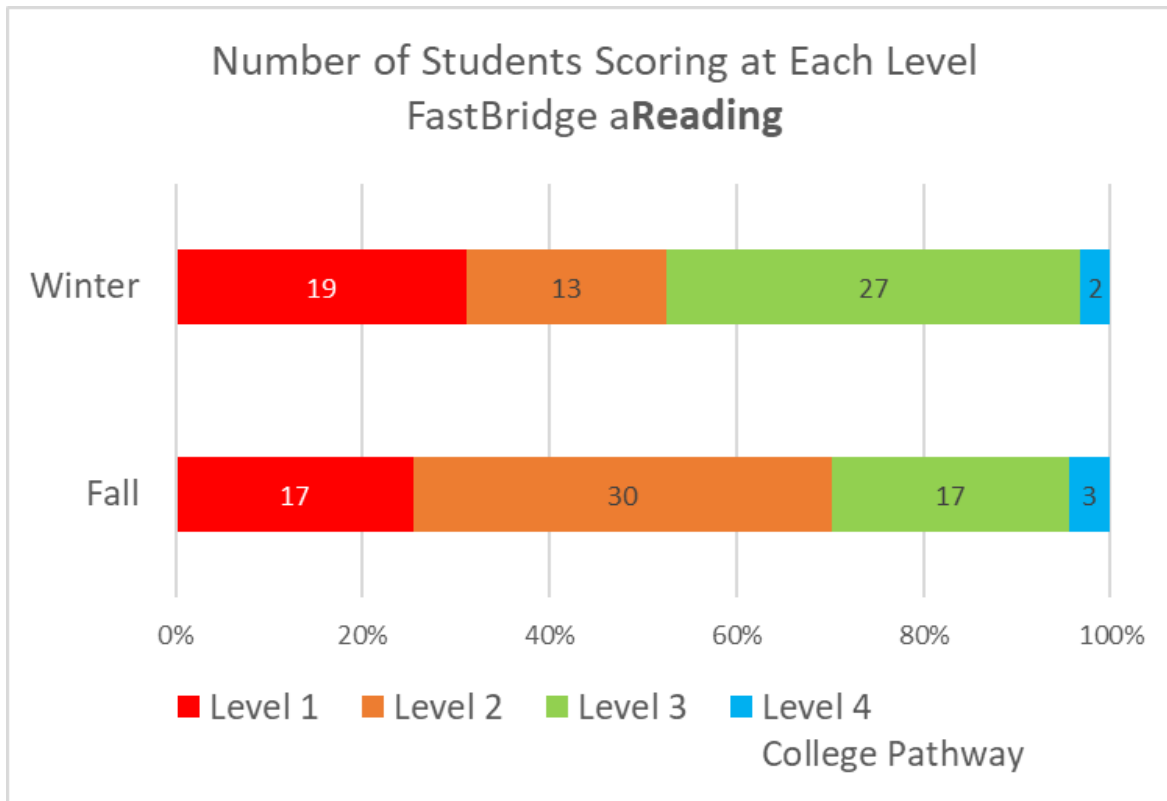
We administer the ACT WorkKeys assessments to all students twice a year. The purpose of this is to offer students the opportunity to earn a work-based certificate, and to meet one of the CO State high school graduation requirements in proficiency in math and English. The state approves the WorkKeys assessments as a measure that can meet this graduation requirement. The lower overall numbers of students completing the assessment are reflective of our mobility of our students and the fact that we enroll students several times throughout the year. The good news is that roughly a third of our student body is achieving the certification from this assessment. One reflection we have in this area is to have more targeted skill development around the types of items the assessment focuses on to support even more students in their achievement of the certification.

ELA and Math Screening

How are students performing on fundamental
ELA and Math skills (FastBridge)?



Number of Students Scoring at Each Level FastBridge aMath	Level 1	Level 2	Level 3	Level 4 College Pathway
Fall	17	30	17	3
Winter	19	13	27	2



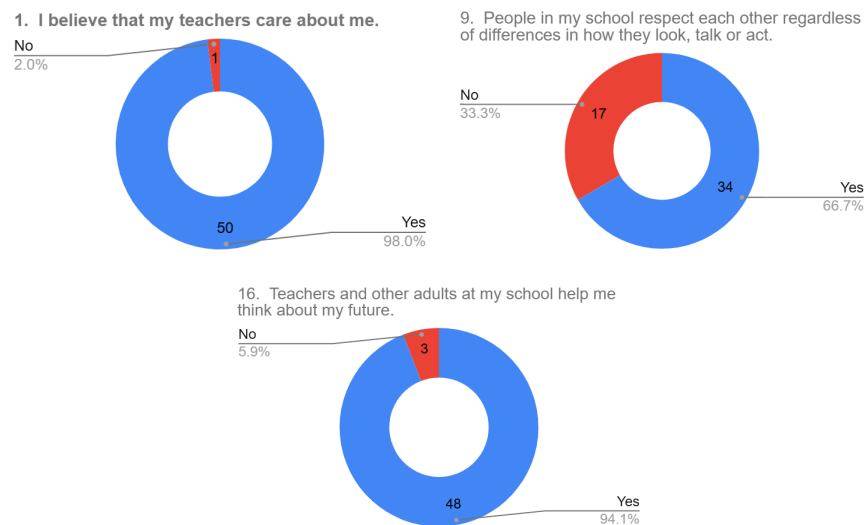
Number of Students Scoring at Each Level FastBridge aReading	Level 1	Level 2	Level 3	Level 4 College Pathway
Fall	24	12	15	12
Winter	18	17	4	20

The FastBridge assessment tool is a dip-stick; it is a one-time look into how students might be doing in reading and math. We administer this assessment twice a year to all students. Like ACT WorkKeys, the lower overall numbers are indicative of the challenge we face with our mobility and enrollment of students at multiple times throughout the year, and graduating students at different times of the year as well. We are working on systems to capture higher numbers of students who complete the assessments. As far as the data provided, one concern we have is testing buy-in. It is odd to see the number of students doing worse in some areas in the spring vs. the fall. We attribute mostly to a lack of commitment to the test itself, rather than where students are proficient, as it does not correlate with the grade data shared above, and students are actually doing well in their everyday classes. What is promising is seeing the levels of improvement that

we see in the data from fall to spring, with “level 2” and “level 3” bands of proficiency improving. This shows that for students who are applying themselves on the assessments, our instructional interventions are having a positive impact on students’ skills.

Student Climate Survey Data

What are students saying about their school and the district?

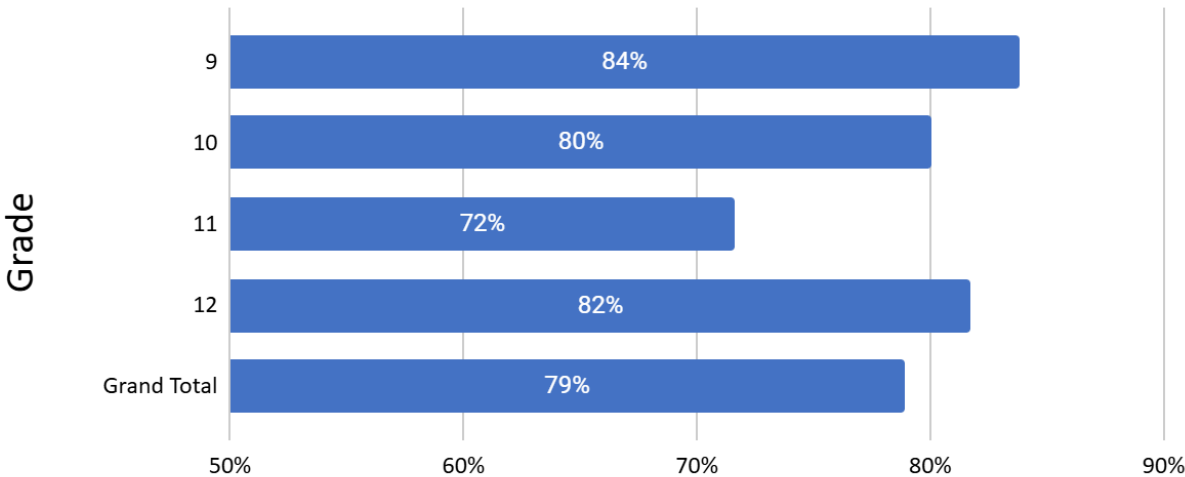


We have many bright spots and areas for reflection and improvement, based on what students are telling us, in our annual student climate survey data. Some of the highlights are that students clearly state that they feel cared about and have a strong sense of belonging. We strive to make positive relationships a priority, and our students are reflecting back to us that they feel this. This is very affirming. It is also very reassuring to see that our students are expressing that they are having meaningful conversations with teachers about their future. One of our main aims is to make sure that when students graduate, they have a vision and plan for their future after high school. An area of growth, as indicated from our student feedback, is in the area of how they perceive their relationships with peers. This was the lowest positive response rate, and we clearly have work to do around structures and opportunities that support healthier relationships among students.

Attendance Data

How are students actively engaged in school?

Average Attendance Rate By Grade 2024-2025



% in Attendance

% of Possible Days in Attendance

Grade	9	10	11	12	Grand Total
% of Possible Days in Attendance	84%	80%	72%	82%	79%

While we ended the first semester at an attendance rate of roughly 82%, we have dipped at the time of this reflection to around 79%. Both are below our desired attendance rate of closer to 86% or higher. Some positive attributes of being close to this target are that our attendance contract, which students and parents sign when starting Welte, seems to be having a positive impact. In addition, our focus on student interest and real world learning is supporting us in making school more relevant, thus getting us closer to the desired attendance rate. What this data indicates, but is not present in the raw form of the data, is that there are a handful of individuals who are bringing down the average attendance considerably. This is especially true for the junior class, which has the lowest rate of attendance. We need to implement more effective interventions for these individuals to uncover what is keeping them from coming to school and to keep them here when they do attend. This will be a task for our Triage team, consisting of our school counselor, social worker, and administrative team.

What are our areas of strength and opportunities for growth in building a strong school community and culture?

Areas of Strength: Our school culture and community are in a positive and strong state. Much of this is attributed to the shared leadership roles among staff and students. Our Sources of Strength student group, student leadership group, and advisory class leadership roles have strengthened our overall school culture. This can be evidenced by our Tuesday and Thursday morning “pick me up” times, where we engaged in all school activities each week. In addition, our discipline rates have significantly decreased, and we have had very few out-of-school suspensions and very few in-school conflicts. This can be attributed to our restorative processes and culture as a whole, and we have created an environment where students and staff work together to solve problems and are unified in most of what we do daily. Our staff is outstanding, and they have taken on many roles in shaping the positive direction in instruction and beyond. They are energized in their planning of the current practices and those to come for the following years. Their vision is a shared and collaborative vision for the school, and they are passionate about helping young people to engage in being prepared graduates, ready for what comes next.

Areas for continued growth: Our largest area of growth is in increasing our family and community partnerships. We have had many positive and productive connections with our outside stakeholders, but we need to increase this dramatically and consistently. With our changes in practice and structure, we will provide more opportunities for families to come to the school or receive communication from us, to help them understand the shifts in the learning environment. We will also aim to expand our community partnerships to make connections for our students in their pursuit of job shadow and internship opportunities.