

COLORADO GRADUATION PATHWAYS

YEAR 3 PROGRESS REPORT

Adams-Arapahoe 28J, Aurora Central HS
 System Change Site
 Rich Patterson rrpatterson@aps.k12.co.us

STAFFING/RESOURCES:	SUSTAINABILITY	
<p>Staff Members used to support CGP activities: , Evaluator/Supervisor, Administrative Assistant, School Administrator, School Counselor, Teacher, , Social Worker, , Attendance Coordinator, Fiscal Support for Grantees,</p> <p>Partners/Vendors/Collaborators: Art From Ashes, Jewish Family Services, CO Youth for a Change, Gear Up, A-GRIP, Goodwill, Aurora Mental Health, Aurora Youth Options, McKinney Vento, Lutheran Family Services, Colorado African Org.</p>	<p>Building capacity through professional development Board member presentation on CGP results</p>	<p>Shared CGP results with district administrators</p>

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), , , , , Truancy Rates, , Attendance, Behavioral Data (in-school suspension rate, expulsion rates, discipline referral rate, types, etc.), Course Completion (On track to graduation), , , , , , ,
INSTITUTIONAL CHANGE	Assess and Enhance School Climate:	, , PBIS (Positive Behavior and Invention Support), , , Supportive leadership, , , ,
INTERVENTIONS & SUPPORTS	Family Involvement:	, , 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), ,
	Enhanced Counseling and Mentoring:	, Utilization of Response to Intervention (RtI) model, , Development of partnerships with outside organizations that meet the mental health and counseling needs of students, , ,
	Credit Recovery Options:	, 100% online, , During the summer, , , , ED2020 11th and 12th grade standing, Number of "F" grades, , , , , Have not previously taken this credit recovery course, ,

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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, ,, Aurora Central HS, RISK FACTORS: ,, High Mobility, ,, , RACE/ETHNICITY: ,, , ,, , Race/Ethnicity is not a consideration in defining our target population INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): ,, , ,, , ,	GRADE LEVEL: ,, , ,, , , RISK FACTORS: ,, , ,, , Aurora Central HS, RACE/ETHNICITY: ,, , ,, , INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): ,, , ,, , ,	GRADE LEVEL: ,, , ,, , , RISK FACTORS: ,, , ,, , Aurora Central HS, RACE/ETHNICITY: ,, , ,, , IPST: ,, , ,, , ,
Our primary audience is all students in grades 9-12		

OUTCOMES RELATED TO KEY PROGRAM GOALS		
ATTENDANCE	BEHAVIOR	CREDIT ACCUMULATION
OVERALL ATTENDANCE RATE FROM YR2 TO YR 3: Yes – substantial decrease in attendance TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE? Central High School Attendance & Truancy Rate Changes / 2011 2012 2012 / 2013 Percentage Point Change Percent Change Increase/ Decrease / Truancy Rates 9.06 20.63 11.57 114% Increase / Attendance Rates 89.27 75.73 13.54 15% Decrease / /	OVERALL BEHAVIOR (SUSPENSIONS OR EXPLUSIONS) FROM YR2 TO Y3: Yes – substantial decrease in the number or rate of suspensions and expulsions TRENDS: Central High School Disciplinary Data (Duplicates) / Disciplinary Resolution 2011-2012 2012-2013 % Change Inc/Dec / Assigned school detention 232 41 83% Dec / Expulsion & Referred to Alternative Program 43 50 14% Inc / Extended suspension (5+ days) 0 7 100% Inc / In School Suspension 71 114 38% Inc / Out of school suspension 300 409 27% Inc / Referred to Law Enforcement 126 158 21% Inc / Restorative Justice 0 0 0% None / Suspension with expulsion recommendation 0 1 100% Inc / Overall 772 780 1% Inc / / Central High School Disciplinary Data (Unduplicated) / Disciplinary Resolution 2011-2012 2012-2013 % Change Inc/Dec / Assigned school detention 232 41 83% Dec / Expulsion & Referred to Alternative Program 27 47 43% Inc / Extended suspension (5+ days) 0 6 100% Inc / In School Suspension 36 90 60% Inc / Out of school suspension 148 216 31% Inc / Referred to Law Enforcement 0 10 100% Inc / Restorative Justice 0 0 0% None / Suspension with expulsion recommendation 0 1 100% Inc / Overall 443 411 7% Dec. / When the unduplicated records data was analyzed, Central shows an overall decrease in the number of disciplinary event resolutions. The largest decrease was in the number of students who were assigned school detention. However, there were significant increases in expulsions and school suspensions regardless of whether or not duplicate records were found in the file. The slight increase in suspensions for the duplicate records file likely results from multiple disciplinary events that occur for a number of individual students. TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR?	

GRADUATION	DROPOUT	DROPOUT RECOVERY
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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	Indirectly Impacts
DECREASE DROPOUT RATE	Directly Impacts

WHAT WORKED WELL (2012-13) TO MAKE PROGRESS TOWARD ACHIEVING THE GRANT GOALS
community collaboration /individual student support

BARRIERS TO IMPLEMENTATION
vast range of language learners, age and numbr of credits, ineffective leadership, credit recovery program ineffective, outreach options for dropouts

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.