

technology assets.

It is estimated that the student population will continue to grow at the rate of about 60 students per year and that increased development in the area may make available additional cash in lieu of land funds in the next few years.

Wangeman also said that grants will be requested for such projects as a new roof for Lewis-Palmer High School.

The committee voted to approve Wangeman's report for presentation to the Board of Education.

New staff evaluation system reviewed

Director of Assessment, Gifted Education and Technology Lori Benton explained the new staff evaluation process to be used beginning in 2013-14. This process, mandated by Senate Bill 191, places 50 percent emphasis on professional practices and 50 percent on student learning outcomes for teachers.

The Colorado Department of Education (CDE) offered a sample framework for the evaluation but allowed individual districts to develop their own, provided that they met state expectations. Lewis-Palmer opted to use the CDE's professional practices portion and created its

own format for student learning outcomes, and it has been approved for use.

In the first year, the process will be used to evaluate all certified employees. This will be a "hold harmless" year to test the effectiveness of the process.

Standardized test scores from the Transitional Colorado Assessment Program (TCAP) and the World-Class Instructional Design Assessment (WIDA), an English language proficiency test, will provide the basis for any TCAP or WIDA assessed area and be included as part of the evaluations. However, teachers for grades K-2 and 11-12 and those who do not teach subjects evaluated by these tests will be evaluated under district and school-wide data only.

In brief, principals are evaluated by the district's superintendent by way of a 25-page document detailing their professional practices and an equal amount of data detailing the school's performance.

The school's performance is detailed in data from its School Performance Framework. In general, all schools in the district meet or exceed state requirements, except for a few subgroups: free/reduced-price lunch eligible, English Language Learners (ELLs), minorities, and students on an Individual Learning Plan. These subgroups often do not grow or perform at the same level as their peers.

To take this into account for the evaluation, the district has developed a system whereby, if members of a group grow acceptably in two of three areas (reading, writing, and math), the school receives an "equity bump" in scores and the results appear in the principal and teacher evaluation for the following year.

In this way, schools such as Palmer Lake Elementary,

with larger at-risk populations, are potentially given additional points for their scores because they have larger numbers of students in the growth gaps groups.

Benton said that she hoped to work with teachers and principals in the district to create a similar accommodation for teachers' evaluations in the coming year.

Teachers are also evaluated for professional practice via the teacher-level 23-page document and 50 percent on the basis of student achievement. Teachers are evaluated by their principals.

Special education program report

Director of Exceptional Student Services Mary Ann Fleury gave a presentation on her department's responsibilities and activities. Her department encompasses special education, ELLs, the Section 504 disabilities law, and Response to Intervention.

Fleury enumerated the various specialized programs addressing autism and other disabilities, the creation of a Dual Diagnosis program at Prairie Winds Elementary, and the Significant Support programs at Kilmer Elementary, Lewis-Palmer Middle School, and Palmer Ridge High School. The district also offers Child Find services to diagnose children with disabilities as early as age 3.

The department also offers the Transitions program for students ages 18-21 on an IEP. This program offers life skills training, vocational training and the ability to attend community college and receive support in coursework.

Fleury said that there are significant needs for professional development for special education and general education teachers, especially with the new emphasis on inclusion of special education students in the general education classroom. Funding has been severely cut. One way she has tried to compensate for this is to have any teacher who attends outside training present the material to his or her peers.


The role of paraprofessionals in the special education program is being re-evaluated to encourage students to be more independent.


Board Liaison John Magerko spoke on legislative initiatives impacting the school budget. The state budget can be viewed at <http://www.cde.state.co.us/cdfinance/SchoolFinanceFundingFR2013-14.htm>. Lewis-Palmer's numbers appear on row 63.

The District Accountability Advisory Committee meets at 7 p.m. on the second Tuesday of each month during the school year. The next meeting will be on Sept. 10 in the district's Learning Center, 146 Jefferson St., Monument.

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