COLORADO GRADUATION PATHWAYS	YEAR 3 PROGRESS REPORT

Greeley R-6, Northridge HS
Capacity Building Site
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STAFFING/RESOURCES:		SUSTAINABILITY	
Staff Members used to support CGP activities: , , , School Administrator, School Counselor, Teacher, , , Dropout Prevention Specialist, Attendance Coordinator, , **Partners/Vendors/Collaborators:** N/A		Building capacity through professional development Board member presentation on CGP results	Shared CGP results with district administrators

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…, , , , 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), , , , , , , ,
	Early Warning Systems:	Conducted research on potential EWS products and vendors, Developed a project plan for developing an EWS in-house, , Conducted data analysis to determine measures of potential dropout risk to be used in the EWS (e.g. attendance, discipline referrals, course completion, etc), , Conducted data analysis to establish or refine "cut points" for measures of potential dropout risk (e.g. 5 or more unexcused absences in a semester, grade of D or F in freshman math course, overall GPA drops below 2.2, etc), , Developed new reports based on EWS data/results, , Administration identified and pulled reports in Excel spreadsheets related to attendance contracts and counseling contacts related to attendance.
INSTITUTIONAL CHANGE		
INTERVENTIONS & SUPPORTS	Family Involvement:	Increase/add family activities and events (dinners, parent/teacher conferences, volunteer opportunities, parenting classes), Provide outreach and engagement efforts to families through implantation of various models of case management, , , , , Engaged parents to serve on decision-making teams,
	Community Engagement:	, , Formed partnerships with outside organizations to help meet the needs of the students (for example: mental health, substance abuse issues, homelessness, academic, extracurricular activities), Trainings and information passed to school personnel on community resources for students,
	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, Reformed and enhanced the ICAP implementation process, CLC (Career and Life Choices) and CAP(Career and Academic Planning) course offerings.
	Credit Recovery Options:	, Course based , , 100% classroom based During the summer, On weekends, After school, Before school, During the school day N/A 11th and 12th grade standing, Number of "F" grades, , , Teacher recommendations, , , ,

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	Indirectly 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

Academic Goal Setting. / Attendance and Grade Tracking. / Student and Parent Relationship Building. / Focus and Accountability for All Stakeholders.

BARRIERS TO IMPLEMENTATION

Non-attendance. / Language Barrier creates difficulties in communicating academic expectations to parents/guardians. / Challenges related to available transportation outside of District provided transportation. / The distance that some students live from our school(see previous statement).

STUDENT SUCCESS STORY

PROFESSIONAL DEVELOPMENT TRAININGS ATTENDED
An Innovative Look at 21st Century Skills through a Service Learning Lens: (September 18, 2013) Increase understanding of classroom strategies to support student engagement, build skills to prepare learners for the 21st Century, and increase understanding of Service Learning.