

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 4730 School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL SPF Year: 2012 Accountable by: 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 2011-12. 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 as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	-	-	73.33%	-	-	58.7%	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	21.65%	
		W	-	-	50%	-	-	33.04%	
		S	-	-	50%	-	-	42.42%	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			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	-	-	56	-	-	65	
		M	-	-	98	-	-	61	
		W	-	-	92	-	-	72	
ELP	-	-	78	-	-	56			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center;">Meets</p> <p><small>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</small></p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 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</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">Meets</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks 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 English Language Learners.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	3.6%	2%	Meets	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	20	18.5	Approaching	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
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 has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

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	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Yes. School Works – 2012.

Improvement Plan Information

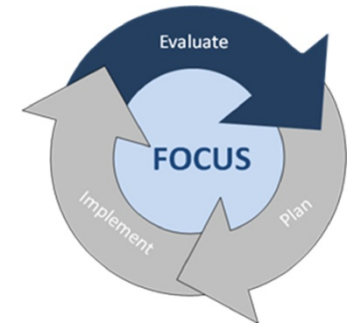
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kurt Pusch, Principal
	Email	kpusch@kippcolorado.org
	Phone	303-922-5324
	Mailing Address	451 S. Tejon St., Denver, CO 80223
2	Name and Title	Jenny Tan, Chief Academic Officer, KIPP Colorado Schools
	Email	jtan@kippcolorado.org
	Phone	
	Mailing Address	451 S. Tejon St., Denver, CO 80223

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.



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

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 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 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading: 97% at PP or better OR 15% reduction in US	No. 94% at PP or better and 5% point decrease in U.	Reading: Normed reading programs in 9 th and 10 th grade English classrooms, Standards Mastery-Tracking and focused re-teaching. Though targets were not met, performance was close to targets and achieved growth from previous year. Math: Misalignment between curriculum and standards.
	Math: 76% at PP or better OR 20% reduction in US	No. 59% at PP or better and 2% point decrease in U.	
	Writing: 90% at PP or better OR 10% reduction in US	Yes. 97% at PP or better.	
Academic Growth	Reading: 75 th Median Percentile	No. 65 MGP.	Writing: Improved alignment of curriculum to standards, standards-aligned mastery tracking, beginning implementation of Write Tools
	Writing: 70 th Median Percentile	Yes. 72 MGP.	
	Math: 75 th Median Percentile	No. 61 MGP.	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.																									
Academic Growth Gaps	<p>FRL/Non: n/a -- school is 93.9% FRL</p> <p>Minority/Non: n/a -- school is 95.5% minority</p>		<p>Class of 2013:</p> <p>More consistent instructional expectations</p> <p>Improved alignment of Writing curriculum</p> <p>Inadequate rigor in the Reading curriculum in alignment with the rigor and complexity of ACT passages</p> <p>Consistent implementation of ACT-aligned interim assessments & aligned curriculum</p> <p>Class of 2014:</p> <p>Inconsistent instructional expectations and high-turnover of teachers during the school year</p> <p>Inconsistent implementation of ACT-aligned interim assessments & aligned curriculum</p>																									
	<p>Reading ELL/Non No gap</p>	<p>Target met? Yes, no gap.</p>																										
	<p>Math ELL/Non No gap</p>	<p>Target met? Yes, no gap.</p>																										
	<p>Writing ELL/Non No gap</p>	<p>Target met? Yes, no gap.</p>																										
Post Secondary Readiness	<p>Current ACT Data & Goals for SY11-12</p> <p>ACT Goals for SY11-12</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: black; color: white;"> <th colspan="5">Colorado ACT Goals: 24 April 2012</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>--</td> <td>14</td> <td>15</td> <td>18</td> </tr> <tr> <td>Math</td> <td>--</td> <td>15</td> <td>18</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>--</td> <td>14</td> <td>16</td> <td>19</td> </tr> <tr> <td>Science</td> <td>--</td> <td>14</td> <td>19</td> <td>19</td> </tr> </tbody> </table>	Colorado ACT Goals: 24 April 2012					English	--	14	15	18	Math	--	15	18	20	Reading	--	14	16	19	Science	--	14	19	19	<p><u>Class of 2013</u></p> <p>English: Yes. 18.4</p> <p>Math: Yes. 19.9</p> <p>Reading: No. 16.4</p> <p>Science: Yes. 18.9</p> <p><u>Class of 2014</u></p> <p>English: No. 12.7</p> <p>Math: No. 16.8</p> <p>Reading: No. 14.1</p>	<p>Class of 2015:</p> <p>More consistent instructional expectations</p> <p>Improved alignment of Writing curriculum</p> <p>Consistent implementation of ACT-aligned interim assessments & aligned curriculum</p>
Colorado ACT Goals: 24 April 2012																												
English	--	14	15	18																								
Math	--	15	18	20																								
Reading	--	14	16	19																								
Science	--	14	19	19																								

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
		<p>Science: No. 16.7</p> <p><u>Class of 2015</u> English: Yes. 14.8 Math: Yes. 15.4 Reading: Yes. 13.7 Science: Yes. 16.5</p>	

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)	<p>Proficient or Advanced:</p> <table border="1"> <thead> <tr> <th></th> <th>09-10</th> <th>10-11</th> <th>11-12</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>57%</td> <td>54%</td> <td>59%</td> </tr> <tr> <td>Math</td> <td>25%</td> <td>22%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>24%</td> <td>32%</td> </tr> </tbody> </table> <p>Partially Proficient or Above:</p> <table border="1"> <thead> <tr> <th></th> <th>09-10</th> <th>10-11</th> <th>11-12</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>69%</td> <td>89%</td> <td>35%</td> </tr> <tr> <td>Math</td> <td>59%</td> <td>57%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>76%</td> <td>93%</td> <td>65%</td> </tr> </tbody> </table>		09-10	10-11	11-12	Reading	57%	54%	59%	Math	25%	22%	21%	Writing	26%	24%	32%		09-10	10-11	11-12	Reading	69%	89%	35%	Math	59%	57%	38%	Writing	76%	93%	65%	<p>Overall increases in student achievement status have been significant in Reading and Writing for students progressing from U to PP+ in initial two years, and continuing to progress to Proficient in year 3. The percentages of students reaching P+ increased by 5% in Reading and 8% in Writing. In Math, however, the percentage of students Proficient decreased by 3 percentage points in the initial two years, and an additional percentage point in year 3.</p>	<p>Lack of curricular alignment in with TCAP standards in Math. Lack of targeted interventions within the general ed classrooms for students performing below grade level.</p>
	09-10	10-11	11-12																																
Reading	57%	54%	59%																																
Math	25%	22%	21%																																
Writing	26%	24%	32%																																
	09-10	10-11	11-12																																
Reading	69%	89%	35%																																
Math	59%	57%	38%																																
Writing	76%	93%	65%																																
Academic Growth	<p>Median Growth Percentile</p> <table border="1"> <thead> <tr> <th></th> <th>09-10</th> <th>10-11</th> <th>11-12</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>58.5th</td> <td>65th</td> <td>65th</td> </tr> <tr> <td>Math</td> <td>38.5th</td> <td>49th</td> <td>61st</td> </tr> <tr> <td>Writing</td> <td>47th</td> <td>43rd</td> <td>72nd</td> </tr> </tbody> </table>		09-10	10-11	11-12	Reading	58.5 th	65 th	65 th	Math	38.5 th	49 th	61 st	Writing	47 th	43 rd	72 nd	<p>Writing and Math growth percentiles increased 29 points and 12 points, respectively, in the last year. Reading growth held at 65 over the last two years, after an increase of 6.5 points in the initial two years.</p>	<p>The orientation toward individual student growth via the school-wide Implementation of 4 ACT-standards aligned interim assessments and aligned curriculum may</p>																
	09-10	10-11	11-12																																
Reading	58.5 th	65 th	65 th																																
Math	38.5 th	49 th	61 st																																
Writing	47 th	43 rd	72 nd																																

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																
			<p>have contributed to higher growth percentiles on TCAP. Where implementation of the interim system was stronger, TCAP growth percentiles was also stronger. The reverse was also true. Where implementation of the interim system was weaker, growth percentiles were not as strong.</p>																																
Academic Growth Gaps	<p>FRL/Non: n/a -- school is 93.9% FRL Minority/Non: n/a -- school is 95.5% minority</p> <p>Reading ELL/Non</p> <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>2010</u></th> <th style="text-align: center;"><u>2011</u></th> <th style="text-align: center;"><u>2012</u></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">63/51</td> <td style="text-align: center;">68/67</td> <td></td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">41/47</td> <td style="text-align: center;">43/41</td> <td></td> </tr> <tr> <td>Math</td> <td style="text-align: center;">41/32</td> <td style="text-align: center;">48/40</td> <td></td> </tr> </tbody> </table>		<u>2010</u>	<u>2011</u>	<u>2012</u>	Reading	63/51	68/67		Writing	41/47	43/41		Math	41/32	48/40		No ELL gaps noted.	No ELL gaps noted.																
	<u>2010</u>	<u>2011</u>	<u>2012</u>																																
Reading	63/51	68/67																																	
Writing	41/47	43/41																																	
Math	41/32	48/40																																	
Post Secondary & Workforce Readiness	<p style="text-align: center;">Growth by Graduating Class relative to Benchmark, EXPLORE to PLAN</p> <table border="1" style="margin-left: 40px; border-collapse: collapse; width: 100%;"> <thead> <tr> <th rowspan="2"></th> <th colspan="5" style="text-align: center;">Entering 9th grade</th> <th colspan="5" style="text-align: center;">Exiting 9th grade</th> </tr> <tr> <th style="text-align: center;">BM</th> <th colspan="4" style="text-align: center;">EXPLORE</th> <th colspan="4" style="text-align: center;">PLAN</th> <th style="text-align: center;">BM</th> </tr> </thead> <tbody> <tr> <td>English</td> <td style="text-align: center;">13</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">11</td> <td style="text-align: center;">--</td> <td style="text-align: center;">14</td> <td style="text-align: center;">12</td> <td style="text-align: center;">15</td> <td style="text-align: center;">--</td> <td style="text-align: center;">15</td> </tr> </tbody> </table>		Entering 9 th grade					Exiting 9 th grade					BM	EXPLORE				PLAN				BM	English	13	11	12	11	--	14	12	15	--	15	<p>we have seen a need for improving college readiness as measure by ACT series tests. ACT defines "nearly on target" as within 2 points of the benchmark while more than 2 points is considered "off target." In all subjects, students enter 9th grade nearly on target or off target.</p> <p style="text-align: center;">Achievement Relative to Benchmark + Target Designation</p>	<p>This data indicates that instruction and teaching was sufficiently aligned to college readiness in SY09-10. In the</p>
	Entering 9 th grade					Exiting 9 th grade																													
	BM	EXPLORE				PLAN				BM																									
English	13	11	12	11	--	14	12	15	--	15																									

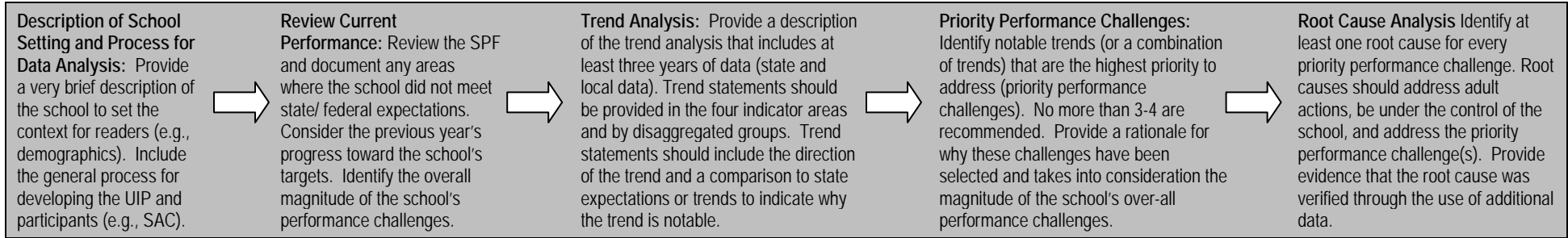
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																																																																																																																																																																																																																						
	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr><td>Math</td><td>17</td><td>13</td><td>14</td><td>12</td><td>--</td><td>16</td><td>15</td><td>15</td><td>--</td><td>19</td></tr> <tr><td>Reading</td><td>15</td><td>11</td><td>13</td><td>11</td><td>--</td><td>14</td><td>13</td><td>14</td><td>--</td><td>17</td></tr> <tr><td>Science</td><td>20</td><td>13</td><td>15</td><td>11</td><td>--</td><td>16</td><td>16</td><td>17</td><td>--</td><td>21</td></tr> <tr><td>Class of →</td><td>'13</td><td>'14</td><td>'15</td><td>'16</td><td>'13</td><td>'14</td><td>'15</td><td>'16</td><td></td><td></td></tr> </table> <p style="text-align: center;">Growth by Graduating Class relative to Benchmark, ACT-10th to ACT-11th</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">Exiting 10th grade</th> <th colspan="4">Colorado ACT</th> </tr> <tr> <th>BM</th> <th colspan="3">ACT</th> <th colspan="4">ACT</th> </tr> </thead> <tbody> <tr><td>English</td><td>18</td><td>15</td><td>13</td><td>--</td><td>--</td><td>18</td><td>--</td><td>--</td><td>--</td></tr> <tr><td>Math</td><td>22</td><td>17</td><td>17</td><td>--</td><td>--</td><td>20</td><td>--</td><td>--</td><td>--</td></tr> <tr><td>Reading</td><td>21</td><td>16</td><td>14</td><td>--</td><td>--</td><td>16</td><td>--</td><td>--</td><td>--</td></tr> <tr><td>Science</td><td>24</td><td>16</td><td>17</td><td>--</td><td>--</td><td>19</td><td>--</td><td>--</td><td>--</td></tr> <tr><td>Class of →</td><td>'13</td><td>'14</td><td>'15</td><td>'16</td><td>'13</td><td>'14</td><td>'15</td><td>'16</td><td></td></tr> </tbody> </table>	Math	17	13	14	12	--	16	15	15	--	19	Reading	15	11	13	11	--	14	13	14	--	17	Science	20	13	15	11	--	16	16	17	--	21	Class of →	'13	'14	'15	'16	'13	'14	'15	'16				Exiting 10 th grade				Colorado ACT				BM	ACT			ACT				English	18	15	13	--	--	18	--	--	--	Math	22	17	17	--	--	20	--	--	--	Reading	21	16	14	--	--	16	--	--	--	Science	24	16	17	--	--	19	--	--	--	Class of →	'13	'14	'15	'16	'13	'14	'15	'16		<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th colspan="2">2013</th> <th colspan="2">2014</th> <th colspan="2">2015</th> </tr> </thead> <tbody> <tr><td>English</td><td>-2</td><td>N</td><td>-1</td><td>N</td><td>-2</td><td>N</td></tr> <tr><td>Math</td><td>-4</td><td>O</td><td>-3</td><td>O</td><td>-5</td><td>O</td></tr> <tr><td>Reading</td><td>-4</td><td>O</td><td>-2</td><td>N</td><td>-4</td><td>O</td></tr> <tr><td>Science</td><td>-7</td><td>O</td><td>-5</td><td>O</td><td>-9</td><td>O</td></tr> </tbody> </table> <p>By the end of 9th grade, students remained “nearly on target” in English but are off target in other subjects. 2013 closed gaps by + 1 or + 2 points while 2014 increased gaps by 1 or 2 points or stagnated relative to the subject test benchmarks.</p> <p style="text-align: center;">Achievement Relative to Benchmark + Target Designation With Growth Trend (+ or -)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th colspan="3">2013</th> <th colspan="3">2014</th> <th colspan="3">2015</th> </tr> </thead> <tbody> <tr><td>English</td><td>-1</td><td>N</td><td>+1</td><td>-3</td><td>O</td><td>-2</td><td>0</td><td>O</td><td>+4</td></tr> <tr><td>Math</td><td>-3</td><td>O</td><td>+1</td><td>-4</td><td>O</td><td>-1</td><td>-4</td><td>O</td><td>+3</td></tr> <tr><td>Reading</td><td>-3</td><td>O</td><td>+1</td><td>-3</td><td>O</td><td>-1</td><td>-3</td><td>O</td><td>+3</td></tr> <tr><td>Science</td><td>-5</td><td>O</td><td>+2</td><td>-5</td><td>O</td><td>0</td><td>-4</td><td>O</td><td>+6</td></tr> </tbody> </table> <p>By the end of 10th grade, students are off target in every subject.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="3">2013</th> <th colspan="3">2014</th> <th colspan="3">2015</th> </tr> </thead> <tbody> <tr><td>English</td><td>-3</td><td>O</td><td>0</td><td>-5</td><td>O</td><td>0</td><td>-</td><td>--</td><td>--</td></tr> <tr><td>Math</td><td>-5</td><td>O</td><td>-2</td><td>-5</td><td>O</td><td>+1</td><td>-</td><td>--</td><td>--</td></tr> <tr><td>Reading</td><td>-5</td><td>O</td><td>-2</td><td>-7</td><td>O</td><td>+1</td><td>-</td><td>--</td><td>--</td></tr> <tr><td>Science</td><td>-8</td><td>O</td><td>-3</td><td>-7</td><td>O</td><td>+.5</td><td>-</td><td>--</td><td>--</td></tr> </tbody> </table>		2013		2014		2015		English	-2	N	-1	N	-2	N	Math	-4	O	-3	O	-5	O	Reading	-4	O	-2	N	-4	O	Science	-7	O	-5	O	-9	O		2013			2014			2015			English	-1	N	+1	-3	O	-2	0	O	+4	Math	-3	O	+1	-4	O	-1	-4	O	+3	Reading	-3	O	+1	-3	O	-1	-3	O	+3	Science	-5	O	+2	-5	O	0	-4	O	+6		2013			2014			2015			English	-3	O	0	-5	O	0	-	--	--	Math	-5	O	-2	-5	O	+1	-	--	--	Reading	-5	O	-2	-7	O	+1	-	--	--	Science	-8	O	-3	-7	O	+.5	-	--	--	<p>following school year, 10-11, a lack of alignment between curriculum and ACT CRS led to insufficient growth. In 11-12, improved alignment to the ACT resulted in improved ACT growth in 9th and 11th grade, while an inconsistent implementation of standards and interims in 10th grade resulted in flat gains. As college admission is determined by GPA and performance on the ACT, continued implementation and strengthening of ACT-aligned interims and curriculum development will be a focus in SY12-13</p>
Math	17	13	14	12	--	16	15	15	--	19																																																																																																																																																																																																																																															
Reading	15	11	13	11	--	14	13	14	--	17																																																																																																																																																																																																																																															
Science	20	13	15	11	--	16	16	17	--	21																																																																																																																																																																																																																																															
Class of →	'13	'14	'15	'16	'13	'14	'15	'16																																																																																																																																																																																																																																																	
	Exiting 10 th grade				Colorado ACT																																																																																																																																																																																																																																																				
	BM	ACT			ACT																																																																																																																																																																																																																																																				
English	18	15	13	--	--	18	--	--	--																																																																																																																																																																																																																																																
Math	22	17	17	--	--	20	--	--	--																																																																																																																																																																																																																																																
Reading	21	16	14	--	--	16	--	--	--																																																																																																																																																																																																																																																
Science	24	16	17	--	--	19	--	--	--																																																																																																																																																																																																																																																
Class of →	'13	'14	'15	'16	'13	'14	'15	'16																																																																																																																																																																																																																																																	
	2013		2014		2015																																																																																																																																																																																																																																																				
English	-2	N	-1	N	-2	N																																																																																																																																																																																																																																																			
Math	-4	O	-3	O	-5	O																																																																																																																																																																																																																																																			
Reading	-4	O	-2	N	-4	O																																																																																																																																																																																																																																																			
Science	-7	O	-5	O	-9	O																																																																																																																																																																																																																																																			
	2013			2014			2015																																																																																																																																																																																																																																																		
English	-1	N	+1	-3	O	-2	0	O	+4																																																																																																																																																																																																																																																
Math	-3	O	+1	-4	O	-1	-4	O	+3																																																																																																																																																																																																																																																
Reading	-3	O	+1	-3	O	-1	-3	O	+3																																																																																																																																																																																																																																																
Science	-5	O	+2	-5	O	0	-4	O	+6																																																																																																																																																																																																																																																
	2013			2014			2015																																																																																																																																																																																																																																																		
English	-3	O	0	-5	O	0	-	--	--																																																																																																																																																																																																																																																
Math	-5	O	-2	-5	O	+1	-	--	--																																																																																																																																																																																																																																																
Reading	-5	O	-2	-7	O	+1	-	--	--																																																																																																																																																																																																																																																
Science	-8	O	-3	-7	O	+.5	-	--	--																																																																																																																																																																																																																																																

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

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School



Narrative:

Description of Trends

The analysis of this data was completed collaboratively by the KIPP Colorado regional data manager, the KDC site assessment leader/KDC data manager and the KDC school leader. The root cause analysis was performed by analyzing the data for growths and declines by the school leader after the data was provided by the regional and school data managers. The KIPP Colorado regional Chief Academic Officer read over the root causes and provided feedback as to the major improvement strategies.

After a two-year decline, student achievement status (% proficient or advanced) increased in the past year in Reading (+5% points) and Writing (+8% points). A more focused curricular alignment focus in Reading and Writing and a more focused attention to instructional strategies correlate to the improved achievement. However, Math achievement has declined over three consecutive years, a trend that may largely be attributed to a noticeable misalignment between the math curriculum and TCAP standards.

Writing and Math growth percentiles increased 29 points and 12 points, respectively, in the last year. Reading growth held at 65 over the last two years, after an increase of 6.5 points in the initial two years.

In SY 11-12, improved alignment to the ACT resulted in improved ACT growth in 9th and 11th grade, while an inconsistent implementation of standards and interims in 10th grade resulted in flat gains. As college admission is determined by GPA and performance on the ACT, continued implementation and strengthening of ACT-aligned interims and curriculum development will be a focus in SY12-13

Priority Performance Challenges & Root Causes:

Addressing challenges of alignment, in SY12-13 an initial initiative to restructure curriculum on a school-wide level to align to state and national standards did not fully materialize. Entering SY12-13, our departments have detailed scope and sequences that align with Colorado Academic Standards and ACT-readiness standards.

In general and across all content areas and grade levels, we've identified a gap in our systematic use of data to monitor student mastery throughout the school year and make timely adjustments to instruction to ensure higher percentages of student mastery. Implementation of the ACT-aligned interim assessment in SY11-12 helped to strengthen gaps. In SY12-13, we have added CRS aligned unit exams to monitor progress toward TCAP and AP goals, and to target re-teaching in response to gaps in student learning.

Further, three-year declines in Math performance, lagging Reading and Writing performance relative to college-readiness indicate need for increased attention to our allocation of instructional time and use of interventions to strengthen critical math and reading skills in 9th with the longer-term goal of higher performance on the ACT in 11th grade.

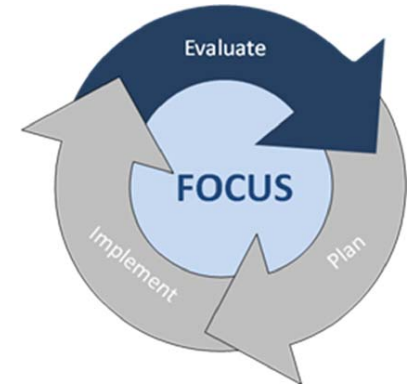
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will 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 – in each area where a priority performance challenge was identified; 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 2012-13	Major Improvement Strategy
			2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R		68%	78%	Six, six-week Colorado Academic Standards-aligned interim assessments Re-aligned scope and sequence Aligned interim assessments 6-week progress monitoring and re-teach cycles Targeted interventions Increase in instructional time
		M		35%	45%	Six, six-week Colorado Academic Standards-aligned interim assessments Re-aligned scope and sequence Aligned interim assessments 6-week progress monitoring and re-teach cycles Targeted interventions Increase in instructional time
		W		40%	50%	Six, six-week Colorado Academic Standards-aligned interim assessments Re-aligned scope and sequence Aligned interim assessments 6-week progress monitoring and re-teach cycles

							Targeted interventions Increase in instructional time
		S		50%	60%	Six, six-week Colorado Academic Standards-aligned interim assessments Six, six-week Colorado Academic Standards-aligned interim assessments	Re-aligned scope and sequence Aligned interim assessments 6-week progress monitoring and re-teach cycles
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R		65	65	Six, six-week Colorado Academic Standards-aligned interim assessments	Re-aligned scope and sequence Aligned interim assessments 6-week progress monitoring and re-teach cycles Targeted interventions Increase in instructional time
		M		65	65	Six, six-week Colorado Academic Standards-aligned interim assessments	Re-aligned scope and sequence Aligned interim assessments 6-week progress monitoring and re-teach cycles Targeted interventions Increase in instructional time
		W		65	65	Six, six-week Colorado	Re-aligned scope and

						Academic Standards-aligned interim assessments Six, six-week Colorado Academic Standards-aligned interim assessments	sequence Aligned interim assessments 6-week progress monitoring and re-teach cycles Targeted interventions Increase in instructional time
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R		No gaps	No gaps		
		M		No gaps	No gaps		
		W		No gaps	No gaps		
Post Secondary & Workforce Readiness	Graduation Rate			100%	100%	Weekly credit-monitoring 6-week progress monitoring cycle	Academic Advisory program Weekly credit-monitoring Academic enrichment & interventions after-school
	Disaggregated Grad Rate			100%	100%	Weekly credit-monitoring 6-week progress monitoring cycle	Academic Advisory program Weekly credit-monitoring Academic enrichment & interventions after-school
	Dropout Rate			0%	0%	Weekly credit-monitoring 6-week progress monitoring cycle	Academic Advisory program Weekly credit-monitoring Academic enrichment & interventions after-school
	Mean ACT		Reading	Percent achieving ACT composite Benchmark:	Percent achieving ACT composite Benchmark:	Four ACT-aligned interim assessments	Targeted professional development on Reading

			43%	53%		ACT-level rigor
--	--	--	-----	-----	--	-----------------

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 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. 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: Develop and implement 6-week standards-aligned interim assessments, data analysis, and re-teach protocol

Root Cause(s) Addressed: Lack of alignment between curriculum and standards, inconsistent progress monitoring and action planning throughout the school year

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or 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	Status of Action Step* (e.g., completed, in progress, not begun)
1. Align all content areas' scope and sequences with the Colorado Academic Standards and ACT standards	August – October 2012	Department Chairs Assistant Principal Principal		Completed standards-aligned scope and sequences for all content areas	Completed
2. Develop 6-standards aligned interim assessments in all content areas	August – October 2012	Teachers Department Chairs Assistant Principal Principal		6 completed interim assessments for each grade level and content that are aligned to the respective scope and sequence and standards	Completed
3. Develop and implement 6-week interim data analysis, reteach, and spiraling protocol	August – October 2012	Assistant Principal Principal		Completed data analysis and re-teach protocol	Completed
4. Train teachers in data analysis, re-teach, and spiraling protocol	September – January 2012	Assistant Principal Principal		Completed 2, 1-hour trainings with teachers	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Double the instructional minutes in 9th grade English/Language Arts for all students and in Math for students below proficiency & add 1+ Math teacher to staffing model to support intervention

Root Cause(s) Addressed: Lack of targeted interventions within the general ed classroom, especially in Math and Reading/Writing

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Recruit, hire, and train additional math interventionist	May 2012	Principal CAO		Math interventionist hired and on-boarded	completed
Re-structure class schedule to accommodate double English and double Math blocks in 9 th grade	June 2012	Principal Asst. Principal		Completed schedule with 130 minutes of English and 130 minutes of Math	completed
Analyze 9 th grade Math performance to identify students for double-block Math	July 2012	Principal Asst. Principal		100% of 9 th grade students performing below grade level in Math are scheduled in double-block Math	completed
Progress monitor	September 2012 – June 2013	Principal Math Department English Department		6-week data analysis meetings identifying student progress and gaps Weekly Dept. meetings focused on trouble shooting implementation and monitoring results of weekly assessments	In progress

Major Improvement Strategy #3: Targeted literacy and math professional development to align rigor of curriculum and instruction to college-readiness standards (CAS, ACT)
Root Cause(s) Addressed: Lack of alignment between curriculum and rigor of standards, inconsistent progress monitoring

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

- School Plan under State Accountability Title I Schoolwide or Targeted Assistance plan requirements Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG) Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
1. Consult with BOSS Readers to develop a targeted reading performance plan	June 2011 – October 2012	Principal Asst Principal English Chair		Completed implementation plan, including scheduled trainings, completed grant application, and preparation of all necessary technology	Completed
2. Consult with Write Tools expert to implement standards-aligned curriculum and writing instruction strategies in English and History Departments	October 2012	CAO Principal		Completed training and implementation plan Full cycle of implementation of training in classrooms	In progress
3. Consult with Princeton Review ACT expert to tighten alignment of ACT-level rigor in the Reading and Math curriculum	November 2012	Principal Asst Principal English Chair		Completed training and implementation plan Full cycle of implementation of training in classrooms	Not begun

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)