

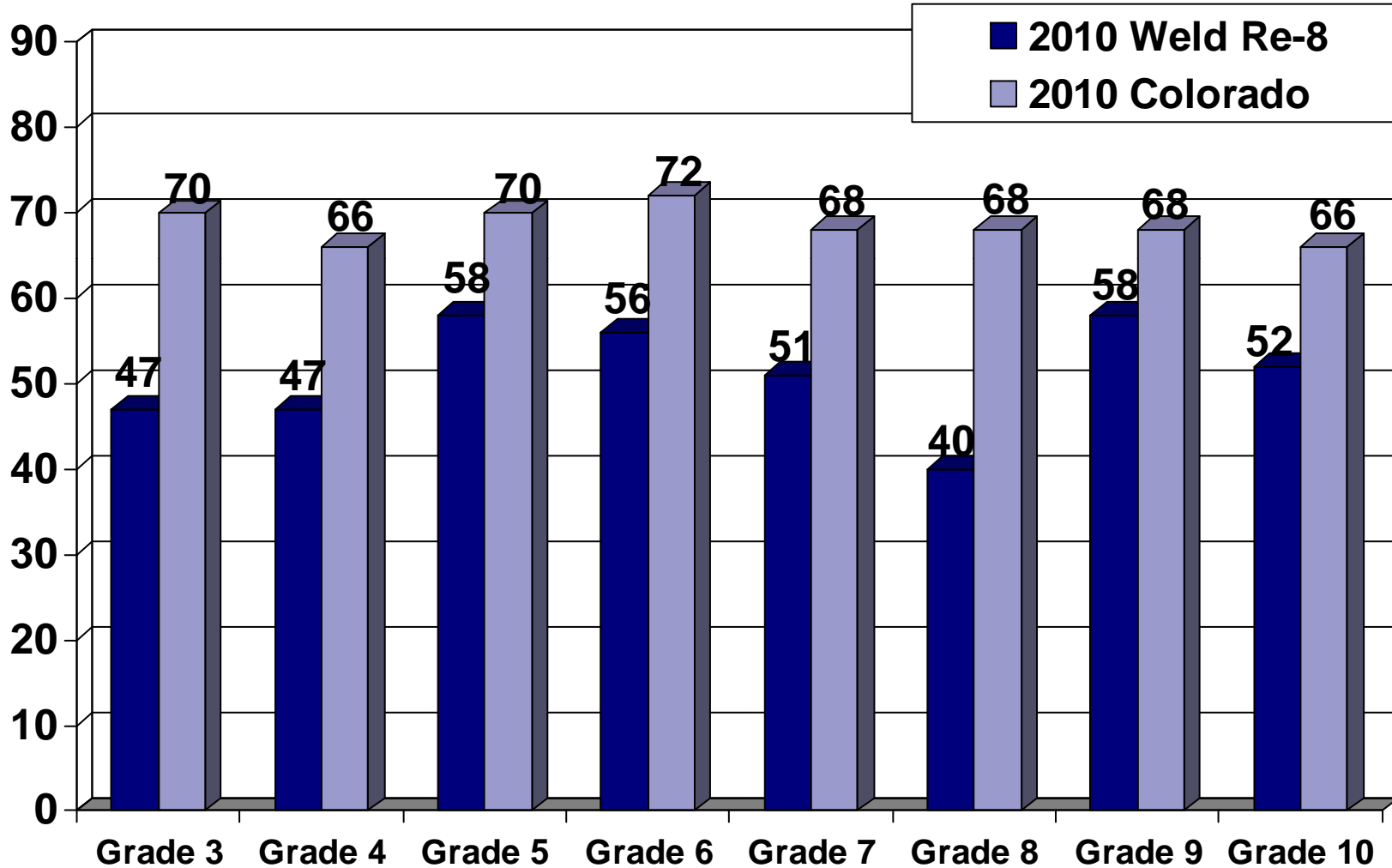


2010 CSAP Results

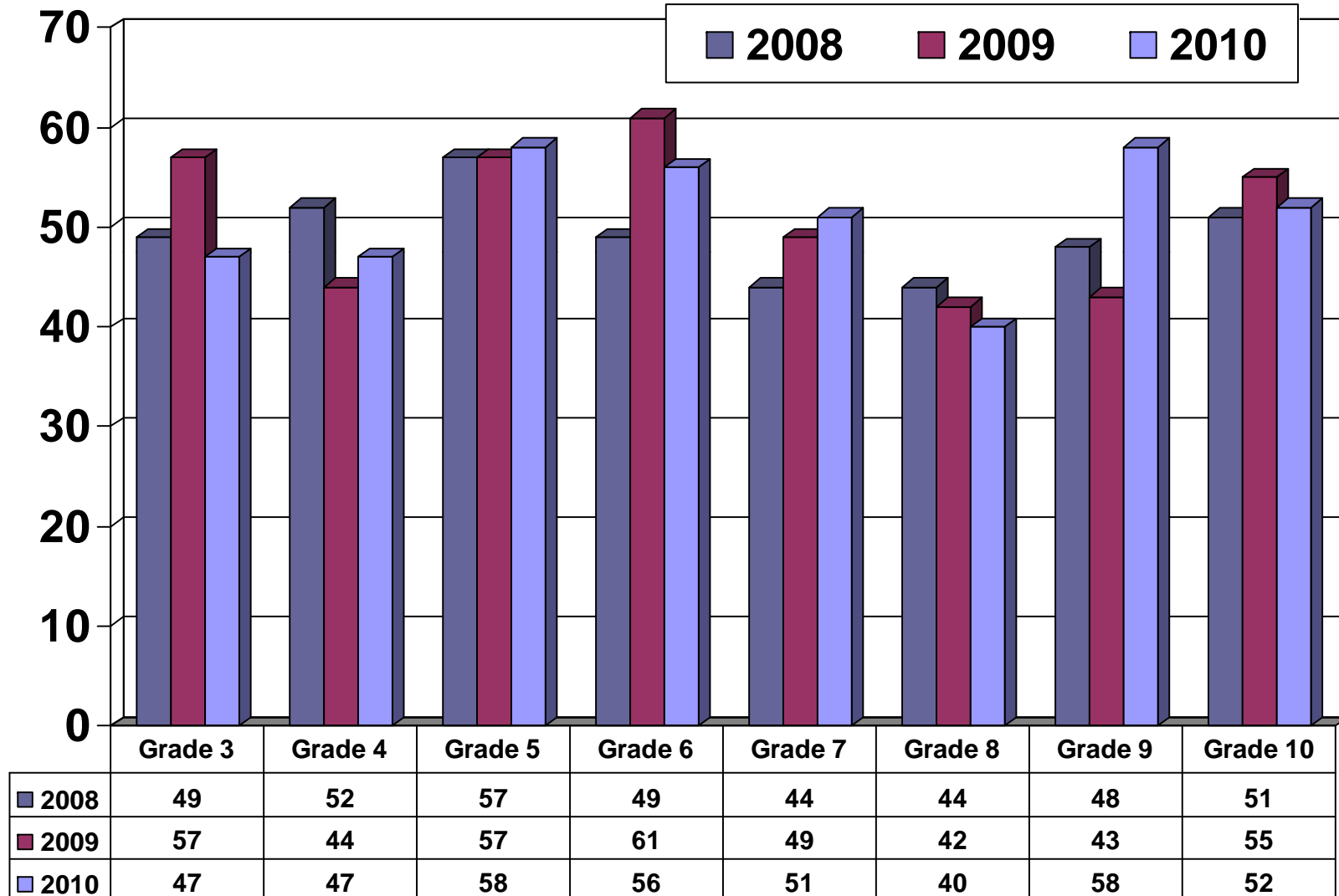
**Weld Re-8 School District
Fort Lupton, Colorado**

READING

2010 Weld Re-8 & Colorado Results

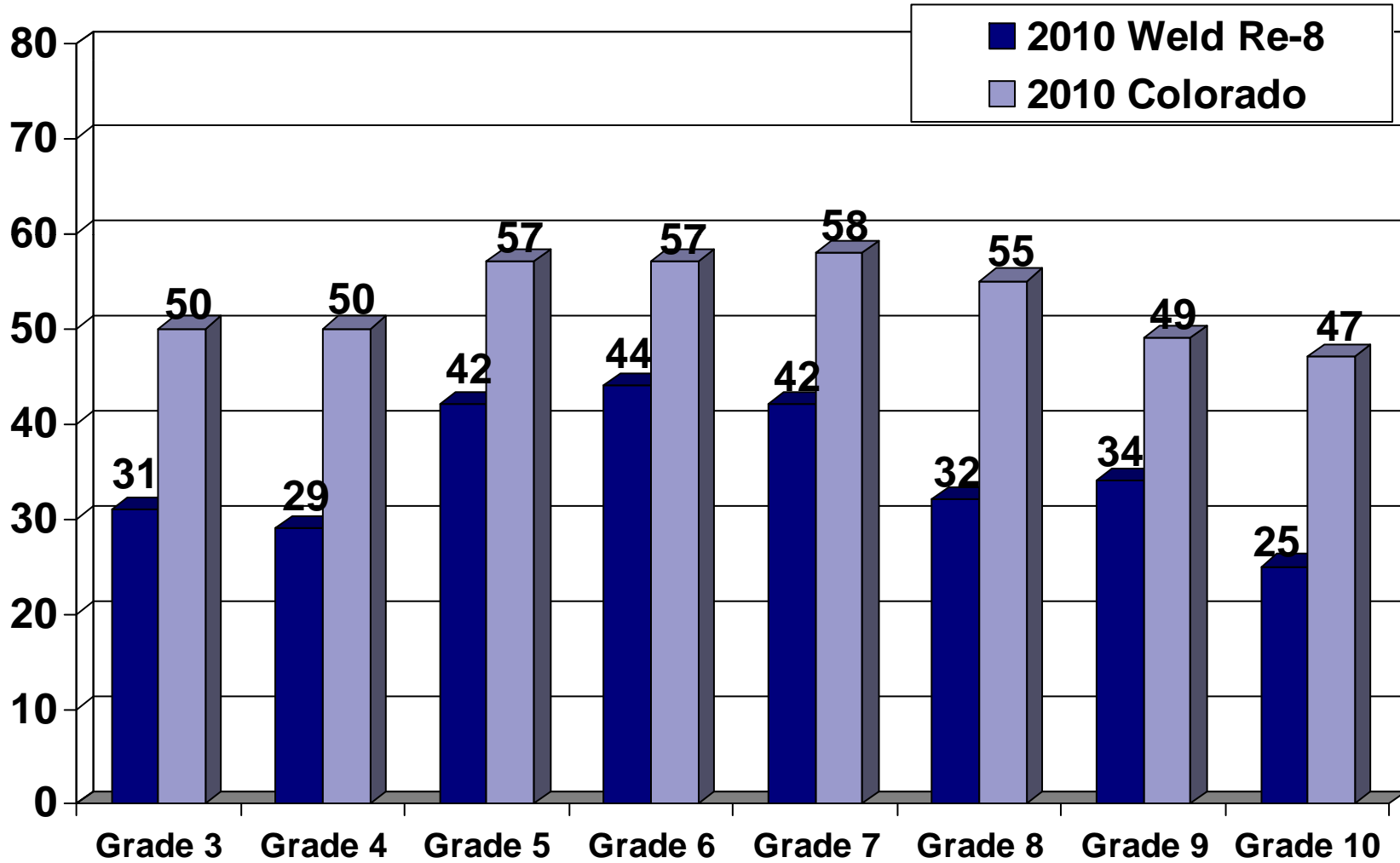


2008-2010 CSAP READING Results

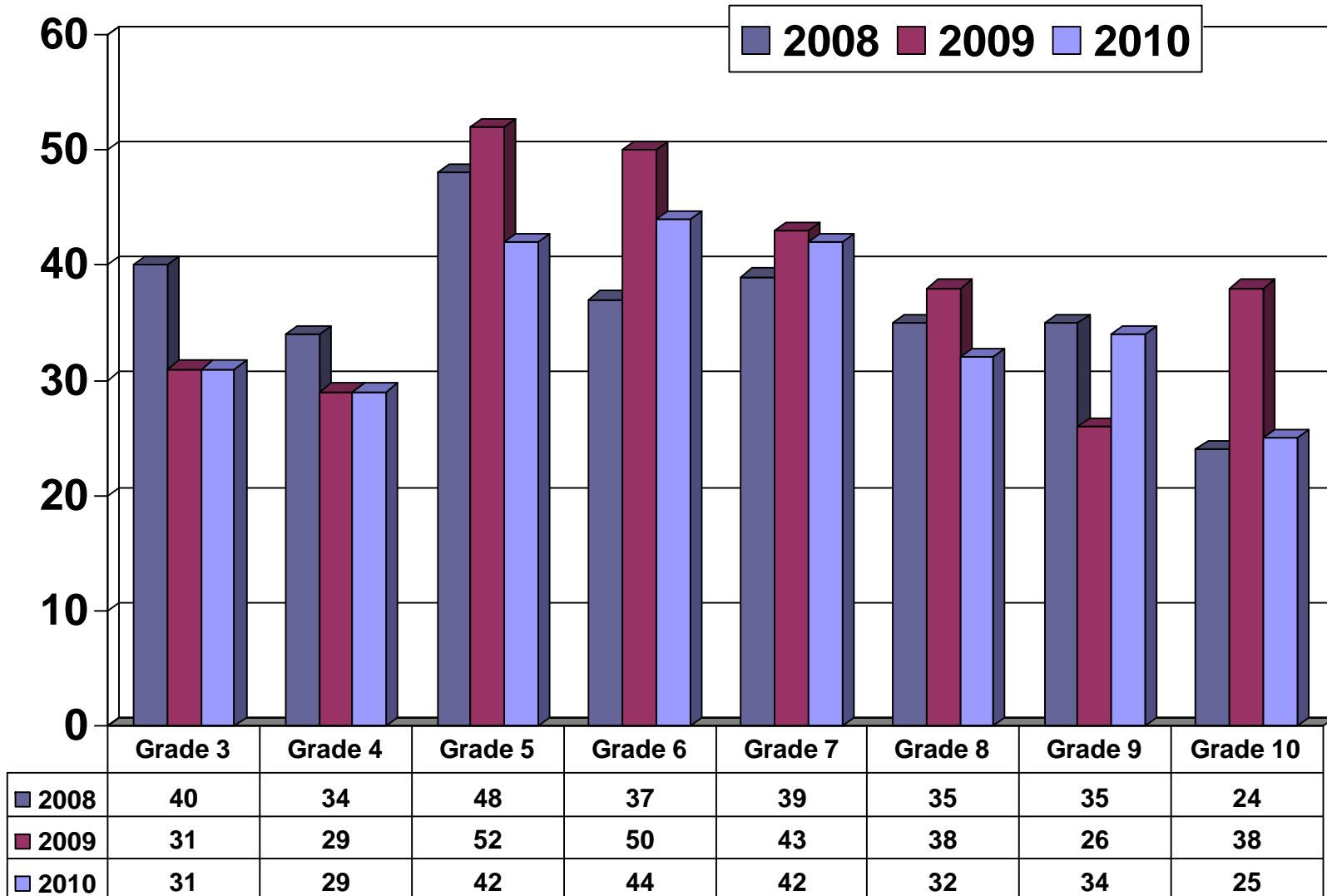


WRITING

2010 Weld Re-8 & Colorado Results

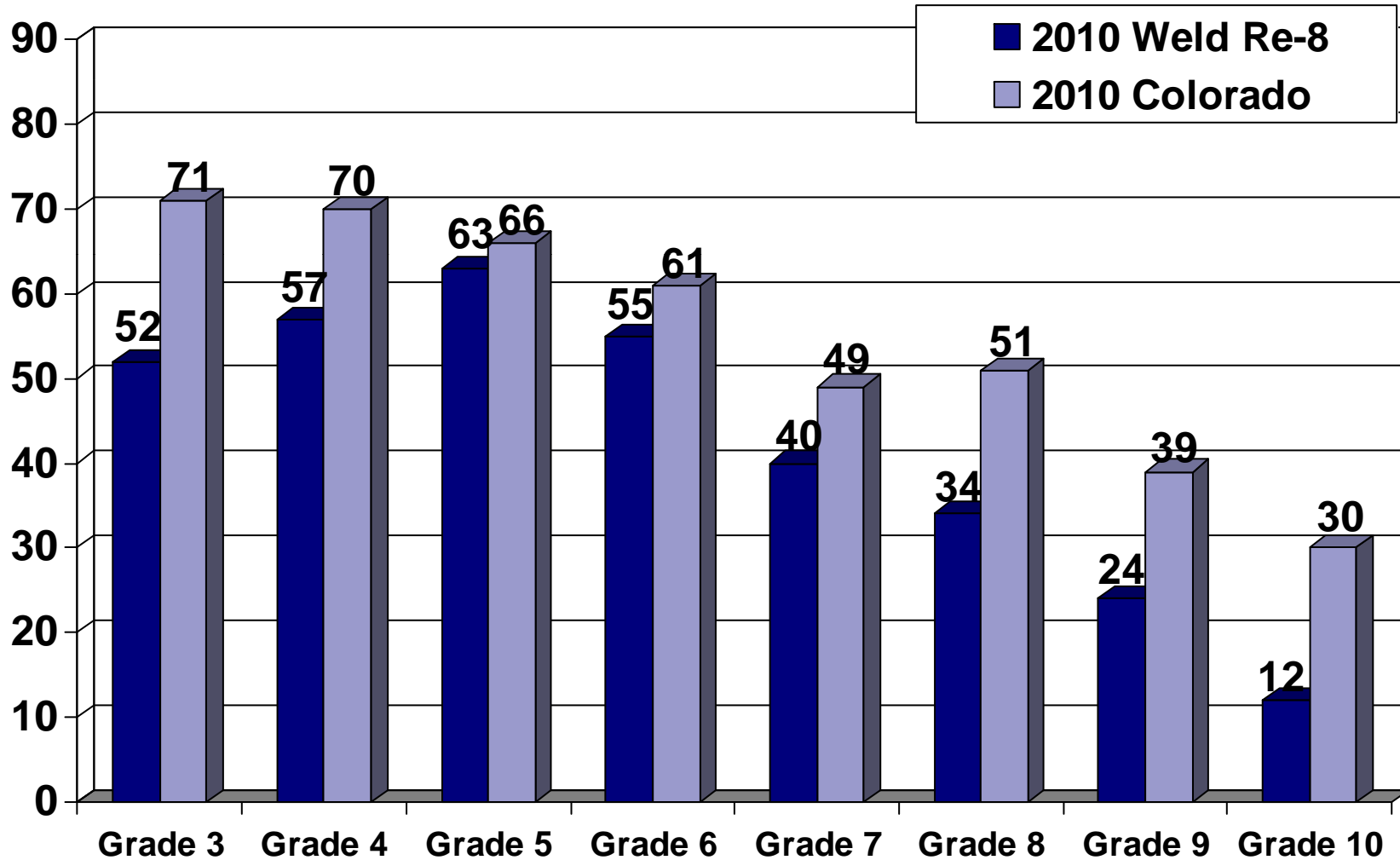


2008-2010 CSAP WRITING Results

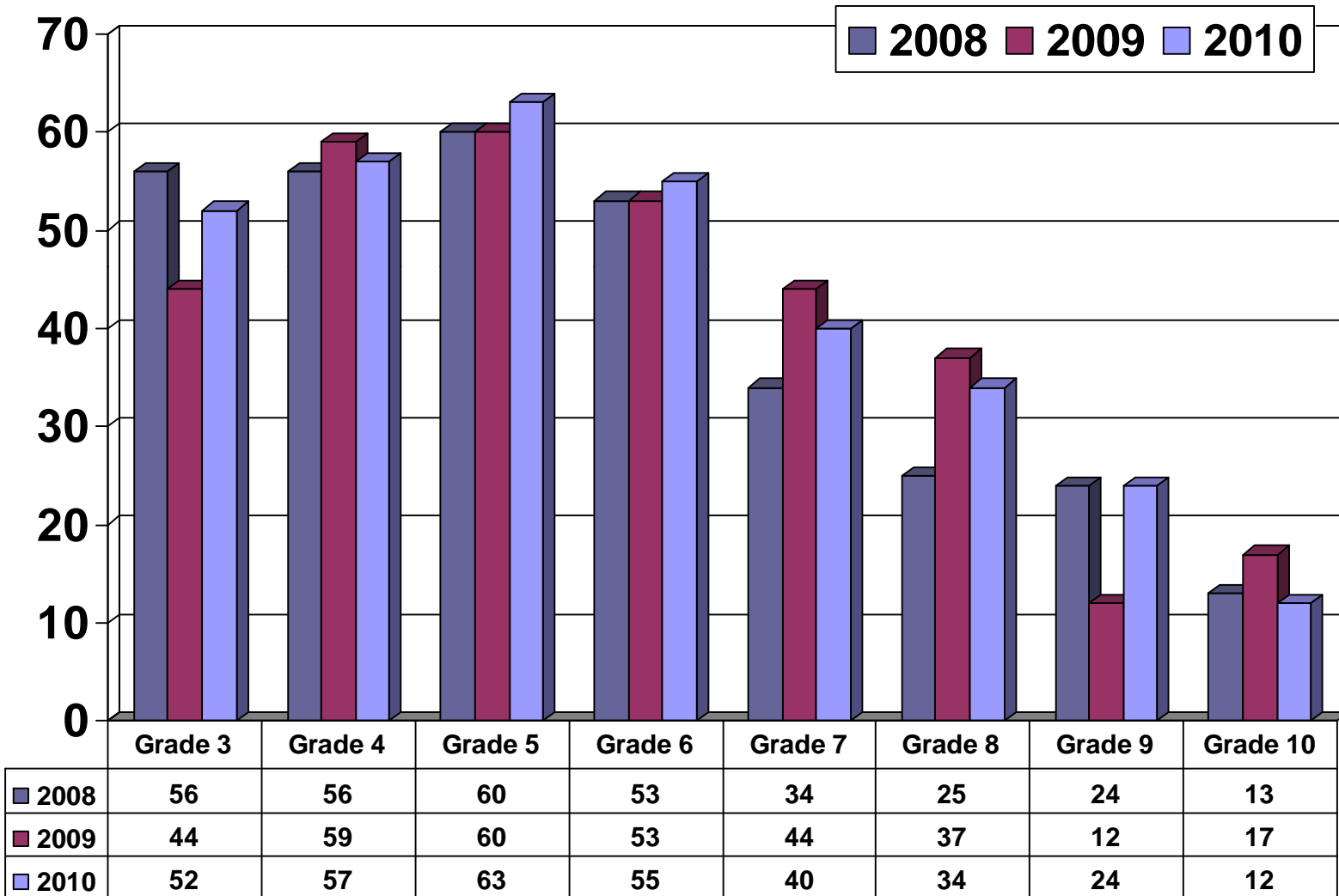


MATH

2010 Weld Re-8 & Colorado Results

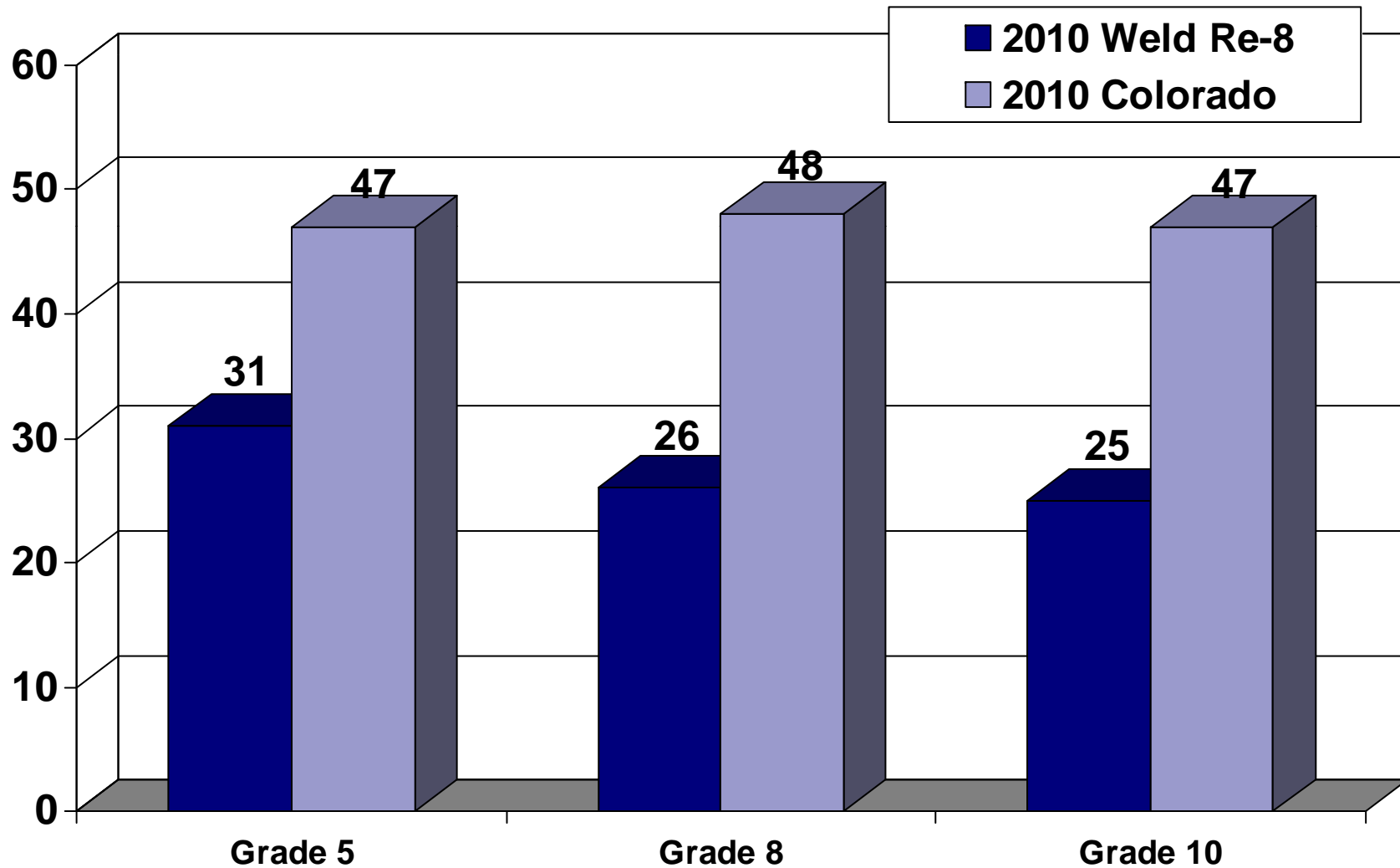


2008-2010 CSAP MATH Results

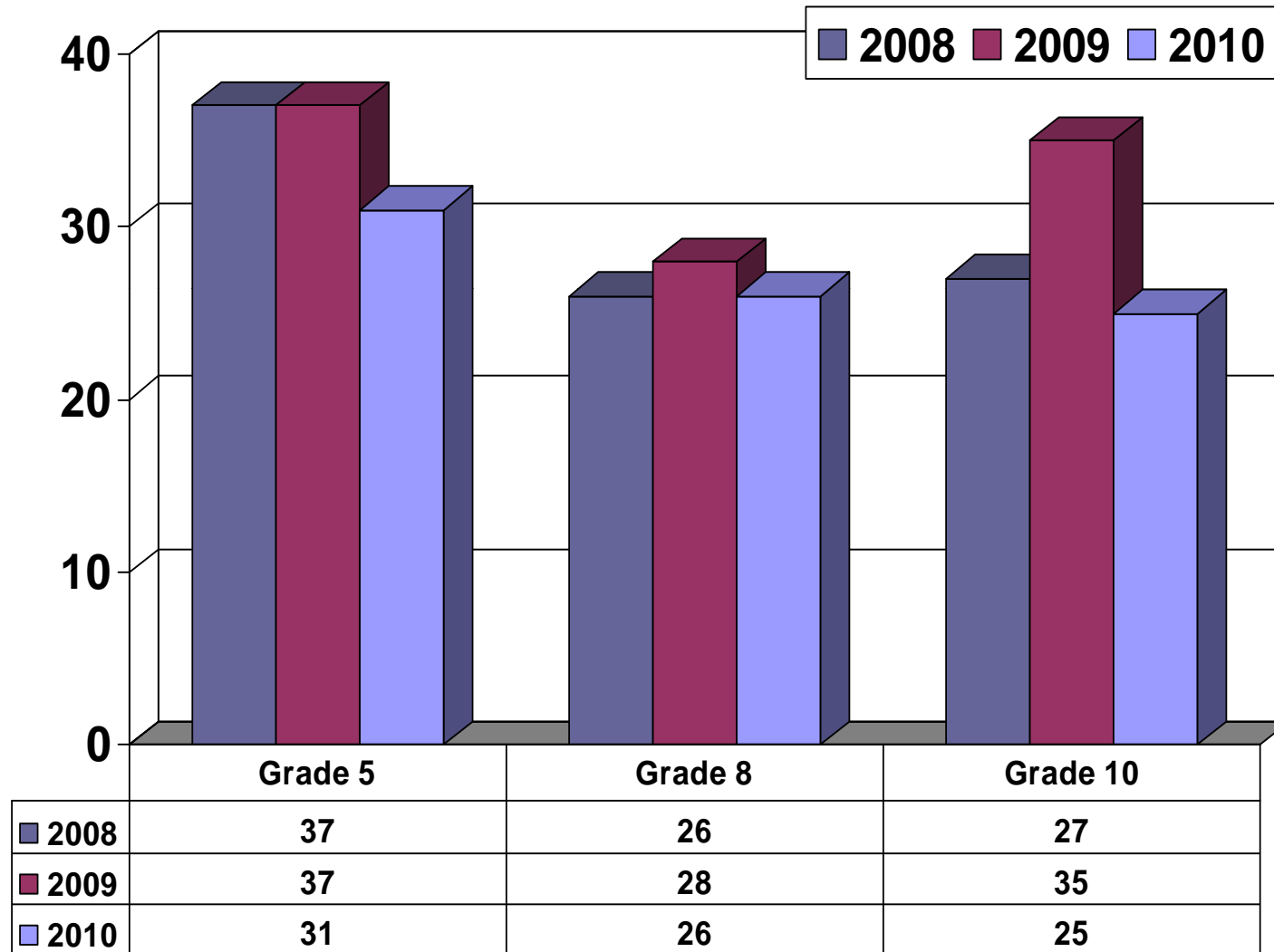


SCIENCE

2010 Weld Re-8 & Colorado Results



2008-2010 CSAP SCIENCE Results





2007-2009 Weighted Indices

SUBJECT	2008	2009	2010
READING	56	56.5	57.5
WRITING	60.5	60.5	59.5
MATH	50	49.5	53
SCIENCE	31.5	34	28.5



2010 Colorado Growth Model Results

	Weld Re-8	Butler	Twombly	FLMS	FLHS
READING	48	50	45	39	62
WRITING	46	45	41	42	59
MATH	55	61	68	44	55



Butler: 2009-2010 CSAP Results

% P/A

READING	2009	2010
Grade 3	60%	51%
Grade 4	49%	47%
Grade 5	60%	60%

WRITING	2009	2010
Grade 3	34%	32%
Grade 4	34%	30%
Grade 5	59%	49%

MATH	2009	2010
Grade 3	50%	48%
Grade 4	61%	57%
Grade 5	69%	65%

SCIENCE	2009	2010
Grade 5	41%	35%



2009-2010 Butler CSAP Results without Quest Scores

READING	2009	2010
Grade 3	52%	46%
Grade 4	45%	39%
Grade 5	57%	57%

WRITING	2009	2010
Grade 3	26%	30%
Grade 4	30%	20%
Grade 5	57%	45%

MATH	2009	2010
Grade 3	42%	44%
Grade 4	57%	50%
Grade 5	68%	63%

SCIENCE	2009	2010
Grade 5	38%	31%



2010 Butler CSAP Review

Successes:

- Cohort data:
 - 3rd to 4th grade Math (50%-57%)
 - 4th to 5th grade Reading (49%-60%)
 - 4th to 5th grade Writing (34%-49%)
- 4th grade Math increased the number of partially proficient and proficient students
- Decreased number of unsatisfactory scores
 - 4th grade Reading by 6%
 - 5th grade Reading by 5%
 - 5th grade Science by 5%

Challenges:

- Our ELL students are continuously underperforming in all content areas
- Writing data school wide continues to be a concern, we are seeing a steady decline over the last three years
- Trend data shows our gap between our Hispanic & White students continues to widen (beginning to close in Math)

Next Steps:

- Reallocation of resources :
 - Master schedule was developed to support ESL and Reading intervention
 - Reading Interventionist, ESL Teachers and Content Tutor support
- Begin Standards Alignment Process:
 - ELL standards and ESL programs
 - Reading Standards and Reading program
- Team Collaboration Schedule:
 - Data Analysis/ Implementation of Data Driven Dialogue Process
 - SMART Goals
 - School Wide Data Focus
 - Vertical and Horizontal Team Collaboration
- Implementation
 - Extended learning opportunities for our students
 - Literacy By Design Writing program-creates alignment with Reading
 - AVID strategies



Twombly: 2009-2010 CSAP Results

% P/A

READING	2009	2010
Grade 3	53%	43%
Grade 4	40%	47%
Grade 5	54%	55%

WRITING	2009	2010
Grade 3	26%	31%
Grade 4	24%	27%
Grade 5	42%	35%

MATH	2009	2010
Grade 3	37%	57%
Grade 4	57%	55%
Grade 5	48%	62%

SCIENCE	2009	2010
Grade 5	30%	29%



2009-2010 Twombly CSAP Results without Quest Scores

READING	2009	2010
Grade 3	42%	35%
Grade 4	35%	37%
Grade 5	47%	49%

WRITING	2009	2010
Grade 3	8%	24%
Grade 4	19%	15%
Grade 5	32%	28%

MATH	2009	2010
Grade 3	22%	51%
Grade 4	53%	49%
Grade 5	40%	57%

SCIENCE	2009	2010
Grade 5	19%	19%



2010 Twombly CSAP Review

Successes:


- 4th and 5th Grades increased in Reading by 2%
- 4th Grade cohort group moving to 5th Grade increased by 15% in Reading
- 3rd Grade increased in Math by 29%
- 5th Grade increased in Math by 17%
- 3rd Grade cohort group moving to 4th Grade increased by 27% in Math
- 4th Grade cohort group moving to 5th Grade increased by 5% in Math
- 3rd Grade increased in Writing by 16%
- 3rd Grade cohort group moving to 4th Grade increased by 7% in Writing
- 4th Grade cohort group moving to 5th Grade increased by 11% in Writing
- 5th Grade increased in Science by 3%

Challenges:

- Twombly writing score are not increasing across the board at the rate that we expected to see
- Closing the gap between our Hispanic and White students across the board
- ELA instruction in the area of Reading and Writing
- Closing the gap between our SPED Population and General Education students

Next steps:

- Use of new State Academic Standards as our curriculum and guiding points along with continual Professional Development in our newest version of Everyday Day Math and Rigby Literacy by Design to support Reading and Writing
- Use of monitoring data to guide instruction and interventions in a timely manner
- Identifying a set of high impacting core instructional strategies (AVID) to meet the needs of our diverse student population.



Fort Lupton Middle School: 2009-2010 CSAP Results % P/A

READING	2009	2010
Grade 6	61%	56%
Grade 7	49%	51%
Grade 8	42%	40%

WRITING	2009	2010
Grade 6	50%	44%
Grade 7	42%	42%
Grade 8	38%	32%

MATH	2009	2010
Grade 6	53%	55%
Grade 7	44%	40%
Grade 8	36%	34%

SCIENCE	2009	2010
Grade 8	28%	26%



2009-2010 FLMS CSAP Results without Quest Scores

READING	2009	2010
Grade 6	56%	52%
Grade 7	43%	46%
Grade 8	36%	35%

WRITING	2009	2010
Grade 6	47%	39%
Grade 7	36%	39%
Grade 8	32%	26%

MATH	2009	2010
Grade 6	49%	49%
Grade 7	38%	38%
Grade 8	28%	32%

SCIENCE	2009	2010
Grade 8	21%	20%



2010 FLMS CSAP Review

Successes

- Solid longitudinal data with steady progress, and Closing the Gap efforts
- 7th Grade Reading – Unsats decreased 6% and Advanced increased 4%
- Writing Unsats at 9%-6th, 4%-7th, and 4%-8th
- 6th Grade Math – Advanced increased 4%
- 6th and 7th Grade Math closing in on the State Average (by 6% and 9%)

Challenges

- 8th Grade motivation and NS concerns
- Reading Unsats
- Moderate decline in 6th & 8th Grade Writing and 6th Grade Reading
- 8th Grade Science remains far below the State Average
- Cohort decreases and Weighted Indices
- Growth Model results
- Continued Special Education gaps

Next Steps

- Continued emphasis on a focused School Improvement Plan – rigor & reflection
- Authentic common assessment feedback, and reflective instructional refinements
- Heterogeneous grouping and rigor across all levels
- Data-driven Rtl interventions
- Increased student ownership of achievement – goal setting and progress monitoring
- Consistent strategies across content areas – fidelity to program objectives



Quest: 2009-2010 CSAP Results

% P/A

READING	2009	2010
Grades 3-5	94%	94%
Grades 6-8	90%	86%

WRITING	2009	2010
Grades 3-5	85%	83%
Grades 6-8	82%	79%

MATH	2009	2010
Grades 3-5	93%	95%
Grades 6-8	89%	72%



2010 Quest CSAP Review

Successes


- All Weighted Indices remain over 100
- 59% of students in grades 3-8 scored advanced in math.
- 0 Unsatisfactory scores in writing building-wide
- 3-5th grade math and reading data remain strong

Challenges

- Middle School reading U/PP data is climbing
- An achievement gap is growing in middle school math
- P/A writing scores are down in elementary
- P/A scores for all subjects are down building-wide

Next Steps

- Hold 4 data meetings with individual teachers throughout the year
- Improved PLC format to include reflection and action components with a standard reporting format
- Continue to improve RTI to address all students and build in more tier 2 interventions
- Increase principal/teacher collaboration through weekly informal observations with feedback
- Standards as the curriculum and built into curriculum maps
- Implement student-driven progress monitoring building-wide



Fort Lupton High School: 2009-2010 CSAP Results % P/A

READING	2009	2010
Grade 9	42%	58%
Grade 10	55%	52%

WRITING	2009	2010
Grade 9	26%	34%
Grade 10	38%	25%

MATH	2009	2010
Grade 9	12%	24%
Grade 10	17%	12%

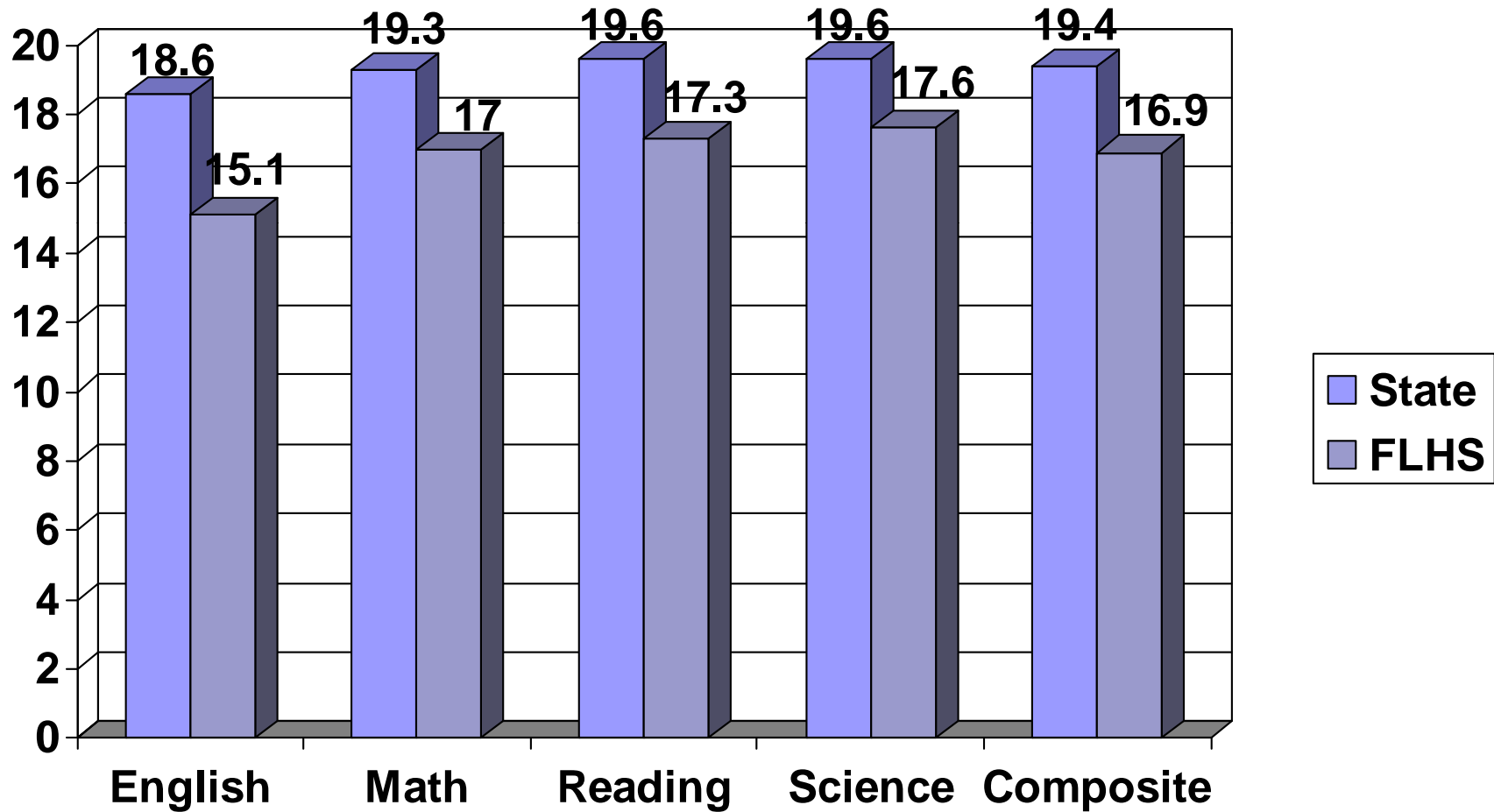
SCIENCE	2009	2010
Grade 10	35%	25%



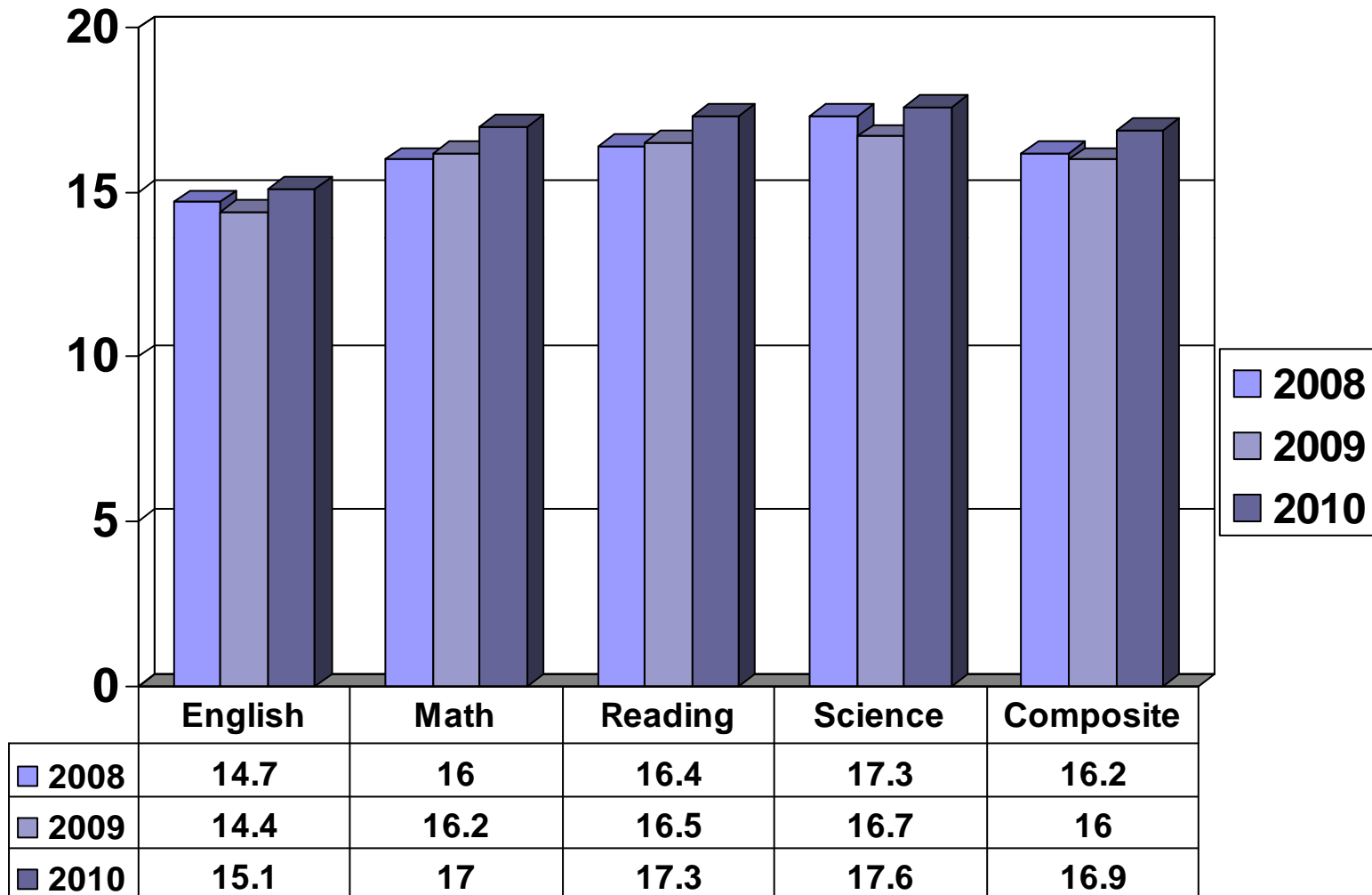
ACT

- CO-ACT is taken by all students in grade 11
- ACT is taken by students who are planning to go to college
- ACT is a curriculum-based measure of college readiness
- Benchmark scores are the minimum score needed on an ACT subject-area test to indicate a 75% chance of earning a C or higher in college:
 - English 18
 - Math 22
 - Reading 21
 - Science 24

2009 CO-ACT Results Weld Re-8 Compared to State



CO-ACT Scores 2008-2010 Comparison





Improving College Readiness

- Making core curriculum a priority
- Making sure students are taking the right kinds of courses
- Evaluating rigor of core courses
- Using AVID strategies/expectations in all core subjects at all levels



2010 FLHS CSAP Review

Successes

- 15% increase in % PA in **9th Grade Reading**
- 8% increase in % PA in **9th Grade Writing**
- 12% increase in % PA in **9th Grade Math**
- 97% of students are PP or above in **9th Grade Writing**
- 46% of ELL students in **9th grade** and **48% of ELL students in 10th grade** are PA in **Reading**

Challenges:

- 10% drop in % PA in **Science**
- 2/3 of the unsatisfactory scores in Science are Unsat H.
- Low scores for 10th grade and ACT is coming up
- Poetry and vocabulary are showing as a continual gap area in 9th and 10th

Next steps:

- Students who scored Unsatisfactory schedule changes include intervention classes
- Focus school wide on all teachers responsible for reading/writing/math
- Continued development of motivation at all levels and gap filling with all students to support ACT achievement
- Focus on what worked in Freshmen Academy and roll up into upper grade level classes
- Continued discussion and implementation of regular and consistent formative assessments in classrooms
- Increased emphasis on student motivation and engagement in their learning with students, parents and teachers
- Discussions with students who scored low on assessments with admin, counselors and key teachers
- PLC time spent specifically on data and relationship to learning and lesson planning
- Department focused discussions around the gaps in student learning and actions plans



From 2005 to 2010

% P/A	2005	2010
READING	45%	51%
WRITING	33%	35%
MATH	28%	43%
SCIENCE	18%	28%

WI	2005	2010
READING	46.5	57.5
WRITING	50.5	59.5
MATH	25	53
SCIENCE	18	28.5

Plan for Improved Student Achievement 2010-2011

The FIVE Muscles of the 21st Century:

- Critical Thinking & Reasoning
- Information Literacy
- Collaboration
- Self-direction
- Invention



***A Community
United for Student
Success...
College Ready!***

