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**All LPS schools again rated “excellent,” “high,” or “average”
on 2007-2008 School Accountability Reports**

*85 percent rated “excellent” or “high”, up from 75 percent last year;
88 percent demonstrated “high” or “typical” academic growth*

Littleton Public Schools is again pleased with the overall ratings assigned to schools through the 2007-2008 School Accountability Reports (SARs). All LPS schools continue to have performance ratings of “excellent,” “high,” and “average.” No schools were given a rating of “low” or “unsatisfactory.” In addition, more LPS schools received ratings of “excellent” or “high” than last year.

The following LPS schools received a rating of “excellent”:

Littleton Academy Charter School (K-5), Lenski Elementary, Wilder Elementary, Powell Middle School, Littleton Academy Charter School (6-8), Littleton Preparatory Charter School (6-8), Arapahoe High School, and Heritage High School.

The following LPS schools received a rating of “high”:

Ames Elementary, East Elementary, Franklin Elementary, Highland Elementary, Littleton Preparatory Charter School (K-5), Peabody Elementary, Runyon Elementary, Sandburg Elementary, Twain Elementary, Whitman Elementary, Euclid Middle School, Goddard Middle School, Newton Middle School, and Littleton High School.

The following LPS schools received a rating of “average”:

Centennial Academy of Fine Arts, Field Elementary, Hopkins Elementary, and Moody Elementary.

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Five LPS schools experienced changes in their performance ratings this year compared to last year:

- East Elementary and Whitman Elementary went from “average” to “high” this year;
- Heritage High School went from “high” to “excellent” this year;
- Peabody Elementary and Franklin Elementary went from “excellent” to “high” this year.

This year’s SARs also show that the drop-out rate for LPS decreased from 2.2 percent in 2006 to 1.9 percent in 2007. “This is great news, something we’ve been working toward,” said Connie Bouwman, assistant superintendent of Learning Services. “Increased services for at-risk high school students, the expansion of the Center for Online Studies, and additional outreach programs for families of at-risk students have made the difference.”

To figure out how well a particular school is doing in terms of academic growth, the Colorado Department of Education now calculates a Colorado Student Assessment Program (CSAP) growth percentile for each individual student in all content areas. Student growth is based upon comparing a student’s CSAP growth over two years to that of similar “academic” students (academic peers). This is similar to how runners are organized in heats in a track meet, based on previous performance times. The resulting rating is called a student growth percentile.

The Colorado Department of Education then determines the median student growth percentile for a school by combining all of the student growth percentiles in reading, writing and mathematics. This is similar to an average, and provides a snapshot of how much overall growth is being made by students at that school. The median for a school can provide useful comparative information. The growth designations a school can receive are high, typical or low. This rating is called the “academic growth of students”.

Schools receiving “high” growth ratings are: Ames Elementary, Franklin Elementary, Littleton Academy Charter School (K-5), Lenski Elementary, Peabody Elementary, Sandburg Elementary, Whitman Elementary, Wilder Elementary, Littleton Preparatory Charter School (6-8), and Heritage High School.

LPS continues to take a close look at how instruction and student learning can be improved in subgroups that underperform. “How can resources be used differently for greater impact in these areas?” said McDonald. “This is the question we continue to ask.”

LPS values data from multiple sources, such as CSAP, MAP (Measures of Academic Progress), Grade 2 Writing Assessment, and CogAT. Through the use of the district “data warehouse”, teachers are able to look at individual student performance over time. “When we know where each student currently is in relationship to the essential learning goals, we can plan instruction to take him or her to the next level,” said McDonald.

LPS has established a District Achievement Goal that states: *Ninety percent of all students will be on or above grade level in reading, math, writing, and science by the end of the 2011-2012 school year. The achievement gap in student performance will be cut in half by the end of the 2009-2010 school year.*

Professional Learning Communities is the framework LPS has chosen to begin this important work. “We have set a high standard with this district achievement goal,” said Bouwman. “As a result of this goal, we work toward all of our schools receiving ratings of ‘high’ and ‘excellent’ in the future.”

Schools are held accountable to three separate systems outlined by the state and federal government.

- These SARs are one system.
- All schools must also meet rigorous performance standards to earn the state’s quality seal of accreditation. All LPS schools are accredited. **The LPS district, as a whole, was awarded “Accreditation with Distinction.” This is the highest accreditation rating that can be earned in Colorado.**
- In addition, schools must meet Adequate Yearly Progress benchmarks as outlined in the federal government’s No Child Left Behind Act. **This year, as a district, LPS met or exceeded 128 of 141 AYP benchmarks for a 91 percent success rate.**

“LPS holds as a high priority its community’s values and expectations regarding student performance—the importance of really knowing each student,” said Superintendent Scott Murphy. “With individualized attention, we believe we can make a significant difference in the lives of all our students.”

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