

December 1, 2002

# The ONE REPORT

*Accountability and Accreditation in Douglas County School District*

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## ***Message from the Superintendent***

Douglas County School District personnel have merged the Colorado reporting requirements for accountability, accreditation and the No Child Left Behind act into this comprehensive “One Report.” This detailed report provides an overview of student achievement as well as targets for improvement for the district’s 39,000 students. We are proud of our students and believe in the work our schools are doing to create an optimal learning environment.

To accomplish rigorous goals, we have adopted a model of continuous improvement with careful monitoring by the Douglas County School District Board of Education. The district has a Strategic Plan with three broad goals: Student Achievement; Effective Use of Resources; and Responsive Governance. The plan provides a map of how to provide success for all students in the district. The plan, however, is not a static document. The district’s long-term strategies are reviewed annually—in fact, a working committee is now analyzing data to assure its continued relevance for the future. The Strategic Plan forms the basis our Accreditation Contract with the Colorado Department of Education.

The district tracks performance in critical content areas with a range of classroom assessments, as well as the Colorado Student Assessment Program (CSAP) and college entrance exams, such as the ACT. In this report, you will find that our students consistently perform above state and national averages; we are among the highest performing school districts in Colorado. We also have district content standards and are developing corresponding district assessments to track student progress in *all* subject areas.

In this ONE REPORT, you will find our District Improvement Plan Progress Report followed by supporting documentation in the Accreditation Indicators section and in the Other Supporting Information section. As always, we maintain open doors in Douglas County. If you have questions or comments about the report, please don’t hesitate to contact us by calling 303-814-5200 or sending an email to: Rick\_O’Connell@ceo.cudenver.edu.

## **District Improvement Plan Progress Report**

The district’s improvement plan goals, which are contained in our Strategic Plan and incorporated into our Accreditation Contract with the Colorado Department of Education, aim to improve student educational achievement, maximize graduation rates, and increase school accreditation ratings. A summary of recent progress made on each goal within these three areas is provided here and linked to supporting data in the Accreditation Indicators and Other Supporting Information sections.

### ***Improve Student Achievement***

Our strategies for improving student achievement focus on enhancing instructional practices in literacy and math, increasing the use of differentiated instruction in all subject areas, providing remediation programs for students performing below grade level, and helping teachers to use student data to guide instruction. We believe these initiatives are contributing to the maintenance and improvement of high academic achievement levels by our students, in spite of a rapidly growing enrollment.

#### **Goal: Aggregate CSAP scores will increase over time.**

The Colorado Student Assessment Program (CSAP) has been phased in over the past several years. During that time, district CSAP scores in most subject areas have shown small but steady increases (Table I). In addition, since the inception of the CSAP, Douglas County School District has performed well above the state average at every grade and in every content area, while the district enrollment has grown by over 2,000 students per year. Growth in CSAP scores is even more pronounced when we follow the progress of the same class over time (Table II).

#### **Goal: Gaps in CSAP achievement in reading, writing, math and science between student groups based upon gender, ethnicity, disability, exceptional ability, limited English proficiency, or socio-economic level will decrease.**

Our 2002 district CSAP scores, disaggregated by student groups, show some gaps in achievement levels in reading, writing, math and science (Table III, Table IV, Table V and Table VI). Gender differences are most pronounced in writing where females consistently outperformed males (a difference of 10-20 percent of students at or above proficient). A

gender gap is also present in reading although it is much smaller. Among ethnic groups, Whites and Asians consistently outperformed other groups in reading, writing, math and science.

We compared the gender and ethnicity achievement gaps in 2002 CSAP Reading data with those in the previous 2001 CSAP Reading data (Table VII). The gender gap was the same, 8 percent, in both 2001 and 2002 reading scores aggregated for grades 3-10. The ethnicity gap between Whites/Asians and Hispanics/Blacks/American Indians, was 16 percent in 2001 and 17 percent in 2002 aggregated reading scores. With expanded CSAP testing now in place, we will be able to expand our study of achievement gap trends to include writing, math and science in future years.

**Goal: All students will demonstrate at least one year's worth of growth for each year in school as measured by CSAP.**

CSAP reading tests have been in place at all grades, 3-10, for two years. This allowed us to analyze district CSAP scores to determine *individual* student growth in reading from 2001 to 2002. The study of matched cohorts of students from 4<sup>th</sup> grade to 5<sup>th</sup> grade, from 5<sup>th</sup> grade to 6<sup>th</sup> grade, etc., revealed that 77-92 percent of students made a year's worth of growth or more (Table VIII). Overall, approximately 86 percent of students made a year's worth of growth or more in reading. CSAP data for 2003 will allow us to study similar yearly growth patterns in writing and math.

**Goal: Assessments of student progress in meeting district standards will be developed and results reported for all subject areas: art, foreign language, health, math, music, physical education, reading, science, social studies, and writing.**

Standards-based district assessments have been developed and are being used to report the progress of students in grades K-10 in reading, writing and math (Table IX). District assessments are also being used to report progress for grades 7-10 in science and social studies. Overall, approximately 73 percent of our K-6 students, 71 percent of middle school students, and 73 percent of high school students were at or above proficient on the available 2001-2002 district assessments.

District assessments in other subject areas (art, foreign language, music and physical education) are developed for grades K-12. They are being used to various extents across the district, but achievement data is not yet available in a common database for districtwide reporting.

**Goal: Each student will achieve at his or her highest potential.**

In addition to CSAP scores and standards-based district assessments, district staff members monitor individual student achievement through other indicators. These include: appropriate progress of students identified as exceptional on their individual plan goals, the progress of K-3 students on Individual Literacy Plans (Table X), and the participation and success of high school students in the Advanced Placement program and on ACT exams.

To augment classroom-based learning, the district encourages all students to participate in co-curricular and extracurricular activities, and high school students to participate in career experiences. Douglas County secondary students have access to, and participate in, a wide variety of activities and a growing range of career experiences.

Educational achievement improvements during the 2001-2002 school year were made possible by dedicated, qualified teachers and were supported not only by the regular district budget, but also by federal grant funds through Consolidated Plan activities.

## ***Maximize Graduation Rates***

### **Goal: Increase graduation rate over time.**

The district's graduation rate has been gradually increasing and reached 93.6 percent for the Class of 2001. Similarly, the dropout rate has been decreasing, to 0.4 percent for the 2000-2001 school year.

### **Goal: All students will be prepared for post secondary options.**

To better prepare students for experiences after high school, course requirements for graduation were recently changed to include *three* courses in math (one of which must be Algebra I) and *three* courses in science, starting with the Class of 2005 (Table XI). These changes were broadly supported by parents and certified staff responding to the fall 1999 Harris Survey.

High school students in Douglas County have several sources of help and/or alternative opportunities to regular classroom instruction for achieving the graduation requirements and preparing themselves for future education or careers. Special programs available to students include: Advanced Placement classes, Agriculture Program, AVS Career and Technical School classes, CISCO Networking Academy, Eagle Academy (night school), Daniel C. Oakes High School, home schooling, International Baccalaureate Program, Rocky Mountain School of Expeditionary Learning, School to Work Alliance Program, STAR Program (computer-based), T.H. Pickens vocational training, Technology Lab 2000, University Center at Chaparral courses, and WINGS teen parent program.

## ***Increase School Accreditation Ratings***

### ***Goal: All district schools will be accredited.***

For the 2001-2002 school year, the first year of the Colorado accreditation program, all district schools were fully accredited by the district. All schools continue to be accredited for the 2002-2003 school year (schools in each accreditation category). Similarly, all five of the district's Title I schools performed well, according to federal guidelines for the Title I program.

The district has now completed development of its process for accrediting schools and is implementing it this school year. Individual school accreditation will involve a six-year accreditation cycle and annual monitoring of school improvement planning, student achievement scores, attendance/graduation rates, and school climate. Districtwide, Douglas County schools have a high attendance rate, relatively low numbers of suspended and expelled students and demonstrate evidence of a safe, civil learning environment.

# Accreditation Indicators

## A. CSAP Scores

The following tables display district results of the Colorado Student Assessment Program (CSAP). Detailed comparisons of individual school scores, district scores and state scores are provided by subject and grade on the district Website, [www.dcsd.k12.co.us](http://www.dcsd.k12.co.us).

The percentage of district students not taking CSAP in 2002 was two percent.

The number of students taking the CSAP-Alternate tests (available for 3<sup>rd</sup> and 4<sup>th</sup> grade reading and writing) in 2002 was 23 students.

**Table I. CSAP Results by Subject and Grade Over Time**

<i>Test</i>	<i>Percent of Students At or Above Proficient</i>				
	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>	<i>2002</i>
<b><i>Reading</i></b>					
3 <sup>rd</sup> Grade	80	81	82	84	83
4 <sup>th</sup> Grade	69	72	74	76	77
5 <sup>th</sup> Grade	-	-	-	79	81
6 <sup>th</sup> Grade	-	-	-	83	86
7 <sup>th</sup> Grade	-	79	81	80	80
8 <sup>th</sup> Grade	-	-	-	82	83
9 <sup>th</sup> Grade	-	-	-	80	85
10 <sup>th</sup> Grade	-	-	-	75	77
<b><i>Writing</i></b>					
3 <sup>rd</sup> Grade	-	-	-	-	69
4 <sup>th</sup> Grade	58	62	64	63	64
5 <sup>th</sup> Grade	-	-	-	-	69
6 <sup>th</sup> Grade	-	-	-	-	72
7 <sup>th</sup> Grade	-	71	70	67	69
8 <sup>th</sup> Grade	-	-	-	-	70
9 <sup>th</sup> Grade	-	-	-	-	71
10 <sup>th</sup> Grade	-	-	-	63	63
<b><i>Math</i></b>					
5 <sup>th</sup> Grade	-	-	-	71	73
6 <sup>th</sup> Grade	-	-	-	-	75
7 <sup>th</sup> Grade	-	-	-	-	60
8 <sup>th</sup> Grade	-	-	54	60	59
9 <sup>th</sup> Grade	-	-	-	-	53
10 <sup>th</sup> Grade	-	-	-	35	38
<b><i>Science</i></b>					
8 <sup>th</sup> Grade	-	-	65	68	68

**Table II. CSAP Performance by Student Cohort Groups Over Time\***

<i>Subject</i>	<i>Student Cohort Group Grade Progression</i>	<i>Percent of Students At or Above Proficient</i>		
		<i>2000</i>	<i>2001</i>	<i>2002</i>
Reading	4 <sup>th</sup> to 5 <sup>th</sup> to 6 <sup>th</sup>	74	79	86
	4 <sup>th</sup> to 5 <sup>th</sup>	-	76	81
	6 <sup>th</sup> to 7 <sup>th</sup>	-	83	80
	7 <sup>th</sup> to 8 <sup>th</sup> to 9 <sup>th</sup>	81	82	85
	7 <sup>th</sup> to 8 <sup>th</sup>	-	80	83
	9 <sup>th</sup> to 10 <sup>th</sup>	-	80	77
Writing	4 <sup>th</sup> to 5 <sup>th</sup>	-	63	69
	7 <sup>th</sup> to 8 <sup>th</sup>	-	67	70
Math	5 <sup>th</sup> to 6 <sup>th</sup>	-	71	75
	8 <sup>th</sup> to 9 <sup>th</sup>	-	60	53

\* Comparison of CSAP subject scores of classes of students as they moved from one grade to the next

**Table III. 2002 CSAP Reading Results by Student Groups in Grades 3-10**

<i>Student Group</i>	<i>Percent of Students At or Above Proficient</i>							
	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>9<sup>th</sup></i>	<i>10<sup>th</sup></i>
State 2002	72	61	63	65	59	65	66	65
District 2002	83	77	81	85	80	83	85	77
<b><i>Gender</i></b>								
Female	86	80	83	89	85	87	90	83
Male	80	74	78	81	75	79	81	71
<b><i>Ethnicity</i></b>								
American Indian/Alaskan	68	88	50	*	77	78	*	*
Asian/Pacific Islander	75	73	76	79	79	78	82	73
Black	66	54	67	68	65	87	59	74
Hispanic	67	62	65	72	60	62	71	63
White	85	79	82	86	81	84	87	78
<b><i>Disability</i></b>								
None	86	82	86	90	85	89	91	83
One or more disabilities	37	24	29	32	23	26	27	17
<b><i>Exceptional Ability</i></b>								
Discovery Program	100	98	96	100	100	100	N/A	N/A
<b><i>English Lang. Learners</i></b>								
Enrolled in ESL	31	25	24	36	18	5	13	7
<b><i>Socio-Economic</i></b>								
On free or reduced lunch	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

\* Too few to report (fewer than 16 students in the group)

**Table IV. 2002 CSAP Writing Results by Student Groups in Grades 3-10**

<i>Student Group</i>	<i>Percent of Students At or Above Proficient</i>							
	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>9<sup>th</sup></i>	<i>10<sup>th</sup></i>
State 2002	51	50	51	50	50	50	49	50
District 2002	69	64	69	72	69	70	71	63
<b><i>Gender</i></b>								
Female	74	71	77	81	79	80	79	72
Male	64	56	61	63	59	60	64	55
<b><i>Ethnicity</i></b>								
American Indian/Alaskan	50	53	44	*	77	67	*	*
Asian/Pacific Islander	63	63	74	70	73	65	71	61
Black	46	43	53	57	54	68	48	41
Hispanic	52	52	54	53	50	56	49	49
White	71	65	70	74	70	71	73	65
<b><i>Disability</i></b>								
None	73	68	75	77	74	76	77	69
One or more disabilities	19	11	14	17	12	13	10	7
<b><i>Exceptional Ability</i></b>								
Discovery Program	92	98	98	97	99	97	N/A	N/A
<b><i>English Lang. Learners</i></b>								
Enrolled in ESL	23	22	0	21	6	5	13	0
<b><i>Socio-Economic</i></b>								
On free or reduced lunch	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

\* Too few to report (fewer than 16 students in the group)

**Table V. 2002 CSAP Math Results by Student Groups in Grades 5-10**

<i>Student Group</i>	<i>Percent of Students At or Above Proficient</i>					
	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>	<i>7<sup>th</sup></i>	<i>8<sup>th</sup></i>	<i>9<sup>th</sup></i>	<i>10<sup>th</sup></i>
State 2002	55	51	39	39	31	27
District 2002	73	75	60	59	53	38
<b><i>Gender</i></b>						
Female	73	75	60	59	48	35
Male	73	75	61	59	57	41
<b><i>Ethnicity</i></b>						
American Indian/Alaskan	50	*	64	44	*	*
Asian/Pacific Islander	73	74	73	56	60	41
Black	58	57	35	42	28	12
Hispanic	54	51	42	43	35	23
White	75	77	61	60	54	39
<b><i>Disability</i></b>						
None	79	80	65	64	57	41
One or more disabilities	23	26	14	11	10	4
<b><i>Exceptional Ability</i></b>						
Discovery Program	98	100	100	100	N/A	N/A
<b><i>English Lang. Learners</i></b>						
Enrolled in ESL	33	30	15	11	19	0
<b><i>Socio-Economic</i></b>						
On free or reduced lunch	N/A	N/A	N/A	N/A	N/A	N/A

\* Too few to report (fewer than 16 students in the group)

**Table VI. 2002 CSAP Science Results by Student Groups in Grade 8**

<i>Student Group</i>	<i>Percent of Students At or Above Proficient</i>
State 2002	50
District 2002	68
<b><i>Gender</i></b>	
Female	65
Male	72
<b><i>Ethnicity</i></b>	
American Indian/Alaskan	39
Asian/Pacific Islander	61
Black	45
Hispanic	45
White	70
<b><i>Disability</i></b>	
None	73
One or more disabilities	24
<b><i>Exceptional Ability</i></b>	
Discovery Program	98
<b><i>English Lang. Learners</i></b>	
Enrolled in ESL	0
<b><i>Socio-Economic</i></b>	
On free or reduced lunch	N/A

**Table VII. Gender and Ethnic Group Achievement Gaps in Reading Over Time**

<i>Student Group</i>	<i>Percent of Students At or Above Proficient</i>	
	<i>2001*</i>	<i>2002*</i>
Females	84	85
Males	76	77
<b><i>Gender Gap</i></b>	<b>8</b>	<b>8</b>
Whites + Asians	81	83
Hispanics + Blacks + Am. Indians	65	66
<b><i>Ethnicity Gap</i></b>	<b>16</b>	<b>17</b>

\* CSAP Reading results aggregated for grades 3-10 in 2001, and in 2002

**Table VIII. Year's Growth in Reading: Percentage of Students Achieving\***

<i>Growth</i>	<i>4<sup>th</sup> to 5<sup>th</sup></i>	<i>5<sup>th</sup> to 6<sup>th</sup></i>	<i>6<sup>th</sup> to 7<sup>th</sup></i>	<i>7<sup>th</sup> to 8<sup>th</sup></i>	<i>8<sup>th</sup> to 9<sup>th</sup></i>	<i>9<sup>th</sup> to 10<sup>th</sup></i>
Less than 1 year	13	8	23	10	10	18
1 Year	60	60	64	65	65	66
More than 1 year	27	32	13	25	25	15
<b><i>1 Year + More than 1 year</i></b>	<b>87</b>	<b>92</b>	<b>77</b>	<b>90</b>	<b>90</b>	<b>81</b>

\* Percent of students (in matched cohorts of individual students in two consecutive grades) who achieved varying amounts of growth between their 2001 and 2002 CSAP Reading tests

## B. District Assessments

**Table IX. Results of Standards-based District Assessments**

<i>Subject, Standard</i>	<i>Percent of Students At or Above Proficient</i>		
	<i>Grades K-6</i>	<i>Grades 7-8</i>	<i>Grades 9-10</i>
Language Arts, Reading	76	75	83
Language Arts, Writing	69	71	53
Math, Number Sense	74	73	76
Math, Computation	73	65	73
Science, Investigation	N/A	81	79
Social Studies, Location/Place	N/A	83	56
Social Studies, Chronology	N/A	51	91
<i>Overall, above assessments</i>	<i>73</i>	<i>71</i>	<i>73</i>

## C. K-3 Students on Individual Literacy Plans

The following chart indicates the number and percentage of K-3 students that were placed on an Individual Literacy Plan (ILP) because assessments showed they were reading below grade level expectations. Data is provided for the spring of 2001 and 2002.

**Table X. Number and Percentage of K-3 Students on an ILP\***

<i>Year</i>	<i>K</i>		<i>1<sup>st</sup></i>		<i>2<sup>nd</sup></i>		<i>3<sup>rd</sup></i>	
	<i>#</i>	<i>percent</i>	<i>#</i>	<i>percent</i>	<i>#</i>	<i>percent</i>	<i>#</i>	<i>percent</i>
2001	458	16	544	18	411	14	483	16
2002	414	13	728	23	616	20	593	19

\* Data includes Special Education students who were on an ILP

## D. Advanced Placement Program

- Number of students enrolled in one or more AP classes during 2001-2002: 938
- Number of AP exam candidates: 917
- Number of AP exams taken: 1,484
- Number of AP exams passed: 1,026
- AP exams passed: 69 percent

In addition to the 938 high school students (10 percent of students enrolled in traditional district high schools) who took one or more AP classes, there were 216 high school students (2.3 percent of enrollment) who took one or more International Baccalaureate classes.

## E. Graduation Rates

- Graduation rate for Class of 2001: 93.6 percent
- Completer rate for Class of 2001: 95.1 percent

## F. Dropout Rate

- Dropout rate for 2000-01: 0.4 percent

## G. Graduation Requirements

**Table XI. High School Graduation Course Credit Requirements**

<i>Curricular Area</i>	<i>Prior to the Class of 2005</i>	<i>Class of 2005 and Later</i>
Language Arts	4	4
Mathematics	2	3*
Science	2	3
Social Studies	4	4
Practical Arts	1	1
Fine Arts	1	1
Physical Education	1	1
Speech Communication	0.5	0.5
Electives	10	8
<i>Total Credits Required</i>	<i>25.5</i>	<i>25.5</i>

\* At least one of the three mathematics credits must be Algebra I

In addition to the course credit requirements, students must document a minimum of 20 hours of community service during grades 9-12, and demonstrate computer literacy/technology proficiency. Further details of graduation requirements are available on the district Website ([www.dcsd.k12.co.us](http://www.dcsd.k12.co.us)) under Instruction Policy IKF.

## H. Schools in Each Accreditation Category

- Accredited: All district schools
- Accredited, on Internal Watch: None
- Non-accredited: None

## I. Attendance Rate

- Attendance rate for 2001-2002: 95.1 percent

## J. Numbers of Suspended and Expelled Students

- Suspended students during 2001-2002: 1,106
- Expelled students during 2001-2002: 20

## K. Evidence of a Safe, Civil Learning Environment

An Emergency Response Plan (**Safe School Plan**) is posted and followed at all district sites and schools. An emergency pager system provides a direct link between the Douglas County Sheriff's Department, community emergency services and schools. An anonymous student safety hotline is available at every high school for students to report personal and/or school concerns, and a full-time Student Resource Officer is posted at each middle and high school to assist with any and all potential threats. Random canine searches are implemented at all high schools throughout the year to discourage student possession of drugs. Furthermore, collaborative monthly meetings are held between law enforcement and school officials to conduct school and community threat assessments, discuss current drug and violence trends, discuss effective prevention practices, and role-play school safety policy and procedures scenarios.

A multi-disciplinary **District Crisis Team** is always on call to respond to any school in need of intervention and/or support. This team meets on a monthly basis to discuss and implement crisis training, review current policies and make recommendations for researched-based interventions. The District Crisis Team is composed of

representatives from Mental Health Services, Health Services, Communication, Student Assistance, Administration, Risk Management, and Victim Assistance. In addition, each school has a crisis team comprised of administrators, psychologists, and counselors. The school teams are guided by the District Crisis Plan which provides a step by step response list, crisis response phone numbers, notification procedures, crisis communications, crisis roles and responsibilities, parent notification letters, defusing and debriefing practices and follow up activities for staff and students.

According to the Douglas County Strategic Plan, “students will demonstrate safe, civil and healthy behaviors. This districtwide strategic goal is guided by **Student Codes of Conduct and District Behavior Expectations** and the **Prevention of Bullying Policy**. The Student Codes of Conduct specifically outlines procedures related to Student Attendance, Weapons in School, Gang Related Behaviors and Dress, Smoking and other uses of Tobacco, Student Involvement Regarding Drugs and Alcohol, Student Dress, Student Conduct on School Buses, Discipline of Habitually Disruptive Students, Grounds for Suspension, Expulsion and Classroom Removal, Nondiscrimination/Non-Harassment of Students and Staff.

**Indicators** of safe and civil learning environments include the analysis of the Douglas County Senior Survey and Suspension/Expulsion data (assessed yearly), as well as the Youth Risk Behavior Survey and the Profiles for Youth Survey (assessed every three years). Results are analyzed and research-based interventions are suggested to remedy the specific challenges of each feeder area.

Student, parent and staff **training opportunities** that specifically address safety, bullying, crisis and violence prevention are offered through many venues. For example, the Douglas County Parent University offers parenting courses to assist parents of students from birth to 18 years of age. The district provides training opportunities for administrative, classified, and certified staff in research-based prevention programs such as Second Step, Crisis Prevention Intervention, Bully-proofing and Internet Safety. Students K-6 receive lessons on Safety, Conflict Resolution/Violence Prevention, and Drug Prevention through research-based Growing Healthy and Know Your Body Health Curriculum. In addition, DARE officers serve as instructors and role models in over 30 elementary schools. Middle school students have a mandatory health class in 7<sup>th</sup> and 8<sup>th</sup> grade that teaches directly to the national and district Health Standards that include many safety, violence and drug prevention requirements. Students may also elect to take standards-based Health classes at the high school level.

Comprehensive Health and Title IV grant funds are allocated throughout the district to implement **prevention programs** at individual school sites. Examples include: Asset-building, Bully-proofing, Say it Straight, Second Step, Diversity Training, Project Alert, Consider This, and Not-On-Tobacco. For students in grades 5-12, Asset-Based Intervention courses are offered year-round to support students who struggle in the area of personal boundaries, behavior management, substance abuse and tobacco prevention. Furthermore, there is a district and community-wide initiative to increase protective and resiliency factors in youth through the implementation of Developmental Assets. Tremendous school/community collaboration has occurred between agencies such as: Communities for Youth, Solid Grounds, Juvenile Assessment Center, the DC Sheriff’s Office, Douglas County Partners, Health Advisory Committee, and EMPOWER.

## Other Supporting Information

### L. Process for Accrediting Schools

The Colorado Department of Education accredits school districts. School districts are responsible for accrediting their schools. Douglas County School District has developed a school accreditation process based on school improvement processes, student achievement data, attendance rates, and school climate. These are monitored annually by school and district personnel.

Starting with the 2002-2003 school year, each school's progress will be indicated by its School Accreditation Index. The Index, developed by the district, will be calculated on annual data as well on cumulative data of up to six years. The Index score (maximum 100 points) will be determined according to the following accreditation indicators and weights:

**Table XII. School Accreditation Index**

<i>Indicator</i>	<i>Weight</i>
School Improvement Plan: Use of Quality Processes	15
Student Achievement CSAP: Percent of students proficient or above	10
CSAP: Decrease in percent of students scoring Unsatisfactory	5
CSAP: Percent of students showing growth of one year or more	25
CSAP: Narrowness of achievement gaps among gender, ethnic and socio-economic groups in: Math Reading Writing	5 5 5
District Standards: Percent of students proficient or progressing appropriately (all subjects for which Body of Evidence exists)	15
Average Daily Attendance percentage (elementary and middle schools) or Graduation Rate (high schools)	5
Safe, Civil and Healthy Environment (survey of students, teachers, parents)	10
<i>Total possible score</i>	<i>100</i>

### M. Title I Schools “On Improvement”

No Title I school in the Douglas County School District is “on improvement” as defined/required by the Colorado Department of Education and by federal law: all Title I schools are performing well.

## N. Impact of 2001-2002 Consolidated Plan Activities

Each year, Douglas County School District applies for formula federal education grant funds through submission of a Consolidated Plan/Application. For the 2001-2002 school year, the district received approximately \$1.3 million for its Consolidated Plan activities under the Improving America's Schools Act (IASA). Similar federal funding is being received for the 2002-2003 school year under the new No Child Left Behind (NCLB) legislation.

As proposed, much of the IASA grant funding was used for district and school-based **literacy training** (e.g., Six Traits, Wright Group, Read-Write Connection, CCIRA, CLIP, Learning Network) and for **literacy teachers** (Title I Early Intervention teachers, Title VI-D classroom teachers, Read To Succeed reading intervention teachers). District CSAP 3<sup>rd</sup>-grade reading scores have remained fairly constant relative to the baseline score of 82 percent at or above proficient in 2000: 84 percent in 2001 and 83 percent in 2002. The scores in the seven schools that received Title I and/or Title VI-D teacher support rose from an average of 74 percent in 2000 to 78 percent in 2001, but dropped to 75 percent in 2002. Districtwide 2002 CSAP reading and writing scores for other grades (4-10) were the same or higher than those of prior years.

**Math training** included that for the Math Leadership Team, for K-12 teachers of two high school feeder areas, for 78 district K-12 teachers participating in the Math Skill Block, and for all high school math teachers implementing the new Applied Geometry course. **Curricula and assessments** for another new high school semester math course (Topics in Algebra, Geometry and Trig) were developed. Both math courses will be implemented during the 2002-2003 school year. The development of a common Algebra I assessment (Algebra I will be a district high school graduation requirement) for use by all district secondary schools was completed; it is being piloted and adjusted for scoring accuracy in fall 2002, and will be fully implemented in the spring of 2003. The new district mathematics coordinator provided best practices training directly to many K-12 math teachers in individual schools. District CSAP Math scores have been fairly stable over the past three years.

IASA funding also provided **science professional development**. At least half of all elementary science teachers of grades 4-6 were trained to implement new science curriculum materials and to integrate literacy into their science instruction, through the Integrating Elementary Science and Literacy class. And, at least half of secondary science teachers of grades 7-10 were trained in Using Data to Improve Science Instruction. Training of the remaining teachers in these two areas will be completed during the 2002-2003 school year.

The **Differentiation TOSA** (Teacher On Special Assignment, funded by Title VI) provided extensive differentiated instructional strategies training for K-12 teachers. The TOSA worked as a presenter, consultant, coach and collaborator with teachers in 27 schools on the differentiation of math and writing instruction, and presented at seven district in-services and two new teacher in-services. Her work was also supported by Amendment 23 one percent funding. During the 2001-2002 school year, Differentiation Academies (400 participants), an intensive Differentiation Skill Block (38 participants) and a "Differentiation for the Struggling Learner" class were well attended and received very positive evaluations.

Through Title IV **Safe and Drug-Free Schools** funding, the Student Assistance office sponsored trainings for district staff on Crisis Prevention/Intervention, Bully Proofing Your School, and Classroom Management Skills. The Not-On-Tobacco program was implemented in one high school as an alternative to suspension. A "Youth Power" support group for about 65 high-risk students operated at one middle school. Funding allowed the outstanding student-written "Autumn of Fear" high school theatre presentation and discussion of at-risk issues, to be available to other district secondary schools. Asset-Based Interventions provided 83 students and their parents with an educational intervention for drug-alcohol and/or behavioral concerns and reduced student suspension days by 50 percent. Love and Logic parent training was provided through The Parent University™. Promotion of Developmental Assets continued to be a major focus: the Title IV Coordinator discussed the results and implications of last year's Profiles For Youth Survey (and Youth Risk Behavior Survey data) to staff members at every high school, every middle school and 18 elementary schools. She also gave Assets presentations to parent and community groups and for Douglas County Television Channel 8.

## *Additional Information*

### **Coordination of Consolidated Plan Activities with Other Resources**

The Colorado **Amendment 23 one percent** funding significantly augments initiatives underway with IASA/NCLB funds. To further improve literacy and math instructional practices, it funds Literacy Specialists, Literacy Coaches, literacy training, Read To Succeed help, and a Mathematics Coordinator - in addition to the literacy training, math training, and Title I teachers funded by NCLB. It expands differentiation training and programming by funding an additional part-time Differentiation TOSA, an additional STAR Lab alternative school site, and a summer school semester for failing students – in addition to the Differentiation TOSA funded by IASA/NCLB.

Colorado **Read To Achieve** grants in 30 district elementary schools are further advancing the intensive literacy instruction and professional development supported by IASA/NCLB funding. Our schools have few resources beyond their basic operational budgets – e.g., only five schools receive Title 1 support. In addition to providing instructional help for 2<sup>nd</sup> and 3<sup>rd</sup> graders, Read To Achieve funding is helping schools develop strong coordinated literacy instructional best practices among all of their staff members.

Other state funding which coordinates with IASA/NCLB improvement efforts includes our **Gifted and Talented** grant for the district's G/T Discovery Program, and ELPA funding for the ESL Program. The district also has a **Comprehensive Health** grant that is supporting quality health and prevention programs at all levels. And, the district supports the **Arapahoe/Douglas Works** program that is providing workplace alternative learning experiences for high-risk secondary students.

The **Douglas County Educational Foundation** is in its fifth year of providing one third of the cost of the district Read To Succeed 12-week one-on-one reading instructional program for elementary schools. The Foundation will continue its support through December 2002.

**The Parent University**, coordinated by the school district with support from the **Douglas Public Library District** and the **Douglas County News-Press**, provides a wide variety of classes for parents to encourage their involvement in their children's education. Short courses in literacy strategies, math strategies, and many parenting issues coordinate well with the IASA/NCLB academic and prevention/intervention activities.

Other community partnerships, especially with respect to health and safety programs, also support the IASA/NCLB improvement efforts. The **Douglas County Sheriff's Department** makes the **DARE** program possible in most 6<sup>th</sup> grade classes. The **AMC Cancer Research Center** is providing its "Consider This" computer-based tobacco prevention program to many district health classes. EMPOWER, a local affiliate of the **National Association for Mental Illness**, is a new active (500-member mailing list) support group for parents of ADHD children and those with brain disorders. The **Juvenile Assessment Center** shares student referral information with school district administrators and counselors monthly. The **Denver Partners Mentoring Program** is now active in the district. And, the district Title IV Student Assistance Coordinator is helping to form a **Communities for Youth Asset-Building Board** to continue the work begun by the former Build-A-Generation and Douglas County Committee on Youth and Families.