

School District 11  
Title I Choice  
and  
Supplemental Educational Services  
Procedures and Implementation  
School Year 2003-2004

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## Summary of “Title I Choice” Guidelines 2003-2004

- The “Title I Choice” process from the 2002-2003 school year was reviewed in the spring of 2003.
- “Title I Choice” criteria and guidelines were updated consistent with the guidance available in the winter and spring of 2002.
- Three schools were identified as eligible for “Choice” for the 2003-2004 school year.
- A notification letter, signed by the President of the District 11 School Board was prepared for each Title I school eligible for “Title I Choice.” (Three schools)
- The principal of each school eligible for Title I choice prepared a letter to his/her community indicating the reform efforts underway within their school to increase student achievement.
- The letter from the Board president, the school principal, the one page application and the Choice guidelines were mailed to parents of each student enrolled within the school as well as those students who were eligible for enrolling in the fall of 2003.
- This information packet was translated into Spanish. A total of 1381 letters were mailed. Only five were returned as undeliverable.
- Each parent of a Title I school on Second Year Improvement (no Title I schools were designated as First Year Improvement Status for 2003-2004) was given the choice of between six and eight schools, each of which had a Governor’s report card rating of average and/or above for Overall Academic Performance, and a rating of stable and/or above for Overall Academic Improvement.
- Parents only had to complete a half page application to initiate the “Title I Choice” Process. Students who were enrolled in Choice schools in the 2002-2003 school year, and whose home schools were still eligible in the 2003-2004 school year did not need to reapply.
- Parents sent their “Title I Choice” application directly to the Director of Title I for processing and approval.
- The “Title I Choice” process offered three application windows from May 2002 to September 2002 to accommodate parents who were new to the District and/or school during the summer and the fall of 2002.
- All parents eligible for “Title I Choice” received their first “choice”.
- Transportation from sending school to receiving school was provided to all students who were approved for “Title I Choice.”
- No applications for “Title I Choice” were denied for the 2003-2004 school year.

## Title I Choice Transportation Criteria

Colorado Springs School District 11  
 Department of Instructional Services  
 Title I  
 2003-04 Designated Alternate Schools  
 As of 4/18/03

In determining the "Title I Choice" designated alternate school options for parents of students eligible for "Title I Choice" the committee considered the following items:

"LEAs must strive to provide the fullest possible menu of school choices to parents and must take into account the parents' preferences among the choices offered." (USDOE Guidance, December 2002)

- "An LEA may not use lack of capacity to deny students the option to transfer." (USDOE Guidance, December 2002)

Receiving school to be ranked average or above on the most recent State Accountability Report.

Transportation zones will be created.

Transportation will be provided from sending school grounds to receiving school grounds except for special education students whose IEP has transportation stated as a related service.

Peterson Air Force Base may need to be a special stop.

Title I Schools on Improvement Status (From)	Projected Enrollment for 2003-04 as of 4/18/03 *	Estimated travel time to "Choice" Schools	"Title I Choice" Schools (To)	Working Capacity for 2003-04	Projected Enrollment for 2003-04 as of 4/18/03 *	Capacity at each "Choice" School (Based upon working capacity less projected enrollment)	2001-2002 Colorado Accountability Reports Overall Academic Performance and Overall Academic Improvement
Ivywild	162	45 minutes	Howbert Chipeta Jackson Midland Trailblazer Holmes West North	250 625 275 175 575 725 725 875	230 451 256 120 384 777 514 770	20 174 19 55 191 -52 211 105	High, Stable Excellent, Stable Average, Improvement Average, Improvement Excellent, Stable High, Stable Average, Stable Average, Stable
Roosevelt-Edison	650	45 minutes	Audubon Henry Madison Penrose Rudy Stratton Steele	600 500 450 600 600 350 300	302 474 349 512 462 312 260	298 26 101 88 138 38 40	Average, Improvement Average, Improvement Average, Significant Improvement Average, Stable High, Stable High, Improvement Excellent, Stable
Monroe	454	45 minutes	Audubon Steele Stratton Madison Penrose Henry	600 300 350 450 600 500	302 260 312 349 512 474	298 40 38 101 88 26	Average, Improvement Excellent, Stable High, Improvement Average, Significant Improvement Average, Stable Average, Improvement

Rounded to the nearest whole number

## Interim Guidelines

### Title I Choice Guidelines for the 2003-2004 School Year\* May 9, 2003

- I. Parents/Guardians of students in Title I Schools on School Improvement or Corrective Action may apply for "Title I Choice" from May 9 through June 9, 2003. "Title I Choice" means the opportunity for students who currently attend a Title I School that was on Improvement and/or Corrective Action Status during the 2002-2003 school year to apply to attend a designated alternate District school for the 2003-2004 school year that is not on School Improvement or Corrective Action Status, with transportation provided by the District.
  - A. The time frame to apply for the 2003-2004 school year is from May 9, 2003 to June 9, 2003.
  - B. Parents of students who move into the attendance area of a District Title I School on Improvement and/or Corrective Action Status, after the application time frame closes, will be given a 30-calendar day window to apply for "Title I Choice" at the beginning of the 2003-2004 school year. The designated window will be from August 19, 2003 to September 19, 2003.
  - C. Each parent/guardian of a student currently attending a Title I school on Improvement or Corrective Action Status, will be notified by mail of the designated alternate schools available to them in the District's "Title I Choice" program.
  - D. "Title I Choice" will allow students to attend a designated alternate school not on Improvement and/or Corrective Action Status. For the 2003-2004 school year, each designated alternate school will be rated Average or above.
  - E. Only students who reside within Board approved attendance boundaries of a Title I School that was on Improvement Status and/or Corrective Action for the 2002-2003 school year, are eligible to apply for "Title I Choice" for the 2003-2004 school year.
  - F. Students who reside outside of the District and attend a Title I School on Improvement or Corrective Action Status under a voluntary permit are not eligible for "Title I Choice."
  - G. An approved "Title I Choice" application is not considered to be a permit under BOE Policy JFBA/JFBB and as such is not subject to the ordinary permit revocation process as outlined in that Policy.
    1. Approval of a "Title I Choice" application does not exempt the student from other policies, procedures, regulations and/or administrative guidelines including, but not limited to, those relating to student discipline and safe schools.
- II. Except as otherwise permitted by law, transportation will be provided to designated alternate schools provided that the student's home school remains on Title I Improvement and/or Corrective Action Status, the student retains his or her eligibility under the program, the chosen school remains a designated alternate

- school under "Title I Choice," and the chosen school is not itself on Improvement and/or Corrective Action status.
- A. Transportation of students approved for "Title I Choice" shall be from the grounds of the sending school to the grounds of the receiving school, except as otherwise required by law.
  - B. Transportation of special education students who's IEPs include transportation as a related service will be provided transportation from their homes or nearest pick-up point to the designated alternate school.
- III. Except as otherwise permitted by law, students who are approved for Title I Choice may remain at the chosen designated alternate school – subject to applicable policies, procedures, regulations and/or administrative guidelines – until they age out of the school provided that the student's home school remains on Title I Improvement and/or Corrective Action Status, the student retains his or her eligibility under the program, the chosen school remains a designated alternate school under "Title I Choice," and the chosen school is not itself on Improvement and/or Corrective Action status. Whether or not transportation is provided by the District for all or a part of the time the student remains at the chosen school is a separate determination that will depend on a number of factors (see Section II above).
- IV. Title I Choice Application Procedures
- A. A parent may apply for their child to attend a designated alternate school that is not on Improvement and/or Corrective Action Status by completing the Title I Choice application and returning it to the Title I Office on or before June 9, 2003.
  - B. The Title I Office will rank received applications per school on Improvement or Corrective Action Status based upon the highest academic need as determined by CSAP scores and Free and/or Reduced Lunch Status.
    1. Students who have scored the lowest on CSAP and who are Free and/or Reduced Lunch status will be given priority in rank order.
      - a. Students with Disabilities: requests from the parents of students with disabilities for "Title I Choice" to attend another school or program, shall be considered in accordance with these guidelines and applicable state and federal laws. The student's current Individual Education Plan (IEP) shall be used to determine if the requested school or program can meet the student's needs as the school or program currently exists and is staffed.
    2. Applications for "Title I Choice" will be considered consistent with requirements in Section IV, A, B and E herein.
    3. The receiving school and the sending school, as well as the parent/guardian who requested choice, will be notified of the status of the application by letter dated not later than July 1, 2003.
- V. General "Title I Choice" Guidelines
- A. By granting "Title I Choice" the District is not required to:
    1. Make alterations in the structure of a requested school or make alterations to the arrangement or function of rooms or otherwise modify facilities within a requested school;
    2. Establish and offer any particular program in a school if such program is not offered currently in that school;

3. Alter or waive any established eligibility criteria for participation in a particular program including age requirements, course prerequisites, and required levels of performance.
  4. Provide Title I services at any designated alternate school unless the school has otherwise been identified by the District as a Title I School.
- B. "Title I Choice" may be denied for the following reasons:
1. The student does not meet the established eligibility criteria for participation in a particular program (including age requirements, course prerequisites, and required levels of performance);
  2. The student has been expelled or is in the process of being expelled for any reason;
  3. The student has been expelled from any school district during the preceding twelve months;
  4. The student's immunization records are incomplete;
  5. The student has exhibited behavior in another school district during the preceding twelve months that is detrimental to the welfare of safety of other pupils or of school personnel.

**COLORADO SPRINGS SCHOOL DISTRICT 11**

**Title I Choice Application 2003-2004**

**To be filled out by parent/guardian**

Student's Legal Name: First \_\_\_\_\_ Middle \_\_\_\_\_  
Last \_\_\_\_\_

Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Home Phone Number \_\_\_\_ - \_\_\_\_\_

Is student receiving special services? YES \_\_\_\_\_ NO \_\_\_\_\_

If yes, what services (s):  
\_\_\_\_\_

I request Title I Choice from Roosevelt-Edison Charter School to: (Circle only one of the schools listed below).

Choices for Roosevelt-Edison students for 2003-2004:		
Audubon Elementary	Henry Elementary	Madison Elementary
Penrose Elementary	Rudy Elementary	Stratton Elementary
Steele Elementary		

**PARENT:**

*I understand that if my child's home school is no longer on Title I School Improvement Plan Status that District 11 is not responsible for the transportation of my child to the Choice school.*

*I understand that the Title I Choice Guidelines apply to all such applications.*

**"I HAVE READ AND AGREE TO THE GUIDELINES FOR PROCESSING 2003-04 TITLE I CHOICE APPLICATION. "**

PARENT/GUARDIAN SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

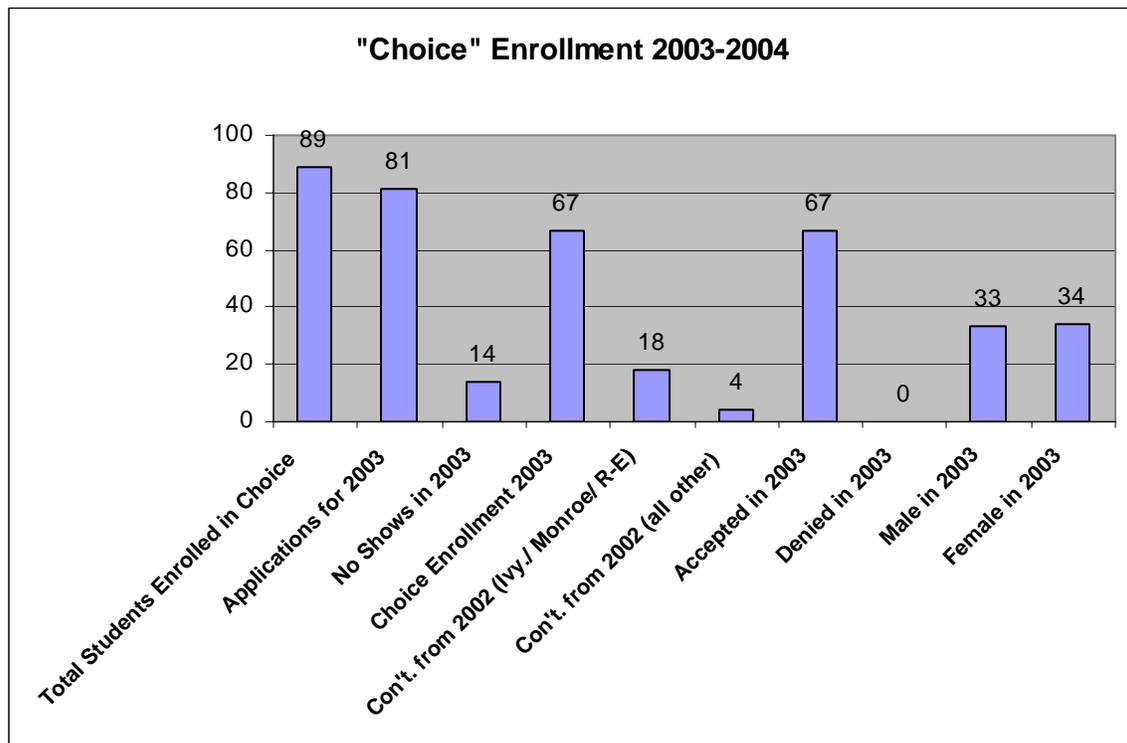
**This application must be completed between May 9, 2003 – June 9, 2003 and returned on or before June 9, 2003 to the District 11 Title I Office. Please use the provided self-addressed stamped envelope. Should you lose the envelope the completed application should be mailed to:**

Taylor Young, PhD  
**Director of Title I**  
School District 11  
1115 North El Paso  
Colorado Springs, Colorado 80903

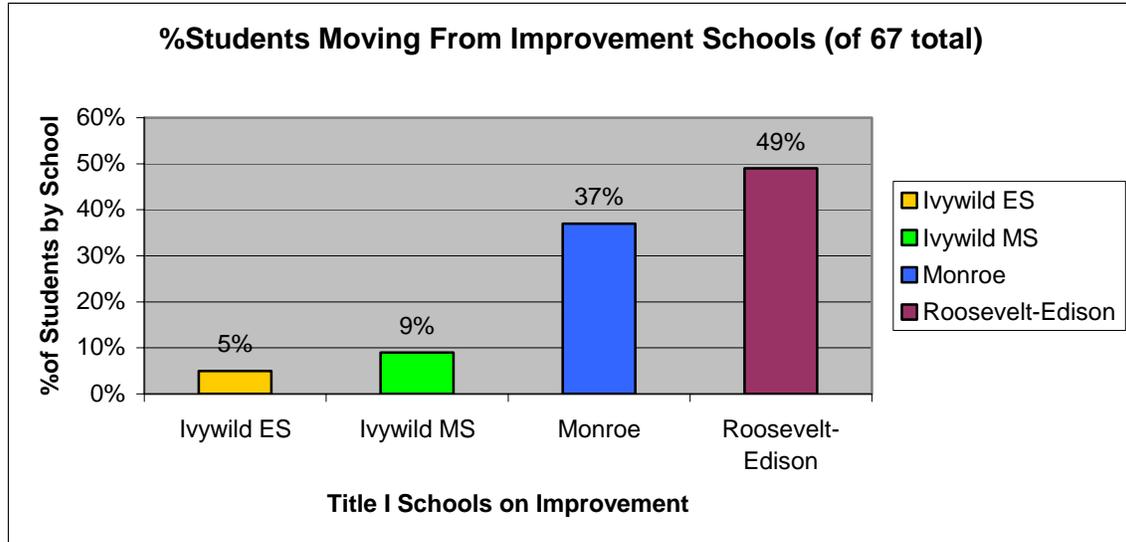
5/12/03

## School Choice Data

The following chart details the number of "Title I Choice" applications for the 2003-2004 school year. The enrollment for all students from 2002-2004 (two school years) is 89 students. Eighty-one new applications were submitted in 2003. Fourteen students who were approved for "Choice" in 2003-2004 failed to enroll in the school of choice leaving 67 new enrollees for the 2003-2004 school year. Eighteen students who exercised "Choice" from the 2002-2003 school year from Ivywild, Monroe, and Roosevelt-Edison continued attendance at their "Choice" school in 2003-2004. Four students who exercised "Choice" from the other six school eligible for "Choice" in the 2002-2003 school year continued in their schools of choice for the 2003-2004 school year. No applications were denied for the 2003-2004 school year. Of the total new applications for 2003-2004, the split between males and females was nearly equal at 33 and 34, respectively.

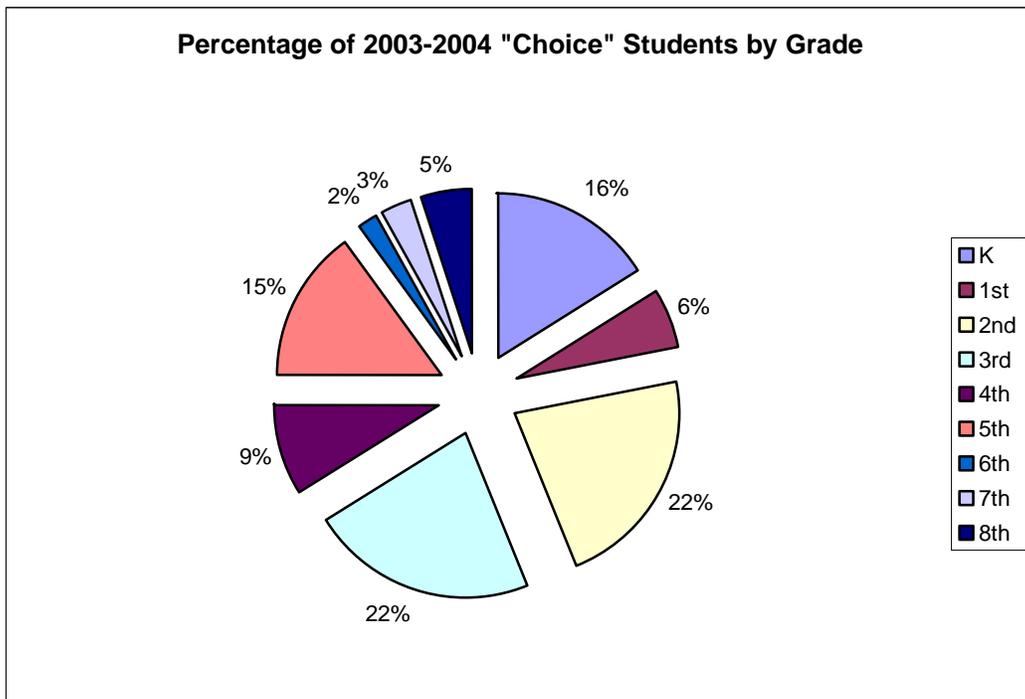
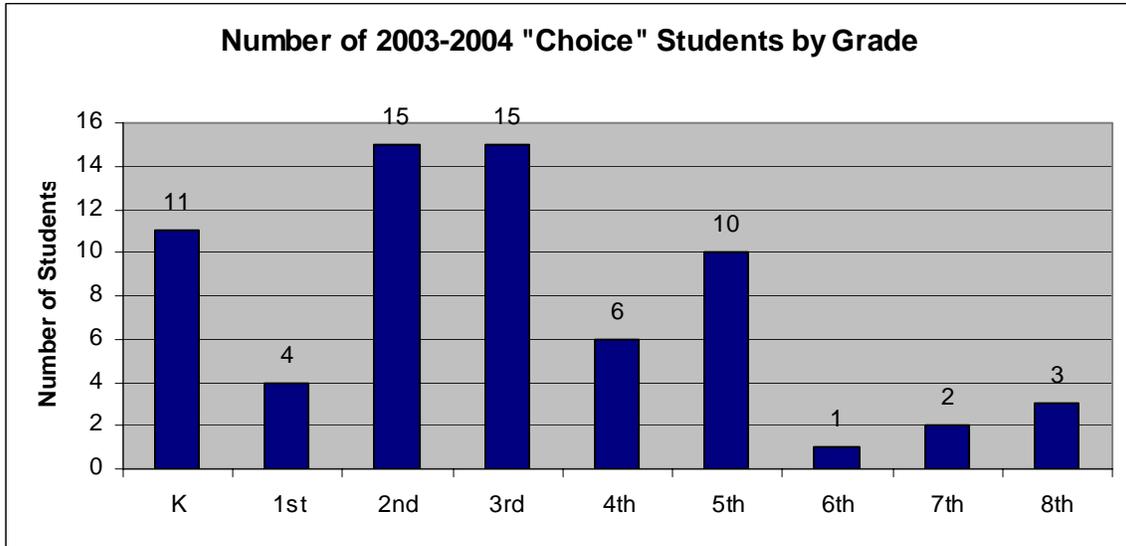


This chart disaggregates the students who actually moved from their Improvement Status home school by percent per school in the 2003-2004 school year. All three schools, Ivywild, Monroe, and Roosevelt-Edison began the 2003-2004 school year on Second Year Improvement Status, but it was later determined that Monroe met AYP requirements for 2002-2003, and placed “on hold” for the 2003-2004 school year.

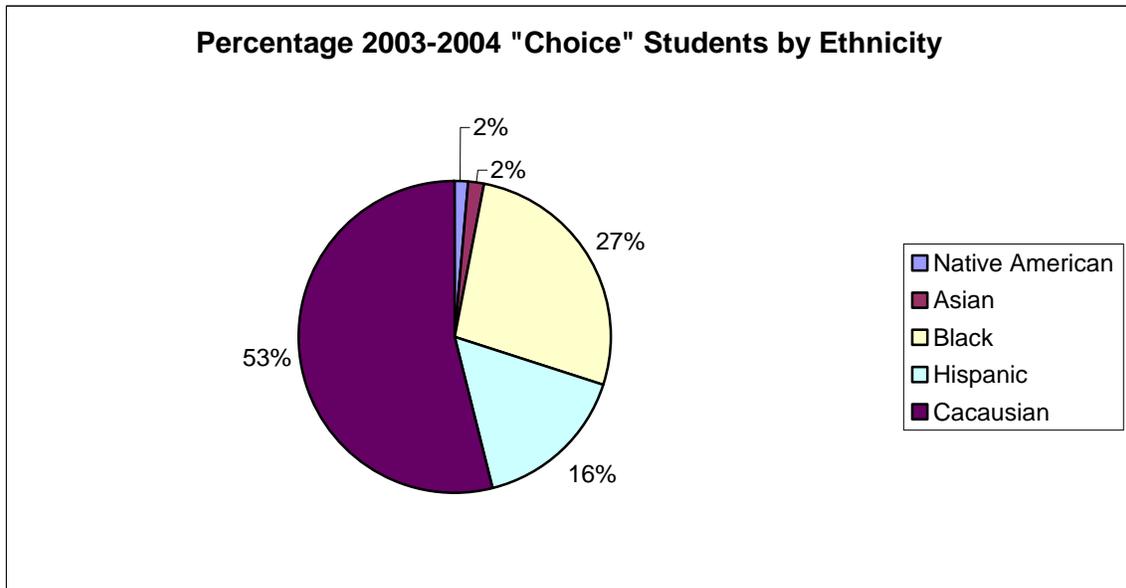
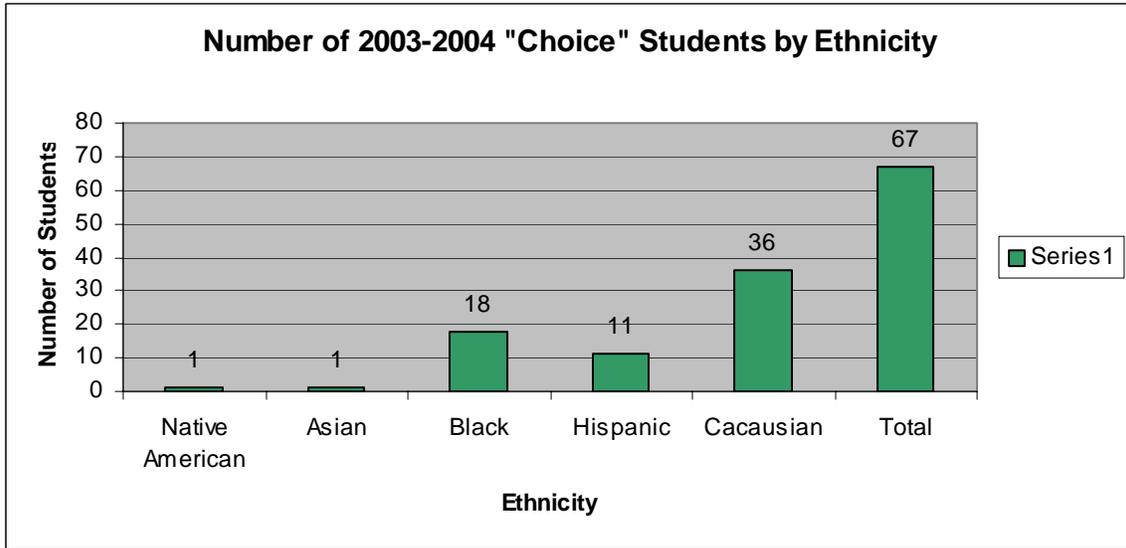


Of the seven elementary schools that were eligible for “Choice” in 2002-2003 and **not** eligible for “Choice” in 2003-2004, only four Wilson students moved from their Improvement Status home school in 2002-2003 and remained at their “Choice” school for the 2003-2004 school year.

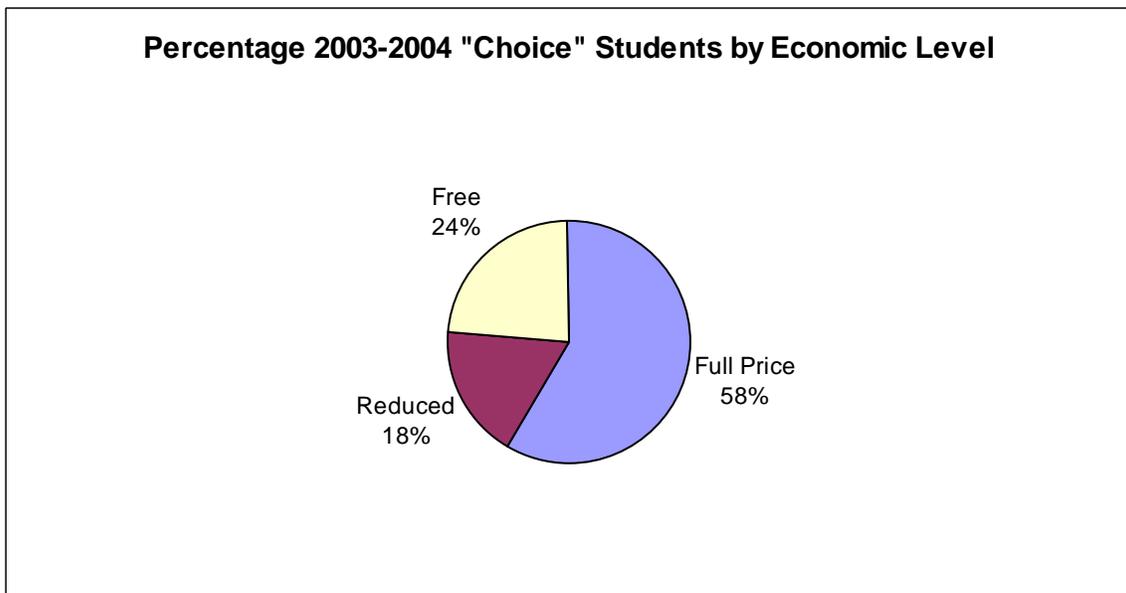
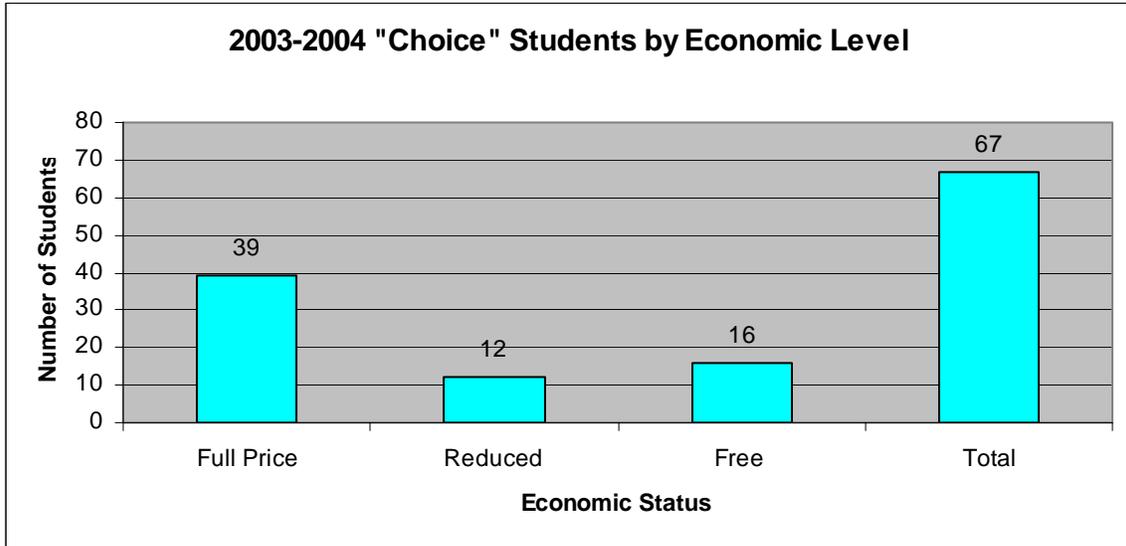
These graphics show the total number and percent of students, by grade level, who exercised "Title I Choice". Interestingly, only two grade levels, second and third, comprise nearly half (44%) off all students exercising "Choice" from all nine grade levels.

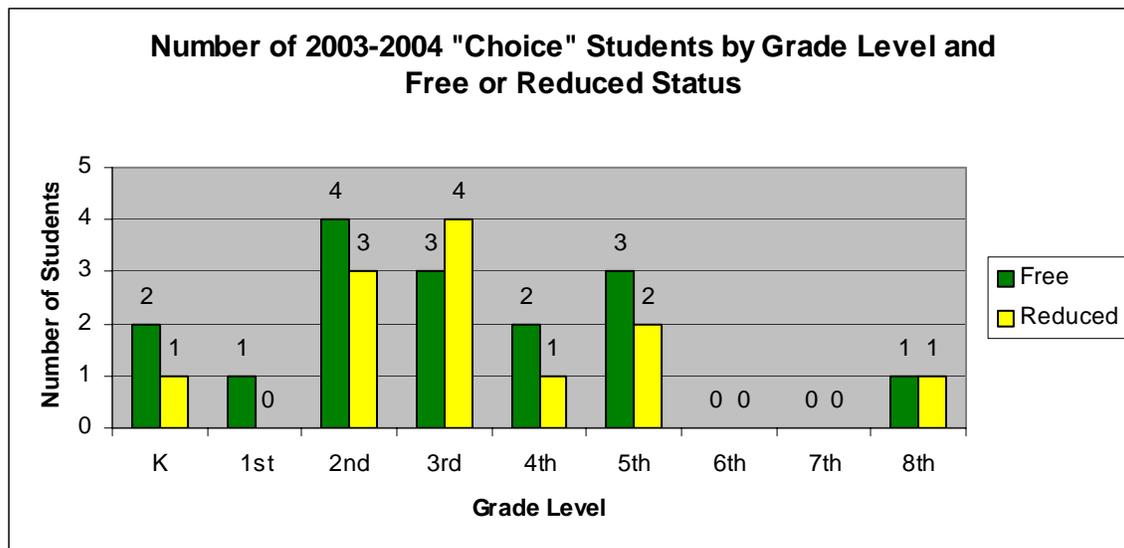


While one concern regarding "Title I Choice" was the possibility that minority groups would "flee" from Improvement Status schools, this chart reveals that 36 Caucasian students, 54% of the total, were the overwhelming majority of students exercising "Title I Choice". Black students were a distant second with 27% of the total, exactly half of the Caucasian students. These numbers are highly similar to the 2002-2003 numbers.



The following charts illustrate the number and percent of students collectively and by grade level who actually enrolled in a "Title I Choice" school, and who are classified as Economically Disadvantaged. Less than half of the total—42%--who exercised "Title I Choice" are Economically Disadvantaged. In 2002-2003, 57% of all students exercising "Choice" were Economically Disadvantaged.



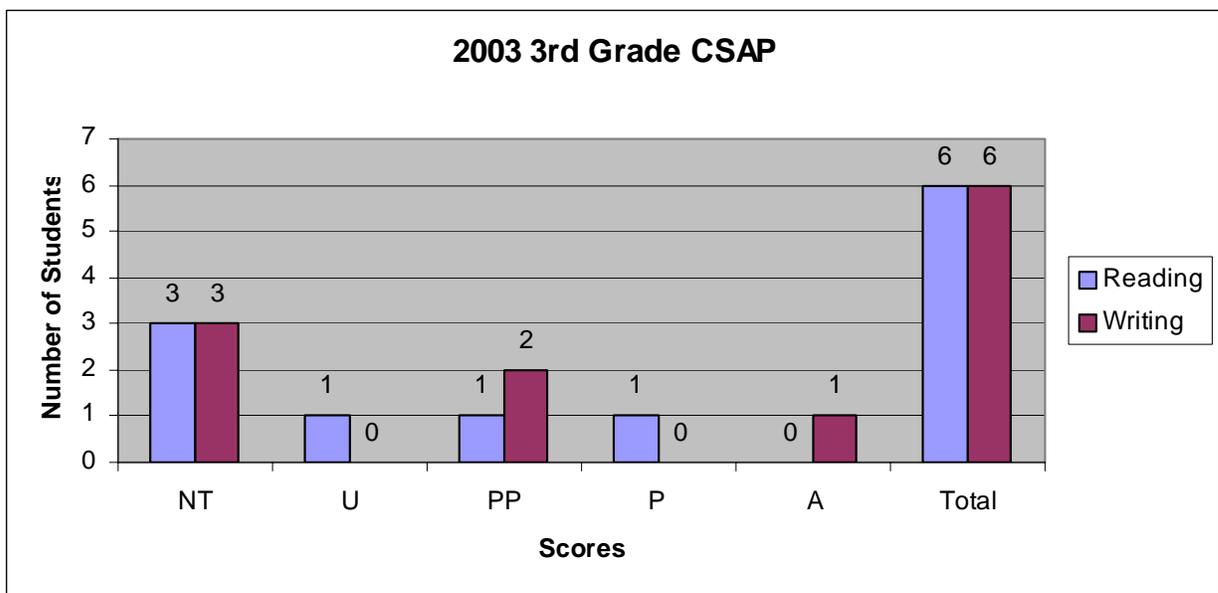
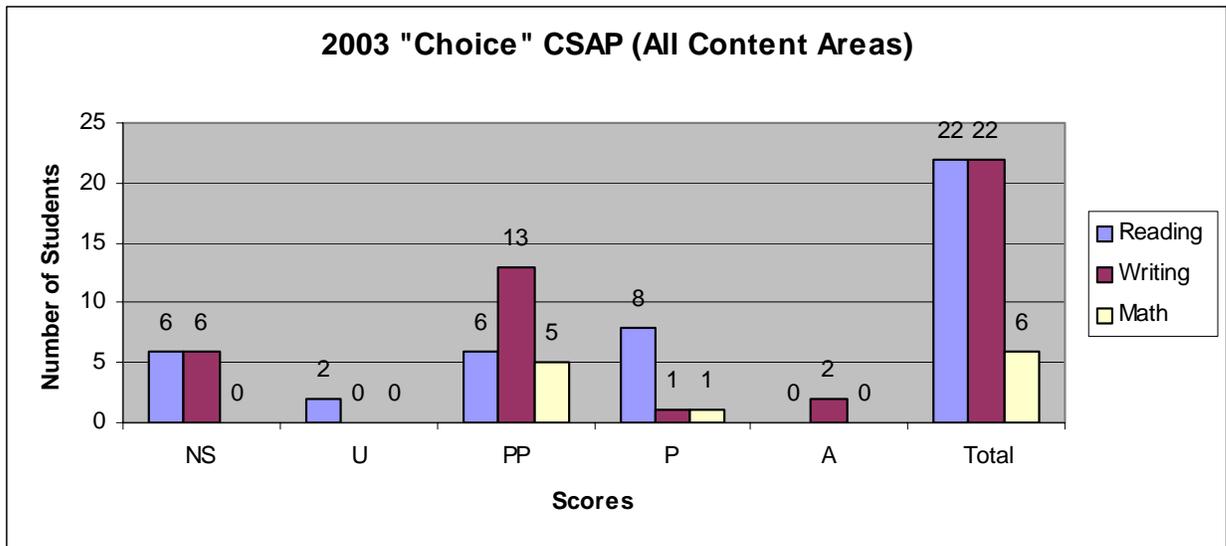


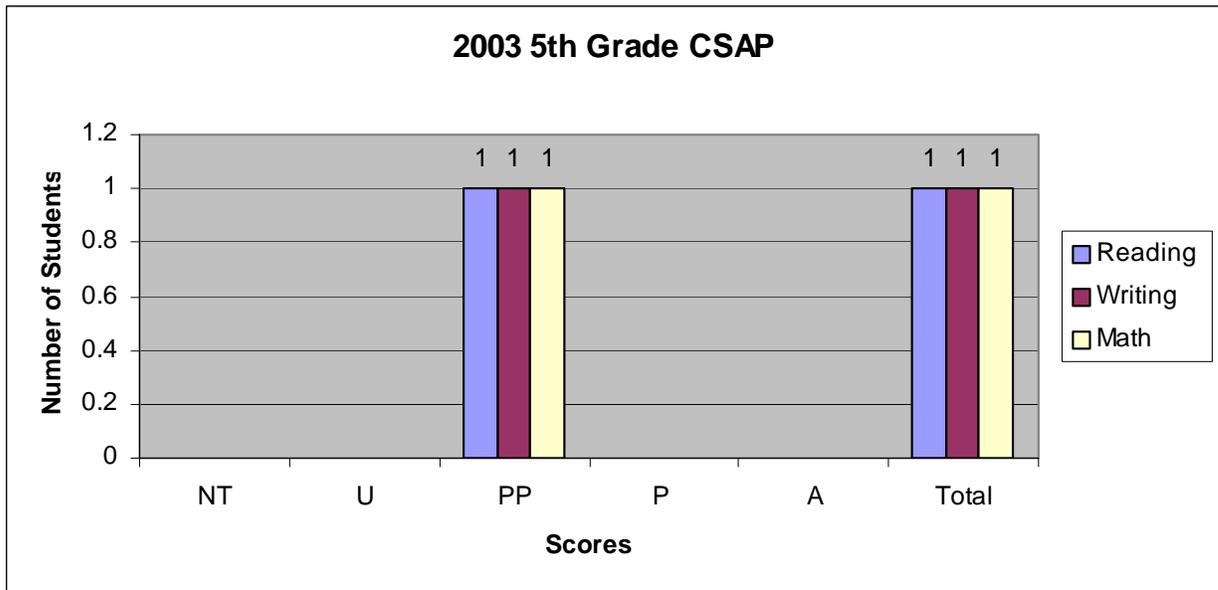
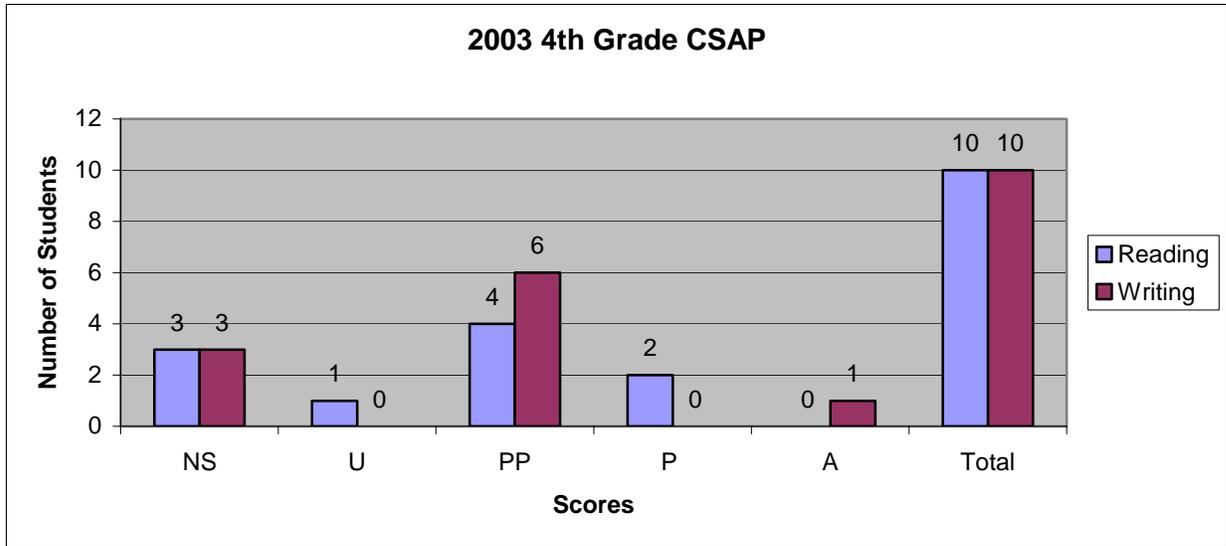
Of the 15 designated "Title I Choice" receiving schools, parents chose 11. This table correlates Improvement Status Home Schools with receiving schools by the number of students moving to each receiving school. As in 2002-2003, Penrose, Madison, and Audubon received the most students, respectively.

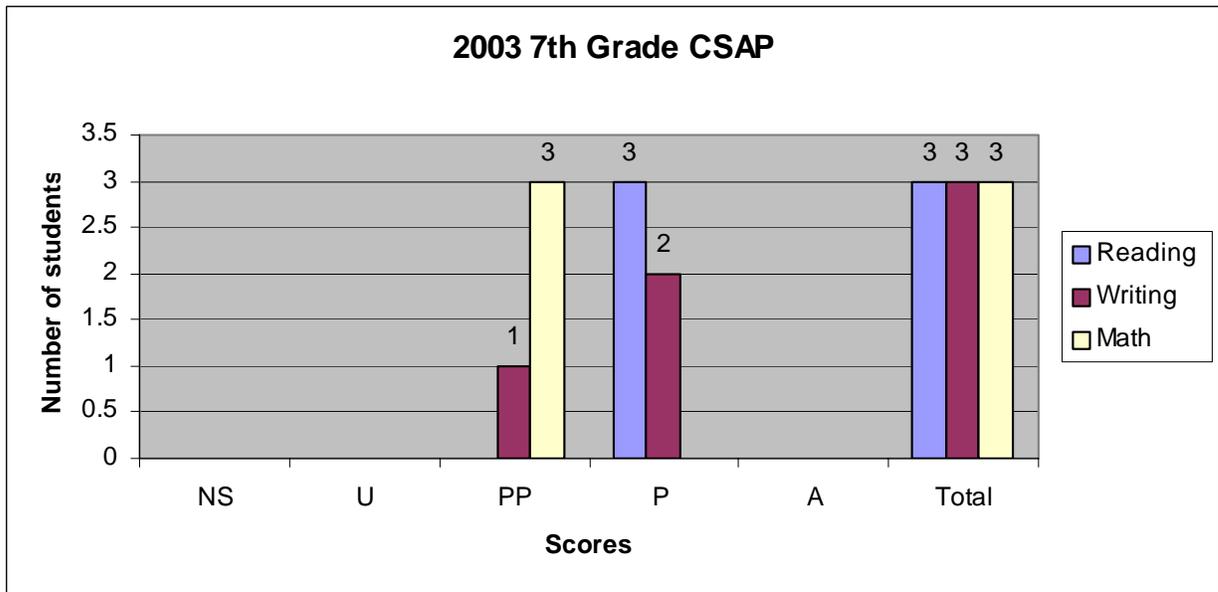
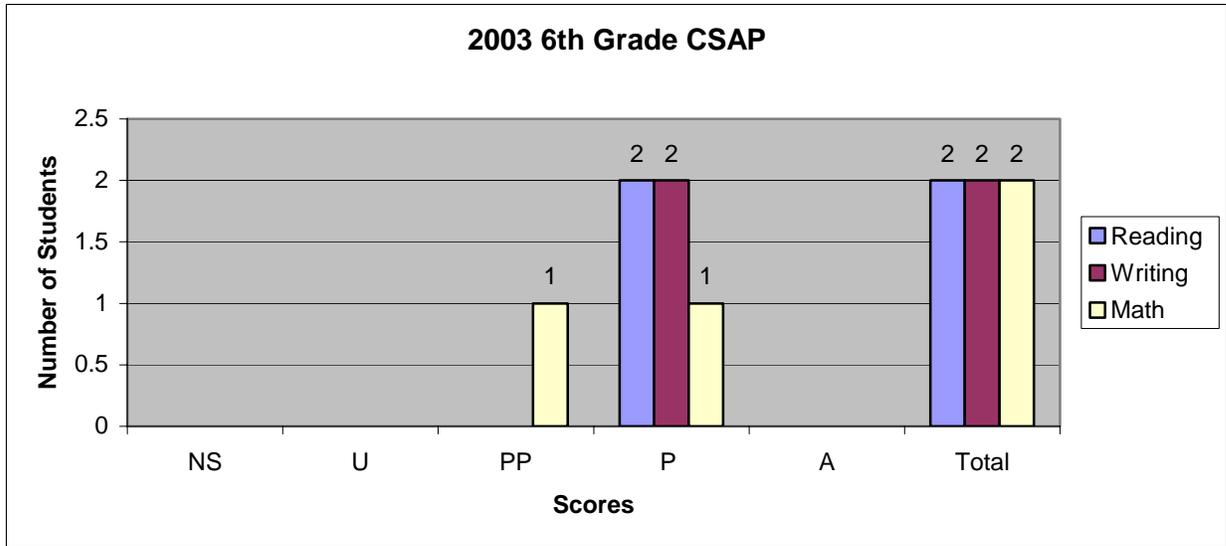
Home School	CHOICE SCHOOL					
	Audubon	Chipeta	Henry	Holmes	Madison	
Ivywild		1		4		2
Monroe	5		7		4	
Roosevelt-Ed	6		3		8	

Home School	CHOICE SCHOOL				
	North	Penrose	Steele	Stratton	West
Ivywild	1				1
Monroe		6	3		
Roosevelt-Ed		7	7	2	

The following charts correlate scores from the 2003 Colorado Student Assessment Program (CSAP). No CSAP data is available for kindergarten through third grade students, as they have not taken this assessment yet. From the 22 third through seventh graders who moved (these are current fourth through eighth graders), 50 scores were generated. Six (12%) were recorded as No Score (NS); this could be because they were not eligible to take the assessment due to ELL status, they were not in the state of Colorado in 2003 and did not take the assessment, they moved during the 2003 administration of the assessment, etc. Only two scores (4%) were in the Unsatisfactory (U) range. The remaining 42 scores (84%) were in the "Proficient or Above" range (Partially Proficient, Proficient, and Advanced).







## Supplemental Educational Services

Supplemental Educational Services are additional tutoring services offered to students who attend schools in the second year of Title I School Improvement, Corrective Action, or Restructuring. In the 2002-2003 school year, Helen Hunt and Zebulon Pike were required to offer these services as both schools were on Second Year Improvement status. It was determined, however, in December 2002 when the State defined the requirements for Adequate Yearly Progress for 2001-2002 school year, that both of these schools met the requirements for AYP for the 2001-2002-baseline year. At this time, Supplemental Educational Services were suspended because no students were currently enrolled. A letter was sent to all parents who had inquired about these services congratulating them on their contribution as parents to helping the school meet its goals, and explaining the suspension of Supplemental Educational Services. No further inquiries or questions from parents regarding Supplemental Educational Services were fielded.

The 2003-2004 school year is the second year elementary schools in District 11 are required to offer Supplemental Educational Services. Ivywild Community School, James Monroe, and Roosevelt-Edison Charter School were the three Title I elementary schools that did not meet the requirements for AYP for the 2001-2002 baseline year thus placing them on First Year Improvement status for the 2002-2003 school year. These three schools all moved into Second Year Improvement status for the 2003-2004 school year. It was determined in September 2003 that Monroe had met the requirements for AYP for the 2002-2003 school year; therefore, Monroe went into a "hold harmless" pattern, being required to offer all services from the 2002-2003 school year (Title I "Choice"), but no further services (Supplemental Educational Services). At this time, the notification process for Supplemental Educational Services for students at Ivywild and Roosevelt began.

Parents were informed of the Supplemental Educational Services opportunity via a letter mailed to all families in the Ivywild and Roosevelt attendance areas. This letter contained information regarding the benefits of additional tutoring services, eligibility information, District 11 contact information, and the list of 2003-2004 Supplemental Educational Services vendors for the Colorado Springs area. This letter was crafted to have a reading level of 6.3 prior to the addition of the vendor information, with a final reading level of 8.8 with vendor information added. The letter was translated into Spanish and mailed to all families in English and in Spanish to those requesting information be sent in their primary language. A total of 547 letters were mailed (416 English, 125 Spanish) on September 19, 2003.

The first inquiries from parents began on October 2, 2003. As parents contacted the Title I Office, information about the families and students was collected to determine eligibility. If the students met the eligibility requirements of being classified as Economically Disadvantaged and low-performing, individual meetings between the parents and Ms. Holly Hudson, Title I Coordinator, were set up. Spanish translation services were provided for telephone contact and the face-to-face meetings when necessary. At the meetings, all vendor information was again presented to parents, and

they were asked to decide which vendor best met the needs of their child. Some made the decision at the meeting, and some took additional information home for further discussion with family members and called the Title I Office after the meeting. The following table summarizes the parental choices of Supplemental Educational Services vendors:

<b>NAME OF VENDOR</b>	<b>NUMBER OF STUDENTS ENROLLED</b>	<b>HOME SCHOOL IVYWILD</b>	<b>HOME SCHOOL ROOSEVELT-EDISON</b>
Brainfuse Online Instruction	1	0	1
Colorado Springs District 11	9	0	9
CompassLearning	3	0	3
John Corcoran Foundation	0	0	0
Kumon North America, Inc.	0	0	0
Newton Learning	0	0	0
S.M.A.R.T. Schools	0	0	0
Smarthinking, Inc.	0	0	0

In November 2003, District 11 received the finalized Adequate Yearly Progress results from the Colorado Department of Education and learned that Ivywild and Roosevelt, while not meeting the requirements for AYP for the 2002-2003 schools year, were eligible to appeal that decision on the basis of “statistical error” (NCLB, Sec. 1116(2)(B) Evidence). Ivywild and Roosevelt appealed their AYP determinations. It was determined in December 2003 that these schools did meet the requirements for AYP. They will both remain on Second Year Improvement status, but will be in “hold harmless”, as Monroe is, and will not be required to offer Supplemental Educational Services. All students who were enrolled in Supplemental Educational Services on December 19, 2003 will complete their services, but no new enrollees will be taken after that date.

Again, as in 2002-2003, only a very small percentage of all parents/guardians contacted by letter responded to this opportunity (slightly less than 3%). Two students whose parents contacted the Title I Office were not eligible for services due to no academic need. It is clear that, despite efforts to make the initial contact letter reader-friendly, the parents/guardians who contacted the Title I Office had limited understanding of the program and/or its requirements. All requested face-to-face meetings with Ms. Hudson to discuss the vendor options. This parent group was more proactive in making decisions regarding the vendor of choice than last year’s group.

In the 2003-2004 school year, the final cost of Supplemental Educational Services to School District 11 was \$3788.32.

## Supplemental Educational Services Issues and Recommendations

- The timing of Supplemental Educational Services notification requirements is frustrating for all districts involved. Notification is required to go out to parents prior to the finalization of AYP, which puts districts in the uncomfortable position of deciding how to handle schools that offer Supplemental Educational Services, but later meet the requirements for AYP.
  - District 11 may want to consider not beginning Supplemental Educational Services until the finalization of AYP. Parents could be notified that their school *could* offer these services, and follow up when AYP is finalized.
  - A specific timeline for applying and determination might be utilized, rather than the rolling enrollment used in the 2002-2003 and 2003-2004 school years.
- Parents are not receiving the information regarding Supplemental Educational Services, as evidenced by the low turnout of inquiries.
  - Parents/guardians must “hear” the information regarding Supplemental Educational Services several times: in writing, from the school itself (perhaps at Open House in the fall), through posters in the community, and even through newspaper advertisements.
- The process of determining eligibility of and enrolling students is too lengthy.
  - Economic status of students needs to be determined in a timely manner.
  - Academic status of students needs to be determined in a timely manner.
  - Contracts with vendors need to be established prior to the initial Title I meeting with parents/guardians.
  - Vendors who refuse to follow well-established District contract guidelines need to be quickly eliminated from the vendor list so that parents/guardians are not kept waiting indefinitely for services after approval.
- District 11 as a vendor of Supplemental Educational Services has consistently been lacking tutors to service students.
  - Teachers who receive training through the Title I Office should make a commitment to tutor students for the year they receive training.
  - A change in the program from Reading Mastery to a non-tutor dependent program offered through District 11 might be considered.

## **Appendix A**

### Board of Education “Choice” Letters to Parents

- Ivywild Elementary
- Ivywild Middle School
- Monroe Elementary
- Roosevelt-Edison Charter School

April 26, 2003

Dear Parent/Guardian:

Thank you for supporting your children as they move toward achieving their educational goals. As a Title I school, Ivywild School receives federal funding to support their schoolwide program. There are specific state and federal rules that apply to the performance of students in Title I schools. These rules require parents to be informed when their school is on Title I School Improvement Status as a result of not making Adequate Yearly Progress. Ivywild School is completing its first year on Title I School Improvement Status and has not been removed from this status for 2003-2004.

Based on federal law, students in schools on Title I School Improvement Status are eligible to attend a school that is not on Title I School Improvement Status. The schools from which you may choose for the 2003-04 school year are: Howbert, Chipeta, Jackson, Midland or Trailblazer. District 11 will provide transportation or pay for transportation (mileage) from Ivywild to any of your choices. It is estimated that the departure time from your child's home school to the "choice" school will be approximately 7:15 a.m.

On the reverse of this letter is a chart along with an explanation stating the most recent School Accountability Report rating of each of your choice schools. If you want your child to attend one of the choices for the 2003-2004 school year, complete the enclosed application and mail it in the self-addressed, stamped envelope on or before June 9, 2003. You will also find enclosed guidelines use by District 11 to approve applications.

All applications will be reviewed after June 9. Priority will be given to children with the highest academic need as determined by their CSAP or ILPs and who qualify for Free and/or Reduced Lunch. Notices of the status of an application will be mailed by June 20, 2003. If new Adequate Yearly Progress information is provided by the State of Colorado that removes your child's school from School Improvement Status, you will be contacted as soon as possible.

During this school year, your school has worked with staff and parents/guardians to write a new school improvement plan. To review and/or receive a copy of the school improvement plan, contact the principal Joe Madril at 520-4300. The plan addresses improving the academic performance of all students in the areas of math, reading and writing. Parent involvement is required in the writing of a Title I School Improvement Plan. To become involved in this process, contact your principal.

Ivywild School has a Building Accountability Advisory Committee (BAAC) comprised of parents and community members who provide input in designing goals, programs and services for your school. You may get information about joining this committee by calling your principal. Your involvement is encouraged and appreciated.

Should you have any questions about the "Title I Choice" process, please do not hesitate to contact the District 11 Director of Title I, Taylor Young, at 520-2443.

Sincerely,

Waynette Rand  
Board of Education President

Title I School	“Choice” School	SAR Rating
Ivywild	Howbert	High, Stable
	Chipeta	Excellent, Stable
	Jackson	Average, Improvement
	Midland	Average, Improvement
	Trailblazer	Excellent, Stable

### SAR Academic Improvement Ratings Criteria for 2002 and Beyond

The 2002 School Accountability Reports will include a rating for academic improvement. The academic improvement ratings will be based on improvement measured by the change in each school's overall, standardized weighted total scores from the 2001 SAR and the 2002 SAR, based on a score that includes only the tests administered in both years (C.R.S. 22-7-604(6)).

The improvement rating will be based on the change in the school's **standardized weighted total score (or SWTS)**:

Academic Improvement = (2002 SWTS – 2001 SWTS)/(2001 EMH Standard Deviation)

- “Significant Improvement” will be given to schools with an improvement of 0.50 of a standard deviation or more.
- “Improvement” will be given to schools with an improvement of less than 0.50 but at least 0.30 of a standard deviation.
- “Stable” will be given to schools with an improvement of less than 0.30 of a standard deviation, or a decline of less than -0.30 of a standard deviation.
- “Decline” will be given to schools with a decline of -0.30 to less than -0.50 of a standard deviation.
- “Significant Decline” will be given to schools with a decline of -0.50 or more of a standard deviation.
- 

Consider, for example, an elementary school with a 2001 SAR rating of “Average”, a 2001 overall, standardized weighted total score of 0.00, and a 2002 overall, standardized weighted total score of 1.00 for the same tests. The 2001 EMH standard deviation for the elementary school distribution is 0.89. The calculation would proceed in the following way.

For this school, the change in the final, overall score between the two years is:

$$2002 \text{ SWTS} - 2001 \text{ SWTS} = 1.00 - 0.00 = 1.00$$

and the improvement rating is

$$(2002 \text{ SWTS} - 2001 \text{ SWTS}) / .89 = 1.00 / .89 = 1.12$$

This school would receive an improvement rating of “Significant Improvement” because its SWTS increased 1.12 standard deviation units, well beyond the .5 standard deviation increase required for the “Significant Improvement” rating.

November 2002  
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CDE Student Assessment Unit

April 26, 2003

Dear Parent/Guardian:

Thank you for supporting your children as they move toward achieving their educational goals. As a Title I school, Ivywild School receives federal funding to support their schoolwide program. There are specific state and federal rules that apply to the performance of students in Title I schools. These rules require parents to be informed when their school is on Title I School Improvement Status as a result of not making Adequate Yearly Progress. Ivywild School is completing its first year on Title I School Improvement Status and has not been removed from this status for 2003-2004.

Based on federal law, students in schools on Title I School Improvement Status are eligible to attend a school that is not on Title I School Improvement Status. The schools from which you may choose for the 2003-04 school year are: Holmes, West or North. District 11 will provide transportation or pay for transportation (mileage) from Ivywild to any of your choices. It is estimated that the departure time from your child's home school to the "choice" school will be approximately 7:15 a.m.

On the reverse of this letter is a chart along with an explanation stating the most recent School Accountability Report rating of each of your choice schools. If you want your child to attend one of the choices for the 2003-2004 school year, complete the enclosed application and mail it in the self-addressed, stamped envelope on or before June 9, 2003. You will also find enclosed guidelines use by District 11 to approve applications.

All applications will be reviewed after June 9. Priority will be given to children with the highest academic need as determined by their CSAP or ILPs and who qualify for Free and/or Reduced Lunch. Notices of the status of an application will be mailed by June 20, 2003. If new Adequate Yearly Progress information is provided by the State of Colorado that removes your child's school from School Improvement Status, you will be contacted as soon as possible.

During this school year, your school has worked with staff and parents/guardians to write a new school improvement plan. To review and/or receive a copy of the school improvement plan, contact the principal Joe Madril at 520-4300. The plan addresses improving the academic performance of all students in the areas of math, reading and writing. Parent involvement is required in the writing of a Title I School Improvement Plan. To become involved in this process, contact your principal.

Ivywild School has a Building Accountability Advisory Committee (BAAC) comprised of parents and community members who provide input in designing goals, programs and services for your school. You may get information about joining this committee by calling your principal. Your involvement is encouraged and appreciated.

Should you have any questions about the "Title I Choice" process, please do not hesitate to contact the District 11 Director of Title I, Taylor Young, at 520-2443.

Sincerely,

Waynette Rand  
Board of Education President

Title I School	"Choice" School	SAR Rating
Ivywild	Holmes Middle	High, Stable
	West Middle	Average, Stable
	North Middle	Average, Stable

### SAR Academic Improvement Ratings Criteria for 2002 and Beyond

The 2002 School Accountability Reports will include a rating for academic improvement. The academic improvement ratings will be based on improvement measured by the change in each school's overall, standardized weighted total scores from the 2001 SAR and the 2002 SAR, based on a score that includes only the tests administered in both years (C.R.S. 22-7-604(6)).

The improvement rating will be based on the change in the school's **standardized weighted total score (or SWTS)**:

Academic Improvement =  $(2002 \text{ SWTS} - 2001 \text{ SWTS}) / (2001 \text{ EMH Standard Deviation})$

- "Significant Improvement" will be given to schools with an improvement of 0.50 of a standard deviation or more.
- "Improvement" will be given to schools with an improvement of less than 0.50 but at least 0.30 of a standard deviation.
- "Stable" will be given to schools with an improvement of less than 0.30 of a standard deviation, or a decline of less than -0.30 of a standard deviation.
- "Decline" will be given to schools with a decline of -0.30 to less than -0.50 of a standard deviation.
- "Significant Decline" will be given to schools with a decline of -0.50 or more of a standard deviation.
- 

Consider, for example, an elementary school with a 2001 SAR rating of "Average", a 2001 overall, standardized weighted total score of 0.00, and a 2002 overall, standardized weighted total score of 1.00 for the same tests. The 2001 EMH standard deviation for the elementary school distribution is 0.89. The calculation would proceed in the following way.

For this school, the change in the final, overall score between the two years is:

$$2002 \text{ SWTS} - 2001 \text{ SWTS} = 1.00 - 0.00 = 1.00$$

and the improvement rating is

$$(2002 \text{ SWTS} - 2001 \text{ SWTS}) / .89 = 1.00 / .89 = 1.12$$

This school would receive an improvement rating of "Significant Improvement" because its SWTS increased 1.12 standard deviation units, well beyond the .5 standard deviation increase required for the "Significant Improvement" rating.

November 2002

CDE Student Assessment Unit

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April 26, 2003

Dear Parent/Guardian:

Thank you for supporting your children as they move toward achieving their educational goals. As a Title I school, Monroe receives federal funding to support their schoolwide program. There are specific state and federal rules that apply to the performance of students in Title I schools. These rules require parents to be informed when their school is on Title I School Improvement Status as a result of not making Adequate Yearly Progress. Monroe School is completing its first year on Title I School Improvement Status and has not been removed from this status for 2003-2004.

Based on federal law, students in schools on Title I School Improvement Status are eligible to attend a school that is not on Title I School Improvement Status. The schools from which you may choose for the 2003-04 school year are: Audubon, Steele, Stratton, Madison, Penrose or Henry. District 11 will provide transportation or pay for transportation (mileage) from Monroe to any of your choices. It is estimated that the departure time from your child's home school to the "choice" school will be approximately 7:15 a.m.

On the reverse of this letter is a chart along with an explanation stating the most recent School Accountability Report rating of each of your choice schools. If you want your child to attend one of the choices for the 2003-2004 school year, complete the enclosed application and mail it in the self-addressed, stamped envelope on or before June 9, 2003. You will also find enclosed guidelines use by District 11 to approve applications.

All applications will be reviewed after June 9. Priority will be given to children with the highest academic need as determined by their CSAP or ILPs and who qualify for Free and/or Reduced Lunch. Notices of the status of an application will be mailed by June 20, 2003. If new Adequate Yearly Progress information is provided by the State of Colorado that removes your child's school from School Improvement Status, you will be contacted as soon as possible.

During this school year, your school has worked with staff and parents/guardians to write a new school improvement plan. To review and/or receive a copy of the school improvement plan, contact the principal Darcell Sutton at 520-7400. The plan addresses improving the academic performance of all students in the areas of math, reading and writing. Parent involvement is required in the writing of a Title I School Improvement Plan. To become involved in this process, contact your principal.

Monroe has a Building Accountability Advisory Committee (BAAC) comprised of parents and community members who provide input in designing goals, programs and services for your school. You may get information about joining this committee by calling your principal. Your involvement is encouraged and appreciated.

Should you have any questions about the "Title I Choice" process, please do not hesitate to contact the District 11 Director of Title I, Taylor Young, at 520-2443.

Sincerely,

Waynette Rand  
Board of Education President

<b>Title I School</b>	<b>“Choice” School</b>	<b>SAR Rating</b>
<b>Monroe</b>	Audubon	Average, Improvement
	Steele	Excellent, Stable
	Stratton	High, Improvement
	Madison	Average, Significant Improvement
	Penrose	Average, Stable
	Henry	Average, Improvement

### **SAR Academic Improvement Ratings Criteria for 2002 and Beyond**

The 2002 School Accountability Reports will include a rating for academic improvement. The academic improvement ratings will be based on improvement measured by the change in each school’s overall, standardized weighted total scores from the 2001 SAR and the 2002 SAR, based on a score that includes only the tests administered in both years (C.R.S. 22-7-604(6)).

The improvement rating will be based on the change in the school’s **standardized weighted total score (or SWTS)**:

Academic Improvement = (2002 SWTS – 2001 SWTS)/(2001 EMH Standard Deviation)

- “Significant Improvement” will be given to schools with an improvement of 0.50 of a standard deviation or more.
- “Improvement” will be given to schools with an improvement of less than 0.50 but at least 0.30 of a standard deviation.
- “Stable” will be given to schools with an improvement of less than 0.30 of a standard deviation, or a decline of less than -0.30 of a standard deviation.
- “Decline” will be given to schools with a decline of -0.30 to less than -0.50 of a standard deviation.
- “Significant Decline” will be given to schools with a decline of -0.50 or more of a standard deviation.
- 

Consider, for example, an elementary school with a 2001 SAR rating of “Average”, a 2001 overall, standardized weighted total score of 0.00, and a 2002 overall, standardized weighted total score of 1.00 for the same tests. The 2001 EMH standard deviation for the elementary school distribution is 0.89. The calculation would proceed in the following way.

For this school, the change in the final, overall score between the two years is:

$$2002 \text{ SWTS} - 2001 \text{ SWTS} = 1.00 - 0.00 = 1.00$$

and the improvement rating is

$$(2002 \text{ SWTS} - 2001 \text{ SWTS}) / .89 = 1.00 / .89 = 1.12$$

This school would receive an improvement rating of “Significant Improvement” because its SWTS increased 1.12 standard deviation units, well beyond the .5 standard deviation increase required for the “Significant Improvement” rating.

April 26, 2003

Dear Parent/Guardian:

Thank you for supporting your children as they move toward achieving their educational goals. As a Title I school, Roosevelt-Edison receives federal funding to support their schoolwide program. There are specific state and federal rules that apply to the performance of students in Title I schools. These rules require parents to be informed when their school is on Title I School Improvement Status as a result of not making Adequate Yearly Progress. Roosevelt-Edison School is completing its first year on Title I School Improvement Status and has not been removed from this status for 2003-2004.

Based on federal law, students in schools on Title I School Improvement Status are eligible to attend a school that is not on Title I School Improvement Status. The schools from which you may choose for the 2003-04 school year are: Audubon, Henry, Madison, Penrose, Rudy, Stratton or Steele. District 11 will provide transportation or pay for transportation (mileage) from Roosevelt-Edison to any of your choices. It is estimated that the departure time from your child's home school to the "choice" school will be approximately 7:15 a.m.

On the reverse of this letter is a chart along with an explanation stating the most recent School Accountability Report rating of each of your choice schools. If you want your child to attend one of the choices for the 2003-2004 school year, complete the enclosed application and mail it in the self-addressed, stamped envelope on or before June 9, 2003. You will also find enclosed guidelines use by District 11 to approve applications.

All applications will be reviewed after June 9. Priority will be given to children with the highest academic need as determined by their CSAP or ILPs and who qualify for Free and/or Reduced Lunch. Notices of the status of an application will be mailed by June 20, 2003. If new Adequate Yearly Progress information is provided by the State of Colorado that removes your child's school from School Improvement Status, you will be contacted as soon as possible.

During this school year, your school has worked with staff and parents/guardians to write a new school improvement plan. To review and/or receive a copy of the school improvement plan, contact the principal Rhonda Combs at 637-0311. The plan addresses improving the academic performance of all students in the areas of math, reading and writing. Parent involvement is required in the writing of a Title I School Improvement Plan. To become involved in this process, contact your principal.

Roosevelt-Edison has a Building Accountability Advisory Committee (BAAC) comprised of parents and community members who provide input in designing goals, programs and services for your school. You may get information about joining this committee by calling your principal. Your involvement is encouraged and appreciated.

Should you have any questions about the "Title I Choice" process, please do not hesitate to contact the District 11 Director of Title I, Taylor Young, at 520-2443.

Sincerely,

Waynette Rand  
Board of Education President

Title I School	"Choice" School	SAR Rating
Roosevelt-Edison	Audubon	Average, Improvement
	Henry	Average, Improvement
	Madison	Average, Significant Improvement
	Penrose	Average, Stable
	Rudy	High, Stable
	Stratton	High, Improvement
	Steele	Excellent, Stable

### SAR Academic Improvement Ratings Criteria for 2002 and Beyond

The 2002 School Accountability Reports will include a rating for academic improvement. The academic improvement ratings will be based on improvement measured by the change in each school's overall, standardized weighted total scores from the 2001 SAR and the 2002 SAR, based on a score that includes only the tests administered in both years (C.R.S. 22-7-604(6)).

The improvement rating will be based on the change in the school's **standardized weighted total score (or SWTS)**:

Academic Improvement =  $(2002 \text{ SWTS} - 2001 \text{ SWTS}) / (2001 \text{ EMH Standard Deviation})$

- "Significant Improvement" will be given to schools with an improvement of 0.50 of a standard deviation or more.
- "Improvement" will be given to schools with an improvement of less than 0.50 but at least 0.30 of a standard deviation.
- "Stable" will be given to schools with an improvement of less than 0.30 of a standard deviation, or a decline of less than -0.30 of a standard deviation.
- "Decline" will be given to schools with a decline of -0.30 to less than -0.50 of a standard deviation.
- "Significant Decline" will be given to schools with a decline of -0.50 or more of a standard deviation.
- 

Consider, for example, an elementary school with a 2001 SAR rating of "Average", a 2001 overall, standardized weighted total score of 0.00, and a 2002 overall, standardized weighted total score of 1.00 for the same tests. The 2001 EMH standard deviation for the elementary school distribution is 0.89. The calculation would proceed in the following way.

For this school, the change in the final, overall score between the two years is:

$$2002 \text{ SWTS} - 2001 \text{ SWTS} = 1.00 - 0.00 = 1.00$$

and the improvement rating is

$$(2002 \text{ SWTS} - 2001 \text{ SWTS}) / .89 = 1.00 / .89 = 1.12$$

This school would receive an improvement rating of "Significant Improvement" because its SWTS increased 1.12 standard deviation units, well beyond the .5 standard deviation increase required for the "Significant Improvement" rating.

November 2002

CDE Student Assessment Unit

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## **Appendix B**

### **Building “Choice” Letters to Parents**

- Ivywild Community School
- Monroe Elementary
- Roosevelt-Edison Charter School

April 15, 2003

Dear Parents and Ivywild K-8 Community,

Ivywild K-8 has provided several tutoring opportunities this year thanks to Colorado Read to Achieve grant funds and District 11 tutoring funds. Students were tutored in small groups (2-3 students) and individually. All students on an Individual Literacy Plan (ILP) were tutored in grades 3<sup>rd</sup> through 7<sup>th</sup>. Second grade had a full-time aide to assist all 2<sup>nd</sup> grade students. First grade was divided into two classes and had a tutor in the morning. Kindergarten had a modified full-day program with all students attending from 8:00-11:00 each day and half of the students attending from 11:00 - 2:30pm either Tuesdays/Thursdays or Mondays/Wednesdays allowing the teacher to teach small groups in the afternoon. All tutoring was provided during the school day so that parents would not have to make special arrangements for their children to attend.

Next year, 2003-2004, we are planning to offer the same interventions listed above and add one additional literacy tutoring opportunity, Read 180. Read 180 is a 90-minute intensive small group tutoring program that will be available to 60 students grades 3-8. The program includes 30 minutes of instruction with the teacher in a group of 5 students, 30 minutes of directed independent reading, and 30 minutes on a computer programmed with structured, leveled, interactive software that keeps ongoing assessments of student progress.

Ivywild is also a great place to volunteer. Volunteers from the community and Colorado College regularly help in classrooms with reading, writing, and math. Ivywild has three Grandfriends that help daily in Kindergarten, 1<sup>st</sup> and 3<sup>rd</sup> grade.

We are proud of our efforts to help all students succeed at Ivywild and welcome your suggestions or time to help us improve. The staff attends training regularly to improve and develop their skills. Thank you for your support of Ivywild K-8.

Sincerely,

Mr. Madril

Dear Parent/Guardian,

Attached is a letter, which we are required to send to all of our parents as a result of the "No Child Left Behind" law. Monroe Elementary is designated as a Title 1 school, and is eligible for Title 1 monies so that we may provide instructional services to children who may be at risk of not meeting standards. Our school is eligible for Title 1 based on our number of students who qualify for free and/or reduced lunch.

Because our school did not make Adequate Yearly Progress during the 2000-2001 school year we are considered on "Improvement Plan Status." Adequate Yearly Progress is determined by the State of Colorado using the Colorado Student Assessment Program (CSAP) scores in math and reading for third, fourth, and fifth grade students. A school is considered to have met Adequate Yearly Progress if it reduces the number or percentages of students who score below "Proficient" from one year to the next.

Based on this federal law, your child is eligible to attend a school that is not on Improvement Plan Status. The designated schools you may choose:

- \* Audubon Elementary, 2400 E Van Buren St
- \* Penrose Elementary, 4285 S Nonchalant Cir.
- \* Steele Elementary, 1720 N Weber St.
- \* Stratton Elementary, 2460 Paseo Rd.
- \* Henry Elementary, 1310 Lehmborg Blvd.
- \* Madison Elementary, 4120 Constitution Ave.

The staff at Monroe Elementary has been working hard to improve student achievement. As we look toward the 2003/2004 school year, the following instructional initiatives will be carefully monitored in an effort to improve reading and writing achievement: 90 minute uninterrupted literacy blocks, strengthened literacy instruction, data assessment, staff development, in-school reading tutorial program, and a full-time Literacy Coach. Math will be strengthened as we implement a new math series, *Everyday Math*, and data assessment, staff development, and a full-time Math Coach will support instruction.

Please read the attached letter and guidelines carefully and contact Darcell Sutton at 328-7402 or Dr. Taylor Young in the Title 1 office at 520-2443 if you have questions.

Sincerely,

Darcell Sutton

Dear Families,

Your child's academic success is very important to us at Roosevelt Edison Charter School. Our wonderful staff and student body have worked hard to increase student achievement and enable every student to succeed. Our after school tutoring, Benchmark Assessment Program, guided instructional techniques, Full Day Kindergarten Programs, and school wide celebrations have been several strategies that we have implemented to ensure academic improvement.

Roosevelt Edison Charter School is designated as a Title 1 school. Title 1 is a federal grant we receive so that we may provide instructional services to children who may be at risk of not meeting state standards. Since we have a high concentration of students attending our school who qualify for the free and/or reduced lunch program, we are eligible for Title 1. We have been able to offer many educational opportunities for our Students because of this Federal funding.

Our staff is a dedicated group of professionals who are fully committed to meet the individual academic needs of our student body. They are able to guide their daily classroom instruction by implementing effective research based assessment tools to identify each child's academic needs. The entire school staff works together as a team to ensure that "No Child is Left Behind". Safety and conflict resolution procedures are also put into place to ensure the safety and well being of each student.

We hope that you will decide to continue to work with us as a team to make your child's learning experience a positive, rewarding, and successful one. You are encouraged to come in and discuss any questions or concerns that you may have at this time. I can be contacted at 627-0311 ext.140. We look forward to hearing from you!

Sincerely,

Rhonda Combs  
Principal

## Appendix C

### Summary of 2002-2003 Title I “Choice” Transportation Costs

During the 2002-2003 school year, 77 students were transported at the District’s cost: one student was transported by his/her parent, and all others were transported via District 11 busses. The cost for District 11 bussing was \$14,311.00 for first semester, and \$18,609.30 for second semester. The cost of paying one parent to transport his/her child was \$421.84 for the year. The total transportation cost for Title I “Choice” for the 2002-2003 school year was \$33,342.14.

Because a similar number of students are being transported under Title I Choice for the 2003-2004 school year, it is anticipated that the costs for this year will be comparable to last year’s costs.