

Adams County 14, Adams City HS
 System Change Site
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STAFFING/RESOURCES:	SUSTAINABILITY	
<p>Staff Members used to support CGP activities: , Evaluator/Supervisor, Administrative Assistant, School Administrator, School Counselor, Teacher, , , Dropout Prevention Specialist, Attendance Coordinator, Fiscal Support for Grantees, Deans, school psychologist, activity and sports coaches</p> <p>Partners/Vendors/Collaborators: Adams City High School has strong 21st Century after-school programs as well as partnerships with The Link, Gear UP, GRASP, Front Range Community College, Goodwill, ROTC, and the CTE Advisory Committee that contribute to keeping students engaged and on track for graduation.</p>	<p>Building capacity through professional development</p>	<p>There is a strong emphasis on changing the climate and culture within the school as well as Adams 14 School District to promote college and career readiness, high expectations and rigorous, relevant curriculum coupled with strong teacher-student relationships. District-wide course guides and parent education to understand the guides are currently being implemented. Multiple pathways to graduation are being scrutinized and refined to establish clear guidelines for supports students at either Adams City High School or Lester Arnold Alternative Educational Campus while equipping students with the skills to complete the required course work and graduate without future need of remediation.</p>

DROPOUT PREVENTION ELEMENTS, METHODS & TATICS		
IDENTIFICATION		
INSTITUTIONAL CHANGE		
INTERVENTIONS & SUPPORTS		
	Assess and Enhance School Climate:	, Relational Trust, , , Expectations, trust, and accountability, Supportive leadership, , Physical environment, Markers, rituals, and transitions,
	Expanding the Curriculum:	, , Introduced or expanded a student mentoring program, , , , , 21st Century provided credit recovery for 9th and 10th grade students who were not on track for graduation during the 2012 and 2013 summer sessions., Introduced or expanded a Credit recovery program (this is also addressed in the "Credit Recovery Options" section below
	Family Involvement:	Increase/add family activities and events (dinners, parent/teacher conferences, volunteer opportunities, parenting classes), , , , , Engaged parents to serve on decision-making teams, The District ahs increased its District Accountability Advisory Committee (DAAC) attendance and involvement and provides a forum for each school to meet with parents prior to the DAAC meeting. DAAC meets on the first Monday of each month and is comprised on District leaders, staff, parents, and concerned community members.
	Enhanced Counseling and Mentoring:	, , , , In-school mentoring program, ,
	Credit Recovery Options:	, Course based 100% online, , 100% classroom based During the summer, On weekends, After school, , During the school day

		Novell-Stars and Ed Options were teh online programs used in 2012-13 11th and 12th grade standing, Number of "F" grades, On-time/On-track to graduation, Attendance, Teacher recommendations, Student is currently failing a course, , ,

TARGET POPULATIONS		
ALL STUDENTS: Yes, our CGP programs are designed to serve all students at our school		
SECONDARY POPULATION: TERTIARY POPULATION:		
PRIMARY	SECONDARY	TERTIARY
GRADE LEVEL: , , , , , , , , RISK FACTORS: , , , , , , , , RACE/ETHNICITY: , , , , , , , , INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): , , , , , , , ,	GRADE LEVEL: , , , , , , , , RISK FACTORS: , , , , , , , , RACE/ETHNICITY: , , , , , , , , INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): , , , , , , , ,	GRADE LEVEL: , , , , , , , , RISK FACTORS: , , , , , , , , RACE/ETHNICITY: , , , , , , , , IPST: , , , , , , , ,

OUTCOMES RELATED TO KEY PROGRAM GOALS		
ATTENDANCE	BEHAVIOR	CREDIT ACCUMULATION
OVERALL ATTENDANCE RATE FROM YR2 TO YR 3: No substantial change in attendance TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE? The attendance rate increased slightly (.4 percent), not substantially. Attendance rates for 2011-12 were 85.93 percent and attendance rates for 2012-13 were 86.34 percent.	OVERALL BEHAVIOR (SUSPENSIONS OR EXPLUSIONS) FROM YR2 TO Y3: Yes – substantial decrease in the number or rate of suspensions and expulsions TRENDS: There waa a decrease of 107 suspensions and expulsions reported in 2012-13. Significant decreases were noted in the following categories: classroom suspensions declined frmto 56 to four; in-school suspensions declined from 828 to 745 and expulsions decreased from 13 to five from 2011-12 to 2012-13 respectively. TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR? The significant decrease is attributable to a new leadership and administrative team that continuously conducted monitoring efforts (such as frequently surveying hallways) and were also more visible to students and staff throughout the school day. Deans observed "at-risk" students and reported data to Principal Bryan Wright. Interventions and counseling sessions were implemented when needed.	
GRADUATION	DROPOUT	DROPOUT RECOVERY

REFLECTING ON PROGRAM OUTCOMES	
GRANT GOALS	2012-13 CGP EFFORTS
DECREASE AT-RISK BEHAVIOR	Directly Impacts
INCREASE ATTENDANCE	Directly 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

The District's DEWD System, (dropout early warning data system) provided immediate access to students deemed at risk and enabled interventions or counseling to be implemented immediately. This process allowed school deans to provide Principal Bryan Wright with information which was needed to begin to build relationships with at risk students. Additionally, Adams City High School implemented a three week, ninth grade transition program that allowed extra time for students as well as new teachers to become acclimated to the high school as well as begin creating a supportive and engaging climate. The program provided academic interventions coupled with team building and orientation activities to improve academic readiness, school engagement and school attachment for incoming freshmen.

BARRIERS TO IMPLEMENTATION

The previous lack of stability within the district forced a change in leadership and direction at the beginning of 2012-13 for Adams City High School and Adams 14 School District. Most of the 2012-13 academic school year was spent developing and implementing systematic change while also explaining and illustrating new practices and behaviors to the staff and community. Adams 14 School District is now poised to implement a strong instructional program and an improved culture and climate that is reflective of academic success.

STUDENT SUCCESS STORY

PROFESSIONAL DEVELOPMENT TRAININGS ATTENDED

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.

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.

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.