

Adams 12 Five Star Schools , Pathways Future Center
 Capacity Building Site
 Fabricio Velez - Pathways Future Center principal / fabricio.velez@adams12.org / / Cathy Nolan - District consultant / cathy.nolan@adams12.org

STAFFING/RESOURCES:	SUSTAINABILITY	
<p>Staff Members used to support CGP activities: Program Manager, , Administrative Assistant, School Administrator, School Counselor, Teacher, , , , Fiscal Support for Grantees, Counselor Corps Post-Secondary Advisor</p> <p>Partners/Vendors/Collaborators: - Adams County Work Force –career readiness, post-secondary support, trainings, mentors / - Adams County Youth Initiative – basic needs, threat assessment needs, “Cradle to Careers” program / - Horace Mann – incentives for attendance / - Morgridge Family</p>	<p>Applied for private grants Building capacity through professional development Secured community partnerships for dropout prevention and re-engagement services</p>	<p>Recaptured Per Pupil Revenue to be re-invested in CGP-funded strategies Shared CGP results with district administrators Training related to CGP strategies have been institutionalized Developed a written sustainability plan The CGP Group and Director of Grants made a presentation to our District Superintendent and Senior Staff on Nov. 20, 2013 to sustain funding.</p>

DROPOUT PREVENTION ELEMENTS, METHODS & TATICS		
<p>IDENTIFICATION</p>	<p>Data Analysis:</p>	<p>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. , Completion Rates, , , , FAFSA Completion, Attendance, Behavioral Data (in-school suspension rate, expulsion rates, discipline referral rate, types, etc.), 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.), ICAP Participation/Completion, , Internship Participation, ,</p>
	<p>Early Warning Systems:</p>	<p>, , Implemented an EWS for the first time, 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), Tested the “accuracy” of existing EWS by investigating outcomes of students identified as at-risk and not at-risk during previous years., 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., A University of Colorado (Boulder) Statistics professor was hired as an outside auditor to evaluate the district-designed EWS system.</p>
<p>INSTITUTIONAL CHANGE</p>	<p>Dropout Prevention and Engagement: Policy and Practices Review:</p>	<p>, , 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. 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 he/she 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. At the school level, we improved identification, recruitment, and enrollment processes for out-of-school youth.</p>

	Assess and Enhance School Climate:	, Relational Trust, PBIS (Positive Behavior and Invention Support), Trust and respect, Expectations, trust, and accountability, , Professional development, Physical environment, , Surveys are regularly given to students to asses our climate. In addition, we have made improvements to the services students receive including co-curricular and extra-curricular activities.
	Expanding the Curriculum:	, Increased summer programming, , , New student orientation program, Added elective course options, , , , 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), , Utilization of Response to Intervention (Rtl) Model, Involve parents in the development of students' ICAP and provide assistance to parents on postsecondary and/or workforce readiness procedures, , , Engaged parents to serve on decision-making teams,
	Community Engagement:	Conducted a gap assessment of community resources, 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:	, Utilization of Response to Intervention (Rtl) model, , 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:	, Developed program that focuses on 12th grade to postsecondary transition, , Strengthened / improved an existing transition program, Creation of a transitions toolkit, , Academic assessments for transfer student after 9th grade to assist with appropriate placement in classes and other programs, , , We utilized the EWS system in analyzing data on incoming 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 ePass licenses. , , On-time/On-track to graduation, Attendance, , Student is currently failing a course, , , Seniors within five credits of graduating are the priority.
	Outreach to Out-of-School Youth:	Provide outreach and engagement efforts through the implementation of various models of case management , , Creating options and flexibility that includes diverse educational programming as well as collaboration across multiple agencies and systems, Specialized programming for high-risk youth (Assists with smooth transitions, integration of students into communities and stabilizing them in their educational and social settings), Building positive adult relationships (Provide mentoring programs and counseling programs), Increased engagement and accountability through the ICAP process, 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: No TERTIARY POPULATION:		
PRIMARY	SECONDARY	TERTIARY
GRADE LEVEL: , , , , , 11th, 12th, , RISK FACTORS: Low Attendance, Course Failure, , Poor Behavior, 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: , , , , , , , RISK FACTORS: , , , , , , , RACE/ETHNICITY: , , , , , , , INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): , , , , , , ,	GRADE LEVEL: , , , , , , , RISK FACTORS: , , , , , , , RACE/ETHNICITY: , , , , , , , IPST: , , , , , , ,

<p>Our primary target audience is students behind in credits and who are failing classes. In addition, we also target students with poor attendance due to personal issues that prevent them from attending school on a regular basis.</p>		
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OUTCOMES RELATED TO KEY PROGRAM GOALS		
ATTENDANCE	BEHAVIOR	CREDIT ACCUMULATION
<p>OVERALL ATTENDANCE RATE FROM YR2 TO YR 3: TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?</p>	<p>OVERALL BEHAVIOR (SUSPENSIONS OR EXPLULSIONS) FROM YR2 TO Y3: TRENDS: TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR?</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	Directly Impacts
DECREASE DROPOUT RATE	Directly Impacts

WHAT WORKED WELL (2012-13) TO MAKE PROGRESS TOWARD ACHIEVING THE GRANT GOALS
<p>- Evening credit recovery opportunities: Serving as a site for credit recovery for other CGP students (THS, NGHS, VPHS). / - Increased the graduation rate for Adams 12 School District: Last year, we graduated 172 students who were coded as drop outs. / -</p>

BARRIERS TO IMPLEMENTATION
#NAME?

STUDENT SUCCESS STORY

PROFESSIONAL DEVELOPMENT TRAININGS ATTENDED
<p>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.</p>
<p>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</p>

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.