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Required
(To Obtain Benefit)
FORM # SPS-135
EDAC APPROVED
Approved 9/10/2010 for 2010-2011

Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11

Organization Code: 0020 District Name: Adams 12 Five Star Schools School Code: 1752 School Name: Colorado Virtual Academy (COVA) (ES)

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in blue text which was used to determine whether or not the school met the 2010-11 accountability expectations. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?	
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data		1-year	3-years	1-year	3-years		
		Reading	71.6%	72.0%	62.4%	67.0%	Approaching	
		Math	70.9%	70.1%	42.0%	58.6%	Approaching	
		Writing	53.5%	54.8%	28.8%	43.6%	Approaching	
		Science	47.5%	45.4%	48.9%	49.6%	Meets	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 22			% of targets met by School: 25		Reading	No
							Math	No
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate growth, then median SGP is at or above 45 If school did not meet adequate growth, then median SGP is at or above 55		Median Adequate SGP	Median SGP				
		Reading	30	45/55	Median SGP: 42		Approaching	
		Math	51	45/55	Median SGP: 36		Does Not Meet	
		Writing	45	45/55	Median SGP: 43		Approaching	

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table

** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), go to: www.schoolview.org/SchoolPerformance/index.asp

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Student Performance Measures for State and ESEA Accountability (cont.)

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: Does Not Meet
Post Secondary Readiness	Graduation Rate Expectation: 80% or above	80% or above		N/A		N/A
	Dropout Rate Expectation: At or below State average	1-year	3-years	1-year	3-years	N/A
		3.6%	3.9%	N/A	N/A	
	Mean ACT Composite Score Expectation: At or above State average	1-year	3-years	1-year	3-years	N/A
		20	21	N/A	N/A	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Priority Improvement	Once the plan type for the school has been finalized, this report will be re-populated in November 2010. Specific directions will be included at that time. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	N/A	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp

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Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	☐ Turnaround ☐ Restart ☐ Transformation ☐ Closure
	Has the school received a School Improvement grant? When was the grant awarded?	n/a
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	n/a
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, accredited through AdvancEd 2010

Improvement Plan Information

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

X State Accountability ☐ Title IA ☐ Tiered Intervention Grant ☐ School Improvement Grant ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Nicole Hofmann, K-8 Director
	Email	nhoffman@k12.com
	Phone	(720) 470-8104
	Mailing Address	11990 Grant St, Suite 402, Northglenn, CO 80233
2	Name and Title	Heidi Heineke-Magri, Head of School
	Email	hmagri@k12.com
	Phone	(303) 255-4650 x 101
	Mailing Address	11990 Grant St., Suite 402, Northglenn, CO 80233

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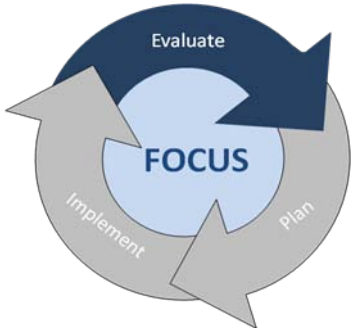
Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference the key data sources posted on SchoolView (www.schoolview.org/SchoolPerformance/ index.asp), including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), and (4) Post Secondary Readiness data.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
• Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency)	• School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates	• Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should

also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a "root cause" if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – At a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)	Reading (three year data) %P/A: 67% Writing (three year data) % P/A: 43.6%	N/A – all approaching N/A – all approaching	
	Math (three year data) % P/A: 58.6% Science (three year data) % P/A: 49.6%	N/A – all approaching N/A – Target Met	
Academic Growth	Reading (three year data) MGP: 42% Writing (three year data) MGP: 43%	N/A – all approaching N/A – all approaching	
	Math **Minority Students** • The percentage of	• A decrease in the	These Root Causes relate to the entire group of math data from trends and priority need:

	minority students catching up and moving up has doubled from 2008 to 2009. The percent of students Catching Up increased from 5% - 10%, and the percent of students Moving Up increased from 9% - 23% **Catching Up** • The percentage of 4th graders Catching Up has steadily decreased from 26% in 2008 to 20% in 2009. • The percent of 5th graders Catching Up has shown a steady decrease from 10% in 2008 to 5% in 2009. **Students with Disabilities** • The median growth gap between students with IEPs and students without IEP's in 2009 was 15/36. • The population of students with SLIC (Significant Limited Intellectual Capacity) has doubled and the number of students on the autism spectrum has tripled since	performance of minority students* in the 08-09 – 09-10 school year illustrates a need to continue to focus on this subgroup. * Although the performance of minority students decreased in comparison to their non-minority counterparts, the gap was only one point. • We see a persistent issue with students Catching Up in 4th and 5th grade in all subgroups. • The number of students on an IEP Catching Up is significantly lower than the number of non–IEP students (3/27). • Based on the growth data, we see a steady decrease in the performance of at risk students including	1. More than 6,000 CSAP tests were declared invalid as a result of a CSAP misadministration during the spring of 2010; therefore, the MGP is not an accurate picture of our overall student performance. 2. We are missing an interactive and adaptive math curriculum to better address remedial math needs. 3. We identify a weakness in the areas of Algebra and Numbers & Operations, which are directly related to Standards 1 (Number Sense), 3 (Data Analysis), and 5 (Problem Solving) for our 4th and 5th graders 4. We are missing a constructed response component in the online math lessons. The current instructional model limited the amount of hands-on work with students.

	2007. • We have noticed a negative correlation between the increased number of at-risk students, specifically those with significant disabilities, and the decrease in the special education growth. • Scantron data from 2008-09 and 2009-10 correlates with the CSAP performance of our Free and Reduced Lunch eligible and students with an IEP. • 2010 Spring Math Performance Series Scantron results for 5th graders mirrors that of their probable CSAP performance **Free and Reduced Lunch Eligible** • The median growth percentile for students eligible for Free and Reduced Lunch versus non Free and Reduced Lunch eligible students was 44/38 in 2008, and 24/35 in 2009. • The percent of Free and Reduced Lunch eligible students who were Keeping Up has increased from 2008 to 2009 from	Free/Reduced Lunch eligible and students with disabilities in the 08-09 and 09-10 school years. • While 4th and 5th grade students in the free and reduced lunch category are still below the rest of the population, we are seeing improvement in the Keeping Up and Moving Up categories	

	32% to 42%. • The percent of Free and Reduced Lunch eligible students Moving Up has increased from 2008 to 2009 from 9% to 10%.		
Academic Growth Gaps	***Math*** **Minority Students** • The percentage of minority students Catching Up and Moving Up has doubled from 2008 to 2009. Students who were Catching Up increased from 5% - 10% and students Moving Up increased significantly from 9% - 23% **Catching Up** • The percentage of 4th graders who were Catching Up has steadily decreased from 26% 2008 to 20% in 2009. • The percent of 5th graders who were Catching Up has shown a steady decrease from 10% 2008 to 5% in 2009.	• A decrease in the performance of minority students* in the 08-09 – 09-10 school year was noted. * Although the performance of minority students decreased in comparison to their non-minority counterparts, the gap was only one point. • We see a persistent issue with students Catching Up in 4th and 5th grade in all subgroups. • The number of students	These Root Causes relate to the entire group of math data from trends and priority need: 1. More than 6,000 CSAP tests were declared invalid as a result of a CSAP misadministration during the spring of 2010; therefore, the MGP is not an accurate picture of our overall student performance. 2. We are missing an interactive and adaptive math curriculum to better address remedial math needs. 3. A weakness in the areas of Algebra and Numbers & Operations, which are directly related to Standards 1 (Number Sense), 3 (Data Analysis), and 5 (Problem Solving) for our 4th and 5th graders is identified. We are missing a constructed response component in the online math lessons and the current instructional model limited the amount of hands-on work with students.

	Students with Disabilities • The median growth gap between students with an IEP and students without an IEP in 2009 was 15/36. • The population of students with SLIC (Significant Limited Intellectual Capacity) has doubled and the number of students on the autism spectrum has tripled since 2007 • We have noticed a negative correlation between the increased number of at-risk students, specifically those with significant disabilities, and the decrease in the special education growth numbers. • Scantron data from 2008-09 and 2009-10 correlates with the CSAP performance of our Free and Reduced eligible students and students with an IEP. • 2010 Spring Math Performance Series Scantron results for 5th graders mirrors that of their probable CSAP performance. **Free and Reduced** • The median growth	on an IEP Catching Up is significantly lower than the number of non – IEP students (3/27 MGP). • Based on the growth data, we see a steady decrease in the performance of at risk students including Free/Reduced Lunch eligible and students with disabilities in the 08-09 – 09-10 school year. • While 4th and 5th grade students in the Free and Reduced Lunch eligible category are still below the rest of the population, we are seeing improvement in the	

	percentile for Free and Reduced Lunch eligible students versus non Free and Reduced Lunch eligible students was 44/38 in 2008 and 24/35 in 2009. • The percent of students eligible for Free and Reduced Lunch, Keeping Up, has increased significantly from 2008 to 2009, moving from 32% to 42%. • The percent of Free and Reduced Lunch eligible students Moving Up has increased from 2008 to 2009 from 9% to 10%.	Keeping Up and Moving Up categories.	
Academic Growth Gaps	***Reading:*** **Free and Reduced:** • Free and Reduced Lunch eligible students Moved Up from 11% - 18% from 2008 -2009 • Student's eligible for Free and Reduced Lunch, s Keeping Up, decreased 1% but the growth gap is still significant between Free and Reduced Lunch eligible and non-Free and Reduced Lunch eligible groups.	• Though we are beginning to close the gap for students eligible for Free and Reduced Lunch, continued performance below state average persists.	**General:** 1. More than 6,000 CSAP tests were declared invalid as a result of a CSAP misadministration during the spring of 2010; therefore, the MGP is not an accurate picture of our overall student performance. 2. The current instructional model limited the amount of hand-on work with students. **Reading:** 3. Increased numbers of students are in need of interventions to address dyslexic symptoms. 4. We are missing a more immediate way to identify and progress monitor struggling readers in grades 4 – 5. 5. We are missing overall comprehensive

	• The percent of students Catching Up significantly exceeded that of non-Free and Reduced Lunch eligible students: 32/27 MGP. **Catching Up:** • From 2008 – 2009, the percentage of 4th grade students Catching Up increased from 33% - 36%. • From 2008 – 2009, the percentage of 5th grade students Catching Up decreased from 27% - 20%. **Students with Disabilities:** • The median growth percentile for students with disabilities has decreased over 3 years and a significant gap still exists between students with an IEP and students without an IEP • The percentage of students with an IEP Catching Up in 2009 was 8% versus 37% for the students without an IEP. ***Writing*** **Free and Reduced Lunch Eligible** • The median growth percentile for 4th and 5th	• While 4th graders Catching Up are making progress; 5th graders still evidence a gap between the students Catching Up and those in the other subgroups. • The population of students with disabilities is increasing in size and scope, which contributes to a continued need to focus on their performance and growth • The median growth percentile for students eligible for Free and Reduced Lunch and for students with disabilities is significantly below the	elementary remedial reading curriculum. **Writing:** 6. For the 09 – 10 school year, the guidelines for qualifying for a scribe accommodation on the CSAP were changed, thus the number of students who had previously received this accommodation and still use it as a daily instructional accommodation were no longer permitted to use it on CSAP Our instructional practices are not currently meeting the writing needs of our student population. Our current online writing curriculum is missing assessments directly aligned to the Six-Traits so our teachers provide extra direct instruction via Elluminate to students and their learning coaches

	grade students eligible for Free and Reduced Lunch was 28. • The median adequate growth for 4th and 5th grade students eligible for Free and Reduced Lunch was 54. **Students with Disabilities** • The overall growth for 4th and 5th grade students with an IEP was 21%. • The median adequate growth for students with an IEP is in the 78th percentile.	median adequate growth percentile for each subgroup.
Post Secondary Readiness		

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems.* Larchmont, NY: Eye on Education

Step 4: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?	⇨	Root Cause Analysis: Why do we think our school's performance is what it is?	⇨	Verification of Root Cause: What evidence do you have for your conclusions?

Narrative:

Trend and Priority Needs:

With the assistance of the school directors, we considered CSAP data from 2007-08 and 2008-09. CSAP data from 2009-10 only reflects probable scores (unofficial) because of the large CSAP misadministration. Although we cannot officially use the CSAP probable scores calculated by our district, we do see positive trends in achievement. In addition to the CSAP data, we used the Scantron Performance Series. We also examined progress and attendance data, demographic information, curricular assessments, work samples, issues with discipline or mobility, student characteristics of learning, subgroup status, curriculum and assessment materials, and teacher instructional methods.

We noticed the following positive trends in our elementary school. We found an increase in median growth and students Catching Up in 4th grade reading with a 3% increase from 2008 to 2009. While our rating for students with disabilities and students eligible for Free and Reduced Lunch was "does not meet," the overall writing targets in the academic growth gaps were found to be" approaching" at 37.5%. In math, while 4th and 5th grade students in the Free and Reduced Lunch eligible group are still below the rest of the population, we are seeing improvement in the Keeping Up and Moving Up categories. Although the performance of minority students decreased in comparison to their non-minority counterparts, the gap was only one point. We met the academic achievement target in science. In order to address the areas of concern, we have added an intensive benchmarking and progress monitoring system using Scantron and Study Island along with more direct and targeted instruction and ongoing data analysis by teams. We have also added new research-based remedial programs in reading and math, and added a formative writing process in grades 3-5(including writing in science and math).

To support ongoing attention to achievement and growth, our teachers use data regularly and collaboratively to make appropriate customized decisions for student achievement. Our student population continues to grow in diversity and range of need, but as a school we are committed to using data, benchmarking, and creating customized plans to reach our academic targets.

This model of schooling attracts a high number of special needs students and thus our school's at-risk population has grown exponentially. Following is a breakdown to illustrate growth in some key special needs areas in our school:

Our special education population is currently at 11% in our school.

Our whole-school English Language Learner population has increased 354% from 2009 – 2010.

The number of students with 504 plans has increased by 22% from 2009 – 2010.

The number of students on the autism spectrum has tripled since 2007.

The number of students classified as SLIC (Significant Limited Intellectual Capacity) has doubled since 2007.

The percent of elementary students enrolled in our remedial reading program is 19%.

Missed Targets:

CSAP: While we did meet the state targets for science and writing, we did not meet them for reading or mathematics Our CSAP reading and math scores show a decrease for grades 4 and 5 in the 2007-08 and 2008-09 school years, with promising probable results from the 2009-10 school year showing an increase in students performing in the proficient and advanced category.

As our population expands and the levels and variety of needed academic interventions also increase, it continues to be a challenge to move students into the next performance level within a year or two. However, the probable score results (provided by the district with a +/- 3% margin of error) from the 2009-10 school year are promising as they show an increase in student performance from 2007-08 in grades 3 and 4 math; as well as improving 2007-2008 reading results for grade 3 and 5.

Grade	07-08 Reading Results	08-09 Reading Results	09-10 Reading Probable Results
3	67.55%	68%	**71% (actual)*
4	69.74%	65%	**69%**
5	67.09%	65%	**70%**

Grade 3 CSAP Reading results were not affected by the misadministration as the Grade 3 reading tests were not misadministered.

Grade	07-08 Math Results	08-09 Math Results	09-10 Math Probable Results
3	64.63%	60.53%	**71%**
4	66.52%	58.73%	**69%**
5	58.55%	50.82%	**36%**

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Reading

	2008	2009	2010	2008	2009	2010	2008	2009	2010
	School			District			State		
Median Growth Percentile									
Total	43	44	31	50	52	50	50	50	50
Grade 4	45	53	16	50	53	48	50	50	50
Grade 5	41	37	36	50	51	51	50	50	50
Minority/Non	35 / 43	38 / 46	- / 30	49 / 51	50 / 52	48 / 51	47 / 52	48 / 52	47 / 52
FRL/Non	41 / 43	30 / 46	- / 35	47 / 52	48 / 53	45 / 53	46 / 53	46 / 53	46 / 53
IEP/Non	29 / 43	24 / 47	13 / 42	42 / 51	44 / 52	37 / 51	40 / 51	41 / 51	39 / 51
ELL/Non	- / 42	- / 45	- / 31	50 / 50	55 / 51	51 / 49	50 / 50	50 / 50	50 / 50
Girls/Boys	41 / 43	46 / 42	33 / 28	51 / 49	54 / 49	52 / 47	52 / 48	52 / 49	52 / 48
Percent Catching Up									
Total	29	28	18	39	37	38	38	36	40
Grade 4	33	36	-	40	39	36	37	36	39
Grade 5	27	20	19	38	35	39	38	37	40
Minority/Non	- / 32	- / 31	- / 16	35 / 44	33 / 41	35 / 41	34 / 44	33 / 41	37 / 44
FRL/Non	- / 29	32 / 27	- / 21	32 / 47	32 / 43	32 / 46	33 / 45	32 / 43	36 / 46
IEP/Non	12 / 37	8 / 37	12 / -	16 / 45	18 / 41	18 / 43	22 / 43	21 / 41	22 / 46
ELL/Non	- / 30	- / 28	- / 18	33 / 41	32 / 39	36 / 38	34 / 40	33 / 38	38 / 41
Girls/Boys	32 / 27	39 / 22	23 / 15	39 / 39	40 / 34	40 / 35	39 / 37	38 / 35	43 / 37
Percent Keeping Up									
Total	74	72	67	75	78	77	77	77	78
Grade 4	76	71	-	72	77	74	74	76	76
Grade 5	72	73	71	78	78	80	79	78	81
Minority/Non	73 / 75	69 / 72	- / 70	69 / 78	73 / 80	70 / 81	68 / 80	70 / 80	71 / 81
FRL/Non	61 / 76	60 / 74	- / 69	63 / 79	69 / 80	66 / 82	66 / 81	67 / 81	68 / 83
IEP/Non	- / 75	- / 73	- / 70	51 / 75	60 / 78	54 / 78	59 / 77	59 / 78	57 / 79
ELL/Non	- / 74	- / 72	- / 67	68 / 76	75 / 78	68 / 79	67 / 78	68 / 78	68 / 79
Girls/Boys	75 / 74	73 / 71	73 / 62	77 / 73	78 / 77	79 / 75	79 / 74	79 / 75	80 / 76
Percent Moving Up									
Total	19	21	14	19	20	20	22	21	21
Grade 4	18	21	-	19	22	19	21	23	21
Grade 5	20	20	15	20	18	21	23	20	22
Minority/Non	21 / 19	18 / 21	- / 16	16 / 21	16 / 21	14 / 23	16 / 25	15 / 24	15 / 24
FRL/Non	11 / 20	18 / 21	- / 14	11 / 22	14 / 22	12 / 23	14 / 25	13 / 25	13 / 26
IEP/Non	- / 19	- / 20	- / 16	2 / 20	12 / 20	6 / 20	11 / 22	13 / 22	10 / 22
ELL/Non	- / 19	- / 21	- / 14	12 / 21	19 / 20	14 / 21	14 / 23	13 / 22	13 / 22
Girls/Boys	19 / 19	19 / 22	12 / 15	20 / 18	22 / 18	20 / 19	24 / 20	23 / 20	23 / 20

Math

	2008	2009	2010	2008	2009	2010	2008	2009	2010
	School			District			State		
Median Growth Percentile									
Total	39	33	33	52	55	53	50	50	50
Grade 4	43	39	33	53	58	55	50	50	50
Grade 5	36	25	33	51	52	50	50	50	50
Minority/Non	36 / 39	32 / 33	- / 33	51 / 53	54 / 55	49 / 55	48 / 52	48 / 51	47 / 52
FRL/Non	44 / 38	24 / 35	- / 33	48 / 55	53 / 56	45 / 56	46 / 53	46 / 53	45 / 53
IEP/Non	35 / 40	15 / 36	27 / 36	41 / 53	39 / 56	39 / 54	40 / 51	39 / 51	38 / 51
ELL/Non	- / 39	- / 34	- / 33	52 / 53	55 / 55	49 / 53	50 / 50	51 / 50	50 / 50
Girls/Boys	37 / 41	35 / 32	21 / 43	53 / 52	56 / 53	52 / 53	49 / 51	51 / 49	49 / 51
Percent Catching Up									
Total	18	13	11	24	27	27	23	25	26
Grade 4	26	20	17	30	34	35	27	29	31
Grade 5	10	5	6	18	19	18	19	22	21
Minority/Non	5 / 21	10 / 13	- / 13	20 / 29	25 / 30	25 / 30	21 / 27	23 / 29	23 / 31
FRL/Non	- / 14	10 / 14	- / 11	20 / 30	25 / 30	23 / 35	20 / 28	22 / 31	23 / 32
IEP/Non	19 / 18	3 / 17	6 / 19	13 / 27	14 / 30	10 / 32	13 / 26	14 / 29	12 / 30
ELL/Non	- / 18	- / 13	- / 11	20 / 26	25 / 28	26 / 28	21 / 24	24 / 26	24 / 27
Girls/Boys	11 / 24	17 / 9	9 / 13	22 / 26	30 / 24	27 / 27	22 / 24	27 / 24	26 / 26
Percent Keeping Up									
Total	49	53	33	61	72	65	58	67	61
Grade 4	51	56	-	60	74	67	57	66	61
Grade 5	47	50	26	62	70	62	58	67	60
Minority/Non	54 / 48	51 / 53	- / 32	58 / 62	69 / 74	59 / 68	50 / 61	60 / 70	52 / 65
FRL/Non	32 / 51	42 / 55	- / 34	48 / 65	64 / 75	52 / 70	45 / 63	55 / 72	48 / 67
IEP/Non	- / 50	- / 54	- / 31	42 / 61	51 / 73	44 / 65	40 / 58	47 / 68	39 / 62
ELL/Non	- / 49	- / 53	- / 33	57 / 61	68 / 73	57 / 66	50 / 59	58 / 68	50 / 62
Girls/Boys	44 / 53	48 / 58	12 / 54	60 / 62	73 / 71	62 / 67	56 / 59	67 / 67	59 / 62
Percent Moving Up									
Total	18	21	15	28	37	31	26	30	27
Grade 4	26	26	-	30	42	37	27	31	29
Grade 5	9	15	15	25	33	25	24	28	25
Minority/Non	9 / 19	23 / 20	- / 19	26 / 29	36 / 37	28 / 33	22 / 28	26 / 32	23 / 30
FRL/Non	9 / 19	10 / 23	- / 16	22 / 31	34 / 39	25 / 35	20 / 29	24 / 34	21 / 31
IEP/Non	- / 18	- / 21	- / 13	17 / 28	25 / 38	18 / 32	17 / 26	20 / 30	15 / 28
ELL/Non	- / 18	- / 21	- / 15	27 / 28	39 / 37	27 / 32	23 / 26	27 / 30	23 / 28
Girls/Boys	16 / 19	18 / 23	- / 20	27 / 29	37 / 37	29 / 33	25 / 27	30 / 30	25 / 29

Growth Summary:

Math: Our students did not exceed the state or district medium growth percentile for the spring of 2010, primarily because of the CSAP misadministration and the lack of accurate data; however, we did not meet the state or district medium growth percentile for 2008 or 2009 either, and saw a decrease in the median growth percentile for grades 4 and 5 from 2008 to 2009. In math, none of our students are Catching Up, Keeping Up, or Moving Up at the same rate as the district and state averages. However, we did see increases in the percent of minority students Catching Up and Moving Up from 5% to 10% and 9% to 23% respectively, from 2008 to 2009, as well as an increase in the percent of students eligible for Free and Reduced Lunch Keeping Up and Moving Up from 32% to 42% and 9% to 10% respectively. When reviewing the Probable Scores for 3rd and 4th grade math, we see there was a significant increase in the percentage of students Proficient and Advanced which does show an upward trend for the next year's 4th and 5th grade students. When looking at the overall growth it is clear minority, IEP, Free and Reduced Lunch eligible and non-proficient students were making less growth than our general population during 2008 and 2009. (Again, results from 2010 are not truly reflective of actual student performance because of the CSAP misadministration and lack of accurate data, and therefore were not taken into account during this summary.) Finally, when specifically looking at the overall performance of Minority students, students with special needs and students who are Free and Reduced Lunch eligible, in both grades 4 and 5, the percent of students testing unsatisfactory increased from 2008 to 2009.

In addition to considering the performance of disaggregated student data, we also considered student performance by standard. We analyzed CSAP and Scantron Performance Series results by standard. Our 4th grade and 5th grade students show a weaknesses within the areas of Algebra and Numbers & Operations, which are directly related to Standards 1 (Number Sense), 3 (Data Analysis), and 5 (Problem Solving). Digging even deeper, the following specific weaknesses within those standards have been identified:

- Automaticity with facts
- Demonstrating conceptual meaning of the four operations and solving for grade level computation
- Constructed responses: showing and explaining work
- Identifying a rule using addition, subtraction, or multiplication and solving a problem using the rule
- Data displays and using this info to solve problems
- Calculating perimeter and area
- Estimation
- Coordinate graphs or grid and ordered pairs
- Identifying parallel lines, describing attributes of geometric shapes and figures, line of symmetry, congruent figures, right angles, identifying points, lines, and line segments, etc.
- Solving word problems
- Fractions & decimals—ability to order, locate on a number line, add and subtract, estimate, ability to use fractions to represent the probability of events
- Calculating range, median and mode

We continue to have weekly benchmarking on skills and progress and provide direct instruction in the standards noted above, with an emphasis on constructed response, in order to increase focus on remediation for many students in our subgroup and tier 2 and 3 RTI intervention groups,

Root Cause: Low and Decreasing Math Scores

We again considered additional data as we engaged in root-cause analysis. In particular, we closely examined our curriculum, assessment measures, areas of skill gaps, any impacts of low attendance or discipline, the increase in our at risk population's needs, and the amount of time teachers were able to spend with students in the areas in which we traditionally test low. The homeroom teacher responsible for the student determines and varies direct math support based on single strand weekly test results, Scantron Performance Series results, or student performance on lesson and unit assessments. Students are able and encouraged to attend school-wide math sessions and are required to do so if the gathered body of evidence demonstrates the student is at-risk. Therefore, direct instructional time from the teacher, in addition to the online lessons and daily one-on-one time with the learning coach creates a partnership designed to support the student. We also analyzed our student population and realized that over the past three years our Special Education, Minority, and Free and Reduced populations (typically subgroups scoring below targets in math) have significantly increased in some cases requiring significantly more individualized attention to fill gaps and get students up to grade level expectations.

Our increasing population of students with special needs (especially autism, SLIC (Significant Limited Intellectual Capacity) and dyslexic symptoms) relate to math outcomes. For example, a student with autism or SLIC (Significant Limited Intellectual Capacity) needs, entering a standardized testing situation that is very different from the normal educational and assessment environment and location may be at a disadvantage. Moreover, for the 09-10 school year, the guidelines for qualifying for a scribe accommodation on the CSAP changed, thus the number of students who had previously received this accommodation and still use it as a daily instructional accommodation were no longer permitted to use that accommodation on CSAP.

Our analysis leads us to identify the following root causes.

Our Math CSAP scores are below district and state averages; however, the number of students testing proficient is increasing when the 4th grade probable CSAP scores for 2010 are taken into consideration. The quality and content of math curriculum for all grades was analyzed. Again, the curriculum while not aligned 100% to the state standards is aligned to the national standards, and has been aligned so that Power Skills are taught before CSAP.

1. More than 6,000 CSAP tests were declared invalid as a result of a CSAP misadministration during the spring of 2010; therefore, the MGP is not an accurate picture of our overall student performance.
2. We are missing an interactive and adaptive math curriculum to better address remedial math needs.
3. We have identified a weakness in the areas of Algebra and Numbers & Operations, which is directly related to Standards 1 (Number Sense), 3 (Data Analysis), and 5 (Problem Solving) for our 4th and 5th graders.
4. We are missing a constructed response in the lessons.
5. Our current instructional model limited the amount of hands-on work with students.

Verification of Root Causes: Low and Decreasing Math Scores

In consideration of the root causes, we analyzed data from a variety of sources and carefully considered student performance through CSAP and Scantron, attendance, the turnover rate, skills gaps, and how these data points are interrelated. Additionally, our initial discussions with the leadership team led us to examine more closely our requirements of our learning coaches as well as teacher instruction during online classes. It also led us to examine the learning coach/teacher relationship and the fact that the teachers are responsible for ensuring the learning coach guides and directs the student as needed. The results of our discussion and data analysis verified that better immediate identification of academically at-risk students, more accountability for parents and students, more focused online instruction that directly relates to targeted areas of weakness, additional learning coach instruction, and further narrowing of the range of the homeroom teachers' classes are needed. Further verification of the root causes will come as we implement changes and obtain the desired results.

Reading: Our students did not exceed the state median percentile growth in reading for the spring of 2010. Again, this is primarily because of the misadministration causing inaccurate and incomplete data. When looking at the overall reading growth over two years, the median growth for 4th grade from 2008 to 2009 increased from 45 to 53 along with 36% of 4th graders Catching Up (which met the state average). The percent of 4th graders Moving Up increased by 3% from 18% to 21%. All of the growth data points experienced an upward trend in student performance which is consistent with the increase in student performance visible in the probable CSAP scores available from the 2009-2010 school year. On the other hand the percent of 4th graders Keeping Up from 2008 to 2009 fell from 76% to 71%. The overall reading growth for 5th graders fell from 2008 to 2009 from the 41st percentile to the 37th percentile. In addition, 20% of students in the Moving Up category in 5th grade reading, remained stable while the district and state performance dropped in the Moving Up category. The district percent fell from 20% to 18% and the state falling from 23% to 20%. When looking at the overall growth of our students from 2008 to 2009 it is clear minority students, students with disabilities, and students who are Free and Reduced Lunch eligible were making less growth than our general population during 2008 and 2009. Based on the 2008 to 2009 data, our Free and Reduced Lunch eligible students are not Keeping Up or Moving Up at the same rate as our general population. Finally, the overall percent of minority students, students with disabilities and students who are Free and Reduced Lunch eligible, in both grades 4 and 5, testing unsatisfactory, increased from 2008 to 2009.

In addition to considering the performance and growth of disaggregated student data, we also considered student performance by standard area. We analyzed CSAP and Scantron Performance Series results by standard, along with progress, attendance, DIBELS data, and subgroup data. We found the lowest performance across all groups for all grades was in Standard 1 (Students read and understand a variety of materials). This shows a weakness within our 4th and 5th grade student skill set to use a full range of strategies to comprehend materials such as directions, nonfiction material, rhymes and poems, and stories. Our 5th graders showed weakness in Standard 4 (Applying thinking skills to reading). We are increasing direct instruction to strengthen these necessary skills.

Root Cause: Low Reading Scores

We considered additional data when we engaged in root-cause analysis. In particular, we looked at the number of times per year our teachers work one-on-one with the students and/or learning coaches on improving reading skill development, We also examined factors related to the increase in our at-risk population and their associated needs. We have found that our school attracts a large amount of struggling readers. Elementary students enrolled in our remedial reading program currently comprise 19% of our population.

In our model, learning coaches and teachers work together to ensure daily attention to improving the different skills of reading. Our Special Needs team supports more intensive interventions for students who have reading difficulties. Additional strategies are given to the learning coach to engage and incorporate into the student's school day. Over the past three years, our Special Education, Minority, and Free and Reduced populations have increased, and in some cases, require significantly more individualized attention. .

Our increasing population of students with special needs, especially autism, SLIC (Significant Limited Intellectual Capacity) and dyslexic symptoms relate to reading outcomes. For example, a student with autism or SLIC (Significant Limited Intellectual Capacity) needs, entering a standardized testing situation that is very different from a normal teaching and assessment environment and location may be at a disadvantage. Moreover, for the 09-10 school year, the guidelines for qualifying for a scribe accommodation on the CSAP changed, thus the number of students who had previously received this accommodation and still use it as a daily instructional accommodation were no longer permitted to use that accommodation on CSAP.

Our analysis leads us to identify the following root causes.

Our Reading CSAP scores are below state average but do show an upward trend when one takes into account the Probable CSAP Results. The following root

causes are identified as contributing to our low reading scores

1. More than 6,000 CSAP tests were declared invalid as a result of a CSAP misadministration during the spring of 2010; therefore, the MGP is not an accurate picture of our overall student performance.
2. The current instructional model limits the amount of hands-on teacher reading instruction with individual students.
3. There are an increased number of students in need of interventions to address dyslexic symptoms and other reading difficulties.
4. We are missing a more immediate way to identify and progress monitor struggling readers in grades 4 – 5.
5. We were missing an overall remedial reading curriculum.

Verification of Root Causes: Low Reading Scores

In consideration of the root causes, we analyzed data from a variety of sources and carefully considered student performance through CSAP, Scantron and mastery of curriculum, attendance, the turnover rate, skills gaps and how these data points are interrelated. Additionally, our initial discussions with the leadership team led us to examine more closely the requirements of our learning coaches as well as the effectiveness of teacher instruction during online classes. It also led us to examine the learning coaches/teacher relationship and how teachers support learning coaches who guide and direct the student as needed. The results of our discussion and data analysis verified that better immediate identification of at-risk students' needs in reading, more accountability for parents and students; more focused online instruction in targeted areas of weakness, additional learning coach's instruction, and further narrowing of the scope of the homeroom teachers' classes are needed. Further verification of the root causes will come as we implement changes and obtain the desired results.

Writing: Our overall rating in the School Performance Framework for elementary writing for the indicators of academic achievement, academic growth and academic growth gaps was ranked "approaching." Even though we are on the right track, we still wanted to address two of the subgroups who did not meet the goal. Students who are Free and Reduced Lunch eligible, and students with disabilities, continue to have challenges in writing growth. Students who are Free and Reduced Lunch eligible had a subgroup median growth percentile of 28 in writing; they need 54 as a group to meet the median adequate growth percentile. Students with disabilities also had a 28 median growth percentile but the median adequate growth percentile is higher at 78. We have implemented many initiatives including more directed practice and formative feedback with constructed response, more writing samples, teacher training in writing and collaborative scoring, ELL training (30 hours) and application of learning as applied to literacy, and more use of 6 Traits in our direct instruction and curriculum. We also analyze special individual learning needs and customize the program appropriately.

Root Cause: Writing

More than 6,000 CSAP tests were declared invalid as a result of a CSAP misadministration during the spring of 2010; therefore, the MGP is not an accurate picture of our overall student performance. Nevertheless, in reviewing 2 years of data (School View information, analyzing the quality of writing samples and constructed response on CSAP and examining skills gaps), writing continues to need attention, especially for our students who are Free and Reduced Lunch eligible, and our students with disabilities.

Overall, our elementary rank in academic growth is "approaching." Our elementary writing achievement is also ranked as "approaching." Our minority students and students needing to Catch Up are also ranked as "approaching." This data shows that much of what we are doing is working. However, our Free and Reduced Lunch eligible students and our students with disabilities are still not meeting targets.

Our increasing population of students with special needs, especially autism, SLIC (Significant Limited Intellectual Capacity) and dyslexic symptoms relate to writing outcomes. For example, a student with autism or SLIC (Significant Limited Intellectual Capacity) needs, entering a standardized testing situation that is very different from the normal educational and assessment environment and location may be at a disadvantage. Moreover, for the 09-10 school year, the guidelines for qualifying for a scribe accommodation on the CSAP were changed, thus the number of students who had previously received this accommodation and still use it as a daily instructional accommodation were no longer permitted to use that accommodation on CSAP.

We have increased our identified population of elementary students with dyslexic symptoms or needing significant reading interventions. This group now comprises 19% of our elementary population. Dyslexic symptoms impact language—both reading and writing. Our population of students needing help with language issues including writing continues to increase. All of these cause impact school writing outcomes, even though many students are making growth.

Our current online writing curriculum is missing assessments and instruction directly aligned to the Six-Traits, thus our teachers are doing live sessions to support the Six Traits and we are increasing our attention to formative writing processes. We are including collaborative writing scoring and administrative overview of teacher feedback on student essays in our writing program. We have added attention to writing in math and science. We have also added 30 hours of English Language Learner training, which includes reading and writing, to our annual professional development requirements for all teachers and administrators.

In summary:

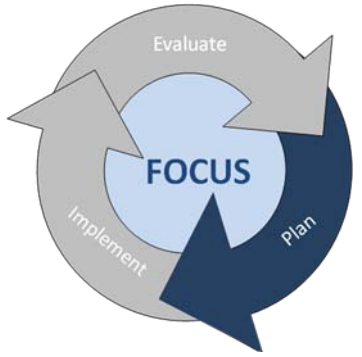
1. More than 6,000 CSAP tests were declared invalid as a result of a CSAP misadministration during the spring of 2010; therefore, the MGP is not an accurate picture of our overall student performance.
2. The current instructional model limits the amount of hand-on writing work with students.
3. For the 09 - 10 school year, the guidelines for qualifying for a scribe accommodation on the CSAP were changed, thus the amount of students who had previously received this accommodation and still use it as a daily instructional accommodation were no longer permitted to use it on CSAP
4. Our instructional practices are not currently meeting the writing needs of our student population. Our current online writing curriculum is missing assessments directly aligned to the Six-Traits.

Verification of Root Causes: Writing

We have examined a variety of data including that on SchoolView, from CSAP standard and benchmark breakdowns, the quality of constructed response items in math, science, and writing, skills gaps, the effectiveness of teacher feedback in writing, success in curricular assessments, student attendance and progress, and the overall quality of student writing in various genres. This data supports the need to continue a strong focus on writing for all students but more specifically for students who are Free and Reduced Lunch eligible and some of our students with disabilities. We have added rubrics related to the Six Traits in our formative writing process, along with short video feedback and Six Trait direct instruction for students and their learning coaches. We have also increased writing samples and cycles of writing, and are including collaborative scoring of writing samples and ELL reading and writing at professional development.

Section IV: Action Plan(s)

This section focuses on the "plan" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.



School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.

Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	88.46% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics		Annual Targets 2010-11	Annual Targets 2011-12	Interim Measures for 2010-11	Major Improvement Strategies
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	N/A	Approaching		
		M	N/A	Approaching		
		W	N/A	Approaching		
		S	N/A	Meets		
	AYP (Overall and for each disaggregated groups)	R	The state target is: 88.46% partially proficient and above on CSAP. Our average for the last three years has been 86.38% partially proficient and above. Our partially proficient and higher percentage will increase by 2.1% or show a 10% reduction in percent of students showing non-proficient. Because of our CSAP misadministration, our 09-10 actual scores do not reflect our overall student performance.	The state target: is 94.23% partially proficient and above. Our partially proficient and above percentage will increase by 5% on CSAP or show a 10% reduction in percent of students showing non-proficient.	DIBELS - Reading Assessment (administered three times during the school year – September, December, and March for K-3 students and progress monitored weekly or monthly depending on student need). Scantron Performance Series Assessment – Reading Assessment (administered two times during the school year – September and May) Scantron Achievement Series (assesses grade level benchmark reading standards for 3rd – 5th grade students)	Mark12 – Newly developed remedial reading program by K12, Inc. There are three phases of the program which is designed to bring below grade level readers up to grade level. Training for parents whose students are at risk in targeted areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension) via Elluminate. Parents of students with dyslexic symptoms will engage in training, ongoing targeted support and

					Study Island – (typically administered on a weekly basis) Each /lesson includes an assessment	progress monitoring: via recorded Elluminate sessions, PowerPoint documents based on targeted needs, training modules instructing on how to utilize the K12 Phonics/Language Arts curriculum, the Barton Training System DVD's and other teacher guides. Weekly classes for students with IEPs to support their reading goals Assistive technological support for students with IEP's when appropriate (Text Help, Gold, Lexia, My Reading Coach, etc…) Weekly parent conferences are scheduled for parents with students with IEPs. Students with IEP's also have their grade level curriculum modified as needed.

						Direct instruction or other interventions are provided via Elluminate o identified Tier II students Tier III students will receive 1-1 or small group instruction or other weekly interventions targeted to their needs. A committee of teachers has developed and will continue to develop reading resources for at risk students and compile resources into an instructional library Individual Learning Plans will be written for each student below target
		M	The state target is 89.09% partially proficient and above on CSAP. Our partially proficient and higher percentage will increase by 5% or show a 10% reduction in percent of students showing non-proficient. Because of our CSAP	State target: 94.54% PP and above on CSAP or show a 10% reduction in percent of students showing non-proficient	Scantron Performance Series Assessment – Math Assessment (administered two times during the school year – September and May) Scantron Achievement	A new K12 proprietary math program, Math+, will be implemented during the 2010-2011 school year. The new program is built upon sound pedagogical

			misadministration, our actual scores do not reflect our overall student performance.		Series (assesses grade level benchmark math standards for 3rd – 5th grade students) Weekly single strand assessments will be given to 3rd – 5th grade students. Study Island – (typically administered on a weekly basis Each lesson includes an assessment	research, and emphasizes high priority master objectives. The course is also adaptive to provide targeted remediation when needed and focuses on: • Skills updates • Math vocabulary • Basic math facts • Journaling • Practice and assessments Elluminate sessions are offered synchronously on selected math strategies and concepts at each grade level. The sessions will follow our curriculum and key areas based on CSAP, benchmark and diagnostic testing data, and essential learning objectives. Each class will also incorporate constructed response/writing in

						math practices. Direct instruction and other interventions are provided via Elluminate to identified Tier II students Tier III students will receive 1-1 or small group instruction or other weekly interventions targeted to their needs Assessment results will be used to determine specific and whole-group needs to be addressed in students' ILPs and during 1-1 and large group Elluminate sessions. A math coordinator and math team member will be available to help train, coach and assist all elementary teachers with math content, questions and concerns. Students with an IEP will be provided direct

						math instruction by their Special Education teacher specifically focused on their IEP goals. Students with disabilities also have their grade level curriculum modified as needed. Weekly conferences are scheduled for parents with students on an IEP. Assistive technological support (Touch Math) is provided to students with IEP's, as appropriate
Academic Growth	Median Student Growth Percentile	R	n/a	n/a	n/a	
		M	By the end of the 2010-11 school year, the Median Student Growth Percentile in Math will be 40.	By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 45.	Scantron Performance Series Assessment – Math Assessment (administered two times during the school year – September and May) Scantron Achievement Series (assesses grade level benchmark math standards for 3rd – 5th	A new K12 proprietary math program, Math+, will be implemented during the 2010-2011 school year. The new program is built upon sound pedagogical research, and emphasizes high priority master objectives. The

					grade students) Weekly single strand assessments will be given to 3rd – 5th grade students. Study Island – (typically administered on a weekly basis Each lesson includes an assessment	course is also adaptive to provide targeted remediation when needed and focuses on: • Skills updates • Math vocabulary • Basic math facts • Journaling • Practice and assessments Elluminate sessions are offered synchronously on selected math strategies and concepts at each grade level. The sessions will follow our curriculum and key areas based on CSAP, benchmark and diagnostic testing data, and essential learning objectives. Each class will also incorporate constructed response/writing in math practices. Direct instruction and

						other interventions are provided via Elluminate to identified Tier II students Tier III students will receive 1-1 or small group instruction or other weekly interventions targeted to their needs Assessment results will be used to determine specific and whole-group needs to be addressed in students' ILPs and during 1-1 and large group Elluminate sessions. A math coordinator and math team member will be available to help train, coach and assist all elementary teachers with math content, questions and concerns. Students with an IEP will be provided direct math instruction by their Special Education teacher

						specifically focused on their IEP goals. Students with disabilities also have their grade level curriculum modified as needed. Weekly conferences are scheduled for parents with students on an IEP. Assistive technological support (Touch Math) is provided to students with IEP's, as appropriate.
		W	n/a	n/a	n/a	
Academic Growth Gaps	Median Student Growth Percentile	R	By the end of 2010-11, students who are Free and Reduced Lunch eligible will meet the MGP of 35. Students with disabilities and students needing to Catch Up will meet the MGP of 40.	By the end of 2011-12Students who are Free and Reduced Lunch eligible will meet the MGP of 40. Students with disabilities and students needing to Catch Up will meet the MGP of 50.	30 hours of ELL professional development for teachers and administrators occurs before year end. DIBELS assessments are used for K-3 students in September, December and March, and weekly or monthly for progress monitoring.	4th and 5th grade student reading ability is identified at the beginning of the year with a reading interview assessment. We are implementing a remedial reading curriculum along with the Barton remedial reading program to develop needed reading skills and

					Scantron Performance and Achievement Series assessments are used to diagnose and compare progress (fall and spring) and progress monitor throughout the year. Study Island is used weekly to identify and target individual reading skills development.	close gaps. We are narrowing the range of the home room teacher classroom in the 2011 school year to fewer classes. We are increasing learning coach support and instruction in reading. Teachers provide targeted direct instruction to small groups of Tier II RTI students, and 1-1 or small group instruction for Tier III RTI students. Teachers complete 30 hours of ELL training in areas of literacy instruction by year end.
		M	By the end of 2010-11, students who are Free and Reduced Lunch eligible and minority students will meet the MGP of 40. Students with disabilities will meet the MGP of 35. Students Needing to Catch up	By the end of 2011-12, students who are Free and Reduced Lunch eligible and students needing to Catch Up will meet the MGP of 47. Minority students and students with disabilities will meet the MGP of 45.	Math + (a K-12 remedial math program) is in place for elementary students and teachers are trained on its implementation.	Identification of at-risk status in math occurs more quickly at the beginning of the year and targeted remediation is put in place using Scantron

			will meet the MGP of 40.		Scantron Achievement and Performance Series assessments are used for diagnosis and comparison (fall and spring) and progress monitoring through the year. Single strand assessments are used to target specific skills on a weekly basis. Constructed response improvement is addressed in math practice.	and Math + curriculum. The addition of an adaptive elementary math curriculum, developed by K12, Inc. More learning coach instruction in key math concepts and effective instruction. Specific direct instruction via Elluminate in the areas of algebra and number operations occurs each month. Students with IEP's receive weekly direct instruction and learning coaches participate in weekly conferences.
		W	By the end of 2010-11, students who are Free and Reduced Lunch eligible meet the MGP of 35. Students with disabilities will meet the MGP of 35.	By the end of 2011-12, students who are Free and Reduced Lunch eligible meet the MGP of 40. Students with disabilities will meet the MGP of 40.	Use of 6+1 Trait rubrics and instruction along with video feedback and formative comments on student writing samples. 30 hours of ELL training to address literacy	Teacher professional development in writing and collaborative scoring. Increased use of 6+1 Traits in direct instruction with students and learning

					needs occurs by year end.	coaches. Including a writing sample in science and constructed writing responses in math.
Post Secondary & Workforce Readiness	Graduation Rate		n/a	n/a		
	Dropout Rate		n/a	n/a		
	Mean ACT		n/a	n/a		

Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Targeted Instruction in Math

Root Cause(s) Addressed: The need for an enhanced, adaptive, and interactive remediation program; the need to increase quicker identification and ongoing monitoring of math progress, the need to increase constructed response writing in math, and ongoing professional development of teachers using the new curriculum for better support of subgroups.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

X School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant
☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Provide initial and ongoing training for teachers	Initial Training:	K12 Teacher	None – incorporated into	Initial training was completed prior

with the Math + curriculum. Diagnose student skill level and appropriately place and monitor student progress in the new curriculum as is appropriate.	Summer, Early Fall Continual Training: Review sessions provided via K12 (both live and recorded) and via our various Math Specialists	Effectiveness Division (K12 teacher training) Colorado Virtual Academy Math Specialists, Colorado Virtual Academy Teacher Trainer	the amount spent for access to the online curriculum per student	to the school year, in May of 2010. Additional training was provided for teachers during August and September of 2010. Recordings and reference documents about new math program are also available for teachers at the K12 training website for "just in time" viewing. Our math specialists also provide training at least quarterly to teachers. Full implementation of the adaptive math curriculum in in place and will continue into the 2011 year. All new teachers will be trained in this curriculum and in using data appropriately for student growth.
Weekly single strand assessments will be given to 3^{rd} – 5^{th} grade students.	September 2010 – May 2011; weekly	Teachers, Math Curriculum Specialists, Math Department Chair	Colorado Virtual Academy spends $23,494 on Scantron. The Single Strand Assessments are included in that cost.	Implementation benchmarks include the determination of when each standard will be addressed, the creation of assessments and linking them to a test ID, creating and sending messaging to students and a follow-up in regards to how students performed weekly (<80% performance results in a review session and retake of the assessment).
The incorporation of constructed response writing in math exercises occurs during each math Elluminate session.	September 2010 – May 2011; 3 -5 times per week	Math Curriculum Specialists, Math Department Chair	None	Implementation benchmarks include the modeling and sharing of constructed response exercises at the conclusion of each math Elluminate session. Student work

				is evaluated for growth.

Major Improvement Strategy #2: Enhanced Remedial Reading Program

Root Cause(s) Addressed: We have not had a remedial reading curriculum and resources available to all of the low readers through the online school Ongoing professional development of teachers in reading strategies for improved direct instruction for different subgroups

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

X School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant ☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Provide initial and ongoing training for teachers with the MARK[12] curriculum as well as place students appropriately in the curriculum, and monitor progress of all subgroups of students using a body of evidence with the new curriculum.	Initial Training: Summer, Early Fall Continual Training: Review sessions provided via K12 (both live and recorded) and our MARK[12] Specialist	K12 Teacher Effectiveness Division (K12 teacher training) Colorado Virtual Academy MARK[12] Reading Specialist, Colorado Virtual Academy Teacher Trainer	None – The cost is already incorporated into the amount Colorado Virtual Academy pays K12 for access to the curriculum.	Initial training was completed prior to the school year, in May of 2010. Additional training was provided for teachers during August and September of 2010. Recordings and reference documents are also available for teachers at the K12 training website. Full implementation of the adaptive math curriculum in in place and will continue into the 2011 year. All new teachers will be trained in this curriculum and in using data appropriately for student growth. Monitoring achievement of identified target standards on a quarterly basis.

Provide learning coach trainings and support especially focused on students with dyslexic symptoms in targeted areas of literacy (phonemic awareness, fluency, vocabulary, and comprehension). Support students with dyslexic symptoms via live and recorded Elluminate sessions, prepared PowerPoint documents, and additional resources such as training DVDs, teacher guides, and a weekly updated blog.	September 2010 – May 2011	Remedial Reading Team, Elementary Literacy Department Chair, Special Services Coordinator, Various Guest Speakers		Initial trainings and support for parents with at-risk and dyslexic readers started in August 2010 and will continue on until May 2011. Students participate in the Barton program at least three times a week and are monitored by the teacher, learning coach and Special Needs Coordinator.

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #3: Targeted Instruction in Writing

Root Cause(s) Addressed: The need for improved teacher training practices using the guidelines expected on the CSAP including the grading rubric and use of the scribe accommodation; the need for improved formative feedback using the 6+1 Traits., the need to provide more learning coach training in writing, the need to increase effective constructed response writing.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

X School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant ☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Teachers become familiar with the CSAP rubric that is aligned with the 6 traits of writing via professional development and with colleagues in study groups. Teachers use collaborative scoring to increase ability to provide more effective feedback.	Ongoing	Elementary Literacy Department Chair, Elementary Writing Specialist	None	Teachers will use the6 Traits rubric regularly in their writing teaching, compare it with CSAP released items, and use it in formative feedback in writing assessment. Teachers will participate in collaborative scoring activities in the spring of 2011 and 2012.
Incorporate a formative writing process in which	Fall, Winter,	Teachers, Principal	None	Students will submit a writing

all students from 3rd – 5th grade submit writing samples to their teacher for feedback 3 times per year (and 2nd grade students submit a sample at least once). The writing focus will also include instruction in writing better constructed responses on CSAP in math, science, reading and writing.	Spring (2nd grade students – spring)			sample from the K12 curriculum in the fall, winter and spring to their homeroom teacher. Once submitted, the teacher will provide individual feedback to the student for revisions to be made based off of the CSAP rubric. The student will then make the revisions that the teacher has provided and submit a more finalized draft. This process will continue until there is an agreement that the piece is complete. Students will also participate in writing constructed responses in math, science, reading and writing through the year.
Class Connect sessions will be offered virtually (through Elluminate) to instruct our learning coaches about how to implement regular and effective writing and encourage successful writing techniques.	Ongoing – once a month August 2010 – May 2011	Elementary Literacy Department Chair	None	These sessions will be taught once a month for the entirety of the school year. Topics will cover the 6 Traits of writing, teaching boys to write, and assessing writing well.
Class Connect sessions will be offered virtually (through Elluminate) to students enrolled in our 3rd – 5th grade Language Arts curriculum.	Ongoing – twice a month August 2010 – May 2011	Elementary Writing Specialist	None	These sessions will be taught twice a month for the entirety of the school year. Topics will cover the organization of writing including, topic sentences, conclusions, and multi-paragraph essays,
The Special Education department will closely consider the new qualifications for applying for and allowing for a CSAP scribe. For students who previously qualified, but no longer do, the special education teachers will equip the learning coaches and students with skills and strategies to prepare them for the physical writing that will inevitably be required of them on this task.	August 2010-May 2011	Special Education department	None	At the beginning of the school year, the special education teacher, general education teacher, and learning coach will determine a plan for successfully accessing the writing portions of the CSAP. Assistive technology will be introduced to students as deemed

				appropriate. Throughout the year, the special education teacher will provide suggestions and strategies to facilitate independent use of assistive technology or increased independence in writing. The special education teacher will provide weekly class connect sessions focusing on writing skills throughout the school year.

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Required
(To Obtain Benefit)
FORM # SPS-135
EDAC APPROVED
Approved 9/10/2010 for 2010-2011

Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11

Organization Code: 0020 District Name: Adams 12 Five Star Schools School Code: 1752 School Name: Colorado Virtual Academy (COVA) (M)

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in blue text which was used to determine whether or not the school met the 2010-11 accountability expectations. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?	
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data		1-year	3-years	1-year	3-years		
		Reading	71.4%	71.4%	50.3%	65.0%	Approaching	
		Math	52.5%	51.6%	27.5%	39.0%	Approaching	
		Writing	57.8%	58.3%	35.1%	51.4%	Approaching	
		Science	48.0%	48.7%	29.6%	36.2%	Approaching	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 24			% of targets met by School: 25%		Reading	No
							Math	No
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate growth, then median SGP is at or above 45 If school did not meet adequate growth, then median SGP is at or above 55		Median Adequate SGP	Median SGP				
		Reading	25	45/55	Median SGP: 44		Approaching	
		Math	70	45/55	Median SGP: 34		Does Not Meet	
		Writing	48	45/55	Median SGP: 41		Approaching	

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table

** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), go to: www.schoolview.org/SchoolPerformance/index.asp

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Student Performance Measures for State and ESEA Accountability (cont.)

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: Does Not Meet
Post Secondary Readiness	Graduation Rate Expectation: 80% or above	80% or above		N/A		N/A
	Dropout Rate Expectation: At or below State average	1-year	3-years	1-year	3-years	N/A
		3.6%	3.9%	N/A	N/A	
	Mean ACT Composite Score Expectation: At or above State average	1-year	3-years	1-year	3-years	N/A
		19	20.1	N/A	N/A	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Priority Improvement	Once the plan type for the school has been finalized, this report will be re-populated in November 2010. Specific directions will be included at that time. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	N/A	N/A

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Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	☐ Turnaround ☐ Restart ☐ Transformation ☐ Closure
	Has the school received a School Improvement grant? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? 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, accredited through AdvancEd 2010

Improvement Plan Information

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

X State Accountability ☐ Title IA ☐ Tiered Intervention Grant ☐ School Improvement Grant ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Nicole Hofmann, K-8 Director
	Email	nhofmann@covcs.org
	Phone	303-741-8104
	Mailing Address	11990 Grant Street Suite 402, Northglenn, CO 80233
2	Name and Title	Heidi Heineke- Magri, Head of School
	Email	hmagri@k12.com
	Phone	303-912-2411
	Mailing Address	11990 Grant Street Suite 402, Northglenn, CO 80233

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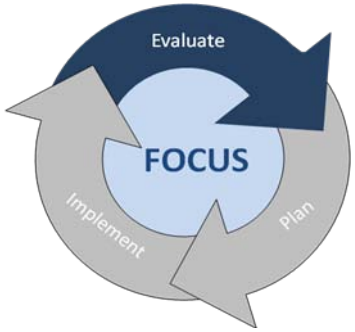
Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference the key data sources posted on SchoolView (www.schoolview.org/SchoolPerformance/ index.asp), including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), and (4) Post Secondary Readiness data.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
• Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency)	• School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates	• Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should

also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a "root cause" if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – At a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)	Reading (3 year data) %P/A: 65% Writing (3 year data) %P/A: 51.4%	Reading and Writing: NA - Approaching	None None
	Math (3 year data) %P/A: 39%6.2% Science (3 year data) %P/A:	Math and Science: NA- Approaching	None None
Academic Growth	Reading (3 year data) MGP: 44 Writing (3 year data) MGP: 41	Reading and Writing: NA - Approaching	None None
	Math (3 year data) MGP: 34 Note: Students categorized as SLIC have doubled (from 9 to 20) since 2007, and students on the autism spectrum have tripled (24 to 64).	We have noticed a negative correlation between the increase of at-risk students, specifically those with	Math: 1. More than 6,000 CSAP tests were declared invalid as a result of a CSAP misadministration during the spring of 2010; therefore, the MGP is not an accurate picture of our overall student performance. 2. We analyzed CSAP results by standards as

		significant disabilities, and the decrease in the special education growth.	well as by standard on Scantron Performance Series for math. We found the lowest performance across all groups for all grades in the standards related to Algebra and Numbers & Operations.
	Scantron data from 2008-09 and 2009-10 correlates with the CSAP performance of our Students Eligible for Free and Reduced Lunch and our students with disabilities.	The performance of our population of at-risk students includes Students Eligible for Free or Reduced Lunch, Students with Disabilities, and Students Needing To Catch Up has shown a steady decrease from 2008-09 to the 2009-2010 school year.	3. 97% of our Pre-Algebra course aligns to 7th grade standards and 89% to our 8th grade standards. However, only 50% of our current Algebra course aligns to 8th grade standards. 4. The instructional model of the middle school for the 2008-09 and 2009-10 school years did not allow the content teachers to have as much hands-on interaction with the students as was needed. .
	8th grade Math Performance Series results from the spring of 2010 mirrors 8th grade CSAP probable scores.	Since 2007, our 8th grade population has continually preformed below state expectations in math.	
	6th – 8th grade math performance has decreased from 2007-08 to 2008-09 from 41 MGP to 30 MGP.	Our middle school population has shown a decrease in performance over the last three years.	
	The Percent Catching Up, Percent Keeping Up, and Percent Moving Up has decreased	Students are not meeting growth gap expectations	

	from 2007-08 to 2008-2009 for Minority Students, Students with Disabilities, and Students Eligible for Free and Reduced Lunch. Number of students testing Unsatisfactory and Partially Proficient increases, as the number of students testing Proficient decreases. Data is not available to look at cross curricular connections.	overall, especially Students Eligible for Free and Reduced Lunch, Minority, Students with Disabilities, and Students Needing to Catch Up. Our middle school population has shown a decrease in performance over the last three years.	
Academic Growth Gaps	<u>Reading:</u> A persistent gap in growth exists between Students Eligible for Free/Reduced Lunch (MGP: 32) and those not eligible, and for Students with Disabilities compared to those students not on IEPs (MGP: 39)	The performance of our population of at-risk students including Students Eligible for Free/Reduced, Students with Disabilities has shown a steady decrease from 2008-09 to the 2009-2010 school year.	Reading: 1. More than 6,000 CSAP tests were declared invalid as a result of a CSAP misadministration during the spring of 2010; therefore, the MGP is not an accurate picture of our overall student performance. 2. We have an increased number of students in need of interventions to address dyslexic symptoms. 3. We are missing a more immediate way to identify and progress monitor struggling readers in grades 6 – 8.

			4. We are missing a remedial reading curriculum.
	Students categorized as SLIC have doubled (from 9 to 20) since 2007 and students on the autism spectrum have tripled (from 24 to 64).	We have noticed a negative correlation between the increase of at-risk students, specifically those with significant disabilities, and the decrease in the special education growth results.	
	The MGP for Students Eligible for Free and Reduced Lunch decreased significantly from 2007-08 (53) to 2009-10 (25).	The performance of our population of at-risk students including Students Eligible for Free/Reduced Lunch and Students with Disabilities has shown a steady decrease from 2008-09 to the 2009-2010 school year.	
	The Percent of Students Eligible for Free and Reduced Lunch Catching Up shows a decrease from 2007-08 (33) to 2008-09 (17).	The performance of our population of at-risk students including Students Eligible for Free/Reduced and Students with Disabilities have shown a steady decrease from 2008-09 to the 2009-2010 school	

		year.	
	In every category except for Percent Moving Up, students with IEPs showed an upward trend from 2007-08 to 2008-09.	We have noticed a negative correlation between the increase of at-risk students, specifically those with significant disabilities, and the decrease in the growth of students with special needs.	
	Our 6th grade students showed an upward trend in 2007-08 to 2008-2009.		

	Math: A persistent gap exists in growth between Students Eligible for Free/Reduced Lunch (MGP: 24), Minority Students (MGP: 32), Students with Disabilities (MGP: 28), and Students Needing to Catch Up (MGP: 32).	The performance of our population of at-risk students (including Students Eligible for Free/Reduced, Students with Disabilities, and Students Needing To Catch Up) has shown a steady decrease from 2008-09 to the 2009-2010 school year.	Math: 1. More than 6,000 CSAP tests were declared invalid as a result of a CSAP misadministration during the spring of 2010; therefore, the MGP is not an accurate picture of our overall student performance. 2. We analyzed CSAP results by standards, as well as Scantron Performance Series results by standard for math. We found the lowest performance across all groups for all grades was in the standards related to Algebra and Numbers & Operations. 3. 97% of our Pre-Algebra course aligns to 7th grade standards and 89% to our 8th grade standards; however, only 50% of our current Algebra course aligns to 8th grades standards. 4. The instructional model of the middle school for the 2008-09 and 2009-10 school years did not allow the content teachers to have as much hands-on interaction with the students as was needed.
	Students categorized as SLIC have doubled (from 9 to 20) since 2007 and students on the autism spectrum have tripled (24 to 64).	The performance of our population of at-risk students (including Students Eligible for Free/Reduced, Students with Disabilities, and Students Needing To Catch Up) has shown a steady decrease from 2008-09 to the 2009-2010 school year.	
	Scantron data from 2008-09 and 2009-10 correlates with the CSAP performance of our Students Eligible for Free and Reduced Lunch, and our Students with Disabilities.	The performance of our population of at-risk students (including Students Eligible for Free/Reduced, Students with Disabilities, and	

		Students Needing To Catch Up) has shown a steady decrease from 2008-09 to the 2009-2010 school year.
	8th grade Math Performance Series results from the spring of 2010 mirrors 8th grade CSAP probable scores.	Students are not meeting growth gap expectations overall, especially Students Eligible for Free and Reduced Lunch, Minority Students, Students with Disabilities, and Students Needing to Catch Up.
	6th – 8th grade math performance has decreased from 2007-08 to 2008-09 from 41 MGP to 30 MGP.	Our middle school population has shown a decrease in performance over the last two years (the 2010 data is not accurate due to the misadministration); however on Scantron for spring 2010, we had an improvement in math performance...

	The Percent Catching Up, Percent Keeping Up, and Percent Moving Up has decreased from 2007-08 to 2008-2009 for Minority Students, Students with Disabilities, and Students Eligible for Free and Reduced Lunch. Number of students testing Unsatisfactory and Partially Proficient increases, as the number of students testing Proficient decreases. Data is not available to look at cross curricular connections. Our student performance on the Scantron Math Performance Series for the spring of 2010 was better than that from the spring of 2009.	Students are not meeting growth gap expectations overall, especially Students Eligible for Free and Reduced Lunch, Minority Students, Students with Disabilities, and Students Needing to Catch Up.	
	<u>Writing:</u> There is a persistent gap in growth between Students Eligible for Free/Reduced Lunch (MGP: 32), Students with Disabilities (MGP: 38), and Students Needing to Catch Up (MGP: 37). 6th – 8th grade writing performance has decreased from 2007-08 to 2008-09 from 46	The performance of our population of at-risk students including Students Eligible for Free/Reduced and Students with Disabilities have shown a steady decrease from 2008-09 to the 2009-2010 school year. Our middle school	Writing: 1. More than 6,000 CSAP tests were declared invalid as a result of a CSAP misadministration during the spring of 2010; therefore, the MGP is not an accurate picture of our overall student performance. 2. Our instructional practices in writing are not currently meeting the needs of student population. Our current online writing is missing assessments directly aligned to the Six-Traits. 3. The instructional model of the middle school for the 2008-09 and 2009-10 school years did

	MGP to 40 MGP. Our largest areas of concern are with the Percent of Students Keeping Up and Moving Up. The MGP for Students Eligible for Free and Reduced Lunch has dropped from 2008 (48) to 2009 (28). The Percent of Students Eligible for Free and Reduced Lunch Catching Up shows a decrease from 2007-08 (30) to 2008-09 (15). In 8th grade, the Percent Catching Up and Keeping Up increased. For Students with a Disability, the MGP and Percent Catching Up stayed consistent.	population has shown a decrease in writing performance over the last three years. The performance of our population of at-risk students including Students Eligible for Free/Reduced and Students with Disabilities have shown a steady decrease from 2008-09 to the 2009-2010 school year. The performance of our population of at-risk students including Students Eligible for Free/Reduced Lunch and Students with Disabilities has shown a steady decrease from 2008-09 to the 2009-2010 school year.	not allow the content teachers to have as much hands-on interaction with the students as was needed. 4. Students continue to show weakness with their constructed response questions, which shows a general weakness to in Power Skills aligned with Standard 1. 5. After reviewing several live and recorded online classes from the 2009-2010 school year it was apparent that our online instruction needs to improve in the areas of engagement, assessment, as well as focus more on Higher Order Thinking Skills and Habits of the Mind.

	While rated as "Does Not Meet", we were only a one point away from "Approaching".		
Post Secondary Readiness	n/a	n/a	n/a
	n/a	n/a	n/a

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems.* Larchmont, NY: Eye on Education

Step 4: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?	⇨	Root Cause Analysis: Why do we think our school's performance is what it is?	⇨	Verification of Root Cause: What evidence do you have for your conclusions?

Narrative:

Trend and Priority Needs:

With the assistance of the school directors, we considered CSAP data from 2007-08 and 2008-09. CSAP data from 2009-10 only reflect probable scores (unofficial) because of the large CSAP misadministration. In addition to the CSAP data, we used Scantron Performance data, and analyzed a variety of other data including attendance and progress data, discipline issues, turnover rates, and skills gaps.

We have noticed the following positive trends in our middle school. We are approaching reading targets and our writing performance is close to approaching. We have added an intensive benchmarking system and more opportunities for providing feedback to students on their writing. Though we cannot officially use the probable scores calculated by our district, we do see several positive trends in achievement; for example, our reading and upward writing trends for students "Proficient and Advanced". To support ongoing attention to achievement and growth, our teachers use data regularly and collaboratively to make appropriate customized decisions for student achievement. We continue to have challenges with mathematics; however with the addition of Scantron as a weekly benchmark, teachers are able to monitor learning and target skills areas more quickly. Our student population continues to grow in diversity and range of need, but as a school we are committed to using data, benchmarking, and customized plans to reach our academic targets.

Our model attracts special needs students. Our at-risk populations have grown exponentially for the entire school.

1. Our 504 population has increased by 22%.
2. Our ELL population has increased by 354%.
3. The population of students on the autism spectrum has tripled since 2007.
4. The population of students classified as SLIC has doubled since 2007.

Missed Targets:

CSAP: We did not meet state targets for writing, nor did we meet state targets for mathematics. Our CSAP writing and math scores show a steady decrease for grades 6 – 8 between the 2007-08 and 2008-09 school years, with an overall increase in performance from the probable results in the 2009-10 school year.

When analyzing the actual CSAP writing and math scores for the 2007-08 and 2008-09 school years, our biggest area of weakness is moving students to the next performance level as the number of students testing Unsatisfactory and Partially Proficient increases and the number of students testing Proficient decreases, especially in math. However, the probable score results (provided by the district with a +/- 3% margin of error) from the 2009-10 school year are promising as they show an increase in student proficient performance from 2007-08 in grade 7 math; and grades 6,7, and 8 in writing. Our writing results also show that we are exceeding 2007-2008 writing results for grade 7 and 8.

When analyzing our Proficient and Advanced CSAP scores for reading, including the probable scores given to us by our district, we notice a definite upward trend with our reading. The probable scores from the 2009-10 school year are higher than those from 2007-08 and 2008-09. In the case of grades 7 and 8, they are dramatically higher, with a 5 point and 10 point increase.

CSAP Results for Students Proficient and Higher

Grade	07-08 Math Results	08-09 Math Results	09-10 Math Probable Results
6	55.51%	48%	40%
7	41.70%	36%	40%
8	34.41%	29%	29%

Grade	07-08 Writing Results	08-09 Writing Results	09-10 Writing Probable Results
6	63.63%	52%	56%
7	57.21%	58%	58%
8	45.37%	43%	50%

Grade	07-08 Reading Results	08-09 Reading Results	09-10 Reading Probable Results
6	72.33%	73%	73%
7	68.08%	67%	72%
8	61.74%	54%	64%

Overall CSAP Math and Writing Results:

CSAP Math	Year	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Score	Total
6th Grade	2010	11.80%	10.03%	10.03%	4.42%	63.72%	339
	2009	20.60%	30.56%	26.25%	21.26%	1.33%	301
	2008	18.90%	25.20%	36.61%	18.90%	0.39%	254
7th Grade	2010	9.60%	6.06%	2.02%	0.51%	81.82%	396
	2009	21.35%	38.11%	22.97%	13.51%	4.05%	370

	2008	22.46%	35.17%	26.27%	15.68%	0.42%	236
8th Grade	2010	11.89%	7.22%	3.18%	2.34%	75.37%	471
	2009	32.13%	32.37%	21.26%	8.21%	6.04%	414
	2008	31.51%	30.87%	20.26%	14.15%	3.22%	311

Writing CSAP	Year	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Score	Total
6th Grade	2010	5.88%	16.18%	12.06%	2.06%	63.82%	340
	2009	9.30%	37.54%	44.85%	6.98%	1.33%	301
	2008	3.95%	31.62%	51.38%	12.25%	0.79%	253
7th Grade	2010	2.78%	9.85%	4.80%	0.76%	81.82%	396
	2009	4.61%	32.79%	48.24%	10.03%	4.34%	369
	2008	5.08%	36.44%	46.19%	11.44%	0.85%	236
8th Grade	2010	2.55%	13.80%	6.79%	1.49%	75.37%	471
	2009	5.31%	45.65%	37.92%	4.59%	6.52%	414
	2008	7.07%	43.09%	36.98%	8.68%	4.18%	311

Growth Results:

Overall, our one year growth measures are not a truly accurate picture of our students' performance due to the misadministration; thus, his section's data references are based off of the three-year school performance frameworks. Our students are approaching the state median growth percentile in reading and writing, but did not meet the MGP for math. When looking at specific areas of Growth Gaps, students continue to approach growth gaps expectations for reading, but did not meet growth gap expectations for math. In addition, students were very close to the "approaching" category in writing. Based on our growth gap results for math, we are failing to meet the academic growth needs of our Students Eligible for Free/Reduced Lunch, Minority students, Students with Disabilities, and Students Needing to Catch Up. Based on our growth gap results for writing, we are failing to meet the academic growth needs of our Students Eligible for Free/Reduced Lunch, Students with Disabilities, and Students Needing to Catch Up. Growth data from 2008 to 2009 shows a positive increase in writing for grade 8. However, when looking at our MGP in 2008 and 2009, there is a decrease in student performance. Digging deeper into the data reveals that as our Students Eligible for Free and Reduced Lunch, Minority students, and Students with Disabilities population grow, our overall median growth percentile decreases—which illustrate the ongoing need to give customized attention to these populations. In the year 2007, our MGP for grade 7 math exceeded district and state

averages along with our MGP for grade 6 writing. From 2007 to 2008, however there is a decrease in student performance across the board exhibited in the Catching Up, Keeping Up, and Moving Up percentages in the areas of writing and math.

In addition to considering the performance and growth of disaggregated students in the area of math, we also dug deeper and considered student performance by standard area in both CSAP and in the Scantron Performance Series. We found the lowest performance across all groups for all grades to be in math; specifically in algebra and numbers and operations. Digging even deeper, the following specifics associated with those skills have been identified:

- Constructed Response Questions
- Students only answering part of the question. The questions usually require a multi-step process to fully answer the questions. The students do the first part, then forget to do the final step to answer the question
- Identifying the right math concept required to solve the problem
- Writing down all the steps in solving the math problem
- Breaking a math task down into simpler math problems, then solving the smaller problems and using that information in recombining the solution to solve the bigger problem.
- Complex perimeter, area, surface area, and volume problems.
- Similar and congruent figures
- Ordering and comparing rational numbers which requires converting the numbers into the same form (usually decimal is best) and then determining the order asked for
- Setting up and solving proportions from word problems

We also looked at our online math curriculum and how it aligns to state standards. 97% of our Pre-Algebra course aligns to 7th grade standards and 89% to our 8th grade standards; while only 50% of our current Algebra course aligns to 8th grade standards. However, there are plans in the works for another online Algebra math course that will align with 85% of our 8th grade math standards. We place all incoming 7th and 8th grade students in the Pre-Algebra course, which is aligned to the 7th and 8th grade Colorado math standards. Students cannot be placed in our Algebra course without first completing the Pre-Algebra curriculum or showing mastery of standards taught in that course. Partially addressed standards include algebra, number sense and operations, and data analysis.

For writing, we looked at our writing curriculum and compared it to what is taught within our writing curriculum accessed by the students within the online school. The composition curriculum does not utilize the Six-Trait language which is used on CSAP. Our teachers are already well aware of this, and incorporate Six-Traits writing within their online class sessions as well as into their grading rubrics.

For reading, prior to the fall of 2010, we did not have another way to identify struggling reading within the middle school, aside from Scantron. This year, we implemented a reading fluency inventory done during initial contact with all students. Also, within the middle school, we were lacking small reading groups where students could read novels together and working reading fluency and comprehension strategies.

Finally, it must be stated that the previous structure of the middle school had systemic issues which have been altered for the better for the 2010-2011 school year. We place content teachers as well as students in smaller instructional groups, allowing the content teachers and students to communicate more freely and effectively with one another. The new structure also allows content teachers to work more directly with their students.

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Math

	2008	2009	2010	2008	2009	2010	2008	2009	2010
	School			District			State		
Median Growth Percentile									
Total	41	30	28	46	51	50	50	50	50
Grade 6	37	31	31	47	58	52	50	50	50
Grade 7	52	36	30	45	49	44	50	50	50
Grade 8	36	24	23	46	45	53	50	50	50
Minority/Non	46 / 40	25 / 31	23 / 30	47 / 45	52 / 51	53 / 48	49 / 51	49 / 51	49 / 51
FRL/Non	28 / 43	18 / 33	28 / 28	47 / 46	49 / 53	51 / 49	47 / 52	47 / 51	47 / 52
IEP/Non	26 / 43	25 / 30	30 / 27	39 / 47	41 / 52	39 / 51	44 / 51	44 / 51	44 / 51
ELL/Non	- / 42	- / 30	- / 28	53 / 45	53 / 51	57 / 48	51 / 50	52 / 50	52 / 50
Girls/Boys	38 / 43	29 / 31	33 / 25	46 / 46	52 / 51	51 / 48	50 / 50	51 / 49	51 / 50
Percent Catching Up									
Total	8	7	5	9	15	11	12	17	13
Grade 6	13	10	2	15	23	17	17	20	18
Grade 7	12	7	5	8	13	8	9	15	10
Grade 8	3	6	7	7	12	9	10	16	11
Minority/Non	8 / 8	2 / 8	3 / 5	8 / 11	13 / 16	10 / 13	9 / 15	13 / 20	10 / 16
FRL/Non	2 / 10	3 / 8	0 / 6	7 / 11	12 / 18	9 / 14	9 / 15	13 / 21	10 / 16
IEP/Non	4 / 9	3 / 8	2 / 6	3 / 11	5 / 17	3 / 13	5 / 13	7 / 19	5 / 15
ELL/Non	- / 8	- / 7	- / 5	8 / 10	15 / 15	10 / 12	10 / 12	13 / 18	11 / 14
Girls/Boys	8 / 8	8 / 6	4 / 5	9 / 10	16 / 14	12 / 10	11 / 12	17 / 16	13 / 13
Percent Keeping Up									
Total	50	42	39	53	60	57	57	57	57
Grade 6	46	47	46	55	69	61	57	59	58
Grade 7	52	41	-	49	51	46	53	54	53
Grade 8	52	37	33	57	57	63	63	59	62
Minority/Non	48 / 50	33 / 43	- / 41	48 / 56	58 / 61	53 / 58	49 / 60	50 / 60	49 / 61
FRL/Non	35 / 51	14 / 47	- / 41	42 / 56	49 / 63	48 / 60	44 / 61	45 / 61	44 / 62
IEP/Non	30 / 51	- / 42	- / 38	38 / 54	39 / 60	28 / 57	40 / 58	43 / 58	40 / 58
ELL/Non	- / 50	- / 42	- / 40	49 / 54	61 / 60	58 / 56	47 / 58	50 / 58	48 / 58
Girls/Boys	45 / 54	40 / 43	38 / 41	52 / 54	60 / 60	56 / 57	56 / 58	57 / 58	56 / 58
Percent Moving Up									
Total	13	11	10	13	22	14	15	20	15
Grade 6	15	14	13	15	36	19	18	24	19
Grade 7	17	13	-	12	14	9	14	18	13
Grade 8	7	3	-	13	15	13	13	15	14
Minority/Non	12 / 14	5 / 12	- / 12	11 / 15	22 / 22	13 / 15	13 / 16	17 / 21	13 / 17
FRL/Non	14 / 13	2 / 13	- / 12	11 / 14	18 / 24	11 / 15	12 / 17	15 / 22	12 / 17
IEP/Non	- / 14	- / 10	- / 7	7 / 14	16 / 22	8 / 14	11 / 15	15 / 20	10 / 16
ELL/Non	- / 13	- / 11	- / 10	12 / 14	24 / 22	15 / 14	14 / 15	18 / 20	14 / 16
Girls/Boys	13 / 14	9 / 12	17 / 3	13 / 14	22 / 23	13 / 14	15 / 16	19 / 20	15 / 16

Writing

	2008	2009	2010	2008	2009	2010	2008	2009	2010
	School			District			State		
Median Growth Percentile									
Total	46	40	29	49	49	46	50	50	50
Grade 6	53	35	28	49	49	46	50	50	50
Grade 7	48	41	43	53	50	49	50	50	50
Grade 8	38	41	26	45	48	42	50	50	50
Minority/Non	52 / 45	43 / 39	19 / 34	49 / 49	52 / 47	46 / 46	49 / 51	51 / 50	49 / 51
FRL/Non	48 / 46	28 / 42	20 / 35	45 / 51	48 / 50	45 / 46	48 / 52	49 / 52	48 / 52
IEP/Non	38 / 48	38 / 40	35 / 29	40 / 50	38 / 50	34 / 47	42 / 51	40 / 51	42 / 51
ELL/Non	- / 46	- / 39	- / 29	50 / 49	56 / 47	49 / 45	52 / 50	56 / 49	52 / 50
Girls/Boys	54 / 40	45 / 34	27 / 33	52 / 46	54 / 44	48 / 43	53 / 48	55 / 46	52 / 48
Percent Catching Up									
Total	21	19	9	22	25	19	23	27	21
Grade 6	27	18	8	27	32	24	28	31	26
Grade 7	28	24	15	24	26	19	23	29	21
Grade 8	12	14	2	14	18	13	17	22	16
Minority/Non	21 / 22	20 / 18	6 / 10	17 / 26	24 / 26	15 / 22	18 / 28	24 / 31	17 / 26
FRL/Non	30 / 19	15 / 20	12 / 7	15 / 28	21 / 29	14 / 24	18 / 29	23 / 33	17 / 28
IEP/Non	9 / 26	9 / 21	4 / 11	7 / 25	8 / 29	4 / 22	10 / 26	11 / 31	9 / 25
ELL/Non	- / 21	- / 18	- / 9	15 / 24	26 / 25	15 / 20	16 / 25	25 / 28	16 / 24
Girls/Boys	28 / 18	23 / 16	8 / 9	26 / 19	32 / 20	22 / 17	26 / 20	33 / 23	24 / 20
Percent Keeping Up									
Total	67	61	55	64	68	61	67	70	67
Grade 6	74	61	60	65	69	62	68	71	68
Grade 7	63	59	-	67	66	62	65	68	65
Grade 8	63	64	49	61	68	60	69	71	68
Minority/Non	66 / 67	58 / 62	- / 57	59 / 67	65 / 69	55 / 64	59 / 70	64 / 72	59 / 70
FRL/Non	67 / 66	52 / 63	- / 57	54 / 67	59 / 70	51 / 65	55 / 71	60 / 73	55 / 71
IEP/Non	65 / 67	- / 61	- / 55	54 / 65	44 / 68	37 / 62	47 / 68	47 / 71	44 / 67
ELL/Non	- / 67	- / 62	- / 54	59 / 65	66 / 68	58 / 62	55 / 68	63 / 71	55 / 68
Girls/Boys	76 / 54	68 / 53	50 / 60	69 / 59	73 / 61	66 / 56	72 / 62	75 / 64	70 / 63
Percent Moving Up									
Total	17	11	15	15	17	14	15	18	17
Grade 6	23	13	18	16	21	17	18	21	20
Grade 7	16	15	-	20	20	16	17	20	19
Grade 8	10	6	11	8	10	9	11	12	13
Minority/Non	23 / 16	15 / 11	- / 14	13 / 15	16 / 17	11 / 15	12 / 17	14 / 19	13 / 19
FRL/Non	17 / 17	13 / 11	- / 16	11 / 16	14 / 18	12 / 15	10 / 17	12 / 20	11 / 20
IEP/Non	- / 17	- / 12	- / 15	15 / 15	13 / 17	10 / 14	9 / 16	9 / 18	10 / 17
ELL/Non	- / 17	- / 12	- / 15	14 / 15	18 / 17	14 / 14	11 / 16	14 / 18	12 / 18
Girls/Boys	19 / 14	14 / 8	14 / 17	17 / 11	20 / 13	15 / 13	18 / 13	21 / 14	19 / 16

AYP Data:

We have failed to make AYP targets on average over the last three years based on the achievement of Students with Disabilities NOTE, also white. And, while the population of Students Eligible for Free and Reduced Lunch has on average over the last three years remained too small to count, student performance in that category is incredibly low. It should be noted that our population of Students Eligible for Free and Reduced Lunch is not accurately represented in the chart below as the Family Income Form is an optional form families can sign. We believe our population of Students Eligible for Free and Reduced Lunch is larger than listed below.

		All	American Indian	Asian	Black	Hispanic	White	Eng. Lang. Learners	Econ. Disad.	Stud. With Disabilities
READING	Number PP+	234	4	5	3	22	200	3	12	24
	Base Number	284	5	7	4	29	239	3	25	49
	% PP+ (with ci)	86.38	96.38	91.78	95.44	87.78	87.83	100	66.5	62.53
	Target%	88.46	88.46	88.46	88.46	88.46	88.46	88.46	88.46	88.46
	Qualify	NO	NA	NA	NA	NA	NO	NA	NA	NO
MATH	Number PP+	99	3	3	1	7	85	0	3	23
	Base Number	133	3	3	1	10	116	0	9	47
	% PP+ (with ci)	81.09	100	100	100	89.22	80.49	0	64.58	62.76
	Target%	89.09	89.09	89.09	89.09	89.09	89.09	89.09	89.09	89.09
	Qualify	NO	NA	NA	NA	NA	NO	NA	NA	NO

Root Cause: Low Math Scores

We considered additional data when we engaged in the root-cause analysis. In particular, we looked at our student turnover rate and skill gaps. We also examined factors related to the increase in our school wide at-risk population. The numbers of Students with Disabilities increased from 457 in 2007 to 570 in 2010. Currently, in 2010, 235 students are participating in our Barton Program (for students with dyslexic indicators). Our RTI Tier II and III numbers have increased over the last three years. Finally, our ELL population continues to rise from 37 during the 2009-2010 school year to 131 during the 2010-2011 school year.

Our Math CSAP scores are below state average but do show an upward trend/steady when one takes into account the Probable CSAP Results for grades 7 and 8. Our analysis lead us to the following root causes:

1. More than 6,000 CSAP tests were declared invalid as a result of a CSAP misadministration during the spring of 2010; therefore, the MGP is not an accurate picture of our overall student performance.
2. We analyzed CSAP results by standards, as well as Scantron Performance Series results by standard for math. We found the lowest performance across all groups for all grades was in the standards related to Algebra and Numbers & Operations.
3. 97% of our Pre-Algebra course aligns to 7th grade standards and 89% to our 8th grade standards; however, only 50% of our current Algebra course aligns to 8th

grades standards.

4. The instructional model of the middle school for the 2008-09 and 2009-10 school years did not allow the content teachers to have as much hands-on interaction with the students as was needed.
5. After reviewing several live and recorded online classes from the 2009-2010 school year it was apparent that our online instruction needs to improve in the areas of engagement, assessment, as well as focus on Higher Order Thinking Skills and Habits of the Mind.

Root Cause: Low Writing Scores

Just as with math, we considered additional data when we engaged in the root-cause analysis. In particular, we looked at our student turnover rate and skill gaps. We also examined factors related to the increase in our school wide at-risk population. The numbers of Students with Disabilities increased from 457 in 2007 to 570 in 2010. Currently, in 2010, 235 students are participating in our Barton Program (for students with dyslexic indicators). Our RTI Tier II and III numbers have increased over the last three years. Finally, our ELL population continues to rise from 37 during the 2009-2010 school year to 131 during the 2010-2011 school year.

For the 10-11 school year, the guidelines for qualifying for a scribe accommodation on the CSAP were changed, thus 10% of students who had previously received this accommodation and still use it as a daily instructional accommodation were no longer permitted to use it on CSAP.

1. Our Writing CSAP scores are below state average but do show an upward trend/steady when one takes into account the Probable CSAP Results grades 6-8. In fact, for grades 7 and 8 the probable scores are higher than those from the 2008-2009 school year. Our analysis lead us to the following root causes: More than 6,000 CSAP tests were declared invalid as a result of a CSAP misadministration during the spring of 2010; therefore, the MGP is not an accurate picture of our overall student performance.
2. Our instructional practices in writing are not currently meeting the needs of student population. Our current online writing is missing assessments directly aligned to the Six-Traits.
3. The instructional model of the middle school for the 2008-09 and 2009-10 school years did not allow the content teachers to have as much hands-on interaction with the students as was needed.
4. Students continue to show weakness with their constructed response questions, which shows a general weakness to in Power Skills aligned with Standard 1.
5. After reviewing several live and recorded online classes from the 2009-2010 school year it was apparent that our online instruction needs to improve in the areas of engagement, assessment, as well as focus more on Higher Order Thinking Skills and Habits of the Mind.

Root Cause: Approaching Reading Scores

We considered additional data when we engaged in the root-cause analysis In particular; we looked at our student turnover rate and skill gaps. We also examined factors related to the increase in our school wide at-risk population. The numbers of Students with Disabilities increased from 457 in 2007 to 570 in 2010. Currently, in 2010, 235 students are participating in our Barton Program (for students with dyslexic indicators). Our RTI Tier II and III numbers have increased over the last three years. Finally, our ELL population continues to rise from 37 during the 2009-2010 school year to 131 during the 2010-2011 school year.
In addition to the above stated data, we noticed the following:

- There is a persistent gap in growth between our groups of Students Eligible for Free and Reduced Lunch (MGP: 32) and our groups of Students with Disabilities (MGP: 39) since 2007.
- The number of students in the SLIC category has doubled (from 9 to 20) since 2007, and students on the autism spectrum has tripled 24 to 64.

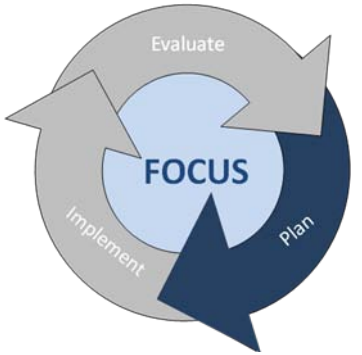
- The MGP for Students Eligible for Free/Reduced Lunch has decreased from 2007 – 2008 (53) to 2009 – 2010 (25).
- The percent of Free/Reduced Lunch eligible students Catching Up shows a decrease from 2007 – 2008 (33) to 2008 – 2009 (17)

Our analysis led us to the following root causes:

1. More than 6,000 CSAP tests were declared invalid as a result of a CSAP misadministration during the spring of 2010; therefore, the MGP is not an accurate picture of our overall student performance.
2. We have significantly increased the number of students in need of interventions to address dyslexic symptoms and reading gaps
3. We are missing a more immediate way to identify and progress monitor struggling readers in grades 6 – 8.
4. We are missing a remedial reading curriculum.

Section IV: Action Plan(s)

This section focuses on the "plan" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.



School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.

Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	88.46% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics		Annual Targets 2010-11	Annual Targets 2011-12	Interim Measures for 2010-11	Major Improvement Strategies
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	Approaching : Not Applicable			
		M	Approaching : Not Applicable			
		W	Approaching : Not Applicable			
		S	Approaching : Not Applicable			
	AYP (Overall and for each disaggregated groups)	R	State target: 86.81% partially proficient (PP) and above on CSAP. Because of our CSAP misadministration, our actual scores do not reflect our overall student performance. 83.86% of our students tested partially proficient or above. Our partially proficient and higher percentage will show a 3% increase or show a 10% reduction in percent of students showing non-proficient.	State target: 93.41% PP and above on CSAP. Our partially proficient and higher percentage will show a 5% increase or show a 10% reduction in percent of students showing non-proficient.	Scantron Performance Series Assessment – Reading Assessment (administered two times during the school year – September and May) Unit assessments built into the curriculum	All students will be offered the opportunity to participate in Study Island skills support. COVA reading teachers will host weekly live sessions called Reading Connections, providing direct instruction in comprehension strategies targeted to struggling readers (as identified through Scantron, reading passage fluency, and initial reading screening). Tier 3 struggling readers (as identified through Scantron, reading passage

						fluency, and initial reading screening) willing to commit to a daily reading intervention, will use Odyssey Reading to support reading growth. Conference calls with learning coaches and students will occur monthly. The Barton Program is a specialized, intensive reading program designed for students needing one-on-one tutoring. (This program greatly improves the spelling, reading, and writing skills of students who struggle. due to dyslexic symptoms or a reading disability.) Teachers have compiled an Elluminate library featuring recorded lessons covering literacy basics and learning coach

						training. Grade level curriculum will be modified or supported by lower level curriculum to fill gaps, for students with IEPs as appropriate. Middle school students will attend reading-focused special education class sessions weekly.
		M	State target: 79.75% partially proficient and above on CSAP. Because of our CSAP misadministration, our actual scores do not reflect our overall student performance. 67.99% of our students tested partially proficient or above. Our PP and higher percentage will increase by 5% or show a 10% reduction in students showing non-proficient.	State target: 89.88% PP and above on CSAP. Our PP and higher percentage will increase by 5% or show a 10% reduction in students showing non-proficient.	Scantron Performance Series Assessment – Reading Assessment (administered two times during the school year – September and May) Scantron Single Strand Assessments – administered on a weekly basis from the end of September through May Unit assessments built into the curriculum	All students will be offered the opportunity to participate in Study Island skills support. COVA math teachers will host weekly sessions for direct instruction focused on Skills Checks topics. Teachers will incorporate math constructed response practice for the first 10 minutes of class. COVA math teachers will also host weekly office hours as support to answer math

						questions from all COVA students. Conference calls and kmail support will be offered to learning coaches as needed through the year by both COVA math teachers and homeroom teachers. Our RtI program identifies Tier II and Tier III students. COVA teachers will host weekly office hour sessions to specifically identified Tier II students in all content standards of middle school math. Tier III students will also be offered slots for Odyssey on a need basis. Home room teachers work with their students who are below grade level, to move them up to grade level before the end of 8th grade. All 8th grade students should be through at

						least the Pre Algebra course. Pacing Guides and Class Connect schedules will be sent to students for their specific math course. These pacing guides will help students stay on target. Middle school students will attend math focused special education support class sessions weekly. The Special Education teacher will hold a weekly conference call with parents of students with an IEP. Assistive technologies will be offered to special needs students as appropriate (i.e., Touch Math)
Academic Growth	Median Student Growth Percentile	R	n/a	n/a	n/a	n/a
		M	By the end of the 2010-2011 school year, the Median Student Growth Percentile in Math will be 40.	By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 45.	Scantron Performance Series Assessment – Math Assessment (administered two times	Same as above.

					during the school year – September and May) Scantron Achievement Series tests grade level benchmark math standards for 3rd – 5th grade students Weekly single strand assessments will be given to 6-8th grade students. Study Island is Administered on a weekly basis or as the students uses the system. Each standard/lessons includes an assessment,	
		W				
Academic Growth Gaps	Median Student Growth Percentile	R	By the end of 2010-11, students eligible for Free and Reduced Lunch will meet the MGP of 37. Students with Disabilities will meet the MGP of 44.	By the end of 2011-12, students eligible for Free and Reduced Lunch will meet the MGP of 42. Students with Disabilities will meet the MGP of 49.	n/a	n/a
		M	By the end of 2010-11, students eligible for Free and Reduced Lunch will meet the MGP of 35. Minority students will meet the MGP of 41. Students with Disabilities will meet the MGP of	By the end of 2011-12, students who are Free and Reduced Lunch eligible will meet the MGP of 41. Minority students will meet the MGP of 45. Students with Disabilities will meet the MGP of	See math interim measures and major improvement strategies	See math interim measures and major improvement strategies

			35. Students Needing to Catch Up will meet the MGP of 41.	41. Students Needing to Catch Up will meet the MGP of 46.		
		W	By the end of 2010-11, students eligible for Free and Reduced Lunch will meet the MGP of 41. Students with Disabilities will meet the MGP of 41. Students Needing to Catch Up will meet the MGP of 41.	By the end of 2011-12, students eligible for Free and Reduced Lunch will meet the MGP of 46. Students with Disabilities will meet the MPG of 46.	See writing interim measures and major improvement strategies	See writing interim measures and major improvement strategies
Post Secondary & Workforce Readiness	Graduation Rate		n/a	n/a	n/a	n/a
	Dropout Rate		n/a	n/a	n/a	n/a
	Mean ACT		n/a	n/a	n/a	n/a

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Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Targeted Identification and Instruction (Math)

Root Cause(s) Addressed: Our instructional practices are not currently meeting the needs of our increasing at-risk and general student population. Teachers need more training in use of assessment data. Our current math curriculum isn't 100% aligned to the content of CSAP. Our Pre-Algebra course addresses the majority of the state standards for 7th and 8th grade students, but our Algebra course is only aligned to 50% of the 8th grade state standards. Our instructional practices are not currently meeting the needs of our increasing at-risk and general student population. Students continue to show weaknesses with their constructed response answers for math because they do not have enough practices within the current curriculum and further practice needs to be built into current teacher instruction. After reviewing several live and recorded online classes from the 2009-2010 school year it was apparent that our online instruction needs to improve in the areas of engagement, assessment, as well as focus on Higher Order Thinking Skills and Habits of the Mind.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

X School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Provide training in administration of Scantron Performance Series and assessment, and how to utilize Scantron results effectively for student growth	August 2010 or as a teacher is hired	Middle School Math Department Chair, Teacher Trainer, K12 Teacher Effectiveness Division	$23,494	100% of the teachers will be trained at the beginning of the year and/or within a month of being hired.
Utilize previous year's CSAP scores, Scantron Math Performance Series assessment scores,	Fall - CSAP: March 2010;	Teachers, Principal	None	Risk Scores are provided to teachers at the beginning of

growth information, as well as AYP indicators to assign students risk scores to help aid in immediate identification for RTI students. Students are then provided interventions and/or placed in intervention groups based on the risk score or as determined appropriate by the teacher.	Scantron: Fall of 2010 Spring: CSAP: March 2011, Scantron: May of 2011			October and December. Benchmark assessments will be given to students as needed either on a weekly, monthly, or by semester (August, December, and May) basis to determine if students are progressing, regressing, or remaining at-risk, to determine appropriate interventions for students. More that 50% of the students identified will increase their student performance on the Spring Scantron assessment.
Math goals are written for the student based on fall testing performance for at-risk students. Training was provided to teachers at the beginning of the school year with continual training as new teachers are hired.	October 1, 2010 or within one month of enrollment	Teachers	None	Student goals are written by Oct 1 or upon enrollment and reviewed at the end of the first and second semester.
A new middle school structure has been implemented to provide content teachers better direct contact, availability to students, and opportunities to work more close with students. The middle school is now divided into three groups of teachers. Each group has 3-4 math teachers who serve as the math teacher for the group.	August 2010 – May 2011	Teachers, Principal	None	May and June 2011 – student performance of will be compared to those in the program the previous year.
Study Island will be used for direct instruction and progress monitoring for students.	August 2010-May 2011	Teachers	$12,438	Study Island is utilized by teachers and students from August 2010 through May 2011. Teachers are able to assign specific activities to students based on identified weaknesses. Teachers are also able to progress monitor students via Study Island on a daily, weekly,

				and monthly basis.
Teachers will include constructed response questions during math online class sessions.	October 2010 – May 2011	Teachers	None	Inclusion of constructed response questions in online class sessions has been implemented to help students with writing in math comprehension, and coming to a conclusion using complete and coherent sentences. This is done at the end of every math session from October 2010 to May 2011.
Pacing guides for all math courses were developed over the summer and distributed to students to help them stay on track throughout the year and better complete the curriculum.	Summer of 2010	Middle School Math Departments	None	Pacing guides were distributed to students at the beginning of the year and/or as they enroll in our school.
6th – 8th grade students will take weekly single strand math assessments. The assessment will be pushed out to the student on Monday and the teachers will follow up with an email that invites them to a remedial session and provides them with a study guide or congratulates them on passing the weekly assessment.	September 2010 – May 2011	Middle School Math Department	Included in the Scantron cost listed above	Weekly single strand assessments will be given to 3rd – 5th grade students from September 2010 to May 2010. 80% of students will take the test and score 80% or better.
The frequency of online classes has increased this year in addition to the weekly single strand classes. Additional classes include 1. Direct instruction tied into specific lessons in the online school 2. Open office hours (Monday – Thursday)	September 2010- May 2011	Middle School Math Departments	None	Semester online class calendars are published in August 2010 and January 2011. Attendance will be taken to determine student attendance percentages and whether students are meeting their attendance goals.
Every teachers' professional development goal for the 2010-11 school year is to better their Elluminate instruction. A new evaluation rubric and professional development plan has been put into place with benchmarks and measures for the	September 2010 – May 2011	Principal, Teachers, Director of School Improvement	None	Benchmarks include end of the year assessment of steps taken to meet goal as well as overall performance on the online class evaluation rubric. 100% of teachers will score

year. Also, teachers are required to include ELL instructional strategies.				Proficient on the Elluminate evaluation by May 2011.
A committee of teachers has developed and will continue to develop math resources for at-risk students and compile resources into an instructional library.	May 2010 – continuously	Special Services Coordinator, Teachers	None	The resource library will be posted to SharePoint by the end of October 2010.
Math curriculum alignments have been completed and gaps identified.	Spring and Summer 2011	Middle School Math Department	None	The 6-8 math curriculum will be fully aligned to Colorado State Standards by August 2011.
The Odyssey Math Program will be used to support math remediation.	November 2010- May 2011	Teachers	$4,000	Students are placed in Odyssey as deemed appropriate based off of their need. Learning paths are created for the students, tailored to their needs. Regular benchmark assessments are given throughout the program for the entire year. Students will show growth on the spring Scantron Performance Series Assessment.

Major Improvement Strategy #2: Targeted Identification and Instruction (Writing)

Root Cause(s) Addressed: Our instructional practices are not currently meeting the needs of our increasing at-risk and general student population. The instructional model of the middle school for the 2008-09 and 2009-10 school years did not allow the content teachers to have as much hands-on interaction with the students. Students continue to show weakness with their constructed response questions, which shows a general weakness to in Power Skills aligned with Standard 1. After reviewing several live and recorded online classes from the 2009-2010 school year it was apparent that our online instruction needs to improve in the areas of engagement, assessment, as well as focus on Higher Order Thinking Skills and Habits of the Mind.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

X School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Provide training in formative writing and Six Traits	August 2010 or as a teacher is hired	Teacher Trainer, K12 Teacher Effectiveness Division	None	100% of the teachers will be trained at the beginning of the year and/or within a month of being hired.
Utilize previous year's CSAP scores, their initial writing sample score, growth information, and AYP indicators to assign students risk scores to help aid in immediate identification for RTI students. Students are then provided interventions and/or placed in intervention groups based on the risk score or as determined appropriate by the teacher.	Fall - CSAP: March 2010; Scantron: Fall of 2010 Spring: CSAP: March 2011, Scantron: May of 2011	Teachers, Principal	None	Risk Scores are provided to teachers at the beginning of October and December. Benchmark assessments will be given to students as needed either on a weekly, monthly, or by semester (August, December, and May) basis to determine if students are progressing, regressing, or remaining at-risk to determine appropriate interventions (Note, I deleted "intervention groups" as that is an intervention) for students. Over 50% of the students will show growth from the initial writing sample collected in the fall when compared to the final sample

				collected in the spring.
Writing goals are written for the student based on fall testing performance for at-risk students. Training in writing student goals was provided to teachers at the beginning of the school year with continual training as new teachers are hired.	October 1, 2010 or within one month of enrollment	Teachers	None	Student goals are written by Oct 1 or upon enrollment and reviewed at the end of the first and second semester.
A new middle school structure has been implemented to provide content teachers better direct contact, availability to students and opportunities to work more closely with students. The middle school is now divided into three groups of teachers-- each group has 3-4 math teachers who serve as the writing teachers for the group.	August 2010 – May 2011	Teachers, Principal	None	May and June 2011 – student performance of will be compared to those in the program the previous year.
Teachers will include constructed response questions during writing online class sessions.	October 2010 – May 2011	Teachers	None	Inclusion on constructed response questions to online class sessions has been implemented to help students with the writing for a variety of purposes, comprehension, and coming to a conclusion using complete and coherent sentences. This is done at the end of every literacy session from October 2010 to May 2011.
Pacing guides for all writing courses were developed over the summer and distributed to students to help them stay on track throughout the year and better complete the curriculum.	Summer of 2010	Middle School Math and English Departments	None	Pacing guides were distributed to students at the beginning of the year and/or as they enroll in our school.
Online writing classes and feedback on writing work samples are focused on the Six Traits. The writing samples are formative and the teacher and the student converse back and forth via our internal email system, in an online classroom, or over the phone.	September 2010- May 2011	Middle School English Department	None	Semester online class calendars are published in August 2010 and January 2011 Writing work samples are collected

				in August, October, November, and February. Growth is measured from student performance from August and February as well as from the first and final drafts.
The frequency of online classes has increased this year in addition to the weekly single strand classes. Additional classes include 3. Direct instruction tied into specific lessons in the online school 4. Open office hours (Monday – Thursday)	September 2010- May 2011	Middle School Math and English Departments	None	Semester online class calendars are published in August 2010 and January 2011.
Every teachers' professional development goal for the 2010-11 school year is to better their Elluminate instruction. A new evaluation rubric and professional development plan has been put into place with benchmarks and measures for the year. Teachers are required to also include ELL instructional strategies in their teaching.	September 2010 – May 2011	Principal, Teachers, Director of School Improvement	None	Benchmarks include end of the year assessment of steps taken to meet goal as well as overall performance on the online class evaluation rubric. 100% of teachers will score Proficient on the Elluminate evaluation by May 2011
A committee of teachers has developed and will continue to develop writing resources for at risk students and compile resources into an instructional library.	May 2010 – continuously	Special Services Coordinator, Teachers	None	The resource library will be posted to SharePoint by the end of October 2010.

Major Improvement Strategy #3: Targeted Identification and Instruction (Reading)

Root Cause(s) Addressed: Our instructional practices are not currently meeting the needs of our increasing at-risk and general student population. The instructional model of the middle school for the 2008-09 and 2009-10 school years did not allow the content teachers to have as much hands-on interaction with the students. We have an increased number of students in need of interventions to address dyslexic symptoms. Finally, we are missing a more immediate way to identify and progress monitor struggling readers in grades 6 – 8 along with a remedial reading curriculum.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

X School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Provide initial and ongoing training for teachers with the MARK[12] curriculum. Place students appropriately in the curriculum, and monitor progress of all subgroups of students using a body of evidence with the new curriculum.	Initial Training occurs in summer, and early fall Continual Training via review sessions provided via K12 (both live and recorded) and our MARK[12] Reading Specialist	K12 Teacher Effectiveness Division (K12 teacher training) Colorado Virtual Academy MARK[12] Reading Specialist, Colorado Virtual Academy Teacher Trainer	None	Initial training was completed prior to the school year, in May of 2010. Additional training was provided for teachers during August and September of 2010. Recordings and reference documents are also available for teachers at the K12 training website. All new teachers will be trained in this curriculum and in using data appropriately for student growth. Monitoring achievement of identified target standards at least quarterly.
Provide learning coach trainings and support especially focused on students with dyslexic symptoms in targeted areas of literacy (phonemic awareness, fluency, vocabulary, and comprehension). Support students with dyslexic symptoms via live and recorded Elluminate sessions, prepared PowerPoint documents, and additional resources such as training DVDs, teacher guides, and a weekly updated blog.	September 2010 – May 2011	Remedial Reading Team, Special Services Coordinator, Various Guest Speakers	None	Initial trainings and support for parents with at-risk and dyslexic readers started in August 2010 and will continue on until May 2011. Students participate in the Barton program at least three times a week and are monitored by the teacher, learning coach and Special Needs Coordinator.
Utilize previous year's CSAP scores, growth information, as well as AYP indicators to assign students risk scores to help aid in immediate identification for RTI students. Students are also given a reading fluency inventory during initial contact with the teacher.	Fall - CSAP: March 2010; Scantron: Fall of 2010	Teachers, Principal	None	Risk Scores are provided to teachers at the beginning of October and December. Benchmark assessments will be given to students as needed either on a weekly, monthly, or by semester (August, December, and

Students are then provided interventions and/or placed in intervention groups based on the risk score or as determined appropriate by the teacher.	Spring: CSAP: March 2011, Scantron: May of 2011			May) basis to determine if students are progressing, regressing, or remaining at-risk to determine appropriate interventions and intervention groups for students. Students are also placed in the Reading Connections group or Odyssey Reading Program as needed based on their intervention category. Over 50% of the students will show growth from the initial writing sample collected in the fall when compared to the final sample collected in the spring.
Odyssey Reading Program	November 2010- May 2011	Teachers	$4,000	Students are placed in Odyssey as deemed appropriate based off of their need. Learning paths are created for the students, tailored to their needs. Regular benchmark assessments are given throughout the program for the entire year. Students will show growth on the spring Scantron Performance Series Assessment by the end of the year.
Reading goals are written for the student based on fall testing performance for at-risk students. Training on writing reading goals, was provided to teachers at the beginning of the school year with continual training as new teachers are hired.	October 1, 2010 or within one month of enrollment	Teachers	None	Student goals are written by Oct 1 or upon enrollment and reviewed at the end of the first and second semester. Goals are revisited on at the end of each semester to determine effectiveness and if

				students are meeting said goals.
Use of Study Island for direct instruction and progress monitoring for students.	August 2010-May 2011	Teachers	$12,438	Study Island is utilized by teachers and students from August 2010 through May 2011. Teachers are able to assign specific activities to students based on identified weaknesses in reading. Teachers are also able to progress monitor students via Study Island on a daily, weekly, and monthly basis.

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Required
(To Obtain Benefit)
FORM # SPS-135
EDAC APPROVED
Approved 9/10/2010 for 2010-2011

Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11

Organization Code: 0020 District Name: Adams 12 5 Star Schools School Code: 1752 School Name: Colorado Virtual Academy

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in blue text which was used to determine whether or not the school met the 2010-11 accountability expectations. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?	
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data		1-year	3-years	1-year	3-years		
		Reading	73.3%	72.2%	53.9%	67.9%	Approaching	
		Math	33.5%	30.5%	14.3%	19.8%	Approaching	
		Writing	50.0%	49.6%	31.4%	46.0%	Approaching	
		Science	50.0%	50.0%	40.9%	45.5%	Approaching	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 19			% of targets met by School: 10.5		Reading	No
							Math	No
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate growth, then median SGP is at or above 45 If school did not meet adequate growth, then median SGP is at or above 55		Median Adequate SGP	Median SGP				
		Reading	20	45/55	Median SGP: 45		Yes	
		Math	97	45/55	Median SGP: 42		No	
		Writing	55	45/55	Median SGP: 49		No	

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table

** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), go to: www.schoolview.org/SchoolPerformance/index.asp

Student Performance Measures for State and ESEA Accountability (cont.)

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: Approaching
Post Secondary Readiness	Graduation Rate Expectation: 80% or above	80% or above		0%		Does not meet
	Dropout Rate Expectation: At or below State average	1-year	3-years	1-year	3-years	Does not meet
		5.09%	5.74%	16.7%	15.6%	
	Mean ACT Composite Score Expectation: At or above State average	1-year	3-years	1-year	3-years	Does not meet
		19	20	19.4	19.8	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Priority Improvement	Once the plan type for the school has been finalized, this report will be re-populated in November 2010. Specific directions will be included at that time. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	N/A	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	☐ Turnaround ☐ Restart ☐ Transformation ☐ Closure
	Has the school received a School Improvement grant? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? 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, accredited through AdvancEd 2010

Improvement Plan Information

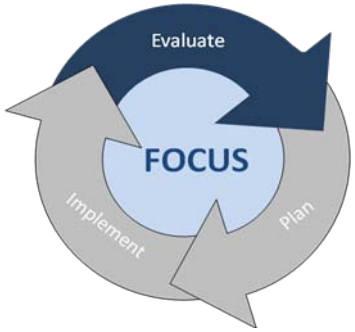
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

X State Accountability ☐ Title IA ☐ Tiered Intervention Grant ☐ School Improvement Grant ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Teri Cady, HS Director
	Email	tcady@covcs.org
	Phone	303-417-1297
	Mailing Address	11990 Grant Street Suite 402 Northglenn CO 80233
2	Name and Title	Heidi Heineke Magri, Head of School
	Email	hmagri@k12.com
	Phone	303-912-2411
	Mailing Address	11990 Grant Street Suite 402 Northglenn CO 80233

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference the key data sources posted on SchoolView (www.schoolview.org/SchoolPerformance/ index.asp), including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), and (4) Post Secondary Readiness data.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
• Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency)	• School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates	• Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, and post-secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above)

should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a "root cause" if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – At a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)	Reading – 3 year - %P/A – 67.9% (approaching) Mathematics – 3 year - %P/A – 19.8% (approaching) Writing – 3 year - %P/A – 46% (approaching) Science – 3 year - %P/A – 45.5% (approaching)	None	None
Academic Growth	Reading – 3 year – MGP – 45 (meets) Mathematics – 3 year – MGP – 42 (approaching) Writing – 3 year – MGP – 49 (approaching)	None	None

Academic Growth Gaps	Reading – 3 year – all groups approaching Writing – 3 year – all groups approaching	None	None
	Mathematics – 3 year – Free/Reduced Lunch (FRL) Eligible students do not meet adequate growth. There is a gap in growth between FRL and non FRL over the last 3 years with non FRL MGP at 42 and the FRL MGP at 38. SCANTRON: At COVA High School, we utilize an adaptive standardized assessment, Scantron Performance Series, in mathematics. Students take the assessment in the fall and again in the spring. The assessment identifies the students as performing below, at, or above grade level and identifies the mathematical standards with which students struggle. During the 2009-2010 school year, a low percent of students took the Scantron Performance Series, so we do not believe that we can triangulate the data with CSAP data to make accurate predictions regarding trends in performance. However, we emphasized participation on the Scantron Performance Series in the 2010-2011 school year, with 86.13% of 9th grade students and 72.85% of 10th grade students taking the Scantron Performance Series in mathematics. These students will take the Scantron Performance Series test again in May, and the mathematics department will identify areas of weakness from these scores.	The population of Free/Reduced Lunch students performing at the PP or U level has consistently low growth in mathematics.	This group of students traditionally has poor attendance in the online school and at live teacher led online class sessions (both Class Connect Sessions and Office Hours of Math teachers). Students' course placement in mathematics is not always aligned with content/standards assessed on the CSAP (For example: Some students may not have had Geometry by the time they are assessed by CSAP).

	Classroom data: In the mathematics courses, students perform poorly in the following content areas: • Algebra I; modeling real-world data using functions. • Algebra I; interpret algebraic equations and inequalities geometrically and describe geometric relationships algebraically. • Algebra I; analyze and explain the behaviors, transformations, and general properties of types of equations and functions, especially x- and y-intercepts and maximum and minimum values (i.e. vertex of quadratic equations). • Geometry; solve problems involving area and volume of regular polygons. • Geometry; use trigonometric rations in problem solving situations and using right triangle trigonometry to solve real-world problems. • Probability; calculate the probability of event A and B occurring and the probability event A or B occurring.		
Post Secondary Readiness	Graduation Rate is 0%. According to our calculations, the graduation data is 38% for the 2008-2009 graduation class. Since cohort data is not available to the individual schools, we are not able to accurately calculate graduation rates.	Graduation data was inaccurately reported. Graduation rate (based on projected calculations) is below the state average.	The district and school have an opportunity to review data prior to submission to the Colorado Department of Education. In 2009, COVA's first graduation class, data of graduated were not verified, therefore, submitted inaccurately to CDE. COVA, along with our authorizing district, Adams 12, have agreed to collaborate to ensure the data is submitted correctly to CDE. According to our projected graduation calculations, we

			are still below the state average. Many of our students come to COVA from other districts/schools, credit deficient and off track for graduation.
	Dropout rate is 15.6%.	Data was inaccurately reported. Interpretation of school expectations unclear to some students seeking alternatives.	Collection of data, as to where students transfer has been a challenge due to communication processes with families. Students may be attending other districts/schools or GED programs, without withdrawing from COVA. COVA is an accredited school through AdvancEd, which exceeds the graduation (credit) requirements of our authorizing district, Adams 12. Clear communication of school expectations and requirements will need to be communicated with students enrolling so not to misinterpret the graduation and attendance expectations.

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems.* Larchmont, NY: Eye on Education

Step 4: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?	⇨	Root Cause Analysis: Why do we think our school's performance is what it is?	⇨	Verification of Root Cause: What evidence do you have for your conclusions?

Narrative:

TREND ANALYSIS AND PRIORITY NEEDS:

Overall, COVA students in 9th and 10th grade are approaching performance expectations in all areas except for Free and Reduced Lunch eligible students in mathematics, and in the Post-Secondary and Workforce Readiness indicator. In reading, we meet growth indicators for our high school. Though our plan assignment is noted as "priority improvement" this assignment is based upon lack of data due to a majority of misadministered tests last year, and incorrect graduation data submitted to the state.

Post-Secondary and Workforce Readiness continue to be a challenge, as our mobility rate is high. Students entering COVA are generally credit deficient and require credit recovery options to be on track for graduation. We continue to create graduation plans to inform students of their progress, however, many will choose the GED route because of their age.

COVA students in 9th and 10th grade, who are economically disadvantaged, have shown an ongoing challenge in mathematics over 3 years. We verified and compared data with previous CSAP results, with progress and performance data, and ACT scores. We believe this identification on the School Performance Framework is accurately representing this area of priority need. Our ACT scores (1-year: 19.4 and 3-year: 19.8, both *Approaching* in rating) are an indicator in which our school is trending positively.

Mathematics for Free and Reduced Eligible students, as noted above, is the only area in which we were rated "does not meet" on the School Performance Framework. This will be our priority focus for the coming year. One area of focus is the alignment of high school math options with the specific skills and knowledge in the state standards. We are also working on several initiatives to increase attendance including a specific 9th grade program called In It 2 Win It, and an 8th grade transition plan into high school for both students and parents.

Missed targets:

CSAP:

During the 2010 CSAP, a misadministration occurred which caused much of our data for the 2009-2010 school year to be invalidated. The misadministration involved testing multiple-grade students in the same room; therefore the amount of tests that were invalidated was extensive. The penalty for this misadministration was two-fold– first in the participation rate for COVA High School and then in the achievement indicators for the tests that were scored.

Although over 95% of our 9th and 10th grade students participated by taking the 2010 CSAP, the misadministered tests were not included when calculating this rate. Instead, the following is the data reported for COVA High School CSAP Participation:

Test Participation	Number of Students Tested	Percent of Students Tested	Rating
Reading	167	29.2%	Does not meet 95% participation rate
Mathematics	168	29.7%	Does not meet 95% participation rate
Writing	169	29.5%	Does not meet 95% participation rate
Science*	264	91.6%	Does not meet 95% participation rate

* The science participation rate is considerably higher because these tests were completed in a 'pure' test environment, hence no misadministration occurred.

Due to the misadministration, the majority of our student's scores were given 'no scores', and the students who received a CSAP score were mostly students who received one-on-one testing due to accommodations because of an IEP or other identified disability. The following is the academic achievement for these students:

COVA Academic Achievement (1-year data)

Academic Achievement	Number of Students Tested	Percent Proficient/Advanced	Rating
Reading	167	53.9%	Does Not Meet
Mathematics	168	14.3%	Does Not Meet
Writing	169	31.4%	Approaching
Science	264	40.9%	Approaching

Since the students tested are not an overall representation of the entire 9th and 10th grade at COVA High School, we do not believe that our one-year CSAP data identifies the abilities or strengths/weaknesses of the students. When looking for root causes that lead to poor student performance, we used the three-year CSAP data for Academic Achievement Indicators. While the 2010 data includes the mass number of invalidated tests, we do have valid scores for 2009 and 2008. The following is the academic achievement from the three-year CSAP data for these our students:

COVA Academic Achievement (3-year data)

Academic Achievement	Number of Students Tested	Percent Proficient/Advanced	Rating
Reading	937	67.9	Approaching
Mathematics	946	19.8	Approaching
Writing	941	46.0	Approaching
Science	525	45.5	Approaching

Growth Summary:

Our students made adequate growth in reading, but not in mathematics and writing. While 25% of our students were on track to catch up in reading, and 0% were in track to catch up in mathematics and 11% were on track to catch up in writing. However, with the tests that were misadministered during the 2010 CSAP, we do not have growth data for over 70% of our 9th and 10th grade students.

The students for whom we can measure growth were mostly students who received one-on-one testing due to accommodations because of an IEP or other identified disability. The following is the academic growth data for these students:

COVA Academic Growth (1-year data)

Academic Growth	Number of Students in Calculation	Median Growth Percentile	Rating
Reading	124	48	Meets
Mathematics	128	39	Does Not Meet
Writing	126	48	Approaching

Please note: Over 70% of our 9th and 10th grade students did not receive growth summaries due to invalidated scores.

If we consider three-years of CSAP data, even with the CSAP misadministration in 2010, our academic growth data is promising. The following is the academic growth data for our students over three years:

COVA Academic Growth (3-year data)

Academic Growth	Number of Students in Calculation	Median Growth Percentile	Rating
Reading	570	45	Meets
Mathematics	581	42	Approaching
Writing	573	49	Approaching

Due to the large number of misadministered tests, this data is misleading as it only includes growth summaries for approximately 62% of the students tested in 2008, 2009, and 2010.

We were able to analyze our three-year CSAP growth data to find one specific growth gap. There exists a gap in growth between FRL and non FRL over the last 3 years with non-FRL Median Growth Percentile at 42 and the FRL Median Growth Percentile at 38.

AYP Data:

The COVA High School scores do not meet the state AYP requirements. Even without the misadministration, COVA High School would most likely NOT meet AYP in mathematics. We obtained probable scores from our partnering district, Adams 12, and according to the ***probable*** *scores,* COVA HS students performed at only 65%partial proficiency and above in 9th mathematics and 58%partial proficiency and above in 10th grade mathematics. Based on these probable scores, as our actual scores do not represent our school population due to the misadministration, we did not make AYP in mathematics.

Post-Secondary Readiness Data:

Regrettably, our Post-Secondary Readiness data for COVA High School does not represent the actual achievements of our students and our school. The data reported to CDE by our district (Adams 12) for 2010 is as follows:

Postsecondary and Workforce Readiness	Rate/Score	Rating
Graduation Rate	0%	Does not meet (below 80%)
Dropout Rate	16.7%	Does not meet (above 10%)

In June of 2009, COVA High School graduated 49 students, who met or exceeded graduation requirements. This erroneous data negatively affected our dropout rate as some students who actually graduated were miscalculated.

ROOT CAUSE FOR LOW MATH SCORES:

1. Our poorly performing students have poor attendance in the online school and at teacher-lead online class sessions (both Class Connect Sessions and Office Hours of Math teachers).
2. High school students' course placement is not aligned with content/standards assessed on the CSAP (for example, some students may not have had Geometry by the time they are assessed by CSAP).

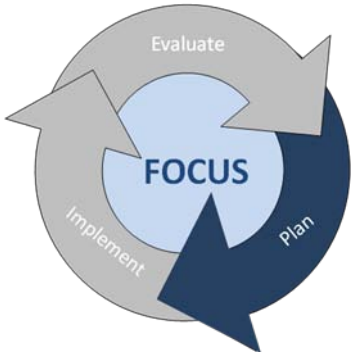
VERIFICATION OF ROOT CAUSES:

1. Discussions with the mathematics department, as well as an evaluation of weekly attendance at live teacher-led sessions, indicate that a small percentage of students the sessions. There is a direct correlation between student performance in the course and student attendance at live teaching sessions.
2. Discussions with the mathematics department and examinations of the course content for most 9th and 10th grade students verifies our concern that the mathematics instruction is only somewhat aligned with the content tested on the CSAP. Most students at COVA High School take Algebra I in 9th grade and Geometry in 10th grade. Topics assessed on the 9th grade CSAP include standards that are either covered late in the course for Algebra I (meaning most 9th grade students will not learn the material until after the CSAP testing window in March) or are covered in the Geometry course. Likewise, many of the topics assessed on the 10th grade CSAP include standards that are either covered late in the course for Geometry (meaning that some 10th grade students will not learn the material until after the CSAP testing window in March) or are covered in the Algebra II course. Furthermore, significant populations of our students in 9th and 10th grade come to COVA behind in mathematics, and they start Algebra I after 9th grade or require math remediation.

Please note: Further verification of the root causes will come as we implement changes and obtain the desired results.

Section IV: Action Plan(s)

This section focuses on the "plan" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.



School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.

Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	88.46% of all students and of each disaggregated group will be PP and above. OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics		Annual Targets 2010-11	Annual Targets 2011-12	Interim Measures for 2010-11	Major Improvement Strategies
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	By the end of the 10-11 school year, 75% of our students will score Proficient/Advanced on the Reading CSAP. Our 3-year score: 67.9% (Our goal of 75% is a 10% of increase in one year).	By the end of the 11-12 school year, 82.5% of our students will score Proficient/Advanced on the Reading CSAP. Our 3-year score: 67.9% (Our goal of 82.5% is a 21.5% of increase over two years.)	Scantron Performance Series Data: We hope to see a least 70% of the students who complete the test to be at or above grade level in reading. (Our students in 9th and 10th grade complete the Scantron Performance Series assessment in reading two times per year – in the fall and in the spring. We analyze the scores after the fall assessment and adjust curriculum/procedures/ instruction according to results to ensure our students improves for spring tests.) Passing rates in high school English courses: We monitor passing rates in our high school English courses, which are aligned to state standards, and anticipate a 10%	Live teacher-led sessions: We use and improve our weekly data-driven live and recorded Class Connect sessions to provide supplemental, basic literacy instruction to students who have been identified as below grade-level in reading. English Enrichment Sessions: English teachers offer monthly CSAP test preparation sessions (live and recorded) to help students with standards addressed on the Reading CSAP as well as to share useful test-taking tips and strategies. This is in addition to the content taught for typical English course.

					increase in students' passing rate from the fall to spring semester in our core English courses for 9th and 10th grade.	
		M	By the end of the 10-11 school year, 24% of our students will score Proficient/Advanced on the Math CSAP. Our 3-year score: 19.8% (Our goal of 24% is a 21% of increase in one year.)	By the end of 11-12 school year, 31% of our students will score Proficient/Advanced on the Math CSAP. Our 3-year score: 19.8% (Our goal of 31% is a 56% of increase over two years.)	Scantron Performance Series Data: We anticipate at least 50% of the students who complete the test to be at or above grade level in mathematics. (Our students in 9th and 10th grade complete the Scantron Performance Series assessment in mathematics two times per year – in the fall and in the spring. We analyze the scores after the fall assessment and adjust curriculum/procedures/ instruction according to results to ensure our students improves for spring tests.) Passing rates in high school mathematics courses: We monitor passing rates in our high school mathematics courses,	Course sequencing: We will adjust course offerings to include a variety of levels that will meet the skill needs of students who are below grade level, at grade level, and above grade level in math – allowing for more individualized instruction that will assist students in thoroughly developing skills needed to be successful in the targeted areas. Strategies will include focusing on some core courses, modifying credit paths and/or modifying pacing guides. Credit recovery courses: We will offer

					which are written to state standards, and hope to see a 10% increase in students' passing rate from the fall semester to spring semester in our core mathematics courses (especially Algebra I and Geometry) for 9th and 10th grade.	credit recovery math courses in Algebra I, Geometry I, and Algebra II in the Spring 2011 Semester to those who have failed in the fall semester. Live teacher-led sessions: We will use and improve our weekly data-driven live and recorded Class Connect sessions to provide supplemental, basic mathematics instruction to students who have been identified as below grade-level in math. Tutoring time: The mathematics department will hold regular Tutoring Times for all students, to assist them with their understanding of mathematical concepts. The department will host these live help

						sessions (several hours per day – students will have the opportunity to attend over ten hour-long sessions during a week). CSAP test preparation: Mathematics teachers offer live and recorded CSAP test preparation sessions to help students with standards addressed on the mathematics standards and CSAP, as well as to share useful test-taking tips and strategies. Scantron Performance Series Assessment in mathematics: Science and mathematics teachers collaborate in creating live sessions, during which students attend

						to work on mathematics and science problems, focusing on writing in math and science.
		W	By the end of the 10-11 school year, 50.6% of our students will score Proficient/Advanced on the Writing CSAP. Our 3-year score: 46% (Our goal of 50.6% is a 10% of increase in one year).	By the end of the 11-12 school year, 60% of our students will score Proficient/Advanced on the Writing CSAP. Our 3-year score: 46% (Our goal of 60% is a 30% of increase over two years).	Student writing samples: Quality of writing samples turned in by students throughout the year are assessed and monitored for improvement. Students turn in writing samples (essays, lab reports, short answer question on tests) in English courses and in all subject areas multiple times per week. Passing rates in high school English courses: We monitor passing rates in our high school English courses, which are written to state standards, and anticipate to see a 10% increase in students' passing rate from the fall semester to spring semester in our core	Live teacher-led sessions: We will use and improve our weekly data-driven live and recorded Class Connect sessions to provide supplemental, basic writing instruction to students who have been identified with needs in writing. English Writing Labs: Small group and/or individual direct instruction will be provided by English teachers in weekly writing lab. English Enrichment Sessions: English teachers offer live and recorded CSAP test preparation sessions to help students with

					English courses for 9th and 10th grade.	standards addressed on the Writing CSAP as well as to share useful test-taking tips and strategies. Students with disabilities: Small group or individual direct instruction will be provided by the Special Education teacher; tied directly to course assignments and guided by IEP goals.
		S	By the end of the 10-11 school year, 50% of our students will score Proficient/Advanced on the Science CSAP. Our 3-year score: 45.5% (Our goal of 50% is a 10% of increase in one year).	By the end of the 11-12 school year, 60% of our students will score Proficient/Advanced on the Science CSAP. Our 3-year score: 45.5% (Our goal of 60% is a 21.9% of increase over two years).	Passing rates in high school English courses: We monitor passing rates in our high school Science courses, which are written to state standards, and anticipate to see a 10% increase in students' passing rate from the fall semester to spring semester in our core	Live teacher-led sessions: We will use and improve our weekly data-driven live and recorded Class Connect sessions to provide supplemental instruction to all students in science. CSAP test preparation: Science teachers offer

					science courses (especially Physical Science, Earth Science, and Biology) for 9th and 10th grade. Lab Reports and Assessments: We monitor exam grades and lab report grades will increase from first to second semester.	live and recorded CSAP test preparation sessions to help students with standards addressed on the Science CSAP as well as to share useful test-taking tips and strategies.
	AYP (Overall and for each disaggregated groups)	R	State target: HS: 94.92% PP and above on CSAP.	State target: HS: 94.92% PP and above on CSAP.	n/a	n/a
		M	State target: HS: 86.75% PP and above on CSAP. Since COVA HS had only 65% in 9th and 58% in 10th score PP and above (based on probable scores, as our actual scores do not represent our school population due to the misadministration), our 10-11 goal will be to make Safe Harbor to make AYP, and specifically we will reduce the percent of our unsatisfactory students by 10%.	State target: HS: 86.75% PP and above on CSAP. Our school will again work toward making Safe Harbor, reducing the percent of unsatisfactory students by another 10%.	n/a	n/a
Academic Growth	Median Student Growth Percentile	R	n/a			
		M	n/a			
		W	n/a			
Academic	Median	R	n/a			

Growth Gaps	Student Growth Percentile	M	By the end of the 10-11 school year, 24% of our students will score Proficient/Advanced on the Math CSAP. Our Free and Reduced Lunch group of students will approach an MGP of 40, closing this gap to our student body as a whole.	By the end of 11-12 school year, 31% of our students will score Proficient/Advanced on the Math CSAP. Our Free and Reduced Lunch group of students will approach an MGP of 41, closing this gap to our student body as a whole.	Scantron Performance Series Data: We hope to see a least 50% of the students who complete the assessment to be at or above grade level in mathematics. (Our students in 9th and 10th grade complete the Scantron Performance Series assessment in mathematics two times per year – in the fall and in the spring. We analyze the scores after the fall assessment and adjust curriculum/procedures/ instruction according to results to ensure our students improves for spring tests.) Passing rates in high school mathematics courses: We monitor passing rates in our high school mathematics courses, which are written to state standards, and anticipate to see a 10% increase in students' passing rate from the	Course sequencing: We will adjust course offerings to include a variety of levels that will meet the skill needs of students who are below grade level, at grade level, and above grade level in math – allowing for more tailored instruction that will assist students in more thoroughly developing the skills they need to be successful in these areas. Strategies will include focusing on some core courses, modifying credit paths and/or modifying pacing guides. Credit recovery courses: We will offer credit recovery math courses in Algebra I, Geometry I, and Algebra II in the Spring 2011 Semester to those who have failed in the fall semester.

					fall semester to spring semester in our core mathematics courses (especially Algebra I and Geometry) for 9th and 10th grade.	Live teacher-led sessions: We will use and improve our weekly data-driven live and recorded Class Connect sessions to provide supplemental, basic mathematics instruction to students who have been identified as below grade-level in reading Tutoring time: The mathematics department will hold regular Tutoring Times for all students, to assist them with their work. The department will host these live help sessions (several hours per day – students will have the opportunity to attend over ten hour-long sessions during a week). CSAP test preparation:

						Mathematics teachers offer live and recorded CSAP test preparation sessions to help students with standards addressed on the mathematics standards and CSAP, as well as to share useful test-taking tips and strategies. Scantron Performance Series Assessment in mathematics: Science and mathematics teachers collaborate in creating live sessions, during which students attend to work on mathematics and science problems that will be on the Scantron assessment and on the CSAP.
		W	n/a			
Post Secondary & Workforce	Graduation Rate		By the end of the 10-11 school year, COVA will achieve a 53% graduation rate.	By the end of the 11-12 school year, COVA will achieve a 65% graduation rate.	Passing rates: We monitor passing rates in our high school	Graduation plans: Staff (at the direction of the counselors) will

Readiness				courses. Credit monitoring: Counselors will monitor students who are credit deficient to identify students who may need opportunities like summer school or credit recovery courses.	create and monitor graduation plans for every student who attends COVA. Summer school and credit recovery: We will implement a low-tuition summer school program to give students who are behind in credits a chance to work toward graduation.
	Dropout Rate	By the end of the 10-11 school year, COVA will decrease our dropout rate to 10%.	By the end of the 10-11 school year, COVA will decrease our dropout rate to 8%.	Monitor withdrawal information: We will monitor withdrawal information to ensure that students who leave COVA are enrolling in another school (homeschool, private, or public).	Truancy/Resource Officer: We will employ a truancy/resource officer. Student connection & support clubs: We will offer several clubs to students to encourage them to make connections at COVA. For example, we will offer Club 9 for our incoming 9th grade students to assist in a smooth transition; we will offer Peer Mentors who will work with high-needs students; we offer In It To Win It

					to offer students strategies and connections if they are identified as a high-risk student. Enrollment Team – Enrollment team is partnering with marketing to improve efforts and documentation to families as they enroll in COVA so they are aware of our public school guidelines and COVA expectations. GED program connections: We will make connections with GED programs throughout the state. Presently, we cannot monitor students who leave COVA and complete their GED. It is our desire to be able monitor this process and ensure students take and pass the GED. Summer school and credit recovery: We

					will implement a low-tuition summer school program to give students who are behind in credits a chance to work toward graduation.
	Mean ACT	n/a			

Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Adjust course offerings to include a variety of levels that will meet the skill needs of students who are below grade level, at grade level, and above grade level in language arts and math – allowing for more tailored instruction that will assist students in more thoroughly developing the skills they need to be successful in these areas.

Root Cause(s) Addressed: Free and Reduced Lunch students' course placement is not always aligned with content/standards assessed on the CSAP (some students may not have had Geometry by the time they are assessed by CSAP).

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

X School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Algebra I – We have offered this class as a 2 year remedial course for those students with very low skills, to teach them at the appropriate level and strive to bring skills up to grade level. We also offer immediate credit recovery courses for those who have failed Algebra I/Geometry I to keep students on track in curriculum. We have a core/comprehensive/honors version of almost all of our courses to offer students. Counselors work with students on an individual	August 2010-June 2011	Teachers, Counselors, and Administration	Professional Development to train teachers/counselors on different student levels. Paid for through Title II grant (amount determined annually through submission of grant). K12 curriculum for Credit Recovery Courses and 2	Math teachers and counselors work together to monitor student placement in the correct course sequence on a regular basis. Students who fail semester 1 courses are listed for counselors to put in credit recovery courses to keep students on track on appropriate skills levels.

learning plan to place students correctly in classes based on skill levels. Students are continually being assessed by teachers and counselors for appropriately placed levels.			year Algebra. No cost. Naviance Program for Individual Learning Plans. No cost.	

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #2: Use of weekly data driven Class Connect sessions to provide supplemental, basic mathematic instruction to students who have been identified as below grade-level in mathematics. These sessions are led by math teachers at COVA. Teachers request attendance of all class members.

Root Cause(s) Addressed: This group of students has poor attendance in the online school and at teacher lead live online class sessions (both Class Connect Sessions and Office Hours). Students who are lower performing will be directly contacted by teachers to attend sessions.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

X School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Math teachers offer multiple weekly sessions to Math students with direct instruction of Math topics for the week. These sessions are engaging and offer the best place for the students to learn and advance in difficult material.	August 2010-June 2011	Math teachers	Professional Development of teachers for class best practices. Paid for through Title II grant (amount determined annually through submission of grant). Elluminate program used as a tool to deliver and record live instruction by a HQ teacher. No additional costs.	Attendance at live Class Connect sessions is taken and students are contacted to identify the reason for their absence. Students receive credit in classes for meeting benchmarks and participating in live Class Connect sessions.
Teachers inform students of Class Connect Sessions through email, phone, and course announcements. They request attendance of all class members.	August 2010-June 2011	Math teachers	Professional Development of teachers for class best practices. Paid for through Title II grant (amount determined annually through submission of grant). Elluminate program used as	Attendance at live Class Connect sessions is taken and students are contacted to identify the reason for their absence. Students receive credit in classes for meeting benchmarks and participating in live Class Connect sessions.

			a tool to deliver and record live instruction by a HQ teacher. No additional costs. K12 internal course systems. No additional costs.	
Math teachers hold office hours/tutor sessions, where all students are welcome to attend for individual assistance on questions they have on material. All students who are not succeeding, based on data and performance, are contacted by the teacher to attend these office hours/tutor sessions for intervention.	August 2010-June 2011	Math teachers	Professional Development of teachers for class best practices. Paid for through Title II grant (amount determined annually through submission of grant). Elluminate program used as a tool to deliver and record live instruction by a HQ teacher. No additional costs. K12 internal course systems. No additional costs.	Attendance at office hours sessions is taken after each session. Struggling students are contacted and requested to attend for extra help.

Major Improvement Strategy #3: Math teachers offer CSAP test preparation sessions to assist students with standards addressed on Math CSAP as well as to share useful test-taking tips and strategies. This will target the group who are not meeting all CO standards in Math prior to CSAP.

Root Cause(s) Addressed: Free and Reduced Lunch students' course placement may not be aligned with content/standards assessed on the CSAP (some students may not have had Geometry by the time they are assessed by CSAP). Not all students come to the COVA with a full year of Geometry due to lack of math credits.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

X School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Through CSAP Live and Recorded Prep Class Sessions, math teachers align math content to address gaps in this group/s of students who are not placed in courses aligned with the Colorado Math Standards assessed on the 10th CSAP. Teachers contact low performing students to bring them into these classes. These sessions are on top of the weekly live sessions and office hour's sessions.	September 2010 CSAP testing in March 2011	Math Teachers	Elluminate program used as a tool to deliver and record live instruction by a HQ teacher. No additional costs. Professional Development and Departmental Meetings to discuss content for sessions. Paid for through Title II grant (amount determined annually through submission of grant).	Teachers contact students who are low performing to bring them into Class Connect Sessions. Attendance is taken and grade awarded for performance and participation in live sessions. Teachers follow up on non-attending students to assure attendance at the following session.

Major Improvement Strategy #4: COVA will implement a low-tuition summer school program, which includes credit recovery courses to give students who are behind in credits a chance to work toward graduation and keep them from dropping out of COVA HS.

Root Cause(s) Addressed: According to our projected graduation calculations, we are still below the state average. Many of our students come to COVA from other districts/schools, credit deficient and off track for graduation.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

X School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal,	Implementation Benchmarks

			state, and/or local)	
We are implementing a summer school program for students who are credit deficient to catch up in credit. Academic core and remedial courses will be offered to students. We are offering and registering all students who have failed first semester in math and/or foreign language, the option of retaking the first semester during the spring term, for credit recovery.	September 2010 – August 2011	Administration, Counselors, and teaching staff.	K12 curriculum. No additional costs.	Teachers and counselors will monitor students who have not passed courses and register them for the credit recovery courses spring term. Students will be contacted through phone and email to verify schedules.