

CPS releases second Quality Indicator Report

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How do you spell success? CPS spells it Quality Indicators. Some people compare these 11 indicators to the instruments on the dashboard of a car. They give the district a way to quickly make sure that the school system is healthy. The indicators also help the schools determine whether or not they are improving.

CPS staff monitor these key results closely as a way of making sure their efforts are headed in the right direction. Checking on them consistently helps them determine whether changes or improvements are necessary. The information collected for the 2007-08 school year marks the second data point for these 11 key areas for the district. On pages four and five is a summary of the results.

The dashboard is divided into two key areas. These two areas are reflected in the district mission statement, "Engaging all students to achieve success." The first is High Student Achievement, and the second is High Student Engagement.

Under the High Student Achievement category, the district measures success by achievement on state, local, and national instruments.

The local score is determined by the standardized test instrument called the **Measures of Academic Progress** or MAP. MAP assessments are given three times per year to each student in grades 2-8 in

reading and math.

The goal is to have at least 70% of students in math and 65% of students in reading reach their MAP goal or targeted RIT score.

The targeted RIT score for each student is determined by their fall test results. From those results, it is calculated what a student needs to score in the spring in order to show one year of academic growth. Students set improvement goals and strategies to help reach those spring RIT targets. Teachers and sites also use this information to set classroom and school improvement efforts.

On this measure in 2007-08, the district showed improvement in all levels in both reading and math as compared to the results in the 2006-07 school year. They did not yet attain their CPS target, but the improvement seen in both subjects is encouraging.

The state measure that is used to monitor student academics is the **statewide assessments** that are given in reading, writing and math. The students on all levels and in all subjects scored very well on this measure. They either improved or stayed steady in each measurement. Also encouraging is the fact that students reached the district goal in each test.

The national measure that is used is the **ACT test**, which is given to high school students. The district expectation is that 60% of the students who take the test will reach a score of 22 or better. Last year, the

students fell just short of this goal as 55% attained a 22 or better. However, this is an improvement from the 2006-07 percentage of 52%. Such improvement shows the scores are headed in the right direction.

For the "High Student Engagement" category the district tracks activity participation, daily attendance rates, discipline referrals, graduation rates, and satisfaction surveys.

On **activity participation**, both CMS and CHS students were close to the district goal of 65% of students taking part in extracurricular activities. CMS was at 62% and CHS was at 64%. CHS demonstrated a large improvement in this area as 59% of students participated in sports or activities in 2006-07.

Daily attendance rates were again high last year with the elementary schools and CMS exceeding the district attendance target of 95%. CHS was close with an average daily attendance rate of 94%.

Both the elementary schools and CHS reached their **discipline target** by having 97% and 94% respectively of students not have more than one discipline referral. The K-5 buildings had 98% of students not have more than one referral and CHS had 95%.

At this time, the state has not officially released the **graduation rate**. Therefore, that indicator cannot be reported. Preliminary results

indicate that CHS had 88% of their students graduate within four years of entering high school. This represents no change over the prior year and is less than the 95% district target.

Finally, the district **satisfaction survey results** are a mixed picture. The goal is that 80% of students and 90% of parents will give our schools an A or B on a district report card. Three of the six survey results met their targets. A high percentage of elementary parents and students gave high ratings to the schools (97% and 88% respectively). However, the percentage of CMS and CHS students giving the schools high ratings was lower (67% and 59% respectively). A high percentage of parents at CMS and CHS gave the schools a favorable rating (97% and 87% respectively).

In all, the district scored strongly on their indicators of quality. Out of the 29 data points, CPS either improved or stayed the same on 17. The results were lower in only four of the 29 areas. Improvement on eight measures could not be determined as no data was collected on them last year.

The district reached its objective in 17 of the 29 areas. In those areas that could be compared, the district improved in five of the seven areas where they did not reach the district target. Though there is still great room for improvement, CPS is proud of the results attained for their second annual Quality Indicator Report.

The bold areas are where the district met the target and italicized areas are ones in which expectations were not met. Those that are not bold faced are areas of satisfactory progress. NA indicates the data was unavailable for the measure.

High student achievement results

The following is an explanation of each area.

1. The Measures of Academic Progress or MAP tests

- **What are they?** MAP tests are given in math, language arts and reading to students in grades 2-8 three times per year. Fall, winter and spring scores are gained through the assessments. After the fall tests, all students are given a target score that they should reach by the end of the year. This score represents desired academic growth for the year. What CPS is measuring is the percentage of students at elementary and middle levels who attained their desired growth scores in reading and in math. The CPS target is based on what the researchers from the test creator, Northwest Evaluation Association, have described as strong results.

2. ACT Scores

- **What are they?** The ACT test is given several times each year. It is taken by juniors and seniors. College entrance is normally the reason for taking the test. A high percentage of CPS and Nebraska students in general take the test each year.

3. State Standards' Assessments

- **What is it?** This is a measure calculated by the state that indicates what percentage of students attained an assessment score that is at or above the level the state has set for proficiency.

I. High Student Achievement					
A. Maps Test Results					
Percent of students meeting or exceeding their target RIT score					
		2006-07	2007-08	CPS Target	Trend
Math	Grades 2-5	67%	71%	70%	Up
	Grades 6-8	52%	54%	70%	Up
Reading	Grades 2-5	58%	63%	65%	Up
	Grades 6-8	45%	63%	65%	Up
B. Percentage of students scoring 22 or higher on the ACT test					
		2006-07	2007-08	CPS Target	Trend
		52%	55%	60%	Up
C. State Standards' Assessments					
Percent of students scoring at or above proficient level on state standard assessments					
		2006-07	2007-08	CPS Target	Trend
Reading	Grades K-5	77%	85%	72%	Up
	Grades 6-8	82%	94%	71%	Up
	Grades 9-12	79%	91%	75%	Up
Math	Grades K-5	80%	80%	74%	Even
	Grades 6-8	84%	96%	69%	Up
	Grades 9-12	74%	86%	72%	Up
Writing	Grades K-5	92%	92%	62%	Even
	Grades 6-8	88%	93%	61%	Up

High student engagement results

1. Student Activity Participation

- **What is it?** This measures the percentage of students at CMS and CHS who participated in extracurricular activities during the year. This is an important measure because students active in school extracurricular activities tend to do better in school and graduate at higher rates than those who do not.

2. Student Daily Attendance

- **What is it?** This area measures the average percent of school days a student is in school.

3. Discipline

- **What is it?** This is determined by the percentage of students who were referred to the office two or fewer times during the year.

4. Graduation Rate

- **What is it?** This is the percentage of CHS students who graduate from high school within four years of attendance.

5. Stakeholder Surveys

- **What is it?** This area measures parent and student satisfaction.

	Grades 9-12	88%	93%	61%	Up
II. High Student Engagement					
A. Student Activity Participation Rate					
Percent of students taking part in one or more sports or extracurricular activities					
		2006-07	2007-08	CPS Target	Trend

	Grades 6-8	N/A	62%	65%	N/A
	Grades 9-12	59%	64%	65%	Up
B. Student Daily Attendance					
Average percent of days a CPS student is in attendance					
		2006-07	2007-08	CPS Target	Trend
	Grades K-5	96%	96%	95%	Even
	Grades 6-8	97%	96%	95%	Down
	Grades 9-12	94%	94%	95%	Even
C. Discipline					
Percent of students having two or fewer office referrals in a year					
		2006-07	2007-08	CPS Target	Trend
	Grades K-5	99%	98%	97%	Down
	Grades 6-8	86%	78%	94%	Down
	Grades 9-12	96%	95%	94%	Down
D. Graduation Rate					
		2006-07	2007-08	CPS Target	Trend
		88%	N/A	95%	N/A
E. Stakeholder Surveys					
Percentage of respondents who gave the school an A or B rating					
		2006-07	2007-08	CPS Target	Trend
Students	Grades K-5	N/A	88%	80%	N/A
	Grades 6-8	N/A	67%	80%	N/A
	Grades 9-12	N/A	59%	80%	N/A
		2006-07	2007-08	CPS Target	Trend
Parents	Grades K-5	N/A	97%	90%	N/A
	Grades 6-8	N/A	97%	90%	N/A
	Grades 9-12	N/A	87%	90%	N/A