



Mapleton
Public Schools

October 10, 2010

Dwight D. Jones
Colorado Department of Education
Office of the Commissioner
201 E. Colfax
Denver, CO 80203

Dear Commissioner Jones,

We are writing to formally request that the Colorado Department of Education re-categorize the accreditation rating for Mapleton Public Schools (Adams County School District 1). We submit this letter and the attached documents as evidence that our accreditation rating should change from "Accredited with Priority Improvement" to "Accredited with Improvement."

As you know, Mapleton's reform work over the past decade has focused on creating small, rigorous and relevant schools of choice for every student within the Mapleton community. Those efforts are beginning to pay off for our student population. Through a massive restructuring of every school, high-quality professional development and aligned curriculum/assessments, we have seen our student achievement and growth steadily increase over the past two years.

While there is still much work to do to ensure that every student in Mapleton graduates "college ready," we believe that incremental student growth and achievement across every grade level and in every content area, demonstrates that we are on the right track for significant long-term improvement.

Currently, our School District is only 1.3 percentage points away from the accreditation category "Accredited with Improvement." The attached data and supporting arguments demonstrate our commitment to higher expectations for the children across our School District. The unique School Support Team monitoring process we have implemented guarantees that a team of central administrators visits every classroom in every school each month. It has created a "push and support" system to ensure that every school hits the benchmarks and goals stated in the school improvement plans.

Thank you for your consideration of our request. Please contact us directly if you need clarification or additional evidence to authorize this request. We also welcome meeting with you personally to further discuss this request if necessary.

Sincerely,

Charlotte Ciancio
Superintendent
Mapleton Public Schools

Norma Frank
President, Board of Education
Mapleton Public Schools

Mapleton Public Schools
District Accreditation Reconsideration Request: Evidence Summary
Fall, 2010

Evidence of Improving Overall School Performance (School Performance Framework Trends):

Mapleton Public Schools' Performance Framework results from 2010 (uncombined) show a pattern of systemic improvement when compared to 2009 (uncombined) Performance Framework results from 2009 (uncombined). Eleven schools' Improvement Plan designations improved, while only 3 schools' Improvement Plan designations declined. Significantly, 8 of the 11 schools whose Plan designations improved were in the lowest two performance categories (five Turn Around schools advanced at least one Plan category and 3 Priority Improvement schools advanced at least one Plan category). Mapleton went from having 7 Turn Around schools in 2009 to having 3 Turn Around schools in 2010.

School Performance Framework Trends

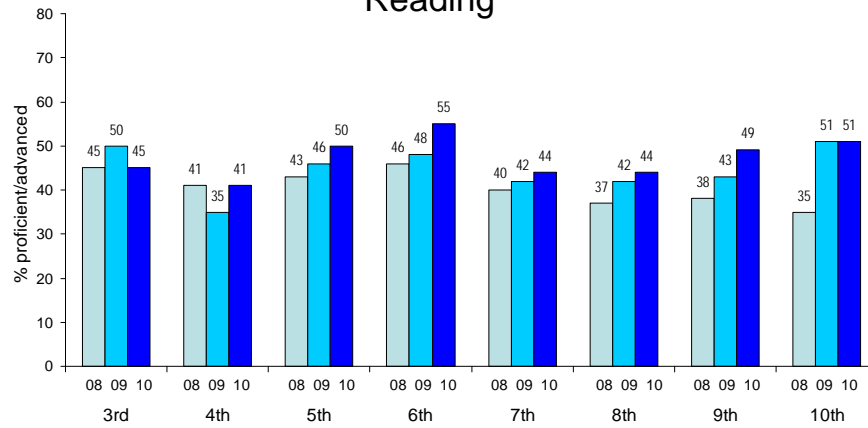
CDE Improvement Plan Designation 2010	Performance	0	1	3	4
	Improvement	2	2	4	0
	Program Improvement	3	1	1	1
	Turn Around	2	1	0	0
		Turn Around	Program Improvement	Improvement	Performance

CDE Improvement Plan Designation 2009

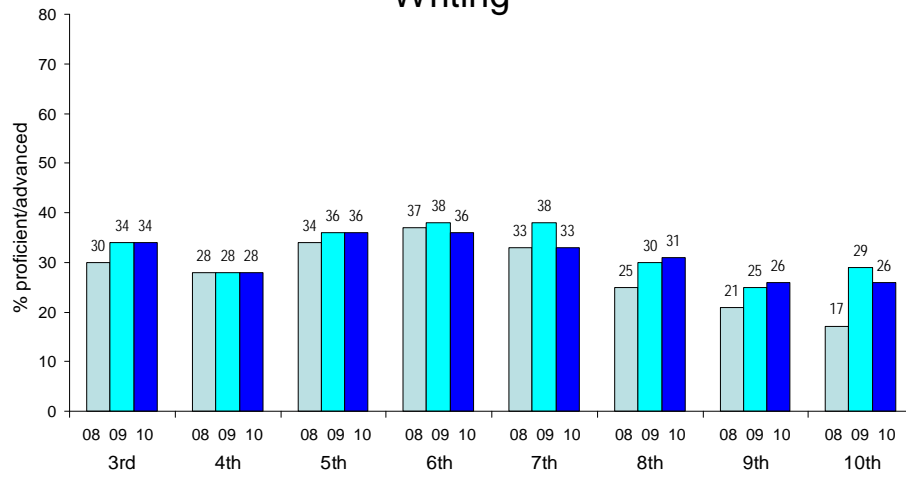
Evidence of Improving Academic Achievement (CSAP Achievement Trends): When CSAP achievement data from 2010 are considered from a three year perspective (e.g., compared to data from 2008), there is significant evidence that student achievement has improved. The percentage of Mapleton students (no exclusions) achieving a proficient or advanced score on CSAP increased at 20 of 27 CSAP grade/subject levels (74%). The percentage of proficient/advanced students stayed the same from 2008 to 2010 at 5 grade levels (19%), and decreased at 2 grade levels (7%).

CSAP Achievement

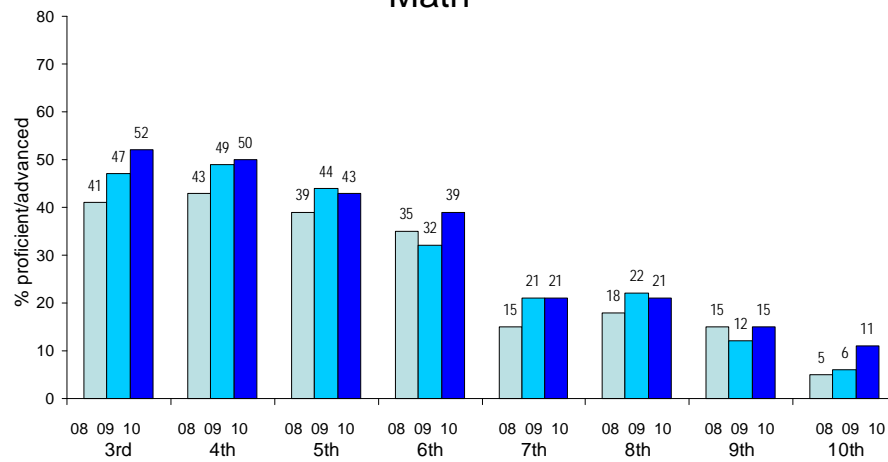
Reading



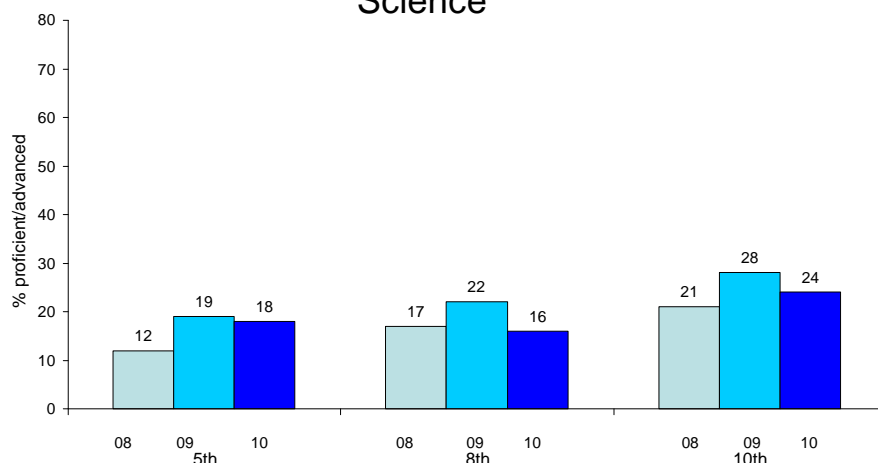
Writing



Math



Science



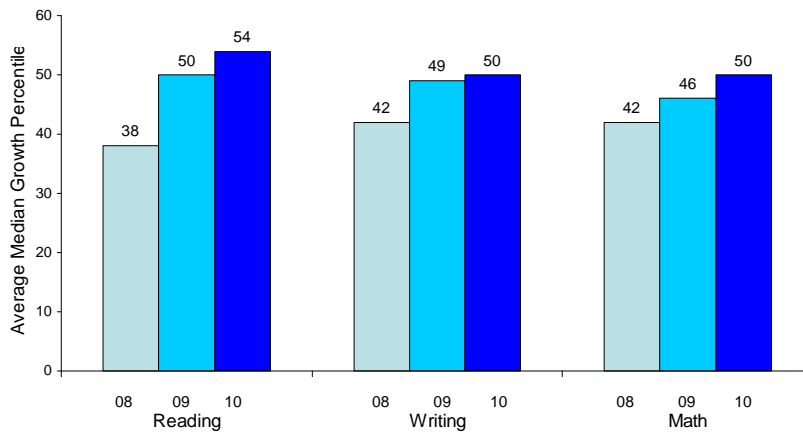
Evidence of Improving Academic Growth (CSAP Growth Trends): When CSAP growth data from 2010 are considered from a three year perspective (e.g., compared to growth data from 2008), there is significant evidence that student growth rates have improved. Mapleton's median growth percentile increased from 38 to 54 in reading, from 42 to 50 in writing, and from 42 to 50 in math. Reading median growth percentiles from 2010 are higher at all grade levels measured (4th-10th) compared with 2008 data, with the average median percentile increasing 17 points. Writing median growth percentiles from 2010 are higher at all grade levels measured (4th-10th), with the average median percentile increasing 9 points. Math median growth percentiles from 2010 are higher at 6 of 7 grade levels measured (4th-10th), with the average median percentile increasing 8 points.

The three-year Improvement trends in overall growth data described above also are present in data disaggregated by student subgroups. Compared to 2008, the district's 2010 average median growth percentile for minority students increased from 39 to 55 in reading, 42 to 51 in writing, and 42 to 50 in math. The district's average median growth percentile for FRL students increased from 39 to 55 in reading, 42 to 51 in writing, and 40 to 48 in math. The district's average median growth percentile for ELL students increased from 40 to 56 in reading, 42 to 54 in writing, and 43 to 51 in math.

As a result of improved growth results, the percentage of students catching up and keeping up increased in 2010 compared to 2008. The percentage of students catching up increased from 21% to 35% in reading and from 8% to 9% in math (writing remained the same at 17%). The percentage of students keeping up went from 63% to 76% in reading, 54% to 61% in writing, and 39% to 52% in math.

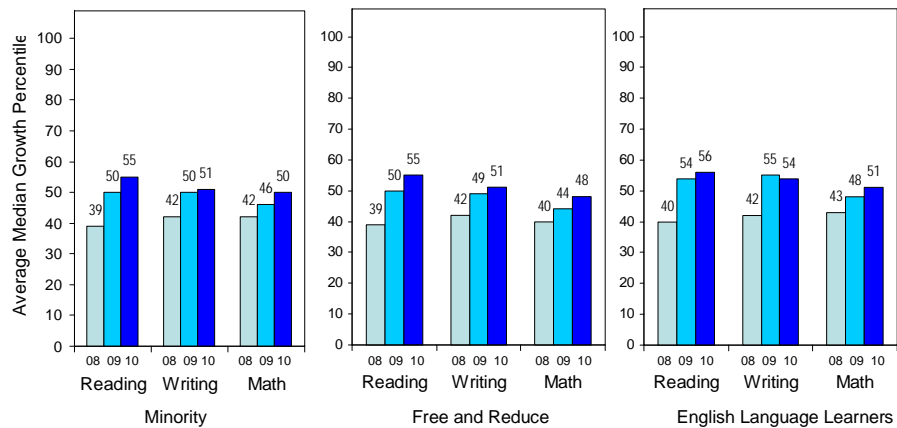
CSAP Growth Trends

Based on CDE District Growth Summary Report



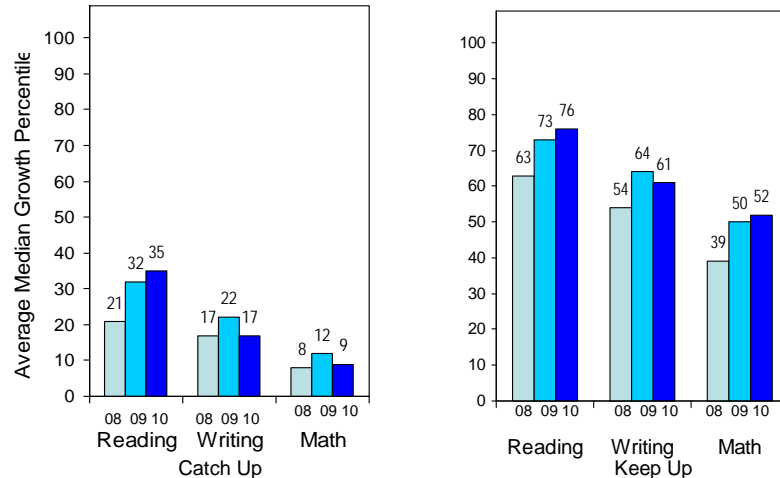
CSAP Growth Trends by Groups

Based on CDE District Growth Summary Report



CSAP Growth Trends by Groups

Based on CDE District Growth Summary Report

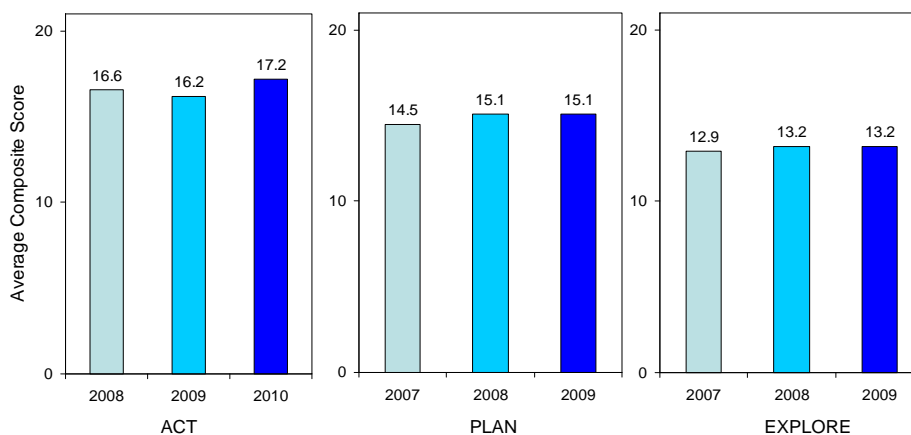


Evidence of Improving College Readiness (ACT, PLAN, EXPLORE Trends): All of Mapleton's 3-year ACT results (Total, not just Tested) show a trend toward improvement. When 2010 ACT results are compared 2008 results, Mapleton's Composite average increased from 16.6 to 17.2, its Reading average increased from 16.4 to 17.3, its English average increased from 15.6 to 16.5, its Math average increased from 16.5 to 17.0, and its Science average increased from 17.5 to 17.6.

District data patterns from PLAN (10th grade) and EXPLORE (8th grade) are consistent with the ACT improvement trends described above. When results from the fall 2009 administration of PLAN are compared to results from fall 2007, Mapleton's Composite average increased from 14.3 to 15.4. When results from the fall 2009 administration of EXPLORE are compared to results from fall 2007, Mapleton's Composite average increased from 12.9 to 13.2. The three year range for PLAN and EXPLORE is 2007-2009 rather than 2008-2010 because these tests are administered in the fall of each school year, while ACT is administered in the spring of each school year.

ACT, PLAN and EXPLORE Trends

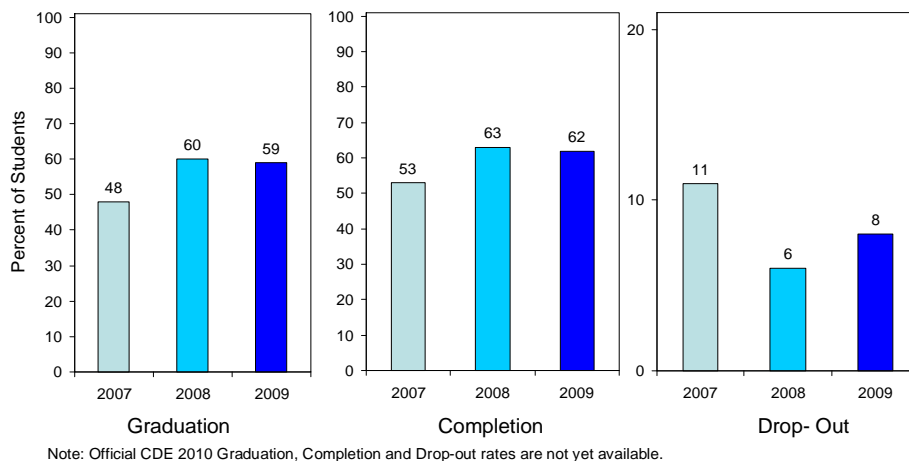
Includes all Students



Note: ACT is administered in the spring of each school year; PLAN and EXPLORE are administered in the fall.

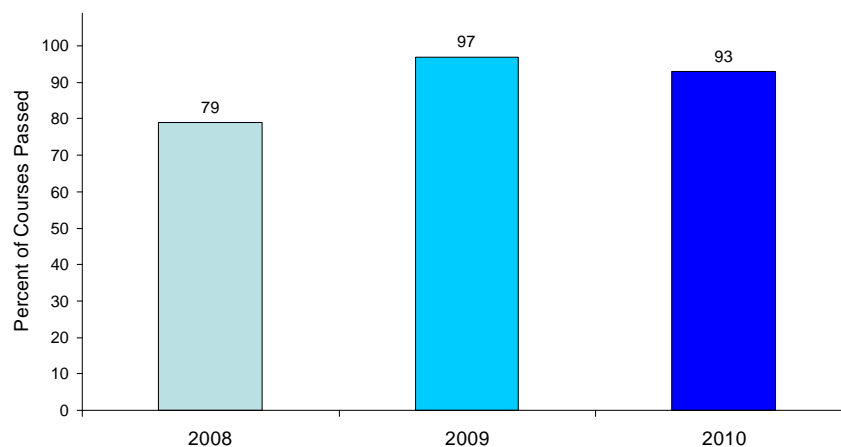
Evidence of Improving College Readiness (Graduation, Completion, and Drop-Out Rate Trends): When graduation, completion, and drop-out rates are considered from a three year perspective (e.g., 2009 data compared to data from 2007), there is significant evidence that Mapleton's reform efforts are resulting in more students staying in school. Mapleton's graduation rate increased from 48% to 59%, its completion rate increased from 53% to 62%, and its drop-out rate decreased from 11.0% to 8.2%. The state will provide districts with 2010 data later this school year.

Graduation, Completion, and Drop-out Rates



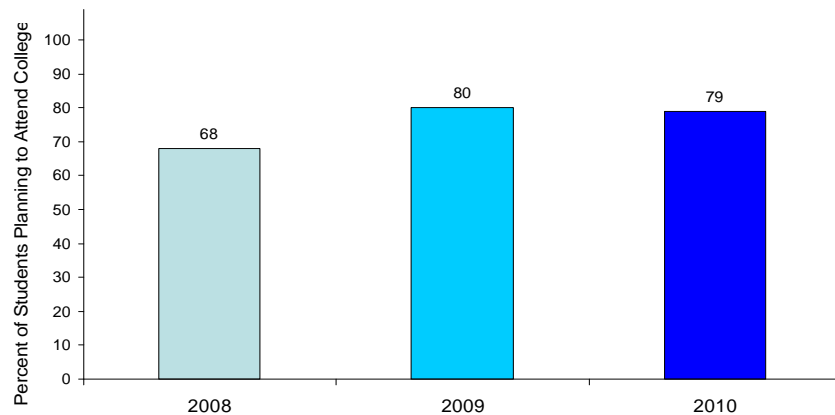
Evidence of Improving College Readiness (Student Grades on College Coursework): Mapleton high school students have a very high success rate when they take college courses during their time in high school. Mapleton high school students collectively enrolled in 336 college courses during the 2009-2010 academic year. A total of 312 of these courses were completed with a passing grade, which represents a college course success rate of 93%. Since Mapleton began tracking college course success in 2005-06, the percentage of students passing college courses has increased steadily from 66% to 93%.

Student Grades on College Coursework



Evidence of Improving College Readiness (Student College Plans Trends): Over the past three years, Mapleton has seen a significant increase in the number of high school graduates who indicate plans to attend a two or four year college. In 2008, 68% of graduating seniors indicated that they planned to attend college. In 2010, 79% of Mapleton's graduating seniors indicated that they planned to attend college, an increase of 11 percentage points over two years.

Student College Plans



Evidence of Improving College Readiness (Major Improvement Plan Strategy - Post Secondary Persistence): Mapleton continues to strive towards excellence in the area of Postsecondary and Workforce Readiness through a number of strategies to support higher graduation rates, lower drop-out rates and success in the college entry process and beyond. These strategies include:

- Creation of the North Valley School for Young Adults: This school was started in the 09-10 school year to support the recovery of 17-21 year old students who have dropped out of high school. During its first year, the school started with 43 students and supported a total of students in credit recovery. Eleven students received a high school diploma. This school year (10-11), 90 students are enrolled at North Valley.
- Gateway to College at Front Range Community College: The Gateway to College Network is part of the Early College High School Initiative funded by the Bill & Melinda Gates Foundation. In this program you will earn your high school diploma and college credits too. The program covers tuition and books for up to 12 credits, while students pay their student fees. Students must meet all program requirements to continue participating in the program. All classes are held at the Westminster Campus of Front Range Community College. Currently, 18 North Valley Students are enrolled in the Gateway to College Program.
- Post Secondary Options Coaches (PSOC) in each District High School: Currently, in Mapleton, each high school has employed a Post Secondary Options Coach to provide intense support to every high school student in applying to and being accepted to college. PSOCs use the *College Summit* curriculum to support and monitor students' progress through the college application system. They also monitor each student's ICAP (Individual Career and Academic Plan) which is developed for each student in middle school. During the 05-06 school year, fewer than 50% of Seniors applied to college. Approximately 40% of the 50% were accepted. During the 09-10 school year, more than 95% of students applied to college and 95% were accepted.

- Postsecondary Tracking and Advocacy: Through grant funding, two Mapleton high schools (Mapleton Expeditionary School of the Arts and Mapleton Early College) have hired Transitions Coordinators to ensure that students enroll in college their first year out of high school and stay in college during their first year. Baseline data for MESA 09-10: 20/27 students enrolled in college for the Fall 2010 semester.