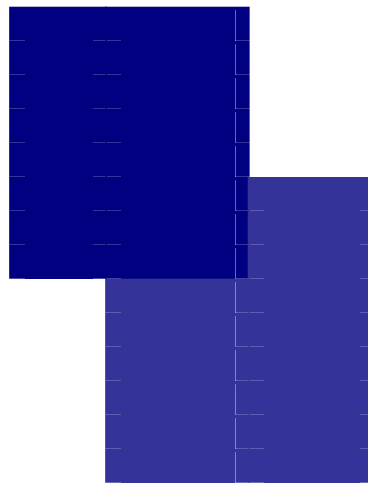


Monitoring Report

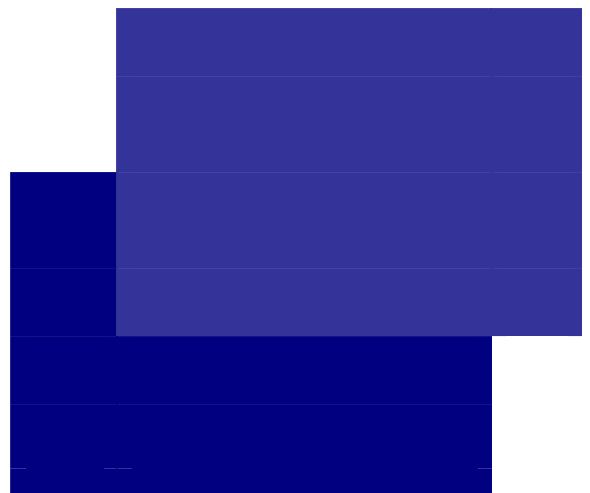
End Statement 1.7 – 1.10

Priority 1 Areas



- Essential Skills: Reading, Writing, Numeracy
- Core Body of Knowledge: Information Literacy, World Languages, Mathematics
- Fine Arts
- Beyond the Liberal Arts

October 20, 2009



**End Statement 1.7 -1.10
Monitoring Report
October 20, 2009**

End Statement 1.0

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

The Monitoring Report for school year 2008-2009 has been designed to align with established level one priorities and specific student learning targets established for our school system. We have provided additional data regarding other components of the End Statement, which are not level one priorities as information to the Board of Education in Appendix A. Finally, Appendix B is offered as an historical reference tool for the Board of Education.

Subend 1.7

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

Current Interpretation

I have interpreted “**acquire**” to mean that students demonstrate a level 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.

1.7 Level One Prioritization

Level One prioritization has been given to reading, writing and numeracy. These areas of 1.7 received prioritization based upon the interpretation as presented with the Student Learning Goals established through Learning Services for the 2008-2009 school year.

“The skills of reading, writing and mathematics are the foundation to overall student academic success. By ensuring that all students acquire these essential skills and by addressing gaps in learning as early as possible, our students will be more successful in acquiring the core body of knowledge identified through subend 1.8.”

Reasonableness

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% or from 78% to 80%, in both instances, ‘maintaining’ would be reported in the status column.

Maintaining—when two years of data are compared and the difference between the two years is within an acceptable Standard Error of Measurement (SEM), then results will be identified as maintaining.

Improving—when two years of data are compared and the difference between the two years is greater than an acceptable SEM, then results will be identified as improving.

Declining—when two years of data are compared and the difference between the two years is less than an acceptable SEM, then results will be identified as declining.

Targeted—when a specific grade level or area shows decline over time, it will be targeted for immediate improvement.

1.7.1 Reading

Definition: Students read and comprehend a variety of materials including grade level texts, literature, non-fiction and technical manuals.

The following table reports the percent of students who acquired essential skills in reading according to their CSAP scores or by DCSD standards.

Reading---Percent Proficient or Advanced											
Grade		2007 CSAP	2008 CSAP	2009 CSAP	2007 DCSD	2008 DCSD	2009 DCSD	2007 CSAP or DCSD	2008 CSAP or DCSD	2009 CSAP or DCSD	Status
3	State	71	70	73							
	District	81	82	84	81	82	83	87	90	92	(+2) Maintaining
6	State	70	71	72							
	District	89	89	89	80	87	87	91	96	96	(0) Maintaining
8	State	63	67	64							
	District	79	82	77	76	77	77	88	91	89	(-2) Maintaining
10	State	69	66	69							
	District	87	80	81	83	83	82	94	92	92	(0) Maintaining

Developmental Reading Assessment 2nd Version

Developmental Reading Assessment 2nd version is DCSDs designated reading test used to measure the reading level and reading proficiency of students in grades K-6 as required by the Colorado Basic Literacy Act (CBLA). The Research and Assessment Department found a correlation between CSAP and DRA2 results of $r = 0.632$ and according to Cohen (2000), values ranging from 0.500 to 1.000 are labeled 'large positive'. Consequently, 3rd grade results on DRA2 are an excellent predictor of results on CSAP. This data set was added to our monitoring of reading during the 2007-2008 school year as an early indicator of reading proficiency.

DRA2				Reasonable Progress
Grade	2007-08	2008-09	(+/-)	Status
K	85%	84%	(-1)	Maintaining
1	75%	78%	(+3)	Improving
2	75%	77%	(+2)	Maintaining
3	75%	75%	(0)	Maintaining

Matched Cohorts

As a means to track performance of groups of students over time, matched cohorts are created. A matched cohort consists predominately of the same group of students who have scores on CSAP in that content area from one year to the next. Each matched cohort includes a small percentage of students who are new to the group. Therefore, we cannot indicate that it is a matched group with 100% accuracy.

CSAP Reading Cohorts---%P+				
Grade	2006-07	2007-08	2008-09	Status
3	81	82	84	Maintaining
4	80	79	80	Maintaining
5	81	86	83	Improving
6	87	89	89	Improving
7	85	79	81	Declining
8	78	86	77	Maintaining
9	91	81	81	Declining
10	86	88	81	Maintaining

We will implement more frequent monitoring for last year's 7th grade class as their proficiency level shows a statistically significant decline. If this pattern persists into their 8th grade results, Learning Services will take a more directive approach to support improvement. This would also be the case for last year's 9th grade class.

1.7.2 Writing

Definition: Students write using appropriate grammar and conventions. Students write to inform, create or persuade.

The following table reports the percent of students who acquired essential skills in writing according to their CSAP scores or by DCSD standards.

Writing---Percent Proficient or Advanced											
Grade		2007 CSAP	2008 CSAP	2009 CSAP	2007 DCSD	2008 DCSD	2009 DCSD	2007 CSAP or DCSD	2008 CSAP or DCSD	2009 CSAP or DCSD	
3	State	54	50	54							
	District	66	62	67	71	76	77	78	82	84	(+2) Maintaining
6	State	60	60	61							
	District	80	78	81	75	86	87	85	93	94	(+1) Maintaining
8	State	51	53	53							
	District	66	66	65	75	76	77	83	84	85	(+1) Maintaining
10	State	51	47	49							
	District	70	62	63	83	83	82	89	87	87	(0) Maintaining

Matched Cohorts

*Please refer to the Matched Cohort definition on page 5

CSAP Writing Cohorts---%P+				
Grade	2006-07	2007-08	2008-09	Status
3	65	62	67	Maintaining
4	65	67	66	Improving
5	73	76	73	Improving
6	79	78	82	Improving
7	79	72	76	Declining
8	64	71	64	Targeted
9	75	65	67	Targeted
10	68	70	63	Maintaining

While cohort groups in grades 4, 5 and 6 are showing improvement, grades 8 and 9 are now in the area of “Targeted” given a downward trend of performance over multiple years for these two cohort groups. This group of students is entering their 9th and 10th grade years in our District. Further analysis of this data will identify the skills and standards of greatest concern. These will be targeted for improvement in each high school’s school improvement planning for 2009-2010.

Monitoring of Gender Gap: Writing 1.7.2

Gender Gap by Schools				
Grade	< DCSD Ave.		< 6% Diff.	
	N	%	N	%
3	23	53	9	21
6	19	48	7	18
8	3	43	0	0
10	6	67	0	0

Given the Student Learning Goal associated with closing achievement gaps, writing proficiency for boys in our District has received more focus. The above data indicates the percentage of schools at each grade level where the gender gap is less than the District average. The column to the right provides data on the number of schools who are less than 6 percentage points from the District average. The schools represented in the right hand column are those worth monitoring for effective practices as they show promising results towards betting the odds and closing this achievement gap.

Writing Results by Gender Gap					
Grade	2006-07	2007-08	2008-09	Reasonable Progress	
				(+/-)	Status
3	14	13	15	(2)	Maintaining
6	13	12	11	(-1)	Maintaining
8	17	22	21	(-1)	Maintaining
10	19	18	17	(-1)	Maintaining

This trend data indicates that gaps in performance are not increasing. These are promising results when coupled with the improvement trends for matched cohort groups in grades 4-6.

1.7.5 Numeracy

Definition: Students demonstrate and communicate an understanding of number sense while solving a variety of problems.

Numeracy is Mathematics' Content Standard 1 and does not include all of the mathematics content standards.

The following table reports the percent of students who acquired essential skills in mathematics according to their CSAP scores or by DCSD standards.

Mathematics---Percent Proficient or Advanced											
Grade		2007 CSAP	2008 CSAP	2009 CSAP	2007 DCSD	2008 DCSD	2009 DCSD	2007 CSAP or DCSD	2008 CSAP or DCSD	2009 CSAP or DCSD	Status
3*	State	68	70	69							
	District	83	78	79	80	77	81	86	84	91	(+6) Improving
6*	State	60	61	63							
	District	79	75	80	75	79	71	87	88	90	(+2) Maintaining
8	State	46	46	50							
	District	65	65	66	63	70	68	78	81	80	(-1) Maintaining
10	State	30	30	30							
	District	44	42	43	75	79	77	81	82	81	(-1) Maintaining

*Content Standard 1 (Number Sense/Numeracy)

Matched Cohorts

*Please refer to the Matched Cohort definition on page 5

CSAP Mathematics Cohorts---%P+				
Grade	2006-07	2007-08	2008-09	Status
3*	81	78	79	Maintaining
4*	86	82	85	Improving
5*	79	82	78	Declining
6*	77	78	80	Maintaining
7	73	64	74	Declining
8	64	69	65	Maintaining
9	59	53	47	Targeted
10	43	50	43	Targeted

*Content Standard 1 (Number Sense/Numeracy)

Content Standard 1 in Mathematics continues to show irregular results for matched cohort groups. The consistent downward trend as students reach grades 9 and 10 has been persistent across the state of Colorado. When the performance of students in mathematics on CSAP is triangulated with other assessments such as ACT, grades in courses and MAPS, results vary. With the refreshing of Colorado Model Content Standards to grade level expectations, we anticipate better alignment of results with what students are to know and be able to do within specific mathematics' course completion.

Summary of Results

Subend 1.7 Essential Skills

- ✓ Student performance on priority one essential skills of reading, writing and numeracy has remained consistent with historical trends over a three-year period.
- ✓ Results remain above state averages.
- ✓ Results consistently place Douglas County School District among the top performers in the state.
- ✓ Few grade levels and/or content areas show significant improvement.
- ✓ Also true, few grade levels and/or content areas show significant declines resulting in targeted improvement actions.
- ✓ Only 4 measures surfaced as “targeted” given a two year decline in performance, which accounts for approximately 1% of the 44 data measures reviewed in reading, writing and mathematics.

Maintaining

- Reading grades 3, 6, 8, 10
- Reading DRA2 at Kindergarten, 2 and 3
- Reading matched cohort groups 3, 4, 8, 10

- Writing grades 3, 6, 8,10
- Writing matched cohort groups at grades 3 and 10
- Writing Performance=6/12

- Numeracy grades 6, 8,10
- Numeracy matched cohort groups at grades 3, 6, 8
- Numeracy Performance=6/12

Improving

- + Reading Grade 1
- + Reading Matched cohort groups in grades 5 and 6.

- + Writing matched cohort groups at grades 4, 5 and 6.

- + Numeracy grade 3
- + Numeracy matched cohort group at grade 4

Declining

- Reading in matched cohort groups in grades 7 and 9.
- Writing in matched cohort group at grade 7
- Numeracy in matched cohort groups at grades 5 and 7.

Targeted

*Writing performance in matched cohorts groups in grades 8 and 9

*Mathematics performance in matched cohort groups in grades 9 and 10

**Improvements in these areas are contingent upon the necessary resources of time, materials, professional development, staffing and technical coaching available to direct towards improvement in these areas.”*

Subend 1.8

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

I have interpreted “**acquire**” to mean that students demonstrate a level of proficiency by passing a course/class with a letter grade of an ‘A’ or ‘B’ (elementary and middle schools) or ‘C’ (high school only) or meet the level of proficient or advanced as measured by the Colorado State Assessment Program.

I have interpreted a “**core body of knowledge**” as “enduring understandings and essential questions within each discipline.”

Reasonable Progress

As a continuous improvement district, annually we should expect similar or improving results. That said, 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. The margin of error on ACT results is 0.3%.

Participation

Reasonable progress will be reported where all students are currently expected to participate in the core body of knowledge.

1.8 Level One Prioritization

Three areas of subend 1.8 received Level One Prioritization. These included: 1.8.2 Information Literacy, 1.8.4 World Languages and 1.8.8 Mathematics. All other content areas are provided as information only in Appendix A.

1.8.2 Information Literacy, including

- a. Collection and Classification
- b. Storage and Retrieval
- c. Application
- d. Investigation

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.

Information Literacy---Percent Proficient						
Grade	Measure	2008	2009	2010	Reasonable Progress	
					Measure	Status
8	Technology Assessment (N = 3,742)	62	78		(+16)	Improving

*The technology Assessment was first given in 2007-2008.

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.

World Language Participation (Grades 2-6)									
2007-08			2008-09			2009-10			Status
# schools	n	%	# schools	n	%	# schools	n	%	
9	3,789	20	24	10,271	50				Improving

1.8.8 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.

Math --- Percent A + B + C or Proficient						
Grade	Measure	2007	2008	2009	Reasonable Progress	
					Measure	Status
3	EPR Math	81	84	86	(+2)	Improving
6	EPR Math	81	82	82	(+0)	Maintaining
8	Selected Courses	63	70	68	(-2)	Maintaining
10	Selected Courses	78	79	77	(-2)	Maintaining

Matched Cohort

*Please refer to the Matched Cohort definition on page 5

CSAP Mathematics Cohorts---Growth%				Median
Growth Percentile				
Grade	2006-07	2007-08	2008-09	Status
3	100	80	100	Maintaining
4	79	78	84	Improving
5	81	78	81	Improving
6	77	79	86	Improving
7	73	61	77	Maintaining
8	76	73	81	Improving
9	55	65	48	Declining
10	55	57	52	Targeted

This data chart shows matched cohort group performance across all mathematics standards. As we compare these results with the matched cohort results on Standard 1 Number Sense, we note a more positive trend in student performance. Of the 8 cohort groups, 50% are showing improvement, which is statistically significant and 25% maintaining performance. The high school performance continues to follow historical patterns associated with the mathematics CSAP.

Middle School Title One: Mathematics Growth Results

Grade	2007-08				2008-09			
	n*	# of participants	% > or equal to one year growth**	% > one year growth**	n*	# of participants	% > or equal to one year growth**	% > one year growth**
7 & 8	3	621	82%	17%	4	863	71%	31%

As the focus on Mathematics has remained a level one priority, we chose to move intervention efforts to the middle level in an effort to push our high school performance upwards and to attempt to accelerate student growth in mathematics. The above data shows promising results as we see the percentage of students making more than a year's growth increasing. In an effort to "catch up," it is essential for students to make this type of growth.

Colorado ACT Mathematics Results

Colorado ACT—Average Math Score						
Grade		2006-07	2007-08	2008-09	Reasonable Progress	
					(+/-)	Status
11	State	19.2	19.3	19.5	(+ .2)	Improving
	District	20.9	21.5	21.4	(- .1)	Maintaining
National College Ready*		-	43	43	(0)	Maintaining
DCSD College Ready*		50	49	51	(+ 2)	Maintaining

*College Ready is defined by ACT as having a 22 or higher

Mathematics CSAP results statewide show declines as student's progress by grade. This well-known declining trend is strongly correlated to the scope and sequence of courses. Large percentages of students are assessed over subject matter they have not had the opportunity to learn. We utilize ACT results as an additional student learning measure for mathematics, and expect the percent of college ready DCSD students to maintain or improve.

Monitoring Report 1.7 & 1.8

Priority 1 Student Learning Matrix

Index	Description	Acquire		2009 -2010 Recommendation(s)	2009-10
		Participate	Reasonable Progress		
1.7	Acquire Skills				Priority
K-12	1.7.1 Reading	Yes	Yes	Keep Priority 1 for K-3, ratchet reporting to achievement gaps by subgroups and align to new state grade level expectations	1
K-12	1.7.2 Writing	Yes	Yes	Keep Priority 1, ratchet reporting to achievement gaps by subgroup and align to new state grade level expectations	1
K-12	1.7.5 Numeracy	Yes	Yes	Keep Priority 1, combine into Mathematics based upon change to state grade level expectations and ratchet reporting to achievement gaps by subgroup	1
1.8	Core Body of Knowledge				
K-8	1.8.2 Information Literacy	Yes	Improving	Keep at Priority 1 and align to new state grade level expectations inclusive of 21 st century skills	1
K-6	1.8.4 World Language	Improving	Yes	Move to Priority 3 based on funding	3
K-12	1.8.8 Mathematics	Yes	Yes	Keep Priority 1 and align to new state grade level expectations	1

Priority 1 = Current thru 2010-11
Priority 2 = 2010-11 thru 2011-12
Priority 3 = 2012 or later

1.9 Exposure to the Fine Arts

I have interpreted “**Exposure to the Fine Arts**” to mean that all students will acquire an understanding of dance, music, theater or the visual arts.

Reasonable Progress: Exposure to the Fine Arts

Annually, all K-6 students are exposed to the Fine Arts. This occurs due to program requirements, which include general music and the visual arts. In addition, all middle school students may continue to be engaged in the Fine Arts through a rich offering of elective programs. Finally, all 9-12 high school students are required through the graduation requirements to complete a 1.0 unit in the Fine Arts.

Reasonable Progress will be determined by:

- A. Annually maintaining or improving the percent of students who:
 1. Pass a course/class with a letter grade of an ‘A’ or ‘B’ (elementary school)
or
 2. Pass a course/class with a letter grade of an ‘A’, ‘B’ or ‘C’ (high school)
- B. Annually maintaining the percent of students who complete a Fine Arts course in middle school.

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.

Student Learning Data

Grade	Measure	2006-07		2007-08		2008-09		Reasonable Progress	
		Proficient	Participation	Proficient	Participation	Proficient	Participation	(+/-)	Status
5	Music/Art Courses	99%	100%	99%	100%	100%	100%	(+1)	Maintaining
7-8	Fine Arts Courses	88%	57%	89%	40%	93%	54%	(+4)	Improving
9-12	Fine Arts Courses	92%	37%	96%	37%	94%	49%	(-2)	Maintaining

1.10 Explore chosen areas beyond the liberal arts foundation that may expand future opportunities such as:

- a. Career and technical education
- b. Internships
- c. Post-secondary options
- d. Exchange student programs
- e. Extracurricular activities
- f. Athletics
- g. Community Service

I have interpreted “**Explore chosen areas beyond the liberal arts foundation**” to mean that our students will experience interest-based activities that go beyond the core body of knowledge.

Reasonable Progress: Explore chosen areas beyond the liberal arts foundation

All high school students are required to explore chosen areas beyond the liberal arts foundation through Choices Career Planning in the 9th grade, the required community service graduation requirement and the 1.0 Practical Arts graduation requirement. The overarching End Statement is reached with 100% of graduating DCSD students. In addition, I have chosen to include specific improvement initiatives beyond the liberal arts education as additional monitoring areas.

Reasonable Progress will be determined by:

- A. Annually maintaining or improving the percent of students who participate in activities going beyond the core body of knowledge.
- B. Annually maintaining or improving the percent of students who respond positively on survey questions.

Areas Required of All Students

Beyond Liberal Arts --- Student Participation								
Grade	Measure	2007		2008		2009		Reasonable Participation Progress
		N*	%	N*	%	N*	%	
9	Choices Planner (Completers)	3737	92.2	3868	89.4	4220	63	(-26) Declining
12	Practical Arts (Graduates)	2763	100.0	2846	100.0	3342	100.0	Maintaining
12	Community Service (Graduates)	2763	100.0	2846	100.0	3342	100.0	Maintaining

*N is the total possible number of students for each area listed.

**Starting with the 2008-09 school year the district began the software switchover from Choices Planner to Naviance Career Interest Profile

The decline (-26) in the administration of the Choices Planner is due to two high schools not having completed this task with the 9th grade class. Both schools experienced issues in relation to the conversion from the Choices Planner to the Naviance Career Interest Profile. Both schools have been working diligently with Learning Services, staff and students to complete this requirement.

Beyond Liberal Arts --- Student Participation								
Grade	Measure	2007		2008		2009		Reasonable Participation Progress
		N*	%	N*	%	N*	%	
7-8	Athletics	7486	73	7942	71	7881	76	(+5) Improving
9-12	CHSAA Athletics	13,398	55	14011	54	14515	56	(+2) Maintaining
9-12	CHSAA Activities	13,398	41	14011	40	14515	32	(-8) Declining

*N is the total possible number of students for each area listed.

The cause for the decline in student participation at the high school level in CHSAA Activities is unknown at this time. Theories range from errors in reporting and financial limitations experienced by families and schools. We will monitor during the 2009-2010 school year to determine if there is a root cause that can be addressed.

Beyond Liberal Arts --- Student Participation								
Grade	Measure	2007		2008		2009		Reasonable Participation Progress
		N*	%	N*	%	N*	%	
9-12	Career & Tech Ed Courses	13,398	49	14163	69	14519	72	(+3) Improving
12	Internships	3017	3	2992	5	3442	7	(+2) Maintaining
11-12	College Ready (Dual Credit)	New Measure in 2008-2009				6,838	1	Baseline

*N is the total possible number of students for each area listed.

Perception Data

Beyond Liberal Arts --- Perception Data						
Source	Question	Percent Agree			Reasonable Progress	
		2006-07	2007-08	2008-09	(+/-)	Status
Student Survey	My school offers a wide range of extracurricular activities.	61%	72%	81%	(+9)	Improving
Student Survey	Participation in clubs and other co-curricular activities has expanded my future opportunities.	71%	77%	80%	(+3)	Improving
Senior Survey	I participated in a career connection (job shadow, career fair, career speakers, workplace tour, internship, research using CHOICES web site or software).	43%	33%	32%	(-1)	Maintaining
Senior Survey	I participated in a college connection (job shadow, career fair, career speakers, workplace tour, internship, research using CHOICES web site or software).	44%	56%	52%	(-4)	Declining
Developmental Assets (Grade 9)	Service to other ----Young person serves in community one hour or more per week	**	51%	**		
Developmental Assets (Grade 9)	Youth Programs ---Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community	**	66%	**		

**The Developmental Assets Survey is administered every other year.

The root cause of the decline in response rate regarding participation in college connections based upon the Senior Survey is not known. This item on the Senior Survey has experienced large swings in the data annually. We will continue to monitor this with the current senior class.

Requested Action:

The Board of Education is asked to accept Monitoring Report 1.7-1.10 as evidence of reasonable progress based upon stated outcomes and alignment of resources and priorities.

Staff Recommendations: Monitoring of End Statement 1.0 subends 1.7-1.10

1. Address changes in the Colorado Model Content Standards and the newly proposed Colorado Grade Level Expectations
2. Address changes in the state accountability system for schools and for the District
3. Address changes to measuring student growth in reading, writing and mathematics based upon the Colorado Growth Model and the DCSD Growth Model
4. Address implications on gap analysis based upon the criteria for No Child Left Behind and District interpretation of “proficient”
5. Establish process with the Board of Education to address the questions of “improvement at what cost” as well as “reasonableness of the Vision/End Statement given the District’s resources”
6. Establish process with the Board of Education to review what we have learned over the past three monitoring reports on subends 1.7-1.10 and opportunities for improvement and greater system alignment

Monitoring Report 1.7 – 1.10 Overall Student Learning Priority 2009-2011

Rationale for Priority 1 Items

Alignment to:

- Core mission of DCSD and vision of Responsible Citizens
- Goals of school improvement efforts as reported by DAC
- Goals established through Learning Services for all schools
- Colorado State Assessment Program
- P20 Act passed by Colorado Legislature
- Available resources

*Refer to matrix on page 20

Rationale for Priority 2 Items

Alignment to:

- Information Literacy as 21st century skill set (listening/speaking)
- Colorado Accreditation requirements
- Subend 1.6 Wellness
- Subend 1.2 Ethics
- Subset of priority 1 Mathematics and revisions to Colorado Grade Level Expectations in Mathematics (economics)

*Refer to matrix on page 20

Rationale for Priority 3 Items

- Alignment to state priorities for grade level expectations
- Availability of Resources
- Not required for state assessments
- Lack of alignment to Colorado Accreditation requirements

*Refer to matrix on page 20

Monitoring Report 1.7 – 1.10

Overall Student Learning Priority Matrix 2009-2011

Index		Description	2008-2009	2009-2011
1.7	Acquire Skills		Priority	Priority
K-12	1.7.1	Reading	1	1
K-12	1.7.2	Writing	1	1
9-12	1.7.3	Listening	2	2
9-12	1.7.4	Speaking	2	2
K-12	1.7.5	Numeracy	1	1
1.8	Core Body of Knowledge			
K-12	1.8.1a	Physical Sciences	3	3
K-12	1.8.1a	Life Sciences	3	3
K-12	1.8.1a	Earth & Space Sciences	3	3
K-8	1.8.2	Information Literacy	1	1
K-12	1.8.3a	World Culture	3	3
K-12	1.8.3b	Economics	2	2
K-12	1.8.3c	Civics	3	3
K-12	1.8.3d	History	3	3
K-12	1.8.3e	Geography	3	3
9-12	1.8.3f	Psychology	2	3
9-12	1.8.3g	Philosophy	2	3
K-6	1.8.4	World Language	1	3
9-12	1.8.5	Great Works	2	3
K-12	1.8.6	PE	2	2
K-12	1.8.6	Health	2	2
9-12	1.8.7	Business & Finance	3	3
K-12	1.8.8	Mathematics	1	1
1.9	Fine Arts		2	3
1.10	Beyond Liberal Arts		2	2

Priority 1 = Current thru 2010-11
 Priority 2 = 2010-11 thru 2011-12
 Priority 3 = 2012 or later

Appendix A

Information Item

1.7.3 Listening

Listening---Percent (A + B)					
Grade(s)	Measure	2007	2008	2009	Status
9-12	Speech Courses	89	87	87	(-0) Maintaining

1.7.4 Speaking

Speaking---Percent (A + B) Grades 9-12					
Grade(s)	Measure	2007	2008	2009	Status
9-12	Speech Courses	89	87	87	(-0) Maintaining

1.8.1 Science

1.8.1a The Fundamentals of Physical Sciences

Physical Sciences---Percent A + B + C or Proficient								
Grade	2006 CSAP (Sd. 2.)	2007 CSAP (Sd. 2.)	2008 CSAP (Sd. 2.)	2007 EPR/ MPR Course	2008 EPR/ MPR Course	2009 EPR/ MPR Course	Reasonable Progress	
							Measure	Status
4	-	-	-	83	88	93	(+ 5)	Improving
8	59	54	61	70	73	75	(+ 2)	Maintaining
9-12	67*	59*	65*	85	86	84	(- 2)	Maintaining

* Grade 10 only

*Science Standards and Assessments were modified in 2008 making comparison to previous years invalid.

**Science CSAP exams are administered 10th Grade only during high school.

Appendix A, continued

1.8.1a The Fundamentals of Life Sciences

Life Sciences---Percent A + B + C or Proficient								
Grade	2007 CSAP (Sd. 3.)	2008 CSAP (Sd. 3.)	2009 CSAP (Sd. 3.)	2007 EPR/MPR Course	2008 EPR/MPR Course	2009 EPR/MPR Course	Reasonable Progress	
							Measure	Status
5	57	59	63	84	93	93	(+ 0)	Maintaining
7	-	-	-	74	74	73	(- 1)	Maintaining
9-12	64*	58*	65*	82	85	82	(- 3)	Declining

* Grade 10 only

*Science Standards and Assessments were modified in 2008 making comparison to previous years invalid.

**Science CSAP exams are administered 10th Grade only during high school.

1.8.1a The Fundamentals of Earth and Space Sciences

Earth and Space Sciences---Percent A + B +C or Proficient								
Grade	2007 CSAP (Sd. 2.)	2008 CSAP (Sd. 2.)	2009 CSAP (Sd. 2.)	2007 EPR/MPR Course	2008 EPR/MPR Course	2009 EPR/MPR Course	Reasonable Progress	
							Measure	Status
6	-	-	-	83	88	90	(+ 2)	Maintaining
8	59	54	58	70	73	86	(+ 13)	Improving
9-12	67**	59**	59**	85	86	86	(+ 0)	Maintaining

*Science Standards and Assessments were modified in 2008 making comparison to previous years invalid.

**Science CSAP exams are administered 10th Grade only during high school.

1.8.3a Social Studies: Modern and Ancient World Cultures

Modern & Ancient --- Percent A + B + C or Proficient						
Grade	Measure	2007	2008	2009	Reasonable Progress	
					Measure	Status
5	EPR SS Courses	84	90	91	(+ 1)	Maintaining
7	MPR SS Courses	73	79	79	(+ 0)	Maintaining
9-12	SS Courses	84	82	85	(+ 3)	Improving

Appendix A, continued

1.8.3b Social Studies: Economics

Economics --- Percent A + B + C or Proficient						
Grade	Measure	2007	2008	2009	Reasonable Progress	
					Measure	Participation
5	EPR SS Courses	84	90	91	(+1)	Maintaining
7	MPR SS Courses	73	81	81	(+0)	Maintaining
9-12	Economic Courses	86	86	86	(+0)	Maintaining

1.8.3c Social Studies: Civics

Civics --- Percent A + B + C or Proficient						
Grade	Measure	2007	2008	2009	Reasonable Progress	
					Measure	Status
5	EPR SS Courses	84	90	91	(+1)	Maintaining
8	MPR SS Courses	74	76	78	(+2)	Maintaining
9-12	Government Courses	84	89	89	(+0)	Maintaining

1.8.3d Social Studies: History

History ---Percent A + B + C or Proficient						
Grade	Measure	2007	2008	2009	Reasonable Progress	
					Measure	Status
5	EPR SS Courses	84	90	91	(+1)	Maintaining
8	MPR SS Courses	74	76	78	(+2)	Maintaining
9-12	History Courses	84	84	85	(+1)	Maintaining

Appendix A, continued

1.8.3e Social Studies: Geography

Geography --- Percent A + B + C or Proficient						
Grade	Measure	2007	2008	2009	Reasonable Progress	
					Measure	Participation
5	EPR SS Courses	84	90	91	(+1)	Maintaining
8	MPR SS Courses	73	76	78	(+2)	Maintaining
9-12	Geography Courses	83	84	84	(+0)	Maintaining

1.8.3f Social Studies: Psychology

Psychology --- Percent A + B + C						
Grade	Measure	2007	2008	2009	Reasonable Progress	
					Measure	Status
9-12	Psychology Courses	87	88	91	(+3)	Improving

1.8.3g Social Studies: Philosophy

Definition: Students evaluate and reflect on aesthetic, cultural, and political questions and investigate and apply ideas and theories from a variety of disciplines.

I have interpreted “**Philosophy**” to be the district-adopted standards and checkpoints within social studies.

Appendix A, continued

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.

Additional clarification to the interpretation

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

I have further interpreted “within each discipline” to mean the content areas of English/language arts, science, social studies and all of the fine arts.

As a third level priority, curriculum work has not been done extensively at this time.

1.8.6 Physical Education and Health

Physical Education --- Percent A + B + C or Proficient						
Grade	Measure	2007	2008	2009	Reasonable Progress	
					Measure	Status
4	PE/Health	98	100	100		Maintaining
7-8	Physical Ed. Courses	88	90	92	(+2)	Maintaining
9-12	Physical Ed. Courses	95	94	95	(+1)	Maintaining

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

Appendix A, continued

Health --- Percent A + B + C or Proficient						
Grade	Measure	2007	2008	2009	Reasonable Progress	
					Measure	Participation
4	PE/Health	98	100	100		
7-8	Health Courses	82	83	85	(+2)	Maintaining
9-12	Health Courses	94	87	87	(+0)	Maintaining

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

1.8.7 Personal Business and Finance

Personal Business and Finance --- Percent A + B + C or Proficient						
Grade	Measure	2007	2008	2009	Reasonable Progress	
					Measure	Participation
4	Selected Courses	89	89	90	(+1)	Maintaining

Appendix B
Monitoring Report 1.7 & 1.8
Overall Student Learning Progress Matrix: November 2008

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	Missed 3 rd grade target	1
K-12	1.7.2 Writing	Yes	Yes		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	Yes		1
1.8	Core Body of Knowledge				
K-12	1.8.1a Physical Sciences	Yes	Yes		3
K-12	1.8.1a Life Sciences	Yes	Yes		3
K-12	1.8.1a Earth & Space Sciences	Yes	Baseline		3
K-8	1.8.2 Information Literacy	Yes	Baseline		1
K-12	1.8.3a World Culture	Yes	Yes		3
K-12	1.8.3b Economics	No	No	9-12 Participation	2
K-12	1.8.3c Civics	Yes	Yes		3
K-12	1.8.3d History	Yes	Yes		3
K-12	1.8.3e Geography	Yes	Yes		3
9-12	1.8.3f Psychology	No	No	9-12 Participation	2
9-12	1.8.3g Philosophy	No	No	9-12 Participation	2
K-6	1.8.4 World Language	No	Yes	K-6 Participation	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	Yes	Yes		2
9-12	1.8.7 Business & Finance	No	No	9-12 Participation	3
K-12	1.8.8 Mathematics	Yes	Yes		1
1.8	Fine Arts	Yes	Yes		2
1.8	Beyond Liberal Arts	Yes	Yes		2