

Pueblo City 60, Pueblo East HS
 System Change Site
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STAFFING/RESOURCES:	SUSTAINABILITY
<p>Staff Members used to support CGP activities: Program Manager, Evaluator/Supervisor, Administrative Assistant, School Administrator, , Teacher, , , , , Fiscal Support for Grantees, Rtl Coordinator</p> <p>Partners/Vendors/Collaborators: NA</p>	<p>Elementary and Secondary Education Act (ESEA) partnerships being reviewed Shared CGP results with district administrators</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., , Measures of Student Learning (standardized tests, norm/criterion-referenced tests, teacher observations of abilities, authentic assessments), , Postsecondary readiness school report (CDHE), Completion Rates, Concurrent Enrollment/ASCENT Participation, , Truancy Rates, , Attendance, Behavioral Data (in-school suspension rate, expulsion rates, discipline referral rate, types, etc.), , , 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, , Counselor Support,</p>
	<p>Early Warning Systems:</p>	<p>, , , 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., , ,</p>
<p>INSTITUTIONAL CHANGE</p>		
<p>INTERVENTIONS & SUPPORTS</p>		
	<p>Transition/Orientation Programs:</p>	<p>Developed program that focuses on 8th to 9th grade transition, Developed program that focuses on 12th grade to postsecondary transition, , Strengthened / improved an existing transition program, , , Academic assessments for transfer student after 9th grade to assist with appropriate placement in classes and other programs, , Completion of ICAP (Individual Career and Academic Plan),</p>
	<p>Credit Recovery Options:</p>	<p>, Course based 100% online, , During the summer, , After school, , During the school day APEX , Number of “F” grades, On-time/On-track to graduation, Attendance, Teacher recommendations, Student is currently failing a course, , ,</p>

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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: No substantial change in attendance TO WHAT DO YOU ATTRIBUTE THIS CHANGE IN ATTENDANCE RATE? Attendance contracts and parental agreements.	OVERALL BEHAVIOR (SUSPENSIONS OR EXPLUSIONS) FROM YR2 TO Y3: No substantial change in the number or rate of suspensions and expulsions TRENDS: No change 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	Indirectly Impacts
INCREASE ATTENDANCE	Indirectly Impacts
INCREASE COURSE COMPLETION	Indirectly 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
We were able to identify the intervention needs of students through the RtI process. Collaboration with our middle school feeder allowed us to identify students in danger of dropping out the minute they entered East High School.

BARRIERS TO IMPLEMENTATION
Effective intervention programs for all students are our biggest barrier. We need to be able to differentiate the learning paths based on individual 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.

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.