cde
Improving Academic Achievement

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

Organization Code: 0900 **District Name:** DOUGLAS COUNTY RE 1 **School Code:** 3995 **School Name:** HOPE ON-LINE (**M**) *Comparison based on:* 3 Year

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. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below have been pre-polulated with the 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. The columns highlighted in **Yellow** define the plan comparison as either 1 Year or 3 Year.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations			09-10 School Results		Meets Expectations?	
			1-year	3-years	1-year	3-years	M	Overall
Academic Achievement (Status)	**CSAP, CSAP-A, Lectura, Escritura** Description: % P+A in reading, math, writing and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	Reading	71.4%	71.4%	37.0%	35.0%	Does Not Meet	Does Not Meet
		Math	52.5%	51.6%	15.1%	15.1%	Does Not Meet	
		Writing	57.8%	58.3%	21.5%	21.0%	Does Not Meet	
		Science	48.0%	48.7%	5.2%	6.7%	Does Not Meet	
	Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 38			Overall % of targets met by School: 86.8%		Reading	YES
							Math	NO

Performance Indicators	Measures/Metrics		Median Adequate SGP	Median SGP			M	Overall
Academic Growth	**Median Student Growth Percentile** Description: Growth in CSAP for reading, math and writing 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	Reading	61	45/55	Median SGP:	41	Approaching	Does Not Meet
		Math	95	45/55	Median SGP:	29	Does Not Meet	
		Writing	84	45/55	Median SGP:	36	Does Not Meet	

*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, subgroup 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		Expectations Met?	
Academic Growth Gaps	**Median Student Growth Percentile** Description: Growth for reading, writing and math by disaggregated groups. Expectation: Disaggregated groups met adequate growth: median SGP is at or above 45. 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 subgroups, 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 subgroup.		M	Overall
						Does Not Meet	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	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)	Turnaround	The school has not met state expectations for attainment on the performance indicators and is required to adopt, with the Commissioners approval, and implement a Turnaround Plan. The plan must be submitted to CDE by January 15, 2011 using the Unified Improvement Planning template. Refer to the SchoolView Learning Center for more detailed directions on plan submission, as well as the Quality Criteria and Checklist for State Requirements for School Improvement Plans to ensure that all required elements are captured in the school's plan.
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	Not identified for Improvement under Title I.

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Organization Code: 0900 **District Name:** DOUGLAS COUNTY RE 1 **School Code:** 3995 **School Name:** HOPE ON-LINE (E) *Comparison based on:* 3 Year

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. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below have been pre-polulated with the 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. The columns highlighted in Yellow define the plan comparison as either 1 Year or 3 Year.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations			09-10 School Results		Meets Expectations?	
			1-year	3-years	1-year	3-years	E	Overall
Academic Achievement (Status)	**CSAP, CSAP-A, Lectura, Escritura** Description: % P+A in reading, math, writing and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	Reading	71.6%	72.0%	39.5%	37.2%	Does Not Meet	Does Not Meet
		Math	70.9%	70.1%	35.6%	32.0%	Does Not Meet	
		Writing	53.5%	54.8%	19.3%	18.4%	Does Not Meet	
		Science	47.5%	45.4%	17.3%	15.7%	Does Not Meet	
	Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 36			Overall % of targets met by School: 75.0%		Reading	NO
							Math	NO
Academic Growth	**Median Student Growth Percentile** Description: Growth in CSAP for reading, math and writing 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			E	Overall
		Reading	52	45/55	Median SGP: 34		Does Not Meet	Does Not Meet
		Math	71	45/55	Median SGP: 29		Does Not Meet	
		Writing	66	45/55	Median SGP: 27		Does Not Meet	

*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, subgroup 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		Expectations Met?	
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: Disaggregated groups met adequate growth: median SGP is at or above 45. 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 subgroups, 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 subgroup.		E Does Not Meet	Overall 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	20.1		N/A	N/A		

Accountability Status and Requirements for Improvement Plan

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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	Not identified for Improvement under Title I.

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.	no

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	Sherida Peterson, Chief Academic Officer
	Email	sherida.peterson@hopeonline.org
	Phone	(720) 259-1979
	Mailing Address	367 Inverness Parkway, Suite 225, Englewood, Colorado 80112
2	Name and Title	Janet Filbin, Ph.D. Director of Student Achievement
	Email	janet.filbin@hopeonline.org
	Phone	(720) 475-0648
	Mailing Address	367 Inverness Parkway, Suite 225, Englewood, Colorado 80112

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.
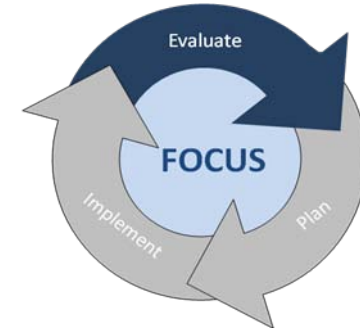
Step One: Gather and Organize Relevant Data
The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance 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)	• CSAP reading data indicate students continue to score significantly below state average for the past 3 years (07/08-09/10). • CSAP reading data indicate steady increases over the past three years (overall 22% P/A in 07/08; 34% P/A in 08/09; 36% P/A in 09/10) while no scores has decreased (overall 6.8% NS in 07/08; 2.2% in 08/09; 1.6% in 09/10) • The percent of students scoring unsatisfactory in reading has decreased over the past 3 years (41% in 07/08; 31% in 08/09; 29% in 09/10). • Three year reading trend data indicates that the .majority of students perform in the partially proficient category. • Three year DIBELS trend data show that only 30% of kindergarteners meet benchmark for early literacy skills. • Reading trend data indicates that students who re-	• In reading, students K-3 perform lower in the areas of phonics, fluency, and vocabulary. • Students in grades 3-10 perform lower on reading standard 1 and 4 as demonstrated by previous CSAP and current Acuity results. • CSAP and Acuity reading data indicate gaps in summarizing and inferring across all grade levels.. • Students who re-enroll tend to perform at a higher level, esp. in	• Learning gaps are not efficiently identified and appropriately addressed to support concurrent instruction in the grade-level expectations. • Student data are not effectively or efficiently used to identify learning needs and monitor progress (skill gaps, differentiated instruction, flexible groupings, interventions) • The online curriculum lacks sufficient alignment to grade-level expectations (i.e. breadth/range of concepts/skills and depth of knowledge) • Instructional programming requirements, including core curriculums, instructional schedules, resources, and interventions, are not consistently implemented. • Current interventions and intervention practices are not consistently meeting learning needs • Professional development practices result in inconsistent knowledge and pedagogy.

	enroll at Hope for at least two consecutive years make greater gains in reading (both status and growth) than those newly enrolled. • The fall Acuity 2010 reading benchmark results indicated that only 44 % of students were predicted to be proficient/advanced on CSAP. The fall MAP 2009 benchmark data suggested that only 31% of students were at or above the 50th percentile. • CSAP writing data indicate students continue to score significantly below state average for the past 3 years (07/08-09/10).. • Results disaggregated by enrollment status (in school less than one year or more), significant differences (p<.001) are noted in CSAP writing performance. Elementary and middle school show positive differences where high school data show a negative trend. • Aggregated writing cohort data from 2008-09 to 2009-10 shows a slight downward trend at most grade-levels. However, while the number of students in a cohort for two years is limited (N=273), the results show that the cohort of students in Hope for two or more years decreased in unsatisfactory performance and slightly increased in the percent performing proficient of advanced • Students across all grade levels struggle with extended writing and writing in a variety of models.Trend ACT scores .indicate that students score lowest in the subject areas of English and reading. • Trend data for math across the past three years show inconsistent gains and declines. Across all grades, Hope continues to perform below the state average. When data is disaggregated by enrollment status (in school less than one year or more), we see a positive, significant differences (p<.001) in CSAP math proficiency for grades 3-6, however, this finding was not evident in grades 7-10.	reading. • Writing performance is lowest in the area of extended writing and writing in a variety of modes • Math performance is lowest in math standard 1 (number sense and operations) and Standard 2 (secondary) Algebraic Thinking. • Science performance in the area of Standard 1 (scientific investigation) and scientific thinking • The subgroup with the greatest gaps across all academic areas are students identified as Hispanic and who are NEP or LEP on CELAplace/CELAPro	• Learning non-negotiables are not continually communicated and consistently enforced. • Communication to students and their families is about expected outcomes (mastery of grade-level expectations, graduation requirements, post-secondary and workforce readiness) is not unified. • Feedback provided to students and families about student progress is sporadic. • Family supports to support achievement and post-secondary and workforce readiness are inconsistent.

	• Cohort trend data in math shows a decline this past year in the percent of students proficient/advanced. • The majority of students in math score unsatisfactory. Fall 2010 Acuity math benchmark results by enrollment status show that fewer new students are predicted to be proficient or advanced than those that are re-enrolled, although both groups perform below the state target. • Three year status results for CSAP science show that Hope students at all levels are significantly below the state targets, although trend data for grades 5 and 10 indicate an upward trend. • Science trend data indicate most students perform in the partially proficient category. • An analysis of the science standards and subconcepts indicate that across all tested grades the subconcept of experimental design and investigations is weak.	
Academic Growth	• Trends over the past two years indicate median growth percentile for reading is below the 55th growth percentile for the elementary, middle, and high school levels (enter data here) • There are differences in individual student growth and the Hope Online Academy median growth percentile for students who are enrolled in Hope for one year or more (Elementary reading for 2009-10 indicate the median growth percentile for students in Hope for 1 year or more is 41 (N=205) while less than 1 year is 14 (N=132); middle school is 46 (N=250) for students in school one year and 20 (N=240) for students less than one year; high school is 6 (N=63) for students in school year or more and 0 (N=431) for students in Hope less than one year. • Writing growth data indicates that the MGP for elementary and middle school increased across the two years that data has been reported, however, the median growth percentile for high school	• Grade 4 reading shows persistently low growth data. • The majority of low growth students were those performing at the partially proficient category.	Same as above

	decreased.		
	• The percent of students catching up was down in elementary, up in middle, and down at the high school level for writing growth.		
	• Math academic growth data show that all levels do not meet the MGP in math, with the exception of grade 7 in the 2009-10 school year.		
	• Two year trend data show a positive trend for all levels.		
	• Elementary shows an increase in the percent of students in math catching up but a slight decrease in grades 6- 10. Gaps are not evident grades 3-5		
	• Growth for student proficient in math is persisted low across all grade levels.		
	• Grades 5 and 9 show an increase in the number of students attaining low growth in the 2009-10 school year. Growth in grades 5 and 9 show the lowest growth for proficient students, indicating that they are at risk for keeping up.		
Academic Growth Gaps	• Subgroup median growth percentiles and percent of students catching up, keeping up, and moving up in reading are inconsistent across the two years of data available across all levels. • While reading gaps exist across all subgroups, CSAP status data gap trends are inconsistent for gender, ELL, F/R lunch but show continuing gaps between ethnic groups. Large gaps exist between White/Asian and nonwhite students. • CSAP status data for 2009-10 writing show a large gender gap at grades 5 and 7 with females out performing males by 18 and 17 percentage points respectively. In addition, gaps across ethnic and ELL subgroups is noted across all levels. • Gaps across all subgroup populations with regards to differences in median growth percentiles in math indicate inconsistent trends. • CSAP status data for 2009-10 shows consistent gender and ethnic gaps across all grades with most boys outperforming girls and White/Asian out	• Students who are identified as Hispanic and ELL have the greatest academic growth gaps across all grades and content areas.	• Same as above

	performing other ethnic groups across all grades. CSAP status data gap trends are inconsistent for ELL, F/R lunch, and IEP.		
• Post Secondary Readiness	• Trend data show that not all eligible Hope students take the ACT test (2009/10-85% participation-trend data) • Trend data indicates that the average composite score of students taking the ACT is less than the state average. The majority of students earned a composite score between 13 and 19, with the average of 15.8 in 2010. • Graduation rates for students at Hope are lower than the state average at 53.6% • The graduation rate for students enrolled at Hope has increased over the past three years	• Algebra and biology are the content areas where fewest students meet the college readiness benchmark for ACT.. • .Graduation rates are increasing but continue to be lower than the state average • Dropout rates are highest for Hispanic females.	• Same as above

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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?

Executive Summary:

Hope Online Learning Academy is a multi-district school that has been operational since the 2005-06 school year. The school was chartered under the Vilas Re-5 School District from the 2005-06 through the 2007-08 school year. Since that time, the Douglas County Re-1 School District (DCSD) assumed the charter authority for Hope. The mission of Hope Online Learning Academy is to provide individualized instruction through an online option for students who are historically underrepresented in the online education system because of access issues (e.g. language, motivation, home supervision, etc.). As an alternative to the traditional online learning model, Hope Online created a unique educational structure using community-based Learning Centers that students attend daily for online and offline instruction. Students are involved in one to one-and-a-half hours per day of Compass Learning, the online curriculum, and the remainder of the day in off-line instruction with center mentors and Hope teachers. Students attend one of the 52 Learning Centers located throughout the 15 school districts where an agreement with Hope exists. The smaller, community-based learning environment is intended to allow for a focus on relationships with both students and families.

Each center is staffed with the following:

- Learning Center director
- Mentor (at least one per twenty students)
- Hope general educator
- Hope reading teacher (K-5)
- DCSD learning specialist
- Student Services Coordinator
- Nurse
- Technology Specialist
- Admissions Specialist

Hope Online Learning Academy trend data suggests that the majority of students enrolled in Hope are highly mobile, have intense learning gaps, and also enter Hope secondary schools with risk factors that may contribute to dropping out, such as prior expulsions and failing grades. To address these concerns, and, in anticipation of accountability sanctions, Hope Online administration created a plan to enhance school improvement efforts. A Director of Student Achievement was hired in the spring of 2009-10 to support the analysis of achievement, language acquisition, attendance, and discipline data and to collect and analyze additional perceptual data from students, teachers, mentors, and family members. In addition, an Instructional Leadership Team was formed to continually assess gaps and instructional needs and to work with the Hope Advisory Leadership Team to prioritize needs, provide direction, and identify appropriate researched practices for implementation across the network of centers. Data walks were initiated and conducted in each learning center three times throughout the school year. Student-level progress monitoring data was provided for each center and Hope teacher after each benchmark assessment. Learning targets based on reading standard 1 and 4 (Colorado revised standards 2 and 4) were identified and unpacked and learning progressions aligned with Colorado state standards, Common Core, and internationally researched learning progressions were identified to provide a diagnostic checklist for teachers and mentors. With the support of DCSD, Hope applied for and was granted Title I Schoolwide status for grades K-5. In addition, a Student Services Team was reconfigured to for the 2010-11

school year to ensure that each center is provided with supports for school wide safety and discipline. As per the Title I plan, NWEA MAP assessments were replaced by the CTB McGraw Hill Acuity benchmarks to provide more diagnostic information to address grade-level curricular and instructional gaps and to provide individual student progress results across time.

Starting in August of the 2010-11 school year, Learning Centers were classified by instructional effectiveness using CSAP data and the Learning Center Management evaluation checklist. Centers were rated as red (intense), yellow (targeted), and green (minimal) to indicate the level of support the center would require to impact achievement and management issues.   Walkthroughs and interviews were conducted with "red" and "yellow" centers by the Hope Instructional Team and plans were developed to support and monitor these centers on an ongoing basis. Lead Instructional Team members conducted initial datawalks for the 2010-11 school year and oversaw the development of an action plan to support reading. Lead members are also charged with oversight to insure implementation of the literacy block with fidelity , making sure action steps of the plan are implemented, and that outcomes are evaluated throughout the year (e.g. schedules are posted and followed). Follow up datawalks will also be conducted using DIBELS and Acuity benchmark results in January, 2011 and again in April/May, 2011. Regularly scheduled walkthroughs and follow up meetings with all center staff and Hope teachers occur no less than one time per month. Hope Online has also partnered with the Douglas County Assurance Team to conduct onsite reviews of all Hope centers. The protocol for these visits is currently being redesigned to reflect implementation checks of the Hope academic expectations. These visits are scheduled to begin January, 2011.

Turnaround Planning Process
Hope Online Academy Elementary and Middle School were designated as Turnaround status in fall, 2010. While the high school was identified for Priority Improvement, the Hope Online Academy and Douglas County administration agreed to include all levels in the Turnaround Plan. To ensure meaningful involvement and investment of stakeholders in the planning and implementation process, the Hope Advisory Leadership Team was expanded and includes Learning Center directors, mentors, parents, Hope general education and reading teachers, Douglas County learning specialists, the Hope technology coordinator, and members from the Instructional Leadership Team, and community members that sit on the Hope Board. This committee meets every 4-6 weeks to engage in formal steps of the process and each member also completes surveys and provides feedback via email between meetings. Multiple sources of data have been and are continuing to be collected and analyzed with the Advisory Team to identify priority areas and to further explore and verify root causes so that improvement strategies are appropriately defined. Each step of the process is shared at the bi-monthly staff trainings. Implementation plans are created in collaboration with general education and reading teachers and shared at regularly scheduled professional development with mentors and directors.   Current implementation of steps is monitored and individual center plans revised based on datawalk information. A complete description of the multiple data sources that were collected, analyzed and reviewed throughout the process with Hope teachers, Instructional team members, and Hope Advisory are included in the addendum. The Hope Online Learning Academy Turnaround Plan will address elementary, middle, and high school indicators. The following analysis of the data was been completed during the 2009-10 and current 2010-11 school year with the Instructional Team, Hope teachers, and the Hope Advisory to help identify trends, priorities, and root causes associated concerns.

Academic Achievement

Reading
Reading has been the major focus for Hope in the past two years. DIBELS results show that less than one-third of students enter kindergarten at benchmark. Hope DIBELS data also shows fewer students maintain skills to remain at benchmark as the grade-level increases. This is true regardless of whether the student is new to Hope or re-enrolled. While kinders enter at a lower benchmark level, Hope data shows that from 55-60% of students are at benchmark at the end of the school year.

Percent at Benchmark on Fall DIBELS

Year	Kinder	1st	2nd	3rd
2007-08	32%	63%	47%	42%
2008-09	25%	54%	48%	35%
2009-10	31%	64%	43%	52%

Trend data for CSAP reading also show that Hope continues to perform below the state average. However, gains are noted for the past two years across most grade levels. When data is disaggregated by enrollment status (in school less than one year or more) we see significant differences (p<.001) in CSAP reading proficiency (see addendum). This data suggest that students who remain in Hope for more than a year tend to perform at a higher level than those who are new enrollments for the year tested, although still below the state target.
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Reading CSAP Percent Proficient/Advanced 2007-08 through 2009-10

Elementary				Middle School				High School			
Grade	2008	2009	2010	Grade	2008	2009	2010	Grade	2008	2009	2010
3	36	35	47	6	32	41	36	9	17	31	30
4	27	35	32	7	28	38	43	10	12	37	38
5	25	31	38	8	17	27	30				

Review of multi-year CSAP results by standard, substandard, and skills provided by Douglas County School District show that across every grade, Reading standard 1 **nonfiction** is the substandard where students score the lowest.   In grade 7, students not only score lower in nonfiction but in vocabulary as well.   Both CSAP results and the Acuity fall 2010 data indicate that skills related to summarizing and inferring are the two areas where students score lowest. In addition, fewer points overall are achieved on higher depth of knowledge constructed responses where students must explain their thinking.

The AYP data publicly reported for Hope in 2008-09 included only participation information and indicated that Hope had met AYP. The 2009-10 AYP reports available from CDE show that Hope met participation across all three levels but only met targets through performance or matched cohort for middle and high school.

2009-10 AYP for Reading

Level	Participation	Target's Met	Made Reading Target
Elementary	Yes	27/36	No
Middle	Yes	33/38	Yes
High Schools	Yes	19/27	No

While overall Hope did not meet AYP in 2009-10, some of the levels did meet the targets in reading. Hope elementary failed to make AYP in reading for the 2009-10 school year but the middle and high school levels did meet targets. The middle school grades made AYP with students who were identified as White meeting the performance target while students in other ethnic categories, ELLs, and economically disadvantaged met targets through the matched cohort. At the high school level students who were white made the performance target and students classified as economically disadvantaged met the target through matched cohort.

Writing

Three year trend data in writing show that Hope students do not meet state targets. When data is disaggregated by enrollment status (in school less than one year or more), significant differences (p<.001) are noted in CSAP writing performance (see addendum). Elementary and middle school show positive differences where high school data show a negative trend. This data may suggest that elementary and middle students who remain in Hope for more than a year tend to perform at a higher level than those who are new enrollments for the year tested.

Writing CSAP Percent Proficient/Advanced 2007-08 through 2009-10

Elementary				Middle School				High School			
Grade	2008	2009	2010	Grade	2008	2009	2010	Grade	2008	2009	2010
3	22	14	23	6	18	23	24	9	7	13	8
4	17	20	13	7	19	19	25	10	3	13	12
5	21	17	19	8	9	17	15				

Aggregated writing cohort data from 2008-09 to 2009-10 shows a slight downward trend at most grade-levels (see addendum). However, while the number of students in a cohort for two years is limited (N=273), the results show that the cohort of students in Hope for two or more years decreased in unsatisfactory performance and slightly increased in the percent performing proficient of advanced (see addendum)

A review of CSAP results by standard and subcontent areas indicate that the subcontent areas identified as weakest include:
- Paragraph writing
- Extended writing
- Mechanics

Elementary needs identified across grades 3-5 include:
1. Write in a variety of modes (narrative, expository, descriptive) Note, new standards narrative persuasive, explanatory
2. Organize writing

Secondary needs identified across grades 6-10 include
1. Write in a variety of modes (narrative, expository, descriptive) Note, new standards narrative persuasive, explanatory
2. Organize writing
3. Use a variety of sentence structures

Math

Trend data for math across the past three years show inconsistent gains and declines. Across all grades, Hope continues to perform below the state average. When data is disaggregated by enrollment status (in school less than one year or more), we found a positive, significant differences (p<.001) in CSAP math proficiency for grades 3-6, however, this finding was not evident in grades 7-10 (see addendum)

Math Percent Proficient/Advanced 2007-08 through 2009-10

Elementary				Middle School				High School			
Grade	2008	2009	2010	Grade	2008	2009	2010	Grade	2008	2009	2010
3	32	27	46	6	19	17	21	9	3	4	6
4	27	33	31	7	12	15	13	10	1	2	5
5	21	19	26	8	8	12	10				

Cohort trend data shows a decline this past year in the percent of students proficient/advanced (see addendum) The majority of students in math score unsatisfactory. Fall 2010 Acuity benchmark results by enrollment status show that fewer new students are predicted to be proficient or advanced than those that are re-enrolled, although both groups perform below the state target. (see addendum).

Initial AYP reports available from DCSD show that Hope met participation across all three levels but did not meet AYP at any level in math.

2009-10 AYP for Math

Level	Participation	Target's Met	Made MathTargets
Elementary	Yes	27/36	No
Middle	Yes	33/38	No
High Schools	Yes	19/27	No

Hope elementary failed to make AYP in math for the 2009-10 school year but did meet the performance target for White. Elementary did not meet students who were Hispanic and ELL. Middle and high school levels met the target for Whites only through matched cohort.

Students are weak in all standards assessed with the Math CSAP, however, analysis of CSAP results by standard, subcontent, and skills indicate that number sense and operations appear to be the most challenging areas for grades 3-7. In grades 8-10, linear and non-linear functions and multiple representations of functions are most problematic for students.

Science

Three year status results for CSAP science show that Hope students at all levels are significantly below the state targets, although trend data for grades 5 and 10 indicate an upward trend. Trend data indicate most students perform in the partially proficient category.

Science CSAP Percent Proficient/Advanced 2007-08 through 2009-10

Grade	2008	2009	2010	Grade	2008	2009	2010	Grade	2008	2009	2010
5	9	12	17	8	7	7	6	10	6	15	18

Analysis of the standards and subconcepts across the past three administrations indicate that across all tested grades the subconcept of experimental design and investigations is weak.

Priority Needs:
In reading, students K-3 perform lower in the areas of phonics, fluency, and vocabulary.
Students in grades 3-10 perform lower on reading standard 1 and 4 as demonstrated by previous CSAP and current Acuity results.
Reading CSAP and Acuity data indicate gaps in summarizing and inferring across all grade levels.
Students who re-enroll tend to perform at a higher level.
Writing performance is lowest in the area of extended writing and writing in a variety of modes
Math scores indicate trend data that suggests standard 1 (number sense and operations) and standard 2 (secondary) Algebraic Thinking are areas of weakness.
Standard scores across several years indicate low performance in the area of Standard 1 (scientific investigation) and scientific thinking.

Root Causes:
Learning gaps are not efficiently identified and appropriately addressed to support concurrent instruction in the grade-level expectations.
Student data are not effectively or efficiently used to identify learning needs and monitor progress (skill gaps, differentiated instruction, flexible groupings, interventions)
The online curriculum lacks sufficient alignment to grade-level expectations (i.e. breadth/range of concepts/skills and depth of knowledge)
Instructional programming requirements, including core curriculums, instructional schedules, resources, and interventions, are not consistently implemented.
Current interventions and intervention practices are not consistently meeting learning needs
Professional development practices result in inconsistent knowledge and pedagogy.
Learning non-negotiables are not continually communicated and consistently enforced.
Communication to students and their families is about expected outcomes (mastery of grade-level expectations, graduation requirements, post-secondary and workforce readiness) is not unified.
Feedback provided to students and families about student progress is sporadic.
Family supports to support achievement and post-secondary and workforce readiness are inconsistent.

Root Cause Verification:
Teacher focus groups conducted in May, 2010 indicated that the majority of teachers were not fully using the NWEA MAP reports to guide instruction. MAP results analyzed throughout the 2009-10 school year revealed a large number of students who did not test or repeated tests, compromising the validity of the results. Since the MAP is an adaptive assessment, the results also did not provide information to show what skills students were able to perform at grade-level and those where students' struggled. One of the major improvement strategies initiated during the 2009-10 school year was to unpack the specific skills areas where students appeared to be having the greatest difficulty and where current improvement research from Marzano, Stiggins, Reeves, and the National Center for Assessment have demonstrated impact on learning. Reading Learning Targets were identified and learning progressions for each target were created and validated with international research and relation to the Common Core. While spring, 2010 staff surveys from teachers and mentors indicate they are aware of these targets, overall feedback and Advisory Committee input show that all staff need to be further grounded in these concepts to better connect curriculum and instruction in the literacy block.
Starting in spring, 2009, Hope staff began to analyze the online curriculum in relation to the state standards. Gaps in the range, breadth, and depth were noted. Further work was completed in fall of 2010 to determine where each of the online and offline tools were aligned with both the standards and the learning targets. Where gaps are noted, offline instruction is developed to augment. Further information will be collected as this focus continues.
Mentors, teachers, and Hope Advisory members cited the need to additional professional development with respect to implementing the literacy block. When CSAP and Acuity results are disaggregated by centers, the data reveals that those centers with a strong offline reading curriculum show the greatest gains. Interviews with center staff and Hope teachers indicated that the majority of these centers use Reading A-Z as a core curriculum for grades K-6. After researching the A-Z curriculum and receiving Title I funding, Hope purchased and is implementing this core reading program as a part of the required 90 minute literacy block. Lexia, an online reading intervention, was piloted in 2009-10 will full implementation as a part of the literacy block in 2010-11. By the end of the 09-10 school year, the percent of kindergarteners at benchmark had increased to 65%. In looking at the prior year NWEA MAP scores and lexile results compared with CSAP and the current A reading efficacy survey was administered to students in October, 2010. Results indicate that while 77% of students feel that they are becoming better readers, only half are reading at home. Acuity results, students who score high unsatisfactory and in the partially proficient category appear to be students who would benefit from instruction in fluency and comprehension strategies. Specifically, both CSAP and Acuity results indicate that the lowest scores are associated with skills related to the concept of summarizing. Gaps in phonics and vocabulary skills have been noted in second language learners at the elementary level in the DIBELS data. The observations of the ELL coordinator also confirm the need for direct vocabulary instruction by mentors.
Audits of student work in Odyssey Writer and grades verify that students do not often put much effort into their writing, do not expand on the topic, and submit work that lacks content and organization. Audits also show that many students do not get feedback on this written work from mentors. Interrater reliabilities when scoring Acuity constructed responses is low between some of the teachers and mentors and the second scorer.
While a preliminary alignment review of the Compass curriculum in the summer of 2009 showed that gaps in coverage and depth exist, further investigation to the extent of this issue is needed. Teacher and Hope Instructional Team observations confirm that centers that do better in the area of math rely on a structured offline curriculum, such as

Everyday Math by CTB/McGraw Hill that is taught daily in conjunction with the online curriculum.
The Hope Advisory reinforced the opinion that mentors are not armed with sufficient understanding mathematical thinking, however, a formal investigation of teacher/mentor knowledge and efficacy is necessary to best structure professional development.

Academic Growth

Reading

Growth data for Hope has only been reported for since the 2008-09 school year. Academic growth data show that the elementary and middle schools do not meet the MGP in reading, with the exception of grade 7 in the 2009-10 school year.   However, two year trend data show a positive trend for both levels. High school growth was at the 50th MGP for two consecutive years (47 within the CI for grade 9). The percent of students catching up and keeping up in elementary and middle school increased from 2009 to 2010, however, a slight decrease was seen at the high school level in both categories.   All levels are below the state average in reading. Grade 4 shows persistently low growth data. The majority of low growth students were those performing at the partially proficient category. Grade 10 shows an increase in low growth. Of these, only 26% of students unsatisfactory are on track to catch up and only 29% of students partially proficient are making sufficient growth to catch up.

Reading Growth Data 2008/09-2009-10

Reading	% P/A in 2008-09	MGP in 2008-09	% Catch Up	% Keep Up	% P/A in 2009-10	MGP in 2009-10	% Catch Up	% Keep Up
Elementary	33	31	15	58	39	37	27	59
Middle	32	38	22	55	36	43	24	77
High	35	53	23	85	34	50	17	79

Writing

Growth data for writing indicates that the MGP for elementary and middle school increased across the two years that data has been reported, however, the median growth percentile for high school decreased. The percent of students catching up was down in elementary, up in middle, and down at the high school level. Grades 8-10 have increased in the percent of students attaining low growth. Students with low growth are in all performance categories in grade 8 and 10 but the majority in grade 9 are students who are proficient, indicating these are students at risk for keeping up.

Writing Growth Data 2008/09-2009-10

Writing	% P/A in 2008-09	MGP in 2008-09	% Catch Up	% Keep Up	% P/A in 2009-10	MGP in 2009-10	% Catch Up	% Keep Up
Elementary	17	22	15	44	19	30	14	54
Middle	19	34	11	35	21	39	9	48
High	13	45	0	67	10	36	3	37

Math

 Academic growth data show that all levels do not meet the MGP in math, with the exception of grade 7 in the 2009-10 school year.   However, two year trend data show a positive trend for all levels. Elementary shows an increase in the percent of students catching up but a slight decrease in grades 6- 10.   Gaps are not evident in grades 3-5. Growth for student proficient in math is persisted low across all grade levels. Grades 5 and 9 show an increase in the number of students attaining low growth in the 2009-10 school year. Growth in grades 5 and 9 show the lowest growth for proficient students, indicating that they are at risk for keeping up.

Writing Growth Data 2008/09-2009-10

Math	% P/A in 2008-09	MGP in 2008-09	% Catch Up	% Keep Up	% P/A in 2009-10	MGP in 2009-10	% Catch Up	% Keep Up
Elementary	27	28	10	41	35	30	14	35
Middle	14	27	4	32	15	33	3	44
High	3	36	1	--	6	41	0	--

Priority Needs:
Grade 4 reading shows persistently low growth.
The majority of students with low growth were those performing at the partially proficient category.

Root Causes:
See Academic Status Root Causes

Root Cause Verification:
See Above

Academic Growth Gaps

Reading
Subgroup median growth percentiles and percent of students catching up, keeping up, and moving up are inconsistent across the two years of data available.
CSAP status data gap trends are inconsistent for gender, ELL, F/R lunch but show continuing gaps between ethnic groups. Large gaps exist between White/Asian and nonwhite students (see addendum). Since the number of students with IEPs is less than 16 for each grade level and the total population has remained around five percent, results for that subgroup is not included in the disaggregation by grade.

Writing
CSAP status data for 2009-10 show a large gender gap at grades 5 and 7 with females out performing males by 18 and 17 percentage points respectively. In addition, gaps across ethnic and ELL subgroups is noted across all levels. Gaps across all subgroup populations with regards to differences in median growth percentiles indicate inconsistent trends.

Math
CSAP status data for 2009-10 shows consistent gender and ethnic gaps across all grades with most boys outperforming girls and White/Asian out performing other ethnic groups across all grades. CSAP status data gap trends are inconsistent for ELL, F/R lunch, and IEP. Subgroup growth performance trends are inconsistent for gender and show gaps by ethnicity.

Further unpacking status and growth data across all categories shows that students identified as Hispanic and those that are NEP or LEP are the students who have the lowest status and growth scores. Students who are Hispanic also represent largest population of non-White and free/reduced lunch subgroups (see addendum). In addition, students who are identified as Spanish speakers are the largest population of second language learners (esp. NEP) and who are also have the greatest gaps across all academic areas.

Priority Needs:
Students who are identified as Hispanic and ELL demonstrate low performance across all grades and content areas.

Root Causes:
See Academic Status Root Causes

Root Cause Verification:
See Above

Post Secondary Workforce Readiness

ACT
Hope Online Learning Academy's ACT scores are well below the state average with 3 year trend data indicating a dip and then upward trend. While increasing, English and reading scores across all three years continue to be the lowest subscores. Data from ACT administrations shows that participation levels in ACT administration are low (e.g. 12% of eligible 11th graders did not show up for the 2010 testing). It is expected that the increased emphasis on secondary language arts and math will help students to be better prepared to take this test. Trend ACT data indicate that algebra and biology are the content areas where fewest students meet the college readiness benchmark.

CO-ACT State and Hope Trends

	Hope 2007-08	State 2007-08	Hope 2008-09	State 2008-09	Hope 2009-10	State 2009-10
Composite	15.3	20.4	16.1	20.0	15.8	20.0
English	13.6	19.4	14.7	19.0	14.3	19.2
Math	15.5	20.0	16.0	19.8	16.2	19.9
Reading	15.6	20.4	16.2	20.4	15.9	20.2
Science	15.7	20.4	16.7	20.1	16.3	20.1

Graduation/Dropout
Given that Hope is only in its fifth year of operation, only one year of graduation rate data is available. The graduation rate for Hope for 2009 was 56.34 %. While this is well below state average, an initial review of credit history of students coming into Hope indicate that most students need to recover credits and accelerate credit recovery to be on track for an on-time graduation. Over 170 students graduated from Hope Online in the 2009-10 school year. Of those, only 77 students enrolled during the first semester of 2009-10 with the 18 credits necessary to be classified as a senior. The remaining students were able to catch up credits by June, 2010. The average GPA of the 2010 graduates at the time of enrollment was 1.54. The cumulative GPA for these students at graduation increased to 2.06. Transcript reviews also show that most of these students have multiple failed classes, a risk indicator associated with dropout. While the sample was limited, there is a need to further investigate the relationship between students' credit recovery or acquisition trajectory and the length of time it takes for a student to graduate or dropout/with drawl. In addition, a data collection method for collecting information from dropouts will be critical to accurately identify these students for whom additional supportive planning must exist to help them achieve a diploma.

Trend Graduation/Dropout Rates

Year	Total Graduates	Graduation Rate	Drop-out
2007-08	47	not reported	not reported
2008-09	140	not reported	9.5
2009-10	170	56.3%	10.8

Of the students that graduated in 2010, 49% were female and 51% were male. White students comprised 47% of the graduates while 53% were non-white. Of those, 36% were students identified as Hispanic and 51% were female. Six percent of students were English language learners and six percent were students with IEPs.

2008-09 Dropout Information

Grd	Total	Total Dropout Rate	Female Total Dropout Rate	Male Total Dropout Rate		Black Dropout Rate	Black Female Dropout Rate	Black Male Dropout Rate		Hispanic Dropout Rate	Hispanic Female Dropout Rate	Hispanic Male Dropout Rate		White Dropout Rate	White Female Dropout Rate	White Male Dropout Rate
7	8	3.7	3.0	4.4		0.0	0.0	0.0		5.5	5.6	5.4		4.1	0.0	b
8	10	3.1	2.6	3.4		1.8	3.8	0.0		4.2	4.0	4.3		2.1	0.0	4.0
9	75	13.9	15.9	12.4		15.6	18.4	12.8		15.4	19.4	11.6		10.6	5.4	12.9
10	55	8.6	7.2	9.9		2.2	0.0	4.7		10.4	9.4	11.7		8.5	6.4	9.9
11	61	9.8	8.4	11.2		7.8	3.9	11.8		12.1	12.5	11.7		7.9	6.4	9.4
12	78	11.3	10.4	12.1		11.7	11.1	12.2		14.2	15.4	13.0		9.3	7.9	10.6
ALL	287	9.5	8.8	10.0		7.3	6.4	8.2		11.2	12.1	10.2		8.2	6.0	9.9

The one year of Hope data available suggests that males are at a higher risk for dropping out. In addition, students identified Hispanic have higher dropout rates than any other ethnic category reported. Of this subpopulation, Hispanic females have the highest dropout rates.

Priority Needs:
All eligible students do not participate in ACT.
Algebra and biology are the content areas where fewest students meet the college readiness benchmark for ACT..
Graduation rates are increasing but continue to be lower than the state average
Dropout rates are highest for Hispanic females.

Root Cause Verification:
Anecdotal records from Hope Student Services also indicate that students with poor attendance and discipline issues are more likely to drop out; however, a verification study has not been conducted to support these assumptions. In addition, some students avoid testing since they previously experienced failure and negative peer/adult interactions.

In addition to these, other root causes identified by the committee that require further investigation include access to and completion of coursework when pregnancy or home situations preclude students from attending; student awareness of course and graduation planning, impact of attendance on course completion and graduation, impact of discipline referrals and consequences on attendance, graduation, and dropout rates, and impact of affiliation with center staff on attendance and dropout.

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.
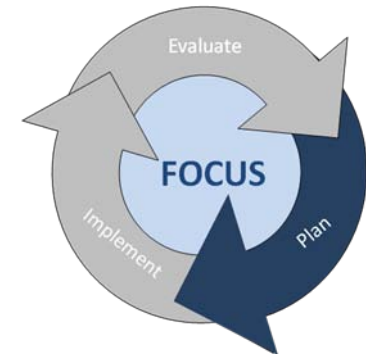
Example of an Annual Target for a Title I Elementary School

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		Interim Measures for 2010-11	Major Improvement Strategies
			2010-11	2011-12		
Academic Achievement (Status)	CSAP, Acuity Progress Probes	R	By the end of the 2010-11 school year, 44% of students grades 3-5 41% of students grades 6-8\ 40% of students grades 9-10 will score proficient/advanced on the reading CSAP. The percent of students scoring proficient on Standard 1 will increase by 10 percentage points.	By the end of the 2011-12 school year, 50% of students grades 3-5 47% of students grades 6-8 46% of students grades 9-10 will score proficient/advanced on reading CSAP. The percent of students scoring proficient on standard 1 will increase by 15 percentage points.	DIBELS benchmark (grades K-3) administered 3 times throughout the year. Acuity benchmark assessments administered 3 times throughout the year.. Progress Monitoring probes based on Standard 1 and 4 administered 3-6 times throughout the year.	Realign the curriculum with the revised Colorado academic standards and augment with additional curricular resources where insufficient coverage and/or depth of knowledge are noted. Provide high quality, job embedded professional development aligned with the instructional program developed and designed with all instructional staff to ensure each is equipped with the content knowledge and pedagogical strategies to appropriately scaffold instruction. Establish an accountability structure, communicate rigorous academic expectations, and monitor follow through. Increase home/school partnership and communications

		M	By the end of the 2010-11 school year, 37% of students grades 3-5 17% of students grades 6-8 15% of students grades 9-10 will score proficient/advanced on the math CSAP. The percent of students scoring proficient on standard 1 will increase by 5 -percentage points.	By the end of the 2011-12 school year, 42% of students grades 3-5 22% of students grades 6-8 20% of students grades 9-10 will score proficient/advanced on math CSAP. The percent of students scoring proficient on standard 1 will increase by 15 percentage points.	Acuity benchmark assessments administered 3 times throughout the year.. Progress Monitoring probes based on Standard 1 and 2 administered 3-6 times throughout the year.	Same as above
		W	By the end of the 2010-11 school year, 25% of students grades 3-5 26% of students grades 6-8 17% of students grades 9-10 will score proficient/advanced on the writing CSAP.	By the end of the 2011-12 school year, 30% of students grades 3-5 31% of students grades 6-8 22% of students grades 9-10 will score proficient/advanced on writing CSAP.	Progress probes aligned with the reading/writing learning targets administered 6 times per year. Conference scoring of student work with teachers and mentors	Same as above
		S	By the end of the 2010-11 school year, 20% of students grade 5 9% of students grade 8 21% of students grade 10 will score proficient/advanced on the science CSAP. The percent of students scoring proficient on standard 1 (investigation) will increase by 2 percentage points.	By the end of the 2011-12 school year, 25% of students grade 5 14% of students grade 8 26% of students grade 10 will score proficient/advanced on the science CSAP. The percent of students scoring proficient on standard 1 will increase by 5 percentage points.	Progress probes aligned with the science learning targets administered 6 times per year.	Same as above

	AYP (Overall and for each disaggregated groups)	R	Based on the 2011 CSAP, achieve the state target for the 2010-11 AYP in reading at all levels in reading through meeting targets and/or matched cohort, including all subgroups	Based on the 2012 CSAP, achieve the state target at all levels meeting the performance target in elementary and middle school and through matched cohort at the high school. All subgroups will meet AYP targets through matched cohort.	DIBELS benchmark (grades K-3) administered 3 times throughout the year. Acuity benchmark assessments administered 3 times throughout the year.. Progress Monitoring probes based on Standard 1 and 4 administered 3-6 times throughout the year.	Same as above
		M	Based on the 2011 CSAP, the number of students achieving partially proficient will increase by 15 percentage points. The AYP targets for 2011 will be met at all levels by meeting matched cohort, including all subgroups	Based on the 2012 CSAP, the percent of students will increase by 35 percentage points. The AYP targets for 2011 will be met at all levels by meeting matched cohort, including all subgroups	Acuity benchmark assessments administered 3 times throughout the year.. Progress Monitoring probes based on Standard 1 and 2 administered 3-6 times throughout the year	Same as above
Academic Growth	Median Student Growth Percentile	R	By the end of the 2010-11 school year, the Median Student Growth Percentile in Reading will be 42.	By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 50.	Acuity Assessments (administered 3 times during the year). Goals for the fall to winter and winter to spring growth indicators will be typical or exceeds for all students.	Same as above
		M	By the end of the 2010-11 school year, the Median Student Growth Percentile in Math will be 48.	By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.	Acuity Assessments (administered 3 times during the year). Goals for the fall to winter and winter to spring growth indicators will be typical or exceeds for all students.	Same as above

		W	By the end of the 2010-11 school year, the Median Student Growth Percentile in Writing will be 55.	By the end of the 2011-12 school year, the Median Student Growth Percentile in Writing will be 57.	All students will demonstrate gains in writing performance assessments across the year.	Same as above
Academic Growth Gaps	Median Student Growth Percentile	R	By the end of the 2010-11 school year, the school will meet SPF growth expectations for students designated as ELLs, F/R Lunch eligible and Minority (MGP of 45 if below adequate growth percentile; MGP of 55 if above adequate growth percentile). 35% of the students scoring below proficient will make catch-up growth.	By the end of the 2011-12 school year, the school will exceed SPF growth expectations for students designated as ELLs, F/R Lunch eligible and Minority (MGP of 60 if below adequate growth percentile; MGP of 70 if above adequate growth percentile). 50% of the students scoring below proficient will make catch-up growth.	Acuity Assessments (administered 3 times during the year). Goals for the fall to winter and winter to spring growth indicators will be typical or exceeds for all students	Same as above with action steps related to vocabulary development and enhanced phonics and language acquisition instruction
		M	By the end of the 2010-11 school year, the school will meet SPF growth expectations for students designated as ELLs, F/R Lunch eligible and Minority (MGP of 45 if below adequate growth percentile; MGP of 55 if above adequate growth percentile). 35% of the students scoring below proficient will make catch-up growth.	By the end of the 2011-12 school year, the school will exceed SPF growth expectations for students designated as ELLs, F/R Lunch eligible and Minority (MGP of 60 if below adequate growth percentile; MGP of 70 if above adequate growth percentile). 50% of the students scoring below proficient will make catch-up growth.	Acuity Assessments (administered 3 times during the year). Goals for the fall to winter and winter to spring growth indicators will be typical or exceeds for all students	Same as above
		W	By the end of the 2010-11 school year, the school will meet SPF growth expectations for students designated as ELLs, F/R Lunch eligible and Minority (MGP of 45 if below adequate growth percentile; MGP of 55 if above adequate growth percentile). 35% of the students scoring below proficient will make catch-up growth.	By the end of the 2011-12 school year, the school will exceed SPF growth expectations for students designated as ELLs, F/R Lunch eligible and Minority (MGP of 60 if below adequate growth percentile; MGP of 70 if above adequate growth percentile). 50% of the students scoring below proficient will make catch-up growth.	Common writing progress monitoring probes administered 6 times throughout the year will demonstrate gains for all students, with notable increases in vocabulary and language use for students who are ELL and/or identified as Hispanic.	Same as above

Post Secondary & Workforce Readiness	Graduation Rate	The 2011 graduation rate will increase to 60%.	The 2012 graduation rate will increase to 65%.	Monthly credit reviews for ICAP	Same as above
	Dropout Rate	The dropout rate in 2012 will decrease by 3 percentage points The dropout rate for females identified as Hispanic will decrease by 1 percent.	The dropout rate will decrease by 5 percentage points in 2012. The dropout rate for females identified as Hispanic will decrease by 3 percent.	Attendance rates Participation rates	
	Mean ACT	The 2011 Mean ACT Composite Score will be 16	The 2012 Mean ACT Composite Score will be 18	Attendance rates at school ACT Prep participation	Same as above

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:
Realign the curriculum with the revised Colorado academic standards and augment with additional curricular resources where insufficient coverage and/or depth of knowledge are noted.

Root cause addressed by improvement strategy:
The online curriculum lacks sufficient alignment to grade-level expectations (i.e. breadth/range of concepts/skills and depth of knowledge); current interventions and intervention practices are not consistently meeting learning needs.

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

X 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
Re-align the reading instructional program (online reading curriculum, offline programs and lessons, and interventions) with the revised standards and Hope learning targets and look fors. Develop additional off line lessons related to learning targets to reinforce skills, Create reading curriculum maps to help teachers and mentors to select lessons to reinforce specific skills where students may have gaps.	September, 2010-June, 2011 December, 2010-August, 2011 March-July, 2011	Literacy Specialist Curriculum Specialist Hope Instructional Team	Literacy specialist salary-Title I .25 FTE Curriculum Specialist salary-school funds 10 Instructional team workdays	• The K-12 targets and look fors will be aligned with online and offline curriculum and reading intervention and posted on the google site by August, 2011. • Additional lessons to augment learning targets and gaps found in the curriculum are completed and posted to the google site by August, 2011. • A K-12 curriculum map outlining existing core curriculum lessons and interventions will be available and posted on the google site by August, 2011. • Teacher and mentor surveys administered in Jan/Feb, 2012 will indicate they have accessed resources and integrated into practice.
Continue to research and identify key	October, 2010 to	Hope Instructional	.5 % FTE Curriculum	• A list of key comprehension strategies and

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
comprehension strategies related to the priority needs (i.e. summarizing, inferring) that will assist students to become more effective readers, link current materials, and create additional materials/lessons for strategies. Develop constructed response items and rubrics to include in comprehension progress monitoring probes for summarizing and inferring.	ongoing January-May, 2011	Team	Manager salary	resources for each of the comprehension strategies related to the learning targets that will be focused on schoolwide throughout the year will available on the google site by August, 2011. • Teacher and mentor surveys, administered in Jan-Feb, 2012 will indicate that they use these resources to help reinforce instruction in the schoolwide strategy. • Student interviews conducted throughout the 2011-12 school year will indicate that students are aware of the schoolwide comprehension strategy. • Acuity benchmark data will indicate progress in standard 1 and 4 comprehension strategies. • A bank of CR items and corresponding rubrics are available in Acuity starting in March, 2011. • Progress monitoring probes are created and students are tested at least once between benchmark assessments starting in March, 2011.
Identify the concepts/skills that current reading interventions target (Lexia, My Reading Coach, Jolly Phonics, Reading Plus) and create indicators for matching students to appropriate RtI interventions.	November, 2010-January, 2011	Literacy Specialist Director of Student Achievement	.5 FTE Literacy specialist salary-Title I	• A list of qualifications for each intervention will be developed, posted on the google site, and reviewed with teachers and center RtI teams by August, 2011. • Weekly reviews of reading program reports will indicate that students are using interventions as prescribed. • 2011-12 Acuity benchmark data will be analyzed throughout the school year to determine impact on reading achievement.
Complete an analysis of student writing in Compass and teacher/mentor scoring and feedback.	January, 2011-ongoing	Manager of Curriculum Hope Instructional Team	.2 & salary of Curriculum Manager's salary	• A report indicating the quantity and quality of student writing and feedback provided is completed and shared with the Instructional and Advisory Leadership team at the February, 2011 meeting.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Create/collect exemplars for writing requirements in the curriculum. Research the modes of writing addressed in the online curriculum. Create a bank of writing prompts and rubrics to support different writing modes.	January, 2011- ongoing March-May, 2011 January-May, 2011			• Exemplars will be available on the google site by February, 2011. • Student and mentor interviews throughout the 2011-12 school year indicate exemplars are used for instruction and students understand requirements. • Meeting minutes from the February, 2011 Advisory meeting indicate a list of PD considerations. • A plan for professional development is created for the 2011-12 school year and shared with the Advisory Team in March, 2011. A list of writing assignments by grade, content, and type available in the online curriculum will be created and posted on the google site by August, 2011. A bank of prompts and rubrics will be available on the google site starting January, 2011. • Teacher/mentor surveys administered Jan-Feb, 2012 indicate writing resources are used to inform instruction.
Conduct a realignment study between the Compass math curriculum and the Colorado math standards/GLEs. Explore K-12 offline math curricula to supplement the online curriculum and make recommendation to the Advisory Committee. Purchase recommended math offline curriculum materials. Redesign online curriculum assignment lists for each grade level based on math GLEs. where results indicate misalignment.	January-March, 2011 Jan. – April 2011 July, 2011 July 2011	Math Specialist Instructional Team	.5 FTE Math specialist salary-school funds Math curriculums-$8,000- school funds	• A report of the gaps in alignment by grade level and standard will be completed and used to create offline lessons that support the purchased curriculum by March, 2011. • Math curricula for the elementary, middle, and high school levels are reviewed and a report for the Advisory is presented at the April, 2011 meeting. • A math curriculum is purchased, if needed, by July, 2011. • The Compass assignment lists are completed and distributed to all teachers and mentors in August, 2011. • Recommendations for a K-2 math assessment are made to the Hope Advisory Committee at the May, 2012 Advisory meeting.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Research K-2 math assessment to use alongside Acuity to ensure that all students in grades K-12 are making growth in mathematics. Purchase or develop a K-2 math assessment.	November, 2011-April, 2012 June, 2013			• Meeting minutes indicate considerations and decisions regarding K-2 math assessment. • A K-2 math assessment is purchased and administered in the 2012-13 school year.
Establish a science standard work team. Create examples of how to use the RIDE strategy with science problems and provide training at a teacher faculty meeting to show how to implement. Develop strategies to provide additional scientific academic language support to second language learners. Research and develop science learning targets related to key science standards/ major concepts, and learning progressions. Create performance assessments in Acuity to support the use of the RIDE strategy in scientific problem-solving. Conduct a comprehensive realignment study of the coverage and depth of the online curriculum with the standards and GLEs. Make recommendations for a supplemental science curriculum to the Advisory Committee. Develop scripted off line lesson plans that Address the scientific method that address	April 2011 April, 2011 June-September, 2011 June, 2011-ongoing June-August, 2012 August, 2012-December, 2012 January, 2013 September,	Science Workgroup ELL Coordinator Curriculum Manager Director of Student Achievement	$2,000 stipends for workgroup additional time-school funds $400-snacks/materials for mini-conference-presentations-school funds	• A list of team of qualified content experts, meeting dates, and working agendas are available, by April, 2011. • RIDE strategy applied to science investigations are available on the google site by April 2011. • Strategies to support the development of scientific thinking and language development are created and available for teacher/mentors on the Hope google site, summer 2011. • Teacher interviews conducted at the end of the 2010-11 year indicate an understanding of how to use the RIDE strategy with math problems • Science learning targets are created and available on the google site by November, 2011, • Acuity assessment results indicate that students are applying the RIDE strategy to problem-solving • CSAP and Acuity CRs indicate that students are applying problem-solving to CRs and progressing in standard 1-scientific investigation • A list of gap areas with respect to coverage and cognitive complexity are available and shared with the Hope Advisory and Hope teachers by June, 2012. • Offline lessons are available to teachers/mentors on the google site starting in September, 2011. • A science/math community project is implemented at each center and a presentation

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
gaps or supplement the current curriculum with hands-on activities. Create a schoolwide activity related to social responsibility in science/math and implement across all centers.	2011-ongoing, April, 2012			is conducted with community members during the 2011-12 school year. • Written reports from students show knowledge of scientific investigation and problem-solving • Parent surveys conducted in March-May, 2012 indicate students are demonstrating scientific thinking at home

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Develop the required components Hope Online ICAP process	May 2011	Graduation and Career Planning Resource Team Business partners Instructional Team Technology Team Hope Online K-8 teacher representatives	$1,000 Teacher stipend for planning and curriculum review $500 printing and copying and distribution	• A scope and sequence of the ICAP requirements for high school students is completed and shared with teachers, mentors/directors, students, and parents by August, 2011. • A minimum of two assessments have been identified and purchased for use including versions in Spanish by August, 2011. • A curriculum is linked on the google site with specific instructions for use by August, 2011. • The annual student affiliation/aspiration survey conducted in winter will indicate students understand the relationship between high school academics and future careers. • The annual parent survey conducted in winter each year will show parents report an increased understanding of their student about the importance of school and future career. • Activities are available on the Hope Online Web Site to promote career development for student K-12 by May, 2012 and Instructional Team walkthroughs will indicate these activities one time a week.
Identify career assessment for all high school students as a component of the ICAP	June 2011			
Identify curriculum to support Hope Online ICAP process including, career, contextual and service learning and participation in the ACT	July 2011			
Develop the ICAP implementation process for high school students	August 2011			
Enhance community experiences designed to support the integration of academics and career development	December 2011			
Identify resources, curriculum and activities to support career development for students in grades K-8	May 2012			

Major improvement strategy 2:

Provide high quality, job embedded professional development aligned with the instructional program collaboratively developed and designed with all instructional staff to ensure each is equipped with the content knowledge and pedagogical strategies to appropriately scaffold instruction.

Root cause addressed by improvement strategy:

Learning gaps are not efficiently identified and appropriately addressed to support concurrent instruction in the grade-level expectations; student data are not effectively or efficiently used to identify learning needs and monitor progress (skill gaps, differentiated instruction, flexible groupings, interventions), professional development practices result in inconsistent knowledge and pedagogy.

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

                  X 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
Develop a systems-wide RtI tracking method to identify and monitor students who need targeted instruction in addition to the core programs and train teachers, mentors, and directors in the process.	September, 2010-ongoing	Director of Student Services DCSD Special Education Coordinator ELL Coordinator Hope Instructional Team	.5 FTE Director of Student Services Salary	• RtI process steps and data collection forms are created and linked on the google site by September, 2010. • Every center will have an established RtI team with regularly scheduled meetings by September, 2010. • Bi-weekly RtI meeting agendas and minutes will show that students at risk across the year are involved in RtI problem-solving and that plans are developed and followed. • Acuity and DIBELS data will indicate students are making progress across the school year.
Ensure teachers are sufficiently trained in assessment literacy to effectively use and communicate student data to monitor instructional program, progress of groups and individual students, and identify gaps, including • Conducting summative and formative assessments • Analyzing and communicating results of: o CSAP	August, 2010-January, 2012	Director of Student Achievement Reading Specialists General Ed and Reading Teachers Mentors	Acuity, DIBELS assessments-$25,000 School funds	• 100% of teachers will participate in training. • Teacher coaches, teacher interviews, and Instructional Team observations in centers throughout the 2010-11 school year will indicate that all grades K-12 staff are trained and use the Acuity and DIBELS benchmark reports to identify further grade-level instructional needs. • Teachers surveys conducted Jan-Feb, 2012 indicate high levels of agreement on data literacy questions.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
- o Acuity - o CELAPro - o DIBELS - o Progress monitoring probes - o Common assessments - o Extended look fors checklist based on learning targets - Identifying learning gaps - Setting learning goals with students - Monitoring effectiveness of interventions				- Every student targeted for RtI has the extended look fors checklist for reading completed by May, 2011. - Teacher and mentor surveys administered in the winter of each year will indicate increased efficacy in teaching literacy, math, and science concepts. - Student interviews at the end of the 2010-11 school year will indicate that conferences are conducted after each benchmark to help them identify their areas of strengths and needs. - Parent surveys conducted in the winter of each year indicate knowledge of assessment results and student progress.
All staff receive training to implement components of the core literacy instruction block with emphasis on a comprehensive guided reading program. Identify students for Reading Plus Pilot based on areas of need. Train staff in implementation requirements. Ensure all staff are trained to appropriately match reading intervention to the student need and monitor effectiveness of the interventions.	Initial trainings September, 2010 with embedded professional development provided by literacy specialist and reading teachers throughout the 2010-11 school year January, 2011	Title I Director ELL Coordinator Reading Specialist Director of Student Achievement Reading Plus Trainer	Funds to support key reading programs and strategies $310,000-school funds .25 FTE of Literacy specialist and reading teacher salaries-Title I funds $5,000-local grant	100% of staff are trained to implement the core reading instruction program by September, 2010. - Monthly teacher observations and Hope Instructional Team walkthroughs will indicate that guided reading groups occur in all classrooms by January, 2011. - Advisory observations and interviews conducted with all directors/mentors from January-March, 2011 will indicate that all K- 5 teachers and mentors use Reading A-Z in conjunction with Compass, Lexia, My Reading Coach, and Reading Plus; secondary classrooms will use appropriate reading materials in addition to Compass and reading interventions. - CSAP and Acuity benchmarks will indicate increases in students performing at a proficient level on reading - Monthly Reading Plus reports will indicate that students are using Reading Plus everyday at the level and for the duration recommended - CSAP and Acuity results will indicate increases in reading comprehension.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
				• All student reading RtI and ILP plans show an appropriate match between gap identified and intervention applied.
Create language acquisition trend reports for students who are ELL and train teachers and mentors on the use of CELAPro results and progress monitoring language acquisition and relationship to literacy development.	March-April, 2011	ELL Coordinator Director of Student Achievement Assessment Coordinator	.5 FTE teacher on special assignment to support ELL Coordinator	• Teacher/mentor surveys conducted Jan-Feb, 2012 will indicate an understanding of how to use CELAPro results to plan for instruction • Bi-monthly teacher coaching session will indicate that lessons include activities focused on students language acquisition • All ILPs and RtI plans developed after spring, 2011 will include language strategies appropriate to student level • CELAPro results will indicate students are making progress in language acquisition.
Ensure all staff are trained and understand the articulation of skills across grades related to key comprehension concepts and how to integrate teaching these skills across content areas. Develop and conduct monthly progress monitoring probes that integrate writing responses for key comprehension skills. Train teachers to conduct scoring conferences using student progress probe responses with mentors to plan for addition instruction in the specific comprehension strategy. Train teachers and mentors use the progress monitoring results to guide next steps in instruction.	October, 2010 to ongoing November, 2010-ongoing November, 2010-ongoing January, 2011-ongoing	Hope Instructional Team Director of Student Achievement Gen Ed Teachers Reading Teachers	Additional .5 FTE teacher on special assignment to support ELL Coordinator	• 100% of staff will participate in training. • Bi-monthly teacher observations and monthly Hope Instructional Team walkthroughs indicate that lessons include a focus on the schoolwide comprehension strategy. • All students grades 3-10 will complete comprehension progress probes • Bi-monthly teacher coach observations will indicate that teachers are conducting scoring conferences • Meeting agendas and center action plans will indicate that teachers/mentors are implementing lessons that integrate writing • Teachers and mentor surveys will indicate increased efficacy in teaching reading. • The number of students performing at a proficient level of above on Acuity and CSAP CRs and CSAP writing scores will increase.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Expand professional development focused on developing narrative, argument, explanatory writing skills using current resources available in the online curriculum. Ensure teachers are knowledgeable about and using exemplars, writing prompts, and rubrics in practice.	January, 2011-ongoing August, 2011-ongoing	Manager of Curriculum Hope Instructional Team	.5 FTE Manger of Curriculum to coordinate efforts of Instruction Team and professional development plan	• Professional development modules are created and PD is offered through moodle and face to face by August, 2011. • Monthly walkthroughs indicate examples of student writing different formats (narrative, explanatory, persuasive) • Student common progress probes indicate progress in writing skills.
Train teachers and mentors in the use of the curriculum maps.	August-September, 2011	Literacy Specialists Hope Instructional Team	.5 FTE Mentor of Special Assignment to support Literacy specialist training	• Teacher coaches and center directors will verify that curriculum maps are used to plan for instruction. • Learning specialists will verify that curriculum maps are used throughout the RtI process.
Conduct a math content knowledge and efficacy study with Hope teachers and learning center instructional staff to inform development of PD agenda. Develop a PD agenda of math training modules related to the key concepts identified related to the learning targets and look fors identified that will help mentors teach the offline lessons while embedding the 8 mathematical standards for practice outlined in the Common Core standards (and in the newly revised CO standards). Create and implement modules for K-8 related to number sense and operations key concepts, learning targets and look fors.	April, 2011 June, 2011 First round created Jan, 2012 Implemented throughout January-May, 2012	Director of Student Achievement Math Specialist Hope Instructional Team Hope Gen Ed teachers Mentors	.5 FTE Achievement Math Specialist to coordinate professional development plan and instructional team $500 for materials, travel and supplies.	• Results of the efficacy survey are shared with the Hope Advisory by May, 2011. • A professional development agenda and plan for training modules is created and shared with the Hope Advisory by June, 2011. • Training modules are created and available for face to face and moodle access by January, 2012. • 100% of teachers/mentors attend the mandatory professional development as scheduled. • Bi-monthly teacher/mentor observations/interviews and monthly walkthroughs by the Instructional Team indicate increased understanding of mathematical concepts related to number sense and operations during instruction. • Follow-up math efficacy surveys conducted in winter of 2013 indicate teachers/mentors report higher levels of efficacy related to math content knowledge

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Create and implement modules for 8-12 related to algebraic thinking key concepts, learning targets and look fors building in foundational number sense concepts.

Provide mandatory professional development trainings for each module.

Ensure that quality instruction of modules Is occurring. | additional concepts

First round created Jan, 2012 Implemented throughout January-May, 2012

January-2012 ongoing

January, 2012-ongoin | | | • Achievement scores in CSAP and Acuity show increases; number sense and learning target concepts show increases throughout the year on Acuity benchmarks |
| Continue to expand knowledge and reinforce use of SIOP strategies in the most highly impacted ELL centers.

Reassign ESL endorsed teachers to the most impacted ELL centers; create a consultative position to support teachers with curricular adjustments for students who are NEP. | August, 2010 to ongoing

August, 2011 | ELL coordinator | ELL Coordinator and .50 FTE of ELL endorsed teachers-school funds | • Monthly Instructional Team walkthroughs will indicate that all classrooms are posting visuals and that concrete materials are used in instruction.
• Annual mentor interviews at highly impacted centers will indicate higher levels of efficacy in integrating SIOP strategies and adjusting curriculum for students who are NEP.
• CELAPro scores will indicate students are making language acquisition gains.
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Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Create examples of how to use RIDE strategy with science problems and provide training at a teacher faculty meeting to show how to implement Create a PD agenda and roll out plan to support the development of content knowledge in the key concepts related to scientific thinking and investigation. Provide professional development on lessons Insure implementation of lesson across grade levels Evaluate effectiveness, adjust lessons and professional development to increase student achievement	April, 2011 August, 2011-ongoing August, 2011-April, 2011 July, 2012	Hope Instructional Team Science Work Team Director of Student Achievement	$1,000. Stipend for teachers serving on the science work team	• RIDE strategies applied to science are available on the google site by April, 2011. • A PD agenda and plan are shared with the Hope Advisory Committee for approval by June, 2011. • A schedule of face to face and moodle PD modules are available and posted starting in August, 2011. • Monthly Hope instructional Team walkthroughs indicate teachers/mentors are focusing on key concepts in instruction • CSAP and Acuity results indicate gains in student progress overall and on key concepts related to scientific thinking and investigation
Provide ACT preparation materials with all mentors to support students taking the ACT Conduct focus groups with 11th graders to determine how to better support preparation needs for ACT.	January-March, 2011 April-May, 2011	Assessment Coordinator Hope Gen Ed teachers Assessment Coordinator Hope Gen Ed teachers	$500 for travel and supplies to conduct focus groups	• Student interviews indicate they feel more prepared for the ACT • ACT scores show student progress • An increased number of students participate in the ACT in 2011 • Student feedback is shared with Hope teachers and mentors by May, 2011 and used to adjust the instructional program as needed.
Provide professional development to mentors and teachers on the requirements and implementation of ICAP. Ensure that plans are being developed with all appropriate students.	August 2011	Graduation and Career Planning Resource Team Instructional Team	Professional Development Days; New mentor/director/teacher training	• A professional development agenda and plan is scheduled and completed by August, 2011. • Teacher interviews indicate an understanding of how to implement the ICAP process. • All students have ICAP plans.

Major improvement strategy 3:

Establish an accountability structure, communicate rigorous academic expectations, and monitor follow through.

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Root cause addressed by improvement strategy:

Instructional programming requirements, including core curriculums, instructional schedules, resources, and interventions, are not consistently implemented; learning non-negotiables are not continually communicated and consistently enforced; communication to students and their families is about expected outcomes (mastery of grade-level expectations, graduation requirements, post-secondary and workforce readiness) is not unified; feedback provided to students and families about student progress is sporadic; family supports to support achievement and post-secondary and workforce readiness are inconsistent.

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

X 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
Disaggregate reading scores by center and identify those in need of targeted assistance or intense intervention from administrative staff.	August, 2010	Director of Achievement Chief Academic Officer Hope Instructional Team Hope Advisory	.5% Director of Achievement	• All centers will be identified by the level of support need from the Hope Instructional Advisory by September, 2010. • Center assignments by instructional team members will be created by September, 2010. • Assurance team interviews with identified centers will indicate directors report an understanding of the urgency to impact student achievement, staff and director report higher levels of data use and an understanding of how to implement the instructional program. • Identified centers will show student achievement gains on DIBELS, Acuity, CSAP, and CELAProl.
Develop a list of indicators for effective practices for all major improvement actions (literacy block, math instructional program, integrated writing, science, post-secondary and career readiness). Establish a transparent accountability structure with the Hope Advisory.	November, 2010-May, 2011 May, 2011	Hope Advisory Hope Instructional Team Hope Management Team	.25% Director of Achievement to coordinate and support instructional and management team	• A list of indicators for each major expectation related to reading, writing, math, post secondary and college readiness, science, and family/community partnerships by May, 2011. • Steps of an accountability process are completed and approved by the Hope Advisory Committee by May, 2011. • Assurance team interviews with directors indicate knowledge of the rigorous academic

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Communicate expectations for implementation of all actions and accountability process to all directors.	August, 2011			expectations and accountability actions. • Center schedules reflect required literacy and math block instructional time and the monthly Instructional Team walkthroughs indicate schedules are followed. • All appropriate students are identified and have RtI plans as indicate. • All high school students have ICAP plans that are regularly updated with students. • CSAP scores show increases in student achievement across all content areas. • There is an increase in the number of students graduating. • There is a decrease in the number of students dropping out or who unenroll from Hope centers.
Continuously communicate/clarify how the Hope vision/mission is operationalized through the instructional plan.	August, 2010-ongoing	Hope Instructional Team Hope Advisory	.25 FTE Director of Achievement to coordinate implementation.	• All PD will include a preset to show the link between the vision and expectations for adult and student learning. • Assurance team interviews will indicate center staff understand the vision/mission and how it is operationalized.
Create center reports for data walks and class status reports for RtI progress monitoring after each benchmark that includes all achievement data sources and train teachers/mentors to use the information for center-wide plan and monitoring program effectiveness	August, 2010-ongoing	Director of Student Achievement Programming Analyst	$8,000 Program analyst - Title I	• Data walks will be conducted no less than three times per year and action plans are reviewed/revised to address gap areas for each center. • Parent surveys conducted in March-May, 2011 will indicate that they are provided with student reports at conferences and understand results.
Communicate expectations for prioritizing, teaching, and assessing the learning targets, including posting and reviewing targets with students and parents..	January, 2011	Hope Instructional Team Hope teachers Mentors Directors	Posters of targets for each classroom and letters/handouts for parents-$1,000 printing-school funds Translation for parent letters-$100-school funds	• Every classroom will have targets posted and students have goals related to targets d by March, 2011. • Parent surveys conducted April, 2011 will indicate parents are aware of learning targets and their students' progress in look fors.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Evaluate fidelity to use of curricular materials and adjust training and monitoring as needed to ensure systemic use	August, 2011-ongoing	Hope Instructional Team Advisory Committee	Hope Instructional Team .25 FTE Reading Specialist-Title I to coordinate implementation	• Results from Advisory survey and classroom observations conducted by the Instructional Team will indicate current implementation levels. • Training agendas will reflect areas that may need further reinforcement.
Dnsure all students participate in state and school testing (Acuity, DIBELS, Common Progress Probes, CELAplace, CSAP, CELAPro, ACT) Disaggregate results and meet with centers with lower levels of participation Conduct follow up focus groups with 11th graders who participated and those that did not participate in the ACT to determine access issues.	August, 2010-11 ongoing	Director of Student Achievement Reading Specialists General Ed and Reading Teachers Mentors Chief Academic Officer	.25 FTE secretarial support $400. For travel – focus groups	• All students grades 3-11 participate in state assessments.
Develop and conduct an evaluation program for all instructional programs. Review findings with the Hope Advisory to determine further PD or resource needs.	June, 2011-ongoing	Director of Student Achievement Hope Instructional Team Hope Advisory Committee	online survey program $200, school funds	• Reports on fidelity of implementation, teacher/mentor efficacy, and impact on achievement will be available for review by the Hope Advisory Committee starting in August, 2011 (reading/assessment literacy; August, 2012 math/writing/ICAP; August, 2013-science) • Evaluation data will indicate increasing levels of implementation, efficacy, and student achievement each year.
Identify centers with persistent organizational and structural issues. Create an evaluation tool that provides an objective measurement of indicators of leadership and organizational practices and evaluate struggling centers. Develop a list of appropriate sanctions for	June, 2011	Chief Academic Officer Hope Instructional Team Center Update Team Executive Administrative Team Hope Advisory Board	.25 FTE assistant to the CAO and Center Update Team to coordinate implementation	• A monthly analysis of centers who are struggling is completed and reviewed by the Instructional, Update, and Administrative Team. • An evaluation tool is developed and used with identified centers as needed. • A list of appropriate sanctions are created by July, 2011. • Conduct an needs assessment of each center upon direction form CAO.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
centers that fail to follow-through on expectations and improvement efforts. Create remediation plans with centers with specific, non-negotiable actions to be taken and apply sanctions as needed...				• Develop an Improvement Plan for each identified center using appropriate resources and personnel within one month of the needs assessment. .

Major improvement strategy 4:
Increase home/school partnership and communications
Root cause addressed by improvement strategy:
Family supports to support achievement and post-secondary and workforce readiness are inconsistent.

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

X 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
Create and provide center-based culturally responsive training for parents in literacy development focused on shared activities, including resource fairs and modeling showing families how to use resources with their child.	August, 2011-ongoing	ELL Coordinator Reading Specialist Title I Director Hope Teachers Mentors Directors	materials from Title budget for parent meetings Title I Director-Title I ELL Coordinator-local	• Students will report higher levels of agreement for reading at home on the reading efficacy survey administered in the fall of each year. • Newsletters and invitations home to parents in their native language will indicate evening activities focused on reading resources and activities • Lists of resources available will be sent home in all languages. • Parent surveys, administered each winter, will indicate they know how to and support reading with students at home. •
Insure that families are receiving ongoing communications about their child's progress.			Printing-$5,000-school funds translation of materials-$300-school funds	• The annual parent survey will indicate an increase in the number of parents reporting satisfactions with the information they eceive and understand the information about their child's progress each year. •
Revise the parent satisfaction survey and conduct late winter of each year. Provide the survey in a variety of formats and translations.	February, 2011-ongoing	Director of Student Achievement Hope Advisory parents	.25% FTE secretarial support	• The parent survey is completed by February, 2011. • At least 60% of families complete the parent survey each year.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Conduct annual meetings with students and families about the ACT and preparation for college entrance, including access to College in Colorado.	February, 2012-ongoing	Hope Instructional Team Graduation and Career Planning Team Hope Advisory Committee	$600. for materials for meeting-school funds	• Parent and student interviews indicate and understanding of the relationship of ACT to future postsecondary access and careers • Parents and student interviews indicate an understanding of how to access College in Colorado • Annual parent surveys conducted in winter indicate increased agreement with understanding college prep steps.
Enhance business partnerships and education to support graduation and continued education. Conduct focus groups with students to identify additional partnership needs and impact of school/business collaboration on student career aspirations.	December 2011	Hope Online Board of Directors BOLD program representatives Approved Post Secondary Providers Graduation and Career Planning Resource Team	Hope brochures-printing- $300 school funds	• 15 businesses have been identified to work with high school students by December, 2011. • Annual student focus groups conducted in the spring indicate greater awareness of career options and career requirements.

Hope Online Learning Academy
Data Review Addendum
Unified School Plan
2010-2011

Multiple sources of data have been and are continuing to be collected and analyzed with the Hope staff and Adivsory Committee. Data sources have included:

- Grades 3-10 CSAP status and growth data both aggregated and disaggregated by grade and subgroups and content areas
- K-12 CELAplace and CELAPro language proficiency levels
- Math and Reading NWEA MAP and Acuity benchmarks
- K-3 DIBELS benchmarks
- K-12 Student Affiliation Survey
- Grades 3-8 Reading Efficacy Survey
- Annual Hope Online Parent Survey
- Annual Mentor/Director Survey
- Teacher focus groups
- Teacher Reading Efficacy Survey
- Grades 6-12 Student focus groups
- Discipline/attendance data-
- CO-ACT data
- Graduation and dropout rates

Demographics

While enrollment in Hope Online Academy has remained fairly stable, there have been increases in the number of students identified as non-white, free/reduced lunch eligible, and who are second language learners across the past four years of operation. For the current school year, the majority of students enrolled in Hope are identified as Hispanic/Latino at 51%, with 22% of students identified as Black/African American, and 21% identified as White. These students are also included in other subpopulations as well. Of students categorized as economically disadvantaged, sixty-two percent of students identified as Hispanic/Latino, 55% of Black/African American, and 31% of White students are also included in this category.

Trend enrollment information

Year	Enrollment	Minority	F/R Lunch	ELL
2007-08	3,295	66%	45%	
2008-09	3,142	69%	50%	20%
2009-10	2,873	75%	52%	25%
2010-11	2,884	79%	60%	31%

2010 enrollment by ethnicity/race and percent of that subpopulation receiving free/reduced lunch

	Total % of Student Pop	Receiving F/R Lunch
AI/AN	0.8%	47.8%
Asian	3.2%	17.6%
Black/AA	21.8%	54.5%
Hispanic or Latino	50.5%	67.9%
White	20.9%	31.5%
Native HI or PI	0.1%	0
Bi-racial	2.7%	45.6%

Currently there are 24 different languages spoken in the Hope Online Academy student population, K-12. The most frequent languages reported on the 2010-11 Home Language Survey are Spanish and Arabic.   The majority of second language learners are Hispanic/Latino and include the majority of students identified as NEP and LEP. Trend data suggests that most of the students classified as NEP with the CELAplace are at the elementary level. Of students enrolling in Hope Online during the 2010-11 school year, 14% more students were classified as NEP on CELAplace; of these, the majority were at the elementary level. This trend was noted in the 2009-10 data as well.

Primary languages spoken other than English as of fall, 2010

Home Language	N	%
Arabic	106	17
Somali	24	3.8
Spanish	432	69
Urdu	22	3.5

2010-11 CELA Place language proficiency by ethnicity/race

	AI/AN	Asian	Black/AA	Hispanic or Latino	White	Native HI or PI	Bi-racial
Eng Spkg	.9%	1.0%	26.2%	41.7%	26.3%	.1%	3.7%
NEP	.5%	5.6%	10.1%	79.8%	3.7%		.3%
LEP	.7%	6.6%	12.3%	68.3%	11.8%		.2%
FEP	0	20.7%	16.2%	42.3%	17.1%		3.6%

2010-11 ELL enrollment by level and proficiency

Level	Eng. Spkg	NEP	LEP	FEP	Total Level
Ele	934	277	199	48	1458
	64.1%	19.0%	13.6%	3.3%	100.0%
MS	372	49	106	45	572
	65.0%	8.6%	18.5%	7.9%	100.0%
HS	683	51	102	18	854
	80.0%	6.0%	11.9%	2.1%	100.0%
Total	1989	377	407	111	2884
	69.0%	13.1%	14.1%	3.8%	100.0%

2010-11 ELL proficiency by enrollment status

10-11 Enroll Status	Eng Spkg.	NEP	LEP	FEP
Re-enroll	1102	111	272	86
	70.10%	7.10%	17.30%	5.50%
New	877	270	133	21
	67.40%	20.80%	10.20%	1.60%

CELAPro Results

- Two year trend data of CELAPro offer the best picture of Hope students. Analysis of the CELAPro 2009 and 2010 results indicate that the majority of students who are not proficient English speakers are primarily in kindergarten through grade 5.
- At the elementary level, analysis of cohort data show that the 15 students that scored an overall proficiency level of beginning in 08-09, 60% progressed to early emergent or above. Of the students scoring early emergent in 08-09, 67% progressed to emergent or above. Of the students identified as emergent, 66% moved to proficient or above. Of students who were proficient, 75% of students maintained at the proficient level while 22% scored in the above proficient level.
- Across all grades, the cohort of the 238 students who took CELAPro in 2009 and again in 2010 increased proficient and above proficient from 54% to 64%.
- Writing and reading were the areas where more students performed the lowest. Of students tested with CELAPro in 09-10, 52% were NEP 1 or 2 in writing while 34% were NEP 1 or 2 in reading.

CelaPro Overall Performance Level	2008-09		2009-10	
	Frequency	Percent	Frequency	Percent
Beginning	17	7.1	9	3.8
Early Emergent	39	16.4	20	8.4
Emergent	53	22.3	56	23.5
Proficient	128	53.8	120	50.4
Above Proficient	1	.4	33	13.9

Level	Beginning	Early Emergent	Emergent	Proficient	Above Proficient
Elementary	51	78	73	141	28
	13.7%	21.0%	19.7%	38.0%	7.5%
Middle	2	8	33	54	36
	1.5%	6.0%	24.8%	40.6%	27.1%
High	3	4	27	38	9
	3.7%	4.9%	33.3%	46.9%	11.1%

Mobility

Analysis of student information conducted during the in the 2009-10 school year indicates that high levels of school mobility are an issue and contribute to concerns related to student achievement. Enrollment history reported by parents for the student population enrolled in grades 2-3 in the 2009-10 school year indicate that 41% of students have been enrolled in three or more schools in the past three years (including their move to Hope). For students with at least three years of information in their files, the number increases to 49% of students grades 2-5 who have been in three or more schools in the last three years. A review of students enrolled for the 2009-10 school year in grades 6 through 8th grade with a complete four year history show that overall 37% of students have been in four or more school in the past four years. That number was greater for 8th graders, where more than one out of every three students, or 43%, have been in four or more schools in the past four years. While not statistically significant, males were more likely than females to have been enrolled in four or more schools within the last four years. Forty-three percent of youth grades 6 through 8 identified as Hispanic reported attending four or more schools in the past four years; a significant difference and almost double that of their counterparts identified as White ($p<.001$).

Focus groups of students grades 6-12 enrolled in a representative sample of Hope were conducted in October and November, 2010. Student were homogeneously grouped by enrollment status (new or re-enroll). Students were asked why they chose to attend Hope rather than their neighborhood school. The most frequently reported reasons included:
1. Discipline problems in other school
2. Difficulty keeping pace with workload/credits
3. Bullying from other students
4. Drama in school
5. Teachers did not care

Achievement data was requested from Jeffco, Aurora, and DPS for students who enrolled at Hope from those districts during the 2009-10 school year. Data was received from Aurora and Denver. The CSAP results of the 249 students previously enrolled in Aurora and DPS show that 23% of these students scored proficient or advanced in reading and 18% scored proficient or advanced in math during the 2008-09 school year.

Teaching Staff

Hope Online Learning Academy is not a typical brick-and-mortar school. There are tiers of staff involved in working with students. Currently the teaching staff for Hope includes 18 highly qualified general education teachers, 12 highly qualified reading specialists to serve K-5 students, and 12 special education teachers. This tier of staff is all licensed teachers who work directly with an assigned number of centers and students. Currently, nine of the Hope teachers are also enrolled in a master's program to attain their ESL endorsement. There are also qualified mentors or paraprofessionals working in all centers, many of whom are licensed teachers. If they do not hold a teaching license, all mentors must at least meet requirements of highly qualified paraprofessional by taking the Praxis or having the twenty hours of education beyond a high school diploma or GED. The mentors work hand-in-hand with the Hope Online general education and reading teachers. The ethnic breakdown of Hope Online teachers is twp African American, three Latino, 19 White (three who are fluent Spanish speakers). The ethnicity for the mentor group closely matches the population of students at each center.

All reading teachers have a minimum of three years teaching experience, as have the twelve special education teachers. It is an expectation that Hope teachers will be learners as well. Therefore, required professional development occurs around data walks and data interpretation, conflict mediation, facilitation skills, communication and working with adults, ELL strategies, computer skills and the use of technology in education, and research-based instructional strategies in reading, writing, and math. Teachers are held accountable for the implementation of new learning at Hope centers through participation in focus groups, collaborative work groups, collaborative goal setting and site monitoring walkthroughs. There are also face to face quarterly professional development trainings that include Hope staff as well as Learning Center directors and mentors to provide consistency in instructional practices across all Hope centers

All teachers new to Hope go through induction, not just those on probationary status. All teachers are partnered with experienced instructional coaches to guide them in their work throughout the year. While all teachers are highly qualified, no one is highly qualified in all content areas grades K-12 although most teachers work with grades K-12. This presents some different challenges for us in terms of professional development.

School Climate

Student Affiliation

An annual climate and affiliation survey was administered in December through January of the 2009-10 school year and will be conducted again in January, 2011. Surveys were administered to students in grades kindergarten through grade 5 and in grades 6-12. These surveys are designed to gather information on student perception of his/her connectedness with the teachers and mentors, feelings of safety in the center, and future educational goals. Results inform areas that need further focus by Hope staff, identify students that may be at risk for dropping out, and to evaluate the relationship between the three factors associated with the survey and student achievement, attendance, and discipline.

All students in K-12 were administered an affiliation and satisfaction survey with questions that targeted beliefs about relationship with the teaching staff at the centers, instructional supports provided by the staff, feelings of safety, and beliefs about behavioral expectations. Student surveys indicate a fairly high level of satisfaction. Student responses were coded for percent of agree/strongly agree. While the kindergarten through grade 2 may present some challenges with respect to the reliability of the responses, the only area below 90% agreement was communicating the importance of coming to school to students.

Elementary and secondary were asked a base of questions but secondary included questions related to graduating and an open-ended response asking what suggestions students had to improve the center/ school. The numbers shown indicate the percent of students who agree/strongly agree with the statements. Any item below 75% is highlighted. Middle school students demonstrated the least affiliation with centers and expressed the most disagreement with statements regarding safety. Written responses from secondary students overwhelmingly indicated a need for a better school lunch. In addition, students requested more activities, such as sports. The third most frequently cited need was for more tutoring from Hope teachers.

Grd	My teachers care about me	My teachers help me when I don't understand my work	My teachers let me know when I am doing well	I like coming to this school	My teachers encourage me to do my best	It is important to come to school every day	I know that it is important to finish school to get a good job	My teachers let me know it is important that I come to school		I feel safe at my school	I can go to my teacher when I don't feel safe	I know what I am supposed to do every day at school	Kids have to behave in my school
K -2	94%	94%	92%	92%	94%	95%	94%	89%		94%	93%	91%	96%
3-5	91%	94%	85%	85%	92%	95%	97%	86%		87%	82%	94%	91%

Grd	I feel the adults in this center know and care about me	The teaching staff at the center help me when I don't understand	The teaching staff here let me know when I am doing well	I like coming to this center	The adults here are encouraging	It is important that I attend school	The teaching staff here encourages me to finish my coursework	It is important to the adults at the center that I graduate	The adults at the center believe I can go to college after I graduate	I think the center is safe for students	I have teachers or other adults I can go to when I don't feel safe	There is a regular schedule of classes that we follow at the center	The students here are expected to act appropriately	I do not have problems with someone bullying me at or around the center
6-8	74%	78%	76%	54%	70%	93%	82%	78%	70%	68%	69%	80%	82%	64%
9-12	80%	86%	81%	75%	78%	91%	90%	83%	73%	80%	77%	77%	88%	85%

In response to the survey, the Student Services Team was reorganized so that each team member was assigned a center. Professional development in the spring of 2010 highlighted the need to work on schoolwide behavior and provided strategies for directors, mentors, and teachers. Hope student discipline policy was rewritten to better address bullying and all students and parents received an orientation in the fall of 2010 regarding these policies. A new vendor was contracted to provide a hot lunch and teacher time was reprioritized so that more direct instruction occurs from the Hope general education teacher.

Parent, Mentor, Teacher Perceptions

A survey for families was conducted in April, 2010. However, only 13 parents responded to this online format. The limited sample should be interpreted with caution since this represents only 2% of the total parent population. Of those that provided input:

- o 69% indicated that this was their child's first year at Hope
- o 8% indicated that this was their child had been at Hope for 2 years.
- o 23% indicated that their child had been enrolled at Hope for 4 or more years

Of the 13 parents responding to the survey:

- 61% agree/strongly agree that their child's attitude toward school has improved
- 69% agree/strongly agree that their child's school work has improved
- 62% agree/strongly agree that their child is more self-confident
- 54% agree/strongly agree that their child's attendance has improved
- 62% agree/strongly agree that their child understand the quality of work that is expected of him/her
- 100% agree/strongly agree that they and their child have reviewed the grading scale and course completion policies and understand them
- 92% agree/strongly agree their child will graduate from high school
- 77% agree/strongly agree that Hope offers a quality education
- 53% agree/strongly agree that the curriculum helps their child to learn more than he/she did before attending Hope Online
- 61% agree/strongly agree that their child is receiving a better quality education at Hope than he/she did prior to enrolling at Hope Online
- 85% agree/strongly agree that the registration process is simple.
- 46% agree/strongly agree that the Hope Online policies are effectively communicated
- 85% of parents agree/strongly agree that Hope Online holds students and parents accountable for ensuring academic success

- 46% of parents agree/strongly agree that they are more informed about their child's academic progress since he/she began attending Hope
- 77% of parents agree/strongly agree that the Learning Center staff are easily accessible and responsive
- 85% of parents agree/strongly agree that they would recommend Hope to others
- 69% of parents agree /strongly agree that they are satisfied with their child's experience at Hope

While response was limited, The Advisory and Instructional Team recommended a review of policies with parents as well as a focus on enhanced communication methods based on family needs that are being implemented this year. The parent survey is currently being revised with parent representatives on the Hope Advisory committee. Surveys will be administered again in the spring of 2011 in both an online and paper and pencil format and will also be translated into the languages where the home language surveys indicate the greatest need.   Survey questions will be developed to capture parent satisfaction with services and perceptions of changes in their student's efficacy toward learning and schooling.

Teacher Focus Groups
Teacher focus groups were conducted May 7th, 2010. General educators, Title I teachers, and special education learning specialists each participated in four different focus groups to respond to questions related to online/offline curriculum, RtI/discipline processes, professional development, and roles/responsibilities. The following themes emerged as specific areas teachers feel should be continued/expanded:
- Alignment between online and offline curriculum
- Enhancement of offline curriculum
- Specific directions on how to progress monitor response to instruction for mentors
- Linkage between responses to the reading intervention and next steps for instruction
- Differentiated professional development for mentors, specifically around reading instruction and implementation of Learning Target lessons
- Data walks produced good instructional conversations in centers. Continue data walks
- Continue to provide teachers and center staff with data about student performance across the year with ongoing embedded professional development to analyze and use the data for instruction

Mentor Survey
A survey for mentors was administered in May, 2010 to collect satisfaction and perception data. There were 52 mentors that responded. Of those participating:
- 54% agree/strongly agree that students receive a well-rounded education through the Hope Online curriculum.
- 75% agree/strongly agree that the online curriculum allows more one-on-one attention with each student than would be possible in a traditional classroom setting.
- 81% agree/strongly agree that student academic performance has improved this year.
- 64% agree/strongly agree that students' self-motivation and self-confidence has improved this year.
- 50% agree/strongly agree that students are more enthusiastic about learning than they were when they first enrolled at Hope Online.
- 60% agree/strongly agree Hope Online provides the training needed to be comfortable with the online curriculum, computers and technology.
- 54% agree/strongly agree Hope Online provides the training necessary to operate a Learning Center.
- 66% agree/strongly agree Hope Online has established appropriate operational requirements, processes and expectations.
- 81% agree/strongly agree Hope Online staff is easily accessible and responsive.
- 79% agree/strongly agree Hope Online teachers are readily available to answer questions and assist them.
- 60% agree/strongly agree they would recommend operating a Hope Online Learning Center to other organizations.
- 71% agree/strongly agree they are proud to be part of a Hope Online Learning Center.
- 70% agree/strongly agree Hope Online provides the support we need to operate a Learning Center
- 83% agree/strongly agree Hope Online provides the technology and technical support we need to serve Hope Online students at our Learning Center.

A Mentor Professional Development Needs Survey was conducted in spring, 2010 in conjunction with the Hope Advisory. The following professional development needs were indicated:

1. Reading instruction
   a. guided reading
   b. using assessment results
   c. how to progress monitor
2. Math instruction
3. Classroom management

Qualitative responses included the following themes:
- Continue to offer the variety of professional development in the face to face and webinar format
- Continue to align the online and offline curriculum
- Expand the lesson plans for the learning targets
- Provide more on how to progress monitor for RtI
- Build up the supplementary materials for the online curriculum in social studies and science

## Significant Trends

Academic Achievement
The Hope Advisory Committee reviewed the following data sources to analyze academic achievement:
- K-3 DIBELS benchmarks
- Grades 3-10 CSAP status and growth data both aggregated and disaggregated by grade and subgroups and content areas
- K-12 CELAplace and CELAPro language proficiency levels
- Math and Reading NWEA MAP and Acuity benchmarks

Reading
Trend data for CSAP reading also show that Hope continues to perform below the state average. However, gains are noted for two years across most grade levels. When data is disaggregated by enrollment status (in school less than one year or more) we see significant differences ($p<.001$) in CSAP reading proficiency. This data suggest that students who remain in Hope for more than a year tend to perform at a higher level than those who are new enrollments for the year tested, although still below the state target.

Reading CSAP: Differences between 2009-10 CSAP reading performance by time at Hope
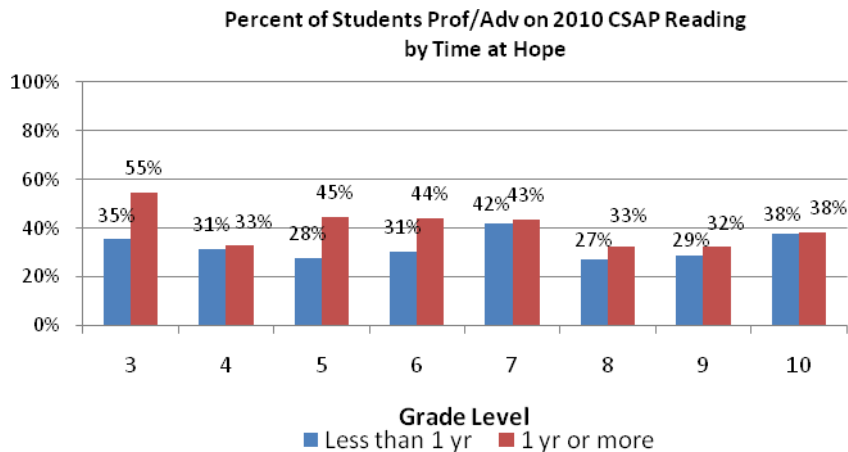
Percent of Students Prof/Adv on 2010 CSAP Reading by Time at Hope

Reading cohort data for the past two years show a positive trend at most grade-levels. Cohort data for one year indicates that most grades saw decreases in the percent of students scoring unsatisfactory and increases in proficient/advanced. While the number of students in a cohort for two years is limited (N=269), the positive results show that the cohort of students in Hope for two or more years have decreased in unsatisfactory performance and increased in the percent performing proficient of advanced. While grade 3 scores increased in 2009-10 and the percent of students performing unsatisfactory continue to decrease, the majority of students continue to perform in the partially proficient category.

CSAP Reading 2007-08		
	Frequency	Percent
unsat	126	47
part prof	71	26
prof	72	27
adv	0	0
no score	0	0
Total	269	100

CSAP Reading 2008-09		
	Frequency	Percent
unsat	95	35
part prof	81	30
prof	91	34
adv	0	0
no score	2	1
Total	269	100

CSAP Reading 2009-10		
	Frequency	Percent
unsat	75	28
part prof	83	31
prof	103	38
adv	3	1
no score	5	2
Total	269	100

Reading: One Year Cohort
Changes in the percent of students Unsatisfactory

Grade in 2009-10	2009 Unsat	2010 Unsat	DIFF
4	26 / 23.0%	37 / 32.7%	11 / 9.7%
5	27 / 27.6%	24 / 24.5%	-3 / -3.1%
6	30 / 44.1%	15 / 22.1%	-15 / -22.1%
7	30 / 29.7%	30 / 29.7%	0 / .0%
8	37 / 41.1%	31 / 34.4%	-6 / -6.7%
9	44 / 37.3%	26 / 22.0%	-18 / -15.3%
10	28 / 23.7%	34 / 28.8%	6 / 5.1%
Hope Total	222 / 31.4%	197 / 27.9%	-25 / -3.5%

Changes in the percent of students Advanced/Proficient

Grade in 2009-10	2009 Prof/Adv	2010 Prof/Adv	DIFF
4	43 / 38.1%	37 / 32.7%	-6 / -5.3%
5	38 / 38.8%	42 / 42.9%	4 / 4.1%
6	23 / 33.8%	30 / 44.1%	7 / 10.3%
7	42 / 41.6%	45 / 44.6%	3 / 3.0%
8	26 / 28.9%	29 / 32.2%	3 / 3.3%
9	26 / 22.0%	40 / 33.9%	14 / 11.9%
10	49 / 41.5%	46 / 39.0%	-3 / -2.5%
Hope Total	247 / 35.0%	269 / 38.1%	22 / 3.1%

Fall Acuity language arts CSAP Prediction by enrollment status

Enrollment Status	U	PP	P	A	P/A	Total
New	145 / 23.1%	230 / 36.7%	247 / 39.4%	5 / .8%	252 / 40.2%	627 / 100.0%
Re-enroll	216 / 19.8%	374 / 34.2%	490 / 44.9%	12 / 1.1%	502 / 46.0%	1092 / 100.0%
Total	362 / 21.0%	606 / 35.1%	740 / 42.9%	17 / 1.0%	757 / 43.9%	1725 / 100.0%

Writing

Aggregated writing cohort data from 2008-09 to 2009-10 shows a slight downward trend at most grade-levels. However, while the number of students in a cohort for two years is limited (N=273), the results show that the cohort of students in Hope for two or more years decreased in unsatisfactory performance and slightly increased in the percent performing proficient of advanced.

Differences between 2009-10 CSAP writing performance by time at Hope

Percent of Students Prof/Adv on 2010 CSAP Writing by Time at Hope

CSAP Writing 2007-08		
	Frequency	Percent
unsat	93	34
part prof	126	46
prof	48	18
adv	2	1
no score	4	1
Total	273	100

CSAP Writing 2008-09		
	Frequency	Percent
unsat	58	21
part prof	159	58
prof	53	19
adv	1	0
no score	2	1
Total	273	100

CSAP Writing 2009-10		
	Frequency	Percent
unsat	57	21
part prof	158	58
prof	51	19
adv	1	1
no score	6	2
Total	273	100

Math

Cohort trend data shows a decline this past year in the percent of students proficient/advanced. The majority of students in math score unsatisfactory. Fall 2010 Acuity benchmark results by enrollment status show that fewer new students are predicted to be proficient or advanced than those that are re-enrolled, although both groups perform below the state target.

Math CSAP: Differences between 2009-10 CSAP math performances by time at Hope
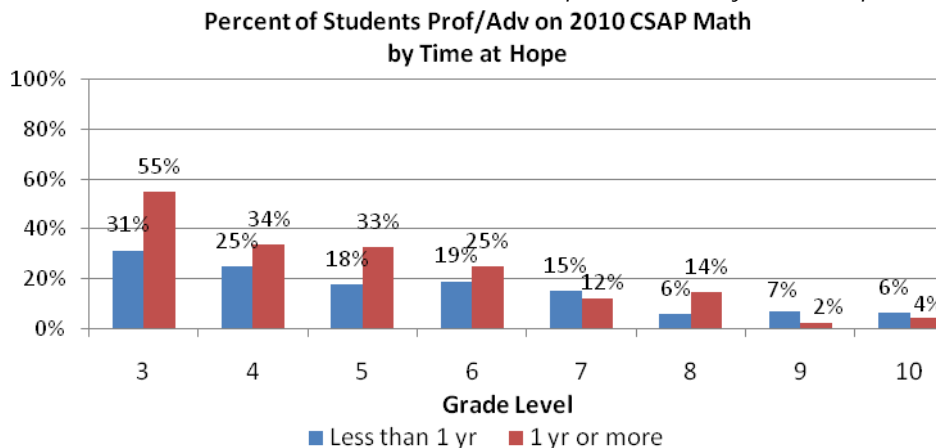
Percent of Students Prof/Adv on 2010 CSAP Math by Time at Hope

CSAP Math 2007-08		
	Frequency	Percent
unsat	135	50
part prof	85	31
prof	42	15
adv	6	2
no score	5	2
Total	273	100

CSAP Math 2008-09		
	Frequency	Percent
unsat	151	55
part prof	73	27
prof	35	13
adv	12	4
no score	2	1
Total	273	100

CSAP Math 2009-10		
	Frequency	Percent
unsat	147	54
part prof	80	29
prof	32	12
adv	8	3
no score	6	2
Total	273	100

Fall 2010 Acuity math CSAP prediction by enrollment status

Enrollment Status	U	PP	P	A	P/A	Total
New	239	249	126	17	143	631
	37.9%	39.5%	20.0%	2.7%	22.7%	100.0%
Re-enroll	351	392	246	97	343	1086
	32.3%	36.1%	22.7%	8.9%	31.6%	100.0%

CSAP Reading Differences in Percent of Students Performing Proficient/Advanced by Subgroup

Grd	Disadvantaged			Ethnicity			ELL			Gender		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
3	11	28	9	22	19	30	17	-2	4	14	11	-1
4	-1	2	6	38	22	14	12	8	3	7	19	5
5	1	9	28	21	16	26	5	-9	8	1	8	19
6	1	13	8	15	22	27	12	7	6	7	14	9
7	3	4	11	24	29	16	2	-2	9	22	-15	15
8	3	17	10	13	26	29	10	13	-3	-4	19	-2
9	-6	11	1	5	16	31	9	17	23	4	-7	-3
10	8	11	2	9	20	25	6	30	17	5	-1	-8