

Monitoring Report E-2: Academic Achievement

I hereby present the monitoring report on Ends Policy, Academic Achievement, according to the schedule set by the Board of School Trustees. I certify that the information contained in this report is true and in compliance with Board policy.

Date: December 11, 2008

Signed:

Walt Rulffes
Superintendent

Clark County School District students have the knowledge, skills, attitudes, and values necessary to achieve academically, prosper economically, and participate in democracy.

- I. Students meet state and federal guidelines as well as appropriate benchmarks for academic proficiency in all areas and all grade levels and pass the High School Proficiency Exam (HSPE).
 - A. Language Arts
 1. Foreign Language
 2. Oral and Written communication
 3. Proficiency in English
 4. Reading Fluency and Comprehension
 - B. Mathematics
 1. Algebra and Functions
 2. Data Analysis, Statistics and Probability
 3. Measurement and Geometry
 4. Numbers and Number Sense
 - C. Science
 1. Earth and Space Science
 2. Life Science
 3. Nature of Science
 4. Physical Science
 - D. Social Studies
 1. Civics
 2. Economics
 3. Geography
 4. History
- II. Students meet state and district guidelines in the following areas:
 - A. Arts
 1. Music
 2. Theater
 3. Visual Arts

Walt Rulffes
December 11, 2008

- B. Career & Technical Education**
- C. Physical Education and Lifelong Wellness**
 - 1. Dance**
 - 2. Fitness**

III. Students demonstrate personal and workplace skills which are integrated throughout the curriculum and include:

- A. Creativity and Innovation**
- B. Critical Thinking**
- C. Goal Setting**
- D. Initiative**
- E. Interpersonal Skills**
- F. Leadership**
- G. Organization**
- H. Personal Finances**
- I. Problem Solving**
- J. Team Building and Collaboration**
- K. Technology**

IV. Students demonstrate positive character traits which are integrated throughout the curriculum and include:

- A. Citizenship**
- B. Courtesy and Respect**
- C. Good Sportsmanship**
- D. Honesty and Trustworthiness**
- E. Kindness and Caring**
- F. Responsibility**

Superintendent's Interpretation

The Board of School Trustees' governance commitment states, "The purpose of the Board, on behalf of the people of Clark County, is to ensure that the Clark County School District achieves appropriate results for students (Ends – desired outcomes or results) at a cost comparable to like school districts and avoids unacceptable actions and situations (Executive Limitations – unacceptable procedures and behaviors in executing the means or the day-to-day practices, activities and programs undertaken to achieve the Ends)." The Board is charged with monitoring the Superintendent's performance in direct relation to the Ends and Executive Limitations as identified in Governance Policy 3, Board Responsibilities. This monitoring is further delineated in B/SL 5 (Board & Superintendent Linkage): Monitoring Superintendent Performance.

In order to effectively move the Clark County School District to achieve the desired results or Ends, all within the system must be well versed not only on the desired outcomes but, as importantly, on the indicators or data-driven results that identify progress towards reaching stated Ends. The Quality Assurance Framework (QAF) has been developed for the sole purpose of ensuring that a common vision is shared by all as to the discrete indicators that directly align to the Ends associated with academic achievement (E-2: Academic Achievement). The QAF is focused on E-2, defined by indicators and targeted at the school, region/division, and district levels. The QAF provides each school with its own data targeting the desired outcomes as reflected in E-2: Academic Achievement. Subsequently, each region/division is presented with its own data targeting the desired outcomes as reflected in E-2: Academic Achievement. The Quality Assurance Framework becomes the means by which growth towards desired outcomes targeting the academic achievement of Clark County School District's students is reflected.

Indicators contained in the QAF are subject to ongoing review and evaluation. As an example, notations have been made with the addition of targets (i.e., average daily attendance reported by level of school – elementary, middle, and high school and first time pass rate for the high school proficiency examination in science). Indicators relative to the common mathematics assessments in PreAlgebra, Algebra I, Geometry, and Algebra II will be incorporated into the QAF as of the 2009-10 school year.

For the 2008 Monitoring Report, 77% of the indicators in the QAF showed improvement or remained constant. Further breakdown evidences the following: 49% of the indicators reflect growth by meeting or exceeding the identified target ranges for improvement; 28% of the indicators evidenced growth less than the identified targets or remained constant; and 23% of the indicators declined.

To summarize, all levels in a school district system (classroom level, school level, region level and district level) must be able to identify the desired outcomes for our students along with the data or indicators that demonstrate progress towards these outcomes. The Quality Assurance Framework presents both the goals and accompanying indicators providing us with a comprehensive profile of each school, region, and the district as a whole as we look to fulfill the Ends.

Supporting Data/Information

See pages 4 through 28







**Monitoring Report
E-2: Academic Achievement
Quality Assurance Framework**

Indicator	2005-06	2006-07	2007-08
General Information			
Demographics			
Total Enrollment	291,510	302,763	308,783
Enrollment American Indian	0.8%	0.8%	0.8%
Enrollment Asian Pacific	8.5%	8.9%	9.3%
Enrollment Hispanic	37.0%	38.8%	39.9%
Enrollment Black	14.3%	14.0%	13.9%
Enrollment White	39.3%	37.5%	36.1%
Special Education			
Total special education enrollment by year	31,715	32,606	31,588
The percentage of students receiving Special Education GATE services.	N/A	7.0%	7.0%
The number of students receiving LEP.	50,758	56,272	60,593
The number of students receiving FRL.	133,832	121,648	131,272

**Monitoring Report - E-2: Academic Achievement
Quality Assurance Framework**

Clark County School District students have the knowledge, skills, attitudes, and values necessary to achieve academically, prosper economically, and participate in democracy.

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
MIDDLE SCHOOL								
Decrease the percent of middle level students retained in grade eight (8) by 0.3, 0.6, or 0.9 percentage points by 2009.	2.7%	3.8%	3.4%	2.5%	2.3%	2.1%		<ul style="list-style-type: none"> • Saturday/Summer Schools • After/Before School Tutorials • Double Classes • Focus on Individual Learning Needs • Attendance Incentives • Mentors • Individual Academic Plans • SNPRC –Southern Nevada Regional Planning Committee • Back on Track • Focus on Standards
HIGH SCHOOL								
Graduation Rate: Increase the Graduation Rate by 3, 6, or 9 percentage points by 2008. (as reported in 2009)	63.5%	63.0%	NA	65.5%	67.5%	69.5%		<ul style="list-style-type: none"> • 21st Century Course of Study • Dual Credit Program • RPDP-Tutoring Program • Career & Technical Education • College-Going Culture • College Ed (7th grade) • GEAR UP Program • Advancement Via Individual Determination (AVID) • Data Analysis • Drop out Student Phone Survey • Proficiency Tutoring • Freshman Academy/Smaller Learning Communities • Keep Your Eye on the CAP • Summer School • Credit Retrieval • Recruiting Kiosks
Dropout Rate: Decrease the dropout rate by 1.5, 2, or 3 percentage points by 2008. (as reported in 2009)	5.9%	6.0%	NA	4.9%	4.5%	3.9%		
Increase the number of high school students participating and receiving a passing grade in dual credit courses by 3, 6, or 9 percentage points by 2009.	NA	NA	439*	NA	NA	NA		<ul style="list-style-type: none"> • CPDD • Dual Credit Program • NSHE Collaboration • Next Steps • STEP UP Program <p>*First year that data is reported</p>
Reduce the percent of 2 nd year high school students that are credit deficient by 3, 6, or 9 percentage points by 2009.	26.0%	25.7%	31.1%	24.0%	22.0%	20.0%		<ul style="list-style-type: none"> • Block Scheduling • AVID • Individual Academic Plan • Transitional Planning Guide • Graduate Profile • Credit Retrieval Funding • Smaller Learning Communities • Freshman Academy

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
Non-Return Students: Reduce the percentage of non-return students by 3, 6, or 9 percentage points by 2009.	47.8%	46.8%	NA	49.8%	51.8%	53.8%		
AYP								
District Elementary School AYP: Increase the percentage of district elementary schools making AYP by 3, 6, or 9 percentage points by 2009.	63.0%	75.7%	49.0%*	65.0%	67.0%	69.0%		<ul style="list-style-type: none"> Data Driven Decision-Making Focus on the Standards Data Availability & Analysis Formative Assessments Curriculum Alignment Structured Teacher Planning Time(STPT) Professional Learning Community (PLC) Backwards Assessment Model (BAM) School/Region Improvement Process (SIP) Response to Instruction (RTI) Inclusive Schools Process (ISP) Language Acquisition Models Title I and Title II A Funds Freshman Academies/Smaller Learning Communities College Counselor PD Proficiency Funds <ul style="list-style-type: none"> Proficiency Math Camps Proficiency Tutoring Peer Tutoring Region Funds – Transportation and Staffing Articulation Sessions & Activities <p>*Increase in PAC Rate Targets</p>
District Middle School AYP: Increase the percentage of district middle schools making AYP by 3, 6, or 9 percentage points by 2009.	36.6%	43.1%	51.3%*	38.6%	40.6%	42.6%		
District High School AYP: Increase the percentage of district high schools making AYP by 3, 6, or 9 percentage points by 2009.	50.8%	47.5%	66.7%*	52.8%	54.8%	56.8%		
ATTENDANCE								
Increase the average daily attendance at the elementary school level by .03, .06, or .09 percentage points by 2009.		95.1%	95.0%	95.3%	95.5%	95.7%		<ul style="list-style-type: none"> Parent Link Truancy Tracking Attendance Incentive Program Community Partnerships Capturing Kids Hearts Articulation Activities
Increase the average daily attendance at the middle school level by .03, .06, or .09 percentage points by 2009.		93.3%	93.7%	93.5%	93.7%	93.9%		
Increase the average daily attendance at the high school level by .03, .06, or .09 percentage points by 2009.		91.7%	90.9%	91.9%	92.1%	92.3%		

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
SCHOLARSHIPS								
Scholarships: Increase the amount of scholarship awards to students attending post-secondary institutions by 3%, 6%, or 9% by 2009.	\$112,102,178	\$126,062,571	\$142,390,722	\$114,344,220	\$116,586,265	\$118,828,309	↑	<ul style="list-style-type: none"> College Board Plan Counselor Connection with Community PSAT for all Sophomores College Counselor Prof. Dev.
National Merit: Increase the number of National Merit Semifinalists by 3, 6, or 9 students by 2009.	39	40	34	41	43	45	↓	<ul style="list-style-type: none"> GEAR UP Program Transitional Planning Guide Annual Guaranteed Levels of Service <ul style="list-style-type: none"> Keep Your Eye on the CAP 21st Century Course of Study Early Assessment Program – Math & English/Language Arts Post Secondary Education Initiative AVID
Millennium Scholarship: Increase the percentage of Millennium Scholarship recipients by 3, 6, or 9 percentage points by 2009.	46.0%	45.0%*	45.0%	48.0%	50.0%	52.0%	↔	<ul style="list-style-type: none"> *Change in Millennium Requirements
POST SECONDARY								
Post Secondary: Increase the percentage of students reporting their intention to enter the workforce by 3, 6, or 9 percentage points by 2009.	14%	11%	17.8%	16%	18%	20%	↑	<ul style="list-style-type: none"> Career & Technical Education Career Centers Community Partnerships <ul style="list-style-type: none"> Payback Internship Industry Certification
Post Secondary: Increase the percentage of students reporting their intention to attend a post-secondary institution by 3, 6, or 9 percentage points by 2009.	73.0%	74.0%	73.0%	75.0%	77.0%	79.0%	↓	<ul style="list-style-type: none"> *As % of students attending 2 & 4 year post-secondary institutions increases, military and workforce will decrease. New College Counselor PD PSAT for all 10th grade College Board Plan of Action Recruiting Kiosks Individual Academic Plans AGLS (Counselors) Dual Credit Opportunities 21st Century Course of Study

I. Students meet state and federal guidelines as well as appropriate benchmarks for academic proficiency in all areas and all grade levels and pass the High School Proficiency Exam.

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
A. Language Arts								
a. Criterion Referenced Tests (CRT)								
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 3 reading CRTs by 3, 6, or 9 percentage points by 2009.	49.0%	58.0%	58.0%	51.0%	53.0%	55.0%	↑	<ul style="list-style-type: none"> • Targeted School Improvement Plans • Data Driven Decision-Making • Data Availability & Analysis • Focus on Standards • STPT/PLC/BAM • Formative Assessments • Curriculum Alignment • Standards Based Report Card (SBRC)-Elementary School (ES) • Inclusive Schools Practice • Read 180 Program • Tiered Intervention-Literacy • Title I & Title II A • Literacy Specialists & Strategists • Mentors & Coaches • Reading First Grant • Region & School-Project Facilitators • Differentiated Instruction • FOSL – Walk Through • Targeted Professional Development Funds • School Support <ul style="list-style-type: none"> ▪ CPDD ▪ RPDP ▪ SSSD • High Quality Sheltered Instruction (HQS1) • Emphasis on Non-fiction Text • Voyager Program • Curriculum/Instruction Reviews • Thinking Maps • Emphasis on A3 and C3 Questions • Remediation Funds • Region Tutoring Funds • Response to Instruction • Universal Practices
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 4 reading CRTs by 3, 6, or 9 percentage points by 2009.	51.0%	56.0%	56.0%	53.0%	55.0%	57.0%	↑	
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 5 reading CRTs by 3, 6, or 9 percentage points by 2009.	37.0%	50.0%	46.0%	39.0%	41.0%	43.0%	↑	
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 6 reading CRTs by 3, 6, or 9 percentage points by 2009.	47.0%	53.0%	56.0%	49.0%	51.0%	53.0%	↑	
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 7 reading CRTs by 3, 6, or 9 percentage points by 2009.	49.0%	63.0%	63.0%	51.0%	53.0%	55.0%	↑	
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 8 reading CRTs by 3, 6, or 9 percentage points by 2009.	46.0%	54.0%	52.0%	48.0%	50.0%	52.0%	↑	







INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
b. Writing Proficiency Exam								
Writing Proficiency: Increase the percentage of 5 th grade students passing the writing assessment by 3, 6, or 9 percentage points by 2009.	42.8%	47.6%	44.2%	44.8%	46.8%	48.8%	↓	<ul style="list-style-type: none"> • RPDP • CPDD • Articulated School-wide Writing Program • Writing Across the Curriculum • Step-Up to Writing • Articulation with ES • Non-fiction Writing • Collaborative Scoring • Targeted Writing Models • Criterion On-line Assessment
Writing Proficiency: Increase the percentage of 8 th grade students passing the writing assessment by 3, 6, or 9 percentage points by 2009.	58.8%	55.8%	54.5%	60.8%	62.8%	64.8%	↓	<ul style="list-style-type: none"> • RPDP • CPDD • Articulated School-wide Writing Program • Writing Across the Curriculum • Step-Up to Writing • Articulation with ES • Non-fiction Writing • Collaborative Scoring • Targeted Writing Models • Criterion On-line Assessment
c. High School Proficiency Exam (HSPE)								
HSPE Proficiency: Increase the percentage of 12 th grade credit-sufficient students passing the reading portion of the HSPE by 3, 6, or 9 percentage points by 2009.	95.4%	95.4%	97.0%	97.4%	99.4%	100%	↔	<ul style="list-style-type: none"> • AVID • GEAR UP Program • Proficiency Funds • Freshman Academic Plan • College and Career Transitional Planning Guide • Targeted Proficiency Tutoring • Freshman and Sophomore Academies/Smaller Learning Communities (SLC)
HSPE Proficiency: Increase the percentage of 12 th grade credit-sufficient students passing the writing portion of the HSPE by 3, 6, or 9 percentage points by 2009.	96.1%	95.1%	95.8%	98.1%	100%	100%	↔	<ul style="list-style-type: none"> • Writing Model • STPT/PLC/BAM • AVID • Freshman and Sophomore Academies/SLC • Proficiency Preparation Funds • Region Funds • Proficiency Tutoring <ul style="list-style-type: none"> ▪ CPDD ▪ RPDP
First Time Pass Rate HSPE: Increase the percent of 10 th grade students passing the reading portion of the HSPE by 3, 6, or 9 percentage points by 2009.	77.3%	76.6%	77.3%	79.3%	81.3%	83.3%	↔	<ul style="list-style-type: none"> • Read 180 Program • Action Plans within SIPs • Freshman/Sophomore Academies/Smaller Learning Communities • AVID
First Time Pass Rate HSPE: Increase the percent of 11 th grade students passing the writing portion of the HSPE by 3, 6, or 9 percentage points by 2009.	84.6%	84.9%	86.9%	86.6%	88.6%	90.6%	↑	<ul style="list-style-type: none"> • AVID • Block Scheduling • Read 180 Program • HQSI • Inclusive Schools Practice • Academic Support Courses • Freshman/Sophomore Academies

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
d. Norm-Referenced Tests (NRT)								
Iowa Test of Basic Skills: Increase the national percentile rank (NPR) of 4th-grade students on the reading portion of the ITBS by 3, 6, or 9 percentage points by 2009.	49	49	49	51	52	53	↔	<ul style="list-style-type: none"> • Targeted School Improvement Plans • Focus on Standards • STPT/PLC/BAM • Formative Assessments • SBRC - ES • Inclusive Schools Practice • Read 180 Program • Tiered Intervention-Literacy • Title I Funds • Literacy Specialist & Strategists • Mentors & Coaches • Reading First Grant • Region Project Facilitators • Differentiated Instruction • FOSL – Walk Through • Targeted Professional Development Funds • School Support <ul style="list-style-type: none"> ▪ CPDD ▪ RPDP ▪ SSSD • HQSI • Emphasis on Non-fiction Text • Voyager Program
Iowa Test of Basic Skills: Increase the national percentile rank (NPR) of 4th-grade students on the language arts portion of the ITBS by 3, 6, or 9 percentage points by 2009.	55	57	54	57	58	59	↓	
Iowa Test of Basic Skills: Increase the national percentile rank (NPR) of 7th-grade students on the reading portion of the ITBS by 3, 6, or 9 percentage points by 2009.	38	38	37	40	41	42	↓	
Iowa Test of Basic Skills: Increase the national percentile rank (NPR) of 7th-grade students on the language arts portion of the ITBS by 3, 6, or 9 percentage points by 2009.	43	43	43	45	46	47	↔	
Iowa Test of Educational Development: Increase the national percentile rank (NPR) of 10th-grade students on the reading portion of the ITED by 3, 6, or 9 percentage points by 2009.	39	39	39*	41	42	43	↔	

*CCSD showed a higher number of students in IEP, LEP, and FRL status than in the norm group. Based on comparison to the norm group; NRTs are designed to rank students. Therefore, half of the students will fall below and half will fall above the NPR.

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
e. Achievement Gap: This figure indicates the difference between the percentage of proficient white students and the percentage of proficient students in the cited group.								
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> IEP students by 3, 6, or 9 percentage points by 2009 in ELA.	-37.9%	-40.5%	-37.7%	-35.9%	-34.9%	-33.9%	↔	<ul style="list-style-type: none"> Targeted School Improvement Plans Data Driven Decision-Making Data Availability & Analysis Focus on Standards STPT/PLC/BAM Formative Assessments Curriculum Alignment SBRC - ES Differentiated Instruction Response to Instruction (RTI) Title I Tiered Intervention Reading Access to General Ed. Curriculum
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle school</u> IEP students by 3, 6, or 9 percentage points by 2009 in ELA.	-50.3%	-52.3%	-43.8%	-48.3%	-47.3%	-46.3%	↑	<ul style="list-style-type: none"> Co-Teaching Model (ISP) Read 180 Program Voyager Program DIBELS Articulation between Regular & Special Education
Decrease the percent difference between district white percent proficient and the percent proficient <u>high school</u> IEP students by 3, 6, or 9 percentage points by 2009 in ELA.	-46.9%	-42.6%	-34.8%	-44.9%	-43.9%	-42.9%	↑	
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> LEP students by 3, 6, or 9 percentage points by 2009 in ELA.	-31.5%	-32.6%	-31.1%	-29.5%	-28.5%	-27.5%	↔	<ul style="list-style-type: none"> HQSI Newcomer Programs Dual Language Programs After School Tutoring Common Assessments Formative Assessments Differentiated Instruction Family Math & Literacy Nights Parent & Family Support Focus on Standards Multicultural Education/Cultural Proficiency Emphasis ELL Professional Development Support/ Resources Targeted School Improvement Plans
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle school</u> LEP students by 3, 6, or 9 percentage points by 2009 in ELA.	-30.1%	-31.0%	-29.4%	-28.1%	-27.1%	-26.1%	↔	<ul style="list-style-type: none"> HQSI Thinking Maps New Teacher Mentors
Decrease the percent difference between district white percent proficient and the percent proficient <u>high school</u> LEP students by 3, 6, or 9 percentage points by 2009 in ELA.	-16.8%	-15.9%	-15.3%	-14.8%	-13.8%	-12.8%	↔	

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> FRL students by 3, 6, or 9 percentage points by 2009 in ELA.	-26.9%	-26.5%	-25.1%	-24.9%	-23.9%	-22.9%	↔	<ul style="list-style-type: none"> • Targeted School Improvement Plans • Data Driven Decision-Making • Data Availability & Analysis • Focus on Standards • STPT/PLC/BAM • Formative Assessments • Curriculum Alignment • SBRC - ES • After School Programs • Adult ELL Program • 21st Century Grant • Pre-Kindergarten • Full Day Kindergarten • Individualized Data – consistent across district • Articulation-Grade Level • Title I • HQSI • Family Math & Literacy Nights • AVID • SNRPC • Community Partnerships <ul style="list-style-type: none"> ▪ CC Reads ▪ Kids to Kids ▪ Reading Counts ▪ APPLE Partnership ▪ Communities In Schools ▪ NV Partners ▪ Public Education Foundation (PEF)
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school FRL students by 3, 6, or 9 percentage points by 2009 in ELA.	-27.0%	-27.1%	-25.6%	-25.0%	-24.0%	-23.0%	↔	
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school FRL students by 3, 6, or 9 percentage points by 2009 in ELA.	-15.7%	-13.7%	-12.3%	-13.7%	-12.7%	-11.7%	↑	
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> Hispanic students by 3, 6, or 9 percentage points by 2009 in ELA.	-25.3%	-24.7%	-23.7%	-23.3%	-22.3%	-21.3%	↔	
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school Hispanic students by 3, 6, or 9 percentage points by 2009 in ELA.	-25.8%	-25.8%	-24.8%	23.8%	-22.8%	-21.8%	↔	
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school Hispanic students by 3, 6, or 9 percentage points by 2009 in ELA.	-12.1%	-10.4%	-10.2%	-10.1%	-9.1%	-8.1%	↔	

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> black students by 3, 6, or 9 percentage points by 2009 in ELA.	-25.3%	-24.5%	-24.6%	-23.3%	-22.3%	-21.3%		<ul style="list-style-type: none"> • Targeted School Improvement Plans • Data Driven Decision-Making • Data Availability & Analysis • Focus on Standards • STPT/PLC/BAM • Formative Assessments • Curriculum Alignment • SBRC - ES • School Support for Parents • After School Programs • Adult ELL • 21st Century Grant • Pre-Kindergarten • Full Day Kindergarten • Individualized Data – consistent across district • Articulation-Grade Level • Title I and Title IIA • HQSI • Family Math & Literacy Nights • AVID • Community Partnerships <ul style="list-style-type: none"> ▪ CC Reads ▪ Kids to Kids ▪ Reading Counts ▪ APPLE Partnership ▪ Community In Schools ▪ NV Partners ▪ Public Education Foundation (PEF) ▪ NHSE
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school black students by 3, 6, or 9 percentage points by 2009 in ELA.	-24.7%	-26.1%	-25.8%	-22.7%	-21.7%	-20.7%		
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school black students by 3, 6, or 9 percentage points by 2009 in ELA.	-12.3%	-10.6%	-10.0%	-10.3%	-9.3%	-8.3%		
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> Asian students by 3, 6, or 9 percentage points by 2009 in ELA.	1.0%	1.0%	1.1%	NA	NA	NA		
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school Asian students by 3, 6, or 9 percentage points by 2009 in ELA.	2.5%	2.1%	3.1%	NA	NA	NA		
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school Asian students by 3, 6, or 9 percentage points by 2009 in ELA.	-3.3%	-0.9%	-1.9%	-1.3%	-0.3%	0%		





INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
f. Other								
Increase the percent of middle school students enrolled in accelerated English courses by 3, 6, or 9 percentage points by 2009.		20.0%	22.7%	22.0%	24.0%	26.0%	↑	
PSAT: Increase the reading mean score on the 10th grade PSAT by 3, 6, or 9 points by 2009.	37.5	38.2	37.9	39.5	40.5	41.5	↓	<ul style="list-style-type: none"> • Summary of Answers and Skills (SOAS) • Professional Development (PD) • PreAP Summer Institutes • Saturday Tutorials for SAT • PSAT for all 10th Graders • Ongoing PD • Differentiated Instruction • AVID • College Board Plan of Action • GEAR UP Program • District-wide PSAT for 10th graders • Saturday Classes for SAT • 21st Century Course of Study • Freshman Academic Plan • College & Career Transitional Planning Guide • Freshman and Sophomore Academies/Smaller Learning Communities • Increase in ACT participation • 21st Century Course of Study • AP Professional Development – RPDP • AP Extended Study Courses • PSAT Early Identification • AP Potential Software • SOAS Professional Development
PSAT: Increase the writing mean score on the 10th grade PSAT by 3, 6, or 9 points by 2009.	40.5	36.1	36.9	42.5	43.5	44.5	↔	
PSAT: Increase the number of 11th graders participating in the PSAT by 3, 6, or 9 percent of students by 2009.	2,726	3,505	4,378	2,781	2,836	2,891	↑	
SAT: Increase the verbal/critical reading mean score on the SAT by 3, 6, or 9 points by 2009.	491	491	489	501	511	521	↓	
ACT: Increase the English score on the ACT by 0.3, 0.6, or 0.9 points by 2009.	20.6	20.5	20.2	20.8	21.0	21.2	↓	
ACT: Increase the Reading score on the ACT by 0.3, 0.6, or 0.9 points by 2009.	21.9	21.7	21.3	22.1	22.3	22.5	↓	
AP: Increase the number of students enrolling in language arts Advanced Placement courses by 3, 6, or 9 percentage points by 2009. (2nd semester)		2,781	3,070	2,837	2,865	2,921	↑	
AP: Increase the percent of students passing the language arts Advanced Placement Exams with a 3 or better by 3, 6, or 9 percentage points by 2009.	47.6%	41.5%	53.4%	49.6%	50.6%	51.6%	↑	

CONTINUED ON NEXT PAGE

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
Increase the percent of high school students passing level III or IV foreign language courses by 3, 6, or 9 percentage points by 2009.	93.2%	92.8%	93.9%	95.2%	97.2%	99.2%	↔	<ul style="list-style-type: none"> • Block Scheduling • AVID • Virtual High School • AP Grants <ul style="list-style-type: none"> ▪ National Governors Assoc ▪ AP Fee Waiver • Language Immersion Schools • AP Summer Institutes for Teachers • Saturday Classes for SAT • College Board Plan • Global Studies Program • AVID • AP Scholarships
AP: Increase the number of students enrolling in foreign language Advanced Placement courses by 3, 6, or 9 percentage points by 2009. (2nd semester)		354	582	361	368	376	↑	
AP: Increase the percent of students passing the foreign language Advanced Placement exams with a 3 or better by 3, 6, or 9 percentage points by 2009.	61.5%	53.7%	60.0%	63.5%	65.5%	67.5%	↔	
Increase the percentage of ELL students that make at least one level progress on the ELPA with language acquisition by 3, 6, or 9 percentage points by 2009.	31.2%	61.3%	49.8%	33.3%	35.2%	37.2%	↑	
Increase the percentage of ELL students that make 2 levels or more progress on the ELPA with language acquisition by 3, 6, or 9 percentage points by 2009.	11.5%	39.6%	13.0%	12.5%	13.5%	14.5%	↑	
Increase the percentage of ELL students that move from level 4 to level 5 on the ELPA by 3, 6, or 9 percentage points by 2009. (attainment)	14.5%	17.2%	13.4%	15.5%	16.5%	17.5%	↓	
Increase the percent of ELL students that are eligible to exit the ELL program within three years by 3, 6, or 9 percentage points by 2009.	NA	8.8%*	13.2%*	10.8%	12.8%	14.8%	↑	

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
B. Mathematics								
a. Criterion-Referenced Tests (CRT)								
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 3 mathematics CRTs by 3, 6, or 9 percentage points by 2009.	49.4%	55.0%	60.0%	50.4%	51.4%	52.4%	↑	<ul style="list-style-type: none"> • Targeted School Improvement Plans • Data Driven Decision-Making • Data Availability & Analysis • Focus on Standards • STPT/PLC/BAM • Formative Assessments • Curriculum Alignment • SBRC - ES • RPDP-Math Certificate-Middle Level Teacher • Guide for Aligning Mathematics Program (GAP) Resource • Math PD • Practice Proficiency • Course Sequence for High School & 21st Century Course Study • Inclusive Schools Practice • Read 180 Program • Tiered Intervention • Title I Funds & Title IIA Funds • Math Specialists & Strategists • Mentors & Coaches • Region & School-Project Facilitators • Differentiated Instruction • FOSL – Walk Through • Targeted PD Funds • School Support <ul style="list-style-type: none"> ▪ CPDD ▪ RPDP ▪ SSSD • HQSI • HSPE Camp • Common Semester Exams • Benchmark Calendar • Region Math Success Plans • New Teacher Mentors • Expert Math Committee
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 4 mathematics CRTs by 3, 6, or 9 percentage points by 2009.	55.0%	64.0%	66.0%	56.0%	57.0%	58.0%	↑	
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 5 mathematics CRTs by 3, 6, or 9 percentage points by 2009.	53.0%	58.0%	62.0%	54.0%	55.0%	56.0%	↑	
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 6 mathematics CRTs by 3, 6, or 9 percentage points by 2009.	50.0%	57.0%	60.0%	51.0%	52.0%	53.0%	↑	
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 7 mathematics CRTs by 3, 6, or 9 percentage points by 2009.	49.0%	57.0%	57.0%	50.0%	51.0%	52.0%	↑	
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and/or exceeds levels on the state grade 8 mathematics CRTs by 3, 6, or 9 percentage points by 2009.	47.0%	51.0%	50.0%	48.0%	49.0%	50.0%	↑	

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
b. High School Proficiency Exam (HSPE)								
HSPE Proficiency: Increase the percentage of 12 th grade credit-sufficient students passing the math portion of the HSPE by 3, 6, or 9 percentage points by 2009.	88.4%	87.9%	89.9%	89.4%	90.4%	91.4%	↑	<ul style="list-style-type: none"> • Student Math Camps • Common Assessments • District Formative Assessments • Practice Proficiency • Tutorials • Academic Support Courses • Math Applications Course • Block Scheduling • RPD Support • Proficiency Support to Regions • Freshman/Sophomore Academies/Smaller Learning Communities • RPD Math Certificate HS level teacher • AVID • CTE Academic Integration
First Time Pass Rate HSPE: Increase the percent of 10 th grade students passing the math portion of the HSPE by 3, 6, or 9 percentage points by 2009.	45.0%	47.8%	45.6%	46.0%	47.0%	48.0%	↓	
c. Norm-Referenced Tests (NRT)								
Iowa Test of Basic Skills: Increase the national percentile rank of 4 th -grade students on the mathematics portions of the ITBS by 3, 6, or 9 percentage points by 2009.	55	55	55	56	57	58	↔	<ul style="list-style-type: none"> • Targeted School Improvement Plans • Data Driven Decision-Making • Data Availability & Analysis • Focus on Standards • STPT/PLC/BAM • Formative Assessments • Curriculum Alignment • SBRC - ES • Inclusive Schools Practices • Tiered Intervention • Title I & Title II A Funds • Math Specialists • Mentors & Coaches • Region & School-Project Facilitators • Differentiated Instruction • FOSL – Walk Through • Targeted PD Funds
Iowa Test of Basic Skills: Increase the national percentile rank of 7 th -grade students on the mathematics portions of the ITBS by 3, 6, or 9 percentage points by 2009	44	44	44	45	46	47	↔	
CONTINUED ON NEXT PAGE								







INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
Iowa Test of Educational Development: Increase the national percentile rank of 10th-grade students on mathematics portions of the ITED by 3, 6, or 9 percentage points by 2009.	41	40	39	42	43	44		<ul style="list-style-type: none"> • School Support <ul style="list-style-type: none"> ▪ CPDD ▪ RPDP ▪ SSSD • HQSI • Common Semester Exams • RPDP Math Certificate HS Level Teacher
d. Achievement Gap: This figure indicates the difference between the percentage of proficient white students and the percentage of proficient students in the cited group.								
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> IEP students by 3, 6, or 9 percentage points by 2009 in mathematics.	-38.0%	-37.0%	-33.5%	-37.0%	-36.0%	-35.0%		<ul style="list-style-type: none"> • Targeted School Improvement Plans • Data Driven Decision-Making • Data Availability & Analysis • Focus on Standards • STPT/PLC/BAM
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school IEP students by 3, 6, or 9 percentage points by 2009 in mathematics.	-49.5%	-51.7%	-42.1%	-48.5%	-47.5%	-46.5%		<ul style="list-style-type: none"> • Formative Assessments • Curriculum Alignment • SBRC - ES • Differentiated Instruction • RTI (Response to Instruction) • Inclusive Schools Practices
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school IEP students by 3, 6, or 9 percentage points by 2009 in mathematics.	-59.5%	-54.1%	-51.9%	-58.5%	-57.5%	-56.5%		<ul style="list-style-type: none"> • Title I & Title IIA Funds • Tiered Intervention • Access to General Ed. Curriculum • Co-Teaching Model • Articulation Regular & Special Education • Proficiency Tutoring • AIMS Web for all IEP students

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> LEP students by 3, 6, or 9 percentage points by 2009 in mathematics.	-26.9%	-25.2%	-21.6%	-25.9%	-24.9%	-23.9%	↑	<ul style="list-style-type: none"> • Language Acquisition Models • HQSI • Newcomer Programs • Dual Language Programs • Technology • After School Tutoring • Common Assessments • Formative Assessments • Family Math & Literacy Nights • Parent & Family Support • Proficiency Tutoring
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school LEP students by 3, 6, or 9 percentage points by 2009 in mathematics.	-28.7%	-30.6%	-27.3%	-27.7%	-26.7%	-25.7%	↑	
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school LEP students by 3, 6, or 9 percentage points by 2009 in mathematics.	-26.5%	-30.0%	-26.2%	-25.5%	-24.5%	-23.5%	↔	
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> FRL students by 3, 6, or 9 percentage points by 2009 in mathematics.	-26.2%	-23.1%	-20.6%	-25.2%	-24.2%	-23.2%	↑	<ul style="list-style-type: none"> • Targeted School Improvement Plans • Data Driven Decision-Making • Data Availability & Analysis • Focus on Standards • STPT/PLC/BAM • Formative Assessments • Curriculum Alignment • SBRC - ES • School Support for Parents • After School Programs • Adult ELL Programs • 21st Century Grant Program • Pre-Kindergarten • Full Day Kindergarten • Consistency in resources • Individualized Data – consistent across district • Articulation-Grade Level • Title I - Targeted School Improvement
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school FRL students by 3, 6, or 9 percentage points by 2009 in mathematics.	-28.2%	-28.1%	-25.8%	-27.2%	-26.2%	-25.2%	↑	
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school FRL students by 3, 6, or 9 percentage points by 2009 in mathematics.	-28.3%	-28.3%	-25.6%	-27.3%	-26.3%	-25.3%	↑	

CONTINUED ON NEXT PAGE

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> Hispanic students by 3, 6, or 9 percentage points by 2009 in mathematics.	-23.4%	-20.7%	-18.3%	-22.4%	-21.4%	-20.4%	↑	<ul style="list-style-type: none"> • HQSI • Family Math & Literacy Nights • Community Partnerships <ul style="list-style-type: none"> ▪ CC Reads ▪ Kids to Kids ▪ Reading Counts ▪ APPLE Partnership ▪ Community In Schools ▪ NV Partners ▪ PEF ▪ NHSE ▪ SNPRC ▪ Multicultural Education/Cultural Proficiency
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school Hispanic students by 3, 6, or 9 percentage points by 2009 in mathematics.	-27.1%	-27.1%	-24.6%	-26.1%	-25.1%	-24.1%	↑	
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school Hispanic students by 3, 6, or 9 percentage points by 2009 in mathematics.	-24.0%	-25.9%	-22.1%	-23.0%	-22.0%	-21.0%	↑	
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> black students by 3, 6, or 9 percentage points by 2009 in mathematics.	-30.0%	-27.7%	-27.0%	-29.0%	-28.0%	-27.0%	↑	
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school black students by 3, 6, or 9 percentage points by 2009 in mathematics.	-28.6%	-30.5%	-30.4%	-27.6%	-26.6%	-25.6%	↔	
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school black students by 3, 6, or 9 percentage points by 2009 in mathematics.	-32.7%	-32.4%	-29.7%	-31.7%	-30.7%	-29.7%	↑	
Decrease the percent difference between district white percent proficient and the percent proficient <u>elementary</u> Asian students by 3, 6, or 9 percentage points by 2009 in mathematics.	3.0%	NA	NA	NA	NA	NA		

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
Decrease the percent difference between district white percent proficient and the percent proficient <u>middle</u> school Asian students by 3, 6, or 9 percentage points by 2009 in mathematics.	6.3%	NA	NA	NA	NA	NA		SAME AS PREVIOUS INDICATORS
Decrease the percent difference between district white percent proficient and the percent proficient <u>high</u> school Asian students by 3, 6, or 9 percentage points by 2009 in mathematics.	-7.7%	NA	-1.8%	-6.7%	-5.7%	-4.7%	↑	
e. Other								
Increase the percent of <u>middle</u> school students passing Algebra I Honors (and Algebra I beginning 2007) by 3, 6, or 9 percentage points by 2009. ("C" or better)	95.4%	93.2%	94.1%	96.4%	97.4%	98.4%	↔	<ul style="list-style-type: none"> Algebra Initiative Interim Assessments Common Mathematics Semester Assessments Increase teacher content knowledge RPDP Middle School Math Certification Program STPT
Increase the percent of middle school students enrolled in accelerated math courses by 3, 6, or 9 percentage points by 2009.		31.2%	43.5%	33.2%	35.2%	37.2%	↑	<ul style="list-style-type: none"> Intervention strategies CRT Math CAMPS Pre-AP Workshops STPT Differentiated Instruction FOS AVID Region Math Success Plans
21st Century Course of Study: Increase the percentage of students taking four years of math by 3, 6, or 9 percentage points by 2009.	37.3%	41.6%	60.6%	38.3%	39.3%	40.3%	↑	<ul style="list-style-type: none"> AVID College Board Plan of Action GEAR UP Program District-wide PSAT for Sophomores Saturday Classes for SAT Course sequence for HS and 21st Century Course of Study TOSS: Teachers of Struggling Students Training

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
PSAT: Increase the math mean score on the PSAT by 3, 6, or 9 points by 2009.	38.8	39.0	38.3	39.8	40.8	41.8		<ul style="list-style-type: none"> • After School Tutoring • Common Assessments • Formative Assessments • Family Math & Literacy Nights • Parent & Family Support • Proficiency Tutoring • Saturday Classes for SAT/ACT
PSAT: Increase the number of 11th graders participating in the PSAT by 3, 6, or 9 points by 2009.	2,726	3,505	4,378	2,753	2,780	2,807		
SAT: Increase the mathematics mean score on the SAT by 3, 6, or 9 points by 2009.	504	499	497	515	516	517		
ACT: Increase the mathematics score on the ACT by 0.3, 0.6, or 0.9 points by 2009.	21.6	21.3	21.0	21.7	21.8	21.9		
AP: Increase the number of students enrolling in mathematics Advanced Placement courses by 3, 6, or 9 percentage points by 2009. (2nd semester)	1,537	1,502	1,785	1,552	1,567	1,583		
AP: Increase the percent of students passing the mathematics Advanced Placement exams with a 3 or better by 3, 6, or 9 percentage points by 2009.	55.7%	53.8%	51.5%	56.7%	57.7%	58.7%		

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
C. Science								
a. Criterion Referenced Tests (CRT)								
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and exceeds levels on the state grade 5 science CRTs by 3, 6, or 9 percentage points by 2009.	46.0%	48.0%	51.0%	47.0%	48.0%	49.0%	↑	<ul style="list-style-type: none"> • 21st Century Course of Study • Non-fiction Literacy & Writing • Science Vocabulary Emphasis • HQSI • Elementary Science Specialists • Revised MS Curriculum • Full year of 7th grade science • Interim Assessments • Science Notebooks • Region Science Plans • School Support <ul style="list-style-type: none"> ▪ CPDD ▪ RPDP ▪ SSSD
Criterion Reference Tests: Increase the percent of students within each subgroup performing at the proficient and/or exceeds levels on the state grade 8 science CRTs by 3, 6, or 9 percentage points by 2009.	50.0%	54.0%	55.0%	51.0%	52.0%	53.0%	↑	
b. High School Proficiency								
HSPE Proficiency: Increase the percentage of 12 th grade credit-sufficient students passing the science portion of the HSPE by 3, 6, or 9 percentage points by 2009. (data available in 2009-10)	NA	NA	NA	NA	NA	NA		<ul style="list-style-type: none"> • 21st Century Course Study • Interim Assessments • Recommended Science Course Sequencing (HS) • Proficiency Tutoring • School Support <ul style="list-style-type: none"> ▪ CPDD ▪ RPDP ▪ SSSD <p style="color: red; margin-top: 5px;">*First year that data is reported</p>
First Time Pass Rate HSPE: Increase the percent of 10 th grade students passing the science portion of the HSPE by 3, 6, or 9 percentage points by 2009. (data available in 2007-08)	NA	NA	56.8%*	NA	NA	NA		

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
c. Norm-Referenced Tests (NRT)								
lowa Test of Basic Skills: Increase the national percentile rank of 4th-grade students on science portions of the ITBS by 3, 6, or 9 percentage points by 2009.	52	53	54	53	54	55	↑	<ul style="list-style-type: none"> Targeted School Improvement Plans Inclusive Schools Practices Read 180 Program Tiered Intervention Title I Funds & Title IIA Funds Mentors & Coaches Region & School Project Facilitators Focus on Standards STPT Formative Assessments SBRC - ES Differentiated Instruction FOSL - Walk Through Targeted Professional Development Funds School Support <ul style="list-style-type: none"> CPDD RPDP SSSD HQSI Emphasis on Non-fiction Text
lowa Test of Basic Skills: Increase the national percentile rank of 7th-grade students on science portions of the ITBS by 3, 6, or 9 percentage points by 2009.	43	43	43	44	45	46	↔	
lowa Test of Educational Development: Increase the national percentile rank of 10th-grade students on science portions of the ITED by 3, 6, or 9 percentage points by 2009.	39	38	37	40	41	42	↓	
d. Other								
21st Century Course of Study: Increase the percentage of students taking three years of science by 3, 6, or 9 percentage points by 2009.	63.4%	66.0%	77.4%	64.4%	65.4%	66.4%	↑	<ul style="list-style-type: none"> 21st Century Course of Study Course Sequencing Teacher Professional Development Full year of 7th grade science AP Professional Development – RPDP College Board Plan of Action AP Extended Study Courses AP Potential SOAS Professional Dev Block Scheduling AVID Virtual High School Emphasis on lab work AP Grants <ul style="list-style-type: none"> National Governors Fee Waiver
AP: Increase the number of students enrolling in science Advanced Placement courses by 3, 6, or 9 percentage points by 2009. (2nd semester)	1,260	1,341	1,358	1,273	1,285	1,298	↑	
AP: Increase the percent of students passing the science Advanced Placement exams with a 3 or better by 3, 6, or 9 percentage points by 2009.	49.0%	39.3%	40.2%	50.0%	51.0%	52.0%	↔	







INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
D. Social Studies								
AP: Increase the number of students enrolling in social studies Advanced Placement courses by 3, 6, or 9 percentage points by 2009.		4,689	5,706	4,736	4,783	4,830	↑	• AP Summer Institutes for Teachers
AP: Increase the percent of students passing the social studies Advanced Placement exams with a 3 or better by 3, 6, or 9 percentage points by 2009. (2nd semester)	46.4%	44.2%	41.1%	47.4%	48.4%	49.4%	↓	
Increase the percent of middle school students passing ("C" or better) US/Nevada History by 3, 6, or 9 percentage points by 2009.	69.3%	70.9%	72.4%	70.3%	71.3%	72.3%	↑	• Middle school requirements for promotion revised as of 2008/09
Increase the percent of middle school students passing ("C" or better) World Geography by 3, 6, or 9 percentage points by 2009.	70.2%	70.8%	71.1%	71.2%	72.2%	73.2%	↔	• Professional Development • Thinking Maps
Increase the percent of high school students passing ("C" or better) World History by 3, 6, or 9 percentage points by 2009.	64.5%	62.9%	62.5%	65.5%	66.5%	67.5%	↓	• 21 st Century Course of Study - Will provide students with option of World History or World Geography
Increase the percent of high school students passing ("C" or better) U.S. History by 3, 6, or 9 percentage points by 2009.	71.1%	68.1%	69.2%	72.1%	73.1%	74.1%	↔	• Block Scheduling • AVID • Professional Development
Increase the percent of high school students passing ("C" or better) U.S. Government by 3, 6, or 9 percentage points by 2009.	80.0%	80.4%	80.3%	81.0%	82.0%	83.0%	↓	• Multicultural Education/Culture Proficiency

II. Students meet state and district guidelines in the following areas:

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
A. Arts								
Increase the percent of middle school students participating in fine and performing arts by 3, 6, or 9 percentage points by 2009.	20.4%	36.2%	51.6%	21.4%	22.4%	23.4%	↑	<ul style="list-style-type: none"> National Recognition District Support Diverse Offerings Excellent Elementary ORFF Programs Inclusive Schools Practice Festivals Board Meeting Performances Articulated Programs Block Scheduling Magnet Programs Parent Involvement AP Professional Development – RPDP PSAT Early Identification AP Extended Study Courses AP Potential NE Region Fine Arts Festival Block Schedule Multicultural Education/Culture Proficiency
Increase the percent of high school students participating in fine and performing arts by 3, 6, or 9 percentage points by 2009.	50.3%	54.8%	52.1%	51.3%	52.3%	53.3%	↑	
AP: Increase the number of students enrolling in fine arts Advanced Placement courses by 3, 6, or 9 percentage points by 2009.		314	433	317	320	323	↑	
AP: Increase the percent of students passing the fine arts Advanced Placement exams with a 3 or better by 3, 6, or 9 percentage points by 2009.	41.0%	54.8%	63.6%	42.0%	43.0%	44.0%	↑	
B. Career & Technical Education								
Increase the percentage of students participating in career and technical education and career related activities by 3, 6, or 9 percentage points by 2009.	42,202	61,751	85,694	42,624	43,046	43,468	↑	<ul style="list-style-type: none"> 21st Century Course of Study Partnerships, Business & Community Industry Certification CTE Endorsement on Diploma CTE Student Activities Focus on Careers at Middle Level College Board Plan of Action
Increase the percentage of students participating in 2 + 2 tech prep courses by 3, 6, or 9 percentage points by 2009.	4.7%	5.0%	4.9%	5.7%	6.7%	7.7%	↔	
CONTINUED ON NEXT PAGE								

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
Increase the number of students attending magnet schools and career technical academies by 3, 6, or 9 percentage points by 2009.	12,370	12,340	12,571	12,617	12,865	13,110	↔	<ul style="list-style-type: none"> • CTE Student Organization • Work based student opportunities • HS Career Fair • CTE Professional Dev • CCSD/CSN Articulation • SB151 (1 year only) • Career and Technical Academies • NSHE Articulation • Project-based learning
Post Secondary: Increase the percentage of students reporting their intention to attend trade school post-secondary institutions or enlist in the military by 3, 6, or 9 percentage points by 2009.	10.0%	8.0%	10.0%	12.0%	14.0%	16.0%	↔	
Increase the number of students receiving industry competency certificates by 3, 6, or 9 percentage points by 2009.	NA	3,145	3,156	3,208	3,271	3,334	↔	
C. Physical Education and Life-Long Wellness								
Increase the percent of students in elementary schools participating in physical fitness programs by 3, 6, and 9 percentage points by 2009.	70.0%	75.4%	82.0%	71.0%	72.0%	73.0%	↑	<ul style="list-style-type: none"> • Focus on one fitness program • District-wide in-services • Increased instructor professional development • Review of reporting procedures • National and district-wide emphasis on fitness
Increase the percent of schools at the secondary level participating in physical fitness programs by 1 percentage point by 2009.	89.0%	93.0%	95.0%	91.0%	93.0%	95.0%	↑	

IV. Students demonstrate positive character traits which are integrated throughout the curriculum and include:

INDICATOR	Results			Targets			Status	Quality Assurance
	2005-06	2006-07	2007-08	Adequate Growth	Moderate Growth	Superior Growth		
Decrease the percent of students suspended, referred to alternative schools, or expelled by 0.3, 0.6, or 0.9 percentage points by 2009.	2.8%	2.4%	2.5%	2.7%	2.6%	2.5%		<ul style="list-style-type: none"> • Positive Behavioral Supports • Instructional Academic Plan • Character Education Programs • Differentiated Instruction • Capturing Kids Hearts • STARon Program Pilot • Progressive Discipline Plans
Increase the percentage of elementary school "O" and "S" citizenship grades by .03, .06, or .09 percentage points by 2009. (Data available at end of year 2007-08)		NA	92.9%*	NA	NA	NA		<ul style="list-style-type: none"> • *First year data is reported • K-12 Counselors • Character Education Programs • Progressive Discipline Plan • Capturing Kids Hearts
Increase the percentage of middle school "O" and "S" citizenship grades by 3, 6, or 9 percentage points by 2009.		87.5%	87.4%	88.5%	89.5%	90.5%		
Increase the percentage of high school "O" and "S" citizenship grades by 3, 6, or 9 percentage points by 2009.		82.2%	82.4%	83.2%	84.2%	85.2%		
Treatment of staff, students, and parents:								
Increase the percent of students reporting overall satisfaction with the school based on the district-wide survey by 3, 6, or 9 percentage points by 2009.	81.0%	88.0%	78.0%	82.0%	83.0%	84.0%		<ul style="list-style-type: none"> • Keep Your Eye on the C.A.P. • Board Community Linkage & Outreach • Parent Outreach • District, Region & School PAC/PTA/PTOs • ParentLink • CCSD Website • District/School Publications • Vegas PBS • District /Region/School Strategic Plans • Budget Crisis • Customer Service Initiatives • Professional Development for Customer Service
Increase the percent of staff reporting overall satisfaction with the school based on the district-wide survey by 3, 6, or 9 percentage points by 2009.	83.0%	89.2%	78.9%	84.0%	85.0%	86.0%		
Increase the percent of parents reporting overall satisfaction with the school based on the district-wide survey by 3, 6, or 9 percentage points by 2009.	80.0%	87.3%	80.3%	81.0%	82.0%	83.0%		

**Clark County School District
Monitoring Report - E-2: Academic Achievement
Quality Assurance Framework**

**Board Governance Policy
E-2: Academic Achievement**

- In Compliance
- Out of Compliance
 - With Exception
 - With Commendation