

COLORADO GRADUATION PATHWAYS

YEAR 3 PROGRESS REPORT

Morgan County Re-3, Fort Morgan HS
 Capacity Building Site
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STAFFING/RESOURCES:	SUSTAINABILITY	
<p>Staff Members used to support CGP activities: , , , , , , , , Fiscal Support for Grantees, “Student Success Coordinator” (this person is a Licensed School Counselor who manages the program)</p> <p>Partners/Vendors/Collaborators: Lincoln High School, IConnect High School, Morgan Community College/concurrent Enrollment, FMHS Freshman Academy, Life Source Project (Counseling resource), Centennial Mental Health Center, WhyTry Curriculum and dropout prevention Program, Smart Girl/Cool Dudes Programs in which several students have the opportunity to develop leadership skills and serve as program guides, GALS.</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), , Data was also collected and analyzed around course failure, credit recovery, and behavior. , , , , , Attendance, Behavioral Data (in-school suspension rate, expulsion rates, discipline referral rate, types, etc.), 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,
INSTITUTIONAL CHANGE	Assess and Enhance School Climate:	, , PBIS (Positive Behavior and Invention Support), , , , Physical environment, ,
INTERVENTIONS & SUPPORTS	Enhanced Counseling and Mentoring:	, , 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, , Cohort students were placed in a class. The class was an intervention designed to address school satisfaction and engagement, self-esteem, increased motivation (WhyTry), goal setting, group work, problem solving, skill building (social, emotional, cognitive), leadership skills development, daily accountability, implemented activities to complement ICAP goals.
	Credit Recovery Options:	, Course based 100% online, Blended learning model,

		During the summer, , , , During the school day A+ Credit Recovery , Number of "F" grades, On-time/On-track to graduation, , Teacher recommendations, , , ,

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, , , , RISK FACTORS: Low Attendance, Course Failure, High Mobility, Poor Behavior, Insufficient Credit Accrual (e.g. over age/under credit), Social/Emotional Needs, 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 a targeted cohort of 25-30 students who are at-risk and meet set criterion. Criterion focuses on insufficient credit accrual and course failure, but many students in the cohort are also at-risk based on attendance, behavior, mobility rate, and social/emotional need.	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	Directly 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

1. Increased counseling and mentoring, such as implementation of the cohort class, had a positive impact on program goals. / 2. Credit recovery during the school day (100% online) and Summer School (blended learning environment) were also highly impactful in program outcomes. / 3. Tutoring was also a big asset to meeting program goals. /

BARRIERS TO IMPLEMENTATION

1. Students in the cohort have a tendency to think of interventions (class, tutoring, summer school) as a punishment rather than an opportunity. Sometimes when students are all together this creates negative "group think" and it can lead to a culture among cohort students that justifies not caring about, not succeeding and/or not taking advantage of educational opportunities. This has been extremely challenging to overcome. I do not experience the same attitudes one-on-one, but only with group interventions. / 2. Getting parental support for interventions such as after-school tutoring and summer school has also been a challenge (it is not that parents are directly unsupportive of interventions, but they are not assisting academic success in general), which can sometimes make it challenging to get students to attend these interventions consistently. / 3. ICAP implementation with consistency has also been a barrier for Fort Morgan High School due to personnel issues, teacher buy-in, and access to students on a regular basis. However, we are currently working on a plan (beginning 1/2014) that will provide time for school-wide ICAP on a monthly basis. /

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.