

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3987 School Name: HIGHLINE ACADEMY CHARTER SCHOOL SPF Year: 1 Year

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. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). 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?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	71.43%	-	86.91%	85.26%	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	-	81.25%	66.03%	-	
		W	53.52%	57.77%	-	69.27%	76.28%	-	
		S	47.53%	48.00%	-	67.27%	70.21%	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	22	17	-	56	62	-	
		M	40	60	-	53	61	-	
		W	39	31	-	66	69	-	
ELP	-	-	-	42	-	-			

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School Name: HIGHLINE ACADEMY CHARTER SCHOOL

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?	
Academic Growth Gaps	<p>Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Exceeds</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate - using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate Expectation: At or below state average overall.</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average.</p>	-	-	-	

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.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
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 awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
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 Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

Section II: Improvement Plan Information

Additional Information about the School

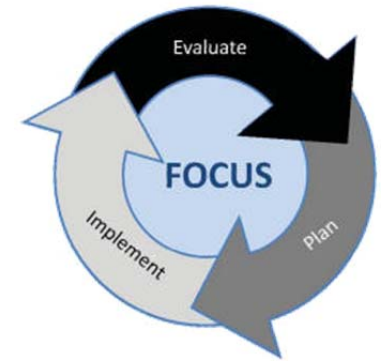
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	
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	Gregg Gonzales, Executive Director
	Email	ggonzales@highlineacademy.org
	Phone	7206482736
	Mailing Address	2170 south Dahlia Street Denver, CO 80222
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. 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 the 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 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:
Data Analysis: Student achievement is taken very seriously at Highline, and progress is monitored through an interim assessment cycle, built around a 6-8 week cycle. Highline Academy uses its interim assessments to identify non-proficient students and to measure student growth and program effectiveness. Interim-assessment data drives the constant cycle of insuring all students are receiving the support they need to attain mastery of rigorous learning standards. Highline has leveraged its year-long calendar to insure that, after each interim assessment period, there is a corresponding "data day" where teachers have the time they need to do data analysis, track student growth and alter planning to ensure all student needs are met. DRA testing is also administered twice per year, with a mid-point check for any student below grade level or identified as struggling.

Review Current Performance and Trend Analysis:

Historical trends: - Highline (E)'s proficiency rates in TCAP Math have trended up from 2010 to 2012. - Highline (E)'s proficiency rates in TCAP Reading have trended up from 2010 to 2012. - Highline (E)'s proficiency rates in TCAP Writing have trended up from 2010 to 2012. - Highline (E)'s proficiency rates in TCAP Science have trended up from 2010 to 2012. 2012 Proficiency Comparisons: - Highline (E)'s proficiency rates were higher in TCAP Reading but were lower in TCAP Math, Writing and Science compared to those of its Similar Schools Cluster. - Highline (E)'s proficiency rates were higher than the District in all TCAP content areas. Highline (E) outperformed the District by more than 20 percentage points in TCAP Math, Writing and Science and by nearly 30 percentage points in TCAP Reading.

Historical trends: - Highline (M)'s proficiency rates in TCAP Math have trended up from 2010 to 2012. - Highline (M)'s proficiency rates in TCAP Reading have trended up from 2010 to 2012. - Highline (M)'s proficiency rates in TCAP Writing have trended up from 2010 to 2012. - Highline (M)'s proficiency rates in TCAP Science have fluctuated, but decreased from 2011 to 2012. 2012 Proficiency Comparisons: - Highline (M)'s proficiency rates matched or surpassed those of its Similar Schools Cluster in TCAP Math, Reading and Writing, but were lower than those of its Similar Schools Cluster in Science. - Highline (M)'s proficiency rates were higher than the District in all TCAP content areas. Highline (M) outperformed the District by more than 20 percentage points in TCAP Math and by more than 30 percentage points in TCAP Reading and Writing.

Highline's proficiencies in math, writing, and science still lag behind reading.

Subgroup:

2012 TCAP Performance compared to the District at this ed level: - Minority students' proficiency rates at Highline (E) were higher than minority students District-wide in TCAP Reading, Writing and Math. - Non-Exited English Language Learners' proficiency rates at Highline (E) were higher than Non-Exited English Language Learners District-wide in TCAP Reading, Writing and Math. - Proficiency rates for students who qualified for Free/Reduced Lunch at Highline (E) were higher than those of students who qualified for Free/Reduced Lunch District-wide in TCAP Reading, Writing and Math.

Minority students' proficiency rates at Highline (M) were higher than minority students District-wide in TCAP Reading, Writing and Math. - Proficiency rates for students who qualified for Free/Reduced Lunch at Highline (M) were higher than those of students who qualified for Free/Reduced Lunch District-wide in TCAP Reading, Writing and Math. - Proficiency rates for students with disabilities at Highline (M) were higher than students with disabilities District-wide in TCAP Reading and Writing, but were lower in TCAP Math.

Priority Performance Challenges: Highline will prioritize math growth and status for the 2013-2014 school year. While Highline has made gains in both status and growth over the last year, our students are still not making as much growth in math as they are comparatively to reading and writing.

Root Cause Analysis: Highline will continue developing curriculum and aligning assessments and instruction in the area of math. Our work on looking at our old curriculum to what was being taught on TCAP showed our curriculum and instruction was not aligned with what our students were being assessed. As the state test becomes aligned to the Common Core, we believe that we will see a strong trend up.

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)			Highline did not reach its goal of the 60 mgp in math. Although, if you average 5 th -8 th grade math where we implemented our improvement strategy, we were 63.5 MGP. This shows strong correlation to improvement strategy and growth.
Academic Growth	63%	57% No	
Academic Growth Gaps	80% of students deemed below grade level/pp/U who qualify FRL will make catch up growth.	No. Although Highline made measurable progress, we still did not meet goal.	
Postsecondary & Workforce Readiness			

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Highline is overall trending up on all indicators.		
Academic Growth	Highline is maintaining over 180 MGP over the last three years. Math does still lag slightly behind reading and writing.	Math	4 th grade math curriculum and its alignment to standardized test.
Academic Growth Gaps	Academic growth gaps over the last three years are trending slightly down overall.	Catch up growth in Math for FRL.	Increase targeted interventions
Postsecondary & Workforce Readiness			

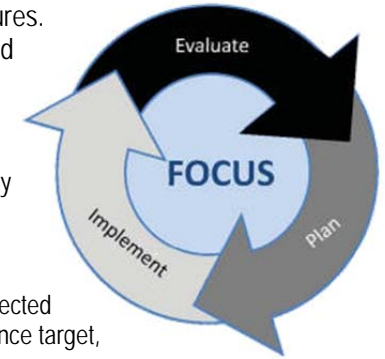
Section IV: Action Plan(s)

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/CSAP, CoAlt/CSAPA, Lectura, Escritura	R					
		M	Math achievement	74% P/A	78% P/A	Internal interims	Curriculum alignment
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R					
		M	Math achievement	60 MGP	62 MGP	Internal interims.	Curriculum alignment
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile	R					
		M	FRL	60 MGP	62 MGP	Internal Interims	Targeted interventions
		W					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						

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: Math Curriculum Alignment and targeted interventions **Root Cause(s) Addressed:** Alignment of

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				
Curriculum Alignment Teams			Math Teachers	PPR	Year long maps Interim assessments Unit assessments	In progress
Train and implement targeted interventions in math for 3-8 th grade.			Math teachers	PPR	Pre and post assessments Schedule interventions	In progress

* 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: _____ Root Cause(s) Addressed: _____

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				

* 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: _____ Root Cause(s) Addressed: _____

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				

* 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)