

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2015-16

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **0040** School Name: **Ridge View Academy Charter School**

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2013-14. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements as Title I, Focus, or TIG schools. For state accountability, AECs have a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness. Where there are required state measures, these are noted below, but AECs may also have optional supplemental measures. AECs will need to complete the table to reflect their results on any optional supplemental measures. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations		2013-14 School Results		Meets Expectations?	
		R	M	W	S		
Academic Achievement (Status)	State Required Measure: TCAP, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science HS Expectation: %P+A in Reading at/above 35.4%; Math at/above 4.4%; Writing at/above 14.6%; Science at/above 16.4% MS Expectation: %P+A in Reading at/above 21.4%; Math at/above 10%; Writing at/above 16.7%; Science at/above 12.1%		MS	HS	MS	HS	Overall AEC Rating for Academic Achievement: Approaching * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		R	21.4%	35.4%		31.0%	
		M	10%	4.4%		4.4%	
		W	16.7%	14.6%		14.8%	
		S	N/A in 2014	N/A in 2014	N/A in 2014	N/A in 2014	

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations		2013-14 School Results		Meets Expectations?
		MS	HS	MS	HS	
Academic Growth	State Required Measure: Median Student Growth Percentile (MGP) Description: Growth in TCAP for reading, writing and math. Expectation: Median Student Growth Percentile (MGP) at/above 50.	R	50		60	Overall AEC Rating for Academic Growth: Approaching * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		M	50		33	
		W	50		51.5	
	Supplemental Measure: MAP Growth Description: % that met growth targets in reading, mathematics, and language usage. Expectation: At/above 60%	R	60%		49.5%	
		M	60%		44.1%	
		LA	60%		47.7%	

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 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%		97.65%	Overall AEC Rating for Student Engagement: Approaching * Consult your AEC School Performance Framework for the ratings for each measure.
	Attendance Improvement Description: % of students improving their attendance from prior year Expectation: At/above 75%	75%			
	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%			
	Student Satisfaction Description: % positive (agree/strongly agree) student responses Expectation: At/above 85%	85%		77.4%	
	Parent Satisfaction Description: % positive (agree/strongly agree) parent responses Expectation: At/above 80%	80%			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations		2013-14 School Results	Meets Expectations?	
Postsecondary & Workforce Readiness	State Required Measure: Completion Rate Description: % of students completing. Expectation: At/above 55.4% using 4-year, 5-year, 6-year or 7-year completion rate.	55.4%		77.4%	Overall AEC Rating for Postsecondary & Workforce Readiness: Meets * Consult your AEC School Performance Framework for the ratings for each measure.	
	Completion Rate Change Description: Change in % of students completing from prior year. Expectation: Increase by at least 2% using same year as best-of for prior year.	2%		0.9%		
	State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: Less than 11.4%	Less than 11.4%				
	Dropout Rate Change Description: Change in % of students dropping out from prior year. Expectation: Decrease by at least 4%	-4%				
	Adequate Yearly Credits Description: % of students earning adequate yearly credits based on # of eligible grading periods and # of expected credits. Expectation: At/above 50%	50%		81.8%		
	State Required Measure: ACT Average Score by Content Area Description: ACT average score in reading, math, English and science. Expectation: Reading at/above 15.9; Math at/above 15.7; English at/above 13.7; Science at/above 15.7	R	15.9			15.51
		M	15.7			15.51
		E	13.7			13.48
S		15.7		14.51		

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Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	Initial 2014-15 UIP Draft Due for IS Review (via upload tool).
	December 10, 2014	UIP Due for ALL schools (via upload tool).
	April 8, 2015	2014-15 UIP due; this submission will be public on Schoolview.org in May 2015.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, student engagement, postsecondary and workforce readiness).	Accredited On Watch	Alternative Education Campus Schools with a Priority Improvement or Turnaround plan type must submit the plan to CDE for review on January 15, 2014. AECs with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. All AECs, regardless of plan type, must submit the plan to CDE on April 15, 2014 for public posting to SchoolView.org. Some programs may also review the UIP for requirements during the January or April submissions (see customized directions below).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	[Identified/Not Identified as a Title I Focus School]	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	[Not] awarded a TIG Grant	In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model (i.e., Turnaround, Transformation, Closure). Note the specialized requirements for grantees included in the Quality Criteria document.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	[Not] awarded a current Diagnostic Review and Planning Grant	In addition to the general requirements, school plans must respond to identified quality criteria for the Diagnostic Review and Planning grant. Note the specialized requirements for grantees included in the Quality Criteria document.

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<p>School Improvement Support (SIS) Grant</p>	<p>Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan..</p>	<p>[Not a] current SIS Grantee</p>	<p>In addition to the general requirements, school plans must respond to identified quality criteria for the SIS grant. Note the specialized requirements for identified schools included in the Quality Criteria document.</p>
<p>Colorado Graduation Pathways Program (CGP)</p>	<p>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.</p>	<p>[Not a] CGP Funded School</p>	<p>In addition to the general requirements, school plans must respond to identified quality criteria for the CGP Program. Note the specialized requirements for identified schools included in the Quality Criteria document.</p>

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Section II: Improvement Plan Information

Additional Information about the School

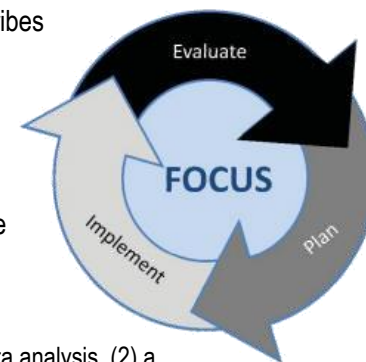
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title: Ed cope, Principal	Christy Wooten: Registrar/Executive Secretary
	Email: Edward.cope@rop.com	Christy.wooten@rop.com
	Phone : 303-726-9619	303-214-1170
	Mailing Address: 28101 E. Quincy Ave., Watkins, CO 80137	28101 E. Quincy Ave., Watkins, CO 80137
2	Name and Title: Eric Becker, Assistant Principal	
	Email: eric.becker@rop.com	
	Phone : 303-214-1181	
	Mailing Address: 28101 E. Quincy Ave., Watkins, CO 80137	

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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 Unified Improvement Planning Handbook.



Data Narrative for School

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

Data Narrative for School

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

Ridge View Academy (RVA) is a Denver Public Charter High School serving students in grades 9 through 12, founded in 1997, in a joint effort between Denver Public Schools (DPS) and the Colorado Division of Youth Corrections (DYC). The approximately 88 acre campus is situated outside of the greater Denver Metro area, in the rural, plains of Watkins, Colorado. With about 300,000 square feet of buildings that include residential units, a library, an auditorium, a gym, a cafeteria, athletic fields, two academic halls, a vocational building, and an administration building, the campus is designed to look like a traditional, modern, residential academy. The current student body comprises about 190 high school age, adolescent males, who have been adjudicated and placed in the youth correctional system. The student body has a mixture of ethnicities that is fairly representative of the adolescent residents of the State of Colorado. The school has a maximum capacity of about 500

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students and is currently operating at less than half capacity. The students at RVA have been screened, so that extremely violent offenders, or known sexual offenders are not admitted, although most of the students have failed to complete the programs from at least one other placement, making them high-risk for program failure.

Students are placed at RVA by the Colorado DYC or DHS. Students attend a variety of classes needed to achieve either a DPS diploma, a GED, or learn a vocation. Vocational programs include: Construction, Trowel Trades, Welding, Barbering, Culinary, Media, CPR/First-Aid Instructor training, Bicycle Repair, C-Tech copper wiring and telecommunications, and Fine Arts. RVA offers a full range of sports for student participation sanctioned by the Colorado High School Sports Association (CHSSA). The school also has a daily exercise program that includes a three-mile run and exercises. The students at RVA wear uniforms, receive military-style haircuts, and follow a strict code of educational and behavioral norms that are enforced and reinforced by both staff and students through a peer culture. Students progress towards leadership positions by gaining status in main population, first as *Rookies*, then *Interns*, then *Rams* and finally *Block R* status. As the students progress, they increasingly earn privileges that include more free-time, off-site opportunities, and even home passes. There are no bars or security fences at the facility and main-entry doors throughout the campus are left unlocked. Students are also allowed supervised, free-campus movements throughout the day, but the student body is counted almost every hour. The school is a deliberate attempt to create an environment that does not look or feel like a traditional jail-house or youth correctional facility and has found through qualitative research to promote a least-restrictive environment for correctional youth.

The following are segments of a transcript from Judith Morton's speech, the RVA School Board President, to Denver Public Schools as part of a charter renewal proposal, accessed from the Ridge View Academy website in October of 2009:

In 1997, Colorado State Legislators created a national first in youth corrections –an academic correctional model program. The Academic Model was developed so that youth in the Colorado Division of Youth Correction's (DYC) care would have the opportunity to work, learn, and change their behavior within an academic environment. Eight years later, taxpayers, legislators, and the Colorado DYC can feel proud that their vision has been realized...

Certifications and Assurances

The staff of RVA is comprised of about 30 full-time education staff, all of whom are highly-qualified and/or certified with the State and deliver a DPS curriculum geared to earn students a DPS diploma. The teachers are trained in Aggression Replacement Training (ART), a de-escalation and passive restraint system called JIREH. They also receive regular training in Academic Coaching and best practices by the parent company Rite of Passage. We also have partnered with the League of Charter Schools and regularly receive training from them in the use of best practices in classroom instruction. We also have partnered with AVID (Advancement Via Individual Determination) and achieved member status certification as an official AVID school in 2013.

There are about 150 Group Staff workers, 9 Case Managers, one Principal, one Assistant Principals, on Special Education Coordinator, two Shift Supervisors, and one Site Supervisor, a Head of Case Management, a Director of Research, a Board of Directors, and a Community Advisory Board. These employees are under the direct supervision of the CEO of the company and all work together to provide educational and treatment

opportunities for all aspects of the resident students' lives. The school operates year round, with no summer breaks.

The site is owned by the State of Colorado and is leased to a private company, Rite of Passage (ROP), which has conducted youth programs for at-risk adolescents for over 28 years and operates many different schools or educational programs across the country. ROP is responsible for the daily operations and control of the entire program at RVA, but is audited regularly by both DPS and the Colorado DYC. RVA is in its third year of its second five-year contract with DPS. We recently achieved our third five-year accreditation with the Northwest Educational Accreditation (NEA) in February of 2012. We are endorsed by the Center for Safe Schools and receive continuous support and training from the Colorado League of Charter Schools.

Needs of Students

Our school is a unique educational environment that serves some of the most at-risk adolescents in Colorado in a residential setting. The student body is made up of adjudicated youth both male and female in grades 9 through 12 from all over the State of Colorado. Many of our students have been negatively influenced by gangs, drugs, and poor home environments and have struggled in multiple placements before they come to us. Our district's Report of Free and Reduced Lunch Based on the 2011 Pupil Count Submission 2011-2012, Revealed that 100% of our students have been on free and reduced lunch between 2008 and 2015, an indicator that is used to determine the level of Socio-Economic Status (SES). The same report indicated that the district average for high school students is currently 55.4%, indicating that we serve a significantly low SES population. There is a wealth of evidence that students from low SES backgrounds are desperately in need of study skills, extra-curricular help and remediation (Aikens & Barbarin, 2008; Coley 2002; Palardy, 2008; National Center for Educational Statistics, 2008):

- Children from low-SES environments acquire language skills more slowly, exhibit delayed letter recognition and phonological awareness, and are at risk for reading difficulties (Aikens & Barbarin, 2008).
- Children with higher SES backgrounds were more likely to be proficient on tasks of addition, subtraction, ordinal sequencing, and math word problems than children with lower SES backgrounds (Coley, 2002).
- Students from low-SES schools entered high school 3.3 grade levels behind students from higher SES schools. In addition, students from the low-SES groups learned less over 4 years than children from higher SES groups, graduating 4.3 grade levels behind those of higher SES groups (Palardy, 2008).
- In 2007, the high school dropout rate among persons 16- 24 years old was highest in low-income families (16.7%) as compared to high-income families (3.2%) (National Center for Education Statistics, 2008).

Our Unified Improvement planning team reported the following data on the 2011 UIP plan for our school: The average age enrollment data compiled over a five-year period shows that almost 69 percent of students are 16 or 17 years old on entry, about 10 percent are 18 or older, and about 17 percent are 15. So our population only has a relatively short length of time left for public school. Our students are also at higher risk to commit another crime than youth at other facilities as shown in the table below, which is an average of the data reported for the last five years (with

the exception of recidivism risk for which only four years of data were available).

	Our school	Other Facilities
Recidivism Risk		
Low	22.7%	33.2%
Medium	46.5%	41.4%
High	30.9%	25.7%
Total	100.0%	100.0%
Two or More Prior Adjudications	56.7%	46.5%
Three or More Prior Detention Arrests	81.2%	72.0%
Offenses against Property	51.9%	39.5%

RVA objectively measures criminal risk factors at the time of entry, at various times during the incarceration period, and upon exit using the PACT. Domains measured are as follows: 1) school status, 2) use of free time, 3) employment, 4) relationships, 5) living arrangements, 6) alcohol and drugs, 7) mental health, 8) attitudes and behavior, 9) aggression, and 10) skills. These domains are correlated with the likelihood to recidivate. Students' highest risk factors at the time of entry are in the domains of relationships, living arrangements/family variables, and attitudes and behavior.

Most students at RVA are committed to a 12 to 24 month indeterminate sentence. The commitment period can be reduced for those who achieve program goals quickly and can extend to the full 24 months for others. Length of stay is not always continuous as parole violators are returned to other custodies. As originally envisioned, the school would serve students for an average stay of about 18 months, and this level was almost reached in 2005. By 2007-2008 length of stay had declined to under 13 months due to budget pressures and is currently at 11 months in 2015. The implications of a decreasing length of stay for RVA are that treatment goals, earning a diploma and program graduation are much more challenging to achieve. The reduction in length of stay has created the need to re-evaluate educational programming in response to the changing school dynamics.

Review of student records upon enrollment shows that 25 percent of students have earned fewer than 10 credits, about 50 percent of students have earned fewer than 40 credits, and 75 percent of students have earned fewer than 80 credits. Since most entering students should have

earned at least two years of high school credit – at least 120 credits – this is strong evidence of either failure in school or to attend school prior to coming to Ridge View.

Detailed information about AYP results is reported in the two tables below. Results show that the school has been more successful in reading than in math, but that the percentage of students meeting the criterion in math has increased since 2007-2008. Overall, the number of eligible students is too few for results to be reported for any subgroup.

	Made AYP: Reading	Made AYP: Math
2008-2009	Yes	Yes
2009-2010	Yes	No
2010-2011	No	Yes

Roughly **67% of our students** have previously been referred to social services before they arrive at our school, indicating that many of them have come from negative family or neighborhood environments. Many of the parents of our students are currently incarcerated and the majority of our students are their family’s first generation to have a chance to be prepared for college. We have a wide ranging mix of ethnic minorities; information from our district form our last October Count reported in our Basic School Data snapshot (Appendix 3) indicates that out of the 288 students at our last October count, 119 identified as Hispanic, 98 identified as white, 61 identified as African American, 4 identified as Asian/Pacific Islander, and one student identified as having a multiple minority background. 66% of the students were identified as minorities. There is a wealth of evidence that our large percentage of ethnic minorities are in great need of extra educational services as our nation strives to overcome the well publicized achievement gap. The American Psychological Association reports that:

94 percent of white young adults have earned a high school degree by age 24, but only 87 percent of blacks and 78 percent of Latinos have done the same, according to the U.S. Census Bureau. A 2009 U.S. Department of Education review found that black fourth- and eighth-graders scored lower than their white counterparts on math and reading in every state for which data were available. Some of the differences can be explained by socioeconomic factors, but not all. (Winerman,2011)

We also have a high rate of Special Education students; currently 40% of our students have been identified as in need of Special Education services with the majority of students identified as Emotionally Disturbed (ED). Our schools average percentage of students identified as Special Education ranged between 34% and 31% between eight and six years ago but has risen considerably over the last several years . There is a wealth of evidence that ethnic minorities are over represented in Special Education Identification. According to the National Education Association:

As a matter of fact, disproportionate representation of culturally and linguistically diverse (CLD) students in special education programs has

been a national concern for nearly four decades. Since the U.S. Office of Civil Rights first started to sample school districts in 1968, African American students have been overrepresented in special education programs, particularly under the categories of mental retardation and emotional disturbance (Artiles, Trent, & Palmer, 2004; Gamm, 2007).

The RTI model for student intervention that is utilized in our school has been proven to support all students within a school system while reducing the use of the Special Education label (Cortiela, 2006). We also have a more English Language Acquisition (ELA) students than the average school. Data from our 2015 October count this fall indicated that we had 23 students identified as ELA representing 11% of our population, far above the state or national averages.

On standardized tests our students consistently show a lack of basic skills. Our CSAP results from the last two years shows the proficiency levels in the following academic areas:

Academic Year	2011	2012	2013	2014
CSAP Proficient+ Reading	34%	30%	38%	31%
CSAP Proficient+ Math	5%	3%	6%	4.4%
CSAP Proficient+ Writing	15%	12%	17%	14.8%
CSAP Proficient+ Science	7%	6%	15%	NA

These data reveal a strong upward trend in proficiency rates overall with a cumulative proficiency gain of 27% overall between 2012 and 2013. The increase in proficiency for Science is especially significant, with a rate reported by DPS rounded up to 10%. The overall proficiency increase compares favorably with some the top Alternative Education Campuses in DPS. The 2014 scores reveal a slight drop but still higher than 2012.

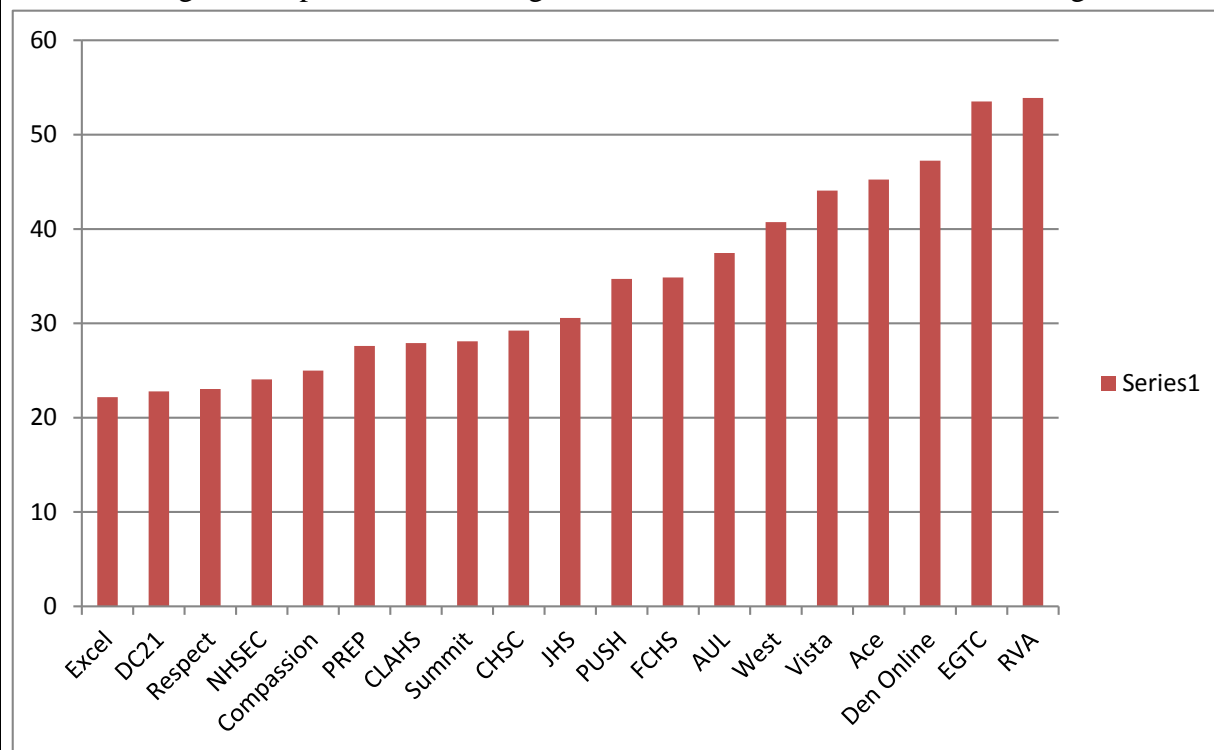
	Federal Expectations	2012-13 Data	2013-14 Data
COACT Reading	15.9%	15.71%	15.51%
COACT Math	15.7%	15.61%	15.51%
COACT English	13.7%	14.16%	13.48%
COACT Science	15.7%	14.58%	14.51%

ACT data indicates that our students especially need to improve Science proficiency. Our school's recent School Performance Framework Scorecard from the Colorado Department of Education indicates that our students did not meet the standard for Post Secondary readiness in both COACT Math and Science in 2011.

Over the last seven years, Ridge View Academy has achieved the highest average alt-SPF score of all DPS alternative High Schools. These results are strong evidence that ROP's academic model is highly engaging and effective for at-risk youth and just might be the best educational environment for them in the district. The results also reveal that we are quite effective in fulfilling RVA's mission to help "at-risk youth achieve

academically” and “learn how to learn.” On average, at-risk youth come to school with a host of challenges for educators. They tend to be behind in grade-level, have high levels of educational and emotional disabilities, and find it very difficult to stay engaged.

The following chart represents the average of all SPF scores for each alternative high school in DPS from 2008 to 2014



Data Source: http://spf.dpsk12.org/spf_alt.html

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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 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	Maintain % proficient or advanced in reading at 38% or higher so that 3 year cumulative data achieves a 35.5% mark or better	No, we dropped considerably to 31%	
	Increase Science proficiency rates from 15% to 16.4% or higher.	NA	
Academic Growth	Increase % of students achieving growth targets from 47.4% to 60% in Reading	We made a considerable improvement to 49.5% but are still far from the mark.	
	Increase % of students achieving growth targets from 42.03% to 60% in Math	We made an improvement to 44.1% but still far from the mark	
	Increase % of students achieving growth targets from 45.48% to 60% in Language Arts	We made an improvement to 47.7% but still far from the mark	
Student Engagement	NA	NA	
	NA	NA	
Postsecondary & Workforce Readiness	Increase Science ACT proficiency rates from 14.58% to 15.7% or higher	No we dropped slightly to 14.51%	

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)	TCAP proficiency scores regressed towards the mean slightly but overall 3 year data is strong.	Continue to strive for increased proficiency, especially in Math	Many students arrive at RVA with large gaps in education due to truancy and other factors typical to at-risk youth
Academic Growth	Map growth rates have remained solid in most areas but growth rates have not improved significantly over three years	Increase rate of growth to meet expectations in all areas	Many students do not have inherent motivation to perform on MAP assessments and need to take ownership of their scores as indicators of academic growth
Student Engagement	Student satisfaction has remained relatively the same, just under 80%	Reach 90% student satisfaction. Provide programming and teacher interactions that are favorable to students	Students are placed at RVA through adjudication and do not get to choose to reside at the school. Programming and educational expectations do not always match student interest.
Postsecondary & Workforce Readiness	ACT scores have remained relatively flat and low	Increase students' ACT scores to college ready level	Many students arrive at RVA with large gaps in education due to truancy and other factors typical at-risk youth

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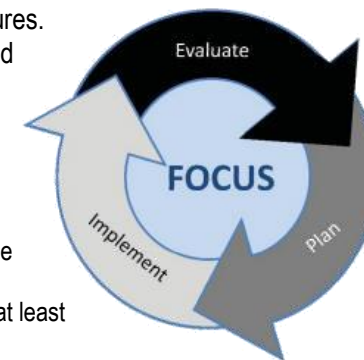
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Section IV: Action Plan(s)

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. 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
			2014-15	2015-16			
Academic Achievement (Status)	TCAP, Lectura, Escritura	R	Increase reading scores from approaching to meets expectations	Maintain % proficient or advanced in reading at 38% or higher so that 3 year cumulative data achieves a 35.4% mark or better.	Maintain % proficient or advanced in reading at 38% or higher so that 3 year cumulative data achieves a 35.4% mark or better.	Increase percentage of students achieving Reading MAP growth targets to 55% or higher by January 2015	Maintain currently effective reading improvement strategies
		M					
		W					
		S	Increase Science scores from does not meet to meets expectations	Increase Science proficiency rates to 16.4 % or higher	Increase Science proficiency rates to 17% or higher	Increase percentage of students achieving Science MAP growth targets to 55% or higher by January 2014	Continue successful strategies from last year. Use comparison summative assessment, MAP data, within Science Department to determine the most effective strategies for student learning
Academic Growth	Median Growth Percentile (TCAP)	R					
		M					
		W					
	MAP Growth	R	Increase approaching yellow score to green	Increase % of students achieving growth targets from 49.5% to 60%	Maintain % of students achieving growth targets at 60%	Increase % of students on track to achieve growth targets to 55% or higher	Use comparison summative assessment, MAP data, within Science Department to determine the most effective strategies for student learning
		M	Increase approaching yellow score to green	Increase % of students achieving growth targets from 42.03% to 60%	Maintain % of students achieving growth targets at 60%	Increase % of students on track to achieve growth targets to 55% or higher	Use comparison summative assessment, MAP data, within Math Department to determine the most effective strategies for student learning
		LA	Increase approaching yellow score to green	Increase % of students achieving growth targets from 45.48% to 60%	Maintain % of students achieving growth targets at 60%	Increase % of students on track to achieve growth targets to 55% or higher	Use comparison summative assessment, MAP data, within English Department to determine the most effective strategies for student learning
Student Engagement	Attendance Rate						
	Attendance Improvement						
	Truancy Rate						
	Student Satisfaction		Increase does not meet score	Achieve 90% or higher on	Maintain student satisfaction rate	Achieve 85% rate of student	RVA Principal will address student

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		to meet expectation	student satisfaction survey	at 90% or higher	satisfaction on Division of Youth Corrections annual survey	body during the week of the DPS survey and explain the significance and purpose of the survey. RVA teachers will be trained to address student in the study hall regarding the significance and purpose of survey. RVA administration and teachers will continue to strive for positive educational interactions and programming that meets the needs of students.	
	Parent Satisfaction						
Postsecondary & Workforce Readiness	Completion Rate						
	Completion Rate Change						
	Dropout Rate						
	Dropout Rate Change						
	Adequate Yearly Credits						
	ACT Average Score	R					
		M					
		E					
S		Increase Science ACT proficiency to meet Federal and State expectations	Increase Science Proficiency rates from 14.51% to 15.7% or higher	Maintain Science proficiency rates at 15.7% or higher	Achieve 55% or students meeting Science MAP growth expectations or higher by January 2015	Maintain ACT pre-test and target Science curriculum to meet needs of students for Spring quarter. Conduct at least 3 ACT prep classes before the Spring ACT test.	

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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: We have consistently scored low in Math proficiency rates on the TCAP and the ACT over the last 3 years. Our scores of 6%, 5% and 7% have remained very low. Our Math department has seen a large amount of turnover, with 7 teachers moving on during the last four years in a department that has between 2 and 3 total math teachers. We have recently hired a new Math last year. It will be imperative that we create a sustainable culture of success and stability in our math department. Finding Math teachers willing to teach at-risk youth is challenging due to the fact that Math teachers are generally harder to find in the population in general. The RVA data team will use MAP data to compare the effectiveness of teachers in promoting academic growth within each core academic department. This will create a common summative assessment that will allow us to compare instructional

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strategies across all departments and compare teacher effectiveness. It may also provide us a tool to comply with State statute requiring schools to tie 50% of a teacher's evaluation to student growth.

Root Cause(s) Addressed: Many students arrive at RVA with large gaps in

Math skills due to truancy and other factors typical of at-risk youth.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Compare Map data within departments for comparison data	January MAP data will be utilized by February 2015	MAP data will be compared each semester	RVA data team	NWEA website	RVA data team minutes and RVA department meeting minutes for February 2014 will include comparison data reflections.	In progress

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

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Major Improvement Strategy #2: Increase Science proficiency rates from 15% to 16.4% or higher; Increase % of students achieving growth targets from 47.4% to 60% in reading; Increase % of students achieving growth targets from 42.03% to 60% in Math; Increase % of students achieving growth targets from 45.48% to 60% in Language Arts. Core Departments will be required to submit quarterly, student work that show evidence of at least one AVID strategy being implemented a week to increase the rigor. These work samples will be compiled and shared with teachers during department meetings, teacher trainings and Staff development days. RVA will also seek to retain core teachers long enough to maintain a staff that have at least 80% of core teachers who have attended the yearly AVID conference training.

Root Cause(s) Addressed: At-risk students tend to have major gaps in academic abilities due to at-risk factors.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
AVID strategy utilization	Files will be kept for each core teacher quarterly with lesson plans	Files will be maintained each quarter throughout 2014-15	RVA AVID team	AVID curriculum and AVID training	Evidence of all core teachers using strategies in lesson plans. Maintain AVID member school status	In progress

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

Major Improvement Strategy #3: Increase the amount of credits that a student can earn during their average length of stay of 11 months. Increase student engagement by changing the A-B day schedule to an everyday model to increase continuity, reduce the number of courses for students taken at the same time, and provide a shorter term to allow students exiting mid-year to leave with more credits.

Root Cause(s) Addressed: At-risk students tend to have major gaps in academic abilities due to at-risk factors. At-risk students tend to lack the preparatory study skills and test taking strategies that maximize their performance on standardized tests.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Develop a new student schedule with shorter terms –instead of 4, 12 week quarters, create 6, 8 week hexters	Schedule created by end of year	Schedule implemented at start of school year	RVA administration team	Infinite Campus, DPS registrars	School schedule created, aligned with IC and shared with all RVA staff	completed

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

Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

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