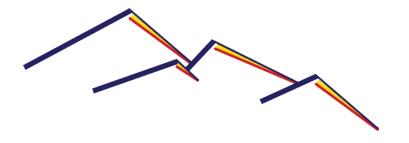


Board Agenda

April 27, 2017 4:00 – 7:00 p.m. 3850 Pony Tracks Drive, Colorado Springs, CO 80922

- I. Preliminaries
 - A. Call to order
 - B. Roll call
 - C. Welcome to guests
 - D. Pledge of Allegiance
 - E. Public Comment
 - F. Approval of agenda
- II. Consent Agenda
 - A. Meeting Minutes from April 11, 2017 Board Meeting
- III. Action Items
 - A. Affidavit for New Board Members Brad Miller
 - B. House Bill 1345 CD BOCES Assistance Kim McClelland
 - C. Approval of Matters Relating to Non-Renewal of Probationary Teachers – Becky Engasser





IV. Discussion Items

- A. School Calendars Kindra Whitmyre
- B. Marketing and Enrollment Update Kim McClelland
- C. CD BOCES School Accreditation Process Kim McClelland & Kindra Whitmyre
- D. CPA/PPOS Update and Academic Data Nicole Tiley and Phillip Williams
- E. MVV/RMDA Update and Academic Data Bradley Hardin, Kindra Whitmyre, and Phillip Williams

V. Information

VI. Other Business

A. Action related to discussion items

VII. Reports

VIII. Adjourn

Board Meeting Notes for April 11, 2017 3:30 – 5:30 p.m.

Guests and/or Staff: Nicole Tiley, Rebecca Engasser, Chelsy Harris, Bethany Drosendahl, Greg Wilborn, Maria Walker, Kim McClelland, Kindra Whitmyre, Phillip Williams, Brad Miller,

Guests on Conference Call: Brett Ridgway

Via Skype and Google Hangout: None

Note: Meeting start time 3:38 p.m., Brett Ridgway came on the call to present the IV (D). Any Franko left the meeting early approx.. time 5:30 p.m. Went into Executive Session at 6:33 p.m. Out of Executive Session at 6:48. Back in Regular Session at 6:52 p.m. and Adjourned at 7:07 p.m.

Roll Call:

	Franko	Holloman	Lavere- Wright
Here	х	х	х
NOT Here			

Approval for the Agenda:

Franko____made the motion; seconded by _Holloman. The motion passed 3-0

	Franko	Holloman	Lavere- Wright
Voted AYE	х	х	х
Voted NAY			
Not at mtg.			

Approval for Consent Agenda.

Motion to Approve the Board Meeting Minutes from ____March 14, 2017____ Franko_made the motion; seconded by Holloman_. The motion passed 3-0

	Franko	Holloman	Lavere- Wright
Voted AYE	х	х	х
Voted NAY			
Not at mtg.			

Approval for Action Items.

Motion to Approve Consideration and Appointment of New Board Membership of Bethany Drosendahl as a member at large.

Franko made the motion; seconded by Holloman. The motion passed 3-0.

	Franko	Holloman	Lavere- Wright
Voted AYE	х	х	х
Voted NAY			
Not at mtg.			

Approval for Action Items.

Motion to Approve Board Membership Acceptance of Chelsy Harris as our PPCC member.

Franko made the motion; seconded by _Holloman. The motion passed 4-0.

	Drosendahl	Franko	Holloman	Lavere- Wright
Voted AYE	х	х	х	х
Voted NAY				
Not at mtg.				

Motion to go into Executive Session:

- A. "Executive Session pursuant to CRS 24-6-402(4) (b) and (e) to receive legal advice and to direct negotiators regarding whether and how to operate each of the four schools and various programs now conducted by CDBOCES."
- B. Discussion and possible action regarding current schools and programs.

Holloman made the motion; seconded by Franko. The motion passed _4-0____

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	Х		х	х	х
Voted NAY					
Not at mtg.					
		х			

Motion to exit Executive Session: Holloman made the motion and McClelland seconded. Passed 4-0

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	Х		х	х	х
Voted NAY					
Not at mtg.		х			

Regarding section B of the Executive Session:

I move to have Kinda Whitmyre take appropriate action pursuant to her strategic proposal put forward in the executive session related to Mountain View Virtual and Rocky Mountain Digital Academy.

Holloman made the motion and Drosendahl seconded. Motion passed 4-0.

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	х		x	х	х
Voted NAY					
Not at mtg.		х			

Approval to Adjourn.

Holloman_made the motion; seconded Drosendahl. Motion passed 4-0

	Drosendahl	Franko	Harris	Holloman	Lavere- Wright
Voted AYE	х		х	х	х
Voted NAY					
Not at mtg.		х			



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 27, 2017

Prepared by: Brad Miller, Legal Counsel

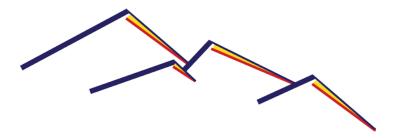
Title of Agenda Item: Affidavit for new board members

Item Type: X Action
□ Information □ Discussion

Background Information, Description of Need: Colorado law at C.R.S. 22-5-105(2) requires that directors sign an affidavit stating that the board member is aware of and will comply with the confidentiality requirements and restrictions applicable to executive sessions of the board.

Relevant Data and Expected Outcomes: The act of signing this affidavit will ensure CDBOCES is in compliance with the law.

Recommended Course of Action/Motion Requested: I move to request that Chelsy Harris and Bethany Drosendahl sign the attached affidavit.



I,	, being first duly sworn, do state and affirm
	AFFIDAVIT
COUNTY OF EL PASO)
) SS.
STATE OF COLORADO)

the following:

- I am a member of the Board of Directors of The Colorado Digital BOCES.
- 2. I am aware of and will comply with the confidentiality requirements and restrictions applicable to executive sessions of the Board as described in C.R.S. 24-6-402.
- I will comply with these confidentiality requirements regardless of whether I participate in executive session in person or electronically in accordance with board policy.

By:_____

Subscribed and sworn to before me this ___ day of _____, 201_, by

Witness my hand and official seal.

By:_____

Notary Public

My commission expires: _____

(Seal)



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 27th, 2017

Prepared by: Kim McClelland

Title of Agenda Item: HB 1345 Application 2017-18

Item Type:
□ X Action
□ Information
□ Discussion

Background Information, Description of Need:

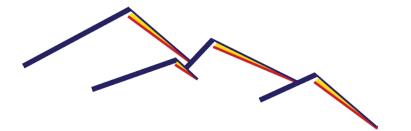
The purpose of these funds is to assist BOCES in working with its participating districts to implement and meet state educational priorities as determined by the Commissioner of Education. These dollars support the implementation of the submitted BOCES plan for the 2016-2017 school year.

Funds may be used to implement and meet the following state educational priorities:

- Educator Effectiveness
- District / School Accreditation/Accountability
- Colorado Academic Standards
- Assessments
- READ Act
- Professional Staff Recruitment and Retention

A maximum of 10% of these dollars may be used annually for fiscal management and oversight.

The Colorado Digital BOCES and its partner districts, Falcon School District 49, will be utilizing the HB 12-1345 financial assistance monies to implement and meet the following state educational priorities: Recruitment, Retention and Development of Educational Staff, and Educator Effectiveness.





Relevant Data and Expected Outcomes:

The measurable student outcomes that the BOCES and its school districts will achieve as a result of our educator effectiveness modules, evaluator certification training program, and induction programs are:

a. For each module and program offered, participants will complete satisfaction evaluations to show effectiveness of the trainings attended.

b. The CD BOCES and participating districts will track participation and completion rates for each module and program.

c. For the Evaluator Certification program, the CD BOCES will collect participation, completion and satisfaction rates of attendees including the total number of participants certified.

d. All inductees will complete program evaluation upon completion.

e. For PD² participation and completion rates will be reported and participants will complete a satisfaction evaluation of the learning.

Recommended Course of Action/Motion Requested:

I move to approve the HB 1345 2017-18 application submitted by the administration.



Funding Opportunity

Funding Assistance to Boards of Cooperative Services in Implementing and Meeting State Educational Priorities

Pursuant to: HB 12-1345 C.R.S. 22-5-122

Proposals Due: Monday, May 1, 2017 by 4:00 p.m.

For program questions contact: Tina Goar (goar t@cde.state.co.us or 303-866-6608)



Colorado Department of Education 201 E. Colfax, Denver, CO 80203

Background	This anticipated legislative appropriation makes approximately \$3,130,000 available during the 2017-2018 school year statewide to BOCES.
Purpose of Funds	The purpose of these funds is to assist BOCES in working with its participating districts to implement and meet state educational priorities as determined by the Commissioner of Education. These dollars support the implementation of the submitted BOCES plan for the 2017-2018 school year.
	A BOCES may apply for up to the potential amount allocated for 2017-2018 as indicated on the attached draft summary allocation distribution. The draft attachment includes the financial funding formula established in statute as well as the listing of key assumptions made in determining the draft allocations. Because final allocations cannot be determined until applications are received please be aware there may be some adjustments made to the draft allocated amounts.
Eligibility	 The key assumptions for the attached draft allocations are as follows: Every district is participating in a BOCES as a member or a non-member; Every district is assigned to only one BOCES. There is no split funding between BOCES for districts that participate in more than one BOCES. The primary BOCES is indicated on the District and BOCES Listing Tab; Districts' Funded Pupil Count from October 2016 is the basis for the per pupil allocation. Adjustments are made to those districts with CSI schools.
	If a district does not belong to a BOCES, the statute allows for a contiguous BOCES to enter into a MOU with such a district for these funding purposes. A copy of the MOU with each of these eligible contiguous districts (as applicable) must be submitted along with the application for funds.
	If a BOCES elects not to submit an application for funds the district members of that BOCES may form a consortium of districts or form a new BOCES in order to obtain these funds for implementing a plan to meet the state's educational priorities.
	Two or more adjoining BOCES may collaborate regarding the implementation of a plan, but each of the collaborating BOCES will need to submit a copy of the plan.
	Funds may be used to implement and meet the following state educational priorities:
Use of Funds	 Recruitment, Retention and Development of Educational Staff District / School Accreditation/Accountability Colorado Academic Standards and Assessments Litoragy
	LiteracyEducator Effectiveness
	A maximum of 10% of these dollars may be used annually for fiscal management and

	oversight.					
Review	Please note: Fiscal applications are public record. CDE will release applications when requested.					
Duration of Funds	Funding is available for the year 2016-2017 for plan implementation.					
	 In order to be eligible for funding, each applicant must submit on or before May 1, 2017 the following information: 					
	 A description of how the BOCES will use the moneys in the 2017-2018 school year to assist its participating school districts in implementing and meeting the state's educational priorities; 					
	 Information about which school districts will be participating in the plan and evidence that the participating school districts have reviewed and consented to the plan; 					
	 c. Information concerning the key personnel who will be responsible for the activities described in the plan and general timelines for when the activities will be carried out; 					
	 d. The measurable student outcomes that the BOCES expects its school districts to achieve as a result of the activities described in the plan; and 					
Application	e. A copy of the MOU with each participating contiguous nonmember district.					
Requirements and Reporting	f. The following requirement (section f only) is due on/before December 15, 2017 in recognition that state assessment results are not yet received by participating districts by May 1, 2017 in order for a BOCES to report on student measurable outcomes (See Attachment A). As a reminder, for the fiscal year 2017-2018 and each fiscal year thereafter, for a BOCES that also submitted a plan in the previous fiscal year, applicants will be required to submit a description of the results of the previous year's plan. This description of results will include (no more than 2 pages):					
	O How planned activities/strategies did or did not occur as planned.					
	 A description of progress on the measurable student outcomes the BOCES expected its school districts to achieve as a result of the activities described in the plan. 					
	 How the funding led to successes and how the BOCES will continue to build on these successes. 					

Submission Process and Deadline

An electronic copy must be received by May 1, 2017 to goar_t@cde.state.co.us. The electronic version should include all required pieces of the proposal as one document. Faxes will not be accepted. Only complete proposals received by the deadline will be considered.

Proposals will be due by May 1, 2017 to: Tina Goar Colorado Department of Education goar_t@cde.state.co.us

Application Requirements									
Cover Page (complete and submit to CDE)									
Name of BOCES:									
Contact Person for the Proposal:									
Consortium (if applicable) Lead District to administer and account for funds on behalf of consortium:									
Mailing Address:									
Telephone:		Fax:							
Email:									
Authorized BOCES or Consortium Representative:									
Mailing Address:									
Telephone:	1	mail:							
	BOCES or Consortium (as applicable): <i>List which school districts have reviewed and consented to participate in this proposed plan and provide an attachment of respective superintendent signatures (Attachment C):</i>								
The following BOCES representative or Consortium representative (as applicable) hereby certify that the information provided in this application is true and correct to the best of my knowledge, information, and belief, and that the required assurances have been given. All approved programs, services, and activities will be conducted in accordance with state and federal laws, rules and regulations and in accordance with Colorado Department of Education policies and program standards.									
BOCES Representative Name:			Signature:						
Title:			Date:						
Consortium Representative Name (leave bla	nk if not applicable):		Signature:						
Title:			Date:						

Plan requirements to be included in the submission (Narrative no more than 2 pages)

- **1.** A description of how the BOCES will use the additional moneys to assist its participating school districts in implementing and meeting the state's educational priorities;
- 2. Information concerning the key personnel who will be responsible for the activities described in the plan, projected expenditures, and general timelines for when the activities will be carried out;
- **3.** The measurable student outcomes that the BOCES expects its school districts to achieve as a result of the activities described in the plan.

Descriptions

1. The Colorado Digital BOCES and its partner districts, Falcon School District 49, will be utilizing the HB 12-1345 financial assistance monies to implement and meet the following state educational priorities: Recruitment, Retention and Development of Educational Staff, and Educator Effectiveness. These funds will provide continued support to provide training aligned with Colorado Teacher and Principal Quality Standards to improve Educator Effectiveness in traditional, online and blended classrooms and schools. Professional development modules will continue to be developed and implemented, including videos and <u>asynchronous online classes</u> utilized across schools and districts to provide educators with training, resources, mentorship and coaching on best practices aligned with educator quality standards to improve their effectiveness in traditional and online and blended learning classrooms and schools. Beginning in 2017, District 49 will develop an adult agency professional eLearning cohort model, also known as Peer Driven Professional Development (PD²), using Schoology, to provide personalized, relevant, and peer driven professional development. Schoology will continue to be utilized as the vehicle to deliver these programs and modules.

District 49 will partner with CD BOCES to continue to offer <u>CDE Approved Evaluator Certification</u> <u>Training</u> also using Schoology as the delivery mechanism for blended portions of this course. District 49 will continue to provide teacher and principal induction programs that align with Colorado Teacher and Principal Quality Standards, respectively. Further, CD BOCES will continue to offer a teacher induction program specifically to support online and blended educators. Schoology has become an essential element of these programs as it provides for online collaboration among teachers and leaders as well as enhanced mentoring for newly licensed educators. CD BOCES began to utilize Schoology in the fall of 2015 to facilitate teacher induction for online and blended educators.

2. Kim McClelland, CD BOCES Executive Director, and Amber Whetstine, Executive Director of Learning Services in D49, and Brian Green, Coordinator of Professional Learning will have oversight of the program to ensure that it meets the requirements of the HB 12-1345, and that the program goals are executed and are being met appropriately. Kim McClelland will be working with the CD BOCES staff to continue the development and refinement of the CD BOCES Online and Blended Teacher

Induction Program. These programs will support educators in each of the participating school districts.

<u>Timeline</u>	
July 2017	Renewal of Schoology Enterprise system
July 2017	District 49 New Teacher Orientation (Introduction to Induction
	Requirements, and use of Schoology)
July 2017	Offer Evaluator Certification blended course through Schoology
August-September 2017	Continue the CD BOCES Online and Blended Induction Program for teachers
Assessed Sectorsher 2017	
August-September 2017	Launch Peer Driven Professional Development with all District 49 inductees.
August 2017-June 2018	Continue development and implementation of professional development
	modules to enhance educator effectiveness.
October 2017	District 49 co-hosts Connect Colorado with Schoology Conference (3rd Annual) (This is already in the planning stages for 2017-18 - to be held mid-October 2017)
	mid-October 2017)

General Expenditures

Personnel Costs:

CD BOCES Executive Director, D49 Coordinator of Professional Learning: \$5853.30 /\$83,335.97

\$77,482.67	Implementation Costs:
\$63,455.00	Schoology Enterprise Contract
\$2,777.67	Contracted Services for Consultation and Delivery of Evaluator Certification Training
\$5,000.00	Contracted Consultation and Delivery Services for CD BOCES Online and Blended
	Teacher Induction Program (Development and delivery of courses and mentoring)
\$6,250.00	Stipends for Schoology Ambassadors (25 individuals) to support the implementation of Schoology 250.00 per individual.

3. The measurable student outcomes that the BOCES and its school district will achieve as a result of our professional development modules, Evaluator Certification program, and induction programs are:

a. For each module and program offered, participants will complete satisfaction evaluations to show effectiveness of the trainings attended.

b. The CD BOCES and participating districts will track participation and completion rates for each module and program.

c. For the Evaluator Certification program, the CD BOCES will collect participation, completion and satisfaction rates of attendees including the total number of participants certified.

d. All inductees will complete program evaluation upon completion.

e. For PD^2 participation and completion rates will be reported and participants will complete a satisfaction evaluation of the learning.

HB 1345 BOCES FUNDING MEASURABLE STUDENT OUTCOMES SUMMARY OF PLAN RESULTS 2016-2017

Each BOCES awarded HB 1345 BOCES Funding must submit a measureable student outcomes summary report on or before December 15, 2017 to Tina Goar at: goar t@cde.state.co.us.

As a reminder, for the fiscal year 2017-2018 and each fiscal year thereafter, a BOCES that submitted a plan in the previous fiscal year will be required to submit a measureable student outcomes summary of the results of the previous year's plan.

Provide feedback on the following three questions. Please limit your response to no more than two pages.

- 1. Please provide a description of the measurable student data outcome goals as well as the data results occurring from the implementation of the BOCES funding plan during the 2016-2017 school year.
- 2. Please provide a brief summary of how planned activities/strategies did or did not occur as planned for the 2016-2017 school year.
- 3. Please provide a brief summary of how the funding led to successes and how the BOCES will continue to build on these successes.

Superintendent Signatures BOCES Funding Assistance 2017-2018

As Superintendents of the member districts of the reviewed and consented to this HB 1345 BOCES As SAC meeting on	BOCES, we have sistance Plan. Action was taken on this plan during our
Superintendent:	School District:
Signature:	
Superintendent:	School District:
Signature:	
Superintendent:	School District:
Signature:	
Superintendent:	School District:
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BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 27, 2017

Prepared by: Rebecca Engasser, Business Manager

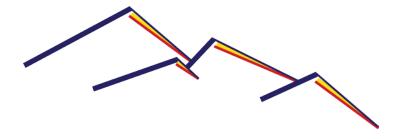
Title of Agenda Item: Approval of Matters Relating to Personnel Changes

Item Type: x Action \Box Information \Box Discussion

Background Information, Description of Need: To gain Board of Education approval for personnel changes

Relevant Data and Expected Outcomes: The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster. By addressing these action items, the Board of Education is approving the necessary actions that allow the District to continue its' function of hiring and other associated personnel activities that impact student achievement.

Recommended Course of Action/Motion Requested: I move to approve the attached personnel changes as recommended by the administration.



COLORADO DIGITAL BOCES APPROVAL OF MATTERS RELATING TO PERSONNEL April 27, 2017

Be it resolved, that the following matters relating to certified personnel be approved as recommended by the Executive Director:

RESIGNATIONS:

Guest, Michael	Written notice of his intent to resign from his position as an English Teacher at Rocky Mountain Digital Academy effective June 14, 2017.
Muller, Jason	Written notice of his intent to resign from his position as a Social Studies Teacher at Mountain View Virtual Academy effective June 14, 2017.



X Discussion

BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 27, 2017

Prepared by: Kindra Whitmyre

Title of Agenda Item: School Calendars

Item Type:
□ Action
□ Information

Background Information, Description of Need:

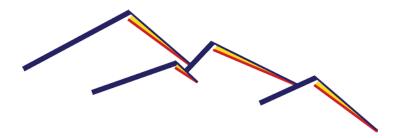
Our Colorado Digital BOCES (CD BOCES) schools' are required to submit a calendar each year in order to provide the CD BOCES staff with information such as, when school starts, professional development days, vacation days and when school ends.

Relevant Data and Expected Outcomes:

Our schools calendars are attached.

Recommended Course of Action/Motion Requested:

No recommended course of action.



Colorado Preparatory Academy | 2017-2018 CALENDAR

S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 1	FEBRUARY '18 Teacher Work Day Presidents' Day s M T W Th F S I 1 2 3 I 1 2 3 I 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 G 20 21 22 23 24 24 25 26 27 28 1 1 1 1 1 1 1 1 1 1 1 1 1 1 2 23 24 25 26 27 28 1 <th1< th=""> 1 <th1< th=""></th1<></th1<>
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Mountain View Virtual 2017-2018 Calendar

		Jul	y 2	y 2017				August 2017						September 2017						
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9	10	11	12	13	14	15	13	<mark>14</mark>	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30
30	31																			
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1	2	3	4	5	<mark>6</mark>	7				1	2	<mark>3</mark>	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	<mark>16</mark>	17	18	<mark>19</mark>	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	<mark>22</mark>	23
29	30	31					26	27	28	29	30			24	25	<mark>26</mark>	27	<mark>28</mark>	<mark>29</mark>	30
														31						
	Ja	nu	ary	20	18			February 2018						March 2018						
S	Μ	Т	W	Т	F	S	S	Μ	Т	W	Т	F	S	S	Μ	Τ	W	Т	F	S
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7	8	9	10	11	<mark>12</mark>	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10
14	<mark>15</mark>	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	<mark>19</mark>	20	21	22	23	24	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28				25	<mark>26</mark>	<mark>27</mark>	<mark>28</mark>	<mark>29</mark>	<mark>30</mark>	31
		<u>Apr</u>	ril 2	01	8				Ma	y 2	018	18 June 2018								
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8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	<mark>5</mark>	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	<mark>28</mark>	29	30	31			24	25	26	27	28	29	30

X – Semester Starts -- 8/14, 1/8

Holidays and Closures

<mark>X</mark> – Teacher Work Days

X – Teacher Professional Development

181 student days 192 teacher days

X – Last Day For Students -- 6/1

Pikes Peak Online School | 2017-2018 CALENDAR

AUGUST '17 21-01 Teachers s M T W Th F S 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEBRUARY '18 Teacher Work Day Presidents' Day S M T W Th F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 10 20 21 22 23 24 25 26 27 28 1 1
SEPTEMBER '17 4 Labor Day S M T W Th F S a - - - - 2 3 3 - 5 First Day of School -	SARCH '18 Samuel Stress Samuel Stress End of Block 3 Spring Break S M T W Th F S S End of Block 3 Spring Break 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 10 10 10 10 10 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 10 10 10 10 10 10 10
S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 1 1 1	K K K K K K S
NOVEMBER 17 03 End of Block 1 s M T W Th F s 5 I 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 24 25 26 27 28 29 30	MAY F S M T W Th F S 1 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 26 29 30 31 - - -
DECEMBER '17 25 Christmas Day s M T W Th F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 26 27 28 29 30 31	JUNE '18' S M T W Th F S a - - 1 2 3 4 5 6 7 8 End of Block 4/ Semester 2 3 4 5 6 7 8 9 11-13 Teacher Work Day 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
JANUARY '18 S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 5 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 - - - - - - - -	JULY '18 4 Independence Day s M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 - - - - - - - - -

Rocky Mountain Digital Academy 2017-2018 Calendar

		Jul	y 2	017	1				Α	ugu	ıst	201	17			September 2017						
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9	10	11	12	13	14	15		13	<mark>14</mark>	15	16	17	18	19		10	11	12	13	14	15	16
16	17	18	19	20	21	22		20	21	22	23	24	25	26		17	18	19	20	21	22	23
23	24	25	26	27	28	29		27	28	29	30	31				24	25	26	27	28	29	30
30	31																					
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8	9	10	11	12	13	14		5	6	7	8	9	10	11		3	4	5	6	7	8	9
15	<mark>16</mark>	17	<mark>18</mark>	<mark>19</mark>	<mark>20</mark>	21		12	13	14	15	16	17	18		10	11	12	13	14	15	16
22	23	24	25	26	27	28		19	20	21	<mark>22</mark>	<mark>23</mark>	<mark>24</mark>	25		17	18	19	20	<mark>21</mark>	<mark>22</mark>	23
29	30	31						26	27	28	29	30				24	<mark>25</mark>	<mark>26</mark>	<mark>27</mark>	<mark>28</mark>	<mark>29</mark>	30
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7	8	9	10	11	<mark>12</mark>	13		4	5	6	7	8	9	10		4	5	6	7	8	9	10
14	<mark>15</mark>	16	17	18	19	20		11	12	13	14	15	16	17		11	12	13	14	15	16	17
21	22	23	24	25	26	27		18	<mark>19</mark>	20	21	22	23	24		18	19	20	21	22	23	24
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April 2018									y 20								e 2		1			
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8	9	10	11	12	13	14		6	7	8	9	10	11	12		3	<mark>4</mark>	<mark>5</mark>	6	7	8	9
15	16	17	18	19	20	21		13	14	15	16	17	18	19		10	11	12	13	14	15	16
22	23	24	25	26	27	28		20	21	22	23	24	25	26		17	18	19	20	21	22	23
29	30							27	<mark>28</mark>	29	30	31				24	25	26	27	28	29	30

X – Semester Starts -- 8/14, 1/8

Holidays and Closures

<mark>X</mark> – Teacher Work Days

X – Teacher Professional Development

181 student days

192 teacher days – Last Day For Students -- 6/1



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 27th 2017

Prepared by: Kim McClelland

Title of Agenda Item: Marketing update

Item Type:
□ Action □ Information □ X Discussion

Background Information, Description of Need:

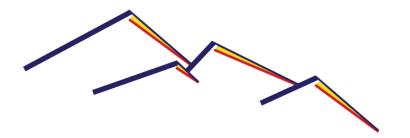
Since the CD BOCES manages and operates two of its own schools it is important that we have a marketing strategy since all our schools are 100% choice enrollment. Our schools need to grow just like any other school to provide the full services we need for educating our students. The CD BOCES enrolls students state-wide and therefor needs to market to students state-wide.

Relevant Data and Expected Outcomes:

We believe that students who choose an online school should choose a CD BOCES school or D49 online school because of the services and support we provide to our schools. The CD BOCES has hired a Marketing firm to support our marketing efforts and is updating you on our marketing to date.

Recommended Course of Action/Motion Requested:

None





Colorado Digital BOCES Marketing Update

April 27th, 2017

Website Status

- New websites formally launched Friday, March 10
- Traffic to websites steadily improving
- On average, visitors to each site are visiting 2 pages per visit for about a minute at a time – engagement will improve as digital and one-toone marketing efforts improve and increase
- Website "bounce rates" are steadily going down (MVV 63.52%, RMDA 72.68%)
- <u>www.mountainviewvirtual.com</u>
- <u>www.rockymountaindigital.org</u>



Digital Advertising Campaign

- RMDA creative is performing SLIGHTLY better than MVV (will address if trend continues or intensifies)
 - RMDA has newer creative with stronger call-to-action
 - Also more different versions of creative which generates more interest
- Strong click-through performance to websites campaign-to-date (effective 4/20/2017)
 - MVV = 344 clicks for .092% click-through rate
 - RMDA = 397 clicks for a .101% click-through rate



Social Media Campaign Performance

- Backbone social media services ensuring *at least* 3 posts a week on Facebook and Instagram and a daily post on Twitter for both schools, as well as 6 posts a week on CD BOCES Twitter account.
- Work with Student/Family Relations Specialist to create and curate additional social media content that gives more personal insight into each school.
- Depending on the workload of the Student/Family Relations Specialist, work toward transitioning most social media duties in-house, with continued support and strategy from external social media consultant.
- Social media is a long term strategy that requires buy-in and participation from staff, students, and parents. Because social media was essentially neglected by the previous marketing consultants, June 2016-May 2017 will serve as a benchmark for social media success moving forward.
- Key Metrics
 - MVV 868 Facebook likes (they jumped up in August and September and began to fall a bit in October); Facebook posts are reaching an average of 67 people, 3x more than prior to increased social media presence; 136 Instagram followers; 434 Twitter followers
 - RMDA 148 Facebook likes (they jumped up in August, September, and October, but have stayed fairly static since October); 119 Instagram followers, 120 Twitter followers



Event and Outreach Strategy



More Updates

- Mom's Everyday KKTV interviews (Tonya and Kim)
- Pride Fest booth this summer
- Super market tables for awareness and student and family targeting
- Networking and connections with community groups
 - Urban Peak
 - Women's Resource Agency
 - Colorado Springs World Affairs Council
 - Local club athletic teams, dance studios, art studios and music studios
 - Homeschool community



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 27th 2017

Prepared by: Kim McClelland

Title of Agenda Item: CD BOCES School Accreditation Process

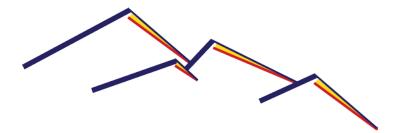
Item Type:	□ Action	Information	X Discussion
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Background Information, Description of Need:

Federal accountability is primarily associated with state mandates, assessments, data collection, reporting, and monitoring. The State, in turn, develops requirements for school districts either because of Federal mandates or State policy developed by the General Assembly. Oftentimes, State policy requires the State Board of Education to adopt rules for the implementation of specific policies.

State accountability is primarily under the auspices of Accreditation [C.R.S. § 22-7]. Each school district in the state develops an Accreditation contract that is approved by the State Board of Education. The Accreditation contract ensures to the State that each school district will hold their individual schools accountable for performance. The State also holds districts accountable for individual school performance; although the State doesn't hold individual schools accountable, it does report individual school performance through the School Performance Framework (SPF).

The CD BOCES knew we had to create an accountability system that would inform the CD BOCES in addition to create a framework for accountability and accreditation. The CD BOCES also wanted to create a system that held online and blended schools accountable and that were specific to our school population.





Relevant Data and Expected Outcomes:

CD BOCES provides oversight through a rigorous monitoring process that examines four accountability categories:

- Academic
- Financial
- Organization
- Education Service Provider (ESP)

The CD BOCES monitors each school on performance metrics within each of the four categories. There are many subcategories within each category and therefore an in-depth monitoring for each category. Each of the indicators under the Accountability categories can be quantified within our Accountability Matrix, school level data, ESP Contract Checklist and ESP Compliance Checklist. These quantified measures provide both the CD BOCES and school leaders the ability to monitor progress and develop improvement plans for school action.

Recommended Course of Action/Motion Requested:

None



1. Background on the CD BOCES Accreditation Plan

The Colorado Digital BOCES (CD BOCES) was created to be an online and blended school authorizer that also provides services to school districts who have or seek to create online and blended schools. Because we knew this work would be difficult, based on the performance of online learning in the state, we knew we had to create an accountability system that would inform the CD BOCES in addition to create a framework for accountability and accreditation. Because online schools are performing lower than their counterparts, the CD BOCES has set a rigorous process of accountability. This process is based on best practices from what we, Kim and Kindra, experienced through our past positions as district and school leaders. Our accreditation process is also based on best practice from districts, authorizers and the state are doing for schools. School authorizers need a process to inform them of how their schools are performing at all levels based on the various data outcomes and results. Our goal with the CD BOCES Accreditation Plan was to be specific for online and blended learning schools specifically. This is one area that makes the CD BOCES unique. Having a clear process to accredit our schools is an important aspect of the work we do at the CD BOCES and is recommended for quality oversight of schools by the state of Colorado.

2. Site Visit Process

The Colorado Digital BOCES has a rigorous Accreditation Plan for all its blended learning online schools. CD BOCES has developed a comprehensive school evaluation tool, called the Accountability Matrix 3.0, which is the foundation of its Accreditation review process and covers 15 standards; School Leadership, Guaranteed Viable Curriculum, Assessment, Data Driven, Environment, Instruction, Digital Capacity, Engagement, Student Family Support, Community, Professional Development, Evaluation, Policies and Procedures, Financial, Special Programs and Education Service Provider. Each CD BOCES' school is required to have either one or two accreditation site visits each year based on its performance on the School Performance Framework (SPF).

A midyear visit culminates in a brief summary of findings and matrix scores. The midyear visits' purpose is to validate the school's self-evaluation and provide a synopsis of Accountability Matrix findings that can be used to adjust the school's plan for the

remainder of the school year. An end-of-year Accreditation site visit culminates in an executive report that, in addition to everything provided in the midyear report, may include a corrective action plan, if one is needed.

The Accreditation review team is comprised of individuals with varied educational backgrounds and areas of expertise. The team includes both CD BOCES staff members and external consultants. Team members review school documents, interview staff members, students, and parents, and conduct classroom observations. Findings are triangulated to ensure accuracy in the Accountability Matrix scores and comments.

a. Where we started: The CD BOCES staff put together a matrix that had 10 standards with 140 indicators under each standard. These standards and indicators were selected based on iNACOL best practices and other quality school standards. Each of the 10 standards was aligned with one of four CD BOCES Accountability Categories (academics, finance, operations, and ESP).

b. Where we are now: The CD BOCES refined the matrix and now it contains 15 standards with 187 indicators. The standards are still aligned with one of four CD BOCES Accountability Categories (Academics, Finance, Operations and ESP), and the overall rating of each standard is added into our scorecards (see below).

3. Quarterly Scorecard Process

The first iteration of the CD BOCES Accreditation Scorecards included components of the existing identified four indicators of school success (Academic, Finance, Operations, ESP). These indicators were identified based on the four CD BOCES Accountability Categories detailed in the CD BOCES Accreditation Plan. The accreditation scorecards started as a very simplistic tool to better understand school performance of the four CD BOCES leadership have built out the indicators included in the scorecard through thoughtful and informed additions to the sub indicators included within each indicator. This process has resulted in an evolved evaluation tool that allows for leadership to reflect and guide their schools based on a robust picture of school performance. Additionally, schools were invited to create a mission specific sub indicator under the academic indicator on the scorecard. CD BOCES conducts the full evaluation of school performance based on quarterly scorecard demands. This process has resulted in having up to date data and necessary information to better guide conversations and improvement planning within our schools.

a. How the scorecards formula works and is interpreted

Performance on each sub indicator is measured against cut-points developed in the 2016-17 Accreditation Scorecard Scoring Guide. This guide contains the cut-points established by the CD BOCES with an intention of creating an environment of high-expectations for our schools. It is important to note, that these cut-points were set higher

than what is typically seen for student and school performance in both the traditional and the online school environment, but are reflective of the level of performance we're striving for at the CD BOCES. Further research into what constitutes the 60th percentile for performance benchmarking in online schools, as is seen in traditional school performance frameworks at the state level, could aid in a better understanding of how our schools rank against other online schools in the state and across the country.

b. What changes we are considering for next year's scorecards including a district scorecard?

Annually, CD BOCES leadership evaluates the effectiveness of included measures for each quarter during the school year, with intentional consideration of the availability of academic and operational data during the various points in the school year. Upon reviewing the 2016-17 accreditation scorecard, there are few anticipated changes moving into the 2017-18 school year. A significant change may be considering the practicality of the established cut-points for participation rates and percent of students meeting growth targets, as they were set high for the purposes of establishing rigorous expectations, but may not be attainable for schools serving this population of students. One thought is that it may be helpful for the board to look at CD BOCES school performance compared to the performance of similar schools on an annual basis. This additional look at performance would aid the board in understanding how CD BOCES schools compare against the benchmarks set for schools serving similar populations of students. Another accreditation focus within the CD BOCES is the development of a district scorecard. This scorecard will be completed for implementation next year (2017-2018 school year) and will allow for an introspective look at CD BOCES performance as an authorizer through the collection of feedback and other data sources regarding how we are doing as a district.

4. How the CD BOCES Accreditation Plan helps our online schools and what makes this unique for us?

Mirrored after our state's School Performance Framework, the CD BOCES scorecard allows for quarterly progress monitoring of our school's performance in several key areas. Consistent check ins that inform conversations and the consequential improvement process has been shown to result in more efficient school improvement. The inclusion of additional indicators of Financial, Operations, and ESP creates an environment in which contract schools and those run by the CD BOCES will have a strong understanding of the necessary steps needed and criteria for continual success. Our accreditation process holds our schools more accountable in all areas, drawn from various districts and state accreditation frameworks, resulting in a system with no accountability surprises, only transparent issues that we can actively resolve.

All Schools Accreditation Framework – 2016-17 Scoring Guide

The following guide will be used to assess the level of compliance within each subcategory listed in the accreditation document. Quarterly assessment of compliance will include appropriate consideration of timelines within the CD BOCES and school calendars. Items referenced under the subcategories of Academic, Financial, and Organizational compliance will be assessed through identification of completion and timeliness. ESP compliance will be assessed by the ESP Evaluation Measure.

Course Completion Rate

- Meets: >85%+ students are completing 25%+ of annual course requirements each quarter
- c Does not meet: <85% students are completing 25%+ of
- annual course requirements each quarter Α
- ^D % students that were tested in all three subjects (% of
- students enrolled through the BOY testing window) м
- Meets: 90% or more of students testing in all three
- **c** subjects
 - Does not meet: <90% of students testing in all three subjects

Academic Compliance (% of Q1 items completed on time)

- Meets: 90% or more (100% of framework points)
- Approaching: 60% to 89.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- F Financial Audit
- Compliant: 100% of framework points
- Non-compliant: 0% of framework points
- **N** Financial Compliance (% of items completed on time)
- Meets: 90% or more (100% of framework points)
- Approaching: 60% to 89.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)

Data Pipeline Deadlines and Reports

Q1

- Compliant: 100% of framework points
- Non-compliant: 0% of framework points
- Staff and Student Data (turnover & enrollment) Staff (19 total framework points)
- Meets: 80% or more (100% of framework points)
- Approaching: 60% to 79.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- Student (19 total framework points)
- Meets: 50% or more (100% of framework points)
- Approaching: 30% to 49.9% (50% of framework points)
- Does not meet: <30% (0% of framework points)
- Organizational Compliance (% of items completed on time)
- Meets: 90% or more (100% of framework points)
- Approaching: 60% to 89.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- s ESP Contract Checklist
- Meets: 80% or more (100% of framework points)
- Approaching: 60% to 79.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- s ESP Compliance (% of total available points on the ESP
- Evaluation Measure)
- Meets: 80% or more (100% of framework points)
- **c** Approaching: 60% to 79.9% (50% of framework points)
- ▼ Does not meet: <60% (0% of framework points)

2016 SPF

- Performance Plan: 100% of sub-category points
- Improvement Plan: 75% of sub-category points
- Priority Improvement Plan: 50% of sub-category points Turnaround Plan: 25% of sub-category points Course Completion Rate
- Meets: >85%+ students are completing 25%+ of annual course requirements each quarter
- Does not meet: <85% students are completing 25%+ of
- annual course requirements each quarter Α
- ^D % students that were tested in all three subjects (% of
- students enrolled through the BOY testing window) м
- Meets: 90% or more of students testing in all three
- **c** subjects
 - Does not meet: <90% of students testing in all three subjects

Participation Rate (% of students tested on state assessments)

- Meets: 85%+ students testing in all three subjects
- Does not meet: <85% students testing in all three subjects
- Academic Compliance (% of Q2 items completed on time)
- Meets: 90% or more (100% of framework points)
- Approaching: 60% to 89.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)

CD BOCES Matrix-Self Assessment Complete (Stnds: 2,3,5,7&14)

- Complete: 100% of sub-indicator pts applied to framework
- Non-compliance: 0% of sub-indicator pts applied to framework

Financial Audit

- Compliant: 100% of framework points
- Non-compliant: 0% of framework points
- ▶ Financial Compliance (% of items completed on time)
- Meets: 90% or more (100% of framework points)
- Approaching: 60% to 89.9% (50% of framework points)
- • Does not meet: <60% (0% of framework points) CD BOCES Matrix-Self Assessment Complete (Stnd: 13)
- Complete: 100% of sub-indicator pts applied to framework
- Non-compliance: 0% of sub-indicator pts applied to framework

Q2

Data Pipeline Deadlines and Reports

- Compliant: 100% of framework points
- Non-compliant: 0% of framework points
- **R** Organizational Compliance (% of items completed on time)
- A Meets: 90% or more (100% of framework points)
- Approaching: 60% to 89.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- N CD BOCES Matrix-Self Assessment Complete
- **s** (Stnds:1,4,6,8,9,10,&11)
 - Complete: 100% of sub-indicator pts applied to framework
 - Non-compliance: 0% of sub-indicator pts applied to framework

ESP Contract Checklist

- Meets: 80% or more (100% of framework points)
- ● Approaching: 60% to 79.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- ESP Compliance (% of total available points on the ESP
- Evaluation Measure) D
- Meets: 80% or more (100% of framework points)
- Approaching: 60% to 79.9% (50% of framework points) S
- Does not meet: <60% (0% of framework points)
- CD BOCES Matrix-Self Assessment Complete (Stnds:
- **c** 12&15)
- Complete: 100% of sub-indicator pts applied to framework
 - Non-compliance: 0% of sub-indicator pts applied to framework

All Schools Accreditation Framework – 2016-17 Scoring Guide

The following guide will be used to assess the level of compliance within each subcategory listed in the accreditation document. Quarterly assessment of compliance will include appropriate consideration of timelines within the CD BOCES and school calendars. Items referenced under the subcategories of Academic, Financial, and Organizational compliance will be assessed through identification of completion and timeliness. ESP compliance will be assessed by the ESP Evaluation Measure.

Q3

<u>2016 SPF</u>

- Performance Plan: 100% of sub-category points
- Improvement Plan: 75% of sub-category points
- Priority Improvement Plan: 50% of sub-category points
- Turnaround Plan: 25% of sub-category points
- Course Completion Rate
- Meets: >85%+ students are completing 25%+ of annual course requirements each quarter
- ▲ Does not meet: <85% students are completing 25%+ of
- annual course requirements each quarter
- Growth Target Attainment
- € Meets: 80% or more (100% of framework points)
- ▲ Approaching: 60% to 79.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- Participation Rate (% of students tested on state assessments opt out not included in percentages)
- Meets: 85%+ students testing on state assessments
- Does not meet: <85% students testing on state assessments

<u>Academic Compliance (% of Q3 items completed on time)</u>

- Meets: 90% or more (100% of framework points)
- Approaching: 60% to 89.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- CD BOCES Matrix Winter Site Visit (Stnds: 2,3,5,7,&14)
- % of Accountability Matrix pts applied to sub-category framework pts

Financial Audit

- Compliant: 100% of framework points
- Non-compliant: 0% of framework points
- ▶ <u>Financial Compliance (</u>% of items completed on time)
- ▲ Meets: 90% or more (100% of framework points)
- Approaching: 60% to 89.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- CD BOCES Matrix Winter Site Visit (Stnd: 13)
- % of Accountability Matrix pts applied to sub-category framework pts

Data Pipeline Deadlines and Reports

- Compliant: 100% of framework points
- Non-compliant: 0% of framework points
- P Organizational Compliance (% of items completed on time)
- Meets: 90% or more (100% of framework points)
- A Approaching: 60% to 89.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- CD BOCES Matrix Winter Site Visit (Stnds:
- N <u>1,4,6,8,9,10,&11)</u>
- % of Accountability Matrix pts applied to sub-category framework pts

ESP Contract Checklist

- Meets: 80% or more (100% of framework points)
- Approaching: 60% to 79.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- P ESP Compliance (% of total available points on the ESP
- Evaluation Measure)
- Meets: 80% or more (100% of framework points)
- Approaching: 60% to 79.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- CD BOCES Matrix Winter Site Visit (Stnds: 12&15)
- **c** % of Accountability Matrix pts applied to sub-category
- framework pts

2016 SPF

- Performance Plan: 100% of sub-category points
- Improvement Plan: 75% of sub-category points
- Priority Improvement Plan: 50% of sub-category points
- Turnaround Plan: 25% of sub-category points

A Course Completion Rate

- C Meets: >85%+ students are completing 25%+ of annual course requirements each quarter
- ● Does not meet: <85% students are completing 25%+ of
- M annual course requirements each quarter
- Growth Target Attainment
- Meets: 80% or more (100% of framework points)
- Approaching: 60% to 79.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- <u>% students that were tested in all three subjects (</u>% of students tested on state assessments opt out not included in percentages)</u>
- Meets: 85% or more of students testing in all three subjects
- Does not meet: <85% of students testing in all three subjects

Academic Compliance (% of Q4 items completed on time)

- Meets: 90% or more (100% of framework points)
- Approaching: 60% to 89.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- CD BOCES Matrix EOY Site Visit (Stnds: 2,3,5,7,&14)
- % of Accountability Matrix pts applied to sub-category framework pts

Financial Audit

- Compliant: 100% of framework points
- Non-compliant: 0% of framework points
- A <u>Financial Compliance (</u>% of items completed on time)
- Meets: 90% or more (100% of framework points)
- C ← Approaching: 60% to 89.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- CD BOCES Matrix EOY Site Visit (Stnd: 13)
- % of Accountability Matrix pts applied to sub-category
 framework pts



Data Pipeline Deadlines and Reports

- Compliant: 100% of framework points
- Non-compliant: 0% of framework points
- **<u>Crganizational Compliance (</u>% of items completed on time)**
- Meets: 90% or more (100% of framework points)
- Approaching: 60% to 89.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- CD BOCES Matrix EOY Site Visit (Stnds:
- s <u>1,4,6,8,9,10,&11)</u>
 - % of Accountability Matrix pts applied to sub-category framework pts

ESP Contract Checklist

- Meets: 80% or more (100% of framework points)
- Approaching: 60% to 79.9% (50% of framework points)
- Does not meet: <60% (0% of framework points)
- <u>ESP Compliance (% of total available points on the ESP</u>
 <u>Evaluation Measure</u>)
- Meets: 80% or more (100% of framework points)
- Approaching: 60% to 79.9% (50% of framework points)
- Does not meet: <60% (0% of framework points
- <u>CD BOCES Matrix EOY Site Visit (Stnds: 12&15)</u>
- % of Accountability Matrix pts applied to sub-category framework pts

	(SCHOOL NAME) ACCRED	ITATION SCO	RECARD 201	16-17 QUART	TER 1		
CATEGORY	SUBCATEGORY	SUBCATEGORY WEIGHTING	SUBCATEGORY PTS EARNED	SUBCATEGORY PTS POSSIBLE	TOTAL CATEGORY PTS EARNED	TOTAL CATEGORY PTS POSSIBLE	% OF CATEGORY PTS EARNED
	Previous year's SPF	15%	18	18			
	Course Completion Rate: xx% (xx/xx) of students on track after Q1 Course Mastery: xx% (xx/xx) of students passing courses	25%	30	30		120	100%
Academic (30%)	BOY Assessment participation rates: Reading, Writing and Math: xx% (xx/xx) of qualifying students tested W-APT: xx% (xx/xx) of qualifying students tested	40%	48	48	120		
	Unique, mission specific academic sub-indicator	10%	12	12			
	Academic Compliance (i.e UIP completion/planning)	10%	12	12			
Finance	Financial Audit	25%	60	60		99	100%
(20%)	Financial Compliance	75%	20	20	80	80	
	Data Pipeline Deadlines and Reports	60%	72	72		120	100%
Operations (30%)	Staff and Student Data (Turnover & Enrollment) Staff: xx% return rate (xx/xx) Students: xx% return rate (xx/xx)	25%	30	30	120		
	Organizational Compliance (Statutory & DST)	15%	18	18			
	ESP/District Contract Checklist						
ESP/District	ESP/District Contract Checklist xx% of total available points on the contract checklist	70%	56	56	- 80	80	100%
(20%)	ESP/District Compliance xx% of total available points on the ESP Evaluation Measure	30%	24	24	00	00	100%

	(SCHOOL NAME) ACCREI	DITATION SC	ORECARD 20)16-17 QUAR	TER 2		
CATEGORY	SUBCATEGORY	SUBCATEGORY WEIGHTING	SUBCATEGORY PTS EARNED	SUBCATEGORY PTS POSSIBLE	TOTAL CATEGORY PTS EARNED	TOTAL CATEGORY PTS POSSIBLE	% OF CATEGORY PTS EARNED
	Previous year's SPF	10%	12	12			
	Course Completion Rate: xx% (xx/xx) of students on track after Q2 Course Mastery: xx% (xx/xx) of students passing courses after Q2	20%	24	24			100%
	% of students meeting individual growth targets on STAR Reading & Mathematics, and Writing from beginning of year to middle of year: STAR Reading: xx/xx - xx% (xx/xx pts earned) STAR Mathematics: xx/xx - xx% (xx/xx pts earned) Writing: xx/xx - xx% (xx/xx pts earned)	30%	36	36		120	
Academic (30%)	W-APT, CogAT, READ participation rates: W-APT: xx% (xx/xx) of qualifying students tested CogAT: xx% of qualifying students tested READ: xx% of qualifying students tested	10%	12	12	120		
	Unique, mission specific academic sub-indicator	10%	12	12			
	Academic Compliance (i.e UIP completion/planning)	10%	12	12			
	CD BOCES Accountability Matrix (xx/xx pts earned self assessment completed) SELF ASSESSMENT COMPLETION	10%	12	12			
			_				
	Financial Audit	20%	16	16		80	100%
Finance	Financial Compliance	40%	32	32			
(20%)	CD BOCES Accountability Matrix (xx/xx pts earned self assessment completed) SELF ASSESSMENT COMPLETION	40%	32	32	80		
	Organizational Compliance (Statutory & DST)	30%	36	36			
Operations	Data Pipeline Deadlines and Reports	60%	72	72	120	120	1009/
(30%)	CD BOCES Accountability Matrix (xx/xx pts earned self assessment completed) SELF ASSESSMENT COMPLETION	10%	12	12	120	120	100%
	ESP/District Contract Checklist xx% of total available points on the contract checklist	60%	48	48			
ESP (20%)	ESP/District Compliance xx% of total available points on the ESP Evaluation Measure	10%	8	8	80	80	100%
(2070)	CD BOCES Accountability Matrix (xx/xx pts earned self assessment completed) SELF ASSESSMENT COMPLETION	30%	24	24			

(SCHOOL NAME) ACCREDITATION SCORECARD 2016-17 QUARTER 3											
CATEGORY	SUBCATEGORY	SUBCATEGORY WEIGHTING	SUBCATEGORY PTS EARNED	SUBCATEGORY PTS POSSIBLE	TOTAL CATEGORY PTS EARNED	TOTAL CATEGORY PTS POSSIBLE	% OF CATEGORY PTS EARNED				
	Previous year's SPF	10%	12	12							
	Course Completion Rate: xx% (xx/xx) of students on track after Q3 Course Mastery: xx% (xx/xx) of students passing courses after Q3	20%	24	24							
	% of students meeting individual growth targets on STAR Reading & Mathematics, and Writing from beginning of year to middle of year: STAR Reading: xx/xx - xx% (xx/xx pts earned) STAR Mathematics: xx/xx - xx% (xx/xx pts earned) Writing: xx/xx - xx% (xx/xx pts earned)	30%	36	36			100%				
Academic (30%)	ACCESS, CMAS, PARCC participation rates: ACCESS: xx% of qualifying students tested CMAS: xx% of qualifying students tested PARCC: xx% of qualifying students tested or opt-out	10%	12	12	120	120					
	Unique, mission specific academic sub-indicator	10%	12	12							
	Academic Compliance (i.e UIP completion/planning)	10%	12	12							
	CD BOCES Accountability Matrix Standards: 2 (xx/xx), 3 (xx/xx), 5 (xx/xx), & 7 (xx/xx) SITE VISIT - WINTER	10%	12	12							
	Financial Audit	20%	16	16							
Finance	Financial Compliance	40%	32	32	1		100%				
(20%)	CD BOCES Accountability Matrix Standard: 13 (xx/xx) SITE VISIT - WINTER	40%	32	32	80	80					
	Organizational Compliance (Statutory & DST)	30%	36	36							
Onerations	Data Pipeline Deadlines and Reports	60%	72	72							
Operations (30%)	CD BOCES Accountability Matrix Standards: 1 (xx/xx), 4 (xx/xx), 8 (xx/xx), 9 (xx/xx), 10 (xx/xx), & 11 (xx/xx) SITE VISIT - WINTER	10%	12	12	120	120	100%				
	ESP/District Contract Checklist xx% of total available points on the contract checklist	60%	48	48							
ESP (20%)	ESP/District Compliance xx% of total available points on the ESP Evaluation Measure	10%	8	8	80	80	100%				
(2070)	CD BOCES Accountability Matrix Standards: 6 (xx/xx), 12 (xx/xx), & 14 (xx/xx) SITE VISIT - WINTER	30%	24	24							

(SCHOOL NAME) ACCREDITATION SCORECARD -- 2016-17 -- QUARTER 3

(SCHOOL NAME) ACCREDITATION FRAMEWORK 2016-17 QUARTER 4											
CATEGORY	SUBCATEGORY	SUBCATEGORY WEIGHTING	SUBCATEGORY PTS EARNED	SUBCATEGORY PTS POSSIBLE	TOTAL CATEGORY PTS EARNED	TOTAL CATEGORY PTS POSSIBLE	% OF CATEGORY PTS EARNED				
	Previous year's SPF	10%	12	12							
	Course Completion Rate: xx% of student on track after Q4	20%	24	24	-		100%				
Academic (30%)	% of students meeting individual growth targets from beginning of year to end of year: STAR Reading: xx/xx - xx% STAR Mathematics: xx/xx - xx% Scantron Reading: xx/xx - xx% Scantron Mathematics: xx/xx - xx% iReady Reading: xx/xx - xx% writing: xx/xx - xx%	30%	36	36	120	120					
(****)	ACCESS, CMAS, PARCC participation rates: ACCESS: xx% of qualifying students tested CMAS: xx% of qualifying students tested PARCC: xx% of qualifying students tested or opt-out	10%	12	12							
	Unique, mission specific academic sub-indicator	10%	12	12							
	Academic Compliance (i.e UIP completion/planning)	10%	12	12							
	CD BOCES Accountability Matrix Standards: 2 (xx/xx), 3 (xx/xx), 5 (xx/xx), & 7 (xx/xx) SITE VISIT - EOY	10%	12	12							
	Financial Audit	20%	16	16		80	100%				
Finance	Financial Compliance	40%	32	32]						
(20%)	CD BOCES Accountability Matrix Standard: 13 (xx/xx) SITE VISIT - EOY	40%	32	32	80						
	Organizational Compliance (Statutory & DST)	30%	36	36							
Operations	Data Pipeline Deadlines and Reports	60%	72	72	120	120	100%				
(30%)	CD BOCES Accountability Matrix - Standards: 1 (xx/xx), 4 (xx/xx), 8 (xx/xx), 9 (xx/xx), 10 (xx/xx), & 11 (xx/xx) SITE VISIT - EOY	10%	12	12			100/0				
ESP	ESP/District Contract Checklist xx% of total available points on the contract checklist ESP/District Compliance	60%	48	48			100%				
ESP (20%)	xx% of total available points on the ESP Evaluation Measure CD BOCES Accountability Matrix Standards: 6 (xx/xx), 12 (xx/xx), & 14 (xx/xx) SITE VISIT - EOY	10% 30%	8 24	8 24	80	80					



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 27, 2017

Prepared by: Kindra Whitmyre, Nicole Tiley, Phil Williams and Kris Enright

Title of Agenda Item: Colorado Preparatory Academy and Pikes Peak Online School Update and Academic Data

Item Type:
□ Action □ Information X Discussion

Background Information, Description of Need:

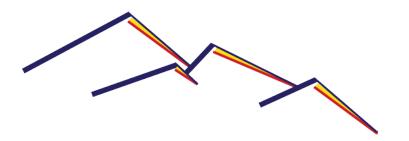
Colorado Preparatory Academy and Pikes Peak Online School have prepared a school update that includes academic data for our Board of Directors.

Relevant Data and Expected Outcomes:

The report is attached.

Recommended Course of Action/Motion Requested:

There is no requested action at this time.



4035 Tutt Boulevard Colorado Springs, CO 80922



POWERED BY K12

School Mission

It is the mission of the Colorado Preparatory Academy (CPA), a high-quality, full time online public school, to be accountable for developing each student's full potential to see significant academic growth by utilizing research-based curriculum and technology applications, building meaningful teacher/student/parent relationships to maximize school engagement, and individualizing learning plans for all students.

COLORADO

PREPARATORY **ACADEMY**

School Vision

CPA will be a leading 21st century public school in Colorado and will improve student learning outcomes, as evidenced by student academic proficiency, student academic growth, postsecondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. Through partnerships with students and parents, CPA will know our students academically and personally based on frequent, effective communication and individual instruction to meet of each student throughout the year. CPA will empower students to acquire the academic and life skills needed to succeed in and be ready for postsecondary education and career opportunities.

School Curriculum

CPA offers comprehensive courses, honors, and AP courses from the K12 curriculum. The comprehensive courses are robust courses that not only embody all academic standards and requirements, both for graduation and for admission into a wide range of colleges, but also include more activities that provide students additional opportunities for deep analysis and more practice in the content. Honors courses are distinct from non-honors courses in that the expectations are set for students to delve more deeply into the topics presented through their assignments and discussions. There are several honors projects that are not included in the non-honors courses. The honors projects are designed to promote independent learning and analytical thought about topics.

K12 Curriculum Development

Master teachers, cognitive scientists, subject-matter experts, technologists, interactive designers, writers, and researchers who share a deep expertise in their areas of focus and a passion for shaping young minds the right way develop the K12 curriculum.

- Curriculum specialists and lesson developers plan each lesson and make sure the material is tailored for the age and skills of the student.
- Instructional designers build the activities, working with visual designers and media specialists to choose the best way to present concepts and information.
- Writers and editors make sure the content is accurate, engaging, and appropriate.
- Information architects analyze how people will use the online content.
- Software developers design and build the systems that make the curriculum and the Online School run efficiently and effectively.
- Quality-assurance specialists make sure everything works properly.

What Makes CPA Unique

CPA offers students base tuition for up to two concurrent enrollment courses for Fall/Spring either online or on campus, as well as quarterly college tours for students to attend.

Throughout the school year, CPA offers both online and face-to-face sessions to educate all students in grades K through 12th about all of their postsecondary options.

CPA has an active National Honor Society and Junior Honor Society.

Student Data

Engagement

Student engagement has increased since Quarter 1.

Quarter 1	Quarter 2	Quarter 3		
64%	69%	77%		

Concurrent Enrollment

- 2016-2017: Fall 17 students Spring 23 students
- 2015-2016: Fall 7 students Spring 14 students
- 2014-2015: Fall 3 students Spring 4 students

Three focus areas for concurrent enrollment for Fall 2017:

- 1. The Blended Cohort: Take an online course with Front Range Community College that does not require an entrance exam. The same course can be taken by any student who meets qualifications at our blended sites.
- 2. CSU Global: Juniors and Seniors who qualify can take concurrent enrollment courses entirely online at CSU Global. Similar to the cohort, students at our blended sites can enroll in the same course.
- 3. Traditional CE Route: Enroll in a CE course at a local community college in your area on your own.

Early Graduation

5 students earned their diplomas earlier than the end of senior year.

Graduation

- 38 out of 44 seniors are on track to graduate on time.
- 2 juniors will be graduating early.

Dropout

- 14-15- 129 out of 794= 16.2%
- 15-16- 92 out of 942= 9.8%
- 16-17-77 out of 683= 11% (Internal Data and not state reported)

Course Completion

We have seen an increase in the amount of students on track to complete their courses by the end of the year.

Quarter 1	Quarter 2	Quarter 3		
64%	68%	77%		

School Assessment

				_	1.			
				Rea	ding			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
к	102	22	22%	57	56%	17	17%	6
1st	96	33	34%	48	50%	13	14%	2
2nd	102	30	29%	52	51%	16	16%	4
3rd	87	30	34%	44	51%	9	10%	4
4th	95	51	54%	32	34%	8	8%	4
5th	115	59	51%	43	37%	9	8%	4
6th	130	72	55%	48	37%	5	4%	5
7th	153	83	54%	49	32%	12	8%	9
8th	204	102	50%	81	40%	9	4%	12
9th	102	62	61%	19	19%	18	18%	3
10th	93	49	53%	16	17%	24	26%	4
11th	87	42	48%	25	29%	15	17%	5
12th	58	26	45%	17	29%	12	21%	3
Total	1424	661	46%	531	37%	167	12%	65

CPA Beginning of the Year Proficiency Data

Math

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	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
к	102	30	29%	61	60%	6	6%	5
1st	96	36	38%	57	59%	0	0%	3
2nd	102	46	45%	47	46%	2	2%	7
3rd	87	56	64%	26	30%	1	1%	4
4th	95	49	52%	39	41%	2	2%	5
5th	115	63	55%	44	38%	1	1%	7
6th	130	87	67%	36	28%	0	0%	7
7th	153	101	66%	46	30%	1	1%	5
8th	204	162	79%	35	17%	1	0%	6
9th	102	46	45%	26	25%	24	24%	6
10th	93	27	29%	22	24%	35	38%	9
11th	87	26	30%	33	38%	19	22%	9
12th	58	13	22%	26	45%	13	22%	6
Total	1424	742	52%	498	35%	105	7%	79

				Wr	iting			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # oj Students Not Teste
К	102	102	100%	0	0%	0	0%	0
1st	96	96	100%	0	0%	0	0%	0
2nd	102	81	79%	21	21%	0	0%	0
3rd	87	73	84%	13	15%	0	0%	1
4th	95	79	83%	14	15%	0	0%	2
5th	115	88	77%	26	23%	1	1%	0
6th	130	99	76%	30	23%	0	0%	1
7th	153	123	80%	29	19%	0	0%	1
8th	204	153	75%	47	23%	4	2%	0
9th	102	77	75%	19	19%	1	1%	5
10th	93	44	47%	38	41%	5	5%	6
11th	87	49	56%	26	30%	6	7%	6
12th	58	35	60%	19	33%	2	3%	2
Total	1424	1099	77%	282	20%	19	1%	24

Middle of the	Year Proficiency	y Data
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				Rea	ding			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # oj Students Not Teste
К	80	2	3%	51	64%	24	30%	3
1st	86	15	17%	40	47%	28	33%	3
2nd	86	17	20%	40	47%	29	34%	0
3rd	79	22	28%	45	57%	12	15%	0
4th	79	35	44%	34	43%	10	13%	0
5th	94	52	55%	28	30%	12	13%	2
6th	119	66	55%	43	36%	8	7%	2
7th	122	60	49%	47	39%	9	7%	6
8th	170	96	56%	52	31%	8	5%	14
9th	73	32	44%	15	21%	15	21%	11
10th	87	31	36%	14	16%	23	26%	19
11th	71	21	30%	22	31%	13	18%	15
12th	47	18	38%	9	19%	12	26%	8
Total	1193	467	39%	440	37%	203	17%	83

	Math								
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # o Students Not Teste	
K	80	8	10%	56	70%	12	15%	4	
1st	86	15	17%	64	74%	4	5%	3	
2nd	86	23	27%	60	70%	3	3%	0	
3rd	79	33	42%	41	52%	5	6%	0	
4th	79	34	43%	39	49%	5	6%	1	
5th	94	44	47%	43	46%	1	1%	6	
6th	119	69	58%	43	36%	1	1%	6	
7th	122	72	59%	46	38%	2	2%	2	
8th	170	119	70%	41	24%	2	1%	8	
9th	73	26	36%	18	25%	24	33%	5	
10th	87	18	21%	18	21%	32	37%	19	
11th	71	15	21%	19	27%	25	35%	12	
12th	47	9	19%	21	45%	11	23%	6	
Total	1193	485	41%	509	43%	127	11%	72	

		Writing									
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested			
к	80	13	16%	31	39%	36	45%	0			
1st	86	10	12%	41	48%	35	41%	0			
2nd	86	35	41%	37	43%	14	16%	0			
3rd	79	33	42%	33	42%	12	15%	1			
4th	79	39	49%	35	44%	5	6%	0			
5th	94	46	49%	36	38%	9	10%	3			
6th	119	59	50%	57	48%	1	1%	2			
7th	122	49	40%	63	52%	9	7%	1			
8th	170	91	54%	41	24%	37	22%	1			
9th	73	54	74%	17	23%	2	3%	0			
10th	87	52	60%	27	31%	8	9%	0			
11th	71	45	63%	17	24%	8	11%	1			
12th	47	26	55%	15	32%	6	13%	0			
Total	1193	552	46%	450	38%	182	15%	9			

CPA MOY Growth Data

Reading											
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above				
к	78	16	94%	28	60%	5	36%				
1st	80	14	56%	27	60%	3	30%				
2nd	80	22	85%	18	45%	6	43%				
3rd	71	16	62%	15	41%	1	13%				
4th	70	21	58%	8	30%	3	43%				
5th	87	16	36%	12	36%	3	33%				
6th	108	29	49%	18	41%	1	20%				
7th	108	24	45%	12	28%	4	33%				
8th	147	32	40%	15	24%	3	60%				
9th	71	17	41%	9	64%	7	44%				
10th	77	16	40%	6	43%	8	35%				
11th	61	10	38%	15	68%	7	54%				
12th	45	7	37%	6	40%	6	55%				
Total	1083	240	52%	189	45%	57	38%				

			N	1ath			
		# of	% of			# of	% of
	Total # of	Students	Students	# of	% of	Students	Students
	Students	Below	Below		Students At		Above
К	79	19	79%	24	48%	2	40%
1st	80	22	79%	28	54%		
2nd	79	20	61%	18	41%	1	50%
3rd	71	29	63%	9	38%	1	100%
4th	70	17	52%	18	51%	0	0%
5th	85	20	42%	17	47%	0	0%
6th	107	40	54%	11	33%		
7th	109	41	61%	16	39%	0	0%
8th	151	45	38%	11	35%	0	0%
9th	70	11	37%	8	38%	11	58%
10th	73	8	40%	9	45%	17	52%
11th	60	6	38%	18	64%	8	50%
12th	44	7	64%	6	29%	4	33%
Total	1078	285	54%	193	43%	44	35%
				Wr	iting		
	Total # of						
	Students	# Below	% Below	# At	% At	# Above	% Above
К							
1st							
2nd							
3rd	70	16	62%	28	78%	7	88%
4th	70	26	72%	24	89%	7	100%
5th	84	31	69%	19	61%	8	100%
6th	106	29	50%	23	53%	3	60%
7th	107	36	62%	30	71%	10	83%
8th	146	36	46%	35	56%	3	60%
9th	71	10	24%	3	21%	9	56%
10th	77	14	35%	5	36%	8	35%
11th	61	8	31%	6	27%	4	31%
12th	45	10	53%	7	47%	6	55%
Total	837	216	50%	180	54%	65	67%

SPED							
Beginning of the Year Proficiency Dat	a						

				Rea	ding			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
К	4	2	50%	1	25%	1	25%	0
1st	12	6	50%	6	50%	0	0%	0
2nd	5	3	60%	0	0%	2	40%	0
3rd	15	11	73%	3	20%	0	0%	1
4th	13	7	54%	4	31%	1	8%	1
5th	14	8	57%	4	29%	2	14%	0
6th	16	13	81%	2	13%	0	0%	1
7th	19	16	84%	2	11%	0	0%	1
8th	27	21	78%	5	19%	0	0%	1
9th	5	4	80%	0	0%	1	20%	0
10th	7	6	86%	1	14%	0	0%	0
11th	9	8	89%	0	0%	0	0%	1
12th	4	4	100%	0	0%	0	0%	0
Total	150	109	73%	28	19%	7	5%	6

				М	ath			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
К	4	2	50%	2	50%	0	0%	0
1st	12	6	50%	6	50%	0	0%	0
2nd	5	3	60%	2	40%	0	0%	0
3rd	15	11	73%	3	20%	0	0%	1
4th	13	6	46%	5	38%	0	0%	2
5th	14	9	64%	5	36%	0	0%	0
6th	16	14	88%	0	0%	0	0%	2
7th	19	18	95%	0	0%	0	0%	1
8th	27	26	96%	1	4%	0	0%	0
9th	5	4	80%	0	0%	1	20%	0
10th	7	5	71%	2	29%	0	0%	0
11th	9	4	44%	3	33%	0	0%	2
12th	4	4	100%	0	0%	0	0%	0
Total	150	112	75%	29	19%	1	1%	8

				Wr	iting			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
К	4	4	100%	0	0%			0
1st	12	12	100%	0	0%			0
2nd	5	4	80%	1	20%			0
3rd	15	13	87%	1	7%			1
4th	13	11	85%	0	0%			2
5th	14	11	79%	3	21%			0
6th	16	13	81%	2	13%			1
7th	19	18	95%	0	0%			1
8th	27	24	89%	3	11%			0
9th	5	5	100%	0	0%			0
10th	7	5	71%	1	14%			1
11th	9	8	89%	1	11%			0
12th	4	4	100%	0	0%			0
Total	150	132	88%	12	8%			6

SPED Middle of the Year Proficiency Data

				Rea	ding			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
К	3	1	33%	2	67%	0	0%	0
1st	12	5	42%	6	50%	0	0%	1
2nd	4	2	50%	0	0%	2	50%	0
3rd	14	10	71%	3	21%	0	0%	1
4th	11	4	36%	4	36%	1	9%	2
5th	15	7	47%	4	27%	2	13%	2
6th	11	9	82%	0	0%	0	0%	2
7th	11	8	73%	1	9%	0	0%	2
8th	20	14	70%	3	15%	0	0%	3
9th	3	2	67%	0	0%	1	33%	0
10th	6	5	83%	1	17%	0	0%	0
11th	6	5	83%	0	0%	0	0%	1
12th	4	4	100%	0	0%	0	0%	0
Total	120	76	63%	24	20%	6	5%	14

				М	ath			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
К	3	1	33%	2	67%	0	0%	0
1st	12	5	42%	6	50%	0	0%	1
2nd	4	2	50%	2	50%	0	0%	0
3rd	14	10	71%	3	21%	0	0%	1
4th	11	4	36%	5	45%	0	0%	2
5th	15	8	53%	5	33%	0	0%	2
6th	11	8	73%	0	0%	0	0%	3
7th	11	8	73%	0	0%	0	0%	3
8th	20	16	80%	1	5%	0	0%	3
9th	3	2	67%	0	0%	1	33%	0
10th	6	5	83%	1	17%	0	0%	0
11th	6	3	50%	2	33%	0	0%	1
12th	4	4	100%	0	0%	0	0%	0
Total	120	76	63%	27	23%	1	1%	16

				Wr	iting			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
к	3	3	100%	0	0%			0
1st	12	11	92%	0	0%			1
2nd	4	3	75%	1	25%			0
3rd	14	12	86%	1	7%			1
4th	11	10	91%	0	0%			1
5th	15	10	67%	3	20%			2
6th	11	7	64%	2	18%			2
7th	11	9	82%	0	0%			2
8th	20	14	70%	3	15%			3
9th	3	3	100%	0	0%			0
10th	6	5	83%	1	17%			0
11th	6	5	83%	1	17%			0
12th	4	4	100%	0	0%			0
Total	120	96	80%	12	10%			12

SPED
MOY Growth Data

			Re	ading			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
к	3	1	100%	1	50%		
1st	12	1	25%	3	50%		
2nd	4	2	100%			1	50%
3rd	14	6	60%	0	0%		
4th	11	0	0%	0	0%	0	0%
5th	15	1	14%	2	50%	0	0%
6th	11	2	29%				
7th	11	3	38%	1	100%		
8th	20	4	31%	1	33%		
9th	3	0				0	0%
10th	6	2	50%				
11th	6	1	25%				
12th	4	1	33%				
Total	120	24	36%	8	35%	1	17%

			1	Math			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
K	3	1	100%	1	50%		
1st	12	4	80%	3	50%		
2nd	4	1	50%	0	0%		
3rd	14	8	80%	1	33%		
4th	11	1	25%	1	20%		
5th	15	1	13%	2	40%		
6th	11	4	57%				
7th	11	3	38%				
8th	20	6	38%	1	100%		
9th	3	1	50%			0	0%
10th	6	2	50%	0	0%		
11th	6	0	0%	0	0%		
12th	4	2	50%				
Total	120	34	46%	9	33%	0	0%

				Wr	iting		
	Total # of						
	Students	# Below	% Below	# At	% At	# Above	% Above
к	3						
1st	12						
2nd	4	2	100%			0	0%
3rd	14	5	50%	3	100%		
4th	11	3	75%	4	100%	1	100%
5th	15	3	43%	3	75%	2	100%
6th	11	2	25%				
7th	11	3	38%	1	100%		
8th	20	7	50%	1	33%		
9th	3	0	0%			0	0%
10th	6	1	20%	0	0%		
11th	6	0	0%				
12th	4	1	25%				
Total	120	27	36%	12	50%	3	50%

ELL Beginning of the Year Proficiency Data

		Reading									
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested			
к	4	2	50%	2	50%			0			
1st	4	3	75%	1	25%			0			
2nd	4	1	25%	1	25%			2			
3rd	3	3	100%	0	0%			0			
4th	4	0	0%	4	100%			0			
5th	5	4	80%	1	20%			0			
6th	3	1	33%	1	33%			1			
7th	5	4	80%	0	0%			1			
8th	6	3	50%	3	50%			0			
9th	4	4	100%	0	0%			0			
10th	2	2	100%	0	0%			0			
11th	1	1	100%	0	0%			0			
12th	3	2	67%	1	33%			0			
Total	48	30	63%	14	29%			4			

				М	ath			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
К	4	2	50%	2	50%	0	0%	0
1st	4	2	50%	1	25%	0	0%	1
2nd	4	2	50%	0	0%	0	0%	2
3rd	3	2	67%	1	33%	0	0%	0
4th	4	1	25%	3	75%	0	0%	0
5th	5	3	60%	0	0%	0	0%	2
6th	3	1	33%	1	33%	0	0%	1
7th	5	4	80%	1	20%	0	0%	0
8th	6	5	83%	1	17%	0	0%	0
9th	4	2	50%	1	25%	1	25%	0
10th	2	1	50%	1	50%	0	0%	0
11th	1	0	0%	1	100%	0	0%	0
12th	3	1	33%	2	67%	0	0%	0
Total	48	26	54%	15	31%	1	2%	6

				Wr	iting			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
к	4	4	100%	0	0%			0
1st	4	4	100%	0	0%			0
2nd	4	4	100%	0	0%			0
3rd	3	2	67%	1	33%			0
4th	4	2	50%	2	50%			0
5th	5	3	60%	2	40%			0
6th	3	1	33%	2	67%			0
7th	5	5	100%	0	0%			0
8th	6	3	50%	3	50%			0
9th	4	3	75%	1	25%			0
10th	2	0	0%	1	50%			1
11th	1	1	100%	0	0%			0
12th	3	2	67%	1	33%			0
Total	48	34	71%	13	27%			1

				Rea	ading			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
к	3	2	67%	1	33%			0
1st	2	1	50%	1	50%			0
2nd	4	1	25%	1	25%			2
3rd	3	2	67%	0	0%			1
4th	5	0	0%	5	100%			0
5th	4	4	100%	0	0%			0
6th	3	1	33%	1	33%			1
7th	5	4	80%	0	0%			1
8th	9	3	33%	3	33%			3
9th	4	4	100%	0	0%			0
10th	2	1	50%	0	0%			1
11th	2	1	50%	0	0%			1
12th	2	1	50%	1	50%			0
Total	48	25	52%	13	27%			10

ELL Middle of the Year Proficiency Data

		Math									
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested			
К	3	2	67%	1	33%	0	0%	0			
1st	2	1	50%	1	50%	0	0%	0			
2nd	4	2	50%	0	0%	0	0%	2			
3rd	3	1	33%	1	33%	0	0%	1			
4th	5	2	40%	3	60%	0	0%	0			
5th	4	3	75%	0	0%	0	0%	1			
6th	3	1	33%	1	33%	0	0%	1			
7th	5	3	60%	1	20%	0	0%	1			
8th	9	5	56%	1	11%	0	0%	3			
9th	4	2	50%	1	25%	1	25%	0			
10th	2	0	0%	1	50%	0	0%	1			
11th	2	0	0%	1	50%	0	0%	1			
12th	2	0	0%	2	100%	0	0%	0			
Total	48	22	46%	14	29%	1	2%	11			

		Writing								
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested		
к	3	3	100%	0	0%			0		
1st	2	2	100%	0	0%			0		
2nd	4	4	100%	0	0%			0		
3rd	3	1	33%	1	33%			1		
4th	5	3	60%	2	40%			0		
5th	4	2	50%	2	50%			0		
6th	3	1	33%	2	67%			0		
7th	5	5	100%	0	0%			0		
8th	9	3	33%	3	33%			3		
9th	4	3	75%	1	25%			0		
10th	2	0	0%	1	50%			1		
11th	2	1	50%	0	0%			1		
12th	2	1	50%	1	50%			0		
Total	48	29	60%	13	27%			6		

ELL MOY Growth Data

			Re	ading			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
к	3	2	100%	1	100%		
1st	2	0	0%	0	0%		
2nd	4	1	100%	0	0%		
3rd	3	2	100%				
4th	5			1	20%		
5th	4	2	50%				
6th	3	0	0%	0	0%		
7th	5	2	50%				
8th	9	2	67%	0	0%		
9th	4	1	33%				
10th	2	1	100%				
11th	2	1	100%				
12th	2						
Total	48	14	61%	2	18%		

			Ν	Иath			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
К	3	1	50%	0	0%		
1st	2	0	0%	1	100%		
2nd	4	1	50%				
3rd	3	1	100%	1	100%		
4th	5	1	50%	2	67%		
5th	4	1	33%				
6th	3	0	0%	0	0%		
7th	5	2	67%	0	0%		
8th	9	2	50%	0	0%		
9th	4	0	0%	0	0%	1	100%
10th	2			0	0%		
11th	2			1	100%		
12th	2						
Total	48	9	45%	5	42%	1	100%

				Wr	iting			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	
К	3							
1st	2							
2nd	4	1	100%	1	100%			
3rd	3	2	100%					
4th	5			3	60%			
5th	4	1	25%					
6th	3	0	0%	0	0%			
7th	5	3	75%					
8th	9	2	67%	1	33%			
9th	4	1	25%					
10th	2	1	100%					
11th	2	0	0%					
12th	2	0	0%	0	0%			
Total	48	11	44%	5	38%			

FRL	
Beginning of the Year Proficiency D	ata

				Rea	ding			
	Total # of						or a l	Total # of Students
	Students	# Below	% Below	# At	% At	# Above	% Above	Not Tested
к	26	7	27%	12	46%	6	23%	1
1st	18	7	39%	7	39%	4	22%	0
2nd	17	4	24%	9	53%	3	18%	1
3rd	19	7	37%	10	53%	1	5%	1
4th	18	9	50%	7	39%	2	11%	0
5th	27	15	56%	10	37%	2	7%	0
6th	34	20	59%	12	35%	0	0%	2
7th	34	18	53%	8	24%	4	12%	4
8th	39	18	46%	16	41%	3	8%	2
9th	15	10	67%	2	13%	2	13%	1
10th	20	10	50%	2	10%	7	35%	1
11th	18	10	56%	5	28%	3	17%	0
12th	15	4	27%	7	47%	3	20%	1
Total	300	139	46%	107	36%	40	13%	14

Math

ī

	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
к	26	8	31%	15	58%	2	8%	1
1st	18	8	44%	10	56%	0	0%	0
2nd	17	4	24%	11	65%	0	0%	2
3rd	19	12	63%	5	26%	0	0%	2
4th	18	9	50%	7	39%	2	11%	0
5th	27	16	59%	10	37%	0	0%	1
6th	34	26	76%	6	18%	0	0%	2
7th	34	22	65%	10	29%	1	3%	1
8th	39	29	74%	7	18%	0	0%	3
9th	15	10	67%	2	13%	2	13%	1
10th	20	6	30%	5	25%	8	40%	1
11th	18	8	44%	5	28%	4	22%	1
12th	15	2	13%	7	47%	4	27%	2
Total	300	160	53%	100	33%	23	8%	17

				Wr	iting			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
К	26	26	100%	0	0%	0	0%	0
1st	18	18	100%	0	0%	0	0%	0
2nd	17	12	71%	5	29%	0	0%	0
3rd	19	17	89%	1	5%	0	0%	1
4th	18	15	83%	3	17%	0	0%	0
5th	27	20	74%	7	26%	0	0%	0
6th	34	26	76%	7	21%	0	0%	1
7th	34	27	79%	6	18%	0	0%	1
8th	39	25	64%	13	33%	1	3%	0
9th	15	11	73%	3	20%	1	7%	0
10th	20	9	45%	9	45%	1	5%	1
11th	18	11	61%	5	28%	0	0%	2
12th	15	7	47%	7	47%	0	0%	1
Total	300	224	75%	66	22%	3	1%	7

FRL Middle of the Year Proficiency Data

				Rea	ding			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
К	13	6	46%	5	38%	2	15%	0
1st	13	5	38%	5	38%	1	8%	2
2nd	11	3	27%	6	55%	2	18%	0
3rd	13	5	38%	7	54%	0	0%	1
4th	15	6	40%	5	33%	2	13%	2
5th	19	12	63%	5	26%	1	5%	1
6th	16	10	63%	4	25%	0	0%	2
7th	17	8	47%	5	29%	2	12%	2
8th	23	10	43%	8	35%	1	4%	4
9th	6	4	67%	2	33%	0	0%	0
10th	14	5	36%	1	7%	5	36%	3
11th	7	4	57%	0	0%	3	43%	0
12th	5	1	20%	2	40%	2	40%	0
Total	172	79	46%	55	32%	21	12%	17

				М	lath			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # o Studente Not Teste
К	13	7	54%	6	46%	0	0%	0
1st	13	4	31%	7	54%	0	0%	2
2nd	11	2	18%	8	73%	0	0%	1
3rd	13	9	69%	2	15%	0	0%	2
4th	15	7	47%	4	27%	2	13%	2
5th	19	14	74%	3	16%	0	0%	2
6th	16	13	81%	1	6%	0	0%	2
7th	17	8	47%	7	41%	0	0%	2
8th	23	14	61%	4	17%	0	0%	5
9th	6	4	67%	2	33%	0	0%	0
10th	14	0	0%	5	36%	6	43%	3
11th	7	2	29%	2	29%	3	43%	0
12th	5	1	20%	1	20%	2	40%	1
Total	172	85	49%	52	30%	13	8%	22

				Wr	iting			
	Total # of							Total # of Students
	Students	# Below	% Below	# At	% At	# Above	% Above	Not Tested
к	13	13	100%	0	0%	0	0%	0
1st	13	11	85%	0	0%	0	0%	2
2nd	11	7	64%	4	36%	0	0%	0
3rd	13	11	85%	1	8%	0	0%	1
4th	15	12	80%	1	7%	0	0%	2
5th	19	13	68%	5	26%	0	0%	1
6th	16	11	69%	4	25%	0	0%	1
7th	17	13	76%	3	18%	0	0%	1
8th	23	11	48%	9	39%	0	0%	3
9th	6	5	83%	1	17%	0	0%	0
10th	14	4	29%	6	43%	1	7%	3
11th	7	4	57%	3	43%	0	0%	0
12th	5	5	100%	0	0%	0	0%	0
Total	172	120	70%	37	22%	1	1%	14

	FRL	
MOY	Growth	Data

			Re	ading			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
к	13	6	100%	4	80%	1	50%
1st	13	3	60%	4	80%	1	100%
2nd	11	2	67%	1	17%	1	50%
3rd	13	2	40%	2	29%		
4th	15	5	83%	1	20%	2	100%
5th	19	5	42%	0	0%	1	100%
6th	16	5	56%	3	75%		
7th	17	4	50%	2	40%	0	0%
8th	23	4	50%	1	14%	1	100%
9th	6	1	25%	1	100%		
10th	14	4	100%	1	100%	1	20%
11th	7	3	100%			1	50%
12th	5	0	0%	1	100%		
Total	172	44	59%	21	40%	9	50%

Math

	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
К	13	4	57%	5	100%		
1st	13	1	25%	3	43%		
2nd	11	2	100%	3	38%		
3rd	13	8	89%	0	0%		
4th	15	4	57%	2	67%	0	0%
5th	19	8	57%	1	33%		
6th	16	8	67%	0	0%		
7th	17	7	88%	2	29%		
8th	23	7	54%	3	75%		
9th	6	0	0%	0	0%		
10th	14			3	75%	3	75%
11th	7	1	100%	2	100%	2	67%
12th	5	1	100%	0	0%		
Total	172	51	63%	24	49%	5	56%

				Wr	iting		
	Total # of						
	Students	# Below	% Below	# At	% At	# Above	% Above
К	13						
1st	13						
2nd	11	1	33%	5	83%	2	100%
3rd	13	4	80%	6	86%		
4th	15	3	50%	5	100%	2	100%
5th	19	8	67%	1	20%	1	100%
6th	16	6	67%	3	75%		
7th	17	7	88%	4	80%	1	50%
8th	23	3	30%	4	50%	1	100%
9th	6	0	0%	0	0%		
10th	14	2	40%	1	100%	3	60%
11th	7	1	25%			0	0%
12th	5	1	100%	1	50%	0	0%
Total	172	36	46%	30	55%	10	48%

Minority Beginning of the Year Proficiency Data

				Rea	ading			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
к	20	4	20%	10	50%	4	20%	2
1st	14	7	50%	4	29%	3	21%	0
2nd	18	8	44%	7	39%	1	6%	2
3rd	14	5	36%	8	57%	1	7%	0
4th	19	13	68%	3	16%	0	0%	3
5th	17	10	59%	5	29%	0	0%	2
6th	20	11	55%	7	35%	0	0%	2
7th	25	12	48%	9	36%	1	4%	3
8th	33	19	58%	10	30%	1	3%	3
9th	17	11	65%	4	24%	0	0%	2
10th	10	6	60%	3	30%	1	10%	0
11th	10	6	60%	2	20%	1	10%	1
12th	4	3	75%	0	0%	0	0%	1
Total	221	115	52%	72	33%	13	6%	21

				М	ath			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
К	20	5	25%	14	70%	0	0%	1
1st	14	7	50%	7	50%	0	0%	0
2nd	18	8	44%	6	33%	0	0%	4
3rd	14	12	86%	2	14%	0	0%	0
4th	19	13	68%	4	21%	0	0%	2
5th	17	12	71%	2	12%	0	0%	3
6th	20	15	75%	2	10%	0	0%	3
7th	25	16	64%	8	32%	0	0%	1
8th	33	30	91%	1	3%	0	0%	2
9th	17	8	47%	4	24%	2	12%	3
10th	10	4	40%	1	10%	3	30%	2
11th	10	3	30%	4	40%	2	20%	1
12th	4	3	75%	0	0%	0	0%	1
Total	221	136	62%	55	25%	7	3%	23

		Writing									
	Total # of							Total # of Students			
	Students	# Below	% Below	# At	% At	# Above	% Above	Not Tested			
К	20	20	100%	0	0%	0	0%	0			
1st	14	14	100%	0	0%	0	0%	0			
2nd	18	18	100%	0	0%	0	0%	0			
3rd	14	10	71%	4	29%	0	0%	0			
4th	19	16	84%	1	5%	0	0%	2			
5th	17	15	88%	2	12%	0	0%	0			
6th	20	17	85%	2	10%	0	0%	1			
7th	25	20	80%	5	20%	0	0%	0			
8th	33	26	79%	7	21%	0	0%	0			
9th	17	13	76%	2	12%	0	0%	2			
10th	10	6	60%	3	30%	0	0%	1			
11th	10	6	60%	4	40%	0	0%	0			
12th	4	2	50%	1	25%	1	25%	0			
Total	221	183	83%	31	14%	1	0%	6			

				Rea	ding			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
к	15	3	20%	8	53%	3	20%	1
1st	15	6	40%	4	27%	3	20%	2
2nd	14	6	43%	6	43%	1	7%	1
3rd	14	2	14%	8	57%	1	7%	3
4th	14	6	43%	3	21%	0	0%	5
5th	15	9	60%	5	33%	0	0%	1
6th	18	10	56%	6	33%	0	0%	2
7th	22	8	36%	9	41%	1	5%	4
8th	31	15	48%	8	26%	1	3%	7
9th	8	5	63%	3	38%	0	0%	0
10th	11	4	36%	3	27%	1	9%	3
11th	10	4	40%	1	10%	1	10%	4
12th	3	1	33%	0	0%	0	0%	2
Total	190	79	42%	64	34%	12	6%	35

Minority Middle of the Year Proficiency Data

				М	ath			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
К	15	4	27%	11	73%	0	0%	0
1st	15	6	40%	7	47%	0	0%	2
2nd	14	6	43%	6	43%	0	0%	2
3rd	14	9	64%	2	14%	0	0%	3
4th	14	8	57%	3	21%	0	0%	3
5th	15	11	73%	2	13%	0	0%	2
6th	18	13	72%	2	11%	0	0%	3
7th	22	12	55%	8	36%	0	0%	2
8th	31	24	77%	1	3%	0	0%	6
9th	8	4	50%	3	38%	1	13%	0
10th	11	2	18%	1	9%	3	27%	5
11th	10	2	20%	2	20%	2	20%	4
12th	3	1	33%	0	0%	0	0%	2
Total	190	102	54%	48	25%	6	3%	34

				Wr	iting			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
к	15	15	100%	0	0%	0	0%	0
1st	15	13	87%	0	0%	0	0%	2
2nd	14	14	100%	0	0%	0	0%	0
3rd	14	8	57%	3	21%	0	0%	3
4th	14	11	79%	0	0%	0	0%	3
5th	15	12	80%	2	13%	0	0%	1
6th	18	14	78%	2	11%	0	0%	2
7th	22	15	68%	5	23%	0	0%	2
8th	31	20	65%	6	19%	0	0%	5
9th	8	6	75%	2	25%	0	0%	0
10th	11	5	45%	3	27%	0	0%	3
11th	10	4	40%	3	30%	0	0%	3
12th	3	1	33%	0	0%	1	33%	1
Total	190	138	73%	26	14%	1	1%	25

Minority MOY Growth Data

	Reading									
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above			
к	15	3	100%	4	50%	0	0%			
1st	15	3	50%	1	25%	2	67%			
2nd	14	6	100%	4	67%	1	100%			
3rd	14	2	100%	1	13%	0	0%			
4th	14	4	67%	0	0%					
5th	15	2	22%	1	20%					
6th	18	3	33%	4	67%					
7th	22	4	50%	2	25%	1	100%			
8th	31	8	62%	1	13%	0	0%			
9th	8	1	20%	2	67%					
10th	11	3	100%	2	67%	1	100%			
11th	10					1	100%			
12th	3	0	0%							
Total	190	39	55%	22	35%	6	55%			

		# of	% of			# of	% of
	Total # of	Students	Students	# of	% of	Students	Students
	Students	Below	Below	Students At	Students At	Above	Above
К	15	3	75%	6	55%		
1st	15	4	67%	3	43%		
2nd	14	4	67%	4	67%		
3rd	14	6	67%	1	50%		
4th	14	6	75%	0	0%		
5th	15	4	40%	0	0%		
6th	18	6	46%	1	50%		
7th	22	9	75%	3	38%		
8th	31	9	39%	0	0%		
9th	8	2	50%	1	33%	0	0%
10th	11	0	0%	0	0%	3	100%
11th	10			0	0%	1	100%
12th	3	1	100%				
Total	19	0	54 55.679	6 19	40.43%		4 80.00%

				Wr	iting		
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above
к	15						
1st	15						
2nd	14	4	67%	5	83%	0	0%
3rd	14	1	50%	7	88%	1	100%
4th	14	4	67%	3	100%		
5th	15	6	67%	4	80%		
6th	18	7	70%	5	83%		
7th	22	7	88%	6	67%	1	100%
8th	31	7	47%	2	25%	1	100%
9th	8	3	60%	0	0%		
10th	11	1	25%	3	100%	1	100%
11th	10	0	0%	0	0%	0	0%
12th	3	1	100%				
Total	190	41	52%	35	55%	4	33%

Analysis

Why are the scores the way they are?

The beginning of year proficiency is very low; 46% of students are below proficiency expectations upon entry in ELA, 52% are below proficiency in math, and 77% are below in writing. The staff reports difficulty with differentiating the curriculum in a way that will impact student achievement. Student engagement in the beginning of the year was low.

Are the scores what you predicted they would be?

Yes, the scores are what we predicted them to be based on the beginning of year proficiency data. The amount of students enrolling with skill deficits increases in the middle school grades.

What is currently being done about the scores?

CPA elementary school, middle school, and high school are implementing an effective ELA and math intervention model to include the following criteria:

- 1. Student identification through fall assessments in STAR 360 or iReady, PARCC and curricular and interim assessments
- Specific small group intervention classrooms (developed from Formative Interim Assessment Data Analysis Data Weeks conducted three times per school year) targeting fundamental skills and academic needs
- 3. School accountability measures for student attendance at class sessions
- 4. Quality teacher instruction at all intervention sessions size of class/scheduling
- 5. Progress monitoring within an effective school-wide MTSS model.

The teachers are using Interim Assessment Data as a continued identifier of intervention placement and are monitoring student progress.

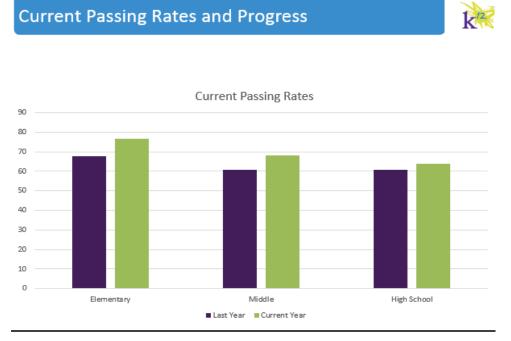
PLC teams are reviewing interim assessment data and implementing instructional strategies across all content areas.

How will this be addressed next year?

Academic planning has begun for the 2017-18 school year. Our finalized and detailed plan will be provided at the May board meeting. Within that plan, teachers will focus on re-teaching, pre-teaching, and creating group sessions that are based on student needs. Additionally, PLC teams will continue to review interim assessment data and implement instructional strategies across all content areas.

Good Things

• Elementary, Middle, and High School all had an increase in course passing rates from last school year to this school year.



- The MTSS meetings now include discussions on research based intervention and 6 week progress monitoring data.
- The PLC teams are focused on implementing instructional strategies throughout all content areas in grades K-12. The PLC teams had 3 data deep dives to discuss school wide data and instructional strategies being used in each grade level.
- The teachers are implementing the EXCEL model from Capturing Kids Hearts and sending out affirmations to the students.
- CPA has established a MOU with CSU Global to provide more concurrent enrollment opportunities to the 11th and 12th grade class.





COLORADO PREP ACADEMY UIP 2016-17

District: COLORADO DIGITAL BOCES | Org ID: 9170 | School ID: 1550 | Framework: Priority Improvement Plan: Low Participation | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary

How are students performing? Where will the school focus attention?

Priority Performance Challenges: Specific statements about the school's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth, PWR), where the School did not meet federal, state and/or local expectations.

Name: CPA ES: Elementary Achievement and Growth in ELA **Description:** Elementary PARCC ELA scores are below state expectations and is a focus of improvement at CPA.

Name: CPA ES: Elementary Achievement and Growth in Math **Description:** Elementary PARCC math scores are below state expectations and is a focus of improvement at CPA.

Name: CPA MS: Middle School Achievement and Growth in ELA **Description:** Middle School PARCC ELA scores are below state expectations and is a focus of improvement at CPA.

Name: CPA MS: Middle School Achievement and Growth in Math **Description:** Middle School PARCC Math scores are below state expectations and is a focus of improvement at CPA.

Name: CPA HS: High school dropout, matriculation, and graduation. **Description:** High school dropout, matriculation, and graduate are below state expectations and is a focus of improvement at CPA.

Name: CPA HS: Academic Growth in Math **Description:** High School PARCC math scores are approaching state expectations in math.

Why is the education system continuing to have these challenges?

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

Name: Lack of clear expectations for MTSS in ELA

Description: Effective MTSS model within the area of ELA: CPA elementary school, middle school, and high school need to implement an effective ELA intervention model to include the following criteria: 1. Student identification through fall assessments in STAR 360 or iReady, PARCC and curricular and interim assessments; 2. Specific small group intervention classrooms (developed from Formative Interim Assessment Data Analysis Data Weeks conducted three times per school year) targeting fundamental skills and academic needs; 3. School accountability measures for student attendance at class sessions; 4. Quality teacher instruction at all intervention sessions size of class/scheduling; 5. Progress monitoring within an effective school-wide MTSS model.

Name: Lack of clear expectations for MTSS in Math

Description: Lack of clear expectations for MTSS in math - Effective MTSS model within the area of math: CPA elementary school, middle school, and high school need to implement an effective math intervention model to include the following criteria: 1. Student identification through fall assessments in STAR 360 or iReady, PARCC and curricular and interim assessments; 2. Specific small group intervention classrooms (developed from Formative Interim Assessment Data Analysis Data Weeks conducted three times per school year) targeting fundamental skills and academic needs; 3. School accountability measures for student attendance at class sessions; 4. Quality teacher instruction at all intervention sessions size of class/scheduling; 5. Progress monitoring within an effective school-wide MTSS model.

Name: Lack of targeted instruction and progress monitoring

Description: The teachers will use Interim Assessment Data as a continued identifier of intervention placement and monitor student progress.

Name: Inconsistency in instructional strategies among PLC teams **Description:** The PLC teams will review interim assessment data and implement instructional strategies across all content areas.

Name: Lack of expectations of school when providing orientation to students

Description: Administration and teachers need to provide clear expectations of attendance and staying on track to have a guaranteed and viable curriculum.

Name: Inconsistent policy to track students after they withdraw from CPA

Description: CPA needs to fully develop a student engagement policy to track class attendance and engagement data to provide additional support focused on student engagement through our internal FAST program.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Data Driven Instruction **Description:** The CPA staff and administration, across all grade levels K-12 and in all subject areas, will continue to implement and improve upon a full data driven instructional model.

Name: Effective Differentiated Instruction **Description:** CPA Staff, across all grade levels K-12 and all subject areas, will instruct all virtual classes and blended learning classes incorporating Capturing Kids Heart and research based instructional strategies to differentiate instruction.

Name: Student and Learning Coach Engagement

Description: CPA Administration and Staff will improve upon student and learning coach engagement in all instructional, academic, and blended opportunities.

Name: School and Community Culture **Description:** CPA Administration and Staff will develop positive school and community culture, while keeping the school's mission and vision at the forefront of all planning and decision making processes.

Access the School Performance Framework here: http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

No

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

No

External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

Yes, Advanced Ed (for accreditation purposes) – Spring 2015

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accreditation
- Title I Focus School
- Tiered Intervention Grant (TIG)
- Colorado Graduation Pathways Program (CGP)

School Improvement Support Grant

Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

The Colorado Digital Board of Cooperative Education Service (CD BOCES) authorizes multi-district online and blended contract schools through a board of cooperative education services that partners with school districts and institutions of higher education. Our partners are the Falcon School District 49 and Pikes Peak Community College. The CD BOCES mission is to revolutionize schools and systems in an effort to reclaim the promise of quality public education by providing for each individual student, anytime, anywhere. The CD BOCES serves students in blended and online learning environment schools through unprecedented collaboration, accountability and support. The CD BOCES values academic excellence that is achieved through authentic relationships that encourage face-to-face student-teacher relationships while leveraging online education tools. The CD BOCES authorizes four schools at this time, one of them being Colorado Preparatory Academy.

Colorado Preparatory Academy (CPA) is a multi-district online program authorized under the CD BOCES. CPA is in its fourth year of operation. The school currently enrolls students in Grades K - 12. Currently, CPA has 528 elementary students, 443 middle school students, and 313 high school students. We are part of a national network of online high schools managed by K12, Inc. Our purpose is to create a world where online learning is delivering significant improvements to our educational system: helping to reduce the nation's high school dropout rate, bringing students back into public schools of choice, providing new opportunities for students, and helping prepare them for post-secondary education. The vision of CPA is to be a premier school in Colorado by supporting students in their journey to college. Our college readiness framework includes four areas of focus to provide students comprehensive guidance in key cognitive strategies, academic knowledge and skills, academic behaviors, and contextual skills and awareness necessary to be ready for the rigor of college-level work. We provide a high-quality alternative to the traditional classroom enabling elementary, middle, and high school aged learners to acquire the skills, content, and competencies necessary to live a productive life in the 21st century and post-secondary readiness.

The UIP planning process and data analysis is a continuation of the previous year's UIP strategies, includes data for the 2015-2016 school year, as well as STAR 360 and I-Ready assessment data from the fall of 2016, and a development of new improvement strategies for the 2016-2017 year. A broad representative group, to include school and district leaders and school staff, was involved in data analysis, root cause analysis, and improvement plan development.

CPA 2015-2016 data was analyzed for trends focusing on improvements and declines at the indicator and sub-indicator level. This data was presented to all faculty and staff in September 2016 with initial discussions on the priority performance challenges observed in the data. Additionally, staff and leadership analyzed fall benchmark data in both STAR 360 and I-Ready assessments for all CPA students. At the November 2016 professional development, the staff reviewed the reflections on 2015-2016 data, priority performance challenges, and conducted a root cause analysis for each performance challenge. After a large staff discussion regarding the data and a root cause analysis, the faculty and staff were separated by departments in order to analyze different challenges such as online instruction for certain groups of students, student engagement, school culture, and growth/proficiency in writing, reading, and math. The leadership team then reviewed the root causes and challenges, compiled these into a unified plan, and then moved on to our improvement strategies and action steps. Once the root causes, strategies and actions were developed and verified, additional leadership meetings took place, with school, district, and state level leaders, to review the various pieces of the UIP and make additions or corrections. Overall, the UIP was developed using a data-driven process, and in collaboration with the district, school leadership teams, and the school accountability committee. In addition, the school leaders met with district leaders in December 2016 to ensure that the school UIP is in alignment with the CD BOCES and CPA Action Plan, a plan developed from district level school site visits and observations.

Course Participation and Achievement:

CPA offers advanced, honors, and general courses. When reviewing the English, History, and Science Advanced or honor courses we have 2% of our students enrolled in advanced courses and 98%. We don't have remedial courses at CPA. Currently 98% of our students enroll in the general course offering. All schools use data to differentiate instruction and provide content to students based on student need. The English and Math courses adapt and differentiate based upon student performance on assessments with in the curriculum. Due to the small percentage of students enrolled in advanced of honors courses, there is not enough student data to review the differences in dis-aggregated groups and state achievement data by course level.

Review of Current Performance:

In CPA's 2016 SPF, we have earned 39.2% of the possible points, with a rating of Priority Improvement with Low Participation. Achievement, Growth, Growth Gaps have an overall school rating of Approaching and Postsecondary and Workforce Readiness indicators all have overall school ratings of Does Not Meet.

Under <u>Academic Achievement (ES)</u>, we are rated as does not meet in English Language Arts, Math, and Science in the student groups of all students, free/reduced-price lunch eligible, minority students, and students with disabilities. The student group English Learners was not scored due to not enough students in this group.

Under <u>Academic Achievement (MS)</u>, we are rated as Approaching in English Language Arts, Math, and Science in the student groups of all students, minority students in math, and free/reduced-price lunch eligible students in science. We are rated as does not meet in English Language Arts free/reduced-price lunch eligible, minority students, and students with disabilities. We are rated as does not meet in Math free/reduced-price lunch eligible and students with disabilities. We are rated as does not meet in Science lunch eligible and students with disabilities. We are rated as does not meet in Science minority students.

Under <u>Academic Achievement (HS)</u>, we are rated as Meets in English Language Arts, Math, and Science in the student groups all students and English Language Arts minority students. We are rated as approaching in English Language Arts free/reduced-price lunch eligible, Math free-reduced-price lunch eligible, and minority students. The other student groups were not scored due to the number of students in those groups.

Under <u>Academic Growth (ES</u>), we are rated as does not meet in English Language Arts and Math. Under <u>Academic Growth (MS</u>), we are rated as Approaching for English Language Arts and does not meet for Math. Under <u>Academic Growth (HS)</u>, we are rated as Meets for English Language Arts and Approaching for Math.

Under <u>Postsecondary and Workforce Readiness</u>, for 2016, we are rated as Approaching, with an average composite score of 19.4. Under <u>Post secondary and Workforce Readiness</u>, for 2016, we are rated as does not meet under the following indicators: Dropout, Matriculation, and Graduation.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

Performance Indicator: Academic Achievement (Status)

Prior Year Target: Prior Year Target: READING ES: Increase school profile from 25th to 30th percentile. MS: Increase school profile from 31st to 36th percentile. HS: Maintain school profile above 50th percentile. Prior Year Target: MATH:

ES: Increase school profile from 15th to 25th percentile. MS: Increase school profile from 27th to 33rd percentile. HS: Increase school profile from 30th to 35th percentile.

Prior Year Target: WRITING: ES: Increase school profile from 18th to 28th percentile. MS: Increase school profile from 30th to 35th percentile. HS: Maintain school profile above 50th percentile. **Performance:** Prior Year Target: READING ES: Current percentile rank is 3rd percentile so goal was not met. MS: Current percentile rank is 17th percentile so goal was not met. HS: Current percentile rank is 56th percentile so goal was met.

Prior Year Target: MATH: ES: MS: HS: Met Math Performance Target at 59%

Prior Year Target: WRITING: ES: MS: HS: Met Writing Performance Target at 56%

Academic Achievement (Status) Reflection

Colorado Preparatory Academy received a score of 39.2 out of 100, which is actually in the Priority Improvement range, and only 2.8 points from Improvement. The school asked for consideration of the Accredited rating based on the following:

- 1. The district academic achievement scores are significantly higher than the PARCC academic achievement scores.
- 2. District i-Ready data for grades K-3 support academic and growth gains in reading and math.
- 3. The district growth scores are significantly higher than the PARCC growth scores.
- 4. CPA high school performance indicator is performance.
- 5. The school has implemented major improvement strategies.

Colorado Preparatory Academy enrolls students from all over the state. During the 2015-2016 school year, 960 students out of the 1,364 students were new to Colorado Preparatory Academy. We are wanting to show in our data that even though with the high number of new students that enrolled in our school that the

following number of students made at least one year's growth. We also see a discrepancy in the percentage of students who were proficient on PARCC compared to the percentage of students who were on grade level on the end-of-year i-Ready, Scantron, or STAR assessment.

I-Ready Data:

Colorado Preparatory Academy students in grades kindergarten, first, second, and third met the spring scale scores on i-Ready in reading and math.

Scantron Data:

The students in fourth grade met the spring scale scores on Scantron in reading. The PARCC assessment showed that only 6% of the fourth grade students were proficient in reading but Scantron showed that 60% of the students were proficient. The students in fourth grade and sixth grade met the scale spring scale score proficiency on Scantron in math. The PARCC assessment showed that the students in grades fourth through eighth had an average proficiency of 17% in ELA.. The Scantron assessment showed that the students in grades fourth through eighth had an average proficiency of 57% in ELA. The PARCC assessment showed that an average proficiency of 14% in math. The Scantron assessment showed that the students in grades fourth through eighth had an average proficiency of 14% in math.

STAR Data:

The students in grades 9, 11, and 12 met the STAR spring scale score in mathematics. The PARCC assessment showed that the students in grade nine who took ELA had a proficiency of 39%. The STAR assessment showed that the students in grade nine who took ELA had a proficiency of 62%. The STAR assessment showed that the students in grade nine through twelfth had an average proficiency of 78% in ELA.

Performance Indicator: Academic Growth

Prior Year Target: Prior Year Target: In all areas (reading, writing, and math), the school set targets for MGP at or above 50th percentile. **Performance:** ES: The current median growth percentile in English Language Arts is 27. The goal was not met in ELA. The current median growth percentile in Math.

MS: The current median growth percentile in English Language Arts is 35. The goal was not met in ELA. The current median growth percentile in Math is 34. The goals was not met.

HS: The current median growth percentile in English Language Arts is 55. The goal was met. The current median growth percentile in Math is 43. The goal was not met.

Academic Growth Reflection

Academic Growth:

i-Ready Data:

Colorado Preparatory Academy students in grades kindergarten, first, second, and third met one year's school growth school mean in reading on

the i-Ready assessment. The students in grades kindergarten, first, and second met one year's school grown mean in math on the i-Ready assessment.

Scantron Data:

Colorado Preparatory Academy students in sixth grade met the Scantron growth in reading. Students in grade seventh and eighth met the Scantron growth in math. The PARCC assessment showed that the percent of students in grades fourth through eighth who made growth in ELA was 29%. The Scantron Assessment showed that the percent of students in grades fourth through eighth who made growth in ELA was 70%. The PARCC assessment showed that the percent of students in grades fourth through eighth who made growth in ELA was 70%. The PARCC assessment showed that the percent of students in grades fourth through eighth who made growth in math was 28%. The Scantron Assessment showed that the percent of students in grades fourth through eighth who made growth in math was 28%. The Scantron Assessment showed that the percent of students in grades fourth through eighth who made growth in math was 70%.

STAR Data:

Colorado Preparatory Academy students in grade ninth and twelfth met the STAR Student Growth Percentile in reading. The PARCC assessment showed that the percent of students in grade nine who met growth was 55% in ELA. The STAR assessment showed that the percent of students who made one year's growth was 68%.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Other Reflection

Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target: Prior Year Target: Composite score of 21.0 Performance: The current composite score on the ACT was 19.4. The goal was not met.

Prior Year Target: Increase graduation rate from 24% to 30%. *Performance:* The new calculated graduation rate is 47.1%. We exceeded our goal.

Prior Year Target: Decrease dropout rate from 18% to under 10%.

Performance: The total number of students removed from the original dropout rate is thirty-one. The adjusted dropout rate for 2014-2015 is 15.8%. The original reported dropout rate on the SPF was 22.3%. We showed growth in this area but did not meet the goal.

Postsecondary & Workforce Readiness Reflection

Postsecondary and Workforce Readiness

Dropout

When reviewing the student data on dropout rate, there were 8 students who had final transcripts that showed that they met the graduation requirements. Four of these students were reported as dropouts in 2014-2015. There were twenty-three students who returned to a school in the 2015-2016 school year. The total number of students removed from the original dropout rate is thirty-one. The adjusted dropout rate for 2014-2015 is 15.8%. The original reported dropout rate on the SPF was 22.3%. We realize we have a lot of work still to accomplish with these students, however we did show growth in this area. During the 2013-2014 school year the dropout rate was 18% and the 2014-2015 school year dropout rate was 15.8%.

Matriculation

We have requested information from the Colorado Department of Education. We are missing data on the 4 early graduates that were miscoded. We also called all of the other students on the matriculation list and two of them stated they were attending college. One student stated they are attending online college for Veterinary Tech (started this fall) at Cedar Valley Community College, Texas and another student said they are

attending BYU in Idaho.

Graduation Adjustment (with consideration of the HSED adjustment)

When reviewing the student data on graduation information, there were 13 students who we have determined are coded inaccurately. There were 5 students with HSED in 2015-2016 per CDE warning. There were 4 students who were early graduates and were coded as non graduates. There were 4 students who graduated and were coded as non graduates. The new calculated graduation rate based on the above information is 47.1%. We realize that we have a lot of work still to accomplish to improve our graduation rate but we did have an increase from 2013-2014 from 24% to 2014-2015 to 47.1%.

Performance Indicator: Student Behavior

Student Behavior Reflection

Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g. state expectations, state average) to indicate why the trend is notable.

1. Review of Current Performance:

In CPA's 2016 SPF, we have earned 39.2% of the possible points, with a rating of priority improvement. Achievement, Growth, Growth Gaps have an overall school rating of Approaching and Postsecondary and Workforce Readiness indicators all have overall school ratings of Does Not Meet. The elementary school was rated as turnaround, the middle school was rated as priority improvement, and the high school was rated as performance.

Under <u>Academic Achievement (ES)</u>, we are rated as does not meet in English Language Arts, Math, and Science in the student groups of all students, free/reduced-price lunch eligible, minority students, and students with disabilities. The student group English Learners was not scored due to not enough students in this group.

Under <u>Academic Achievement (MS)</u>, we are rated as Approaching in English Language Arts, Math, and Science in the student groups of all students, minority students in math, and free/reduced-price lunch eligible students in science. We are rated as does not meet in English Language Arts free/reduced-price lunch eligible, minority students, and students with disabilities. We are rated as does not meet in Math free/reduced-price lunch eligible and students with disabilities. We are rated as does not meet in Math free/reduced-price lunch eligible and students with disabilities. We are rated as does not meet in Science minority students.

Under <u>Academic Achievement (HS)</u>, we are rated as Meets in English Language Arts, Math, and Science in the student groups all students and English Language Arts minority students. We are rated as approaching in English Language Arts free/reduced-price lunch eligible, Math free-reduced-price lunch eligible, and minority students. The other student groups were not scored due to the number of students in those groups.

Under <u>Academic Growth (ES</u>), we are rated as does not meet in English Language Arts and Math. Under <u>Academic Growth (MS</u>), we are rated as Approaching for English Language Arts and does not meet for Math. Under <u>Academic Growth (HS)</u>, we are rated as Meets for English Language Arts and Approaching for Math.

Under Postsecondary and Workforce Readiness, for 2016, we have ACT data comprising this category. We are rated as Approaching, with an average composite score of 19.4.

ACT Trend Data: CPA HS has now had 3 years of ACT data (2014-2016). As seen below, we saw significant improvements from 2014 to 2015 in ACT across all

areas.

ACT composite decreased from 20.6 in 2015 to 19.4 in 2016.

Academic Achievement

I-Ready Data:

CPA students in grades kindergarten, first, second, and third met the spring scale scores on i-Ready in reading and math.

Scantron Data:

The students in fourth grade met the spring scale scores on Scantron in reading. The PARCC assessment showed that only 6% of the fourth grade students were proficient in reading but Scantron showed that 60% of the students were proficient. The students in fourth grade and sixth grade met the scale spring scale score proficiency on Scantron in math. The PARCC assessment showed that the students in grades fourth through eighth had an average proficiency of 17% in ELA.. The Scantron assessment showed that the students in grades fourth through eighth had an average proficiency of 57% in ELA. The PARCC assessment showed that an average proficiency of 14% in math. The Scantron assessment showed that the students in grades fourth through eighth had an average proficiency of 14% in math.

STAR Data:

The students in grades 9, 11, and 12 met the STAR spring scale score in mathematics. The PARCC assessment showed that the students in grade nine who took ELA had a proficiency of 39%. The STAR assessment showed that the students in grade nine who took ELA had a proficiency of 62%. The STAR assessment showed that the students in grade nine through twelfth had an average proficiency of 78% in ELA.

Academic Growth:

i-Ready Data:

CPA students in grades kindergarten, first, second, and third met one year's school growth school mean in reading on the i-Ready assessment. The students in grades kindergarten, first, and second met one year's school grown mean in math on the i-Ready assessment.

Scantron Data:

CPA students in sixth grade met the Scantron growth in reading.

Students in grade seventh and eighth met the Scantron growth in math. The PARCC assessment showed that the percent of students in grades fourth through eighth who made growth in ELA was 29%. The Scantron Assessment showed that the percent of students in grades fourth through eighth who made growth in ELA was 70%. The PARCC assessment showed that the percent of students in grades fourth through eighth who made growth in math was 28%. The Scantron Assessment showed that the percent of students in grades fourth through eighth who made growth in math was 28%. The Scantron Assessment showed that the percent of students in grades fourth through eighth who made growth in math was 28%.

STAR Data:

CPA students in grade ninth and twelfth met the STAR Student Growth Percentile in reading. The PARCC assessment showed that the percent of students in grade nine who met growth was 55% in ELA. The STAR assessment showed that the percent of students who made one year's growth was 68%.

School	Grade	Total Number of Students	Total Number of Valid Scores	ELA Met/Exceeded	State Avg		Total Number of Students	Total Number of Valid Scores	Math Met/Exceeded	State Avg 39%	
	3 rd	62	46	17%	37%		62	45	29%		
	4 th	58	49	6%	44%		58	50	6%	33%	
	5 th	96	67	10%	41%		96	66	9%	34%	
	6 th	85	62	23%	38%	Ī	85	60	24%	31%	
	7 th	118	91	23%	41%		118	81	13%	26%	
	8 th	149	105	21%	42%	ĺ	146	103	17%	20%	
	9 th	88	66	39%	37%	ĺ					
					ĺ	ALG1	75	51	22%	32%	
						GEO	14	13	39%	59%	

CPA PARCC ELA/Math 2015-2016

CPA PARCC ELA/Math 2014-2015

School	Grade	ELA Met/Exceeded	State Avg	Math Met/Exceeded	State Avg
	3	12%	38%	9%	37%
	4	24%	42%	16%	30%
	5	39%	41%	20%	30%
	6	26%	39%	23%	32%
	7	16%	41%	21%	27%
	8	26%	41%	18%	19%

9	43%	38%			
10	44%		ALG1	22%	N/A
11	45%		ALG2	20%	N/A
			GEO	8%	N/A

ELA 2015-2016 Information

					STAR	(3 12)		Scantron (4-8)			I-Ready (K-3)		
School		# of Valid Scores	% of Students who met one year's growth target	Proficiency	Valid	% of Students who met one year's growth target	Proficiency	Scores	% of Students who met one year's growth target	Proficiency	# of Valid Scores	% of Students who met one year's growth target	
CPA	All Testers	486	34%	21%	168	56%	67%	462	66%	57%	348	64%	59%
CPA	3	46		17%							76	51%	62%
CPA	4	49	17%	6%				52	76%	60%			
CPA	5	67	23%	10%				90	62%	58%			
CPA	6	62	33%	23%				78	78%	56%			
CPA	7	91	41%	23%				109	62%	57%			
CPA	8	105	33%	21%				133	60%	56%			
CPA	9	66	55%	39%	79	68%	62%						
CPA	10				46	45%	76%						
CPA	11				26	39%	85%						
CPA	12				17	65%	88%						
CPA	ELL												
CPA	Non ELL	471	34%	21%	166	56%	77%	452	65%	57%	340	58%	59%
CPA	FRL	274	31%	16%	31	75%	81%	70	57%	56%	71	50%	61%
CPA	Non-FRL	212	37%	26%	137	52%	66%	392	67%	57%	277	48%	58%
CPA	IEP	56	24%	2%			11%	48	56%	48%	31	50%	29%
CPA	Non-IEP	430	35%	23%	159	59%	71%	414	67%	58%	317	61%	62%
CPA	Minority	148	32%	20%	14	50%	79%	52	64%	19%	89	60%	62%
CPA	Non-Minority	338	35%	21%	154	57%	67%	410	66%	62%	226	60%	55%

CPA Math 2015-2016

MATH		PARCO	C		STAR	(9-12)		Scantr	on (4-8)		I-Read	y (K-3)	
School	Grade	# of Valid Scores	% of Students who met one year's growth target	Proficiency		% of Students who met one year's growth target		# of Valid Scores	% of Students who met one year's growth target	Proficiency	# of Valid Scores		
CPA	All Testers	481	31%	17.0%	168	65%	36%	475	65%	48%	345	49%	40%
CPA	3	45		28.9%							76	13%	46%
CPA	4	50	11%	6.0%				55	61%	51%			
CPA	5	66	29%	9.1%				90	65%	43%			
CPA	6	60	37%	23.3%				81	83%	54%			
CPA	7	91	37%	13.2%				110	71%	49%			
CPA	8	105	29%	18.1%				139	51%	47%			
CPA	9	64	43%	23.4%	78	77%	37%						
CPA	10]		44	61%	27%						
CPA	11]		26	58%	46%						
CPA	12				20	40%	40%						
CPA	ELL]										
CPA	Non ELL	466	31%	17.0%	165	65%	36%	465	65%	48%	135	53%	40%
CPA	FRL	269	31%	13.4%	32	66%	38%	72	65%	47%	32	41%	45%
CPA	Non-FRL	212	31%	21.7%	136	65%	36%	403	65%	49%	106	61%	39%
CPA	IEP	55	22%	1.8%									
CPA	Non-IEP	426	32%	19.0%	159	67%	38%	419	66%	53%	130	58%	41%
CPA	Minority	149	32%	14.1%				50	53%	40%	30	44%	35%
CPA	Non-Minority	332	30%	18.4%	155	66%	37%	425	66%	49%	108	52%	40%

Graduation and Dropout Date

2016 reported Graduation Rate: 30.8%

2016 reported Dropout Rate: 22.3%

Dropout When reviewing the student data on dropout rate, there were 8 students who had final transcripts that showed that they met the graduation requirements. Four of these students were reported as dropouts in 2014-2015. There were twenty-three students who returned to a school in the 2015-2016 school year. The total number of students removed from the original dropout rate is thirty-one. The adjusted dropout rate for 2014-2015 is 15.8%. The original reported dropout rate on the SPF was 22.3%. We realize we have a lot of work still to accomplish with these students, however we did show growth in this area. During the 2013-2014 school year the dropout rate was 18% and the 2014-2015 school year dropout rate was 15.8%.

Graduation Adjustment (with consideration of the HSED adjustment) When reviewing the student data on graduation information, there were 13 students who we have determined are coded inaccurately. There were 5 students with HSED in 2015-2016 per CDE warning. There were 4 students who were early graduates and were coded as non graduates. There were 4 students who graduated and were coded as non graduates. The new calculated graduation rate based on the above information is 47.1%. We realize that we have a lot of work still to accomplish to improve our graduation rate but we did have an increase from 2013-2014 from 24% to 2014-2015 to 47.1%.

The CPA Math achievement and ELA achievement from beginning of year results show that 46% of students were at or above grade level in math. The beginning of the year results show that 41% of students were at or above grade level in reading.

BOY Math Achievement

20110000					
Grade	Exceeded I	<i>Met Approa</i>	ched Did No	ot Meet	Partially Met
Kindergarten	8%	67%N/A		0%	6 25%
1st Grade	0%	63%N/A		3%	6 35%
2nd Grade	1%	54%N/A		11%	33%
3rd Grade	1%	34%N/A		20%	6 45 %
4th Grade	0%	44%N/A		26%	30%
5th Grade	2%	39%N/A		31%	6 28%
6th Grade	0%	38%N/A		27%	36%
7th Grade	0%	34%N/A		35%	6 31%
8th Grade	0%	16%N/A		48%	6 35%
9th Grade	23%	18%	14%	34%	6 11%
10th Grade	36%	15%	20%	25%	6 4%
11th Grade	24%	28%	18%	21%	6 9 %
12th Grade	25%	40%	10%	25%	6 0%

- Overall 46% of CPA students were at/above grade level at the beginning of the school year in Math.

- N/A: This category was not used by the testing organization.

BOY Reading Achievement

Row Labels	Exceeded	Met Approached	Partially Met Did Not	Meet
Kindergarten		8% 67%N/A	25%	0%
1st Grade		0% 63%N/A	35%	3%
2nd Grade		1% 54%N/A	33%	11%
3rd Grade		1% 34%N/A	45%	20%
4th Grade		0% 43%N/A	30%	26%
5th Grade		2% 39%N/A	27%	32%

6th Grade	0%	37%N/A		37%	27%
7th Grade	0%	33%N/A		32%	35%
8th Grade	0%	16%N/A		35%	48%
9th Grade	18%	7%	21%	7%	47%
10th Grade	21%	10%	19%	16%	34%
11th Grade	18%	15%	21%	12%	34%
12th Grade	22%	24%	15%	4%	36%

- Overall 41% of CPA students were at/above grade level at the beginning of the school year in Reading.

- N/A: This category was not used by the testing organization.

READ Act Analysis and Plan Initiation and Implementation

When reviewing the 2015-2016 school year data, 30 students were identified at the beginning of the year, 37 students were identified at the middle of the year, and 35 students were identified at the end of the year as being on a READ plan. When reviewing the current school year data, 36 students were identified at the beginning of the year and 46 students were identified at the middle of the year. When reviewing the reasons the students are on a Read Plan for this winter, 23 students were identified in the fall, 11 students have a current IEP, and 12 news students were identified.

Currently we track the data for students that show a reading deficiency or ones that are close to the READ cut off. These students are monitored either through READ or MTSS. The students that have moved to higher level groups are still monitored through the READ plan and we update the plan each year to show the progress. If a student falls below the READ cut score, then we can add them back to the READ group as needed.

We also provide parents strategies to use when reading at home. We use the iReady program. We also teach the strategies from iReady to the students. We create our Instructional Groups and teach the strategies needed in order to help students reach grade level proficiency.

Target Setting: 80% of students will make adequate growth on the iReady Assessment 70% of students will meet or exceed proficiency on the end of year iReady Assessment

CPA READ Plan Initiation and Implementation for 2016-2018

Action Plan: Data Analysis/Increasing Student Achievement in Reading Action Plan for 2016-2018

Action Steps Timeline			Persons Responsible	Resources (if applicable)	Outcomes		
	Readiness Assessment	Within 30 days of enrollment closing date	K-3 Teachers	iReady online assessment	Measure of student proficiency		

Validation

Assessment Within 30 for those that days of scored below Readiness the SRD cut assessment score	READ Act Interventionist	iReady online sassessment	SRD determination
within 30 Writing READdays of Plans determinatio of SRD	READ Act onInterventionist	Data Assessment Coordinator ^S READ Act Interventionists	READ Plan written- Goals/ Specific Skill Deficiency/ Benchmarks
Upon Initial Meeting completion with Parent READ Plan	of READ Act Interventionist	s READ Plan	Parents understand and support READ Plan
4 days a Intervention week, 30 m	READ Act in Interventionist	Tier I Instruction- K12 Curriculum Intervention Instructiona resources (iReady) DIBELS resources PM Tool	Students receive explicit levidenced-based instruction with fidelity, appropriate intensity, frequency and urgency
Progress every 2 Monitoring weeks	READ Act Interventionist	s ^{PM Tool}	PM of targeted skills
2x mo MTSS Mtgs throughout the year	READ Act Interventionist	iReady assessment data SDIBELS assessment data PM Tool	Accountability and Collaboration Review of student groupings Review of student data Rigorous targets for
DDI Meetings weeks	READ Act Interventionist Principal	^S PM Tool	growth set Data Review and collaboration

Summative Assessment			Measure of student growth and proficiency
Reporting Requirements	R Operations	READ Plan data	Data reported to CDE
Requirements	,	SAMs	

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.



CPA HS graduation rates increased from 24% to 30.8% from 2014 to 2015.

Trend Direction: Increasing - Notable Trend: Yes - Performance Indicator Target: Postsecondary & Workforce Readiness



CPA Drop Out rate increased to 22.3% in 2014-2015 compared to 18% in 2013-2014.

Trend Direction: Increasing - Notable Trend: Yes - Performance Indicator Target: Postsecondary & Workforce Readiness



Elementary School: When reviewing the 2015 PARCC scores to the 2016 PARCC scores there was a decrease in ELA scores in grades 4th and 5th.

Trend Direction: Decreasing - Notable Trend: Yes - Performance Indicator Target: Academic Achievement (Status)



Elementary School: When reviewing the 2015 PARCC scores to the 2016 PARCC scores there was a decrease in Math scores in grades 4th and 5th grade.

Trend Direction: Decreasing - Notable Trend: Yes - Performance Indicator Target: Academic Achievement (Status)

Math Trend Data PARCC

					2015			2016			2015 to
	Numbor	Numbo	Numbo	r	2015	2015	2015	.2016	2016	2016	2016
Test				r Participatior	Moon	Number Met	Percent Me	t	Number Met	Percent Me	tChange in
Test	Records	Or Vallu	Secre	Rate	Soolo	or	or	Scale		or	Percent Met
	Recolus	SCOLES	300165		Scale	or Exceeded	Exceeded			Exceeded	or Exceeded
					Score	Expectations	sExpecations	Score	Expectation	sExpecations	SExpectations
ALG01**	75	51	24	68.0	NA	NA	NA	732	11	21.6	NA
ALG02**	*	<16	*	*	NA	NA	NA	*	*	*	NA
GEO01**	*	<16	*	*	NA	NA	NA	*	*	39	NA
MAT03	62	45	17	72.6	705	*	9	720	13	28.9	19.9
MAT04	58	50	8	86.2	716	8	16.0	699	*	6	-10
MAT05	96	66	30	68.8	727	6	20.0	710	6	9.1	-10.9
MAT06	85	60	25	70.6	728	11	22.9	723	14	23.3	0.4
MAT07	118	91	27	77.1	726	9	20.9	722	12	13.2	-7.7
MAT08	146	103	43	70.5	720	*	18	720	*	17	-1

ELA Trend Data PARCC

Test	Number of Total Records	Number of Valid Scores	Number of No Scores	Participation Rate	2015 2015 Mean Scale Score	2015 Number Met or Exceeded Expectations	2015 Percent Met or Exceeded Expecations	2016 2016 Mean Scale Score	2016 Number Met or Exceeded Expectations	2016 Percent Met or Exceeded Expecations	2015 to 2 Percent M Exceedec
ELA03	62	46	16	74.2	712	4	11.4	716	8	17.4	6.0
ELA04	58	49	9	84.5	722	12	24.0	708	*	6	-18
ELA05	96	67	29	69.8	738	12	38.7	715	7	10.4	-28.3
ELA06	85	62	23	72.9	729	13	26.0	722	14	22.6	-3.4
ELA07	118	91	27	77.1	718	7	15.9	723	21	23.1	7.2
ELA08	149	105	44	70.5	725	*	26	727	*	21	-4
ELA09	88	66	22	75.0	741	18	43.9	741	26	39.4	-4.5

Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges. Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is recommended.

Relationship of UIP Elements

Priority Performance Challenges

Root Cause





Lack of clear expectations for MTSS in ELA Lack of targeted instruction and progress monitoring Inconsistency in instructional strategies among PLC teams

CPA ES: Elementary Achievement and Growth in Math



Lack of clear expectations for MTSS in Math Lack of targeted instruction and progress monitoring Inconsistency in instructional strategies among PLC teams

CPA MS: Middle School Achievement and Growth in ELA

Lack of clear expectations for MTSS in ELA Lack of targeted instruction and progress monitoring CPA MS: Middle School Achievement and Growth in Math

Lack of clear expectations for MTSS in Math Lack of targeted instruction and progress monitoring

CPA HS: High school dropout, matriculation, and graduation.



Lack of expectations of school when providing orientation to students Inconsistent policy to track students after they withdraw from CPA

CPA HS: Academic Growth in Math



Lack of clear expectations for MTSS in Math Lack of targeted instruction and progress monitoring



Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Graduation and Dropout Rates. HS dropout and graduation rate are below state expectation. This is an area of focus for all staff and leadership.

Math Achievement and Growth: As seen in the PARCC data and internal assessment data, math is our highest area of academic priority due to elementary school not meeting state expectations and middle school approaching state expectations. The elementary, middle, and high school did not meet the growth expectations in math.

Elementary and Middle School ELA Achievement and Growth is below state expectations.

Provide a rationale for how these Root Causes were selected and verified:

At our August Professional Development, school leaders and staff analyzed data from the previous school year to include: SPF 2015 data, 2015 ACT data as compared to previous years, 2015-2016 STAR and I-Ready data and trend data, and internal curricular data. Priority Performance challenge areas were identified at this time.

At the November Professional Development, the staff participated in a root cause analysis and verification process (led by school leadership), as well as identification of needed action steps within school-wide improvement strategies.

For all root causes at all school levels (K-12), we used a thorough root cause identification and verification process. With staff, we analyzed school and grade level data in all subject areas and identified our academic challenges through this analysis.

Once we identified our Priority Performance Challenges we had a discussion with staff regarding root causes to our challenges. We discussed root causes, grouped them together by theme, and then verified each root cause with our student data. The School Accountability Committee met in December to analyze school data, identify root causes, and offer recommendations to school improvement strategies and needed action steps.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

Priority Performance Challenge : CPA ES: Elementary Achievement and Growth in ELA

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual	2016-2017:	ES: Increase school percentile rank from 3rd percentile to 30th percentile
Performance Targets	2017-2018:	ES: Increase school percentile rank from 30th percentile to 50th percentile.
Interim Measures for 2016-2017:		Interim ELA assessment in grades K-5. Assessments occur in October, December, and March.

Pe	erformance Indicator:	Academic Growth
	Measures / Metrics:	R
Annual	2016-2017:	ES: Increase median growth percentile from 27 to 37

Performance Targets	2017-2018:	ES: Increase median growth percentile from 37 to 50
Interim Mea	sures for 2016-2017:	iReady beginning of the year, middle of the year, and end of the year assessment

Priority Performance Challenge : CPA ES: Elementary Achievement and Growth in Math

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		Μ
Annual	2016-2017:	Increase academic achievement from 3rd percentile rank to 30th percentile rank.
Performance Targets	2017-2018:	Increase academic achievement from 30th percentile rank to 50th percentile in all students.
Interim Measures for 2016-2017:		Interim Math assessment in grades K-5. Assessments occur in October, December, and March.

Pe	erformance Indicator:	Academic Growth
Measures / Metrics:		Μ
Annual	2016-2017:	Increase growth percentile from 21st percentile to 35th percentile.
Performance Targets	2017-2018:	Increase growth percentile from 35th percentile to 50th percentile.
Interim Mea	asures for 2016-2017:	iReady will be administered in September, January, and May.

Priority Performance Challenge : CPA MS: Middle School Achievement and Growth in ELA

Pe	erformance Indicator:	Academic Growth
Measures / Metrics:		R
Annual	2016-2017:	Increase median growth percentile from 35 to 45
Performance Targets	2017-2018:	Increase median growth percentile from 45 to 50
Interim Measures for 2016-2017:		iReady assessment data; The frequency of the assessment is September, January, and May.

Ре	erformance Indicator:	Academic Achievement (Status)
Measures / Metrics:		R
Annual	2016-2017:	Increase percentile rank from 17 to 30.
Performance Targets	2017-2018:	Increase percentile rank from 30 to 50.
Interim Measures for 2016-2017:		Interim ELA assessment in grades 6-8. Assessments occur in October, December, and March.

Priority Performance Challenge : CPA MS: Middle School Achievement and Growth in Math

Performance Indicator:		Academic Growth
Measures / Metrics:		Μ
Annual Performance	2016-2017:	Increase growth percentile from 34.0 to 44.0.

Targets	2017-2018:	Increase growth percentile from 44 to 50.
Interim Mea	asures for 2016-2017:	iReady Assessment will be administered three times a year; September, January, and May.

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		Μ
Annual	2016-2017:	Increase academic achievement from 27th percentile to 40th percentile in all students.
Performance Targets	2017-2018:	Increase academic achievement from 40th percentile to 50th percentile in all students.
Interim Measures for 2016-2017:		iReady Assessment will be administered three times a year, October, December, and March.

Priority Performance Challenge : CPA HS: High school dropout, matriculation, and graduation.

Performance Indicator:		Postsecondary & Workforce Readiness
Measures / Metrics:		Graduation Rate
Annual Performance	2016-2017:	Increase from 30% to 40%. Per the request to reconsider, our internal graduation rate was 47.1%.
Targets	2017-2018:	Increase 5% from 2016-2017 graduation rate.
Interim Measures for 2016-2017:		Internal Graduation Rates; Withdrawal Rates

	Measures / Metrics:	Dropout Rate
Annual Performance	2016-2017:	Decrease to under 5%. Per the request to reconsider, our internal dropout rate was 15.8%.
Targets	2017-2018:	Decrease by 5% from 2016-2017 graduation rate.
Interim Measures for 2016-2017:		Internal withdrawal rates and tracking rates of students.

Priority Performance Challenge : CPA HS: Academic Growth in Math

Performance Indicator:		Academic Growth		
	Measures / Metrics:	Μ		
Annual	2016-2017:	Increase from 43% to 50%.		
Performance Targets 2017-2018:		Increase from 50% to 55%.		
Interim Mea	asures for 2016-2017:	STAR Assessment will be administered three times a year; September, January, and May.		

Planning Form

Major Improvement Strategy Name:	Data Driven Instruction
Major Improvement Strategy Description:	The CPA staff and administration, across all grade levels K-12 and in all subject areas, will continue to implement and improve upon a full data driven instructional model.

Associated Root Causes:

Lack of clear expectations for MTSS in ELA: Effective MTSS model within the area of ELA: CPA elementary school, middle school, and high school need to implement an effective ELA intervention model to include the following criteria: 1. Student identification through fall assessments in STAR 360 or iReady, PARCC and curricular and interim assessments; 2. Specific small group intervention classrooms (developed from Formative Interim Assessment Data Analysis Data Weeks conducted three times per school year) targeting fundamental skills and academic needs; 3. School accountability measures for student attendance at class sessions; 4. Quality teacher instruction at all intervention sessions size of class/scheduling; 5. Progress monitoring within an effective school-wide MTSS model.

Lack of clear expectations for MTSS in Math: Lack of clear expectations for MTSS in math - Effective MTSS model within the area of math: CPA elementary school, middle school, and high school need to implement an effective math intervention model to include the following criteria: 1. Student identification through fall assessments in STAR 360 or iReady, PARCC and curricular and interim assessments; 2. Specific small group intervention classrooms (developed from Formative Interim Assessment Data Analysis Data Weeks conducted three times per school year) targeting fundamental skills and academic needs; 3. School accountability measures for student attendance at class sessions; 4. Quality teacher instruction at all intervention sessions size of class/scheduling; 5. Progress monitoring within an effective school-wide MTSS model.

Lack of targeted instruction and progress monitoring: The teachers will use Interim Assessment Data as a continued identifier of intervention placement and monitor student progress.

Action Steps Associated with MIS						
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year

Use of Benchmark Data	CPA staff will use STAR 360, and I-Ready data as initial identifiers for classroom placement and for students needing support and intervention in math and ELA.	08/22/2016 06/01/2018	Local	Teachers Administration	In Progress	This School Year
Interim Assessments	ELA and math teachers will use Interim Assessment Data as continued identifiers of intervention placement for students in math and ELA.	08/22/2016 06/08/2018	Local	Teachers and Administration	In Progress	This School Year
Curricular Assessment Data	CPA staff in all subject areas will use curricular assessment data to drive daily instruction. This instruction will be differentiated based on student need.	08/22/2016 06/08/2018	Local	Teachers and Administration	In Progress	This School Year
Unit and Semester Exams	CPA HS staff will use exam statistics for all unit and semester exams to provide standard level data on student master of specific topics.	08/22/2016 06/08/2018	Local	HS Teachers and Administration	In Progress	This School Year

Student Engagement	CPA administration and staff will use class attendance data, engagement data and course progress data to track student success, and provide additional support focused on student engagement through our internal FAST program.	08/22/2016 06/08/2018	Local	Teachers and Administation	In Progress	This School Year
Special Education Support	One Special Education teachers will conduct targeted math and ELA interventions with struggling students at least once per week. (This is in addition to regular ELA class sessions.)	08/22/2016 06/08/2018	Local	Teachers and Administration	In Progress	This School Year
Data Driven Instruction Meetings	CPA administration will conduct individual data driven instruction meets, one on one two times per month and at PLC meetings whole	08/22/2016 06/08/2018	Local	Teachers and Administration	In Progress	This School Year

Formative Interim Assessment ELA and Math Data Week ReviewCPA ELA and math teachers will oollect and analysis formative interim assessment data four timesLocalTeachers and AdministrationIn ProgressThis School YearLeadership DDI MeetingsCPA Principals will continue with 1:1 weekly DDI meetings with Head of School. At these meetings school level and teacher level analysis occurs and action steps developed.Ob/22/2016 OB/22/2016LocalTeachers and AdministrationIn ProgressThis School YearLeadership DDI MeetingsCPA Principals will continue with 1:1 weekly DDI meetings with Head of School. At these meetings school level and teacher level analysis occurs and action steps developed.DolaDolaDolaIn ProgressThis School Year	Assessment ELA and Math Data Week Reviewmath teachers will collect and analysis formative interim assessment data four times06/08/2018Leadership DDI MeetingsCPA Principals will continue with 1:1 weekly DDI meetings with Head of School. At these meetings, school level and teacher level analysis occurs and action08/22/2016 06/08/2018			
Meetings will continue with 06/08/2018 Head of School 1:1 weekly DDI meetings with Head of School. At these meetings, school level and teacher level analysis occurs and action	Meetings will continue with 06/08/2018 1:1 weekly DDI meetings with Head of School. At these meetings, school level and teacher level analysis occurs and action	Local	 In Progress	This School Year
	steps developed.	Local	In Progress	This School Year

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Use STAR 360 assessment data to identify math and ELA intervention groups.	By end of Sept, 95% of staff have identified MTSS tiers for students based on STAR 360 assessment data.	08/22/2016 09/28/2018	Teachers and Administration	Met	This School Year
	Formative Interim Assessment Data Review Week	By the end of October, interim assessments for math and ELA will be completed and teachers analyzing 100% of results identifying trends, root causes and all teaching staff will participate in a Data Week Review.	08/22/2016 10/31/2018	Teachers and Administration	Met	This School Year
	Use Curricular Assessment to drive instruction	By the 30th of each month, 70% of students will complete curriculum assessments as expected and teachers will use this data to drive daily instruction.	08/22/2016 06/08/2018 Monthly	Teachers		This School Year
	Data Driven Instruction Meetings	By September, 75% of teachers will show effective practice in pulling	08/22/2016 06/08/2018	Teachers and Administration		This School Year

		student data, analyzing it with administration, and developing action steps for students. By January, 95% of teachers will show effective practice in pulling student data, analyzing it with administration, and developing action steps for students. By September, 95% teachers will meet weekly in grade level PLC meetings to analyze student data and write team action steps.			
	etings	Starting in September, CPA principals will meet weekly for DDI meetings and determine action steps.	09/01/2016 06/08/2018	Principal and Head of School	This School Year
Stuc Eng	agement	By mid-September, CPA staff will identify non engaged and struggling students for	09/15/2016 09/28/2018	Teachers, Staff and Administration	This School Year

	referral to our school's FAST program.			
Support	By September 30,100% of Special Education teachers are conducting math and ELA intervention as required.	09/30/2016 09/28/2018	Special Education Teachers	This School Year
and Final Exams	By October 3rd, 70% of staff will use exam statistic data to drive instructional re-teaching and need for intervention. By the end of each semester, 70% of staff will use exam statistic data to drive instructional re-teaching and need for intervention.	10/03/2016 05/31/2018	Teachers and Administration	This School Year
Assessment Data Review Week	By December 19, 2016 interim assessments for math and ELA will be completed and teachers analyzing 100% of results identifying trends, root causes and all teaching staff	12/19/2016 12/19/2016	Teachers and Administration	This School Year

	will participate in a Data Week Review			
Assessment Data Review Week	By March 6, 2017 interim assessments for math and ELA will be completed and teachers analyzing 100% of results identifying trends, root causes and all teaching staff will participate in a Data Week Review.	03/06/2017 03/06/2017	Teachers and Administration	This School Year
Assessment Data Review Week	By May 8, 2017 interim assessments for math and ELA will be completed and teachers analyzing 100% of results identifying trends, root causes and all teaching staff will participate in a Data Week Review.	05/08/2017 05/08/2017	Teachers and Administration	This School Year
Meetings	Leaders will collaborate with all staff (teachers and family academic support liaisons) to create	08/21/2017 06/08/2018	Administrators and Teachers	Next School Year

	a 2 week SMART goal and track progress on goal.			
Data Driven Instruction	Implement data meetings with students quarterly to discuss overall school progress and goals for interim assessments.	09/29/2017 06/08/2018	Administration and Teachers	Next School Year

Major Improvement Strategy Name:	Effective Differentiated Instruction
Major Improvement Strategy Description:	CPA Staff, across all grade levels K-12 and all subject areas, will instruct all virtual classes and blended learning classes incorporating Capturing Kids Heart and research based instructional strategies to differentiate instruction.

Associated Root Causes:

Lack of clear expectations for MTSS in ELA: Effective MTSS model within the area of ELA: CPA elementary school, middle school, and high school need to implement an effective ELA intervention model to include the following criteria: 1. Student identification through fall assessments in STAR 360 or iReady, PARCC and curricular and interim assessments; 2. Specific small group intervention classrooms (developed from Formative Interim Assessment Data Analysis Data Weeks conducted three times per school year) targeting fundamental skills and academic needs; 3. School accountability measures for student attendance at class sessions; 4. Quality teacher instruction at all intervention sessions size of class/scheduling; 5. Progress monitoring within an effective school-wide MTSS model.

Lack of targeted instruction and progress monitoring: The teachers will use Interim Assessment Data as a continued identifier of intervention placement and monitor student progress.

Inconsistency in instructional strategies among PLC teams: The PLC teams will review interim assessment data and implement instructional strategies across all content areas.

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Teacher Evaluations	All teachers will receive instructional coaching through monthly observation and post observation meetings feedback including two additional formal evaluations per SB 10-191.	08/22/2016 06/08/2018	Local	Principals and Teachers	In Progress	This School Year
Instructional Strategies	CPA staff will commit to quality and engaging instruction in all class sessions, both virtual and at blended locations. Staff will fully implement Capturing Kids Hearts, Teach Like a Champion and Marzano instructional strategies to keep classes engaging and purposeful for all students.	08/22/2016 06/08/2018	Local	Teachers and Administration	In Progress	This School Year
Concurrent Enrollment	CPA will strengthen and expand its	08/22/2016 06/01/2018	Pupil Funding	HS Counselors and Administration	In Progress	This School Year

	concurrent enrollment program to fulfill the college readiness vision of the school. CPA has more than 30 college partnerships.					
Blended Learnin Program	g CPA teachers and administration will continue to develop and implement a blended learning program. Students across all grade levels will be given the opportunity for face to face instruction and support at Blended Learning sites. The main content areas of focus are writing and math; however, all middle/high school subject areas are represented at least on a monthly basis with an emphasis on Capturing Kids	08/22/2016 06/08/2018	Pupil funding, K12 Resources	Teachers, Staff and Administration	In Progress	This School Year

	Hearts and instructional strategies.					
Peer Collaboration and Review	CPA leadership will facilitate an opportunity for teachers to collaborate, share lesson plans, share best instructional practices, and participate in a peer review process.	08/22/2016 06/08/2018	Pupil Funding	Teachers and Administration	In Progress	This School Year
READ Act	K-3 Action Plan will be implemented to meet the requirements of the READ plan.	08/22/2016 06/08/2018	Pupil Funding	Teachers and Administration	In Progress	This School Year
Implementation B	enchmark Associa	ted with MIS				
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Teacher Evaluations	By May 2017, CPA HS teachers will have received one monthly informal observation and post observation meeting in addition to two formal evaluations.	08/22/2016 05/26/2017	Principals and Teachers		This School Year

Instructional Strategies	By September 19th, 75% of teachers will show effective Teach Like a Champion, Marzano instructional strategies and Capturing Kids Hearts in all classes. By December 16th, 95% of teachers will show effective Teach Like a Champion, Marzano instructional strategies and Capturing Kids Hearts in all classes.	08/22/2016 05/26/2017	Principals and Teachers	This School Year
Concurrent Enrollment	By May 2017, CPA HS will increase the number of students enrolled in concurrent enrollment by 30% from the 2015-2016 to 2016-2017 school year to meet the individualized needs of students and increase high-quality	08/22/2016 05/26/2017	HS Counselors and Administration	This School Year

	education opportunities for our students.			
Blended Learning	By August 22nd, leadership and staff has fully planned and developed the Blended program. By August 24th, CPA HS teachers will participate in Blended Meet and Greets. By August 26th, CPA K8 teachers will participate in Blended Meet and Greets. By September, CPA will begin instructing students at our Blended Learning sites.	08/22/2016 05/26/2017	Teachers, Staff and Administration	This School Year
Peer Collaboration and Review	CPA HS principal will facilitate an opportunity for teachers to collaborate, share lesson plans, share best instructional practices, and participate in a peer review process. By December 19th 100% of CPA HS	08/22/2016 05/26/2017	Teachers and Administration	This School Year

	teachers will participate and complete the peer review process as evident in RANDA.			
Blended Learning Program	The staff will implement a weekly blended newsletters to all students about blended sites for their area.	08/22/2016 06/08/2018	Blended Point of Contact	This School Year
READ Plan	Readiness Assessment will be administered within 30 days of enrollment.	08/22/2016 06/08/2018	Teachers, Students	This School Year
READ Plan	READ Plans will be written in collaboration with parents within 30 days of determination of significant reading deficiency.	08/22/2016 06/08/2018	Teachers, Parents, Students	This School Year
READ Plan	Students will receive explicit evidenced-based intervention with fidelity, appropriate intensity, frequency and urgency.	08/22/2016 06/08/2018	Teachers, Students	Next School Year
Blended Learning Program	Incorporate blended learning	08/21/2017 06/08/2018	Teacher	Next School Year

	locations at the beginning of the school year into their ICAP and Individual Learning Plan.			
Blended Learning Program	Incorporate community activities at blended drop in centers and provide learning coach universities at the first session of the month.	08/21/2017 06/08/2018	Blended Point of Contact	Next School Year

Major Improvement Strategy Name:	Student and Learning Coach Engagement	
Major Improvement Strategy Description:	CPA Administration and Staff will improve upon student and learning coach engagement in all instructional, academic, and blended opportunities.	

Associated Root Causes:

Lack of expectations of school when providing orientation to students: Administration and teachers need to provide clear expectations of attendance and staying on track to have a guaranteed and viable curriculum.

Inconsistent policy to track students after they withdraw from CPA: CPA needs to fully develop a student engagement policy to track class attendance and engagement data to provide additional support focused on student engagement through our internal FAST program.

Action Steps Ass Name	sociated with MIS Description	Start/End Date	Resource	Key Personnel	Status	School Year
Orientation/Onboa Week	from our staf stakeholders create a new improved onboarding/c week for all s in order to su both new and returning stud- with our onlin systems, our platforms and school expect This will be for new and returned students and Coaches, and greatly enhar new students knowledge of schooling. The on-boarding will support st that started of late start and enrolled stud	f and 06/08/20 , CPA will and orientation students upport d dents ne d our stations. or both irning Learning d will nce a s f CPA ne schedule students on time, I mid-year ents.	18	and Administratio	Dn	This School Year
Capturing Kids Hearts	CPA Staff and leaders will participate and complete a full Capturing Kids Hearts training, in collaboration with the CD Digital BOCES. The objective is to	08/22/2016 06/08/2018	CD BOCES	Administration, staff, teachers	In Progress	This School Year

	build positive and productive relationships among the staff and students.					
Family Academic Support Team (FAST)	CPA will continue to improve the Family Academic Support program to include objectives for increasing student engagement and to increase student retention at CPA. This is a tiered PBIS program of supports for our students, based upon academic and engagement data.	08/22/2016 06/08/2018	Pupil Funding, K12 Resources	CPA Staff, FAST team and administration	In Progress	This School Year
ICAP/Individualized Learning Plan	All students will have an Individualized Learning Plan (K8)/ICAP (HS) and through collaboration with an assigned counselor (HS) or teacher (K8). At HS, this will include development of: Academic and Post-Secondary	08/22/2016 06/08/2018	Pupil Funding, K12 Resources	CPA HS Counselors, Teachers and administration	In Progress	This School Year

Implementation	Goals, Instructional Goals, Intervention, Assessment data, Graduation plans and credit checks. At K8, this will include academic and instructional goals, interventions as applicable, and assessment data updates	1				
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Orientation/Onboardi Week	ng By August 15th families will rec onboarding and orientation wee schedule. By Au 26th, onboarding/orie week will be completed for 1 of enrolled stud By October 9th, of students successfully onboarded. By January 20th,	eive 05/26/2017 I k ugust entation 00% lents.	Teachers, Sta and Administratio		This School Year

	mid-year enrollec students will be fu onboarded.			
Hearts 2 Hearts 7 Hearts 7	By September 2016, all non-trained or new staff will be complete initial Capturing Kids Hearts training. By September 2016, 95% of staff are mplementing Capturing Kids Hearts strategies within classrooms.	08/22/2016 05/26/2017	Teachers, Staff and Administration	This School Year
r s s s s r s s s s s s s s s s s s s s	By September 12, 2016 CPA HS staff will identify non engaged and struggling students for referral to our school's FAST program.	08/22/2016 05/26/2017	Teachers, Staff, FAST team and Administration	This School Year
ICAP/Individualized Learning Plan	HS: By October 21st, all students will have an initial conference and ICAP/graduation plan completed.	08/22/2016 06/08/2018	CPA HS Counselors, Teachers and administration	This School Year
Support Team a (FAST) li v	The family academic support iaison will meet weekly with the parent and the student to create	08/22/2016 06/08/2018	Family Academic Support Liaison, Parent, Stu	This School Year

ICAP/Individualized Learning Plan		08/22/2016 06/08/2018	CPA HS Counselors, Teachers and Administration	This School Yea
Orientation/Onboardin Week	ng Clear expectations will be written into our parent handbooks for orientation and onboarding expectations with actions steps by an assigned deadline of September 30th.	08/21/2017 09/30/2017	Homeroom Teachers and Family Academic Support Staff	Next School Year

Major Improvement Strategy Description: CPA Administration and Staff will develop positive school and community culture, while keeping the school's mission and vision at the forefront of all planning and decision making processes.

Associated Root Causes:

College Prep Mission: College Prep Mission: CPA needs to continue to build on developing its college prep mission to offer students a variety of support to ensure they achieve their post-secondary education goals.

Lack of expectations of school when providing orientation to students: Administration and teachers need to provide clear expectations of attendance and staying on track to have a guaranteed and viable curriculum.

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Professional Development	CPA leaders and staff will participate in ongoing professional development and collaboration around improving student and staff culture aligned with Capturing Kids Hearts, Marzano instructional strategies and Teach Like a Champion.	08/08/2016 06/08/2018	Local, K12 Resources	Administration, Staff	In Progress	This School Year
Advisor Support	CPA HS advisor will continue to provide student support through tracking student engagement from the HS tracker to determine FAST referrals and provide ongoing support for non-academic needs	08/22/2016 06/08/2018	Pupil Funding, K12 Resources	CPA Advisor, Staff, FAST team and Administration	In Progress	This School Year
School	CPA will continue	08/22/2016	Pupil Funding	Administration	In Progress	This School Yea

Accountability Committee	to engage the SAC committee to increase parent involvement, data analysis and overall school improvement with this stakeholder group. The SAC consists of teachers, leaders, and parents from all grade levels.	06/08/2018		and staff		
Concurrent Enrollment	CPA will strengthen and expand its concurrent enrollment program to fulfill the college readiness vision of the school. CPA has more than 30 college partnerships.	08/22/2016 06/08/2018	Pupil Funding	HS Counselors and Administration	In Progress	This School Year
College Visits/sessions	CPA college counselor will provide college focused sessions and six visits for students in grades 9-12. The purpose of these sessions is to prepare students for post-secondary goals and college readiness.	08/22/2016 06/08/2018	Pupil Funding	College Counselor, Administration	In Progress	This School Year

Student School Events	CPA will implement at least monthly face-to-face social and academic outings for students and families. These include trips to museums, recreational opportunities, historic, and scientific locations.	08/22/2016 06/08/2018	Pupil Funding	Staff and Family Support	In Progress	This School Year
Implementation B	enchmark Associa	ted with MIS				
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Professional Development	PD occurs four times a year with staff and monthly as a leadership team. CPA staff meets twice per month collaborating during virtual staff meetings.	08/08/2016 05/26/2017	Teachers, Staff and Administration		This School Year
	Advisor Support	By October 31st, 75% of non-engaged HS students will be referred to the FAST Program. By December 21st, 85% of	08/22/2016 05/26/2017	CPA Advisor, teachers, FAST team and administration		This School Year

	non-engaged HS students will be referred to the FAST Program. By January 31st, 95% of non-engaged HS students will be referred to the FAST Program.			
School Accountability Committee	By October 18th, the first K-12 SAC meeting will be conducted. The SAC meetings for 2016-2017 are October 18, 2016, December 6, 2016, February 21, 2017 and April 18, 2017.	08/22/2016 05/26/2017	Administration, staff, students and Learning Coaches	This School Year
Concurrent Enrollment	By May 2017, CPA HS will increase the number of students enrolled in concurrent enrollment by 30% from the 2015-2016 to 2016-2017 school year to meet the individualized needs of students and increase high-quality education opportunities for our students.	08/22/2016 05/26/2017	HS Counselors and Administration	This School Year

College Visits/Sessions	By October 12th, CPA counselors will provide college based sessions and visits for students. The plans for the 2016-2017 include six college visits.	08/22/2016 05/26/2017	College Counselor, administration	This School Year
Student School Events	CPA HS will have a fall homecoming, a talent show, and a spring prom as well as blended field trips. CPA K8 will have a talent show and will implement blended field trips.	08/22/2016 06/08/2018	Principal, Fast Team and Teachers	This School Year
School Accountability Committee	By the end of October 2017, the first K-12 SAC meeting will be conducted. The SAC meetings for 2017-2018 will be held in October, December, February, April.	08/21/2017 06/08/2018	Administration, staff, students and learning coaches	Next School Year

Addenda

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the <u>Quality Criteria</u>. Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.	Section IV: A description of the selected turnaround strategy in the Action Plan Form. If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.	 Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. Provide name of Turnaround Partner: School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support. Innovation School. School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act. School/District Management Contract. A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or district pursuant to a contract with the local school board or the Charter School Institute. Provide name of Management Contractor:

	 Restructure Charter.(For schools with a charter) The school's charter contract has been renegotiated and significantly restructured. School Closure. Other.* Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").
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*Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?

Attachments List



POWERED BY K¹²

School Mission

Pikes Peak Online School will provide an online program to learners who need more accountability and support in their learning experience. Students will be part of a unique learning environment best suited to overcome barriers and ensure they stay academically engaged, graduate from high school and make a meaningful impact in their community.

School Vision

Pikes Peak Online School offers a powerful model for effective public education that meets the unique needs of its students and families. Pikes Peak Online School is an innovative program providing individualized support and enhanced accountability. The school will utilize a tailored curriculum offering, targeted instruction by experienced teachers, extended support services and community partnerships to boost student achievement. The end result will be a high-quality, innovative and effective virtual education not offered by any other school in the state.

School Curriculum

PPOS offers credit recovery courses and the K12 core courses.

K12 Curriculum Development

Master teachers, cognitive scientists, subject-matter experts, technologists, interactive designers, writers, and researchers who share a deep expertise in their areas of focus and a passion for shaping young minds the right way develop the K12 curriculum.

- Curriculum specialists and lesson developers plan each lesson and make sure the material is tailored for the age and skills of the student.
- Instructional designers build the activities, working with visual designers and media specialists to choose the best way to present concepts and information.
- Writers and editors make sure the content is accurate, engaging, and appropriate.
- Information architects analyze how people will use the online content.
- Software developers design and build the systems that make the curriculum and the Online School run efficiently and effectively.
- Quality-assurance specialists make sure everything works properly.

Credit Recovery Curriculum

In the Credit recovery courses, the content is appropriately grouped into smaller topics to increase retention and expand opportunities for assessment. Students take diagnostic tests at regular intervals to assess their knowledge of fundamental content so they focus on the content they need more time to master and less time on content they have already mastered.

Core Curriculum

K12 core courses are robust courses embodying all academic standards and requirements, both for graduation and for admission into a wide range of colleges.

What Makes PPOS Unique

7 Mindsets provide Social Emotional Learning (SEL) activities, online lessons, training and content that pairs with each community's unique framework for cultural transformation. The Mindsets themselves are actions and attitudes that can change the course of a person's life, regardless of gender, race, nationality or socioeconomic background. Based on research that distilled the thinking at the heart of fulfillment, happiness, and success on one's own terms, the information has been organized into language that is highly engaging, easy to understand and oriented toward driving positive change through purposeful action.

PPOS homeroom teachers have a weekly homeroom meeting to build relationships with their students. The homeroom teachers also facilitate a lesson with the 7 Mindsets Curriculum. The students are also provided with a 7 Mindsets quote of the week to remind them to focus on positive change and purposeful action.

PPOS has also implemented the EXCEL model from Capturing Kids Hearts. The teachers are using CKH according to the expectations set by the program.

The Family Academic Support Team (FAST) provides extra support to students. The FAST team consists of a Family Engagement Coordinator, Family Resource Coordinator, and Family Support Liaison. PPOS FAST team was approved to have lower ratios than the national FAST program due to serving an at-risk population of students.

Student Data

Engagement

Student engagement has increased since Quarter 1.

Quarter 1	Quarter 2	Quarter 3
34%	43%	57%

Early Graduation

10 students earned their diplomas earlier than the end of senior year.

Graduation

58 out of 96 seniors are on track to graduate on time.

Dropout

- 15-16- 74 out of 442= 16.7%
- 16-17-149 out of 536= 27% (internal data and not state reported)

Course Completion

We had an increase in the amount of students completing their courses.

Quarter 1	Quarter 2	Quarter 3
34%	55%	57%

School Assessment Data

				Rea	ding			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students not tested
9 th	75	43	57%	12	16%	4	5%	16
10 th	147	89	61%	41	28%	4	3%	13
11 th	155	102	66%	31	20%	9	6%	13
12 th	173	116	67%	29	17%	9	5%	19
Total	550	350	64%	113	21%	26	5%	61

PPOS Beginning of the Year Proficiency Data

				M	ath			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students not tested
9 th	75	41	55%	9	12%	6	8%	19
10 th	147	76	52%	39	27%	18	12%	14
11 th	155	84	54%	36	23%	15	10%	20
12 th	173	96	55%	43	25%	7	4%	27
Total	550	297	54%	127	23%	46	8%	80

	Total # of			Wri	iting			Total # of Students
	Students	# Below	% Below	#At	% At	# Above	% Above	Not Tested
9 th	75	67	89%	8	11%	0	0%	0
10 th	147	117	80%	24	16%	3	2%	3
11 th	155	124	80%	23	15%	4	3%	4
12 th	173	130	75%	39	23%	3	2%	1
Total	550	438	80%	94	17%	10	2%	8

Middle of the Year Proficiency Data

				Rea	ding			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	64	43	67%	8	13%	5	8%	8
10 th	113	64	57%	19	17%	12	11%	18
11 th	120	65	54%	27	23%	13	11%	15
12 th	131	91	69%	11	8%	9	7%	20
Total	428	263	61%	65	15%	39	9%	61

				M	ath			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	64	39	61%	12	19%	5	8%	8
10 th	113	49	43%	25	22%	18	16%	21
11 th	120	59	49%	29	24%	15	13%	17
12 th	131	67	51%	38	29%	6	5%	20
Total	428	214	50%	104	24%	44	10%	66

				Wr	iting			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	64	47	73%	6	9%	0	0%	11
10 th	113	85	75%	17	15%	3	3%	8
11 th	120	82	68%	19	16%	3	3%	16
12 th	131	87	66%	34	26%	3	2%	7
Total	428	301	70%	76	18%	9	2%	42

PPOS MOY Growth Data

	Reading												
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above						
9 th	44	10	31%	3	38%	1	25%						
10 th	100	22	39%	11	39%	8	53%						
11 th	98	32	52%	11	46%	10	77%						
12 th	115	28	38%	12	33%	3	60%						
Total	357	92	40%	37	39%	22	54%						

	Math											
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above					
9 th	44	14	44%	0	0%	0	0%					
10 th	100	24	42%	13	46%	5	33%					
11 th	98	33	54%	6	25%	8	62%					
12 th	115	36	49%	13	36%	2	40%					
Total	357	107	47%	32	27%	15	34%					

	Writing										
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above				
9 th	46	19	76%	5	63%	2	100%				
10 th	100	22	32%	14	52%	1	50%				
11 th	101	33	65%	9	53%	4	80%				
12 th	118	45	65%	9	64%	2	100%				
Total	365	119	56%	37	56%	9	82%				

Beginning of the Year Proficiency Data

		SPED										
				Rea	ding							
	Total # of Students # Below % Below # At % At # Above % Above											
9 th	11	5	45%	1	9%	0	0%	5				
10 th	21	16	76%	0	0%	0	0%	5				
11 th	27	21	78%	2	7%	1	4%	3				
12 th	22	12	55%	1	5%	1	5%	8				
Total	81	54	67%	4	5%	2	2%	21				

				M	ath			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students not tested
9 th	11	6	55%	0	0%	0	0%	5
10 th	21	15	71%	2	10%	0	0%	4
11 th	27	21	78%	3	11%	0	0%	3
12 th	22	13	59%	0	0%	0	0%	9
Total	81	55	68%	5	6%	0	0%	21

				Wri	iting			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	11	10	91%	1	9%	0	0%	0
10 th	21	17	81%	1	5%	0	0%	3
11 th	27	22	81%	1	4%	0	0%	4
12 th	22	21	95%	1	5%	0	0%	0
Total	81	70	86%	4	5%	0	0%	7

Middle of the Year Proficiency Data

				Rea	ding			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	12	10	83%	1	8%	0	0%	12
10 th	15	12	80%	0	0%	1	7%	15
11 th	21	13	62%	3	14%	4	19%	21
12 th	19	15	79%	0	0%	0	0%	19
Total	67	50	75%	4	6%	5	7%	67

				M	ath			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	12	11	92%	0	0%	0	0%	1
10 th	15	12	80%	0	0%	0	0%	3
11 th	21	15	71%	2	10%	1	5%	3
12 th	19	16	84%	0	0%	0	0%	3
Total	67	54	81%	2	3%	1	1%	10

				Wri	ting			Total # of
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	12	10	83%	1	8%	1	8%	12
10 th	15	13	87%	1	7%	1	7%	15
11 th	21	17	81%	1	5%	3	14%	21
12 th	19	17	89%	1	5%	1	5%	19
Total	67	57	85%	4	6%	6	9%	67

PPOS MOY Growth Data

Reading											
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above				
9 th	12	2	40%	1	100%						
10 th	15	4	40%			1	100%				
11 th	21	8	73%	2	67%	4	100%				
12 th	19	6	55%								
Total	67	20	54%	3	75%	5	100%				

				Math			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
9 th	12	1	17%				
10 th	15	4	40%				
11 th	21	8	57%	2	100%	1	100%
12 th	19	3	25%				
Total	67	16	38%	2	100%	1	100%

				Wr	iting		
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above
9 th	12	6	86%	1	100%		
10 th	15	5	45%			0	0%
11 th	21	5	50%	2	100%	0	0%
12 th	19	6	67%				
Total	67	22	59%	3	100%	0	0%

Beginning of the Year Proficiency Data

		ELL										
				Rea	ding							
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students not tested				
9 th	4	2	50%	2	50%			0				
10 th	3	2	67%	1	33%			0				
11 th	9	8	89%	1	11%			0				
12 th	3	2	67%	1	33%			0				
Total	19	14	74%	5	26%			0				

				M	ath			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students not tested
9 th	4	2	50%	0	0%	1	25%	1
10 th	3	1	33%	2	67%	0	0%	0
11 th	9	6	67%	2	22%	0	0%	1
12 th	3	1	33%	2	67%	0	0%	0
Total	19	10	53%	6	32%	1	5%	2

				Wr	iting			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	4	4	100%	0	0%			0
10 th	3	3	100%	0	0%			0
11 th	9	8	89%	1	11%			0
12 th	3	2	67%	1	33%			0
Total	19	17	89%	2	11%			0

Middle of the Year Proficiency Data

				Rea	ding			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	4	2	50%	1	25%	1	25%	4
10 th	4	3	75%	0	0%	1	25%	4
11 th	8	6	75%	1	13%	1	13%	8
12 th	5	3	60%	1	20%	1	20%	5
Total	21	14	67%	3	14%	4	19%	21

				M	ath			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	4	2	50%	1	25%	0	0%	1
10 th	4	1	25%	1	25%	0	0%	2
11 th	8	3	38%	2	25%	1	13%	2
12 th	5	0	0%	4	80%	1	20%	0
Total	21	6	29%	8	38%	2	10%	5

				Wri	iting			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	4	4	100%	0	0%			0
10 th	4	4	100%	0	0%			0
11 th	8	7	88%	1	13%			0
12 th	5	3	60%	2	40%			0
Total	21	18	86%	3	14%			0

PPOS MOY Growth Data

				Re	ading			
		Total # of	# of Students	% of Students	# of	% of	# of Students	% of Students
		Students	Below	Below	-	Students At		Above
	9 th	4	0	0%	0	0%		
	10 th	4	0	0%				
	11 th	8	4	67%	1	100%		
١.	12 th	5	2	67%				
	Total	21	6	43%	1	50%		

				Math			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
9 th	4	1	50%	0	0%		
10 th	4			1	100%		
11 th	8	0	0%	1	50%	1	100%
12 th	5			4	100%		
Total	21	1	20%	6	75%	1	100%

				Wr	iting		
	Total # of Students	# Below	% Below	# At	%At	# Above	% Above
9 th	4	0	0%	0	0%		
10 th	4	0	0%				
11 th	8	4	67%	1	100%		
12 th	5	2	67%				
Total	21	6	43%	1	50%		

Beginning of the Year Proficiency Data

				F	RL			
				Rea	ding			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students not tested
9 th	17	10	59%	4	24%	0	0%	3
10 th	31	13	42%	14	45%	1	3%	3
11 th	35	24	69%	7	20%	2	6%	2
12 th	26	17	65%	3	12%	3	12%	3
Total	109	64	59%	28	26%	6	6%	11

				M	ath			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students not tested
9 th	17	11	65%	1	6%	2	12%	3
10 th	31	17	55%	5	16%	6	19%	3
11 th	35	23	66%	6	17%	3	9%	3
12 th	26	14	54%	10	38%	0	0%	2
Total	109	65	60%	22	20%	11	10%	11

				Wr	iting			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	17	16	94%	1	6%	0	0%	0
10 th	31	25	81%	5	16%	1	3%	0
11 th	35	31	89%	3	9%	1	3%	0
12 th	26	17	65%	8	31%	1	4%	0
Total	109	89	82%	17	16%	3	3%	0

Middle of the Year Proficiency Data

				Rea	ding			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	10	7	70%	2	20%	0	0%	1
10 th	19	9	47%	4	21%	1	5%	5
11 th	23	14	61%	7	30%	1	4%	1
12 th	12	10	83%	1	8%	0	0%	1
Total	64	40	63%	14	22%	2	3%	8

				M	ath			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	10	5	50%	2	20%	2	20%	1
10 th	19	8	42%	5	26%	1	5%	5
11 th	23	16	70%	4	17%	1	4%	2
12 th	12	5	42%	6	50%	0	0%	1
Total	64	34	53%	17	27%	4	6%	9

				Wri	ting			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	10	7	70%	1	10%	0	0%	2
10 th	19	11	58%	3	16%	1	5%	4
11 th	23	17	74%	2	9%	1	4%	3
12 th	12	7	58%	3	25%	1	8%	1
Total	64	42	66%	9	14%	3	5%	10

PPOS MOY Growth Data

Reading											
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above				
9 th	10	2	40%	1	50%						
10 th	19	1	20%	3	75%						
11 th	23	5	45%	5	71%	1	100%				
12 th	12	3	33%	0	0%						
Total	64	11	37%	9	64%	1	100%				

				Math			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
9 th	10	3	75%	1	50%	1	100%
10 th	19	1	25%	1	25%	1	100%
11 th	23	5	38%	2	50%	1	100%
12 th	12	0	0%	4	80%		
Total	64	9	35%	8	53%	3	100%

				Wr	iting		
	Total # of Students	# Below	% Below	# At	%At	# Above	% Above
9 th	10	4	80%	2	100%		
10 th	19	3	50%	2	50%		
11 th	23	4	57%	4	80%	1	100%
12 th	12	4	67%				
Total	64	15	63%	8	73%	1	100%

Beginning of the Year Proficiency Data

				Min	ority			
	Reading							
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students not tested
9 th	11	6	55%	3	27%	0	0%	2
10 th	29	17	59%	7	24%	0	0%	5
11 th	24	19	79%	2	8%	1	4%	2
12 th	20	11	55%	4	20%	2	10%	3
Total	84	53	63%	16	19%	3	4%	12

	Math							
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students not tested
9 th	11	8	73%	1	9%	0	18%	2
10 th	29	14	48%	8	28%	3	14%	4
11 th	24	18	75%	3	13%	1	8%	2
12 th	20	12	60%	4	20%	0	20%	4
Total	84	52	62%	16	19%	4	14%	12

	Writing							
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	11	11	100%	0	0%	0	0%	0
10 th	29	23	79%	2	7%	1	3%	3
11 th	24	19	79%	1	4%	1	4%	3
12 th	20	15	75%	2	10%	2	10%	1
Total	84	68	81%	5	6%	4	5%	7

Middle of the Year Proficiency Data

	Reading							
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	13	11	85%	2	15%	0	0%	0
10 th	25	15	60%	4	16%	2	8%	4
11 th	20	14	70%	3	15%	1	5%	2
12 th	16	10	63%	1	6%	0	0%	5
Total	74	50	68%	10	14%	3	4%	11

				M	ath			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	13	10	77%	3	23%	0	0%	0
10 th	25	10	40%	7	28%	4	16%	4
11 th	20	12	60%	2	10%	2	10%	4
12 th	16	7	44%	4	25%	0	0%	5
Total	74	39	53%	16	22%	6	8%	13

				Wri	ting			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	13	9	69%	0	0%	0	0%	4
10 th	25	17	68%	2	8%	1	4%	5
11 th	20	13	65%	1	5%	0	0%	6
12 th	16	10	63%	2	13%	2	13%	2
Total	74	49	66%	5	7%	3	4%	17

PPOS MOY Growth Data

Reading							
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
9 th	13	1	17%	2	100%		
10 th	25	2	20%	2	50%	1	100%
11 th	20	3	30%	3	100%		
12 th	16	4	44%	1	100%		
Total	74	10	29%	8	80%	1	100%

	Math						
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
9 th	13	2	40%	2	67%		
10 th	25	2	33%	6	100%	2	50%
11 th	20	5	50%	1	100%	0	0%
12 th	16	2	33%	3	75%		
Total	74	11	41%	12	86%	2	40%

		Writing					
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above
9 th	13	5	100%	1	50%		
10 th	25	4	36%	2	50%	1	100%
11 th	20	6	75%	1	100%		
12 th	16	4	57%	1	100%		
Total	74	19	61%	5	63%	1	100%

Analysis

Why are the scores the way they are?

The beginning of year proficiency is very low; 64% of students are below proficiency expectations upon entry in ELA, 54% of students are below proficiency in math, and 80% of students are below proficiency in writing. Less than acceptable levels of engagement has impacted student achievement.

Are the scores what you predicted they would be?

Yes, the scores are what we predicted them to be based on the beginning of year proficiency data. The amount of students enrolling with skill deficiencies is also present in the data.

What is currently being done about the scores?

PPOS is implementing an effective ELA and math intervention model to include the following criteria:

- 1. Student identification through fall assessments in STAR 360, PARCC and curricular and interim assessments
- Specific small group intervention classrooms (developed from Formative Interim Assessment Data Analysis Data Weeks conducted three times per school year) targeting fundamental skills and academic needs
- 3. School accountability measures for student attendance at class sessions
- 4. Quality teacher instruction at all intervention sessions size of class/scheduling
- 5. Progress monitoring within an effective school-wide MTSS model.

The teachers are using Interim Assessment Data as a continued identifier of intervention placement and are monitoring student progress.

PLC teams are reviewing interim assessment data and implementing instructional strategies across all content areas.

How will this be addressed next year?

Academic planning has begun for the 2017-18 school year. Our finalized and detailed plan will be provided at the May board meeting. Within that plan, teachers will create group sessions that are targeted based on student data needs. Additionally, PLC teams will continue to review interim assessment data and implement instructional strategies across all content areas. We also plan to provide staff with the Ruby Pain training which will include a framework for understanding poverty.

Good Things

- PPOS staff had the opportunity to attend a National Training on the 7 Mindsets Curriculum. Additional PPOS staff will have the opportunity to attend a training this summer to further enhance the implementation of the curriculum.
- PPOS student engagement data at the end of block 3 increased to 57% from 34%.
- Policies and Procedures are established to collect student interview data for all returning students and new students to determine if PPOS will meet the criteria in future years for Alternative Education Campus.
- PPOS offers block courses and credit recovery courses which provides students with the opportunity to earn more credits during the semester and make up credit deficiencies.
- PPOS ELA PLC team has provided research based instructional strategies for all teachers to use across all content areas.
- PPOS had an increase in overall passing rate during Block 3 and there were numerous classes above 60%.





PIKES PEAK ONLINE SCHOOL UIP 2016-17

District: COLORADO DIGITAL BOCES | Org ID: 9170 | School ID: 6971 | Framework: Turnaround Plan: Low Participation | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

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Executive Summary

How are students performing? Where will the school focus attention?

Priority Performance Challenges: Specific statements about the school's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth, PWR), where the School did not meet federal, state and/or local expectations.

Name: HS Math Achievement and Growth

Description: Math achievement is low as identified on STAR 360 BOY data, as well as from curricular assessments from fall deep data dive analysis.

Name: English Language Arts, ELA **Description:** ELA achievement is low as identified on STAR 360 BOY data, as well as from curricular assessments from fall deep data dive analysis.

Name: Graduation Rates and Dropout Rates

Description: Based upon our student transcript data graduation and dropout rates are an area of focus for PPOS. Students are identified as behind in credits and are considered a risk to dropout. PPOS will focusing on programs (FAST, Credit Recovery, Homeroom) to support these students.

Why is the education system continuing to have these challenges?

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

Name: Math Support through MTSS

Description: PPOS will implement a purposeful math intervention model to include the following criteria: 1. Student identification through fall assessments in STAR 360 and curricular assessments; 2. Specific small group intervention classrooms (developed from data analysis) targeting fundamental skills and academic needs; 3. Quality teacher instruction at all intervention sessions; 4. Progress monitoring within an effective school-wide MTSS model.

Name: ELA Support through MTSS

Description: PPOS will implement a purposeful reading and writing intervention model to include the following criteria: 1. Student identification through fall assessments in STAR 360, writing, and curricular assessments; 2. Specific small group intervention classrooms (developed from data analysis) targeting fundamental skills and academic needs; 3. Quality teacher instruction at all intervention sessions; 4. Progress monitoring within an effective school-wide MTSS model.

Name: Student On-boarding and Orientation

Description: Based on the 2015-2016 school year analysis of Student On-boarding/Orientation PPOS will need to develop and implement effective on-boarding and student/learning coaches orientation. PPOS and the Family Academic Support Team will develop student/learning coach orientations for the fall and spring semesters.

Name: Family Academic Support Team (FAST)

Description: PPOS has developed an in-depth school wide student support system. This system includes: 3 FALS, 1 FRC, 1 Compliance Coordinator, and a director of the FAST program. This is a tiered system of academic and engagement support for students.

Name: Lack of Consistent School-Wide Culture Expectations

Description: PPOS will continue to create and build positive student and staff culture culture through implementation of clear expectations to support all students and staff.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Data Driven and Differentiated Instruction **Description:** PPOS Staff, across all grade levels 9-12 and in all subject areas, will instruct all virtual classes and blended learning classes using interactive, engaging, data-driven, and differentiated instructional techniques.

Name: Student Engagement **Description:** PPOS Administration and Staff will improve upon student and learning coach engagement in all instructional, academic, and blended opportunities.

Name: School Culture

Description: PPOS Administration and Staff will develop positive school and community culture, while keeping the school mission and vision at the forefront of all planning and decision making processes.

Access the School Performance Framework here: http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

No

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

No

External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

No. We will plan an Advanced Ed accreditation in 2017-2018.

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accreditation
- Title I Focus School
- Tiered Intervention Grant (TIG)
- Colorado Graduation Pathways Program (CGP)

- School Improvement Support Grant
- Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

The Colorado Digital Board of Cooperative Education Service (CD BOCES) is in its fourth year of operation. The CD BOCES authorizes multi-district online and blended contract schools through a board of cooperative education services that partners with school districts and institutions of higher education. At this time our partners are the Falcon School District 49 and Pikes Peak Community College. The CD BOCES mission is to revolutionize schools and systems in an effort to reclaim the promise of quality public education by providing for each individual student, anytime, anywhere. The CD BOCES serves students in blended and online learning environment schools through unprecedented collaboration, accountability and support. The CD BOCES values academic excellence that is achieved through authentic relationships that encourage face-to-face student-teacher relationships while leveraging online education tools. The CD BOCES authorizes four schools at this time.

Pikes Peak Online School (PPOS) was a brand new (doors opened September 7th, 2015) school serving grades 9-12 for students that live all over the state of Colorado. Currently we have 472 full time high school students. Currently our student data shows that 75% of our students have come to Pikes Peak credit deficient toward their 4 year high school graduation data. Due to this, we have several unique programs to serve our students.

PPOS is a blended program, offering both full virtual options to students, as well as blended opportunities to receive instruction at sites along the front range. Our mission is this: PPOS will provide an online program to learners who need more accountability and support in their learning experience. Students will be part of a unique learning environment best suited to overcome barriers and ensure they stay academically and socially engaged, graduate from high school and make a meaningful impact in their community. PPOS offers a powerful model for an effective public education that meets the unique needs of its students and families. PPOS is an innovative program providing individualized support and enhanced accountability. The school will utilize a tailored curriculum offering, targeted instruction by experienced teachers, extended support services and community partnerships to boost student achievement. The end result will be a high-quality, innovative and effective virtual education not offered by any other school in the state. Our curriculum offerings include both standard level high school courses, as well as full credit recovery catalog of offerings.

PPOS has a unique academic schedule to allow our students to focus on fewer courses at a time. Students take ELA and Math for full traditional semester terms; however, they take Science, Social Science, and Electives for 9 week blocks. This combinations gives students 4 courses, rather than 6, to work on at any given time. This also allows for a student to take an additional credit recovery course to catch back up in required credits.

The PPOS UIP was developed using a data-driven process, in collaboration with the PPOS staff, the K12 school leadership team, the School Accountability Committee, and the CDBOCES. The planning process includes an analysis of fall 2016 benchmark and curricular data, leading us toward implementation of improvement strategies for the 2016-2017 year. At our fall professional development, school leaders and staff analyzed data from the fall semester to include: STAR 360 Reading and Math data, as well as internal curricular data. Priority Performance challenge areas were identified at this time. At November PD, the staff participated in a root cause analysis and verification process (led by school leadership), as well as identification of needed action steps within school-wide improvement strategies. The School Accountability Committee met in November 2016 to analyze the school data and to provide additional input toward our proposed school improvement strategies. The school leadership team finalized the UIP during the month of November, after meeting with the SAC and the CDBOCES, before submission to the State.

Course Participation and Achievement:

PPOS focuses on providing a unique block schedule to allow students to focus on fewer courses at one time. PPOS does not offer various levels of any one course. We do not offer advanced, honors courses, or remedial courses at PPOS.

What number and percent of students in the district/school enroll in courses of different levels of rigor (Enriched/Advanced, General or Basic/Remedial)?

All students enroll in the general course offering. We do not offer advanced or remedial courses. However, based on student need for the 17-18 SY we will incorporate remedial/foundation classes in math and ELA. All schools use data to differentiate instruction and provide content to students based on student need.

To what degree are course with different levels of rigor available (across grade levels and content areas)? The English and Math courses adapt and differentiate based upon student performance on assessments within the curriculum.

Are differences in the level of student participation more rigorous courses evident by student disaggregated groups (e.g., by race, free-reduced lunch, gifted and talented, English learner, IEP)? No, all students are enrolled in the general courses at PPOS.

no, all sudents are enrolled in the general courses at FFOS.

Do student achievement results on state assessments differ by course? How?

No, the grade level State assessment data matches our course level data because all students are enrolled in the same level of course. Internally, we do analyze the state assessment data by course and teacher.

Do student achievement results on state assessments differ by course rigor level? How? No, we do not offer various rigor levels for our courses. All students are

enrolled in the same rigor level courses.

In which courses do the greatest numbers of students demonstrate they have met state standards through their achievement on state assessments? Currently state assessment data is showing that our students are approaching state standards in reading and math.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

Performance Indicator: Academic Achievement (Status)

Prior Year Target: Approaching Status in 2016 PARCC *Performance:* The current SPF is approaching status in 2016. The goal was met.

Academic Achievement (Status) Reflection

When reviewing the academic performance of students on beginning of year assessment, the students in all grades had a starting mean scale below the 50th percentile. The students are beginning PPOS with deficiency in all academic areas.

Prior Year Target: 50% of our students meet annual growth according to STAR 360. *Performance:* 31% of the students met annual growth according to STAR 360 in ELA. This goal was not met.

Prior Year Target: 60% of our students meet annual growth according to STAR 360. *Performance:* 36% of the students met annual growth according to STAR 360 in math. The goal was not met.

Academic Growth Reflection

Because PPOS was a brand new school in 2015-2016, there was no growth reported on the SPF. We have used our internal STAR 360 assessment data to report growth. PPOS didn't met the prior year growth target according to STAR. PPOS focus for the 2016-2017 school year is on analyzing the interim assessment data and providing instructional strategies that can be implemented across all departments at the school based on student need.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Below is the dis-aggregated data from CMAS 2015-2016. The number of tested students in a number of categories is too small to accurately analyze the data we have used this data and classroom benchmarks to appropriately formulate action plans.

Disaggregated Data CMAS 2015-2016

School	Grade	Group	Total Number of Students	Total Number of Valid Scores	Met/Exceeded	State Avg
PPOS	11 th	IEP		*	*	4%
		NEP LEP		* * *	* * *	* .9%

	11 th	FEP PHLOTE	*	15% 28%
			23 - Girls	
	11 th	Gender	20 - Rovs	Girls- 23% Boys- 25%

The below are the ELA Fall 2016 STAR data. The overall percent of students who met the Scale Score in Fall 2016 was 18%. The amount of students on an IEP was not included in the data due to the number of students in this category. The free/reduced population is scoring above the Fall 2016 overall average; 22% of students have met the scale score for Fall 2016.

ELA STAR (9-12) Percent of Students that met SchoolGrade Scale Score Fall 2016 PPOS All Testers 18% PPOS ELL 11% PPOS Non ELL 18% PPOS FRL 22% PPOS Non-FRL 17% PPOS IEP --PPOS Non-IEP 18% **PPOS** *Minority* 13% PPOS Non-Minority19%

The below are the Math Fall 2016 STAR data. The overall percent of students who met the Scale Score in Fall 2016 was 26%. The amount of students on an IEP was not included in the data due to the number of students in this category.

MATH STAR (9-12) Percent of Students that met SchoolGrade Scale Score Fall 2016 PPOS All Students 26% PPOS ELL 24% PPOS Non ELL 26% PPOS FRL 23% PPOS Non-FRL 27% PPOS IEP --PPOS Non-IEP 26% **PPOS** *Minority* 19% PPOS Non-Minority27%

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

•

Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target: 50% participation in both our ACT prep program and the ACT *Performance:* PPOS had 26 students take the assessment out of 75 11th grade students.

Prior Year Target: NA **Performance:**

Prior Year Target: NA **Performance:**

Postsecondary & Workforce Readiness Reflection

Because PPOS was a brand new school in 2015-216, we have no data reported for drop out, graduation, and matriculation.

Performance Indicator: Student Behavior

Student Behavior Reflection

Student Engagement Reflection

Current Performance

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g. state expectations, state average) to indicate why the trend is notable.

ELA	PARCC			STAR (9-12)			
School Grade	# of Valid S	Scores% of Students v	who met one year's growth targetProficie	ncy# of Valid S	Scores% of Students w	who met one year's growth targetProficiency	
PPOSAll Testers	34	37%	23.5%	207	31%	31%	
PPOS9	34	37%	23.5%	42	38%	38%	
PPOS10				53	21%	21%	
PPOS11				60	30%	30%	
PPOS12				52	37%	37%	
PPOSELL				8	38%	13%	
PPOSNon ELL	34	37%	23.5%	195	31%	54%	
PPOSFRL	18	27%	16.7%	30	23%	47%	
PPOSNon-FRL	16	50%	31.3%	173	32%	53%	
PPOSIEP	10	17%	0.0%	30	19%	33%	
PPOSNon-IEP	24	46%	33.3%	173	33%	55%	
PPOSMinority	7	33%	28.6%	43	31%	42%	
PPOSNon-Minoria	ty27	38%	22.2%	160	31%	55%	

MATH PARCC

STAR (9-12)

PPOSAll Studen	ts33	31%	12.1%	203	36 %	33 %
PPOS9	33	31%	12.1%	43	38%	42%
PPOS10				51	42%	22%
PPOS11				57	32%	30%
PPOS12				52	35%	38%
PPOSELL				8	13%	38%
PPOSNon ELL				195	37%	32%
PPOSFRL	8	20%	3.8%	30	40%	23%
PPOSNon-FRL	9	50%	12.5%	173	36%	34%
PPOSIEP	4	40%	7.1%	30	19%	23%
PPOSNon-IEP	13	27%	8.3%	173	39%	34%
PPOSMinority	6	20%	0.0%	43	31%	30%
PPOSNon-Minori	ty 27	36%	14.8%	160	38%	33%

Our data analysis is as follows:

The students in all grades have a starting mean scale score below the 50th percentile.

Academic Achievement:

The PARCC assessment showed that the students in grade nine who took ELA had a proficiency of 23.5%. The STAR assessment showed that the students in grade nine who took ELA had a proficiency of 38%. The PARCC assessment showed that the students in grade nine who took math had a proficiency of 12%. The STAR assessment showed that the students in grade nine math had a proficiency of 42%.

Growth Achievement:

The PARCC assessment showed that the percent of students in grade nine who met growth was 37% in ELA. The STAR assessment showed that the percent of students who made one year's growth was 38%.

Review of Current Performance:

In PPOS's 2016 SPF, we have earned 328% of the possible points, with a rating of Turnaround. Achievement has an overall school rating of Approaching and Postsecondary and Workforce Readiness indicator has an overall school rating of Does Not Meet.

Under <u>Academic Achievement (HS)</u>, we are rated as Approaching in English Language Arts and Science. We are rated as does not meet in math. The student group Free/Reduced-Price Lunch Eligible is rated as does not meet expectations in reading and math. The other student groups were not scored due to the number of students in those groups.

Under <u>Academic Growth (HS)</u>, we are not rated due to PPOS being a brand new school in 2015-2016.

Under Postsecondary and Workforce Readiness, we were rated as does not meet expectations with a composite ACT score of 16.5. Dropout, matriculation, and graduation rate was not rated due to PPOS being a brand new school in 2015-2016.

The current Fall 2016 STAR assessment showed that 18% of the students met the scale score on the STAR ELA test.

ELA	STAR (9-12)
SchoolGrade	Percent of Students that met
Genoordiade	Scale Score Fall 2016
PPOS All Testers	18%
PPOS 9	14%
PPOS 10	22%
PPOS 11	15%
PPOS 12	18%
PPOS ELL	11%
PPOS Non ELL	18%
PPOS FRL	22%
PPOS Non-FRL	17%
PPOS IEP	
PPOS Non-IEP	18%
PPOS Minority	13%
PPOS Non-Minorit	ty19%
	-

The current STAR math assessment showed that 26% of the students met the fall scale score.

MATH	STAR (9-12)
SchoolGrade	Percent of Students that met Scale Score Fall 2016
PPOS All Students	26%
PPOS 9	20%
PPOS 10	29%
PPOS 11	30%
PPOS 12	29%
PPOS ELL	24%
PPOS Non ELL	26%
PPOS FRL	23%
PPOS Non-FRL	27%
PPOS IEP	
PPOS Non-IEP	26%
PPOS Minority	19%
PPOS Non-Minority	/27%

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges. Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is recommended.

Relationship of UIP Elements

Priority Performance Challenges

Root Cause

HS Math Achievement and Growth



Math Support through MTSS Lack of Consistent School-Wide Culture Expectations

English Language Arts, ELA



ELA Support through MTSS Lack of Consistent School-Wide Culture Expectations

Graduation Rates and Dropout Rates



Student On-boarding and Orientation Family Academic Support Team (FAST) Lack of Consistent School-Wide Culture Expectations





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

1. Graduation and Dropout rates continue to be an area of challenge:

As a second year school, serving previously struggling students, we have and will continue to develop systems to support these students to stay in school and receive a diploma.

- Credit Recovery Program
- 7 Mindsets
- Homerooms
- Family Academic Support Team (FAST)

2. Math is our second PPC. Our Math data both in STAR 360 and in curricular assessments proves to be our largest area of academic challenge.

3. ELA is our third PPC. Our ELA scores on STAR 360 and within writing curricular assessments proves to be another area of academic challenge.

Provide a rationale for how these Root Causes were selected and verified:

Based on feedback from PPOS faculty and staff during professional development in the spring and fall we have identified, selected and verified root causes and for which we as adults have control over. These root causes stem from being a first year school during the 2015-2016 school year and analyzing the areas of improvement for which we have local control of.

The percent of students that attended new student orientation was 55%. We need to implement policies for all students to attend our orientation at the beginning of the year.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

Priority Performance Challenge : HS Math Achievement and Growth

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		Μ
Annual	2016-2017:	Increase academic achievement from 2nd percentile to 30th percentile.
Performance Targets	2017-2018:	Increase academic achievement from 30th percentile to 50th percentile.
Interim Measures for 2016-2017:		Curricular assessment data, Formative Interim assessments, PARCC, and Final Exam Data

Pe	erformance Indicator:	Academic Growth
	Measures / Metrics:	Μ
Annual	2016-2017:	50% of our students meet annual growth according to STAR 360.

Performance 2017-2018: Targets		60% of our students meet annual growth according to STAR 360		
Interim Mea	sures for 2016-2017:	Curricular assessment data, Formative Interim assessments, PARCC, and Final Exam Data		

Priority Performance Challenge : English Language Arts, ELA

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual	2016-2017:	Increase academic achievement from 23rd percentile to 33rd percentile.
Performance Targets	2017-2018:	Increase academic achievement from 33rd percentile to 50th percentile.
Interim Measures for 2016-2017:		Curricular assessment data, Formative Interim assessments, PARCC, and Final Exam Data

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		W
Annual	2016-2017:	Increase academic achievement from 23rd percentile to 33rd percentile.
Performance Targets	2017-2018:	Increase academic achievement from 33rd percentile to 50th percentile.
Interim Measures for 2016-2017:		Curricular assessment data, Formative Interim assessments, PARCC, and Final Exam Data

Performance Indicator:		Academic Growth
	Measures / Metrics:	R
Annual	2016-2017:	50% of our students meet annual growth according to STAR 360.
Performance Targets	2017-2018:	60% of our students meet annual growth according to STAR 360.
Interim Measures for 2016-2017:		Curricular assessment data, Formative Interim assessments, STAR, and Final Exam Data

Performance Indicator:		Academic Growth
Measures / Metrics:		W
Annual Performance	2016-2017:	65% of kids meet annual growth on internal writing assessment prompt. Will analyze 2016 PARCC data and determine growth target next summer.
Targets	2017-2018:	70% of kids meet annual growth on internal writing assessment prompt.
Interim Measures for 2016-2017:		Curricular assessment data and Formative Interim assessments

Priority Performance Challenge : Graduation Rates and Dropout Rates

Pe	erformance Indicator:	Postsecondary & Workforce Readiness
	Measures / Metrics:	Graduation Rate
Annual	2016-2017:	We will improve our completion rate from 30.9% to 50.9%.
Performance Targets	2017-2018:	We will improve our completion rate from 50.9% to 60.9%.
Interim Measures for 2016-2017:		Internal Graduation Rates; Withdrawal Rates

Measu	res / Metrics:	Dropout Rate
Annual		
	2016-2017:	We will decrease our drop out rate from 16.7% to 12%.
Performance Targets	2017-2018:	We will decrease our drop out rate from 12% to 8%.
Interim Measures fo	or 2016-2017:	Internal Graduation Rates; Withdrawal Rates

Planning Form

Major Improvement Strategy Name:	Data Driven and Differentiated Instruction	
Major Improvement Strategy Description:	PPOS Staff, across all grade levels 9-12 and in all subject areas, will instruct all virtual classes and blended learning classes using interactive, engaging, data-driven, and differentiated instructional techniques.	

Associated Root Causes:

Math Support through MTSS: PPOS will implement a purposeful math intervention model to include the following criteria: 1. Student identification through fall assessments in STAR 360 and curricular assessments; 2. Specific small group intervention classrooms (developed from data analysis) targeting fundamental skills and academic needs; 3. Quality teacher instruction at all intervention sessions; 4. Progress monitoring within an effective school-wide MTSS model.

ELA Support through MTSS: PPOS will implement a purposeful reading and writing intervention model to include the following criteria: 1. Student identification through fall assessments in STAR 360, writing, and curricular assessments; 2. Specific small group intervention classrooms (developed from data analysis) targeting fundamental skills and academic needs; 3. Quality teacher instruction at all intervention sessions; 4. Progress monitoring within an effective school-wide MTSS model.

Action Steps As	ssociated with MIS					
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Instructional Strategies	PPOS staff will commit to quality and engaging instruction in all class sessions, both virtual and at blended locations. Staff	08/15/2016 06/01/2018	Local	Teachers and administration	In Progress	This School Year

	will fully implement Capturing Kids Hearts, Teach Like a Champion and Marzano instructional strategies to keep classes engaging and purposeful for all students.					
BOY Benchmark Data	PPOS staff will use STAR 360 data as initial identifiers for classroom placement and for students needing support and intervention in math and ELA.	08/22/2016 06/01/2018	Pupil funding	Teachers and Administration	In Progress	This School Year
Leadership DDI Meetings	PPOS leaders will actively engage in monthly leadership training on Data Driven Instruction. PPOS Principals will continue with 1:1 weekly DDI meetings with Head of School. At these meetings, school level and teacher level analysis occurs and action steps developed.	08/22/2016 06/08/2018	Pupil funding	School administration and staff	In Progress	This School Year

Interim and Curricular Assessments	PPOS teachers use interim and curricular assessment data (unit and semester exam) to drive the formation of targeted intervention groups and to drive the instruction, per standard, that occurs at these classes.	08/22/2016 06/08/2018	Pupil funding	School administration and staff	In Progress	This School Year
Special Education Support	Special Education teachers, across all grade levels, conduct targeted math and ELA interventions for struggling students at least once per week. These sessions are formed from student data and IEP goals.	08/22/2016 06/01/2018	Pupil funding	School administration and staff	In Progress	This School Year
Data Driven Instruction Meetings	PPOS administration will conduct individual data driven instruction meets, one on one two times per month and at PLC meetings whole group with all	08/22/2016 06/08/2018	Pupil funding	School administration and teachers	In Progress	This School Year

	staff members four times per month. These data dives will highlight areas of concern based upon student data, as well as identify areas of strength. These will take place between school leader and lead teacher and teacher allowing thorough time on each teacher's student data.						
Teacher Evaluations	All teachers will receive instructional coaching through monthly observation and post observation meetings feedback including two additional formal evaluations per SB 10-191.	09/05/2016 06/08/2018	local	School administration and teachers	In Progress	This School Year	
Implementation Benchmark Associated with MIS							
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year	
	BOY Assessment	By October 1st, 2015, 95% of	08/22/2016 06/08/2018	Teachers and Administration		This School Year	

	staff have identified MTSS tiers for students based on BOY Benchmark data. (Students enroll at PPOS through late September). 100% of staff analyzed student benchmark within 3 days of the student taking the assessments.				
Instructional Strategies	By September 19th, 75% of teachers will show effective Teach Like a Champion, Marzano instructional strategies and Capturing Kids Hearts in all classes. By December 16th, 95% of teachers will show effective Teach Like a Champion, Marzano instructional strategies and Capturing Kids Hearts in all classes.	08/22/2016 06/08/2018 Quarterly	Principals and Teachers	Partially Met	This School Year
Teacher Evaluation	By May of each year,HS teachers	08/22/2016 06/08/2018	Principal	Partially Met	This School Year

	will have received one monthly informal observation and post observation meeting in addition to two formal evaluations.				
Leadership DDI Meetings	By Sept 1, 100% of school leaders will meet weekly to analyze student and school data, review goals, and modify action steps.	08/29/2016 05/31/2017 Weekly	Administration	Met	This School Year
Special Education Support	By September 30,100% of Special Education teachers are conducting math and ELA intervention as required.	09/30/2016 05/31/2017 Weekly	Teachers		This School Year
Interim and Curriculum Assessments	By October 3rd, 70% of staff will use exam statistic data to drive instructional re-teaching and need for intervention. By the end of each semester, 70% of staff will use exam statistic data to drive	10/03/2016 06/08/2018 Quarterly	Teachers and Administration		This School Year

	instructional re-teaching and need for intervention.			
Leadership DDI Meetings	Leaders will collaborate with all staff (teachers and family academic support liaison) to create a 2 week SMART goal and track progress on goal.	08/21/2017 06/08/2018	Administrators	Next School Year
Data Driven Instruction	Implement data meetings with students quarterly to discuss overall school progress and goals for interim assessments.	09/29/2017 06/08/2018	Administration and Teachers	Next School Year

Major Improvement Strategy Name:	Student Engagement
Major Improvement Strategy Description:	PPOS Administration and Staff will improve upon student and learning coach engagement in all instructional, academic, and blended opportunities.

Associated Root Causes:

Student On-boarding and Orientation: Based on the 2015-2016 school year analysis of Student On-boarding/Orientation PPOS will need to develop and implement effective on-boarding and student/learning coaches orientation. PPOS and the Family Academic Support Team will develop student/learning coach orientations for the fall and spring semesters.

Family Academic Support Team (FAST): PPOS has developed an in-depth school wide student support system. This system includes: 3 FALS, 1 FRC, 1 Compliance Coordinator, and a director of the FAST program. This is a tiered system of academic and engagement support for students.

Action Steps Ass	Action Steps Associated with MIS							
Name	Description	Start/End D	ate Reso	urce I	Key Personnel	Status	School Year	
Blended Learning Program	PPOS teachers and administration will develop and implement a blended learning program. Students across all grade levels will be given the opportunity for face to face instruction and support at drop in centers. The main content areas of focus are writing and math; however, all high school subject areas are represented at least on a monthly basis.	08/22/2016 06/08/2018	Pupil I	e e e e e e e e e e e e e e e e e e e	School administration and staff	In Progress	This School Year	
Orientation/Onboa Week	0	eholders, 10 eate a roved rientation	/22/2016 /12/2018	Pupil Fundin	ng School Administratio and staff	Complete n	This School Year	

	in order to su both new and returning stud with our onlin systems, our platforms, ou mechanisms school expect This will be for new and retu students, and greatly enhar new student's knowledge of schooling. Th boarding was students who on time and a students who	d dents ne r support , and our stations. or both rning d will nce a s f PPOS ne on s for o started also for o enrolled				
Homeroom Support	PPOS will continue to engage students in a small group setting whereby each teacher and student support member will carry a group of homeroom students for the year. These homeroom groups will provide engagement and holistic academic support.	08/22/2016 06/08/2018	Pupil Funding	School Administration and staff	In Progress	This School Year
Family Academic	holistic academic	08/22/2016	Pupil Funding,	PPOS staff,	In Progress	This School Y

Support Team (FAST)	implement a Family Academic Support program to include objectives for increasing student engagement and to increase student retention at PPOS. This is a tiered PBIS program of supports for our students, based upon academic and engagement data. This program include a FAST Lead, Family Engagement Coordinator, Family Resource Coordinator, Compliance Liaison, and academic mentors.	06/08/2018	K12 resources	FAST Team, and Administration		
7 Mindsets curriculum	PPOS teachers will provide support through weekly homeroom sessions focused on the 7 mindsets curriculum.	08/22/2016 06/08/2018	Pupil funding	School administration and staff	In Progress	This School Year
ICAP	All students will have an	09/05/2016 06/08/2018	Pupil funding	HS counselors and homeroom	In Progress	This School Year

teachers

Individualized Learning Plan (ICAP (HS) and through collaboration with an assigned counselor. At HS, this will include development of: Academic and Post-Secondary Goals, Instructional Goals, Intervention, Assessment data, Graduation plans and credit checks. At K8, this will include academic and instructional goals, interventions as applicable, and assessment data updates. Student guardians are highly encouraged to attend these sessions.

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	7 Mindsets	During July, 4	07/29/2016	PPOS Leadership	Met	This School Year

Ci	urriculum	PPOS staff will attend a national training on implementation of the 7 mindsets.	08/12/2018	Team	
	lended Learning rogram	The staff will implement a weekly blended newsletter to all students about blended sites for their area.	08/22/2016 06/08/2018	Blended Point of Contact	Next School Year
	amily Academic upport Team	The family academic support liaison will meet weekly with the parent and the student to create back on track plans with weekly targets in all courses.	08/22/2016 06/08/2018	FAST Team	This School Year
	CAP/Individual earning Plan	By May 11th, all students will have their ICAP/Graduation Plan finalized for that school year.	08/22/2016 06/08/2018	Teachers and Counselor	This School Year
	CAP/Individual earning Plan	By October 20th, all students will have an initial conference and ICAP/graduation plan completed.	09/06/2016 06/08/2018	Principal and Counselor	This School Year
7	Mindsets	During July of 2017, the Family Academic Support Team will	07/10/2017 08/04/2017	Principal and Family Academic Support Team	Next School Year

	attend the national training on the 7 mindsets to implement the curriculum with the students.				
Blended Learning Program	Incorporate blended learning locations at the beginning of the school year into the student's ICAP and Individual Learning Plan.	08/21/2017 06/08/2018	Counselor and Teacher		Next School Year
Blended Learning Program	Incorporate community activities at blended drop in centers and provide learning coach universities at the first session of the month.	08/21/2017 06/08/2018	Blended Learning Point of Contact and Family Engagement Coordinator		Next School Year
Homeroom	Monthly homeroom meetings will be held by each teacher at PPOS. The first homeroom meeting will be in September and continue each month.	08/21/2017 06/08/2018	Homeroom Teacher	Partially Met	This School Year
Orientation and Onboarding Week	Clear expectations will be written into our	09/05/2017 06/08/2018	Homeroom Teaches and Family Academic		Next School Year

parent handbooks for orientation and onboarding expectations with action steps by an assigned deadline of September 30th.	Support Team	

Major Improvement Strategy	School Culture
Name:	

Major Improvement Strategy
Description:PPOS Administration and Staff will develop positive school and community culture, while
keeping the school mission and vision at the forefront of all planning and decision making
processes.

Associated Root Causes:

Lack of Consistent School-Wide Culture Expectations: PPOS will continue to create and build positive student and staff culture culture through implementation of clear expectations to support all students and staff.

Action Steps Associated with MIS								
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year		
School Accountability Committee	PPOS will continue to engage the SAC committee to increase parent involvement, data analysis and overall school improvement with	08/22/2016 06/08/2018	Pupil funding	School administration and staff	In Progress	This School Year		

	this stakeholder group. The SAC consists of teachers, leaders, and parents from all grade levels.					
Professional Development	PPOS leaders and staff will participate in ongoing professional development and collaboration around improving student and staff culture. This will include study and research from the 7 mindsets, Capturing Kids Hearts, and Marzano's Instructional Strategies.	08/22/2016 06/01/2018	Pupil funding	School administration and staff	In Progress	This School Year
Capturing Kids Hearts	PPOS Staff and leaders will participate and complete a full Capturing Kids Hearts training, in collaboration with the CD Digital BOCES. The objective is to build positive and productive relationships among the staff and students.	08/22/2016 06/01/2018	CD BOCES	Staff, Leaders, and CD BOCES	In Progress	This School Year

Student Clubs	PPOS and K12 National offer over 50 student organizations in language arts, history, STEM, hobbies, the Arts, Builders, World Interests, NHS, and student government.	08/22/2016 06/08/2018	Pupil funding, K12 National	School administration and staff	In Progress	This School Year			
Student School Events	PPOS will implement at least monthly face-to-face social and academic outings for students and families. These include trips to museums, recreational opportunities, historic, and scientific locations.	08/22/2016 06/08/2018	Pupil Funding	Staff and Family Support	In Progress	This School Year			
Implementation Benchmark Associated with MIS									
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year			
	Student School Events	PPOS will have a fall homecoming and a spring prom as well as blended field trips.	08/22/2016 06/08/2018	Principal, FAST Team, and Teachers	Partially Met	This School Year			

Professional Development	PD occurs three times a year with staff and monthly as a leadership team. PPOS staff meets twice per month collaborating during virtual staff meetings in PLCs.	08/22/2016 06/08/2018	Principals and Teachers	Partially Met	This School Year
Capturing Kids Hearts	By September, all non-trained or new staff will be complete initial Capturing Kids Hearts training. By September, 95% of staff are implementing Capturing Kids Hearts.	08/22/2016 06/08/2018	Principal and Teacher	Partially Met	This School Year
School Accountability Committee	By October 18th, the first K-12 SAC meeting will be conducted. The SAC meetings for 2016-2017 will be held on October 7th, November 4th, and March 23rd.	08/21/2017 06/08/2018			

Addenda

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the <u>Quality Criteria</u>. Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.	Section IV: A description of the selected turnaround strategy in the Action Plan Form. If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.	 Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. Provide name of Turnaround Partner: School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support. Innovation School. School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act. School/District Management Contract. A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or district pursuant to a contract with the local school board or the Charter School Institute. Provide name of Management Contractor:

	 Restructure Charter.(For schools with a charter) The school's charter contract has been renegotiated and significantly restructured. School Closure. Other.* Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").
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*Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?

Attachments List



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: April 27, 2017

Prepared by: Kindra Whitmyre, Bradley Hardin, Bernie Hohman, Phil Williams and Kris Enright

Title of Agenda Item: Rocky Mountain Digital Academy and Mountain View Virtual Update and Academic Data

Item Type: \Box Action \Box Information X Discussion

Background Information, Description of Need:

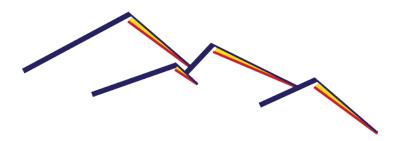
Rocky Mountain Digital Academy and Mountain View Virtual have prepared a school update that includes academic data for our Board of Directors.

Relevant Data and Expected Outcomes:

The report is attached.

Recommended Course of Action/Motion Requested:

There is no requested action at this time.



4035 Tutt Boulevard Colorado Springs, CO 80922



Mountain View Virtual 7730 East Belleview Avenue, Suite AG-9 Greenwood Village, CO 80111

School Mission

We provide personalized learning for all students through our curriculum and work-based learning.

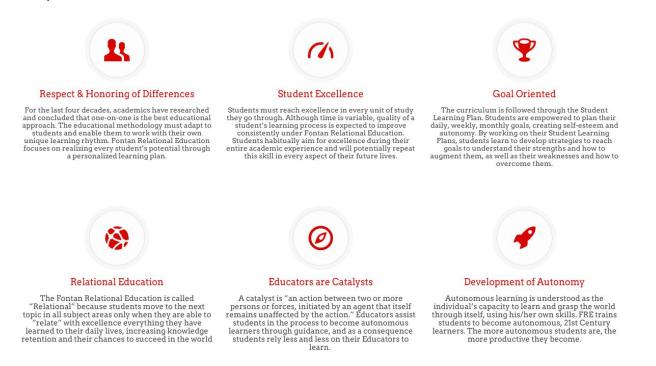
School Vision

Preparing 100% of our students for continued education and workforce readiness. We see our students in the future being able to understand the key cognitive strategies, content knowledge, skills and techniques, and transitional life skills to be successful in the world of post-secondary education and the world of work.

School Curriculum

This year, MVV implemented a new program called Fontan Relational Education (FRE). This is more than just units, lessons, and a scope and sequence. This is an entire educational philosophy.

Principles of FRE



All of our staff were trained for two weeks at the beginning of the school year. Also, we have had additional training throughout the year from the support of Learning One To One. More training was accomplished the entire month of October. Another training was completed in the month of January. End of year training will be

done in early May. Through this continued support and training, our staff has been able, in just this first year of implementation to see amazing opportunities for our students.

What makes MVV unique?

In addition to our philosophical shift to the model of FRE, MVV is focusing on College and Career Readiness as a pillar that drives our mission and vision. We are using the Individual Career and Academic Plan (ICAP) at the ninth grade level to start the process of identifying areas of career interest. This year, we used College in Colorado for ICAP. We are currently building Units of Study for ICAP at all four grade levels that also align with the FRE model. This will make it easier for students to complete ICAP and fully integrate this into curriculum.

We are establishing programs around work-based learning. This year, we implemented the program for Juniors called the READY Program. MVV had 4 students who did internships with different companies during the month of January. The report for the internship program is also included with this report for reference.

We would like to roll out the 9th grade program for Job Shadowing and the 10th grade program for Mentoring during the 2017-2018 school year. Both of these programs further align what we are doing so that students are ready for next steps after high school, whether that includes college, training, workforce, or other options.

Student Data

Engagement

• Student engagement has risen since January.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Tracking of October count data	64%	59%	69%

• All enrolled students in Fuel Education have at least one parent or guardian account that is active for tracking student progress

Concurrent Enrollment and Internships

- Fall Semester -- 0 students
- Spring Semester -- 1 student in concurrent enrollment, 4 students in internships.

Autonomy Promotions

- 7 MVV students have reached the third autonomy level in FRE of Oriented. See accompanying document for information about the 5 Levels of Autonomy.
- 13 MVV students have reached the second autonomy level in FRE of Guided.

Early Graduation

• 2 students earned their diplomas earlier than the end of senior year

Graduation

- 12 students are confirmed to be participating in our graduation ceremony June 9th
- 7 students are close to being confirmed for graduation.
- 10 students who are seniors will not graduate this year. Many of these students came to MVV credit-deficient and knew at the beginning of this year that they would not graduate.
- With FRE, students may earn their diploma at any time during the year, and some of our seniors are trying to finish by early fall, 2017.

Dropouts

- 2015-2016 -- 46
- 2016-2017 -- 51

Course Completion

Quarter 1	Quarter 2	Quarter 3	Quarter 4
0	2 courses	11 courses	12 courses

- 11 core classes by 9 different students in Fontan Relational Education have been completed as of April 18, 2107
- 14 elective classes (Fuel Education) by 10 different students have been completed as of April 18, 2017

Beginning of the Year Proficiency Data

				Reading				
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	10	3/6	50%	0/6	0%	3/6	50%	4
10 th	26	11/21	53%	0/21	0%	10/21	48%	5
11 th	30	10/25	40%	0/25	0%	15/25	60%	5
12 th	48	30/40	75%	0/40	0%	10/40	25%	8
Total	114	54/92	59%	0	0%	38/92	41%	22

				Math				
	Total # of Students	# Below	% Below	# At	%At	# Above	% Above	Total # of Students Not Tested
9 th	10	3/6	50%	0/6	0%	3/6	50%	4
10 th	26	10/18	55%	0/18	0%	8/18	44%	8
11 th	30	16/25	64%	0/25	0%	9/25	36%	5
12 th	48	26/38	68%	0/38	0%	12/38	32%	10
Total	114	55/87	63%	0	0%	32/87	37%	27

					Writing					Total # of
	Total # of Students	# Below	% Below		# At	% At		# Above	% Above	Students Not Tested
9 th	10	8/8	100%		0	0%		0	0%	2
10 th	26	12/16	75%		4/16	25%		0	0%	10
11 th	30	20/30	66%		9/30	30%		0	0%	1
12 th	48	25/33	15%	۲	8/33	24%	۲	0	0%	15
Total	114	65/87	75%		21/87	24%		0	0%	28

Middle of the Year Proficiency Data

				Reading				
	Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not tested
9 th	13	3/10	30%	0/10	0%	7/10	70%	3
10th	21	12/18	66%	0/18	0%	6/18	33%	3
11 th	30	15/27	55%	0/27	0%	12/27	44%	3
12 th	35	23/27	85%	0/27	0%	4/27	15%	8
Total	99	53/82	65%	0	0%	29/82	35%	17

					Math				
	Total # of Students	# Below	% Below		# At	%At	# Above	% Above	Total # of Students Not Tested
9 th	13	5/10	50%		1/10	10%	4/10	40%	3
10 th	21	9/17	53%		0/17	0%	8/17	47%	4
11 th	30	11/25	44%		0/25	0%	14/25	56%	5
12th	35	14/22	64%		0/22	0%	8/22	37%	13
Total	99	39/74	53%	٣	1/74	1%	34/74	46%	25

				Writing				
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	13	3/7	43%	4/7	57%	• 0	0%	6
10 th	20	7/14	50%	6/14	43%	1/14	7%	6
11 th	30	7/23	30%	13/23	56%	2/23	8%	7
12 th	35	12/23	52%	9/23	39%	2/23	8%	12
Total	98	29/67	43%	32/67	48%	5/67	7%	31

MOY Growth Data

			Rea	ading			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
9 th	13	1/13	8%	0	0	4/13	31%
10 th	21	6/21	29%	0	0	2/21	9%
11 th	30	7/30	23%	0	0	6/30	20%
12 th	35	14/35	40%	r 0	0	3/35	9%
Total	99	28/99	28%	r 0	0	15/99	15%

			M	lath			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
9 th	13	1/13	1%	0	0	2/13	15%
10 th	21	3/21	14%	0	0	1/21	4%
11 th	30	7/30	23%	0	0	4/30	13%
12 th	35	7/35	20%	0	0	2/35	5%
Total	99	18/99	18%	0	0	9/99	9%

				1	Writin	g				
	Total # of Students	#	Below	% Belo	w	# At	% At		# Above	% Above
9 th	13	1	0/98	0%		3/13	23%		0/98	0%
10 th	20	1	2/20	10%		5/20	25%		1/20	5%
11 th	30		4/30	13%		9/30	30%		1/30	3%
12 th	35		1/35	2%		8/35	23%	•	2/35	6%
Total	98		7/98	7%		25/98	25%		4/98	4%

Beginning of the Year Proficiency Data SPED

				Reading				
	Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not Tested
9 th	1	1/1	100%	0	0%	0/1	0%	
10 th	3	1/3	33%	0	0%	2/3	66%	
11 th	2	0/2	50%	0	0%	2/2	100%	
12 th	4	3/4	75%	0	0%	1/4	25%	
Total	10	5/10	50%	0	0%	5/10	50%	

				Math				
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	1	1/1	100%	0/1	0%	0/1	0%	
10 th	3	1/3	33%	0/3	0%	2/3	66%	
11 th	2	2/2	100%	0/2	0%	0/2	0%	
12 th	4	3/3	100%	0/3	0%	0/4	0%	1
Total	10	7/10	70%	0	0%	2/10	20%	

				Writing				
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	1	1/1	100%	0	0%	0	0%	
10 th	3	3/3	100%	0	0%	0	0%	
11 th	2	1/1	100%	0	0%	0	0%	1
12 th	4	3/3	100%	0	0%	0	0%	1
Total	10	8/10	80%	0	0%	0	0%	

Middle of the Year Proficiency Data

				Reading				
	Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not tested
9 th	1	1/1	100%	0	0%	0	0%	
10 th	3	3/3	100%	0	0%	0	0%	
11 th	2	2/2	100%	0	0%	0	0%	
12th	4	3/3	100%	0	0%	0	0%	1
Total	10	9/9	100%	0	0%	0	0%	

				M	ath			
	Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not Tested
9 th	1	1/1	100%	0/1	0%	0/1	0%	
10 th	3	1/3	33%	0/3	0%	2/3	66%	
11 th	2	2/2	100%	0/2	0%	0/2	0%	
12th	4	2/3	66%	1/3	33%	0/3	0%	1
Total	10	6/9	66%	1/9	11%	2/9	22%	

			Wri	ting			
Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
1	1/1	100%	0	0%	0	0%	
3	2/3	66%	1/3	33%	0	0%	
2	1/1	100%	0	0%	0	0%	1
4	2/2	100%	0	0%	0	0%	2
10	6/10	60%	1/3	33%	0	0%	
	Students 1 3 2 4	Students # Below 1 1/1 3 2/3 2 1/1 4 2/2	Students # Below % Below 1 1/1 100% 3 2/3 66% 2 1/1 100% 4 2/2 100%	Total # of Students # Below % Below # At 1 1/1 100% 0 3 2/3 66% 1/3 2 1/1 100% 0 4 2/2 100% 0	Students # Below % Below # At % At 1 1/1 100% 0 0% 3 2/3 66% 1/3 33% 2 1/1 100% 0 0% 4 2/2 100% 0 0%	Total # of Students # Below % Below # At % At # Above 1 1/1 100% 0 0% 0 3 2/3 66% 1/3 33% 0 2 1/1 100% 0 0% 0 4 2/2 100% 0 0% 0	Students # Below % Below # At % At # Above % Above 1 1/1 100% 0 0% 0 0% 3 2/3 66% 1/3 33% 0 0% 2 1/1 100% 0 0% 0 0% 4 2/2 100% 0 0% 0 0%

MOY Growth Data

			Re	ading			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
9 th	1	0/1	0%	0	0%	0	0%
10 th	3	0/3	0%	0	0%	0	0%
11 th	2	0/2	0%	0	0%	0	0%
12 th	4	3/4	75%	0	0%	0	0%
Total	10	3/10	30%	0	0%	0	0%

			N	Math			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
9 th	1	0/1	0%	0	0%	0	0%
10 th	3	1/3	33%	0	0%	0	0%
11 th	2	1/2	50%	0	0%	0	0%
12 th	4	2/4	50%	0	0%	0	0%
Total	10	4/10	40%	0	0%	0	0%

				Writing			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above
9 th	1	0/1	0%	0/1	0%	0	0%
10 th	3	0/3	0%	1/3	33%	0	0%
11 th	2	1/2	50%	0/2	0%	0	0%
12 th	4	0/4	0%	0/4	0%	0	0%
Total	10	1/10	10%	1/10	10%	0	0%

Beginning of the Year Proficiency Data

				E	LL			
				Rea	ding			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	0	0	0%	0	0%	0	0%	
10 th	0	0	0%	0	0%	0	0%	
11 th	2	1/1	100%	0	0%	0	0%	1
12 th	2	2/2	100%	0	0%	0	0%	
Total	4	3/3	100%	0	0%	0	0%	1

				M	ath			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	0	0	0%	0	0%	0	0%	
10 th	0	0	0%	0	0%	0	0%	
11 th	2	1/1	100%	0	0%	0	0%	1
12 th	2	2/2	100%	0	0%	0	0%	
Total	4	3/3	100%	0	0%	0	0%	1

				Wr	iting			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	0	0	0%	0	0%	0	0%	
10 th	0	0	0%	0	0%	0	0%	
11 th	2	1/1	100%	0	0%	0	0%	1
12 th	2	0	0%	2/2	100%	0	0%	
Total	4	1/1	100%	2/2	100%	0	0%	1

Middle of the Year Proficiency Data

				Rea	ding			
	Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not tested
9 th	0	0	0%	0	0%	0	0%	
10 th	0	0	0%	0	0%	0	0%	
11 th	2	1/1	100%	0	0%	0	0%	1
12th	2	2/2	100%	0	0%	0	0%	
Total	4	3/3	100%	0	0%	0	0%	1

				М	ath			
	Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not Tested
9 th	0	0	0%	0	0%	0	0%	
10 th	0	0	0%	0	0%	0	0%	
11 th	2	1/1	100%	0	0%	0	0%	1
12th	2	1/1	100%	1/1	100%	0	0%	
Total	4	3/3	100%	1/1	100%	0	0%	1

				Wr	iting			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	0	0	0%	0	0%	0	0%	
10 th	0	0	0%	0	0%	0	0%	
11 th	2	0	0%	2/2	100%	0	0%	
12 th	2	0	0%	2/2	100%	0	0%	
Total	4	0	0%	4/4	100%	0	0%	

MOY Growth Data

			Re	ading			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
9 th	0	0	0%	0	0%	0	0%
10 th	0	0	0%	0	0%	0	0%
11 th	2	0/2	0%	0	0%	0	0%
12 th	2	2/2	100%	0	0%	0	0%
Total	4	2/4	50%	0	0%	0	0%

			١	Math			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
9 th	0	0	0%	0	0	0	0%
10 th	0	0	0%	0	0	0	0%
11 th	2	1/2	0%	0	0	0	0%
12 th	2	0/2	0%	0	0	0	0%
Total	4	1/4	25%	0	0	0	0%

MOY Growth Data

			Writ	ing			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above
9 th	0	0	0%	0	0%	0	0%
10 th	0	0	0%	0	0%	0	0%
11 th	2	0	0%	1/2	50%	0	0%
12 th	2	0	0%	2/2	100%	0	0%
Total	4	0	0%	3/4	75%	0	0%

Beginning of the Year Proficiency Data

E	D		
г	Л	L	

		Reading										
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested				
9 th	3	2/3	66%	0	0%	1/3	33%					
10 th	3	2/3	66%	0	0%	1/3	33%					
11 th	6	4/6	66%	0	0%	2/6	33%					
12 th	4	2/4	50%	0	0%	2/4	50%					
Total	16	10/16	62%	0	0%	6/16	38%					

				M	ath			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	3	2/3	66%	0	0%	1/3	33%	
10 th	3	0/3	0%	0	0%	3/3	100%	
11 th	6	2/6	33%	0	0%	4/6	66%	
12 th	4	3/4	75%	0	0%	1/4	25%	
Total	16	7/16	43%	0	0%	9/16	56%	

				Wri	ting			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
9 th	3	3/3	100%	0/3	0%	0	0%	
10 th	3	1/1	100%	0/1	0%	0	0%	2
11 th	6	5/6	83%	1/6	16%	0	0%	1
12 th	4	1/3	33%	2/3	66%	0	0%	
Total	16	10/13	77%	3/13	23%	0	0%	3

Middle of the Year Proficiency Data

				Rea	ding			
	Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not tested
9 th	3	2/3	66%	0	0%	1/3	33%	
10 th	3	2/2	100%	0	0%	0/2	0%	1
11 th	6	4/6	66%	0	0%	2/6	33%	
12th	4	2/4	50%	0	0%	2/4	50%	
Total	16	10/15	66%	0	0%	5/13	38%	1

				Ma	ath			
	Total # of Students	# Below	% Below	# At	%At	# Above	% Above	Total # of Students Not Tested
9 th	3	3/3	100%	0	0%	0/3	0/3%	
10 th	3	0/2	0%	0	0%	2/2	100%	1
11th	6	2/6	33%	1/6	17%	3/6	50%	
12th	4	1/3	33%	0	0%	2/3	66%	1
Total	16	6/14	43%	1/6	17%	7/14	50%	2

				Wr	iting			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	3	1/3	33%	2/3	0%	0	0%	
10 th	3	2/2	100%	0/2	0%	0	0%	1
11 th	6	1/6	17%	5/6	83%	0	0%	
12 th	4	0/2	0%	2/2	100%	0	0%	2
Total	16	4/13	31%	9/13	69%	0	0%	3

MOY Growth Data

			Re	ading			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
9 th	3	0/3	0%	0	0%	1/3	33%
10 th	3	0/3	0%	0	0%	0/3	0%
11 th	6	2/6	33%	0	0%	2/6	33%
12 th	4	2/4	50%	0	0%	1/4	25%
Total	16	4/16	25%	0	0%	4/16	25%

			n	Math			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
9 th	3	1/3	33%	0	0%	0/3	0%
10 th	3	1/3	33%	0	0%	0/3	0%
11 th	6	3/6	50%	0	0%	0/6	0%
12 th	4	2/4	50%	0	0%	1/4	25%
Total	16	7/16	43%	0	0%	1/16	6%

			Writi	ing			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above
9 th	3	0	0%	2/3	66%	0	0%
10 th	3	0	0%	0/3	0%	0	0%
11 th	6	0	0%	5/6	83%	0	0%
12 th	4	0	0%	1/4	25%	0	0%
Total	16	0	0%	8/16	50%	0	0%

Beginning of the Year Proficiency Data Minority

			winority				
			Reading				
Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
3	1/2	50%	0/2	0%	1/2	50%	1
6	5/6	83%	0/6	0%	1/6	0%	
8	5/8	62%	1/8	0%	2/8	0%	
9	6/8	66%	0/8	0%	2/8	0%	1
26	17/24	71%	1/8	13%	6/24	25%	2
	Students 3 6 8 9	Students # Below 3 1/2 6 5/6 8 5/8 9 6/8	Students # Below % Below 3 1/2 50% 6 5/6 83% 8 5/8 62% 9 6/8 66%	Reading Total # of % Below # At 3 1/2 50% 0/2 6 5/6 83% 0/6 8 5/8 62% 1/8 9 6/8 66% 0/8	Reading Total # of Xudents # Below % Below # At % At 3 1/2 50% 0/2 0% 6 5/6 83% 0/6 0% 8 5/8 62% 1/8 0% 9 6/8 66% 0/8 0%	Reading Total # of Xudents # Below % Below # At % At # Above 3 1/2 50% 0/2 0% 1/2 6 5/6 83% 0/6 0% 1/6 8 5/8 62% 1/8 0% 2/8 9 6/8 66% 0/8 0% 2/8	Reading Total # of Xudents # Below % Below # At % At # Above % Above 3 1/2 50% 0/2 0% 1/2 50% 6 5/6 83% 0/6 0% 1/6 0% 8 5/8 62% 1/8 0% 2/8 0% 9 6/8 66% 0/8 0% 2/8 0%

				Math				
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	3	1/2	50%	0	0%	1/2	50%	1
10 th	6	5/6	83%	0	0%	1/6	17%	
11 th	8	5/8	62%	0	0%	3/8	0%	
12 th	9	6/8	75%	0	0%	2/8	0%	1
Total	26	17/24	71%	0	0%	7/24	29%	2

				Writing				
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	3	2/2	100%	0/2	0%	0	0%	1
10 th	6	2/4	50%	2/4	50%	0	0%	2
11 th	8	3/7	43%	4/7	57%	0	0%	1
12 th	9	2/6	33%	4/6	66%	0	0%	3
Total	26	9/19	47%	10/19	53%	0	0%	7

Middle of the Year Proficiency Data

				Reading				
	Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not tested
9 th	3	1/3	33%	0	0%	2/3	66%	
10 th	6	2/5	40%	0	0%	3/5	60%	1
11 th	8	5/8	63%	0	0%	3/8	38%	
12th	9	6/8	75%	0	0%	1/8	13%	1
Total	26	14/24	58%	0	0%	9/38	24%	2

				Math				
	Total # of Students	# Below	% Below	# At	%At	# Above	% Above	Total # of Students Not Tested
9 th	3	1/2	50%	0	0%	1/2	50%	1
10 th	6	4/5	80%	0	0%	1/5	20%	1
11 th	8	3/8	38%	0	0%	5/8	63%	
12th	9	4/6	66%	0	0%	2/6	33%	3
Total	26	12/21	57%	0	0%	9/21	43%	5

				Writing				
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
9 th	3	0/2	0%	2/2	100%	0/2	0%	1
10 th	6	2/4	50%	2/4	50%	0/2	0%	2
11 th	8	2/8	24%	5/8	63%	1/8	13%	
12 th	9	4/6	66%	2/6	33%	0/6	0%	3
Total	26	8/20	40%	11/20	55%	1/20	5%	6

MOY Growth Data

			Re	ading			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
9 th	3	0/3	0%	0	0%	1/3	33%
10 th	6	1/6	16%	0	0%	2/8	25%
11 th	8	1/8	13%	0	0%	3/6	50%
12 th	9	4/9	44%	0	0%	1/9	11%
Total	26	6/26	23%	0	0%	7/26	27%

			N	Math			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
9 th	3	1/3	33%	0/3	0%	1/3	33%
10 th	6	1/6	17%	0/6	0%	0/6	0%
11 th	8	1/8	13%	1/8	13%	3/8	38%
12 th	9	3/9	33%	0/9	0%	2/9	22%
Total	26	6/26	23%	1/26	4%	6/26	23%

			Writ	ing			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above
9 th	3	0/3	0%	2/3	66%	0/3	0%
10 th	6	1/6	17%	2/6	33%	0/6	0%
11 th	8	0/8	0%	5/8	63%	0/8	0%
12 th	9	1/9	11%	1/9	11%	1/9	11%
Total	26	2/26	4%	10/26	38%	1/26	4%

Analysis

Why are the scores the way they are?

Reading

At the beginning of the 2016-2017 school year, there was a lack of intervention systems in place. While data was being attained, no students were targeted for interventions in this area.

Math

At the beginning of the 2016-2017 school year, there was a lack of intervention systems in place. While data was being attained, no students were targeted for interventions in this area.

Writing

At the beginning of the 2016-2017 school year, there was a lack of intervention systems in place. While data was being attained, no students were targeted for interventions in this area. Some work was done by the teachers in analyzing the writing rubric and creating the writing prompt for both fall and winter assessments.

Are the scores what you predicted they would be?

Reading, Math, and Writing

The scores are predictable due to several factors. First, it is difficult to measure growth data for students who missed either the fall or winter assessment. Second, we need more data points and more accurate data. Many of our students did not take the assessment seriously and took 5-10 minutes on the assessment. Also, there were no real intervention processes in place to address any skill deficiencies or be able to develop an instructional plan that meets the needs of the students.

What is currently being done about the scores?

Reading

Teachers were provided professional development throughout the FRE process about reading comprehension and how it is implemented within the Units of Study. Teachers used a rubric to assess the quality of the data being presented by students either through a concept map or organizational grid. Both of these concepts require students to be able to take data from their research, analyze that information, and then present it in a summarized way through a graphic organizer. Teachers also utilized the STAR 360 reading diagnostic information to place students into the intervention process in January.

Math

Starting in January, teachers analyzed STAR 360 data from the diagnostic reports. Students were placed into intervention for mathematics by selecting students with a certain scaled score, grade equivalency or other factors. The mathematics teacher then utilized Khan Academy as a targeted intervention for those students. This work is still being carried out.

Writing

MVV staff in January began targeted writing intervention. Scores from the beginning of year and middle of year writing assessment were analyzed. These scores were broken down into the four areas from the writing rubric utilized to score the assessment. Monthly writing strategies used by all teachers were incorporated into the instructional process. Tracking of this data was done on a writing tracker.

How will this be addressed next year?

Reading, Math, and Writing

Several changes are being made for 2017-2018. Here are some initial thoughts. The detailed plan will be presented at the May Board meeting.

Assessment will drive the instructional process. Not only will we continue to utilize STAR 360 for assessments three times per year, we are creating shorter interim assessments to gather more data about skill gaps. We will also continue to track data and review it weekly.

We will not wait until the end of the assessment cycle to begin interventions. As soon as we have the data that we need, the intervention process will begin. Doing this will give us more time to see growth. This year, we waited until the end of the assessment cycle before we analyzed the data.

Students will be a part of the process of assessment. We will communicate about assessment to all stakeholders in a way that is productive and encouraging. We will require that students are a part of the conversation about assessment and intervention. This work began this year with the FRE concept of self-assessment but this idea will continue to be refined. Students and their parents will be presented data for reading, mathematics and writing and help us identify skill gap areas.

Teachers will work with students to incorporate interventions within the Units of Study for each student who has skill deficiencies. This fits with the FRE model as well by personalizing each Unit of Study for each student. We will continue to reinforce reading comprehension within the FRE model.

Good Things

Update on Testing

100% of the 9th graders for PARCC testing either tested or had parent refusals signed. 95% of the 10th graders for PSAT either tested or had parent refusals signed. Work is being done for the remaining student to test.

84% of the 11th graders for CMAS Science either tested or had parent refusals signed. Work is being done for the remaining 4 students.

Fontan Relational Education

Although this the first year for Fontan Relational Education (FRE), we have seen many positive things from this program.

On 4/12/17, as we were doing state testing, one father of two of our students noted that they were very happy with the teaching staff and the curriculum. He felt that the system was helping to provide his daughters with the skills they would need after high school. He said he is blessed to be able to be a part of this school.

A number of our students are now moving up Autonomy Levels. This shows the hard work that has been put into helping students shift their educational philosophy toward a more student-centered approach.

One of our students, Casey W. said this about FRE:

FRE is an educational platform that lets students work individually, but also allows the students to have good relationships with their teachers for optimal learning. FRE has helped me in the learning process by teaching me that it is possible to learn independently and that I can always reach out for help when I need it.

Another student, Dalani B. said this about FRE:

I think FRE is meant to be for helping us exceed in our learning by giving us helpful tips to complete our units of study. FRE has helped me in my learning process by giving me information to use appropriately in my studies.

Another student, Jocelyn G., said this about FRE:

I believe it's learning in your own personal way! It's helped my learning process because I get to learn how I like to learn, if that makes sense.

Another student, Jared B., said this about FRE:

It's a way to learn at your own pace while still having a teacher present. It has helped me learn by letting me go at my own pace.

Another student, Destyn S., said this about FRE: It has helped me with less stress and better understanding of what I'm working on. I like that the teachers reply pretty fast.

Another student, Kaleigh B., said this about FRE:

FRE is personalized learning for students. It is meant for more one on one, geared more toward the student's needs. FRE has helped me in the learning process. I can work at my own pace and learn in the ways I learn best.

Another student, Ezra B., said this about FRE:

FRE is based around observing a student's issues and strengths and then building on how they can be a better student. FRE has helped me in that the philosophy was part of my last online school as well as this school.

Another student, Alyssa J., said this about FRE:

Some of the things FRE has helped me with are staying focused and organized. It has helped me as a person because being more organized helps me get through the day easier.

Another student, Morgan M., said this about FRE:

FRE has helped me learn how to be a little more independent with my school work. FRE has also improved me as a person in that same way. I feel a little more independent. I would rate myself as an oriented student, because I am very independent and can do a lot on my own, but it still helps knowing that the teachers check in on me and make sure I am getting my work done.

Another student, Dylan F., said this about FRE:

FRE helps me to stick to a schedule and continue to ski and still get my work done, which also makes my mother pretty happy.

Another student, Bryce B., said this about FRE:

Has allowed me to get done with school, get the help I need from my learning coach with my low reading and writing abilities, and continue to work everyday and do what I like to do.





MOUNTAIN VIEW VIRTUAL UIP 2016-17

District: COLORADO DIGITAL BOCES| Org ID: 9170| School ID: 7484Framework: Insufficient State Data: Low Participation| Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

Table of Contents

Executive Summary Improvement Plan Information Narrative on Data Analysis and Root Cause Identification Action Plans Addenda

Executive Summary

How are students performing? Where will the school focus attention?

Priority Performance Challenges: Specific statements about the school's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth, PWR), where the School did not meet federal, state and/or local expectations.

Name: Writing Achievement **Description**:

Name: Student Engagement **Description:**

Name: Reading Achievement **Description**:

Name: Mathematics Achievement **Description**:

Name: Parent Engagement **Description:** The amount of engagement that parents have in the school.

Why is the education system continuing to have these challenges?

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

Name: Student Learning Management System **Description:** The online student learning management system prevented students from interacting with each other.

Name: Lack of community support systems **Description:** Our software prohibited the school from setting up community support systems.

Name: Intervention Process for Writing

Description: Intervention processes were not developed. Although student achievement data was tracked 3 times per year, no students were placed into intervention groups or provided instruction in the areas to try and improve achievement.

Name: Intervention Process for Reading

Description: Intervention processes were not developed. Although student achievement data was tracked 3 times per year, no students were placed into intervention groups or provided instruction in the areas to try and improve achievement.

Name: Intervention Process for Mathematics

Description: Intervention processes were not developed. Although student achievement data was tracked 3 times per year, no students were placed into intervention groups or provided instruction in the areas to try and improve achievement.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Teach writing in: focus/control, organization, development, conventions. **Description:** Students will increase their scores on the STAR 360 Writing Assessment by 2 points on the rubric.

Name: Weekly student engagement checks **Description:** At least 80% of our students will be engaged in their coursework each week.

Name: Teachers will teach mathematics skills.

Description: Students will increase their math scaled score by 100 on the STAR 360 Mathematics Assessment.

Name: Teachers will teach the reading strategy (comprehension). **Description:** Students will increase their reading scaled score by 100 on the STAR 360 Reading Assessment.

Name: Quarterly parent engagement checks **Description:** At least 60% of the parents will participate in parent/teacher conferences.

Access the School Performance Framework here: http://www.cde.state.co.us/schoolview/performance

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

No grant awarded.

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

No School Support or Expedited Review.

External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

Starting in 2015-2016, external Site Review completed two times by an external Site Review Team. Team utilized a tool entitled Accountability Matrix 2.0 to assess the school in areas of School Leadership, Guaranteed Viable Curriculum, Assessment, Data Driven Environment, Instruction, Digital Capacity, Engagement, Student and Family Support, Community, Professional Development, Evaluation, Policies and Procedures, and Financial Standard.

The school will also have another two site visits for the 2016-2017 school year.

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accreditation
- Title I Focus School
- Tiered Intervention Grant (TIG)
- Colorado Graduation Pathways Program (CGP)
- School Improvement Support Grant
- Other

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

The Colorado Digital Board of Cooperative Education Services (CD BOCES) is in its third year of operation and serves students in blended and online learning schools and programs through unprecedented collaboration, accountability and support. The CD BOCES authorizes multi- district online and blended learning contract schools through a board of cooperative education services that partners with Falcon District 49 and institution of higher education and Pikes Peak Community College. The CD BOCES serves students in online and blended learning environments and values academic excellence that is achieved through authentic relationships that encourage face to face student-teacher relationships while leveraging online education tools to fulfill the promise for any student, anytime anywhere. The CD BOCES authorizes four schools at this time.

Mountain View Virtual (MVV) is in its second year of operation (doors opened August 10, 2015), serving grades 9-12 for students that live throughout the state of Colorado. MVV is currently serving 102 full time students and 6 part time students. Mountain View Virtual is a blended-learning high school, uniquely designed to address student needs on an individual basis. The mission of Mountain View Virtual is: We exist to provide a blended learning environment emphasizing STEM and work-based learning. The vision is: Preparing 100% of our students for continued education and workforce readiness. We see our students in the future being able to understand the key cognitive strategies, content knowledge, skills and techniques, and transitional life skills to be successful in the work of post-secondary education and the world of work.

The curriculum at Mountain View Virtual is centered around Fontan Relational Education (FRE). Fontan Relational Education is a personalized pedagogy model proven to improve student academic performance. With Fontan Relational Education, each student is assessed on their knowledge, interests and abilities and given a personalized learning plan based on that assessment, allowing them to work according to their own unique learning rhythm. The individualized plan and relational learning method engage students, who find meaning in their education and do not drop out of school. Students must achieve excellence on every topic, thus no student fails the year.

Training and assistance with the FRE model is provided by Learning One to One Foundation. Technology is a tool that allows students to amplify his/her learning experience. FRE uses a technology platform called Qino that is derived from "kinetic" – the work needed to accelerate an object and set it into motion. Educators and parents can log on at any time and review real time progress and results.

Elective courses are available through Fuel Education (FuelEd). FuelEd provides Mountain View Virtual students with Career Readiness Pathways that include career and technical education courses. MVV students are offered four core clusters, with a dozen paths to follow. Through FuelEd, students can leave high school with a diploma and an industry-recognized certification. They will be equipped with the knowledge and skills they need, whether they are looking to launch a career right after graduation or planning to pursue postsecondary studies. Professional Development is centered around two goals:

Best Instruction

Personalized Learning

Direct and Meaningful Feedback

Data-Driven Instruction - Writing, Reading, and Mathematics

Culture

Relationships

Engagement

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

Performance Indicator: Academic Achievement (Status)

Prior Year Target: It was determined that Mountain View Virtual students would achieve one year's growth using the STAR 360 math assessment. This assessment was administered three times throughout the year: Fall, Winter, and Spring. **Performance:** See reflection section for performance.

Prior Year Target: It was determined that Mountain View Virtual students would achieve one year's growth using the STAR 360 reading assessment. This assessment was administered three times throughout the year: Fall, Winter, and Spring. **Performance:** See reflection section for performance.

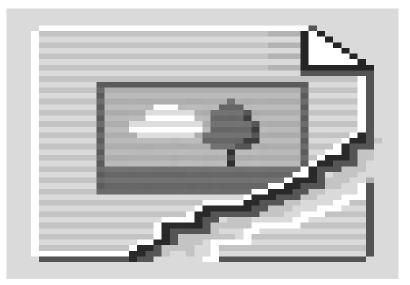
Prior Year Target: It was determined that Mountain View Virtual students would achieve one year's growth using the internal writing prompt. The writing assessment was administered and scored by MVV staff, three times throughout the school year: Fall, Winter, and Spring. *Performance:* See reflection section for performance.

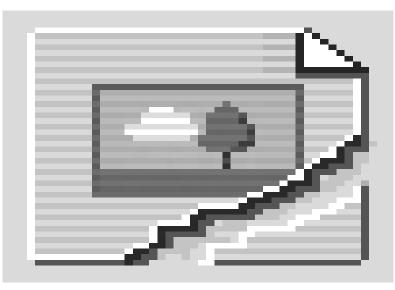
Academic Achievement (Status) Reflection

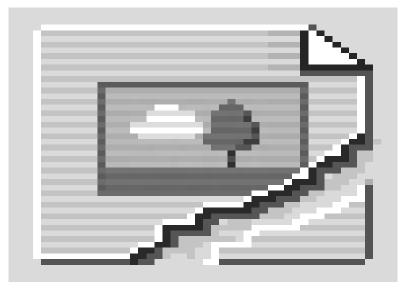
Prior Year Target: It was determined that Mountain View Virtual students would achieve one year's growth using the STAR 360 math assessment. This assessment was administered three times throughout the year: Fall, Winter, and Spring.

Performance:

111 students tested in Fall 265 students tested in Winter 175 students tested in Spring







For 9th graders, there were fluctuations in the overall data from the fall to spring tests. More students tested in Mathematics during the Winter assessment period, and this factor can cause the data to be skewed. Students scoring at the 75th percentile or higher went down during the course of the year, while the overall numbers of these students scored higher on the rest of the percentile categories.

For 10th graders, there were fluctuations in the overall data from the fall to the spring tests. For these students they scored at higher percentile ranks overall during the course of the year. Less students scored at the lowest level of 0+, while more students scored at the 75+ level as a percentage of students who took the test.

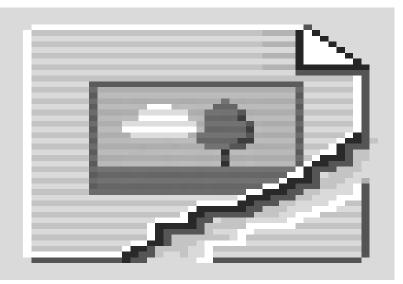
For 11th graders, there were fluctuations in the overall data from the fall to the spring tests. The data shows that by year end, an almost even distribution occurred for the 0+, 25+, and 50+ categories. Less students overall scored at the 75+ level.

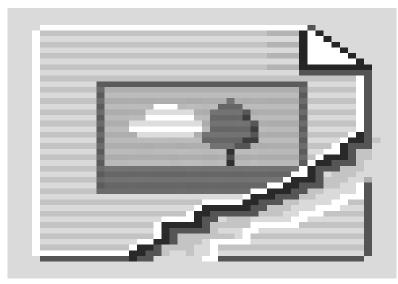
For 12th graders, there were fluctuations in the overall data from the fall to the spring tests. An almost even distribution occurred in the spring for the first three levels, although more students took the tests in the spring than the fall.

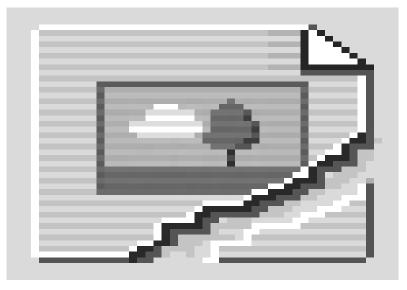
Prior Year Target: It was determined that Mountain View Virtual students would achieve one year's growth using the STAR 360 reading assessment. This assessment was administered three times throughout the year: Fall, Winter, and Spring.

Performance:

132 students tested in Fall 275 students tested in Winter 181 students tested in Spring







There were slight fluctuations in the overall data from the fall to spring tests for 9th grade students. More students tested in Reading during the Winter assessment period, which as a result, can cause the data to be skewed. Students scoring at the 75th percentile or higher was consistent, while the overall numbers for these students went down during the spring assessment.

For 10th graders, there were fluctuations in the overall data from the fall to spring tests. More students tested in Reading during the Winter assessment period. For these students testing, they scored in the 50th percentile during the winter assessment. Student scoring at the lowest percentile increased went down slightly.

For 11th graders, there were fluctuations in the overall data from the fall to spring tests. The data shows an increase in the number of students scoring in the 0+ percentile. There was a slight increase in the number of students scoring in the 75th+ percentile. Students scoring in the 25-50+ percentile stayed consistent.

For 12th graders, there were fluctuations in the overall data from the fall to the spring tests. The winter assessment shows an increase in most levels, with the 25th percentile staying even. During the spring assessment, numbers decreased at all levels.

Prior Year Target: It was determined that Mountain View Virtual students would achieve one year's growth using the internal writing prompt. The writing assessment was administered and scored by MVV staff, three times throughout the school year: Fall, Winter, and Spring.

Writing was scored using the following scale:

D - Distinguished

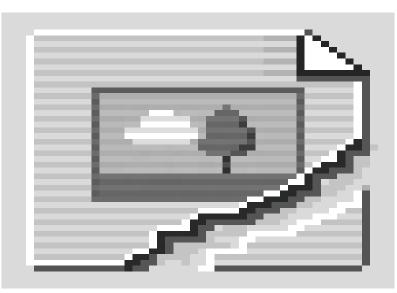
M - Meets Expectations

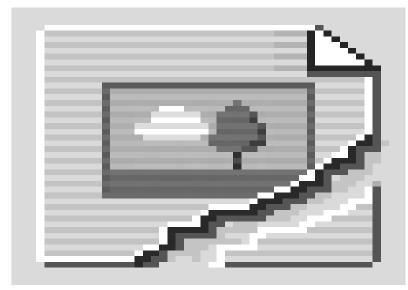
A - Approaching

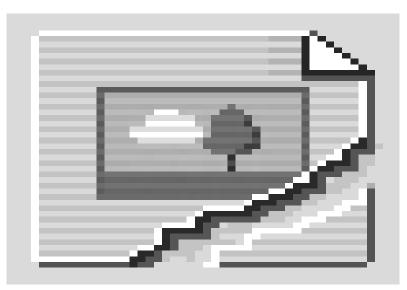
NY - Not Yet

Performance:

86 students tested in Fall 154 students tested in Winter 54 students tested in Spring







There was a large fluctuation in the numbers of students who took the test from fall, winter and spring.

For 9th graders, the numbers were flat, with no perceived progress made for this cohort of student across the score levels.

For 10th graders, there was a very low number who received the Not Yet score, with a majority of scores falling in the Approaching score.

For 11th graders, most students scored in the Approaching and Meets ratings, with only a few who were scored Distinguished or Not Yet.

For 12th graders, more students at the end of the year scored at the Meets level. However, the data shows for Winter that a majority of students scored at the Approaching level.

Performance Indicator: Academic Growth

Prior Year Target: None. Performance: None.

Academic Growth Reflection

There is no reflection for this section.

Performance Indicator: Disaggregated Achievement

Prior Year Target: None. Performance: None.

Disaggregated Achievement Reflection

• There is no reflection for this section.

Performance Indicator: Disaggregated Growth

Prior Year Target: None. Performance: None.

Disaggregated Growth Reflection

There is no reflection for this section.

Performance Indicator: English Language Development and Attainment

Prior Year Target: None. Performance: None.

English Language Development and Attainment Reflection

There is no reflection for this section.

Performance Indicator: Other

Prior Year Target: None. Performance: None.

Other Reflection

• There is no reflection for this section.

Performance Indicator: Postsecondary & Workforce Readiness

Prior Year Target: None. Performance: None.

Postsecondary & Workforce Readiness Reflection

There is no reflection for this section.

Performance Indicator: Student Behavior

Prior Year Target: None. Performance: None.

Student Behavior Reflection

• There is no reflection for this section.

Prior Year Target: It was determined that MVV students would be 100% engaged in their academic courses during the 2015-16 school year. *Performance:* Accurate data could not be provided to show student engagement for the 2015-16 school year. Returning MVV staff believes the percentage of students engaged during the 2015-16 school year to be between 45-55% in grades 9-12.

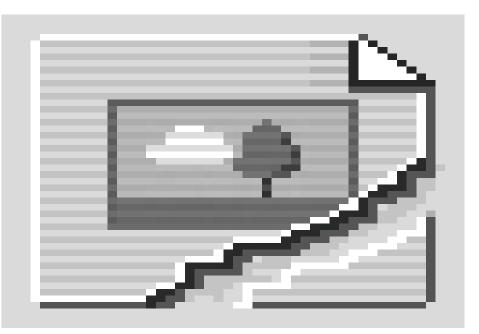
Student Engagement Reflection

Last school year, there was no accountability for student engagement and no direct tracking for that.

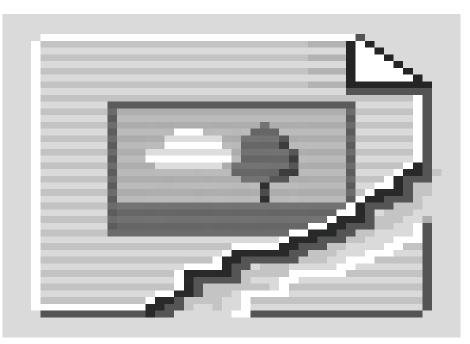
Current Performance

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g. state expectations, state average) to indicate why the trend is notable.

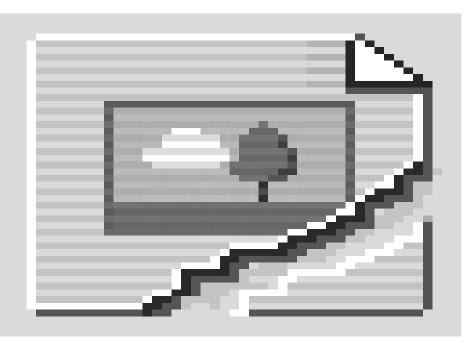
The SPF was not able to be utilized for analysis, as the school did not have enough students who tested on state tests. However, the school can look at the data from the STAR 360 assessments which were given in Fall, 2016.



The school cannot compare this data to last year as only 50% of the current students were at the school last year. For mathematics assessments, data shows that overall numbers of students who are scoring at the 0+ level is high. Very few students are scoring at the 75+ level.



Most grade levels were equally distributed amongst the varying score levels. However, 11th graders saw a high number of students scoring at the 75+ level. Scores for 12th graders had a disproportionate number of scores in the 25+ category.



No students scored at the distinguished level during the Fall writing assessment. A minimal number of students scored at the Not Yet level, with most of the students scoring at the Approaching level.

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.



Performance Indicator: Academic Achievement (Status) Mountain View Virtual has consistently had low achievement in reading, writing, and math. It has been determined that clear expectations have not been established nor have students been supported with applicable interventions in reading, writing, or math. With the data provided, STAR 360 Math decreased from fall 2015 to fall 2016 (9th - decreased by 25%, 10th - decreased by 33%, 11th decreased by 20%). STAR 360 data for Reading showed a slight increase in achievement from

fall 2015 to fall 2016 (9th - decreased by 5%, 10th - increased by 50%, and 11th decreased by 4%). Data for writing shows an increase in achievement from fall 2015 to fall 2016 (9th - increased by 25%, 10th - decreased by 29%, 11th - increased by 88%). This is a notable trend because the percentages ares well below the state expectation. See graphs below in the "Additional Trend Information" section.

Trend Direction: Decreasing - Notable Trend: Yes - Performance Indicator Target: Academic Achievement (Status)



Performance Indicator: Academic Growth The data provided for two years indicates, on average, a decrease in Math of 26%, an increase in Reading of 14%, and an increase in Writing of 28%. This is a notable trend because scores are well below state expectations. See graphs below in the "Additional Trend Information" section.

Trend Direction: Decreasing - Notable Trend: Yes - Performance Indicator Target: Academic Growth



Performance Indicator: Disaggregated Achievement The data provided showed female high school students in grades 9-12 had a decrease in STAR 360 Math from fall 2015 to fall 2016 (9th - decreased by 11%, 10th - decreased by 31%, 11th - decreased by 5%). Male high school students showed a 1% increase in STAR 360 Math from fall 2015 to 2016 (9th - decreased by 37%, 10th - decreased by 26%, and 11th increased by 65%). STAR 360 Reading scores showed an increase among both female and male students in grades 9-12 from fall 2015 to fall 2016 (Female 9th - 2.9% increase, 10th - 47% increase, 11th - 63% decrease; Male 9th - 52% decrease, 10th -38% increase, 11th - 67% increase). See graphs below in the "Additional Trend Information" section.

Trend Direction: Decreasing then increasing - Notable Trend: Yes - Performance Indicator Target: Disaggregated Achievement



Performance Indicator: Disaggregated Growth There were 47 students identified as minority during the 2015-16 school year, with the Hispanic population making up 33% of the ethnic population. Of those students, 18% were male and 26% were female. The data shows, on average, a decrease in Math for females of 15% and an increase for males of 1%. The data also shows, on average, an increase in Reading for females of 92% and an increase for males of 18%. There was no disaggregated data provided for Writing. This is a notable trend because scores are well below state expectations. See graphs below in the "Additional Trend Information" section.

Trend Direction: Decreasing then increasing - Notable Trend: Yes - Performance Indicator Target: Disaggregated Growth



Lack of student engagement is a contributing factor to low academic performance. Our school understands that in order to increase engagement and achievement, students need to set and commit to goals, and educators need to commit to helping students achieve those goals. The school has changed the curriculum from 2015-2016 to 2016-2017. The school is tracking engagement for the 2016-2017 school year. Thus far, data shows that 56% of MVV students are engaged. The graph below shows the breakdown of the number of students engaged by grade level: 9th grade - 70%, 10th grade - 55%, 11th grade, 40%, 12th grade - 60%. See graphs below in the "Additional Trend Information" section.

Trend Direction: Stable - Notable Trend: Yes - Performance Indicator Target: Student Engagement

Additional Trend Information:

** Because Mountain View Virtual is in its second year, only data from 2015-16 and 2016-17 STAR 360 assessments and Writing data..

Disaggregated Achievement

** Graph 1: Females vs. Males

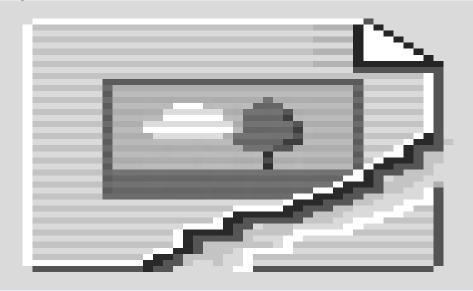
Graph 2: Ethnicity

Graph 3: STAR 360 Math Average Grade Equivalency for Minority Students

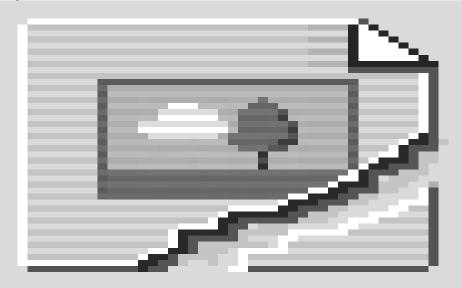
Graph 4: STAR 360 Reading Average Grade Equivalency for Minority Students

Graph 5: Free and Reduced population of students

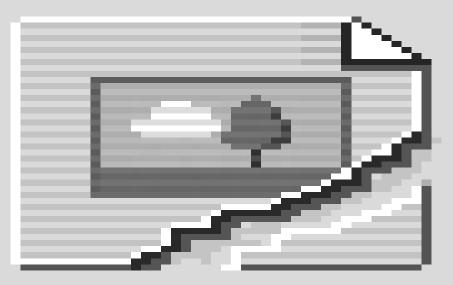
Graph 1



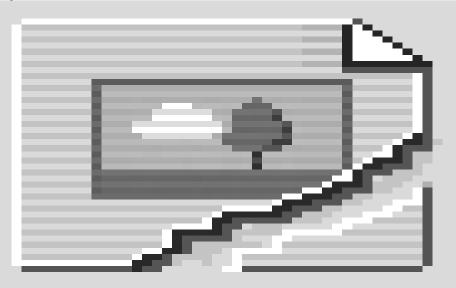
Graph 2



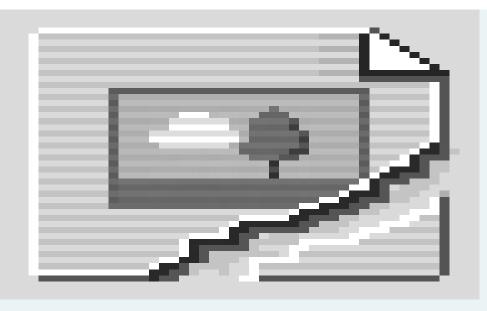




Graph 4



Graph 5



* Free or Reduced counts would be understated primarily due to

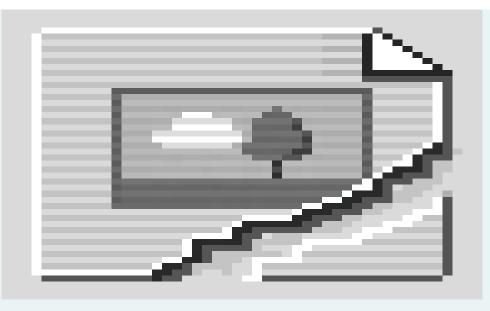
(1) many forms were illegible and

(2) many parents misunderstood the form and did not complete thinking it was only for lunch benefits (rather than at-risk determinations)

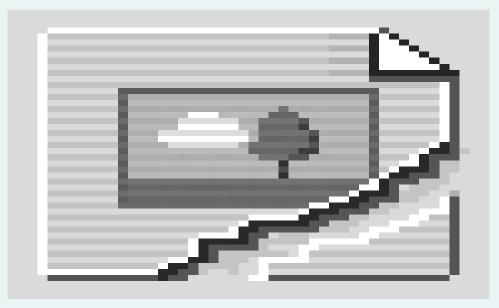
** Having a Federal Race other than White

Performance Indicator: English Language Development and Attainment

Of the 12 students identified for ELD during the 2015-16 school year, 67% were male and 33% were female. There were five ethnicities identified as ELD, 8% were identified as American Indian/Alaskan Native, 17% were identified as White, Black, or More than one race, and 42% were identified as Hispanic.

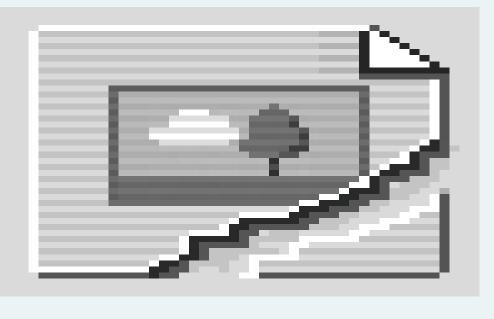


Performance Indicator: Postsecondary & Workforce Readiness



Performance Indicator: Student Behavior -- Less than 1% of the students at Mountain View Virtual have behavior issues at school.

Performance Indicator: Student Engagement



Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges. Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is recommended.

Relationship of UIP Elements

Priority Performance Challenges

Root Cause

Writing Achievement



Intervention Process for Writing

Student Engagement



Student Learning Management System

Reading Achievement



Intervention Process for Reading

Mathematics Achievemen



Intervention Process for Mathematics



Lack of c

Lack of community support systems

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

High School Writing, Reading and Mathematics Achievement and Growth

Although data shows writing has slightly improved, writing continues to be an area where students need more improvement. Most of the students struggle with being able to score at a high level with the school's writing assessment with STAR 360. Data shows reading and mathematics have not improved, and these areas will continue to be focused on.

Student Engagement

Lack of student engagement is a contributing factor to low academic performance. Our school understands that in order to increase engagement and achievement, students need to set and commit to goals, and educators need to commit to helping students achieve those goals. Currently, only 56% of MVV students are academically engaged.

Parent Engagement

Lack of parent engagement is a contributing factor to low academic performance. Our school understands that in order to increase achievement, parents must be engaged.

Provide a rationale for how these Root Causes were selected and verified:

Reflection on Root Causes

The Mountain View Virtual Unified Improvement Plan (UIP), was developed using a data-driven process, in collaboration with Colorado Digital BOCES, Learning One to One Foundation, and the MVV Staff. The planning process includes using school based data to provide benchmarks for the 2016-17 school year. Along with STAR 360 Reading and Math, Writing data was collected at the beginning of the year. Although Mountain View Virtual is in its second year, staff retention is low for the 2016-17 school year, with only three staff members being retained. Because of the new staff being added, a staff development plan was implemented, beginning in July with Mountain View Virtual leadership and teaching staff traveling to Bogota, Colombia to get hands on training with the FRE model. Training with the FRE model continued back in the United States for two (2) additional weeks, moving into the beginning of the 2016-17 school year. In addition to curriculum training, the needs of staff and students were identified through a professional development meeting, and a plan was formed for the 2016-17 school year. The UIP was reviewed by the School Accountability Committee on 12/8/16.

Root Cause Analysis: English Language Arts (ELA) Writing Achievement

Mountain View Virtual has approximately 50% of students who are returning from the previous year. Of the returning students, approximately 24% are behind with ELA credits and foundation skills.

- Intervention processes were not established in a timely manner and/or resources were not available.
- An intervention process needs to be developed to address low ELA achievement
- STAR360 fall, winter and spring assessments are not used to improve achievement
- Specific ELA intervention groups (developed from data analysis) targeting fundamental skill and academic needs were not implemented
- School accountability measures for student attendance at intervention sessions were not created
- Progress monitoring within an effective school-wide MTSS model

Root Cause Analysis: English Language Arts (ELA) Reading Achievement

Mountain View Virtual has approximately 50% of students who are returning from the previous year. Of the returning students, approximately 24% are behind with ELA credits and foundation skills.

- Intervention processes were not established in a timely manner and/or resources were not available.
- An intervention process needs to be developed to address low ELA achievement
- STAR360 fall, winter and spring assessments are not used to improve achievement
- Specific ELA intervention groups (developed from data analysis) targeting fundamental skill and academic needs were not implemented
- School accountability measures for student attendance at intervention sessions were not created
- Progress monitoring within an effective school-wide MTSS model

Root Cause Analysis: Mathematics Achievement

Mountain View Virtual has approximately 50% of students who are returning from the previous year. Of the returning students, approximately 24% are behind with ELA credits and foundation skills.

- Intervention processes were not established in a timely manner and/or resources were not available.
- An intervention process needs to be developed to address low ELA achievement
- STAR360 fall, winter and spring assessments are not used to improve achievement
- Specific ELA intervention groups (developed from data analysis) targeting fundamental skill and academic needs were not implemented
- School accountability measures for student attendance at intervention sessions were not created
- Progress monitoring within an effective school-wide MTSS model

Student Engagement and Graduation Rates

Mountain View Virtual is a new school and is trying to develop a culture of continuous improvement with its staff and students. Student On-boarding and Orientation were not in place at the beginning of the school year. Clear expectations for the blended learning model were not clear and concise. Development of clubs and other activities to encourage engagement were not in place.

Root Cause Analysis: Student Engagement

The Fontan Relational Education (FRE) curriculum model being used by Mountain View Virtual is a work in progress. The curriculum writers have worked diligently to provide MVV with curriculum that aligns with Colorado Standards. However, the entire curriculum was not in place at the beginning of the school year. Data shows that 56% of MVV students are academically engaged through mid-year.

Our online student learning management system prevented us from having students interact with each other with their coursework. The teachers were also not properly trained on methods of online student engagement strategies. Although student engagement was tracked throughout the year, there was no real accountability for the low engagement rates.

Parent Engagement

Mountain View Virtual is a new school and has not yet realized how to engage parents. While we did student on-boarding at the beginning of the year, parents were oftentimes not included in those on-boarding sessions. The school also have limited activities for parents to be involved with. The age of our students also typically has less parent engagement.

Root Cause Analysis: Parent Engagement

We did not engage parents enough in the on-boarding process and will require all parents to be a part of those meetings at the beginning of the school-year. Due to our student learning management system, there were limited abilities to create parent groups within that system. There were also only one opportunity for parents to be involved with the school and that is through the School Accountability Committee. While we tried to hold meetings during the day at lunch, this was not effective. There were no true parent/teacher conferences. While a newsletter was mailed out every week via email, many parents did not check their emails or click on the newsletter.

Additional Narrative / Conclusion

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

Priority Performance Challenge : Writing Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		W
Annual	2016-2017:	At least 60% of 9th grade students will score at the Met or Exceeds Expectations levels on PARCC for ELA proficiency.
Performance Targets	2017-2018:	At least 62% of 9th grade students will score at the Met or Exceeds Expectations levels on PARCC for ELA proficiency.
Interim Measures for 2016-2017:		We will utilize a writing tracker to see performance and growth. Teachers will implement writing strategies every 3 weeks and then use a writing rubric to assess performance in areas of writing: focus/control, organization, development, and conventions.

Performance Indicator:		Student Engagement
Measures / Metrics:		Attendance
Annual	2016-2017:	At least 80% of students will complete coursework weekly.
Performance Targets	2017-2018:	At least 80% of students will complete coursework weekly.
Interim Measures for 2016-2017:		Weekly tracking of student performance in each course they are enrolled in.

Priority Performance Challenge : Reading Achievement

Pe	erformance Indicator:	Academic Achievement (Status)
	Measures / Metrics:	R
Annual Performance	2016-2017:	At least 60% of 9th grade students will score at the Met or Exceeds Expectations levels on PARCC for ELA proficiency.
Targets	2017-2018:	At least 62% of 9th grade students will score at the Met or Exceeds Expectations levels on PARCC for ELA proficiency.
Interim Measures for 2016-2017:		Teachers will implement reading strategies every month. Student's reports from STAR 360 will be analyzed to determine student intervention groups.

Priority Performance Challenge : Mathematics Achievement

Measures / Metrics: M	

Annual Performance	2016-2017:	At least 60% of 9th grade students will score at the Met or Exceeds Expectations levels on PARCC for ELA proficiency.
Targets	2017-2018:	At least 62% of 9th grade students will score at the Met or Exceeds Expectations levels on PARCC for ELA proficiency.
		Based on the STAR 360 Diagnostic Reports, we will identify common areas within mathematics of deficiencies and then utilize Khan Academy to supplement the curriculum to improve achievement.

Priority Performance Challenge : Parent Engagement

Performance Indicator:		Other
Measures / Metrics:		
Annual	2016-2017:	60% of the parents will participate in parent/teacher conferences.
Performance Targets	2017-2018:	65% of the parents will participate in parent/teacher conferences.
Interim Measures for 2016-2017:		Newsletter data will be used for the current school year to see how many parents are opening the newsletter as well as clicking on any of the content.

Planning Form

Major Improvement Strategy Name:	Teach writing in: focus/control, organization, development, conventions.
Major Improvement Strategy Description:	Students will increase their scores on the STAR 360 Writing Assessment by 2 points on the rubric.

Associated Root Causes:

Action Steps Associated with MIS

Intervention Process for Writing: Intervention processes were not developed. Although student achievement data was tracked 3 times per year, no students were placed into intervention groups or provided instruction in the areas to try and improve achievement.

Action Steps Ass	Action Steps Associated with MIS							
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year		
Create Writing Tracker	Teachers create writing tracker and align it to the writing rubric.	11/11/2016 11/11/2016		All teachers	Complete	This School Year		
Baseline Data	Baseline scores from fall STAR 360 Writing test entered into tracker.	11/18/2016 11/18/2016		All teachers	In Progress	This School Year		
First Strategy	Teachers implement first writing strategy	11/21/2016 12/16/2016		All teachers	Complete	This School Year		
Second Strategy	Teachers	01/03/2017		All teachers	In Progress	This School Year		

	implement second strategy	01/20/2017				
Continued writing strategies	Teachers continue 3 week cycle of writing strategies	01/23/2017 06/09/2017		All teachers	In Progress	This School Yea
Targeted Student Groups	Students grouped based on fall writing benchmark.	10/01/2017 10/31/2017		All teachers	Not Started	Next School Yea
Implementation B	enchmark Associa	ted with MIS				
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Create Writing Tracker,	Fall Writing Benchmark	Scores from the STAR 360 Writing Assessment.	09/01/2016 09/30/2016	All teachers	Met	This School Year
	Winter Writing Benchmark	Scores from the STAR 360 Writing Assessment	01/02/2017 01/31/2017	All teachers	Met	This School Year
	Spring Writing Benchmark	Scores from the STAR 360 Writing Assessment	05/01/2017 05/31/2017	All teachers	Not Met	This School Year
Targeted Student Groups,	Fall Writing Benchmark	Scores from the STAR 360 Writing Assessment	09/01/2017 09/30/2017	All teachers	Not Met	Next School Yea
	Winter Writing Benchmark	Scores from the STAR 360 Writing Assessment	01/01/2018 01/31/2018	All teachers	Not Met	Next School Yea
	Spring Writing Benchmark	Scores from the STAR 360 Writing Assessment	05/01/2018 05/31/2018	All teachers	Not Met	Next School Yea

Major Improvement Strategy Name: Weekly student engagement checks

Major Improvement Strategy Description:

At least 80% of our students will be engaged in their coursework each week.

Associated Root Causes:

Student Learning Management System: The online student learning management system prevented students from interacting with each other.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Data Tracking	Teachers track all students every week.	10/27/2016 06/09/2017		All teachers	In Progress	This School Year
Student Contact	Teachers follow up with any student who is not engaged that week by phone, email, and text messaging.	10/27/2016 06/09/2017		All teachers	In Progress	This School Year
Progress Reports	Weekly progress reports are sent home via email to both parent and student.	10/27/2016 06/09/2017		All teachers	In Progress	This School Year
Data Tracking	Teachers track all students every week.	08/14/2017 06/01/2018		All teachers	Not Started	Next School Year

Student Contact	Teachers follow up with any student who is not engaged that week by phone, email and text messaging.	08/14/2017 06/01/2018		All teachers	Not Started	Next School Year	
Progress Reports	Weekly progress reports are sent home via email to both parent and student.	08/14/2017 06/01/2018		All teachers	Not Started	Next School Year	
Implementation B	enchmark Associa	ted with MIS					
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year	
Data Tracking, Student Contact, Progress Reports,	Engagement Tracker	The tool tracks student performance for each class and attendance.	10/19/2016 06/02/2017	All teachers	Met	This School Year	
Data Tracking, Student Contact, Progress Reports,	Engagement Tracker	The tool tracks student performance for each class and attendance.	08/14/2017 06/01/2018	All teachers	Not Met	Next School Year	
Major Improv Name:	vement Strateg	y Teachers will tea	ach mathematics skills	5.			
Major Improvem Description:	nent Strategy	Students will inc Assessment.	Students will increase their math scaled score by 100 on the STAR 360 Mathematics Assessment.				

Associated Root Causes:

Intervention Process for Mathematics: Intervention processes were not developed. Although student achievement data was tracked 3 times per year, no students were placed into intervention groups or provided instruction in the areas to try and improve achievement.

Action Steps Asso	ociated with MIS					
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Targeted Mathematics Instruction	Using specific diagnostic data from STAR 360, the mathematics teacher will create lessons in Khan Academy to supplement the curriculum.	11/01/2016 11/30/2016	Khan Academy	Mathematics Teacher	In Progress	This School Year
Targeted Mathematics Instruction	Using specific diagnostic data from STAR 360, the mathematics teacher will create lessons in Khan Academy to supplement the curriculum.	10/01/2017 10/31/2017	Khan Academy	Mathematics Teacher	Not Started	Next School Year
Implementation Be	enchmark Associa	ted with MIS				
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Targeted	Fall Mathematics	Scores from the	10/01/2016	Mathematics	Met	This School Year

Mathematics Instruction,	Benchmark	STAR 360 Mathematics Assessment	10/31/2016	Teacher		
Targeted Mathematics Instruction,	Winter Mathematics Benchmark	Scores from the STAR 360 Mathematics Assessment	01/01/2017 01/31/2017	Mathematics Teacher	Met	This School Year
Targeted Mathematics Instruction,	Spring Mathematics Benchmark	Scores from the STAR 360 Mathematics Assessment	05/01/2017 05/31/2017	Mathematics Teacher	Not Met	This School Year
Targeted Mathematics Instruction,	Fall Mathematics Benchmark	Scores from the STAR 360 Mathematics Assessment	09/01/2017 09/30/2017	Mathematics Teacher	Not Met	Next School Year
Targeted Mathematics Instruction,	Winter Mathematics Benchmark	Scores from the STAR 360 Mathematics Assessment	01/01/2018 01/31/2018	Mathematics Teacher	Not Met	Next School Year
Targeted Mathematics Instruction,	Spring Mathematics Benchmark	Scores from the STAR 360 Mathematics Assessment	05/01/2018 05/31/2018	Mathematics Teacher	Not Met	Next School Year

Major Improvement Strategy Name:	Teachers will teach the reading strategy (comprehension).
Major Improvement Strategy Description:	Students will increase their reading scaled score by 100 on the STAR 360 Reading Assessment.

Intervention Process for Reading: Intervention processes were not developed. Although student achievement data was tracked 3 times per year, no students were placed into intervention groups or provided instruction in the areas to try and improve achievement.

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Name	Description	Start/End Date	Resource	Rey Personnei	Status	School real
Professional Development	Teachers will engage in professional development centered around teaching the reading strategy (comprehension).	03/02/2017 03/02/2017		All teachers	Complete	This School Year
Student Intervention Groups	Students are placed into intervention groups to target reading comprehension deficits.	09/01/2017 09/29/2017		All teachers	Not Started	Next School Year
Implementation	Benchmark Associa	ted with MIS				
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Fall Reading Benchmark	Scores from the STAR 360 Reading Assessment	09/01/2016 09/30/2016	All teachers	Met	This School Year
	Winter Reading Benchmark	Scores from the STAR 360 Reading Assessment	01/01/2017 01/31/2017	All teachers	Met	This School Year

Spring Reading Benchmark	Scores from the STAR 360 Reading Assessment	05/01/2017 05/31/2017	All teachers	Not Met	This School Year
Fall Reading Benchmark	Scores from the STAR 360 Reading Assessment	09/01/2017 09/30/2017	All teachers	Not Met	Next School Year
Winter Reading Benchmark	Scores from the STAR 360 Reading Assessment	01/01/2018 01/31/2018	All teachers	Not Met	Next School Year
Spring Reading Benchmark	Scores from the STAR 360 Reading Assessment	05/01/2018 05/31/2018	All teachers	Not Met	Next School Year

Major Improvement Strategy Name:	Quarterly parent engagement checks
Major Improvement Strategy Description:	At least 60% of the parents will participate in parent/teacher conferences.

Associated Root Causes:

Lack of community support systems: Our software prohibited the school from setting up community support systems.

Action Steps Associated with MIS						
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year

Survey	Parent satisfaction survey.	08/15/2016 06/09/2017		Principal	Complete	This School Year
Survey	Parent satisfaction survey	08/14/2017 06/01/2018			Not Started	Next School Year
Parent/Teacher Conferences	Parents meeting with teachers about their student's progress.	08/14/2017 06/01/2018		All teachers	Not Started	Next School Year
Parent U	Parent training to develop skills in assisting their student academically, socially and emotionally.	08/14/2017 06/01/2018		All staff	Not Started	Next School Year
Parent Cohort Groups	Establishing geographical cohorts for parents to connect and support each other.	08/14/2017 06/01/2018		All staff	Not Started	Next School Year
Implementation E	Benchmark Associa	ted with MIS				
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Survey, Parent/Teacher Conferences, Parent U, Parent Cohort Groups,	Check on Engagement	Once each quarter, for each action step, the school will gather	08/14/2017 06/01/2018 Quarterly	Principal	Not Met	Next School Year

data to see if the school had 60% participation.

Addenda

Attachments List



Rocky Mountain Digital Academy 7730 East Belleview Avenue, Suite AG-9 Greenwood Village, CO 80111

School Mission

Rocky Mountain Digital Academy's mission is to ensure that all students will graduate with the academic, technological, and life skills to excel in post-secondary institutions and the competitive world beyond. Rocky Mountain Digital Academy's founders and administrative staff are fully committed to doing whatever is necessary to best serve all students.

School Vision

Rocky Mountain Digital Academy provides a high-tech quality education, utilizing a customized, flexible, and supportive learning environment, engaging online, blended, and face-to-face instruction. Encouraging all students to dually enroll in high school and college simultaneously, bridging the gap between high school graduation and postsecondary enrollment.

School Curriculum

Fontan Relational Education (Core Classes) Fuel Education (Electives) Concurrent Enrollment (For All Students Who Pass Accuplacer and have an ICAP plan)

Principles of FRE



Respect & Honoring of Differences

For the last four decades, academics have researched and concluded that one-on-one is the best educational approach. The educational methodology must adapt to students and enable them to work with their own unique learning rhythm. Fontan Relational Education focuses on realizing every student's potential through a personalized learning plan.



Student Excellence

Students must reach excellence in every unit of study they go through. Although time is variable, quality of a student's learning process is expected to improve consistently under Fontan Relational Education. Students habitually aim for excellence during their entire academic experience and will potentially repeat this skill in every aspect of their future lives.



Goal Oriented

The curriculum is followed through the Student Learning Plan. Students are empowered to plan their daily, weekly, monthly goals, creating self-esteem and autonow. By working on their Student Learning Plans, students learn to develop strategies to reach goals to understand their strengths and how to augment them, as well as their weaknesses and how to overcome them.



Relational Education

The Fontan Relational Education is called "Relational" because students move to the next topic in all subject areas only when they are able to "relate" with excellence everything they have learned to their daily lives, increasing knowledge retention and their chances to succeed in the world



Educators are Catalysts

A catalyst is "an action between two or more persons or forces, initiated by an agent that itself remains unaffected by the action." Educators assist students in the process to become autonomous learners through guidance, and as a consequence students rely less and less on their Educators to learn.



Development of Autonomy

Autonomous learning is understood as the individual's capacity to learn and grasp the world through itself, using his/her own skills. FRE trains students to become autonomous, 21st Century learners. The more autonomous students are, the more productive they become.

What is unique about your school

Students can earn numerous college credits while also earning credit for a high school diploma. It is possible to graduate from RMDA with a high school diploma and a two-year degree that is mostly paid for by the school. We pay up to \$2000 per semester for full time students to take college courses that align with their ICAP and that lead to a degree.

Students also have pathways to earn credits in non-traditional ways such as through dance classes, cosmetology, dog grooming, independent study, etc.

RMDA is one of only two online schools in the USA using Fontan Relational Education. We personalize every aspect of the student's learning experience. Students develop autonomy and learn to take full control of their own learning and the governing processes.

<u>Student Data</u>

Engagement

Student engagement has risen since January.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Tracking of October count data	73%	71%	75%

- 25 parents have Qino accounts and are actively tracking their students in Fontan Relational Education
- All enrolled students in Fuel Education have at least one parent or guardian account that is active for tracking student progress

Concurrent Enrollment

Total courses enrolled in 1st Semester: 123 classes Total students enrolled in 1st Semster: 39 students Total and percentage of courses with C or higher: 116 courses= 94% Total students and percentage of students who earned all C or higher: 35 students, 89.7% Total number of courses 2nd semester: 108 Total number of students 2nd semester: 36 students

Early Graduation

- 3 students earned their diplomas earlier than the end of senior year
- 1 junior is meeting his goal of graduating a year early

Graduation

- 7 ASCENT students are completing their year in the program.
- 12 students are confirmed to be participating in our graduation ceremony June 9th
- 18 of 30 are on track to graduate on time for June 9th
- 3 students are choosing to pursue their GEDs. We have provided GED prep support to these students/families.

<u>Dropout</u>

- 2015-2016 -- 20
- 2016-2017 -- 22

Course Completion

Quarter 1	Quarter 2	Quarter 3	Quarter 4
0	5 courses	13 courses	10 courses

• 21 Fuel Education elective classes have been completed as of April 13, 2017

Student Autonomy Levels in FRE

- Directed 43
- Guided 10
- Oriented 3
- Advanced 3
- Superior 0
- <u>Autonomy Checklist For Students</u> -- What Educators, students, and families use to assess the student autonomy level.

School Assessment Data

				Reading				
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
8 th	10	7/8	88%	0/8	0%	1/8	13%	2
9 th	11	3/8	38%	0/8	0%	5/8	62%	3
10th	16	5/13	38%	0/13	0%	8/13	62%	3
11 th	25	7/21	33%	0/21	0%	14/21	67%	4
12th	36	15/32	47%	0/32	0%	17/31	53%	4
Total	98	37/82	45%	0/82	0%	45/81	55%	16

RMDA Beginning of the Year Proficiency Data

				Math				
	Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not Tested
8 th	10	6/9	66%	0/9	0%	3/9	33%	1
9 th	11	4/10	40%	0/10	0%	6/10	60%	1
10th	16	5/15	33%	0/15	0%	10/15	66%	1
11 th	25	5/21	24%	0/21	0%	16/21	76%	4
12th	36	9/27	33%	1/27	1%	19/27	70%	9
Total	98	29/82	35%	1/82	1%	54/82	65%	16

				Writing				
	Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not Tested
8 th	9	8/8	100%	0/8	0%	0/8	0%	1
9 th	11	3/11	27%	2/11	18%	0/11	0%	0
10 th	16	14/16	88%	2/16	12%	0/16	0%	0
11 th	25	15/21	65%	5/21	23%	1/21	4%	4
12 th	36	17/26	65%	9/26	35%	0/26	0%	10
Total	97	57/82	70%	18/82	12%	1/82	1%	15

Middle of the Year Proficiency Data

				Reading				
	Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not Tested
8 th	9	5/6	83%	0/6	0%	1/6	16%	3
9 th	10	4/7	57%	0/7	0%	3/7	43%	3
10 th	11	2/10	20%	0/10	0%	8/10	80%	3
11 th	22	10/21	48%	0/21	0%	11/21	53%	1
12 th	25	15/25	60%	0/25	0%	10/25	40%	0
Total	77	36/69	52%	0/69	0%	33/69	47%	10

				Math				
	Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not Tested
8 th	9	4/6	66%	0/6	0%	2/6	33%	3
9 th	10	2/7	29%	0/7	0%	5/7	71%	3
10th	11	1/11	9%	0/11	0%	10/11	90%	2
11 th	22	4/21	19%	0/21	0%	17/21	81%	1
12th	25	4/25	16%	0/25	0%	21/25	84%	0
Total	77	15/70	21%	0/70	0%	52/70	74%	9

Total # of							
Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not Tested
8	3/3	100%	0/3	0%	0/3	0%	5
10	5/7	71%		29%	0/7	0%	3
11	4/6	66%		33%	0/6	0%	5
22	8/21	38%	8/21	38%	5/21	24%	1
25	16/23	69%	5/23	22%	2/23	8%	2
78	36/60	60%	17/60	28%	7/60	12%	16
	Students 8 10 11 22 25	Students # Below 8 3/3 10 5/7 11 4/6 22 8/21 25 16/23	Students # Below % Below 8 3/3 100% 10 5/7 71% 11 4/6 66% 22 8/21 38% 25 16/23 69%	Students # Below % Below # At 8 3/3 100% 0/3 10 5/7 71% 2/7 11 4/6 66% 2/6 22 8/21 38% 8/21 25 16/23 69% 5/23	Students # Below % Below # At % At 8 3/3 100% 0/3 0% 10 5/7 71% 2/7 29% 11 4/6 66% 2/6 33% 22 8/21 38% 8/21 38% 25 16/23 69% 5/23 22%	Students # Below % Below # At % At # Above 8 3/3 100% 0/3 0% 0/3 10 5/7 71% 2/7 29% 0/7 11 4/6 66% 2/6 33% 0/6 22 8/21 38% 8/21 38% 5/21 25 16/23 69% 5/23 22% 2/23	Students # Below % Below # At % At # Above % Above 8 3/3 100% 0/3 0% 0/3 0% 10 5/7 71% 2/7 29% 0/7 0% 11 4/6 66% 2/6 33% 0/6 0% 22 8/21 38% 8/21 38% 5/21 24% 25 16/23 69% 5/23 22% 2/23 8%

RMDA
MOY Growth Data

			Re	ading			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
8 th	9	3/9	33%	0	0	0/9	0%
9 th	10	0	0%	0	0	1/10	10%
10 th	13	1/13	7%	0	0	5/13	38%
11 th	22	4/22	18%	0	0	3/22	14%
12 th	25	5/25	20%	0	0	2/25	8%
Total	79	13/79	16%	0	0	11/79	14%

	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
8 th	9	1/9	11%	0	0	0/9	0%
9 th	10	1/10	10%	0	0	1/0	10%
10 th	13	2/13	15%	0	0	5/13	38%
11 th	22	3/22	14%	0	0	11/22	50%
12 th	25	6/25	24%	1/25	4%	8/25	32%
Total	79	13/79	16%	1/25	4%	25/79	33%

			Writ	ing			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above
8 th	8	0/8	0	0/10	0%	0/8	0/8
9 th	10	0/10	0%	2/10	20%	0	0%
10 th	13	1/13	9%	2/13	18%	0	0%
11 th	22	4/22	18%	7/22	32%	3/22	14%
12 th	25	4/25	16%	5/25	20%	1/25	4%
Total	78	9/78	12%	16/78	21%	4/78	5%

Beginning of the Year Proficiency Data

 CD	C I	•
 Jr	C L	

				Jr	ED			
				Rea	ding			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
8 th	2	0/2	0%	0	0%	0	0%	2
9 th	0	0	0%	0	0%	0	0%	
10 th	0	0	0%	0	0%	0	0%	
11 th	0	0	0%	0	0%	0	0%	
12 th	0	0	0%	0	0%	0	0%	
Total	2	0/2	0%	0	0%	0	0%	2

				Ma	ath			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
8 th	2	1/2	50%	0	0%	0	0%	1
9 th	0	0	0%	0	0%	0	0%	
10 th	0	0	0%	0	0%	0	0%	
11 th	0	0	0%	0	0%	0	0%	
12 th	0	0	0%	0	0%	0	0%	
Total	2	1/2	50%	0	0%	0	0%	1

				Wri	ting			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
8 th	2	1/2	50%	0	0%	0	0%	1
9 th	0	0	0%	0	0%	0	0%	
10 th	0	0	0%	0	0%	0	0%	
11 th	0	0	0%	0	0%	0	0%	
12 th	0	0	0%	o	0%	0	0%	
Total	2	1/2	50%	0	0%	0	0%	1

Middle of the Year Proficiency Data

				Rea	ding			
	otal # of tudents	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not tested
8 th	2	1/2	50%	0	0%	0	0%	1
9 th	0	0	0%	0	0%	0	0%	
10 th	0	0	0%	0	0%	0	0%	
11 th	0	0	0%	0	0%	0	0%	
12 th	0	0	0%	0	0%	0	0%	
Total	2	1/2	50%	0	0%	0	0%	1

						Ma	ath			
		Total # of Students		# Below	% Below	# At	%At	# Above	% Above	Total # of Students Not Tested
8 th		2		1/2	50%	0	0%	0	0%	1
9 th	٣	0		0	0%	0	0%	0	0%	
10 th		0		0	0%	0	0%	0	0%	
11 th	٣	0		0	0%	0	0%	0	0%	
12 th	٣	0	٣	0	0%	0	0%	0	0%	
Total		2		1/2	50%	0	0%	0	0%	1

				Wri	ting			
	Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not Tested
8 th	2	1/2	50%	0	0%	0	0%	1
9 th	0	0	0%	0	0%	0	0%	
10 th	0	0	0%	0	0%	0	0%	
11 th	0	0	0%	0	0%	0	0%	
12 th	0	0	0%	0	0%	0	0%	
Total	2	1/2	50%	0	0%	0	0%	1

MOY Growth Data

			Re	ading			
	tal # of udents	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
8 th	2	0/2	0%	0	0%	0	0%
9 th	0	0	0%	0	0%	0	0%
10 th	0	0	0%	0	0%	0	0%
11 th	0	0	0%	0	0%	0	0%
12 th	0	0	0%	0	0	0	0%
Total	2	0/2	0%	0	0	0	0%

			N	Math			
	tal # of Idents	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
8 th	2	0/2	0%	0	0%	0	0%
9 th	0	0	0%	0	0%	0	0%
10 th	0	0	0%	0	0%	0	0%
11 th	0	0	0%	0	0%	0	0%
12 th	0	0	0%	0	0	0	0%
Total	2	0/2	0%	0	0	0	0%

				Writing			
	otal # of tudents	# Below	% Below	# At	% At	# Above	% Above
8 th	2	0/2	0%	0	0%	0	0%
9 th	0	0	0%	0	0%	0	0%
10 th	0	0	0%	0	0%	0	0%
11 th	0	0	0%	0	0%	0	0%
12 th	0	0	0%	0	0	0	0%
Total	2	0/2	0%	0	0	0	0%

Beginning of the Year Proficiency Data

				E	LL			
				Rea	ding			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
8 th	0	0	0%	0	0%	0	0%	
9 th	0	0	0%	0	0%	0	0%	
10 th	1	0	0%	0	0%	0	0%	1
11 th	0	0	0%	0	0%	0	0%	
12 th	1	1/1	100%	0	0%	0	0%	
Total	2	1/1	100%	0	0%	0	0%	1

				M	ath			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
8 th	0	0	0%	0	0%	0	0%	
9 th	0	0	0%	0	0%	0	0%	
10 th	1	1/1	100%	0	0%	0	0%	
11 th	0	0	0%	o	0%	0	0%	
12 th	1	1/1	100%	0	0%	0	0%	
Total	2	2/2	100%	0	0%	0	0%	

			Wri	ting			
Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
0	0	0%	0	0%	0	0%	
0	0	0%	0	0%	0	0%	
1	1/1	100%	0	0%	0	0%	
0	0	0%	0	0%	0	0%	
1	1/1	100%	0	0%	0	0%	
2	2/2	100%	0	0%	0	0%	
	Students 0 0 1	Students # Below 0 0 0 0 1 1/1 0 0 1 1/1 0 1 1 1/1	Students # Below % Below 0 0 0% 0 0 0% 1 1/1 100% 0 0 0% 1 1/1 100% 1 1/1 100%	Total # of % Below # At 0 0 0% 0 0 0 0% 0 1 1/1 100% 0 0 0 0% 0 1 1/1 100% 0 1 1/1 100% 0 1 1/1 100% 0	Students # Below % Below # At % At 0 0 0% 0 0% 0 0 0% 0 0% 1 1/1 100% 0 0% 0 0 0% 0 0% 1 1/1 100% 0 0% 1 1/1 100% 0 0%	Total # of Students # Below % Below # At % At # Above 0 0 0% 0 0% 0 0 0 0% 0 0% 0 1 1/1 100% 0 0% 0 0 0 0% 0 0% 0 1 1/1 100% 0 0% 0 1 1/1 100% 0 0% 0	Total # of Students # Below % Below # At % At # Above % Above 0 0 0% 0 0% 0 0% 0 0 0% 0 0% 0 0% 1 1/1 100% 0 0% 0 0% 0 0 0% 0 0% 0 0% 1 1/1 100% 0 0% 0 0% 1 1/1 100% 0 0% 0 0%

Middle of the Year Proficiency Data

				Rea	ding			
	Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not tested
8 th	0	0	0%	0	0%	0	0%	
9 th	0	0	0%	0	0%	0	0%	
10 th	1	1/1	100%	0	0%	0	0%	
11 th	0	0	0%	0	0%	0	0%	
12th	1	1/1	100%	0	0%	0	0%	
Total	2	2/2	100%	0	0%	0	0%	

				M	ath			
	Total # of Students	# Below	% Below	# At	%At	# Above	% Above	Total # of Students Not Tested
8 th	0	0	0%	0	0%	0	0%	
9 th	0	0	0%	0	0%	0	0%	
10 th	1	0	0%	0	0%	1/1	100%	
11 th	0	0	0%	0	0%	0	0%	
12th	1	0	0%	0	0%	1/1	100%	
Total	2	0	0%	0	0%	2/2	100%	

				Wri	ting			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
8 th	0	0	0%	0	0%	0	0%	
9 th	0	0	0%	0	0%	0	0%	
10 th	1	0	0%	0	0%	0	0%	1
11 th	0	0	0%	0	0%	0	0%	
12 th	1	1/1	100%	0	0%	0	0%	
Total	2	1/1	100%	0	0%	0	0%	1

MOY Growth Data

			Re	ading			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
8 th	0	0	0%	0	0%	0	0%
9 th	0	0	0%	0	0%	0	0%
10 th	1	0/1	0%	0	0%	0	0%
11 th	0	0	0%	0	0%	0	0%
12 th	1	1/1	100%	0	0%	0	0%
Total	2	1/2	50%	0	0%	0	0%

	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
8 th	0	0	0%	0	0%	0	0%
9 th	0	0	0%	0	0%	0	0%
10 th	1	0	0%	0	0%	1/1	100%
11 th	0	0	0%	0	0%	0	0%
12 th	1	0	0%	0	0%	1/1	100%
Total	2	0	0%	0	0%	2/2	100%

				Writing			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above
8 th	0	0	0%	0	0%	0	0%
9 th	0	0	0%	0	0%	0	0%
10 th	1	0/1	0%	0	0%	0	0%
11 th	0	0	0%	0	0%	0	0%
12 th	1	1/1	100%	0	0%	0	0%
Total	2	1/2	0%	0	0%	0	0%

Beginning of the Year Proficiency Data FRL

				Rea	ding			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
8 th	0	0	0%	0	0%	0	0%	
9 th	1	1/1	100%	0	0%	0/1	0%	
10 th	1	0/0	0%	0	0%	0/0	0%	1
11 th	3	0/3	0%	0	0%	3/3	100%	
12 th	5	2/4	50%	0	0%	2/4	50%	1
Total	10	3/8	37%	0	0%	5/8	63%	2

				Ma	ath			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
8 th	0	0	0%	0	0%	0	0%	
9 th	1	1/1	100%	0	0%	0/1	0%	
10 th	1	1/1	100%	0	0%	0/1	0%	
11 th	3	1/3	33%	0	0%	2/3	66%	
12 th	5	1/4	25%	0	0%	3/4	75%	1
Total	10	4/9	44%	0	0%	5/9	55%	1

				Wri	ting			
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
8 th	0	0	0%	0	0%	0	0%	
9 th	1	0/0	0%	0	0%	0	0%	1
10 th	1	0/0	0%	0	0%	0	0%	1
11 th	3	2/3	66%	1/3	33%	0	0%	
12 th	5	2/2	100%	0/2	0%	0	0%	3
Total	10	4/5	80%	1/5	20%	0	0%	5

Middle of the Year Proficiency Data

				Rea	ding			
	Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not tested
8 th	0	0	0%	0	0%	0	0%	
9 th	1	0/0	0%	0	0%	0/0	0%	1
10 th	1	1/1	100%	0	0%	0/1	0%	
11 th	3	1/3	33%	0	0%	2/3	66%	
12th	5	3/4	75%	0	0%	1/4	25%	1
Total	10	5/8	63%	0	0%	3/8	38%	2

				Ma	ath			
	Total # of Students	# Below	% Below	# At	%At	# Above	% Above	Total # of Students Not Tested
8 th	0	0	0%	0	0%	0	0%	
9 th	1	0	0%	0	0%	0/0	0%	1
10 th	1	0	0%	0	0%	1/1	100%	
11 th	3	0	0%	0	0%	3/3	100%	
12 th	5	0	0%	0	0%	4/4	100%	1
Total	10	0	0%	0	0%	8/8	100%	2

				Wri	iting			
	Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
8 th	0	0	0%	0	0%	0	0%	
9 th	1	0/0	0%	0/0	0%	0	0%	1
10 th	1	1/1	100%	0/1	0%	0	0%	
11 th	3	1/3	33%	2/3	66%	0	0%	
12 th	5	4/4	100%	0/4	0%	0	0%	1
Total	10	6/8	75%	2/8	25%	0	0%	2

MOY Growth Data

			Re	ading			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
8 th	0	0	0%	0	0%	0	0%
9 th	1	0	0%	0	0%	0/1	0%
10 th	1	0	0%	0	0%	0/1	0%
11 th	3	0	0%	0	0%	1/3	33%
12 th	5	0	0%	0	0%	1/5	20%
Total	10	0	0%	0	0%	2/8	25%

	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
8 th	0	0	0%	0	0%	0	0%
9 th	1	0	0%	0	0%	0/1	0%
10 th	1	0	0%	0	0%	1/1	100%
11 th	3	0	0%	0	0%	3/3	100%
12 th	5	0	0%	0	0%	2/5	40%
Total	10	0	0%	0	0%	6/10	60%

Total # of Students	# Below	% Below				
-		/ DCIOW	#At	% At	# Above	% Above
0	0	0%	0	0%	0	0%
1	0/1	0%	0	0%	0/1	0%
1	0/1	0%	0	0%	0/1	0%
3	1/3	33%	0	0%	1/3	33%
5	1/5	20%	0	0%	0/5	0%
10	2/10	20%	0	0%	1/10	10%
	5	1 0/1 3 1/3 5 1/5	1 0/1 0% 3 1/3 33% 5 1/5 20%	1 0/1 0% 0 3 1/3 33% 0 5 1/5 20% 0	1 0/1 0% 0 0% 3 1/3 33% 0 0% 5 1/5 20% 0 0%	1 0/1 0% 0 0% 0/1 3 1/3 33% 0 0% 1/3 5 1/5 20% 0 0% 0/5

Beginning of the Year Proficiency Data Minority

			Rea	ding			
Total # of Students	# Below	% Below	#At	% At	# Above	% Above	Total # of Students Not Tested
1	1/1	100%	0	0%	0/1	0%	
3	2/3	66%	0	0%	1/3	33%	
3	0/0	0%	0	0%	0/0	0%	3
5	2/4	50%	0	0%	2/4	50%	1
4	1/1	100%	0	0%	0/1	0%	3
16	6/9	66%	0	0%	3/9	33%	7

			M	ath			
Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
1	1/1	100	0	0%	0/1	0%	
3	2/3	66%	0	0%	1/3	50%	
3	1/1	100%	0	0%	0/1	0%	2
5	2/4	50%	0	0%	2/4	50%	1
4	0/1	0%	0	0%	1/1	100%	3
16	6/10	60%	0	0%	4/10	40%	6

			Wr	iting			
Total # of Students	# Below	% Below	# At	% At	# Above	% Above	Total # of Students Not Tested
1	1/1	100%	0/1	0%	0	0%	
3	0/1	0%	1/1	100%	0	0%	2
3	0/0	0%	0/0	0%	0	0%	3
5	2/4	50%	2/4	50%	0	0%	1
4	1/1	100%	0/1	0%	0	0%	3
16	4/7	57%	3/7	43%	0	0%	9

Middle of the Year Proficiency Data

			Rea	ding			
Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not tested
1	1/1	100%	0	0%	0/1	0%	
3	2/2	100%	0	0%	0/2	0%	1
3	2/2	100%	0	0%	0/2	0%	1
5	3/4	75%	0	0%	1/4	25%	1
4	1/1	100%	0	0%	0/1	0%	3
16	9/10	90%	0	0%	1/10	10%	6

			Ma	ath			
Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not Tested
1	1/1	100%	0	0%	0/1	0%	
3	1/2	50%	0	0%	1/2	50%	1
3	1/2	33%	0	0%	1/2	33%	1
5	1/4	25%	0	0%	3/4	75%	1
4	0/1	0%	0	0%	1/1	100%	3
16	4/10	40%	0	0%	6/10	60%	6

			Wri	ting			
Total # of Students	# Below	% Below	#At	%At	# Above	% Above	Total # of Students Not Tested
1	1/1	100	0/1	0%	0/1	0%	
3	1/2	50%	1/2	50%	0/2	0%	1
3	1/1	100%	0/1	0%	0/1	0%	2
5	3/4	75%	1/4	25%	0/4	0%	1
4	1/3	33%	1/3	33%	1/3	33%	1
16	7/11	63%	3/11	27%	1/11	9	5

MOY Growth Data

			Re	ading			
	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
8 th	1	1/1	100%	0	0%	0/1	0%
9 th	3	0/3	0%	0	0%	0/3	0%
10 th	3	0/3	0%	0	0%	1/3	33%
11 th	5	0/5	0%	0	0%	0/5	0%
12 th	4	1/4	25%	0	0%	0/4	0%
Total	16	2/16	13%	0	0%	1/16	6%

	Total # of Students	# of Students Below	% of Students Below	# of Students At	% of Students At	# of Students Above	% of Students Above
8 th	1	0	0%	0	0%	0/1	0%
9 th	3	0	0%	0	0%	0/3	0%
10 th	3	0	0%	0	0%	2/3	66%
11 th	5	0	0%	0	0%	2/5	33%
12 th	4	0	0%	0	0%	1/4	25%
Total	16	0	0%	0	0%	5/16	42%

	Writing						
	Total # of Students	# Below	% Below	# At	% At	# Above	% Above
8 th	1	0/1	0%	0/1	0	0	0%
9 th	3	0/3	0%	1/3	33%	0	0%
10 th	3	0/3	0%	0/3	0%	0	0%
11 th	5	2/5	40%	1/5	20%	0	0%
12 th	4	1/4	25%	0/4	0%	0	0%
Total	16	3/16	19%	2/16	13%	0	0%

Analysis

Why are the scores the way they are?

The vast majority of students who did not score at grade level, did not take adequate time taking the tests. Students took these tests remotely and many just raced through them. Additionally, 30+ students have college classes in the tested areas and we do not provide the instruction for these students.

Also, as a school, we have not used the STAR data with students and parents so the value of the assessments was not communicated very well.

A few students were indeed identified as having academic challenges and one is currently being evaluated for special education services.

Are the scores what you predicted they would be?

I expected to have many students at grade level given the college prep nature of our school. However, was not surprised that students did not give their best effort.

What is currently being done about the scores?

The few students who were elevated as needing intervention and who took adequate time on the test are being evaluated on their current coursework to determine what the individual needs are.

How will this be addressed next year?

Below are some initial thoughts. We will be finalizing a detailed plan for the May board meeting.

Next year we will be testing students in person for STAR assessments whenever possible. We will also be using STAR much more purposefully with the students and parents. We will review scores with families after testing and develop individual plans with the help of the student as we look at the data together.

Good Things

A number of our students are now moving up Autonomy Levels. This shows the hard work that has been put into helping students shift their educational philosophy toward a more student-centered approach.

Concurrently enrolled students are being largely successful at earning their college credits. Students must earn a C or higher to get credit. First semester 94% of courses earned credit. This shows us that students are being correctly placed in college courses.

Students have been producing excellent work and we have begun to share student work in our newsletter. Learning 1 to 1 is using our student work to help their curriculum writers improve and they are celebrating our student work within their organization.

One teacher started a coffee shop "meet-up" a few months ago in Colorado Springs and offered it to students in the area. As many as 9 or 10 students are showing up on a regular basis to get help with schoolwork and to just be around other students. This experience has strengthened the sense of belonging for the students.

Many students have expressed positive thoughts about their experiences at RMDA. Here are three videos that capture the student experience.

Z. Holman

P. Parker

C. Blake

Update on Testing

- 100% of the 8th graders for PARCC and CMAS testing either tested or had parent refusals signed. One make up student scheduled for 4/20/17 and one make up student scheduled for 4/24/17.
- 100% of the 9th graders for PARCC testing either tested or had parent refusals signed.
- 100% of the 10th graders for PSAT either tested or had parent refusals signed. One make up test scheduled for 4/26/17.
- 100% of the 11th graders for CMAS Science either tested or had parent refusals signed. One student scheduled to test on 4/20/17.
- If any of the remaining make ups do not show, we will get the parent refusal signed. I have been in contact with the families.





ROCKY MOUNTAIN DIGITAL ACADEMY UIP 2016-17

District: COLORADO DIGITAL BOCES | Org ID: 9170 | School ID: 7449 | Framework: Priority Improvement Plan: Low Participation | Draft UIP

Colorado's Unified Improvement Plan for School (2016-2017)

Table of Contents

Executive Summary Improvement Plan Information Narrative on Data Analysis and Root Cause Identification Action Plans Addenda

Executive Summary

How are students performing? Where will the school focus attention?

Priority Performance Challenges: Specific statements about the school's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth, PWR), where the School did not meet federal, state and/or local expectations.

Name: Academic Growth In Reading

Description: Lack of academic growth: Although RMDA staff made a concentrated effort in the area of Reading this year, the growth achieved on internal assessments has not been reflected as much the staff had expected.

Name: Academic Growth in Math

Description: Lack of academic growth: Although RMDA staff made a concentrated effort in the area of Math this year, the growth achieved on internal assessments has not been reflected as much the staff had expected.

Name: Academic Growth in Writing

Description: Lack of academic growth: Although RMDA staff made a concentrated effort in the area of Writing this year, the growth achieved on internal assessments has not been reflected as much the staff had expected.

Name: Student Engagement **Description:** Students are not adequately engaged in our school. There is not a sense of a school community.

Name: Parent/Guardian Engagement

Description: Parents/Guardians are not adequately engaged in our school. There is not a sense of a school community.

Why is the education system continuing to have these challenges?

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

Name: Reading Resource Allocation

Description: Based on needs identified by data trend analysis, our Educators need to better balance time spend as Educator and Learning Coach for our students by expanding time spent in the Educator role really focusing on academic content growth for our students.

Name: Reading Instructional Model

Description: The instructional model relies on student engagement driven by goal setting and personalization. Students/families are not accustomed to generating their own goals and personalizing their learning. Training in the FRE model for students and families was not sufficient.

Name: Writing Resource Allocation

Description: Based on needs identified by data trend analysis, our Educators need to better balance time spend as Educator and Learning Coach for our students by expanding time spent in the Educator role really focusing on academic content growth for our students.

Name: Writing Instructional Model

Description: The instructional model relies on student engagement driven by goal setting and personalization. Students/families are not accustomed to generating their own goals and personalizing their learning. Training in the FRE model for students and families was not sufficient.

Name: Engagement Resource Allocation

Description: Based on needs identified by data trend analysis, our Educators need to better balance time spend as Educator and Learning Coach for our students by expanding time spent in the Educator role really focusing on academic content growth for our students.

Name: Parent Engagement Resource Allocation

Description: Based on needs identified by data trend analysis, our Educators need to better balance time spend as Educator and Learning Coach for our students by expanding time spent in the Educator role really focusing on engaging our families in our school community.

Name: Math Resource Allocation

Description: Based on needs identified by data trend analysis, our Educators need to better balance time spend as Educator and Learning Coach for our students by expanding time spent in the Educator role really focusing on academic content growth for our students.

Name: Math Instructional Model

Description: The instructional model relies on student engagement driven by goal setting and personalization. Students/families are not accustomed to generating their own goals and personalizing their learning. Training in the FRE model for students and families was not sufficient.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Use STAR Math to determine the deficits/differentiated instruction **Description:** Students will receive specific instruction in the areas indicated by the STAR interim assessments for each student. Students will show growth across the three interim benchmark STAR assessments.

Name: Use STAR Writing Rubric to determine the deficits/differentiated instruction

Description: Students will receive specific instruction in the areas indicated by the STAR interim assessments for each student. Students will show growth across the three interim benchmark STAR assessments.

Name: Schoology groupings and social activities

Description: Students will be connected to the school and be participating in school events, classes, clubs, and social groups in various geographic regions of Colorado.

Name: Schoology groupings and geographic area activities focus

Description: Parents will be connected to the school and be participating in school events and social groups in various geographic regions of Colorado.

Name: Use STAR Reading to determine the deficits/differentiated instruction

Description: Students will receive specific instruction in the areas indicated by the STAR interim assessments for each student. Students will show growth across the three interim benchmark STAR assessments.

Access the School Performance Framework here: http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the school

Comprehensive Review and Selected Grant History

Related Grant Awards

Has the school received a grant that supports school improvement efforts? When was the grant awarded?

The Colorado Digital BOCES reviewed our school in a winter site visit in January and will conduct an End-of-Year site visit in May. The tool evaluates the school on the following categories: Leadership, Guaranteed and Viable Curriculum, Assessment, Data Driven Environment, Instruction, Digital Capacity, Engagement, Student and Family Support, Community, Professional Development, Evaluation, Policies and Procedures, Financial, and Special Programs.

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

No.

External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

Starting in 2015-2016, external Site Review completed two times by an external Site Review Team. Team utilized a tool entitled Accountability Matrix 2.0 to assess the school in areas of School Leadership, Guaranteed Viable Curriculum, Assessment, Data Driven Environment, Instruction, Digital Capacity, Engagement, Student and Family Support, Community, Professional Development, Evaluation, Policies and Procedures, and Financial Standard.

The school will also have another two site visits for the 2016-2017 school year.

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accreditation
- Title I Focus School
- Tiered Intervention Grant (TIG)
- Colorado Graduation Pathways Program (CGP)
- School Improvement Support Grant
- Other

School Contact Information

Bernard Hohman Principal 7730 E. Belleview Ave., Suite AG-9 Greenwood Village CO 80111 Phone: (720) 984-2559 Email: bernie.hohman@rockymountaindigital.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

The Colorado Digital Board of Cooperative Education Service (CD BOCES) is in its fourth year of operation. The CD BOCES authorizes multi-district online and blended contract schools through a board of cooperative education services that partners with school districts and institutions of higher education. At this time our partners are the Falcon School District 49 and Pikes Peak Community College. The CD BOCES

mission is to revolutionize schools and systems in an effort to reclaim the promise of quality public education by providing for each individual student, anytime, anywhere. The CD BOCES serves students in blended and online learning environment schools through unprecedented collaboration, accountability and support. The CD BOCES values academic excellence that is achieved through authentic relationships that encourage face-to-face student-teacher relationships while leveraging online education tools. The CD BOCES authorizes four schools at this time, one of them being Rocky Mountain Digital Academy (RMDA).

RMDA is a college prep online high school. All RMDA students are assessed via the STAR 360 in Math and Reading and are given a writing exam, these assessments are internal assessments that are administered 3 times per year to assess student growth (full population = 103). The STAR 360, internal writing and previous year PARCC data sets were used to develop RMDA's current Unified Improvement Plan. UIP participants included the principal, counselor, and our 5 teachers. A review of the initial draft was conducted including committee members as well as the School Accountability Committee (SAC).

The curriculum at RMDA is centered around Fontan Relational Education (FRE). FRE is a personalized pedagogy model proven to improve student academic performance. With FRE, each student is assessed on their knowledge, interests and abilities and given a personalized learning plan based on that assessment, allowing them to work according to their own unique learning rhythm.

The individualized plan and relational learning method engage students, who find meaning in their education and do not drop out of school. Students must achieve excellence on every topic, thus no student fails the year. Training and assistance with the FRE model is provided by Learning One to One Foundation. Technology is a tool that allows students to amplify his/her learning experience. FRE uses a technology platform called Qino that is derived from "kinetic" – the work needed to accelerate an object and set it into motion. Educators and parents can log on at any time and review real time progress and results.

Elective courses are available through Fuel Education (FuelEd). FuelEd provides RMDA students with Career Readiness Pathways that include career and technical education courses. RMDA students are offered four core clusters, with a dozen paths to follow. Through FuelEd, students can leave high school with a diploma and an industry-recognized certification. They will be equipped with the knowledge and skills they need, whether they are looking to launch a career right after graduation or planning to pursue postsecondary studies.

In addition to our online curriculum, RMDA has 20+ MOU's (Memorandum of Understanding) with a variety of universities, community colleges and tech schools throughout the state of Colorado providing concurrent enrollment programs, workforce development courses, and experiential education opportunities all designed in an effort to enrich each student's individual academic experience. RMDA focuses on "whole student growth" which is a critical component to developing well equipped students for post-secondary opportunities. RMDA also leverages the use of Education Zones to provide students with additional face-to-face student interventions and support. Forty-two percent of RMDA students are enrolled in at least one concurrent enrollment course.

Professional Development is centered around two goals:

Best Instruction

Personalized Learning

Direct and Meaningful Feedback

Data-Driven Instruction - Writing

Culture

Relationships

Engagement

For all intents and purposes, RMDA is a new school this year. This is the first year of implementation of the Fontan Relational Education curriculum, the principal is in his first year and every school staff member is new this year. In addition, only a handful of students from the previous two years are attending the school. As such, identifying addressing trend data via state testing is contraindicated at this time. In this first year, the school is focused on our interim benchmark assessment (STAR) that is administered three times a year.

Additionally, the Post Secondary Workforce Readiness trend data is not applicable to this current school and population as well. In the 2017-2018 school year, we will utilize the testing data from this first year to make educational decisions going forward. We will not be addressing any of the trend data from the first two years of RMDA because of a lack of relevance to the current school and situation.

Course Participation and Achievement

RMDA focuses on providing a personalized learning experience for every student. We do not offer remedial or advanced classes. All students take our core classes and then get a personalized experience based on his or her skills, background and interests.

Students who successfully pass the Accuplacer do participate in concurrent enrollment and therefore would not be taking all of our core classes. All students are encouraged to challenge themselves with college coursework.

For our elective courses, students enroll in classes offered by Fuel Education. All students have access to all courses that we offer, including several CTE pathways.

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

Performance Indicator: Academic Achievement (Status)

Prior Year Target: To increase from 60% of students at grade level to 75% at grade level in math by end of year assessments. *Performance:* Due to a full-scale change in leadership, school personnel, and a completely new curriculum, there is no data on the performance on this target.

Prior Year Target: To increase from 58% of students at grade level to 73% at grade level in reading by end of year assessments. *Performance:* Due to a full-scale change in leadership, school personnel, and a completely new curriculum, there is no data on the performance on this target.

Prior Year Target: To increase from 58% of students at grade level to 73% at grade level in writing by end of the year assessments. *Performance:* Due to a full-scale change in leadership, school personnel, and a completely new curriculum, there is no data on the performance on this target.

Academic Achievement (Status) Reflection

Due to a full-scale change in leadership, school personnel, and a completely new curriculum, there is no data on the performance on this target.

Performance Indicator: Academic Growth

Prior Year Target: 75% of the student population to show at least 1 years growth in reading. *Performance:* At the mid-year assessment, 33% showed adequate growth using the STAR assessment tool.

Prior Year Target: 50% of the student population will show at least 1 years growth in writing. *Performance:* At the mid-year assessment, 31% showed adequate growth using the STAR assessment tool.

Prior Year Target: 75% of the student population will show at least 1 years growth in math. *Performance:* At the mid-year assessment, 51% showed adequate growth using the STAR assessment tool.

Academic Growth Reflection

In the area of Math RMDA students showed the most growth. There is still work to do in this first year with a new math curriculum, but the results thus far are promising.

Both Reading and Writing growth was lower than expected. The nature of our curriculum develops literacy and is embedded in all units in all subjects. A deeper look reveals that many students did not take the necessary time on these assessments to demonstrate what they truly know. The school will emphasize the End-of-Year STAR assessments with the hopeful outcome that students will spend the necessary time on each assessment.

For Writing, as a school we recognize that this is an area of deficiency in our new curriculum. Students can personalize their lessons and how they demonstrate their learning. As such, many students are choosing not to write but to speak. As a school, we need to hold firm to writing expectations.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

• Due to a full-scale change in leadership, school personnel, and a completely new curriculum, there is no data on the performance on this target.

Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Due to a full-scale change in leadership, school personnel, and a completely new curriculum, there is no data on the performance on this target.

Other Reflection

• Due to a full-scale change in leadership, school personnel, and a completely new curriculum, there is no data on the performance on this target.

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Due to a full-scale change in leadership, school personnel, and a completely new curriculum, there is no data on the performance on this target.

Performance Indicator: Student Behavior

Student Behavior Reflection

Performance Indicator: Student Engagement

Student Engagement Reflection

RMDA continues to struggle with student engagement. The wholesale change in all school personnel and curriculum certainly contributed; however, as a school we have not engaged our community from the beginning. Parents were not involved in much of the on-boarding and orientation process. For 2017-2018 a parent academy and through parent orientation (face-to-face) is planned.

Current Performance

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g. state expectations, state average) to indicate why the trend is notable.

RMDA is in Priority Improvement with Low Participation: 37.4/100

Academic Achievement: Approaching Academic Growth: Does Not Meet Post-secondary & Workforce Readiness: Approaching

All three areas need attention; however, our academic growth and student engagement are the most pressing at this time. Students have not demonstrated adequate growth nor are they adequately engaged in our school.

English Language Arts growth does not meet over all for students.

Math growth does not meet over all for students.

RMDA does not have Science growth data.

For Achievement over all students were approaching In both Language Arts and Math, but in the sub groups all are rated as does not meet. In Science over all students were rated as does not meet.

Internal Assessments:

Students took an initial Star 360 Math and Reading test as well as a Writing assessment at the beginning of 2016-17 school year in the fall testing window. Students will be tested again in the winter and spring. This data provides the baseline information to track achievement, growth, and to plan instruction for students. Below is a snapshot of the baseline data showing the percentage of students at grade level, those on watch, those needing intervention, and those needing urgent interventions based on the beginning of year (BOY) assessments. This data provides the school with student achievement and growth results in reading, math. RMDA also implemented an internal rubric-aligned writing assessment this school year which is being used to monitor achievement and growth in writing.

Achievement Data -

Reading Achievement:

Grade Level	BOY At/Above Grade Level	BOY On Watch	BOY Intervention	BOY Urgent Intervention
8	17%	33%	17%	33%
9	63%	24%	0%	13%
10	65%	14%	14%	7%
11	63%	0%	5%	32%
12	55%	6%	6%	33%

- Overall 60% of RMDA students were at/above grade level at the beginning of the school year in reading.

Writing Achievement:

Grade Level	BOY Distinguished	BOY Meets	BOY Approaching	BOY Does Not Meet
8	0%	0%	100%	0%
9	0%	28%	72%	0%
10	0%	0%	70%	30%

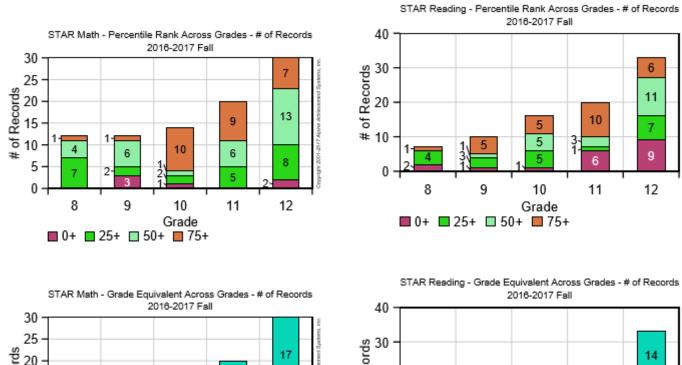
ŀ	11	6%	31%	48%	15%
[12	0%	36%	40%	24%

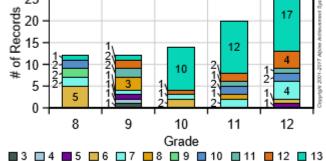
- Overall 26% of RMDA students meet or exceeded grade level in writing at the beginning of the school year.

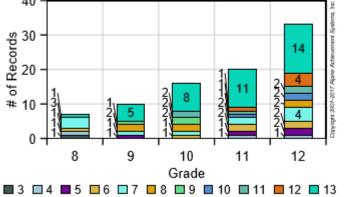
Math Achievement:

Grade Level	BOY At/Above Grade Level	BOY On Watch	BOY Intervention	BOY Urgent Intervention
8	29%	29%	42%	0%
9	40%	20%	10%	30%
10	77%	0%	0%	23%
11	74%	11%	0%	15%
12	69%	3%	7%	21%

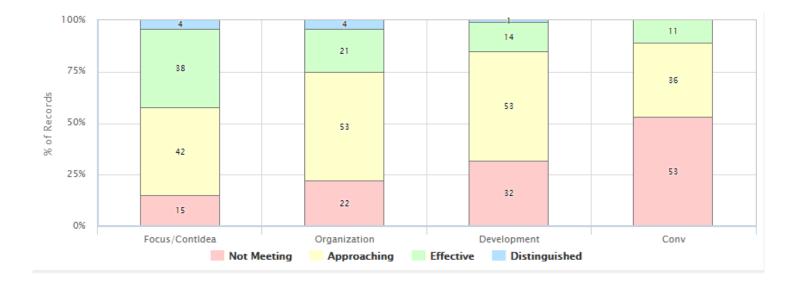
- Overall 70% of RMDA students were at/above grade level at the beginning of the school year in math.







Writing Assessment



Powerful Practices of RMDA for Teaching and Assessing Learning.

Engagement

1) Each student is supported by adult(s) having specified roles (Educator/Learning Coach) for building relationships with the student and supporting and advocating on behalf on the student's personal well-being and educational experience

2) Processes are personalized and individualized for contacting and communicating with families

Areas of Improvement Priority for Teaching and Assessing Learning

 Align and implement a comprehensive program of professional learning focused on engaging our students and families. Professional Development for 2017-2018 will primarily focus on developing, implementing, and measuring the effectiveness of student and family engagement strategies--i.e. using our LMS (Schoology) to group parents geographically around the state and to create social events specific to the local area.
 Analyze and routinely use data to strengthen student achievement of learning expectations within each course. Educators assess student work at the end of each unit and evaluate for mastery.

3) Define and commit to system-wide quality instructional practices within the academic programs--our system-wide program is Fontan Relational Education. In 2017-2018, Educators will be refining the units that were delivered by quarter this year from Learning 1 to 1. Our staff now have the full scope of the year's units for the first time in April and this will allow us as a school to align and adjust curriculum based on our STAR results as well as student and Educator feedback.

4) Improve instructional strategies to focus on each student's demonstration and attainment of academic content that is in alignment to clearly defined learning expectations including goal setting and personalization of units. Educators will focus on developing the skills to personalize for every student via professional development and team focus. Educators will work in teams to group assess student work to bolster their teaching and assessing skills.

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.



30% of all students are below grade level on our Beginning of the Year STAR 360 Math assessment. Particular focus is warranted on the pivotal 9th grade year where 30% of our students are 2 grade levels or more below expectation. The Middle of the Year STAR 360 assessment will shed much needed light on any trends that develop from this single and only data point.

Trend Direction: Stable - Notable Trend: Yes - Performance Indicator Target: Academic Achievement (Status)



40% of all students are below grade level on our Beginning of the Year STAR 360 Reading assessment. Particular focus is warranted for grades 11 and 12. 32% of grade 11 students are at least 2 grade levels below and 33% of grade 12 students are at least 2 grade levels below expectation. The Middle of the Year STAR 360 assessment will shed much needed light on any trends that develop from this single and only data point.

Trend Direction: Stable - Notable Trend: Yes - Performance Indicator Target: Academic Achievement (Status)

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

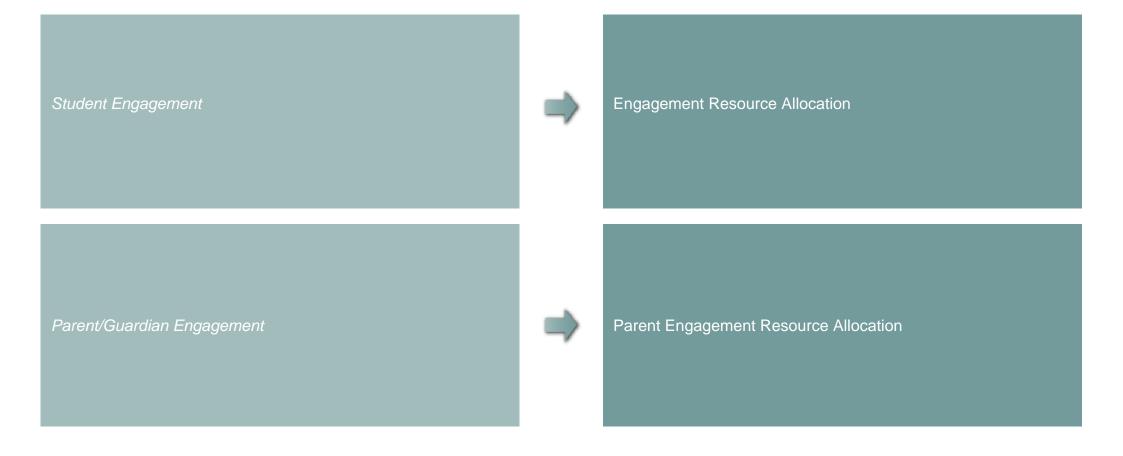
Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges. Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is recommended.

Relationship of UIP Elements

Priority Performance Challenges

Root Cause





Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

The RMDA team identified the following performance challenges as the four main needs for school improvement. As a third year school (really in our first year again with data) we identified the importance of all RMDA students growing at least one academic year in reading, writing and math as well as an overall student engagement of at least 80%.

Provide a rationale for how these Root Causes were selected and verified:

The root causes were selected after data analysis of course completion results and assessments results, through dialogue with staff members.

Instructional model:

RMDA continually seeks ways to enable students for academic success. To that end, the school adheres to a framework built on Best First Instruction, Culture and Community, and Data-Driven Instruction. The organization has proven that students will achieve success better through strong

relationships with caring staff, followed by engagement in content that is relevant to their circumstances, followed by the rigor of the content. The FRE model hinges on the quality of the relationships and the development of student autonomy. The RMDA staff reflects continually throughout the first semester seeking continuous improvement for students and families with regard to the new instructional model.

Resource Allocation:

Staff need more time to work with students as Educators. The majority of their time has been spent on the Learning Coach role of the FRE model. RMDA continues to seek balance of Educator and Learning Coach duties until our school grows to the point that staff can be hired that will allow the roles of Educator and Learning Coach to be split. Heading into 2017-2018, we will be reassigning the Learning Coach role to remove it from the Educator role. This will allow a focus on the academic weaknesses of our students by the subject area Educators. Additionally, by separating the Learning Coach role, this position will be able to fully-focus on engagement and relationships with students and families.

Additional Narrative / Conclusion

The RMDA UIP was developed using a data-driven process, in collaboration with Colorado Digital BOCES, Learning One to One Foundation, and the RMDA Staff. The planning process includes using school based data to provide benchmarks for the 2016-17 school year. Along with STAR 360 Reading and Math, Writing data was collected at the beginning of the year. Although RMDA is in its third year, no staff was retained for the 2016-17 school year. Because of the entirely new staff, a staff development plan was implemented, beginning in July with RMDA leadership and teaching staff traveling to Bogota, Colombia to get hands on training with the FRE model. Training with the FRE model continued back in the United States for two (2) additional weeks, moving into the beginning of the 2016-17 school year. In addition to curriculum training, the needs of staff and students were identified through a professional development meeting, and a plan was formed for the 2016-17 school year. The UIP was reviewed by the School Accountability Committee on 12/8/16.

Section IV: Target Setting, Major Improvement Strategies and Action Plans

Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

Priority Performance Challenge : Academic Growth In Reading

Performance Indicator:		Academic Growth
Measures / Metrics:		R
Annual	2016-2017:	75% of the student population in our core classes who are below grade level will show least 1 years growth in reading.
Performance Targets	2017-2018:	100% of the student population in our core classes who are below grade level will show least 1 years growth in reading.
Interim Measures for 2016-2017:		STAR Middle-of-Year and End-of-Year assessments.

Priority Performance Challenge : Academic Growth in Math

Performance Indicator:		Academic Growth
Measures / Metrics:		Μ
Annual Performance	2016-2017:	75% of the student population in our core classes who are below grade level will show least 1 years growth in math.
Targets	2017-2018:	100% of the student population in our core classes who are below grade level will show least 1 years growth in math.
Interim Measures for 2016-2017:		STAR Middle-of-Year and End-of-Year assessments.

Priority Performance Challenge : Academic Growth in Writing

Performance Indicator:		Academic Growth
Measures / Metrics:		W
Annual	2016-2017:	75% of the student population in our core classes who are Approaching or Not Yet on our writing rubric will move up one level to Approaching or Meets.
Performance Targets	2017-2018:	100% of the student population in our core classes who are Approaching or Not Yet on our writing rubric will move up one level to Approaching or Meets.
Interim Measures for 2016-2017:		STAR Middle-of-Year and End-of-Year assessments.

Priority Performance Challenge : Student Engagement

Performance Indicator:	Student Engagement
Measures / Metrics:	Attendance

Performance Targets 2017-2018: The student population engages in 100% of assigned courses every week. Interim Measures for 2016-2017: Weekly Engagement Tracker data is reviewed one-on-one with each Educator with the principal.	Annual	2016-2017:	The student population engages in 80% of assigned courses every week.
	Performance Targets	2017-2018:	The student population engages in 100% of assigned courses every week.
	Interim Mea	asures for 2016-2017:	

Priority Performance Challenge : Parent/Guardian Engagement

Performance Indicator:		Student Engagement
Measures / Metrics:		Supplemental Measure(s)
Annual Performance Targets	2016-2017:	The parent population will engage in 60% of school-planned parent activities.
	2017-2018:	The parent population will engage in 60% of school-planned parent activities.
Interim Measures for 2016-2017:		Parent survey results.

Planning Form

Major Improvement Strategy Name:	Use STAR Math to determine the deficits/differentiated instruction
Major Improvement Strategy Description:	Students will receive specific instruction in the areas indicated by the STAR interim assessments for each student. Students will show growth across the three interim benchmark STAR assessments.

Associated Root Causes:

Math Resource Allocation: Based on needs identified by data trend analysis, our Educators need to better balance time spend as Educator and Learning Coach for our students by expanding time spent in the Educator role really focusing on academic content growth for our students.

Math Instructional Model: The instructional model relies on student engagement driven by goal setting and personalization. Students/families are not accustomed to generating their own goals and personalizing their learning. Training in the FRE model for students and families was not sufficient.

Action Steps Associated with MIS						
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Targeted Math Instruction	Using specific diagnostic data from STAR, the math teacher will personalize lessons for each student addressing deficit areas.	02/01/2017 06/01/2017	Khan Academy	Math Teacher	In Progress	This School Year

Targeted Math Instruction	Using specific diagnostic data from STAR, the math teacher will personalize lessons for each student addressing deficit areas.	08/07/2017 06/01/2018	Khan Academy	Math Teacher	Not Started	Next School Year
Implementation	Benchmark Associa	ted with MIS				
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Targeted Math Instruction,	STAR End of Year	STAR	02/01/2017 06/01/2017	Math Teacher	Partially Met	This School Year
Targeted Math Instruction,	STAR Beginning, Middle, End	STAR three times a year	08/07/2017 06/01/2018	Math Teacher	Not Met	Next School Year

Major Improvement Strategy Name:	Use STAR Writing Rubric to determine the deficits/differentiated instruction
Major Improvement Strategy Description:	Students will receive specific instruction in the areas indicated by the STAR interim assessments for each student. Students will show growth across the three interim benchmark STAR assessments.

Associated Root Causes:

Writing Resource Allocation: Based on needs identified by data trend analysis, our Educators need to better balance time spend as Educator and Learning Coach for our students by expanding time spent in the Educator role really focusing on academic content growth for our students.

Writing Instructional Model: The instructional model relies on student engagement driven by goal setting and personalization. Students/families are not accustomed to generating their own goals and personalizing their learning. Training in the FRE model for students and families was not sufficient.

Action Steps Associated with MIS						
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Targeted Writing Instruction	Using the STAR Writing Rubric data, the English teacher will create personalized lessons aimed at the writing deficits.	02/01/2017 06/01/2017	Writing Rubric	English Educator	In Progress	This School Year
Targeted Writing Instruction	Using the STAR Writing Rubric data, the English teacher will create personalized lessons aimed at writing deficits.	08/07/2017 06/01/2018	Writing Rubric	English Educator	Not Started	Next School Year
Implementation Benchmark Associated with MIS						
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Targeted Writing Instruction,	STAR End of Year	End of year STAR Writing assessment	05/01/2017 05/31/2017	English Educator	Not Met	This School Year
Targeted Writing Instruction,	STAR Beginning, Middle, End	Three STAR assessments	08/07/2017 06/01/2018	English Educator	Not Met	Next School Year

Major Improvement Strategy Name:	Schoology groupings and social activities	
Major Improvement Strategy Description:	Students will be connected to the school and be participating in school events, classes, clubs, and social groups in various geographic regions of Colorado.	

Associated Root Causes:

Engagement Resource Allocation: Based on needs identified by data trend analysis, our Educators need to better balance time spend as Educator and Learning Coach for our students by expanding time spent in the Educator role really focusing on academic content growth for our students.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Data Tracking	Weekly data tracking meetings with each Learning Coach.	10/03/2016 06/02/2017	Logs of student log-ins and progress in each course.	Learning Coaches	In Progress	This School Year
Student Contacts	Contact with non-engaged students.	10/03/2016 06/02/2017	Logs of student log-ins and progress in each course.	Learning Coaches	In Progress	This School Year
Progress Reports	Weekly student progress reports/reminders.	10/03/2016 06/02/2017	Course progress reports	Learning Coaches	In Progress	This School Year
Data Tracking	Weekly data tracking meetings with each Learning Coach.	08/07/2017 06/01/2018	Logs of student log-ins and progress in each course.	Learning Coaches	Not Started	Next School Year

Student Contacts	Contact with non-engaged students.	08/07/2017 06/01/2018	Logs of student log-ins and progress in each course.	Learning Coaches	Not Started	Next School Year
Progress Reports	Weekly student progress reports/reminders	08/07/2017 06/01/2018	Course progress reports	Learning Coaches	Not Started	Next School Year
Implementation B	enchmark Associa	ted with MIS				
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
Data Tracking, Student Contacts, Progress Reports,	Engagement Tracker	Track of each student's engagement in courses week by week.	10/03/2016 06/02/2017	Learning Coaches	Partially Met	This School Year
Data Tracking, Student Contacts, Progress Reports,	Engagement Tracker	Track of each student's engagement in courses week by week.	08/07/2017 06/01/2018	Learning Coaches	Not Met	Next School Year

Major Improvement Strategy Name:	Schoology groupings and geographic area activities focus	
Major Improvement Strategy Description:	Parents will be connected to the school and be participating in school events and social groups in various geographic regions of Colorado.	

Parent Engagement Resource Allocation: Based on needs identified by data trend analysis, our Educators need to better balance time spend as Educator and Learning Coach for our students by expanding time spent in the Educator role really focusing on engaging our families in our school community.

	Action Steps Associated with MIS							
Description	Start/End Date	Resource	Key Personnel	Status	School Year			
Geographic grouping of parents	02/01/2017 06/02/2017	Schoology Groups	Principal, Educators	In Progress	This School Year			
Geographic grouping of parents	08/07/2017 06/01/2018	Schoology Groups	Principal, Educators	Not Started	Next School Year			
Implementation Benchmark Associated with MIS								
B Name	Description	Start/End/Repeats	Key Personnel	Status	School Year			
Parent Survey	Survey parents about involvement in school	02/01/2017 06/02/2017	Principal	Partially Met	This School Year			
Parent Survey	Survey parents about involvement in	08/07/2017 06/02/2017	Principal	Not Met	Next School Year			
	Geographic grouping of barents Geographic grouping of barents Achmark Associat B Name Parent Survey	Geographic grouping of parents02/01/2017 06/02/2017 06/01/2018Geographic grouping of parents08/07/2017 06/01/2018Achmark Associated with MISB NameDescriptionParent SurveySurvey parents about involvement in schoolParent SurveySurvey parents about school	Geographic grouping of barents02/01/2017 06/02/2017Schoology GroupsGeographic prouping of of oarents08/07/2017 06/01/2018Schoology GroupsGeographic prouping of oarents08/07/2017 06/01/2018Schoology GroupsInchmark Associated with MISDescriptionStart/End/RepeatsB NameDescription02/01/2017 06/02/201702/01/2017 06/02/2017Parent SurveySurvey parents about involvement in school02/01/2017 06/02/2017Parent SurveySurvey parents about08/07/2017 06/02/2017	Geographic prouping of barents02/01/2017 06/02/2017Schoology GroupsPrincipal, EducatorsGeographic prouping of prouping of barents08/07/2017 06/01/2018Schoology GroupsPrincipal, EducatorsGeographic prouping of poarents08/07/2017 06/01/2018Schoology GroupsPrincipal, EducatorsB NameDescriptionStart/End/Repeats 06/02/2017Key PersonnelParent SurveySurvey parents about involvement in school02/01/2017 06/02/2017Principal PrincipalParent SurveySurvey parents about about involvement in school08/07/2017 06/02/2017Principal	Geographic prouping of barents02/01/2017 06/02/2017Schoology GroupsPrincipal, EducatorsIn ProgressGeographic prouping of barents08/07/2017 06/01/2018Schoology GroupsPrincipal, EducatorsNot StartedGeographic prouping of barents08/07/2017 06/01/2018Schoology GroupsPrincipal, EducatorsNot StartedGeographic prouping of barents08/07/2017 06/01/2018Schoology GroupsPrincipal, EducatorsNot StartedB NameDescriptionStart/End/Repeats 06/02/2017Key PersonnelStatusParent SurveySurvey parents about involvement in school02/01/2017 06/02/2017Principal PrincipalPartially MetParent SurveySurvey parents about08/07/2017 06/02/2017PrincipalNot Met			

Major Improvement Strategy Use STAR Reading to determine the deficits/differentiated instruction Name:

Students will receive specific instruction in the areas indicated by the STAR interim

Major Improvement Strategy Description: assessments for each student. Students will show growth across the three interim benchmark STAR assessments.

Associated Root Causes:

Reading Resource Allocation: Based on needs identified by data trend analysis, our Educators need to better balance time spend as Educator and Learning Coach for our students by expanding time spent in the Educator role really focusing on academic content growth for our students.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year	
Targeted Reading Instruction	Using specific diagnostic data from STAR, the Educators will create lessons targeting the skill deficits per individual student.	02/01/2017 06/02/2017	English Teacher Lessons	All Educators	In Progress	This School Year	
Targeted Reading Instruction	Using specific diagnostic data from STAR, the Educators will create lessons targeting the skill deficits per individual student.	08/07/2017 06/01/2018	English Teacher Lessons	All Educators	Not Started	Next School Year	
Implementation Benchmark Associated with MIS							
Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year	

Targeted Reading Instruction,	STAR End of Year	End of Year STAR	02/01/2017 06/02/2017	All Educators	Partially Met	This School Year
Targeted Reading Instruction,	STAR Beginning, Middle, End	Three STAR assessments	08/07/2017 06/01/2018	All Educators	Not Met	Next School Year

Addenda

Attachments List

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