COLORADO GRADUATION PATHWAYS

YEAR 3 PROGRESS REPORT

Adams-Arapahoe 28J, Gateway HS

System Change Site
Rich Patterson rrpatterson@aps.k12.co.us

STAFFING/RESOURCES:	SUSTA	INABILITY
Staff Members used to support CGP activities:	Building capacity through professional	Shared CGP results with district administrators
, Evaluator/Supervisor, Administrative Assistant, School Administrator, School Counselor,	development	
Teacher, Para Professional, Social Worker, , Attendance Coordinator, Fiscal Support for	Board member presentation on CGP results	
Grantees,	Secured community partnerships for dropout	
	prevention and re-engagement services	
Partners/Vendors/Collaborators:	Meeting with private foundations to discuss	
EARSS Grant, College Summit, Tutoring from Aurora Youth Options, Youth In Works, Colorado	future funding of CGP strategies	
Youth For a Change, BMX Assembly, McKinney Vento		

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), , , , , , , 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),,,, Professional development,,, The district administers a climate survey to all students and building staff in schools to assess overall school climate. Individual buildings then determine what changes to make based on the findings.
	Expanding the Curriculum:	, Increased summer programming, Introduced or expanded a student mentoring program, , , , , 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		
	Enhanced Counseling and Mentoring:	, Utilization of Response to Intervention (RtI) model, Provide specialized and/or individualized treatment through the implementation of various models of case management, Development of partnerships with outside organizations that meet the mental health and counseling needs of students, In-school mentoring program, Reformed and enhanced the ICAP implementation process,
	Transition/Orientation Programs:	Developed program that focuses on 8th to 9th grade transition, , , Strengthened / improved an existing transition program, Creation of a transitions toolkit, , , Re-defining the enrollment in-take process for new students, Completion of ICAP (Individual Career and Academic Plan),
	Credit Recovery Options:	, 100% online, , During the summer, On weekends, After school, Before school, During the school day Education 20/20 11th and 12th grade standing, Number of "F" grades, On-time/On-track to graduation, , , , , ,

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, Gateway HS, RISK FACTORS: Low Attendance, Course Failure, High Mobility, Poor Behavior, 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): ,,,,,,	GRADE LEVEL: ,,,,,,,, RISK FACTORS: ,,,,, Gateway HS, RACE/ETHNICITY: ,,,,,,, INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): ,,,,,,	GRADE LEVEL: ,,,,,,, RISK FACTORS: ,,,,, Gateway 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	OVERALL BEHAVIOR (SUSPENSIONS OR EXPLULSIONS) FROM YR2 TO	
decrease in attendance	Y3: Yes – substantial increase in the number or rate of suspensions and	
	expulsions	
TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?		
Gateway High School Attendance & Truancy Rate Changes / / 2011 2012	TRENDS: Gateway High School Disciplinary Data (Duplicates) /	
2012 / 2013 Percentage Point Change Percent Change Increase/ Decrease /	Disciplinary Resolution 2011-2012 2012-2013 % Change Inc/Dec /	
Truancy Rates 5.43 9.88 4.45 45% Increase / Attendance Rates 92 84.78	Assigned school detention 133 69 48% Dec / Expulsion & Referred to	
7.22 8% Decrease /	Alternative Program 19 10 47% Dec / Extended suspension (5+ days) 3 8	
	137% Inc / In School Suspension 84 120 30% Inc / Out of school	
	suspension 216 258 16% Inc / Referred to Law Enforcement 71 64 10%	
	Dec / Restorative Justice 0 42 100% Inc / Suspension with expulsion	
	recommendation 0 1 100% Inc / Overall 526 572 8% Inc / / Gateway	
	High School Disciplinary Data (Unduplicated) / Disciplinary Resolution	
	2011-2012 2012-2013 % Change Inc/Dec / Assigned school detention 133	
	69 48% Dec / Expulsion & Referred to Alternative Program 14 9 36% Dec	
	/ Extended suspension (5+ days) 2 5 140% Inc / In School Suspension 53	
	91 42% Inc / Out of school suspension 116 145 20% Inc / Referred to Law	
	Enforcement 0 0 0% None / Restorative Justice 0 18 100% Inc /	
	Suspension with expulsion recommendation 0 0 0% None / Overall 318	
	337 6% Inc / The changes that are occurring are increases in the	
	extended suspensions, in school suspensions, and out of school	
	suspensions. This holds true for both the duplicated and unduplicated	
	data. However, its also important to see that we are involving our	
	students in restorative justice programs more than we have in the past.	
	This serves to keep the suspension rates from increasing further. / /	

	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	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

Taught Freshman Seminar to caseload of 100 students. / Reformed credit recovery practices.

BARRIERS TO IMPLEMENTATION

Limited credit recovery options / Limited Alternative placement spots

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.