



HOPE

ONLINE LEARNING ACADEMY

Universal Improvement
Plan Presentation

December 12, 2023

Who We Are

Community-based Blended Learning:

HOPE serves 1367 students in grades 6-12. Learning Sites are safe, supportive environments able to accommodate the diverse needs of neighborhood students. In-Person Students (810) attend Learning Centers 4 days a week, rotating between individualized online lessons and classroom instruction led by certified teachers and assisted by community mentors. Other students (557) learn mainly online and “drop-in” to their Ed Zone when they need additional support.

Diverse Middle School:

307 students are enrolled in HOPE Middle School, the majority of HOPE students qualify for FRL (65%) and we serve a large population of Multilingual Learners (45%).

Student Engagement:

HOPE offers resources – like a lunch program – as well as school-sponsored activities including sports, clubs and field trips to engage and support students.

HOPE CO-OP

This unique model of blended learning via community directed partnerships is predicated on the social change theory that if communities are involved in creating stakeholder driven educational systems within local neighborhoods, then families and communities will be empowered to guide their children’s educational pathways, thereby increasing student success.

(Mediratta , et. al., 2008)



Community Driven Education

Mission

HOPE students matter. At HOPE, students achieve more than they ever thought possible. Through our small, community-driven, diverse learning environment, students gain the knowledge and skills to become leaders in their community.

Vision

At HOPE,
you:

Belong

Believe

Become



HOPE Governing Board

A charter school board must truly represent the community it serves; its members must demonstrate an understanding of the community.



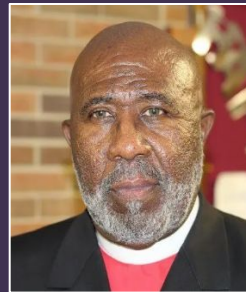
Kimberly Rossi
(Board Chair)

*Sr. Vice President of
Commercial Insurance,
Assured Partners of
Colorado*



Bill de la Cruz
(Incoming Board Chair)

*Former Director of
Diversity, Equity and
Inclusion, Denver Public
Schools*



Bishop Jerry Demmer
*Servant Chair and Chief
Executive Officer The
Absolute Word Church And
CEO of One Accord
Movement Ministry*



Dr. Kristine A. Turner
(Vice Chair)

*Clinical Psychologist, Sole
Proprietor of New
Beginnings, Director Youth
Leadership Douglas County*



Jeff Vigil

*Territory Manager, Produce
Operations Specialist,
Albertsons Companies
(Safeway)*

School Accountability Committee

- ★ Chair: Victoria Aguilar - Director, Maranatha
- ★ DAC Liaison: Kim Garcia - HOPE Academic Liaison
- ★ Jennifer Kuehl - HOPE Site Coordinator
- ★ Sonia Silva - Director, Boost Academy
- ★ Claudia Gomez - Mentor, Parent Power Academy
- ★ Rosario Ferreti - Mentor, Power Academy
- ★ John O'Dell - Parent and Life Coach, Global Advantage Canon City
- ★ Heather O'Mara - HOPE CEO
- ★ Melanie Stone - HOPE Executive Director of Community Engagement
- ★ Christyn Holmes - HOPE Executive Director of Curriculum and Instruction





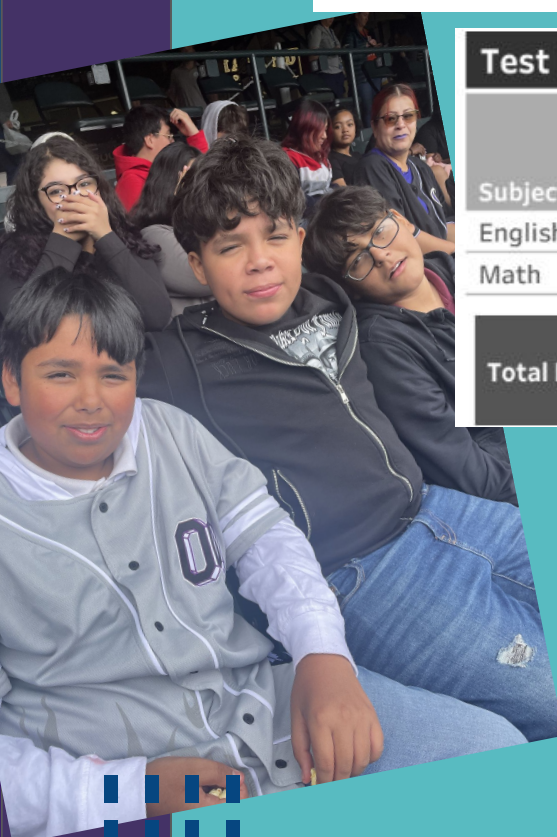
School Performance Framework Summary

Middle School Performance Framework Results

Priority Improvement Plan

41.1/100
Points Earned

Year 1



Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	395	314	79.5%	56	96.2%	Meets 95% Participation
Math	395	326	82.5%	55	95.9%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:







Low Total Participation

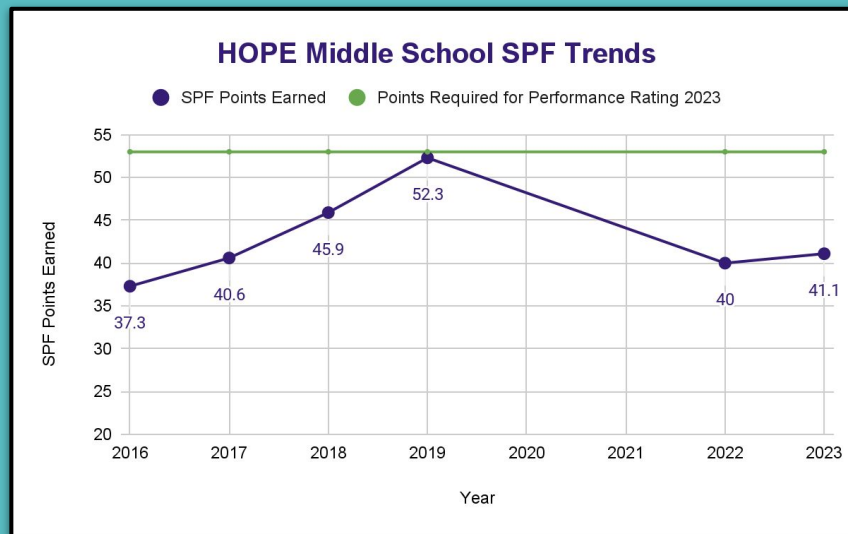
Middle School CMAS Parent Excusals Over Time

	ELA	Math
2019	2.10%	2.10%
2022	20.50%	19.70%
2023	14.1% (▼ 6.32%)	13.9% (▼ 5.78%)



Parent excusals decreased for 2023, but remain high compared to pre-pandemic rates.

2023 HOPE Middle School Performance Framework Results and Trends

Year	SPF Points	Performance Rating
2023	41.1 	Priority Improvement
2022	40 	Priority Improvement
2019	52.3 	Improvement
2018	45.9 	Improvement
2017	40.6 	Priority Improvement
2016	37.3 	Priority Improvement



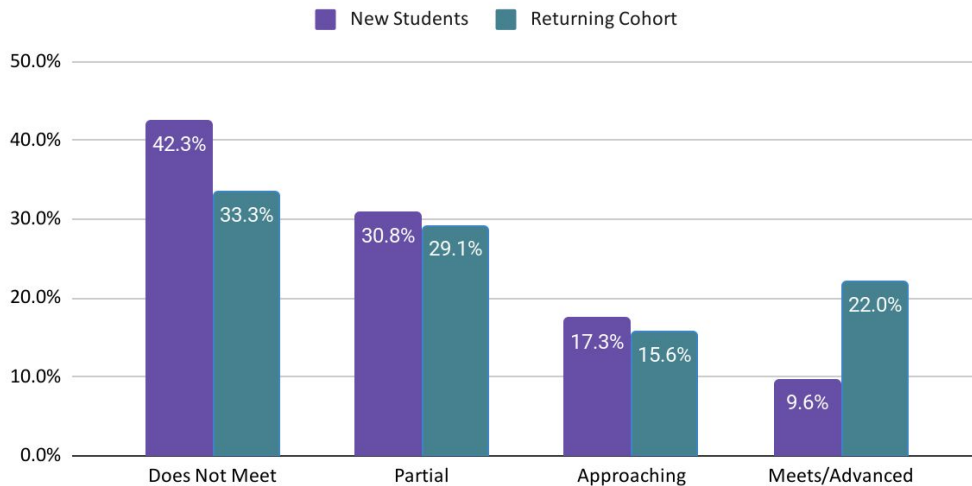
Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	25%	10/40 	Does Not Meet
Academic Growth	51.8%	31.1/60 	Approaching



Data Analysis

2023 CMAS ELA Performance Levels New Students and Returning Cohort Comparison

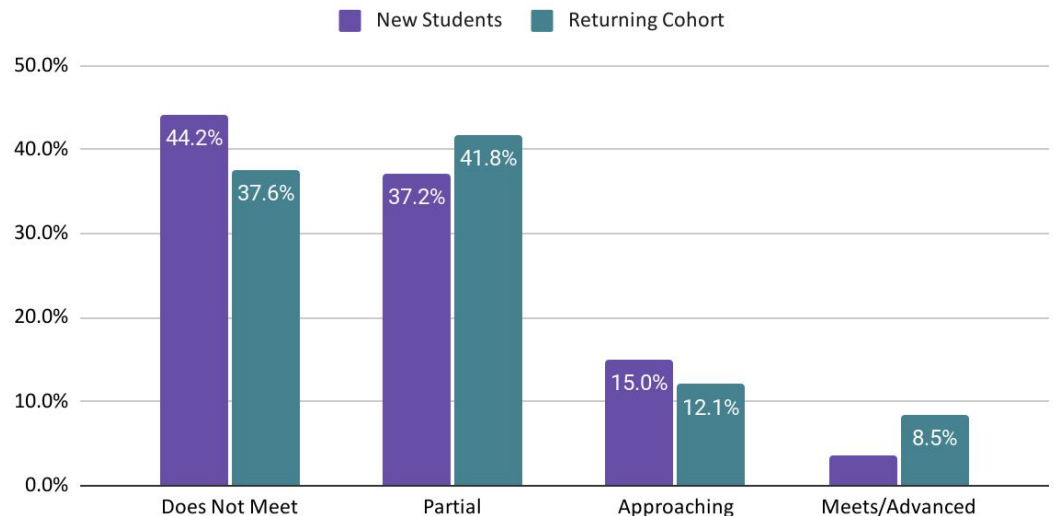


CMAS Performance Levels

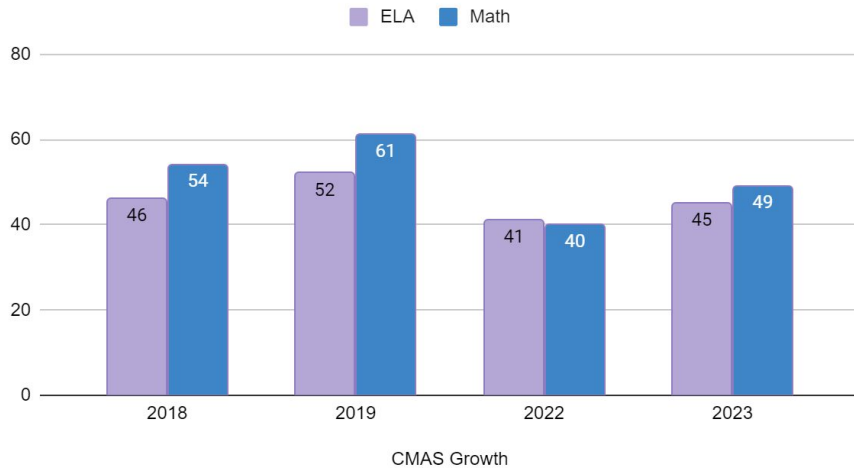
Returning Cohort and New Students

- The percentage of returning students scoring in the meets or advanced performance levels is significantly higher than new students

2023 CMAS Math Performance Levels New Students and Returning Cohort Comparison



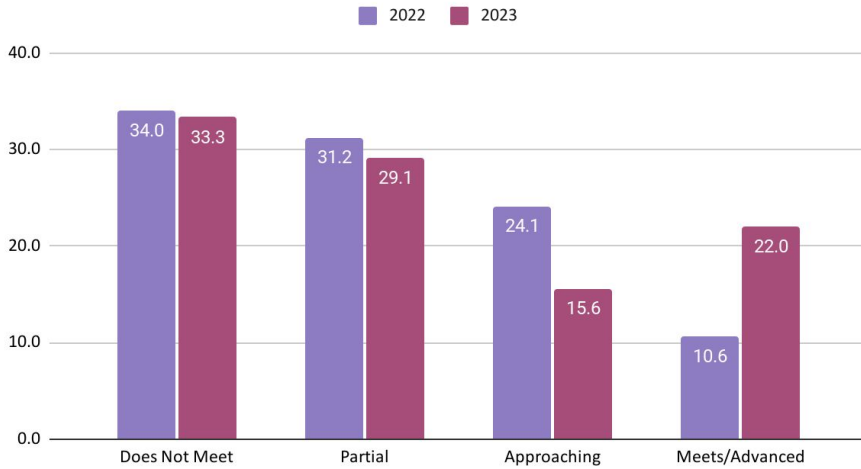
HOPE Middle School CMAS Growth Trends



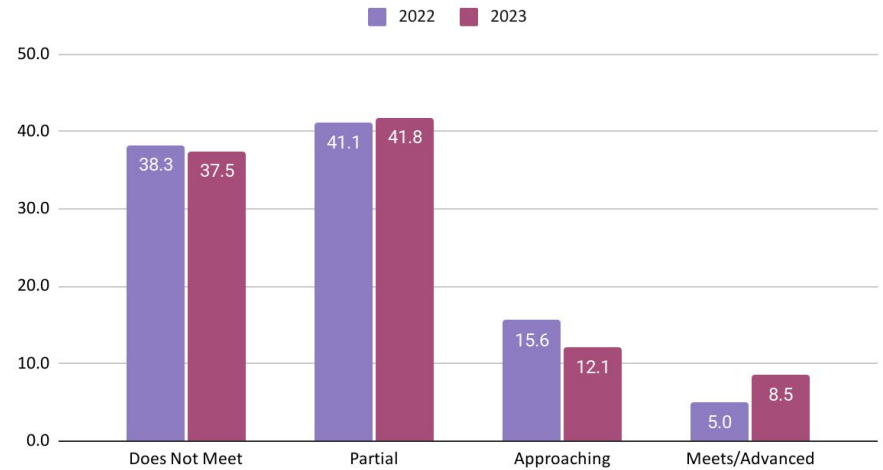
CMAS Growth and Cohort Data

- Growth improved in both ELA and Math, but remains below pre-pandemic rates
- Percent of Cohort students meeting or exceeding doubled from 2022 to 2023

ELA CMAS Cohort Comparison



MATH CMAS Cohort Comparison



Data Analysis Summary

- Pervasive challenges to grade level achievement and growth in all content areas continue to exist.
- Writing continues to be an area where students struggle. Although we decreased the number of students not earning any points, there is still a need for significant improvement.
- Fall to Spring iReady scale scores demonstrate growth from fall to spring but fell short of significantly closing achievement growth.
- High completion rates in the online curriculum, low achievement and growth in local benchmarks and state tests made it clear that the tasks being used to measure mastery within the online program were not accurate measures of student learning. As we dug in further we noticed an overreliance on low level depth of knowledge questions and tasks.





UIP Improvement Strategies and Action Steps

UIP Planning Process

- The UIP is developed using a data-driven process in collaboration with the HOPE School Accountability Committee (SAC) that includes parents, mentors and directors, reading, general education, special education teachers, English language specialists, community members, and school administrative personnel.
- Review of multiple academic data sources including: CMAS Achievement and Growth, iReady Diagnostic and Standards Mastery assessments and online core coursework.
- Review of other school data including parent and student surveys, attendance, discipline and mental health referrals.

2024 Performance Targets

English Language Arts

- CMAS Mean Scale Score in ELA will increase from 701 to 725
- Decrease the percent of students earning 0 points on CMAS Writing from 47% to less than 30%
- CMAS ELA MGP will increase from 46 to 50
- 80% of students classified as 3 or more grade levels below will have made at least 1 year of growth on iReady Reading
- Access MGP will increase from 37 to 42
- CMAS ELA Growth for SwD will improve from 32 to 35

Math

- CMAS Mean Scale Score in Math will increase from 704 to 725 (approaching)
- CMAS Math MGP will increase from 49 to 50
- 80% of students classified as 3 or more grade levels below will have made at least 1 year of growth on iReady Math
- CMAS ELA Growth for Students with Disabilities (SwD) will improve from 34 to 36

Major Improvement Strategies

1. Implement New Online Core Curriculum with Data Driven Instructional Practices

2. Improve MTSS through Targeted Intervention Instruction and Data Collection

3. Professional Development and Coaching



2023-2024 UIP Action Steps

Implement New Online Core Curriculum with Data Driven Instructional Practices

KEY ACTION STEPS

- Increase participation in synchronous instruction opportunities
- Increase student voice and problem solving skills
- Refine PLC and center data walk protocols
- Provide Critical Thinking workbooks

Improved MTSS and Support Systems for Struggling Students and Special Populations

KEY ACTION STEPS

- Schoolwide Intervention plan and monitoring
- Increase frequency of groups
- Increase administrative observation and accountability
- Refine/update MTSS Tier 3 referral process
- Addressing socio-emotional factors that interfere with learning

Professional Development and Coaching

KEY ACTION STEPS

- Consistent Fabulous Friday format with opportunities to teach and refine effective instructional strategies
- More defined coaching protocols
- Increased observation of online and classroom based instruction
- Refined and updated observation tools

New Core Curriculum Implemented Fall 2023



- Increased opportunities for synchronous instruction from content teachers. Students have multiple opportunities to receive instruction and individualized support from Edmentum teachers.
- More rigorous writing tasks are manually graded by teachers. Teachers give actionable feedback based on rubrics.
- More scaffolds and supports for special populations including modified courses, resource materials, and skill building lessons.
- Increased communication and collaboration between students, teachers and HOPE/Learning Site staff.

Data Driven Instruction - Site Action Planning

	6th Grade	7th Grade	8th Grade
Quantitative			
Online Curriculum	0%	50%	10%
Edmentum Current Progress Complete	80	80	80
Edmentum Current Grade	120	75	75
iReady Math Time on Task	85	115	68
iReady Math % of Lessons Passed	120	75	68
iReady Reading Time of Task	75	75	75
iReady Reading % of Lessons Passed	5	4	4
Offline	5	75	80
Critical Thinking Pacing-MATH	70	80	80
Critical Thinking Pacing-ELA	75	80	80
Critical Thinking Performance-MATH	75	80	80
Critical Thinking Performance-ELA	75	75	75
Powerblock Attendance			10
Powerblock Performance			10
Benchmark Assessments			
iReady Math Fall Diagnostic Placement Distribution		13	10
% Students at or above grade level		25	80
% Students 1 grade level below		50	
% Students 2 or more grade levels below			15
iReady Reading Fall Diagnostic Placement Distribution		8	20
% Students at or above grade level		16	65
% Students 1 grade level below		68	
% Students 2 or more grade levels below			
Qualitative			
PB Teacher Feedback	Attending and learning	students are engaged and attending	Lack of attention
Mentor Student Observation for C.T.	Experiencing growth	stagnant	Low performance
Student Voice for C.T. Math	Confident	Learning	Confused
Student Voice for C.T. ELA	Excited	Engaged	Frustrated
External Observations for C.T. Math	Clear classroom procedures	Students are performing	Needs improvement
External Observations for C.T. ELA			
Intervention Observations- Math			

- Common Action Plan tool that is completed by Learning Site Directors and HOPE Academic Site Coordinator on a weekly basis and reviewed by HOPE Academic Liaison assigned to site
- HOPE Academic Leadership team member participation in PLC on a monthly basis to guide and support common PLC structure and reinforce accountability

Overall Placement	Overall Relative Placement	iReady Grouping	Annual Stretch Growth Measure	Group Name/Number (ie 6th grade group 1)	Intervention Group Meeting Times
Level 5	1 Grade Level Below	1	35	Group level 5/6	Wednesday/Friday (9:30-11:30)
Level K	3 or More Grade Levels Below	1	35	NEP Math Group	Thursday /Friday (11:30-1:30)
Level 2	3 or More Grade Levels Below	1	35	NEP Math Group	Thursday /Friday (11:30-1:30)
Level 3	3 or More Grade Levels Below	1	35	Group Level 3	Wednesday/Friday (11:30-1:30)
Level 4	2 Grade Levels Below	1	30	Group Level 4	Tuesday/Thursday (1:30-2:30)
Level 4	2 Grade Levels Below	1	30	Group Level 4	Tuesday/Thursday (1:30-2:30)
Level 3	3 or More Grade Levels Below	1	35	Group Level 3	Wednesday/Friday (11:30-1:30)
Level K	3 or More Grade Levels Below	1	35	NEP Math Group	Thursday /Friday (11:30-1:30)
Level 3	3 or More Grade Levels Below	1	35	Group Level 3	Wednesday/Friday (11:30-1:30)

Commitment to Academic Success

- HOPE leadership, HOPE's Governing Board, and HOPE's community partners are committed to the achievement of our students.
- Based on the current trajectory, HOPE strongly believes that the implementation of the proposed UIP will lead to greater academic success for HOPE's students.
- Our Governing Board supports HOPE and provides the accountability and laser-focus necessary to push HOPE to attain a greater level of student achievement.
- HOPE is committed to improvement and will not stop our efforts for improvement



Thank You!



