



Boulder Valley RE-2 School District

Accreditation Report 2006-2007

December 13, 2007

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Boulder Valley RE-2 School District
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Superintendent: Chris King, Ph.D.
Board President: Helayne Jones, Ed.D

District Demographics

Total District Students		27,933
Free/Reduced		17.81%
Ethnicity:		
	White	77%
	Asian	6.42%
	Hispanic	14%
	Black	1.60%
	American Indian	1.08%
Schools:		
	Elementary	32
	Middle Schools	12
	High Schools	8
	Alternative	2
	Charters	8
	Total	62

Boulder Valley School District Status: Accredited

Upon review of the preponderance of evidence for the accreditation indicators, the Colorado Department of Education determines that the Boulder Valley School District is meeting the intent of the requirements, as set forth in Colorado State Board of Education Rules 2202-R-0.00 through 4.02 (5), and will continue to be accredited.

Commendations

- The district's extensive plan to value diversity and promote understanding; in particular its implementation in all schools of (TIES) Tools of Inquiry for Equitable Schools is to be commended.
- The extensive and complete development and use of data to understand and improve student academic achievement continues to be exceptional.
- The upward trend in CSAP aggregate students' achievement since 2001 in reading, math and writing, particularly from the original high level of achievement, is to be commended.
- The district is commended for extensive efforts to create standards based teaching in other curricular areas.
- BVSD — the eighth largest in population of Colorado's 178 school districts — had the second highest number of schools designated as John Irwin schools of Excellence in the state.
- Of BVSD's 58 overall ratings assigned in the SARs as released by the Colorado Department of Education (CDE) Dec. 5, 2007:
 - Twenty-one ratings were high enough to merit the John J. Irwin School of Excellence Award, given to schools scoring in the top 8 percent statewide.
 - Twenty-seven were "Excellent" and 18 were "High," representing 78 percent of all BVSD ratings.

Actions to Be Taken 2006-2007

- While progress is being made on closing achievement gaps for Latinos the rate of change is not sufficient. More intense effort and resources should occur.

Boulder Valley School District

Colorado Accreditation Program Indicators

A. Educational Improvement Plan

The Boulder Valley Board of Education adopted three specific and measurable goals to achieve the district's improvement plan for excellence and equity. The district improvement plan centers on the areas of achievement, equity, and organization:

- *Achievement Goal* – Increase measurable student achievement in specific content areas through curriculum and instruction that is rigorous and relevant.
- *Equity Goal* – Narrow the achievement gap in all content areas as measured by CSAP results, ACT scores, district graduation rates, and curriculum-based assessments.
- *Organization Goal* – Create and sustain a safe and positive learning environment that protects and respects the rights of all individuals as measured by specific results from the annual BVSD School Climate Survey.

These three goals were developed using the district's Tools of Inquiry for Equitable Schools (TIES) process. This process is a data-driven analytical process that uses BVSD qualitative and quantitative survey information, test results and other educational research to identify areas where BVSD is achieving its goals and where the district is not. This performance analysis and identification of barriers to be overcome informed the setting of the five-year district goals which will be reviewed on a regular basis.

While the district improvement plan will continue to focus on excellence in academics, an organizational climate that embraces and values diversity, and sound fiscal management, the district recognizes that the promise of excellence and equity for slightly less than one quarter of its students is not yet fully met. To this end, the district improvement plan includes a realignment of district curriculum oversight, learning standard development, state and federal compliance, and professional development delivery under the direction of the assistant superintendent for learning services. Simultaneously, all intervention services (e.g. special education, literacy coaching, talented and gifted programs) are now coordinated and overseen by the deputy superintendent. The interventionist approach to student learning is designed to lift the achievement of the significant minority of BVSD students who are currently underserved.

B. CSAP Goals

School Improvement Plan Goals

Achievement Goal: The weighted Index Score in writing will increase by 10 points overall. As measured by CSAP scores from 2006-2007.

Equity Goal: SMART Goal for Equity:

- Increase Reading Weighted Index Score by 10 points for targeted groups in 4th and 5th grades (ELL and Hispanic, Meal Assist)
- Increase on CSAP Spring 2007. Maintain or increase Reading Weighted Index Score for targeted groups in 3rd grade (ELL, Hispanic, Meal Assist) by Spring CSAP 2007.
- For targeted groups, each student (K-5) will demonstrate one year's growth in reading by spring 2007 based on Benchmark Books (GRL), QRI and SRI.
- Maintain/Increase Math weighted Index Score for targeted groups in 3rd grade by spring 07 as documented by CSAP.
- For targeted groups 3rd, 4th, 5th grades, each student will demonstrate one year growth in Math by spring 2007 based on BVSD Math assessment.
- For targeted groups (K-2) each student will demonstrate one year's growth in math by spring 2007 based on SENA 1, SENA 2.
- Increase math weighted Index score for Targeted groups in 4th and 5th grades by spring 2007 as documented by CSAP.

Organizational Goal: Each child will feel safe, respected and be a contributing member of the school community as measured by the BVSD student survey spring 2007 through an increase of at least 8 points as compared to the 2006 responses.

District Proficient and Advanced Report 2001-2007

BOULDER VALLEY RE 2		2001	2002	2003	2004	2005	2006	2007
MATH	Grade 5	69.1	69.4	69.9	72.7	75.4	78.7	76.8
	Grade 6		70.6	67.9	68.3	72.4	71.0	73.4
	Grade 7		58.4	59.5	60.7	62.7	62.9	68.2
	Grade 8	56.7	56.0	55.4	62.0	64.8	63.0	62.7
	Grade 9		48.5	47.9	51.9	56.1	59.5	54.8
	Grade 10	41.0	44.7	42.3	44.7	46.4	50.4	49.3
READING	Grade 3	80.6	82.8	85.1	86.2	85.8	84.8	84.3
	Grade 4	78.2	71.9	74.9	75.5	76.9	80.0	78.3
	Grade 5	77.7	77.4	77.7	80.6	81.8	83.4	81.5
	Grade 6	78.6	82.3	82.3	81.6	81.0	82.1	82.1
	Grade 7	75.2	76.2	78.8	81.0	78.7	78.3	79.8
	Grade 8	76.1	79.7	81.0	81.2	80.6	79.8	77.8
	Grade 9	77.3	73.6	74.5	77.9	81.8	79.5	78.5
	Grade 10	76.1	74.0	74.5	72.5	74.4	80.0	77.6
SCIENCE	Grade 8	64.9	67.3	67.0	70.3	68.9	65.5	69.1
WRITING	Grade 3		60.9	71.6	65.9	72.4	65.0	69.5
	Grade 4	58.8	59.5	63.4	64.9	66.2	64.5	63.6
	Grade 5		65.7	64.9	68.1	69.5	73.2	72.8
	Grade 6		68.0	70.5	71.0	73.6	71.5	71.6
	Grade 7	67.0	66.0	68.9	70.1	69.6	71.4	72.9
	Grade 8		66.2	67.1	62.8	68.7	66.0	67.6
	Grade 9		59.4	63.1	68.4	70.4	67.5	64.1

	Grade 10	66.6	61.2	62.6	63.8	64.0	65.4	62.4
Total % Points		1,043.9	1,539.7	1,570.8	1,602.1	1,642.1	1,643.4	1,638.7
Math Grades 3 & 4 - Science Grades 5 & 10								
		2001	2002	2003	2004	2005	2006	2007
MATH	Grade 3					80.9	86.3	80.8
	Grade 4					78.2	81	82.6
SCIENCE	Grade 5						59.2	64.8
	Grade 10						63.5	63.3
Total % Points						159.1	290	291.5

District Proficient and Advanced CSAP Scores 2001-2007

BOULDER VALLEY RE 2								
		2001	2002	2003	2004	2005	2006	2007
MATH	Grade 5	69.1	69.4	69.9	72.7	75.4	78.7	76.8
	Grade 6		70.6	67.9	68.3	72.4	71.0	73.4
	Grade 7		58.4	59.5	60.7	62.7	62.9	68.2
	Grade 8	56.7	56.0	55.4	62.0	64.8	63.0	62.7
	Grade 9		48.5	47.9	51.9	56.1	59.5	54.8
	Grade 10	41.0	44.7	42.3	44.7	46.4	50.4	49.3
READING	Grade 3	80.6	82.8	85.1	86.2	85.8	84.8	84.3
	Grade 4	78.2	71.9	74.9	75.5	76.9	80.0	78.3
	Grade 5	77.7	77.4	77.7	80.6	81.8	83.4	81.5
	Grade 6	78.6	82.3	82.3	81.6	81.0	82.1	82.1
	Grade 7	75.2	76.2	78.8	81.0	78.7	78.3	79.8
	Grade 8	76.1	79.7	81.0	81.2	80.6	79.8	77.8
	Grade 9	77.3	73.6	74.5	77.9	81.8	79.5	78.5
	Grade 10	76.1	74.0	74.5	72.5	74.4	80.0	77.6
SCIENCE	Grade 8	64.9	67.3	67.0	70.3	68.9	65.5	69.1
WRITING	Grade 3		60.9	71.6	65.9	72.4	65.0	69.5
	Grade 4	58.8	59.5	63.4	64.9	66.2	64.5	63.6
	Grade 5		65.7	64.9	68.1	69.5	73.2	72.8
	Grade 6		68.0	70.5	71.0	73.6	71.5	71.6
	Grade 7	67.0	66.0	68.9	70.1	69.6	71.4	72.9
	Grade 8		66.2	67.1	62.8	68.7	66.0	67.6
	Grade 9		59.4	63.1	68.4	70.4	67.5	64.1
	Grade 10	66.6	61.2	62.6	63.8	64.0	65.4	62.4
Total % Points		1,043.9	1,539.7	1,570.8	1,602.1	1,642.1	1,643.4	1,638.7

- The district has made progress of 107.1 percentage points from the baseline years (contract) of 2001/2002 to 2007.
- This increase is one of the largest among Colorado's high performing large districts.

C. Closing Achievement Gaps

Sub-group Performance

The following chart compares achievement gaps in the district to the gaps that are present at the state level. The final column (07 to 04) relates whether the gap difference is gaining or losing ground as compared to the statewide trends. A negative number represents losing ground when compared to the state averages weighted index.

0480 - BOULDER VALLEY RE 2

		State 2006	Dist 2006	Diff 2006	State 2007	Dist 2007	Diff 2007	'07 to '06
MATH	District	0.63	0.86	0.23	0.65	0.87	0.22	-0.01
	American Indian	0.40	0.46	0.06	0.44	0.42	-0.02	-0.08
	Asian	0.85	1.08	0.23	0.89	1.11	0.22	-0.01
	Black	0.26	0.55	0.29	0.29	0.52	0.23	-0.06
	ELL	0.16	-0.01	-0.17	0.23	-0.03	-0.26	-0.09
	Female	0.62	0.84	0.22	0.64	0.85	0.21	-0.01
	Free and Reduced	0.32	0.31	-0.01	0.35	0.33	-0.02	-0.01
	Gifted and Talented	1.24	1.32	0.08	1.23	1.32	0.09	0.01
	Hispanic	0.31	0.30	-0.01	0.34	0.31	-0.03	-0.02
	IEP	-0.02	0.29	0.31	0.01	0.31	0.30	-0.01
	Male	0.63	0.88	0.25	0.65	0.90	0.25	0.00
	Migrant	0.22	0.21	-0.01	0.23	***	***	***
	White	0.77	0.94	0.17	0.78	0.95	0.17	0.00
	Black to White	-0.51	-0.39	0.12	-0.49	-0.43	0.06	-0.06
	ELL to District	-0.47	-0.87	-0.40	-0.42	-0.90	-0.48	-0.08
	Females to Males	-0.01	-0.04	-0.03	-0.01	-0.05	-0.04	-0.01
	Hispanic to District	-0.32	-0.56	-0.24	-0.31	-0.56	-0.25	-0.01
	Hispanic to White	-0.46	-0.64	-0.18	-0.44	-0.64	-0.20	-0.02
	IEP to District	-0.65	-0.57	0.08	-0.64	-0.56	0.08	0.00
	READING	District	0.80	0.95	0.15	0.80	0.94	0.14
American Indian		0.65	0.78	0.13	0.65	0.79	0.14	0.01
Asian		0.90	1.05	0.15	0.91	1.04	0.13	-0.02
Black		0.60	0.79	0.19	0.60	0.82	0.22	0.03
ELL		0.29	0.16	-0.13	0.35	0.08	-0.27	-0.14
Female		0.85	1.00	0.15	0.85	0.98	0.13	-0.02
Free and Reduced		0.57	0.56	-0.01	0.56	0.55	-0.01	0.00
Gifted and Talented		1.17	1.23	0.06	1.15	1.22	0.07	0.01
Hispanic		0.57	0.54	-0.03	0.56	0.54	-0.02	0.01
IEP		0.19	0.51	0.32	0.19	0.51	0.32	0.00
Male		0.74	0.91	0.17	0.75	0.90	0.15	-0.02
Migrant		0.43	0.26	-0.17	0.39	***	***	***
White		0.90	1.00	0.10	0.90	1.00	0.10	0.00
Black to White		-0.30	-0.21	0.09	-0.30	-0.18	0.12	0.03
ELL to District		-0.51	-0.79	-0.28	-0.45	-0.86	-0.41	-0.13
Females to Males	0.11	0.09	-0.02	0.10	0.08	-0.02	0.00	

	Hispanic to District	-0.23	-0.41	-0.18	-0.24	-0.40	-0.16	0.02
	Hispanic to White	-0.33	-0.46	-0.13	-0.34	-0.46	-0.12	0.01
	IEP to District	-0.61	-0.44	0.17	-0.61	-0.43	0.18	0.01
SCIENCE	District	0.61	0.77	0.16	0.63	0.83	0.20	0.04
	American Indian	0.40	***	***	0.42	***	***	***
	Asian	0.71	0.91	0.20	0.77	1.04	0.27	0.07
	Black	0.24	0.50	0.26	0.27	0.27	0.00	-0.26
	ELL	0.00	-0.16	-0.16	0.08	-0.29	-0.37	-0.21
	Female	0.59	0.73	0.14	0.62	0.81	0.19	0.05
	Free and Reduced	0.27	0.16	-0.11	0.30	0.28	-0.02	0.09
	Gifted and Talented	1.12	1.12	0.00	1.12	1.21	0.09	0.09
	Hispanic	0.25	0.18	-0.07	0.29	0.29	0.00	0.07
	IEP	-0.01	0.22	0.23	-0.02	0.19	0.21	-0.02
	Male	0.63	0.82	0.19	0.64	0.84	0.20	0.01
	Migrant	0.05	***	***	0.09	***	***	***
	White	0.77	0.86	0.09	0.79	0.90	0.11	0.02
	Black to White	-0.53	-0.36	0.17	-0.52	-0.63	-0.11	-0.28
	ELL to District	-0.61	-0.93	-0.32	-0.55	-1.12	-0.57	-0.25
	Females to Males	-0.04	-0.09	-0.05	-0.02	-0.03	-0.01	0.04
	Hispanic to District	-0.36	-0.59	-0.23	-0.34	-0.54	-0.20	0.03
	Hispanic to White	-0.52	-0.68	-0.16	-0.50	-0.61	-0.11	0.05
	IEP to District	-0.62	-0.55	0.07	-0.65	-0.64	0.01	-0.06
	WRITING	District	0.78	0.91	0.13	0.79	0.91	0.12
American Indian		0.64	0.70	0.06	0.65	0.74	0.09	0.03
Asian		0.90	1.03	0.13	0.91	1.03	0.12	-0.01
Black		0.60	0.72	0.12	0.62	0.76	0.14	0.02
ELL		0.39	0.28	-0.11	0.48	0.33	-0.15	-0.04
Female		0.86	0.98	0.12	0.86	0.98	0.12	0.00
Free and Reduced		0.58	0.56	-0.02	0.60	0.58	-0.02	0.00
Gifted and Talented		1.16	1.21	0.05	1.14	1.19	0.05	0.00
Hispanic		0.58	0.56	-0.02	0.60	0.58	-0.02	0.00
IEP		0.31	0.51	0.20	0.33	0.50	0.17	-0.03
Male		0.70	0.84	0.14	0.71	0.83	0.12	-0.02
Migrant		0.49	0.37	-0.12	0.51	***	***	***
White		0.86	0.95	0.09	0.87	0.95	0.08	-0.01
Black to White		-0.26	-0.23	0.03	-0.25	-0.19	0.06	0.03
ELL to District		-0.39	-0.63	-0.24	-0.31	-0.58	-0.27	-0.03
Females to Males		0.16	0.14	-0.02	0.15	0.15	0.00	0.02
Hispanic to District		-0.20	-0.35	-0.15	-0.19	-0.33	-0.14	0.01
Hispanic to White		-0.28	-0.39	-0.11	-0.27	-0.37	-0.10	0.01
IEP to District		-0.47	-0.40	0.07	-0.46	-0.41	0.05	-0.02

Summary Statements

Mathematics

The district did not keep pace with the state weighted index improvements in most subgroups.

Reading

Reading scores in the district were stable and paralleled the states performance which was generally flat.

Science

Science scores for the district and most subgroups increased significantly more than the state increases.

Writing

Writing scores were stable and comparable to the state weighted index scores performance in general was flat.

AYP Progress Report for Boulder Valley School District-2006

The No Child Left Behind legislation requires each school and district to make Adequate Yearly Progress (AYP). Meeting AYP requires schools and districts to meet several criteria in reading and math for each subgroup of students and for overall performance. These criteria include:

- **Participation rate:** 95 percent of students in each group must take the CSAP or an alternate assessment, either CSAP-A for Special Education students or an English Language Assessment for non English speaking or limited English proficient students. This year parent refusals were not counted as non-participants.
- **Performance target:** a specified percent of students must reach partially proficient or higher. Schools and districts that do not meet the specified performance level may alternatively fulfill this requirement by reducing the percent of students not tested and reducing the number of students with unsatisfactory performance (known as safe harbor).
- **Other indicator:** elementary and middle schools must have a specified percent of students reach the advanced level of proficiency. High schools must meet a specified graduation rate.
- If one of these criteria is not met by student in one subgroup in reading or math, the school or district does not make AYP.

NCLB District Goals	2005-2006 Results	2006-2007 Results
Number of AYP Goals Possible	150	148
Number of AYP Goals Achieved	138	133
Percentage of AYP Goals Met	92%	90%

- The District is commended for meeting or exceeding 133 of its 148 AYP achievement goals and its continuing commitment to learning for all children.
- District plans and progress relative to remaining AYP goals, yet to be achieved, are reviewed as part of the District's overall plan to close achievement gaps.

Highly Qualified Staff

Teachers Highly Qualified in the District				
School Year	2003	2004	2005	2006
Percentage Highly Qualified	94.42%	92.43%	88.67%	99.44%
Target Percentage	-	96.26%	98.13%	100.00%

Classrooms in the District Taught by Highly Qualified Teachers				
School Year	2003	2004	2005	2006
Percentage Highly Qualified	96.07%	95.89%	90.07%	99.76%
Target Percentage	-	97.37%	98.68%	100.00%

Classes Taught by Highly Qualified Teachers in the District by High and Low Poverty		
	High Poverty Schools ¹	Low Poverty Schools ²
Percentage in District	100%	99%
Percentage in State	97.94%	98.47%

D. Value-Added Growth

The weighted index score is one comprehensive way to measure changes in performance of students over a period of years. It factors in not only the change in students reaching proficiency, but also the students reaching partially proficient and advanced status. The scores may range from a low of

-.50 if all students were unsatisfactory to a high of 1.50 if all students scored advanced. The goal should be to reach the weighted score of 1.00 or more for all groups, indicating an overall proficient performance level. Decimals are removed and numbers presented as a positive or negative whole number in the narrative.

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		2002	2003	2004	2005	2006	2007	DIFF
MATH	American Indian	0.44	0.39	0.43	0.50	0.46	0.42	-0.02
	Asian	0.83	0.88	0.96	1.05	1.08	1.11	0.28
	Black	0.35	0.36	0.39	0.53	0.55	0.52	0.17
	District	0.77	0.76	0.80	0.84	0.86	0.87	0.10
	ELL		0.07	***	0.01	-0.01	-0.03	-0.10
	Female	0.76	0.76	0.80	0.82	0.84	0.85	0.09
	Free and Reduced			0.29	0.33	0.31	0.33	0.04
	Gifted and Talented			1.32	1.33	1.32	1.32	***
	Hispanic	0.21	0.23	0.28	0.30	0.30	0.31	0.10
	IEP	0.19	0.17	0.20	0.26	0.29	0.31	0.12
	Male	0.78	0.77	0.81	0.86	0.88	0.90	0.12
	Migrant			0.06	0.10	0.21	***	***
	White	0.84	0.83	0.87	0.91	0.94	0.95	0.11
READING	American Indian	0.69	0.76	0.75	0.76	0.78	0.79	0.10

	Asian	0.89	0.94	0.97	1.02	1.05	1.04	0.15
	Black	0.65	0.72	0.75	0.79	0.79	0.82	0.17
	District	0.91	0.93	0.94	0.94	0.95	0.94	0.03
	ELL		0.17	0.16	0.10	0.16	0.08	-0.09
	Female	0.95	0.98	0.99	0.99	1.00	0.98	0.03
	Free and Reduced			0.54	0.54	0.56	0.55	0.01
	Gifted and Talented			1.23	1.23	1.23	1.22	-0.01
	Hispanic	0.47	0.51	0.53	0.51	0.54	0.54	0.07
	IEP	0.45	0.48	0.50	0.51	0.51	0.51	0.06
	Male	0.87	0.88	0.89	0.89	0.91	0.90	0.03
	Migrant			0.13	0.13	0.26	***	***
	White	0.97	0.98	0.99	1.00	1.00	1.00	0.03
SCIENCE	American Indian			***	0.62	***	***	***
	Asian			0.87	0.95	0.91	1.04	0.17
	Black			0.42	0.72	0.50	0.27	-0.15
	District			0.85	0.85	0.77	0.83	-0.02
	ELL			-0.25	-0.19	-0.16	-0.29	-0.04
	Female			0.83	0.84	0.73	0.81	-0.02
	Free and Reduced			0.22	0.20	0.16	0.28	0.06
	Gifted and Talented			1.23	1.23	1.12	1.21	-0.02
	Hispanic			0.31	0.21	0.18	0.29	-0.02
	IEP			0.35	0.31	0.22	0.19	-0.16
	Male			0.88	0.85	0.82	0.84	-0.04
	Migrant			***	***	***	***	***
	White			0.93	0.92	0.86	0.90	-0.03
WRITING	American Indian	0.60	0.67	0.64	0.68	0.70	0.74	0.14
	Asian	0.90	0.97	0.97	1.00	1.03	1.03	0.13
	Black	0.60	0.68	0.69	0.73	0.72	0.76	0.16
	District	0.84	0.88	0.89	0.90	0.91	0.91	0.07
	ELL		0.25	0.28	0.28	0.28	0.33	0.08
	Female	0.92	0.97	0.97	0.99	0.98	0.98	0.06
	Free and Reduced			0.53	0.56	0.56	0.58	0.05
	Gifted and Talented			1.19	1.20	1.21	1.19	***
	Hispanic	0.45	0.50	0.54	0.56	0.56	0.58	0.13
	IEP	0.39	0.44	0.45	0.49	0.51	0.50	0.11
	Male	0.77	0.80	0.80	0.82	0.84	0.83	0.06
	Migrant			0.30	0.30	0.37	***	***
	White	0.90	0.93	0.93	0.95	0.95	0.95	0.05

Most groups of students evidence substantial increased performance from 2002-2007.

The largest group, Hispanic students, grew as much or more than white students in math.

E. Other Curriculum Standards Areas

Non CSAP Assessment Development and Implementation

Administration of the following content area assessments that have been developed: K-12 Visual Arts; K-12 Music; World Language Reading and Speaking; 6-12 Social Studies.

2006-2007 Non-CSAP Matrix

X=assessment given; 0=assessment pilot; NC=not completed

	Elementary	Middle	High
Fine Arts	X	X	X
Music	X	X	X
Physical Education	0	0	0
Social Studies*	NC	X	X
World Languages: Listening		0	0
World Languages: Reading		X	X
World Languages: Speaking		X	X
World Languages: Writing		Pilot 2007-08	Pilot 2007-08

Music

In music, the key standards selected for assessment are “sing,” “play,” and “read” for elementary and “sing/play” and “read/notate” for secondary. A separate score for each of these standards is published. Assessment scores range from 1 to 4, not proficient to advanced. Students in grades 4, 8, and 11 were assessed. In order to assess those students who have had a significant experience in music in grades 8 and 11, only students who had two consecutive years of music instruction were assessed. The music assessment has a performance component for all grade levels. In addition, there are aural and visual identification tasks for elementary students and a written portion consisting of analyses, identification, and notating music for secondary students.

Analysis of Music Assessment Results

Gains in the percentage of students meeting or exceeding music standards at the elementary levels were noted for all standards assessed increasing from 77% to 86% on the sing standard, 84% to 90% on the play standard, and 90 to 92% on the read music standard.

A slight decrease in percentage of students meeting standard was noted at the middle level for all standards assessed moving from 92% to 87% proficient or higher on the sing/play standard and 91% to 86% proficient or higher on the read/write standard.

Small gains were also noted at the high school level in both standards assessed, 91% to 92% proficient or higher on the sing/play standards and 90% to 91% on the read/write standard.

Visual Arts

At grades 4 and 6, Visual Arts Standard Two is assessed: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts. At the high school level, Visual Arts Standard 5 is assessed in Level II Drawing, Photography, and Pottery: Students analyze and evaluate the characteristics, merits, and meanings of works of art.

Analysis of Visual Arts Results

The first visual arts assessment data showed a high percentage of students are meeting visual arts standards with 98% at the elementary level, 92% at the middle level, and 88% at the high school level scoring proficient or higher.

High School Social Studies

At the high school level, assessments are based on topics that are commonly taught in Civics, World Geography, World History, and United States History. The standards that are assessed are civics, geography, history, and economics. Assessments are given throughout the school year and teachers are encouraged to use these assessments at the end of the unit of study. The assessments have three major components: multiple choice, short answer, and extended response. The assessments were specifically designed for students to demonstrate their understanding and interpretation of historical documents or maps. A scoring rubric is provided to provide for common evaluation of the assessment. The scoring rubric range 1 to 4, from not proficient to advanced.

In 2006, attainments of history and civics standards were reported. Assessments for geography and economics standards were further refined this summer and results will be reported in 2007.

Analysis of Results

The assessment results indicate that 70% of students scored proficient or higher on the civics standards with 25% scoring partially proficient. The results indicate that 72% of students scored proficient or higher on the assessment of history with 21% of students scoring in the partially proficient category.

World Languages

The Speaking Assessment was administered to students completing level II of French, German, Japanese, and Spanish. This assessment was based on World Languages Standard 1.2 Speaking: Students speak in a world language for a variety of audiences. The BVSD Speaking Assessment elicited a speech sample that was evaluated with regard to command of language structures, vocabulary usage, fluency, and narration. Each student's speech sample was assigned a level of performance, 1 to 4, not proficient to advanced.

Analysis of Results

The assessment results indicate that 57% of Level II World Language students scored proficient or higher on the speaking standard with a range of 56% for Spanish II students to 68% for Japanese II students. The administration of this assessment represents the first time a common tool was used across the district to evaluate the progress of students on the speaking standard providing clearly defined

levels of proficiency. The baseline data provides opportunity for World Language teachers to participate in a cycle of inquiry at the district, school, and classroom level to create a plan of action that will lead to increased student achievement.

F. School Accountability Report

- Boulder Valley distributes the School Accountability Report in a timely manner to their enrolled families and students. The district provides SARs to any patron requesting copies.

G. Annual Report to the Public

- The report was completed and submitted to CDE for approval in December. Copies were sent to each school. The report is also available on the web which meets CDE's criteria for distribution. This report displays information using NCLB's criteria including percentage of students meeting proficiency in reading and mathematics and AYP information.

H. Safe Schools Act

- The Boulder Valley School District has a thorough and well planned school safety and crisis plan which includes Board of Education policies, student/parent handbooks, a crisis quick guide to action, crisis management team identification and bully proofing training.
- The district has longitudinal survey data of students and parents feelings about safety in their schools.
- The district has demonstrated a good faith effort and is in compliance with the requirements of the Safe Schools Act.

I. Colorado Basic Literacy Act

Boulder Valley has provided all information as required by CBLA in its annual report to the Colorado Department of Education. It is meeting the requirements of the CBLA.

J. Other Reports

Educational Technology & Information Literacy

- The District has an educational technology and information literacy plan which is directly related to student achievement and staff and administrative quality. The plan has been approved by CDE.
- The District has developed an acceptable use policy that must be signed by all students with access to district computers. The District also has software installed that screens out inappropriate materials and alerts the technology department.

Recruiting and Retaining Teachers

- Boulder Valley Schools have a detailed teacher recruitment and retention system in place. It includes a teacher mentoring and staff development program with the University of Colorado. One unique component is a growth and renewal program for veteran teachers.
- The district also has a collaborative program of peer assistance working with the Boulder Valley Education Association. This TAP system assigns a mentor to model effective teacher behaviors to beginning teachers or teachers needing remedial instruction.

Contextual Learning

- While in high school Boulder Valley School District students have the opportunity to complete state certification in one of 17 career areas and earn up to 45 college credits from the Front Range Community College.

K. Finance

The district is completing all the requirements contained in the newly adopted Accreditation Financial Reporting Requirements.

It includes a section on Managing Assets Responsibly in its Annual Report.

Most significantly the Board of Education approved a revised fiscal management policy which guides general operating fund budget development for the future. The policy includes three main components:

- The General Operating Fund budget is developed to ensure the total of annual ongoing expenditures, transfers, and incremental increase in required reserves does not exceed annual revenues.
- If the General Operating Fund ends any fiscal year with a surplus of revenues beyond expenditures, this amount can only be used for one-time operating expenditures in subsequent years.
- In addition, the General Operating Fund budget contains an ending fund balance equal to or greater than the required TABOR reserve on a generally accepted accounting principles (GAAP) basis.
- Beginning with the 2005-06 fiscal year, the General Operating Fund budget is now developed on a generally accepted accounting principles (GAAP) basis.

Following these policies will increase the long term financial stability of the Boulder Valley School District.

cc: Board of Education President

GD/ad, Draft, 12/13/07
Final, 04/04/08