
PERFORMANCE GOALS, ANALYSIS OF DATA, AND ACTION PRIORITIES FOR 2005-06

READING

I. Performance Goals

A. AYP Goals

2004-05 Update Goals

1. **Yes:** Littleton High School did meet the state 2005 goal of 84.74% advanced, proficient, or partially proficient for total school population, as well as Hispanic, white and economically disadvantaged subgroup populations. The 2006 SIP updated reading goal is to sustain or improve in these areas.
2. **No:** Littleton High School did not meet the state 2005 AYP goal of 84.74% advanced, proficient, or partially proficient for students with disabilities. Students with disabilities scored 82.87% advanced, proficient, or partially proficient. However, LHS did surpass the 2004 benchmark of 79.65% advanced, proficient, or partially proficient. The 2006 SIP updated reading goal for students with disabilities will be to increase by at least 3% to reach the state benchmark of 84.74% while sustaining or improving achievement for all other subgroups.

2005-06 Update Goal

1. **Yes:** Littleton High School did meet the state CSAP 2005 AYP benchmark of 84.74% advanced, proficient, or partially proficient for the total school population; Hispanic, white, and economically disadvantaged subgroup populations. In fact, each of these subgroup populations is scoring high enough to meet the 2008 benchmark of 89.83%. Therefore, the goal for 2005-06 is to maintain or improve performance in reading.
2. **No:** Littleton High School did not meet the state CSAP 2005 AYP benchmark of 84.74%; advanced, proficient, or partially proficient for students with disabilities. To reach the 2006 benchmark, which will still be 84.74%, we must increase the performance of this subgroup from 82.87% to at least 85% while sustaining or improving achievement for all other subgroups.

B. Other School Goals

2004-05 Update Goal

1. **Goal #1:** In the 2002-2005 SIP three-year plan we established a goal of 77% proficient or advanced on the CSAP for ninth and tenth grade students. In 2003 this goal was achieved by both grade levels. In 2004, performance by both grade levels dropped to 68%. In 2005, ninth graders continued to decline

dropping to 66%, while tenth graders improved slightly, scoring 70% proficient or advanced.

2005-06 Update Goal

1. **Goal #1:** The 2006 SIP goal is to increase the number of ninth grade students scoring proficient or advanced from 66% to at least 77% and tenth grade students from 70% proficient or advanced to at least 77%. Seventy-seven percent was chosen because that is the current district average.

II. Analysis of Data and Description of Action Priorities for 2005-2006

- A. AYP Goals: Increase the percent of students with disabilities scoring partially proficient, proficient, or advanced by at least 3%, from 82.87% to 85%, to meet the 2006 AYP benchmark of 84.74%

1. Subgroup: Student with Disabilities

a. Analyze Data:

The students with disabilities subgroup did not meet the 2005 benchmark of 84.74% partially proficient, proficient or advanced. This subgroup scored 82.87% partially proficient, proficient or advanced which is a gain of more than 8% from the 2004 score of 74.3%. This subgroup will need to make a 3% gain in 2006 to surpass the 2006 AYP goal, which will remain at 84.74%. We were also able to slightly decrease the gap in ninth grade between total school and students with disabilities to 41% proficient and advanced compared to a 45% gap in spring 2004. However, the gap between total school and students with disabilities at the tenth grade is a disappointing 52% proficient or advanced. Students with disabilities scored 18% proficient or advanced, while the total school scored 70% proficient or advanced.

The improvement at the ninth grade level can be accounted for by a significant shift from unsatisfactory to partially proficient. Compared to the 2004 data, in 2005 the percent of students with disabilities in the ninth grade scoring unsatisfactory decreased by 20% from 38% in spring 2004 to 18% in spring 2005. Simultaneously, the percent of students with disabilities scoring partially proficient increased by 18%, from 22% Spring 2004 to 40% Spring 2005. There was also a 2% gain (23% in 2004 to 25% in 2005) in students with disabilities scoring proficient.

For tenth grade students the data is not as encouraging. More tenth grade students with disabilities scored unsatisfactory in 2005 (24%) compared to 2004 (15%). The percent of tenth grade students with disabilities scoring partially proficient decreased by 15% (45% partially proficient in 2004 to just 15% partially proficient in 2005). There was a 3% decline (21% to 18%) in the number of tenth grade students with disabilities scoring proficient. There are several possible reasons for the decline. The tenth grade test is more challenging than the ninth grade test. Also, students with disabilities may not have been able to demonstrate an entire year's growth even though their reading skills are improving.

When examining the ninth grade data by standards the students with disabilities performed better in 2005 in every single standard compared to 2004. There was a 4% improvement in thinking skills, poetry and vocabulary skills; a 5% gain in use of literature, fiction and reading comprehension; an 8% gain in non-fiction and a

dramatic 13% improvement in literature. At the 10th grade level there was a 12% improvement in reading comprehension and a 6% gain in vocabulary. The data was stable for thinking skills, fiction and use of literature. There was a decline in literature (down 7%), non-fiction (down 7%) and poetry (down 6%) when compared to the previous year. When analyzing the standards data by the cohort of 9th graders in Spring 2004 that matriculated to 10th grade in Spring 2005 there was improvement in 6 of the 8 standards. Particular highlights are the 11% gain in reading comprehension, 8% gain in fiction and 12% gain in vocabulary.

Overall, the data at both grade levels shows positive trends. Several things may be attributed to this improvement. Resources teachers continue to use F.A.S.T. (Foundations of Analysis, Synthesis, and Translations) strategies in Language Arts classes. We continue to have students gain up to 2 years in reading comprehension skills. However, that doesn't necessarily mean that they are reading at grade level. In addition teachers are utilizing activities from the CSAP coach books, at the student's current reading level, to provide students with feedback on areas needing improvement.

b. Describe Action Priorities

The Students with Disabilities subgroup at Littleton High School will receive the following assistance to help them achieve at higher performance levels:

- Continue using FAST strategies to improve reading comprehension skills. Provide staff development on this approach to all teachers new to the department. We will purchase the new series of F.A.S.T. books because many students have read all of the books we own.
- Continue to embed activities from the CSAP Coach books into daily oral practice with students
- Continue to teach students decoding, vocabulary and word attack skills
- Examine the feasibility of providing a double period of Language Arts for those students with disabilities that are not making adequate progress.
- Provide each case manager and teacher with individual student MAP results, broken down by standard. Provide staff development so that case managers and teachers know how to analyze MAP data. Consider giving students with disabilities the MAP in January, in addition to August and April, to benchmark progress.
- Provide opportunities for the resource teachers to work with the literacy coordinator on effective reading strategies for students that target the particular area of weakness of each individual student.

B. Other School Goals

1. Goal #1: The 2006 SIP goal is to increase the percent of ninth and tenth grade students scoring proficient or advanced from 68% in ninth grade and 70% in tenth grade to at least 77%.

a. Analyze Data: The decline in CSAP reading scores in the advanced or proficient categories again in 2005 is cause for concern, especially at the ninth grade level. Ninth graders scored 66% proficient or advanced and a 14% gap

exists between male performance (59%) and female performance (73%). Interestingly, the MAP data collected in August 2005 verifies the gap between these two subgroups. The average RIT scale score for this same group of students was 230.80 for females compared the boys average of 227.92. Both subgroups scored above the national norm of 226. We hope to see an increase of both scores by April 2006 of at least two points to keep them above the national norm which, at that point, will be 224. The MAP test is a computerized test that self-calibrates as the students moves through the questions. Is this type of testing more engaging for students than CSAP? Students complete the MAP test with their Language Arts teachers and receive timely feedback. Perhaps this helps increase their level of motivation to do their best. We look forward to the opportunity to use both sets of data, CSAP and MAP, to paint a more complete picture of individual students.

An analysis of ninth grade performance by standard shows a decline in five areas compared to the ninth graders in 2004: reading comprehension and poetry decreased by 3%; vocabulary decreased by 4%; thinking skills by 1%; and fiction by 2%. There was a slight gain (1%) in use of literature, literature, and non-fiction. There are some interesting trends in the data when comparing ninth grade males and females. For example, females improved their ability to read and interpret non-fiction material by 13% while the male subgroup did not change. On the other hand, 9th grade males improved by 6% in reading literature and the girls remained stable. We are not sure why these trends exist but given the rate of maturation of the adolescent brain it is interesting to note that with regard to gender they make leaps of progression in different areas at different times. It might be interesting to see if a better understanding of brain-based learning would help us in our instructional planning when thinking about gender issues.

Tenth graders scored at the 70% proficient or advanced level and there is a 14% gap between males, whose average in 2005 was 59%, and females who averaged 73%. When comparing 10th grade performance by standard there is a drop in Thinking Skills and Literature (down 4%), and Fiction, Non-Fiction, and poetry (decreased by 5%). There was a slight improvement in Use of Literature (up 4%). Females on the other hand showed general improvement in most performance standards: reading comprehension and vocabulary up 5%; thinking skills and poetry improved by 8%; literature increased by 6%; non-fiction up 4% and fiction improved by 3%. Only use of literature remained stable. We will need to continue to explore instructional strategies that are effective and engaging for males to show similar improvement.

When comparing the same cohort of male students in ninth grade (Spring 2004) with their performance in tenth grade (Spring 2005) there was improvement in 5 categories: reading comprehension (up 3%); thinking skills (up 1%), use of literature (improved by 5%); literature (up 4%); fiction (up 1%); non-fiction (better by 3%). Poetry skills dipped slightly (1%) and vocabulary was stable. This is encouraging for LHS since the cohort group of students would have been LHS students for 18 months. This is an adequate amount of time to know if improvement can be attributed, at least in part, to the skills they are developing as LHS students.

A similar trend exists when analyzing the female cohort from ninth grade (Spring 2004) to tenth grade (Spring 05). Reading comprehension, literature, and poetry all improved by 4%; nonfiction was up 5%; fiction improved by 3%. Additionally, we saw a slight improvement in the percent of Hispanic students scoring proficient and partially proficient while the percent of unsatisfactory decreased by 6% in ninth grade. At the tenth grade level the percent of Hispanic students scoring proficient jumped from 17% in 2004 to 37% in 2005. Improving the performance of the Hispanic subgroup, which is increasing each year, is vital to the improvement of the entire group.

b. Describe Action Priorities

Students at LHS will receive the following assistance to help them achieve at higher performance levels:

- Continue double dosing of Language Arts 1-2 for those students identified as At-Risk and enrolled in Freshman Academy. Use MAP data to more closely identify the particular needs of each student.
- Identify students who are not succeeding in Language Arts 3-4 and place them in our Language Arts lab class.
- Provide staff development training on interpreting and using MAP data so that teachers can easily access the web site and identify strengths and weaknesses for each of their students
- Provide MAP data to each student, parent and teacher in a timely manner.
- Utilize the expertise of the Literacy Coordinator to develop reading strategies specific to a content area.
- Provide staff training and staff development time for teachers to work on reading activities that might engage our male population.
- Monitor students with Individual Learning Plans. The Literacy Coordinator will work closely with teachers on appropriate reading strategies for this unique group of students.

**PERFORMANCE GOALS, ANALYSIS OF DATA,
AND ACTION PRIORITIES FOR 2005-06
WRITING**

I. Performance Goals

A. AYP Goals

NA

B. Other School Goals

2004-05 Update Goal

1. **Goal #1:** In 2005, LHS set a goal of increasing the percentage of ninth and tenth grade students scoring at the proficient and advanced level to 67%.
2. **Goal #2:** In 2005, LHS set a goal of increasing the writing performance of ninth and tenth grade males in order to decrease the 22% gap between male (45%) and female (67%) performance. Concurrently, we wanted to continue to sustain or improve the performance of our female students.
3. **Goal #3:** In 2005, LHS set a goal of increasing the writing performance of ninth and tenth grade Hispanic students in order to decrease the 34% gap in ninth grade and 43% gap in tenth grade between the Hispanic and white subgroups.

2005-06 Update Goal

1. **Goal #1:** The goal to increase CSAP performance to 67% proficient and advanced by 2005 was not achieved; performance by ninth grade students dropped from 56% to 54% while tenth graders maintained a 58% proficient or advanced scores. We will continue our goal of achieving CSAP scores of 67% proficient or advanced for ninth and tenth grade students by 2006.
2. **Goal #2:** The goal in 2005 to increase the writing performance of ninth grade males was not achieved. Ninth grade males scored 44% proficient or advanced; a drop of 1% from 2004. Ninth grade females' performance dropped to 67% in 2005. At the tenth grade level, males did improve from 45% to 50% proficient or advanced. During the same time, tenth grade females dropped from 67% to 65% proficient or advanced. Therefore, we will continue a goal of decreasing the gap between male and female subgroups by at least 5% each year. However, we will decrease this gap while simultaneously maintaining or improving the performance of females.
3. **Goal #3:** The goal in 2005 to increase the writing performance of ninth grade Hispanics was not achieved. Ninth grade Hispanics scored 17% proficient or advanced, a drop of 11% from 2004. At the same time, the white subgroup improved 1% from 62% to 63% proficient or advanced. At the tenth grade level, the goal to increase performance was achieved. **The Hispanic**

subgroup improved from 21% proficient or advanced in 2004 to 33% proficient or advanced in 2005. At the same time, the white subgroup dropped from 64% to 61% proficient or advanced. Therefore, we will continue improving the writing performance of our Hispanic population, by at least 5% each year, while simultaneously maintaining or improving the performance of the white subgroup.

II. Analysis of Data and Description of Action Priorities for 2004-2005

A. AYP Goals

NA

B. Other School Goals

1. **Goal #1:** Increase CSAP performance in 2006 to 67% proficient and advanced for both ninth and tenth graders. This year the ninth graders scored 54% proficient or advanced and the tenth graders achieved 58% proficient or advanced. We have chosen 67% proficient or advanced because that is the current district average.

a. Analyze Data:

Not a single subgroup achieved the district average of 67% proficient or advanced. Tenth grade females were the closest at 65% proficient or advanced followed by 64% proficient or advanced for ninth grade females. The 2004-05 school year was the third year of implementation for the LHS writing power standard. We have developed an anchor writing rubric based on the 6-trait writing model. Each department has developed a more specific writing rubric from the anchor model. Students have an opportunity to engage in meaningful writing assignments and receive detailed feedback in every course in which they are enrolled. The LHS staff is very dedicated to this goal so it is disappointing that the CSAP data doesn't indicate improvement. In fact, when examining our matched cohort data there was actually a 7% drop in performance from the ninth graders in Spring 2004 (70% proficient or advanced) to the same students as tenth graders in the Spring 2005 (63% proficient or advanced). A closer analysis of the data by performance standard for ninth graders indicates two areas of interest. First, there is a 6% drop in student's ability to write using proper conventions from 56% proficient or advanced Spring 2004 to 50% proficient or advanced in Spring 2005. On a more positive note there was a 21% gain in Extended Writing.

The tenth grade data was more stable with one notable exception, a 6% drop in mechanics. It is not realistic to draw any direct correlation between CSAP performance and a single cause. We know from informal, subjective feedback that many students do not place a high value on their CSAP performance and may not take the test as seriously as we would hope. However, the test itself does lend itself to authentic writing with a prompt that should engage students. Additionally, the test reinforces the writing process that is commonly used by LHS teachers. We are looking forward, in the future, to the addition of the MAP test on Language Usage because this will give us a second data point on writing. This will provide us with a more accurate determination of each

student's writing skills. In addition, the LHS staff values the body of evidence in each student's writing portfolio. The portfolio includes a more complete sample of the variety of writing in which students are engaged. To some extent the CSAP exam limits student's creativity. The extended writing exercise, for example, forces students to write a traditional five paragraph essay. While the five paragraph essay is an important entry level skill we hope our student's writing skills move beyond that during high school.

b. Describe Action Priorities

Students at LHS will receive the following assistance to help them achieve at high performance levels:

- This fall Littleton High School opened a writing center in the library. Staff, parents and students are volunteering their time to provide feedback to students on any writing assignment. We are monitoring student use and gathering feedback regarding the value of this concept.
 - Our Instructional Coach, Kim Race, will ensure that all new teachers understand and are implementing the writing power standard.
 - Every teacher developed a writing goal in August 2005. This goal is reviewed with their evaluator at every post-observation conference. In addition there will be opportunities during department meetings and in inter-disciplinary groups to ask for ideas and feedback on this goal.
 - Students will keep a writing portfolio in Language Arts and have opportunities to self-assess their writing and develop writing goals.
 - Staff development opportunities this year will include the following topics: differentiated instruction; meaningful writing assignments; peer editing; 6-trait writing; the writing process; writing for a variety of purposes and audiences.
 - Continue double-dosing of writing/reading for students enrolled in Freshman Academy
 - Engage students in writing opportunities through the twice yearly publication of Borderline. Any student or staff member may submit writing pieces for possible publication.
 - Develop a data collection sub-committee to analyze multiple data points on writing to paint a better picture of writing abilities of LHS students.
- 2. Goal #2:** Decrease the gap in performance between male and female subgroups while sustaining or improving the performance of females. Currently, there is a 23% gap between ninth grade females (67% proficient or advanced) and ninth grade males (44% proficient or advanced). There is a 15% gap between tenth grade females (65% proficient or advanced) and tenth grade males (50% proficient or advanced).

a. Analyze Data:

The ninth and tenth grade female subgroup scored higher overall and in every performance standard than their male counterparts. For ninth graders the gap

ranges from 15% in mechanics to 22% in both extended writing and paragraph writing, with the rest of the standards falling somewhere between the two. The trend is similar for ninth grade students. The gap ranges from 14% for writing for a purpose, writing using proper conventions and grammar to 22% in extended writing. We continue to examine writing prompts that will engage male and female students. However, once students sit down for the test it is not feasible to ensure that all students take the test seriously. The gap between male and females is not unique to LHS or LPS. However, that does not excuse LHS from serious analysis regarding this issue. As stated in the previous section LHS will welcome the opportunity to add a MAP test that assesses writing. Computerized testing appears to be more engaging for males and might help us more accurately determine the extent of the gap issue as well as the root causes.

b. Describe Action Priorities

Male students at LHS will receive the following assistance to help them achieve at higher performance levels:

- Encourage all students, but particularly males, to visit the writing center for feedback on assignments. Encourage upperclassmen male students as well as male faculty members to volunteer their time in the writing center. This positive role modeling might help all students see that writing is not a female endeavor.
 - Encourage all students, but particularly males, to submit writing samples for publication in *Borderline*.
 - Utilize technology as a way to engage male students in the writing process
 - Utilize feedback from boys regarding effective instructional strategies and assignments that are engage them in the writing process
- 3. Goal #3:** Decrease the gap in performance between the Hispanic and white subgroups while sustaining or improving the performance of the white subgroup. Currently, there is a 46% gap between the ninth grade white subgroup (63% proficient or advanced) and ninth grade Hispanic subgroup (17% proficient or advanced). There is a 28% gap between the tenth grade white subgroup (61% proficient or advanced) and tenth grade Hispanic subgroup (33% proficient or advanced).

a. Analyze Data:

There is a 46% gap between the performance of the ninth grade Hispanic population (17% proficient or advanced) and the white sub-group (63% proficient or advanced). The gap, at 28% proficient or advanced, is not as pronounced at the tenth grade level. The Hispanic cohort improved by 5% between their ninth grade scores Spring 2004, 28% proficient or advanced, and their tenth grade score 33% proficient or advanced on the Spring 2005 assessment. An examination of the data by standard reveals several interesting trends. From Spring 2004 to Spring 2005 9th graders improved in conventions by 7% and grammar by 12%. They declined by 9% in mechanics and 6% in paragraph writing. Change in the other areas was not statistically

significant. The tenth grade data is positive because there was improvement in every standard between Spring 2004 and Spring 2005. Of particular note is the 16% improvement in extended writing, paragraph writing was up by 10% and there was an 8% gain in grammar. The others standards improved but not at a statistically significant level. There was also improvement in most standards for the cohort of students from ninth to tenth grade. The only significant gains were in extended writing, up 14%, and mechanics up by 7%. The improvement in cohort and tenth grade data is especially noteworthy given the growth in our Hispanic population the last few years. Our ESL department works closely with regular education teachers to develop effective strategies for this group of students. In addition, our Hispanic students that are enrolled in Freshman Academy continue to receive a double dose of reading and writing instruction.

b. Describe Action Priorities

Hispanic students will receive the following assistance to help them achieve at a higher performance level:

- Encourage Hispanic students to visit the writing center for feedback on assignments. Try to have Hispanic upperclassmen and/or parents that are strong writers volunteer their time in the writing center.
- Study the SLEP data for ESL students and try to determine possible causes for the leveling of language acquisition that occurs for students at the point that they would be eligible to exit from the ESL program.
- Utilize feedback from our Hispanic population and ESL teachers on how to help them become active members in the LHS community. Extracurricular activities often lead to increased engagement in school and thus improved achievement.
- Provide staff with instructional strategies that help differentiate instruction have been proven effective for the Hispanic population. Of particular importance are graphic organizers and vocabulary development.
- Send mailings to parents in Spanish to encourage their participation in the learning process.

PERFORMANCE GOALS, ANALYSIS OF DATA, AND ACTION PRIORITIES FOR 2005-06

MATH

I. Performance Goals

A. AYP Goals

2004-05 Update Goal

1. **Yes:** Littleton High School did meet the state CSAP 2005 goal of 60.25% advanced, proficient, and partially proficient for total school and the white subgroup population. The 2006 SIP updated math goal is to sustain or improve in these areas.
2. **No:** Littleton High School did not meet the state 2005 goal of 60.25% advanced, proficient, and partially proficient for Hispanic (55.88%), economically disadvantaged (52.32%), or students with disabilities (44.46%). However, LHS did surpass the 2004 benchmark of 47% advanced, proficient, or partially proficient for the Hispanic and economically-disadvantaged subgroups. The 2006 SIP updated math goal will be to increase the Hispanic subgroup by at least 6%, the economically disadvantaged by at least 9% and students with disabilities by at least 16% to reach the state benchmark of 60.25%.

2005-06 Update Goal

1. **Yes:** Littleton High School did meet the state CSAP 2005 AYP benchmark of 60.25% advanced, proficient, or partially proficient for total school and the white subgroup. In fact, each of these populations scored higher than the 2008 benchmark of 73.50%. Therefore, the goal for 2005-06 is to maintain or improve performance in math.
2. **No:** Littleton High School did not meet the state CSAP 2005 AYP benchmark of 60.25% advanced, proficient, and partially proficient for Hispanic (55.88%), economically-disadvantaged(52.32%), or students with disabilities subgroups (44.47%). To reach the 2006 benchmark, which will still be 60.25%, we must increase the performance of the Hispanic subgroup from 55.88% to at least 60.25%, the economically disadvantaged from 52.32% to at least 60.25%, and the students with disabilities from 44.47% to at least 60.25% while sustaining or improving the performance of the white subgroup population.

B. Other School Goals

2004-05 Update Goal

1. **Goal #1:** The 2005 CSAP math goal was to improve CSAP performance of both 9th and 10th graders scoring proficient or advanced to at least 45%. This goal was not achieved. 9th grade students scored 35% proficient or advanced, while 10th graders scored 36% proficient or advanced.

2005-06 Update Goal

1. **Goal #1:** The 2006 CSAP math goal will be to improve the 9th grade proficient or advanced score from 35% and 10th grade proficient or advanced score from 36% to at least 45% for each grade level.

II. Analysis of Data and Description of Action Priorities for 2005-2006

- A. **AYP Goals:** Increase the percent of Hispanic students scoring partially proficient, proficient, or advanced by at least 6%, from 55.88% to 61%, to achieve the 2006 benchmark of 60.25%. Increase the percent of the economically disadvantaged subgroup by at least 9%, from 52.32% to 61%, to achieve the 2006 benchmark of 60.25%. Increase the percent of the students with disabilities subgroup by at least 16%, from 44.47% to 61%, to achieve the 2006 benchmark of 60.25%.
 1. **Subgroup: Hispanic** – Increase the percent of Hispanic students scoring partially proficient, proficient, or advanced by at least 6%, from 55.88% to 61% to achieve the 2006 benchmark of 60.25%.

a. Analyze Data:

Overall the Hispanic population improved in math from Spring 2004 to Spring 2005. While the ninth grade data in essentially unchanged there was a 20% drop at the tenth grade level in the number of students scoring unsatisfactory. In 2004, 55% of tenth graders scored unsatisfactory compared to only 35% unsatisfactory in 2005. Concurrently, there was a 17% gain, from 11% in 2004 to 28% in 2005, in students scoring partially proficient. The percent of students scoring proficient was stable. We did not see this much improvement for the white subgroup. The Hispanic cohort data from ninth grade in Spring 2004 to tenth grade spring 2005 also showed a positive shift. In Spring 2004, 45% of the Hispanic subgroup scored unsatisfactory. A year later this same group only had 35% of the students scoring unsatisfactory. Likewise, there was a 9% gain in partially proficient from 19% in 2004 to 28% in Spring 2005. A closer analysis of this cohort with regard to standards shows additional positive gains. With the exception of probability which remained stable there was a gain of at least 12% to as much as 21% in each of the math standards.

b. Describe Action Priorities

Hispanic students at LHS will receive the following assistance to help them perform at higher achievement levels:

- Provide staff development training for teachers so that they can accurately read and interpret MAP data to help drive instructional planning.
- Use the MAP data as another factor when determining placement in Freshman Academy.
- Continue the implementation and monitoring of the Interactive Math Program (IMP). Year 1 was implemented during the 2004-05 school year. During the 2005-06 school year IMP2 and IMP2 Honors are being added to the course sequence.

- Conduct lesson studies on specific math topics and analyze the results of the lesson as a department.
 - Provide support through an elective math lab for struggling IMP students.
 - Gather supplemental math materials for Board of Education approval in January 2006.
 - Purchase additional sets of classroom calculators so that all students have access to this tool.
 - Continue to add computers to the mobile computer cart for use in the math classrooms.
 - Provide staff development on differentiated instruction in the math classroom.
- 2. Subgroup: Economically disadvantaged:** increase the percent of students that are economically disadvantaged scoring partially proficient, proficient or advanced by at least 9%, from 52.32% to 61%, to surpass the 60.25% benchmark.

a. Analyze Data:

The economically disadvantaged subgroup made a 6% gain from 2004 to 2005. In 2004 this group scored 46.27% partially proficient, proficient or advanced. This past spring the composite score was 52.32% partially proficient, proficient or advanced. While a 6% gain is statistically significant it was not the 15% gain we had hoped to achieve. It is important to remember that nested in this group are Hispanic students and students with disabilities, two other areas where we did not make AYP. When analyzing the data from strictly a ninth or tenth grade level there is a mixture of gains and losses with no particular areas jumping out as a statistically significant change. However, if we examine the group of students that form a cohort we do see a shift between ninth and tenth grade in the percent of students scoring unsatisfactory. There is a 14% drop in students scoring at the unsatisfactory level from 49% when they were in 9th grade to 35% as tenth graders. At the same time there was a 6% gain in the number of students scoring partially proficient and a 5% gain in the number scoring proficient. Our standards data backs up these trends. When comparing the Spring 2004 ninth grade data with the Spring 2005 tenth grade data there is improvement in four of the six areas. Notable is the 15% gain in statistics, 8% gain in geometry and 7% gain in their ability to use a variety of problem solving tools.

b. Describe Action Priorities

LHS students that are economically disadvantaged will receive the following assistance to help them achieve at high performance levels:

- Ensure that students have access before, during and after class to the tools essential for success in math. For example, calculators will be available on a check-out system to all students.
- When appropriate use Lillis funds to provide calculators for students that have a demonstrated need.

- Utilize differentiated instructional strategies to engage all students in the learning process.
 - Analyze MAP data to determine if there are certain math strands that this population of students appears to show deficiencies.
- 3. Subgroup: Students with Disabilities:** Increase the percent of students with disabilities scoring partially proficient, proficient or advanced by 16%, from 44.47% to 61% to surpass to the 2006 AYP benchmark of 60.25%.

a. Analyze Data:

The students with disabilities subgroup made a 3% gain from 2004 to 2005. In 2004 the group scored 41.54% partially proficient, proficient or advanced. Last spring the group scored 44.47%. Thus we will need to make a 15% gain this year to reach the 2006 benchmark of 60.25%. We are optimistic that the implementation of the Interactive Math Program (IMP) will help these students form important connections between the various math strands. There is little statistically significant data for this group, which is not surprising given the modest 3% gain. Of note is the 13% decrease in the matched cohort of students scoring in the unsatisfactory category. This only standard that had a significant drop (6%) in performance was Geometry. Most students with disabilities would not have completed a Geometry class by their sophomore year. In addition, Geometry is one of most abstract math strand and concept attainment is challenging for most students. We are still in the process of disaggregating the MAP data from August 2005 for this group. This information will be helpful in developing additional intervention opportunities for students with disabilities. It will be important to look for common themes between MAP scores, CSAP scores and the goals and objectives outlined in each student's IEP.

b. Describe Action Priorities

In addition to several of the strategies previously outlined for Hispanic students and economically disadvantaged students LHS will provide the following assistance to help students with disabilities achieve at a higher performance level:

- Utilize the differentiated instructional strategies that were developed at the September 16, 2005 inservice.
- Continue to use activities from the CSAP coach books as a way to provide guided practice on selected and constructed response items.
- Benchmark students in January on the MAP test to determine areas that have improved and those still needed direct instruction
- Provide help during resource periods on IMP problem solving methodologies.
- Resource teachers will work with Kim Race, Instructional Coach and IMP teacher on effective strategies for struggling and reluctant math students.

B. Other School Goals

1. **Goal #1:** The 2006 CSAP math goal will be to improve the 9th grade proficient or advanced score from 35% and 10th grade proficient or advanced score from 36% to at least 45% for each grade level.

a. Analyze Data:

The math scores for Hispanics, economically disadvantaged and student with disabilities are significantly lower than the white subgroup. However, at only 42% proficient or advanced in ninth grade and 39% proficient or advanced in tenth grade, our white subgroup as a whole is also scoring below the 45% proficient or advanced goal. In August all ninth and tenth grade students completed the MAP test. The ninth graders had an average RIT scale score of 236 with is two points about the national norm score of 234. As well, the tenth grade class had an average RIT scale score of 239 which is one point above the national norm of 238 for the grade level. This discrepancy between the two standardized test leads to some interesting questions about the reliability of the CSAP math test as an accurate determination of the true ability of each student. Further analysis of the MAP data by strand will allow us to more fully understand the actual strengths and weaknesses of each student.

Littleton High School is implementing the second year of the IMP curriculum. This standards based math program is aligned with state standards, CSAP and MAP strands. We will remain committed to this program and feel certain that it is just a matter of time before our standardized test results improve.

b. Describe Action Priorities

The following assistance will be provided for students as an effort to help them achieve at higher performance levels:

- The math department will use the feedback provided from their lesson study to improve instruction.
- Monitor MAP data for all IMP students
- Determine appropriate supplemental materials and secure Board of Education approval by January 2006.
- Continue to provide math teachers with staff development in the most effective ways to approach the IMP curriculum
- Provide a math lab class for students that are struggling with IMP2
- Monitor the honors students in IMP 2 to determine if these students are being adequately challenged.

PERFORMANCE GOALS, ANALYSIS OF DATA, AND ACTION PRIORITIES FOR 2005-06 CURRICULUM

I. Performance Goal

2004-05 Update Goal

1. **Goal #1:** The range of grades for spring semester 2004, based on analysis of 10 multi-section courses, taught by several teachers was 53%-75%. Our goal for 2004-05 school year was to achieve a 75%-85% range of grade level performance of "C" or above by all students in all content areas.

2005-06 Update Goal

1. **Goal #1:** Our goal for the 2005-06 school year is to continue course, department and building level discussion regarding grading practices. Thus far we have not found a practical way to determine grade ranges for common courses with the new Infinite Campus student information system so we are not sure of the current range of grades. However, it is unlikely that there has been a dramatic shift in grade distribution in one year.

II. Narrative:

Throughout the past year several committees and departments have had ongoing conversations about the grading process. At the department level the conversations have been focused on the question: Do grades mean the same thing, in the same course, between different teachers? The department chairs continue to discuss the feasibility of giving students two grades: one based on what the student knows and is able to do and second based on the student's citizenship and work habits. We are not ready, as a staff, to go this direction but it is forcing teachers to think about the value they place, in determining final grades, on these two components. We are beginning discussions about our weighted grade policy. At this time there is not a formal recommendation but rather a desire to examine current practice. Last spring our instructional coach formed a voluntary grading cadre to explore alternative grading practices. There are ten faculty members on the committee and represent Language Arts, Math, ESL, Social Studies and Visual Art. This group is studying a standards-based grade book, rubric based grading, revision practices, portfolio assessment, giving meaningful feedback and work habit. At this point they have not made a formal presentation to the entire staff but should be in a position to do so Spring 2006.