

amendment required that commercial properties provide 55 percent of tax revenue while residential properties pro-

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5/6/3/5,573 sf

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\$500,000

7/4/3/6,663 sf

Gorgeous Woodmoor home on private 1/2 acre lot w/views of Pikes Peak. Hardwood entry w/curved staircase leads to catwalk/loft area overlooking 2-story living room, vaulted main level master features; sitting area, bay window, walk-out to deck & private spa w/ jetted tub. Must see!



\$369,900

5/4/3/3,626 sf

Great updated custom home w/ large private treed lot on a cul-de-sac in Woodmoor. Open ranch floor plan, newly updated kitchen w/ slab granite counters, great room w/ gas fireplace & w/o to large private deck plus lower level w/o. Home is in excellent condition!



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vide 45 percent. Commercial properties were required to be taxed at 29 percent. Over time, the value of residential property has increased at a much greater rate than commercial properties, causing residences to be taxed at a much lower level to maintain the balance.

DAAC Chairman Chris Amenson said that El Paso County and District 38 were within a percentage point of one another on Amendment 66, with very high voter participation. He said that he will closely monitor the unified improvement plans of the district and individual schools to see if failure of the MLO has measurable consequences.

Performance framework

Director of Assessment and Gifted Education Lori Benton spoke at length about the district's performance framework (DPF), which encompasses all state standardized test results as well as academic growth and growth gaps, graduation and dropout rates, and assessments of postsecondary and workforce readiness.

District 38, which has an overall score of 86 percent proficient or advanced performance by students, has been accredited with distinction for the past few years.

The DPF is divided into elementary, middle school, and high school sections. In the area of academic achievement, the general population is separated from English Language Learners and those with disabilities who are unable to keep up without intervention.

Benton explained how the district is rated as "does

not meet," "approaches," "meets" and "excels" in each category. She reported that the middle school is improving quickly due to the previous year's weak scores and the requirement of more closely monitoring progress. Math has improved significantly and the focus is now on reading.

Benton summarized the evolving assessment process for the next few years. In 2013, the Transitional Colorado Assessment Program (TCAP) will continue to be used, as well as the Access test for English Language Learners and Coalt for disabled individuals. There will also be a reading assessment for those in kindergarten through third grade.

Beginning in 2014, the TCAP math, reading, and writing assessments will be replaced by Partnership for Assessment of Readiness for College and Careers (PARCC) to assess math and English language arts. All juniors will take the ACT test.

Benton said that anyone who wishes to see a sample of the online tests that will be administered may go to pearsonaccess.com/co. The practice tests are called ePAT. The DPF will appear on the district website (lewispalmer.org) beginning in December.

Lewis-Palmer Elementary School

Benton summarized the achievements of Lewis-Palmer Elementary School (LPES) in the absence of Principal Lois Skaggs, who was ill. She said it is a very high-achieving school, especially noted for its large selection of after-school activities, most offered by teachers. One LPES teacher gained support for the Science Technology Engineering and Math (STEM) curriculum and brought a space station commander to speak at the school.

There is a support program for emotionally disabled individuals on site and a growing at-risk population as well as a general population of high achievers.

The faculty is working on implementing the multi-tiered system of support in an effort to incorporate all students into the general classroom. They have successfully provided intensive support when needed. Benton reminded the committee that students requiring behavioral intervention may also be gifted.

A member of the committee asked whether the district has a reputation for addressing behavioral problems. Benton said that it does have a reputation for that and many successful programs. The district has 13 to 14 percent gifted students and about 10 percent in special education. There can be an overlap between the two populations.

Benton said that the funding for special education and gifted education is partially from federal and state sources, but largely a result of the priorities of the administration and the desire to provide the best possible education for all. The district's growing Advanced Placement

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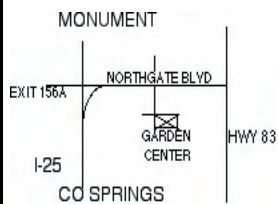
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