

COLORADO GRADUATION PATHWAYS

YEAR 3 PROGRESS REPORT

Adams 50, Hidden Lake HS
 Capacity Building Site
 James Steward - jsteward@adams50.org

STAFFING/RESOURCES:	SUSTAINABILITY	
<p>Staff Members used to support CGP activities: Program Manager, Evaluator/Supervisor, Administrative Assistant, School Administrator, School Counselor, Teacher, Para Professional, , Dropout Prevention Specialist, , ,</p> <p>Partners/Vendors/Collaborators: NA</p>	<p>Building capacity through professional development</p>	<p>Recaptured Per Pupil Revenue to be re-invested in CGP-funded strategies Shared CGP results with district administrators Developed a written sustainability plan Demonstrated success to advocate and obtain general fund dollars</p>

DROPOUT PREVENTION ELEMENTS, METHODS & TATICS

IDENTIFICATION	Data Analysis:	, 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., , , , , , Completion Rates, , Student Mobility/Stability Rate, , , , , 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.), , , , ,
	Early Warning Systems:	Conducted research on potential EWS products and vendors, 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), , , , ,
INSTITUTIONAL CHANGE	Dropout Prevention and Engagement: Policy and Practices Review:	, , Review of Identification policies and practices, , Review of Institutional Change policies and practices, Hiring of a Post-Secondary Workforce Director at the District level. Developed Standard Operating Procedures for Dropout recovery and tracking, Developed Standard Operating Procedures and programming for credit recovery
INTERVENTIONS & SUPPORTS		
	Credit Recovery Options:	, , Blended learning model, , On weekends, After school, , During the school day Edmentum - Plato Courseware 11th and 12th grade standing, Number of "F" grades, On-time/On-track to graduation, Attendance, Teacher recommendations, Student is currently failing a course, Have not previously taken this credit recovery course, Have not exceeded the total number of credit recovery courses allowed under school policy,

TARGET POPULATIONS

ALL STUDENTS: No, our CGP programs are designed to serve specific, targeted population(s) SECONDARY POPULATION: No TERTIARY POPULATION:		
PRIMARY	SECONDARY	TERTIARY
GRADE LEVEL: , , , 9th, 10th, 11th, 12th, , RISK FACTORS: Low Attendance, Course Failure, High Mobility, , Insufficient Credit Accrual (e.g. over age/under credit), , RACE/ETHNICITY: , , , , , Race/Ethnicity is not a consideration in defining our target population INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): , , , , , IPST designation is not a consideration in defining our primary target population Our primary audience is all students whom are at-risk based due to credit accrual and attendance factors	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: TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?	OVERALL BEHAVIOR (SUSPENSIONS OR EXPLUSIONS) FROM YR2 TO Y3: 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	Indirectly 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

Our After Hours Program works extremely well for those students who need credit recovery. This program was offered each evening from 4 - 7 last year and students were able to remediate credit. / Our summer school - similar ot After Hours provided a venue for credit remediation in June extending the school year.

BARRIERS TO IMPLEMENTATION

Our dropout rates was inflated to poor reporting procedures - this is being remediated. This is a barrier as the majority of the issues were not school level, but at the district. This has caused a full evaluation and changes have been made in reporting procedures. / Student Engagement in the credit remediation program still presents a factor that we are addressing through relationships and teaching the student the need for engagement.

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.