

2022

# HOPE Online High School

## END OF YEAR SUPPLEMENTAL ACCOUNTABILITY REPORT



### ACCOUNTABILITY DURING COVID

The Measuring Opportunity Pilot Project (MOPP) was created and funded to incorporate innovation in accountability for Colorado AECs. As part of MOPP, a Supplemental Accountability Report was created to allow schools to collect and report data that is not traditionally included in their accountability reporting, but they believe is impactful in serving their students' needs. However, COVID-19 created disruptions in all aspects of our lives, including in education functionality and accountability. Two years ago, the Colorado State Legislature issued an accountability pause for two years due to the pandemic. Last year, the MOPP Project Team wanted to provide our participating schools the option to share any data they were able to collect in 2020-21, and that data went into MOPP 'Progress Reports'.

With accountability and AEC SPFs resuming this year, MOPP is going back to the originally intended MOPP Supplemental Accountability Report (SAR). This report includes data and/or calculations of data not included in AEC SPFs, but that the school believes is essential in telling the story of their school's mission, student population(s), and specific programming.

As a part of MOPP, HOPE Online High School has identified measures that are specifically aligned and prioritized to match their mission, and consequently the programming and services most import to HOPE Online High School students' lives. Recommendations coming through MOPP's measure alignment process include optional measures that schools are not utilizing or reporting effectively, unique measures to show the performance of specific student populations, and/or participation in the Student-Centered Growth System, a Qualitative Review Cycle, and the AEC SEL Survey.

This Supplemental Accountability Report includes narratives and supporting data for the additional metrics to demonstrate how customized accountability plans strengthen Colorado AECs.

### AEC SEL SURVEY

During the MOPP measure alignment process, the Project Team found that every school received a recommendation for and expressed interest in adding a social-emotional optional measure. With schools not finding surveys that fit the needs of their school and students, the MOPP Project Team convened a taskforce of MOPP schools and other AEC leaders to review several social-emotional and school climate surveys and create a survey for use by AECs across the state. The group considered items for clarity/relevance, content, overall survey length, and whether items could be used to track student growth. Ultimately, the selected survey includes content from a few previously developed surveys, which means the surveys have already been validated. The survey includes items regarding social-emotional development (using CASEL's identified 5 pillars of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and school climate.

A group of schools (both MOPP and non-MOPP) completed a full year of administrations in 2021-22. In this year's pilot administration, schools had a few options. There were fall, winter, and spring windows of survey administration, and schools could either do all or two of the windows. Student IDs were required for growth, but schools could select either a state/local ID or create a token. Schools could elect to include the school climate questions in the spring administration only, and schools could also add questions to the beginning or end of the survey (however, those questions are not included in any analysis).

For the Supplemental Accountability Report, schools could submit data in one of two ways. For those schools with students having two matched occasions, the school could submit positive growth in the SEL scales. For growth, showing positive growth would mean that a student scored a higher total for the scale in the second administration of the survey. If a school did not have students with matched occasions, the school could submit percent positives for the scales or overall survey. For percent positive, the school calculated the percentage of students that responded 'easy' or 'very easy' in each item, and then calculated the scale score using the items' averages. This could be done through an Excel Calculator developed by the project team to help support the schools in data reporting.

2021-22 Colorado AEC SEL Survey Responses Percent of Positive Response per Subscale	
Self-Awareness: Self-Concept	75.30%
Self-Awareness: Emotion Knowledge	73.90%
Social Awareness	80.60%
Self-Management: Emotion Regulation	61.90%
Self-Management: Goal Management	62.60%
Self-Management: School Work	57.10%
Relationship Skills	74.90%
Responsible Decision Making	82.60%
<b>Average Percent Positives for Total Survey (% 'Easy' or 'Very easy')</b>	<b>71.20%</b>



Including schools with a low n, there were 13 schools with a spring administration, eight (62%) schools scored at or above the 50th %ile - this would qualify as a MEETS rating on the AEC SPF.

HOPE Academy Average Survey Score - AEC SPF Rating and Score	
MEETS State Expectations (N= 156)	118.89

## STUDENT CENTERED GROWTH SYSTEM (SCGS)

Participating in the Student-Centered Growth System was recommended to AECs that want to understand the challenges their students arrive with, document individual student progress while enrolled in the school (often for short periods of time) and communicate these data effectively. The SCGS measures incoming and ongoing individual student progress over three domains: academic standing, academic engagement and participation, and social-emotional well-being and need. The measures selected for each domain are aligned with the school's programming and support services.

Using the SCGS index, a school can identify a student's level of engagement in each of the domains.

STUDENT ENGAGEMENT PHASE	GENERAL DESCRIPTION
<b>Engaged</b>	Little support is needed, student can focus on schoolwork for large chunks of time, and student is close to or at grade level
<b>Emerging</b>	Substantial supports needed, student's focus in an educational setting or on assignments is minimal, and the student is behind grade level
<b>Disengaged</b>	High needs but never attends, will not respond to calls/visits, no caregiver can be reached

SCGS is designed to support schools in (1) using data to identify students' needs, (2) monitoring students' progress over time on more than just academic gains, and (3) providing the opportunity for the school to differentiate goals for student growth and achievement based on each student's highest priority needs. For the 2021-22 school year, HOPE Online High School collected data where possible.

To help facilitate this process, the MOPP Project Team developed the SCGS Calculator, an Excel document with formulas to help with capacity and analysis at the school level. HOPE Online High School selected metrics for the 2022-23 school year can be found below.

Student-Centered Growth System	
Qualifiers	Emerging, Developing, Engaged
Academic Standing	NWEA MAP Reading
	NWEA MAP Math
	NWEA MAP Language Usage
	Credit/course completion rate
Academic Engagement and Participation	Module Completion
	Passing Contracts (tracks engagement through logins and attendance)
	Attendance Rate
	Behavior incidents (pink sheets)
Social-Emotional Well-Being and Need	SEL scale - Self-Management: School Work
	Number of student challenges/Barriers to Success
	Reaching SEL goal in contracts
	SEL scale - Relationship Skills
	SEL scale - Self-Concept
	SEL scale - Emotion Regulation
	SEL scale - Responsible Decision Making

Troubleshooting of the data entry required for the SCGS Calculator was required by the MOPP team over the summer of 2022. This troubleshooting led to a delay in HOPE Online High School's ability to utilize the SCGS Calculator to its full capacity. Data entry into the SCGS Calculator will commence at the beginning of the 2022-23 school year and allow for HOPE Online High School to collect the summary data provided by the embedded data analyses and better understanding the needs of their student population allowing the school to develop more tailored programming for their students.



Below is a sample of the SCGS Dashboard following the import of several points of data (see above list for examples) into the SCGS Calculator:

	FALL			WINTER			SPRING		
	# OF QUALIFYING STUDENTS EMERGING	# OF QUALIFYING STUDENTS DEVELOPING	# OF QUALIFYING STUDENTS ENGAGED	# OF QUALIFYING STUDENTS EMERGING	# OF QUALIFYING STUDENTS DEVELOPING	# OF QUALIFYING STUDENTS ENGAGED	# OF QUALIFYING STUDENTS EMERGING	# OF QUALIFYING STUDENTS DEVELOPING	# OF QUALIFYING STUDENTS ENGAGED
	SCGS INDEX OVERALL STUDENT OUTCOMES (NOT A TOTAL)	0	21	32	0	61	47	0	65

	FALL			WINTER			SPRING		
	# OF QUALIFYING STUDENTS EMERGING	# OF QUALIFYING STUDENTS DEVELOPING	# OF QUALIFYING STUDENTS ENGAGED	# OF QUALIFYING STUDENTS EMERGING	# OF QUALIFYING STUDENTS DEVELOPING	# OF QUALIFYING STUDENTS ENGAGED	# OF QUALIFYING STUDENTS EMERGING	# OF QUALIFYING STUDENTS DEVELOPING	# OF QUALIFYING STUDENTS ENGAGED
	ACADEMIC STANDING	0	12	41	0	5	54	0	3
ACADEMIC ENGAGEMENT & PARTICIPATION	0	32	21	0	19	11	0	19	15
SOCIAL EMOTIONAL WELL-BEING	0	73	19	0	68	17	0	66	17

*\*Data provided in the sample dashboard provided above is "dummy" data and not specific to this school.*



### **OPTIONAL MEASURES**

While optional measure data should be included in the AEC SPF, there were a few scenarios where schools felt it important to submit additional optional measure data that was not included in their AEC SPF. For example, some districts and/or authorizers do not accept certain optional measures, however the school collects that data because it is important to their mission, student population, and/or targeted programming. For this scenario, and others where specific optional measures may not be included on a school's SPF, the school has submitted data to be included in their Supplemental Accountability Report.

HOPE Online High School tracked the percentage of their students whose score on the approved workforce readiness metric, WorkKeys, met or exceeded readiness benchmarks.

WorkKeys results:

During the 2021-22 school year, 284 out of 326 (87.1%) students attending HOPE Online High School who took all three qualifying WorkKeys assessments earned a bronze workforce readiness certificate or higher. This would result in a MEETS rating on the Colorado Accountability Report – the AEC SPF – and is only 2.9% away from EXCEEDING state expectations.