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Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 1040   District Name: ACADEMY 20   School Code: 1901   School Name: ACADEMY CALVERT K-8 ONLINE SCHOOL
Official 2014 SPF: 3-Year

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.*

- **Schoolwide: Math:** School-wide Mathematics achievement has shown improvement over the past 3 years. However, the school has not yet met state expectations with 69.57% Proficient/Advanced for elementary school and 46.81% Proficient/Advanced for middle school.

- **Elementary Writing Growth:** Elementary Writing growth has shown improvement over the past 3 years. The elementary school has not yet met state expectations with 34 Median Growth Percentile for 2014/15. The data reflects that students in grades 4-5 continue to lag behind state growth expectations in Writing.

- **Elementary: Reading Growth:** Elementary Reading Growth Percentile has shown improvement over the past 3 years. The elementary school has not yet met state expectations with an MGP of 26 (this represents 1-year data). The data reflects that students in grades 4-5 continue to lag behind state growth expectations in Reading, despite grade 3 achieving 100% reading proficiency

- **Elementary Math Growth:** The Elementary School has not met expectations in math growth with a 21 MGP (this represents 1-year data).

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.*

- **Parent Training: Singapore Math:** School did not provide adequate parent/learning guide training in Singapore Math or the Targeted Math intervention in order to foster student success.

- **Parent Training: Reading Intervention:** The school did not provide adequate parent/learning guide training in Reading Plus or the Targeted Reading intervention in order to foster student success.

- **Implementation with Fidelity:** The school did not consistently require Learning Guides to implement the program and remediation with fidelity.

- **Fidelity of Writing Interventions:** The school did not implement writing intervention consistently across all grade levels.

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.*

- **Parent Implementation with Fidelity:** The school will require the Learning Guide to implement the program and remediation with fidelity by demonstrating Learning Guide compliance with training.

- **Learning Guide Training:** The school will provide in-depth but concise training for Learning Guides in Singapore Math, Step Up To Writing, Reading Plus and Targeted Math intervention prior to onset of the program and will ensure compliance.

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

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Section II: Improvement Plan Information

Improvement Plan Information

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

☒ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program ☐ School Improvement Support Grant ☐ Other:

School Contact Information

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Mailing Address	3475 Hampton Park Drive Colorado Springs, CO 80920

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?	
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?	

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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.	

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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.
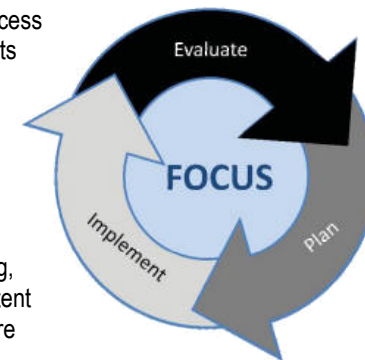
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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.

1. 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).

Description: The mission of Academy Calvert K-8 Online School is to meet Colorado students in grades K-8 where they are academically, inspire and enable them to achieve at the highest academic level, foster their ability to integrate ideas and concepts across subject areas, and develop their character, curiosity, and commitment to life-long learning. Colorado Calvert Academy is a multi-district, online program within Academy School District 20 which serves students throughout the State of Colorado. The program is home-based and depends upon a high degree of parent/guardian involvement on a daily basis. The program requires ongoing, consistent communication between home and school in the form of regular email, Skype, telephone and virtual classroom participation.

Academy Calvert K-8 Online School transferred to Academy School District 20 on July 1, 2015 as a district program. Previously the school was Colorado Calvert Academy State Charter School and was authorized by the Charter School Institute. The school continues to be led by the same administrator and the same teaching staff.

The School Improvement Process as adopted at Academy Calvert K-8 Online School, is a dynamic and ongoing process. Throughout the year, the school analyzes interim data which includes the STAR data which is generated at three different points during the school year. Additionally, the staff collaborates at the end of every month using the summative assessment data which is compiled after the completion of every twenty lessons for every student. This gives the staff an opportunity to ensure consistent grading practices as well as to identify weaknesses in the curriculum. Academy Calvert K-8 Online School adopts a plan of continual improvement throughout the year using these data points. The curriculum is adjusted at every grade level in response to observations made at the classroom, as well as school level.

This UIP has been developed as a collaborative process which includes the principal, the teaching staff, members of the SAC, with guidance from the Learning Services department at Academy School District 20. A wide range of cause and effect data were analyzed.

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2. Prior Year Targets
Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

Academic Achievement (Status)

Prior Year Target: Elementary Reading: 90th percentile

Middle School Reading: 90th percentile

Elementary Math: 56th percentile

Middle School Math: 51st percentile

Elementary School Writing: 63rd percentile

Middle School Writing: 55th percentile
Performance on Target: TCAP Data Not Available

Academic Growth

Prior Year Target: Middle School Reading: 67th percentile

Middle School Math: 58th percentile

Middle School Writing: 73rd percentile
Performance on Target: TCAP Data Not Available

Academic Growth Gaps

Prior Year Target: Elementary Math: Students Needing to Catch Up: Meet State Expectations

Middle School Math: Students Needing to Catch Up: Meet State Expectations
Performance on Target: TCAP Data Not Available

Postsecondary & Workforce Readiness

Prior Year Target: NA: Academy Calvert K-8 Online School serves students in grades K-8.
Performance on Target: NA: Academy Calvert K-8 Online School serves students in grades K-8.

Academic Achievement **Reflection**
In the absence of sufficent data to analyze target performance, the following root causes remain a priority:

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1. School did not provide adequate parent/learning guide training in Singapore Math or the Targeted Math intervention in order to foster student success.
2. The school did not consistently require Learning Guides to implement the Academy Calvert K-8 Online School's program and remediation with fidelity.
3. The school did not provide adequate parent/learning guide training in Reading Plus in the targeted reading intervention in order to foster student success.
4. The school did not implement writing intervention consistently across all grade levels.

Academic Growth **Reflection**

In the absence of sufficent data to analyze target performance, the following root causes remain a priority:

1. School did not provide adequate parent/learning guide training in Singapore Math or the Targeted Math intervention in order to foster student success.
2. The school did not consistently require Learning Guides to implement the Academy Calvert K-8 Online School's program and remediation with fidelity.
3. The school did not provide adequate parent/learning guide training in Reading Plus in the targeted reading intervention in order to foster student success.
4. The school did not implement writing intervention consistently across all grade levels.

Academic Growth Gaps **Reflection**

In the absence of sufficent data to analyze target performance, the following root causes remain a priority:

1. School did not provide adequate parent/learning guide training in Singapore Math or the Targeted Math intervention in order to foster student success.
2. The school did not consistently require Learning Guides to implement the Academy Calvert K-8 Online School's program and remediation with fidelity.

Postsecondary Workforce Readiness **Reflection**

NA: Academy Calvert K-8 Online School serves students in grades K-8.

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3. Current Performance
Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

Reflection

1. School-wide Mathematics achievement has shown improvement over the past 3 years. However, the school is approaching state expectations with 69.57% Proficient/Advanced for elementary school and 46.81% Proficient/Advanced for middle school. The school has identified academic achievement in Mathematics as a high magnitude priority as neither the elementary or middle schools is meeting state expectations. Because, there has been an overall improvement in achievement scores, the school feels that the interventions and action plans set in previous years are showing good results. The school intends to continue these plans with minimal changes to maintain consistency in results over time.

2. Elementary Writing growth has shown improvement over the past 3 years. The elementary school has not yet met state expectations with 34 Median Growth Percentile for 2014/15. The data reflects that students in grades 4-5 continue to lag behind state growth expectations in Writing. The school will continue to use Step Up To Writing as a research based approach to Writing and will add additional professional development designed to increase teacher's skills at adapting that curriculum to an online environment. The school values a high level of skill in communicating in writing and as a result will continue to focus on writing skills across the curriculum with a particular focus on the students in the elementary school. The middle school exceeds state growth expectations in Writing.

3. School-wide Reading Growth Percentile has shown improvement over the past 3 years. The elementary school has not yet met state expectations with an MGP of 26 (this represents 1-year data). The data reflects that students in grades 4-5 continue to lag behind state growth expectations in Reading, despite grade 3 achieving 100% reading proficiency The school will continue to use Reading Plus and 1:1 intervention as a research based approach to Reading and will add additional professional development designed to increase teacher's skills at adapting the teaching of reading skills to an online environment. The school values a high level of skill in communicating in reading and as a result will continue to focus on reading skills across the curriculum with a particular focus on the students in the elementary school. The school continues to employ a highly rigorous standards-based reading curriculum and is confident that it will continue to be effective. The middle school exceeds state growth expectations in Reading.

READ Act:
Renaissance Learning Early Literacy was implemented at Colorado Calvert Academy State Charter School in the 2014 school year as the assessment required by the READ Act. In 2014 the n<16 which is insufficient for reporting purposes. Academy Calvert K-8 Online School will continue to use STAR Early Literacy and STAR Reading in the 2015/16 school year.

CMAS Data:
Academy Calvert K-8 Online school three-year State Data Resource Report indicates:
- Social students achievement shows a decline over a two year period -decreased 2014 (17.2%) to 2015 (13%).
- Science achievement shows a gain over a two year period-increased from 2014 (27.6%) to 2015 (29.1%).

4. 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

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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.

Academic Achievement (Status)

- The elementary school was approaching state standards in Mathematics Academic Achievement in the 2014/15 with 69.57% of the student body scoring proficient/advanced (school's percentile of all schools using the 2009-10 baseline was 47%). This was rated as "approaching".
- The middle school was approaching state standards in Mathematics Academic Achievement in the 2014/15 with 46.81% of the student body scoring proficient/advanced (school's percentile of all schools using the 2009-10 baseline was 39%). This was rated as "approaching".

Academic Growth

- The elementary school did not meet state standards in Reading Academic Growth in the 2014/15 school year, achieving 26% in the median growth percentile and 21% in the median adequate growth percentile. This is rated as "does not meet". The elementary school's reading test participation rating was rated as "meets", with 100% of the 47 students testing. The growth percentiles were therefore deemed to be accurate and representative of the student body. The 3rd grade achieved 100% proficiency in reading academic achievement.
- The elementary school did not meet state standards in Mathematics Academic Growth in the 2014/15, achieving 21% in the median growth percentile and 41% in the median adequate growth percentile. This was rated as "does not meet". The elementary school was approaching state standards in Mathematics Academic Achievement in the 2014/15 with 69.57% of the student body scoring proficient/advanced (school's percentile of all schools using the 2009-10 baseline was 47%). This was rated as "approaching". The elementary school's mathematics test participation rating was rated as "meets", with 98% of the 49 students testing. The growth percentiles were therefore deemed to be accurate and representative of the student body.
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- The middle school was approaching state standards in Mathematics Academic Growth in the 2014/15, achieving 53% in the median growth percentile and 76% in the median adequate growth percentile. This was rated as "approaching". The middle school was approaching state standards in Mathematics Academic Achievement in the 2014/15 with 46.81% of the student body scoring proficient/advanced (school's percentile of all schools using the 2009-10 baseline was 39%). This was rated as "approaching". The middle school's test participation rating was rated as "meets", with 98% of 49 students testing. The growth percentiles were therefore deemed to be accurate and representative of the student body.
- The elementary school did not meet state standards in Writing Academic Growth, achieving 34% in the median growth percentile and 37% in the median adequate growth percentile. This was rated as "does not meet". The elementary school's writing test participation rating was rated as "meets", with 100% of 47 students testing. The growth percentiles were therefore deemed to be accurate and representative of the student body. While not meeting standards yet, it continues to demonstrate an upward trend.

Priority Performance Challenges and Root Cause Analysis

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.

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Root Cause: 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.

Priority Performance Challenge	→	Root Cause
Schoolwide: Math: School-wide Mathematics achievement has shown improvement over the past 3 years. However, the school has not yet met state expectations with 69.57% Proficient/Advanced for elementary school and 46.81% Proficient/Advanced for middle school.	→	Implementation with Fidelity: The school did not consistently require Learning Guides to implement the program and remediation with fidelity. Parent Training: Singapore Math: School did not provide adequate parent/learning guide training in Singapore Math or the Targeted Math intervention in order to foster student success.
Elementary Writing Growth: Elementary Writing growth has shown improvement over the past 3 years. The elementary school has not yet met state expectations with 34 Median Growth Percentile for 2014/15. The data reflects that students in grades 4-5 continue to lag behind state growth expectations in Writing.	→	Implementation with Fidelity: The school did not consistently require Learning Guides to implement the program and remediation with fidelity. Fidelity of Writing Interventions: The school did not implement writing intervention consistently across all grade levels.
Elementary: Reading Growth: Elementary Reading Growth Percentile has shown improvement over the past 3 years. The elementary school has not yet met state expectations with an MGP of 26 (this represents 1-year data). The data reflects that students in grades 4-5 continue to lag behind state growth expectations in Reading, despite grade 3 achieving 100% reading proficiency	→	Parent Training: Reading Intervention: The school did not provide adequate parent/learning guide training in Reading Plus or the Targeted Reading intervention in order to foster student success. Implementation with Fidelity: The school did not consistently require Learning Guides to implement the program and remediation with fidelity.
Elementary Math Growth: The Elementary School has not met expectations in math growth with a 21 MGP (this represents 1-year data).	→	Implementation with Fidelity: The school did not consistently require Learning Guides to implement the program and remediation with fidelity. Parent Training: Singapore Math: School did not provide adequate parent/learning guide training in Singapore Math or the Targeted Math intervention in order to foster student success.

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Reflection on Priority Performance Challenges

A wide range of cause and effect data were analyzed to determine areas of strength and areas of challenge in terms of student achievement and growth. Areas of challenge are the result of students not meeting or exceeding state expectations in terms of achievement and/or growth. Addressing each of these areas of challenge is a priority.

- The school has identified academic achievement in Mathematics as a high magnitude priority as neither the elementary or middle schools is meeting state expectations.
- The school values a high level of skill in communicating in writing and as a result will continue to focus on writing skills across the curriculum with a particular focus on the students in the elementary school.
- The school values a high level of skill in communicating in reading and as a result will continue to focus on reading skills across the curriculum with a particular focus on the students in the elementary school.

Reflection on Root Cause

A root cause analysis was completed by the school's administration, staff with input from parents. Ultimately, it was determined that the school's program adequately addresses the standards, often at a deeper level of knowledge than required at each grade level. However, the school is challenged when parents and home learning guides do not implement the curriculum or interventions with fidelity. It was also determined that the Singapore Math program is challenging for many home learning guides as it is a very different approach to Math than many of them have experienced. As a result of the root cause analysis by the significant stakeholders and participants, these root causes were determined to be both accurate and determined by the available data.

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1. Summary/Conclusion

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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*.

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). 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.
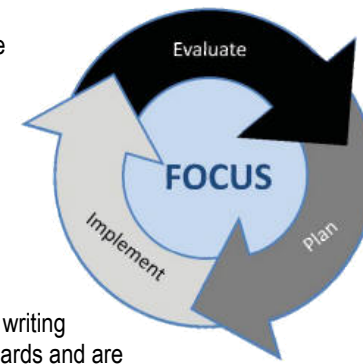
Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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.

School Target Setting Form

Postsecondary & Workforce Readiness

Subject		
Priority Performance Challenge		
Annual Performance Targets	2015-2016	NA
	2016-2017	NA
Interim Measures		NA

Academic Achievement (Status)

Subject	M

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Priority Performance Challenge		Schoolwide: Math
Annual Performance Targets	2015-2016	56th Percentile
	2016-2017	66th Percentile
Interim Measures		STAR Math

Academic Growth

Subject		R
Priority Performance Challenge		Elementary: Reading Growth
Annual Performance Targets	2015-2016	MGP > or = to 50
	2016-2017	MGP > or = to 50
Interim Measures		STAR Reading

Subject		W
Priority Performance Challenge		Elementary Writing Growth
Annual Performance Targets	2015-2016	MGP > or = to 50
	2016-2017	MGP > or = to 50
Interim Measures		B-Weekly formative writing assessment

Subject		M
Priority Performance Challenge		Elementary Math Growth
Annual Performance Targets	2015-2016	MGP > or = to 50
	2016-2017	MGP > or = to 50
Interim Measures		STAR Math

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Action Planning Form for 2015-16 and 2016-17

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. 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.

Major Improvement Strategy: Parent Implementation with Fidelity
The school will require the Learning Guide to implement the program and remediation with fidelity by demonstrating Learning Guide compliance with training.

Root Cause(s) Addressed:
Implementation with Fidelity

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 ☐ Other:

Action Steps	
Aug. 2015 - Jun. 2017	**Creation of Leaning Guide training programs** **Description:** Synchronous and asynchronous training for parents and home learning guides in order to establish best practices for student achievement in the online environment. **Implementation Benchmarks:** Implementation Benchmark - April 1, 2015 (review of resources); May 1, 2015 (pilot); July 1, 2015 (review of pilot); September 1, 2015 (launch) **Resources:** Online Classroom; local resources

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Key Personnel:

Principal,

all staff

Status:

In Progress

Aug. 2015 - Jun. 2017	**Availability of training programs to all families interested in the program**
	Description:
	Establish multiple varied opportunities for parents to learn how to best implement the Academy Calvert program.
	Implementation Benchmarks:
	July 1, 2015, training program completed
	December 2015: parent survey
	Resources:
	local
	Key Personnel:
	Administration
	All staff
	Status:
	In Progress
Aug. 2015 - Jun. 2017	**Remediation Programs Training**
	Description:
	School will require all parents with students enrolled in remediation programs to attend a parent training in those

remediations in order to implement them with fidelity.

Implementation Benchmarks:

Implementation Benchmark - April 1, 2015 (review of resources);

May 1, 2015 (pilot); July 1, 2015 (review of pilot);

September 1, 2015 (launch)

Resources:

Local Resources

Key Personnel:

Administration

All Staff

Status:

In Progress

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Major Improvement Strategy: Learning Guide Training
The school will provide in-depth but concise training for Learning Guides in Singapore Math, Step Up To Writing, Reading Plus and Targeted Math intervention prior to onset of the program and will ensure compliance.

Root Cause(s) Addressed:
Parent Training: Singapore Math
Fidelity of Writing Interventions
Parent Training: Reading Intervention

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 ☐ Other:

Action Steps	
Aug. 2015 - Jun. 2017	**Creation of Leaning Guide training programs** **Description:** Synchronous and asynchronous training for parents and home learning guides in order to establish best practices for student achievement in the online environment. **Implementation Benchmarks:** Implementation Benchmark - April 1, 2015 (review of resources); May 1, 2015 (pilot); July 1, 2015 (review of pilot); September 1, 2015 (launch) **Resources:** Online Classroom; local resources **Key Personnel:**

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	Administration
	All Staff
	Status:
	In Progress
Aug. 2015 - Jun. 2017	**Math: Placement Assessment**
	Description:
	School will review all placement assessments for students who may require remediation in Math.
	Implementation Benchmarks:
	August 2015: Coordination with Calvert Education Services to establish cutpoints for grade level assessments
	September 2015: Identification of students who require MathScore Intervention
	Weekly 09/15/2015 to 06/01/2016: Review of progress for all students in MathScore
	Resources:
	CES personnel
	MathScore Accounts
	Key Personnel:
	Administration
	All Staff
	Status:
	In Progress

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Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:
- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

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