

**COLORADO GRADUATION PATHWAYS**
**YEAR 3 PROGRESS REPORT**

Adams-Arapahoe 28J, Hinkley HS  
System Change Site  
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STAFFING/RESOURCES:	SUSTAINABILITY
<b>Staff Members used to support CGP activities:</b> , , Administrative Assistant, School Administrator, School Counselor, Teacher, , Social Worker, , Attendance Coordinator, Fiscal Support for Grantees,  <b>Partners/Vendors/Collaborators:</b> Aurora Mental Health, Tier II Intervention, McKinney vento, African American Mentor Group, Omega Group, CSU Alliance, Friends for Youth, Equity Work.	Building capacity through professional development Board member presentation on CGP results Secured community partnerships for dropout prevention and re-engagement services Meeting with private foundations to discuss future funding of CGP strategies  Shared CGP results with district administrators Training related to CGP strategies have been institutionalized

DROPOUT PREVENTION ELEMENTS, METHODS & TATICS		
IDENTIFICATION	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), , , , Truancy Rates, , Attendance, Behavioral Data (in-school suspension rate, expulsion rates, discipline referral rate, types, etc.), Course Completion (On track to graduation), , , , ,
	Early Warning Systems:	, , 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), , , Tested the "accuracy" of existing EWS by investigating outcomes of students identified as at-risk and not at-risk during previous years., , ,
INSTITUTIONAL CHANGE		
	Assess and Enhance School Climate:	, , PBIS (Positive Behavior and Invention Support), , , Supportive leadership, Professional development, , ,
	Expanding the Curriculum:	, , Increased summer programming, Introduced or expanded a student mentoring program, Postsecondary transition program, New student orientation program, , , Increased availability of Concurrent Enrollment/ASCENT courses, , , 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, , , , ,
	Community Engagement:	, , Formed partnerships with outside organizations to help meet the needs of the students (for example: mental health, substance abuse issues, homelessness, academic, extracurricular activities), , ,
	Enhanced Counseling and Mentoring:	, , Provide specialized and/or individualized treatment through the implementation of various models of case management, , In-school mentoring program, Reformed and enhanced the ICAP implementation process,
	Transition/Orientation Programs:	Developed program that focuses on 8th to 9th grade transition, Developed program that focuses on 12th grade to postsecondary transition, , , , Protocol for teachers to use in working with their most at-risk 9th graders, Academic assessments for transfer student after 9th grade to assist with appropriate placement in classes and other programs, , ,
	Credit Recovery Options:	, , 100% online, , During the summer, On weekends, After school, , During the school day , Number of "F" grades, On-time/On-track to graduation, , , Student is currently failing a course, , ,

	Multiple Pathways to Graduation:	, ASCENT/Concurrent Enrollment, , 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> No <b>TERTIARY POPULATION:</b>		
PRIMARY	SECONDARY	TERTIARY
<b>GRADE LEVEL:</b> , , , 9th, 10th, 11th, 12th, Hinkley HS, <b>RISK FACTORS:</b> Low Attendance, Course Failure, High Mobility, 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> , , , , , ,	<b>GRADE LEVEL:</b> , , , , , , , <b>RISK FACTORS:</b> , , , , , Hinkley HS, <b>RACE/ETHNICITY:</b> , , , , , , <b>INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST):</b> , , , , , ,	<b>GRADE LEVEL:</b> , , , , , , , <b>RISK FACTORS:</b> , , , , , Hinkley HS, <b>RACE/ETHNICITY:</b> , , , , , , <b>IPST:</b> , , , , , ,
Our primary audience is all students in grades 9-12		

OUTCOMES RELATED TO KEY PROGRAM GOALS		
ATTENDANCE	BEHAVIOR	CREDIT ACCUMULATION
<b>OVERALL ATTENDANCE RATE FROM YR2 TO YR 3:</b> Yes – substantial decrease in attendance  <b>TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?</b> Hinkley High School Attendance & Truancy Rate Changes / 2011 2012 2012 / 2013 Percentage Point Change Percent Change Increase/ Decrease / Truancy Rates 4.86 10.24 5.38 53% Increase / Attendance Rates 92.46 84.49 7.97 9% Decrease /	<b>OVERALL BEHAVIOR (SUSPENSIONS OR EXPLUSIONS) FROM YR2 TO Y3:</b> Yes – substantial decrease in the number or rate of suspensions and expulsions  <b>TRENDS:</b> Hinkley High School Disciplinary Data (Duplicates) / Disciplinary Resolution 2011-2012 2012-2013 % Change Inc/Dec / Assigned school detention 72 22 69% Dec / Expulsion & Referred to Alternative Program 22 29 24% Inc / Extended suspension (5+ days) 1 1 0% None / In School Suspension 0 0 0% None / Out of school suspension 324 208 36% Dec / Referred to Law Enforcement 84 65 23% Dec / Restorative Justice 0 5 100% Inc / Suspension with expulsion recommendation 0 0 None / Overall 503 330 34% Dec / / / Hinkley High School Disciplinary Data (Unduplicated) / Disciplinary Resolution 2011-2012 2012-2013 % Change Inc/Dec / Assigned school detention 72 22 69% Dec / Expulsion & Referred to Alternative Program 18 29 38% Inc / Extended suspension (5+ days) 1 1 0% None / In School Suspension 0 0 0% None / Out of school suspension 221 165 25% Dec / Referred to Law Enforcement 1 0 100% Dec / Restorative Justice 0 0 0% None / Suspension with expulsion recommendation 0 0 0% None / Overall 313 217 31% Dec / Hinkley High School Disciplinary Data (Duplicates) / Disciplinary Resolution 2011-2012 2012-2013 % Change Inc/Dec / Assigned school detention 72 22 69% Dec / Expulsion & Referred to Alternative Program 22 29 24% Inc / Extended suspension (5+ days) 1 1 0% None / In School Suspension 0 0 0% None / Out of school suspension 324 208 36% Dec / Referred to Law Enforcement 84 65 23% Dec / Restorative Justice 0 5 100% Inc / Suspension with expulsion recommendation 0 0 None / Overall 503 330	

	<p>34% Dec / / / Hinkley High School Disciplinary Data (Unduplicated) / Disciplinary Resolution 2011-2012 2012-2013 % Change Inc/Dec / Assigned school detention 72 22 69% Dec / Expulsion &amp; Referred to Alternative Program 18 29 38% Inc / Extended suspension (5+ days) 1 1 0% None / In School Suspension 0 0 0% None / Out of school suspension 221 165 25% Dec / Referred to Law Enforcement 1 0 100% Dec / Restorative Justice 0 0 0% None / Suspension with expulsion recommendation 0 0 0% None / Overall 313 217 31% Dec / The only area where increases were seen was in the percentage (and number) of students who were expelled and referred to alternative programs. In all other areas, Hinkley has experienced a decrease in the number and percentage of students expelled or suspended (both in and out of school).</p> <p><b>TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR?</b></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
(th grade transition-9th grade student support

BARRIERS TO IMPLEMENTATION
outreach to dropouts / credit recovery not supported to student needs.

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.
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.

