COLORADO GRADUATION PATHWAYS	YEAR 3 PROGRESS REPORT

Jefferson R-1, Jefferson HS
System Change Site
Dave Kollar / dkollar@jeffco.k12.co.us /

STAFFING/RESOURCES:	SUSTAINABILITY	
Staff Members used to support CGP activities: Program Manager, , Administrative Assistant, School Administrator, School Counselor, Teacher, , Social Worker, Dropout Prevention Specialist, , Fiscal Support for Grantees, Director of Dropout Prevention and Recovery **Partners/Vendors/Collaborators:** Counselor Corps, 21st Century Grant, Metro Community Provider Network, Jefferson Center for Mental Health, Jefferson County Probation, Greater Edgewater Community Connection, Senior volunteers through Jewish Family Services (?), truancy court, Edgewater Parks and Recreation, Red Rocks Community College, Ascent	Applied for state grants Secured community partnerships for dropout prevention and re-engagement services	Training related to CGP strategies have been institutionalized Developed a written sustainability plan

DROPOUT PREVENTION ELEMENTS, METHODS & TATICS		
IDENTIFICATION	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., , Measures of Student Learning (standardized tests, norm/criterion-referenced tests, teacher observations of abilities, authentic assessments), , , 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.), , , , ,
INSTITUTIONAL CHANGE		
	Expanding the Curriculum:	, Increased summer programming, , , , , , , , , Introduced or expanded a Credit recovery program (this is also addressed in the "Credit Recovery Options" section below
INTERVENTIONS & SUPPORTS	Family Involvement:	, 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:	, , 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:	, Utilization of Response to Intervention (RtI) model, Provide specialized and/or individualized treatment through the implementation of various models of case management, , , Reformed and enhanced the ICAP implementation process,
	Credit Recovery Options:	Unit based, Course based , Blended learning model, During the summer, , After school, , Self created course 11th and 12th grade standing, Number of "F" grades, On-time/On-track to graduation, Attendance, Teacher recommendations, Student is currently failing a course, , ,

	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, , , Building positive adult relationships (Provide mentoring programs and counseling programs), , Developed protocol for outreach and rapid recovery of dropouts,
	Multiple Pathways to Graduation:	, ASCENT/Concurrent Enrollment, , Offer accelerated and/or credit recovery programs, ,

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?** This is a big change for a student population this size- need to discuss	**OVERALL BEHAVIOR (SUSPENSIONS OR EXPLULSIONS) FROM YR2 TO Y3:** Yes – substantial decrease in the number or rate of suspensions and expulsions **TRENDS:** 136 to 107 incidents- policy change vs. practice change- deferred suspensions based on community service, new admin staff handling discipline, 2 RTI specialists who were utilized by teachers. **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
Using credit recovery and summer school to get students caught up who are behind / Having another tier of intervention through presence of DPR / Collaboration between counselors and social workers / Having DPR present at meetings sends a message of seriousness. /

BARRIERS TO IMPLEMENTATION
High mobility, incorrect contact information for students/families / Low motivation / Low attendance / Lack of systemic attendance intervention process /

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.