

Lewis-Palmer District Accountability Advisory Committee, April 11

District improvement plan detailed

By Harriet Halbig

The regular meeting of the District Accountability Advisory Committee was cancelled due to snow. A special session was held on April 11 to present the district's Unified Improvement Plan (UIP). This session was required because the deadline for submission to the Colorado Department of Education was April 15.

Director of Assessment, Gifted Education and Technology Lori Benton presented the UIP document. The school district exceeds expectations for academic achievement and post-secondary/workforce readiness, and meets expectations for academic growth.

This readiness category includes graduation rate (Lewis-Palmer has a 94.2 percent rate, well above the 80 percent expectation), disaggregated graduation rate (broken down by such groups as free/reduced-cost lunch eligible, minorities, students with disabilities, and English Language Learners), dropout rate (0.4 percent in Lewis-Palmer with an expectation of 3.9 percent overall), and mean ACT composite scores (22.8 with an expectation of 20.1).

Because the district continues to be rated as Accredited with Distinction, the Unified Improvement Plan is required.

The plan reviewed

results from the previous school year as well. Growth gaps in math for those students on individual education plans (IEPs) were decreased, with the high school students exceeding their goal, those in elementary school nearing their goal and those in middle school declining.

Success at the high school level was attributed to work by special service providers and general education teachers.

The weakness in middle school reading was attributed to the reduction of services of reading specialists, increased caseloads, and increased class sizes.

Tests show need for support

The general conclusion in the area of academic growth gaps was that the district is not providing adequate support for students scoring partially proficient and unsatisfactory levels. This

was determined after examining data from various tests, IEPs and other documents. The determination was that students on IEPs and English Language Learners (ELLs) were receiving inadequate support.

In determining how to improve results, the district will increase monitoring of the progress of students in the target groups and the special education staff will collaborate with the general education staff to provide a new approach, identifying gaps and developing new strategies, Benton said.

At the middle school level, the math department will offer additional help during academic enrichment periods and students will be put in appropriate classes. ELL students will be provided with tutors to assist with vocabulary in high school.

Vertical alignment of cur-



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