

Charter School Institute New America School, New America School-Denver
 Capacity Building Site
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STAFFING/RESOURCES:	SUSTAINABILITY	
<p>Staff Members used to support CGP activities: Program Manager, Evaluator/Supervisor, , School Administrator, School Counselor, Teacher, , , Dropout Prevention Specialist, , Fiscal Support for Grantees, Enrollment Intake Worker; Data Analyst</p> <p>Partners/Vendors/Collaborators: ReSolutionaries and Exempla West Pines Ropes Course provided socio-emotional skills training / Goodwill Industries of Denver provided post-secondary and workforce preparation /</p>	<p>Applied for private grants Applied for state grants Building capacity through professional development Board member presentation on CGP results 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</p>

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), , School Processes (evaluation of school programs and processes), , Completion Rates, , Student Mobility/Stability Rate, , , 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:	, , , , , 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), , , ,
INSTITUTIONAL CHANGE	Dropout Prevention and Engagement: Policy and Practices Review:	, , Review of Identification policies and practices, , ,
	Assess and Enhance School Climate:	, Relational Trust, , Trust and respect, Expectations, trust, and accountability, , Professional development, , Markers, rituals, and transitions, Program is enhancing climate through establishing clubs, offering extracurricular activities and instituting an “Awards Night.”
	Expanding the Curriculum:	, Increased summer programming, , , New student orientation program, Added elective course options, , , Added a service learning program, , 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, , , Staff participation in family engagement trainings or coursework, Recruited and supported parents in volunteering at the school, Engaged parents to serve on decision-making teams, School Accountability Committee
	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), , ,
	Enhanced Counseling and Mentoring:	Service learning programs implemented, Utilization of Response to Intervention (RtI) model, Provide specialized and/or individualized treatment through the implementation of various models of case management, 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 for students transferring into the school, , , , Academic assessments for transfer student after 9th grade to assist with appropriate placement in classes and other programs, Re-defining the enrollment in-take process for new students, Completion of ICAP (Individual Career and Academic Plan),
Credit Recovery Options:	, Course based 100% online, , 100% classroom based During the summer, On weekends, After school, Before school, During the school day OdysseyWare , Number of "F" grades, On-time/On-track to graduation, , Teacher recommendations, Student is currently failing a course, , Have not exceeded the total number of credit recovery courses allowed under school policy,
Outreach to Out-of-School Youth:	, , Creating options and flexibility that includes diverse educational programming as well as collaboration across multiple agencies and systems, , 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:	, , Reforming scheduling, grading, standards, assessment, retention, class assignment, course content and/or instructional practices, policies and procedures, Offer accelerated and/or credit recovery programs, ,

TARGET POPULATIONS		
ALL STUDENTS: Yes, our CGP programs are designed to serve all students at our school		
PRIMARY	SECONDARY	TERTIARY
GRADE LEVEL: , , , , , , , , RISK FACTORS: , , , , , , , , RACE/ETHNICITY: , , , , , , , , INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): , , , , , , , ,	GRADE LEVEL: , , , , , , , , RISK FACTORS: , , , , , , , , RACE/ETHNICITY: , , , , , , , , INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): , , , , , , , ,	GRADE LEVEL: , , , , , , , , RISK FACTORS: , , , , , , , , RACE/ETHNICITY: , , , , , , , , IPST: , , , , , , , ,

OUTCOMES RELATED TO KEY PROGRAM GOALS		
ATTENDANCE	BEHAVIOR	CREDIT ACCUMULATION
OVERALL ATTENDANCE RATE FROM YR2 TO YR 3: TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE?	OVERALL BEHAVIOR (SUSPENSIONS OR EXPLUSIONS) FROM YR2 TO Y3: TRENDS: TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN BEHAVIOR?	
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

Credit Recovery / Summer School / Redefining the enrollment intake process for new students /

BARRIERS TO IMPLEMENTATION

Student motivation toward taking advantage of opportunities available to them / Outreach limited by the ability to reach students or family members w/high mobility /

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.