# **COLORADO GRADUATION PATHWAYS**

**YEAR 3 PROGRESS REPORT** 

Adams 12 Five Star Schools , Colorado Virtual Academy

Capacity Building Site

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STAFFING/RESOURCES:	SUSTAINABILITY
Staff Members used to support CGP activities:	Due to the unknown nature of COVA's future
Program Manager, , Administrative Assistant, School Administrator, School Counselor, Teacher, ,	(and district alliance) beyond the 2013-2014
, Dropout Prevention Specialist, , Fiscal Support for Grantees,	school year, steps have not been taken to
	sustain the program.
Partners/Vendors/Collaborators:	
- K12 Inc. – curriculum and management company / - Community resources within various	
counties (since students live across the state) / - McKinney—Vento Grant /	

		DROPOUT PREVENTION ELEMENTS, METHODS & TATICS
IDENTIFICATION	Data Analysis:	Student Demographic Data: ethnicity, gender, grade level, age, Student Enrollment Data: attendance rates, mobility, dates of enrollment and exit, pupil membership compared to prior years, Educational Outcomes: dropout rates, graduation rates, completion rates, percent of students completing the year, percent of students earning a certain number of credits per year, etc., Perceptual data (Student or parent perceptions of learning environment, values and beliefs, attitudes, observations), Measures of Student Learning (standardized tests, norm/criterion-referenced tests, teacher observations of abilities, authentic assessments), School Processes (evaluation of school programs and processes), , Completion Rates, , Student Mobility/Stability Rate, , FAFSA Completion, , , Course Completion (On track to graduation), , , Credit Recovery (# of participating students, percent of credit recovery courses passed vs. attempted, average number of courses taken by one student at a time, average length of time to complete a course, etc.), , , , Counselor Support, COVA students have an Individual Learning Plan due to our K-12 structure. Counselors meet with students online twice per year to discuss grad plan, course selection, personal goals, academic goals, and post-secondary plans. (Note: Comments on ICAP in below sections will be answered with our ILP in mind.)
	Early Warning Systems:	, Developed a project plan for developing an EWS in-house, , Conducted data analysis to determine measures of potential dropout risk to be used in the EWS (e.g. attendance, discipline referrals, course completion, etc), , Conducted data analysis to establish or refine "cut points" for measures of potential dropout risk (e.g. 5 or more unexcused absences in a semester, grade of D or F in freshman math course, overall GPA drops below 2.2, etc), , Developed new reports based on EWS data/results, Conducted training for staff in accessing and interpreting EWS data and/or in incorporating EWS data into instruction, counseling, service delivery, conducting interventions, etc.,
INSTITUTIONAL CHANGE	Dropout Prevention and Engagement: Policy and Practices Review:  Assess and Enhance School Climate:	, Developed committees to review current policies and practices, Review of Identification policies and practices, , Review of Institutional Change policies and practices, Enrollment policies for the 2013-2014 year were analyzed and changed. Changes for the 2013-2014 school year based on 2012-2013 studies include: COVA will accept new 9th grade students for enrollment, but not 10th-12th, unless they are a sibling of a current student.  Bullying Prevention, , , Trust and respect, Expectations, trust, and accountability, Supportive leadership, Professional development, , ,
	Expanding the Curriculum:	, Increased summer programming, Introduced or expanded a student mentoring program, , , Added elective course options, , Increased availability of Concurrent Enrollment/ASCENT courses, , , Introduced or expanded a Credit recovery program (this is also addressed in the "Credit Recovery Options" section below
INTERVENTIONS & SUPPORTS	Family Involvement:	Increase/add family activities and events (dinners, parent/teacher conferences, volunteer opportunities, parenting classes), Provide outreach and engagement efforts to families through implantation of various models of case management, , Involve parents in the development of students' ICAP and provide assistance to parents on postsecondary and/or workforce readiness procedures, Staff participation in family engagement trainings or coursework, , ,

Community Engagement:	, Developed partnerships with community organizations and/or local businesses to enhance postsecondary and workforce readiness efforts, , ,
Enhanced Counseling and Mentoring:	, , Provide specialized and/or individualized treatment through the implementation of various models of case management, , , Reformed and enhanced the ICAP implementation process,
Transition/Orientation Programs:	,,,,,, Re-defining the enrollment in-take process for new students, Completion of ICAP (Individual Career and Academic Plan),
Credit Recovery Options:	, Course based 100% online, , During the summer, On weekends, After school, Before school, During the school day eCollege purchased through K-12 Inc. / Curriculum is developed by K-12 Inc. , , On-time/On-track to graduation, , , Student is currently failing a course, , , 12th and 11th grade students are given priority, but credit recovery is open to 10th and 9th as well.
Outreach to Out-of-School Youth:	Provide outreach and engagement efforts through the implementation of various models of case management, , , , Building positive adult relationships (Provide mentoring programs and counseling programs), Increased engagement and accountability through the ICAP process, Developed protocol for outreach and rapid recovery of dropouts,
Multiple Pathways to Graduation:	Creating options and flexibility that includes diverse educational programming as well as collaboration across multiple agencies and systems, ASCENT/Concurrent Enrollment, , Offer accelerated and/or credit recovery programs, ,

TARGET POPULATIONS		
ALL STUDENTS: No, our CGP programs are designed to serve specific, targeted population(s) SECONDARY POPULATION: Yes TERTIARY POPULATION: No		
PRIMARY	SECONDARY	TERTIARY
GRADE LEVEL: ,,,,, 11th, 12th,, RISK FACTORS: , Course Failure, ,,,, RACE/ETHNICITY: ,,,,,,, Race/Ethnicity is not a consideration in defining our target population INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): ,,,,, HOMELESS: According to the McKinney Act, a "homeless individual" lacks a fixed, regular, and adequate nighttime residence., , IPST designation is not a consideration in defining our primary target population	GRADE LEVEL: ,,, 9th, 10th,,,, RISK FACTORS: , Course Failure, , , Insufficient Credit Accrual (e.g. over age/under credit), , RACE/ETHNICITY: ,, Asian, ,, ,, Race/Ethnicity is not a consideration in defining our secondary target population INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): ,,,,,,, IPST designation is not a consideration in defining our secondary target population	GRADE LEVEL: ,,,,,,, RISK FACTORS: ,,,,, RACE/ETHNICITY: ,,,,,,, IPST: ,,,,,,,
Our primary target audience is students behind in credits and who are failing classes. Seniors and juniors would be the highest priority as we want to get them back-on-track to graduate.	9th and 10th graders are monitored for lack of credits attained and course failure.	

OUTCOMES RELATED TO KEY PROGRAM GOALS		
ATTENDANCE	BEHAVIOR	CREDIT ACCUMULATION
OVERALL ATTENDANCE RATE FROM YR2 TO YR 3:	OVERALL BEHAVIOR (SUSPENSIONS OR EXPLULSIONS) FROM YR2 TO	
	Y3:	
TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?		
	TRENDS:	
	TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR?	
GRADUATION	DROPOUT	DROPOUT RECOVERY

REFLECTING ON PROGRAM OUTCOMES	
GRANT GOALS	2012-13 CGP EFFORTS
DECREASE AT-RISK BEHAVIOR	Directly Impacts
INCREASE ATTENDANCE	Indirectly Impacts
INCREASE COURSE COMPLETION	Directly Impacts
INCREASE GRADUATION RATE	Directly Impacts
INCREASE RE-ENGAGEMENT RATE	Directly Impacts
DECREASE DROPOUT RATE	Directly Impacts

# WHAT WORKED WELL (2012-13) TO MAKE PROGRESS TOWARD ACHIEVING THE GRANT GOALS

Hiring a part-time Counselor to focus on 11th and 12th graders at high risk of dropping out. / Hiring a part-time Interventionist to focus on 9th and 10th graders at high risk of dropping out. / Providing summer school credit recovery options. /

# **BARRIERS TO IMPLEMENTATION**

Difficulty in reaching unengaged students due to them living across the state. / Difficulty re-engaging students in the education process. /

# STUDENT SUCCESS STORY

# PROFESSIONAL DEVELOPMENT TRAININGS ATTENDED

Clearing the Path for Colorado: Supporting New Learning Models for Credit Recovery and Dropout Prevention: (March 13, 2013) Partnered with iNACOL to host the Credit Recovery Forum. Topics included blended and online credit recovery landscape in Colorado, policy, student support systems, the role of the online teacher, mentoring programs and working with special needs students in online/blended environment.

3rd Annual Dropout Prevention and Student Engagement Summit: (March 14, 2013) Eight workshops and training sessions were offered on topics such as assessing and enhancing school climate, making optimal use of early warning systems data, developing and maintaining school-family partnerships, creating multiple pathways and evaluating program effectiveness and implementation fidelity.

Vertical Transitions Webinar: (April 17, 2013) Highlight current research and preliminary results surrounding 8th to 9th grade transition as well as the high school to postsecondary transition. The focus was on the expanded definition of the 8th to 9th grade transition period, how schools participating in the CGP program can support this and surprising findings around high school students' transition to postsecondary education.

An Innovative Look at 21st Century Skills through a Service Learning Lens: (September 18, 2013) Increase understanding of classroom strategies to support student engagement, build skills to prepare learners for the 21st Century, and increase understanding of Service Learning.