

**COLORADO GRADUATION PATHWAYS**

**YEAR 3 PROGRESS REPORT**

Mapleton Public Schools, Academy HS  
 Capacity Building Site  
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STAFFING/RESOURCES:	SUSTAINABILITY	
<b>Staff Members used to support CGP activities:</b> , , , School Administrator, School Counselor, Teacher, , , , Fiscal Support for Grantees,  <b>Partners/Vendors/Collaborators:</b> Colorado Youth for a Change	Building capacity through professional development	Shared CGP results with district administrators

DROPOUT PREVENTION ELEMENTS, METHODS & TATICS		
<b>IDENTIFICATION</b>		
<b>INSTITUTIONAL CHANGE</b>		
<b>INTERVENTIONS &amp; SUPPORTS</b>		
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, , Reformed and enhanced the ICAP implementation process,	
Credit Recovery Options:	, Course based , , During the summer, , After school, , , On-time/On-track to graduation, , , Student is currently failing a course, , ,	
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, ,	

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

<p>Our primary audience is students who are at risk of not graduating due to course failure. Behavior and attendance are secondary concerns, though all three risk factors help us to identify students who should be included in our primary target audience. / /</p>	<p>population</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>  <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>  <b>TRENDS:</b>  <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	Directly Impacts
INCREASE ATTENDANCE	Directly Impacts
INCREASE COURSE COMPLETION	Directly Impacts
INCREASE GRADUATION RATE	Directly Impacts
INCREASE RE-ENGAGEMENT RATE	Indirectly Impacts
DECREASE DROPOUT RATE	Directly Impacts

WHAT WORKED WELL (2012-13) TO MAKE PROGRESS TOWARD ACHIEVING THE GRANT GOALS
<p>1. Samson, our CYC counselor was building positive relationships with students at-risk and mentoring them in making positive decisions about their education; even if that meant for researching other school options for them (district alternative school, GED program). / 2. Decrease of suspensions was another positive outcome. /</p>

BARRIERS TO IMPLEMENTATION
<p>We didn't use Samson, our CYC counselor as effectively as possible. We identified the most needy students for him to counsel, when we should've assigned students who were more tier 2 (moderately struggling) than tier 3 (severely struggling.) His research showed that he was more successful with tier 2 students. This is challenging, because though his tier 3 students did not show much academic growth, they did show more social-emotional growth, which is harder to measure. For example, many of his tier 3 students have stayed engaged in school, even though they are still failing some of their classes. I think many of these students would've dropped out without his continued support and encouragement. / / Another barrier was the need to share Samson with two schools; MESA and Academy. Often this made it difficult for him to connect deeply with either school staff. He sometimes felt like he was pulled in two directions.</p>

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.