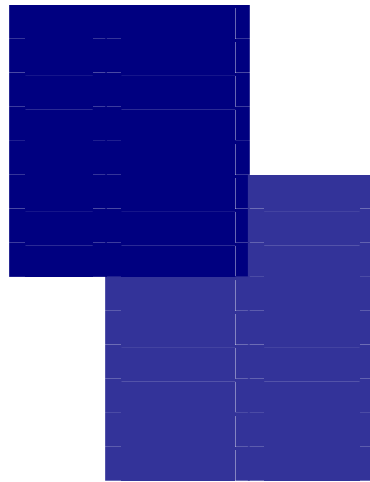


Monitoring Report

End Statement 1.7 & 1.8



- Essential Skills
- Core Body of Knowledge

November 20, 2007
3rd Reading



**End Statement 1.7 and 1.8
Monitoring Report
November 20, 2007**

End Statement 1.0

Douglas County School District Students acquire the knowledge and abilities to be responsible citizens who contribute to our society.

I have interpreted **“Douglas County School District”** as meaning all public neighborhood, alternative, charter and option schools within the geographic boundaries of Douglas County School District.

I have interpreted **“Students”** as meaning all K-12th grade students who have been enrolled for a minimum of 12 consecutive months in a DCSD school.

I have interpreted **“acquire knowledge and abilities”** as the demonstration of the subends 1.1-1.10 of this End Statement.

I have interpreted **“responsible citizens”** as those students who consistently demonstrate the sub-ends 1.1-1.6.

I have interpreted **“contribute”** as giving or doing to achieve a specific positive purpose or goal.

I have interpreted **“our society”** to be inclusive of the school environment, school buses, school sponsored athletics, activities, events as well as the local, national or international community.

Subend 1.7

Students acquire the essential skills of reading, writing, listening, speaking, numeracy and reasoning.

I have interpreted **“acquire”** to mean a student demonstration of proficiency by:

- a) passing a course/class with a letter grade of an ‘A’ or ‘B’ (elementary and middle school)
or
- b) passing a course/class with a letter grade of an ‘A’, ‘B’ or ‘C’ (high school)
or
- c) receiving a ‘3’ or ‘4’ on the elementary progress report
or
- d) scoring ‘proficient’ or ‘advanced’ on a Colorado State Assessment Program (CSAP) exam

I have interpreted **“essential skills”** as fundamental skills necessary for the acquisition of further knowledge.

Reasonableness: Essential Skills 1.7

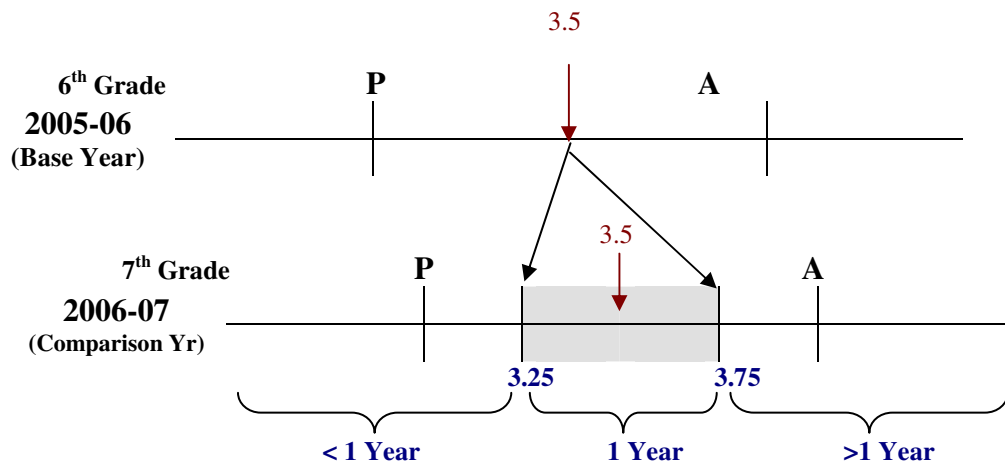
See Appendix A for reasonableness of measures as accepted in Monitoring Report 2.0 (2007).

New Measures for student demonstration of proficiency: Essential Skills 1.7

In 2006-2007, two new measures will be used to monitor progress in mathematics, reading and writing. Both measures will compare student results over time using a matched cohort. The percent of students scoring 'proficient' or 'advanced' will be compared each year by grade level. For example, results from the current year's 7th grade students will be compared to their 6th grade performance.

Additionally, using these matched cohorts, annual growth will be monitored for all students in all performance categories, to be determined follow:

Determining Annual Growth on CSAP Exams



1. Calculate position scores for both years.
2. If the position score of the comparison year is within +/- 0.25 of the base year, then annual growth (1 year) has been made.
3. If the position score of the comparison year is 0.25 above the base year, then more than one year's growth has been made.
4. If the position score of the comparison year is 0.25 below the base year, then less than one year's growth has been made.
5. If advanced both years, then one year's growth has been made.

Reasonable Progress: Essential Skills 1.7

Reasonable Progress will be determined by:

Annually maintaining or improving the percent of students who:

1. pass a course/class with a letter grade of an 'A' or 'B' (elementary and middle school
or
2. pass a course/class with a letter grade of an 'A', 'B' or 'C' (high school)
or
3. receive a '3' or '4' on the elementary progress report
or
4. score 'proficient' or 'advanced' on a Colorado State Assessment Program (CSAP) exam

In order to provide validity to reasonable progress measures and allow for an acceptable variance from year-to-year, the statistically calculated Standard Error of Measurement (SEM) will be applied. Given the large sample size for grade levels (>3,000 students), an acceptable SEM for one year to the next is plus or minus two percent. The SEM was calculated using data provided by the Colorado Department of Education and was applied to CSAP exam results. For example, if the percent of 3rd grade students scoring 'at or above proficient' in reading went from 80% to 78%, reasonable progress would be reported.

Because 2007 is the first year using matched cohort measures for CSAP mathematics, reading and writing, these are considered baseline data. Reasonable progress will be reported in the 2007-2008 monitoring report. All students are expected to make at least a year's growth. Targets and thresholds will be determined by analyzing District and State trends in the spring of 2008.

1.7.1 Reading

Definition: Students read and comprehend a variety of materials including grade level texts, literature, non-fiction and technical manuals through participation in the district-adopted K-12 language arts standards and checkpoints. (Appendix B)

Reading--Percent Proficient or Advanced								
Grade		2006 CSAP	2007 CSAP	2006 DCSD	2007 DCSD	2006 CSAP or DCSD	2007 CSAP or DCSD	Reasonable Progress
3	State	70	71					
	District	83	81	82	81	87	87	(0)--Yes
6	State	69	70					
	District	88	89	82	80	91	91	(0)--Yes
8	State	66	63					
	District	84	79	75	76	91	88	(-3)--No
10	State	68	69					
	District	84	87	83	83	93	94	(+1)--Yes

The District has met or exceeded a reasonable interpretation of the Board's expectation on 1.7.1 Reading in grades 3, 6 and 10. Academic achievement and participation expectations have been met.

The District did not make reasonable progress in grade 8 academic performance.

Consistently, we have noted that the 8th grade class performed below the previous group of 8th grade students. It is cause for concern and further analysis. Several hypotheses are being tested including a theory that the overall performance at 8th grade for 2007 is actually a more accurate baseline in light of full implementation of the standards based grading system and more accurately correlates with standardized assessment measures through the CSAP testing program. **Reasonable progress for 8th grade Reading will be attained during the 2007-08 school year as Learning Services and schools work to close achievement gaps through School Improvement and accreditation processes.**

The District has specific goals for 3rd grade reading proficiency as shown.

Year	Percent Proficient
2007-08	90
2008-09	95
2009-10	100

Matched Cohort Results: Reading

This table represents the baseline performance of annual growth by individual students and will provide the foundation for determining the “value added” as students progress through the DCSD system.

Reading Grade	% P/A 05-06	%P/A 06-07	All Levels Growth
3	83	81	
4		80	76.4
5			
6	88	89	
7		82	72.4
8	84	79	
9		86	80.7

1.7.2 Writing

Definition: Students write using appropriate grammar and conventions. Students write to inform, create or persuade through the participation in the district-adopted K-12 language arts standard and checkpoints. (Appendix C)

CSAP Writing---Percent Proficient or Advanced								
Grade		2006 CSAP	2007 CSAP	2006 DCSD	2007 DCSD	2006 CSAP or DCSD	2007 CSAP or DCSD	Reasonable Progress
3	State	52	54					
	District	67	66	74	71	82	78	(-4)--No
6	State	59	60					
	District	78	80	78	75	87	85	(-2)--Yes
8	State	51	51					
	District	66	66	75	75	83	83	(0)--Yes
10	State	50						
	District	67	70	83	83	88	89	(+1)--Yes

The District has met or exceeded a reasonable interpretation of the Board’s expectation on 1.7.2 Writing in grades 6, 8 and 10. Academic Achievement and participation expectations have been met.

The District did not make reasonable progress in 3rd grade academic achievement. Reasonable progress will be expected in 2007-2008.

The District will continue to focus on closing gender achievement gaps in writing as detailed in Monitoring Report 2.0 (2007) by Spring 2008. Moreover, in 2007-2008, the District will establish language arts (writing) Essential Learnings addressing the writing decline in 3rd grade.

Matched Cohort Results: Writing

This table represents the baseline performance of annual growth by individual students and will provide the foundation for determining the “value added” as students progress through the DCSD system.

Writing Grade	% P/A 05-06	%P/A 06-07	All Levels Growth
3	67	66	
4		65	67.0
5			
6	78	80	
7		80	76.8
8	66	66	
9		70	81.7

1.7.3 Listening

Definition: Students listen with purpose: to follow directions, record or synthesize information through the participation in the district-adopted K-12 Speaking standards and checkpoints outlined in the Language Arts model standards. (Appendix D)

Listening---Percent (Percent A + B)				
Grade(s)	Measure	2006	2007	Reasonable Progress
9-12	Speech Courses	87	89	(+2)--Yes

The District has met or exceeded a reasonable interpretation of the Board’s expectation for 1.7.3 Listening. Academic achievement and participation expectations have been met.

1.7.4 Speaking

Definition: Students use oral communication strategies to share information, persuade or demonstrate understanding through participation in the district-adopted K-12 Speaking standard and checkpoint outlined language arts model standards and checkpoints. (Appendix D)

Speaking---Percent A + B (Grades 8 and 9-12)				
Grade(s)	Measure	2006	2007	Reasonable Progress
9-12	Speech Courses	87	89	(+2)--Yes

The District has met or exceeded a reasonable interpretation of the Board’s expectation for 1.7.4 Speaking. Academic achievement and participation expectations have been met.

1.7.5 Numeracy

Definition: Students understand basic mathematical concepts, know the properties and structures of numbers, and are able to apply correct operations accurately through participation in the district-adopted K-12 mathematics standards and checkpoints. (Appendix E)

CSAP Mathematics---Percent Proficient or Advanced								
Grade		2006 CSAP	2007 CSAP	2006 DCSD	2007 DCSD	2006 CSAP or DCSD	2007 CSAP or DCSD	Reasonable Progress
3	State	71	68					
	District	86	83	85	84	92	91	(-1)--Yes
6	State	57	60					
	District	77	80	81	75	88	87	(-1)--Yes
8	State	45	46					
	District	66	65	67	63	81	78	(-3)--No
10	State	31	30					
	District	43	44	80	75	82	81	(-1)--Yes

The District has met or exceeded a reasonable interpretation of the Board's expectation on 1.7.5 Numeracy in grades 3, 6 and 10. Academic achievement and participation expectations have been met.

The District did not make reasonable progress in grade 8 performance.

Recommendations from a system improvement team are being implemented beginning fall, 2007 that will address the decline in 8th grade. One intervention is Title I support for middle school students. Another is implementation of Essential Learnings in mathematics coupled with development of quality curriculum based assessments. As a result, measurable increases in student learning are expected and **the District will achieve reasonable progress in 2007-2008.**

Beginning in 2007-2008, reasonable progress will be reported to have occurred when the percent of proficient and advanced students increase by no less than 3% per year or until 100% proficiency is achieved. The rationale for 3% is that it exceeds the acceptable margin of error of +/- 2% making it more likely that any gains achieved are not by chance alone.

Matched Cohort Results: Mathematics

This table represents the baseline performance of annual growth by individual students and will provide the foundation for determining the “value added” as students progress through the DCSD system.

Math	% P/A	%P/A	All Levels	
Grade	05-06	06-07	Growth	
3	86	83		
4		86	68.8	
5				
6	77	80		
7		71	71.2	
8	66	65		
9		53	54.7	

1.7.6 Reasoning

Definition: Students apply strategies including principles of logic, data analysis, and decision-making to solve problems and to think clearly and coherently through participation in select courses, tasks and activities aligned to subend 1.1 critical thinking. (Appendix F)

A K-12 feeder system has been exploring this subend with assistance from the National Critical Thinking Foundation in California. Preliminary findings were presented to the Board of Education in December 2006 and June 2007. We have identified a district wide focus on critical thinking for the 2007-2008 year whereby all schools will have focused teams of teachers working collaboratively with leadership from Learning Services and our DU/UNC Partnership to embed critical thinking into the Essential Learnings of core content areas. All district leadership and key teacher leaders serving on school based teams will receive professional development support through required readings, guest speakers, and noted experts in this field. By the end of the 2007-08 school year, curriculum exemplars, assessment items and assessment rubrics will have been validated for all staff utilization in the 2008-09 school year.

The District will establish baseline performance data during the 2007-2008 school year. Therefore, reasonable progress in academic achievement is not appropriate until the monitoring report for the 2008-2009 school year.

Subend 1.8

Students acquire an understanding of a core body of knowledge in:

I have interpreted “**acquire an understanding**” to mean a demonstration of proficiency by all students in relation to “enduring understandings and essential questions within each discipline.”

See Appendix A for reasonableness of measures as accepted in Monitoring Report 2.0 (2007).

A. **Academic Achievement:** annually maintaining or improving the percent of students who:

1. pass a course/class with a letter grade of an ‘A’ or ‘B’ (elementary and middle school)
or
2. pass a course/class with a letter grade of an ‘A’, ‘B’ or ‘C’ (high school)
or
3. score ‘proficient’ or ‘advanced’ on a Colorado State Assessment Program (CSAP) exam

AND

B. **Student Participation:** maintaining participation or improving participation aligned to the District’s prioritized timeline.

Reasonable Progress

Academic Achievement

The percentage of students who are proficient or advanced, as reported by classroom grades, should stay the same or improve every year within an acceptable margin of error of two percent.

After addressing the priorities identified in the Progress Matrix, we should expect even greater level of achievement in areas identified as having a high priority. Reasonable progress in these high priority areas will be measured by improvement greater than the margin of error of +/-2%. Three levels of importance exist. This system was devised as a result of the system audit that was conducted by the Continuous Quality Improvement Department during the 2005-06 school year and aligns with the scope of gap closure necessary in each content area. Therefore, no less than 3% proficiency gains will be reported as reasonable progress for high priority areas.

Participation

Reasonable progress will be reported when all students are expected to participate in the core body of knowledge at a given grade or level.

1.8.1 Science

1.8.1a The fundamentals of Science: Biology

Definition: Students demonstrate an understanding of the characteristics and structure of living things through participation in the district-adopted K-12 science standards and checkpoints and by earning appropriate grades in selected courses and scores on relevant CSAP tests. (Appendix G)

Biology---Percent A + B +C or Proficient						
	2006 CSAP (Std. 3.)	2007 CSAP (Std. 3.)	2006 EPR/MPR Courses	2007 EPR/MPR Courses	Reasonable Progress	
					Measure	Participation
Grade 5	55	57	80	84	(+3)--Yes	Yes
Grade 7	-	-	71	74	(+3)--Yes	Yes
Grades 9-12	62 ^a	64	82	80	(0)--Yes	Yes

^a 10th Grade only

The District has met or exceeded a reasonable interpretation of the Board’s expectation on 1.8.1a the fundamentals of Science: Biology in academic achievement and student participation.

1.8.1a The fundamentals of Science: Chemistry & Physics

Definition: Students demonstrate an understanding of the common properties, forms, and changes in matter and energy through participation in the district-adopted K-12 science standards and checkpoints and by earning appropriate grades in selected courses and scores on relevant CSAP tests. (Appendix G)

Chemistry & Physics---Percent A + B +C or Proficient						
	2006 CSAP (Std. 2.)	2007 CSAP (Std. 2.)	2006 EPR/MPR Courses	2007 EPR/MPR Courses	Reasonable Progress	
					Measure	Participation
Grade 6	-	-	80	83	(+3)--Yes	Yes
Grade 8	63	59	71	70	(-2.5)--No	Yes
Grades 9-12	62 ^a	67	82	85	(+3)--Yes	Yes

^a 10th Grade only

The District has met or exceeded a reasonable interpretation of the Board’s expectation on 1.8.1a the fundamentals of Science: Chemistry & Physics in grades 6 and 9-12 in academic achievement and student participation.

The District has not made reasonable progress in grade 8 academic achievement and is expected to do so in 2007-2008.

1.8.1a The fundamentals of Science: Information

Definition: Students capture, manage, analyze, and explain information; develop an understanding of social and ethical issues related to the use of technology; and emphasize problem solving and understanding of information technology across various fields through participation in the National Educational Technology Standards for Students. (Appendix H)

The District will establish baseline student performance with the class of 2012 and will meet the student participation expectations with the class of 2012. Therefore, reasonable progress in academic achievement is not appropriate until the monitoring report for the 2008-09 school year.

1.8.1b The meaning and application of the scientific method

Definition: Students formulate questions, design investigations, interpret and synthesize data, and summarize results through participation in the district-adopted K-12 science standard and checkpoints.

- ✓ *The student demonstrates the ability to design, conduct, evaluate, and present a scientific investigation.*

Scientific Method--Percent Proficient						
	2006 CSAP (Standard 1)	2007 CSAP (Standard 1)	2006 Grades	2007 Grades	Reasonable Progress	
					Measure	Participation
Grade 5	54	57	80	77	(0)--Yes	Yes
Grade 8	69	70	74	70	(-1.5)--Yes	Yes
Grade 10	64	66	80	78	(0)--Yes	Yes

The District has met or exceeded a reasonable interpretation of the Board's expectation on 1.8.1b the meaning and application of the scientific method in academic achievement and student participation.

1.8.2 Application of Technology

Definition: Students use technology tools to enhance learning, increase productivity, and promote creativity through the participation in the Colorado and National Educational Technology Standards listed under Information Science. (Appendix H)

The District will establish baseline student performance with the class of 2012 and will meet the student participation expectations with the class of 2012. Therefore, reasonable progress in academic achievement is not appropriate until the monitoring report for the 2008-09 school year.

1.8.3 Social Studies: Modern and Ancient World Culture

Definition: Students demonstrate an understanding of past and present cultures as the interaction of economic, political, environmental and social processes. Through participation in the district-adopted K-12 social studies standards and checkpoints. (Appendix I)

Modern and Ancient World Culture---Percent A + B + C					
Grade(s)	Measure	2006	2007	Reasonable Progress	
				Measure	Participation
5	EPR SS Courses	85	84	(-1)--Yes	Yes
7	MPR SS Courses	74	73	(-1)--Yes	Yes
9-12	SS Courses	83	84	(+1)--Yes	Yes

The District has met or exceeded a reasonable interpretation of the Board's expectation on 1.8.3 Social Studies: Modern and Ancient World Culture in academic achievement and student participation.

1.8.3 Social Studies: Economics

Definition: Students demonstrate an understanding of different economic systems, institutions, and incentives through participation in our district-adopted K-12 social studies standards and checkpoints.

- ✓ *The student demonstrates an understanding of resources, their allocation and use.*

Economics---Percent A + B + C					
Grade(s)	Measure	2006	2007	Reasonable Progress	
				Measure	Participation
5	EPR Social Studies	85	84	(-1)--Yes	Yes
7	MPR Social Studies	74	73	(-1)--Yes	Yes
9-12	Economic Courses	87	86	(-1)--Yes	No

The District has met or exceeded a reasonable interpretation of the Board's expectation on 1.8.3 Social Studies: Economics for grades 5, 7 in academic achievement and student participation. The District will meet the participation expectation for the 2012 graduating class.

1.8.3 Social Studies: Civics

Definition: Students demonstrate an understanding of civic life, politics and government and the fundamental ideals of U.S. Constitutional Government through participation in our district-adopted K-12 social studies standards and checkpoints.

- ✓ *The student demonstrates an understanding of systems (governmental and economic), institutions, and structures.*

Civics---Percent A + B + C					
Grade(s)	Measure	2006	2007	Reasonable Progress	
				Measure	Participation
5	EPR Social Studies	85	84	(-1)--Yes	Yes
8	MPR Social Studies	71	74	(+3)--Yes	Yes
9-12	Government Courses	83	84	(+1)--Yes	Yes

The District has met or exceeded a reasonable interpretation of the Board's expectation on 1.8.3 Social Studies: Civics in academic achievement and student participation.

1.8.3 Social Studies: History

Definition: Students demonstrate an understanding of U.S. and World History and the essential elements of historical thinking (historical evidence, perspective of participants, cause and effect relationships) through the participation in our district-adopted K-12 social studies standards and checkpoints. (Appendix I)

History---Percent A + B + C					
Grade(s)	Measure	2006	2007	Reasonable Progress	
				Measure	Participation
5	EPR Social Studies	85	84	(-1)--Yes	Yes
8	MPR Social Studies	71	74	(+3)--Yes	Yes
9-12	History Courses	84	84	(0)--Yes	Yes

The District has met or exceeded a reasonable interpretation of the Board's expectation on 1.8.3 Social Studies: History in academic achievement and student participation.

1.8.3 Social Studies: Geography

Definition: Students demonstrate an understanding and knowledge of geography including places and regions, environments and the interrelationship of people with their environment through the participation in our district-adopted K-12 social studies standards and checkpoints. (Appendix I)

Geography---Percent A + B + C					
Grade(s)	Measure	2006	2007	Reasonable Progress	
				Measure	Participation
5	EPR Social Studies	85	84	(-1)--Yes	Yes
8	MPR Social Studies	74	73	(-1)--Yes	Yes
9-12	Geography Courses	82	83	(+1)--Yes	Yes

The District has met or exceeded a reasonable interpretation of the Board's expectation on 1.8.3 Social Studies: Geography in academic achievement and student participation.

1.8.3 Social Studies: Psychology

Revised Definition: Students demonstrate an understanding of the human mind and mental states through participation in the National Council of Social Studies Standards on Individual Development and Identity.

Psychology---Percent A + B + C					
Grades	Measure	2006	2007	Reasonable Progress	
				Measure	Participation
9-12	Psychology Courses	86	87	(+1)--Yes	No

The District has not met or exceeded a reasonable interpretation of the Board’s expectation on 1.8.3 Social Studies: Psychology academic achievement for grades 9-12. The District will meet the student participation expectation for the graduating class of 2012.

1.8.4 World Languages, including:

- a. The understanding of languages
- b. The basic ability to communicate in another language

Definition: Students demonstrate an understanding of the structure of languages, demonstrate basic ability to communicate in another language and demonstrate understanding of cultural practices of cultures other than their own through participation in our district-adopted K-6 foreign language standards and checkpoints. (Appendix J)

Currently, phase one schools are implementing a world language program. This includes 9 individual sites and the District’s elementary Discovery program. Phase two sites will be determined in December 2007 with options for implementation as early as spring of 2008. Phase three schools will begin implementation during the 2009-10 school year. Full implementation of the elementary World Language program will be concluded at that time.

Therefore, reasonable progress in academic achievement and student participation are not appropriate until the monitoring report for the 2010-11 school year.

1.8.5 Literature and “Great Works” Across All Content Areas, including:

- | | |
|---------------|--------------------------|
| a. Poetry | f. Art |
| b. Fiction | g. Music |
| c. Philosophy | h. Science |
| d. Drama | i. Theology and Religion |
| e. History | |

Definition: Students acquire knowledge of representative and exemplary works within each discipline through the participation in *the content areas of English/language arts, science, social studies and all of the fine arts.*

Additional clarification to the interpretation

I have further interpreted “Great Works” to mean agreed upon significant compositions, theories, structures, formulas, styles and designs.

As a second level priority, it is not appropriate for inclusion until the monitoring report for the 2010-11 school year. The District will meet or exceeded a reasonable interpretation of

the Board's expectation for 1.8.5 Literature and Great Works during the 2010-11 school year.

1.8.6 Physical Education and Health

Definition: Students demonstrate an understanding of fitness, physical activity, health promotion, and disease prevention through participation in our district-adopted K-12 physical education standards and checkpoint and our district-adopted K-12 health standards and checkpoints. (Appendix K)

Physical Education ---Percent A + B + C					
Grade(s)	Measure	2006	2007	Reasonable Progress	
				Measure	Participation
4	PE/Health	*	98	--	Yes
7-8	Physical Education Courses	86	88	(+2)--Yes	Yes
9-12	Physical Education Courses	95	95	(0)--Yes	Yes

* Due to conversion of student management system, no student learning data was available in April 2006. Therefore, data from 2007 is considered baseline performance.

Health---Percent A + B + C					
Grade(s)	Measure	2006	2007	Reasonable Progress	
				Measure	Participation
4	PE/Health	*	98	--	Yes
7-8	Health Courses	86	82	(-4)--No	Yes
9-12	Health Courses and/or embedded	95	94	(-1)--Yes	No

*Due to conversion of student management system, no student learning data was available in April 2006. Therefore, data from 2007 is considered baseline performance.

The District has met or exceeded a reasonable interpretation of the Board's expectation on 1.8.6 Physical Education in academic achievement and student participation.

The District has met or exceeded a reasonable interpretation of the Board's expectation in 7-8 Health student participation. The District did not make reasonable progress in health grades 7-8 academic achievement and will do so during the 2007-08 school year.

The District has met or exceeded a reasonable interpretation of the Board's expectation in 9-12 Health academic achievement. The District will meet the student participation expectation in 2010-11.

1.8.7 Personal Business and Finance

Definition: Students demonstrate an understanding of personal finance, commerce and economic activity, and career planning through participation in selected courses, tasks, or activities where a person has to do or deal with the management of monetary or other resources/assets.

Personal Business and Finance---Percent A + B + C					
Grades	Measure	2006	2007	Reasonable Progress	
				Measure	Participation
9-12	Selected Courses	88	89	(+1)--Yes	No

The District has met or exceeded a reasonable interpretation of the Board’s expectation on 1.8.7 Personal Business and Finance in academic achievement. The District will meet the student participation expectations in 2011-12.

1.8.8 Ethics and Philosophy

Definition:

Ethics: Students take responsibility for personal actions, can identify the reasoning behind their personal choices, and actively demonstrate responsible, honest and considerate behavior through participation in selected courses, tasks and activities aligned to End Statement 1.0 subend 1.2.

Students embrace universal ethical principles such as honesty, integrity and justice.

- ✓ Students demonstrate behavior that respects the rule of law.
- ✓ Students demonstrate altruistic responsibility to their family, fellow citizens and global community.
- ✓ Students critically evaluate short- and long-term consequences when making personal free-will choices

Below are targeted actions for 2007-2008 as reported to the Board of Education on April 17, 2007 for Subend 1.2—Student’s embrace universal ethical principles such as honesty, integrity and justice.

- Continue expansion of PBS schools from 19 to 29
- Continue ongoing evaluation of PBS program schools and the linkage to Subend 1.2
- Comprehensive framework completion by The Cherokee Ranch & Castle Foundation
- Begin development of student rubrics to assess embracing universal ethical principles such as honesty, integrity and justice
- Investigate the possibility of getting reliable data from local law enforcement agencies regarding students who have violated the rule of law

In addition to the targeted actions above, at the Leadership Conference on July 24, 2007 all school leaders used a system tree protocol to share examples of how subends of End Statement 1.0 were being met. As a result, the District has begun to assemble ‘best practice’ exemplars. Additionally, Michael Josephson, founder of Character Counts, presented “Ethical Opportunities and Obligations in Educational Administration at Douglas County School District” to district leadership on July 24, 2007. This powerful presentation culminated in a suggested framework for making ethical decisions. This framework transcends adult and student learning.

The District will met or exceed a reasonable interpretation of the Board’s expectation for 1.8.8 Ethics in academic achievement and student participation in 2008-09.

Philosophy: Students evaluate and reflect on aesthetic, cultural, and political questions and investigate and apply ideas and theories from a variety of disciplines through participation in the district-adopted standards and checkpoints within social studies. (Appendix I)

As a second tier priority, the District will meet this expectation for the graduating class of 2012. Therefore, reasonable progress in academic achievement and student participation are not appropriate until the monitoring report for the 2011-12 school year.

1.8.9 Math, including the ability to:

- a. Understand and apply mathematical principles
- b. Think mathematically

Definition: Students demonstrate an understanding of the following mathematical fields:
1) Functions and Algebra; 2) Geometry and Measurement; 3) Statistics and Probability through the participation in our district-adopted K-12 mathematics standards and checkpoints.

Math--Percent A + B + C					
Grade		2006	2007	Reasonable Progress	
				Measure	Participation
3	EPR Math	85	85	(0)--Yes	Yes
6	EPR Math	81	81	(0)--Yes	Yes
8	Select Courses	67	63	(-4)--No	Yes
10	Select Courses	80	78	(-2)--Yes	Yes

The District has met or exceeded a reasonable interpretation of the Board's expectation in grades 3, 6, and 10 for academic achievement and student participation.

The District has not met or exceeded a reasonable interpretation of the Board's expectation in grade 8 academic achievement and will do so in the 2007-08 school year.

Beginning in 2007-2008, reasonable progress will be reported to have occurred when the percent of proficient students increase by no less than 3% per year or until 100% proficiency is achieved. The rationale for 3% is that it exceeds the acceptable margin of error of +/- 2% making it more likely that any gains achieved are not by chance alone.

Monitoring Report 1.7 & 1.8

Student Learning Progress Matrix

Index	Description	Acquire		Why reasonable progress was not made	Priority
		Participate	Reasonable Progress		
1.7	Acquire Skills				
K-12	1.7.1 Reading	Yes	No	8 th Grade	1
K-12	1.7.2 Writing	Yes	No	3 rd Grade	1
9-12	1.7.3 Listening	Yes	Yes		2
9-12	1.7.4 Speaking	Yes	Yes		2
K-12	1.7.5 Numeracy	Yes	No	8 th Grade	1
K-12	1.7.6 Reasoning	No	No		2
1.8	Core Body of Knowledge				
K-12	1.8.1a Biology	Yes	Yes		3
K-12	1.8.1a Chemistry & Physics	Yes	No	8 th Grade	3
K-12	1.8.1a Information Science	No	No	No Student Data	1
K-12	1.8.1b Scientific Method	Yes	Yes		3
K-8	1.8.2 Application of Tech.	No	No		3
K-12	1.8.3 World Culture	Yes	Yes		3
K-12	1.8.3 Economics	No	No		2
K-12	1.8.3 Civics	Yes	Yes		3
K-12	1.8.3 History	Yes	Yes		3
K-12	1.8.3 Geography	Yes	Yes		3
9-12	1.8.3 Psychology	No	No	No Student Data	2
K-6	1.8.4 World Language	No	No	No Student Data	1
9-12	1.8.5 Great Works	No	No	No Student Data	2
K-12	1.8.6 PE	Yes	Yes		2
K-12	1.8.6 Health	No	No	8 th Grade	2
9-12	1.8.7 Business & Finance	No	No		3
9-12	1.8.8 Ethics & Philosophy	No	No		2
K-12	1.8.9 Mathematics	Yes	No	8 th Grade	1

Priority 1 = Current thru 2008-09

Priority 2 = 2009-10 thru 2010-11

Priority 3 = 2011-12 or later

Appendix A

Reasonableness:

Elementary Schools Grades:

Student scores from the third trimester of the Elementary Progress Report (EPR) will be used as a reasonable measure of a student's acquisition of knowledge. For students in grades 4-6, the percent of students receiving grades of 'A' or 'B' in subjects will be used. Guidelines were developed indicating a grade of 'A' represents "evidence of a student exceeding standards/checkpoints" and a grade of 'B' represents "evidence of a student meeting standards/checkpoints." (Appendix M)

Middle Schools Grades:

The percent of students receiving grades of 'A' or 'B' in specified courses will be used. Middle school grading guidelines were developed indicating a grade of 'A' represents "evidence of a student exceeding standards/checkpoints" and a grade of 'B' represents "evidence of a student meeting standards/checkpoints." Therefore, it is reasonable to use student grades in courses to measure a student's acquisition of knowledge. (Appendix N)

High Schools Grades:

The percent of students receiving grades of 'A', 'B' or 'C' in specified courses will be used as a reasonable measure of a student's acquisition of knowledge. High schools do not have grading guidelines like elementary and middle schools; however, few correlation studies have been conducted by the Research and Assessment Department comparing CSAP proficiency scores and district standards proficiency scores to grades in courses. Results from these studies show that about seventy percent of the students who received grades of 'A' or 'B' were also proficient on standards. Additionally, when 'Cs' were included, about sixty percent of the students were proficient. Knowingly, some students who receive 'Cs' are proficient on standards and others are not proficient and for this monitoring report, both the percent of students earning an 'A' or 'B' as well as the percent of students earning an 'A', 'B' or 'C' will be reported separately in parenthesis.

Elementary School Progress Report

For elementary school standards reporting, the percent of students who receive a score of '3' or '4' on the EPR will be used as a reasonable measure of a student's acquisition of knowledge. Elementary school grading practices define a '3' as "progressing as expected according to benchmarks or meeting benchmark criteria or demonstrating consistent progress." Whereas, a score of '4' is defined as "consistently performing skills above expectation or performing skills independently or performance exceeds criteria." Elementary school teacher judgment of student performance on reported standards has been compared to student performance on CSAP exams and was found to be similar. Most students whose teacher's rated them 'at or above proficient' on district standards also scored 'at or above proficient' on CSAP exams. Given the clarity of definitions of scores on the EPR and the strong positive correlation between standards reporting and CSAP scores, it is reasonable to use these scores to measure compliance.

CSAP:

In CSAP-tested subjects (reading, mathematics, writing and science) the percent of students scoring at or above proficient will have met the "essential skills" requirement. Given the rigor of Colorado Model Content Standards and CSAP exams, using this measure is appropriate for DCSD students. Evidence of rigor is noted by the federal government's allowance of a Colorado score of 'partially proficient' as satisfying the 'proficiency' requirement of the No Child Left Behind Act (2001).

Appendix B

1.7.1 Reading

K-12 Language Arts Standards

- ✓ *The student demonstrates an understanding of how reading provides insights into his/her own life and into other times, places, people and ideas.*
- ✓ *The student demonstrates the ability to read and comprehend a variety of grade level/course appropriate text.*

Appendix C

1.7.2 Writing

K-12 Language Arts Standard

- ✓ *The student writes to communicate effectively for a variety of purposes and audiences*

Appendix D

1.7.4 Speaking

K-12 Language Arts Standard

- ✓ *The student demonstrates the ability to communicate orally for a variety of purposes and audiences.*

Appendix E

1.7.5 Numeracy

K-12 Mathematics Standard

- ✓ *The student demonstrates and communicates an understanding of number sense while solving a variety of problems.*

Appendix F

1.7.6 Reasoning

Critical Thinking Subend 1.1

- ✓ *Students are able to think critically, using reason and logic when facing decisions about what to believe or do. Students will:*
 - Identify alternatives
 - Consider creative solutions
 - Marshal relevant evidence
 - Judge the credibility of sources
 - Analyze and synthesize credible evidence
 - Define terms in their appropriate context
 - Identify and evaluate assumptions, reasons, and conclusions
 - Ask appropriate clarifying questions
 - Develop and defend a well-reasoned position
 - Construct appropriate tests or experiments
 - Draw conclusions that are justified

Appendix G

1.8.1a The fundamentals of Science: Biology

K-12 Science Standards

- ✓ *The student demonstrates an understanding of characteristics of cells and the processes they perform.*
- ✓ *The student demonstrates an understanding of the characteristics of living things, the processes they perform, and their taxonomic relationships.*
- ✓ *The student demonstrates an understanding of how organisms and their environment interact.*
- ✓ *The student demonstrates an understanding of how species evolve in response to changes in their environment.*

1.8.1a The fundamentals of Science: Chemistry & Physics

K-12 Science Standards

- ✓ *The student demonstrates an understanding that matter has characteristic properties, which are related to its structure.*
- ✓ *The student demonstrates an understanding that energy appears in different forms and can be transferred.*
- ✓ *The student demonstrates an understanding that interactions between matter and energy can produce changes in a system, although the total quantities of matter and energy remain unchanged.*
- ✓ *The student demonstrates an understanding of the composition of the Earth, its history, and the natural processes that shape it.*
- ✓ *The student demonstrates an understanding of the general characteristics of the atmosphere and the fundamental processes of weather.*
- ✓ *The student demonstrates an understanding of the structure of the solar system and the dynamics of the universe.*

Appendix H

1.8.1a The fundamentals of Science: Information

National Educational Technology Standards

Basic operations and concepts

- ✓ *Students demonstrate a sound understanding of the nature and operation of technology systems.*
- ✓ *Students are proficient in the use of technology.*

Social, ethical, and human issues

- ✓ *Students understand the ethical, cultural, and societal issues related to technology.*
- ✓ *Students practice responsible use of technology systems, information, and software.*
- ✓ *Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.*

Technology productivity tools

- ✓ *Students use technology tools to enhance learning, increase productivity, and promote creativity.*
- ✓ *Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.*

Technology communications tools

- ✓ *Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences*
- ✓ *Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.*

Technology research tools

- ✓ *Students use technology to locate, evaluate, and collect information from a variety of sources.*
- ✓ *Students use technology tools to process data and report results.*
- ✓ *Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.*

Technology problem-solving and decision-making tools

- ✓ *Students use technology resources for solving problems and making informed decisions.*
- ✓ *Students employ technology in the development of strategies for solving problems in the real world.*

Appendix I

1.8.3 Social Studies: Modern and ancient world culture

K-12 Social Studies Standards

- ✓ *The student demonstrates an understanding of culture as the learned behavior of people, including their belief systems, languages, social relationships, institutions and organizations, and forms of expression.*
- ✓ *The student demonstrates an understanding of location and place as related to people, environments and events in the past and present.*
- ✓ *The student demonstrates an understanding of interaction between people and groups, how they modify their environment, and the consequences of dependencies, adaptations, and modifications.*
- ✓ *The student demonstrates an understanding of change through the interpretation and prediction of its causes and effects.*
- ✓ *The student demonstrates an understanding of the chronological organization of events and major eras.*
- ✓ *The student demonstrates an understanding of resources, their allocation and use.*
- ✓ *The student demonstrates an understanding of systems (governmental and economic), institutions, and structures.*

1.8.3 Social Studies: History

K-12 Social Studies Standards

- ✓ *The student demonstrates an understanding of culture as the learned behavior of people, including their belief systems, languages, social relationships, institutions and organizations, and forms of expression.*

- ✓ *The student demonstrates an understanding of location and place as related to people, environments and events in the past and present.*
- ✓ *The student demonstrates an understanding of interaction between people and groups, how they modify their environment, and the consequences of dependencies, adaptations, and modifications.*
- ✓ *The student demonstrates an understanding of change through the interpretation and prediction of its causes and effects.*
- ✓ *The student demonstrates an understanding of the chronological organization of events and major eras.*
- ✓ *The student demonstrates an understanding of resources, their allocation and use.*
- ✓ *The student demonstrates an understanding of systems (governmental and economic), institutions, and structures.*

1.8.3 Social Studies: Geography

K-12 Social Studies Standards

- ✓ *The student demonstrates an understanding of the concept of movement as the interaction across earth and space that connects places. This interaction occurs with the flow of human and natural phenomena.*
- ✓ *The student demonstrates an understanding of location and place as related to people, environments and events in the past and present.*
- ✓ *The student demonstrates an understanding of resources, their allocation and use.*

Appendix J

1.8.4 World Languages

K-12 Foreign Language Standards

- ✓ *The student acquires and uses knowledge of cultures, while developing foreign language skills.*
- ✓ *The student communicates in a foreign language while demonstrating literacy in all four essential skills: listening/signing comprehension, speaking/signing, reading/videotexting, and writing/composing.*
- ✓ *The student speaks in the foreign language or signs for a variety of purposes and for diverse audiences.*
- ✓ *The student demonstrates the ability to read and derive meaning from a variety of materials written in a foreign language.*
- ✓ *The student writes/composes in a foreign language for a variety of purposes and for diverse audiences.*

Appendix K

1.8.6 Physical Education and Health

K-12 Physical Education Standards

- ✓ *The student understands and applies the social and personal responsibility associated with participation in physical activity.*
- ✓ *The student understands and applies the benefits of participating in physical activities, which promote fitness and a healthy lifestyle.*
- ✓ *The student understands and applies movement concepts and principles in the development of motor skills.*

K-12 Health Education Standards

- ✓ *The student knows how to maintain mental, social and emotional health and how these relate to family health.*
- ✓ *The student knows essential concepts and practices concerning injury prevention and personal safety.*
- ✓ *The student understands essential concepts about nutrition and diet.*
- ✓ *The student knows how to maintain and promote personal health in order to prevent and control disease.*
- ✓ *The student understands aspects of substance use and abuse.*
- ✓ *The student understands concepts of growth and development.*

Appendix L

1.8.9 Math

K-12 Mathematics Standards

- ✓ *The student demonstrates and communicates an understanding of number sense while solving a variety of problems.*
- ✓ *The student demonstrates an understanding of algebraic methods used to explore, model, and describe patterns and functions in problem-solving situations and communicates the reasoning used in solving these problems.*
- ✓ *The student demonstrates an understanding of data collection and analysis, statistics and probability, uses these to solve problems, and communicates the reasoning and processes used.*
- ✓ *The student demonstrates an understanding of the properties of geometry, and uses these to solve problems and communicates the reasoning used in solving these problems.*
- ✓ *The student demonstrates an understanding of measurement and uses a variety of tools and techniques to solve problems and communicates the reasoning used in solving these problems.*
- ✓ *The student demonstrates an understanding of computational skills and techniques and uses these to solve a variety of problems.*

End Statement 1.7 and 1.8

Students acquire the essential skills of reading, writing, listening, speaking, numeracy and reasoning, and students acquire an understanding of a core body of knowledge.

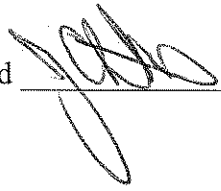
To: Board of Education

From: Dr. Jim Christensen, Superintendent – (DCSD)

Re: Internal Monitoring Report for the period August 2006 through June 2007—End Statement 1.7 & 1.8

I hereby present my monitoring report on End Statement 1.7— students acquire the essential skills of reading, writing, listening, speaking, numeracy and reasoning, and 1.8—students acquire an understanding of a core body of knowledge in accordance with the monitoring schedule as set forth in board policy. I certify the information in this report is true.

Signed



Date

10/12/07