COLORADO GRADUATION PATHWAYS	YEAR 3 PROGRESS REPORT

Cherry Creek 5, Overland HS
Capacity Building Site
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STAFFING/RESOURCES:	SUSTAINABILITY	
Staff Members used to support CGP activities: , , , , , Teacher, , , , , , **Partners/Vendors/Collaborators:** We do not have any partners, vendors, or collaborators-- Overland enlists the support of it's own employees to provide student assistance through the CGP grant.	Building capacity through professional development	Our administrative leadership team (ALT) is actively looking to find ways to redistribute FTE to continue to support the endeavors that the CGP programs assisted us with.

DROPOUT PREVENTION ELEMENTS, METHODS & TATICS		
IDENTIFICATION		
INSTITUTIONAL CHANGE	Dropout Prevention and Engagement: Policy and Practices Review:	, Developed committees to review current policies and practices, , , , Overland collaboratively created a framework of "best practices" for the Overland community with an emphasis on advocacy, persistance, and rigor.
INTERVENTIONS & SUPPORTS		
	Credit Recovery Options:	, Course based , , During the summer, , , , During the school day The school utilized the PLATO program's content, as a part of the credit recovery options, but the grant was used to pay for the teacher(s) that assisted the students who took advantage of our credit recovery option(s). 11th and 12th grade standing, Number of “F” grades, On-time/On-track to graduation, , , , , Have not exceeded the total number of credit recovery courses allowed under school policy,

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: **TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?**	**OVERALL BEHAVIOR (SUSPENSIONS OR EXPLULSIONS) 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	Not designed to Impact
INCREASE ATTENDANCE	Indirectly 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
We gave students time, outside of the regular school day/school year, to get caught up and on-track for graduation. Our Extended Day program provided tutoring and support to pass their current classes, and, by way of it's design, students would not have to use a credit-recovery option. Credit recovery, outside of the regular school day/year, allowed students to be able to catch up without having to use the regular school day/year to do so.

BARRIERS TO IMPLEMENTATION
1. The best attendance happens when students feel the urgency of graduation / 2. Not implementing a program soon enough / 3. Students who choose not to participate in our program(s).

STUDENT SUCCESS STORY

PROFESSIONAL DEVELOPMENT TRAININGS ATTENDED