

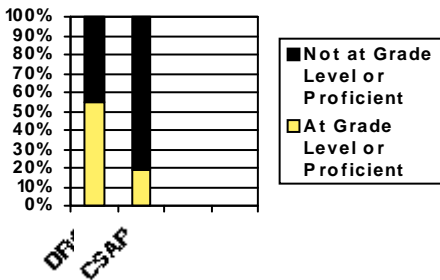


# COLUMBINE ELEMENTARY SCHOOL IMPROVEMENT (TIES) GOALS 2008 FALL REPORT

## EQUITY GOAL - READING

The 5<sup>th</sup> grade Reading CSAP scores of students who have received biliteracy instruction and who scored at proficient on the 3<sup>rd</sup> grade Lectura will increase at a statistically significant rate 3 of the 5 following years, 2008-2012. Other assessments such as the DRA2 and EDL will be used in a body of evidence to measure growth.

COMPARISON OF CSAP READING AND DRA RESULTS OF ELL 5TH GRADERS 2007-08



In this goal we aspire to have the children who, in 3<sup>rd</sup> grade, are proficient in reading in Spanish be proficient in English reading when they reach 5<sup>th</sup> grade. From 2007 to 2008, the percentage of 5<sup>th</sup> graders (receiving biliteracy instruction) who were proficient on the CSAP reading (English) did not increase. This is not what we expected.

In the Spring of 2008 we administered the DRA, our District's adopted reading assessment. Based upon the students' DRA scores, we expected positive CSAP results that

would be released in August.

When we compare the results of the DRA, to the results of the CSAP Reading, we get a different picture. Fifty-seven percent of children receiving biliteracy instruction were at grade level as measured by the DRA, but only 19% scored as proficient on the CSAP. There was a significant difference in the performance of 5<sup>th</sup> graders on two reliable tests that measure reading achievement. See the graph to the left which illustrates the discrepancy. We are studying the data to understand the reason for the signifi-

cant discrepancy in the results of the two tests.

Columbine Elementary is working in a research partnership with the Literacy Squared Project of CU/Boulder. The purpose of the project is to identify strategies that help children make connections between reading and writing in English and Spanish. We are continuing in our collaboration with them to identify the strategies and to understand our students' reading achievement. Additionally, we are identifying language structures and functions of the CSAP that present difficulties for second language students and are incorporating those into our instruction.

## WHAT IS NUMBER SENSE?

Number sense is the understanding of number concepts, operations and applications. It includes the ability to use this understanding in flexible ways to make mathematical judgments and to select effective strategies to solve problems. Number sense includes mastery of basic math facts their underlying principles, estimation, mental computation and understanding mathematical relationships (for example the relationship between multiplication and division).

## ACHIEVEMENT GOAL—MATH

The percentage of students ranked as proficient or advanced on the CSAP Number Sense standard will increase at a statistically significant rate 3 out of the following 5 years. 2006-2011. Other assessments such as the AVMR, BVSD math assessment and Investigations unit assessments will be used to create a body of evidence to measure students' growth.

Number sense is considered by National Council of Teachers of Mathematics to be the critical math standard the leads to math achievement in other standards. Consistent with that finding, in 2007 the Columbine Design Team determined through an in-depth analysis of math achievement data, that number sense was the area in need of improvement in our math program.

Since that time, number

sense has been a major focus of our math program. To support this effort a diagnostic assessment, the AVMR, was adopted. The AVMR identifies children's mathematical understandings and points to next steps in their instruction. Although the achievement on the CSAP Number Sense standard remained approximately the same from 2007 to 2008, the focus continues.

While continuing our focus on number sense, we have reduced the size of math groups so that teachers can more readily focus on students' needs. Additionally, we have established an accelerated math path in 2<sup>nd</sup> through 5<sup>th</sup> graders for those children who are evidencing the need for additional challenge and/or advancement.

# Climate Goal

The staff at Columbine Elementary will address harassment issues by implementing a school wide anti-harassment program. By 2010, positive responses to questions on the harassment cluster of the School Climate survey will increase with statistical significance in 6 of the 8 questions.

In the 2007-08 school year, we began an “community building” program that was implemented by our school counselor, social worker and teachers. Each week children in each classroom met to learn about and implement skills in dealing with conflict, decision making and bullying.

Although responses to questions about harassment in the student Climate Survey did not increase, we are optimistic. Our goal is to see significant change not in one year, but in two years. Through the classroom meetings, students had opportunities to discuss issues of bullying and conflict that were not available before on a school wide basis.

We believe that first we must give children an avenue to openly discuss the issues, That is the first step. Then we must provide them with the skills to address

the issues in the real contexts of their lives at school and in their neighborhoods. Sometimes these contexts are very different. Our goal is for Columbine children to understand that

- they are safe at school
- they can expect respect at school from adults and other students

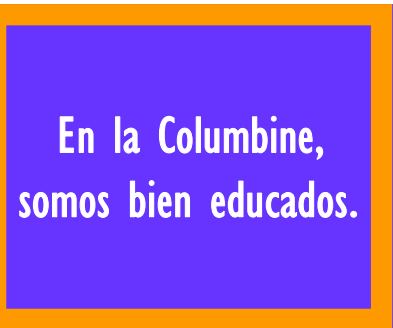
During the present school year, we are conducting in-depth surveys with 4th and 5th graders to determine how they define bullying. Also, individual interviews are being held with 5th graders to gain insights in peer relationships between ethnic groups. Information gleaned from these two efforts will guide future endeavors.

## OTHER FINDINGS FROM THE STUDENT CLIMATE SURVEY

The Student Climate Survey is administered to third, fourth and fifth graders every spring. Results from the 2008 administration show that

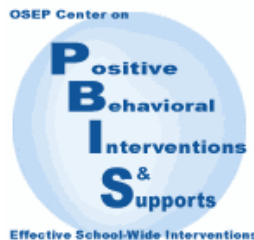
- More students at Columbine than the BVSD average feel that adults protect them from bullies
- More students at Columbine than those in BVSD on average feel they have an adult they can talk to

- A higher percent of Columbine students look forward to coming to school than students across the district.



## POSITIVE BEHAVIOR SUPPORT or PBS

At the heart of Columbine’s PBS framework are our three school rules: Be Safe, Be Responsible and Be Respectful. The “positive” aspect of the system is key. When students are “caught” demonstrating these behaviors, they are praised and sometimes rewarded with a Wildcat Celebration. There are clear and explicit expectations ( all written in the positive) of safe, responsible and respectful



behavior for various school zones such as the playground, the halls and the bathrooms. Because the PBS system is school-wide, Columbine staff developed their operating norms based upon the same model,

When behavior infractions occur, students complete a “Stop and Think” form that guides them through reflection in their behavior and identifying better choices in the future.

## COLUMBINE ACHIEVEMENT TRENDS

Overall, from 2003 to 2007, CSAP results in reading and writing steadily improved, trending up in both student growth and overall achievement. However, the 2008 CSAP results took a turn. The Columbine staff has been carefully examining the data and making instructional changes with the intent to return to the positive trend track. The following is information about reading, writing and math achievement and student progress at Columbine over time.

### Measures of Achievement and Progress

“Academic achievement at Columbine can be described in terms of how highly students achieve relative to state established standards, as well as in terms of how much progress students make from one year to the next relative to students statewide. The **former (achievement)** comparison can be made using percent proficient and advanced performance level attainment, along with the Colorado Department of Education’s weighted index, in which proficient is assigned a value of 100, advanced, 150, partially proficient, 50, and unsatisfactory/not tested, minus 50. Using the weighted index, a school in which half the students attained the proficient level and half attained the partially proficient level would receive a score of 75. **Progress**, on the other hand, is assessed with a more fine-grained comparison of each student’s scale scores from one year to the next. Scale scores are related to the number of correct answers a student attains on the CSAP.”

*Jonathan Dings,*

*BVSD Chief of Planning and Assessment*

## READING

- The overall CSAP Reading weighted index scores rose from 26 in 2003 to 36 in 2007 and fell to 20 in 2008.
- Columbine student growth as measured by the CDE Growth Model (matched student scale score gains) was at or above the state average in 2006 and 2007 and close to the state average in 2008.

Learning is the consequence  
of thinking...far from thinking  
coming after knowledge,  
knowledge comes on the  
coattails of thinking.

David Perkins  
Smart Schools

- Fifty-seven percent of 2008 ELL 5<sup>th</sup> graders were at grade level as measured by the DRA, but only 19% scored as proficient on the CSAP. There was a significant difference in the performance of 5<sup>th</sup> graders on two reliable tests that measure reading achievement.

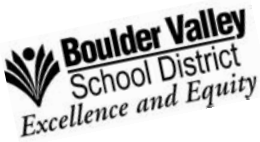
- Performance on the 3<sup>rd</sup> grade Lectura ( the Spanish equivalent to the CSAP Reading) has been consistently high since 2004, the first year it was administered at Columbine. For example, weighted index scores were 66 in 2004, 98 in 2006 and 87 in 2008. Eighty-eight percent of the 2008 3<sup>rd</sup> graders receiving

## WRITING

- The overall CSAP Writing weighted index scores rose from 28 in 2003 to 49 in 2007 and fell to 36 in 2008
- Columbine student growth as measured by the CDE Growth Model (matched student scale score gains) was at or above the state average in 2006 and 2007 but below the state average in 2008.
- Weighted index scores for a matched group (the same students) from 4<sup>th</sup> grade in 2007 to

5<sup>th</sup> grade in 2008 rose significantly, from 18 to 35.

- Performance on the 3<sup>rd</sup> grade Escritura ( the Spanish equivalent to the CSAP Writing) has been similar to performance on the Lectura, but not as high. Weighted index scores were 66 in 2004, 89 in 2006 and 83 in 2008. Sixty-eight percent of the 2008 3<sup>rd</sup> graders receiving biliteracy instruction were proficient or advanced on the Escritura assessment.



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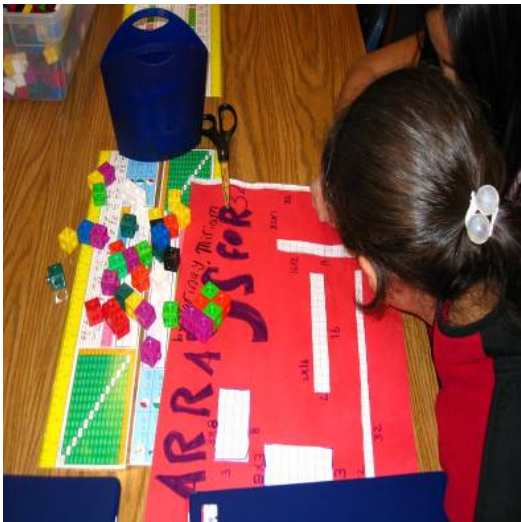
## COLUMBINE SIT

The Columbine SIT (School Improvement Team) was established in the fall of 2008. The group is comprised of parents and teachers. The purpose of the SIT is to guide the development and implementation of the school's goals for improvement in achievement and climate. Being that this is the group's first year of operation, it was determined that the climate goal would be the group's primary focus. Additionally, the SIT has been working with the Design Team (Columbine's teacher decision making group) to study the new CDE Growth Model and corresponding school data. The SIT reports to the PTA on a monthly basis.

## MATH

Math has proved to be the greatest academic challenge, as measured by CSAP, for Columbine over the past two years.

- There was an increase of Weighted Index from 2005 to 2007, from 41 to 44. The Weighted Index for 2008 decreased to 39.



- Columbine student growth in CSAP math as measured by the CDE Growth Model (matched student scale score gains) from 2007 to 2008 was significantly below the BVSD median growth for all subgroups and overall.

- Weighted index scores for a matched group (the same students) from 3rd grade in 2006 to 5<sup>th</sup> grade in 2008 declined significantly from 75 to 38.

- Students' mathematical growth as measured by the AVMR has been consistently monitored and shows positive gains. However, the achievement measured by the AVMR is not yet correlated to the CSAP.