

# Five Year Review of the Strategic Plan for Rogers Public Schools

*Looking forward to our fifth year of the strategic planning process, it is necessary to measure our progress against the original needs assessment and the work of the committee who set the goal, guiding principles and objectives. This review will use excerpts from that original report to outline the progress made in each of the findings from the original work done by that committee. A brief summary or explanation of the evidence used to measure progress towards an objective or supporting a guiding principal will be in italics.*

## **History**

To help move our district from “good to great,” the Rogers Development Foundation and district leadership in January 2006 hired Cross & Joftus, LLC, to conduct a needs analysis for the district and facilitate the development of a strategic plan.

The original draft was based on a careful analysis of the district’s needs that was conducted with the assistance of teachers, administrators, parents, and community members from across Rogers. It is intended to guide the school system in its efforts to increase student achievement, close achievement gaps, and prepare all students for college or successful careers by improving the quality of its schools to world-class levels.

## **GUIDING PRINCIPLES FOR WHOLE SCHOOL IMPROVEMENT**

Before drafting goals and strategies, the strategic planning team believed it was essential to define our philosophy about whole school improvement. We believe that these principles capture our philosophy for how schools and the school district should work to ensure that all students achieve at world-class levels. Although numbered below, these principles carry equal weight; all were considered when developing the goals and strategies...

### **1) Focus on literacy, math, and science.**

While all academic subjects are important for the full development of students, literacy, mathematics, and science are recognized as the essential building blocks that every student must master in order to succeed in school and life. Accordingly, district leadership will be expected to establish and implement high standards for literacy, math, and science at every grade level. District leadership will also be expected to provide to schools the necessary resources and supports in the form of highly qualified staff, high-quality professional development, timely and meaningful data about student outcomes, instructional materials, facilities, and time for instruction and collaboration among teachers.

*\*The chart below represents the history of academic achievement in our schools in math and literacy. Science has not yet become part of the AYP process, but in 2007-08 we began testing 5<sup>th</sup> and 7<sup>th</sup> grade students in science. We are beginning to receive results in science and will be using those results to align curriculum and instruction.*

Five-Year History - Percent of Students Meeting Arkansas Standards											
AYP LITERACY % PROFICIENT						AYP MATH % PROFICIENT					
K-5	2005-06	2006-07	2007-08	2008-09	2009-10	K-5	2005-06	2006-07	2007-08	2008-09	2009-10
Combined Pop	65.0%	63.9%	71.4%	74.2%	81.3%	Combined Pop	73.0%	73.7%	71.4%	85.8%	89.4%
AYP LITERACY % PROFICIENT						AYP MATH % PROFICIENT					
6-8	2005-06	2006-07	2007-08	2008-09	2009-10	6-8	2005-06	2006-07	2007-08	2008-09	2009-10
Combined Pop	67.8%	69.5%	68.2%	78.5%	82.9%	Combined Pop	69.0%	74.5%	74.7%	78.6%	81.1%
AYP LITERACY % PROFICIENT						AYP MATH % PROFICIENT					
9-12	2005-06	2006-07	2007-08	2008-09	2009-10	9-12	2005-06	2006-07	2007-08	2008-09	2009-10
Combined Pop	71.6%	62.8%	67.1%	67.7%	65.2%	Combined Pop	66.7%	69.2%	73.5%	74.9%	82.0%

In May of 2010 the district conducted a survey of teachers in the district to measure district progress on many of the Guiding Principles of the Strategic Plan. All certified staff in the district was invited to participate. 748 of 1016 staff members responded to the survey. Those results have been aligned with the guiding principles below

**2) Use student work and data to identify student needs, improve instruction, and assess progress.**

The district must ensure that there are (1) high-quality student assessments aligned with standards and curricula; and (2) a system that collects and provides relevant assessment data that are valid and reliable, provided in a timely manner, and easily accessed and understood by users.

In addition, the district must work with schools to train instructional staff in the use of assessment data and student portfolios to monitor student progress, assess the effectiveness of teaching strategies and instructional programs, and plan for remediation or enrichments.

Teachers at our school learn how to use data to assess student learning needs (teacher survey)				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	8%	79%	13%

Teachers use student data when discussing instruction and curriculum (teacher survey)				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	4%	75%	21%

At our school, we adjust instruction and assessment to meet the needs of diverse learners (teacher survey)				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	0%	71%	29%

Our principal's decision on school-wide issues and practices are influenced by faculty input (teacher survey)				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	17%	79%	4%

<i>Our school's professional development helps me learn about effective student assessment techniques (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	42%	58%	0%

<i>We design improvement strategies based on clearly stated outcomes for teachers and students learning (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	4%	92%	4%

<i>When deciding which school improvement efforts to adopt, we look at evidence of effectiveness of programs in other schools (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	33%	67%	0%

<i>We use several sources to evaluate the effectiveness of our professional development on student learning (e.g. classroom observations, teacher surveys, conversations with principals or coaches (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	17%	79%	4%

<i>We use students' classroom performance to assess the success of teachers' professional development experiences (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	54%	46%	0%

<i>Teachers analyze classroom data with each other to improve student learning (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	13%	71%	14%

<i>Teachers use the student data to plan professional development programs (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	13%	83%	4%

**3) Focus professional development to improve instruction.**

The professional development program shall be coordinated through a lead central office position. The professional development provided will be research based, job specific, relevant, and based at the school or classroom.

The district must provide the time and other resources needed for the activities and support to be meaningful and effective.

The district must also provide specific professional development for district level instructional leaders and principals so that they have the tools they need to lead school-based professional development activities and provide the necessary follow-up.

<i>Our principal is committed to providing teachers with opportunities to improve instruction (e.g. observations, feedback, collaborating with colleagues) (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	4%	79%	17%

<i>Our principal believes teacher training is essential for achieving our school goals (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	0%	13%	88%

<i>The professional development that I participate in models instructional strategies that I will use in my classroom (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	8%	92%	0%

<i>Teacher professional development is part of our school improvement plan (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	0%	42%	58%

<i>We design evaluations of our professional development activities prior to the professional development program or set of activities (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	42%	58%	0%

<i>Teachers at our school determine the effectiveness of our professional development by using data on student improvement (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	29%	67%	4%

**4) Identify and replicate best practices for instruction.**

To provide the most effective instruction, RPS will need to identify best instructional practices taking place both within its borders and in other districts. The identification of these successful practices will be accomplished using both qualitative data (classroom observations based on established protocols) and quantitative data (results on both local and state assessments).

While the identification of best practices is critical, the district must also put in place a plan to ensure that these practices are replicated in classrooms. The district will provide high-quality professional development activities to provide teachers with the knowledge and skills to implement the practices. In addition, instructional leaders at all levels will be trained in these practices to assist classroom teachers in implementing them. Common planning time, collaboration, classroom observations, peer observations, model teaching, and systemic follow up will all become part of regular district practice.

<i>Our principal fosters a school culture that is focused on instructional improvement (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	4%	46%	50%

<i>When considering school improvement programs we ask whether the program has resulted in student achievement gains (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	0%	79%	21%

<i>The teachers in my school meet as a whole staff to discuss ways to improve teaching and learning (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	4%	83%	13%

<i>We receive feedback from our colleagues about classroom practices (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	58%	38%	4%

<i>We use research-based instructional strategies (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	4%	67%	29%

**5) Align all resources with the instructional focus.**

The district and each school will include in their plans for improvement the effective use of these resources to meet the instructional focus. The district will undertake steps to ensure that each school has adequate resources and will work to maintain and protect these resources.

<i>Teachers at our school have opportunities to learn how to use technology to enhance instruction (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	4%	96%	0%

<i>In our school we find creative ways to expand human and material resources (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	13%	83%	4%

<i>School goals determine how resources are allocated (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	17%	83%	0%

<i>My school structures time for teachers to work together to enhance student learning (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	17%	79%	4%

<i>Fellow teachers, trainers, facilitators, and/or consultants are available to help us implement new instructional practices at our school (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	0%	83%	17%

**6) Maintain safe and orderly environments conducive to learning.**

The district will continue to provide instructional strategies, along with activities both in and out of the classroom, that develop trusting, respectful, caring relationships among staff, students, and parents. The district will also collaborate with community partners to provide resources and support in ensuring that every student attends a school where he/she feels safe and secure and well cared for.

**7) Engage families, community, and partners to support whole school improvement.**

The district and each school must be particularly proactive and creative in reaching out to parents to engage them in their children’s education.

Finally, the district will create opportunities for parents and the community to have meaningful participation in the life of the district and each school.

<i>Our school leaders encourage sharing responsibility to achieve school goals (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	0%	83%	17%

<i>We are focused on creating positive relationships between teachers and students (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	0%	50%	50%

<i>Teachers are provided opportunities to learn how to involve families in their children's education (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	21%	79%	0%

<i>School leaders work with community members to help students achieve academic goals (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	50%	50%	0%

<i>Teachers work with families to help them support students' learning at home (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	21%	79%	0%

<i>Communicating our school mission and goals to families and community members is a priority (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	8%	88%	4%

<i>Our principal models how to build relationships with students' families (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	38%	63%	0%

**8) Value racial, ethnic, and cultural diversity.**

Growth and diversity bring opportunities, rewards, and challenges to the district as it focuses on ensuring that every student achieves at proficiency or above.

The district will develop strategies to address the academic and social needs of all students so that no achievement gaps exist between any groups.

Particular attention will be focused on students whose language is other than English and students who are economically disadvantaged.

<i>The school improvement programs we adopt have been effective with student populations similar to ours (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	13%	88%	0%

<i>Teachers at our school expect high academic achievement for all of our students (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	0%	50%	50%

<i>The teachers receive training on curriculum and instruction for students at different levels of learning (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	13%	88%	0%

<i>At our school, we adjust instruction and assessment to meet the needs of diverse learners (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	0%	71%	29%

<i>The teachers show respect for all of the student sub-populations in our school (e.g. poor, minority) (teacher survey)</i>				
Never	Seldom	Sometimes	Frequently	Always
0%	0%	0%	33%	67%

**GOAL, OBJECTIVES, AND INDICATORS**

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The vision driving our work was that Rogers Public Schools become one of the best districts in the country. To meet this vision, RPS needs to meet one goal:

**RPS GOAL: All students meet high academic expectations and graduate high school prepared for college and/or successful careers.**

*\*This singular goal led to the development of our action plan articulated in the executive summary after one year of the strategic plan "... a clearly defined curriculum and best instructional practices supported by targeted professional development will lead to the desired student achievement for all students in Rogers, Arkansas". We continue to pursue this course of action because it incorporates the three major components of student achievement; curriculum, instruction, and professional development. Below is a chart representing the academic progress of our combined population as measured by benchmark testing over the previous five years in math and literacy.*

**Objective 1: The district and schools deliver a coherent and rigorous educational program.**

- a. Curricular and instructional audit

*\*After some investigation, we chose Phi Delta Kappa to conduct our audit which was completed in March of 2009. Instruction has been monitored with our Classroom Walkthrough process for the past four years. That information is displayed later in this report.*

- b. Disaggregated percentage of students participating in selected classes and programs
- c. Disaggregated percentage of students taking rigorous courses
- d. Disaggregated percentage of students passing and excelling in rigorous courses

*\*Each of these is an indicator that is part of an annual report at Leadership Cabinet. The terms "rigorous," "selected" and "excelling" are vague and required operational definitions. To measure progress toward these objectives, we have disaggregated the available data each year related to enrollment and performance in Advance Placement and honors courses, the Grade Point Average of each sub group in selected courses for the past two years and the graduation rate.*

Advanced Placement Enrollment															
Student Group	05-06	AP %	District Enroll. %	06-07	AP %	District Enroll. %	07-08	AP %	District Enroll. %	08-09	AP %	District Enroll. %	09-10	AP %	District Enroll. %
Caucasian	423	87.6	63	425	83.3	60	454	83.2	57	527	79.2%	56	683	72.8%	55
Hispanic	54	11.2	34	60	11.8	37	79	14.5	39	114	17.1%	40	219	23.3%	40
African American	1	0.2	0.01	3	0.6	0.01	0	0.1	0.8	4	0.6%	1.1	9	1.0%	1.7
Native American	3	0.6	0.01	2	0.4	0.01	1	0.2	0.6	2	0.3%	0.5	4	0.4%	1.2
Asian	2	0.4	0.02	20	3.9	0.02	12	2.2	1.85	18	2.7%	1.9	23	2.5%	2.5
<b>Total</b>	<b>483</b>			<b>510</b>			<b>546</b>			<b>665</b>			<b>938</b>		

Gifted and Talented Enrollment											
Student Group	05-06	%	06-07	%	07-08	%	08-09	%	09-10	%	
Caucasian	678	90.3%	727	89.2%	717	87.1%	680	84.0%	741	81.3%	
Hispanic	47	6.3%	62	7.6%	81	9.8%	96	11.9%	127	13.9%	
African American	2	0.3%	2	0.2%	2	0.2%	5	0.6%	6	0.7%	
Native American	0	0.0%	0	0.0%	0	0.0%	8	1.0%	10	1.1%	
Asian	24	3.2%	24	2.9%	23	2.8%	21	2.6%	28	3.1%	
FRL	90	12.0%	112	13.7%	132	16.0%	147	18.1%	175	19.2%	
<b>Total</b>	<b>751</b>		<b>815</b>		<b>823</b>		<b>810</b>		<b>912</b>		



High School Dropouts			
Year	# of Dropouts	High School Enrollment	Dropout rate
2003-04	179	3319	5.39%
2004-05	193	3410	5.66%
2005-06	194	3533	5.49%
2006-07	207	3666	5.65%
2007-08	206	3977	5.18%
2008-09	228	4038	5.65%
2009-10	165	4039	4.09%
Total	1372	25982	5.47%

*\*Tracking the aggregate Grade Point Average in selected courses has allowed us to monitor the effectiveness of instruction. We examine any gaps that persist over time in our subpopulations. These gaps may be an indication of a need to adjust instruction to meet the needs of all learners.*

Core Subject GPA Comparison by Sub Population										
	7th Pre-Alg		8th Algebra		Algebra I		Algebra II		Biology	
	Avg. GPA		Avg. GPA		Avg. GPA		Avg. GPA		Avg. GPA	
	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
Combined	3.20	3.31	2.33	2.68	1.81	2.06	1.87	1.64	2.44	2.37
ESOL	3.22	2.99	2.74	2.90	1.60	1.67	1.96	1.45	2.03	1.98
Non ESOL	3.19	3.27	2.68	2.61	1.92	2.22	1.83	1.75	2.66	2.62
Sp.Ed.	3.00	3.00	1.00	3.00	1.64	1.61	1.38	1.71	1.67	1.89
Non Sp.Ed.	3.20	3.20	2.71	2.68	1.81	2.08	1.88	1.64	2.49	2.40
Poverty	3.01	2.94	2.42	2.54	1.60	1.77	1.93	1.42	1.98	2.04
Non Poverty	3.29	3.31	2.81	2.74	1.99	2.36	1.84	1.85	2.82	2.71
Hispanic	3.17	2.98	2.55	2.79	1.53	1.40	1.93	1.46	1.94	1.94
Caucasian	3.19	3.25	2.69	2.65	1.93	2.26	1.83	1.76	2.67	2.62

**Objective 2: The district and schools build instructional capacity through high-quality teachers and leadership.**

- a. Percentage of instructional staff generating at least one year's of student academic growth as measured by value-added assessment

*\*The charts below represent the percent of students obtaining one year's growth over the past three years. This data became available in 2007-08 and indicates that over the past three years we have increased the percentage of students keeping pace with state expectations.*

<i>b.</i> <i>c.</i> <i>d.</i> Subgroup	LITERACY					
	07-08		08-09		09-10	
	# Meeting Growth	% Meeting Growth	# Meeting Growth	% Meeting Growth	# Meeting Growth	% Meeting Growth
Combined Population	3264	71%	3618	76%	4002	84%
African American	31	74%	42	82%	53	88%
Hispanic	1111	62%	1352	71%	1547	79%
Caucasian	2041	77%	2123	80%	2226	87%
Economically Disadvantaged	1609	62%	2012	71%	2311	79%
Limited English Proficient	633	50%	934	65%	1120	74%
Students with Disabilities	177	34%	191	37%	258	50%

Subgroup	MATH					
	07-08		08-09		09-10	
	# Meeting Growth	% Meeting Growth	# Meeting Growth	% Meeting Growth	# Meeting Growth	% Meeting Growth
Combined Population	3307	72%	3603	76%	3726	78%
African American	31	74%	35	69%	45	75%
Hispanic	1180	65%	1331	70%	1456	74%
Caucasian	2014	76%	2136	81%	2067	81%
Economically Disadvantaged	1679	64%	1982	70%	2124	73%
Limited English Proficient	732	57%	933	65%	1046	69%
Students with Disabilities	194	37%	205	40%	236	46%

b. Percentage of instructional and administrative staff earning outstanding ratings on peer and supervisor reviews

*\*These charts below are from the Curriculum audit. The audit indicated that the evaluation instrument produced proficient ratings. The data was a random sample of completed teacher and administrator year-end or summative evaluations from 2007-08 school year. There were no unsatisfactory ratings in the sample. This data will be compiled again for the 2009-10 school year. In order to delineate ratings, exemplars are being created to clarify expectations in each category. This will help teachers and administrators know what areas need to be targeted and what the expectations are across each category. Clear examples for each domain on the evaluation instrument will create consistency and improve reliability of the evaluation process in our district*

Elementary Summative Assessment				
Domain	Unsatisfactorily	Basic	Proficient	Distinguished
Planning & Preparation	0.0%	2.0%	76.0%	22.0%
The Classroom Environment	0.0%	1.0%	78.0%	20.0%
Instruction	0.0%	7.0%	74.0%	19.0%
Professional Responsibilities	0.0%	4.0%	82.0%	13.0%
TOTAL	0.0%	3.5%	77.5%	18.5%

Secondary Summative Assessment				
Domain	Unsatisfactorily	Basic	Proficient	Distinguished
Planning & Preparation	0.0%	3.0%	85.0%	12.0%
The Classroom Environment	0.0%	0.0%	90.0%	10.0%
Instruction	0.0%	3.0%	87.0%	10.0%
Professional Responsibilities	0.0%	2.0%	90.0%	8.0%
TOTAL	0.0%	2.0%	88.0%	10.0%

Administrator Appraisals				
Domain	Unsatisfactorily	Basic	Proficient	Distinguished
Instructional Leader	0.0%	9.0%	83.0%	8.0%
Organizational Leader	0.0%	6.0%	82.0%	9.0%
Administrative & Management Leader	0.0%	9.0%	75.0%	6.0%
Human Relations Leader	0.0%	2.0%	76.0%	22.0%
Professional Growth Leader	0.0%	12.0%	76.0%	10.0%
TOTAL	0.0%	7.6%	78.4%	11.0%

- c. Rating of professional development by teachers and principals
- d. Percentage of staff representing minority groups

*\*The following charts represent the present demography of the district's student population and the five year hiring trend by race. The hiring process is presently site-based.*

	5 Year New Hire History				
	05-06	06-07	07-08	08-09	09-10
White	130	103	72	95	65
Black	3	1	1	0	1
Hispanic	1	2	5	3	3
Asian	1	0	0	0	0
Native American	2	4	0	2	1

	2009-10 Student Body Demographics by Race	
	Number	Percent
White	7526	54.58%
Black	212	1.54%
Hispanic	5547	40.23%
Asian	291	2.11%
Native American	162	1.18%
Pacific Islander	49	0.36%

- e. Observational protocol administered by principals and district administrators

**Objective 3: The district supports schools in providing positive and engaging learning environments.**

- a. School reports  
b. Student and parent survey

*\*Below are the results of a student perception survey conducted in the spring of 2010 .The questions were designed to measure progress toward accomplishing this goal.*

<i>I get along well with my teachers.</i>				
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
3%	6%	13%	50%	28%

<i>There is at least one adult in my school who cares about me.</i>				
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
5%	4%	16%	36%	39%

<i>Teachers provide me with the support I need to succeed in school.</i>				
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
3%	5%	15%	50%	27%

<i>I receive recognition for my accomplishments.</i>				
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
5%	11%	26%	42%	16%

<i>My classes are interesting to me.</i>				
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
6%	10%	25%	47%	12%

<i>My school is preparing me for the future.</i>				
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
3%	4%	13%	43%	37%

<i>The things I learn at school are useful.</i>				
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
3%	7%	14%	45%	31%

<i>I have opportunities to ask teachers questions about my school work.</i>				
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
2%	4%	11%	51%	32%

c. Observational protocol administered by principals and district administrators

*\*There have been numerous 5 minute classroom visits conducted by administrators in the district over the past five years. Since 2007 we have used a consistent Classroom walkthrough protocol that includes 17 different indicators of student and teacher actions. Our focus is to have students actively engaged in their learning through their learning activities and the level of thought processes necessary to complete those activities. The charts below are two of the elements we used to measure progress toward that objective.*

N= Total Classroom Observations		4476		5771		6803	
3a. Identify student actions - % of observations		07-08		08-09		09-10	
Listening	3357	75.00%	4163	72.14%	4505	66.22%	
Reading	1848	41.29%	2431	42.12%	2559	37.62%	
Speaking	2212	49.42%	2724	47.20%	2505	36.82%	
Working with hands-on materials	1170	26.14%	1405	24.35%	1596	23.46%	
Writing	1657	37.02%	2046	35.45%	2553	37.53%	

3c. Determine level(s) of student work - % of observations	07-08		08-09		09-10	
Recalling information (Knowledge)	2735	61.10%	3183	55.16%	1712	25.17%
Understanding information (Comprehension)	2576	57.55%	3350	58.05%	2632	38.69%
Using information in a new way (Application)	1490	33.29%	1727	29.93%	1461	21.48%
Breaking down information into parts (Analysis)	611	13.65%	710	12.30%	915	13.45%
Putting information together in new ways (Synthesis)	251	5.61%	388	6.72%	576	8.47%
Making judgments and justifying positions (Evaluation)	206	4.60%	275	4.77%	464	6.82%

**Objective 4: The district and schools operate efficiently.**

- a. Central office staff, principal, and teacher surveys
- b. Parent and student surveys
- c. Periodic management reviews

*\*Since opening the second high school and reconfiguring the grade levels in the district, we have emphasized efficient use of our personnel to maintain services while controlling costs. Since the greatest share of our budget is personnel, we have charted the student teacher ratio over the past three years to ensure equity and equality. This ratio represents all certified personnel (Full Time Teacher Equivalent or FTE) directly devoted to students and includes ESOL, Special Education teachers, principals, assistant principals, media specialists, and others.*

	08-09			09-10			10-11		
	Enrollment	FTE	S/T Ratio	Enrollment	FTE	S/T Ratio	Enrollment (est.)	FTE	S/T Ratio
Elementary	6569	461.59	14.23	6625	472.29	14.03	6591	472.00	13.96
Secondary	7088	507.21	13.97	7160	510.95	14.01	7395	510.02	14.50
Total	13737	968.80	14.18	13785	983.24	14.02	13986	982.02	14.24

- d. Program evaluations

*\*Program evaluations are conducted annually. Each program is examined for its impact on student achievement. Since students experience a variety of programs during their school day, therefore, program analysis is rarely definitive, but is rather considered part a mosaic of educational efforts. In 2008-09, the district committed to "fidelity of implementation. This meant that each program in the district was to be given full implementation and all protocols were to be followed. Below is a partial list of programs and interventions that have been reviewed in the past year*

- |                               |                               |                        |
|-------------------------------|-------------------------------|------------------------|
| Co-teaching                   | Read 180                      | Reading Recovery       |
| SIOP Training                 | SuccessMaker                  | Jedi                   |
| HELP Math                     | Waterford                     | Reading Remediation    |
| "If I had a Hammer" (Math)    | NovaNet                       | Freshmen Academies     |
| Career Academies              | Total Instructional Alignment | The Learning Institute |
| Continuous Learning Calendars | AP Courses                    |                        |

