
Colorado Springs School District 11

**2007-2008
Title I School Improvement Plan Report**



Holly A. Brilliant
Title I Director
Julie Hill
Title I Administrative Assistant

Table of Contents

Executive Summary	3
How to Interpret This Report.....	5
Adams Elementary.....	6
Bristol Elementary	9
Edison Elementary School	12
Emerson Edison Charter Academy.....	15
Hunt Elementary School.....	18
Ivywild Elementary School.....	21
Jefferson Elementary School.....	24
Lincoln Elementary School.....	27
Longfellow Elementary School	30
Longfellow Elementary School	31
Monroe Elementary School	33
Pike Elementary School.....	36
Queen Palmer Elementary School	39
Rogers Elementary School.....	42
Roosevelt Edison Charter School.....	45
Twain Elementary School	48
Washington Elementary School.....	51
Whittier Elementary School	54
Wilson Elementary School	57
Appendix I	60
Title I School Improvement Plan Evaluations and Needs Assessment	60
Appendix II.....	62
Title I School Improvement Plan Writing Timelines.....	62
Appendix III.....	68
Longitudinal Improvement Status	68
Appendix IV	69
Title I 2007 School Accountability Report (SAR) Ratings	69
Appendix V	70
Adequate Yearly Progress Rules by Year 2002-2007	70
Glossary	71
Data Sources	74

Colorado Springs School District 11 Title I School Improvement Plan Report

Executive Summary

2007-2008 School Improvement Plans

School District 11's Title I School Improvement Plan (SIP) templates remained consistent since their inception during the 2001-2002 school year through 2003-2004. In the fall of 2004, a new series of templates was introduced with the goal of creating a more user-friendly system for school teams. A renewed emphasis was placed on closing the achievement gap among subgroups, and on parent involvement/parent capacity building activities. Finally, in 2005, a Continuous Quality Improvement Plan-Do-Study-Act format was introduced, requiring schools to update goals each quarter.

School Improvement Plan goals continue to be written in SMART terminology (Specific; Measurable; Attainable; Research-Based; and Time-Phased), and all plans continue to be reviewed by trained peer review teams. Beginning in 2007, Title I School Improvement Plan Addendums were created to address NCLB School Improvement Plan requirements that were not addressed in the District 11 SIP templates.

The requirements for Adequate Yearly Progress (AYP) are summarized below:

- Participation Rate: All groups with 30 or more students, and the school total regardless of the number of students, must be assessed at 95% participation rate or higher.
- Other Indicator: For elementary and middle schools, the other indicator remains the percent of students scoring in the Advanced category. For the 2002-2003 school year, any school that had a subgroup of between 30 and 99 students with no students scoring in the Advanced category had the option of appealing to the district on the basis of statistical error, **if** that was the only facet of AYP that was not met. From the 2003-2004 school year and forward, any subgroup of zero to 99 students with fewer than the required number of students scoring at the Advanced level automatically passed this hurdle versus going through the appeal process.
- AYP Goal: The AYP goals continue to be set by the State and are summarized below:

2007-2008	Elementary Math	Elementary Reading	Middle School Math	Middle School Reading
Assessment Rate (12+ month)	95%	95%	95%	95%
2007-2008 AYP Objective	89.09%	88.46%	79.75%	86.81%

- Safe Harbor: Safe Harbor literally translates to a 10% decrease in Unsatisfactory scores; thus, if a school does not meet the AYP target (within the 95% confidence interval), it has the additional chance of meeting its Safe Harbor target and satisfying the goal requirements for AYP. To use this

Colorado Springs School District 11 Title I School Improvement Plan Report

calculation for the 2008 CSAP administration, the groups in question must have had a minimum of 30 students in the prior year. If the group had less than 30 students, Safe Harbor is not calculated.

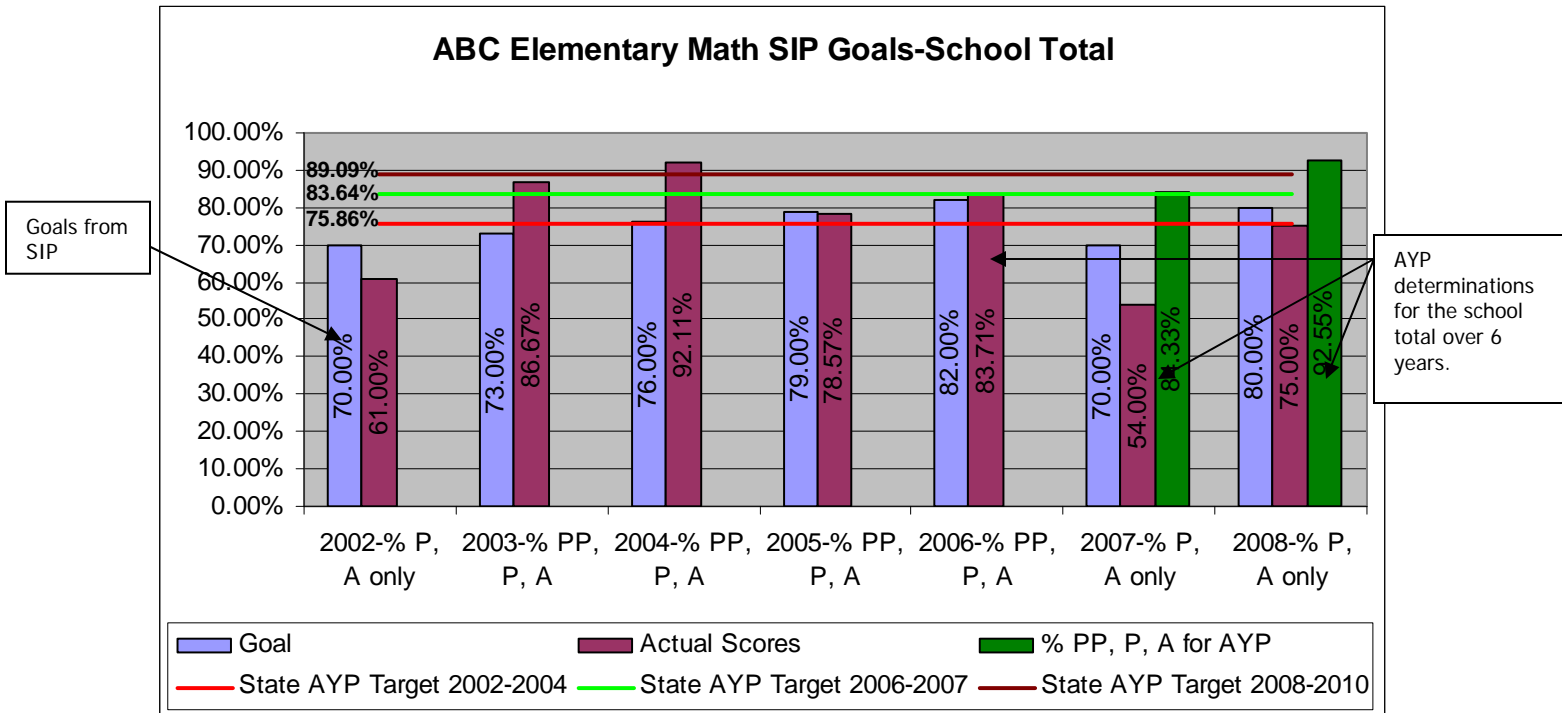
- Matched Safe Harbor: Implemented in 2007, Matched Safe Harbor, like Safe Harbor, compares CSAP scores from one year to the next and requires a 10% decrease in Unsatisfactory scores; however, in contrast to Safe Harbor, Matched Safe Harbor compares individual student records from one year to the next. A 95% match rate and a minimum N of 20 must be met to utilize Matched Safe Harbor. Matched Safe Harbor is in addition to, not instead of, Safe Harbor.

During the 2007-2008 school year, 18 schools received funding under Title I. All Title I schools implemented schoolwide programs.

How to Interpret This Report

In this report, each Title I school's basic demographic information is included in an introductory paragraph. Program evaluation information and needs assessment data follow. The Title I Improvement Status of each building since the 2001-2002 baseline year is also included. All Title I schools that met the requirements for AYP in the 2001-2002 baseline year were awarded a "clean slate": these schools could not be considered for any Title I sanctions until the 2004-2005 school year, at the earliest. Only three Title I buildings did not meet the requirements for AYP in the baseline year: Ivywild, Monroe, and Roosevelt-Edison.

After the program evaluation and needs assessment information, each school's 2007-2008 School Improvement Plan goals for math and reading are listed; each goal is followed by a graphic representation of progress. The graphs contained within this report illustrate the school total progress toward meeting math and reading AYP targets, and the school total progress toward meeting the goals outlined in the school's SIP plan for math, reading and writing. Specific subgroups are not addressed. Seven years of data have been included to graphically illustrate trends over this period.



Please note: In 2002 the Goal and Actual Scores are reported for Proficient and Advanced only. In 2007 and 2008, the Goal and Actual Scores are reported for Proficient and Advanced only; however, the Partially Proficient, Proficient and Advanced scores are reported for AYP purposes.

Adams Elementary

Adams Elementary implements a schoolwide Title I program. Adams had 243 students enrolled on October 1, 2007 with a poverty rate of 93.4%. Adams will remain a Title I school for 2008-2009.

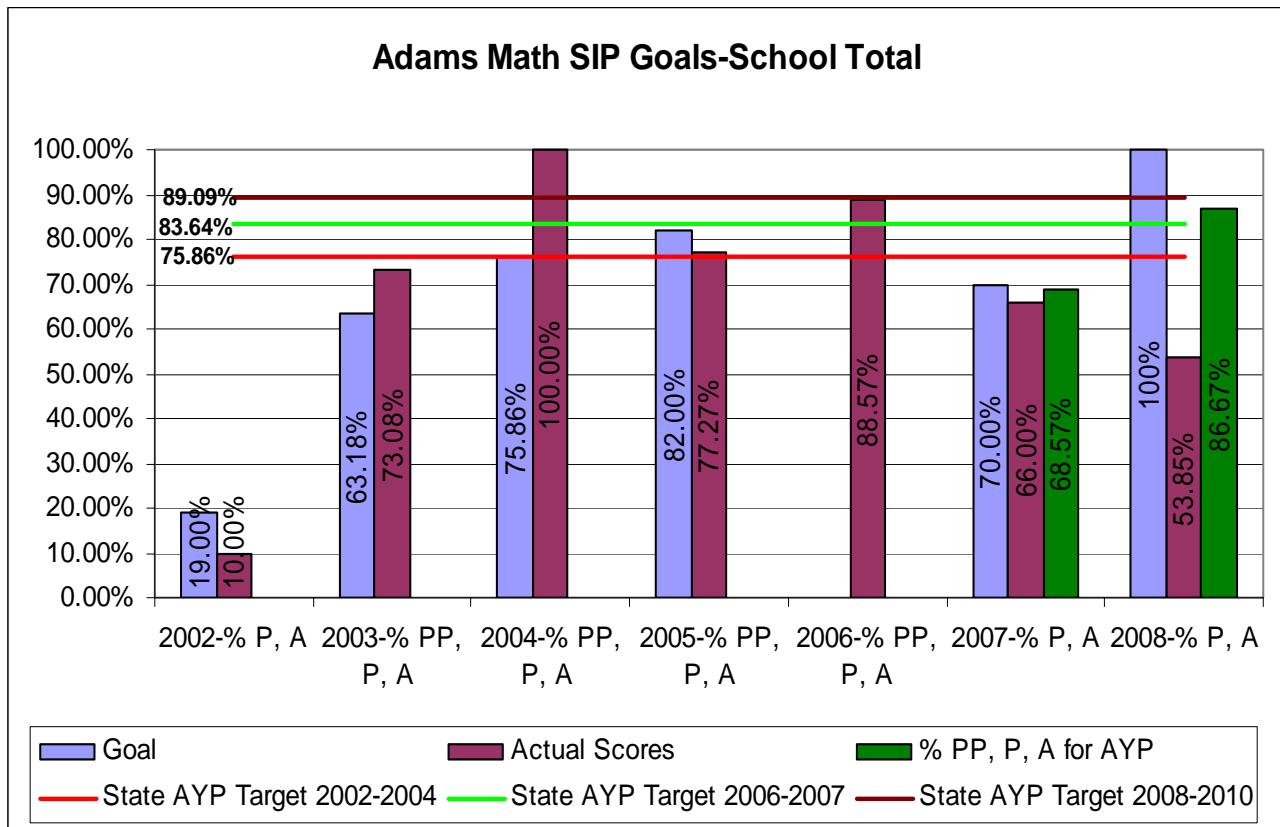
Program evaluation data indicate positive affects from the extended day pilot and Response to Intervention strategies and interventions. School level allocation data indicate 78% of the total allocation is dedicated to FTE (class size reduction, instructional and clerical paraprofessionals). The school's composite score fell slightly short of the 2007-2008 target. There appears to be a trend in both reading and math: P and A scores are dropping while PP, P, and A scores are increasing. Needs assessment and analysis indicate that achievement gaps persist between Tier I and Tier III students, and Economically Disadvantaged students must be monitored due to the 2006 scores. The professional development focus is reading and refining RtI processes and procedures, and parent involvement needs to continue to become more meaningful and timely for parents.

Adams was awarded a "clean slate" in the 2002 baseline year. Adequate Yearly Progress for math has been maintained since that time although a downward trend in proficiency is evident over the last three years. AYP for reading has been met in all years except 2006 (Economically Disadvantaged); however, neither reading nor math scores have not shown consistent upward growth.

Adams Elementary

Schoolwide Goal 1: Mathematics

Annual Goal: All students in grades Kindergarten - 2nd will be proficient or advanced in number sense by May 2008 as measured by the end of the year EDM assessment. All students in grades 3rd, 4th and 5th will be proficient or advanced in math as measured by the CSAP.

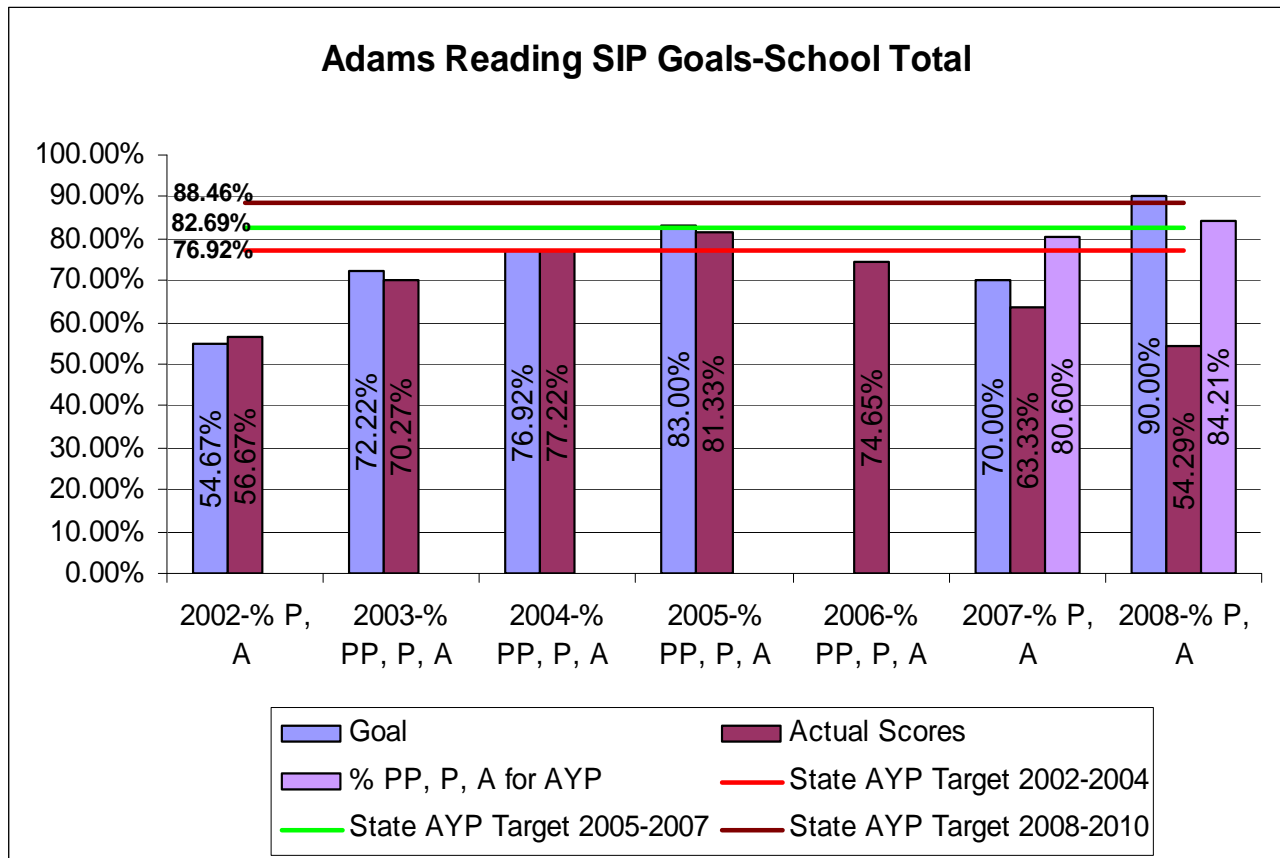


Adams Elementary

Schoolwide Goal 2: Reading

Annual Goal: 90% of all students in grades 3rd, 4th, and 5th will be proficient or advanced as measured by the CSAP.

90% of students in grades Kindergarten - 2nd will benchmark in reading as measured by DIBELS.



Bristol Elementary

Bristol Elementary implements a schoolwide Title I program. Bristol had 223 students enrolled on October 1, 2007, with a poverty rate of 73.5%. Bristol will remain a Title I school for 2008-2009.

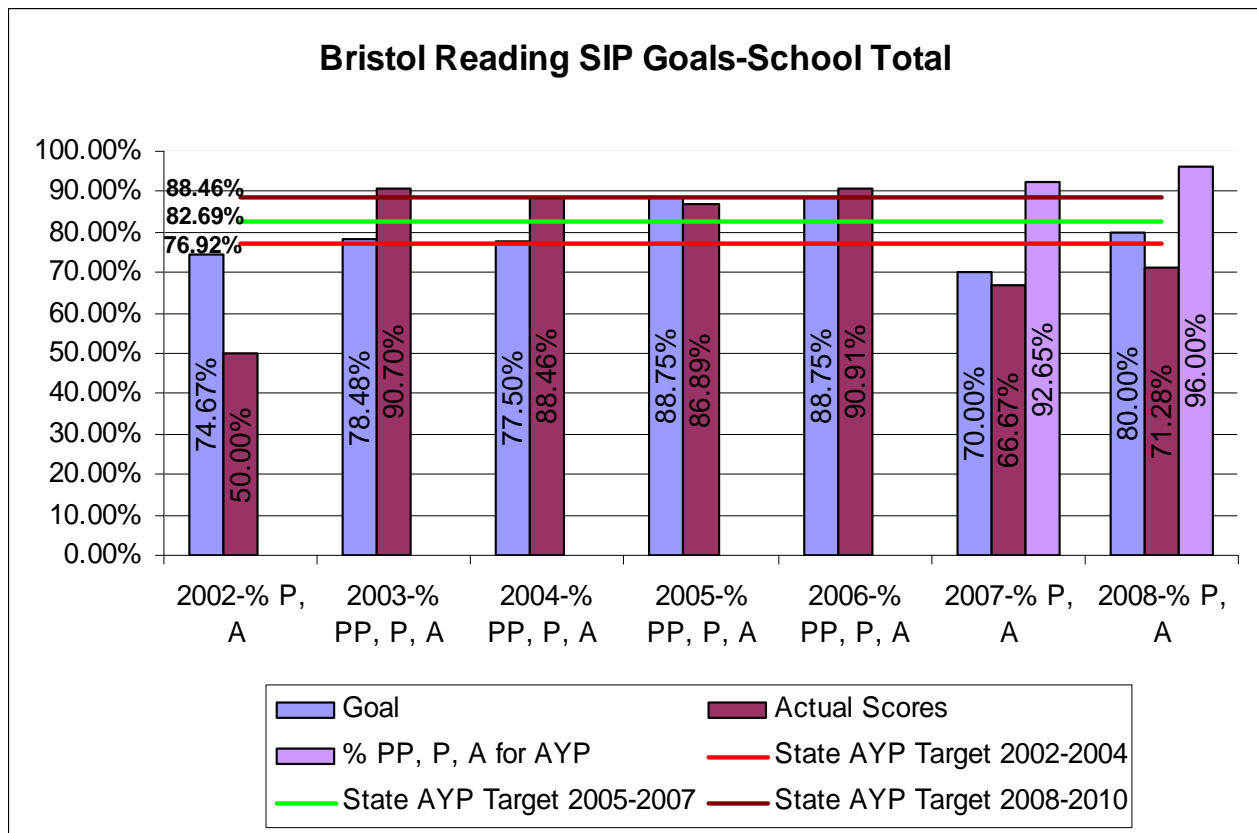
Program evaluation data indicate success, particularly in reading, which the staff and principal attribute to close collaboration between grade level teams and the arts staff, and the additional emphasis the arts staff places on literacy skills. The arts program has helped increase parental involvement at the school site and the school has seen an increase in permitted students. This is causing a slow, but steady decrease in poverty levels. The composite score continues to increase; however, the 2007-2008 score fell slightly short of the target. Needs assessment data indicate that Tier I programs, strategies and interventions are by-and-large effective; however, differentiated instruction and Tier II interventions are needs. Support for the instrumental music program is also identified as a schoolwide need by staff and administration, but data to support this is less clear.

Bristol missed AYP in reading in 2002, but has met all targets since. Although the actual scores have fallen slightly short of the SIP goals in some years, upward trends are evident in both reading and math.

Bristol Elementary

Schoolwide Goal 2: Reading

Annual Goal: By Spring of 2008, 80% of students will be proficient readers as measured by CSAP Reading for grades 3rd-5th and DIBELS for grades Kindergarten - 2nd.



Edison Elementary School

Edison Elementary implements a Title I schoolwide program. Edison had 191 students enrolled on October 1, 2007, with a poverty rate of 75.4%. Edison will remain a Title I school for the 2008-2009 school year.

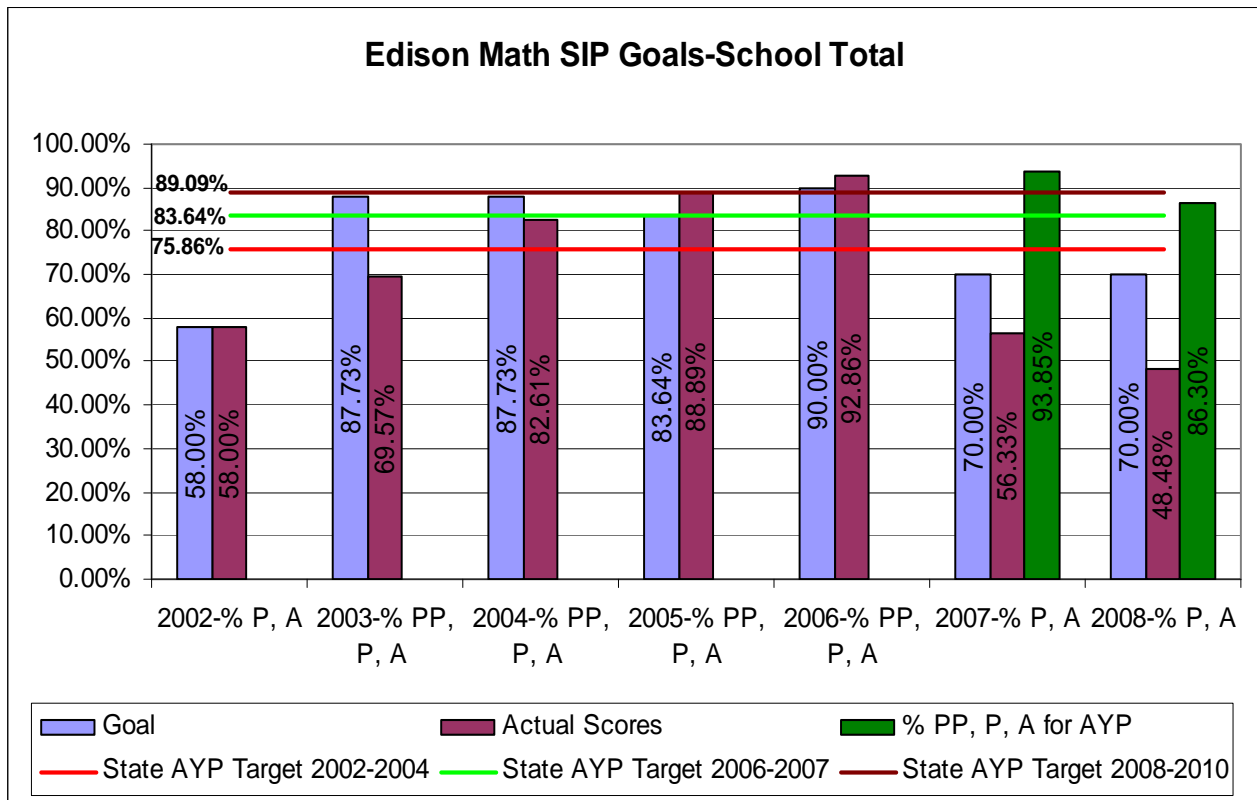
Program evaluation data indicate that parent involvement continues to be a primary need. Four parent nights were held in 2007-2008 with increased parent attendance. The school strives to be a "literacy focus school" and has several reading interventions; however, gaps between disaggregated AYP groups and those with small N's remain large. The composite score for 2007-2008 was lower than the 2006-2007 score after two years of composite growth. Additional needs assessment and analysis indicate that parent activities need to be scheduled around working families and the instructional programming needs to address individual student needs through Response to Intervention. The Special Education and ELL populations are relatively large so language acquisition and vocabulary are high needs. The Professional development focus will be RtI and Tiers I and II interventions.

Edison has met the requirements for AYP since the 2001-2002 baseline year in both reading and math. Math goals have been met approximately 50% of the time and reading goals fewer times, but both areas show upward trends.

Edison Elementary School

Schoolwide Goal 1: Mathematics

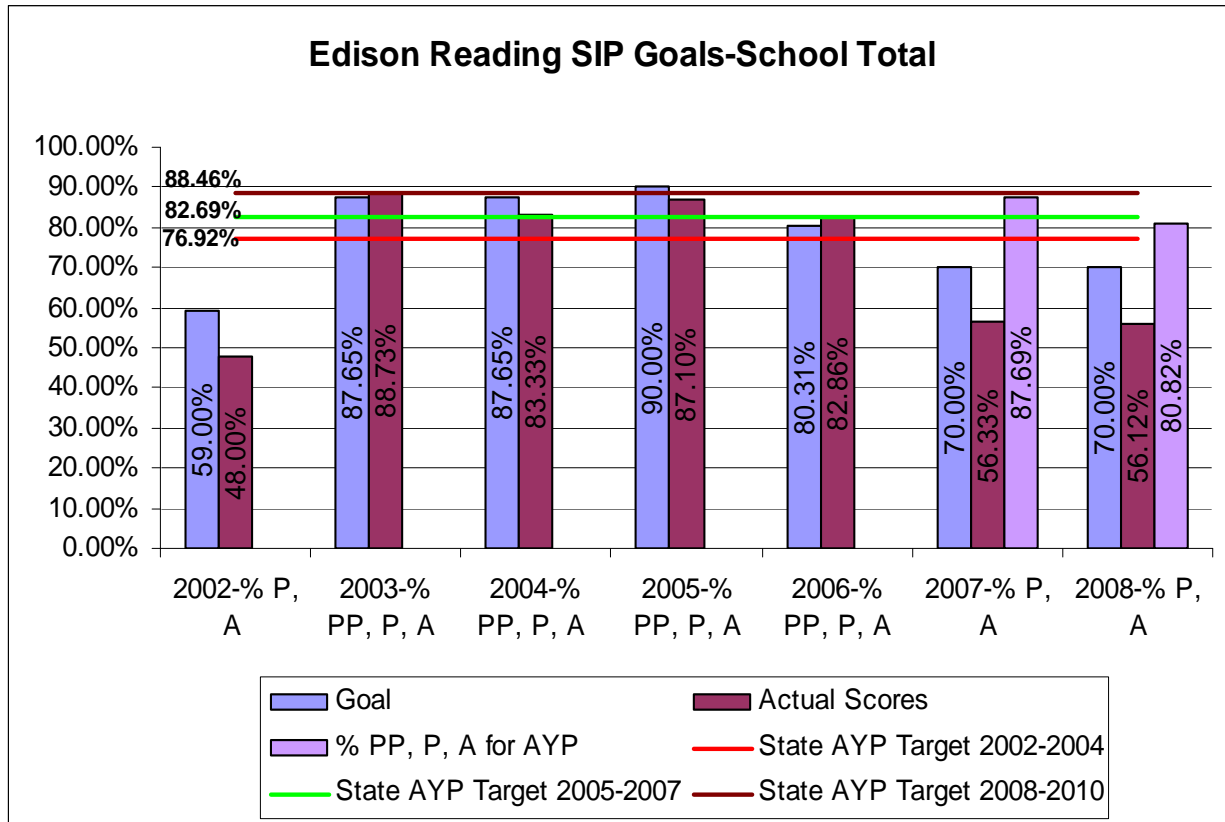
Annual Goal: 70% of students in grades 3rd, 4th, and 5th will score Proficient or Advanced on the 2007-2008 school year as measured by the 2008 CSAP. 70% of students in grades Kindergarten – 2nd will score at grade level or above on the end-of-year 2008 MAPS tests.



Edison Elementary School

Schoolwide Goal 2: Reading

Annual Goal: 70% of students in grades 3rd, 4th, and 5th will score Proficient or Advanced for the 2007-2008 school year as measured by the 2008 Reading CSAP. Students' in grades 1st-5th progress will be measured with MAP testing for the 2007-2008 school year. In addition to MAP, students in grades Kindergarten – 5th will be monitored through DIBELS and progress monitoring.



Emerson Edison Charter Academy

Emerson-Edison Charter Academy implements a schoolwide Title I program. Emerson had 410 Students enrolled on October 1, 2007, with a poverty rate of 85.1%. Emerson will remain a Title I school for the 2008-2009 school year.

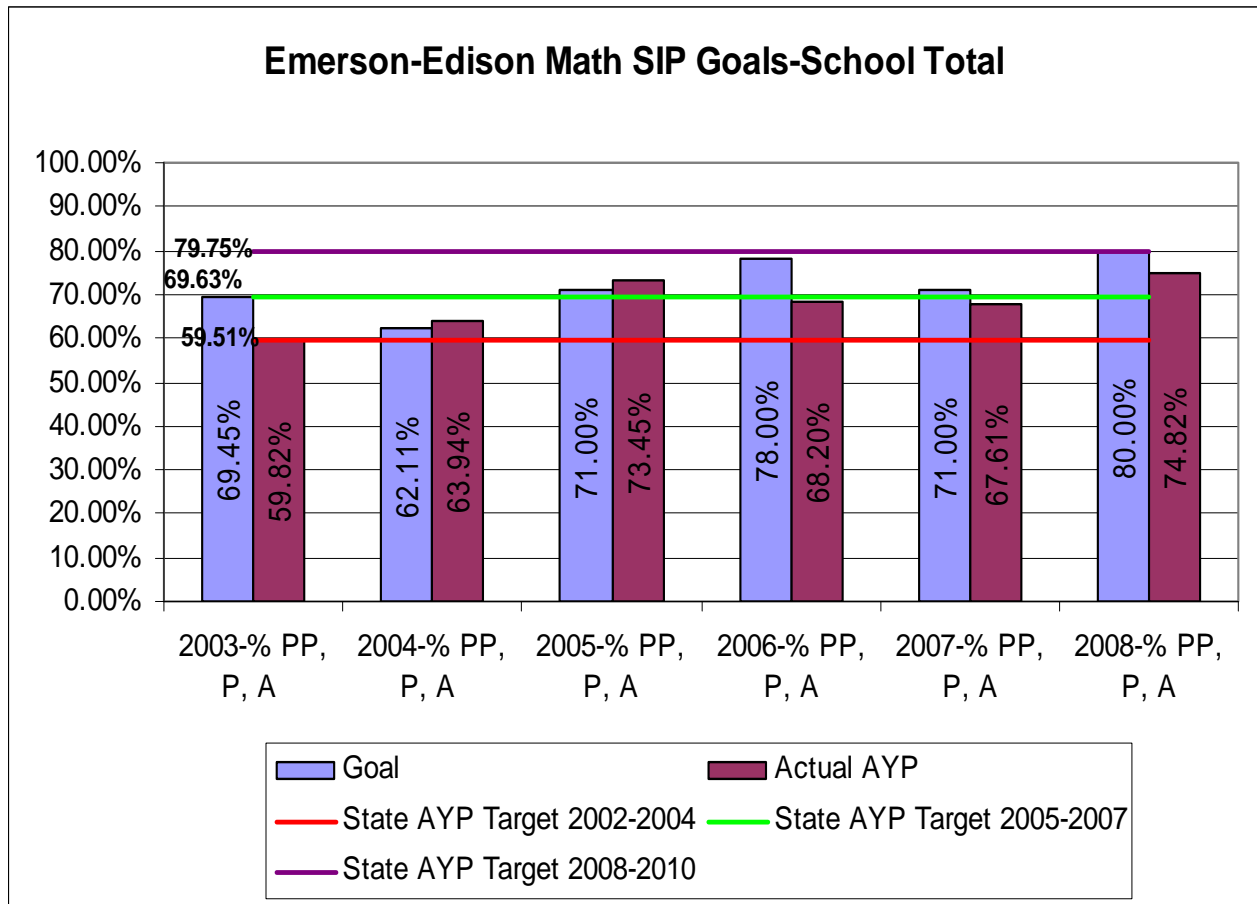
Program evaluation data indicate that the achievement gap, particularly in reading, persists between Hispanic, ELL and Students with Disabilities and all other groups. This disparity is not as evident in math. Colorado Department of Education School Support Team members cited a lack of alignment of curriculum and lack of focus on Tier I best practices as high needs within the school. Parent involvement is on the decline and the number of ELL students and families is rising. Parents see the language barrier as a cause of underachievement, and staff cites behavior and attendance issues. While growth is evident at this school, the composite score remains low among all Title I schools and the school did not meet the 2007-2008 target. Needs assessment data show that staff desires an aligned curriculum and professional development to assist with Tier I instruction and implementation of curriculum maps and pacing guides. Parents indicate that outside-of-the-school-day activities and tutoring are needed.

Emerson has failed to meet the requirements for AYP in both reading and math during the same assessment period since becoming a Title I school in 2002-2003. They were on School Improvement-Year 1 in 2004-2005; School Improvement-Year 2 in 2005-2006; Corrective Action in 2006-2007 and again in 2007-2008. For the 2008-2009 school year, Emerson will move forward in sanctions to Restructuring-Planning Year 1, the first charter school in the state to move so far forward in sanctions.

Emerson Edison Charter Academy

Schoolwide Goal 1: Mathematics

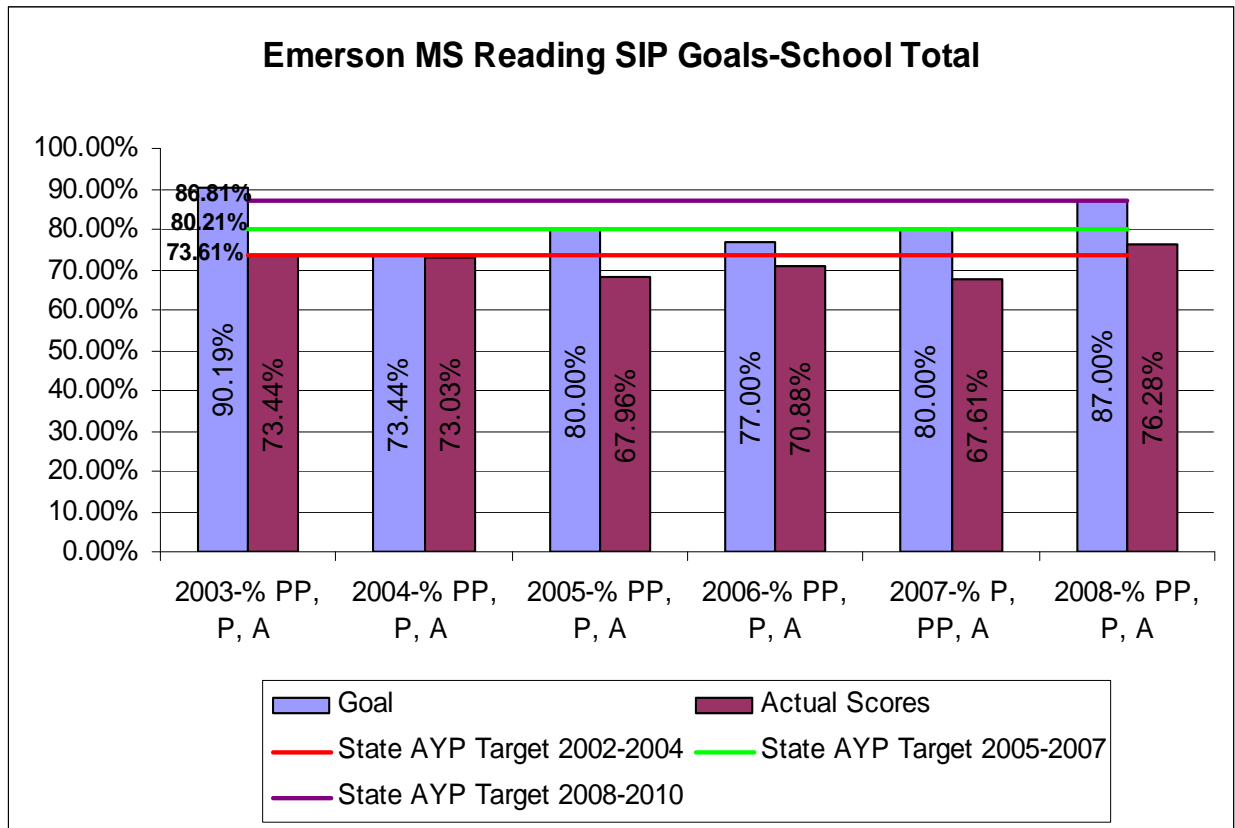
Annual Goal: Emerson-Edison Academy will achieve Adequate Yearly Progress by assuring that 80% of students score partially proficient or higher on CSAP math.



Emerson Edison Charter Academy

Schoolwide Goal 2: Reading

Annual Goal: Emerson-Edison Academy will achieve Adequate Yearly Progress by assuring that 87% of students score partially proficient or higher on CSAP reading.



Hunt Elementary School

Helen Hunt Elementary implements a schoolwide Title I program. Hunt had 154 students enrolled on October 1, 2007, with a poverty rate of 90.9%. Hunt will remain a Title I school for the 2008-2009 school year.

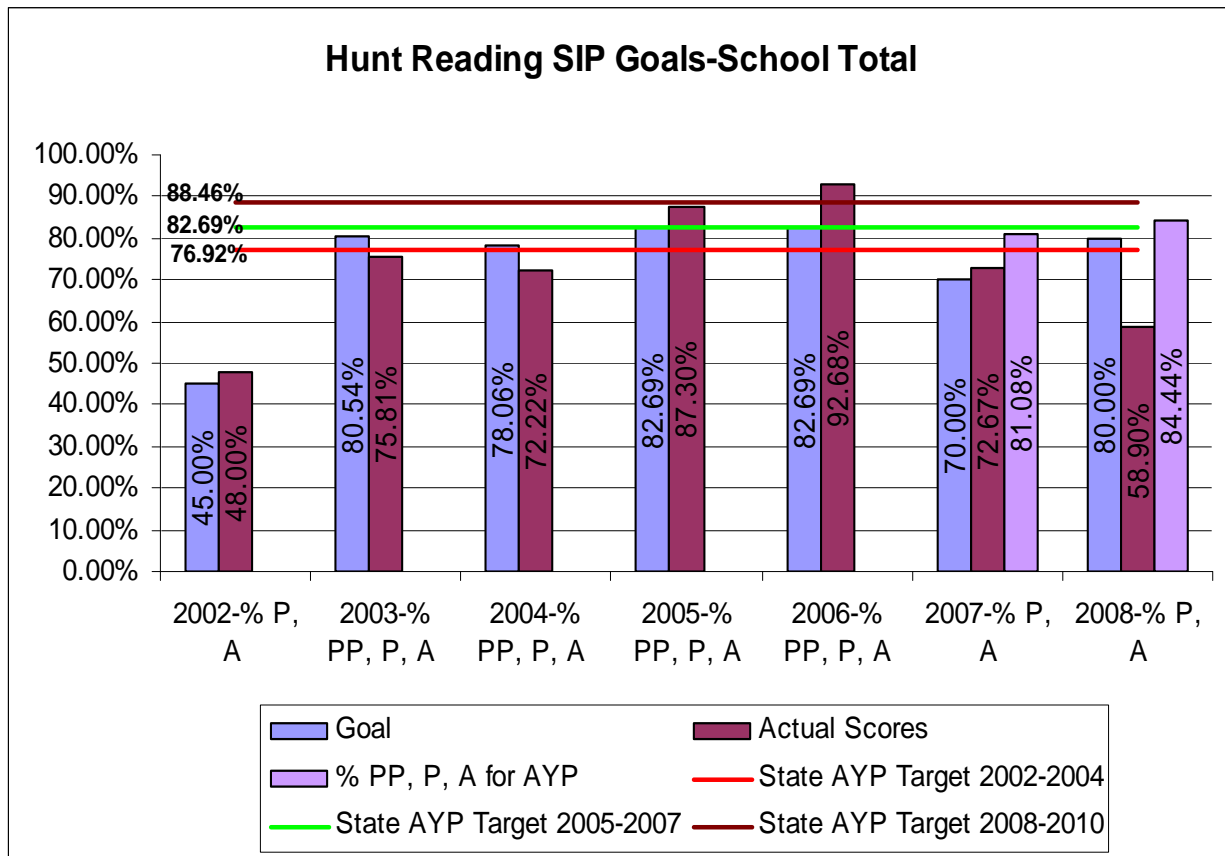
Program evaluation data indicate that the strong RtI focus at Hunt is showing improvements in academics and behavior. Hunt also hosts a large Family Literacy program, including infant and toddler programs and preschool, with English classes for parents. Parent involvement strategies have been successful with an increase in overall parent involvement. Achievement gaps are more significant in reading than in math, but are smaller than comparable Title I schools in the district, especially in ELL and Students with Disabilities. Hunt fell short of meeting the 2007-2008 composite target of 59.7%. Needs assessment data indicates that disadvantaged learning conditions with the ensuing language deficits are root causes for academic challenges. Behavioral issues, while better, still need to be addressed through continued Positive Behavior Support. RtI, focusing on Tier I best practice instructional strategies and intense interventions, will address the academic needs and continue to keep reading and math scores on upward trends and continue to close the achievement gap.

Hunt has met the requirements for AYP each year since the 2001-2002 baseline year. SIP goals have not always been met, but achievement in both reading and math continues to increase.

Hunt Elementary School

Schoolwide Goal 2: Reading

Annual Goal: By the end of the school year, 12+ month students (in all gender, ethnic, and socioeconomic status categories) in grades 3rd-5th will score 80% proficient/advanced, and maintain a minimum of 1.1% advanced, according to CSAP by using the following: Macmillan/McGraw-Hill reading and language programs and Success Maker. Based on CSAP analysis, instruction will focus on comprehension, constructed response, and the use of literary information, fiction and poetry.



Ivywild Elementary School

Ivywild Elementary implements a schoolwide Title I program. Ivywild had 148 students enrolled on October 1, 2007, with a poverty rate of 87.2%. Ivywild will remain a Title I school for the 2008-2009 school year.

Program evaluation data indicate an upward trend in achievement in math and flat to very slightly declining scores in reading. Ivywild is unique in that mobility is very high and often times students will only be in attendance for weeks before moving. The mobility and ensuing emotional issues of students create challenges not seen in other Title I schools. Despite the challenges, Ivywild has not been on Improvement Status since 2004 and achievement gaps are recently relatively narrow. Ivywild made impressive gains of over 10 percentage points in the composite target in 2007-2008. Because of the high mobility and poverty, foundational reading skills are a high need. The school houses a preschool program to help address this issue, and RtI/PBS strategies and interventions are needed to address academic and behavior issues at K-5 levels. Parent involvement is challenging with highly mobile families and continues to be a need identified by parents, community and staff.

Ivywild was removed from Improvement Status after meeting the requirements for AYP in both 2003 and 2004. In 2005, the requirements for AYP were missed due to participation rate. Requirements for AYP have been met in both reading and math since then, but SIP goals have been generally unmet since 2002.

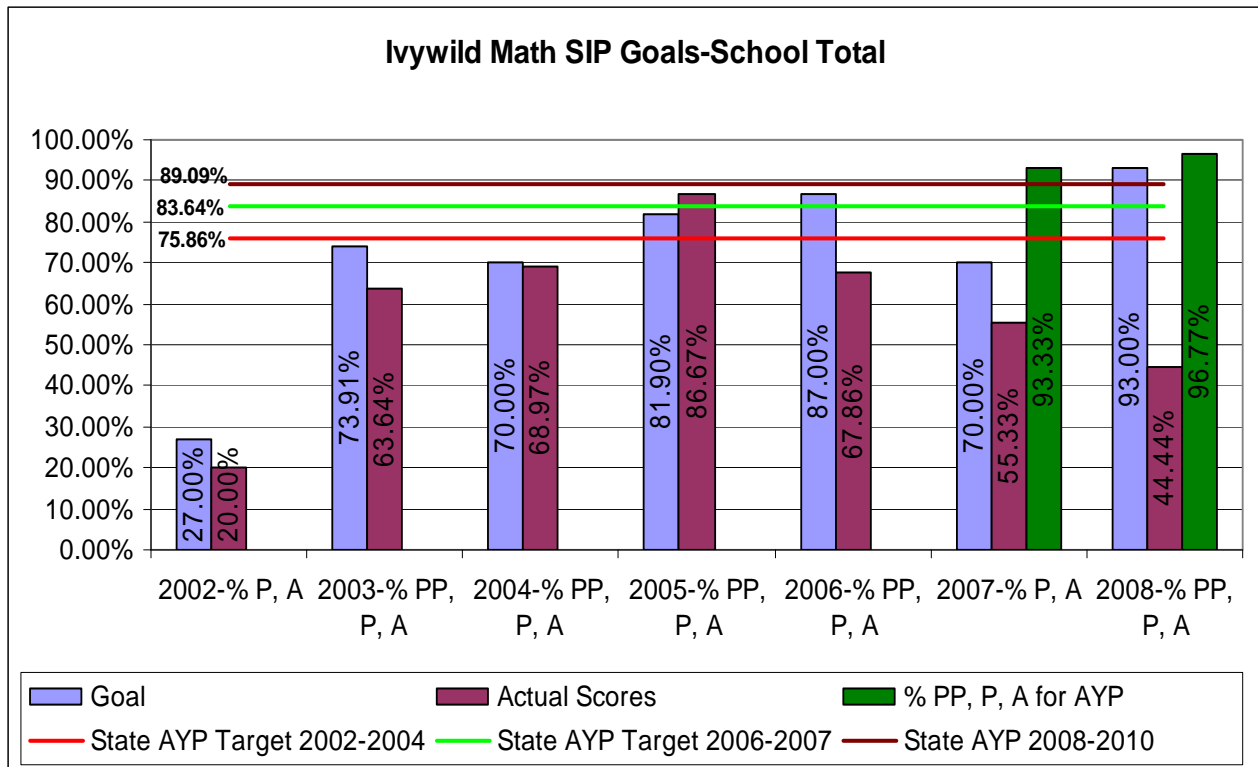
Ivywild Elementary School

Schoolwide Goal 1: Mathematics

Annual Goal:

1. To increase PP, P & A math scores in 3rd, 4th and 5th grades from 90% to 93% as measured by the 2008 CSAP.

2 To decrease the number of 1-2 “Unsatisfactory” students as indicated by fall MAP scores to 3% or less by December 2007.



Jefferson Elementary School

Jefferson Elementary School implements a Title I schoolwide program. Jefferson had 180 students enrolled on October 1, 2007, with a poverty rate of 73.9%. Jefferson will remain a Title I school for the 2008-2009 school year.

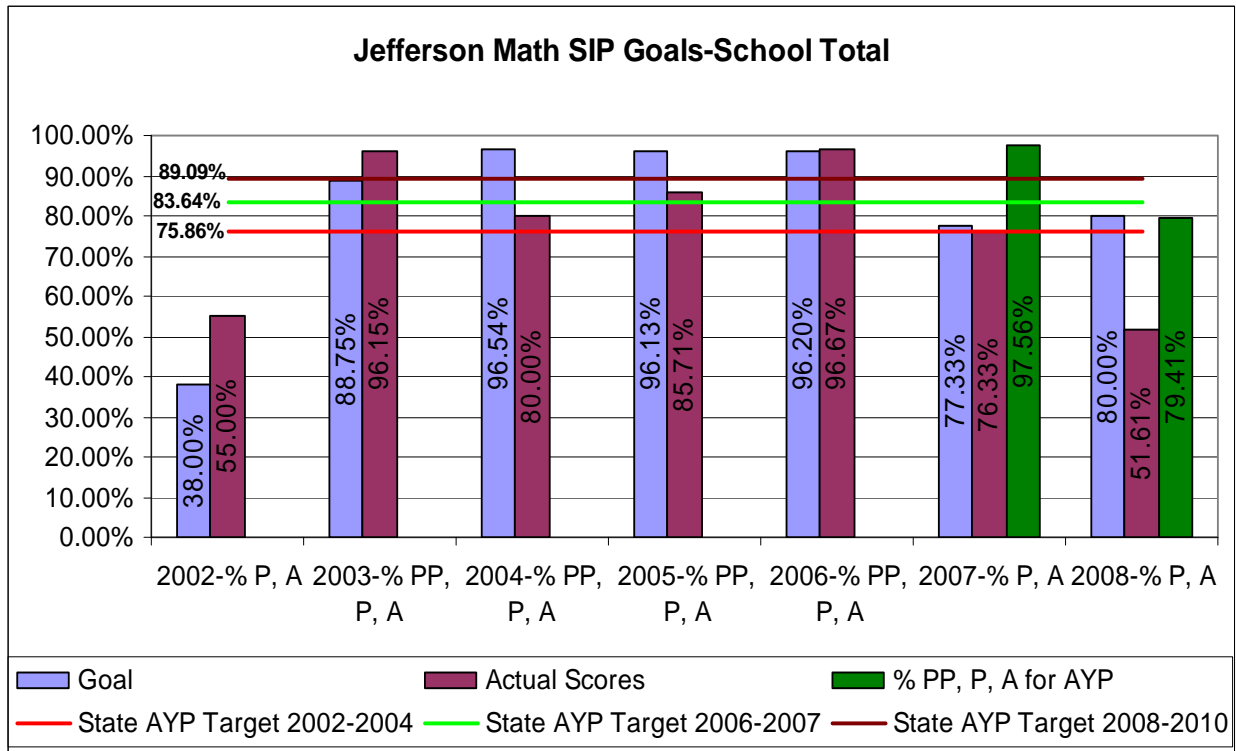
Program evaluation data indicate that, while the school continues to meet the requirements for AYP, achievement gaps are large between reportable and non-reportable (particularly black and students with disabilities) groups. The school has been in a state of flux, with three administrators in as many years. This could be a contributing factor in the decline in the composite score. In fact, the 2007-2008 score dropped again, creating a two-year downward trajectory, and at 47.5%, is the second lowest composite for this school ever. Needs assessment data indicate that alignment of everything from curriculum to expectations is low. Training in the implementation of programs with fidelity is a high need, as is the creation of a professional learning community. Parent involvement is also a need.

Jefferson has met all AYP targets since 2002 when the school failed to assess 95% of all students. SIP goals have generally not been met.

Jefferson Elementary School

Schoolwide Goal 1: Mathematics

Annual Goal: 80% of the students in grades 3rd-5th will score Proficient or Advanced as measured by the Math CSAP for SY 07/08.

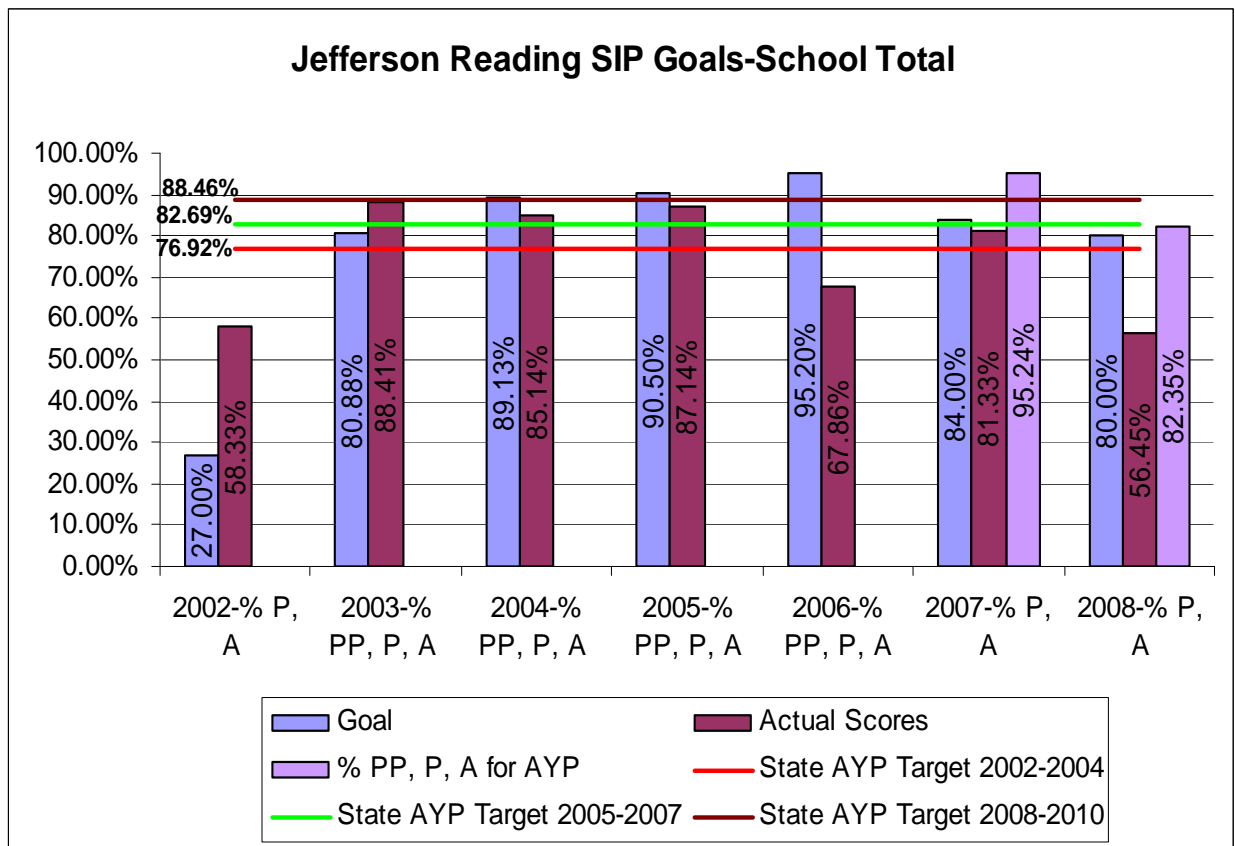


Jefferson Elementary School

Schoolwide Goal 2: Reading

Annual Goal: 80% of all students in grades 3rd, 4th, and 5th will be proficient or advanced as measured by the CSAP Reading Assessment.

80% of students in grades Kindergarten -2nd will benchmark in reading as measured by DIBELS.



Lincoln Elementary School

Lincoln Elementary implements a schoolwide Title I program. Lincoln had 298 Students enrolled on October 1, 2007, with a poverty rate of 78.9%. Lincoln will remain a Title I school for the 2008-2009 school year.

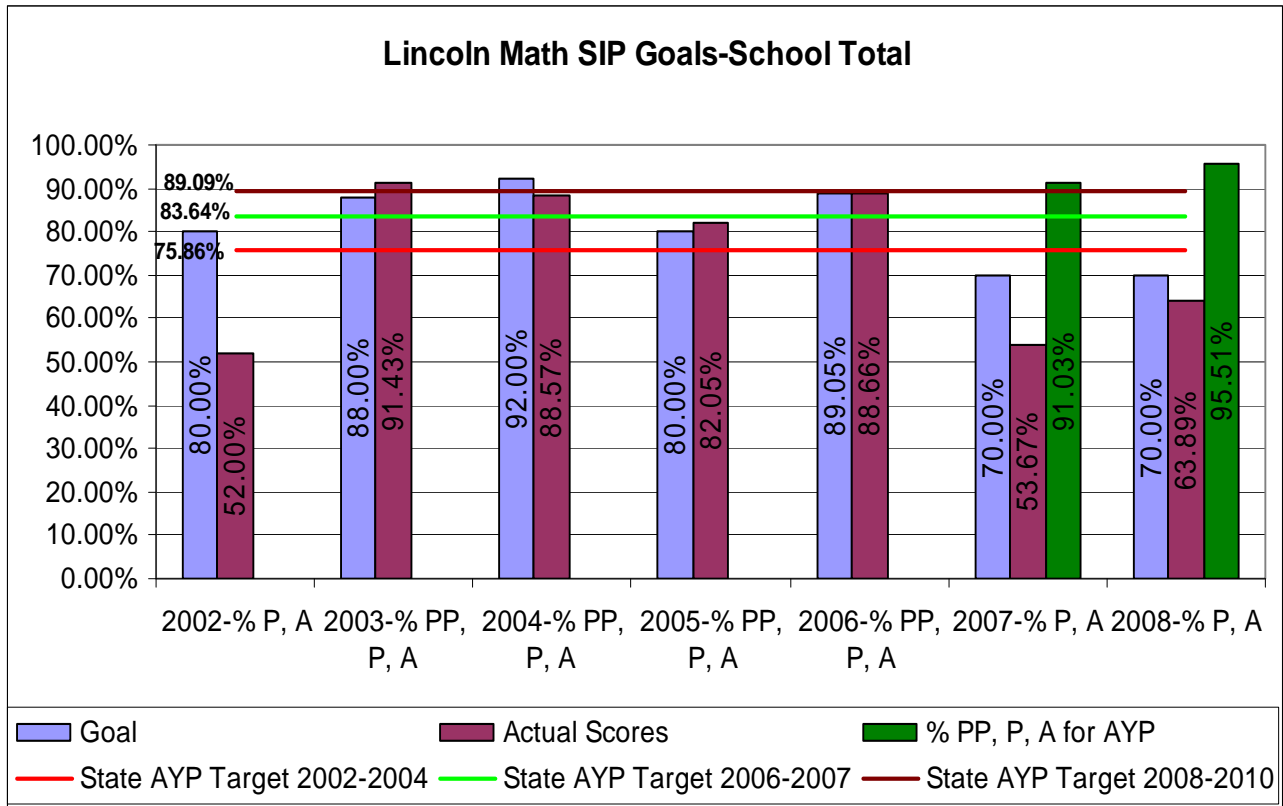
Program evaluation data indicate that Lincoln met the requirements for AYP for 2008 after missing in reading in 2007. Achievement gaps remain, particularly in reading between the reportable and non-reportable groups. Class size reduction and the addition of an art teacher are strategies that lack clear documentation of effectiveness. Lincoln's population contains a relatively large number of highly mobile and "doubled up" students and the issues that follow these families as far as parent engagement. The Family Literacy program once housed at the school has been moved to another location, although the school continues to utilize several strategies from this program. Lincoln's composite score made an impressive increase of over 8 percentage points from 2006-2007 to 2007-2008. Needs assessment data indicate that staff and parents would like to see a Community School concept implemented wherein educational and social serves meld in the school environment. Because parent engagement is a challenge, this concept could help address this. The school uses an embedded professional development model which has been successful and will continue. RtI strategies and interventions, particularly at the Tier I and II levels, need to be implemented in a focused manner with fidelity.

The requirements for AYP were met in both reading and math from 2002 to 2006. In 2007, the requirements for reading were not met, but were met again in 2008 allowing the school to avoid moving into Improvement Status-Year 1.

Lincoln Elementary School

Schoolwide Goal 1: Mathematics

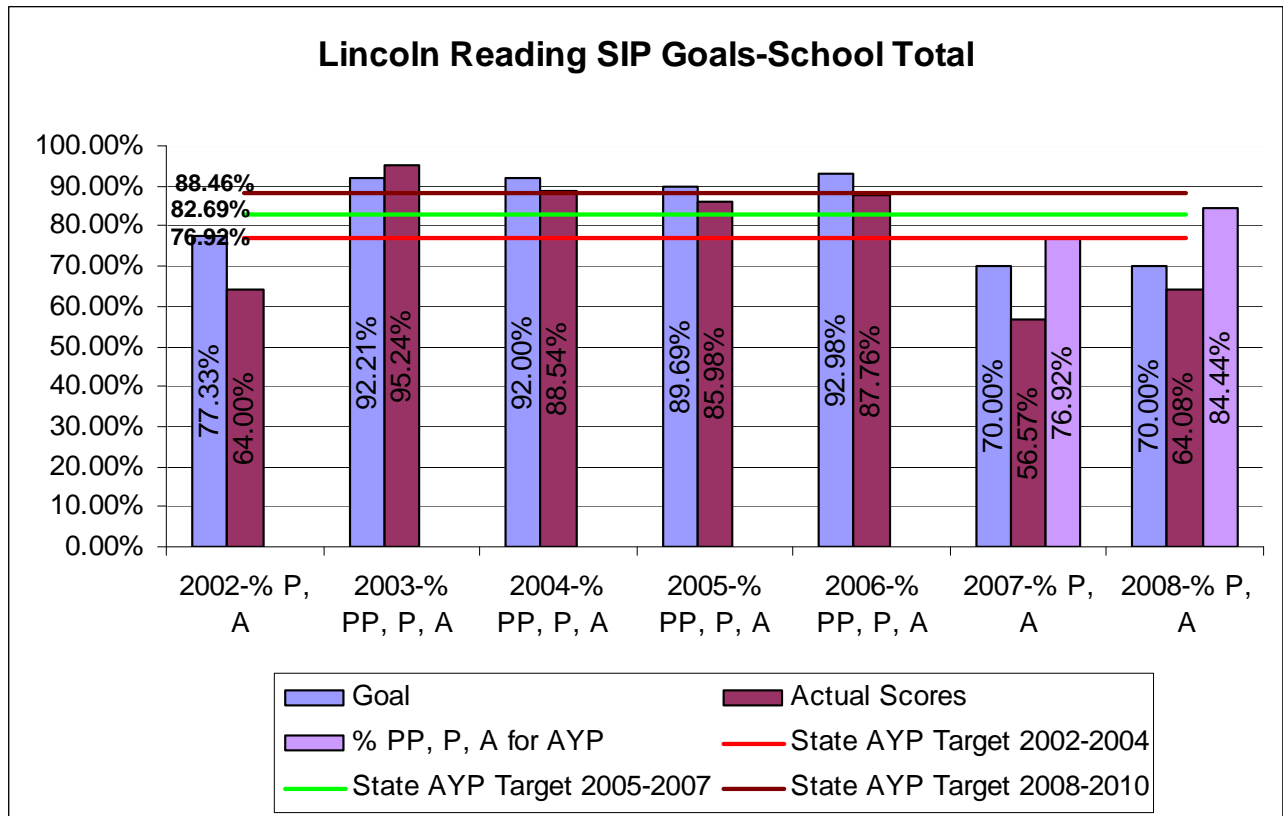
Annual Goal: By the end of 2008, 70% of all students in 3rd through 5th grade will be proficient or advanced in math, as measured by the 2008 Math CSAP test.



Lincoln Elementary School

Schoolwide Goal 2: Reading

Annual Goal: By the end of 2008, 70% of all students in 3rd through 5th grade will be proficient or advanced in reading, as measured by the 2008 reading CSAP test.



Longfellow Elementary School

Longfellow Elementary implements a schoolwide Title I program. Longfellow had 194 students enrolled on October 5, 2007, with a poverty rate of 68%. Longfellow will remain a Title I school for the 2008-2009 school year.

Program evaluation data indicate very positive affects from the programs (Colorado Reading First and Read to Achieve) in the school. The school has seen increased in Proficient and Advanced students in reading from just over 60% to nearly 82%, and increases in PP, P and A scores from 85% to nearly 97%. Achievement gaps have all but disappeared except in Students with Disabilities (N=9). Similar gains are evident in math. Longfellow enjoys the highest composite score of all Title I schools in the district, up over 20 percentage points in a single year. Needs assessment data indicate that the 90-minute literacy block should continue, as should interventions like SuccessMaker, and the tutoring program should be expanded, if possible. A focus on Tier I instruction, especially in math, was identified as a need to be addressed through continued professional development in 2008-2009. Increasing parent involvement is always a challenge; however, several well-attended parent events are sponsored each year.

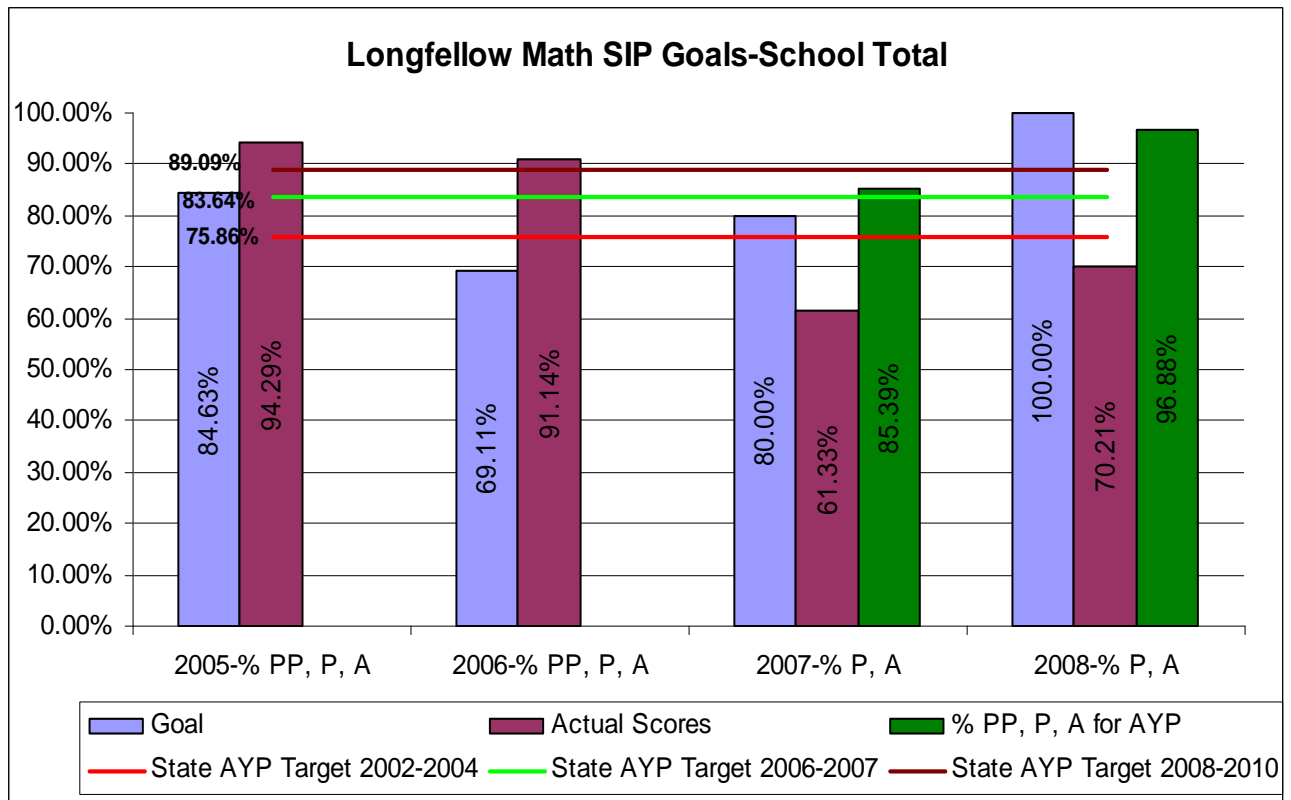
Longfellow has met all requirements for AYP since becoming a Title I school in the 2004-2005 school year. The schoolwide plan was implemented in 2005-2006 and continues. Both reading and math AYP targets were exceeded by nearly 10 percentage points in 2008. The reading SIP goal was exceeded, but the math SIP goal of 100% P and A was not met.

Longfellow Elementary School

Schoolwide Goal 1: Mathematics

Annual Goal: All Kindergarten -2nd grade students will be proficient or advanced on End-of-Year Everyday Math assessments.

All students in grades 3rd-5th will be proficient or advanced on the 2008 CSAP.

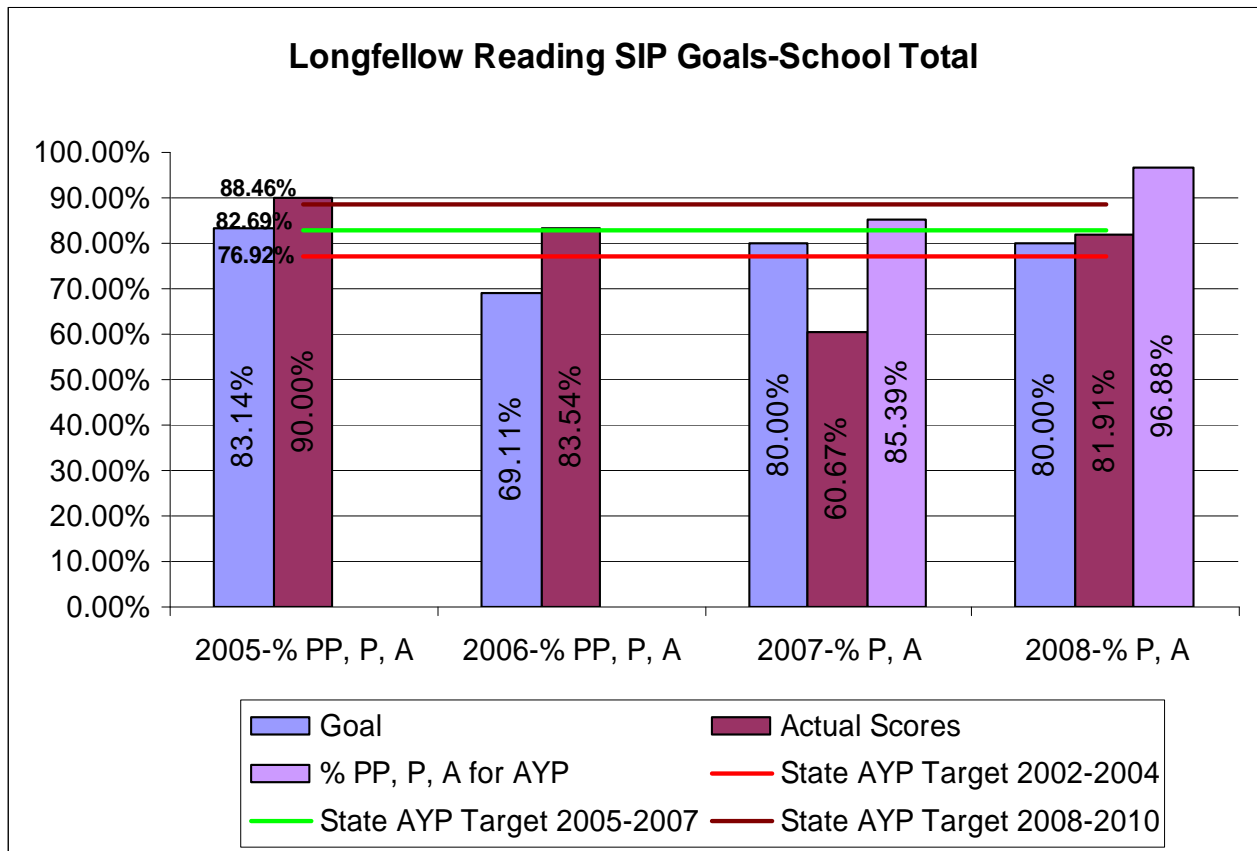


Longfellow Elementary School

Schoolwide Goal 2: Reading

Annual Goal: 80% of students in grades Kindergarten-2nd will benchmark in reading as measured by the DIBELS assessment.

80% of 12+ month students in 3rd-5th grades will score Proficient or Advanced on the 2008 CSAP Reading Assessment.



Monroe Elementary School

Monroe Elementary implements a schoolwide Title I program. Monroe had 362 students enrolled on October 1, 2007, with a poverty rate of 92%. Monroe will remain a Title I school for the 2008-2009 school year.

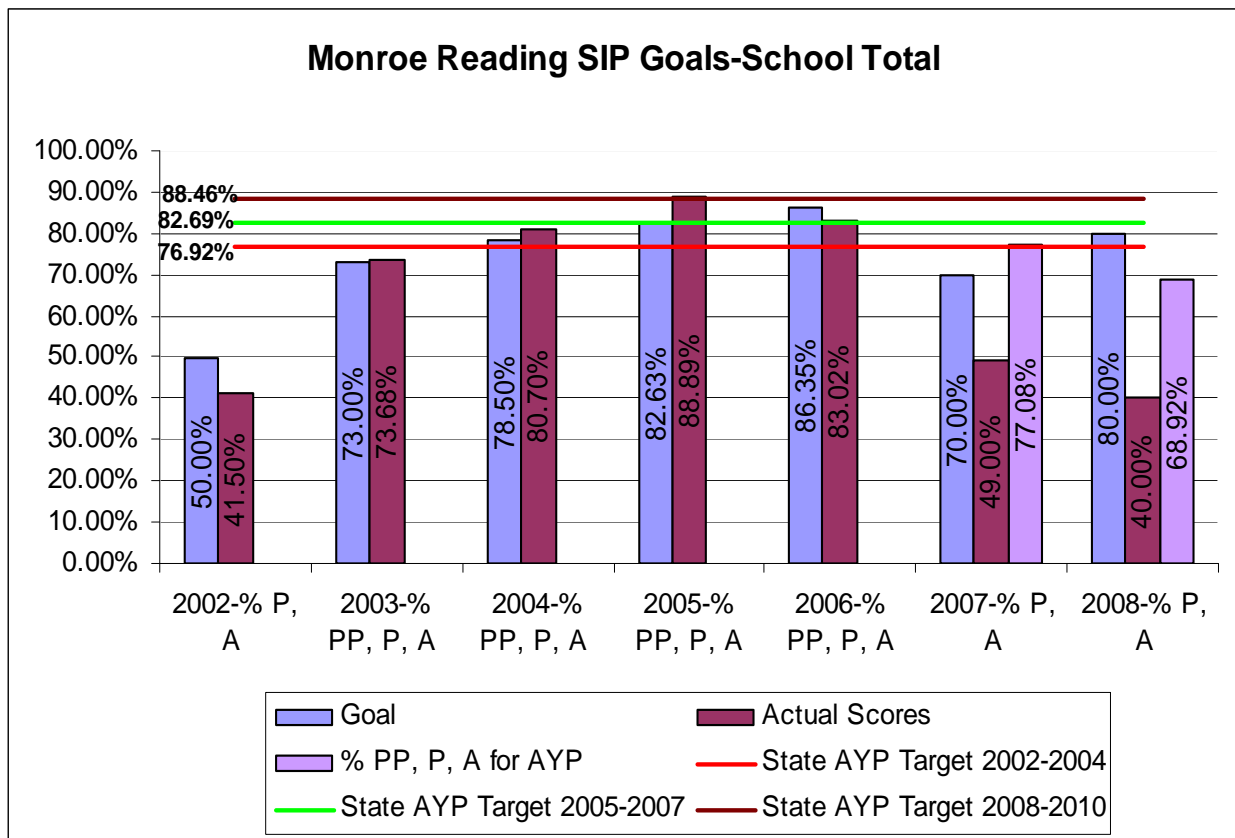
Program evaluation data indicate that scores at this school are declining in all areas. Significant Title I funding has been directed toward class-size reduction teachers with little or no evidence to support this strategy. Monroe had the lowest composite score of all Title I schools and has had a declining trajectory since 2004-2005. The school has a very diverse student body with over 40% of students being English Language Learners. Many programs are currently being used in the building to address core academics, as well as ELL needs. Needs assessment data indicate that alignment of a few highly focused goals to address Tiers I-III concerns is needed. Teachers and parents cite language barriers as a root cause of underachievement. While some steps have been taken to increase parents' English abilities, meaningful parent engagement remains a need. Shared accountability for student achievement across all staff members through a PLC model focused on student data and achievement is vital.

Monroe was on second year improvement for the 2002-2003 school year and offered Title I Public School Choice and Supplemental Educational Services. Monroe met the requirements for AYP in 2004, 2006 and 2007; however, neither math nor reading requirements were met in 2008. If Monroe fails to meet the requirements for AYP in either content area in 2009, it will move into First Year Improvement Status and be required to offer Title I public School Choice.

Monroe Elementary School

Schoolwide Goal 2: Reading

Annual Goal: By the end of the 2007-2008 school year, 80% of our 3rd, 4th, and 5th grade students will score Proficient or Advanced on the Reading CSAP with an emphasis on Literal Comprehension (Standard 1).



Pike Elementary School

Pike Elementary implements a schoolwide Title I program. Pike had 127 students enrolled on October 1, 2007, with a poverty rate of 75.6%. Pike will remain a Title I school for the 2008-2009 school year.

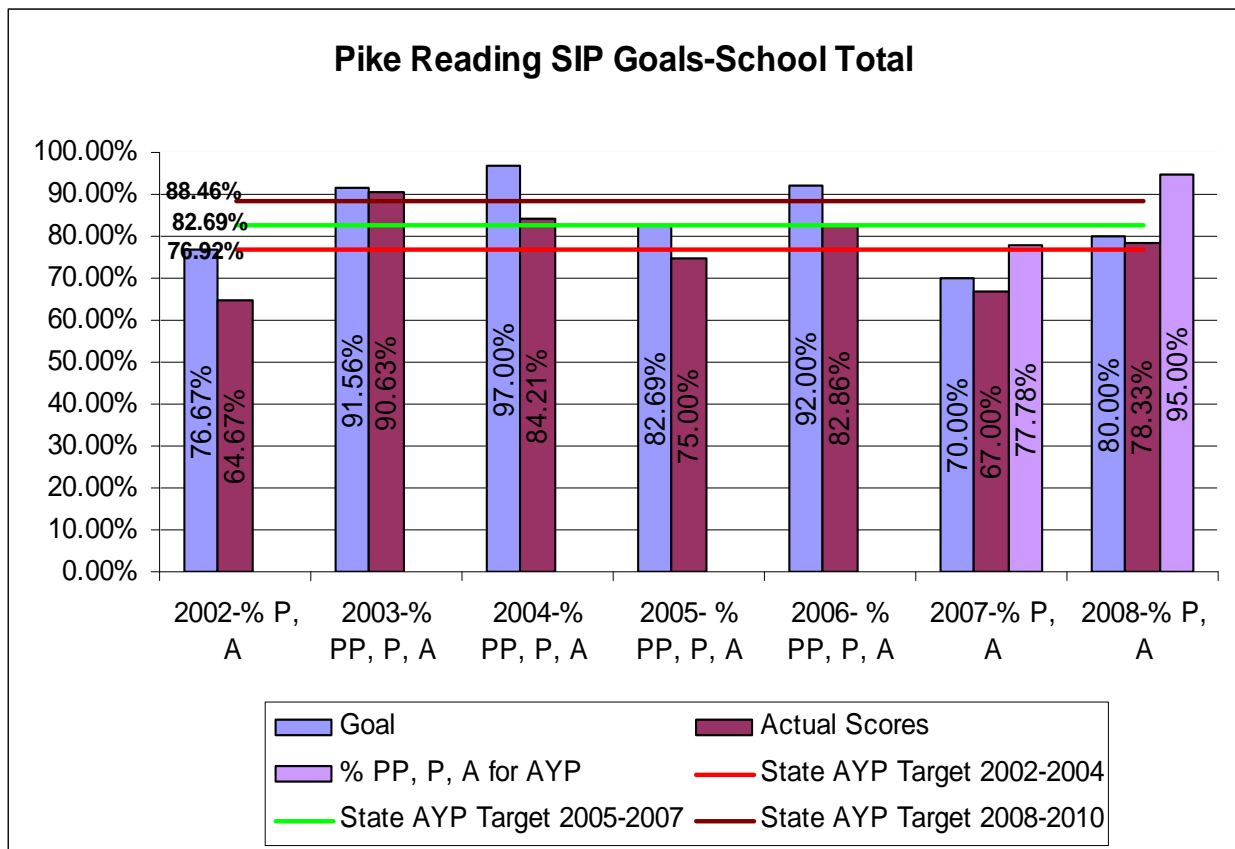
Program evaluation data indicate that the combination of Title I, Reading First and Read to Achieve funds are having positive affects in the school. Students consistently receive very small group and individual instruction in reading because of the additional staff these grants provide. Ninety-minute literacy blocks and 60-minute intervention blocks are possible with the additional staffing. Benchmark data shows most students at benchmark levels for their respective grade levels. Additionally, Pike exceeded the expected composite target scores by nearly 15 percentage points, making this school second among all Title I schools. Needs assessment data and analysis indicate that math strategies and interventions need to become as refined as the successful reading strategies and interventions. Increasing parent engagement is also a need that might be addressed through parent homework help training or Parents as Teacher frameworks.

Pike was awarded a "clean slate" in December 2002 after baseline data was established. Pike has met all requirements for AYP since that time. Pike fell short of meeting the SIP goal of 80% P and A in both math and reading.

Pike Elementary School

Schoolwide Goal 2: Reading

Annual Goal: At least 80% of the 3rd – 5th grade students will score Proficient or Advanced on the 2008 CSAP Reading test. 80% of the Kindergarten-2nd grade students will score proficient as measured by the DIBELS test – greatest indicator and BEAR testing.



Queen Palmer Elementary School

Queen Palmer Elementary implements a schoolwide Title I program. Queen Palmer had 216 students enrolled on October 1, 2007, with a poverty rate of 84.7%. Queen Palmer will remain a Title I school for the 2008-2009 school year.

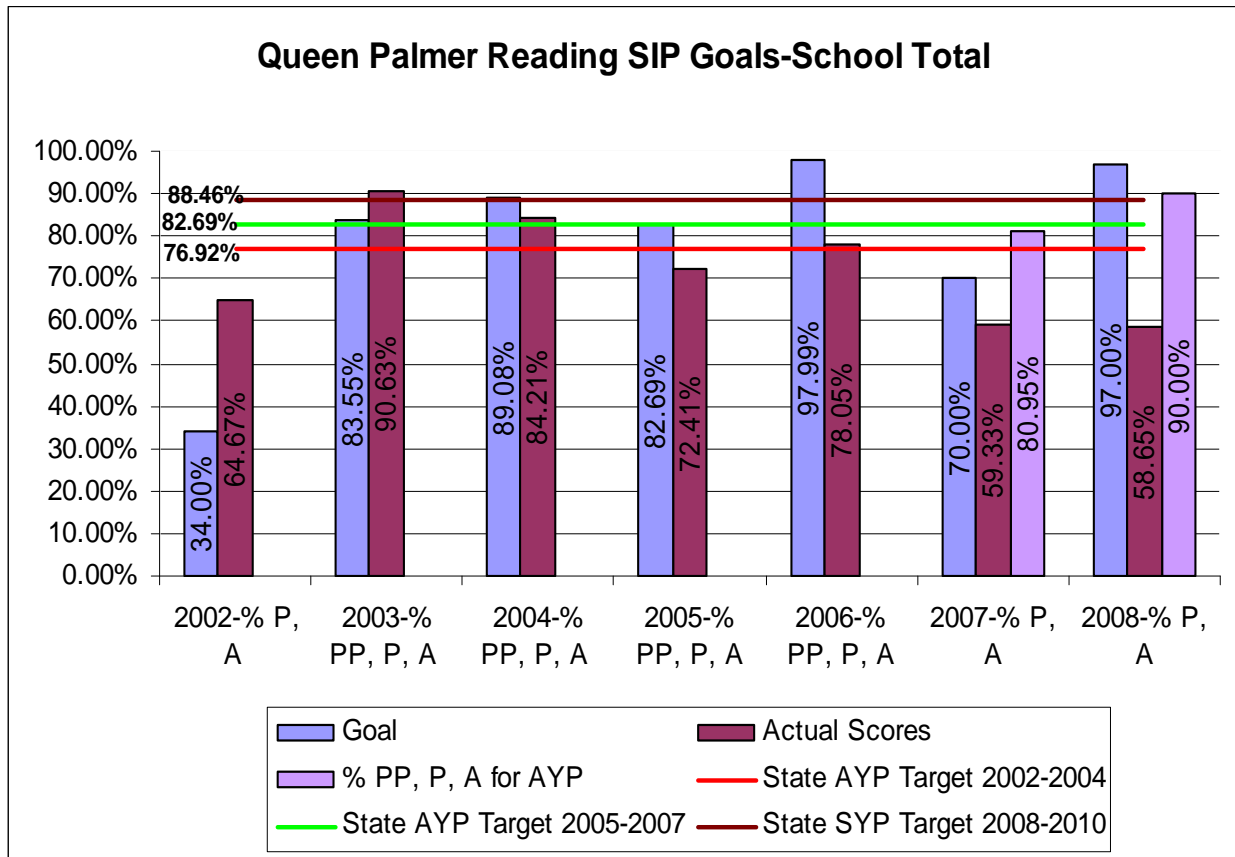
Program evaluation data indicate that Queen Palmer is demonstrating an upward trajectory in both reading and math, particularly over the past three years. The Colorado Reading First program that has been in the building for three years (as of 2007-2008) is showing positive affects in reading achievement. The school also slightly exceeded the projected target for the composite score. Needs assessment data and analysis indicate that the student population has become needier, especially in the last five years. Many students live with parents who currently are or who have been incarcerated and these students exhibit behaviors at school reflective of the unstable environments in which they live or have lived. A need cited in this building is a way to engage students and parents in the educational processes. One research-based way to accomplish this is through an Arts Based School which is an identified method to engage high poverty students. Professional development to ensure success in implementing this strategy is vital to its success.

Queen Palmer was awarded a "clean slate" in December 2002 when baseline data became available. All requirements for AYP have been met since. The SIP goals of 97% of students being P or A have not been met.

Queen Palmer Elementary School

Schoolwide Goal 2: Reading

Annual Goal: Based on 2007-2008 CSAP (grades 3rd-5th), MAP (grades 1st-5th), DIBELS, and BEAR results, Queen Palmer will have 97% of our students at Benchmark in Reading by the end of the school year.



Rogers Elementary School

Rogers Elementary implements a schoolwide Title I program. Rogers had 362 student enrolled on October 1, 2007, with a poverty rate of 77.9% Rogers will remain a Title I school for the 2008-2009 school year.

Program evaluation data indicate that achievement gaps persist across subgroups in both reading and math and the 2007-2008 composite score target was not met. Some increases in overall achievement are evident in reading, but math scores have varied little since 2003. A majority of Title I funds have been directed at supporting staff (classroom teachers, an art teacher, PBS support) without any clear data on increasing student achievement. Needs assessment data and analysis indicate that resources should be directed at fewer, clear academic goals and Tiers I and II strategies and interventions. A clear adoption of a PLC model to address students' needs through data analysis is essential, and additional funds need to be directed toward professional development and parent involvement strategies.

Rogers did not meet the requirements for AYP in 2002 in reading, but all requirements have been met since that time. The SIP goals of 75% P and A in both reading and math were not met in 2008.

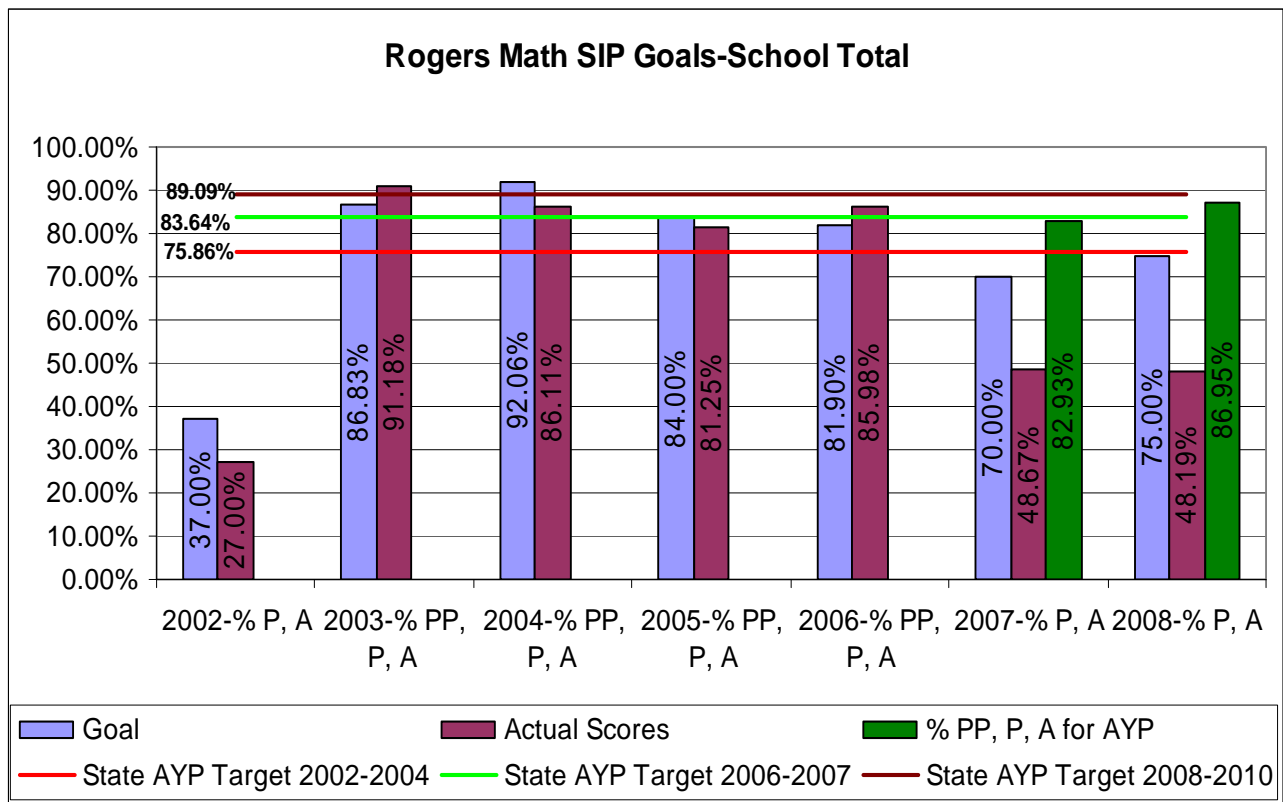
Rogers Elementary School

Schoolwide Goal 1: Mathematics

Annual Goal: During the 2007-2008 school year, a minimum of 75% of our 12+ month students in grades 3rd-5th will be proficient and advanced through the daily use of Saxon Math, Success Maker, and Touch Math and additional extended learning opportunities as measured by the 2007-2008 CSAP data.

All Kindergarten students will score at the 85% level as measured by the Saxon Unit Assessments and Quarterly Building Level Assessments as created by the Math Goal Team.

All 1st and 2nd grade Students will score in the proficient or advanced level as measured by the MAP spring assessment.

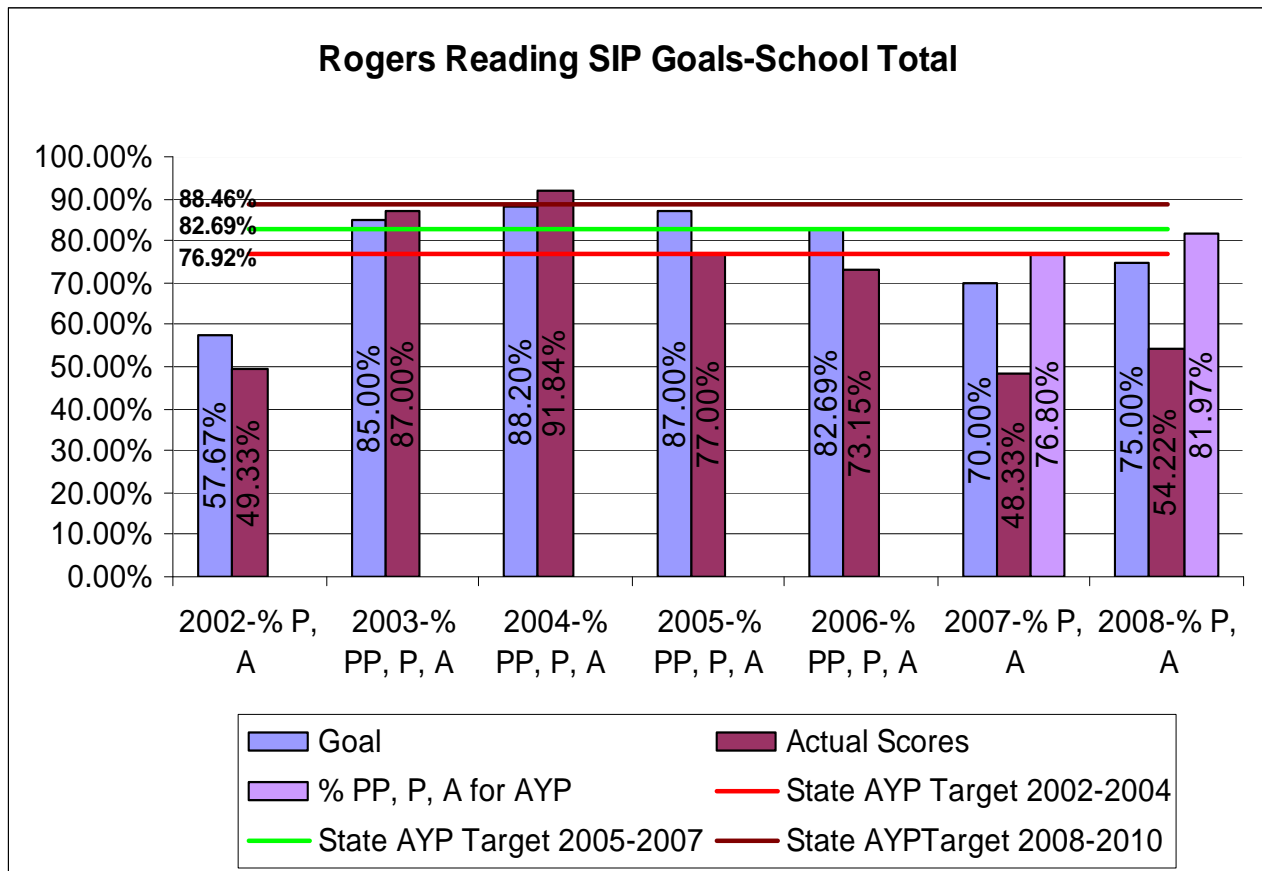


Rogers Elementary School

Schoolwide Goal 2: Reading

Annual Goal: During the 2007-2008 school year a minimum of 75% of our 12+ month students in grades 3rd-5th will be proficient and advanced through the daily use of MMMH, Orton-Gillingham and additional extended learning opportunities as measured by the 2007-2008 CSAP data.

All Kindergarten, 1st and 2nd grade Students will be at the strategic or benchmark level by the Spring 2008 Benchmark Assessment.



Roosevelt Edison Charter School

Roosevelt-Edison Charter School implements a schoolwide Title I program. Roosevelt had 659 students enrolled on October 1, 2007, with a poverty rate of 85.4%. Roosevelt will remain a Title I school for the 2008-2009 school year.

Program evaluation data indicate that Roosevelt has continued to increase student achievement across the board, with the possible exception of the Students with Disabilities subgroup in both reading and math. Roosevelt is the most successful charter school within District 11. Title I funds are allocated to support personnel, a strategy that appears to be effective at this school. Although this school is large, very high poverty, high minority and high ELL, the strong leadership has increased student achievement. The composite score target was not met for 2007-2008; however, the upward trajectory continues. Needs assessment and analysis data indicate that parent involvement is a challenge with many parents working more than one job. Parent activities need to be scheduled at various, flexible times so that more parents have the opportunity to attend. The language barrier is also challenge that could be addressed by offering more English classes for parents, again at various and flexible times.

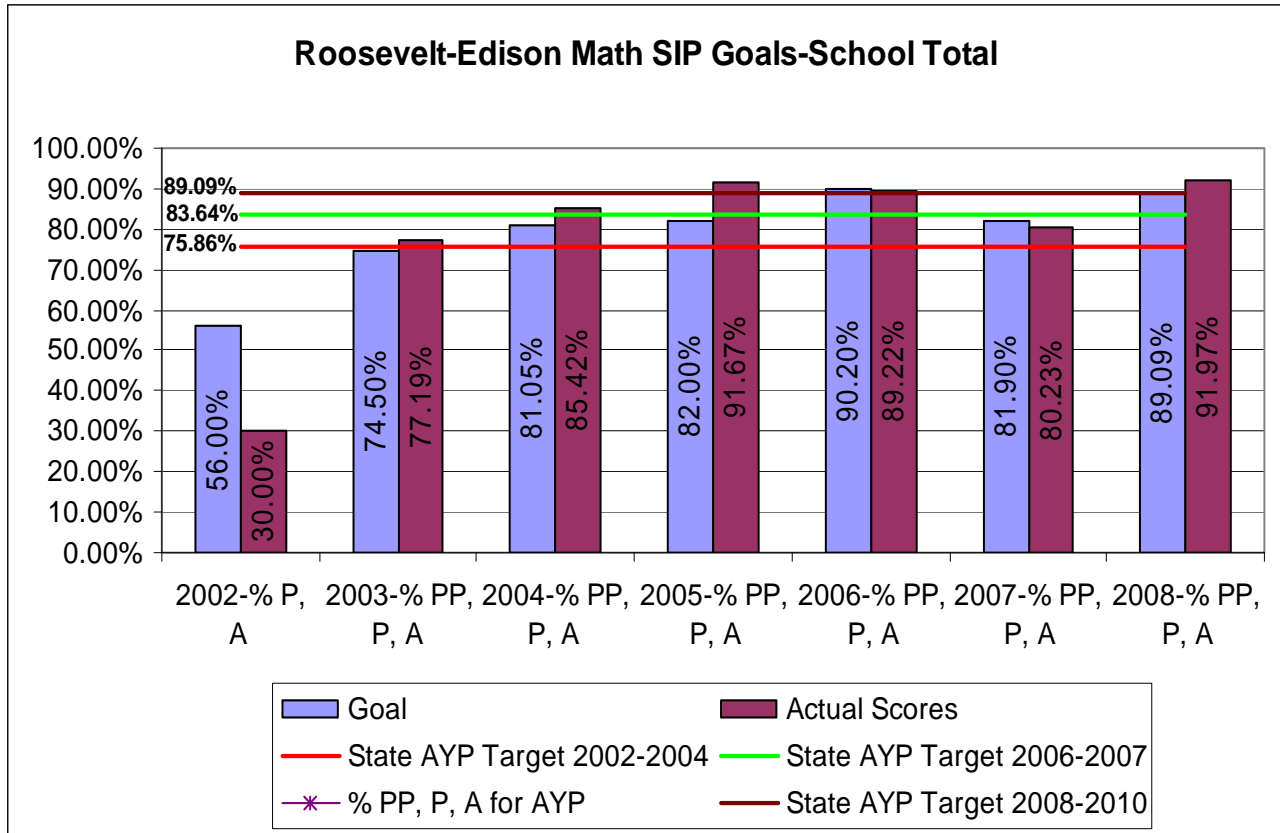
Roosevelt met the requirements for AYP in 2002, missed in both reading and math in 2003, and missed in reading in 2004. Roosevelt was facing moving from Second Year Improvement Status into Corrective Action in 2005; however, all requirements for AYP were met in 2005, placing them in a “hold harmless” position for that year. Then, in 2006, all requirements were met again, thus Roosevelt was awarded a “clean slate”. All requirements for AYP have been met since that time. The SIP goals have not been met.

Roosevelt Edison Charter School

Schoolwide Goal 1: Mathematics

Annual Goal:

1. All identified kindergarten, 1st and 2nd grade students will academically increase a minimum of 1.3 years or score 85% or better on the end of year Math Assessment: (i.e....grade level assessments and Edison Benchmark).
2. All AYP 3rd, 4th and 5th grade students will academically increase a minimum of 1.3 years or score 85% or better on the end of year Math Assessment: (i.e....Edison Benchmark and CSAP).

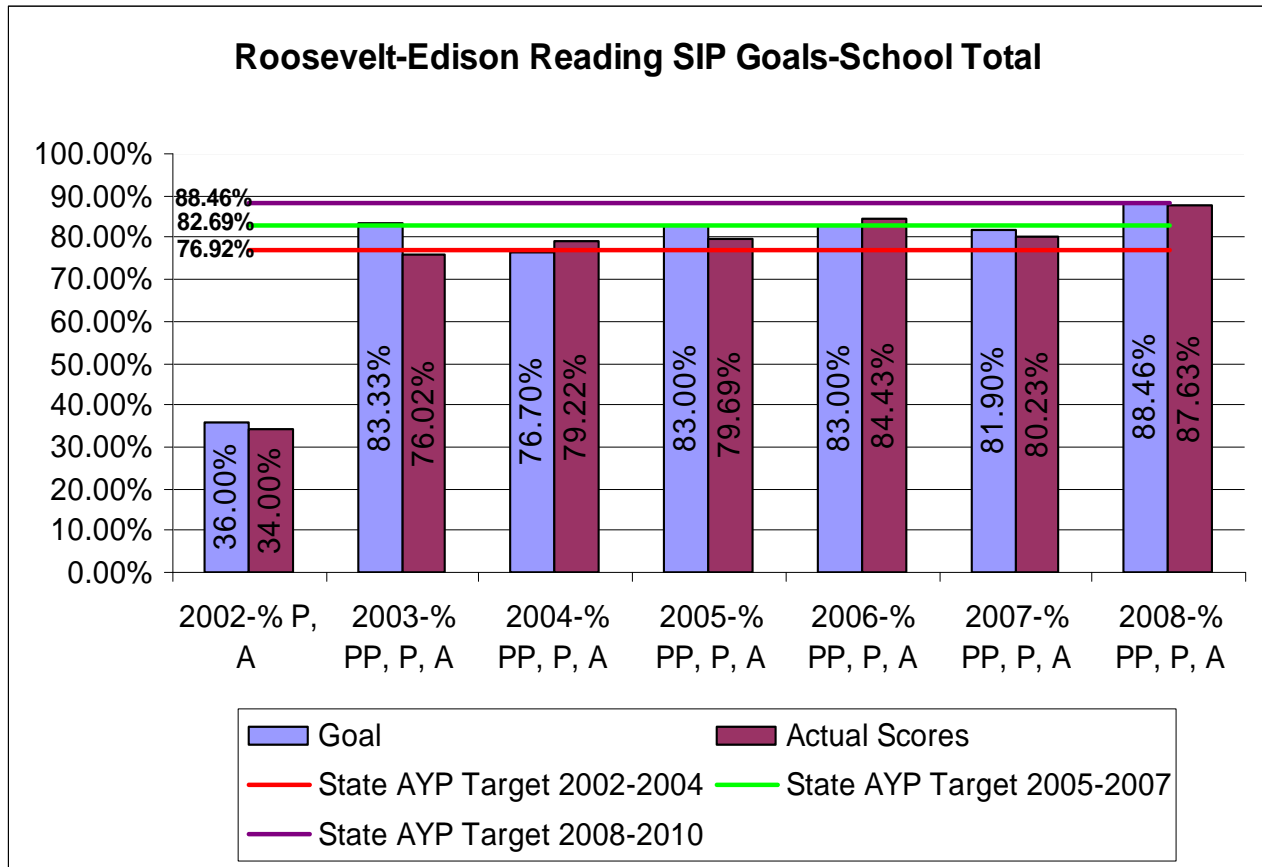


Roosevelt Edison Charter School

Schoolwide Goal 2: Reading

Annual Goal:

1. All identified kindergarten, 1st and 2nd grade students will score 85% or better on the end of year READING ASSESSMENT: (i.e. DIBELS, SIGHTWORDS, Scholastic Reading Inventory and Edison Benchmark).
2. All AYP 3rd, 4th and 5th grade students will score 85% or better on the end of year READING ASSESSMENT: (i.e. Edison Benchmark, Scholastic Reading Inventory and CSAP)



Twain Elementary School

Mark Twain Elementary implements a schoolwide Title I program. Twain had 390 students enrolled on October 1, 2007, with a poverty rate of 79.7%. Twain will remain a Title I school for the 2008-2009 school year.

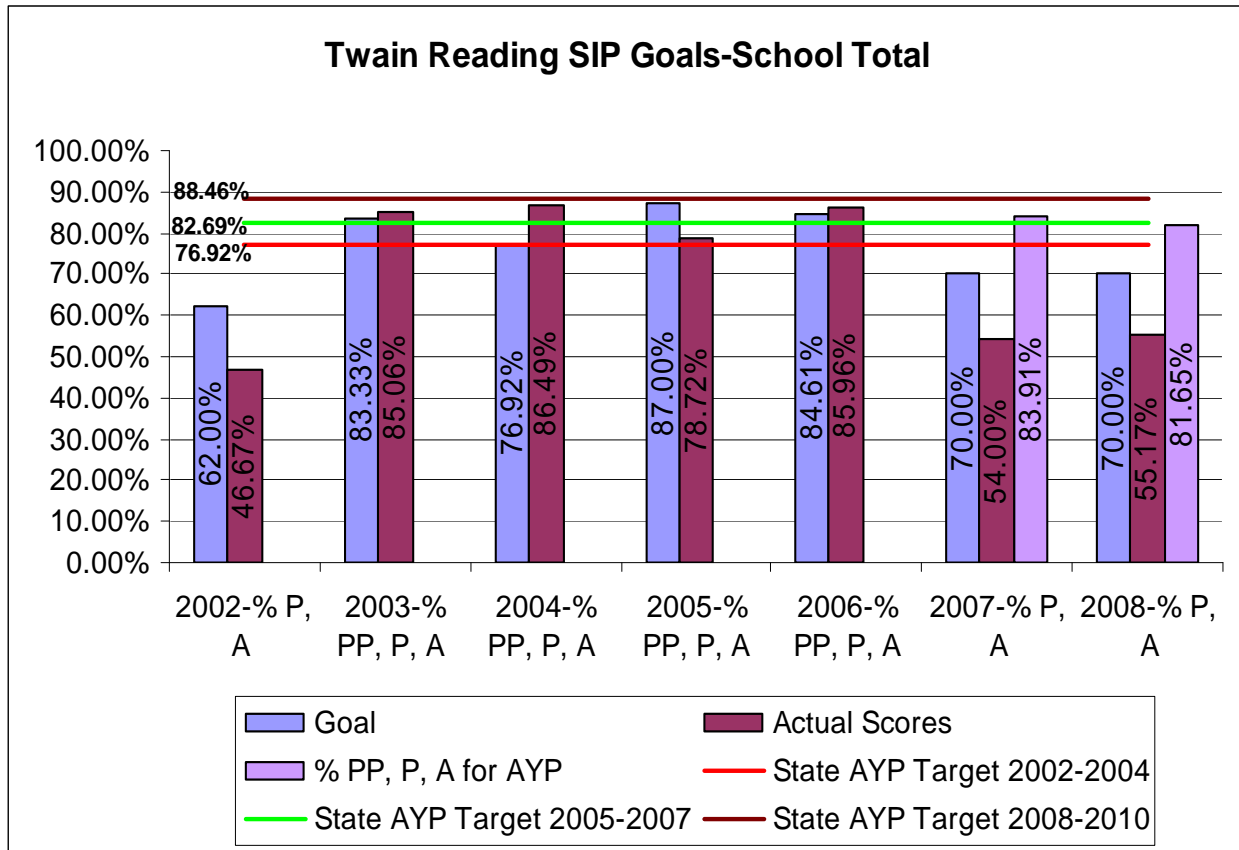
Program evaluation data indicate that while Twain was a one-hour extended day school, the positive affects seen at other schools are not seen here. This school increased the composite score from 2007 to 2008 only by 3.9 percentage points, and the requirements for AYP were not met in 2008. Achievement gaps persist, especially in the Students with Disabilities and Economically Disadvantaged subgroup. Math achievement overall has remained flat since 2003, and reading achievement is on a downward trajectory since 2006. A large majority of Title I funds are allocated to support staff, a strategy that lacks clear data for its effectiveness. Needs assessment data and analysis indicate that achievement gaps must be closed. There is a need to address Tier I strategies through professional development and through the development of clear goals for reading and math instruction. Additional funds need to be allocated to intensive Tier II strategies and interventions. Parent involvement is challenging but Title I can further support the strategies already in place: YMCA, Family Literacy and Head Start.

Twain has had an up-and-down history with AYP. Until 2006 it was back and forth each year. Then for two years, the requirements for AYP were met in both content areas. In 2008, the requirements for AYP were not met in reading. If Twain does not meet the requirements for AYP in reading in 2009, it will go on first year School Improvement status and be required to offer Title I Public School Choice.

Twain Elementary School

Schoolwide Goal 2: Reading

Annual Goal: By the end of the 2007 – 2008 school year 70% of students will be proficient in Reading as measured by CSAP and DIBELS.



Washington Elementary School

Washington Elementary School implements a schoolwide Title I program. Washington had 237 students enrolled on October 1, 2007, with a poverty rate of 82.7%. Washington will remain a Title I school for 2008-2009.

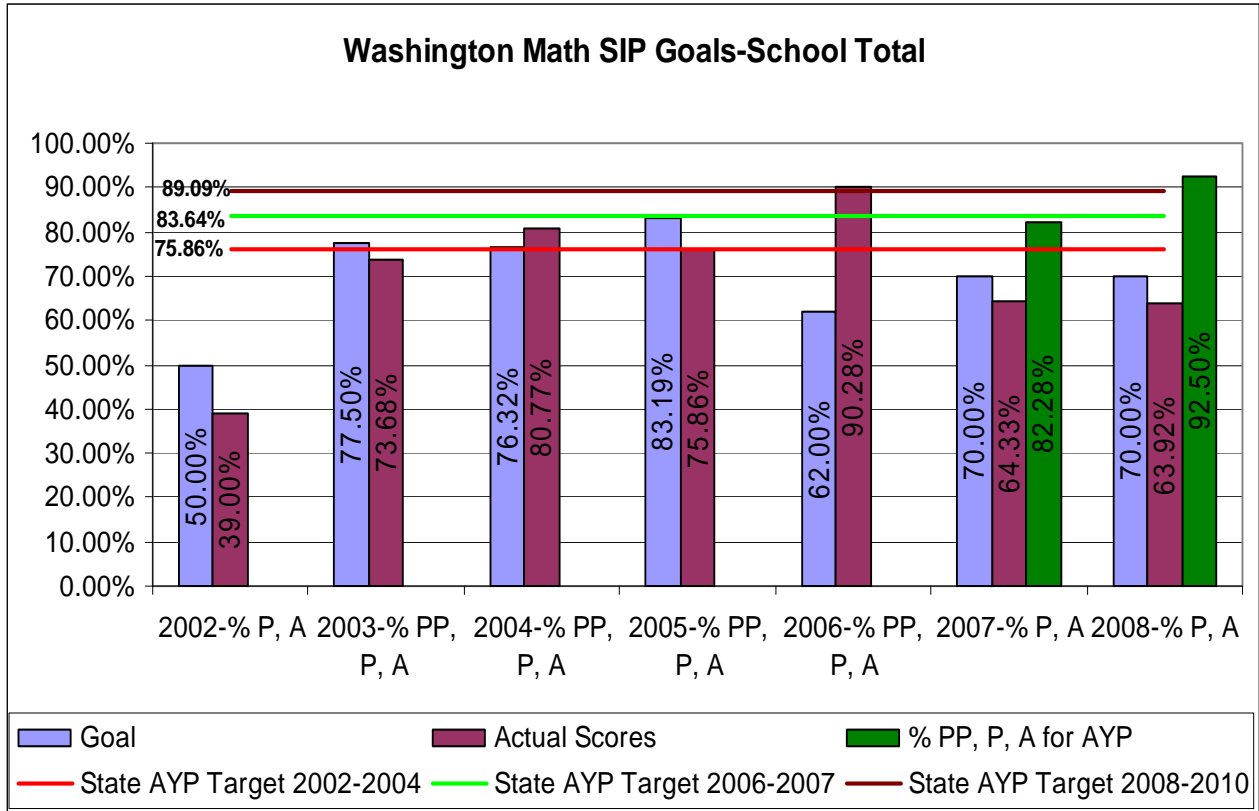
Program evaluation data indicate that math scores are increasing and reading scores are showing a slight decline over time. Washington is a Core Knowledge school, and because one of the largest homeless shelters in the city is within Washington's boundaries, many highly mobile homeless students attend this school. Achievement gaps persist among the disaggregated subgroups, particularly Hispanic, ELL and Students with Disabilities. A majority of Title I funds are allocated to support FTE without clear data to tie these FTE to student achievement. In spite of this, the composite score for 2007-2008 increased by nearly 13 percentage points. Needs assessment data indicate that extended learning time through outside-the-school day tutoring is desired by staff and parents. Additionally, parents wish to see more before-and after-school activities. Professional development activities need to focus on increasing reading scores and addressing the root causes of underachievement in the building. Also, a focus on parent involvement activities and behavior support is essential.

Washington has consistently met the requirement for AYP in both content areas. While composite scores in both reading and math increased in 2007-2008, the SIP goal of increasing these scores by 10% was not met.

Washington Elementary School

Schoolwide Goal 1: Mathematics

Annual Goal: Improve CSAP Math Composite Score for 12+ students from 57.9% by 10% to 67.9% in 2008



Whittier Elementary School

Whittier Elementary implements a schoolwide Title I program. Whittier had 173 students enrolled on October 1, 2007, with a poverty rate of 67.6%. Whittier will remain a Title I school for 2008-2009.

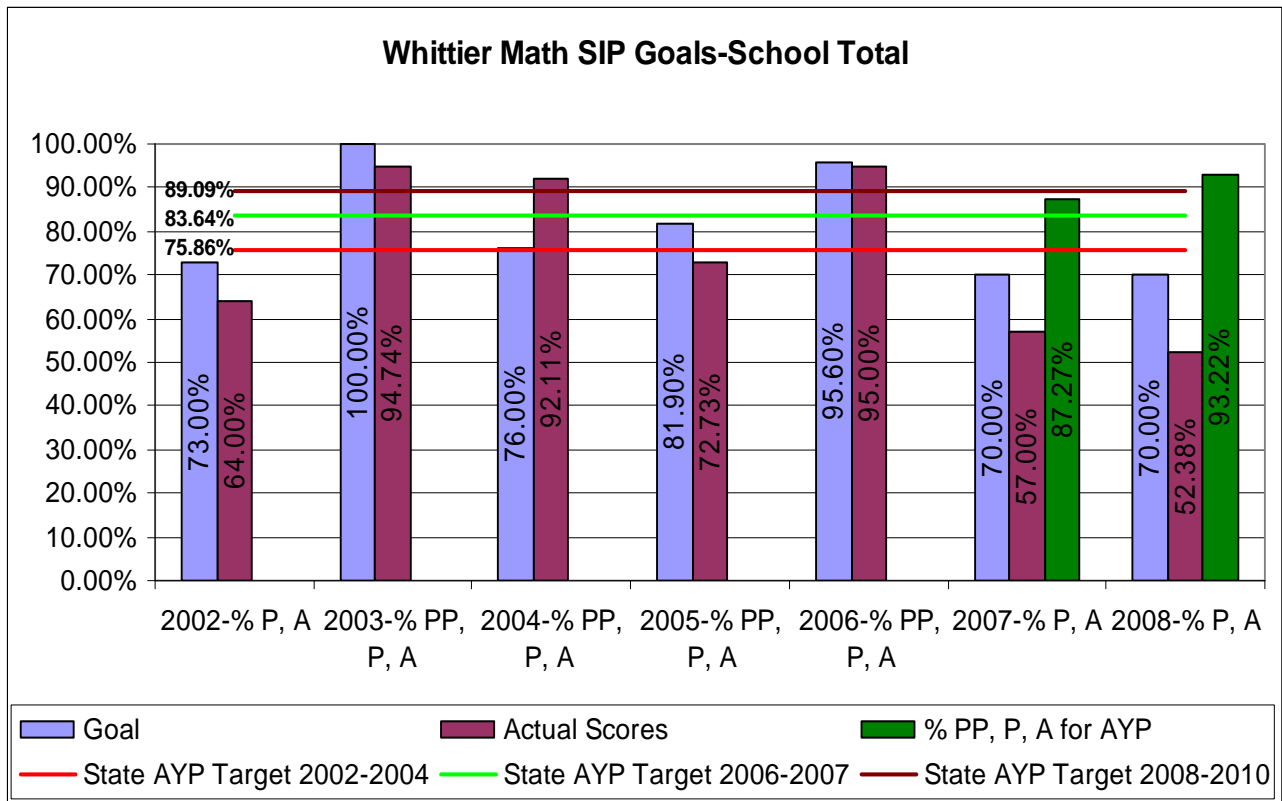
Program evaluation data indicate that there have not been significant changes in reading or math scores over time at Whittier. Achievement gaps persist in ELL and Students with Disabilities, although the Ns in these groups are small enough to influence the scores. The majority of Title I funds are allocated to supporting FTE in this building without clear evidence that this staff increases student achievement. The composite score target was not met for 2007-2008. Whittier is a strong RtI site with problem solving teams in place and relatively strong parent involvement in spite of the fact that many parents work long days and/or multiple jobs. Needs assessment data and analysis indicate that mobility of the student population is disruptive of the instructional flow. School level goals of reading, math and writing proficiency need to have resources aligned with them in the form of addressing root causes of underachievement and professional development.

Whittier was awarded a “clean slate” in December 2002 when baseline data was established. Since that time, all AYP targets have been met. Neither SIP goal of a 10% increase in Advanced students and a 10% decrease in unsatisfactory were met.

Whittier Elementary School

Schoolwide Goal 1: Mathematics

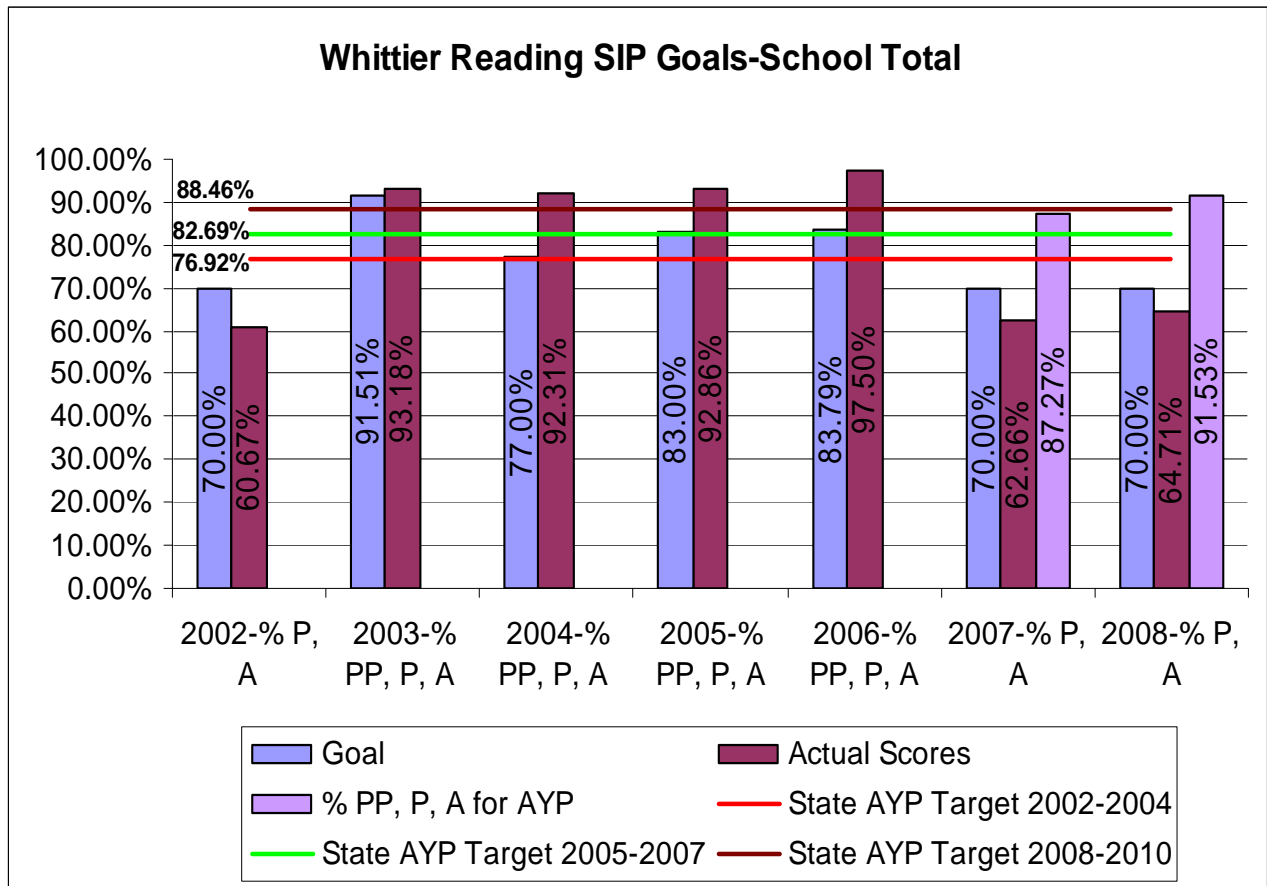
Annual Goal: By the end of the 2007-08 school year, 70% of our students will be proficient in Math as measured on the CSAP (3rd-5th), MAP (1st-5th), Common Assessments (Kindergarten-5th), and AIMSweb CBMs (Kindergarten-5th) with a 10% increase in advanced students and a 10% decrease in unsatisfactory.



Whittier Elementary School

Schoolwide Goal 2: Reading

Annual Goal: By the end of the 2007 – 2008 school year 70% of the students will be proficient with a 10% increase of advanced students and a 10% decrease in unsatisfactory students as measured by CSAP, MAP, and DIBELS.



Wilson Elementary School

Wilson Elementary implements a schoolwide Title I program. Wilson had 387 students enrolled on October 1, 2007, with a poverty rate of 81.4%. Wilson will remain a Title I school for 2008-2009.

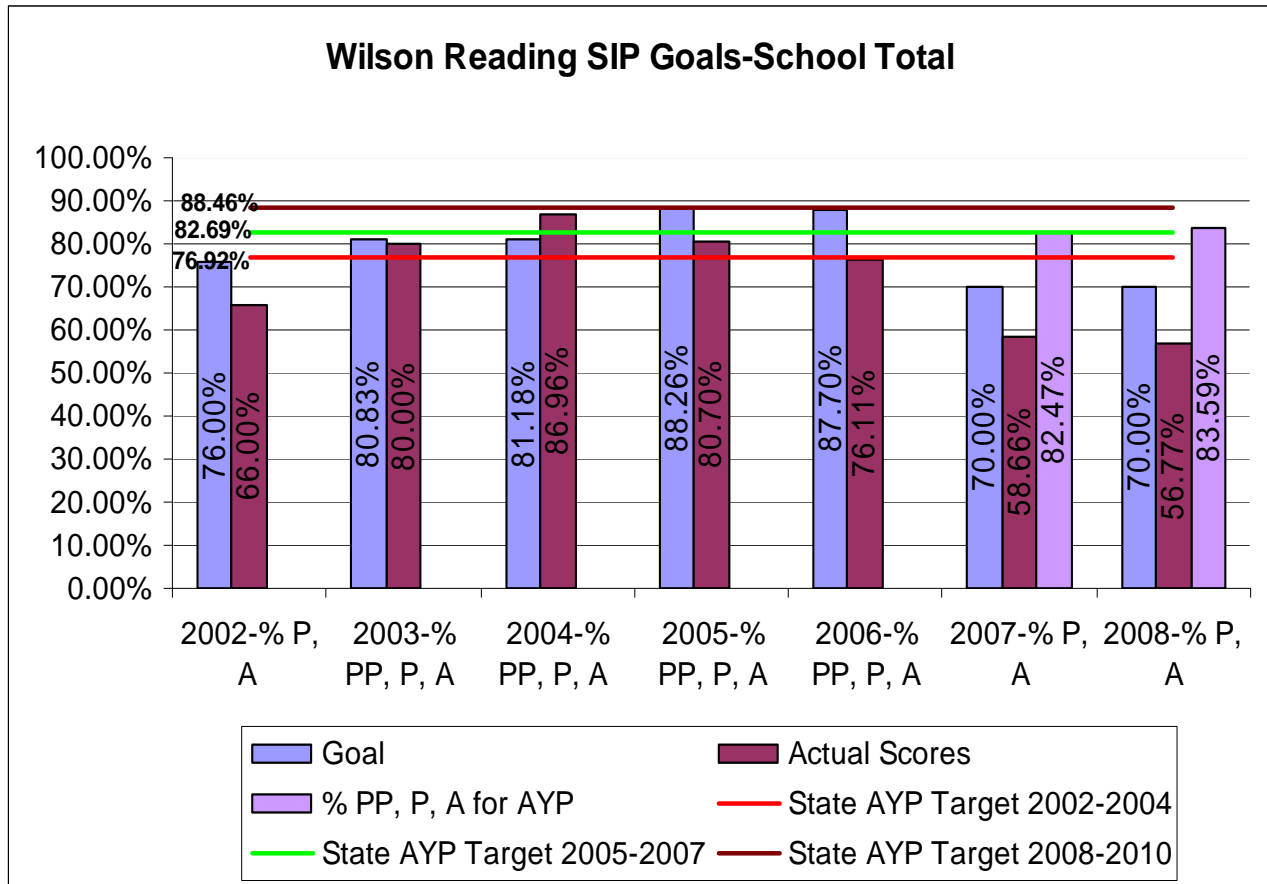
Program evaluation data indicate that achievement gaps persist among subgroups, particularly for Economically Disadvantaged students and Students with Disabilities (N=7). Positive parent engagement results may be due to the Family Literacy program at the site and the 100 Book Challenge, which promotes family involvement in reading. Achievement in both reading and math has changed little over time and the composite score showed a slight dip for 2007-2008. Needs assessment data indicate that the language barrier due to the large numbers of ELL students is a root cause of underachievement; yet, ELL students score similarly to their white peers at Wilson. The addition of new programs is not seen as desirable, but increases in fidelity of implementation of current programs and interventions are cited as needs. Professional development funds need to be aligned with student achievement data to address the root causes for academic underachievement.

Wilson was awarded a “clean slate” in December 2002. Since that time the requirement for AYP have not been met in reading and this school was on first year school improvement status in both 2005-2006 and 2006-2007 (hold harmless). Wilson did not meet the requirements in reading or math in 2008. If the requirements are not met in 2009, Wilson will again be on first year school improvement status for the 2009-2010 school year and be required to offer Title I Public School Choice.

Wilson Elementary School

Schoolwide Goal 2: Reading

Annual Goal: 70% or more of 12+ month students will score proficient or advanced on the reading CSAP with fewer unsatisfactory scores and an increase in the number of advanced scores.



Appendix I

Title I School Improvement Plan Evaluations and Needs Assessment

A formal, third party evaluation of the Title I program and schoolwide schools, and needs assessment for 2008-2009 was conducted during winter and spring, 2008. The findings were based upon assessment results (CSAP, DIBELS, MAP, etc.) interviews, reviewed documents and surveys collected from community members, parents, staff and administration. The purpose of the evaluation was to determine the effectiveness of federal funding in addressing the following issues:

- Poor student achievement;
- Root causes of student failure; and
- Closing of the achievement gaps.

The evaluation revealed a “general inability of staff and some principals to define root causes of underachievement, and then support that definition with data”. It was further suggested that school staff and administration rely on those outside the school environment to interpret data and define interventions without school discussions (Professional Learning Communities) to determine specific root causes of underachievement. Because root causes are not defined, federal resources are applied with less effectiveness and instructional interventions like Response to Intervention (RtI) have a diluted effect.

Between 70% and 80% of Title I resources allocated to school buildings fund additional FTE to address the needs of reduced class size. This trend dates back several years without strong evidence of increasing student achievement in a consistent manner or closing the achievement gap, and without true data of effectiveness.

Other trends identified were a reduction in building level professional development activities which could be attributed to, in part, to the increase in district-wide professional development outlined in the corrective action plan and supported, in part, by Title I set-aside funds. Also, a decrease in parent involvement funding was observed.

Final evaluation recommendations include focusing federal funding on fewer, clearly articulated goals; increasing parent engagement activities; support of Tier I instructional strategies and interventions; and supporting additional learning time in high-impact buildings.

Needs identified for the 2008-2009 school year include:

- Greater focus on instructional improvement through professional development;
- Extend the additional learning time (extended day or extended year) sites;
- Increase parent engagement activities (i.e. Family Literacy); and
- Increase the implementation of Response to Instruction with fidelity.

Colorado Springs School District 11 Title I School Improvement Plan Report

These needs are reflected in the 2008-2009 FY Consolidated Application and in the Title I School Improvement Plans and Title I SIP Addendums.

Appendix II

Title I School Improvement Plan Writing Timelines

All Title I schools must complete School Improvement Plans and the required accompanying documents (Title I Addendum, Year-Long Parent Involvement Plan, Year-Long Professional Development Plan and Highly Qualified Checklist) on a yearly basis. Title I schools must develop a new plan, a Renewal, at a minimum of every four years if the school is not on Improvement status. All schools have the option of developing a new plan more often than that. If a Title I school is on Improvement status, that school must develop a new plan the first year it is on Improvement, and every two years after that until it is no longer on Improvement. For the years that a Renewal is not required, an Update, or addendum to the original plan, is required. An update requires that certain elements of the SIP are rewritten.

SCHOOL/YEAR ADAMS	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	Yes	Yes	
2002-2003	Update	Yes (removed 12-03)	Yes (on appeal)	
			Math	Reading
2003-2004	Update	No	Yes	Yes
2004-2005	Renewal	No	Yes	Yes
2005-2006	Update	No	Yes	No
2006-2007	Update	No	Yes	Yes
2007-2008	Update	No	Yes	Yes
2008-2009	Renewal	No		

SCHOOL/YEAR BRISTOL	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Update	No	No	
2002-2003	Update	No	Yes (on appeal)	
			Math	Reading
2003-2004	Renewal	No	Yes	Yes
2004-2005	Update	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No	Yes	Yes
2007-2008	Renewal	No	Yes	Yes
2008-2009	Update	No		

Colorado Springs School District 11 Title I School Improvement Plan Report

SCHOOL/YEAR EDISON	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Update	No	Yes	
2002-2003	Update	No	Yes	
			Math	Reading
2003-2004	Renewal	No	Yes	Yes
2004-2005	Update	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No	Yes	Yes
2007-2008	Renewal	No	Yes	No
2008-2009	Update	No		

Potential for First Year Improvement Status for 2009-2010 School Year

SCHOOL/YEAR HUNT	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	Yes	Yes	
2002-2003	Update	Yes-2 nd Year (removed 12-03)	Yes	
			Math	Reading
2003-2004	Update	No	Yes	Yes
2004-2005	Renewal	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No	Yes	Yes
2007-2008	Update	No	Yes	Yes
2008-2009	Renewal	No		

SCHOOL/YEAR IVYWILD	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	No	No	
2002-2003	Update	Yes	Yes (on appeal)	
			Math	Reading
2003-2004	Update	Yes-2 nd Year	Yes	Yes
2004-2005	Renewal	No	No	No
2005-2006	Update	No	Yes	Yes (on appeal)
2006-2007	Update	No	Yes	Yes
2007-2008	Update	No	Yes	Yes
2008-2009	Renewal	No		

Colorado Springs School District 11 Title I School Improvement Plan Report

SCHOOL/YEAR JEFFERSON	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Update	No	Yes	
2002-2003	Update	No	Yes	
			Math	Reading
2003-2004	Update	No	Yes	Yes
2004-2005	Renewal	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No	Yes	Yes
2007-2008	Update	No	Yes	Yes
2008-2009	Renewal	No		

SCHOOL/YEAR LINCOLN	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Update	No	Yes	
2002-2003	Update	No	Yes	
			Math	Reading
2003-2004	Update	No	Yes	Yes
2004-2005	Renewal	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No	Yes	No
2007-2008	Update	No	Yes	Yes
2008-2009	Renewal			

SCHOOL/YEAR LONGFELLOW	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
			Math	Reading
2004-2005	Target Assistance	No	Yes	Yes
2005-2006	Schoolwide	No	Yes	Yes
2006-2007	Update	No	Yes	Yes
2007-2008	Update	No	Yes	Yes
2008-2009	Update			

SCHOOL/YEAR MONROE	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	Yes	No	
2002-2003	Update	Yes	Yes	
			Math	Reading
2003-2004	Update	Yes-2 nd Year	Yes	Yes
2004-2005	Renewal	No	No	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No	Yes	Yes
2007-2008	Update	No	No	No
2008-2009	Renewal			

Colorado Springs School District 11 Title I School Improvement Plan Report

SCHOOL/YEAR PIKE	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	Yes	Yes	
2002-2003	Update	Yes-2 nd Year (removed 12-03)	Yes	
			Math	Reading
2003-2004	Update	No	Yes	Yes
2004-2005	Renewal	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No	Yes	Yes
2007-2008	Update	No	Yes	Yes
2008-2009	Renewal	No		

SCHOOL/YEAR QUEEN PALMER	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	Yes	Yes	
2002-2003	Update	Yes (removed 12-03)	Yes	
			Math	Reading
2003-2004	Update	No	Yes	Yes
2004-2005	Renewal	No	Yes	No
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No	Yes	Yes
2007-2008	Update	No	Yes	Yes
2008-2009	Renewal	No		

SCHOOL/YEAR ROGERS	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Update	No	Yes	
2002-2003	Update	No	Yes (on appeal)	
			Math	Reading
2003-2004	Renewal	No	Yes	Yes
2004-2005	Update	No	Yes	Yes
2005-2006	Update	No	Yes	No
2006-2007	Update	No	Yes	Yes
2007-2008	Renewal	No	Yes	Yes
2008-2009	Update	No		

Colorado Springs School District 11 Title I School Improvement Plan Report

SCHOOL/YEAR ROOSEVELT	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	Yes	No	
2002-2003	Update	Yes	Yes (on appeal)	
			Math	Reading
2003-2004	Update	Yes-2 nd Year	Yes	No
2004-2005	Renewal	Yes-2 nd Year	Yes	Yes
2005-2006	Update	Yes-2 nd Year (hold harmless pattern)	Yes	Yes
2006-2007	Update	No	Yes	Yes
2007-2008	Update	No	Yes	Yes
2008-2009	Renewal	No		

SCHOOL/YEAR TWIN	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Update	No	No	
2002-2003	Update	No	Yes	
			Math	Reading
2003-2004	Update	No	Yes	Yes (on appeal)
2004-2005	Renewal	No	No	No
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No	Yes	Yes
2007-2008	Update	No	Yes	No
2008-2009	Renewal	No		

SCHOOL/YEAR WASHINGTON	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Update	No	No	
2002-2003	Renewal	No	Yes (on appeal)	
			Math	Reading
2003-2004	Renewal	No	Yes	Yes
2004-2005	Update	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No	Yes	Yes
2007-2008	Renewal	No	Yes	Yes
2008-2009	Update	No		

Colorado Springs School District 11 Title I School Improvement Plan Report

SCHOOL/YEAR WHITTIER	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	No	Yes	
2002-2003	Update	Yes (removed 12-03)	Yes	
			Math	Reading
2003-2004	Update	No	Yes	Yes
2004-2005	Renewal	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No	Yes	Yes
2007-2008	Update	No	Yes	Yes
2008-2009	Renewal	No		

SCHOOL/YEAR WILSON	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	Yes	No	
2002-2003	Update	No	Yes	
			Math	Reading
2003-2004	Update	No	Yes	No
2004-2005	Renewal	No	Yes	No
2005-2006	Update	Yes-1 st Year	Yes	Yes
2006-2007	Update	Yes-1 st Year (hold harmless)	Yes	Yes
2007-2008	Update	No	No	No
2008-2009	Renewal	No		

SCHOOL/YEAR EMERSON	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	N/A	N/A	No	
2002-2003	Targeted Assistance	No	No	
			Math	Reading
2003-2004	Schoolwide	No	No	No
2004-2005	Update	Yes-1 st Year	Yes	No
2005-2006	Renewal	Yes-2 nd Year	No	Yes
2006-2007	Update	Yes-2 nd Year (hold harmless)	Yes (on appeal)	No
2007-2008	Update	Corrective Action	No	No
2008-2009	Renewal	Restructuring- Planning		

Appendix III

Longitudinal Improvement Status

School Year	3	4	5	6	7
	School Improvement Year 1 (missed AYP two years)	School Improvement Year 2 (missed AYP three years)	Corrective Action (missed AYP four years)	Plan for Restructuring (missed AYP five years)	Restructuring (missed AYP six years)
2001-2002 (this was the baseline year; 2002-2003 was the year NCLB sanctions were imposed)					
2002-2003 —all AYP results were re-evaluated in December 2003; all * schools were removed from Improvement)	Adams* Hunt* Ivywild Midland* Monroe Pike* Q. Palmer* Roosevelt Whittier* Wilson*				
2003-2004	Roosevelt	Ivywild Monroe			
2004-2005	East Emerson	Roosevelt			
2005-2006	Wilson	East Emerson Roosevelt- (hold harmless)			
2006-2007	Wilson-(hold harmless)	Emerson- (hold harmless)	East		
2007-2008	N/A	N/A	Emerson		
2008-2009	N/A	N/A	N/A	Emerson	

Colorado Springs School District 11 Title I School Improvement Plan Report

Appendix IV

Title I 2007 School Accountability Report (SAR) Ratings¹

SCHOOL NAME	2007 RATING	2006 ² RATING	2005 ³ RATING	2004 ⁴ RATING	2003 ⁵ RATING
Adams Elementary	Average	Low	Low	Low	Low
Bristol Elementary	Average	Average	Low	Average	Average
Edison	Average	Average	Low	Average	Low
Emerson-Edison	Low	Low	Low	Low	Low
Hunt Elementary	Average	Average	Average	Low	Low
Ivywild Elementary	Average	Low	Low	Low	Low
Jefferson	Average	Average	Average	Average	Average
Lincoln	Low	Average	Average	Average	Average
Longfellow	Average	Average	Average	Average	Average
Twain	Low	Average	Low	Low	Low
Monroe	Low	Average	Average	Average	Low
Pike	Average	Average	Average	Average	Average
Queen Palmer	Average	Low	Low	Low	Average
Rogers	Low	Low	Low	Average	Average
Roosevelt-Edison	Average	Average	Average	Low	Low
Washington	Average	Average	Average	Average	Average
Whittier	Average	Average	Average	Average	Average
Wilson	Average	Average	Low	Low	Low
% Low	28%	27%	45%	41%	53%
% Average	72%	73%	50%	59%	47%
% High	0%	0%	5%	0%	0%

¹ Data from the Colorado Department of Education Website: <http://reportcard.cde.state.co.us/reportcard/CommandHandler.jsp>

² Includes East MS, Midland, and Buena Vista

³ Includes East MS, Midland and Buena Vista

⁴ Includes East MS, Midland and Buena Vista

⁵ Includes East MS and Midland Elementary but not Longfellow

Colorado Springs School District 11 Title I School Improvement Plan Report

Appendix V

Adequate Yearly Progress Rules by Year 2002-2007

CSAP Administration	2002	2003	2004	2005	2006	2007	2008
Participation	95%	95%	95%	95%	95%	95%	95%
Proficiency El. Math	75.86%	75.86%	75.86%	81.90%	83.64%	83.64%	87.94%
Proficiency El. Reading	76.92%	76.92%	76.92%	82.69%	82.69%	82.69%	88.46%
Proficiency MS Math	59.51%	59.51%	59.51%	69.63%	69.63%	69.63%	79.75%
Proficiency MS Reading	73.61%	73.61%	73.61%	80.21%	80.21%	80.21%	86.81%
Other Indicator	N/A	1.0% Advanced	1.0% Advanced	1.1% Advanced	1.1% Advanced	1.1% Advanced	1.21%
Safe Harbor	10% Reduction in U Scores	10% Reduction in U Scores	10% Reduction in U Scores	10% Reduction in U Scores	10% Reduction in U Scores	10% Reduction in U Scores	10% Reduction in U Scores, Only if 30 or more prior year
Matched Safe Harbor	N/A	N/A	N/A	N/A	N/A	Yes-95% match rate required	Yes, 95% match rate, includes Lectura to English
N for school total (12+ month)	30	1	1	1	1	1	1
N for disaggregated groups (12+month)	30	30	30	30	30	30	30
N for other indicator	30	100	100	100	100	100	100
Appeal other indicator?	N/A	Yes	No	No	No	No	No
Statistical error for other indicator?	N/A	Yes	No	No	No	No	No
Economically Disadvantaged	Was not a counted group	Was not a counted group	Was a counted group	Was a counted group	Was a counted group	Was a counted group	Was a counted group
ELL	Was not a counted group	Counted for participation	Counted for participation	Counted for participation and performance	Counted for participation and performance	Counted for participation and performance	Counted for participation and performance

Colorado Springs School District 11 Title I School Improvement Plan Report

Glossary

Adams 50	Adams 50 Running Record Assessment; an informal reading assessment based upon authentic children’s literature
Appeal	A process used to challenge district and school-level AYP determinations; also, a process utilized in 2004 if a school failed to met the requirements for AYP in the “other indicator” area only, and had fewer that 100 students in the disaggregated group in question
AYP	Adequate Yearly Progress; currently, a designation by the State based upon assessment rates, proficiency levels, “other indicators”, and Safe Harbor
Balanced Literacy	Balanced Literacy Instructional model; an instructional model that focuses on Reading and Writing TO, WITH and BY students
Corrective Action	A designation for the sanctions imposed on a Title I school that fails to meet the requirements for AYP for five consecutive years; these schools are required to offer Title I Choice and Supplemental Educational Services, and they are subject to a least one of the “corrective actions” outlined by NCLB
Corrective Reading	A Direct Instruction tutorial reading program emphasizing decoding and comprehension
CSAP	Colorado Student Assessment Program; the State assessment given to students to determine if they are meeting Standards
DIBELS	A literacy assessment based on the five essential components of reading outlined by the National Reading Panel
Disaggregated Groups	Groups of students within a building that are separated by ethnicity, socio-economic status, Disabilities, and ELL status; in order for data to “count” for AYP, a group must have 30 (12-plus month) or more students in it
ELL	English Language Learner (formerly English as a Second Language); students whose primary language is that other than English
First Year Improvement Status	A designation for the sanctions imposed on a Title I school that has not met the requirements for AYP for two consecutive years; these schools are required to offer Title I Choice
Free and Reduced	Students whose families meet certain financial conditions are eligible to receive their school lunch either free or at a reduced level
Hold Harmless	A designation given to the year in which a school meets the requirements for AYP after a year of not meeting the requirements for AYP; a school in Hold Harmless must offer all opportunities from the previous year, but does not advance to the next level of sanctions

Colorado Springs School District 11 Title I School Improvement Plan Report

ILP	Individual Literacy Plan; a plan to support a student who is not meeting Standards or is at risk of not meeting Standards in the area of reading
Matched Safe Harbor	Using matched student records (ex: a third grade record is matched with a fourth grade record for the same student) to determine a 10% reduction of Unsatisfactory scores
Multi-sensory	Multi-sensory instructional model; an instructional model based upon a research base that indicates that phonemic awareness is essential to early literacy skills
“N’s”	Literally, numbers of participants, in this case, students
“Other Indicator”	One of the criteria for AYP; the “Other indicator” for elementary and middle school is the percent of students scoring at the Advanced level on the CSAP; for High School, the “Other Indicator” is graduation rate
PP, P, A	Partially Proficient, Proficient, and Advanced; designations from the State that refer to the level of mastery students demonstrate on the State required assessment, CSAP; if a student receives any of these scores, s/he is considered to be “Proficient”
Poverty Level	The total percentage of students who are either “free” or “reduced” as far as meal status
Renewal	A new SIP plan; this must be done every four years in schools not on Improvement status, and every two years for schools on Improvement; when a school goes on Improvement, a new SIP must be developed
Safe Harbor	A 10% reduction of students scoring Unsatisfactory on the CSAP in one year’s time
Second Year Improvement Status	A designation for the sanctions imposed on a Title I school that has not met the requirements for AYP for three consecutive years; these schools are required to offer Title I Choice and Supplemental Educational Services
SIP	School/Schoolwide Improvement Plan; a plan written by principals, teaching staff, and parent volunteers that addresses the needs of the specific building, as identified by assessment data
Six-Trait	An evaluation system for writing utilizing holistic rubrics for the six identified traits found in quality writing
Statistical Error	The assumption that, in groups of fewer than 100 students, the reliability of pinpointing one student within that group is difficult and subject to a good deal of error; also, the only acceptable basis for appealing AYP for the 2002-2003 school year
Step Up to Writing	A collection of instructional strategies for writing that teach students systematic, structured approaches to various writing tasks
Supplemental Educational Services	A Second Year Improvement Status sanction; schools must offer additional tutorial services outside of the school day from a State-approved list of providers; the District is required to pay for these services from set-aside funds
Title I Choice	A First Year Improvement Status sanction; schools must offer to transport eligible students to higher performing schools within or outside of the district

Colorado Springs School District 11 Title I School Improvement Plan Report

U	Unsatisfactory; a designation from the State that refers to a student's level of mastery in an area being none to minimal
Update	In years when a renewal of the School Improvement Plan is not required, certain parts are updated to reflect current needs and data
95% Confidence Interval	A statistical term used to describe a range of numbers surrounding a specific number; this term means that one can be 95% confident that the actual score falls within the range of numbers; this is applied to proficiency levels in AYP calculations

Data Sources

Adequate Yearly Progress Targets: Colorado Department of Education
<http://www.cde.state.co.us/FedPrograms/ayp/prof.asp#table>

Definitions (Safe Harbor, Matched Safe Harbor, etc.): Colorado Department of Education
<http://www.cde.state.co.us/FedPrograms/ayp/glossary.asp>

Adequate Yearly Progress Percentages for Partially Proficient, Proficient and Advanced: Alpine Achievement
<http://www.alpineachievement.com/>

Composite Scores for School Total, Reading only and Math only: AERO Office
<http://www.d11.org/aero/>

Free and Reduced Meal Percentages from October 2007 Student Count: Enrollment Office

Program Evaluation and Needs Assessment Information: Final Report from Dr. Paul Johnson, Spring 2008

Title I Schools Improvement Status: Colorado Department of Education
<http://www.cde.state.co.us/fedprograms/ayp/download/schimppr100108.xls>

School Accountability Ratings: Colorado Department of Education
http://www.cde.state.co.us/cdeassess/documents/SAR/2007/2007_Ratings.xls

Adequate Yearly Progress Rules: Colorado Department of Education
<http://www.cde.state.co.us/FedPrograms/ayp/faq.asp>