COLORADO GRADUATION PATHWAYS	YEAR 3 PROGRESS REPORT

Jefferson R-1, Brady Exploration HS
System Change Site
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STAFFING/RESOURCES:	SUSTAINABILITY	
Staff Members used to support CGP activities: Program Manager, , Administrative Assistant, , School Counselor, Teacher, , Social Worker, Dropout Prevention Specialist, , Fiscal Support for Grantees, Director of Dropout Prevention Office, Graduation Coach, Attendance Secretary **Partners/Vendors/Collaborators:** Pawsitive Connections (Freedom Service Dogs), Parent Education Group (Families First), Jefferson Center for Mental Health, Metro Community Provider Network, Lakewood and Jefferson County Probation, Juvenile Truancy Court Magistrate	Applied for state grants Secured community partnerships for dropout prevention and re-engagement services	Shared CGP results with district administrators Training related to CGP strategies have been institutionalized

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), , 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.), , College Application Rates, , ,
	Early Warning Systems:	, , , 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, Conducted training for staff in accessing and interpreting EWS data and/or in incorporating EWS data into instruction, counseling, service delivery, conducting interventions, etc.,
INSTITUTIONAL CHANGE	Dropout Prevention and Engagement: Policy and Practices Review:	, Developed committees to review current policies and practices, Review of Identification policies and practices, , Review of Institutional Change policies and practices, Student withdrawal practice was changed to include the support of Dropout Prevention Coordinator prior to withdrawal in cases where students were withdrawn because of low attendance. Role of Graduation Coach was adapted to provide greater student outreach. Attendance intervention participation increased to include more staff members. Academic Support Team meetings implemented and seminar class format adapted to meet student needs. Student schedules were individualized to accommodate student needs.
	Assess and Enhance School Climate:	Bullying Prevention, Relational Trust, , Trust and respect, , , Professional development, , , Parent, student and staff surveys collected and results used to drive changes designed to meet needs.
	Expanding the Curriculum:	, , Introduced or expanded a student mentoring program, Postsecondary transition program, New student orientation program, Added elective course options, , , Added a service learning program, ,
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, Utilization of Response to Intervention (RtI) Model, Involve parents in the development of students' ICAP and provide assistance to parents on postsecondary and/or workforce readiness procedures, Staff participation in family engagement trainings or coursework, , ,

	Community Engagement:	Conducted a gap assessment of community resources, , Formed partnerships with outside organizations to help meet the needs of the students (for example: mental health, substance abuse issues, homelessness, academic, extracurricular activities), ,
	Enhanced Counseling and Mentoring:	Service learning programs implemented, 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, , Reformed and enhanced the ICAP implementation process,
	Transition/Orientation Programs:	, , , Strengthened / improved an existing transition program, , , , Re-defining the enrollment in-take process for new students, Completion of ICAP (Individual Career and Academic Plan),
	Outreach to Out-of-School Youth:	Provide outreach and engagement efforts through the implementation of various models of case management, Utilization of the Response to Intervention (RtI) model, Creating options and flexibility that includes diverse educational programming as well as collaboration across multiple agencies and systems, , Building positive adult relationships (Provide mentoring programs and counseling programs), , Developed protocol for outreach and rapid recovery of dropouts,
	Multiple Pathways to Graduation:	Creating options and flexibility that includes diverse educational programming as well as collaboration across multiple agencies and systems, , Reforming scheduling, grading, standards, assessment, retention, class assignment, course content and/or instructional practices, policies and procedures, Offer accelerated and/or credit recovery programs, , Unit based/Competency based learning

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: Yes – substantial increase in attendance **TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?** Implementation of more effective processes to combat low attendance, increased outreach to students by Graduation Coach, Attendance Secretary, and Dropout Prevention Coordinator, additional reengagement efforts through programming for high risk students, collaboration with truancy court Magistrate, weekly Academic Support Team (AST) meetings, implementation of weekly staff attendance intervention meetings.	**OVERALL BEHAVIOR (SUSPENSIONS OR EXPLULSIONS) FROM YR2 TO Y3:** Yes – substantial decrease in the number or rate of suspensions and expulsions **TRENDS:** Slight decrease in suspensions and expulsions. **TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR?** Implementation of CPS (Collaborative Problem Solving), new Assistant Principal with different discipline philosophy. Changes in school district discipline policies.	
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	Indirectly 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
Graduation Coach and Coordinator of Dropout Prevention/Recovery

BARRIERS TO IMPLEMENTATION
External barriers (transportation, mental health, family issues, etc.) / Inability to prioritize education / Motivation /

STUDENT SUCCESS STORY

PROFESSIONAL DEVELOPMENT TRAININGS ATTENDED
Clearing the Path for Colorado: Supporting New Learning Models for Credit Recovery and Dropout Prevention: (March 13, 2013) Partnered with iNACOL to host the Credit Recovery Forum. Topics included blended and online credit recovery landscape in Colorado, policy, student support systems, the role of the online teacher, mentoring programs and working with special needs students in online/blended environment.
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.
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.