

Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **0475** School Name: **DENVER SCHOOL OF ARTS**

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?	
		Reading	1-year	3-years	1-year	3-years		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	Reading	73.3%	72.2%	91.3%	93.6%	Exceeds	
		Math	33.5%	30.5%	52.3%	52.9%	Exceeds	
		Writing	50.0%	49.6%	77.3%	83.1%	Exceeds	
		Science	50.0%	50.0%	85.3%	80.4%	Exceeds	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: <i>Available in final report in November</i>			% of targets met by School: <i>Available in Nov**</i>		Reading	Not ava
						Math	Not ava	
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate growth, then median SGP is at or above 45 If school did not meet adequate growth, then median SGP is at or above 55		Median Adequate SGP	Median SGP				
		Reading	3	45/55	Median SGP: 61		Exceeds	
		Math	60	45/55	Median SGP: 60		Exceeds	
	Writing	12	45/55	Median SGP: 66		Exceeds		

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table

** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), go to: www.schoolview.org/SchoolPerformance/index.asp

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

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Meets Expectations?
Academic Growth Gaps	<p>Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: Meets
Post Secondary Readiness	<p>Graduation Rate Expectation: 80% or above</p>	80% or above		94.4%		Exceeds
	<p>Dropout Rate Expectation: At or below State average</p>	1-year	3-years	1-year	3-years	Exceeds
		5.09%	5.74%	0.3%	1.0%	
<p>Mean ACT Composite Score Expectation: At or above State average</p>	1-year	3-years	1-year	3-years	Exceeds	
		19	20	12.6	22.8	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Not available until Nov 2010	Once the plan type for the school has been finalized, this report will be re-populated in November 2010. Specific directions will be included at that time. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	Not available until Nov 2010	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp

Organization Code: 0880 District Name: DENVER COUNTY 1

School Code: 0425 School Name: DENVER SCHOOL OF THE ARTS MS

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Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?		
		Reading	1-year	3-years	1-year	3-years			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	Reading	71.4%	71.4%	91.0%	91.2%	Exceeds		
		Math	52.5%	51.6%	68.1%	68.1%	Meets		
		Writing	57.8%	58.3%	83.4%	85.5%	Exceeds		
		Science	48.0%	48.7%	77.2%	71.6%	Exceeds		
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: Available in final report in November			% of targets met by School: Available in Nov**		Reading	Not ava	
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		Reading	12	45/55	Median SGP: 50	Meets			
		Math	45	45/55	Median SGP: 34	Does not Meet			
		Writing	24	45/55	Median SGP: 49	Meets			

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table

** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), go to: www.schoolview.org/SchoolPerformance/index.asp

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Post Secondary Readiness	<p>Graduation Rate Expectation: 80% or above</p>	80% or above		N/A		NA
	<p>Dropout Rate Expectation: At or below State average</p>	1-year	3-years	1-year	3-years	N/A
		5.09%	5.74%	N/A	N/A	
	<p>Mean ACT Composite Score Expectation: At or above State average</p>	1-year	3-years	1-year	3-years	N/A
19		20	N/A	N/A		

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
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Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Not available until Nov 2010	Once the plan type for the school has been finalized, this report will be re-populated in November 2010. Specific directions will be included at that time. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
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Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History	
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach. <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

Improvement Plan Information

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

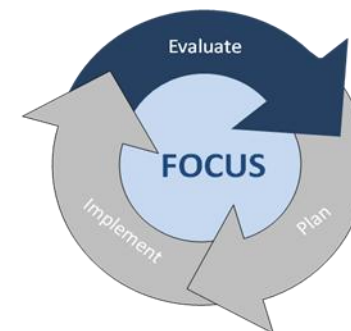
- State Accountability Title IA Tiered Intervention Grant School Improvement Grant Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	William M. Kohut, Principal
	Email	william_kohut@dpsk12.org
	Phone	(720)424-1700
	Mailing Address	7111 E. Montview Blvd, Denver, CO 80220
2	Name and Title	Michael Johnson, co-Chair DSA Collaborative School Committee
	Email	Michael.Johnson@KutakRock.com
	Phone	(720)424-1700
	Mailing Address	7111 E. Montview Blvd, Denver, CO 80220

	Name and Title	David Posner, co-Chair DSA Collaborative School Committee
	Email	davidmposner@gmail.com
	Phone	(720)424-1700
	Mailing Address	7111 E. Montview Blvd, Denver, CO 80220

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference the key data sources posted on SchoolView (www.schoolview.org/SchoolPerformance/index.asp), including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), and (4) Post Secondary Readiness data.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
<ul style="list-style-type: none"> • Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency) 	<ul style="list-style-type: none"> • School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates 	<ul style="list-style-type: none"> • Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs 	<ul style="list-style-type: none"> • Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, and post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above)

should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a “root cause” if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)	CSAP Writing scores at the 9 th grade level have fluctuated from 86% proficient or above in 2008, 87% proficient or above in 2009 and 71% proficient or above in 2010.	<p>In examining CSAP standards framework data it was noted that a significant number of students score below standard on the following:</p> <p><i>Standard 2a- Write in a variety of genres such as editorials, personal narratives, essays, stories, and letters for specific purposes (for example: to analyze, to evaluate, to entertain, to inform, to persuade, or to explain). Three 4-point paragraph-</i></p>	Denver School of the Arts staff have not vertically aligned writing expectations and do not consistently hold students accountable to school-wide standards for word usage, grammar and spelling, and use of strategies to employ when writing constructed response answers.

		<p><i>length essays (SCRs).</i></p> <p><i>Standard 2g- Develop ideas and content with specific details, examples, and/or reasons to address a prompt.</i></p> <p><i>Standard 3e- Use of conventional spelling.</i></p>																					
<p>Academic Growth</p>	<p>Junior students taking the Colorado ACT are not growing in reading, math, English, or science on the ACT test administered in the spring. Data showing trends are in the table below:</p> <table border="1" data-bbox="478 695 1022 946"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>24.0</td> <td>22.7</td> <td>23.2</td> </tr> <tr> <td>Math</td> <td>21</td> <td>21</td> <td>21.5</td> </tr> <tr> <td>Reading</td> <td>25.1</td> <td>24.1</td> <td>22.3</td> </tr> <tr> <td>Science</td> <td>22.5</td> <td>22.3</td> <td>21.8</td> </tr> </tbody> </table>		2008	2009	2010	English	24.0	22.7	23.2	Math	21	21	21.5	Reading	25.1	24.1	22.3	Science	22.5	22.3	21.8	<p>Denver School of the Arts received a rating of “<i>not meeting</i>” for Colorado ACT growth in each identified subject area.</p>	<p>Focused efforts to provide support for students scoring below a mean score of 20 are not provided to students at Denver School of the Arts.</p>
		2008	2009	2010																			
English	24.0	22.7	23.2																				
Math	21	21	21.5																				
Reading	25.1	24.1	22.3																				
Science	22.5	22.3	21.8																				
<p>Seventh grade students did not exceed the district or state average for growth in math.</p>		<p>Scheduling has produced gaps in the curriculum by accelerating students up grade levels in math and not strategically addressing key grade level concepts prior to testing.</p>																					
<p>Academic Growth Gaps</p>	<p>In area of math, at the high school level, DSA has gaps in free and reduced lunch students, African American, and Hispanic Students. In all instances the GAPS are medium size gaps with a range of 12.66% to 119.81%. At the middle school these gaps become even greater</p>	<p>District SPF reports show that the largest gap is with students identified as African American students and free and reduced lunch students.</p>	<p>Large class sizes at the middle school level prohibit teachers from providing targeted instruction to students who need additional support.</p>																				

<p>Post Secondary Readiness</p>	<p>Enrollment of 12th grade students in Advanced Placement courses drops from the start of the school year to the end of the drop add period at the beginning of September.</p>	<p>Denver School of the Arts received a rating of “<i>approaching standard</i>” for AP course enrollment change on the district SPF.</p>	<p>Seniors who have decided on entrance to arts focused post-secondary programs (Conservatory programs) are being counseled out of Advanced Placement courses because they are not needed for admission criteria and take time away from student’s abilities to prepare for entrance auditions and portfolios.</p>

 Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education

Step 4: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

<p>Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?</p>		<p>Root Cause Analysis: Why do we think our school's performance is what it is?</p>		<p>Verification of Root Cause: What evidence do you have for your conclusions?</p>
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School Narrative:

Denver School of the Arts was founded in 1991 for 6th through 12th graders with the purpose of allowing students to develop their artistic talents and goals. The Denver School of the Arts is the only comprehensive secondary arts magnet (grades 6-12) in the Rocky Mountain region. DSA is committed to fostering a lifelong love of the arts in a culturally diverse, academically challenging environment. All classes at DSA are honors caliber, although the teachers will modify the classes if they need to, in order to accommodate the needs of students. Many students take Advanced Placement Courses and Post-secondary courses during their high school tenure. Their math classes (IMP) cover the integration of algebra 1 and 2, geometry and trigonometry. This math program has been endorsed by the top mathematics organizations, as well as many top colleges, including the Colorado School of Mines. Students devote a minimum of 110 minutes per day to their artistic classes, and the remainder of their time is spent in academic core classes to meet the graduation requirements of the Denver Public Schools. Students study the arts in 11 majors: Band, Dance, Guitar, Orchestra, Piano, Stage Craft/ Design, Creative Writing, Theatre, Video Cinematography, Visual Arts, and Vocal Music. Entrance to DSA is through a competitive audition process and once admitted students are required to perform at high levels in both academics and the arts in order to remain enrolled at DSA.

DSA provides a unique environment for artistically gifted students. As a school community faculty, staff, and students strive to achieve an exceptional level of academic and artistic rigor; which results in outstanding post-secondary placements, test scores, and personal fulfillment. Along with eleven arts “majors”, DSA offers accelerated and Advanced Placement courses, a wide variety of clubs and activities, and opportunities for students to participate in cross major productions.

At DSA students are embraced for their unique abilities and contributions to the DSA community. Students are nurtured and mentored to explore and achieve their academic, professional, and personal goals. A student who chooses and is accepted into the DSA community will receive exceptional attention and guidance, world-class artistic instruction through an extensive guest artist program, and academic rigor that will prepare them for a vast array of post-secondary options.

DSA currently has 1043 active registered students ranging from sixth (6) to twelfth (12) grade. The enrollment breakdown is 556 students at the high school level and 488 at the middle school level. There are 16 ELL students enrolled who do not receive ELL services as they are on M1 status or above.

Overall High School Demographic Data

	American Indian	Asian or Pacific Islander	Black (Not Hispanic)	Hispanic	White, not Hispanic	Male	Female
Grade 9	2	9	18	26	119	59	115
Grade 10	1	9	9	12	98	46	83
Grade 11	1	11	14	14	98	45	93
Grade 12	0	5	18	19	75	51	64
Total	4	34	59	71	390	201	255

Staff

The staff of DSA consists of 28 males and 21 females, totaling 57. The racial makeup of our educational community is 52 Anglos, 4 African Americans, 1 Latino, and 0 classified as other. The average rate of attendance for DSA staff is 96.21%. The staff has a normal turnover rate with 54% of the staff having been in the building for five or more years.

Parents/ Families

DSA parents are highly involved with student success. It is part of the acceptance contract that parents volunteer in one respect or another for 20 hours each school year. Parent demographics mirror student demographics.

Community and Community Businesses

DSA parents represent a wide variety of careers in and outside of the Denver metropolitan area.

PERFORMANCE ANALYSIS- High School Level

Language arts skills are exceptional, and math skills are average based on state-wide reporting. It should be noted that there has been a steady decline in test scores with students enrolled in the class of 2013. This particular group of scores has continued to decline over a three year period in all CSAP tested areas.

Based on CSAP assessment data, one improvement goal should focus on writing achievement, as CSAP scores declined in this area during the 2010-2011 school year.

As nearly half of our students are classified as G/ T and high performing, the data indicates that these students are outperforming the district and state averages in all areas. There is, however, a decrease in student growth over time as measured by the Denver Public Schools, School Performance Framework.

Based on our Gap Report in the School Performance Framework, gaps at the high school level in reading and writing are meeting

expectations and gaps in math approaching expectations. Data indicates that at the high school level DSA has a medium gap in math achievement for free/ reduced lunch students, African -American students, and Hispanic students.

CSAP Reading Scores

	2006	2007	2008	2009	2010
9 th grade	95%	93%	96%	92%	90%
10 th grade	89%	95%	94%	98%	93%

CSAP Writing Scores

	2006	2007	2008	2009	2010
9 th grade	88%	78%	86%	87%	71%
10 th grade	78%	83%	82%	89%	83%

CSAP Math Scores

	2006	2007	2008	2009	2010
9 th grade	70%	52%	58%	65%	57%
10 th grade	48%	38%	46%	42%	57%

CSAP Science Scores

	2006	2007	2008	2009	2010
10 th grade	66%	76%	76%	79%	85%

DSA met all Math and Reading objectives as measured on Adequate Yearly Progress.

Post-Secondary readiness is a strong indicator of Denver School of the Arts Performance over time. DSA has a 72% college enrollment rate as measured by the NCA enrollment report. The composite ACT score for the state administration of the ACT is 22.6 and the graduating class ACT composite score is 23.2. DSA seniors out-scored the state and National averages on percent of students ready for college level work in College English Composition, College Algebra, College Social Sciences, and College Biology by an average of 20%.

ACT 11th Grade State Test Results

	# tested	English	Math	Reading	Science	Composite
2009	122	22.7	21	24.1	22.3	22.7
2010	113	23.2	20.5	24.5	21.8	22.6

During the 2010 administration of Advanced Placement tests, DSA had a passing rate of 46.4%.

Advanced Placement Test Score Summary 2010

	Total Students Scoring
Score of 5	27
Score of 4	26
Score of 3	73
Score of 2	80
Score of 1	65
Total Tested	271

DSA boasts one of the highest college entrance rates of the district with 73% of students enrolling in post secondary program following high school graduation as report by NCA Clearinghouse data in 2009.

Growth Summary:

Our students exceeded the state median percentile in reading, writing and math. While 23% of our students were on track to catch up in reading and 9% were on track to catch up in writing, only 3% were on track to catch up in math. Keep up growth results found that: (87% in reading, 70% in writing, and 67% in math) and move up growth (11% in reading, 8% in writing, and 5% in math). Free/reduced lunch, minority, IEP, and ELL, are in line with growth with our general population. Growth was consistent across the three most recent years. . It is important to note that in the area of math we have medium size gaps in growth with African-American students, Hispanic Students and free and reduced student populations.

Our analysis led us to identify the following root causes that are a priority at the school level and for post-secondary success.

Our Writing CSAP scores are declining. The staff examined our curriculum and found that our materials appear to be sufficient, covering the multiple styles of writing. What was discovered is that we lack a vertical alignment of expectations in term of writing across all subject areas. This was evident when further examining the frameworks reports and looking at the standards our students consistently scored that lowest in across grade levels. It became evident through discussion the entire school must be more consistent in writing expectations and requirements. Students must also be reminded of strategies to use when writing to a prompt.

In area of math, at the high school level, DSA has gaps in free and reduced lunch students, African American, and Hispanic Students. In all instances the GAPS are medium size gaps with a range of 12.66% to 19.81% gaps.

Eleventh grade students taking the Colorado ACT are not growing in reading, math, English, or science on the Colorado ACT test administered in the spring. Little opportunities exist for students to focus on specific ACT readiness skills. Practice ACT problems are often not included in students class assignments or assessments. No predictive data is available from a pre-test (other than PSAT data) to determine how students might perform on the ACT.

Enrollment of 12th grade students in Advanced Placement courses drops from the start of the school year to the end of the drop add period at the beginning of September. It was determined after interviews with students, staff, counselors and admission advisors that seniors who have decided on entrance to arts focused post-secondary programs (Conservatory programs) are being counseled out of Advanced Placement courses because they are not needed for admission criteria and take time away from the student's abilities to prepare for entrance auditions and portfolios.

Overall Middle School Demographic Data

	American Indian	Asian or Pacific Islander	Black (Not Hispanic)	Hispanic	White, not Hispanic	Male	Female
Grade 6	0	5	14	17	117	52	99
Grade 7	0	7	16	16	127	58	108
Grade 8	0	10	19	19	124	67	105
Total	0	22	49	50	367	177	311

Staff

The staff of DSA consists of 28 males and 28 females, totaling 56. The racial makeup of our educational community is 49 Anglos, 4 African Americans, 4 Latino, and 0 classified as other.

Parents/ Families

DSA parents are highly involved with student success. It is part of the acceptance contract that parents volunteer in one respect or another for 20 hours each school year. Parent demographics are closely reflective of student demographics.

Community and Community Businesses

DSA parents represent a wide variety of careers in and outside of the Denver metropolitan area.

PERFORMANCE ANALYSIS- Middle School Level

Language arts skills are exceptional, and math skills are average based on state-wide reporting. As nearly half of our students are classified as G/ T and high performing, the data indicates that these students are outperforming the district and state averages in all areas. There is, however, a decrease in student growth over time as measured by the Denver Public Schools, School Performance Framework. Based on CSAP assessment data, one improvement goal should focus on writing achievement, as CSAP scores declined in this area during the 2010-2011 school year.

Based on our Gap Report in the School Performance Framework, gaps at the middle school level in reading and writing are meeting expectations and gaps in math are approaching expectations. Data indicates that at the middle school level DSA has a medium gap in math achievement for free/ reduced lunch students, a large gap for African-American students, and a small gap for Hispanic students.

The greatest areas of concern are reported on the Denver Public Schools School Performance Framework as Growth percentiles in

Math and Writing. Additionally, gaps in continuously enrolled students are not meeting expectations.

CSAP Reading Scores

	2007	2008	2009	2010
6 th grade	90%	95%	94%	90%
7 th grade	94%	89%	96%	87%
8 th grade	87%	94%	81%	95%

CSAP Writing Scores

	2007	2008	2009	2010
6 th grade	72%	90%	96%	87%
7 th grade	92%	88%	96%	82%
8 th grade	78%	89%	77%	88%

CSAP Math Scores

	2007	2008	2009	2010
6 th grade	75%	80%	79%	77%
7 th grade	78%	56%	76%	57%
8 th grade	57%	65%	52%	70%

CSAP Science Scores

	2007	2008	2009	2010
8 th grade	67%	73%	63%	77%

Growth Summary:

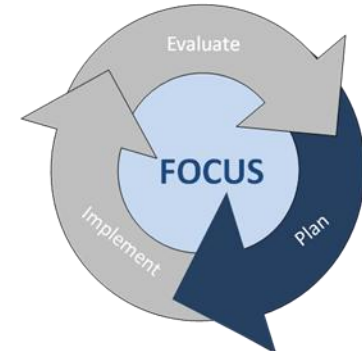
Our middle school students exceeded the state median writing in all grades, in 8th grade reading and in 6th and 8th grade math. While 47% of our students were on track to catch up in reading and 29% were on track to catch up in writing, only 13% were on track to catch up in math. Keep up growth results found that: (83% in reading, 75% in writing, and 49% in math) and move up growth (21% in reading, 20% in writing, and 12% in math). Free/reduced lunch, minority, IEP, and ELL, are in line with growth with our general population except in the area of math. It is important to note that in the area of math we have large gap in growth with African-American students, a small gap with Hispanic Students and a medium gap with free and reduced student populations.

Section IV: Action Plan(s)

This section focuses on the “plan” portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.



Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	88.46% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	Decrease the number of student scoring unsatisfactory and partially proficient by 4 students.	Decrease the number of student scoring unsatisfactory and partially proficient by 4 students.	Acuity Predictive administered in September, November, and January. Class based assessments.	Target students through progress monitoring using Infinite Campus Progress checks and grade reports. Students placed on intervention plans will be required to attend after school tutoring.
		M	Decrease the number of student scoring unsatisfactory and partially proficient by 5%.	Decrease the number of student scoring unsatisfactory and partially proficient by 5%.	Acuity Predictive administered in September, November, and January. Class based assessments.	Target students through progress monitoring using Infinite Campus Progress checks and grade reports. Students placed on intervention plans will be required to attend after school tutoring.
		W	Decrease the number of student scoring unsatisfactory and partially proficient by 5%.	Decrease the number of student scoring unsatisfactory and partially proficient by 5%.	Acuity Predictive administered in September, November, and January. Class based assessments.	Target students through progress monitoring using Infinite Campus Progress checks and grade reports. Students placed on intervention plans will be required to attend after school tutoring.

		S	Decrease the number of student scoring unsatisfactory and partially proficient by 5%.	Decrease the number of student scoring unsatisfactory and partially proficient by 5%.	Acuity Predictive administered in September, November, and January. Class based assessments.	Target students through progress monitoring using Infinite Campus Progress checks and grade reports. Students placed on intervention plans will be required to attend after school tutoring.
	AYP (Overall and for each disaggregated groups)	R	Increase the number of students that are Partially Proficient + from 98.69% to 100%	Increase the number of students that are Partial Proficient + to 100%	Acuity Predictive administered in September, November, and January. Class based assessments.	Target students through progress monitoring using Infinite Campus Progress checks and grade reports. Students placed on intervention plans will be required to attend after school tutoring.
		M	Increase the number of students that are Partially Proficient + from 88.65% by 5%	Increase the number of students that are Partially Proficient + by 5%	Acuity Predictive administered in September, November, and January. Class based assessments.	Target students through progress monitoring using Infinite Campus Progress checks and grade reports. Students placed on intervention plans will be required to attend after school tutoring.

Academic Growth	Median Student Growth Percentile	R	Exceed the state percentage for median student growth by 5%.	Exceed the state percentage for median student growth by 5%.	Acuity Predictive administered in September, November, and January. Class based assessments.	Target students through progress monitoring using Infinite Campus Progress checks and grade reports. Students placed on intervention plans will be required to attend after school tutoring.
		M	Exceed the state percentage for median student growth by 5%.	Exceed the state percentage for median student growth by 5%.	Acuity Predictive administered in September, November, and January. Class based assessments.	Target students through progress monitoring using Infinite Campus Progress checks and grade reports. Students placed on intervention plans will be required to attend after school tutoring.
		W	Exceed the state percentage for median student growth by 5%.	Exceed the state percentage for median student growth by 5%.	Acuity Predictive administered in September, November, and January. Class based assessments.	Target students through progress monitoring using Infinite Campus Progress checks and grade reports. Students placed on intervention plans will be required to attend after school tutoring.

Academic Growth Gaps	Median Student Growth Percentile	R	Maintain growth so status exceeds state expectations.	Maintain growth so status exceeds state expectations.	Acuity Predictive administered in September, November, and January. Class based assessments.	Target students through progress monitoring using Infinite Campus Progress checks and grade reports. Students placed on intervention plans will be required to attend after school tutoring.
		M	Decrease each identified gap by 3%.	Decrease each identified gap by 3%.	Acuity Predictive administered in September, November, and January. Class based assessments.	Use CSAP results, Acuity predictive scores and design targeted interventions for identified students by using a guest scholar to provide small group and individual classroom support to identified students,
		W	Reduce each identified gap by 1%.	Reduce each identified gap by 1%.	Acuity Predictive administered in September, November, and January. Class based assessments.	Target students through progress monitoring using Infinite Campus Progress checks and grade reports. Students placed on intervention plans will be required to attend after school tutoring.

Post Secondary & Workforce Readiness	Graduation Rate	Increase the graduation rate to 100%	Increase the graduation rate to 100%	Use Infinite Campus progress monitoring reports and quarterly grade reports.	Administration and counselor meets individually with each student to monitor progress in November and March.
	Dropout Rate	Decrease the drop-out rate to zero %.	Decrease the drop-out rate to zero %.	Use Infinite Campus progress monitoring reports and quarterly grade reports. In addition, monitor student attendance.	Administration and counselor meets individually with each student to monitor progress in November and March.
	Mean ACT	Increase the mean ACT score to 24.	Increase the mean ACT score to 25.	Use Kaplan practice ACT test results to determine targeted areas that need reinforcement in the curriculum.	Use Kaplan ACT practice test results to determine targeted interventions for identified students enrolled in ACT Prep Classes.

Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Denver School of the Arts will increase the number of students scoring proficient and advanced in writing by 5%.

Root Cause(s) Addressed: Denver School of the Arts staff have not vertically aligned writing expectations and do not consistently hold students accountable to school-wide standards for word usage, grammar and spelling, and use of strategies to employ when writing constructed response answers.

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

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Determine curriculum needs by using CSAP framework data.	August/September	DSA Staff	n/a	At the September assessment day staff discussion staff members will identify curriculum areas that need to be addressed across the school for the 2010-2011 school year.
Discuss root causes for identified areas needing targeted instruction from CSAP framework reports.	September	DSA Staff	n/a	Staff members will engage in same group and large group discussion will use identified protocols to discuss root causes for writing scores.
Train staff in school wide writing expectations using teacher led professional development.	October	DSA Staff	n/a	DSA staff members will using the writing strand modules to training teachers in writing process for college readiness. Teachers will be

				asked to enter comments on DSA Professional Development Wiki page every two weeks and participate in on-line discussions noting how they are implementing the materials learned from PD.
Teachers will assign specific school wide writing using school-wide strategies as a guide.	November	DSA Staff	n/a	Staff members will share data from student writing following one month of implementation using the school-wide writing protocols.
Train staff on writing for college readiness using the Professional Content Knowledge (PCK) modules designed for teacher training in writing.	August – April	DSA PCK leaders and all DSA staff	District provided professional development budget for planning, training, and study materials.	Staff members will meet in small learning communities and will identify patterns in student's performance from Acuity benchmark data.

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #2: Denver School of the Arts will decrease the number of students scoring partially proficient and unsatisfactory in math by 5% or 15 students at the middle school level.

Root Cause(s) Addressed: Large class sizes at the middle school level prohibit teachers from providing targeted instruction to students who need additional support.

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

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Identify gaps and root causes for gaps.	September and October	DSA Middle School Math teachers, DSA CSC	n/a	DSA middle school math teachers will meet and identify gaps and root causes relating to these gaps by October 1st.
Identify specific students needing targeted instruction to reduce gaps.	October	DSA Middle School math teachers and administration	n/a	DSA middle school math teachers will meet and identify students who will need targeted instruction to address deficiencies and re-teach skills.
Targeted students who will be assigned to attend after-school math tutoring on Tuesdays and Thursdays.	October – April	Middle School Math teachers and after school tutoring program staff.	\$6,500.00 for hourly pay for DSA staff to supervise student's tutors and to purchase supplies and snacks for after school tutoring program. Local school funds and state funds from school budget.	The DSA administrative team will review after-school tutoring lists to ensure that targeted students are attending after-school tutoring. Lists will be monitored and reviewed every Friday.
Monitor targeted students progress through Acuity predictive assessments administered in November and January.	November and January	Middle School math teachers and DSA administration	n/a	Math teachers will identify progress from September, November, and January administration of tests for targeted students and will use this data to inform instructional

				decisions, targeted instruction and individual support.
Implement a middle school math retreat for targeted students needing more targeted instruction in Math.	January 2012	DSA middle school math teachers	\$1,000.00 for substitutes from state funds in school based budget. \$500.00 for snacks and lunch from local school funds.	Using Acuity test results DSA middle school math teachers will develop a January Math retreat for targeted students... Students will participate in math focused activities for an entire day. Results from exit data at conclusion of the day will be reviewed to assess the success of the retreat.

Major Improvement Strategy #3: Denver School of the Arts will increase enrollment in Advanced Placement, CU Succeeds classes, and Post-Secondary courses by 5% from the 2009-2010 school year to the 2010-2011 school year.

Root Cause(s) Addressed: Seniors who have decided on entrance to arts focused post-secondary programs (Conservatory programs) are being counseled out of Advanced Placement courses because they are not needed for admission criteria and take time away from student's abilities to prepare for entrance auditions and portfolios.

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

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Develop a senior seminar course to provide senior students an opportunity to develop portfolios and prepare for auditions. To complete the college application process and to develop essays for college applications.	November – February	DSA administration, counselors, arts teachers, and Denver Scholarship foundation staff	\$1,500 from local resources to develop curriculum	Administration, arts staff and counseling department will have curriculum identified and course designed by February 28 th .

<p>Develop an Advanced Placement night for students who have elected AP courses for the following school year. This night will be designed to introduce the Advanced Placement program, discuss requirements and introduce students to specific courses and instructors and summer assignments.</p>	<p>January- March Actual night held in May 2012</p>	<p>DSA administration and DSA Advanced Placement Teachers</p>	<p>\$1500 for extra duty pay for AP teachers to develop program.</p>	<p>Attendance at the this event will show that 80% of students and families attended the event. Additionally, 90% of surveys at the close of the event will show positive feedback from student and parent exit surveys.</p>
<p>Implement middle school level honors courses infusing pre-AP strategies so students are prepared to begin AP classes in the 9th grade level.</p>	<p>October – May</p>	<p>DSA administration, DSA Advanced Placement Teachers, middle school core teachers and DSA Collaborative School Committee</p>	<p>\$2,000 for extra duty pay for staff members to vertically align curriculum and implement pre-AP strategies at the middle school level.</p>	<p>Enrollment in 9th grade AP courses in fall of 2012 will increase by 5%.</p>