

**District Accountability Committee (DAC) Compliance Review
2002–2005 School Improvement Plan**

October 2002 Review

High School

Compliance Review

Meets

Expectations

Yes

No *

Area of Plan

Compliance Criteria

<input type="checkbox"/>	<input type="checkbox"/>	1. Executive Summary	States purpose and use of the plan; summarizes focus in the plan linked to student performance data; summarizes levels of school satisfaction; indicates plan was approved by school accountability committee and signed by chair and principal.
<input type="checkbox"/>	<input type="checkbox"/>	2. School/Community Description	Provides overview of student demographics, characteristics, or conditions influencing educational results; provides overview of staff characteristics that may influence school actions, priorities, and accomplishments; provides information about community involvement; describes any special initiatives.
<input type="checkbox"/>	<input type="checkbox"/>	3. Student Discipline Data	All required data are entered.
<input type="checkbox"/>	<input type="checkbox"/>	4. School Accountability Committee Information	Provides all required information; indicates that chairperson is elected; confirms agenda and minutes are posted; describes activities and accomplishments.
<input type="checkbox"/>	<input type="checkbox"/>	5. Student Performance Data and Analysis	Provides data on student performance related to content standards and district curriculum to include the following: <ul style="list-style-type: none"> • <i>All schools</i>: CSAP data, aggregated by grade and subject, disaggregated by student groups {ethnicity, exceptional students (<i>g/t</i>), English language learners (grade 4 Spanish), gender, disability} • <i>Elementary</i>: Grade 2 writing • <i>Elementary, middle</i>: ITBS, Colorado Basic Literacy Act (CBLA) data • <i>High</i>: ACT, Advanced Placement {number of students taking one or more AP examinations, total number enrolled in AP classes, percentabe of student obtaining a passing grade (3 or higher) on AP examinations} • Describes the results of data analysis with conclusions about student performance

<input type="checkbox"/>	<input type="checkbox"/>	6. Student Performance Goals: Reading, Writing, Math	Goals are stated for reading, writing, and math using CSAP as a measure; goals stated for student subgroups as appropriate {ethnicity, exceptional students (g/t), English language learners (grade 4 Spanish), gender, disability} (CSAP)}
<input type="checkbox"/>	<input type="checkbox"/>	7. Student Performance Curriculum Goals	Goals stated for student achievement of grade level curriculum in these areas: <ul style="list-style-type: none"> • <i>All schools</i>: At each grade level, 75-85 percent of all students will achieve grade level learning targets as defined in district adopted curricula and demonstrated by classroom assessment results • <i>Elementary</i>: Art, music, physical education, science, social studies • <i>Middle</i>: Art, foreign language, music, physical education, science, social studies • <i>High</i>: Art, civics, economics, foreign language, geography, history, music, physical education, science
<input type="checkbox"/>	<input type="checkbox"/>	8. Action Plan to Achieve Goals	Each goal is followed by a description of activities to meet the goal over a three-year period.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9. Local Goals (Optional)	
<input type="checkbox"/>	<input type="checkbox"/>	10. Support information	School data are provided in these areas: <ul style="list-style-type: none"> • Provide numerical school data in the following areas: <ul style="list-style-type: none"> – Attendance rate (<i>all schools</i>) – Graduation rate (<i>high schools</i>) – Dropout rate (<i>high schools</i>) – CSAP participation data (<i>all schools</i>) • Provide narrative in these areas: <ul style="list-style-type: none"> – Graduation requirements (<i>high schools</i>) – Evidence of a safe and civil learning environment (<i>all schools</i>) – Other (<i>high schools</i>) • Information provided on graduation requirements (<i>high schools</i>); describes school provisions to assure a safe and civil learning environment

* Provide explanation for areas that do not meet expectations

Comments:

A. What are notable areas of focus in the plan?

B. What are strengths of the plan warranting commendation?

C. Other Comments (e.g. questions, need for clarification, interesting features)

DAC Review Subcommittee Signatures

Date

DAC Chairperson Signature

Date