

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2013-14

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1748 School Name: COLORADO HIGH SCHOOL

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements as Title I, Focus, or TIG schools. For state accountability, AECs have a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness. Where there are required state measures, these are noted below, but AECs may also have optional supplemental measures. AECs will need to complete the table to reflect their results on any optional supplemental measures. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations		2012-13 School Results		Meets Expectations?	
		MS	HS	MS	HS		
Academic Achievement (Status)	State Required Measure TCAP/CSAP, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science HS Expectation: %P+A in Reading at/above 35.4%; Math at/above 4.4%; Writing at/above 14.6%; Science at/above 16.4% MS Expectation: %P+A in Reading at/above 21.4%; Math at/above 10%; Writing at/above 16.7%; Science at/above 12.1%	R	21.4%	35.4%		12.0%	Overall AEC Rating for Academic Achievement: DOES NOT MEET * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		M	10%	4.4%		0.0%	
		W	16.7%	14.6%		0.0%	
		S	12.1%	16.4%		7.7%	

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations		2012-13 School Results		Meets Expectations?
		MS	HS	MS	HS	
Academic Growth	State Required Measure: Median Student Growth Percentile (MGP) Description: Growth in TCAP for reading, writing and math. Expectation: Median Student Growth Percentile (MGP) at/above 50.	R	50	--		Overall AEC Rating for Academic Growth: DOES NOT MEET * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		M	50	--		
		W	50	--		
	MAP Growth: Description: % that met growth targets in reading, mathematics, and language usage. Expectation: At/above 60%	R	60%	58.9%		
		M	60%	54.1%		
		LA	60%	59.4%		

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?
Student Engagement	State Required Measure: Average Daily Attendance Description: Total days attended out of total days possible to attend. Expectation: At/above 86.2%	86.2%	82.1%	Overall AEC Rating for Student Engagement: APPROACHING * Consult your AEC School Performance Framework for the ratings for each measure.
	Attendance Improvement Description: % of students improving their attendance from prior year Expectation: At/above 75%	75%	54.6%	
	State Required Measure: Truancy Rate Description: Total days unexcused absent out of total days possible to attend. Expectation: Equal to or less than 7.7%.	Equal to or less than 7.7%	14.8%	
	Student Satisfaction Description: % positive(agree/strongly agree) student responses Expectation: At/above 85%	85%	90.8%	
	Parent Satisfaction Description: % positive(agree/strongly agree) parent responses Expectation: At/above 85%	85%	83.4%	

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations		2012-13 School Results	Meets Expectations?	
Postsecondary & Workforce Readiness	State Required Measure: Completion Rate Description: % of students completing. Expectation: At/above 55.4% using 4-year, 5-year, 6-year or 7-year completion rate.	55.4%		38.7%	Overall AEC Rating for Postsecondary & Workforce Readiness: DOES NOT MEET * Consult your AEC School Performance Framework for the ratings for each measure.	
	Completion Rate Change Description: Change in % of students completing from prior year. Expectation: Increase by at least 2% using same year as best-of for prior year.	2%		4.1%		
	State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: Less than 11.4%	Less than 11.4%		15.0%		
	Dropout Rate Change Description: Change in % of students dropping out from prior year. Expectation: Decrease by at least 4%	4%		-14.4%		
	Adequate Yearly Credits Description: % of students earning adequate yearly credits based on # of eligible grading periods and # of expected credits. Expectation: At/above 50%	50%		97.8%		
	State Required Measure: ACT Average Score by Content Area Description: ACT average score in reading, math, English, and science. Expectation: Reading at/above 15.9; Math at/above 15.7; English at/above 13.7; Science at/above 15.7	R	15.9			13.8
		M	15.7			15.3
E		13.7		11.6		
S		15.7		14.2		

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Accountability Status and Requirements for Improvement Plan

Denver Public Schools Summary of School Plan Timeline	October 16, 2013	All schools must upload their UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	January 6, 2014	UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.
	April 9, 2014	All schools must submit their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool for public viewing at www.schoolview.org

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment			
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	[Identified/Not Identified as a Title I Focus School]	[Customized Directions] In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	[Not a] TIG Awardee	[Customized Directions] In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model (i.e., Turnaround, Transformation, Closure). Note the specialized requirements for grantees included in the Quality Criteria document.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	[Not a] CGP Systems Change/Capacity Building School	[Customized Directions] In addition to the general requirements, school plans must respond to identified quality criteria for the CGP Program. Note the specialized requirements for identified schools included in the Quality Criteria document.

Section II: Improvement Plan Information

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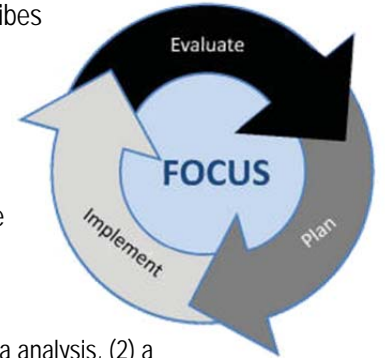
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Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	
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.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP)		
<input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title: Clark Callahan, Principal	
	Email: ccallahan@chscharter.org	
	Phone: (303)892-8475	
	Mailing Address: 1175 Osage St. #100 Denver, C) 80204	
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p>Review Current Performance: Review the AEC SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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Narrative: Description of CHSC, Setting and Process for Data Analysis
 Colorado High School Charter is an Alternative Education Campus in DPS serving the needs of students who have not had success in traditional district high schools for a variety of reasons. The majority of our students are over aged and behind on credits towards graduation. Our school population is comprised of two-thirds Latino students, one-third African American students, 5.81% White students and 1.94% Native American students. 96.2% students meet one or more of the AEC risk factors. 77% of students are eligible for Free and Reduced lunch. 69% of students will be first generation high school graduates. 11% of students have an enrollment in some type of juvenile detention facility. One-quarter of students have an IEP or 504. Over the past three years, students had an average of two prior high school enrollments in DPS and eight Behavior Events in Infinite Campus while enrolled in DPS.
 Over the past three years our student have had a Fall Median MAP Reading score of 216, 218 and 213 respectively and a Fall Median MAP Math Score of 221, 220, and 218 respectively. Based on the NWEA Scoring Norms our students have continued to enter our school with an approximate Median Reading and Math equivalency of 6th grade skills.

Based on this information, CHSC works with not only an At-Risk population with serious nonacademic concerns, but also a population that is significantly deficient in academic skills and multiple years behind upon enrollment at Colorado High School Charter. Our administrative team is developing this UIP to target specific areas that CHSC is not demonstrating adequate growth or meeting the CDE AEC state expectations in each performance indicators.

Review of Current Performance: For academic achievement, CHSC DOES NOT MEET state expectations for TCAP. CHSC does not set target goals for this assessment because of the small sample size. The number of 10th grade students at CHSC is minimal. During the previous two years, 2012-2013 and 2011-2012, the sample size of students testing was 16 and 17 respectively. For academic growth the school DOES NOT MEET the expectations for MAP Test growth. The school does not meet the targets for MAP but the scores are higher on all three tests than they were in 2010-2011. There needs to be more emphasis on academic growth since this is vital for students who are many grade levels behind. For Student Engagement, the school is in APPROACHING status. The attendance rate has been increasing steadily the past three years and the school target was met. The school is approaching the state target and continued work in this area. For Attendance Improvement, the school does not meet the state targets as the improvement remains very similar to the 2011-2012 percentage. For truancy, the school did not reach the target missing it by 2.78%. The school did decrease the truancy rate by 4%. The school did meet the Student Satisfaction state target and the targets have been met the previous four years. After meeting the state expectation Parent Satisfaction target the previous year, it was not met this year with it being 1.6% below expectations. For Post-Secondary/Workforce Readiness, The school DOES NOT MEET expectations. The Completion Rate rate of 38.7% did improve by 6.12% but this is still not at the state expectation rate of 55.4%. For Dropout Rate, the school did meet the school target decreasing the rate dramatically from 29.39% the previous year to 15%. However, this is still 3.6% above the UIP expectations. For Dropout Rate Change, there is a large discrepancy between the expectation (4%) and the result (-14%). This is alarming to the school because of the noted decrease in dropouts from the previous year. The school will need to continue its focus and interventions in addressing this area. For Adequate Yearly Credits, CHSC did meet the UIP expectations. This is new measure and the school is addressing this. There are systems being implemented to better track this so that progress monitoring can occur regularly throughout the year. For the ACT, The school did not meet its target or the state expectations. However, ACT scores increased slightly in all the sub-sections, Reading, Math, English and Science, the previous three years' only with a drop in Science in the middle year.

Trend Analysis: For TCAP, 2012-2013 the composite score was 19% and in the 2011-2012 school year, the composite score was 24%. There is no data available for 2010-2011. The school results section that year has N/A. It is difficult to analyze trends with such a small n size. For the MAP Test, The growth percentages in all three areas, Reading, Math, and Language Usage, are higher now than they were in 2011. However, there was a decrease in growth in 2012 in Language Usage and in 2013 in Reading and Math. The growth percentages are still variable and not above 60% (State Expectation), although close, and need to continue rising. For Student Engagement, CHSC's average daily attendance rate is steadily trending upward approaching the state expectation and meeting the school target. It is still below the state expectation of 86.2%. The truancy rate can only be compared for the previous two years as this metric was new two years ago. The rate of 14.78% is above the state expectation but an improvement of 4% from last year's. The school did meet the Student Satisfaction state target and the targets have been met the previous four years. After meeting the state expectation Parent Satisfaction target the previous year, it was not met this year with it being 1.6% below expectations. For Post-Secondary/Workforce Readiness, the completion rate can only be compared for the previous two years as this metric was new two years ago. The rate of 38.7% did improve by 6.12% but this is still not at the state expectation rate. It is understood that this rate is factored using multiple years of data to extract the number. The dropout rate was reduced significantly (14.4%) from last year and has been trending down since 2011. This is a very important indicator for CHSC. The school exceeded the school target by 10%. Score have been relatively stable over the past three years with a slight upward trend. The language arts scores (particularly English) are both lower than the Math and Science scores. The school did not meet its target composite score or the state expectations.

Priority Performance Challenges: CHSC has identified the following as priority performance challenges: Improving the daily attendance rate, MAP Test growth, and reducing the dropout rate. Improving the daily attendance rate was selected as a priority performance challenge because it is the best overall measure of student engagement. Also,

numerous studies have shown that there is a strong correlation between attendance and academic achievement. MAP Test growth was chosen because it is the best indicator of academic growth for our students at CHSC. Typically, students who grow in their MAPs Test areas tend to grow in Math and Literacy overall. Reducing the dropout rate was chosen because post-secondary preparedness is best measured by high school or GED completion. Students who do not complete either are less likely to obtain sustainable employment and/or attend a post-secondary institution. The magnitude of the school's overall performance challenges are large and will heavily impact how our school is assessed at the state level.

Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	No targets were set for TCAP as the number tested was less than 20 students (n<20).	NA – MAP is used as CHSC's primary performance indicator.	NA – No targets set.
Academic Growth MAP	TCAP Growth - NA MAP – Reading – 61.5% Math - 60% Lang. - 60%	NA MAP – Reading – 58.9% Math - 54.1% Lang. - 59.4% The targets were not met. However, the performance was very close to the targeted percentages on the UIP. The differences in meeting the UIP targets were as follows: Reading: 2.6%, Math: 5.9%, Language Usage: 0.6%. The school had a relatively small n size (n<50). In both reading and language usage, so one student scoring one point higher would have allowed the school to meet those targets. In math, it could be as few as two or three students scoring slightly higher.	MAP – Comparing the current MAP scores to the 2010-2011 school year scores, the scores have increased in all three MAP tests. There has been more of a literacy focus at the school the past several years. Additionally, a supplemental math class was added for all students (Math Enrichment) that provided relevant, real life use of math. However, with the search and selection of a new principal using a highly collaborative process involving faculty, staff and administration and a transition ensuing in leadership, the academic emphasis was given less attention. The school is slightly below the targets set. There was continued over differentiation in math classes and, therefore, some lack of student accountability and progress monitoring early in the school year with large classes at that time. Although the Language Usage assessment was given greater emphasis, it was not communicated clearly to students and the perception was that it did not matter as compared to the other two
Student Engagement	Attendance Rate – 80.0%	82.1% - The school exceeded the target by 2.1%. The attendance rate grew from 78.71% the previous year. This is an increase of 3.39%.	

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Truancy Rate – 12.0%	14.78% - The school missed the target by 2.78%. However, the school decreased the truancy rate 4.0% from 18.78% in 2011-2012.	assessments.
Postsecondary & Workforce Readiness	Completion Rate – 38%	38.7% - The school did meet the target increasing 6.12% from 32.58% the previous year.	Attendance and Truancy - Student attendance and truancy were monitored more closely by administration and support staff. More interventions were put in place for students and very poor attenders were tracked specifically with incentives, consequences and also through the induction program.
	Dropout Rate – 25%	15% - The school did meet the target decreasing the rate dramatically from 29.39% the previous year.	Additionally, CHSC continued to build the relationship with Colorado Youth for a Change (CYC) who helped to support poor attending students who they had referred to the school.
	Mean ACT Composite Score - 15	14 – The school did not meet the target but increased slightly in all the sub-sections; English, Math, Reading, and Science from the previous year.	<p>Completion Rate – Although the completion rate is below the State expectations, the school reversed a decline and improved its rate due to more focus on the individual student with multiple adults collaborating on interventions.</p> <p>Dropout Rate – The dropout rate was cut in half. CHSC spent many more human resources in assisting students in transitioning rather than just dropping out of school. Additionally, the tracking system was improved so that students could be coded other than dropouts.</p> <p>ACT – Students come into the school multiple grade levels behind and the school has not done enough to prepare them for a test that has the rigor of the ACT. They are not demonstrating the perseverance and grit necessary to do their best for an extended period of time. This has to be infused into</p>

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
			them throughout the year.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	2012-2013 R: 12.0%, M: 0.0%, W: 0.0%, S: 7.7% - Composite score = 19% 2011-2012 R: 8.7%, M: 0.0%, W: 0.0%, S: 8.7% - Composite score = 24% There is no data available for 2010-2011. The school results section that year has N/A. It is difficult to analyze trends with such a small n size.	CHSC has a small sample size and has identified this. We are in the process of getting approved for a 9 th grade addition. We are also developing ways to recruit more 10 th grade students.	Lack of 9 th grade student population, lack of 10 th grade recruitment, lack of rigorous and relevant curriculum, lack of support and resources for helping students overcome obstacles inside and outside of school, and lack of an immediate response to students missing school
Academic Growth	<p>MAP - The growth percentages in all three areas, Reading, Math, and Language Usage, are higher now than they were in 2011. However, there was a decrease in growth in 2012 in Language Usage and in 2013 in Reading and Math. The growth percentages are still variable and not above 60% (State Expectation), although close, and need to continue rising.</p> <p>MAP Percentage of Students Demonstrating Growth State Expectation: 60% on all assessments</p>	CHSC Data Team determined that Math, Reading, and Language Usage must improve in order to demonstrate true academic growth in our students.	:Lack of rigorous and relevant curriculum, lack of support and resources for helping students overcome obstacles inside and outside of school, and lack of an immediate response to students missing school

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
	<table border="1"> <thead> <tr> <th><u>Year</u></th> <th><u>Reading</u></th> <th><u>Math</u></th> <th><u>Language Usage</u></th> </tr> </thead> <tbody> <tr> <td>2013:</td> <td>58.9%</td> <td>54.1%</td> <td>59.4%</td> </tr> <tr> <td>2012:</td> <td>60.73%</td> <td>55.63%</td> <td>54.95%</td> </tr> <tr> <td>2011:</td> <td>54.55%</td> <td>48.51%</td> <td>58.14%</td> </tr> </tbody> </table>	<u>Year</u>	<u>Reading</u>	<u>Math</u>	<u>Language Usage</u>	2013:	58.9%	54.1%	59.4%	2012:	60.73%	55.63%	54.95%	2011:	54.55%	48.51%	58.14%		
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Student Engagement	<p>Average Daily Attendance - The attendance rate is steadily trending upward approaching the state expectation and meeting the school target. It is still below the state expectation of 86.2%.</p> <p>Average Daily Attendance State Expectation: 86.2% 2012-2013: 82.1% 2011-2012: 78.71% 2010-2011: 69.38%</p>	<p>With a population of students who have historically been poor attenders, it is imperative that they engage in school so that they can begin to catch up for their cumulative years' missed.</p>	<p>Lack of rigorous and relevant curriculum, lack of support and resources for helping students overcome obstacles inside and outside of school, and lack of an immediate response to students missing school.</p>																
Postsecondary & Workforce Readiness	<p>Dropout Rate – The dropout rate was reduced significantly (14.4%) from last year and has been trending down since 2011. This is a very important indicator for CHSC. The school exceeded the school target by 10%.</p> <p>Dropout Rate State Expectation: 11.4% 2012-2013: 15.0% 2011-2012: 29.39% 2010-2011: 31%</p>	<p>The target is within reach for the school with continued improvement.</p>	<p>Lack of rigorous and relevant curriculum, lack of support and resources for helping students overcome obstacles inside and outside of school, and lack of an immediate response to students missing school</p>																

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

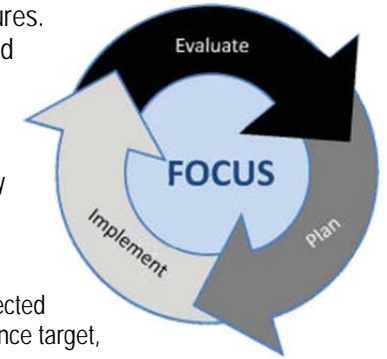
Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy	
			2013-14	2014-15			
Academic Achievement (Status)	TCAP, Lectura, Escritura	R	35.4%	20.0%	25.0%	Objective based interim assessments	Weekly Data Teams that analyze and make instructional decisions based on the data.
		M	4.4%	2.0%	4.4%	Objective based interim assessments	Weekly Data Teams that analyze and make instructional decisions based on the data.
		W	14.6%	5.0%	10.0%	Objective based interim assessments	Weekly Data Teams that analyze and make instructional decisions based on the data.
		S	16.4%	12.0%	16.4%	Objective based interim assessments	Weekly Data Teams that analyze and make instructional decisions based on the data.
Academic Growth	Median Growth Percentile (TCAP)	R	NA				
		M	NA				
		W	NA				
	MAP Growth	R	The challenge is to reach 60.0%.	60%	64%	Objective based interim assessments using the MAPs questions banks.	Interim assessments based on student learning objectives developed through diagnostic MAPs testing.
		M	The challenge is to reach 60.0%.	60%	64%	Objective based interim assessments using the MAPs questions banks.	Interim assessments based on student learning objectives developed through diagnostic MAPs testing.
		LA	The challenge is to reach 60.0%.	60%	64%	Objective based interim assessments using the MAPs questions banks.	Interim assessments based on student learning objectives developed through diagnostic MAPs testing.
Student Engagement	Attendance Rate		Achieve 86%	86%	88%	Daily and weekly tracking	Student Advocates will work with individual students to set goals and remove barriers to attend classes through home visits, phone calls, and strong student relationships.
	Attendance Improvement		Achieve 86%	86%	88%	Daily and weekly tracking	Student Advocates will work with individual students to set goals and remove barriers to attend classes through home visits, phone calls, and strong student relationships.
	Truancy Rate		Below 7.7%	Below 10%	Below 7.7%	Daily and weekly tracking	Student Advocates will work with

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						individual students to set goals and remove barriers to attend classes through home visits, phone calls, and strong student relationships.	
	Student Satisfaction	Achieve 85% or higher	90%	92%	Quarterly surveys completed by students.	Immediate respond to data and suggestions gathered from the survey	
	Parent Satisfaction	Achieve 85% or higher	90%	92%	Quarterly surveys completed by parents.	Immediate respond to data and suggestions gathered from the survey	
Postsecondary & Workforce Readiness	Completion Rate	Above 55.4%	Above 45%	Above 55.4%	Weekly tracking and transition meetings.	Student Advocates will work with students to find alternative educational opportunities for success if they are not finding success at CHSC.	
	Completion Rate Change	Increase completion rate by 2%	Increase by 2%	Increase by 2%	Weekly tracking and transition meetings.	Student Advocates will work with students to find alternative educational opportunities for success if they are not finding success at CHSC.	
	Dropout Rate	Below 15%	Below 15%	Below 12%	Weekly tracking and transition meetings.	Student Advocates will work with students to find alternative educational opportunities for success if they are not finding success at CHSC.	
	Dropout Rate Change	Below 17%	Below 17%	Below 15%	Weekly tracking and transition meetings.	Student Advocates will work with students to find alternative educational opportunities for success if they are not finding success at CHSC.	
	Adequate Yearly Credits	Above 50%	Above 80%	Above 85%	On-going progress monitoring by School Counselor and Student Advocates.	Provide various opportunities for students to recover credit through non-traditional ways.	
	ACT Average Score	R	Above 16	Above 15	Above 16	Objective based interim assessments	Weekly Data Teams that analyze and make instructional decisions based on ACT data.
		M	Above 16	Above 16	Above 16	Objective based interim assessments	Weekly Data Teams that analyze and make instructional decisions based on ACT data.
E		Above 14	Above 13	Above 14	Objective based interim assessments	Weekly Data Teams that analyze and make instructional decisions based on ACT data.	
S		Above 16	Above 16	Above 16	Objective based interim assessments	Weekly Data Teams that analyze and make instructional decisions	

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, 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 below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Increase attendance to 86%

Root Cause(s) Addressed: Rigorous and relevant curriculum, lack of support and resources for helping students overcome obstacles inside and outside of school, and lack of an immediate response to students missing school.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Implement a rigorous teacher evaluation system based on Kim Marshall and Charlotte Danielson's research that includes student achievement data and direct feedback from students on a quarterly basis.	Adopt rubric	Measure and track teacher progress	Students, teachers, and principal	Charolette Danielson and Kim Marshall	Provide teacher feedback using student achievement indicators and observations at least four times a year.	1 st Quarter reviews are under way
Partner with Colorado Youth for Change and hire three student advocates.	Hire by 9/13	Hire possible 4 th advocate to support 9 th grade	Administration, advocates, and guidance counselor	Colorado Youth for Change	Hiring advocates	Completed
Develop tiered interventions for students who miss school.	Develop interventio	Make adjustmen	Dean of students,	Best practices of like schools	Develop and implement intervention strategies	In progress. Will be completed by 12/13

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	n strategies and framework	ts based on feedback and data	student advocates, and assistant principals			

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Increase percentage of students who reach their growth target on the MAPS to 60% in both math and reading

Root Cause(s) Addressed: Lack of rigorous and relevant curriculum, lack of support and resources for helping students overcome obstacles inside and outside of school, and lack of an immediate response to students missing school

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Hire math and reading specialists to provide accelerated and remedial support	Hire by 9/13	Identify new processes and programs to support literacy and numeracy	Teachers, administration, and reading and math specialists		Hire math and reading specialists. Identify and implement reading and numeracy programs and approaches.	Math and reading specialist are hired and have started researching the best practices and approaches
Implement a rigorous teacher evaluation system based on Kim Marshall and Charlotte Danielson's research that includes student achievement data and direct feedback from students on a quarterly basis.	Adopt rubric	Measure and track teacher progress	Students, teachers, and principal	Charolette Danielson and Kim Marshall	Provide teacher feedback using student achievement indicators and observations at least four times a year.	1 st Quarter reviews are under way
Develop robust data teams that analyze and respond to student data on interim	Data teams	Utilize THA's	Administration, specialist and	TFA	Data teams meeting and responding to student data	Data teams are meeting weekly and analyzing student

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assessments utilizing TFA's objective tracking chart.	meeting on a weekly basis	objective tracking chart for entire year	teachers		on a weekly basis Fully integrating TFA's objective tracking chart	data. Teachers have started using the TFA tracking chart
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Reduce the dropout rate to below 17%

Root Cause(s) Addressed: Rigorous and relevant curriculum, lack of support and resources for helping students overcome obstacles inside and outside of school, and lack of an immediate response to students missing school

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Implement a rigorous teacher evaluation system based on Kim Marshall and Charlotte Danielson's research that includes student achievement data and direct feedback from students on a quarterly basis.	Adopt rubric	Measure and track teacher progress	Students, teachers, and principal	Charlotte Danielson and Kim Marshall	Provide teacher feedback using student achievement indicators and observations at least four times a year.	1 st Quarter reviews are under way
Partner with Colorado Youth for Change and hire three student advocates.	Hire by 9/13	Hire possible 4 th advocate to support 9 th grade	Administration, advocates, and guidance counselor	Colorado Youth for Change	Hiring advocates	Completed
Develop tiered interventions for students who miss school.	Develop intervention strategies and framework	Make adjustments based on feedback and data	Dean of students, student advocates, and assistant principals	Best practices of like schools	Develop and implement intervention strategies	In progress. Will be completed by 12/13

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)