Adams 12 Five Star Schools , Northglenn HS

System Change Site

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STAFFING/RESOURCES:	SUSTAINABILITY	
Staff Members used to support CGP activities:	Applied for private grants	Linking CGP work to outside financial
Program Manager, , Administrative Assistant, School Administrator, School Counselor, Teacher, ,	Building capacity through professional	support/resources coming to the district
, , Attendance Coordinator, Fiscal Support for Grantees, Counselor Corps Post-Secondary Advisor	development	Shared CGP results with district administrators
	Secured community partnerships for dropout	Training related to CGP strategies have been
Partners/Vendors/Collaborators:	prevention and re-engagement services	institutionalized
- ACEC – Adams County Education Consortium – "9 to 5" job shadowing program / - Counselor	Meeting with private foundations to discuss	The CGP Group and Director of Grants made a
Corps Grant / - Goodwill Industries – provides counseling support / - Legacy Foundation –	future funding of CGP strategies	presentation to our District Superintendent and
provides prof. development, scholarship money for AP testing / - Morgridge		Senior Staff on Nov. 20, 2013 to sustain funding.

		DROPOUT PREVENTION ELEMENTS, METHODS & TATICS
IDENTIFICATION	Data Analysis: Early Warning Systems:	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), The EWS (Early Warning System) in Adams 12, which the CGP schools helped develop, is a data bank which incorporates many student profile pieces. Attendance, credit completion, current grades, assessment info, mobility, behavior, etc. are some of the data pieces integrated. It is a helpful "one stop shop" of historical, as well as current information on students. Academic resiliency skill data as determined by the 9th graders participation in the Success Highways assessment from ScholarCentric was also analyzed and used. Completion Rates, , , Truancy Rates, , Attendance, Behavioral Data (in-school suspension rate, expulsion rates, discipline referral rate, types, etc.), Course Completion (On track to graduation), CTE participation, 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.), , , Internship Participation, Counselor Support, 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
INSTITUTIONAL CHANGE	Dropout Prevention and Engagement: Policy and Practices Review:	designed EWS system. Developed committees to review current policies and practices, Review of Identification policies and practices, Review of Institutional Change policies and practices, Our district schools complete a Culture / Climate Survey every year which administrative, certified, and classified staff are requested to complete. The Assistant Principal of NGHS also participated on a committee at the District level where attendance, behavior and discipline policies were reviewed and updated due to changes in the law. In addition, as a group, the CGP schools chose one Superintendent policy in particular to address. Superintendent Policy #6340 — Graduation, which states all students designated as a "senior" must enroll in a minimum of 6 credits for the year. Any 5th, 6th etc. year student in our district is designated a "senior" whether they need 2, 3, 4, etc. credits to graduate. Principals felt these students were discouraged by having to take a full-load when they only needed a portion, etc. and then were giving up and dropping out due to their frustration. Principals re-wrote a draft indicating students beyond the 4th year of high school could take the number of credits needed to graduate based on their individual plan. The Policy change is awaiting

		the Superintendent's final signature as of 11/1/13.
	Assess and Enhance School Climate:	, , , Trust and respect, , Supportive leadership, Professional development, Physical environment, , Staff worked all year-long on preparing the school to open as a STEM site in 2013-2014.
	Expanding the Curriculum:	,,,,, Added elective course options, Added career and technical education courses,,, We incorporated My Success Roadmap Curriculum from the Success Highways program for 9th grade students identified as most-at-risk for academic failure. In addition, we used CGP Grant money to provide evening credit recovery classes., Introduced or expanded a Credit recovery program (this is also addressed in the "Credit Recovery Options" section below
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, , , Recruited and supported parents in volunteering at the school, Engaged parents to serve on decision-making teams,
	Community Engagement:	, Developed partnerships with community organizations and/or local businesses to enhance postsecondary and workforce readiness efforts, 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:	Service learning programs implemented, Utilization of Response to Intervention (RtI) model, , Development of partnerships with outside organizations that meet the mental health and counseling needs of students, In-school mentoring program, , We dovetailed work with the Counselor Corps Grant and its resources.
	Transition/Orientation Programs:	, , Developed program for students transferring into the school, Strengthened / improved an existing transition program, , Protocol for teachers to use in working with their most at-risk 9th graders, , Re-defining the enrollment in-take process for new students, , We utilized the EWS system in analyzing data on incoming 9th grade students and new students.
	Credit Recovery Options:	Unit based, Course based 100% online, Blended learning model, 100% classroom based During the summer, On weekends, After school, Before school, During the school day Compass Learning with the ePass licenses. , Number of "F" grades, On-time/On-track to graduation, Attendance, , Student is currently failing a course, , , 12th students are given priority, but credit recovery is open to 9th-11th as well.
	Outreach to Out-of-School Youth:	, 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:	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: No, our CGP programs are designed to serve specific, targeted population(s) SECONDARY POPULATION: Yes TERTIARY POPULATION: No		
PRIMARY	SECONDARY	TERTIARY
GRADE LEVEL: ,,,,,, 12th,, RISK FACTORS: Low Attendance, Course Failure, High Mobility,, Insufficient Credit Accrual (e.g. over age/under credit),, RACE/ETHNICITY: ,,,,,,, Race/Ethnicity is not a consideration in defining our target population INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): ,,,,,,, IPST designation is not a consideration in defining our primary target population	GRADE LEVEL: ,,, 9th, 10th, 11th, ,, RISK FACTORS: Low Attendance, Course Failure, High Mobility, , Insufficient Credit Accrual (e.g. over age/under credit), , RACE/ETHNICITY: ,,,,,, Race/Ethnicity is not a consideration in defining our secondary target population INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): ,,,,,, IPST designation is not a consideration in defining our secondary target population	GRADE LEVEL: ,,,,,,, RISK FACTORS: ,,,,,, RACE/ETHNICITY: ,,,,,,, IPST: ,,,,,,,
is not a consideration in defining our primary target population	, ,	

Our primary target audience is seniors behind in credits and who are failing classes. They typically also have poor attendance. Seniors would be the highest priority as we want to get them back-on-track to graduate. Due to the population of NGHS, many of the students served by the CGP grant are of Hispanic background, and/or designated ELL. Many may be designated free/reduced lunch as well.

9th -11th graders are monitored for lack of credits attained and course failure.

OUTCOMES RELATED TO KEY PROGRAM GOALS		
ATTENDANCE	BEHAVIOR	CREDIT ACCUMULATION
OVERALL ATTENDANCE RATE FROM YR2 TO YR 3: No substantial change in	OVERALL BEHAVIOR (SUSPENSIONS OR EXPLULSIONS) FROM YR2 TO	
attendance	Y3: Yes – substantial decrease in the number or rate of suspensions and	
	expulsions	
TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?		
NGHS experienced a decrease in Attendance Rate of less than 1% from Year	TRENDS: From Year 2 to Year 3, NGHS documented a 58% reduction in	
2 to Year 3. / 2011-2012: 88.32% / 2012-2013: 87.39% /	expulsions (55 to 23). They documented a 45% reduction in suspensions	
	overall (628 to 344), with a 65% reduction in one day suspensions, a 26%	
	reduction in two-five day suspensions, and a 77% reduction in six+ day	
	suspensions.	
	TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR?	
	Much of this change is attributed to interventions put in place by the	
	school/staff. We believe there is a strong indirect/direct correlation to	
	the Grant, as funds were used to provide credit recovery opportunities.	
	In addition, our Norse Success class was a curriculum program funded	
	through CGP monies by releasing teachers to meet, write curriculum,	
	etc.	
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	Directly Impacts	
DECREASE DROPOUT RATE	Directly Impacts	

WHAT WORKED WELL (2012-13) TO MAKE PROGRESS TOWARD ACHIEVING THE GRANT GOALS

The following activities worked well and proved effective: / - Offering online credit recovery options during the day / - Offering evening face-to-face credit recovery options / - Providing Summer School tuition assistance / - Providing a point person for students/counselors to contact for daytime online credit recovery /

BARRIERS TO IMPLEMENTATION

Student motivation to earn credit in the online credit lab. Students completed their work during their free time, as opposed to being enrolled in the lab class. / Lack of Wi-Fi access and strength within the building when students are on chromebooks or laptops. /

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.

Vertical Transitions Webinar: (April 17, 2013) Highlight current research and preliminary results surrounding 8th to 9th grade transition as well as the high school to postsecondary transition. The focus was on the expanded definition of the 8th to 9th grade transition period, how schools participating in the CGP program can support this and surprising findings around high school students' transition to postsecondary education.

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.