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Annual Accreditation Assessment Report

District: Littleton School District 6
Superintendent: Dr. Stan Scheer
Date: November 13, 2003
CDE: Dr. Roscoe Davidson, Regional Manager, Metro Region
Dr. Sue Schafer, Assistant Regional Manager

District Summary Information

Located in the south central Denver area, Littleton has an enrollment of approximately 16,270 students in eighteen elementary schools, four middle schools, and five high schools. The district maintains a 95% attendance rate, a 94% graduation rate, a .6% dropout rate, a class-size ratio of 24:1, and sends 90% of graduates to higher education. The district is focused on "continuous improvement of academic potential and the realization of individual student potential" and has earned a high level of approval from taxpayers, voters and parents. A major focus for the 2002-2003 school year was the implementation of the professional development plan aimed at teachers learning how to provide specific diagnostic feedback to students to improve students' academic performance. Another major accomplishment was the confirmation that 100% of the schools are on track for their accreditation cycle.

Colorado Accreditation Program Indicators

A. Educational Improvement Plan

Littleton is committed to the goals of 75%-85% of all students achieving local grade-level targets, at least one year's growth in reading, writing, and math as demonstrated by weighted CSAP scores, and sub-populations (e.g.: GT, ELL, disability, Title I, gender, ethnicity) making more than one year's growth. Several tests are used for the body of evidence to determine one year's growth including the CSAP, the DRA, a local Gr. 2 writing test, the ITBS, TAP, CogAT, and ACT. Interventions and enrichment programs are in place with the Learning Support Teams, and the SLS (Student Learning System) and Alpine are used for managing achievement accountability. The accreditation of schools is on a 3-year cycle (2002-2005) using the School Improvement Plans whereby a school failing to meet its goals over 3 years will be placed on corrective action. Each school is annually reviewed toward progress on its gap and growth goals by 2005.

B, C, D: Achievement Growth and Gaps in Reading, Writing, Math and Science

The chart below reports the percentage of students proficient or advanced on CSAP tests.

An important observation on the chart below is that Littleton Reading scores remained at consistently high levels throughout Gr. 3 to Gr. 10 (86% Proficient/Advanced to 84% Proficient/Advanced) on the 2003 CSAP. Although scoring above the state average is not a Littleton goal, a significant accomplishment is that Littleton students are performing approximately 15 percentage points above the state average on other CSAP tests in all years of the CSAP.

The data below also show a challenge for Littleton in improving Math performance. Although Littleton performs above the state Math averages in Gr. 5, 8, and 10, the district will change the instruction and materials in math so all students learn the challenging content of the math standards. To assist the Title I schools, Math Recovery is being piloted to give at-risk students better preparation for math achievement.

**CSAP Scores – All Years - All Tests
% Proficient and Advanced, Littleton 1**

TEST	1997	1998	1999	2000	2001	2002	2003
3rd Grade Reading		75%	75%	79%	86%	85%	86%
4th Grade Reading	70%	72%	72%	72%	78%	77%	78%
5th Grade Reading					79%	79%	80%
6th Grade Reading					81%	79%	82%
7th Grade Reading			73%	76%	80%	76%	78%
8th Grade Reading					79%	81%	82%
9th Grade Reading					82%	83%	85%
10th Grade Reading					77%	81%	84%
3rd Grade Writing						70%	70%
4th Grade Writing	55%	60%	54%	56%	63%	67%	69%
5th Grade Writing						69%	69%
6th Grade Writing						66%	70%
7th Grade Writing			71%	69%	71%	67%	70%
8th Grade Writing						68%	64%
9th Grade Writing						69%	72%
10th Grade Writing					69%	70%	71%
5th Grade Math			66%		67%	69%	70%
6th Grade Math						65%	66%
7th Grade Math						58%	59%
8th Grade Math				51%	54%	57%	56%
9th Grade Math						46%	48%
10th Grade Math					38%	41%	44%
8th Grade Science				63%	65%	66%	64%

Grade-level and cohort performance have improved since 1997. For example, Gr. 4 Reading in 1997 was 70% proficient/advanced compared to 78% in 2003. Grade 4 Writing was 55% proficient/advanced in 1997 compared to 69% in 2003. Grade 5 Math

has improved from 66% to 70% since 1999. All grade-level scores are improving over time except Science which has remained relatively flat since 2000. Looking at cohorts, the Gr. 4 Reading cohort from 1997 increased from 70% to 84% as 10th graders. Similarly, the Gr. 4 Writing cohort of 1997 increased from 55% to 71% between 1997 and 2003.

The Weighted Index (WI) scores below are a comprehensive way to measure changes in the performance of students who enroll and remain in the district over a period of years. The calculation factors in Advanced, Proficient, Partially Proficient and Unsatisfactory scores, not just Advanced and Proficient. The index may range from a low of -50 if all students score as unsatisfactory to a high of 150 if all students score as advanced. The goal should be reaching a WI of 100 or more for all groups indicating a proficient performance level. The WI chart below compares the district's WI with the state's WI and is disaggregated for various student groups. The WI is calculated using the same CSAP data that are used in the SAR calculation.

Weighted Index 2002-2003 Reading Littleton 6

Group	Pupil Count 2002	Index 2002	Pupil Count 2003	Index 2003	STATE INDEX 2002	STATE INDEX 2003
District	10024	93	9816	94	76	78
American Indian	61	80	67	78	59	63
Asian	244	96	235	93	81	86
Black	162	73	157	78	52	57
Hispanic	629	73	652	73	49	53
White	8924	95	8705	96	86	88
Male	5080	89	5001	89	70	73
Female	4938	98	4815	99	81	84
IEP	816	37	961	39	12	16
ELL			95	44		18

Although achievement gaps exist between White and minority students, the minority students made steady progress between 2002 and 2003 in Reading according to the WI. Females outperformed Males in Reading but both groups were substantially above the state average. IEP and ELL students also performed above the state average.

Weighted Index 2002-2003 Writing Littleton 6

Group	Pupil Count 2002	Index 2002	Pupil Count 2003	Index 2003	STATE INDEX 2002	STATE INDEX 2003
District	10050	89	9824	91	73	76
American Indian	61	79	66	76	58	61
Asian	248	95	235	90	82	87
Black	165	71	156	74	55	59
Hispanic	628	73	655	72	51	55
White	8943	90	8712	93	81	84
Male	5096	81	5012	83	65	68
Female	4945	97	4812	100	81	85
IEP	847	40	967	41	21	25
ELL			94	55		32

It is noteworthy above that Littleton Females average Proficient/Advanced on Writing with a WI of 100. The persistent gender and ethnic gaps in Writing indicate a need for improving instruction Males and minority students with the exception of Asian students who are performing at the district's average of 91 in 2003.

**Weighted Index 2002-2003 Math
Littleton 6**

Group	Pupil Count 2002	Index 2002	Pupil Count 2003	Index 2003	STATE INDEX 2002	STATE INDEX 2003
District	7717	75	7621	76	53	55
American Indian	45	30	52	45	29	31
Asian	189	82	180	85	70	74
Black	117	43	113	37	13	15
Hispanic	456	43	486	43	18	20
White	6906	78	6790	79	66	67
Male	3918	77	3897	76	54	54
Female	3795	74	3724	75	52	55
IEP	591	13	696	8	-9	-9
ELL			59	36		-1

Achievement gaps exist in Math between White and Black/Hispanic students (67 compared to 37/43 respectively) and strong efforts will continue to close the gap. However, the Asian sub-group outperforms Whites in Math by 74 to 67 which may indicate a challenge to Whites to improve their performance. Littleton is closing the Math gender achievement gap as noted above--the 2003 Math WI is 76 for Males and 75 for Females.

E. Data Regarding Achievement in Other Curriculum Standard Areas

For achievement in other content areas, the district is using course grades and teacher judgment based on diagnostic formative assessments. All teachers are being trained in Stiggins' Quality Classroom Assessment strategies and new integrated curricular materials (Steck-Vaughn, New Bridge, and Pair-It) are providing students with more non-fiction representing the broad curriculum. Teachers are developing common expectations for achievement across district courses. According to the ITBS/CogAT Social Studies test, Littleton students in grades 3, 5, and 7 are at or above their predicted achievement in the social studies.

F. Compliance with the School Accountability Report (SAR) Law

The SAR was printed and distributed as required by law through local newspapers, notices sent home to parents, and press releases to community organizations. Littleton is proud but not complacent about its "Performance" ratings of six Excellent schools, fifteen High schools, four Average schools and no Low or Unsatisfactory schools. In the "Improvement" category of the SAR, 100% of the Littleton schools are rated Improved or Stable.

G. Compliance with the Educational Accreditation Act

The LPS Annual Report for 2001-2002 was professional and reader-friendly, completed on time, distributed to the community and other stakeholders, and posted

on the district's website. The report disaggregated data by gender, ethnicity, ELL, exceptional ability (GT) and disability, and exhibited each school's priorities and accomplishments.

H. Compliance with the Safe Schools Act

The Littleton Board updated and adopted new Student Code of Conduct policies which were printed and distributed to students and parents in August, 2002. Specific safe schools policies were adopted in May, 2001, and a new Emergency Response Plan has clarified roles and responsibilities through simulated crisis situations. Each principal and building accountability committee is responsible for supervising and implementing the safety policies, and submitting an annual report to the superintendent regarding attendance, disciplinary referrals, use of alcohol and drugs, referral to law enforcement, nondiscrimination, and a drug-free workforce. The high schools conducted a survey of students and community members about the use of alcohol and drugs in order to educate about and prevent substance abuse. The district is data-driven in its Safe and Drug-free process and outcome indicators. Safety curriculum include: Second Step, Love and Logic, and Bully-proofing Your School.

I. Compliance with the Colorado Basic Literacy Act

		4th Grade			
DISTRICT	Year	# ILPs Start of Year	# ILPs End of Year	% ILPs End of Year	% Decrease
Littleton 6	2002	352	204	58%	-42%

DISTRICT	Year	K		1ST		2ND		3RD	
		# Eval	ILP	# Eval	ILP	# Eval	ILP	# Eval	ILP
Littleton 6	2000	1,036	13%	1,096	23%	1,160	29%	1,228	29%
	2001	1,057	6%	1,113	32%	1,120	31%	1,183	25%
	2002	931	12%	978	33%	1,005	30%	1,023	30%

The district is complying with the CBLA. The recently-released Gr. 3 Reading CSAP 2003 revealed the district is maintaining a high percentage of 3rd graders at or above Proficient (86%), and a noteworthy percentage of 3rd graders scoring Advanced (12%). The district formed a Literacy Committee to combine reading/writing efforts, and added extra staff (instructional coaches and literacy specialists). Strong, focused efforts are clearly being made to challenge and instruct students toward Advanced CSAP levels. It is noteworthy that Grade 3 Advanced Writing climbed from 13% in 2002 to 23% in 2003.

J. Other Reports

Technology/Information Literacy – The district provides a “plan to plan” document that addresses all of the required elements, though in a preliminary fashion. Strengths of the plan include the background material with philosophical foundations that support the district’s approach to planning. Areas of the plan that need additional work include adding descriptions of how each element will be accomplished, with practical,

measurable outcomes that will address the many excellent questions raised in the plan's narrative.

The professional development of teachers with technology and information literacy has been the focus in 2002-2003. The district's curriculum and technology departments jointly developed technology competencies and teachers of all content areas are assisting students in matching learning objectives with proper technology tools.

Recruitment and Retention of Teachers – The district has been able to recruit and retain excellent teachers. Both novice and experienced teachers are benefiting from the district's new instructional coach program which provides coaches to assist teachers with instructional planning, positive climate, using ILPs, and diagnosing students' needs. The low turnover rate is also maintained due to extensive use of a strong induction program, just-in-time support, and on-line teacher applications.

Contextual Learning – Many aspects of contextual learning are integrated in the Littleton curriculum--service learning, mentoring, career experiences, and technical education courses. The focus for 2002-2003 was the career and technical courses emphasizing writing and speaking in all aspects of skill development. A large enrollment surge occurred in business math, technology and life skills classes possibly reflecting the quality of the programs.

Commendations

- Littleton is one district close to meeting the state goal of 100% Proficient/Advanced on CSAP Reading with a Weighted Index (WI) of 94 in 2003 Reading. The WI of 91 in 2003 Writing is very strong compared to the state average of 73. Also commendable is the district's WI in Math at 76 compared to the state index at 53. The district has invested considerable time and effort on the classroom teacher's ability to use diagnostic data to individualize student instruction. More regular formative assessment in the classroom and numerous other efforts appear to be increasing student achievement.
- The Annual Report highlighted not only district-wide accomplishments but also profiled each building's priorities and progress.
- The LPS has shown a historical trend since 1997 of systemic improvement in each CSAP grade and subject tested. Not only are grade-level cohorts improving, the system appears to improve annually. For example, Grade 4 Reading has moved from 70% proficient/advanced in 1997 to 78% proficient/advanced in 2003. Grade 5 Math has moved from 66% to 70% between 1999 and 2003.
- The district has made prudent decisions in allocating very limited resources to the areas of student achievement. The academic achievement of the district is noteworthy considering that the LPS per pupil funding and revenue have not kept pace with actual costs. The tying of resources to student achievement has been recognized with the district winning the Distinguished Budget Award every year since 1993.

- The district trained and assigned expert instructional coaches in every building to assist teachers in improving reading instruction, ILP implementation, and classroom assessment.
- The Littleton literacy initiatives have scaffolded K-12 reading and writing proficiency across the district starting with 3rd graders posting the highest writing scores in the metro region. The Grade 2 Writing Assessment gives all students a strong foundation for the important life skill of writing. Strong literacy efforts include ILPs extending to grade 6, IRI training for middle school principals, and a secondary literacy network assisting high school content teachers beyond the requirements of the CBLA.
- Ongoing analysis of data by teachers and leaders focuses the district on improvement planning. The district has developed a CSAP Data Analysis matrix which explains Observations, Conclusions, and Action Responses for reading, writing, math and science.
- The data-driven tracking of outcome indicators for Safe and Drug-free Schools is an example to other districts.
- 100% of Littleton schools are rated Improved or Stable on the SAR rating.

Actions to Be Taken from 2001-2002

- Completed: Add bully-prevention policies and programs to the Safety Policies by August, 2002 per the Safe Schools Act, CRS 22-32-109.1
- Completed: Include disaggregated student achievement data in the annual report to include gender, ethnicity, GT, ELL, and disability per CCR 2202-4.01 (1) (g).

Actions to Be Taken for 2002-2003

None

Summary

Upon review of the preponderance of evidence and good-faith efforts for the Accreditation Indicators, the Colorado Department of Education determines that the Littleton 6 School District is meeting the intent of the requirements, as set forth in Colorado State Board of Education Rules 2202-R-0.00 through 4.02 (5), and will continue to be fully accredited.

cc: Littleton School District 6 Board of Education President

11/12/03