

COLORADO GRADUATION PATHWAYS

YEAR 3 PROGRESS REPORT

Montezuma-Cortez Re-1, Montezuma Cortez HS
 System Change Site
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STAFFING/RESOURCES:	SUSTAINABILITY	
<p>Staff Members used to support CGP activities: Program Manager, , , School Administrator, School Counselor, Teacher, , , Social Worker, , , , Rtl Coordinator & Check Connect Mentor</p> <p>Partners/Vendors/Collaborators: CET (Community Evaluation Team); Social Services, Probation, Mental Health, Health Services, Substance Abuse, Pinion Project, Nest Child Advocacy, Job Corps / IOG (HB 1451); Check and Connect / RSAPP / TOWAOC (Ute Tribe); Education Department, Social Services, BIA Truancy / SOC (System Of Care)</p>	<p>Applied for state grants</p>	<p>Shared CGP results with district administrators Developed a written sustainability plan Possible application for EARRS</p>

DROPOUT PREVENTION ELEMENTS, METHODS & TATICS		
IDENTIFICATION		
INSTITUTIONAL CHANGE	Dropout Prevention and Engagement: Policy and Practices Review:	Completed the CDE/ National Center for School Engagement Policy and Practices Assessment on District Level, , , ,
INTERVENTIONS & SUPPORTS	Transition/Orientation Programs: Credit Recovery Options:	Developed program that focuses on 8th to 9th grade transition, , , , , , , , , During the summer, On weekends, After school, Before school, During the school day E20/20 , , , Attendance, 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
<p>GRADE LEVEL: , , , 9th, 10th, , , ,</p> <p>RISK FACTORS: Low Attendance, Course Failure, , , Insufficient Credit Accrual (e.g. over age/under credit), ,</p> <p>RACE/ETHNICITY: , , , , , , ,</p>	<p>GRADE LEVEL: , , , , , , , ,</p> <p>RISK FACTORS: , , , , , , , ,</p> <p>RACE/ETHNICITY: , , , , , , , ,</p> <p>INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): , , , , , , , ,</p>	<p>GRADE LEVEL: , , , , , , , ,</p> <p>RISK FACTORS: , , , , , , , ,</p> <p>RACE/ETHNICITY: , , , , , , , ,</p> <p>IPST: , , , , , , , ,</p>

<p>INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): , , , , , , , ,</p> <p>Our primary audience is students who are 9th or 10th graders who are at risk due to attendance and credit accumulation.</p>		
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OUTCOMES RELATED TO KEY PROGRAM GOALS		
ATTENDANCE	BEHAVIOR	CREDIT ACCUMULATION
<p>OVERALL ATTENDANCE RATE FROM YR2 TO YR 3: Yes – substantial increase in attendance</p> <p>TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE? We began reaching out to parents with parent calls to those parents of students missing school. A team was developed for each grade level that included at least one counselor and one administrator. This improved the parents knowledge of where their child was and understanding of how much schooling their student was missing. Improving the relationship with the child's parent helped to improve the child's attendance. The school also improved it policies of late work and the students ability to achieve academic success. Because the student felt less discouraged and more successful while at school they attended more often.</p>	<p>OVERALL BEHAVIOR (SUSPENSIONS OR EXPLULSIONS) FROM YR2 TO Y3: Yes – substantial decrease in the number or rate of suspensions and expulsions</p> <p>TRENDS: There was a significant decrease in the number of out-of-school suspensions from year 2 to year 3.</p> <p>TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR? Between year 2 and year 3 the no tolerance policy changed at the state level. This allowed for the high school in our district to utilize different forms of consequences where they were required to use of school suspensions in year 2. Additionally, the philosophy of new administration and the philosophy of a new superintendent versus that of the administration of those in year 2 support thinking out of the box rather than the use automatic quick punitive use of out-of-school suspension for students.</p>	
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	Indirectly Impacts
DECREASE DROPOUT RATE	Indirectly Impacts

WHAT WORKED WELL (2012-13) TO MAKE PROGRESS TOWARD ACHIEVING THE GRANT GOALS
<p>By providing a method for our students to not only recover credit but to earn extra credit our student are getting on track to graduate and some are getting ahead providing a credit cushion for themselves. / / Creating teams that make personal phone calls to parents of students who are missing class gives those parents someone at the school to connect with. This allows for that parent someone that they can develop a relationship with for future conversations about their child. This also begins the process of parent engagement and buy-in of their students success.</p>

BARRIERS TO IMPLEMENTATION
<p>Sustainability of programs without funding from the grant. / / Program implementation burnout.</p>

STUDENT SUCCESS STORY

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PROFESSIONAL DEVELOPMENT TRAININGS ATTENDED
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