Adams-Arapahoe 28 J New America School, New America School-Lowry Capacity Building Site
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STAFFING/RESOURCES:	SUSTAINABILITY	
Staff Members used to support CGP activities:	Applied for private grants	Recaptured Per Pupil Revenue to be re-invested
Program Manager, Evaluator/Supervisor, , School Administrator, School Counselor, , , , Dropout	Applied for state grants	in CGP-funded strategies
Prevention Specialist, , Fiscal Support for Grantees, Enrollment Intake Worker; Data Analyst	Building capacity through professional	Shared CGP results with district administrators
	development	
Partners/Vendors/Collaborators:	Board member presentation on CGP results	
We have worked w/our refugee service partners Colorado African Organization and Lutheran	Secured community partnerships for dropout	
Family Services, to help reduce these specific students from dropping out.	prevention and re-engagement services	

	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), , , , Student Mobility/Stability Rate, Truancy Rates, , Attendance, , 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.), , , , ,	
INSTITUTIONAL CHANGE	Dropout Prevention and Engagement: Policy and Practices Review:	, , Review of Identification policies and practices, , , Our Dropout Prevention Specialist focused the majority of his time during quarters 2, 3, and 4 on re-engaging student dropouts from 1st quarter and getting them back into school during quarters 2, 3, and 4. We provided more home visits and more intensive monitoring of all our re-engaged students by our interventionist, administration, and counselors. We had bi-weekly meetings reporting on the progress of these students.	
	Assess and Enhance School Climate:	, , PBIS (Positive Behavior and Invention Support), , Expectations, trust, and accountability, Supportive leadership, , , , Throughout the 2012-13 school year we assessed how our school culture was impacting our students' attendance and retention. We had a committee of teachers working on consistency of school expectations and how to build stronger expectations for our students. We put in place consistency elements throughout the whole school, building a stronger school culture and consistent expectations for all students. Students have responded with increased student retention from May 2013 to August 2013, and positive feedback through student surveys.	
INTERVENTIONS & SUPPORTS	Family Involvement:	Increase/add family activities and events (dinners, parent/teacher conferences, volunteer opportunities, parenting classes), , , , , Recruited and supported parents in volunteering at the school, Engaged parents to serve on decision-making teams,	
	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, , ,	
	Transition/Orientation Programs:	, Developed program that focuses on 12th grade to postsecondary transition, , , , , , 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,
	OdysseyWare
	11th and 12th grade standing, Number of "F" grades, , Attendance, Teacher recommendations, , , ,
Outreach to Out-of-School Youth:	Provide outreach and engagement efforts through the implementation of various models of case management, Utilization of the Response to Intervention (RtI) model, 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), , 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, ASCENT/Concurrent Enrollment, 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 SECONDARY POPULATION: TERTIARY POPULATION:			
SECONDARY	TERTIARY		
GRADE LEVEL: ,,,,,,,, RISK FACTORS: ,,,,,, RACE/ETHNICITY: ,,,,,, INSTRUCTIONAL PROGRAM SERVICE TYPE (IPST): ,,,,,,,	GRADE LEVEL: ,,,,,,, RISK FACTORS: ,,,,,, RACE/ETHNICITY: ,,,,,,, IPST: ,,,,,,,		
	GRADE LEVEL: ,,,,,,, RISK FACTORS: ,,,,,, RACE/ETHNICITY: ,,,,,,		

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

1. We specifically focused on student dropouts from 1st quarter to get them back into school during quarters 2, 3, and 4. We provided more home visits and more intensive monitoring of all our reengaged students by our interventionist, administration, and counselors. We had bi-weekly meetings reporting on the progress of these students. / / This intensive student monitoring and focused re-engagement efforts helped decrease our 1 year dropout rate by 6.6%, from 43.9% to 37.3%. / / 2. We more closely monitor our previous dropouts that are within our annual graduation cohort and include the percentage who graduate each year as one of our AEC SPF metrics. For the 2012/13 school year, 53.8% of our recovered dropouts graduated. / / *actual AEC metric is: the percent of recovered dropouts eligible to graduate that graduated. /

BARRIERS TO IMPLEMENTATION

1. High student mobility rate. Students are in and out of school for various reasons which makes it difficult to see consistent attendance and achievement growth. / 2. We would like to research other credit recovery options that may better meet our students' needs based on their English language level and education gaps. /

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.