

Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: 0880

District Name: DENVER COUNTY 1

School Code: 6509

School Name: DENVER ONLINE HIGH SCHOOL

Official 2014 SPF: 3 Year

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

Denver Online, as a result of analysis of the current data, observed the following priority performance challenges that will be addressed in the Unified Improvement Plan through Major Improvement Strategies and action planning:

PPCa: The school performed below the State average on the CMAS Math assessment, with only 10.4% meeting expectations.

PPCb: The school performed below the State average on the CMAS Science assessment with only 14% meeting expectations.

PPC1: The percentage of students showing growth as evidenced by the NWEA MAP declined in Reading.

PPC2: After improvement from 12-13 to 13-14, the percentage of students showing growth as evidenced by the NWEA MAP declined in Math.

PPC3: After improvement from 12-13 to 13-14, the number of students showing growth as evidenced by the NWEA MAP declined in Language Usage.

PPC4: Academic growth and proficiency gaps are presenting for the ELL, FRL, and SpEd populations in Reading, Writing and Math.

PPC5: Academic growth and proficiency gaps are presenting for the Hispanic population, ELL, exited ELL, and students opting out of ELL services in Math.

PPC6: Socio-economically disadvantaged (FRL), Special Education, and Hispanic students scored lower than the whole school in Math.

PPC7: Special Education and Hispanic students demonstrated significantly lower scores than the regular student population in Reading.

PPC8: Based on data from 2014-15, 40% of students are consistently attending school (progressing adequately in courses), communicating with school staff, and following through when prompted the first time to accomplish a task (e.g. surveys, testing, etc.).

PPC9: Teachers lack control over the of design, delivery, and rigor of the academic program.

PPC10: A dramatic drop was noted for student participation in the Student Satisfaction Surveys over the past three years. Student participation dropped from 69% in 2012-13 to 49% in 2013-14 to 34% in 2014-15.

PPC11: A dramatic drop was noted for parent participation in the Parent Satisfaction Surveys over the past three years. Student participation dropped from 42% in 2012-13 increasing to 81% in 2013-14 and dropping to 37% in 2014-15.

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

After an analysis of the available data, the UIP team has determined that the following root causes must be addressed in order to most positively affect the priority performance challenges noted above:

PPC1: The percentage of students showing growth as evidenced by the NWEA MAP declined in Reading.

PPC2: After improvement from 12-13 to 13-14, the percentage of students showing growth as evidenced by the NWEA MAP declined in Math.

PPC3: After improvement from 12-13 to 13-14, the number of students showing growth as evidenced by the NWEA MAP declined in Language Usage.

Root Causes:

- Consistent and sustainable models and systems are not in place for ongoing data analysis, academic support, engagement intervention, and curriculum deliver that ensures all students in the school are performing and growing.
- Student participation in MAP testing in 2014-15 serves as 60% of the overall 3-year number of students tested. In previous years, the most highly engaged students were tested.
- A process for monitoring the quality of curriculum and instruction has not been systematically designed or implemented.

PPC4: Academic growth and proficiency gaps are presenting for the ELL, FRL, and SpEd populations in Reading, Writing and Math.

PPC5: Academic growth and proficiency gaps are presenting for the Hispanic population, ELL, exited ELL, and students opting out of ELL services in Math.

PPC6: Socio-economically disadvantaged (FRL), Special Education, and Hispanic students scored lower than the whole school in Math.

PPC7: Special Education and Hispanic students demonstrated significantly lower scores than the regular student population in Reading.

Root Causes:

- Systems for identification, analysis and support of targeted students within identified subgroups are not consistent and therefore not effective.
- A process for monitoring the quality of curriculum and instruction has not been systematically designed or implemented.

PPC8: Based on data from 2014-15, 40% of students are consistently attending school (progressing adequately in courses), communicating with school staff, and following through when prompted the first time to accomplish a task (e.g. surveys, testing, etc.).

PPC9: Evaluating and improving performance of the instructional team has been ineffective as teachers lack control over the design, delivery, and rigor of the academic program.

Root Causes:

- Prior to 2014-15, a shared and consistent measurement for student engagement was not implemented or tracked and issues were not systematically addressed when students did not engage.
- Prior to 2015-16, online curriculum was primarily purchased from a vendor and students were directed into 2-4 different systems to learn. This created a lack of consistent data for the instructional team to analyze and develop intervention systems.

PPC10: A dramatic drop was noted for student participation in the Student Satisfaction Surveys over the past three years. Student participation dropped from 69% in 2012-13 to 49% in 2013-14 to 34% in 2014-15.

PPC11: A dramatic drop was noted for parent participation in the Parent Satisfaction Surveys over the past three years. Student participation dropped from 42% in 2012-13 increasing to 81% in 2013-14 and dropping to 37% in 2014-15.

Root Causes:

- The school has not designed and implemented systematic approaches to develop a strong school culture that ensures ALL students and parents are utilizing the supports available for

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them to be successful, engaged and active participants within the school community.

- The school has not developed a culture in which students and their families are engaging and following through when requests are made of them.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

As an overall strategy, Denver Online will continue its focus on designing, developing, implementing and monitoring data related to the systems that drive student achievement, growth, differentiated instruction, curriculum, post-secondary and workforce readiness, and increasing student and parent engagement within the school community. The following major improvement strategies:

- MIS1 - Design and implement a systemic and systematic approach to proactively and reactively analyzing student data, identifying thresholds for levels of support, developing strategies based on student risk levels, and monitor student response to intervention using multi-tiered student support systems as the foundation for instruction and behavioral support of ALL students.
 - **PPC1:** The percentage of students showing growth as evidenced by the NWEA MAP declined in Reading.
 - **PPC2:** After improvement from 12-13 to 13-14, the percentage of students showing growth as evidenced by the NWEA MAP declined in Math.
 - **PPC3:** After improvement from 12-13 to 13-14, the number of students showing growth as evidenced by the NWEA MAP declined in Language Usage.
- MIS2 - Identification, support, differentiation and monitoring of instructional program designed to assist students within identified subgroups to grow and perform at a level that demonstrates equitable distribution of academic programming.
 - **PPC4:** Academic growth and proficiency gaps are presenting for the ELL, FRL, and SpEd populations in Reading, Writing and Math.
 - **PPC5:** Academic growth and proficiency gaps are presenting for the Hispanic population, ELL, exited ELL, and students opting out of ELL services in Math.
 - **PPC6:** Socio-economically disadvantaged (FRL), Special Education, and Hispanic students scored lower than the whole school in Math.
 - **PPC7:** Special Education and Hispanic students demonstrated significantly lower scores than the regular student population in Reading.
- MIS3 - Continue to improve quality of curriculum, instruction and student support at Denver Online by developing and implementing systematic processes of evaluation.
 - **PPC8:** Based on data from 2014-15, 40% of students are consistently attending school (progressing adequately in courses), communicating with school staff, and following through when prompted the first time to accomplish a task (e.g. surveys, testing, etc.).
 - **PPC9:** Evaluating and improving performance of the instructional team has been ineffective as teachers lack control over the design, delivery, and rigor of the academic program.
- MIS 4: Develop, implement and monitor systems d to provide resources and opportunities for students and parents to engage with the school community in ways that support learning, feedback, and the development of digital and face-to-face culture.
 - **PPC10:** A dramatic drop was noted for student participation in the Student Satisfaction Surveys over the past three years. Student participation dropped from 69% in 2012-13 to 49% in 2013-14 to 34% in 2014-15.
 - **PPC11:** A dramatic drop was noted for parent participation in the Parent Satisfaction Surveys over the past three years. Student participation dropped from 42% in 2012-13 increasing to 81% in 2013-14 and dropping to 37% in 2014-15.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

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Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
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.

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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 current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS 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

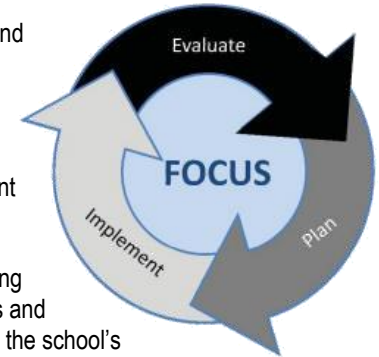
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Ian J. Jones, Principal
	Email	ian_jones@dpsk12.org
	Phone	720-424-8281
	Mailing Address	4250 Shoshone Street, Denver, CO 80211
2	Name and Title	Jennifer Wiebesiek, Assistant Principal
	Email	jennifer_wiebesiek@dpsk12.org
	Phone	720-424-8281
	Mailing Address	4250 Shoshone Street, Denver, CO 80211

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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.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned 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, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

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.

<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., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state 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), if available. 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 strategy(s) is encouraged.</p>
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School Setting
Denver Online High School is a multi-district online school currently serving 200-250 full-time students, primarily located in the Denver-metro area, and operated by Denver Public Schools. The

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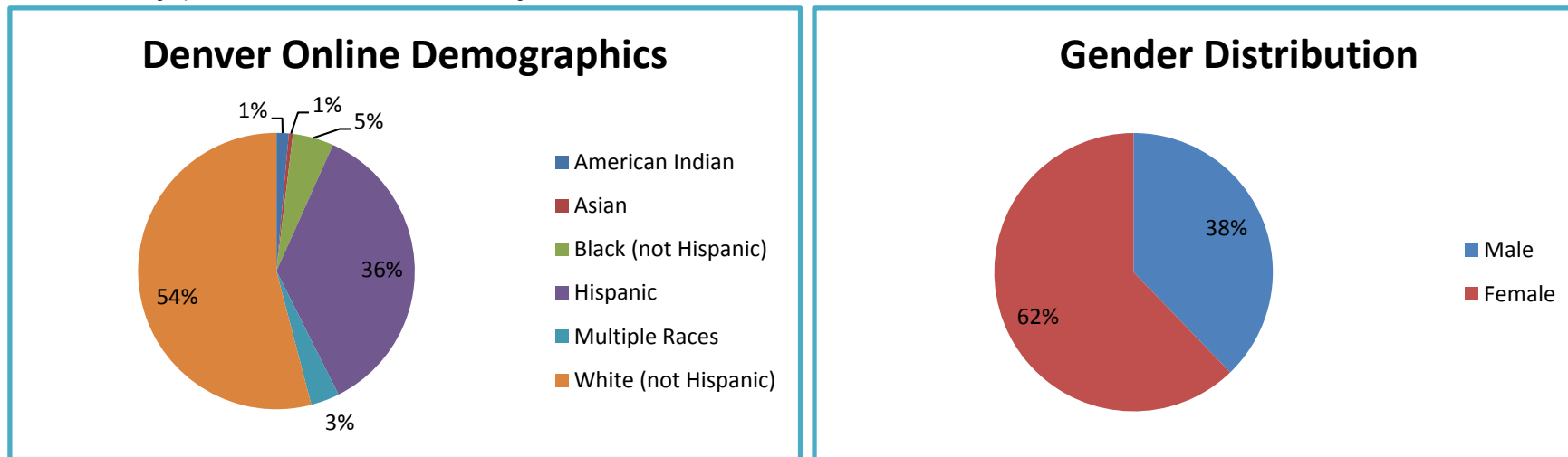
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school operates as a fully online school but maintains a learning center on the Smedley Campus in northwest Denver where 9th and 10th grade students attend Connection Days once/week. 11th grade students attend school twice/month and 12th graders participate face-to-face once/month. The purpose of Connection Days are to provide students face-to-face experiences with staff and other students, as well as to receive coaching, tutoring, and choice in extra-curricular activities with a focus on college and career. Online courses for the 2015-16 school year are housed in the Schoology learning management system and community with content being managed and delivered by teachers. Content providers include Apex Learning, ThinkCERCA, Gizmos, Khan Academy, CK-12, Safari Montage, and other web-based resources. All full and part-time students are supported by a student advisor and homeroom teacher. The advisor is an extension of the counseling department and manages a student's college and career plan, academic transcript, and relationship with the school. Homeroom teachers assist the advisor in maintaining a student's engagement through the virtual homeroom course that houses advisement curriculum delivered to grade levels.

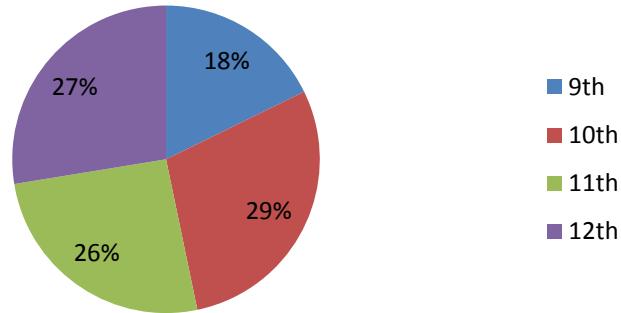
Students are enrolled as full-time, part-time, and supplemental although all programming currently addresses full-time students. In 2014-15, the school used three different curricula and learning management systems – Schoology (learning management system with teacher-developed content in English and Mathematics), Odysseyware (a vendor-provided system that addresses Science, Math, Social Studies, and Electives courses) and FuelEducation (AP courses). A pilot program is being implemented utilizing district-purchased curricula through Apex as the school is continuing to seek more efficient and effective ways of delivering instruction using one learning management system. Students primarily access instruction and support from their homes; but a new requirement for 9th and 10th graders to attend a homeroom and advisory day once/week is currently being implemented. 11th graders are required to attend twice/month and 12th graders once/month. This was a new initiative being implemented for the 2014-15 school year. Throughout the 2014-15 school year, the School Leadership Team (SLT) and the instructional team (teachers and advisors), reviewed several curriculum providers and determined the appropriate curriculum strategy to be:

- Utilize Schoology as a single learning management system to ensure students had one location by which to access their school work.
- Establish Apex as a primary curriculum provider and supplement with content from other providers, giving the teacher ultimate control over course pacing, instructional delivery, and assessment strategy.
- Build virtual homerooms in order to orient students to Denver Online learning environment, develop a digital culture, make connections with teachers, provide college/career readiness opportunities, and monitor/respond to engagement issues.

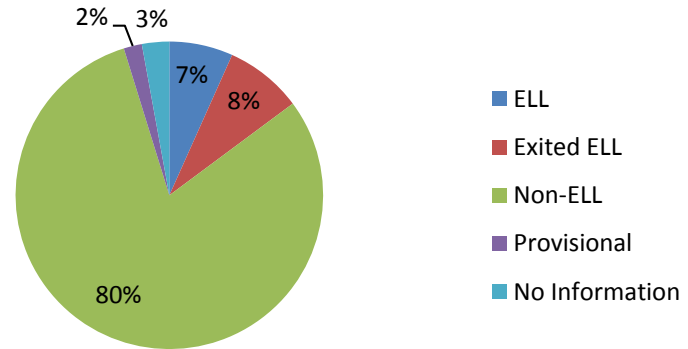
Below is a demographic overview of the students attending Denver Online:



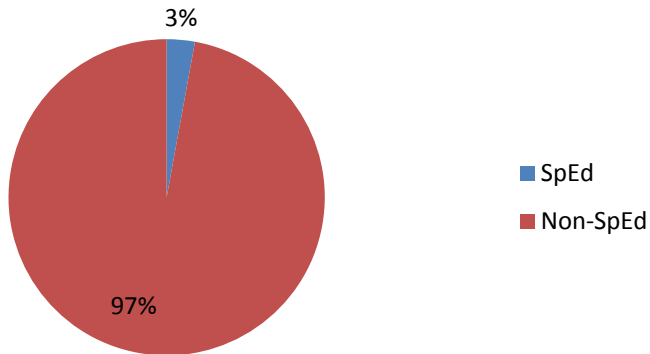
Grade Distribution



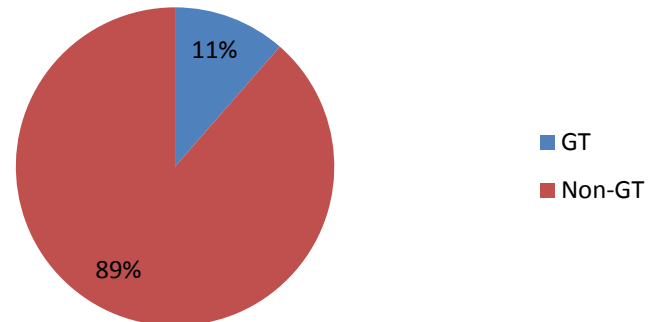
English Language Learners



Special Education



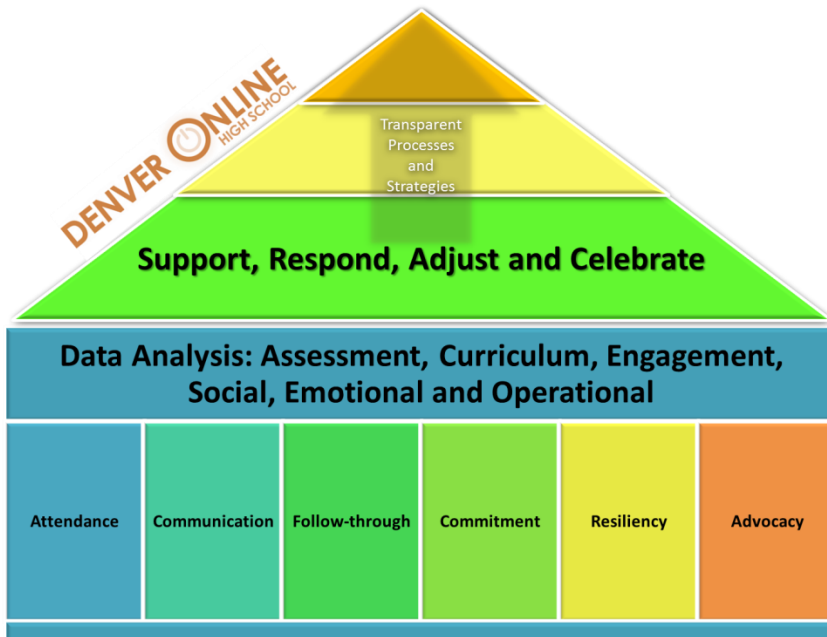
Gifted and Talented



While a significant portion of students report that they choose Denver Online either because they are hoping to accelerate learning, take advantage of concurrent enrollment opportunities, or have additional responsibilities that require a more flexible schedules (e.g. arts, sports, travel, etc.), others choose the school based on life challenges such as needing to work, pregnancy, or hospitalization. An increasing number of students are enrolling at Denver Online due to challenges such as anxiety, social stress, depression, or behavioral needs. School leadership has identified additional needs in the area of mental health support for the 2015-16 school year.

Instructional Model and Data Analysis

Starting in 2015-16, students are assigned an academic advisor and homeroom teacher, in addition to their content-area teachers. They are required to progress in their classes within the Schoology learning management system, attend the required Connection Days (9/10th grade – once/week, 11th grade – twice/month, and 12th grade – once/month) and participate in their virtual homeroom class on a weekly basis. In order to accommodate this model, the organizational structure changed to move away from the use of teacher/advisors, hourly teaching positions, and having school leadership determined by part-time/full-time status. The instructional model includes six pillars (attendance, communication, follow-through, growth commitment, resiliency, and self-advocacy) are defined as the foundation for the instructional program. The pillars are explicitly taught through a variety of methods both online and face-to-face from enrollment through graduation. The instructional team is in the process of developing strategies to monitor each of them as an interim measure of overall student success throughout the school year. The school utilizes a data teams model to analyze, monitor, and respond to student academic and engagement behaviors using a tiered intervention process. Below is a visual representation of the instructional model:



As a major improvement strategy in 2014-15, roles and responsibilities were clarified for all instructional team members in order to develop capacity to implement the instructional model. There are five (5) full-time teachers, one (1) guidance counselor, one (1) 0.5 special education advisor, one (1) academic advisor, one (1) social worker, and four (5) part-time/hourly teachers serving on the instructional team. Advisors and teachers will be staffed at a ratio of roughly 150:1, although the ratios are not currently at capacity due to an alternative subsidy designed to help build the program. Each advisor collaborates with two homeroom teachers to interact with students around homeroom content, respond to engagement data on a weekly basis, and develop a positive relationship with each student.

Model Implementation and Data Analysis Process

Prior to 2014-15, the guidance counselor, school secretary, and principal co-managed all instructional and operational data including attendance, transcripts, and student schedules. Data was analyzed by teacher leaders, the guidance counselor, instructional service coordinator, and the principal. The model implementation process began in spring 2015 with a reorganization of some

school roles, initiation of a curriculum strategy process, development of virtual homerooms, and implementation of data analysis structures. Beginning in the spring of 2015, data teams were formed utilizing student advisors, the guidance counselor, social worker, instructional services coordinator, and principal with the charge of analyzing and responding to student attendance and engagement data in order to improve academic data for all students. In preparation for the 2015-16 school year, the school began to put structures in place to ensure all instructional team member are involved in the data analysis and response process for both engagement and academics. Over the summer of 2015, courses were constructed from the provided resources and learning management system, phase 1 technology integrations were established (single sign-on), learning center environments were constructed and defined, and the virtual homeroom course was written. In the fall of 2015, students were enrolled in the new courses and virtual homeroom courses and the team began collecting engagement data and identifying additional data points.

As the 2015-16 school year began student performance, academic growth, postsecondary and workforce readiness data was analyzed by the administration and SLT utilizing measures that would be included in the school performance framework (SPF), although some of this data was not available at the time that this report was written. Additional data such as staff perception, student/parent satisfaction, and systems analysis data were collected by the SLT as a result of the UIP process that included methodologies such as document reviews, feedback from students/parents, collaborative school committee meetings, individual meetings with all staff members, teacher leader conversations, and survey data analysis. The goal of this analysis was to address programmatic needs by identifying priority performance challenges, root causes and major improvement strategies to move the school forward.

Current Performance

As the data was collected from the 2014-15 school year, the school is approaching in most areas related to the School Performance Framework (growth and postsecondary/workforce readiness) and is accredited with a performance rating as ratings did not change during the transition to the PARCC assessment. Academic growth for this Unified Improvement Plan is measured based on the NWEA Measures of Academic Progress rather than a state assessment.

3-Year Trend Analysis

No performance data is being used for this UIP cycle. Below are performance trends from the previous three years:

- Reading performance improved significantly since 2011 (2011 – 52.38%, 2012 – 58.06%, 2013 – 68.89%, 2014 – 68%), but seems to have plateaued in the 2013-14 school year.
- Math performance seems to have demonstrated significant declines and increases since 2011 (2011 – 9.52%, 2012 – 6.45%, 2013 – 22.22%, 2014 – 20.06%). While these increases and declines have been observed, the school is performing much better in this area since 2011.
- Writing performance has also shown inconsistent fluctuations from year-to-year since 2011 (2011- 42.86%, 2012 – 35.48%, 2013 – 42.22%, 2014 – 45.40%).

Academic growth trends for the past three years were analyzed based on the NWEA Measures of Academic Progress assessment, administered three times per year:

- NWEA MAP Reading growth declined over three years from 78% (12-13) to 67% (13-14) to 37% (14-15).
- After improvement from 12-13 to 13-14, the number of students showing growth as evidenced by the NWEA MAP declined in Math from 64% (13-14) to 48% (14-15).
- After improvement from 12-13 to 13-14, the number of students showing growth as evidenced by the NWEA MAP declined in Language Usage from 67% (13-14) to 37% (14-15).
- One notable trend identified is participation in the MAP assessment. Student participation in MAP testing in 2014-15 serves as 60% of the overall 3-year number of students tested. In previous years, the most highly engaged students were tested.
 - For Language Usage, 23 students were tested in 2012-13, 25 in 2013-14, and 69 in 2014-15.
 - For Math, 25 students were tested in 2012-13, 25 in 2013-14, and 71 in 2014-15.
 - For Reading, 23 students were tested in 2012-13, 27 in 2013-14, and 75 in 2014-15.

From the 2013-14 school performance framework, academic growth gaps exist for all tracked subgroups, including English Language Learners (ELL), Free and Reduced Lunch (FRL), Special Education (SpEd), and Exited ELL students. Disparities also exist among African American and Hispanic students in the area of Math.

Overall, postsecondary and workforce readiness indicators are demonstrating an increase since 2011. Graduation rate increased dramatically from 2011 to 2013 (2011 – 29.27%, 2012 – 46.34%,

2013 – 78%). At the time of this report, graduation data has not been provided. ACT Composite scores saw an increase from 18 in 2011 to holding at State average in 2012 (20), 2013 (20.6), and 2014 (19.89). In 2015, the composite ACT score increased to 21.2. Finally the dropout rate improved from 12.89% (2011) to 2.94% (2012), but showed an increased percentage in 2013 (4.2%).

Priority Performance Challenges

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Root Cause Analysis

Consistent and sustainable models and systems are not in place for ongoing data analysis, academic support, engagement intervention, and curriculum deliver that ensures all students in the school are performing and growing.

Prior to the 2014-15 school year, the school did not have documented research-based models, structures and processes designed to identify and address student needs based on specifically determined data points and thresholds. This created a highly inefficient system of working where a small group of team members were managing and implementing all of the instructional initiatives, sometimes leaving entire areas of school programming in the hands of one person. Over the years, the school's systems have been based solely on individual staff members, without transparency and collaboration. If the staff were to develop/adopt a research-based model to guide their work, document processes to drive the model, and have a shared understanding of what positive academic performance, engagement, and curriculum look like, then the school would be able to collectively and more effectively address areas where data indicates the school's programs are falling short or falling flat. Throughout the 2014-15 school year, team members began the process of analyzing and designing systems intended to eliminate this root cause and are poised to continue the work of designing and revising these systems in 2015-16.

Student participation in MAP testing in 2014-15 serves as 60% of the overall 3-year number of students tested. In previous years, the most highly engaged students were tested.

In 2014-15, Denver Online utilized NWEA MAP to assess the proficiency and growth of students over the period of one school year. This represented 60% of the total 3-year trends in Language Usage, Math, and Reading and caused the overall trend to decrease dramatically. Through observation and discussion surrounding implementation of the assessment in the prior two years, it was noted that the school was testing primarily the most engaged students as no formal push to test other students had been implemented. In 2014-15, MAP assessment became part of the enrollment process and students were encouraged during each testing window to participate, leading to dramatic gains in student participation but drops in overall growth since students who had not fully

engage in the instructional program were also tested. If Denver Online continues to require students to engage in MAP assessment during the defined windows, then the school will have improved data by which they can make instructional decisions, especially with students identified with RIT ranges below the school and grade-level averages. This will enable teachers and advisors to focus instruction and engagement initiatives on students identified as needing additional support.

Systems for identification, analysis and support of targeted students within identified subgroups are not consistent and therefore not effective.

Throughout the data analysis process, it became apparent that, while the school as a whole was approaching or meeting expectations when it came to academic performance, students identified as part of a subgroup population (ELL, exited ELL, opt-out ELL, SpEd, and FRL) are not performing at a level that is consistent with the general student population or students without these identifications. Significant performance gaps have been noted for this population of students that is affecting the school's overall performance rating, as well as the success of these students. If the school has strong systems of identification, analysis and support of these students, then academic interventions will be in place to ensure that these students have access to a curriculum, support, and intervention model that will lead to increased performance and growth within these subgroups and the overall school performance.

A process for monitoring the quality of curriculum and instruction has not been systematically designed or implemented.

Prior to 2015-16, online curriculum was primarily purchased from a vendor and students were directed into 2-4 different systems to learn. This created a lack of consistent data for the instructional team to analyze and develop intervention systems.

Prior to 2014-15, the school was utilizing curriculum and learning management systems from three different vendors. Staff members reported varying levels of satisfaction with the purchased curriculum and that which has been teacher-developed. No formal curriculum development or selection process had been in place to ensure students are accessing a guaranteed, viable, and approved online curriculum. If a process exists to select and develop online curriculum, then the school can ensure a rigorous, consistent, and efficient way by which students are able to access and engage with a standards-based curriculum that is delivered effectively with positive results in the areas of academic performance and growth. In spring 2015, members of the instructional team established a process to evaluate and select curriculum providers that could be pushed through a single learning management system by which students could access school using one username and password, thereby providing a focused space for students to "attend" school. Work within the learning management system to improve the courses continues through the 2015-16 school year and will be an ongoing project through the use of academic teams by content area and the assistance of district leaders to assist in guiding this work.

While Denver Public Schools has focused for a number of years on the design/implementation of the LEAP model for leading effective educator practice, Denver Online began its participation in this discussion during the 2013-14 school year. Prior to that, no formal methodology for holding teachers accountable for their performance was used. Throughout the 2014-15 school year, only a fraction of the instructional team has been involved in this conversation as only full-time teachers (3) are evaluated and accountable to high levels of performance. The rest of the instructional staff consisted of 6 part-time/hourly teachers, 1 counselor, 1 social worker, and 1 0.5 SpEd advisor. There was no process being implemented to evaluate the part-time/hourly team members (9 people total). As this is the case, only ¼ of the instructional staff were evaluated in the past year. If the entire instructional team is evaluated and provided feedback based on the same standard of educator quality, then all staff members will be knowledgeable of student data that is being monitored and will be equipped with feedback to improve instruction and support of students. This will ensure that all instructional team members have the tools and feedback necessary to consistently improve student performance and mitigate academic gaps. Throughout the 2014-15 school year, an LEAP-aligned observation process was designed and is being implemented. In the 2015-16 school year, 80% of the instructional team will be observed and evaluated using this process.

Prior to 2014-15, a shared and consistent measurement for student engagement was not implemented or tracked and issues were not systematically addressed when students did not engage.

While some staff members were involved in tracking student engagement, all were not aware of the overall student trends when it came to consistent adequate attendance by students on a weekly basis. This led to discrepancies in staff perception regarding how students were doing in school and they were not able to identify when a student was working in one course but not the others on his/her schedule. If Denver Online has a shared, consistent, and systematic process for monitoring and addressing student attendance and overall engagement, then the entire staff will be equipped to intervene when a student is not attending school and ensure all students have the opportunity to earn credit each semester.

The school has not designed and implemented systematic approaches to develop a strong school culture that ensures ALL students and parents are utilizing the supports available for them to be

successful, engaged and active participants within the school community.

In reviewing the data from the student and parent satisfaction surveys from the past three years, there has been much growth in the overall perception of the school by students and parents, moving from an 85% satisfaction rate in 2013 to 94% in 2015. While parents believe that the school is supporting them well in the areas of academics and school environment, they feel that the school could be doing more to communicate, specifically in asking for input, providing opportunities for volunteering, and connecting parents to other parents. These ratings have improved dramatically over the past three years, but it seems from the data and conversations with the Collaborative School Committee that parents are seeking ways to become more invested members of the school community. If Denver Online is to implement a systematic approach that includes seeking feedback, tracking/monitoring participation, and implementing solutions that are grounded in parent/student feedback, then the parents and students will be more aware and begin to more strategically utilize available supports, programs, and opportunities that the school is offering to them.

The school has not developed a culture in which students and their families are engaging and following through when requests are made of them.

Based on data regarding testing and survey data, less than 50% of students participated in MAP assessments and less than 40% of students or parents participated on the School Satisfaction Survey. This is concerning not only because of the implications for the school performance framework, but also because it is critical that the school receive feedback on yearly surveys and that students engage with the testing that is required of them. If Denver Online develops a culture in which families follow through with requests made of them by the school, then the school will have the participation necessary to demonstrate engagement as evidenced by the School Satisfaction Survey, MAP participation, and students showing up for the CMAS test during the first week of administration.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 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 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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 performance on the PARCC assessment will meet State expectations.	<p>Exceeded Expectations</p> <p>31.8% of 9th graders met or exceeded expectations, approaching the State average of 37.8% meeting or exceeding expectations.</p> <p>81.8% of 10th graders met or exceeded expectations, exceeding the State average of 37.4% meeting or exceeding expectations.</p> <p>78.6% of 11th graders met or exceeded expectations, exceeding the State average of 39.9% meeting or exceeding expectations.</p> <p>50% of all students met or exceeded expectations, exceeding the State average of 38.4% meeting or exceeding expectations.</p>	<p>While Denver Online students demonstrated high levels of success on the CMAS PARCC English Language Arts exam, the performance and Math and Science demonstrate that there is more work to be done to meet State averages and expectations. This was the first administration of these assessments and participation rates were low due to some data processing errors, as well as students opting out of the new testing.</p>
	Math performance on the PARCC assessment will approach State expectations.	<p>Did Not Meet</p> <p>16% of students met or exceeded expectations in Algebra I, not meeting the State average of 30.4% meeting or exceeding expectations.</p> <p>5.3% of students met or exceeded expectations in Geometry, not meeting the State average of 24% meeting or exceeding expectations.</p> <p>9.1% of students met or exceeded expectations in Algebra II, not meeting the State average of 27.8% meeting or exceeding expectations.</p> <p>10.4% of all students met or exceeded expectations, not meeting the State average of 27.4% meeting or exceeding expectations.</p>	<p>Since the school began implementing more systemic structures and processes targeting student engagement in 2014-15, more students participated on the NWEA MAP assessment than in the previous two years combined. The population tested included not only students who were highly engaged in the instructional program, but also those who did not fully engage. While this engagement benefitted the growth percentages in Math, Reading and Language Usage scores normed to a much lower growth rate.</p> <p>While expectations were not met for the general population, ELL students out-performed the general</p>

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Writing performance on the PARCC assessment will approach State expectations.	Not available	student population in the areas of Language Usage and Reading, suggesting a correlation between ELL engagement in the reading and writing processes of the online environment. This trend did not translate into improved growth in Mathematics as it was noted that many of our ELL students had not completed their Math courses. A lack of systems and structures to support Special Education students was noted in 2014-15 and is demonstrated by a significant gap in student growth data compared to the rest of the population.
	Science performance on the CMAS assessment will approach State expectations.	14% of students demonstrated a strong command as evidenced by the CMAS assessment.	
	Social Studies performance on the PARCC assessment will approach State expectations.	Not available	
Academic Growth (MAP Growth)	Improve percentage of students demonstrating growth on MAP Reading to 68%.	Not met. In 2014-15, 37% of students met growth expectations as evidenced by the NWEA MAP assessment. The school missed this target by 31%.	
	Improve percentage of students demonstrating growth on MAP Math to 42%.	Met. In 2014-15, 48% of students met growth expectations as evidenced by the NWEA MAP assessment. The school improved by 6% in this area.	
	Improve percentage of students demonstrating growth on MAP Language Usage to 42%.	Not met. In 2014-15, 38% of students met growth expectations as evidenced by the NWEA MAP assessment. The school missed this target by 4%.	
Academic Growth Gaps	No targets were set in 2014-15 based on low sample size. The goal was to ensure that all subgroup populations were performing at a level similar to the total school population.	Special Education students grew in Math, Reading or Language Usage by significantly less than their non-disabled peers. This demonstrates a significant gap between this population and the general education population.	
	No targets were set in 2014-15 based on low sample size. The goal was to ensure that all subgroup populations were performing at a	ELL students demonstrated growth in Language Usage in 2014-15. ELL students out-performed	

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)		Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	level similar to the total school population.		<p>their non-ELL peers by 5%.</p> <p>ELL students demonstrated significantly less growth in Math compared to 48% of their non-ELL peers.</p> <p>ELL students demonstrated growth in Reading in 2014-15. ELL students out-performed their non-ELL peers by 4%.</p>	
Postsecondary & Workforce Readiness	Graduation Rate	83%	Exceeded	<p>Denver Online has been utilizing a successful methodology for preparing its and 11th graders to take the ACT. All 11th grade students are required to take the ACT practice exam in the fall. Each student's score is discussed with him or her and the student sets goals for the ACT. Students are then enrolled into an ACT practice course (online) for which they earn credit. The average practice score in 2014 was 18.2.</p>
	Disag. Grad Rate	N/A	Not yet available	
	Dropout Rate	N/A	Not yet available	
	Mean CO ACT	Continue to exceed State expectations related to the CO ACT	Exceed. In 2014-15, the school's mean composite ACT score was 21, exceeding State average by 1 point.	
Student Engagement	Student Satisfaction	90%	Exceed. In 2014-15, the school received a 94% positive response, exceeding district average of 86% and expectation of 90%. The school saw a 1% drop from the previous year.	While participation in the student satisfaction survey was lower than the target, the school did receive high ratings. Students report overall culture, safety, and preparedness for the future as the most positive aspects of the school. Student perception of school, in general, received the lowest marks.
	Parent Satisfaction	80%	Met. In 2014-15, the school received an 88% positive response, exceeding the district average	While parents are happy with the school's ability to support their student and the academics, they did

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
		of 77%. The school grew 5% from 2013-14.	communicate that the school could do more to communicate and connect parents to the school culture. Parents do report a need for additional workshops, volunteer opportunities, parent input, and opportunities to connect with other parents.

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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, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. 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)	New testing yields baseline data only, no 3 year trends in Reading exist other than the school continues to exceed State performance averages.	N/A	
	New testing yields baseline data only, no 3 year trends in Math exist other than the school continues to perform below State performance averages.	N/A	
	New testing yields baseline data only, no 3 year trends in Science exist other than the school continues to perform below State performance averages.		
Academic Growth	<ul style="list-style-type: none"> NWEA MAP Reading growth declined over three years from 78% (12-13) to 67% (13-14) to 37% (14-15). After improvement from 12-13 to 13-14, the number of students showing growth as evidenced by the NWEA MAP 	<p>PPC1: The percentage of students showing growth as evidenced by the NWEA MAP declined in Reading</p> <p>PPC2: After improvement from 12-13 to 13-14, the percentage of students showing growth as evidenced by the NWEA MAP declined in Math.</p>	<ul style="list-style-type: none"> Consistent and sustainable models and systems are not in place for ongoing data analysis, academic support, engagement intervention, and curriculum deliver that ensures all students in the school are performing and growing. A process for monitoring the quality of curriculum and instruction has not been systematically designed or implemented.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>declined in Math from 64% (13-14) to 48% (14-15).</p> <ul style="list-style-type: none"> After improvement from 12-13 to 13-14, the number of students showing growth as evidenced by the NWEA MAP declined in Language Usage from 67% (13-14) to 37% (14-15). 	<p>PPC3: After improvement from 12-13 to 13-14, the number of students showing growth as evidenced by the NWEA MAP declined in Language Usage.</p>	<ul style="list-style-type: none"> Student participation in MAP testing in 2014-15 serves as 60% of the overall 3-year number of students tested. In previous years, the most highly engaged students were tested.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)		Priority Performance Challenges	Root Causes
Academic Growth Gaps	Sample sizes are too small to display data (N<20)		<p>PPC4: Academic growth and proficiency gaps are presenting for the ELL, FRL, and SpEd populations in Reading, Writing and Math.</p> <p>PPC5: Academic growth and proficiency gaps are presenting for the Hispanic population, ELL, exited ELL, and students opting out of ELL services in Math.</p> <p>PPC6: Socio-economically disadvantaged (FRL), Special Education, and Hispanic students scored lower than the whole school in Math.</p> <p>PPC7: Special Education and Hispanic students demonstrated significantly lower scores than the regular student population in Reading.</p>	<ul style="list-style-type: none"> Systems for identification, analysis and support of targeted students within identified subgroups are not consistent and therefore not effective.
Postsecondary & Workforce Readiness	Graduation Rate	83%	N/A	
	Disag. Grad Rate	No 14-15 Data	N/A	
	Dropout Rate	No 14-15 Data	N/A	
	Mean CO ACT	21.2	N/A	
	Other PWR Measures (Parent and Student)		PPC8: A dramatic drop was noted for student participation in the Student	<ul style="list-style-type: none"> The school has not designed and implemented systematic approaches to develop a strong school culture

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)		Priority Performance Challenges	Root Causes
	Satisfaction Surveys)		<p>Satisfaction Surveys over the past three years. Student participation dropped from 69% in 2012-13 to 49% in 2013-14 to 34% in 2014-15.</p> <p>PPC9: A dramatic drop was noted for parent participation in the Parent Satisfaction Surveys over the past three years. Student participation dropped from 42% in 2012-13 increasing to 81% in 2013-14 and dropping to 37% in 2014-15.</p>	<p>that ensures ALL students and parents are utilizing the supports available for them to be successful, engaged and active participants within the school community.</p> <ul style="list-style-type: none"> • The school has not developed a culture in which students and their families are engaging and following through when requests are made of them.

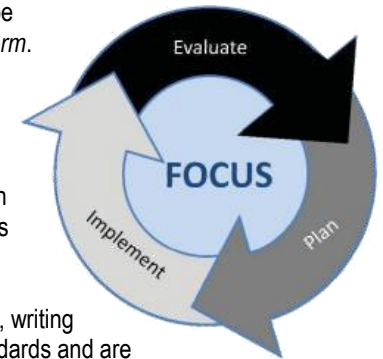
Section IV: Action Plan(s)

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 the performance indicators (i.e. 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 were 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 transitioned 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 on TCAP is not 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 this school 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 state assessment transition guidance document 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 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PA RCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA				
		READ				
		M	PPCa: The school performed below the State average on the CMAS Math assessment, with only 10.4% meeting expectations.	The school will demonstrate performance on the CMAS PARCC Math assessment that approaches the State average.	The school will demonstrate performance on the CMAS PARCC Math assessment that meets the State average.	Number of students meeting grade-level proficiency levels as evidenced by RIT scores on the NWEA MAP assessment.
S	PPCb: The school performed below the State average on the CMAS Science assessment with only 14% meeting expectations.	The school will demonstrate performance on the CMAS Science assessment that approaches the State average.	The school will demonstrate performance on the CMAS Science assessment that meets the State average.	Analysis of Science course grades	MIS 1: Design and implement a systemic and systematic approach to proactively and reactively analyzing student data, identifying thresholds for levels of support, developing	

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							<p>strategies based on student risk levels, and monitor student response to intervention using multi-tiered student support systems as the foundation for instruction and behavioral support of ALL students.</p> <p>MIS 3: Continue to improve quality of curriculum, instruction and student support at Denver Online by developing and implementing systematic processes of evaluation.</p>
Academic Growth	Median Growth Percentile, TCAP, CMAS/PA, RCC, ACCESS, local measures	ELA	<p>PPC1: The percentage of students showing growth as evidenced by the NWEA MAP declined in Reading PPC3: After improvement from 12-13 to 13-14, the number of students showing growth as evidenced by the NWEA MAP declined in Language Usage.</p>	<p>40% of students will demonstrate growth on the NWEA MAP Reading assessment in 2015-16.</p> <p>40% of students will demonstrate growth on the NWEA MAP Language Usage assessment in 2015-16.</p>	<p>60% of students will demonstrate growth on the NWEA MAP Reading assessment in 2015-16.</p> <p>60% of students will demonstrate growth on the NWEA MAP Language Usage assessment in 2015-16.</p>	<p>Number of students in RIT score ranges following each testing period</p> <p>% of students demonstrating growth from Fall administration to Winter in Reading and Language Usage.</p> <p>% of students passing/failing courses by academic subject area (monthly data collection)</p> <p>% of students making adequate progress in courses</p> <p>% of students by subject area who are being targeted for academic intervention</p>	<p>MIS 1: Design and implement a systemic and systematic approach to proactively and reactively analyzing student data, identifying thresholds for levels of support, developing strategies based on student risk levels, and monitor student response to intervention using multi-tiered student support systems as the foundation for instruction and behavioral support of ALL students.</p> <p>MIS 3: Continue to improve quality of curriculum, instruction and student support at Denver Online by developing and implementing systematic processes of evaluation.</p>

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		M	<p>PPC2: After improvement from 12-13 to 13-14, the percentage of students showing growth as evidenced by the NWEA MAP declined in Math.</p>	60% of students will demonstrate growth on the NWEA MAP Math assessment in 2015-16.	90% of students will demonstrate growth on the NWEA MAP Math assessment in 2015-16.	% of students demonstrating growth from Fall administration to Winter in Math.	<p>MIS 1: Design and implement a systemic and systematic approach to proactively and reactively analyzing student data, identifying thresholds for levels of support, developing strategies based on student risk levels, and monitor student response to intervention using multi-tiered student support systems as the foundation for instruction and behavioral support of ALL students.</p> <p>MIS 3: Continue to improve quality of curriculum, instruction and student support at Denver Online by developing and implementing systematic processes of evaluation.</p>
		ELP					
Academic Growth Gaps	Median Growth Percentile , local measures	ELA	<p>PPC4: Academic growth and proficiency gaps are presenting for the ELL, FRL, and SpEd populations in Reading, Writing and Math.</p> <p>PPC5: Academic growth and proficiency gaps are presenting for the Hispanic population, ELL, exited ELL, and students opting out of ELL services in Math.</p> <p>PPC7: Special Education</p>	<p>Special Education students will grow at a rate that is within 10% of the general population as evidenced by the MAP assessment for Language Usage.</p> <p>ELL students will grow at a rate that is within 10% of the general population as evidenced by the MAP assessment for Language Usage.</p> <p>ELL students will grow at</p>	<p>Special Education students will grow at a rate that is within 5% of the general population as evidenced by the MAP assessment for Language Usage.</p> <p>ELL students will grow at a rate that is within 5% of the general population as evidenced by the MAP assessment for Language Usage.</p> <p>ELL students will grow at</p>	<p>ISA Monitoring process (monthly)</p> <p>MAP administration data analysis</p>	<p>MIS 2: Identification, support, differentiation and monitoring of instructional program designed to assist students within identified subgroups to grow and perform at a level that demonstrates equitable distribution of academic programming.</p>

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			and Hispanic students demonstrated significantly lower scores than the regular student population in Reading.	a rate that is within 10% of the general population as evidenced by the MAP assessment for Math.	a rate that is within 5% of the general population as evidenced by the MAP assessment for Math.		
		M	PPC6: Socio-economically disadvantaged (FRL), Special Education, and Hispanic students scored lower than the whole school in Math.	Special Education students will grow at a rate that is within 10% of the general population as evidenced by the MAP assessment for Math.	Special Education students will grow at a rate that is within 5% of the general population as evidenced by the MAP assessment for Math.		
Postsecondary & Workforce Readiness	Graduation Rate		Not available	Not available	Not available	Not available	
	Disag. Grad Rate		Not available	Not available	Not available	Not available	
	Dropout Rate		Not available	Not available	Not available	Not available	
	Mean CO ACT		21.2	Mean ACT score will increase to 21.5.	Mean ACT score will increase to 22.	Mean practice ACT score and fall student goal setting to ensure goals are aligned with school goal.	
	Other PWR Measures		PPC8: A dramatic drop was noted for student participation in the Student Satisfaction Surveys over the past three years. Student participation dropped from 69% in 2012-13 to 49% in 2013-14 to 34% in 2014-15. PPC9: A dramatic drop was noted for parent participation in the Parent Satisfaction Surveys over the past	Response rate on School Satisfaction Survey by parents will be above 50%.	Response rate on School Satisfaction Survey by parents will be above 50%.		MIS 4: Develop, implement and monitor systems designed to provide resources and opportunities for students and parents to engage with the school community in ways that support learning, feedback, and the development of digital and face-to-face culture.

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		<p>three years. Student participation dropped from 42% in 2012-13 increasing to 81% in 2013-14 and dropping to 37% in 2014-15.</p>				
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Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy 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: Design and implement a systemic and systematic approach to proactively and reactively analyzing student data, identifying thresholds for levels of support, developing strategies based on student risk levels, and monitor student response to intervention using multi-tiered student support systems as the foundation for instruction and behavioral support of ALL students.

Root Cause(s) Addressed:

- Consistent and sustainable models and systems are not in place for ongoing data analysis, academic support, engagement intervention, and curriculum deliver that ensures all students in the school are performing and growing.
- Student participation in MAP testing in 2014-15 serves as 60% of the overall 3-year number of students tested. In previous years, the most highly engaged students were tested.

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 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)
	2015-16	2016-17				
Improve academic growth as evidenced by the MAP assessment.	X	X	Administration Teachers	In-kind	<ul style="list-style-type: none"> • Targets set • Fall administration • Winter administration • Spring administration 	In progress – 10.2015
Increase student participation in the MAP assessment.	X	X	Administration Teachers	In-kind	<ul style="list-style-type: none"> • Targets set • Fall administration • Winter administration • Spring administration 	In progress – 10.2015
Increase student participation in State assessments.	X	X	Administration	In-kind	<ul style="list-style-type: none"> • NWEA MAP participation 	In progress – 1.2016

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Increase academic achievement as evidenced by the CMAS assessment in Reading, Math, Writing, and Science.		X	Administration Teachers	In-kind	14-15 Scores Analysis Targets set Spring 2015 Administration 15-16 Scores Analysis	Not started
Increase academic growth as evidenced by the CMAS assessment in Reading, Math, Writing, and Science.		X	Administration Teachers	In-kind	14-15 Scores Analysis Targets set Spring 2015 Administration 15-16 Scores Analysis	Not started
Engage instructional team members in professional development designed to ensure a data-driven instructional culture.	X	X	Administration Advisors Teachers	General budget District resources	Initial professional development agenda Target setting for implementation Consistent meeting schedule Evaluation of results	Started
Implement a system designed to clearly monitor, document, and respond to student attendance through the use of interventions.	X		Asst. Principal Advisors Teachers	In-kind Virtual homerooms	Professional Development Agenda (10/2014) Process Overview Document (11/2014) Advisor Tracking Documents (11/2014) System Revisions Agenda (2/2014) End-of-Year Attendance Analysis Revision System implementation and data monitoring (8/2015)	In Progress

Identify data points and efficient collection methods designed to provide a clear picture of student engagement including communication and follow-through.	X	X	Asst. Principal Advisors	In-kind	12/2015 – List of possible data points 2/2015 – Draft and revision of tool to collect data 3/2016-6/2016 – Pilot tracking tool 8/2016 – Implementation and data monitoring	Not started
Develop school-level data systems that align and integrate to the district-established systems to ensure efficiency, accuracy and integrity of the data.	X	X	Administration	In-kind District resources	2014-15 – No progress in data integration after multiple attempts. 2015-16 Targets: <ul style="list-style-type: none"> Schoology-IC Demographic Integration 2016-17 Targets: <ul style="list-style-type: none"> Schoology-IC Gradebook Integration 	In progress No progress in 2014-15 due to district restrictions District is conducting demographic integration as result of pilot program and is looking into Denver Online IC integration (11/2015)
Identify district and community partners to establish wraparound support for students demonstrating qualities and behaviors that would qualify as at-risk.	X	X	Administration Advisors Social Worker	In-kind	Continued needs identification and individual support design for students	In progress Ongoing (4/2015) Continued work in 2015-16 to ensure mental health services are identified, available and accessed.
Establish system to ensure all data points monitored by the School Performance Framework are monitored throughout the year by the School Leadership Team and other school teams.	X		Administration	In-kind	2014-15 Data points identified 9/2015 – Tool established for engagement data 11/2015 – Tool established for academic data Ongoing monitoring	In progress

Establish academic data teams to monitor and respond to student classroom performance trends as related to Reading, Math, Writing, Social Studies and Science.	X		Administration Teachers	In-kind	Data teams org chart (11/2014) Professional development agenda (1/2015) Data teams agendas (1/2015-6/2016)	In progress
Implement Student Learning Objective (SLO) process to address classroom level strategies related to the academic student growth.	X	X	Administration Teachers	In-kind District resources	2014-15 – Professional development 9/2015 – Scoring training 9/2015 – Implementation begins 9/2015-4/2015 – Classroom implementation 4/2015 – Evaluation Ongoing support	In progress
Expand elective course offerings to include a high-interest and rigorous set of courses that serves student needs.		X	Administration	General budget	4/2015-10/2015 – Research vendors providing elective courses 10/2015 – Submit course syllabi to DPS 1/2015 – Pilot 8/2015 – Course roll-out	In progress
Formalize part-time and supplemental enrollment options to ensure equitable access for in-district students.	X	X	Administration	In-kind	10/2015 – Complete draft of part-time and supplemental enrollment plan 11/2015 – 1:2015 – Work with district, school and community partners for revision and roll-out 2/2015 – Include new policy in HS Procedures Guide	In progress

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

Major Improvement Strategy #2: Identification, support, differentiation and monitoring of instructional program designed to assist students within identified subgroups to grow and perform at a level that demonstrates equitable distribution of academic programming.

Root Cause(s) Addressed:

- Systems for identification, analysis and support of targeted students within identified subgroups are not consistent and therefore not effective.

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 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)
	2015-16	2016-17				
Establish ISA Team in accordance with district guidelines.	X		Administration ISA Team	District training resources District personnel In-kind	15-16 Team established (10/2015) Training (10/2015)	In progress
Establish regular meetings, documentation protocols, and processes for monitoring and responding to the needs of ELL, Redesignated ELL, and opt-out ELL students.	X	X	ISA Team	District training resources District personnel In-kind	Training documentation (10/2015) Meeting agendas (11/2015 – 6/2016)	In progress
Develop a monitoring process for Special Education program that includes: <ul style="list-style-type: none"> • Regular check-ins • Expectations for staff • Identification of students to teachers • Strategy development • Service providers • IEP timelines 	X	X	Administration Sped Advisor	In-kind	Identify expectations for Sped (6/2015) surrounding components of Sped programming Sped programming components completed (12/2015)	In progress
Use of IC to make identification and data analysis more efficient	X	X	Administration	District resources	8.2014-8.2015 - 8.2015 – Participating in DPS pilot of Schoology Strategy to integrate Schoology with Infinite Campus	In progress

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Expand AP offerings for all students, full-time and part-time, with a focus on targeting underserved populations.	X	X	Administration	General budget District resources	Meeting with AP Dept (9/2014) Development of implementation plan Implementation of AP Courses	Not started Assessment of feasibility in preparation for 2015-16 school year. 1.2016 – Determined that this action step is not feasible at this time as opportunities to expand concurrent enrollment offerings has been presented and resources have been allotted to this project.
Expand online programming to include opportunities for students to take college readiness courses (DevEd) through Denver Online.	X	X	Administration	General budget District resources	Meeting with College and Career Readiness Dept (9/2014) Development of implementation plan Implementation of DevEd Courses	Not started Assessment of feasibility in preparation for 2015-16 school year. 1.2016 – Determined that this action step is not feasible at this time.
Identify needs and review intervention software that can be used to address gaps in Reading and Math, especially for those identified with additional academic needs.	X	X	Administration Sped Advisor Teacher Leaders	General budget District intervention resources	Needs analysis report (10/2015) Identification of funds (approval) – (2/2016) Selection of intervention software (6/2016) Purchase order for software or licenses documentation (8/2016)	In progress (4/2015) Additional actions to be taken using Edgenuity for skill and credit recovery in 2015-16.
Establish and collect special education data on a weekly, monthly, and quarterly basis in order provide improved programmatic health trends.	X	X	Administration Sped Advisor	In-kind	Identification of data points Development of monitoring tool Weekly, monthly, and quarterly reporting	Not started

* 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: Continue to improve quality of curriculum, instruction and student support at Denver Online by developing and implementing systematic processes of evaluation.

Root Cause(s) Addressed:

- Prior to 2014-15, a shared and consistent measurement for student engagement was not implemented or tracked and issues were not addressed when students did not engage.
- Prior to 2015-16, online curriculum was primarily purchased from a vendor and students were directed into 2-4 different systems to learn. This created a lack of consistent data for the instructional team to analyze and develop intervention systems.

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 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)
	2015-16	2016-17				
Continue the adaptation and implementation of the LEAP Framework to effectively evaluate instruction and support at Denver Online.	X	X	Administration	In-kind District resources	LEAP training/updates for all staff members (9/2015) Meeting or exceeding expectations for observations (2 Full, 3 Partial)	In progress
Establish classroom formative assessment research-based model of instruction that provides teachers with data necessary to address academic concerns in an efficient, effective and differentiated way.	X	X	Administration Teacher leaders	In-kind District resources General budget	10/2015 – Initial staff training (exemplars and feedback) 11/2015 – Set expectations to sustain work(exemplars and feedback) 1/2015 – Implementation check-in 4/2015 – Implementation check-in 6/2015 – Implementation check-in	Started
All professional development will focus on systems design, models for data analysis, and instructional response strategies in alignment with district initiatives and models.	X	X	Administration Teacher leaders	In-kind District partners	Professional development agendas	In Progress Professional development in 2015-16 to focus on curriculum design, data analysis and

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						intervention systems.
Develop process for teachers to analyze, identify strategies, and collaboratively respond to student performance trends in courses in conjunction with student assessment data.	X	X	Administration	In-kind	Meeting schedules and content	In progress
Establish and collect classroom-level data on a weekly, monthly, and quarterly basis in order provide improved programmatic health trends.	X	X	Teacher leaders SLT	In-kind	Data collection tools developed Reporting structures and timelines	Started
Utilize teacher leader model to support academic data inquiry and support of coaching for teachers in the area of academic support.	X	X	Administration Teacher leaders SLT	In-kind	Observation schedules Professional development agendas Meeting schedules	Started
Improve online courses to include flexible resources, research-based delivery models, differentiated instruction, and pacing that more closely aligns with district guidelines.	X	X	Administration Teachers	In-kind General budget	Initial course development (8/2015) Course refinement (8/2015-6/2016) Tool purchasing	In progress
Provide formal opportunities (credit and non-credit bearing) for students to focus on post-secondary readiness including: <ul style="list-style-type: none"> • ACT Goal Setting and Performance • Career Exploration Opportunities • Internship Opportunities • College Visits • Financial Aid Counseling • Post-secondary Seminars • Post-secondary Mini-Conference • Work Study Credit 	X	X	Administration Advisors Counselor	In-kind Post-secondary Coach position	Post-secondary coach position granted (5/2015) Design of post-secondary strategy (9/2015) Purchase of ACT materials (9/2015) Implementation of ACT strategy College visit scheduled (10/2015) Financial aid workshop Planning for Success event	In progress
Improve integration between Schoology Learning Management System and other curriculum/data management applications.	X	X	Administration	General budget In-kind	8.2014-8.2015 – 7.2015 – Single sign-on established between Schoology,	In progress

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				District resources	Apex and ThinkCERCA 8.2015 – Participating in DPS pilot of Schoology Strategy to Integrate Schoology, Apex and ThinkCERCA (data integration) Strategy to integrate Schoology with Infinite Campus	
Increase participation in concurrent enrollment opportunities.	X	X	Administration Advisors	General budget	Budget increase (9/2015) Concurrent enrollment meeting Participation numbers for 2 nd semester	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 #4: Develop, implement and monitor systems designed to provide resources and opportunities for students and parents to engage with the school community in ways that support learning, feedback, and the development of digital and face-to-face culture.

Root Cause(s) Addressed:

- The school has not designed and implemented systematic approaches to develop a strong school culture that ensures ALL students and parents are utilizing the supports available for them to be successful, engaged and active participants within the school community.
- The school has not developed a culture in which students and their families are engaging and following through when requests are made of them.

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 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)
	2015-16	2016-17				
Increase opportunities for students to participate in innovative enrichment experiences – face-to-face and online – available to students in identified enrollment options. <ul style="list-style-type: none"> • Field trips • Social Events • Community Service • On-site Hands-on Learning 	X	X	Administration Advisors Teachers	General Fund	<ul style="list-style-type: none"> • 8.2015-6.2015 – Monthly field trips, monthly social opportunities 	In progress
Ensure that budgeting process includes a transparent needs analysis process with Collaborative School Committee and School Leadership Team.	X	X	Administration SLT	In-kind	Budget meeting agendas	Not started

<p>Improve data tracking of student participation in the following activities:</p> <ul style="list-style-type: none"> • Connection Day (by grade) • Digital Homeroom • Field trip attendance • Social event attendance • Clubs/organizations • In-building attendance 	X	X	Administration SLT	In-kind	<ul style="list-style-type: none"> • 8.2015 – Purchase of equipment • 9.2015 – Development of monitoring tools • 10.2015 – Revision of monitoring tools • 10.2015 – Baseline data collection • 3.2016 – Tool and trend analysis 	In progress
<p>Improve data tracking of student participation in the following activities:</p> <ul style="list-style-type: none"> • Login to Schoology • Collaborative School Committee • Superintendent Forum Meetings • Parent/teacher Conferences • Parent Orientation 	X	X	Administration SLT	In-kind	<p>Reporting structures (9/2015) Data tool development (9/2015) Data tracking and trends</p>	Started

* 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 Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

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