

**COLORADO GRADUATION PATHWAYS**

**YEAR 3 PROGRESS REPORT**

Denver County 1, John F. Kennedy HS  
 Capacity Building Site  
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STAFFING/RESOURCES:	SUSTAINABILITY	
<b>Staff Members used to support CGP activities:</b> , , , , School Counselor, Teacher, , , , , Parent and Community Liaison  <b>Partners/Vendors/Collaborators:</b> N/A	Meeting with Title I coordinator to discuss future funding of CGP strategies	Shared CGP results with district administrators

DROPOUT PREVENTION ELEMENTS, METHODS & TATICS		
<b>IDENTIFICATION</b>	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., Perceptual data (Student or parent perceptions of learning environment, values and beliefs, attitudes, observations), , , , Completion Rates, , , Truancy Rates, , Attendance, , 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.), , , , Counselor Support,
<b>INSTITUTIONAL CHANGE</b>		
<b>INTERVENTIONS &amp; SUPPORTS</b>	Family Involvement:	Increase/add family activities and events (dinners, parent/teacher conferences, volunteer opportunities, parenting classes), , Utilization of Response to Intervention (RtI) Model, , , Recruited and supported parents in volunteering at the school, ,
	Credit Recovery Options:	, Course based 100% online, Blended learning model, During the summer, On weekends, , , Apex Learning , Number of "F" grades, On-time/On-track to graduation, , Teacher recommendations, Student is currently failing a course, , ,

TARGET POPULATIONS		
<b>ALL STUDENTS:</b> No, our CGP programs are designed to serve specific, targeted population(s) <b>SECONDARY POPULATION:</b> No <b>TERTIARY POPULATION:</b>		
PRIMARY	SECONDARY	TERTIARY
<b>GRADE LEVEL:</b> , , , 9th, 10th, 11th, 12th, , <b>RISK FACTORS:</b> Low Attendance, Course Failure, , , Insufficient Credit Accrual (e.g. over age/under credit), , <b>RACE/ETHNICITY:</b> , , , , , , Race/Ethnicity is not a consideration in defining	<b>GRADE LEVEL:</b> , , , , , , , , <b>RISK FACTORS:</b> , , , , , , , , <b>RACE/ETHNICITY:</b> , , , , , , , , <b>INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST):</b> , , , , , , , ,	<b>GRADE LEVEL:</b> , , , , , , , , <b>RISK FACTORS:</b> , , , , , , , , <b>RACE/ETHNICITY:</b> , , , , , , , , <b>IPST:</b> , , , , , , , ,

<p>our target population  <b>INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST):</b> , , , , , , , IPST designation is not a consideration in defining our primary target population</p> <p>Our main focus are students who are in need of recovering credit. They are off-track or severely off-track to graduate. The causes for their inability to accrue credit can be due to a lack of attendance and/or engagement.</p>		
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OUTCOMES RELATED TO KEY PROGRAM GOALS		
ATTENDANCE	BEHAVIOR	CREDIT ACCUMULATION
<p><b>OVERALL ATTENDANCE RATE FROM YR2 TO YR 3:</b></p> <p><b>TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?</b></p>	<p><b>OVERALL BEHAVIOR (SUSPENSIONS OR EXPLULSIONS) FROM YR2 TO Y3:</b></p> <p><b>TRENDS:</b></p> <p><b>TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR?</b></p>	
GRADUATION	DROPOUT	DROPOUT RECOVERY

REFLECTING ON PROGRAM OUTCOMES	
GRANT GOALS	2012-13 CGP EFFORTS
DECREASE AT-RISK BEHAVIOR	Not designed to Impact
INCREASE ATTENDANCE	Directly Impacts
INCREASE COURSE COMPLETION	Directly Impacts
INCREASE GRADUATION RATE	Directly Impacts
INCREASE RE-ENGAGEMENT RATE	Not designed to Impact
DECREASE DROPOUT RATE	Directly Impacts

**WHAT WORKED WELL (2012-13) TO MAKE PROGRESS TOWARD ACHIEVING THE GRANT GOALS**

97 students enrolled in summer school with a completion rate of 87% (86 students recovering a total of 430 credits). / 55 students enrolled in saturday school with a completion rate of 76% (42 students recovering a total of 210 credits). / / Patsy Ceja is our full-time Parent Liaison Paraprofessional. Her duties consist of parent contacts in order to educate parents of specific student needs in the areas of grades, attendance, and credit recovery opportunities. / / Incentives such gift cards, bus passes, and food are purchased. Bus passes used for students to attend Summer School, Saturday School, and to assist in improving attendance. Gift cards and food used to incentivize student participation and reward significant change in attendance, behavior, and in grades. /

**BARRIERS TO IMPLEMENTATION**

Maintaining funding to offer the amount of credit recovery courses needed for our students. / / Developing a strong form of Unit Recovery has been extremely difficult with teachers.

**STUDENT SUCCESS STORY**

**PROFESSIONAL DEVELOPMENT TRAININGS ATTENDED**

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.