

Adams 12 Five Star Schools , Thornton HS  
 System Change Site  
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STAFFING/RESOURCES:	SUSTAINABILITY
<p><b>Staff Members used to support CGP activities:</b>                      Program Manager , , Administrative Assistant, School Administrator, School Counselor, Teacher , , , Fiscal Support for Grantees, Counselor Corps Post-Secondary Advisor</p> <p><b>Partners/Vendors/Collaborators:</b>                      - ACEC - provide cultural experiences: Denver Center for Performing Arts, Arvada Center / - ACYI - surveys for safe schools / - Community Reach Center – social-emotional counseling / - Counselor Corps Grant / - CU pre-collegiate program / - DeVry – sci</p>	<p>Shared CGP results with district administrators                      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		
<b>IDENTIFICATION</b>	Data Analysis:	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, , , , 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.), , , ,
	Early Warning Systems:	, , Implemented an EWS for the first time, , , 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.
<b>INSTITUTIONAL CHANGE</b>	Dropout Prevention and Engagement: Policy and Practices Review:	, , , 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. 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:	Bullying Prevention, Relational Trust, , , Expectations, trust, and accountability, , Professional development, , , We use Discovery protocol. In the fall of 2012 and again, in spring 2013, we administered an internal survey on our administration based on Kouzes and

		Posner's Leadership Practices Inventory. The entire staff completed it. Another Leadership practices survey was given to 10 anonymous staff members specifically regarding the principal's leadership practices.
	Expanding the Curriculum:	, , , , , , , , 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
<b>INTERVENTIONS &amp; SUPPORTS</b>	Family Involvement:	, , Utilization of Response to Intervention (RtI) Model, , , , , We combined our IB Parent group, with the School Improvement Team, and PTSO Parent, Teacher, Student Organization group to form one group.
	Community Engagement:	, Developed partnerships with community organizations and/or local businesses to enhance postsecondary and workforce readiness efforts, , ,
	Enhanced Counseling and Mentoring:	, Utilization of Response to Intervention (RtI) model, , , In-school mentoring program, , We dovetailed work with the Counselor Corps Grant and its resources.
	Transition/Orientation Programs:	Developed program that focuses on 8th to 9th grade transition, , , Strengthened / improved an existing transition program, , , , , We utilized the EWS system in analyzing data on incoming 9th grade students and new students.
	Credit Recovery Options:	, Course based 100% online, Blended learning model, 100% classroom based During the summer, , After school, , During the school day Compass Learning with the ePass licenses. , , On-time/On-track to graduation, , , Student is currently failing a course, , , 12th and 11th grade students are given priority, but credit recovery is open to 10th and 9th as well.
	Multiple Pathways to Graduation:	, , , 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> , , , , , 11th, 12th, , <b>RISK FACTORS:</b> Low Attendance, Course Failure, High Mobility, , 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  Our primary target audience is students behind in credits and who are failing classes. Seniors and juniors would be the highest priority as we want to get them back-on-track to graduate. Due to the population of THS, 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.	<b>GRADE LEVEL:</b> , , , 9th, 10th, , , , <b>RISK FACTORS:</b> Low Attendance, Course Failure, High Mobility, , 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 population  Sophomores and freshmen are monitored for lack of credits attained and course failure.	<b>GRADE LEVEL:</b> , , , , , , , <b>RISK FACTORS:</b> , , , , , , , <b>RACE/ETHNICITY:</b> , , , , , , , <b>IPST:</b> , , , , , , ,

OUTCOMES RELATED TO KEY PROGRAM GOALS		
ATTENDANCE	BEHAVIOR	CREDIT ACCUMULATION
<b>OVERALL ATTENDANCE RATE FROM YR2 TO YR 3:</b> No substantial change in attendance	<b>OVERALL BEHAVIOR (SUSPENSIONS OR EXPLULSIONS) FROM YR2 TO Y3:</b> Yes – substantial decrease in the number or rate of suspensions and	

<p><b>TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?</b>  THS experienced a decrease in Attendance Rate of less than 2% from Year 2 to Year 3. / 2011-2012: 85.35% / 2012-2013: 83.40% / The reduction of deans several years ago has had an impact over time. In addition, due to a personal health issue, there was no consistent campus security team. A team of four operated at half capacity. /</p>	<p>expulsions</p> <p><b>TRENDS:</b> From Year 2 to Year 3, THS documented a 15% reduction in expulsions (20 to 17). They documented a 43% reduction in suspensions overall (572 to 325), with an 82% reduction in one day suspensions, a 15% increase in two-five day suspensions, and a 160% increase in six+ day suspensions (5 to 13).</p> <p><b>TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR?</b>  A clear focus on restoring students and moving to a discipline protocol that fosters relationships (Discovery protocol) as well as clearly articulating consistent behavioral expectations to students.</p>	
<b>GRADUATION</b>	<b>DROPOUT</b>	<b>DROPOUT RECOVERY</b>

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**

The following activities worked well and proved effective: / - Offering online credit recovery options during the day in the ROC Lab / - Offering evening face-to-face credit recovery options / - Providing Summer School tuition assistance /

**BARRIERS TO IMPLEMENTATION**

The following activities worked well and proved effective: / - Offering online credit recovery options during the day in the ROC Lab / - Offering evening face-to-face credit recovery options / - Providing Summer School tuition assistance /

**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.

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.