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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 6509   School Name: DENVER ONLINE HIGH SCHOOL   SPF Year: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % Proficient and Advanced (%P+A) in reading, writing, math and science **Expectation:** %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	-	72.21%	-	-	66.67%	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	30.53%	-	-	13.46%	
		W	-	-	49.57%	-	-	39.22%	
		S	-	-	50.00%	-	-	32.43%	
Academic Growth	Median Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. **Expectation:** If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	7	-	-	45	
		M	-	-	97	-	-	42	
		W	-	-	47	-	-	39	
		ELP	-	-	-	-	-	-	

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/24/2013 for 2013-2014

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Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	**Median Growth Percentile** **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	**Graduation Rate** **Expectation:** At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 46.1% using a 6 year grad rate	Does Not Meet	Overall Rating for Postsecondary & Workforce Readiness: Approaching
	Disaggregated Graduation Rate **Expectation:** At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	Does Not Meet	
	Dropout Rate **Expectation:** At or below state average overall.	3.9%	7.8%	Approaching	
	Mean Colorado ACT Composite Score **Expectation:** At or above state average.	20.1	20.3	Meets	

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Accountability Status and Requirements for Improvement Plan

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment			
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	NA
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	NA
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.	NA

Improvement Plan Information

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

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

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Michael Clem, Principal
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	Phone	720-424-8290
	Mailing Address	1353 E. 33rd Ave., Denver, CO 80205
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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Section III: Narrative on Data Analysis and Root Cause Identification

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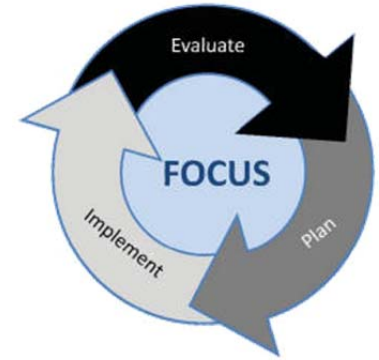
Data Narrative for School

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

Data Narrative for School

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).	Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Narrative:

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

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

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading: The percentage of all students scoring Proficient/Advanced in reading will be at least 73% as reported by TCAP scores.	Reading performance reached 64.29%, target missed by 8.71%.	• New students complete NWEA MAPS test as part of the registration process to determine if the student's reading comprehension skill level might interfere with their success as an online learner. • Online students are required to engage in a variety of reading assignments, which encourages them to read for understanding.
	Math: The percentage of all students scoring Proficient/Advanced in math will be at least 31% as reported by TCAP scores.	Math performance reached 13.46%, target missed by 17.54%.	• Students are often behind in math credits before enrolling with the school and have limited access to math classes and extensive tutoring prior to TCAP test.
	Writing: The percentage of all students scoring Proficient/Advanced in writing will be at least 47%, as documented by TCAP test scores.	Writing performance reached 39.22%, target missed by 7.78%.	• Writing is not emphasized in all classes and students do not receive adequate feedback in order to revise written work.
	Science: The percentage of all students scoring Proficient/Advanced in science will be at least 48%%, as documented by TCAP test scores.	Science performance reached 35.48%, target missed by 12.52%.	• Students are not enrolled in science classes or have completed all required science classes prior to taking TCAP test
Academic Growth	Reading Median Adequate SGP will be maintained.	Reading target surpassed with a difference of +36.	• Students were engaged with course work and read a variety of material.

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Math Median Adequate SGP will be 95.	Math target not met with a difference of -45.	• Students come with huge math deficits and need more time to catch up.
	Writing Median Adequate SGP will be at 36.	Writing target surpassed with a difference of +7.	• Enrolled new students to school who enjoyed writing and often wrote for personal enjoyment and other reasons.
Academic Growth Gaps	Overall Academic Growth Gap will be at or above 45.	Meets overall rating for Growth Gaps.	• Students are motivated to attend TCAP testing.
Postsecondary & Workforce Readiness	Graduation rate will be at 80% or higher.	Graduation rate at 46.1% for 6 years and 6.9% higher than previous year, but does not meet targeted goal by 33.9%. All Students Completion rate of 63.4%	• State rules for granting SPF credits penalize schools like ours for graduating students beyond the 4th year. State assumes that we will continue to graduate students during best year of previous year. We may have a high percentage of students graduate in 7 years one year and then a higher population of students graduate in 5 years the following year – which penalizes our school. We will never be able to meet this goal based on state formula. • Students who received GED not included in graduation count and completers don't count for our school.
	Dropout rate will be at 7% or lower.	Dropout rate of 7.8% was 10.3% lower than previous year, but does not meet targeted goal by .8%.	• School district provides multiple pathway programs and schools for students that fall behind, drop out or need a different environment. Instead of students dropping out they are placed into another district run school program. • School is recommending other options to students that are over age and under

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
			credit.
	Mean ACT Composite Score will be 20 or above.	Met Federal and State Expectations with Mean ACT Composite Score of 20.	• Provided ACT pre-test, met with students to review test performance and set goals, provided ACT practice activities and made sure they attended on test day.

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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)	Reading: 2011 – 52.38%: 2012 – 58.06%: 2013 – 68.89% at Proficient/Advanced. The school is above the state average by .17% and district average by 14.72%. Academic Achievement in Reading reflects consistent growth over the past 3 years, but is below State and Federal expectations by 3.31%.	Reading across grade levels score at the Proficient level and did better than both the state and district using TCAP for the past 3 years, but still does not meet State and Federal Expectations.	• Students accepted for enrollment read at grade level based on NWEA MAPS reading tests. • Online students are engaged in a variety of reading assignments, which require them to read for understanding.
	Math: 2011 – 9.52%: 2012 – 6.45%: 2013 – 22.22% at Proficient/Advanced based on TCAP results. The school is below the overall state average by 21.69% and district average by 7.01%. There was a significant improvement from 2012 to 2013 of 15.77%. Overall, Academic Achievement in Math reflects consistently low performance that is well below State and Federal expectations, and which is confirmed with NWEA testing data.	Math across all grade levels and disaggregated groups does not meet the adequate achievement levels as defined by State and Federal Expectations.	• Adequate interventions, progress monitoring and support are not consistent or provided to help all students overcome barriers and gaps they have in math. • Students may not have had or be scheduled into a math class prior to taking TCAP test - based on when they enroll. • There often is not enough time, after students enroll, to identify and provide adequate instruction and tutorial support before testing.
	Writing: 2011 – 42.86%: 2012 – 35.48%: 2013 – 42.22% at Proficient/Advanced based on TCAP results. The school is below the overall state average by 9.82%, but above the district average	Writing performance is inconsistent and below State and Federal Expectations.	• Insufficient writing instruction and limited writing opportunities are provided for students across the curriculum. • Vendor provided curriculum does not emphasize writing

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	by 4.76%. Academic Achievement in Writing reflects inconsistent growth over time, and is below State and Federal expectations.		or allow for meaningful writing feedback • There is often not enough time, after students enroll, to identify and provide adequate instruction and tutorial support to prepare students.
	Science: 2011 – 43.75%, 2012 – 30%, 2013 – 29.63% at Proficient/Advanced based on TCAP results. The school is below the overall state average by 21.69% and the district average by 7.01%. Academic Achievement in Science reflects a continued drop in performance over the past 3 years, and is below State and Federal expectations.	Science performance is inconsistent and below State and Federal Expectations.	• Students failed or skipped science classes before attending the school. • Students not enrolled in science class prior to testing. • There is often not enough time, after students enroll, to identify and provide adequate instruction and tutorial support to prepare students.
Academic Growth	Reading: Median Growth Percentile: Fewer than 20 students counted, information not available.	Not enough students take test to show Academic Growth	• Many students taking TCAP tests are disqualified for growth because they don't have a previous year score, are repeating the same test from the previous year, or enroll after the 40-day window.
	Math: Median Growth Percentile: Fewer than 20 students counted information not available.	Not enough students take test to show Academic Growth	• Many students taking TCAP tests are disqualified for growth because they don't have a previous year score, are repeating the same test from the previous year, or enroll after the 40-day window.
	Writing: Median Growth Percentile: Not enough students tested.	Not enough students take test to show Academic Growth	• Many students taking TCAP tests are disqualified for growth because they don't have a previous year score, are repeating the same test from the previous year, or enroll after the 40-day window.
Academic Growth Gaps	Math: Fewer than 20 students counted information not available.	Not enough students take test to show Academic Growth	• Many students taking TCAP tests are disqualified for growth because they don't have a previous year score, are repeating the same test from the previous year, or enroll after the 40-day window.
	Writing: Fewer than 20 students counted	Not enough students	• Many students taking TCAP tests are disqualified for

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	information not available.	take test to show Academic Growth	growth because they don't have a previous year score, are repeating the same test from the previous year, or enroll after the 40-day window.
Postsecondary & Workforce Readiness	Graduation Rate: 2010 – 42.55%, 2011 – 29.27%, 2012 – 46.34%. Graduation rate not steady, but shows signs of improvement. Completion Rate: 2010 – 51.06%, 2011 – 31.71%, 2012 – 63.41%. The school's overall completion rate is higher than the districts by 0.64%.	Monitor on track to graduate data closely and provide early support for students falling behind.	• Enrolled students not prepared or ready for online learning and were not provided adequate supports. • School accepted students who had previously dropped out or took longer to graduate due to their personal circumstances. • School is classified as a traditional high school, but accepts alternative students. • State and Federal graduation regulations penalize schools working with students behind in credits.
	ACT Composite scores: 2011 – 18, 2012 – 20, 2013 – 20.6	Provide additional math and science intervention support.	• Students are not provided with direct math or science support outside of their regularly scheduled class.
	Dropout Rate: 2010 – 8.54, 2011 – 12.89, 2012 – 2.94.	Identify struggling students based on attendance and participation to graduate or transition to Multiple Pathway Program.	• School is classified as a traditional high school, but accepts alternative and other non-traditional students. • State penalizes school for working with non-traditional students.

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Section IV: Action Plan(s)

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

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

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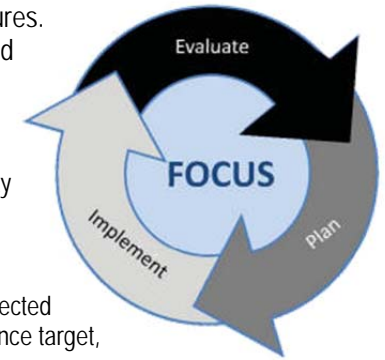
Narrative:

Denver Online High School (DOHS) is a state authorized multi-district high school, serving students across Colorado since 2003, and is governed by the Denver Public Schools administration and Board of Education. The mission of DOHS is to support motivated students with the opportunity to graduate quickly, by providing flexible and online personalized learning opportunities that are also accessible at any time from a variety of locations and settings with the support of parents and the community. In this pursuit DOHS students may earn credits in a variety of ways by taking classes from other schools and sources, working, participating in service learning activities, and concurrent enrollment in their local community college. Denver Online enrolls students every 9 weeks and operates year round, providing summer school for all Colorado high school students. Over 40% of our students have been identified as Gifted and Talented and are often involved in a variety of out of school activities that allow them to travel, participate in sports, theater, the arts, work, parenting and other activities, which require a flexible schedule. About 30% of our students are classified as homeschool and are part-time. Another 25% enroll due to health and medical issues that prevent them from attending school on a full-time basis without being classified as truant or attendance problems. We also support other DPS and Colorado schools by providing supplemental online courses that include original credit, credit recovery and AP classes. We provide educational opportunities for students that are left out or penalized because of their health or personal interests. On the other hand, we are unable to provide a host of student support services due to a limited budget, inadequate staffing, lack of resources or because of distance. In addition, we are dependent on vendor resources for curriculum and instruction for many subject areas because we are unable to provide the staff or curriculum needed for graduation requirements or requested by supplemental students.

Trend and Priority Challenges:

Our leadership team, staff and parent committee examined data related to academic performance trends over the past 3 years that included not only state CSAP results, but also school administered interim assessment (MAPS) results. We considered three years of data related to academic performance trends. That data included CSAP and ACT results and DPS School Performance Framework results. The process used to identify priority challenges and action plans for our School Unified Improvement Plan took into account the school's data, as well as the limitations of staff, funding and time. The approach that was taken by the school was to meet as a School Leadership Team and as data was released the team discussed the school's data across content areas and grade levels. Internal data such as time spent working online, participation in live class sessions and other student metrics were also reviewed. Since the school requires improvement in postsecondary and workforce readiness, the root cause analysis also incorporated an analysis of school capacity including personnel and student support resources.

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Trends:

- Average mobility rate continues to increase for students who enroll in DOHS - 79% over three years according to CDE.
- TCAP test data not available for numerous students who transfer from other Colorado school districts, out of state, home school, or who did not take test in previous school year(s) to identify needs, status and growth.
- School's beginning of year enrollment rate is low; more students enroll after state student count date with no additional funding.
- Older students are choosing DOHS for flexibility and opportunities afforded them to work, raise a child and participate in other out of school extracurricular activities.
- Highly gifted and talented students at risk choose to enroll in online for the challenge, to catch up, or as a last resort before dropping out or getting their GED.
- Students with physical and mental health disabilities as well as social anxieties choose the online environment.
- Students choose online so that they don't have to attend a brick and mortar school for a variety of issues and reasons such as bullying.
- Math is the most difficult subject to teach online because many students don't have the skills or knowledge base to successfully work alone from home or without a lot of personal assistance. However, they also refuse or choose not to attend blended learning sessions when offered.
- Vendor-supplied courses tend to be quiz based using multiple choices rather than writing as the primary means of demonstrating understanding.
- Students avoid writing if they aren't required to. Teachers are unable to add writing into their courses due to vendor control of content and course site.
- For the past 3 years the achievement level of 9th and 10th grade students is based on the schools' ability to attract and retain students who have identified characteristics of successful online learners using the Student Engagement Instrument.
- Students involved in other academic and extra-curricular activities in addition to online learning are more successful then students who are only involved in online learning.
- The school developed a rigorous registration, enrollment and orientation program to inform students and parents of their responsibilities as online learners and families.
- The school's ACT test scores remain high due to the quality of students choosing online learning over other school options.

Priority Challenges:
- Students coming into school below grade level as measured by NWEA MAPS are not receiving effective targeted instruction in math and writing.
- There are limited progress monitoring practices in place to identify ongoing student needs in math and writing.
- There is a lack of a continuum of interventions available for students receiving Special Education services.
- Providing students with intervention services online, onsite and in person with limited resources is difficult.
- Getting students and parents to participate with the intervention help they need to be successful is dependent on transportation, work schedules, distance, and time.
- SPF requirements identified by CDE are unrealistic for online schools and need to be reviewed and changed.

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Missed Targets

We met 100% of AYP targets and are approaching federal and state targets in Reading, Writing and Science. However, our TCAP Math, Science and Writing scores continue to be lower than Federal and State expectations. Although Reading is below Federal and State expectations, this is our highest area of growth and status.

TCAP Gains Report: Proficient and Above

Math	2011	2012	2013		Writing	2011	2012	2013
Grade 9	0%	9%	28%		Grade 9	40%	55%	44%
Grade 10	13%	5%	19%		Grade 10	44%	25%	41%
Overall	10%	6%	22%		Overall	43%	35%	42%
Reading	2011	2012	2013		Science	2011	2012	2013
Grade 9	60%	64%	61%		Grade 9			
Grade 10	50%	55%	74%		Grade 10	19%	30%	30%
Overall	52%	56%	69%		Overall	19%	30%	30%

Growth Summary:

Even though DOHS had 100% of students participate in TCAP testing, we did not have enough students qualify to generate growth data. However, using status as a measure we

Post Secondary Readiness data:

Denver Online High School does 'Not Meet' federal and state expectations for Post Secondary Readiness due to low graduation and high dropout rates. DOHS graduation rate is below State and Federal expectations. DOHS dropout rate is higher than state expectations, but showed a decrease of 10% over a year. We have a higher dropout rate among 9th and 10th grade students who are generally older and behind in credits than with 11th and 12th grade students even if they are behind. In addition, DOHS assisted other DPS High Schools to increase their graduation rates by providing supplemental online courses for almost 200 students who graduated in 2012. In addition, if the completer rate were included DOHS would be much closer to reaching state and federal expectations.

Year	Grad rate 1yr	Grad rate 3yr	Completer Rate		Year	Dropout rate 1yr	Dropout rate 3yr
2012	46.34%		63.41%		2012	2.94%	
2011	29.27%	39.2%	31.71%		2011	12.89%	10.3%
2010	42.55%	31.5%	51.06%		2010	8.54%	14.1%

Supplemental Students who graduated with assistance from DOHS

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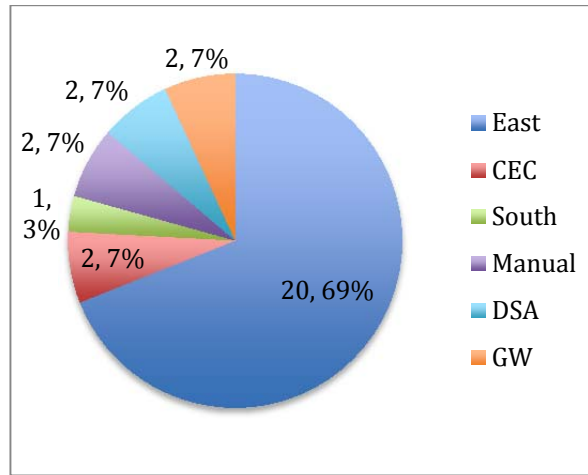
Completer Rate:

CDE uses 'Completer rates', which are calculated based on all students who are graduates, plus those who are not considered graduates but receive another certificate or designation of high school completion. Using this data DOHS had a one-year Completion rate of 63.4% for 2012 and 3 year Completion rate of 49.28% from 2009 to 2012.

Completer Rates

	2010	2011	2012
DOHS	51.06%	31.7%	63.4%
District	61.28%	56.76%	60.3%

ACT:

DOHS ACT composite score met state expectations, but fluctuates because the school has a significant change in student population with many new to the school and to online learning in their Junior year, which reduces the amount of time available to identify, plan for and work with individual students. In addition, as an online school we are required by state law to test students during the February national test date instead of the Colorado April test date when other district students take their tests, reducing the number of days available to support students with additional instruction and preparation. Even so, due to the quality of student enrolling with DOHS during their later years of high school, we tend to enroll students that have higher skills and motivation who take this test in their junior year.

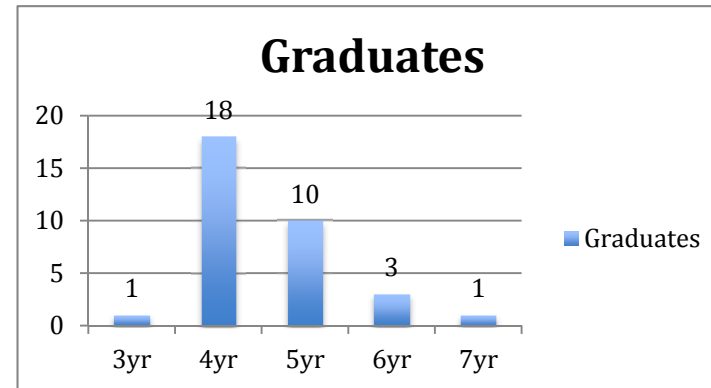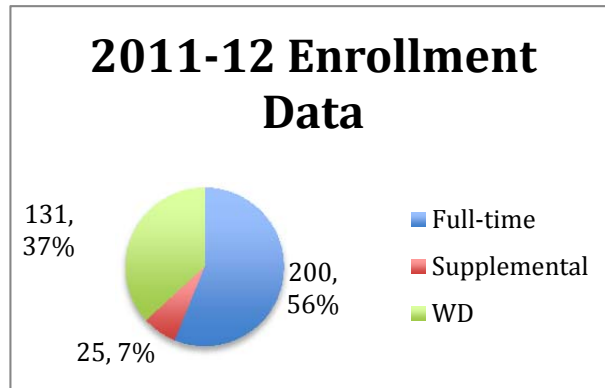| Year	ACT Composite Score 1yr	ACT Composite Score 3yr
2012	20	19.7

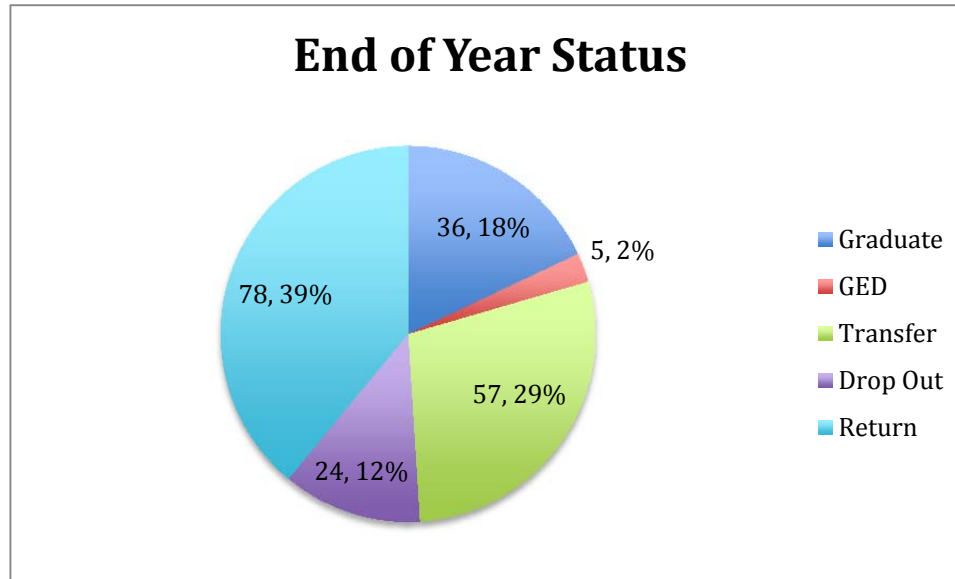School Code: 6509   School Name: DENVER ONLINE HIGH SCHOOL

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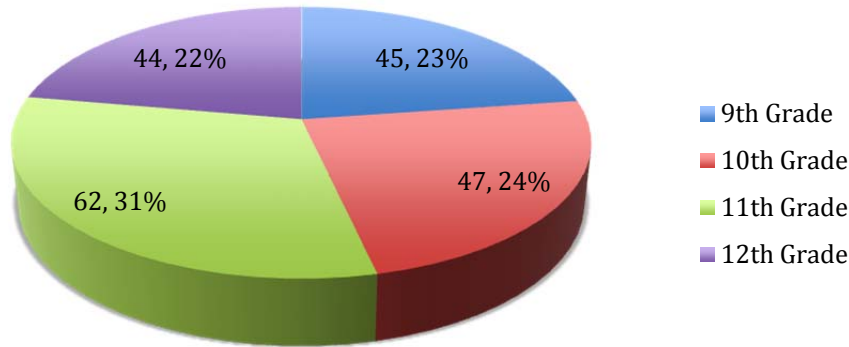| 2011 | 20 | 18.4 |
| 2010 | 18 | 18.7 |

Student Demographics

DOHS enrolled a total of 310 students throughout the 2010-11 school year that included supplemental students who attend other schools full-time or were home school learners enrolled in one or more online classes. Of the remaining 160 learners 26 graduated from the online high school, 24 left to work on their GED, and at least 9 of them earned their GED certificate with our assistance. We encouraged and supported 49 students to transition to other school programs that were more suitable to their learning styles and/or personal needs. Fifteen learners were counted as dropouts because we couldn't support them, they voluntarily quit or we couldn't locate them. The remaining 46 learners have chosen to continue with the online high school.

Our enrollment has been difficult to improve because of the initial transitional focus and philosophy of the school, which wasn't designed to support continuous enrollment of learners over time. Instead, we focused on helping learners get on track to graduate by making sure they were enrolled in the correct classes while providing counseling and guidance services to help both learners and their parents or guardians set goals and develop future plans with supplied educational services that allowed learners to catch up, stay on track or to accelerate their high school graduation.

2011-12 Enrollment Data

- Full-time: 200, 56%
- Supplemental: 25, 7%
- WD: 131, 37%

Graduates

	3yr	4yr	5yr	6yr	7yr
Graduates	1	18	10	3	1

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End of Year Status

- Graduate
- GED
- Transfer
- Drop Out
- Return

36, 18%
5, 2%
78, 39%
57, 29%
24, 12%

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Grade Level Enrollment

44, 22%
45, 23%
62, 31%
47, 24%

- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

Continuing Students

2, 3%
20, 26%
30, 39%
25, 32%

- 9th Grade
- 10th Grade
- 11th Grade
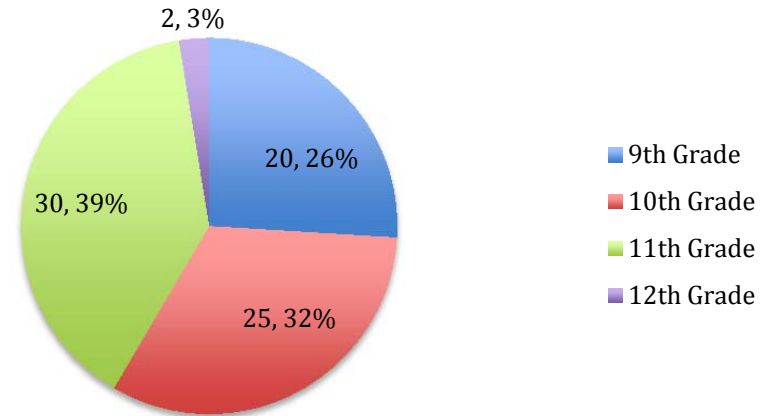- 12th Grade

Staff Demographics:

2011-12 was the first year that DOHS employed hourly adjunct teachers to teach all courses. All teachers were Colorado state certified and highly qualified in the areas in which they taught. Staff consisted of 1 FTE administrator, 1 FTE SPED./Pro-Tech, 1 FTE Counselor, 1 FTE Office Manager, 1 FTE Para-professional, 11 hourly Teachers and 4 math Tutors.

Root Cause Analysis:

The process used to identify priority challenges and action plans for our School Unified Improvement Plan took into account the school's data, as well as the limitations of staffing, funding and time. The approach that was taken by the school was to meet as a School Leadership Team and as data was released the team discussed the school's data across content areas and grade levels. Internal data such as time spent working online, participation in live class sessions and other student metrics were also reviewed. Since the school requires improvement in all content areas as well as postsecondary and workforce readiness, the root cause analysis also incorporated an analysis of school capacity including personnel and student support resources.

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School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
				2013-14	2014-15		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Students across grade levels score at the Proficient level and did better than both the state and district using TCAP for the past 3 years. However, we still don't meet State/Federal Expectations.	73% of students who complete TCAP will score as Proficient/Advanced.	74% of students who complete the designate state test will score as Proficient/Advanced.	NWEA Assessment (administered 3 times during the school year) Fall-Winter-Spring grade level RIT in Reading, with the goal of meeting or exceeding NWEA grade level median targets for tested grades.	Identify students below proficiency and provide differentiation and intervention support at the classroom level. Students 2 grades or below will receive additional intervention supports.
		M	Math across all grade levels and disaggregated groups does not meet the adequate achievement levels as defined by State/Federal expectations.	31% of students who complete TCAP will score as Proficient/Advanced.	32% of students who complete the designate state test will score as Proficient/Advanced.	NWEA Assessment (administered 3 times during the school year) Fall-Winter-Spring grade level RIT in Math, with the goal of meeting or exceeding NWEA grade level median targets for tested grades.	Identify students below proficiency and provide classroom differentiation and additional intervention support and services.
		W	Writing performance has been inconsistent over the past 3 years and is below the adequate achievement levels as defined by State/Federal expectations.	50% of students who complete TCAP will score as Proficient/Advanced.	51% of students who complete the designate state test will score as Proficient/Advanced.	NWEA Assessment (administered 3 times during the school year) Fall-Winter-Spring grade level RIT in Language Usage, with the goal of meeting or exceeding NWEA grade level median targets for tested grades. Formative Writing Assessments	Improve writing instruction and student outcomes.

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						NWEA Assessment (administered 3 times during the school year) Fall-Winter-Spring grade level RIT in Reading, with the goal of meeting or exceeding NWEA grade level median targets for tested grades.	Monitor student engagement in all classes as measured by course grades and completion.
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	MGP was 45, meeting State/Federal expectations.	Maintain	Maintain	NWEA Assessment (administered 3 times during the school year) Fall-Winter-Spring grade level RIT in Reading, with the goal of meeting or exceeding NWEA grade level median targets for tested grades.	Monitor student engagement in all classes as measured by course grades and completion.
		M	MGP 42 and significantly below State/Federal expectations.	By the end of the 2013-2014 year the Median Growth Percentile in Math will be at or above Federal and State Expectations.	By the end of the 2014-2015 year the Median Growth Percentile in Math will be at or above Federal and State Expectations.	NWEA Assessment (administered 3 times during the school year) Fall-Winter-Spring grade level RIT in Reading, with the goal of meeting or exceeding NWEA grade level median targets for tested grades.	Identify student needs sooner using MAPS data and teacher recommendation for intervention services.
		W	MGP 39, below State/Federal expectations.	By the end of the 2013-2014 year the Median Growth Percentile in Writing will be at or above Federal and State Expectations.	By the end of the 2014-2015 year the Median Growth Percentile in Writing will be at or above Federal and State Expectations.	NWEA Assessment (administered 3 times during the school year) Fall-Winter-Spring grade level RIT in Language Usage, with the goal of meeting or exceeding NWEA grade level median targets for tested grades. Formative classroom assessments.	Provide instruction and remediation to improve and support student writing.
		ELP	NA	N/A based on enrollment	N/A based on enrollment	NA	NA
Academic Growth Gaps	Median Growth Percentile	R	N/A not enough data to calculate 2012-2013	N/A based on enrollment	N/A based on enrollment	NWEA Assessment (administered 3 times during the school year) Fall-Winter-Spring grade level RIT in Reading, with the goal of	Monitor student engagement in all classes as measured by course grades and completion.

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						meeting or exceeding NWEA grade level median targets for tested grades.	
		M	N/A not enough data to calculate 2012-2013	By the end of the 2013/2014 school year, The Median Growth Percentile for the following subgroups: FRL, Minority, ELL, and Students Catching Up will meet or exceed Federal and State expectations.	By the end of the 2014/2015 school year, The Median Growth Percentile for the following subgroups: FRL, Minority, ELL, and Students Catching Up will meet or exceed Federal and State expectations.	NWEA Assessment (administered 3 times during the school year) Fall-Winter-Spring grade level RIT in Reading, with the goal of meeting or exceeding NWEA grade level median targets for tested grades.	Identify student needs sooner using MAPS data and teacher recommendation for intervention services.
		W	N/A not enough data to calculate 2012-2013	By the end of the 2013/2014 school year, the school will move students designated as FRL, Minority Students, English Language Learners, and Students Needing to Catch Up to meeting or exceeding Federal and State expectations.	By the end of the 2014/2015 school year, The Median Growth Percentile for the following subgroups: FRL, Minority, ELL, and Students Catching Up will meet or exceed Federal and State expectations.	NWEA Assessment (administered 3 times during the school year) Fall-Winter-Spring grade level RIT in Language Usage, with the goal of meeting or exceeding NWEA grade level median targets for tested grades. Formative classroom assessments.	Provide instruction and remediation to improve and support student writing.
Postsecondary & Workforce Readiness	Graduation Rate		Does not meet Federal and State expectation of 80% or better graduation rate.	The 2013-14 graduation rate will be at or above 40% with a goal to reach Federal and State target.	The 2014-15 graduation will be at or above 50% with a goal to reach Federal and State target.	On track to graduate data.	Credit checks, including on track to graduation progress completed at the end of each quarter for seniors and at the end of each semester for all other students.
	Disaggregated Grad Rate						

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	Dropout Rate	Does not meet Federal and State expectation of 3.9% or less dropout rate.	The 2013/14-dropout rate will be at or below 3.9% with a goal to reach Federal and State target.	The 2014/15 dropout rate will be at or below 3% with a goal to reach Federal and State target.	Provide RTI and Intervention services	• Quarterly attrition rates of all active students. • Attendance/Participation rates
	Mean CO ACT	Met Federal and State ACT Composite Score at 20.	The 2013/14 Mean ACT Composite score will be 20.	The 2014/15 Mean ACT Composite score will be 21.	Continue with ongoing plans.	• Progress monitoring on ACT prep class in terms of both participation and performance.

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Action Planning Form for 2013-14 and 2014-15

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

Major Improvement Strategy #1: Develop and implement an RtI/Data Inquiry and Intervention processes to monitor and support student success.
Root Cause(s) Addressed: The RtI/Data Inquiry and intervention process has been complicated and difficult to implement consistently and effectively.

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)
Access and provide professional development that supports the RtI/Data Inquiry process through providing teachers, advisors, and administrators with efficient and effective tools, processes, and strategies for comprehensively identifying, analyzing, and monitoring student data both at the course and student level.	Sept. 2013 – May 2014	• RTI Coordinator • Admin • Teachers • Student Support Team	• District RtI Partners • DOHS Staff	• Monthly training led by district and school staff documented with agenda and sign in logs.	In Progress
The Student Support team will meet weekly to review student data to uncover root causes to student achievement and create and implement action plans to address the root causes.	Sept. 2013 – May 2014	• Student Support Team	• DOHS Staff	• Weekly meeting documented with meeting agenda and sign in logs.	In Progress
Collect and analyze student data to assess learning and relevant trends.	Sept. 2013 – May 2014	• Teachers • Principal • RtI Coordinator • Parents and Students	• NWEA MAPS • ACT Prep and Practice Exams • District Assessment team partners	• Review and analyze MAP, TCAP and other assessment data quarterly. • MAPS - Fall, Winter, Spring benchmark tests for 9th and 10th grade students.	In Progress

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				• ACT Prep and Practice Exams in Sept. for 10th and 11th grade students. • Documentation of interventions and contacts through logs and contracts • Course completion rates and passing rates at the end of every Quarter	
Review RtI Program and Implementation	Quarterly	• RtI Coordinator • Administration • Staff	• District RtI Partners • District Assessment Team Partners • DOHS Staff	• Student and parent quarterly satisfaction surveys • Quarterly RtI/Data Inquiry Team review meeting documented by agenda and sign in log	Not begun
Minimize student drop-out rates through strengthening RTI process and student retention activities	Weekly RTI meetings	• 2013-2014	• Dean, Admin, Teachers, Support Staff	• School Funds	Weekly meetings

* 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).

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Major Improvement Strategy #2: Improve Math skills of students whose skills in those areas are two grade levels below expectations through targeted interventions.

Root Cause(s) Addressed: Minimal interventions used are too general, and not targeted at each student's specific needs in math and/ or literacy skills.
_____

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
X 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)
Identify students who are two grade levels below their peers in math and/or literacy skills	Oct. 2013 May, 2014	• SPED teacher • Intervention teacher	Time for teachers to do the analysis of the records of identified students, access to records	• Students identified by 10/15/13 • Data Analysis of those students records by 10/25	In progress In progress
Determine teaching resources required to provide the targeted interventions identified in previous step for each student	Not later than 11/15/13	• Intervention teacher • Classroom Teachers	Teaching materials and resources needed for specific targeted interventions	• List of materials and resources completed by 11/15/13	Not begun
Implement the targeted interventions, delivering the needed instruction in the most appropriate way to each identified student	Not later than 12/1/13	• Intervention Teacher • SPED Teacher • Classroom Teachers	• Resources previously identified • Staff time to provide inventions	• Students complete intensive interventions • Staff collects and reviews data to determine success of intervention	Not begun
Assessment of the outcome of the interventions	Not later than 2/28/2014	• Intervention team • Teachers	• Data collected from the results of testing	• Analysis and report of outcomes	Not begun

* 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).

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Major Improvement Strategy #3: <u>Improve student-writing outcomes.</u>

Root Cause(s) Addressed: <u>Curriculum does not emphasize writing or allow for meaningful writing feedback.</u>

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)
Core English Language Arts classes designed in Schoology to align with Common Core writing standards	Fall 2013-May 2014	Jessica Glynn	• Schoology • District Scope and Sequence and planning documents	Develop and build online course for Introduction to Literature, American Literature, and Contemporary Literature - with a heavy emphasis on writing implemented as core ELA courses, available and documented through Schoology LMS. Refine courses throughout the remainder of the school year based on student feedback and PD learnings.	In progress
Core ELA classes offer frequent, personalized writing feedback based on a Common Core rubric	Fall 2013-May 2014	Jessica Glynn	• Schoology • DPS Writing Rubrics based on Common Core	• Students will complete one writing assessment per week and receive individual feedback and instructions for revision, collected writing samples with feedback. • Baseline data will be collected and student growth monitored regularly during 2nd Qtr.	In progress and continuing

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Core ELA classes provide differentiated instruction in grammar, spelling and academic vocabulary.	November 2013-May 2014	Jessica Glynn	• OdysseyWare • MAPS	• Students who need additional support will be identified based on a body of evidence including MAPs and class based pre-assessment data. • Students will receive individualized instruction in their areas of need via OdysseyWare. • Teacher will progress monitor student progress by charting student progress.	Start 2nd Qtr.
Core ELA classes will offer and incentivize small group and one-on-one writing tutoring sessions.	November 2013-May 2014	Jessica Glynn		• Thursday afternoons from noon to 5 will be set aside for writing tutoring. • Student engagement monitored by sign in logs and writing improvements.	Start 2nd Qtr.

* 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).
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Major Improvement Strategy #4: Improve student achievement in math and all math courses

- **Root Cause(s) Addressed:** Adequate instruction, interventions, progress monitoring and support is inconsistent or not provided to engage and help all students overcome barriers and gaps they may have in math.

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

■ School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant
☐ Title I schoolwide or targeted assistance plan requirements ☐ 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)
Discuss and analyze performance data of students such as: TCAP, ACT and others.	August 2013	• RTI Coordinator • Principal • Counselor • Teachers	• CDE data - TCAP, ACT • MAPS results	• Data analysis day attendance as recorded in attendance log.	Done
PD in how to create and develop an effective online course.	August 2013 to May 2014	• Principal and all teachers	• Schoology, LMS platform Multimedia technology, • Books and other literature	• Weekly training as recorded by attendance logs and course development in Schoology.	In progress
Develop online math classes according to district core requirement.	August 2013 to May 2014	• Math faculty	• Algebra 1 and Geometry scope and sequences. • District math standards. • Schoology, LMS platform	• Clear objectives in each unit course aligned to required standards	In progress
Develop online math classes that will engage student during their learning process. Differentiate class delivery, content and evaluation.	August 2013 to May 2014	• Math faculty	• Schoology, LMS platform • Multimedia technology. • Teacher's expertise.	• Algebra 1 S1, and Geometry S1 completed and used 3rd Quarter • Algebra 1 S2, and Geometry S2 completed and used 4rd Quarter 2014	In progress
Provide regular and consistent opportunities for	August 2013 to	• Math faculty	• Computer lab, • Teacher office hours	• Weekly scheduled hours posted on the	In progress

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student access to synchronous and asynchronous instruction and tutorial.	May 2014		• Blackboard web conferencing software • Other internet based software • Telephone	school web site and course main page • Student contact monitored using a daily log of student contacts with dates, times and how contacted.	
Identify and target math learners who are failing or with special learning needs, to provide differentiated instruction or modify instruction.	August 2013 to May 2014	• Math Teacher • RTI Coordinator • SPED Teacher • Tutors • Counselor • Parents	• Infinite Campus • MAPS • Schoology, LMS platform	• Teacher will keep a record of student progress and lesson completion in Schoology and Infinite Campus • Math teacher will collect and monitor formative assessment data to monitor student achievement	In Progress

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Major Improvement Strategy #5: 2013-2014 ACT Mean Score will be a 21

Root Cause(s) Addressed: ACT is a measure of college readiness. Improving scores ensures greater readiness and decreased need for remediation.
_____

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)
All Juniors and rising Juniors will take the Princeton review or PLAN test in the Fall	2013-2104	Counselor/CCR Coordinator	PLAN & Practice ACT tests for all juniors and rising Juniors, Testing Space & Materials	Number of students who tested and average score for all test takers	Completed
After getting baseline date (Practice test/PLAN scores) Set ACT Target Goals with each student and register for ACT in February	2013-2104	Counselor/CCR Coordinator & Other Staff	Computer Lab, $ for Lunch, Vouchers from CDE	All students create an achievable & meaningful goal score & register for Feb. ACT	Not Begun
Implement new ACT Online Test Prep program and progress Monitor	2013-2104	Counselor/CCR Coordinator & Secretary	Naviance PrepMe License	80% of kids who complete at least 80% of test Prep will achieve their goal score.	Not Begun

* 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).

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Major Improvement Strategy #6: Retain and enroll at least 200 students for the fall 2014-15 school year.

Root Cause(s) Addressed: There are four root causes: Denver Online has low visibility, people have a poor perception of online learning, the school struggles with instability, and some students struggle with being successful in an online environment.

_____

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)
Strategic marketing and low-cost promotion efforts	Recreate Website: Make homepage reflect new image of "Do More," update all pages and links, sell stories of students representing "Do More," include pages that show what online school looks like and answer key questions/concerns, highlight distance learning courses, use statistics to prove that people are happy with online school	2013-2014	Marketing/Communications Specialist	N/A	• Clean up website and update current content • Complete redesign of website • Quarterly surveys to gather statistics, monitor and review web analytics.	In Progress November-December 2013-
	Target Marketing: Pick 3 key audiences that cater to being good online students and go to events, develop events, and	2013-2014	Marketing/Communications Specialist	Marketing Funds- $2,010 (+ up to $4,000 previously allocated to the stationary sign—the $ that is covered by the	• 2013-2014- Market at 10 events and collect student/family information to create list of	In Progress

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	market in media that serve them			district to purchase the sign will then be reallocated this marketing fund)	interested candidates for future open house.	
	Connect with Counselors: Create packets for all high school (59) and middle school (43) counselors in DPS. Then meet individually with all of them to talk about school.	2013-2014	Marketing/Communications Specialist	Marketing Funds- (see $500 brochure printing, tent/table activities)	• Connect with 25 schools/quarter, monitored by using contact form listing names, dates and times with questions or concerns.	In Progress
	Keep DPS Principals, Counselors, and Key Communicators in the Loop: Send out bimonthly newsletters from DO	2013-2014	Marketing/Communications Specialist	Marketing Funds- $1,000 (for Constant Contact/year)	• Bimonthly newsletters	Started, Ongoing
	Use Social Media: Update Facebook daily with school messages, pictures, and fun competitions so that people are linking to our page. Blog monthly about student highlights and special events. Post inspiring and creative things monthly to Pinterest that can be shared and re-pinned by others. Post extra photos to Photobucket.	2013-2014	Marketing/Communications Specialist	N/A	• Daily Facebook updates • Monthly blog/Pinterest/ Photobucket updates	Started, Ongoing

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	Market on District Site: Submit at least two stories monthly to "Share Your Good News"	2013-2014	Marketing/Communications Specialist	N/A	• 2 stories submitted monthly	Started, Ongoing
	Pitch Stories to News Sites: Submit at least two stories monthly to five news sites	2013-2014	Marketing/Communications Specialist	N/A	• 2 stories submitted monthly	In Progress
Change the perception of Denver Online through positive and consistent marketing messages	Develop website, brochures, tent/table activities, social media, and location décor to match the "Do More" theme	2013-2014	Marketing/Communications Specialist	Marketing Funds- $500 (brochure printing, tent/table activities)	• New brochures • Tent/table activities	Started, In Progress
Move to a secure location where Denver Online can stay for many years, designed to fit marketing efforts	Be in a new building by the end of the 2014 summer (dependent on District)	2013-2014	District Representatives, Principal	District Funding to move	Summer 2014- Move to new location (dependent on District)	In Progress
	Create stationery signage that will last for many years	2013-2015	Marketing/Communications Specialist	Marketing Funds (Hopefully District Funds)- $4,000 (DO will ask that the district cover this cost. However, if it is not covered by the district, then DO will spend up to $4,000 on signage. If the district covers the sign, the $4,000 will be reallocated to media marketing)	Summer 2014- Put signage up (dependent on District)	Haven't Started (dependent on move)

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	Design space to be clean with one consistent message: "Do More." Décor will include large photos/posters that fits the theme	2013-2014	District Representatives, Marketing/Communications Specialist, Principal	Marketing Funds- $300	Summer 2014- Interior photos/posters hung up	In Progress
Develop a parent orientation and continue hosting student orientation courses	Host a parent orientation every quarter to go over programs, how to help their students, how to get involved, and to answer any other questions	2013-2014	Dean, Principal, Counselor, Marketing/Communications Specialist	School Funds- $200 (food)	1 parent orientation/quarter monitored with agenda and sign in log.	In Progress, Ongoing
	Keep holding a student orientation class that helps students adjust to their online courses	2013-2014	Teacher, Admin	School Funds, College Readiness Grant- Up to $10,000 course	1 class/quarter, monitored by student sign-in log.	Started, Ongoing

* 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).

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Section V: Appendices

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

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

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