

Adams 12 Five Star Schools , Vantage Point HS  
 Capacity Building Site  
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STAFFING/RESOURCES:	SUSTAINABILITY	
<p><b>Staff Members used to support CGP activities:</b>                      Program Manager, , Administrative Assistant, School Administrator, School Counselor, Teacher, , , , Fiscal Support for Grantees, Counselor Corps Post-Secondary Advisor/Dean/School Psychologist</p> <p><b>Partners/Vendors/Collaborators:</b>                      - ACEC – Adams County Education Consortium – post-secondary resources / - ACYI – Adams County Youth Initiative – teen parent resources / - Counselor Corps Grant / - Crossroads Church – family assistance / - JAM – Junior Athletics of the Midwest (started</p>	<p>Building capacity through professional development                      Secured community partnerships for dropout prevention and re-engagement services</p>	<p>Recaptured Per Pupil Revenue to be re-invested in CGP-funded strategies                      Shared CGP results with district administrators                      The CGP Group and Director of Grants made a presentation to our District Superintendent and Senior Staff on Nov. 20, 2013 to sustain funding.</p>

DROPOUT PREVENTION ELEMENTS, METHODS & TATICS		
<p><b>IDENTIFICATION</b></p>	<p>Data Analysis:</p>	<p>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), The EWS (Early Warning System) in Adams 12, which the CGP schools helped develop, is a data bank which incorporates many student profile pieces. Attendance, credit completion, current grades, assessment info, mobility, behavior, etc. are some of the data pieces integrated. It is a helpful “one stop shop” of historical as well as current information on students.                      Postsecondary readiness school report (CDHE), Completion Rates, , , FAFSA Completion, Attendance, , Course Completion (On track to graduation), CTE participation, , 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.), , College Application Rates, , Counselor Support,</p>
	<p>Early Warning Systems:</p>	<p>, , Implemented an EWS for the first time, , , 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), Tested the “accuracy” of existing EWS by investigating outcomes of students identified as at-risk and not at-risk during previous years., 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., A University of Colorado (Boulder) Statistics professor was hired as an outside auditor to evaluate the district-designed EWS system.</p>
<p><b>INSTITUTIONAL CHANGE</b></p>	<p>Dropout Prevention and Engagement: Policy and Practices Review:</p>	<p>, , , , Our district schools complete a Culture / Climate Survey every year which administrative, certified, and classified staff are requested to complete. As a group, the CGP schools chose one Superintendent policy in particular to address. Superintendent Policy #6340 – Graduation, which states all students designated as a “senior” must enroll in a minimum of 6 credits for the year. Any 5th, 6th etc. year student in our district is designated a “senior” whether they need 2, 3, 4, etc. credits to graduate. Principals felt these students were discouraged by having to take a full-load when they only needed a portion, etc. and then were giving up and dropping out due to their frustration. Principals re-wrote a draft indicating students beyond the 4th year of high school could take the number of credits needed to graduate based on their individual plan. The Policy change is awaiting the Superintendent’s final signature as of 11/1/13.</p>
	<p>Assess and Enhance School Climate:</p>	<p>, Relational Trust, , Trust and respect, Expectations, trust, and accountability, Supportive leadership, Professional development, , , Discovery Institute protocol</p>

	Expanding the Curriculum:	, Increased summer programming, , , , , , Added a service learning program, We used CGP Grant money to provide evening credit recovery classes., Introduced or expanded a Credit recovery program (this is also addressed in the "Credit Recovery Options" section below
<b>INTERVENTIONS &amp; SUPPORTS</b>	Family Involvement:	Increase/add family activities and events (dinners, parent/teacher conferences, volunteer opportunities, parenting classes), , Utilization of Response to Intervention (RtI) Model, , , , ,
	Community Engagement:	, Developed partnerships with community organizations and/or local businesses to enhance postsecondary and workforce readiness efforts, Formed partnerships with outside organizations to help meet the needs of the students (for example: mental health, substance abuse issues, homelessness, academic, extracurricular activities), Trainings and information passed to school personnel on community resources for students,
	Enhanced Counseling and Mentoring:	Service learning programs implemented, Utilization of Response to Intervention (RtI) model, Provide specialized and/or individualized treatment through the implementation of various models of case management, , , , We dovetailed work with the Counselor Corps Grant and its resources.
	Transition/Orientation Programs:	, Developed program that focuses on 12th grade to postsecondary transition, , Strengthened / improved an existing transition program, , , , , We utilized the EWS system in analyzing data on incoming 9th grade students and new students. We instituted mandatory academic intervention for any student with a failing grade.
	Credit Recovery Options:	, Course based 100% online, Blended learning model, 100% classroom based During the summer, , After school, , During the school day Compass Learning with the ePass licenses. / Edgenuity / , , 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:	, , , Specialized programming for high-risk youth (Assists with smooth transitions, integration of students into communities and stabilizing them in their educational and social settings), 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, We used the EWS system with intake interviews.
	Multiple Pathways to Graduation:	, , Reforming scheduling, grading, standards, assessment, retention, class assignment, course content and/or instructional practices, policies and procedures, Offer accelerated and/or credit recovery programs, ,

TARGET POPULATIONS		
<b>ALL STUDENTS:</b> No, our CGP programs are designed to serve specific, targeted population(s) <b>SECONDARY POPULATION:</b> Yes <b>TERTIARY POPULATION:</b> No		
PRIMARY	SECONDARY	TERTIARY
<b>GRADE LEVEL:</b> , , , , , 11th, 12th, , <b>RISK FACTORS:</b> Low Attendance, Course Failure, , , Insufficient Credit Accrual (e.g. over age/under credit), , <b>RACE/ETHNICITY:</b> , , , , , , Race/Ethnicity is not a consideration in defining our target population <b>INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST):</b> , , , , , , IPST designation is not a consideration in defining our primary target population  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.	<b>GRADE LEVEL:</b> , , , , 9th, 10th, , , , <b>RISK FACTORS:</b> Low Attendance, Course Failure, , , Insufficient Credit Accrual (e.g. over age/under credit), , <b>RACE/ETHNICITY:</b> , , , , , , Race/Ethnicity is not a consideration in defining our secondary target population <b>INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST):</b> , , , , , , IPST designation is not a consideration in defining our secondary target population  9th and 10th graders are monitored for lack of credits attained and course failure.	<b>GRADE LEVEL:</b> , , , , , , , <b>RISK FACTORS:</b> , , , , , , , <b>RACE/ETHNICITY:</b> , , , , , , , <b>IPST:</b> , , , , , , ,

OUTCOMES RELATED TO KEY PROGRAM GOALS		
ATTENDANCE	BEHAVIOR	CREDIT ACCUMULATION

<b>OVERALL ATTENDANCE RATE FROM YR2 TO YR 3:</b>  <b>TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?</b>	<b>OVERALL BEHAVIOR (SUSPENSIONS OR EXPLUSIONS) FROM YR2 TO Y3:</b>  <b>TRENDS:</b>  <b>TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR?</b>	
<b>GRADUATION</b>	<b>DROPOUT</b>	<b>DROPOUT RECOVERY</b>

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

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

The following activities worked well and proved effective: / - Offering evening face-to-face credit recovery options / - Providing Summer School program on-site / - Providing two separate off-campus leadership opportunities for students /

**BARRIERS TO IMPLEMENTATION**

- Reaching students who have high mobility status and are hard to reach when disengaged from school. / - Finding staff to teach credit recovery classes outside of the school day. / - Students attending alternative high school have low initiative, follow-t

**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.

Colorado Graduation Pathways: Unified Improvement Planning/Postsecondary Workforce Readiness Workshop (September 11, 2013) A one-day workshop to assist in developing the Postsecondary and Workforce Readiness (PWR) section of the Unified Improvement Plan. Attendees were provided, supplemental data, new and updated analytic tools, methodologies for setting PWR performance targets, strategies for integrating existing CGP initiatives into the UIP, and technical assistance.