

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2012-13

Organization Code: 0880 District Name: Denver County 1 School Code: 5844 School Name: Contemporary Learning Academy High School SPF Year: 2012

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. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements for programs (e.g., Title I, TIG grant). 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 both required federal and state measures and any optional supplemental measures. 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?		
		MS	HS	MS	HS			
Academic Achievement (Status)	State Required Measure: TCAP/CSAP, Lectura, Escritura Description: % P+A in reading, writing, math and science. HS Expectation: Reading at/above 35.4%; Math at/above 4.4%; Writing at/above 14.6%; Science at/above 16.4% MS Expectation: Reading at/above 21.4%; Math at/above 6.2%; Writing at/above 16.7%; Science at/above 12.1%	R	% Proficient/Advanced at 60 th percentile		School's % Proficient/Advanced		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.	
			MS	HS	MS	HS		
				35.4%		24.82%		
				4.4%		4.00%		
				14.6%		9.49%		
	16.4%		6.04%					
Academic Growth	State Required Measure: Median Student Growth Percentile (MGP) Description: Growth in TCAP/TCAP for reading, writing and math. Expectation: Median Student Growth Percentile (MGP) at/above 50.	R	MGP at/above 50		School's MGP		Overall AEC Rating for Academic Growth: Approaching * Consult your AEC School Performance Framework for the ratings for each content area at each level.	
			50		87			
						87		
	M	50		87				
	W	50		88				
	MAP Growth	Description: % who met growth targets in reading, mathematics, and language usage. Expectation: At/above 60%.	R	At/Above 60%		School's % Met Target		
				60%		57.38%		
						60.29%		
						59.12%		
		60%						

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?
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%	71.64%	Overall AEC Rating for Student Engagement: Does Not Meet * 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%	27.41%	
	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%	21.98%	
	Student Satisfaction Description: % positive student response rate Expectation: % at/above 85%	85%	87.27%	
	Parent Satisfaction Description: % positive parent response rate Expectation: % at/above 85%	85%	88.26%	

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

Post Secondary/ Workforce Readiness	State Required Measure: Completion Rate Description: % of students completing. Expectation: At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate.	At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate	School's Completion Rate		Overall AEC Rating for Post Secondary Readiness: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each measure.	
		55.4%	36.54%			
	Completion Rate Change Description: Increase in % of students completing Expectation: Change At/Above 2% using same year as best-of for prior year	Change At/Above 2% using same year as best-of for prior year	School's Completion Rate Change			
		2%	-6.30%			
	State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: Below 11.4%.	Below 11.4%	School's Dropout Rate			
		Less than 11.4%	14.78%			
	Dropout Rate Change Description: Decrease in % of students dropping out Expectation: At/Above 4%	At/Above 4%	School's Dropout Rate Change			
		4%	3.12%			
	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 14.8; English at/above 13.7; Science at/above 15.7		Reading at/above 15.9; Math at/above 14.8; English at/above 13.7; Science at/above 15.7	ACT Average Score		
		R	15.9	14.66		
	M	14.8	15.92			
	E	13.7	13.07			
	S	15.7	15.36			

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)	Accredited On Probation (CDE=Turnaround)	For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp
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/Targeted Assistance] program must complete the [Schoolwide/Targeted Assistance] addendum. Schools identified under another program (e.g., state accountability, Title I Focus School) 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	In addition to the general requirements, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s) and associated action steps that address the performance challenge(s) for the disaggregated student group(s). The UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA. For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp
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.	Contact DAP/SIP	In addition to the general requirements, TIG schools are expected to align activities funded through the grant with overall school improvement efforts in the UIP. All TIG activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp
Improvement Support Partnership (ISP) or TDIP	Competitive Title I grant to support district improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Contact DAP/SIP	[If NOT a grantee] n/a [If a grantee] In addition to the general requirements, the school is expected to align activities funded through the grant with overall school improvement efforts in the UIP. All grant activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp

Section II: Improvement Plan Information

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

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 review or Expedited Review? 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.	

Additional Information about the School

Improvement Plan Information

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

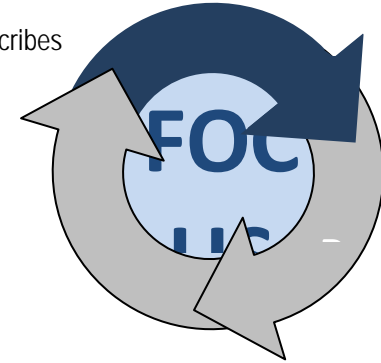
- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Deborah L. Staten
	Email	Deborah_Staten@dpsk12.org
	Phone	720-423-6900
	Mailing Address	2211 W. 27 th Avenue, Denver, CO 80211
2	Name and Title	Lydia Guzman
	Email	Lydia_Guzman@dpsk12.org
	Phone	720-423-6900
	Mailing Address	2211 W. 27 th Avenue, Denver, CO 8211

- Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

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 35.4% Math 4.4% Writing 14.6% Science 16.4%	<u>Target not met</u> Actual scores Reading 24.82% Math 4.0% Writing 9.49% Science 6.04%	Targets were not met for Academic Achievement as a result of 9 th grade students moving to 10 th grade and not having significant time with the material before taking the test.
			The MGP targets for TCAP were not met in Reading and Writing as a result of the lack of a concentrated focus of a school wide Reading plan. School did begin writing program, full implementation was not completed during 2011-2012. MGP targets for MAP were approaching as a result of students understanding the concept of the
Academic Growth	MGP for TCAP Expectations for Reading, Math and Writing were 50 MAP Growth for Reading, Math and Language Usage 60%	<u>Target not met for Reading and Writing</u> MGP Reading 45.0, MGP Math 50.0, MGP Writing 27.0 <u>Target not met for Reading and Language Usage</u>	

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.
		Actual MAP Growth Reading 57.38%, Math 60.29% and Language Usage 59.12%	test and test preparation.
	Average Daily Attendance 86.2%	<u>Target not met</u> (1) Actual Average Daily Attendance 71.64%	(1)Average Daily attendance was not met as a result of the distances students travel to attend school. Inclement weather affects attendance as over 50% of the students use public transportation to get to school.
Student Engagement	Attendance Improvement 75%	<u>Target not met</u> (2) Actual Attendance Improvement 27.41%	(2)Actual attendance improvement was not met as a result of decreased attendance when students begin to experience failure in classes during the trimester.
	Truancy Rate Equal to or less than 7.7%	<u>Target not met</u> (3) Actual Truancy Rate 21.98%	(3)The truancy rate was not met as a result of the students riding public transportation to school and missing 1 st or 2 nd period. Work schedules will also pull students from school before their scheduled end of day.
	Student Satisfaction 85%	<u>Target met</u> (4) Actual Student Satisfaction 87.27%	(4)Students are satisfied as a result of earning credits at a faster pace and making connections with staff.
	Parent Satisfaction 85%	<u>Target met</u> (5) Actual Parent Satisfaction 88.26%	(5)Parents are satisfied as a result of their student having a small school environment and the consistent staff contact.
Post Secondary Readiness	Completion Rate 55.4%	<u>Target not met</u> (6) Actual Completion Rate 36.54%	(6)Completion rate was not met as a result of students returning to their homeschool once they catch up with credits and graduate from that school.
	Completion Rate Change 2%	<u>Target not met</u> (7) Actual Completion Rate Change - 6.30%	(7)The completion rate change was not met as a result of students knowing the school

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.
			will re-enroll them at any point. Students have a hard time seeing all of the options for completion.
Dropout Rate	Dropout Rate Less than 11.4%	<u>Target not met</u> (8) Actual Dropout Rate 14.78%	(8)The dropout rate was not met as a result of not connecting disengaged students with transition specialists timely to find an appropriate school placement for the students.
Dropout Rate Change	Dropout Rate Change at or above 4%	<u>Target not met</u> (9) Actual Dropout Rate Change 3.12%	The dropout rate change was not met as a result of students starting school and dropping out when they get a job.
ACT Average Score by Content	Reading at/above 15.9; Math at/above 14.8; English at/above 13.7; Science at/above 15.7 R 15.9 M 14.8 E 13.7 S 15.7	Actual ACT Average Score R 14.66 (<u>Target not met</u>) M 15.92 (<u>Target met</u>) E 13.07 (<u>Target not met</u>) S 15.36 (<u>Target not met</u>)	Actual ACT scores were approaching the target scores. Students are scheduled in ACT intervention classes which prepare them for the test.

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>Reading scores for 9th grade students have trended up for the past 3 years however the trend has been non- significant. During 2010 the reading score was 24% the change from 2009 to 2010 was 13% which was below the district target. The score was 0% in 2011. The change from 2010 to 2011 was -24% again below the district target. The score was 28 % in 2012. The change was 28% from 2011-2012 again this was below the district target.</p> <p>During 2010 the reading score for 10th grade students was 32%. The change from 2009 to 2010 was 1%. The score was 13% in 2011. The change from 2010 to 2011 was -19%. The reading score was 16% in 2012. The change from 2011 to 2012 was 3%.</p> <p>The overall change from 2011 to 2012 in reading was 13%.</p> <p>Math scores for 9th grade students have trended up for the past 3 years however the trend has been non-significant. During 2010 the math score was</p>	<p>PPC #1 9th and 10th grade students have shown minimal gains in reading math and writing however the gains are well below district targets.</p>	<p>No intentional data structures for teachers to discuss student progress weekly, monthly and at the end of each trimester for the continuous improvement cycle.</p> <p>No intentional reading strategies to address students' school wide.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>5%. The change from 2009 to 2010 was 0%. The math score in 2011 was 0%. The change from 2010 to 2011 was -5%. The math score in 2012 was 7%. The change from 2011 to 2012 was 7%. While this is an upward trend, the scores do not meet district targets.</p> <p>Math scores for 10th grade students also trended upward but were non-significant. The math score in 2010 was 1%. The change from 2009 to 2010 was -5%. The math score in 2011 was 3%. The change from 2010 to 2011 was 2%. The math score in 2012 was 10%. The change from 2011 to 2012 was 7%. While this is an upward trend the scores do not meet district targets.</p> <p>The overall change from 2011 to 2012 for math was 6%.</p> <p>Writing scores for 9th grade students have trended up however the scores are non-significant. The writing score in 2010 for 9th grade students was 12%. The change from 2009 to 2010 was 5%. The writing score in 2011 was 0%. The change from 2010 to 2011 was -12%. The writing score in 2012 was 10%. The change from 2011 to 2012 was 10%. Students made progress however the progress made was below district targets.</p> <p>Writing scores for 10th grade students have trended upward however the scores are non-significant. In 2010 the writing score for 10th grade students was 10%. The change from 2009 to 2010 was -5%. The writing score in 2011 was 5%. The change from</p>		





Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>2010 to 2011 was -5%. The writing score in 2012 was 6%. The change from 2011 to 2012 was 1%. Students made progress however the progress made was below district targets.</p> <p>The overall writing change from 2011 to 2012 was 4%.</p>		
Academic Growth	<p>MAP data indicates that students trended upward for two years in reading as measures by Annual growth scores. Average Annual growth score in 2009-2010 was 3. In 2010-2011, the score increased to 5.0. In 2011-2012, there was a decrease to 4. The 3 year average growth was 2.5. MAP data indicates that students have trended upward in Language Usage as measured by Annual growth scores. Annual growth score in 2009-2010 was 3. The annual growth score in 2010-2011 was 3.1. The annual growth score in 2011-2012 was 4. The 3 year average growth was 4.</p> <p>MAP data indicates that students have trended upward for two years in math as measured by annual growth scores. Annual growth score in 2009-2010 was 5. Annual growth score in 2010-2011 was 7.7. Annual growth score in 2011-2012 was 1. The 3 year average growth was 4.6.</p>	<p>PPC #2 Although students met the MGP target for academic growth on TCAP and in math on MAP, student growth is still expected in academic areas.</p>	<p>No Intentional system for using MAP data to inform instruction.</p> <p>No intentional data structures for teachers to discuss student progress weekly, monthly and at the end of each trimester for the continuous improvement cycle.</p> <p>No intentional system for grouping and assessing student needs for intervention classes.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Student Engagement	The attendance rate in 2011-2012 was 71.64%. The rate was 65.66 in 2009-2010 and 68.99 in 2010-2011. The expected attendance rate for 2012-2013 is 86.2%. The attendance rate has shown a positive trend over the past two years. This positive trend is still below the district average.	PPC #3 Although there is a positive attendance trend, students are attending below the expected attendance rate for the district.	School has to meet needs of students and schedules students in 3 English or math classes to graduate the student There is a tension between completing a course in a trimester and understanding how Diploma Plus is incorporated in this schema to create more time for students to complete. Students need to have a connection with a significant adult at school.
Post Secondary & Workforce Readiness	The overall composite scores for the prior three years showed a strong upward trend with a positive increase of 1. The 2012 data shows a decrease of 1.1 from 2011 to 2012. The 2012 data shows a decrease in the following areas English .2, math .5, reading 1.2, and science is 1.5. The past two years have trended upward for ACT scores. The ACT data from 2009 to 2011 shows an increase of 2.1 in English, an increase of 1.2 in Math, and an increase of 1.6 in Science.	PPC #4 While ACT scores are approaching the district average scores in reading, English and Science are below average.	ACT intervention classes are not intentionally grouped to provide additional supports for students with high or low level needs. ACT data is not used to address students' individualized needs to make gains on the test.

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

<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 document any areas where the school did not 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 indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, district 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 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all 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.</p>
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Narrative: Contemporary Learning Academy is a Multiple Pathways school and will grant diplomas for the third year in 2013. We awarded 63 diplomas in May of 2012 and 21 GEDs. As a Multiple Pathways school, we provide students with several options to earn their high school diploma or GED. Students can earn credits at an accelerated pace with the Diploma Plus program, they can recover credit through the Apex curriculum while taking "traditional" courses. Our current enrollment is 221 students. We continually enroll students throughout the school year to accommodate student needs. As a Multiple Pathways HS, students are accepted who are over aged and under credited. 78% of the students enrolled receive free lunch. Our student demographics are: 69% Hispanic, 24% Black, .05 White, .005% American Indian, .01% Asian.

Students who attend CLA come to this school with gaps in their learning as a result of enrolling in numerous schools for a variety of reasons including not being successful in school, being suspended or expelled from school, moving from one school district to another and non-attendance. We also have students who have failed to earn credits or remain in a current high school within the Denver Public Schools. We have students who are over aged and under credited which indicates they are not on track for graduation. Many of our students have below grade level reading and math scores as evidenced by the MAP survey with goals test that is administered as a condition of enrollment. We also review student CSAP/TCAP scores prior to enrollment to determine the number of intervention classes students will need for scheduling purposes.

Trend noted were as follows:

- Attendance at CLA has been a challenge over the past five years. Attendance percentages range from 68% to 72%. Students come from as far as the Montebello neighborhood in the east which requires them to ride three buses and remain in transit for up to 90 minutes depending on weather and traffic conditions. Students receive a bus pass if they live 3.5 miles from the school. Those who live less than 3.5 miles from the school are expected to walk or drive. Few of our students have their own transportation and few can afford bus passes at their own expense. The school day begins at 7:53 AM and often students who live the farthest must be on the bus by 6:15 AM. Inclement weather is an excuse many of our students use for lack of attendance. As an example, In November 2011, we had a 32% attendance rate as a result of weather. Attendance interventions of letters home, attendance mediation workshops, conferences with students and or parents, advisement teachers tracking attendance, and daily and monthly bus passes have not proven to consistently increase the daily attendance rate. The attendance committee meets weekly to address students whose attendance falls below 50%.
- Student TCAP scores trended upward in reading, math, writing and science during the 2011-2012 school year. The staff began implementing Write Tools and provided Read 180 classes and Rewards and Rewards plus with students. The staff also implemented testing strategies one week prior to the TCAP test for students. The students also were enrolled in math and English intervention classes to improve skills.

3. CLA saw an increase in the number of students who took the ACT in Spring of 2011. The counselor works with students to ensure that all seniors complete at least one College application and their senior essay. Students also must complete either Naviance or College in Colorado so this information is available to them even if they are not at CLA. Advisement teachers counsel students about college and career readiness. Students are offered the opportunity to attend at least 1 college field trip if not more during the school year. Students also have the opportunity to enroll in concurrent classes to receive college credit while attending high school.
4. Parents indicate they are satisfied with CLA as noted by a score of 88.26% on the parent satisfaction survey. The challenge for CLA is to have parents participate on the Collaborative School Committee. CLA is not a neighborhood school. We do not have a feeder school network and don't have a traditional parent group. Our students come from the far northeast, northeast and northwest Denver. Parents did participate in the family fun night with a higher percentage than student led conferences in April of 2012.

Reading	2008	2009	Change	2010	Change	2011								Change	2012								Change
	% At or Above	% At or Above		2008 to 2009		% At or Above	2009 to 2010	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.		% At or Above	2010 to 2011	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	
State	66 %	67 %	1 %	68 %	1 %	59,881	2 %	7 %	26 %	62 %	4 %	66 %	-2 %	60,050	2 %	7 %	24 %	63 %	4 %	67 %	1 %		
All DPS Schools	42 %	45 %	3 %	48 %	3 %	5,126	4 %	16 %	36 %	42 %	3 %	45 %	-3 %	5,158	2 %	14 %	34 %	47 %	3 %	50 %	5 %		
Contemporary Learning Academ	7 %	11 %	4 %	24 %	13 %	14	7 %	29 %	64 %	0 %	0 %	0 %	-24 %	29	0 %	24 %	48 %	28 %	0 %	28 %	28 %		
Amer. Indian/Alaskan Native+						1	0 %	0 %	100 %	0 %	0 %	0 %	*a	0	*a	*a	*a	*a	*a	*a	*a		
Asian+						1	0 %	0 %	100 %	0 %	0 %	0 %	*a	1	0 %	0 %	0 %	100 %	0 %	100 %	100 %		
Black (not Hispanic)+						5	20 %	60 %	20 %	0 %	0 %	0 %	*a	8	0 %	25 %	63 %	13 %	0 %	13 %	13 %		
Hawaiian/Other Pacific Islander+						0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a		
Hispanic+						6	0 %	17 %	83 %	0 %	0 %	0 %	*a	18	0 %	28 %	44 %	28 %	0 %	28 %	28 %		
Multiple Races+						0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a		
White (not Hispanic)+						1	0 %	0 %	100 %	0 %	0 %	0 %	*a	2	0 %	0 %	50 %	50 %	0 %	50 %	50 %		

Male	8 %	4 %	-4 %	25 %	21 %	9	0 %	33 %	67 %	0 %	0 %	0 %	-25 %	18	0 %	28 %	50 %	22 %	0 %	22 %	22 %
Female	6 %	19 %	13 %	23 %	4 %	5	20 %	20 %	60 %	0 %	0 %	0 %	-23 %	11	0 %	18 %	45 %	36 %	0 %	36 %	36 %
Data Invalid/Not Reported	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
ELL (including parent opt out)	0 %	0 %	0 %	0 %	0 %	1	0 %	100 %	0 %	0 %	0 %	0 %	0 %	3	0 %	33 %	33 %	33 %	0 %	33 %	33 %
Exited ELL (including m1 & m2)	0 %	22 %	22 %	31 %	9 %	2	0 %	0 %	100 %	0 %	0 %	0 %	-31 %	2	0 %	50 %	50 %	0 %	0 %	0 %	0 %
Non-ELL	10 %	10 %	0 %	25 %	15 %	11	9 %	27 %	64 %	0 %	0 %	0 %	-25 %	24	0 %	21 %	50 %	29 %	0 %	29 %	29 %
Data Invalid/Not Reported	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
Free/Reduced	6 %	3 %	-3 %	18 %	15 %	11	9 %	27 %	64 %	0 %	0 %	0 %	-18 %	21	0 %	24 %	52 %	24 %	0 %	24 %	24 %
Non-Free/Reduced	10 %	29 %	19 %	34 %	5 %	3	0 %	33 %	67 %	0 %	0 %	0 %	-34 %	8	0 %	25 %	38 %	38 %	0 %	38 %	38 %
SPED	14 %	67 %	53 %	0 %	-67 %	3	0 %	67 %	33 %	0 %	0 %	0 %	0 %	7	0 %	43 %	29 %	29 %	0 %	29 %	29 %
Non-SPED	6 %	7 %	1 %	25 %	18 %	11	9 %	18 %	73 %	0 %	0 %	0 %	-25 %	22	0 %	18 %	55 %	27 %	0 %	27 %	27 %

*a No scores reported during this testing period

Note: Due to rounding methods, sum of percentages may not total 100%

+ Data only available for 2011 and on due to changes in federal requirements for reporting race and ethnicity.

Categories may not add to totals due to the exclusion of invalid data

Monday, October 15, 2012 7:13:36 AM

Reading	2008	2009	Change	2010	Change	2011						Change	2012						Change		
	% At or Above	% At or Above	2008 to 2009	% At or Above	2009 to 2010	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	% At or Above	2010 to 2011	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	% At or Above	2011 to 2012
State	66 %	69 %	3 %	66 %	-3 %	57,936	3 %	8 %	24 %	58 %	8 %	65 %	-1 %	57,735	2 %	7 %	22 %	60 %	8 %	68 %	3 %
All DPS Schools	46 %	51 %	5 %	50 %	-1 %	4,434	3 %	17 %	32 %	43 %	6 %	49 %	-1 %	4,256	3 %	15 %	30 %	47 %	6 %	52 %	3 %
Contemporary Learning Academ	8 %	31 %	23 %	32 %	1 %	39	13 %	36 %	38 %	13 %	0 %	13 %	-19 %	31	3 %	35 %	45 %	16 %	0 %	16 %	3 %

Amer. Indian/Alaskan Native+						0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
Asian+						0	*a	*a	*a	*a	*a	*a	*a	1	0 %	0 %	100 %	0 %	0 %	0 %	*a
Black (not Hispanic)+						18	6 %	50 %	28 %	17 %	0 %	17 %	*a	8	0 %	38 %	38 %	25 %	0 %	25 %	8 %
Hawaiian/Other Pacific Islander+						0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
Hispanic+						19	21 %	26 %	47 %	5 %	0 %	5 %	*a	19	5 %	37 %	47 %	11 %	0 %	11 %	6 %
Multiple Races+						1	0 %	0 %	100 %	0 %	0 %	0 %	*a	1	0 %	0 %	0 %	100 %	0 %	100 %	100 %
White (not Hispanic)+						1	0 %	0 %	0 %	100 %	0 %	100 %	*a	2	0 %	50 %	50 %	0 %	0 %	0 %	-100 %
Male	9 %	27 %	18 %	25 %	-2 %	20	10 %	45 %	45 %	0 %	0 %	0 %	-25 %	17	0 %	41 %	41 %	18 %	0 %	18 %	18 %
Female	8 %	46 %	38 %	39 %	-7 %	19	16 %	26 %	32 %	26 %	0 %	26 %	-13 %	14	7 %	29 %	50 %	14 %	0 %	14 %	-12 %
Data Invalid/Not Reported	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
ELL (including parent opt out)	0 %	0 %	0 %	9 %	9 %	4	25 %	25 %	50 %	0 %	0 %	0 %	-9 %	3	0 %	100 %	0 %	0 %	0 %	0 %	0 %
Exited ELL (including m1 & m2)	11 %	15 %	4 %	24 %	9 %	7	14 %	43 %	43 %	0 %	0 %	0 %	-24 %	5	0 %	0 %	100 %	0 %	0 %	0 %	0 %
Non-ELL	10 %	41 %	31 %	39 %	-2 %	28	11 %	36 %	36 %	18 %	0 %	18 %	-21 %	23	4 %	35 %	39 %	22 %	0 %	22 %	4 %
Data Invalid/Not Reported	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
Free/Reduced	5 %	30 %	25 %	28 %	-2 %	26	12 %	38 %	35 %	15 %	0 %	15 %	-13 %	24	4 %	38 %	46 %	13 %	0 %	13 %	-2 %
Non-Free/Reduced	14 %	36 %	22 %	41 %	5 %	13	15 %	31 %	46 %	8 %	0 %	8 %	-33 %	7	0 %	29 %	43 %	29 %	0 %	29 %	21 %
SPED	0 %	0 %	0 %	0 %	0 %	2	50 %	50 %	0 %	0 %	0 %	0 %	0 %	5	0 %	60 %	40 %	0 %	0 %	0 %	0 %
Non-SPED	10 %	34 %	24 %	34 %	0 %	37	11 %	35 %	41 %	14 %	0 %	14 %	-20 %	26	4 %	31 %	46 %	19 %	0 %	19 %	5 %

*a No scores reported during this testing period

Note: Due to rounding methods, sum of percentages may not total 100%

+ Data only available for 2011 and on due to changes in federal requirements for reporting race and ethnicity.

Categories may not add to totals due to the exclusion of invalid data

Math	2008	2009	Change	2010	Change	2011							Change	2012							Change
	% At or Above	% At or Above	2008 to 2009	% At or Above	2009 to 2010	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	% At or Above	2010 to 2011	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	% At or Above	2011 to 2012
State	38 %	35 %	-3 %	39 %	4 %	59,859	1 %	31 %	30 %	24 %	14 %	38 %	-1 %	60,058	2 %	31 %	30 %	24 %	14 %	37 %	-1 %
All DPS Schools	19 %	17 %	-2 %	21 %	4 %	5,107	3 %	51 %	24 %	15 %	7 %	22 %	1 %	5,158	2 %	49 %	25 %	17 %	8 %	25 %	3 %
Contemporary Learning Academ	0 %	5 %	5 %	5 %	0 %	14	7 %	86 %	7 %	0 %	0 %	0 %	-5 %	29	0 %	79 %	14 %	7 %	0 %	7 %	7 %
Amer. Indian/Alaskan Native+						1	0 %	100 %	0 %	0 %	0 %	0 %	*a	0	*a	*a	*a	*a	*a	*a	*a
Asian+						1	0 %	100 %	0 %	0 %	0 %	0 %	*a	1	0 %	100 %	0 %	0 %	0 %	0 %	0 %
Black (not Hispanic)+						5	20 %	80 %	0 %	0 %	0 %	0 %	*a	8	0 %	88 %	13 %	0 %	0 %	0 %	0 %
Hawaiian/Other Pacific Islander+						0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
Hispanic+						6	0 %	100 %	0 %	0 %	0 %	0 %	*a	18	0 %	78 %	17 %	6 %	0 %	6 %	6 %
Multiple Races+						0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
White (not Hispanic)+						1	0 %	0 %	100 %	0 %	0 %	0 %	*a	2	0 %	50 %	0 %	50 %	0 %	50 %	50 %
Male	0 %	4 %	4 %	4 %	0 %	9	0 %	89 %	11 %	0 %	0 %	0 %	-4 %	18	0 %	89 %	11 %	0 %	0 %	0 %	0 %
Female	0 %	5 %	5 %	7 %	2 %	5	20 %	80 %	0 %	0 %	0 %	0 %	-7 %	11	0 %	64 %	18 %	18 %	0 %	18 %	18 %
Data Invalid/Not Reported	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
ELL (including parent opt out)	0 %	0 %	0 %	0 %	0 %	1	0 %	100 %	0 %	0 %	0 %	0 %	0 %	3	0 %	67 %	33 %	0 %	0 %	0 %	0 %
Exited ELL (including m1 & m2)	0 %	0 %	0 %	4 %	4 %	2	0 %	100 %	0 %	0 %	0 %	0 %	-4 %	2	0 %	50 %	0 %	50 %	0 %	50 %	50 %
Non-ELL	0 %	6 %	6 %	7 %	1 %	11	9 %	82 %	9 %	0 %	0 %	0 %	-7 %	24	0 %	83 %	13 %	4 %	0 %	4 %	4 %
Data Invalid/Not Reported	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a

Free/Reduced	0%	3%	3%	5%	2%	11	9%	91%	0%	0%	0%	0%	-5%	21	0%	76%	19%	5%	0%	5%	5%
Non-Free/Reduced	0%	7%	7%	5%	-2%	3	0%	67%	33%	0%	0%	0%	-5%	8	0%	88%	0%	13%	0%	13%	13%
SPED	0%	0%	0%	0%	0%	3	0%	100%	0%	0%	0%	0%	0%	7	0%	86%	14%	0%	0%	0%	0%
Non-SPED	0%	5%	5%	5%	0%	11	9%	82%	9%	0%	0%	0%	-5%	22	0%	77%	14%	9%	0%	9%	9%

*a No scores reported during this testing period

Note: Due to rounding methods, sum of percentages may not total 100%

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Categories may not add to totals due to the exclusion of invalid data

Monday, October 15, 2012 7:16:54 AM

Math	2008	2009	Change	2010	Change	2011							Change	2012							Change
	% At or Above	% At or Above		% At or Above		2008 to 2009	% At or Above	2009 to 2010	Total N	% No Score	% Unsat.	% Part.		% Prof.	% Adv.	% At or Above	2010 to 2011	Total N	% No Score	% Unsat.	
State	30%	30%	0%	30%	0%	57,940	2%	29%	37%	26%	6%	32%	2%	57,735	2%	28%	37%	26%	6%	33%	1%
All DPS Schools	16%	15%	-1%	17%	2%	4,435	2%	47%	32%	16%	2%	18%	1%	4,260	2%	43%	34%	17%	4%	21%	3%
Contemporary Learning Academ	0%	6%	6%	1%	-5%	39	10%	72%	15%	3%	0%	3%	2%	31	0%	74%	16%	10%	0%	10%	7%
Amer. Indian/Alaskan Native+						0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
Asian+						0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
Black (not Hispanic)+						18	6%	83%	6%	6%	0%	6%	*a	9	0%	67%	22%	11%	0%	11%	5%
Hawaiian/Other Pacific Islander+						0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
Hispanic+						19	16%	63%	21%	0%	0%	0%	*a	19	0%	74%	16%	11%	0%	11%	11%
Multiple Races+						1	0%	0%	100%	0%	0%	0%	*a	1	0%	100%	0%	0%	0%	0%	0%
White (not Hispanic)+						1	0%	100%	0%	0%	0%	0%	*a	2	0%	100%	0%	0%	0%	0%	0%

Male	0%	5%	5%	2%	-3%	20	5%	70%	25%	0%	0%	0%	-2%	18	0%	61%	22%	17%	0%	17%	17%
Female	0%	8%	8%	0%	-8%	19	16%	74%	5%	5%	0%	5%	5%	13	0%	92%	8%	0%	0%	0%	-5%
Data Invalid/Not Reported	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
ELL (including parent opt out)	0%	0%	0%	0%	0%	4	0%	75%	25%	0%	0%	0%	0%	3	0%	100%	0%	0%	0%	0%	0%
Exited ELL (including m1 & m2)	0%	0%	0%	0%	0%	7	14%	57%	29%	0%	0%	0%	0%	4	0%	100%	0%	0%	0%	0%	0%
Non-ELL	0%	8%	8%	2%	-6%	28	11%	75%	11%	4%	0%	4%	2%	24	0%	67%	21%	13%	0%	13%	9%
Data Invalid/Not Reported	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
Free/Reduced	0%	7%	7%	2%	-5%	26	8%	73%	15%	4%	0%	4%	2%	25	0%	72%	16%	12%	0%	12%	8%
Non-Free/Reduced	0%	0%	0%	0%	0%	13	15%	69%	15%	0%	0%	0%	0%	6	0%	83%	17%	0%	0%	0%	0%
SPED	0%	0%	0%	0%	0%	2	50%	50%	0%	0%	0%	0%	0%	5	0%	100%	0%	0%	0%	0%	0%
Non-SPED	0%	6%	6%	1%	-5%	37	8%	73%	16%	3%	0%	3%	2%	26	0%	69%	19%	12%	0%	12%	9%

*a No scores reported during this testing period

Note: Due to rounding methods, sum of percentages may not total 100%

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Categories may not add to totals due to the exclusion of invalid data

Monday, October 15, 2012 6:55:38 AM

Science	2008	2009	Change	2010	Change	2011							Change	2012							Change
	% At or Above	% At or Above	2008 to 2009	% At or Above	2009 to 2010	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	% At or Above	2010 to 2011	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	% At or Above	2011 to 2012
State	46%	48%	2%	47%	-1%	178,381	1%	22%	29%	38%	9%	48%	1%	180,398	1%	21%	29%	39%	9%	49%	1%
All DPS Schools	23%	25%	2%	26%	1%	14,795	1%	41%	30%	23%	4%	27%	1%	15,380	1%	37%	31%	25%	6%	31%	4%
Contemporary Learning Academ	3%	15%	12%	7%	-8%	39	8%	79%	10%	3%	0%	3%	-4%	31	0%	77%	13%	10%	0%	10%	7%

Amer. Indian/Alaskan Native+							0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
Asian+							0	*a	*a	*a	*a	*a	*a	*a	1	0%	100%	0%	0%	0%	0%	*a
Black (not Hispanic)+							18	6%	83%	6%	6%	0%	6%	*a	8	0%	75%	13%	13%	0%	13%	7%
Hawaiian/Other Pacific Islander+							0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
Hispanic+							19	11%	79%	11%	0%	0%	0%	*a	19	0%	74%	16%	11%	0%	11%	11%
Multiple Races+							1	0%	0%	100%	0%	0%	0%	*a	1	0%	100%	0%	0%	0%	0%	0%
White (not Hispanic)+							1	0%	100%	0%	0%	0%	0%	*a	2	0%	100%	0%	0%	0%	0%	0%
Male	5%	12%	7%	9%	-3%	20	5%	80%	15%	0%	0%	0%	-9%	17	0%	71%	12%	18%	0%	18%	18%	
Female	0%	23%	23%	4%	-19%	19	11%	79%	5%	5%	0%	5%	1%	14	0%	86%	14%	0%	0%	0%	-5%	
Data Invalid/Not Reported	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	
ELL (including parent opt out)	0%	0%	0%	0%	0%	4	0%	100%	0%	0%	0%	0%	0%	3	0%	100%	0%	0%	0%	0%	0%	
Exited ELL (including m1 & m2)	6%	8%	2%	6%	-2%	7	14%	57%	29%	0%	0%	0%	-6%	5	0%	80%	20%	0%	0%	0%	0%	
Non-ELL	3%	19%	16%	8%	-11%	28	7%	82%	7%	4%	0%	4%	-4%	23	0%	74%	13%	13%	0%	13%	9%	
Data Invalid/Not Reported	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	
Free/Reduced	2%	16%	14%	3%	-13%	26	4%	85%	8%	4%	0%	4%	1%	24	0%	79%	13%	8%	0%	8%	4%	
Non-Free/Reduced	5%	9%	4%	12%	3%	13	15%	69%	15%	0%	0%	0%	-12%	7	0%	71%	14%	14%	0%	14%	14%	
SPED	0%	0%	0%	0%	0%	2	50%	50%	0%	0%	0%	0%	0%	5	0%	100%	0%	0%	0%	0%	0%	
Non-SPED	4%	16%	12%	7%	-9%	37	5%	81%	11%	3%	0%	3%	-4%	26	0%	73%	15%	12%	0%	12%	9%	

*a No scores reported during this testing period

Note: Due to rounding methods, sum of percentages may not total 100%

+ Data only available for 2011 and on due to changes in federal requirements for reporting race and ethnicity.

Categories may not add to totals due to the exclusion of invalid data

Writing	2008	2009	Change	2010	Change	2011							Change	2012							Change
	% At or Above	% At or Above	2008 to 2009	% At or Above	2009 to 2010	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	% At or Above	2010 to 2011	Total N	% No Score	% Unsat.	% Part.	% Prof.	% Adv.	% At or Above	2011 to 2012
State	49 %	51 %	2 %	49 %	-2 %	59,892	2 %	4 %	41 %	44 %	9 %	53 %	4 %	60,067	2 %	4 %	43 %	44 %	7 %	51 %	-2 %
All DPS Schools	27 %	30 %	3 %	28 %	-2 %	5,127	3 %	10 %	55 %	26 %	5 %	31 %	3 %	5,158	2 %	9 %	56 %	29 %	5 %	34 %	3 %
Contemporary Learning Academ	1 %	7 %	6 %	12 %	5 %	14	7 %	7 %	86 %	0 %	0 %	0 %	-12 %	29	0 %	21 %	69 %	10 %	0 %	10 %	10 %
Amer. Indian/Alaskan Native+						1	0 %	100 %	0 %	0 %	0 %	0 %	*a	0	*a	*a	*a	*a	*a	*a	*a
Asian+						1	0 %	0 %	100 %	0 %	0 %	0 %	*a	1	0 %	0 %	100 %	0 %	0 %	0 %	0 %
Black (not Hispanic)+						5	20 %	0 %	80 %	0 %	0 %	0 %	*a	8	0 %	13 %	75 %	13 %	0 %	13 %	13 %
Hawaiian/Other Pacific Islander+						0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
Hispanic+						6	0 %	0 %	100 %	0 %	0 %	0 %	*a	18	0 %	28 %	67 %	6 %	0 %	6 %	6 %
Multiple Races+						0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
White (not Hispanic)+						1	0 %	0 %	100 %	0 %	0 %	0 %	*a	2	0 %	0 %	50 %	50 %	0 %	50 %	50 %
Male	3 %	4 %	1 %	6 %	2 %	9	0 %	0 %	100 %	0 %	0 %	0 %	-6 %	18	0 %	28 %	72 %	0 %	0 %	0 %	0 %
Female	0 %	10 %	10 %	18 %	8 %	5	20 %	20 %	60 %	0 %	0 %	0 %	-18 %	11	0 %	9 %	64 %	27 %	0 %	27 %	27 %
Data Invalid/Not Reported	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
ELL (including parent opt out)	0 %	0 %	0 %	0 %	0 %	1	0 %	0 %	100 %	0 %	0 %	0 %	0 %	3	0 %	33 %	67 %	0 %	0 %	0 %	0 %
Exited ELL (including m1 & m2)	0 %	11 %	11 %	8 %	-3 %	2	0 %	0 %	100 %	0 %	0 %	0 %	-8 %	2	0 %	50 %	50 %	0 %	0 %	0 %	0 %
Non-ELL	2 %	6 %	4 %	15 %	9 %	11	9 %	9 %	82 %	0 %	0 %	0 %	-15 %	24	0 %	17 %	71 %	13 %	0 %	13 %	13 %
Data Invalid/Not Reported	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a

Free/Reduced	2 %	3 %	1 %	11 %	8 %	11	9 %	9 %	82 %	0 %	0 %	0 %	-11 %	21	0 %	19 %	71 %	10 %	0 %	10 %	10 %
Non-Free/Reduced	0 %	14 %	14 %	13 %	-1 %	3	0 %	0 %	100 %	0 %	0 %	0 %	-13 %	8	0 %	25 %	63 %	13 %	0 %	13 %	13 %
SPED	0 %	33 %	33 %	0 %	-33 %	3	0 %	0 %	100 %	0 %	0 %	0 %	0 %	7	0 %	14 %	86 %	0 %	0 %	0 %	0 %
Non-SPED	2 %	5 %	3 %	12 %	7 %	11	9 %	9 %	82 %	0 %	0 %	0 %	-12 %	22	0 %	23 %	64 %	14 %	0 %	14 %	14 %

*a No scores reported during this testing period

Note: Due to rounding methods, sum of percentages may not total 100%

+ Data only available for 2011 and on due to changes in federal requirements for reporting race and ethnicity.

Categories may not add to totals due to the exclusion of invalid data

Monday, October 15, 2012 7:15:18 AM

Science	2008	2009	Change	2010	Change	2011							Change	2012							Change
	% At or Above	% At or Above		2008 to 2009		% At or Above	2009 to 2010	Total N	% No Score	% Unsat.	% Part.	% Prof.		% Adv.	% At or Above	2010 to 2011	Total N	% No Score	% Unsat.	% Part.	
State	47 %	50 %	3 %	47 %	-3 %	57,950	2 %	29 %	21 %	41 %	7 %	47 %	0 %	57,732	2 %	26 %	22 %	43 %	7 %	49 %	2 %
All DPS Schools	26 %	29 %	3 %	27 %	-2 %	4,438	2 %	49 %	21 %	25 %	3 %	28 %	1 %	4,260	2 %	44 %	22 %	28 %	4 %	32 %	4 %
Contemporary Learning Academ	3 %	15 %	12 %	7 %	-8 %	39	8 %	79 %	10 %	3 %	0 %	3 %	-4 %	31	0 %	77 %	13 %	10 %	0 %	10 %	7 %
Amer. Indian/Alaskan Native+						0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
Asian+						0	*a	*a	*a	*a	*a	*a	*a	1	0 %	100 %	0 %	0 %	0 %	0 %	*a
Black (not Hispanic)+						18	6 %	83 %	6 %	6 %	0 %	6 %	*a	8	0 %	75 %	13 %	13 %	0 %	13 %	7 %
Hawaiian/Other Pacific Islander+						0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
Hispanic+						19	11 %	79 %	11 %	0 %	0 %	0 %	*a	19	0 %	74 %	16 %	11 %	0 %	11 %	11 %
Multiple Races+						1	0 %	0 %	100 %	0 %	0 %	0 %	*a	1	0 %	100 %	0 %	0 %	0 %	0 %	0 %
White (not Hispanic)+						1	0 %	100 %	0 %	0 %	0 %	0 %	*a	2	0 %	100 %	0 %	0 %	0 %	0 %	0 %

Male	5 %	12 %	7 %	9 %	-3 %	20	5 %	80 %	15 %	0 %	0 %	0 %	-9 %	17	0 %	71 %	12 %	18 %	0 %	18 %	18 %
Female	0 %	23 %	23 %	4 %	-19 %	19	11 %	79 %	5 %	5 %	0 %	5 %	1 %	14	0 %	86 %	14 %	0 %	0 %	0 %	-5 %
Data Invalid/Not Reported	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
ELL (including parent opt out)	0 %	0 %	0 %	0 %	0 %	4	0 %	100 %	0 %	0 %	0 %	0 %	0 %	3	0 %	100 %	0 %	0 %	0 %	0 %	0 %
Exited ELL (including m1 & m2)	6 %	8 %	2 %	6 %	-2 %	7	14 %	57 %	29 %	0 %	0 %	0 %	-6 %	5	0 %	80 %	20 %	0 %	0 %	0 %	0 %
Non-ELL	3 %	19 %	16 %	8 %	-11 %	28	7 %	82 %	7 %	4 %	0 %	4 %	-4 %	23	0 %	74 %	13 %	13 %	0 %	13 %	9 %
Data Invalid/Not Reported	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a	0	*a	*a	*a	*a	*a	*a	*a
Free/Reduced	2 %	16 %	14 %	3 %	-13 %	26	4 %	85 %	8 %	4 %	0 %	4 %	1 %	24	0 %	79 %	13 %	8 %	0 %	8 %	4 %
Non-Free/Reduced	5 %	9 %	4 %	12 %	3 %	13	15 %	69 %	15 %	0 %	0 %	0 %	-12 %	7	0 %	71 %	14 %	14 %	0 %	14 %	14 %
SPED	0 %	0 %	0 %	0 %	0 %	2	50 %	50 %	0 %	0 %	0 %	0 %	0 %	5	0 %	100 %	0 %	0 %	0 %	0 %	0 %
Non-SPED	4 %	16 %	12 %	7 %	-9 %	37	5 %	81 %	11 %	3 %	0 %	3 %	-4 %	26	0 %	73 %	15 %	12 %	0 %	12 %	9 %

*a No scores reported during this testing period

Note: Due to rounding methods, sum of percentages may not total 100%

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Reading

Grade

09	7 %	11 %	4 %	24 %	13 %	0 %	-24 %	28 %	28 %	↑	1	42 %	45 %	3 %	48 %	3 %	45 %	-3 %	50 %	5 %	↑	1
10	8 %	31 %	23 %	32 %	1 %	13 %	-19 %	16 %	3 %	↑	1	46 %	51 %	5 %	50 %	-1 %	49 %	-1 %	52 %	3 %	↑	1

Overall	8 %	22 %	14 %	28 %	6 %	9 %	-19 %	22 %	13 %	↑	1	44 %	48 %	4 %	49 %	1 %	47 %	-2 %	51 %	4 %	↑	1	
Met District Change			0		0			0			1												
Beat District Change			2		2			0			0												
Total Tests			2		2			1			1												

Math

Grade

09	0%	5%	5%	5%	0%	0%	-5%	7%	7%	↑	1	19%	17%	-2%	21%	4%	22%	1%	25%	3%	↑	3
10	0%	6%	6%	1%	-5%	3%	2%	10%	7%	↑	2	16%	15%	-1%	17%	2%	18%	1%	21%	3%	↑	3
Overall	0%	5%	5%	3%	-2%	2%	-1%	8%	6%	↑	1	17%	16%	-1%	19%	3%	20%	1%	23%	3%	↑	3

Met District Change	0	0	0	0
Beat District Change	0	0	1	1
Total Tests	0	2	1	1

Writing

Grade

09	1 %	7 %	6 %	12 %	5 %	0 %	-12 %	10 %	10 %	↑	1	27 %	30 %	3 %	28 %	-2 %	31 %	3 %	34 %	3 %	↑	2
10	1 %	15 %	14 %	10 %	-5 %	5 %	-5 %	6 %	1 %	↑	1	29 %	32 %	3 %	29 %	-3 %	30 %	1 %	34 %	4 %	↑	2
Overall	1 %	11 %	10 %	11 %	0 %	4 %	-7 %	8 %	4 %	↑	1	28 %	31 %	3 %	28 %	-3 %	30 %	2 %	34 %	4 %	↑	2

Met District Change	0	0	0	0
Beat District Change	2	1	0	0
Total Tests	2	2	1	1

Science

Grade

10

3 %	15 %	12 %	7 %	-8 %	3 %	-4 %	10 %	7 %	↑	1
3 %	15 %	12 %	7 %	-8 %	3 %	-4 %	10 %	7 %	↑	1

Overall

26 %	29 %	3 %	27 %	-2 %	28 %	1 %	32 %	4 %	↑	2
26 %	29 %	3 %	27 %	-2 %	28 %	1 %	32 %	4 %	↑	2

Met District Change

0	0	0	0
1	0	0	1
1	1	1	1

Beat District Change

Total Tests

School Total Met District Change

School Total Beat District Change

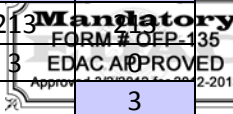
School Total Tests

School Beat District Pct

School Met or Beat District Pct

0	0	0	0
5	3	1	2
5	7	4	4
100 %	43 %	25 %	50 %
100 %	43 %	25 %	50 %

Reading	Overall RIT Score			Lexile			Literary Text			Informative Text			Word Meaning		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
2009/10 Avg.	210	213	213	788	846	825	210	213	212	211	212	212	210	213	213
Tri-Growth		3	0		58	-21		3	-1		1	0		3	3
Annual Growth			3			37			2			1			3
2010/11 Avg.	212	213.4	217	831	865.4	915	210.8	212.6	216.2	210.4	213.5	217.9	211.9	214.3	217.6
Tri-Growth		1.4	3.6		34.4	49.5		1.7	3.7		3.2	4.4		2.3	3.4
Annual Growth			5.021			83.92			5.414			7.52			5.71
2011/12 Avg.	210	210	214	796	792	870	208	209	213	210	210	213	212	210	214
Tri-Growth		0	4		-4	78		1	4		0	3		-2	4
Annual Growth			4			74			5			3			2
3-Yr Growth Avg			2.5007			64.97			2.472			3.84			3.57
Lang. Usage	Overall RIT Score			Writing Process			Write a Variety of Text			Grammar/Sentence Forms			Mechanics/Spelling		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
2009/10 Avg.	208	215	211	207.3	216	210	207.8	217	211.4	208	213	210	211	215.7	212.8
Tri-Growth		7	-4		8.7	6		9.2	-5.6		5	-3		4.7	2.9
Annual Growth			3			2.7			3.6			2			1.8
2010/11 Avg.	212.6	214.2	215.7	213.1	215.1	216.9	212.7	214.3	216.1	210.3	212.3	213.3	213.7	215.1	216.9
Tri-Growth		1.6	1.5		2.0	1.9		1.6	1.8		1.9	1.1		1.4	1.8
Annual Growth			3.123			3.873			3.47			3			3.12
2011/12 Avg.	210	208	214	209	207	214	210	208	216	211	207	211	211	210	214
Tri-Growth		-2	6		-2	7		-3	8		-4	4		-1	4
Annual Growth			4			5			6			0			3
3-Yr Growth Avg			3.374			3.86			4.36			1.67			2.64
Math	Overall RIT Score			Number Sense			Algebraic Methods			Data/Probability			Geometric Concepts		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
2009/10 Avg.	217	221	222	215	219	220	218	223	222	220	222	224	219	222	223
Tri-Growth		4	1		4	1		5	-1		2	2		3	1
Annual Growth			5			5			4			4			4
2010/11 Avg.	222	228.6	229.8	219.2	227.1	227.5	226.7	230	232.3	225.1	230.8	232.8	222.6	230	229.9
Tri-Growth		6.5	1.2		7.9	0.4		3.2	2.4		5.7	2		7.5	-0.2
Annual Growth			7.76			8.33			5.61			7.71			7.31
2011/12 Avg.	221	220	222	220	219	221	223	221	223	222	220	223	220	220	222
Tri-Growth		-1	2		-1	2		-2	2		-2	3		0	2
Annual Growth			1			1			0			1			2
3-Yr Growth Avg			4.59			4.78			3.203			4.24			4.103



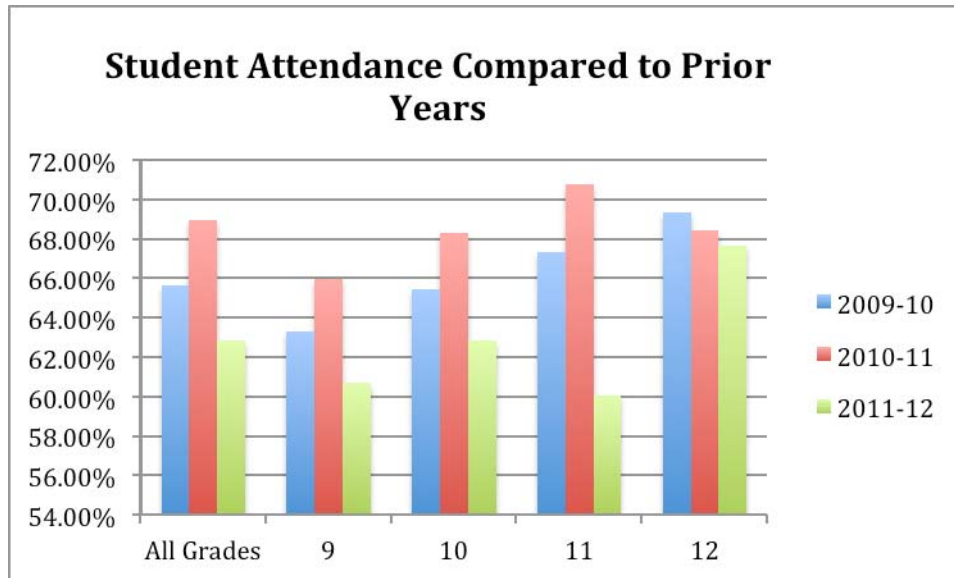
Subject	% of CLA Students Who Took Test	Fall-2011 MAP Grade Level Percentages of Students Who Took Test												
		K-1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	> 12th
Math	78%	1.40%	6%	11%	13%	21%	20.00%	5%	6.60%	4%	5%	2%	3%	< 1%
77% Of students who took test score below 8th grade, with 64.4% scoring at or between the 3rd and 6th grade.														
Subject	# Tested	Spring 2012 MAPS Grade Level Percentages												
		K-1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	
Math	123	5	4	15	12	11	12	7	5	8	6	28	10	
Percent		4.07%	3.25%	12.20%	9.76%	8.94%	9.76%	5.69%	4.07%	6.50%	4.88%	22.76%	8.13%	
53.66% of students who tested scored below 8th grade. A 23% increase from F-11 in Math.														
Subject	% of CLA Students Who Took Test	Fall-2011 MAP Grade Level Percentages of Students Who Took Test												
		K-1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	> 12th
Reading	64%	3.60%	13.50%	20.70%	16.20%	7.20%	10.80%	9.90%	9%	3.60%	1.80%	< 1%	2.70%	< 1%
82% Of students who took test score below 8th grade, with 68.45% scoring at or between the 2nd and 7th grade.														
Subject	# Tested	Spring 2012 MAPS Grade Level Percentages												
		K-1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	
Reading	122	9	10	9	8	7	6	8	4	10	7	42	2	
Percent		7.38%	8.20%	7.38%	6.56%	5.74%	4.92%	6.56%	3.28%	8.20%	5.74%	34.43%	1.64%	
46.72% of students who tested scored below 8th grade. A 35% increase from F-11 Reading.														
Subject	% of CLA	Fall-2011 MAP Grade Level Percentages of Students Who Took Test												

	Students Who Took Test	K-1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	> 12th	
Lang Arts	58%	4.50%	6.90%	11.50%	7.50%	5.20%	6.90%	3.40%	5.20%	2.30%	2.30%	< 1%	1.70%	0%	
79% Of students who took test score below 8th grade, with 45% scoring at or between 2nd and 4th grade															
Subject	# Tested	Spring 2012 MAPS Grade Level Percentages													
		K-1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th		
Language	113	4	9	7	6	11	10	11	5	7	3	34	6		
Percent		3.54%	7.96%	6.19%	5.31%	9.73%	8.85%	9.73%	4.42%	6.19%	2.65%	30.09%	5.31%		
51.33% of students tested scored below 8th grade. A 27.67% increase from F-11 Language															
Subject	% of CLA Students Who Took Test	Fall-2011 MAP Grade Level Percentages of Students Who Took Test													
		K-1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	> 12th	
Science	71%	2.30%	3.00%	15%	28%	17.20%	3.40%	1.70%	< 1%	0.00%	0.00%	0.00%	0.00%	0.00%	
99% Of students who took test score below 8th grade, with 85% scoring at or between 3rd and 5th grade.															
Subject	# Tested	Spring 2012 MAPS Grade Level Percentages													
		K-1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th		
Science	121	13	8	16	15	10	11	7	5	7	1	15	13		
Percent		10.74%	6.61%	13.22%	12.40%	8.26%	9.09%	5.79%	4.13%	5.79%	0.83%	12.40%	10.74%		
66.12% of students who tested scored below 8th grade. A 32.88% increase from F-11 Science.															

Student Attendance: Attendance Compared to Prior Years (by grade)

	All Grades	All Grades	All Grades	All Grades	All Grades
	All Grades	9	10	11	12
2009-10	65.66%	63.30%	65.42%	67.35%	69.34%
2010-11	68.98%	65.95%	68.28%	70.76%	68.46%
2011-12	62.83%	60.69%	62.85%	60.07%	67.66%

Bar Graph of CLA Attendance for Years 2009-10 through 2011-12 (By Grade)



Writing Benchmark 5-2012					
		Unsat.	Part. Prof.	Proficient	Advanced
Writing	94%	29%	62%	7%	2%
91% Of students who took test score below "Proficient."					
Writing Benchmark 8-2012					
		Unsat.	Part. Prof.	Proficient	Advanced
Writing		50.7%	42.0%	7.2%	0.0%
92.7% of students tested scored below "Proficient".					

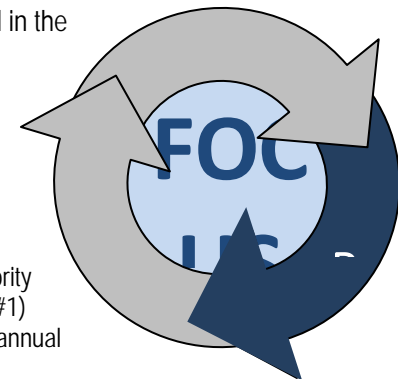
Section IV: Action Plan(s)

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, CoAlt, Lectura, Escritura	R PPC #1 9 th and 10 th grade students have shown minimal gains in reading math and writing however the gains are well below district targets.	35.4%	50%	Measures Of Academic Progress (MAP) September 2012 February 2013 and April 2013 MAP scores are disseminated to the staff once all the scores have been inputted into the tracker. Teachers also have access to this information through NWEA website.	Major Improvement Strategy 2
		M PPC #1 9 th and 10 th grade students have shown minimal gains in reading math and writing however the gains are well below district targets.	9.4%	11.4%	Measures Of Academic Progress (MAP) September 2012 February 2013 and April 2013	Major Improvement Strategy 2
		W PPC #1 9 th and 10 th grade students have shown minimal gains in reading math and writing however the gains are well below district targets.	14.6%	17.0%	Measures Of Academic Progress (MAP) September 2012 February 2013 and April 2013	Major Improvement Strategy 2

		S	PPC #1 9 th and 10 th grade students have shown minimal gains in reading math and writing however the gains are well below district targets.	16.4%	18.4%	Measures Of Academic Progress (MAP) September 2012 February 2013 and April 2013	Major Improvement Strategy 2
	Optional Supplemental Measure(s)					Math will use a formative assessment. Language Arts will use the CDE rubric to progress monitor writing. Language Arts will use SRI measures to progress monitor reading.	Major Improvement Strategy 2
Academic Growth	Median Student Growth Percentile (MAP/TCAP)	R	Students will increase their RIT score by 2 points. To increase Median Growth Percentile (MGP) on TCAP in reading	MGP 89 /MAP 65	MGP 89 /MAP 70		Major Improvement Strategy 2
		M	Students will increase their RIT score by 2 points. To increase Median Growth Percentile (MGP) on TCAP in math.	MGP 89 /MAP/65	MGP 89 /MAP/70		Major Improvement Strategy 2
		W	Students will increase their RIT score by 2 points. . To increase Median Growth Percentile (MGP) on	MGP 90 /MAP LA 65	MGP 90 /MAP LA 70		Major Improvement Strategy 2

		TCAP in Language Usage.				
	Optional Supplemental Measure(s)					
Student Engagement	Attendance Rate	Increase attendance rate to 86%	86.2%	92.5%		Major Improvement Strategy 1
	Attendance Rate Improvement	Students will increase their attendance rate from prior year.	75%	80%		Major Improvement Strategy 1
	Truancy Rate	Decrease the number of unexcused absences for students	7.7%	5.7%		Major Improvement Strategy 1
	Optional Supplemental Measure(s)					
Post Secondary & Workforce Readiness	Completion Rate	Increase the number of students who enroll and complete GED and HS diploma	55.4%	60%		Major Improvement Strategy 1
	Completion Rate Change	Increase the number of students who complete school with either a diploma or GED	2%	3%		Major Improvement Strategy 3
	Dropout Rate	Increase the number of students who complete school.	11.4%	9%		Major Improvement Strategy 3
	Dropout Rate Change	Decrease the number of students who drop out of school	4%	5%		Major Improvement Strategy 3
	Mean ACT	Reading	15.9	16.9	Pre ACT test	Major Improvement

	Composite Score	Math English Science	16.0 13.7 15.7	17.0 14.7 16.7	administered September 27, 2012. Results provided to teachers in October 2012	Strategy 3
	Optional Supplemental Measure(s)					

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: Implement an intentional student attendance initiative. **Root Cause(s) Addressed:** Attendance is affecting academic progress and causes inconsistent instructional delivery to students who are not attending regularly. 2. Teachers need an alternative framework for addressing student achievement for students with less than 80% attendance to facilitate student learning and credit recovery. 3. Teachers will continue to create active engaging environments and positive relationships with students

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)
Student Attendance Tracker - Students will be tracked using the attendance tracker. The tracker lists all interventions and the students who have benefitted from the intervention.	Tracker is updated weekly (Tracker is updated on Tuesdays)	Asst. Principal Attendance Committee Social Worker is responsible for maintaining the attendance tracker.	General Fund	Student attendance rate – shows increase from week to week, trimester to trimester and year to year. Number of interventions are tracked	In Progress Attendance committee meets weekly. Tracker is updated daily and after each weekly meeting.

<p>Weekly Attendance Meetings – The attendance committee meets weekly to discuss specific students and what impacts attendance rates of students.</p>	<p>Weekly beginning September 2012/Weekly beginning September 2013</p>	<p>Asst. Principal and Attendance Committee</p>	<p>CLA staff Incentives from SBOE and student council</p>	<p>Attendance rates of students beginning in August through June</p>	<p>Committee meets Tuesdays at 9:00 am</p>
<p>Incentives – Students with 80% attendance or higher will earn the right to extended lunch periods, dress out of dress code on certain days and lunch outside of the building on certain days.</p>	<p>September 2012 through May 2013 September 2013 –May 2014</p>	<p>Attendance Committee SBOE</p>	<p>General Fund Funding from Central office</p>	<p>Attendance Tracker Students receiving incentives</p>	<p>Students have earned incentives during first and second trimester. All students received bus passes to increase attendance for January. Wrote and received a proposal for attendance incentives</p>
<p>Advisement – When advisement teachers call home to parents, seek a shared commitment for action and follow- up with the parent to determine if the action was completed</p>	<p>September 2012 through May 2013 September 2013—May 2014</p>	<p>Teachers</p>	<p>General Fund</p>	<p>Telephones, Infinite Campus Conference logs</p>	<p>Advisement teachers are calling parents and noting calls in the conference tab. All teachers are</p>

					using the 240 sheets to document calls home weekly to parents for attendance, success, behaviors and missing assignments.
Parent Involvement – Parents will be recruited to CSC. Parents will be invited to Student led conferences.	September 2012 through May 2013 September 2013-May 2014	Administrative Staff, AmeriCorp, Teachers	General Fund	Teachers calling parents, log of parents called through AmeriCorp, parents attending conferences	Parents attended Student Led Conferences in September and January. Teachers sent follow up post-cards to those who did not attend. We have recruited parents to CSC. Trying to accommodate parent schedules to set a meeting.
Print Environment - Posters will be displayed to indicate attendance percentages of freshmen, sophomores, juniors and seniors	September 2012 through May 2013	Attendance Committee	General Fund	Attendance Tracker	Attendance percentages are posted

weekly	September 2013-May 2014				weekly in the building.
Attendance Mediation – Attendance Mediation Workshops will be held for parents and students whose attendance is below 65%	October 2012 through April 2013 October 2013- April 2014	Administrators, Social Worker, Counselor,	General Fund	Sign In Sheet for training	Attendance Mediation Workshops were held trimester 1 and 2. Social Worker met with parents individually when they could not attend the scheduled meetings
AmeriCorp – Members will make target calls to students who have attendance between 50-80% to encourage students and parents to increase attendance. Door knocks to students and parents with attendance below 50%.	October 2012 through May 2013 October 2013-May 2014	AmeriCorp members and coordinator	AmeriCorp budget	Log of calls and door knocks	AmeriCorp makes targeted calls to students with attendance percentages between 60-80% knocks in Sept and Oct. AmeriCorp member is meeting with students in building to track

					attendance
<p>Home Visits – Teachers will make positive home visits to speak to parents about their hopes and dreams for their students. Teachers will initially target students with 50-80% by December and 25-50% by February and the remaining students by April</p>	<p>October 2012 – May 2013</p> <p>October 2013 – May 2014</p>	<p>Teachers and Administrators</p>	<p>Title I grant for parent home visit program</p>	<p>Tracking form</p>	<p>Teachers have been trained to complete home visits. To date, no department has completed home visits. Teachers will make home visits during student led conferences in April 2013.</p>

* 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: Implement school –wide reading and writing strategies and a formative assessment system for math. **Root Cause(s)**

Addressed: 1. The average reading level for students is grade 5-6. CLA will develop intentional school wide reading and writing strategies. 2. CLA will develop an intentional system for formative assessments to inform instruction in Math. Measures of learning will be created that reflect student growth regularly to inform students of their progress and inform teachers of instruction. 3. CLA will provide professional development to teachers on reading and writing strategies to inform instruction.

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)
<p>Standardized Testing – CLA will participate in MAP, TCAP, ACT, PLAN and writing assessments. Teachers will create authentic assessments for each Diploma Plus Class. Staff will share anecdotal data (products) on authentic assessments in the Diploma Plus program.</p>	<p>September 2012 through May 2013 September 2013 through May 2014. CLA will not be a Diploma Plus school in 2013.</p>	<p>Site Assessment Leader, Department Chairs, Teachers, Counselor, Administrators</p>	<p>General Fund</p>	<p>Test Results and reports are provided to teachers during the 2012-2013 school year</p>	<p>MAP trimester 1 and 2 testing completed PLAN and Pre-ACT testing completed 9/27/12, CLA ACT intervention classes completed for trimester 1 and 2. Writing Assessment pre and post completed for tri 1 and 2. TCAP completed –makeup testing 3/15-4/5/13 Students are</p>

					scheduled into tri 3 classes for ACT Prep. ZAP ACT strategies class completed.
Formative Assessment – Math department will develop a formative assessment and use with students across grade levels to inform instruction.	Develop assessment by end of trimester 1 2012 Math department will assess students in fall of 2013.	Math department	Math department budget/ General fund	Implement assessment to students and get benchmark results	Math developed a formative assessment and administered the assessment during tri 1. Gave assessment during tri 2 and shared data 1/13. Staff created a Google doc to post assessment data for math. Math department used professional development to organize ACT intervention classes by MAP scores and use Des Cartes to scaffold. Students will retake math formative assessment in May.
Review of Data – CLA will create a data room and regularly review student data with staff to	October 2012-May	Administrators, Site Assessment	General Fund	Post test data of all students review	Data room was created in 10/12.

inform instruction	2013 Data room will have TCAP data and end of 2013 assessment data posted beginning fall 2013	Leader, SLT		monthly with staff through departments and staff meetings	Departments are meeting in the room to review student status.
MAP Professional Development – Teachers will review data from each MAP test to inform instruction and adjust accordingly to meet student needs. Teachers will receive DesCartes framework to align instructional tasks with CCSS to inform instruction.	September 2012 September – October 2012 September 2013 – October 2013	Administrators Teacher	General Fund	Professional development to staff by teacher and administrator	Teachers received Professional Development on 10/26/12 and received additional information on 2/19/13
Writing Rubric – English Department will implement the CDE analytical writing rubric building wide.	Train teachers by end of trimester 1 and implement building wide by end of tri 2. Teachers will train new to CLA students by October 2013	English Department	English Department budget/ General Fund	Implement rubric and score consistently across departments	English Department trained teachers on CDE writing rubric 10/26/12. Department meetings continue to norm writing samples with the rubric 1 time a week. English department created a Google Doc to post

					assessment data. English department reviewed data on 3/18/13. Pre and post writing assessments were completed for tri 1 and 2. Tri 3 pre – assessment will occur week of 4/8/13 and post is May 6, 2013.
Math Intervention – Math department and school counselor organized math intervention courses to align with and support core classes	November 2012-May 2013 September to May 2013-2014	Math department Counselor	General Fund	Increase of students passing core math classes	Piloted with tri 2 geometry S1 intervention course, organized alg 1 S1, alg 1 S2, geometry and adv alg intervention courses for tri 2.
Continue use of Write Tools curriculum - Teachers have been trained to implement the Write Tools for paragraph writing and multi-paragraph papers. Teacher Leaders will continue to provide professional development for staff and track progress of student writing.	August 2012-through May 2013 Will train new teachers to CLA with the curriculum August – September 2013.	Teacher Leaders TEC	General Fund	Writing Assessment bench mark data	Teachers have received professional development and implemented Write Tools during tri 1 and 2.

	Continue professional development October – May 2014				
Writing Assessment - Assessment will be given in the fall and spring to track writing growth during the 2012-2013 school year.	September 2012-May 2013 District writing assessment September 2013-May 2014	English Department	General Fund	Results of test	Writing assessment was given and scored during trimester 1. Post assessment will be given in late April.
ACT Intervention Class - Students who are expected to take the ACT in April 2013 will take a preparation class for Math and English.	Daily all three trimesters August 2012-May 2013 Daily all three trimesters August 2013-May 2014	Math and English Teachers	General Fund SEI grant	Pre and Post testing of the class	Pre-testing in September 2012 and Post testing in May 2013 Grade 11 students were enrolled in ACT prep math and English classes during tri 1, 2 and 3.

Major Improvement Strategy #3: Continue implementing School-wide “College Readiness Plan”. **Root Cause(s) Addressed:** Three year ACT trend data reflects growth; however, student scores fall short of the district targets. CLA will continue to improve the Intervention classes for ACT preparation. CLA students need to be aware of college and career training so they can consider all options. This program will increase student capacity and knowledge of the opportunities available and how to pursue them through College in Colorado, etc.

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)
Personal Education Plans – All students will complete Personal Education Plans to include: 4 year plan, College and career cluster survey, career interest survey, scholarship search, college lesson, GPA lesson	August 2012- June 2013 August 2013- June 2014	Counselor and Teachers	General Fund	Data pull from Naviance and College in Colorado	Tri 1 Career cluster survey, Tri 2 4 year plan, Tri 3 Personal statements/college essay are completed.
College Workshops – Seniors will participate in a college workshop which will include information on completing College applications, FAFSA forms, and Colorado Colleges and Universities	September 2012 September 2013	Counselor Administrator	General Fund	All Seniors will have at least one College application completed	College in Colorado completed a workshop with Seniors in September FAFSA workshop completed 3/13
ACT - students will understand what this assessment is and how to take it and improve the opportunities for college and career access	August 2012 –April 2013 August 2013- April 2014 March-April	Counselor Teachers Counselor	General Fund General Fund	Pre ACT scores Practice test in intervention classes Juniors	Students took practice ACT test in tri 1. The students continue to take practice tests in intervention classes in tri 1,2 and 3.

ACT count down wall	2013				Tri 3
Visit College/Universities – Students will have the opportunity to visit a Colorado College or University	November 2012-February 2013 November 2013-February 2014	Counselor, Teachers Administrators	SEI Grant	Track students and their field trip to college/universities	Students have visited colleges/Universities tri.1,2, and 3. 9 th graders attended 9 th grade EXPO 3/13
FAFSA – Students who are eligible will complete the FAFSA application	January 2013-June 2013 January 2014-June 2014	Counselor and Denver Scholarship Foundation	General Fund	Data pull from FAFSA	Trimester 2 and 3
Concurrent Enrollment – Students will complete one college class before they graduate. Students will complete the Accuplacer workbook and the Accuplacer test for concurrent Enrollment.	August 2012-June 2013 August 2013-June 2014	Counselor, Teachers, CCD	SEI grant	Track Completion rate Score on Accuplacer	Accuplacer in tri 1 and 3 Tracking completion rate
College Awareness Month - Students will participate in College field trips, college visits, completing scholarship applications and college applications	October 2012 October 2013	Counselor and Teachers	SEI grant	Track the number of students who participate in the field trips and college visits and receive scholarships	Completed
Print Materials – Colorado Colleges and Universities will be posted with accepted ACT and SAT scores	October 2012 October	Counselor and Teachers	General Fund	Students will set a goal based on pre-ACT scores	Completed

	2013				
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Major Improvement Strategy #4: CLA administrators will work together to implement intentional strategies to progress monitor student attendance, reading, writing and math. **Root Cause(s) Addressed:** There is no intentional system in place to progress monitor students in reading. No Intentional system for using MAP data to inform instruction. There is no formative assessment for students in math classes to progress monitor students.

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)
MAP training - CLA administrators and SLT team member attended training on MAP assessment to understand how to use the DesCartes information to inform instruction	September-October 2012 (If NWEA training is available school will send new SLT members during 2013-2014 school year)	Principal /Asst. Principal	General Fund	Staff will align DesCartes with CCSS by second trimester	Completed CLA admin trained staff on DesCartes during tri 1 and tri 2
Attendance data- Weekly attendance for school will be posted in the building and in classes.	Weekly September 2012 June 2013 Weekly September 2013- June 2014	Asst. Principal, Counselor Teachers	General Fund	Attendance Committee works to increase individual student attendance	Attendance data is posted weekly in classes and in hallways. Meeting held at beginning of tri 3 to talk about importance of taking attendance. 240

					sheets have been implemented.
Data Wall - CLA administrators created a data room so staff have visual of student progress	September 2012- May 2013 September 2013- May 2014	Administrators	General Fund	Staff will review individual student data to determine where growth can occur monthly	Data wall is updated with newly matriculated students and new data.
Formative Assessment - CLA administrators worked with math department to create a formative assessment	September 2012 Formative assessment will be reviewed in August/September 2013	Administrators Math teachers	General Fund	Math will administer formative assessment Trimester 2	Formative Assessment was developed in tri 1 given in tri 2. and shared data 1/13. Staff created a Google doc to post assessment data for math.
School Schedules - CLA administrators are reviewing start time and school schedule to determine the most effective manner to increase school attendance and school performance.	October 2012- May 2013 School schedule is being reviewed for 2013-2014 during April and May of 2013.	Administrators Counselors Dept. Chairs	General Fund	Schedule changes Trimester 2 Start time	School schedule was modified as a result of 25% attendance rate in period 8. After tri 1. Schedule was modified to accommodate student culture for tri 3. Student elective was

					added during tri 3.
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Major Improvement Strategy #5 Implement an intentional parent involvement agenda. **Root Cause(s) Addressed:** Parents of CLA students come from the far northeast, northeast, and northwest Denver predominantly which makes distance a factor for creating a cohesive community. CLA lacks an intentional and effective parent engagement plan.

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)
Parent Involvement - Parents are invited to student led conferences. Parents will be recruited for the Collaborative School Committee at the conferences. Conferences will be held in various locations to accommodate parents.	October 2012- May 2013 Student led conferences will be scheduled for 2013-2014 from October to April.	Teachers Counselor Administrators	General Fund	October 2012, January 2013, April 2013	Parents attended Student led conferences tri 1 and 2. Conferences are scheduled April 30, 2013.
Home Visits – Staff will make positive visits to speak to parents about their hopes and dreams for their children. Training for new teachers by October 2012	October 2012- May 2013 Home visits will occur during October-May 2013-2014	Administrators Teachers Counselor	Title I grant for Parent Home Visit Program	Parent Home Visit Tracking form	Home visits have not been completed in tri 1 or tri 2.
AmeriCorps - AmeriCorp members will assist with positive attendance of students by connecting with students whose attendance falls below 70%. Members will also complete	October 2012-May 2013	Shaunay Vafeades AmeriCorp members	AmeriCorp budget	Tracking form for attendance	AmeriCorp members have met with students during tri 1. Door

door knocks and all calls for important messages.	October 2013-May 2014				knocks were made during tri 1 and calls have been made tri 1, 2 and 3.
Attendance Mediation – Attendance Mediation Workshops will be held for parents and students who have significant attendance issues to encourage attendance.	October 2012- March 2013 October 2013-March 2014	Administrators Social Worker Counselor	General Fund	Sign in sheets as a record of attendance	Attendance Mediation workshop held tri 1 and 2.
Communication Strategies – Parents will receive the CLA newsletter in English/Spanish 4 times during the school year. Parents will also receive calls home through the auto dialer with important messages regarding school dates and other information.	September 2012-May 2013 September 2013-May 2014.	Office personnel Administrators	General Fund	Copies of newsletters Conference tab in IC	Newsletters sent to parents tri 1 and 2. Voicemail communication to parents regarding conferences and TCAP.

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)