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STUDENT ATTENDANCE/ENROLLMENT

Attendance

Attendance rates continue to be high at Millard Public Schools (see Table 1). The percentage of students in attendance, based on the average daily attendance and average daily membership, was 96% this year, slightly more than last year. There was not a significant difference in the attendance rate of any of the schools when compared to the 2002/03 statistics.

The Millard Learning Center (MLC) attendance rates changed little since last year and continue to be significantly lower than the other schools. Poor attendance in the high schools is often a factor in assigning students to the MLC. The Middle School Alternative Program has improved their attendance rate considerably this year.

Table 1
Percent of Students in Attendance—2003/04

High Schools		Middle Schools	
2 Schools	95%	2 Schools	95%
1 School	93%	4 Schools	96%
Elementary Schools		**Alternative Schools**	
		Millard Learning Center	85%
7 Schools	96%	MS Alternative Center	91%
15 Schools	97%	Young Adult Program	93%
District Total	**96%**		

Nebraska Department of Education Dropout Statistics

In the 1992/93 school year, the Nebraska Department of Education (NDE) changed the reporting period for students who dropped out of school from the beginning of the school year to the beginning of the next, instead of from the beginning of the school year to the end of the school year. As a result, attendance reporting is always one year in arrears.

Table 2
Student Dropout Information Reported to NDE—2000/01 to 2002/03

Grade	7	8	9	10	11	12	Total
2000/01							
Enrollment	1494	1481	1430	1457	1418	1368	**8648**
Number Dropped	0	0	0	13	26	58	**97**
Percentage	0.00%	0.00%	0.00%	0.89%	1.83%	4.24%	**1.12%**
2001/02							
Enrollment	1465	1489	1521	1440	1495	1373	**8783**
Number Dropped	0	0	4	14	19	41	**78**
Percentage	0.00%	0.00%	0.26%	0.97%	1.27%	2.99%	**0.89%**
2002/03							
Enrollment	1616	1478	1514	1523	1454	1384	**8969**
Number Dropped	0	0	0	19	23	43	**85**
Percentage	0.00%	0.00%	0.00%	1.25%	1.58%	3.11%	**0.95%**

Dropout information in Table 2 is based on the fall-to-fall reporting year required by NDE. A total of 85 students dropped out of school during the 2002/03 school year. This was an increase of 9% over the 2001/02 school year. The dropout rate continues to be the highest in the 12th grade.

The 2002/03 dropout rate reported to NDE at the three high schools and the Millard Learning Center (MLC) reflects a different rate because the student enrollment in the 7th and 8th grades is not included (see Table 3). Millard North High School (MNHS) reported 33 dropouts, Millard South High School (MSHS) reported 27 dropouts, Millard West High School (MWHS) reported 9 dropouts, and the MLC reported 16 dropouts.

Table 3
Student Dropouts by High School Reported to NDE—2002/03

Grade	9		10		11		12		Total
MNHS									
School Enrollment	571		620		532		499		2,222
Number Dropped	0		7		8		18		33
Percentage	0.0%		1.1%		1.5%		3.6%		1.5%
MSHS									
School Enrollment	492		456		480		454		1,882
Number Dropped	0		7		7		13		27
Percentage	0.0%		1.5%		1.5%		2.9%		1.4%
MWHS									
School Enrollment	451		447		414		381		1,693
Number Dropped	0		5		1		3		9
Percentage	0.0%		1.1%		0.2%		0.8%		0.5%
MLC									
School Enrollment	0		0		28		50		78
Number Dropped	0		0		7		9		16
Percentage	0.0%		0.0%		25.0%		18.0%		20.5%
Total Enrollment	1,514		1,523		1,454		1,384		5,875
Total Dropped	0		19		23		43		85
Percentage	0.0%		1.2%		1.6%		3.1%		1.4%

Unofficial Dropout Statistics for 2003/04

Although the official reporting period for NDE is fall-to-fall, students who dropped during 2003/04 at the three Millard High Schools and the Millard Learning Center were examined. This analysis included all students who dropped out regardless of grade level.

The reasons for students leaving school was entered by each building into the Student Information Management System (SIMS) at ESU 3. Although there are thirty withdrawal codes available in SIMS, only eight reasons were given by students for dropping out. The eight reasons given for students withdrawing from school this year were physical illness, correctional institution, to accept employment, emotionally disturbed, excessive absences, death, dislike for school, and unknown (see Table 4). These codes can not explain all of the factors which make students decide to drop out, but it does give some indication of one major factor in their decision.

Unofficially, the students who dropped out and did not return decreased by 6.3% over last year. The most common reason given for dropping out of school was "Dislike for School." There were 61 students who dropped out of school and did not return during the 2003/04 school year because of

"Dislike for School," three (3) more than last year. Millard South High School and Millard North High School had the highest number of students who dropped out, and most of them dropped out because they did not like school. A large number (22) of the Millard Learning Center students dropped out due to "Excessive Absences." Millard South High School decreased by 5.6%, Millard North High School decreased by 15%, and Millard West High School decreased by 20% in the number of students who dropped out since last year.

Table 4
Dropouts Who Did Not Return and Reasons for Dropping by High School—2003/04

Code	Reason	MNHS	MSHS	MWHS	MLC	Total
WO1	Physical Illness	3	1			4
W03	Emotionally Disturbed			1		1
W10	Correctional Institution	2	2		1	5
W14	To Accept Employment				1	1
W17	Other Unknown	1				1
W20	Death	1	1	2		4
W23	Dislike for School	24	28	5	4	61
W29	Excessive Absences	3	2		22	27
	Total	34	34	8	28	104

The number of students who dropped out and decided to return during the 2003/04 school year increased by 38.5% since last year (see Table 5). These students are not included in Table 4 above. Millard South High School and Millard North High School both had four (4) students who originally dropped out but returned during the school year. The Millard Learning Center regained ten (10) students, an increase of 233.3% over last year. Unofficially, these statistics indicate that efforts to regain dropouts have not resulted in significantly larger numbers of students returning at the high schools but the Millard Learning Center has made some significant gains in getting students to return.

Table 5
Returning Dropouts and Reasons for Originally Dropping Out —2003/04

Code	Reason	MNHS	MSHS	MWHS	MLC	Total
W11	Parental Influence	1				1
W23	Dislike for School	2	4		1	7
W29	Excessive Absences	1			9	10
	Total	4	4	0	10	18

In conclusion, this is the fifth year that the reasons for dropping out have been examined. This information only reflects the number of students who dropped out during this school year. Some of the students who did not return during the school year may decide to return to school next fall, so this information does not represent an official dropout rate. This information may provide some insight into predicting the official dropout rate next year. With "No Child Left Behind" requirements, the graduation rate is determined by the number of students who graduate in four years which differs from the current method. As a result, rates will not be comparable next year. The State expects that the number of dropouts will increase due to this new method of calculating the graduation rate. These statistics apply to students in the 10th, 11th, and 12th grade, so some of them may move and attend another public school or a private school in state or out of state next year. Eventually, we will receive a request for records, but it is not known how many students, if any, fit this category.

Senior Class Enrollment 2003/04

The enrollment status of Millard High School seniors, as reported by the buildings, was analyzed to determine the disposition of senior students who were enrolled in the Millard High Schools during the 2003/04 school year.

The graduation percentage in Table 6 is based on how many seniors enrolled at graduation time actually graduated. It also included fifth year seniors and any other students who were in the senior class. This data was not used to determine graduation rate by the State because they count junior graduates, which are not included in this report.

At the beginning of the 2003/04 school year, there were 1,484 students enrolled as 12th grade students. During the school year, 47 twelfth grade students moved into the District and 28 students moved out of the District or transferred (see Table 6). There were 45 dropouts; 1,398 graduated; and 58 students did not graduate. Of the seniors who were eligible for graduation and did not drop out, 93.1% graduated, slightly higher than last year. The Millard Learning Center had the lowest percentage of graduates (59.3%), and Millard West High School had the highest percentage of graduates (99.5%). The Millard Learning Center had the highest percentage of dropouts (22%) and Millard West High School had the lowest percentage of dropouts (<1%). Of the three high schools, Millard North High School had the highest dropout percentage (4.4%).

It must be stressed again that this table should not be used as the official dropout or graduation rates. Official dropout and graduation rates reported to the state are calculated differently. Dropout rates will change significantly next year because the "No Child Left Behind" legislation requires that the graduation rate will be based on the number of students who graduate in four years. The unofficial dropout rate for the whole District calculated by this method is 95.7%. Some dropouts may reenroll and some or all of the seniors who remained in school may graduate after summer school or next year. The percentage of students who graduated stayed about the same as last year.

Table 6
Enrollment Status of Seniors—2003/04

Enrollment Status	MNHS	MSHS	MWHS	MLC	Total
Started the School Year	538	467	413	66	1484
Moved In (includes transfers)	14	6	7	20	47
Subtotal After Gains	552	473	420	86	1531
Transferred (another Millard High School)	7	5	4	0	16
Moved out of the District	4	7	1	0	12
Student Deaths	1	0	1	0	2
Subtotal After Losses	540	461	414	86	1501
Dropped Out and did not Return	17	8	1	19	45
Total Remaining	**523**	**453**	**413**	**67**	**1456**
Graduated (midyear included)	499	436	412	51	1398
Graduated (summer school)	0	0	0	0	0
Did not Graduate & did not drop out	24	17	1	16	58
Total Graduated & Not Graduated	523	453	413	67	1456
Percentage Graduated	92.4%	94.6%	99.5%	59.3%	93.1%
Percentage Not Graduated	4.4%	3.7%	0.2%	18.6%	3.9%
Percentage Dropped Out	3.15%	1.74%	0.24%	22.09%	3.00%
Percentage Grads and not Grad	96.85%	98.26%	99.76%	77.91%	97.00%

Millard Students Attending Private Schools

The number of Millard students attending private schools increased by 75 students since last year (see Table 7). The District student population increased slightly. The percentage of the total District population attending private schools for 2003/04 has not changed since last year (12.7%). In 2003/04, the number of secondary students attending private schools increased by 69 students and the number of elementary students increased by 6 students.

Table 7
Millard Students Attending Private Schools–1999/00 to 2003/04

	99/00	%	00/01	%	01/02	%	02/03	%	03/04	%
K-5	1374	6.4%	1327	6.1%	1388	6.38%	1402	6.34%	1408	6.23%
6-12	1307	6.1%	1361	6.3%	1303	5.99%	1398	6.33%	1467	6.49%
Total	2681	12.4%	2688	12.4%	2691	12.4%	2800	12.7%	2875	12.7%
Total Millard Student Population	21,573		21,711		21,744		22,102		22,605	

* *Percentages were calculated from the total Millard School District K-12 student population for each year. The total Millard School District K-12 population includes: Millard Public Schools, Private Schools and Exempt Schools.*

Millard Exempt School Students

The number of Millard Exempt School Students has increased every year for the past five years (see Table 8). The total number of Exempt School Students is a fairly insignificant percentage of the total Millard School District student population. They comprised approximately 1% of the total District population this school year.

Since 1995, the number of Exempt School Students has increased, but over a five-year period home-schooled students have only increased by 39 students. Even though the number of Exempt School Students has increased by 15 students since last year, the actual percent of Exempt School Students to the total student population has increased by <1%.

Millard Public Schools Policy 6675 and the accompanying Rules 6675.1 and 6675.2 on Exempt School Students were revised in February 2000, which outlines those areas of cooperation between Exempt Schools and Millard Public Schools.

Table 8
Millard Exempt School Students–1999/00 to 2003/04

	99/00	%	00/01	%	01/02	%	02/03	%	03/04	%
K-5	112	0.5%	109	0.5%	115	0.53%	129	0.58%	120	0.53%
6-12	82	0.4%	89	0.4%	87	0.40%	89	0.40%	113	0.50%
Total	194	0.9%	198	0.9%	202	0.9%	218	1.0%	233	1.0%
Total Millard Student Population	21,573		21,711		21,744		22,102		22,605	

* *Percentages were calculated from the total Millard School District K-12 student population for each year. The total Millard School District K-12 population includes: Millard Public Schools, Private Schools and Exempt Schools.*

Enrollment Option Students

The Nebraska Enrollment Option Program started with the 1990/91 school year. Nebraska law enables any Nebraska students, K-12, to option out of the district where they reside and attend a school in a Nebraska public school district in which students do not reside. This option is only available once to each student prior to graduation unless the student relocates to a different resident school district, the option school district merges with another district, or the option school district is a Class I district.

For the 2003/04 school year, the following Millard schools and programs were closed to enrollment option students: Ackerman Elementary, Black Elk Elementary, Neihardt Elementary, Rohwer Elementary, Wheeler Elementary, Millard West High School, the Montclair and Norris Montessori Programs, the Middle School Montessori Program, TEAM Program, Millard Learning Center, Millard Core Program, English Language Learner Program, and all Special Education Programs.

Including this year and all of the previous years, there are currently 612 students optioned out to attend a district other than Millard and 1,032 students currently optioned into Millard from other school districts.

Option Out

For the 2003/04 school year, a total of 239 Millard resident students opted to attend another public school district. Of those 239 students, 193 students are currently still attending another school district, 22 students cancelled their option, 11 students withdrew their application, and eight (8) students were denied entrance to the option district.

Of the 193 students currently attending another school district, 51 (26%) are attending Westside, 65 (34%) are attending Omaha Public Schools, and 39 (20%) are attending Ralston. Twenty-four (12%) of the students are in kindergarten, while 27 (14%) are in the 9th grade, 23 (12%) are in the 10th grade, 30 (16%) in the 11th grade, and 12 (6%) are in the 12th grade (see Table 9).

Option In

Five hundred eighty-eight (588) students applied for enrollment option into the Millard School District from their resident school districts for the 2003/04 school year. Of the 588 students, 29 students cancelled, 97 withdrew their applications before attending, and 29 were denied either by their resident district or by the Millard School District because they requested schools which were

Table 9
Millard Students Optioning to Other Districts in 2003/04

Option District	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
Bellevue	1								1		1	2	1	6	3%
Elkhorn				1	1	1		1		2	1	1		8	4%
Gretna		1		1	2		1	1	1	1			1	9	5%
Lincoln												1		1	1%
OPS	6	3	2	2	2	2	4	4	1	11	10	11	7	65	34%
Pap/LaVista	2	1			1					1	2	2		9	5%
Ralston	6	2	1	1	4	1		1	5	6	5	5	2	39	20%
So. Sarpy		1					1				1	1		4	2%
Waterloo												1		1	1%
Westside	9	3	3	4	5	3	3	3	2	6	3	6	1	51	26%
Total	24	11	6	9	15	7	9	10	10	27	23	30	12	193	100%
Percentages	12%	6%	3%	5%	8%	4%	5%	5%	5%	14%	12%	16%	6%	100%	

closed due to the capacity standards set for specific schools or programs. Of the 588 students who applied during the 2003/04 school year, 430 students are currently attending a Millard school. Of the 430 current students, 294 (68%) reside in the Omaha School District. The remaining students come from 15 other school districts. The largest percentage of students were in kindergarten, 104 (24%) and in the 9th grade, 54 (13%). Overall, 212 (49%) students are elementary, 90 (21%) are middle school, and 128 (30%) are high school (See Table 10). There was a 28% increase in the current number of students who optioned into the District for 2003/04 as compared to the 2002/03 school year.

Table 10
Millard Students Optioning into Millard in 2003/04

Resident District	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
Bellevue	1						1	1			1			4	1%
Bennington				2	1		2			5	2	1	3	16	4%
Blair	1					1	1							3	1%
Elkhorn	3	2	1	1	1	2		4	3	5	4	6	2	34	8%
Gretna	3	1	1	1	1		1	2				2		12	3%
Logan View										1	1			2	0%
Louisville				1							1			2	0%
OPS	85	14	20	12	21	6	18	31	17	35	16	12	7	294	68%
Papillion/LaVista	2		1							2		1		6	1%
Plattsmouth	1		1											2	0%
Ralston	2	2		1	5		3		3	2	2		1	21	5%
So. Sarpy	1	2	1	1	1		1		1	2	1		1	12	3%
Tekamah-Herman	1													1	0%
Wahoo											1			1	0%
Waterloo	1				2	1		1		2		1	2	10	2%
Westside	3	1									1	2	3	10	2%
Total	104	22	25	19	32	10	27	39	24	54	30	25	19	430	100%
Percentages	24%	5%	6%	4%	7%	2%	6%	9%	6%	13%	7%	6%	4%	100%	

Summary of Enrollment Option Since Its Inception

As of June 1, 2004, there were 612 students residing in Millard who are attending another public school district under the Nebraska Enrollment Option Program. Of these 612 students, 241 (39%) are attending school in Westside, 157 (26%) are attending school in Omaha Public Schools, and 118 (19%) are attending school in Ralston. Of the 612 students, 294 (48%) are in high school, 130 (21%) are in middle school, and 188 (31%) are in elementary school.

There are currently 1,032 students attending the Millard Public School District under the Enrollment Option Program. Of those attending Millard from other districts, 706 (68%) of the students reside in the Omaha Public School District, while 106 (10%) reside in the Elkhorn School District. Of the 1,032 current students, 328 (32%) are in high school, 228 (22%) are in middle school, and 476 (46%) are in elementary school.

Since the beginning of the Nebraska Enrollment Option Program, Millard has processed 4,995 applications. Of the 4,995 applications, 1,645 are still active, 1,595 cancelled their application, 551 withdrew their application before attending, 145 were denied, and 1,044 students graduated.

Conclusion of Enrollment Option

Summarizing the 2003/04 school year, 193 Millard students are currently optioned out to attend another public school district, and 430 students are currently optioned into Millard from their resident districts.

The State provides state aid for educating an option student, just as it does for educating a resident student. For the 2003/04 school year, the state aid formula provided approximately $5,257 for each weighted student. Kindergarten students are weighted at .5 FTE, full-day kindergarten through the 6th grade are weighted at 1 FTE, the 7th grade through the 8th grade are weighted at 1.2 FTE, and the 9th grade through the 12th grade are weighted at 1.4 FTE.

Within District Transfers

According to District policy, parents may request a transfer to a school other than their assigned school. These requests are generally approved if there is space available in the requested school.

Beginning with the 1999/00 school year, there were 822 transfer requests processed. Of these 822 requests, 780 were approved, 14 were denied, and 28 cancelled. Of the 780 approved transfers, 155 (19.9%) were for high schools, 101 (12.9%) were for middle schools, and 524 (67.2%) were for elementary schools. Of the 14 denied requests, 7 (50%) were for high schools, 6 (42.9%) were for middle schools, and 1 (7.1%) was for elementary schools.

For the 2000/01 school year, there were 759 transfer requests processed. Of these 759 requests, 734 were approved, 10 were denied and 15 were cancelled by the parent. Of the 734 approved transfers, 201(27.4%) were for high schools, 136 (18.5%) were for middle schools, and 397 (54.1%) were for elementary schools. Of the 10 denied requests, 3 (30%) were for high schools, 4 (40%) were for middle schools, and 3 (30%) were for elementary schools.

For the 2001/02 school year, there were 1,110 transfer requests processed. Of the 1,110 requests, 1,008 were approved, 19 were denied and 83 were cancelled by the parent. Of the 1,008 approved transfers, 221 (21.9%) were for high schools, 329 (32.6%) were for middle schools, and 458 (45.5%) were for elementary schools. Of the 19 denied requests, 7 (36.8%) were for high school, 9 (47.4%) were for middle schools, and 3 (15.8%) were for elementary schools.

For the 2002/03 school year, there were 1,139 transfer requests processed. Of the 1,139 requests, 1,062 were approved, 12 were denied and 65 were cancelled by the parent. Of the 1,062 approved transfers, 252 (23.7%) were for high schools, 256 (24.1%) were for middle schools, and 554 (52.2%) were for elementary schools.

For the 2003/04 school year, there were 1,154 transfer requests processed. Of the 1,154 requests, 1,101 were approved, 15 were denied and 38 were cancelled by the parent. Of the 1,101 approved transfers, 257 (23.3%) were for high schools, 241 (21.9%) were for middle schools, and 603 (54.8%) were for elementary schools. The number of within district transfer requests for the 2003/04 school year increased by 1.3% over the 2002/03 school year (see Table 11)

The number of transfer requests approved increased by 3.7% over last year. There was an increase in the number of elementary transfers and a decline in the number of secondary transfers. Reasons for transfers are widely varied. Some of the most common reasons for transfer requests are: special programs, daycare in area, moved and wants to stay at current school, and transportation.

Two sections were added to the transfer form last year. One section asks applicants to check if they are transferring for the IB program, Montessori, or Core, and the second section asked for the applicant's date of birth. Applications are also asked to indicate if they require ELL or Special Education Programs. This additional information allows better placement recommendations and helps to track which programs are drawing students to another school within the District.

Table 11
Within District Transfer Requests 1999/00 through 2003/04

	Approved	Denied	Cancellations	% of Total Requests Approved	Total Requests
1999/00					
High School	155	7		18.9%	**162**
Middle School	101	6		12.3%	**107**
Elementary School	524	1		63.7%	**525**
All Schools	**780**	**14**	**28**	94.9%	**822**
% of Requests	94.9%	1.7%	3.4%		
2000/01					
High School	201	3	9	26.5%	**213**
Middle School	136	4	4	17.9%	**144**
Elementary School	397	3	2	52.3%	**402**
All Schools	**734**	**10**	**15**	96.7%	**759**
% of Requests	96.7%	1.3%	2.0%		
2001/02					
High School	221	7	12	19.9%	**240**
Middle School	329	9	59	29.6%	**397**
Elementary School	458	3	12	41.3%	**473**
All Schools	**1008**	**19**	**83**	90.8%	**1110**
% of Requests	90.8%	1.7%	7.5%		
2002/03					
High School	252	8	25	22.1%	**285**
Middle School	256	1	18	22.5%	**275**
Elementary School	554	3	22	48.6%	**579**
All Schools	**1062**	**12**	**65**	93.2%	**1139**
% of Requests	93.2%	1.1%	5.7%		
2003/04					
High School	257	4	10	22.3%	**271**
Middle School	241	1	12	20.9%	**254**
Elementary School	603	10	16	52.3%	**629**
All Schools	**1101**	**15**	**38**	95.4%	**1154**
% of Requests	95.4%	1.3%	3.3%		
5 Year Average	**937.0**	**14.0**	**45.8**	**94%**	**997**

Wards of the Court

The number of students who were Wards of the Court in the 2003/04 school year increased by 15.5% over last year. The largest percentage of students who were Wards of the Court was concentrated at the secondary level. While the total number of student wards has fluctuated over the past five years, there has not been a significant impact on instructional resources. Teaching staff and counselors focus on the individual needs of students who are Wards of the Court, while working with the appointed guardians and the families when appropriate.

Table 12
Wards of the Court—1999/00 to 2003/04

Grades	99/00	%	00/01	%	01/02	%	02/03	%	03/04	%
K-5	10	0.0%	15	0.1%	19	0.09%	16	0.07%	20	0.09%
6-12	43	0.2%	42	0.2%	54	0.25%	42	0.19%	47	0.21%
Total	53	0.2%	57	0.3%	73	0.3%	58	0.3%	67	0.3%
Total MPS Student Pop.	21,573		21,711		21,744		22,102		22,605	

Foreign Exchange Students

Millard Public Schools hosted 11 foreign exchange students from 10 countries during the 2003/04 school year. There were two (2) foreign exchange students from Germany. Brazil, France, Czech Republic, Holland, Korea, Panama, Norway, Sweden, and Thailand each sent one (1) foreign exchange student. Of the 11 students, six (6) were female and five (5) were male. Millard North High School hosted five (5) foreign exchange students, Millard South High School hosted three (3) foreign exchange students, and Millard West High School hosted three (3) foreign exchange students.

Table 13
Foreign Exchange Students—2003/04

School Attended	Gender		County of Origin
Millard North High	Female - 1	Male - 4	France (1), Thailand (1), Germany (1), Korea (1), Holland (1)
Millard South High	Female - 3	Male - 0	Brazil (1), Germany (1), Czech Republic (1)
Millard West High	Female - 2	Male - 1	Sweden (1), Panama (1), Norway (1)

According to District Policy, nine (9) foreign exchange students are allowed District-wide. At Superintendent or Board discretion, the number of foreign exchange students can be changed for extenuating circumstances, which explains the fluctuation in the total numbers over the years.

Table 14
Number of Foreign Exchange Students—1996/97 to 2003/04

Year	No. of Students	Year	No. of Students
1996/97	5	2000/01	11
1997/98	14	2001/02	17
1998/99	9	2002/03	11
1999/00	13	2003/04	11

STUDENT DISCIPLINE

Introduction

Student discipline is an essential element in maintaining safe schools. The District has well-defined policies, rules and procedures which clearly state the expected student conduct. The following section on student discipline contains the statistics accumulated during the 2003/04 school year. These statistics are disaggregated to show which areas of student discipline may be of concern and which areas indicate positive gains.

Student Rule Infractions

The Standards for Student Conduct (Rule 5400.6) is a document which defines the disciplinary rules for the Millard School District. These rules are uniform across the District and are approved by the Board of Education each school year. The Standards for Student Conduct is published in the student handbook in each building and in District Rule 5400.6 and is distributed to every student. All students are required to sign a receipt that they have received and understand the Standards for Student Conduct.

The Standards for Student Conduct defines each behavior that is a violation of the District Policy, Rules, Procedures and state and federal law. Such rule violations are called "infractions." For each infraction, the Standards for Student Conduct lists a sanction that defines the perimeters that administrators can use to respond to the student violation. In response to infractions, administrators may then choose from up to 53 "actions" involving such major responses as expulsion, suspension, mandatory reassignment, detention, and relatively minor responses such as administrative conference or peer mediation. One infraction may be assigned to one or more actions.

During the 2003/04 school year, administrators were encouraged to record all disciplinary referrals, infractions, and actions into the District computerized database called the Student Information Management System (SIMS). Additionally, guidelines were developed to assist principals in reporting infractions. A document named "Discipline Reporting Procedures 03/04" was distributed to each principal and assistant principal and meetings were held to get input and to train administrators on reporting consistent disciplinary information. Administrators also met and agreed on procedures for reporting student truancy and tardies.

Tardy reporting in previous years has been inconsistent. Data received for the 03/04 school year indicate much more consistent reporting in all areas.

Table 15 provides a list of infraction and action computer codes for the 2003/04 school year that lists the codes for easy reference when examining the tables that follow. At the Boards request, infractions which were not included in the Standards for Student Conduct will not be reflected in this report and are indicated by an asterisk in Table 15. Code 72, Excessively Tardy, was added to replace counting students as truant if they were more than ten (10) minutes late to class in secondary schools. Truant to class is only used now if the student misses more than ninety (90%) percent of the class. Last year in the secondary, it was difficult to distinguish those students who were actually truant from class or school from students who were tardy to class. The result of these changes has helped to make discipline reporting more consistent, but there are still some major difference between buildings which are not affected by reporting.

Table 15
Infraction and Action Computer Codes—2003/04

Infraction Code	Code Description	Infraction Code	Code Description
1	Physical Assault	69	Receiving Non-prescription Medications
2	Fighting	70	Exposure to Bodily Fluids
3	Pushing and Shoving	71	Cheating or Plagiarism
4	Threats - Level One	72	Excessively Trady-Late to class after Building Cutoff Time[1]
5	Threats - Level Two	**Action Code**	**Code Description**
6	Threats - Level Three	1	Expulsion
7	Bomb Threat	2	Mandatory Reassignment
8	Physical Injury	3	Long Term Suspension (6-19 Days)
9	Guns (all types including pellet and paint ball)	4	Emergency Exclusion
10	Other Weapons	5	Short Term Suspension (5 Days or less)
11	Poss. Certain Prohibited Objects	6	In-School Suspension
12	Extortion	7	Saturday School
13	Sexual Assault	8	After School
14	Sexual Harassment	9	Detention (1)
15	Harassment	10	Detention (2)
16	Bullying	11	Detention (3)
17	Drugs - Possession of	12	Detention (4)
18	Drugs - Use of or Under the Influence	13	Removal From Class (Class Exclusion)
19	Distribution of - Drugs	14	Dropped From Class/Attendance
20	Distribution of - Alcohol	15	Loss of Privileges
21	Alcohol - Possession of	16	Revoke Open Campus Privileges
22	Alcohol - Use of or Under the Influence	17	Bus Suspension
25	Tobacco - Possession of	18	Parent/Guardian Called
26	Tobacco - Use of	19	Parent/Guardian Conference
27	Fireworks - Possession of	20	Administrative Conference with Student
28	Fireworks - Use of	21	Restitution/Fine Paid
29	Public Indecency	22	Assigned Student Report
30	Profanity and Obscenity	23	No Recess
31	Disparaging Language / Symbolism	24	Note Home to Parents
32	Damage to Property (Vandalism)	25	Referral to SCIP
33	Larceny (Theft)	26	Peer Mediation
34	Arson or False Fire Alarm	27	Building Community Service
35	False Alarm or Report	28	Combined with Other Action
36	Computers/Internet - Misuse of	29	Police Notified
37	Truant-All Day	30	Youth Diversion Program
38	Gambling	31	Manifestation Determination - Yes
39	Dishonesty	32	Manifestation Determination - No
40	Insubordination	101	Referred for Tutoring
41	Disruptive Behavior	102	Referred to Building Counselor
42	Unlawful Activity	103	Referred to Counseling Group
43	False Complaints	104	Referred to or Consultation with Outside Agency
44	Repeated Offenses	105	Referred to a Community Counselor
45	Tardy to school[2]	106	Referred to Administration
*46	Failure to Report	107	Referred to MIT
47	Nuisance Items	108	Conflict Resolution
48	Dress Code	109	Teacher Conference
*49	Open Campus Violation/Unauthorized Area	110	Follow-up Conference
*50	Parking Offense	111	Credits Checked
52	Tardy to Class 6 Times	112	Course Registration/Schedule Change (drop & add)
53	Tardy to Class 9 Times	113	Recommendation Letter Written
54	Tardy to Class 12 Times	114	Interest Inventory Administered
55	Tardy to Class 15 Times	115	504 Meeting Held
*56	Referral Found not to be an Infraction	116	Search (car, locker or student)
*57	Failure to Complete Homework	117	Student Restrained
58	Possession of Medications	118	Home Visit
59	Use of Medications	119	Classroom Observation
60	Transportation of Medications	120	Refer to the Building Learning Center
61	Distribution of Prescribed Medications	121	Test Scores Interpreted
62	Distribution of Non-Prescribed Medications		

Infractions

Elementary Schools

In all of the elementary schools, there were 4,176 infractions compared to 564 infractions last year. This increase was due to changed reporting procedures for the District and improved reporting by the buildings. The highest number of infractions at the elementary level was for being tardy to school. Elementary schools reported one (1) expulsion, eight (8) long-term suspensions and 139 short-term suspensions during the 2003/04 school year.

There was a 640% increase in infractions for the elementary schools since last year. The smallest number of infractions reported in any of the elementary schools was thirty-four (34). The highest number of infractions reported by an elementary school was 376. These numbers are much more reflective of disciplinary issues in the elementary than in the past. There will always be more allowance made for rule infractions than at the secondary level because of developmental level. Additionally, the disruptive and destructive effect of rule violations at the elementary tend to be less. Finally, behavior at the elementary tends to be handled in the classroom and not referred to the office. At the secondary level, most rule infractions are more likely to be referred to the office for disposition.

Guidelines developed to make elementary disciplinary reporting more consistent have worked. The guidelines intended to distinguish between play and behavioral issues have helped administrators determine when an infraction needs to be reported. Key factors in reporting physical activity were: where it happened, the physical intensity, and if one or both of the students were angry. For the first time, elementary principals reported student tardy and truancy infractions. Recording tardies has increased awareness and brought more pressure on parents to have their children to school on time.

Additional computer codes were added to SIMS last year to allow principals more latitude in reporting without taking a punitive disciplinary action. Regardless of the type of behavior and disciplinary action, or even if no disciplinary action was taken, there were codes to allow reporting.

The frequent number of infractions in the elementary this year was for student tardies (2,486). The other most frequently occurring infractions were in these areas: disruptive behavior (362), pushing and shoving (297), insubordination (274), physical assault (124), and truant (97). It must be emphasized that there is no baseline data to compare to since reporting procedures have changed.

Although there are some differences between elementary schools in the number of infractions reported, it must be noted that school size, the discipline program used, the number of exceptional students, teacher attitudes toward handling their own discipline, number of split families and custody issues, school climate, parental support, facilities, and instruction all impact how students behave. Some of these factors are not easily controlled and consequently, there will always be some fluctuation between schools.

In conclusion, the elementary schools have improved discipline reporting this year. Judging by the amount of verbal reporting to Pupil Services that has occurred, not only this year but in previous years, it is apparent the discipline reporting this year is much more reflective of what actually occurs in the elementary schools.

This will be a baseline year since reporting procedures have changed. This means that in the future, elementary schools will be able to use discipline statistics to improve areas of need.

The elementary principals are to be commended for their initiative and follow-through in reporting discipline this year. Their efforts have provided information about their school which will yield value in the future.

Table 16
Infractions by Elementary Schools—2003/04

Code	Infractions	Abb	Ack	Ald	Blk	Bry	Cat	Cod	Cot	Dis	Ezr	HO	Hit	HH	Mon	Mor	Nei	Nor	Roc	Roh	San	Whe	Wil	Total
1	Physical Assault	1	5		1	15	1	17		8	2	5	6	9	6		1	28	10	1			8	124
2	Fighting	2	1		12	9		13		3	3		4	3		5	14	4	5			4	4	86
3	Pushing and Shoving	24	35	2	26	26	1	1	3	1	3	41	31	4	11	22	11	5	19	10		17	4	297
4	Threats - Level One	3	9		6	13		1	2		1	3	3	4	2		2	17	1	1	3		5	76
5	Threats - Level Two	1	1		1			1	1		1	2	1	1				1				2	1	14
6	Threats - Level Three													1						1				2
7	Bomb Threat																							0
8	Physical Injury	4	3		4			1	3			3		2	6	5	2		1	2		1	3	40
9	Guns																							0
10	Other Weapons	1																						1
11	Poss Prohib Objects					1	1		4						1	1					2			10
12	Extortion												1											1
13	Sexual Assault																							0
14	Sexual Harassment	2			1			1					1											5
15	Harassment	4			6	3	1	4		2			1		1	2	1				1		1	27
16	Bullying		4	9	4	3		2		3		5	6	3	4	5	1	3	4				3	59
17	Drugs - Poss of																							0
18	Drugs - UseUnder Infl																							0
19	Dist of - Drugs																							0
20	Dist of - Alcohol																							0
21	Alcohol - Poss of																							0
22	Alcohol - UseUnder Infl																							0
25	Tobacco - Poss of																							0
26	Tobacco - Use of																							0
27	Fireworks - Poss of															1								1
28	Fireworks - Use of																							0
29	Public Indecency												1		1			5			1			8
30	Profan and Obs	6	1		1	5		7		1	5	1	4	2	4	4	1	10	1	2				55
31	Disparaging Lang		6					3	2		7	4		4	3	5			1			4		39
32	Damage to Property	5			1	1	2	1		1		5	2	1	2		1	2	3				2	29
33	Larceny (Theft)	1	3					3					1	1	2						1		2	14
34	Arson-False Fire Alarm															1				1				2
35	False Alarm or Report																							0
36	Computers-Misuse of														1		1							2
37	Truant-all day							1						2	2				92					97
38	Gambling																1							1
39	Dishonest	2	9		2								1	1	1				1	1	2		1	21
40	Insubordination	18	44		2	21	1	47	2	4	1		23	23	13	1	12	42	2	5	1	10	2	274
41	Disruptive Behavior	6	21	4	9	19	2	41	8	1	5	43	26	10	35	13	37	29	14	7	6	25	1	362
42	Unlawful Activity																							0
43	False Complaints																							0
45	Tardy to School	84	230	1	60	300	166	125	81	165	88	45	46	20	95	117	264	102	192	39	63	45	158	2486
47	Nuisance Items							1	3				1		1							1	1	8
52	Tardy Class-6 Times			18									1											19
53	Tardy Class-9 Times													3										3
54	Tardy Class-12 Times													1										1
55	Tardy Class-15 Times																	1						1
58	Poss of Med																							0
59	Use of Med																							0
60	Trans of Med																				1			1
61	Dist Prescribed Meds																							0
62	Dist Non-Presc Meds		2																					2
64	Sexual Contact																		1					1
65	Non. Code Yellow/Red																							0
66	Truant from Class																							0
67	Threaten with Object																							0
70	Expose to Bodily Fluids														1									1
71	Cheating		2														1					1	2	6
72	Excessive Tardy																							0
	Total	164	376	34	136	416	175	270	109	189	116	157	160	95	192	182	350	249	347	70	81	110	198	4176

Secondary Schools

Guidelines were developed to achieve greater consistency in reporting infractions at the secondary level. Several meetings were held with secondary principals to provide more consistent reporting. One of the biggest discrepancies in the past was the issue of reporting truancy. One of the high schools reported students truant to class if they were more than five (5) minutes late to class. It was decided that students would not be counted truant if they were late to class and a new code called "excessively tardy" was developed for students who were more than 10 minutes late to class. High schools were also to report students as late to class and not late to school. Students would be counted as truant to class if they missed 90% or more of the class. The middle schools seldom have a problem with students being late to class, however, the problem with students being tardy to school continues. Middle school administrators could not agree on what constituted an excused tardy so all tardies were reported since a student could receive five (5) free tardies without a disciplinary action.

Middle School. At the Middle School level, there were 3,991 infractions a decrease of 7.4% over last year. The largest number of infractions at a school were 1,059 and the least number was 318 not counting the Middle School alternative program which had 148 infractions. One reason for the increase in infractions at the Middle School level was consistent reporting of students being tardy to school.

High Schools. At the High School level, there were 8,018 infractions, a decrease of 24.5% over last year. The largest number of infractions at a high school was 3,759 and the smallest number of infractions was 1,625. One reason for the large discrepancy between the high schools was the number of "truant from class" reported by Millard South High School. Millard South High School reported 1,092 infractions for "truant from class." This figure was monitored during the year and the administration confirmed that it was being reported correctly. Millard North reported 252 and Millard West reported 144 "truant from class" infractions.

The number of truant from class reported by Millard South is probably one of the most alarming disciplinary statistics reported this year. However, if the high number of "truant from class" infractions at Millard South High School are not the result of inaccurate reporting as the administration indicates, the high number of students who cut class at Millard South High School indicates a need to fix the problem.

All three of the high schools decreased in infractions since last year. Millard North High School reported 1,891 infractions in 2003/04 and 3,246 infractions in 2002/03, 41.7% less this year than last year. Millard South High School reported 3,759 infractions in 2003/04 and 5,720 infractions in 2002/03, 34.3% less this year when compared to last year. Millard West High School reported 1,625 infractions in 2003/04 and 1,643 infractions in 2002/03, 1% less this year than last year.

In conclusion, agreed upon discipline reporting procedures did help improve consistency in secondary reporting. Millard South has a higher frequency of infractions in several areas than the other schools but due to the monitoring that occurred throughout the school year, it seems unlikely that their higher numbers of infractions are due to differences in reporting. There are still a number of variables that can affect the number of infractions occurring in a school besides differences in reporting. It does seem apparent that schools with infractions that far exceed the other schools in the District need to analyze carefully the reasons and develop solutions to the problem.

Table 17
Number of Student Infractions by Secondary School —2003/04

Code	Infractions	AMS	BMS	CMS	KMS	NMS	RMS	MSAF	MNHS	MSHS	MWHS	MLC	YAP	Total
1	Physical Assault			4		3		1	6	7	5	2	1	29
2	Fighting	18	6	17	13	13	3		14	22	16			122
3	Pushing and Shoving	93	57	95	33	28	43		16	13	4		1	383
4	Threats - Level One	3	5	6	6	1	6	3	9	10	2			51
5	Threats - Level Two	3	3	3	7	4	3		8	17	7	2		57
6	Threats - Level Three					1				2	1	1		5
7	Bomb Threat													0
8	Physical Injury								1					1
9	Guns (all types)								2		1			3
10	Other Weapons			1	1		3			1				6
11	Poss Prohib Objects	2		2	3		2	1	2	2	2			16
12	Extortion													0
13	Sexual Assault													0
14	Sexual Harassment	1	5	6	6	2	3		4	6	5		2	40
15	Harassment	41	27	37	30	14	13		14	15	1	2	1	195
16	Bullying	17	6	10	14		2	1	2	14	2			68
17	Drugs - Poss of	1		1	1	3	1		8	9	13			37
18	Drugs - Use/Under Infl								16	13	3			32
19	Dist of - Drugs			1					1	2	1			5
20	Dist of - Alcohol													0
21	Alcohol - Poss of								1	2	3			6
22	Alcohol - Use/Under Infl	1							2	3	2	1		9
25	Tobacco - Poss of	1		2		2			16	35				56
26	Tobacco - Use of			3			2		18	26				49
27	Firew orks - Poss of													0
28	Firew orks - Use of													0
29	Public Indecency	3			1								1	5
30	Profan and Obs	34	13	17	17	21	15		63	119	22	4	2	327
31	Disparaging Lang	9	2	42	63	6	30		42	39	19	3		255
32	Damage to Property	11	2	2	3	8	5		2	8	7	1		49
33	Larceny (Theft)	21		13	6	6	1		16	11	9			83
34	Arson-False Fire Alarm										6			6
35	False Alarm or Report			3										3
36	Computers-Misuse of	3	2	7	4		2		2	26	3			49
37	Truant-all day	7		15	3	7	1	71	82	181	53	380		800
38	Gambling								6					6
39	Dishonest	3	4	10		3	23		18	53	4			118
40	Insubordination	69	40	128	75	45	116	18	396	310	114	2		1313
41	Disruptive Behavior	240	141	288	166	67	296	2	382	650	187	5	1	2425
42	Unlaw ful Activity									3	2			5
43	False Complaints													0
45	Tardy to School	39	85	320	273	77	80	51		2	1	323		1251
47	Nuisance Items	6	7	8	9	3	10			316				359
52	Tardy Class-6 Times				1	3			368	202	509			1083
53	Tardy Class-9 Times						1		62	64	236			363
54	Tardy Class-12 Times						2		17	19	91			129
55	Tardy Class-15 Times						1		4	13	34			52
58	Poss of Med				1				1	4				6
59	Use of Med			2						1				3
60	Trans of Med													0
61	Dist Prescribed Meds			4		1				2				7
62	Dist Non-Presc Meds									4				4
64	Sexual Contact								1	2				3
65	Non. Code Yellow /Red						2							2
66	Truant from Class	10		2	6		4		252	1092	144	8		1518
67	Threaten w ith Object	1												1
70	Expose to Bodily Fluids			7										7
71	Cheating			2			3		2	17	31			55
72	Excessive Tardy	8		1			1		35	422	85			552
	Total	**645**	**405**	**1059**	**742**	**318**	**674**	**148**	**1891**	**3759**	**1625**	**734**	**9**	**12009**

Actions Assigned for Infractions

Tables 18, 19 and 20 reflect the number of out of school suspensions and expulsions for each type of infraction by school. These tables only reflect infractions where students were given one of the following actions: expulsion, long-term suspension, short-term suspension, or mandatory reassignment.

Elementary Actions

Table 18 shows that elementary buildings most frequently assign short-term suspension for the most serious infractions. There was one (1) expulsion in the elementary this year and eight (8) long-term suspensions. There were 139 short-term suspensions. Although, the elementary schools occasionally assign short-term suspension to infractions that require mandatory long-term suspension, the Standards for Student Conduct allow exceptions for students under grade five. As mentioned before, allowances are made for a student's age, the level of disruption, and the threat to safety the student poses due to his/her size. The number of long-term suspensions increased from three (3) last year to eight (8) this year. The number of short-term suspension increased from 125 last year to 139 this year.

Table 18
Number of Actions Assigned for Infractions at Elementary Schools —2003/04

Infraction	Action	Abb	Ack	Ald	Blk E	Bry	Cat	Cod	Cot	Dis	Ezr	HO	Hit	Hol	Mon	Mor	Nei	Nor	Rock	Roh	San	Whe	Wil	Total
Phys Assault	LT Sus							2						2						1				5
	ST Sus		2			9	1	1			2	1	2				1	2	1					22
Fight	ST Sus	2	1			7				3						3	1							17
Pushing	LT Sus												1											1
	ST Sus	3	1			2	1				1		2						7	1				18
Threats-Lev I	ST Sus		2			2								1				2			2			9
Threats-Lev II	ST Sus	1	1					1					1	1				1				2		8
Threats-Lev III	LT Sus																			1				1
	ST Sus													1										1
Phys Inj	LT Sus		1																					1
	ST Sus		1																					1
Weapons	ST Sus	1																						1
Proh Obj	ST Sus						1		1						1						1			4
Sex Har	ST Sus												1											1
Har	ST Sus					3	1						1								1			6
Bully	ST Sus												1											1
Indecency	ST Sus																				1			1
Profanity	ST Sus																	2						2
Dispar Lang	ST Sus																							0
Larceny	ST Sus							1													1			2
Arson	ST Sus															1		,						1
Comp Misuse	ST Sus																1							1
Insub	ST Sus	1				12		3					2				2	2	1					23
Disr Beh	ST Sus	1				8							2				3	1		1	1	1		18
Nuisance Item	ST Sus														1									1
Trans of Meds	ST Sus																				1			1
Expos Fluids	Expl														1									1
Total ST Sus		9	6	0	0	34	3	5	1	3	1	0	10	3	2	4	7	8	8	2	8	3	0	139
Total LT Sus		0	1	0	0	0	0	2	0	0	0	0	1	2	0	0	0	0	0	2	0	0	0	8
Total Expulsions		0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Total Actions		9	7	0	0	34	3	7	1	3	1	0	11	5	3	4	7	8	8	4	8	3	0	148

Secondary Actions

Table 20, page 19, shows secondary buildings and the number of expulsions, long-term suspensions, short-term suspensions, and mandatory reassignments. For all of the secondary buildings, there were 28 expulsions, 150 long-term suspensions, 983 short-term suspensions, and two (2) mandatory reassignments. Since last year expulsions increased by 12%, long-term suspension decreased by 20.2%, short-term suspensions decreased by 31%, and mandatory reassignments decreased by 50% from four (4) to two (2).

Middle Schools. At the middle school level, there were five (5) expulsions, 31 long-term suspensions, 410 short-term suspensions, and no mandatory reassignments. The largest number of out-of-school exclusions were assigned for the following infractions: pushing and shoving, 62; disruptive behavior, 58; fighting, 64; and insubordination, 82. Central Middle School assigned out-of-school exclusions at double the rate of the other schools, but they also had twice as many infractions as the other middle schools. Russell Middle School was the least likely to use out-of-school exclusions. The five (5) expulsions were sporadic among the middle schools with Andersen Middle School being the only school with two (2). The infractions reported for expulsions seldom reflect the true situation because in all of the cases there were several infractions which occurred at the same time and buildings could only list one of them. In addition, students who were expelled also had repeated offenses which led up to the expulsion.

High Schools. At the high school level, there were 23 expulsions, 119 long-term suspensions, 573 short-term suspensions, and two (2) mandatory reassignments. Since last year at the high school level, expulsions decreased by 15%, long-term suspensions decreased by 12.5%, short-term suspensions decreased by 45.2%, and mandatory reassignments increased by 100% from one (1) to two (2). The largest number of out-of-school exclusions were assigned for the following infractions: insubordination, 155; disruptive behavior, 91; tardy to class, 66; and fighting, 52.

Conclusion

In conclusion, Table 19 below shows the number of actions taken for all of the schools over the past seven (7) years. The number of expulsions is at a seven-year high but the number of expulsions has generally been in the twenties. The number of short-term suspensions and long-term suspensions have decreased since last year. The Standards for Student Conduct require minimum sanctions for the most serious offenses, and therefore, many of the out-of-school exclusions were assigned because building administrators were given no latitude in making other choices. It is good news that the number of out-of-school exclusions have decreased and are at the lowest point since 2000/01 when enrollment was lower. This fact is also enhanced by the improved discipline reporting that occurred this year.

Table 19
Number of Actions from 1996/97 to 2003/04

	School Year								Change from
	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	Last Year
Expulsion	27	15	24	20	22	12	26	29	11.5%
Mandatory Reassignment	0	1	0	13	4	2	1	2	100.0%
Long-Term Suspension	87	53	112	89	135	131	191	158	-17.3%
Short-Term Suspension	1101	988	1426	1030	935	1229	1549	1122	-27.6%
Emergency Exclusion	46	8	0	1	0	1	0	0	0.0%
Total	1261	1065	1562	1153	1096	1375	1767	1311	-25.8%

Table 20
Number of Actions Assigned for Infractions at Secondary Schools—2003/04

Infraction	Action	AMS	BMS	CMS	KMS	NMS	RMS	MSA	MLC	MNHS	MSHS	MWHS	YAP	Total
Physical Assault	Expulsion								1	3				4
	LT Sus			3		1				3	3	5		15
	ST Sus			1							4		1	6
Fighting	LT Sus		1		1	2				2	1			7
	ST Sus	16	3	17	10	11	3			12	21	16		109
Push/Shoving	LT Sus			1		1					1			3
	ST Sus	8	15	22	2	5	5			3	7	2	1	70
Threats-Lev I	Mand Re											1		1
	ST Sus			3	2	1	3	2		3	2	1		17
Threats-Lev II	Expulsion			1							1			2
	LT Sus								1	2	3	1		7
	ST Sus	3	3	2	5	4	3		1	5	10	6		42
Threats-Lev III	Expulsion										2			2
	LT Sus					1						1		2
	ST Sus								1					1
Physical Injury	Expul									1				1
Guns (all types)	Expul									1				1
	LT Sus									1		1		2
Other Weapons	Expul				1									1
	LT Sus			1			1							2
	ST Sus						2				1			3
Prohibited Objects	LT Sus											1		1
	ST Sus	1		2	3			1		2	1	1		11
Sexual Harassment	Mand Re										1			1
	ST Sus		4	2	2	2	3			3	3	5	2	26
Harassment	LT Sus									1				1
	ST Sus	2	3	7	2	6	1		2	2	9		1	35
Bullying	ST Sus	4		1							3	2		10
Drug Poss	Expul	1								1	1	1		4
	LT Sus			1	1	3	1			7	8	12		33
Drug Use/Influence	Expul									3	2			5
	LT Sus									13	10	3		26
Dist Drugs	Expul									1	2	1		4
	LT Sus			1										1
Alcohol Poss	Expul										1			1
	LT Sus									1	1	3		5
Alcohol Use	LT Sus	1							1	2	3	2		9
Tobacco Poss	ST Sus			2		2				2				6
Tobacco Use	ST Sus			3			1			6				10
Indecency	ST Sus												1	1
Profanity	LT Sus									1				1
	ST Sus	4	2	2	3	4	1			2	5	11	2	36
Disparaging Language	ST Sus			3	2				2	3	4	5		19
Property Damage	LT Sus					1			1	1	1			4
	ST Sus	6		1		1						1		9
Larceny	ST Sus	6		9	1	3	1			13	11	6		50
Arson	ST Sus											6		6
False Alarm	ST Sus			3										3
Computer Misuse	LT Sus										1			1
	ST Sus			2										2
Truant	LT Sus			1							3			4
	ST Sus			1			1		3	5	5			15
Gambling	ST Sus									2				2
Dishonesty	ST Sus			1							3			4
Insubordination	Expul									1				1
	LT Sus	1			1				1	2	6	1		12
	ST Sus	5	6	21	11	16	8	13	1	51	72	20		224
Disruptive Behavior	Expul					1								1
	LT Sus							1	1		3	2		7
	ST Sus	4	4	30	10	7	1		1	12	58	13	1	141
Unlawful Activity	LT Sus										1			1
	ST Sus											1		1
Nuisance Item	ST Sus					1	1							2
Tardy Class- 9 times	ST Sus									54				54
Tardy Class-12 times	ST Sus									5				5
Tardy Class-15	ST Sus									1		6		7
Poss Medications	ST Sus				1					1	4			6
Use of Medications	ST Sus			2							1			3
Dist Presc Meds	LT Sus			4		1								5
Dist Non-Presc Meds	ST Sus										4			4
Sexual Contact	ST Sus									1				1
Truant from Class	LT Sus										1			1
	ST Sus									17	17			34
Threat with Object	Expul	1												1
Exposure Body Fluids	ST Sus			7										7
Excessively Tardy	ST Sus										1			1
	Total Expulsions	**2**	**0**	**1**	**1**	**1**	**0**	**0**	**1**	**11**	**9**	**2**	**0**	**28**
	Total LT Sus	**2**	**1**	**12**	**3**	**10**	**2**	**1**	**5**	**36**	**46**	**32**	**0**	**150**
	Total ST Sus	**59**	**40**	**144**	**54**	**63**	**34**	**16**	**11**	**205**	**246**	**102**	**9**	**983**
	Total Man Reassign	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**0**	**2**
	Total	**63**	**41**	**157**	**58**	**74**	**36**	**17**	**17**	**252**	**302**	**137**	**9**	**1163**

Student Offender Summary

One student may violate more than one infraction so the number of unduplicated student infractions were analyzed. There were 4,794 student offenders, an increase of 25.9% over last year. Male offenders comprised 65.2% of the total offenders, down 1.3% since last year (see Table 21). Millard South High School had the largest number of total offenders. Over the 10 year period covered in Table 22, an average of 26% of the total secondary student population were offenders. Of the 19,591 students enrolled in Millard Public Schools, only 24.5% had reported violations (See Table 21A). This means that 75.5% of the students had no reported violations. The twelfth grade had the highest percentage of offenders and offenders to total school enrollment this year. Table 21A also reflects the increase of offenders and infractions at the elementary level. As discussed in other sections, this has occurred due to the improved discipline reporting at the elementary level.

Table 21
Offenders by School and Gender—2003/04

School	Abb	Ack	Ald	Blk E	Bry	Cat	Cod	Cot	Dis	Ez	HO
Female	29	33	14	27	43	27	30	13	28	16	20
Male	60	67	13	55	62	32	49	34	43	33	43
Total	**89**	**100**	**27**	**82**	**105**	**59**	**79**	**47**	**71**	**49**	**63**
School	Hit	HH	Mon	Mor	Nei	Nor	Roc	Roh	San	Whe	Wil
Female	16	12	22	48	44	38	47	17	7	19	32
Male	30	23	63	53	65	58	66	29	24	37	42
Total	**46**	**35**	**85**	**101**	**109**	**96**	**113**	**46**	**31**	**56**	**74**
School	MS Alt	AMS	BMS	CMS	KMS	NMS	RMS	NHS	SHS	WHS	MLC
Female	4	52	46	109	63	36	53	151	346	185	39
Male	9	156	120	211	168	83	147	394	461	323	68
Total	**13**	**208**	**166**	**320**	**231**	**119**	**200**	**545**	**807**	**508**	**107**

School	YAP
Female	2
Male	5
Total	7

Total Elementary	
Female	582
Male	981
Total	1563

Total Secondary	
Female	1086
Male	2145
Total	3231

District Total	
Female	1668
Male	3126
Total	4794

Table 21A
Offenders and Infractions by School Enrollment and Grade 2003/04

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Offenders Female	82	114	91	97	102	96	93	111	159	132	185	211	195	**1668**
Offenders Male	151	162	154	158	161	195	279	249	366	288	275	336	352	**3126**
Total Offenders	**233**	**276**	**245**	**255**	**263**	**291**	**372**	**360**	**525**	**420**	**460**	**547**	**547**	**4794**
Infractions	677	757	653	640	710	739	1115	1029	1847	1433	2101	2231	2253	**16185**
Enrollment	1533	1470	1483	1462	1423	1614	1491	1544	1640	1520	1533	1506	1372	**19591**
% Infract to Enroll	44.2%	51.5%	44.0%	43.8%	49.9%	45.8%	74.8%	66.6%	112.6%	94.3%	137.1%	148.1%	164.2%	82.6%
% Offend to Enroll	15.2%	18.8%	16.5%	17.4%	18.5%	18.0%	24.9%	23.3%	32.0%	27.6%	30.0%	36.3%	39.9%	24.5%

Table 22
Secondary Offenders and Infractions by School Enrollment—1994/95 to 2003/04

School Year	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/34	10 Yr Av
Students	1637	1772	2397	2335	2739	2831	3412	3339	3507	3231	2720.0
Infractions	8297	7367	10271	9532	13178	12094	16071	14788	14927	12009	11853.4
Enrollments	9090	9378	9546	9802	9971	10024	10184	10384	10612	10718	9887.9
% Offenders per Enroll	18.0%	18.9%	25.1%	23.8%	27.5%	28.2%	33.5%	32.2%	33.0%	30.1%	25.9%
% Infractions per Enroll	91.3%	78.6%	107.6%	97.2%	132.2%	120.7%	157.8%	142.4%	140.7%	112.0%	116.0%

Repeat Student Offenders

Of the students who committed student infractions, 19.2% of the student offenders had five (5) or more infractions (see Table 23).

There were 922 students who had more than five (5) infractions, a decrease of 6.5% over last year. When repeat infractions were disaggregated, it was found that 605 students had from 5-9 infractions, an increase of 11.4% over last year. There were 178 students with 10-14 infractions, a 24.9% decrease; 74 students with 15-19, a 29.5% decrease; 42 students with 20-24 infractions, a 10.5% increase; 8 students with 25-29 infractions, a 70.4% decrease; 8 students with 30-34 infractions, a 61.9% decrease; 5 students with 35-39 infractions, a 28.6% decrease; and 2 students with 40-44 infractions, a 60% decrease since last year. While there were increases of offenders at the 5-9 level and 20-24, all other levels decreased considerably. Buildings have made an effort to work with repeat offenders by taking decisive action after the first five infractions. All three high schools have reduced repeat infractions considerably. It is expected that there would be more repeat infractions at the elementary level because of the improved reporting which has resulted in increased infractions.

Table 23
Student Offenders with Five or More Repeat Infractions—2003/04

	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45+	Total
Abbott	3	1								4
Ackerman	18	4	2				1			25
Blk Elk	2									2
Bryan	17	8	3	2						30
Cather	4	3		2						9
Cody	15	3	1							19
Cottonwood	5									5
Disney	9	1	1							11
Ezra	2	1	1							4
Harvey Oaks	8	1								9
Hitchcock	4	1	0	0	0	1	1	0	0	7
Holling Hgts	1	3								4
Montclair	5	2								7
Morton	4									4
Neihardt	5	2	3							10
Rockwell	15	1	3	1	0	0	0	0	0	20
Rohwer	1									1
Sandoz	4				1					5
Wheeler	4									4
Willowdale	12									12
MS Altern	3	0	1	2	0	0	1	0	0	7
AMS	25	12	3	1						41
BMS	21	3								24
CMS	59	12	3							74
KMS	36	8	1	3	0	0	0	0	0	48
RMS	30	10	3	2	0	1	0	0	0	46
MLC	28	8	8	7	1	0	0	0	0	52
MNHS	76	22	7	6	2	1	0	1	0	115
MSHS	135	52	30	14	4	5	3	1	0	244
MWHS	75	25	6	2	0	0	0	0	0	108
Total	**605**	**178**	**74**	**42**	**8**	**8**	**5**	**2**	**0**	**922**

Drug and Violence Infraction Summary

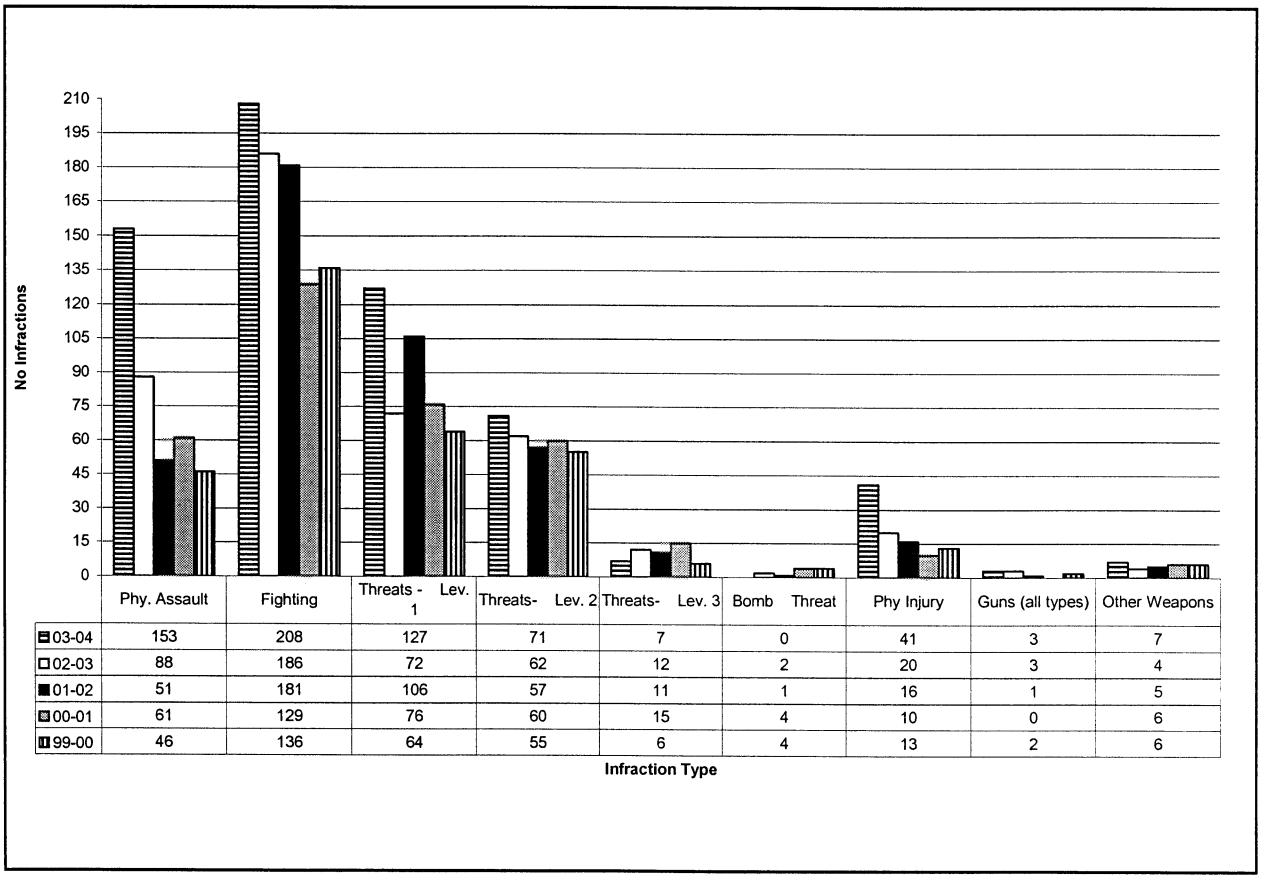
Infractions Associated with Violence

The infraction categories which were disaggregated as violence indicators include: physical assault, fighting, threats-level one, threats-level two, threats-level three, bomb threat, physical injury, guns, and other weapons. "Guns" refers to all types of guns including pellet, paint ball, stun guns, and BB guns.

Infractions related to violence increased by 37.4%, a significant increase since last year. Over a five year period, violence infractions continue to grow and have increased by 46.2% since 1999/00. In 2003/04, physical assault increased by 73.9% over last year and the number of physical injuries doubled. Infractions related to threats increased by 38.5% over last year after dropping by 16.1% during the 2002/03 school year.

This is the fifth year that violence indicators have risen. Violence statistics are indicating that a trend has developed, and the continued increase is an indication that there must be vigilance in this area of student discipline. While the number of violence infractions are generated by a small percentage of the student population, these students have a direct impact on school climate and feelings of safety in their school. Acts of violence directly impact school safety and must be addressed by District safety programs. Early identification of students who are at risk for committing acts of violence is critical if staff are to intervene and prevent this type of behavior in the future.

Chart 1
Infractions Associated with Violence Against Others—1999/00 to 2003/04



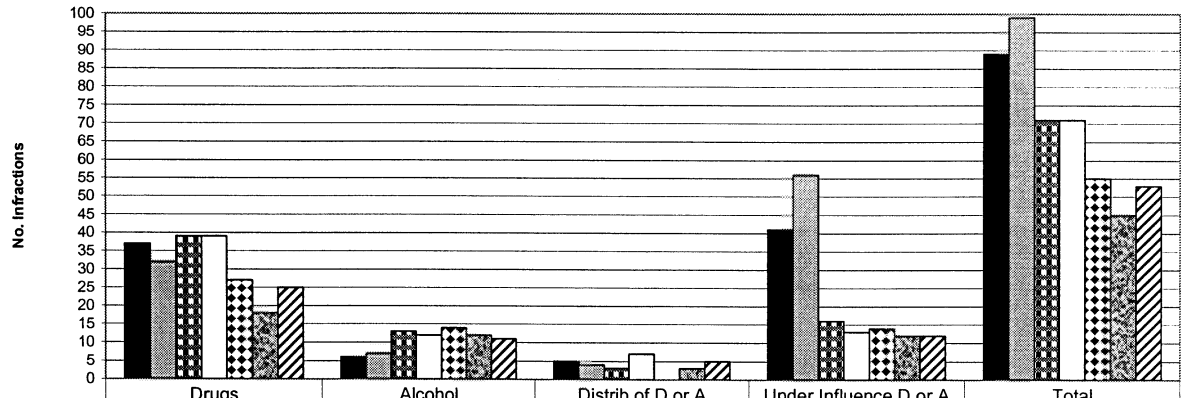
	Phy. Assault	Fighting	Threats - Lev. 1	Threats- Lev. 2	Threats- Lev. 3	Bomb Threat	Phy Injury	Guns (all types)	Other Weapons
03-04	153	208	127	71	7	0	41	3	7
02-03	88	186	72	62	12	2	20	3	4
01-02	51	181	106	57	11	1	16	1	5
00-01	61	129	76	60	15	4	10	0	6
99-00	46	136	64	55	6	4	13	2	6

Infractions Associated with Drugs and Alcohol

The total infractions associated with drugs and alcohol in 2003/04 decreased by 10.1% since last year. While infractions for possession of drugs has increased by 15.6%, infractions for using or being under the influence of drugs has decreased by 26.8% since last year and accounts for the overall decrease in drug and alcohol infractions. Student infractions for distribution of drugs increased by one infraction since last year. While there was the increase in possession of drugs since last year, possession of alcohol decreased from 7 infractions to 6 infractions. The decrease in infractions for being under the influence of drugs and alcohol is not necessarily an indication of less drug use. Indications are that students are getting the message about coming to school under the influence of drugs or alcohol or using drugs or alcohol on campus, however, they are still bringing drugs onto campus at an increasing rate.

In summary, infractions for the possession or use of drugs or alcohol decreased in 2003/04 after seeing a dramatic increase last year. Even though the number of students being caught in possession of drugs increased, the number of students being caught for being under the influence of drugs has decreased considerably. One factor in the reduction of "being under the influence of drugs or alcohol" infractions, is that after the increased number of students caught for being under the influence last year, students are realizing that trained administrators and teachers are able to detect the signs of being under the influence. The recent training that administrators and SROs have had on detecting students who are under the influence of drugs is having a positive effect on reducing the number of students who come to school under the influence of or using drugs on campus. Increased use of drug dogs and increased scrutiny are tools which can reduce the number of students in possession.

Chart 2
Infractions Associated with Drugs and Alcohol —1997/98 to 2003/04



	Drugs	Alcohol	Distrib of D or A	Under Influence D or A	Total
03/04	37	6	5	41	89
02/03	32	7	4	56	99
01/02	39	13	3	16	71
00/01	39	12	7	13	71
99/00	27	14	0	14	55
98/99	18	12	3	12	45
97/98	25	11	5	12	53

Exclusion from Extracurricular Activities For Off-Campus Conduct

Millard policy requires that students who admit to or are convicted of drug or alcohol offenses, causing injury to any District employee or student, sexual assault, use or possession of weapons, or burglary or theft which occurs off-campus during the calendar school year may be excluded from participating in extracurricular activities.

Eight (8) students were excluded from extracurricular activities during the 2003/04 school year for off-campus conduct which violated Millard Public School Policy (see Table 24). The number of exclusions decreased by 38.5% over last year.

Table 24
Exclusion from Extracurricular Activities for Off-Campus Conduct—2003/04

Infraction Code	Description	Gender	Total
17	Drugs	Female	1
21	Alcohol	Male	2
21	Alcohol	Female	4
33	Larceny	Female	1
Total Exclusions			8

Disciplinary Hearings

There were eight (8) disciplinary hearings held during the 2003/04 school year. All eight (8) hearings were held at the high school level. Six (6) parents of male students and two (2) parents of females students requested hearings (see Table 25). Actually, 11 hearings were requested in total, but three (3) parents cancelled the hearing request before the hearing was held. Parents may request a hearing for the following disciplinary actions: long-term suspension, expulsion, or mandatory reassignment. Parents or students may not request a disciplinary hearing for short-term suspensions. Mr. Dennis Kimberlin was the Hearing Examiner for one of the hearings and Dr. Ronald Burmood was the Hearing Examiner for the other seven (7) hearings.

Table 25
Student Discipline Hearings by Grade and Gender—2003/04

Grade	Pre-5	6-8	9-12	Total
Female	0	0	2	2
Male	0	0	6	6
Total	0	0	8	8

Breath Testing Device Utilization Report

The use of breath testing devices was sanctioned by Policy 5490 and related Rule 5490.1, and approved August 16, 1996. The breath testing device is used to measure alcohol levels in students at the high school and middle school levels. The results of any such test are to be used only to exonerate the students. The District has four breath testing devices with trained staff to operate them. Rule

5490.1 provides that the Board of Education be given annual reports of the utilization of the breath testing devices. The number of students offered the breath test decreased by 63.6% over last year. The number of students who tested positive to having been drinking alcohol decreased by 62.5%. There were two (2) students who agreed to take the breath test during the first semester and one (1) second semester (see Table 26).

Table 26
Breath Testing Device Utilization—2003/04

Summary	First Semester						Second Semester					Yrly
	RMS	MNHS	MSHS	MWHS	MLC	Totals	MNHS	MSHS	MWHS	MLC	Totals	Totals
Number of students offered the breath test	1	2	0	0	0	3	1	0	0	0	1	4
Number of students who agreed to take breath test	1	1	0	0	0	2	1	0	0	0	1	3
Number of students who declined to take breath test	0	1	0	0	0	1	0	0	0	0	0	1
Number of students tested who HAD been drinking	1	1	0	0	0	2	1	0	0	0	1	3
Number of students tested who HAD NOT been drinking	0	0	0	0	0	0	0	0	0	0	0	0

Discipline Conclusion

The number of student offenders and the number of infractions increased slightly since last year. Infractions increased by 4.5% since last year and the number of student offenders increased by 25.9%, a ten year high. The total percentage of student offenders still comprises 24.5% of the student population.

Repeated offenses committed by student offenders decreased by 6.5% since last year and continue to be an area to work on. The increase in infractions associated with violence are of concern and indicate that potentially violent offenders must be identified and counseling provided if violence is to be preempted. If there is to be an impact on violent or potentially violent students, there will be a much better chance of remediation if these students are reached when they are young or when they first start exhibiting violent behavior.

Efforts were made to improve consistency in discipline reporting in 03/04. The outcome resulted in improved discipline reporting in the elementary and improved reporting consistency in the secondary level. Although, buildings were monitored, there remains some discrepancy between buildings in the number of infractions. There may never be consistent discipline numbers between schools because there are many other variables besides reporting issues.

Millard Public Schools is a safe place to attend school. It should be remembered that 75.5% of our student body were not reported as having violated a single infraction in 2003/04. This statistic is a tribute to the behavior of Millard Public Schools students as a whole and the safety of our schools in general. However, the scrutiny must continue for students who violate the Standards for Student Conduct particularly those students who are guilty of violence or drug infractions.

STUDENT HEALTH

Health Services

During 2003/04, health paraprofessionals had 197,357 contacts with students, an 11% increase over last year, and nurses had 99,418 contacts, a 15.7% increase. Student contacts by nurses had previously decreased by 8.6% during the 2002/03 school year. Parent conferences by health paraprofessionals and nurses increased by 38.3% this year (see Table 27). Total health contacts increased by 14.8% since last year.

Table 27
Number of Health Contacts—2000/01 to 2003/04

Description of Contact	Number of Students			
	2000/01	2001/02	2002/03	2003/04
Students Seen by Health Paras	157,570	129,720	177,878	197,357
Students Seen by Nurses	99,658	93,984	85,925	99,418
Parent and Health Assistant Conferences	11,859	10,933	10,808	16,710
Parent and Nurse Conferences	14,206	14,783	14,592	18,406
Total Health Contacts	**283,293**	**249,420**	**289,203**	**331,891**

During the 2003/04 school year, approximately 3,231 doses of medication were administered per week (see Table 28). The top three administrations of medication were 704 analgesics, 604 doses of ADHD medication administered, and 366 applications of inhalers. The number of doses of ADHD medication administered increased 21.3% over last year.

Table 28
Number of Medications Administered per Week—2003/04

DAILY MEDICATIONS ADMINISTERED PER WEEK	ELEM	M.S.	H.S.	Total
ADD/ADHD Medication	264	205	135	**604**
Allergy Medication	5	36	30	**71**
Antibiotics	10	20	18	**48**
Anticonvulsant	29	15	80	**124**
Antidepressants	30	5	16	**51**
Antipsychotic Medication	21	5	10	**36**
Antispasmodics	15	7	20	**42**
Cardiac Medication	0	0	5	**5**
Cough Medication	13	5	10	**28**
Decongestants	6	10	10	**26**
GI Medications	65	10	28	**103**
Inhalants	85	51	0	**136**
Ointments & Drops - Eye	6	10	5	**21**
Ointments & Drops - Ear	1	5	5	**11**
Anti-infective - Tetracycline	5	0	0	**5**
Insulin Supervision	32	45	23	**100**
Immunosuppressant	6	0	20	**26**
Vitamins	0	1	35	**36**
Topical Ointments	6	0	0	**6**
Lactose	30	17	6	**53**
Analgesics	177	424	103	**704**
Antibiotics	58	15	19	**92**
Cough Drops	135	32	0	**167**
Ear Drops	6	5	2	**13**
Eye Drops	28	12	5	**45**
Inhalers	178	187	1	**366**
GI Medications	17	22	12	**51**
Nebulizer Treatments	23	9	74	**106**
Ointments	30	7	8	**45**
Allergy Medication	17	30	15	**62**
Other	12	1	35	**48**
TOTAL	1310	1191	730	**3231**

There were 6,030 students in Millard Schools with special health needs in 2003/04. The total number of students with special health needs increased 37.1% since last year. Asthma was the highest area of incidence (see Table 29). There were 1,744 students identified with asthma, a 4.1% increase from last year. The second highest student health need was for students with allergies.

Table 29
Number of Students with Special Health Needs—2003/04

STUDENTS WITH SPECIAL NEEDS - ESTIMATED NUMBERS	ELEM	M.S.	H.S.	Total
Allergies (Requiring Use of Emergency Medication)	80	47	828	955
Asthma/Reactive Airway Disease	630	413	701	1744
ADD/ADHD (Currently on Medication)	319	275	287	881
Cancer	15	5	13	33
Cardiac Disease	53	31	28	112
Cerebral Palsy	18	14	12	44
Cystic Fibrosis	4	1	3	8
Diabetes Mellitus	15	17	18	50
Down's Syndrome	8	5	16	29
Eating Disorder	7	19	16	42
GI Problems/Crohn's Disease	51	28	43	122
Hearing Impaired Requiring Hearing Aid	23	9	21	53
Hepatitis A, B, C	0	0	1	1
Hemophilia/Other Bleeding Disorders	9	5	13	27
Hydrocephalus	6	1	4	11
Hypertension	3	4	34	41
JRA (Juvenile Rheumatoid Arthritis)	3	7	7	17
Kidney Disease	8	6	18	32
Leukemia (Immune Deficiency)	4	2	4	10
Migraines	62	120	189	371
Muscular Dystrophy	4	1	1	6
Organ Transplant/Bone Marrow Transplant	4	0	10	14
Paraplegic	0	3	1	4
Pregnancy	0	0	18	18
Quadriplegic	2	1	2	5
Scoliosis	6	30	48	84
Seizure Disorder - Active Seizures at School	11	9	8	28
Seizure Disorder - Past History of Seizures	58	34	59	151
Sexually Transmitted Diseases	0	0	13	13
Spina Bifida	4	1	5	10
Substance Abuse	0	45	207	252
Tourette's Syndrome	5	1	6	12
Vision Impaired/Legally Blind	15	9	33	57
Other - Depression	20	82	123	225
Other - Fetal Alcohol Syndrome	4	0	4	8
Other - Immune Deficiency	2	3	8	13
Other - Neurofibromatosis	1	2	1	4
Other - Tuberous Sclerosis	1	1	0	2
Other - Angelman Syndrome	0	0	3	3
Other - Autism	8	4	7	19
Other - G Button	6	2	6	14
Other - Orthopedic Problems	24	8	126	158
Other - Psychological Diagnosis	34	18	82	134
Other - Alports Syndrome	1	0	2	3
Other - Horners Syndrome	1	0	0	1
Other - Obsessive Compulsive Disorder	5	8	17	30
Other - Nervous Tic	4	2	3	9
Other - Fainting Spells	4	3	14	21
Other - Bipolar	8	6	19	33
Other - Hypoglycemia	13	5	15	33
Other - Hypothyroidism - brittle bone	4	1	10	15
Other - Bladder Reflux	14	4	2	20
Other - Brain Tumor/Craniosynostosis	5	1	0	6
Other - Thyroid Disorder	2	7	23	32
Other - Rheumatoid Arthritis	1	4	5	10
TOTAL	1589	1304	3137	6030

Nursing Care Procedures

There were 253 students in Millard Schools requiring special nursing care procedures at school in 2003/04, an 8.1% increase (see Table 30). Students requiring monitoring of vital signs topped the list followed by nebulizer usage.

Special training for staff was often required to perform procedures for medically fragile students. Nurses not only administer these procedures, but also train other staff to assist.

Table 30
Number of Students Requiring Special Nursing Care Procedures—2003/04

STUDENTS/STAFF REQUIRING SPECIAL NURSING CARE PROCEDURES	ELEM	M.S.	H.S.
Blood Glucose Monitoring	16	17	15
Catherization - treatment or assistance	2	1	0
Gastric Feedings	4	2	10
Nebulizer Usage	37	10	4
Ostomy Care	1	0	0
Oxygen Usage	1	0	0
Seizure Management - Actual Seizure at School	8	8	15
Shunt Monitoring	6	0	3
Trachea Care (including suctioning/cleaning)	2	0	0
Vital Signs (Montoring of)	9	7	74
Other - Removal of prosthetic eyeball	1	0	0
Other	0	0	0
TOTAL	87	45	121

Health Screening

Beginning in 1997, nurses were required by Nebraska Statutes to perform dental, hearing, and vision screenings (see Table 31). Health screenings by nurses in 2003/04 decreased by 9.2% over last year. Referrals by nurses to physicians in 2003/04 decreased by 7.3% over last year. The referrals to physicians is important because it verified the importance of vision and hearing screenings. This meant that 2.7% of the screenings resulted in referrals this year which is the same as last year. The reason for the decrease in screening and referrals is because nurses are not required to conduct scoliosis screening or height and weight measurement any longer.

Table 31
Number of Health Screenings Performed by Nurses—2000/01 to 2003/04

TYPE OF SCREENING	Screenings	Referrals
Audiometer Tests (K, 1, 2, 5, 8)	9,427	178
Diabetic Screenings	9,845	0
Scoliosis Screening (6 - B&G and 8 - G)	0	0
Vision Screening	15,901	831
Oral Screening	14,507	352
Height/Weight Screening	445	0
2003/04 Total	**50,125**	**1,361**
2002/03 Total	**55,195**	**1,468**
2001/02 Total	**55,273**	**1,295**
2000/01 Total	**43,883**	**1,595**
Percentage Change	**0.1%**	**-13.4%**

Other Nurse Interventions

Nurse interventions increased by 16.6% since last year. Nurses dispensed 52,534 medications (see Table 32). Contacts relating to communicable diseases increased by 24.9 % over last year. Nurse treatments for accident victims increased by 71.8%, and nurse-administered medications increased by 17.1% over last year.

Table 32
Number of Nurse Interventions in 2003/04

	No. of Students
Students reporting contracting communicable diseases	1,723
Accidents - Requiring MD/ER assistance	493
Medications Dispensed	52,534
TOTAL	54,750

Student pregnancies reported during the 2003/04 school year decreased by one (1) student since last year (see Table 33). There has been little fluctuation in the number of student pregnancies over the past five years. No pregnancies have been reported at the middle school level since the 1995/96 school year. There has been an average 23.3 student pregnancies per year over the past six years.

Table 33
Number of Known Pregnancies Reported by Nurses—1998/99 to 2003/04

Year	M.S.	H.S.	Total
1998/99	0	30	30
1999/00	0	27	27
2000/01	0	28	28
2001/02	0	18	18
2002/03	0	19	19
2003/04	0	18	18
Six Year Average	0	23.33	23.33

Three (3) students received emergency nebulized treatments under the Emergency Asthma and Allergic Reaction Rule 5600.5 in 2003/04, a decrease of one (1) student over last year. The Epi-Pen was not administered during the 2003/04 school year. Annual training of emergency staff in each building has been provided by the school nurses and the Omaha Safety Council. The Omaha Safety Council teaches CPR and defibrillator training using the method recommended by the American Heart Association. The American Heart Association training provides certification for two (2) years. The Medical Advisory Committee has been a valuable resource in monitoring the emergency asthma policy and in making recommendations.

Table 34
Number of Emergency Interventions 2003/04

Emergency Interventions	Nebulizer	Epi-pen
Elementary	0	0
Middle School	3	0
High School	0	0
Total	3	0

STUDENTS AT-RISK AND STUDENT ASSISTANCE PROGRAMS

Number of Verified Section 504 Eligible Students

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against any person with a disability in any program receiving federal financial assistance. The District is required to identify students who have disabilities that substantially interfere with their learning and do not qualify for special education services. Once students are identified as Section 504 eligible, Individual Accommodation Plans are developed by a team of the student's teachers, counselors, and administrators. Section 504 procedures were recently changed to reflect recent court decisions and OCR interpretation of the law. Copies of Section 504 Accommodation Plans were sent to Pupil Services for monitoring purposes. During the 2003/04 school year the number of 504 eligible students has decreased by only one student since last year.

Table 35
Number of Students on 504 Plans—1998/99 to 2003/04

	98/99	99/00	00/01	01/02	02/03	03/04
High School	127	120	99	65	34	30
Middle School	106	167	152	28	11	10
Elementary	44	87	92	2	2	6
Total	277	374	343	95	47	46

MIT Activities

The Millard Intervention Team (MIT), previously called SAT/IAT teams, identifies prereferral procedures for students in Millard. MIT is a data driven, fact-based, problem-solving process that relies on trained consultants to help teachers solve learning problems for students. If strategies that are implemented do not solve the student's learning problems, the student may be referred for testing to determine if they have a disability. The number of referrals increased 11.3% over last year. Last year 19% of the referred students were identified for special education as compared to 17% this year.

Table 36
Number of MIT Referrals for 2003/04

Educational Level	No. Referrals	Disposition of Referral		
		Goal Achieved	Continuing	Sped
Elementary	1545	156	914	319
Middle School	362	57	236	34
High School	296	53	146	22
Total	2203	266	1296	375

Crisis Team Activities

Sudden death can have a devastating impact on the schools and the community. Thoughtful, deliberate, and carefully planned reactions by the crisis team can assist staff members working with a crisis situation so they can in turn support students and other staff members in coping with the loss. The Millard Crisis Team responded to 11 requests for assistance in 2003/04 (see Table 37). There were eight (8) student deaths and one (1) staff member death. The Millard Crisis Team implemented post-intervention plans to assist teachers, students, and parents in coping with the aftermath of sudden deaths.

Table 37
Number of Crisis Team Responses—2003/04

Response Type	Number	Response Type	Number
Staff Deaths		**Student Deaths**	
Heart Attack	1	Cancer	1
Children of Staff		Suicides	5
Car Accident	1	Dystrophy	1
Emergency		Car Accidents	1
Deer Jumped Through School Window	1		
Total	3	Total	8

Crisis Interventions for Students At-Risk

Counselors and school psychologists identify and intervene with students who are considered to be at-risk and require crisis intervention. Following departmental guidelines, counselors, other building staff, and Pupil Services staff have identified 212 students as potentially suicidal, an 133% increase over last year. Interventions have reached a new ten-year high this year.

At the elementary level, male interventions were more than double female interventions, at the middle school level, male and female interventions were nearly equal, and at the high school level female interventions comprised 55.5% of the total high school interventions. The 03/04 interventions were dramatically higher at all grade levels. This increase reflects the highest number of interventions in the last 10 years (see Chart 3).

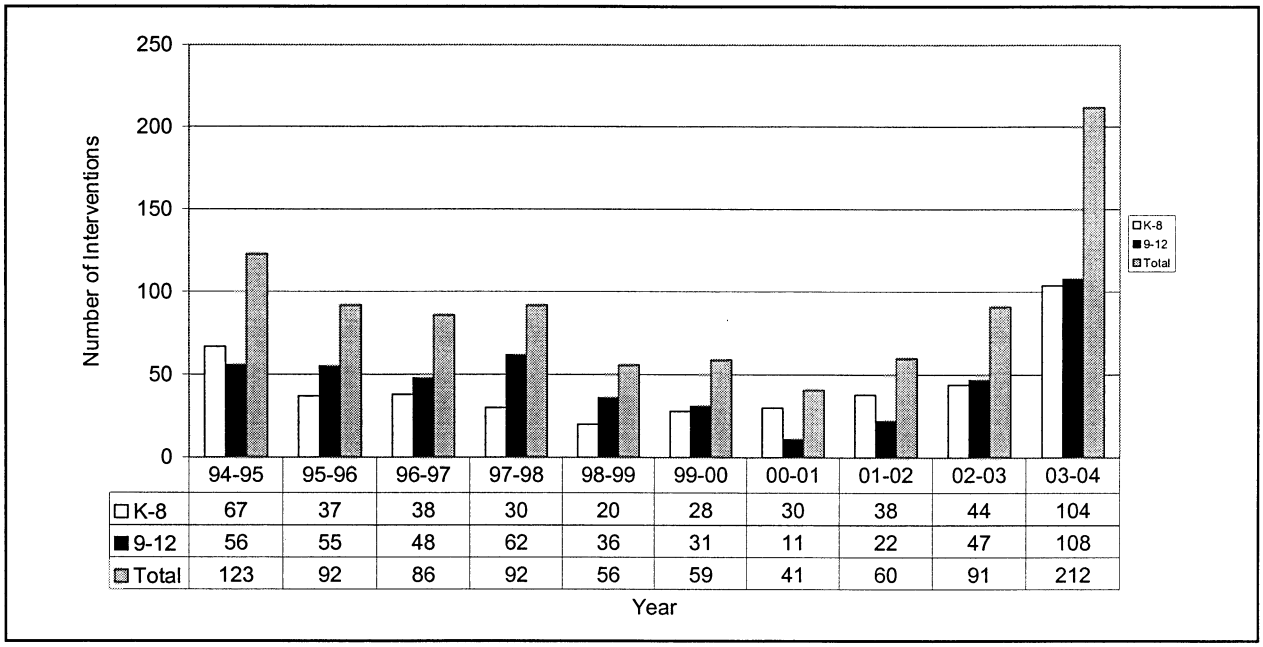
In all cases, parents were contacted. Parents are given guidelines for specific procedures and resources which they can employ both for short-term and long-term intervention. The number of students identified as at-risk and requiring crisis intervention is depicted in Chart 3 (next page).

New strategies were employed to respond to the increased suicide threat. Dr. Scott Poland and Mr. Richard Lieberman, nationally known suicide intervention experts, presented inservices to the entire staff, administration and area mental health workers and they also made suggestions for changes in procedures. The SOS Suicide Prevention Program was purchased for secondary schools, and private therapeutic counselors were employed to intervene in the most serious student suicide threats. All of their activities were funded by a Safe and Drug Free Schools Emergency Grant. The number of interventions has been high all year, but inteventions increased at a faster rate in the second semester as the result of District efforts to identify students who are at-risk for suicide. The SOS program is helping to identify more students at-risk for suicide.

Table 38
Crisis Interventions for Students At-Risk by Gender and Grade Level—2003/04

Student Interventions	P-5	6-8	9-12	Total
Female	8	37	60	**105**
Male	19	40	48	**107**
Total	**27**	**77**	**108**	**212**

Chart 3
Crisis Interventions for Students At-Risk by School Year—1994/95 to 2003/04



	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
K-8	67	37	38	30	20	28	30	38	44	104
9-12	56	55	48	62	36	31	11	22	47	108
Total	123	92	86	92	56	59	41	60	91	212

Hotline Activities

A 24-hour seven-day-a-week hotline is maintained for use by Millard students and parents. Students and parents could anonymously call on any subject and every call was investigated. During the 2003/04 school year, 11 calls were received on the Safe Schools Hotline. Of the 11 calls, only one call was not resolved and investigations were completed on all of the other calls. Table 39 shows the subject of the hotline call and the gender and grade level of the person called about. The largest number of calls pertained to suicide. The next highest number of calls pertained to drugs, safety, and bullying and harassment. Many of the calls resulted in disciplinary actions by the school staff or law enforcement referrals. Although there is not a large volume of calls during the year to the hotline, when there is a call, it is important. There were no prank calls this year. Student billfold sized cards will be distributed to all students in the fall. The card promotes the Hotline and gives the toll-free number. The reverse side of the card contains discounts from Millard Pay BAC Partners.

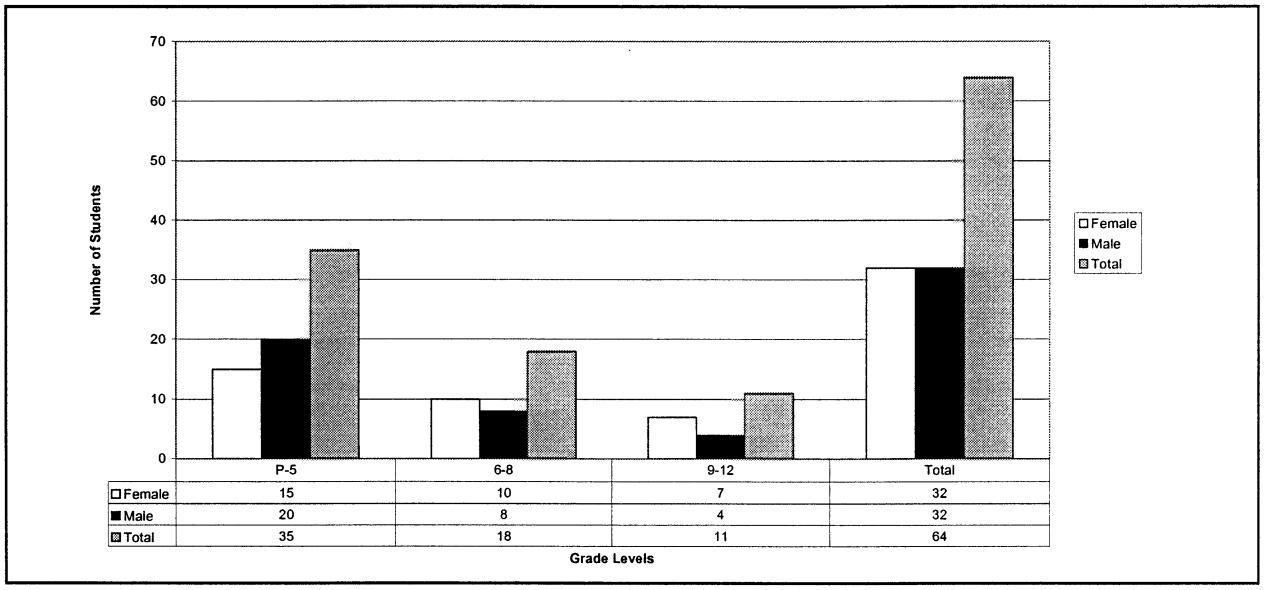
Table 39
Number of Safe Schools Hotline Calls—2003/04

	No. Calls Relating to Students by Level and Gender						
	Elementary		Middle School		High School		
Nature of Call	M	F	M	F	M	F	Total
Drugs					2		2
Suicide			1		2	1	4
Bullying & Harassment	1					1	2
Threats					1		1
Safety		1				1	2
Total Calls	**1**	**1**	**1**	**0**	**5**	**3**	**11**

Child Abuse and Neglect

In 2003/04, the number of cases of suspected child abuse increased by one case since last year in grades prekindergarten through twelve (see Charts 4 and 5). There were 64 cases of suspected child abuse and neglect in the 2003/04. Grades prekindergarten through the fifth grade showed the highest incidence of suspected child abuse. There were no major differences in gender reporting across the grade levels.

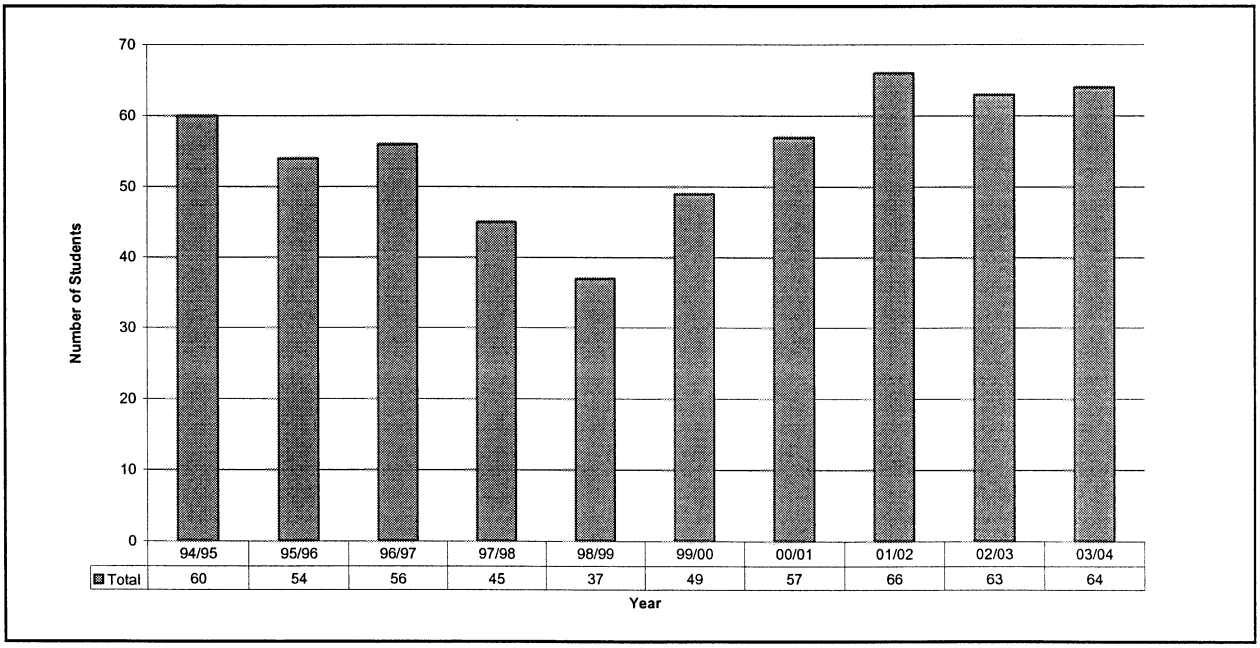
Chart 4
Suspected Child Abuse and Neglect by Gender and Grade Level—2003/04



	P-5	6-8	9-12	Total
Female	15	10	7	32
Male	20	8	4	32
Total	35	18	11	64

Grade Levels

Chart 5
Suspected Child Abuse and Neglect—1994/95 to 2003/04



	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
Total	60	54	56	45	37	49	57	66	63	64

Year

SCIP Team Activities

During the 2003/04 school year, most secondary schools had an active School/Community Intervention Program (SCIP) to assist students with potential drug/alcohol problems. The teams provided training to teachers to assist them in recognizing signs and symptoms of drug and alcohol abuse. Teachers were encouraged to refer students to their school's SCIP Team if they suspected a drug/alcohol-related problem.

Teams collected additional information on referred students to determine if there was reason to believe a student might have a drug/alcohol-related dependency. Other referrals came from parents or from the hotline which alerted SCIP leaders to potential drug problems. If it was determined that there was a potential problem, parents/guardians were contacted and encouraged to have their child take a drug/alcohol evaluation, get treatment, or take other steps to solve the problem.

Table 40 indicates that for the 2003/04 school year, 197 students were referred to SCIP Teams, 173 parents were contacted, and 67 referrals were made to local agencies. In contrast, during the 2002/03 school year, 167 students were referred to SCIP Teams, 105 parents were contacted, and 57 referrals were made to local agencies. In the 2001/02 school year, there were 182 student referrals, 130 parent interventions, and 54 local agency referrals. SCIP activity increased in the 2003/04 over last year. Referrals increased by 18%, interventions increased by 64.8%, and local agency referrals increased by 17.5% from last year.

Total SCIP referrals and interventions increased by 36% since last year. The increase was due to a significant increase in the number of male referrals and interventions, while female referrals and interventions increased slightly. Total referrals and interventions increased most significantly at grade 11. Total referrals and interventions decreased in grade 12. Local agency referrals decreased for males and increased by double for females.

Other drug prevention activities such as use of drug dogs, zero tolerance against drug usage, and the activities paid for by the Safe and Drug Free Schools and Community Grant, all work in concert with SCIP. SCIP activities are an important tool in accomplishing District drug and alcohol prevention goals.

Table 40
Number of SCIP Team Referrals—2003/04

Grade	Referrals			Interventions			Local Agency Referrals		
	M	F	Total	M	F	Total	M	F	Total
6	2	0	2	2	0	2	1	0	1
7	1	0	1	1	0	1	1	0	1
8	16	5	21	11	5	16	3	3	6
9	19	20	39	17	16	33	8	5	13
10	29	18	47	25	16	41	9	9	18
11	51	14	65	49	11	60	11	10	21
12	21	1	22	19	1	20	4	3	7
Total	**139**	**58**	**197**	**124**	**49**	**173**	**37**	**30**	**67**

M=Male F=Female

SCHOLARSHIP REPORT

During the 2003/04 school year, scholarship dollars awarded to Millard graduates increased by 10% while the number of students awarded scholarships, increased by 4% (see Table 41). The amount of scholarship dollars accepted by students increased by 26.1% over last year. Millard South High School and Millard West High School decreased and Millard North High School increased in the dollars awarded for scholarships. The number of Millard graduates decreased by 4.3% over last year. More Millard high school students were awarded scholarships and more scholarships were accepted this year than last year. We have reached a five year high for the amount of scholarship dollars accepted.

Table 41
Summary of Scholarship Awards—Class of 2000 to 2004

	Class of 04	Class of 03	Class of 02	Class of 01	Class of 00
No. of Millard North Grads.	517	526	543	500	491
No. of Millard South Grads.	444	480	465	479	443
No. of Millard West Grads.	418	435	424	425	392
Total Millard Grads	**1379**	**1441**	**1432**	**1404**	**1326**
No. of Millard North Grads. awarded scholarships	187	182	195	189	158
No. of Millard South Grads. awarded scholarships	143	158	149	143	127
No. of Millard West Grads. awarded scholarships	151	122	149	168	148
Total Millard Grads Awarded Scholarships	**481**	**462**	**493**	**500**	**433**
% of Millard North Grads. awarded scholarships	36.17%	34.60%	35.91%	37.80%	32.18%
% of Millard South Grads. awarded scholarships	32.21%	32.92%	32.04%	29.85%	28.67%
% of Millard West Grads. awarded scholarships	36.12%	28.05%	35.14%	39.53%	37.76%
District % of Millard Grads Awarded Scholarships	**34.88%**	**32.06%**	**34.43%**	**35.61%**	**32.65%**
No. of scholarship awards to Millard North Grads.	767	605	711	590	458
No. of scholarship awards to Millard South Grads.	478	530	520	432	384
No. of scholarship awards to Millard West Grads.	505	432	546	503	470
Total Scholarships Awarded Millard Grads.	**1750**	**1567**	**1777**	**1525**	**1312**
No. of Students Accepting Scholarships-Millard North	172	163	366	176	134
No. of Students Accepting Scholarships-Millard South	127	138	135	130	111
No. of Students Accepting Scholarships-Millard West	137	115	135	140	116
Total No. of Students Accepting Scholarships	**436**	**416**	**636**	**446**	**361**
% of Millard North Grads. accepting scholarships	33.27%	30.99%	67.40%	35.20%	27.29%
% of Millard South Grads. accepting scholarships	28.60%	28.75%	29.03%	27.14%	25.06%
% of Millard West Grads. accepting scholarships	32.78%	26.44%	31.84%	32.94%	29.59%
District % of Millard Grads Accepting Scholarships	**31.62%**	**28.87%**	**44.41%**	**31.77%**	**27.22%**
Total No. of scholarships accepted-Millard North	372	303	181	590	258
Total No. of scholarships accepted-Millard South	283	287	284	272	240
Total No. of scholarships accepted-Millard West	291	225	259	249	218
Total No. of Scholorships Accepted	**946**	**815**	**724**	**1111**	**716**
Approximate total value of scholarships-Millard North	$12,513,641.00	$8,324,943.00	$8,503,718.00	$6,415,388	$4,074,551
Approximate total value of scholarships-Millard South	$5,668,024.00	$7,112,895.00	$6,041,368.00	$4,151,602	$2,787,280
Approximate total value of scholarships-Millard West	$6,652,774.00	$7,145,144.00	$7,362,539.00	$6,349,735	$6,032,448
Total Approx Value of Millard Scholarships	**$24,834,439.00**	**$22,582,982.00**	**$21,907,625.00**	**$16,916,725**	**$12,894,279**
Approximate total value of scholarships accepted-Millard North	$5,524,174.00	$3,699,771.00	$3,593,945.00	$3,019,728	$1,994,569
Approximate total value of scholarships accepted-Millard South	$2,622,916.00	$2,768,472.00	$2,354,394.00	$2,026,465	$2,276,877
Approximate total value of scholarships accepted-Millard West	$3,509,439.00	$2,776,625.00	$3,156,079.00	$2,893,678	$2,380,268
Total Approx Value of Millard Scholarships Accepted	**$11,656,529.00**	**$9,244,868.00**	**$9,104,418.00**	**$7,939,871**	**$6,651,714**
Average dollar value per scholarship-Millard North	$16,315.00	$13,806.00	$11,960.00	$10,874	$8,896
Average dollar value per scholarship-Millard South	$11,858.00	$13,421.00	$11,618.00	$9,610	$7,240
Average dollar value per scholarship-Millard West	$13,174.00	$16,540.00	$13,485.00	$12,532	$12,835
District Average Dollar Value per Scholarship	**$41,347.00**	**$43,767.00**	**$37,063.00**	**$33,016**	**$28,971**
No. of college bound students-Millard North	438	463	448	441	401
No. of college bound students-Millard South	338	374	404	399	368
No. of college bound students-Millard West	366	375	358	389	341
Total No. of College Bound Students	**1142**	**1212**	**1210**	**1229**	**1110**
No. of Athletic Scholarships-Millard North	72	35	46	28	21
No. of Athletic Scholarships-Millard South	31	57	36	32	15
No. of Athletic Scholarships-Millard West	23	23	32	25	24
Total No. of Athletic Scholarhships	**126**	**115**	**114**	**85**	**60**
Approximate value of athletic awards-Millard North	$3,279,754.00	$1,388,905.00	$1,350,760.00	$542,967	$450,814
Approximate value of athletic awards-Millard South	$571,780.00	$1,683,342.00	$1,623,700.00	$732,156	$219,610
Approximate value of athletic awards-Millard West	$335,788.00	$845,886.00	$898,399.00	$618,542	$622,360
Total Approx Value of Athletic Awards	**$4,187,322.00**	**$3,918,133.00**	**$3,872,859.00**	**$1,893,665**	**$1,292,784**

Table 42
Summary of Scholarship Awards—Class of 1995 to 2004

Performance Category	Class of 04	Class of 03	Class of 02	Class of 01	Class of 00	Class of 99	Class of 98	Class of 97	Class of 96	Class of 95	10 Yr Aver.
No. of MNHS Graduates	517	526	543	500	491	466	449	457	462	529	491
No. of MSHS Graduates	444	480	465	479	443	418	432	394	423	530	452
No. of MWHS Graduates	418	435	424	425	392	452	332	263	165	N/A	351
Total MPS Graduates	**1379**	**1441**	**1432**	**1404**	**1326**	**1336**	**1213**	**1114**	**1050**	**1059**	**1264**
No. of MNHS Graduates awarded scholarships	187	182	195	189	158	141	156	167	164	181	170
No. of MSHS Graduates awarded scholarships	143	158	149	143	127	121	143	173	130	167	146
No. of MWHS Graduates awarded scholarships	151	122	149	168	148	144	111	84	54	N/A	123
Total MPS Grads. Award Scholarships	**481**	**462**	**493**	**500**	**433**	**406**	**410**	**424**	**348**	**348**	**425**
% of MNHS graduates awarded scholarships	36.17%	34.60%	35.91%	37.80%	32.18%	30.26%	34.74%	36.54%	35.50%	34.22%	34.64%
% of MSHS graduates awarded scholarships	32.21%	32.92%	32.04%	29.85%	28.67%	28.95%	33.10%	43.91%	30.73%	31.51%	32.41%
% of MWHS graduates awarded scholarships	36.12%	28.05%	35.14%	39.53%	37.76%	31.86%	33.43%	31.94%	32.73%	N/A	33.80%
% Total MPS Grads. Award Scholarships	**34.88%**	**32.06%**	**34.43%**	**35.61%**	**32.65%**	**30.39%**	**33.80%**	**38.06%**	**33.14%**	**32.86%**	**33.67%**
No. of scholarships awarded MNHS	767	605	711	590	458	400	491	564	523	501	538
No. of scholarships awarded MSHS	478	530	520	432	384	435	445	443	402	473	452
No. of scholarships awarded MWHS	505	432	546	503	470	555	386	303	143	N/A	417
Total Scholarships Awarded	**1750**	**1567**	**1777**	**1525**	**1312**	**1390**	**1322**	**1310**	**1068**	**974**	**1361**
No. of MNHS grads accepting scholarships	172	163	181	176	134	117	N/A	N/A	N/A	N/A	154
No. of MSHS grads accepting scholarships	127	138	135	130	111	107	N/A	N/A	N/A	N/A	124
No. of MWHS grads accepting scholarships	137	115	135	140	116	120	N/A	N/A	N/A	N/A	125
Total Grads Accepting Scholarships	**436**	**416**	**451**	**446**	**361**	**344**	**N/A**	**N/A**	**N/A**	**N/A**	**B**
% of MNHS graduates accepting scholarships	33.27%	30.99%	33.33%	35.20%	27.29%	25.11%	N/A	N/A	N/A	N/A	30.38%
% of MSHS graduates accepting scholarships	28.60%	28.75%	29.03%	27.14%	25.06%	25.60%	N/A	N/A	N/A	N/A	27.12%
% of MWHS graduates accepting scholarships	32.78%	26.44%	31.84%	32.94%	29.59%	26.55%	N/A	N/A	N/A	N/A	29.47%
% Total MPS Grads.Accepting Scholarships	**31.62%**	**28.87%**	**31.49%**	**31.77%**	**27.22%**	**25.75%**	**N/A**	**N/A**	**N/A**	**N/A**	**29.02%**
No. of MNHS scholarships accepted	372	303	366	590	258	204	308	328	325	305	332
No. of MSHS scholarships accepted	283	287	284	272	240	265	279	257	253	296	270
No. of MWHS scholarships accepted	291	225	259	249	218	241	219	163	87	N/A	208
Total No. Scholarships Accepted	**946**	**815**	**909**	**1111**	**716**	**710**	**806**	**748**	**665**	**601**	**272**
Approx value of scholarships awarded-MNHS	$12,513,641.00	$8,324,943	$8,503,718	$6,415,388	$4,074,551	$3,815,033	$4,201,200	$5,327,000	$3,959,000	$3,656,000	$5,354,093
Approx value of scholarships awarded-MSHS	$5,668,024.00	$7,112,895	$6,041,368	$4,151,602	$2,787,280	$3,360,124	$3,278,400	$3,482,000	$2,324,000	$2,523,000	$3,895,630
Approx value of scholarships awarded-MWHS	$6,652,774.00	$7,145,144	$7,362,539	$6,349,735	$6,032,448	$6,093,168	$3,412,200	$2,540,800	$1,024,000	N/A	$4,995,007
Total Value of Scholarships	**$24,834,439.00**	**$22,582,982**	**$21,907,625**	**$16,916,725**	**$12,894,279**	**$13,268,345**	**$10,891,800**	**$11,349,800**	**$7,307,000**	**$6,179,000**	**$13,699,728**
Approx value of scholarships accepted-MNHS	$5,524,174.00	$3,699,771	$3,593,945	$3,019,728	$1,994,569	$1,661,681	$2,184,600	$2,286,000	$1,940,000	$1,843,000	$2,469,255
Approx value of scholarships accepted-MSHS	$2,822,916.00	$2,768,472	$2,354,394	$2,026,465	$2,276,877	$1,877,861	$1,746,200	$1,609,000	$1,337,000	$1,340,000	$1,926,252
Approx value of scholarships accepted-MWHS	$3,509,439.00	$2,776,625	$3,156,079	$2,893,678	$2,380,268	$1,618,844	$1,545,700	$675,800	$266,300	N/A	$1,914,162
Total value of scholarships Accepted	**$11,656,529.00**	**$9,244,868**	**$9,104,418**	**$7,939,871**	**$6,651,714**	**$5,158,386**	**$5,476,500**	**$4,570,800**	**$3,543,300**	**$3,183,000**	**$6,096,984**
Aver $ value per scholarship awarded-MNHS	$16,315.00	$13,806	$11,960	$10,874	$8,896	$9,538	$8,556	$9,446	$7,570	$7,298	$9,772
Aver $ value per scholarship awarded-MSHS	$11,858.00	$13,421	$11,618	$9,610	$7,240	$7,725	$7,367	$7,800	$5,782	$5,333	$8,433
Aver $ value per scholarship awarded-MWHS	$13,174.00	$16,540	$13,485	$12,532	$12,835	$10,979	$8,840	8,385	7,163	N/A	$11,345
Aver. $ value per scholarship-all Schls	**$41,347.00**	**$43,767**	**$37,063**	**$33,016**	**$28,971**	**$28,242**	**$24,763**	**$25,631**	**$20,515**	**$12,631**	**$28,289**
No. of college bound students-MNHS	438	463	448	441	401	333	396	383	404	437	412
No. of college bound students-MSHS	338	374	404	399	368	316	348	343	326	431	368
No. of college bound students-MWHS	366	375	358	389	341	383	282	218	133	N/A	310
No. of College Bound Student-all Schls	**1142**	**1212**	**1210**	**1229**	**1,110**	**1,032**	**1,026**	**944**	**863**	**868**	**1,055**
Number of Athletic Scholarships-MNHS	72	35	46	28	21	35	24	25	23	36	30
Number of Athletic Scholarships-MSHS	31	57	36	32	15	28	42	80	41	43	42
Number of Athletic Scholarships-MWHS	23	23	32	25	24	25	12	12	2	N/A	19
No. of Athletic Scholarships-all Schls	**126**	**115**	**114**	**85**	**60**	**88**	**78**	**117**	**66**	**79**	**89**
Approx value of athletic awards-MNHS	$3,279,754.00	$1,388,905	$1,350,760	$542,967	$450,814	$790,492	$596,600	$12,780	$201,000	$393,600	$636,435
Approx value of athletic awards-MSHS	$571,780.00	$1,683,342	$1,623,700	$732,156	$219,610	$484,500	$558,500	$136,600	$437,400	$168,900	$673,855
Approx value of athletic awards-MWHS	$335,788.00	$845,886	$898,399	$618,542	$622,360	$474,016	$475,400	$186,200	$6,100	N/A	$465,863
Approx. value of athletic awards-all Schls	**$4,187,322.00**	**$3,918,133**	**$3,872,859**	**$1,893,665**	**$1,292,784**	**$1,749,008**	**$1,230,500**	**$335,580**	**$644,500**	**$582,500**	**$1,724,392**

PSYCHOLOGICAL SERVICES

Psychological services were provided by a staff of 16 school psychologists. These psychologists provided a full range of direct and indirect services to students, teaching staff, and parents.

Indirect services in 2003/04 involved consultation, inservice, referrals to community agencies, and research. Through consultation with teachers and administrators, psychologists developed and implemented classroom methods designed to facilitate learning and overcome behavior disorders. Consultation services also helped parents understand the learning and developmental processes of their children. Psychologists have acted as a liaison between the school and professionals outside the school to coordinate programs and meet special needs of children. Psychologists have also conducted research in school-related issues to evaluate and improve the educational process.

Direct services to children involved individual evaluations with subsequent follow-up. Referrals for evaluation came from parents, physicians, social agencies, private schools, and from exempt schools. These referrals were screened by the multidisciplinary team of the home school. If an individual psychological evaluation was recommended, the child's intellectual, academic, social, and emotional development were assessed. Recommendations were made for academic programming, behavior management, and placement in special classes. The evaluation results were discussed with the child's parents and teachers. Psychological testing increased <1% and consultations decreased by <1% since last year. Consultation services provided to teachers helped to decrease the need for testing by solving problems before a referral became necessary.

Students in special education programs are evaluated every three years as required by law. These regularly scheduled evaluations are used to assess progress and to help plan future programs. Table 43 summarizes the direct services provided by the Millard school psychologists during the 2003/04 school year.

An indicator of the effectiveness of MIT functioning within the buildings was the percentage of testing referrals which resulted in special education verification. The percentage of new students tested compared to those who were verified was 4% more than last year. The slight increase in the percentage of students verified reversed a two-year decrease in percentage of verified students.

The verification rate (75%) for new students tested has increased slightly, but may be an indication that MITs are improving their prereferral intervention strategies. The MIT program replaced the SAT/IAT process during the 2001/02 school year, and over time, is expected to reduce referrals and to verify a high rate of students who are referred.

Conclusion

The need for psychological services continues to grow. The number of consultations reflects the demand for such services by building staff and parents. Although it is difficult to isolate data which will prove that consultations can and do lower referrals, there is a belief among the Millard school psychologists and teaching staff that they do. The slight increase in the number of students verified to those tested probably does not indicate a trend, but gives hints that MIT is working. It is desirable to have a high percentage of referred students qualify for services because this indicates valid referrals are being made. This statistic should be closely monitored next year to see if the short-term trend continues. Adjustments are still being made in the MIT process in the secondary, so it will be interesting to see the long-term effect the MIT process has on the number of tests that are given and how many of the students who are tested are verified for special education.

Table 43
Summary of Psychological Assessments—2003/04

School	New Evaluations			Reevaluations			*Consults
	T*	V*	%	T*	V*	%	
Abbott Elementary	10	9	90%	7	6	86%	15
Ackerman Elementary	27	23	85%	10	8	80%	64
Aldrich Elementary	18	12	67%	2	2	100%	39
Black Elk Elementary	16	12	75%	9	7	78%	35
Bryan Elementary	15	3	20%	12	12	100%	0
Cather Elementary	8	7	88%	4	4	100%	39
Cody Elementary	14	11	79%	11	8	73%	18
Cottonwood Elementary	18	10	23%	3	3	86%	20
Walt Disney Elementary	18	17	94%	12	12	100%	37
Harvey Oaks Elementary	5	5	100%	3	2	67%	10
Hitchcock Elementary	9	8	89%	10	10	100%	16
Holling Heights Elementary	22	16	73%	12	12	100%	60
Ezra Millard Elementary	17	12	71%	9	9	100%	29
Montclair Elementary	20	17	85%	7	7	100%	26
Morton Elementary	14	9	64%	7	7	100%	23
Neihardt Elementary	23	19	83%	10	6	60%	63
Norris Elementary	8	7	88%	11	11	100%	19
Rockwell Elementary	20	13	65%	12	11	92%	25
Rohwer Elementary	10	6	60%	6	5	100%	17
Sandoz Elementary	24	22	92%	12	11	92%	32
Wheeler Elementary	13	13	100%	12	11	92%	21
Willowdale Elementary	12	8	67%	11	11	100%	24
Andersen Middle School	18	10	56%	34	28	82%	58
Beadle Middle School	8	6	75%	9	6	67%	47
Central Middle School	10	5	50%	61	48	79%	75
Kiewit Middle School	14	10	71%	30	17	57%	16
North Middle School	13	7	54%	37	27	73%	15
Russell Middle School	14	9	67%	35	31	67%	17
Millard North High School	18	16	89%	55	50	91%	27
Millard South High School	7	7	100%	54	45	83%	30
Millard West High School	19	13	68%	34	23	68%	128
Preschool	28	25	89%	19	18	95%	58
Mentally Handicapped Prog.	0	0	0%	41	41	100%	30
TEAM	2	2	100%	0	0		5
Millard Learning Center	0	0	0%	9	8	86%	2
Young Adult Program	0	0	0%	13	13	100%	10
2003-04 Total	**492**	**369**	**75%**	**623**	**530**	**85%**	**1150**
2002-03 Total	**496**	**354**	**71%**	**618**	**508**	**82%**	**1168**
2001-02 Total	**387**	**300**	**78%**	**709**	**611**	**86%**	**1264**
*T - Tested *V - Verified *Consults=Consultations - Includes ADHD Screenings							

AGENDA SUMMARY SHEET

AGENDA ITEM: **TerraNova Report**

Meeting Date: 6/21/04

Department: Planning and Evaluation

Title and Brief Description: This report presents results on the Spring 2004 secondary testing (combined with elementary results from the fall, which had been previously reported).

Action Desired: Approval ___ Discussion _x__ Information Only ____

Background: This is the fourth year that Millard has used the TerraNova and its related aptitude test. Charts are included that present the 4 year trends.

Options/Alternatives Considered: N.A.

Recommendations: The results provide one measure of student performance, in addition to ELOs. The cohort growth (3^{rd} to 4^{th}, 6^{th} to 7^{th}, 9^{th} to 10^{th}) was positive, or maintained at a high level, in all comparisons except for elementary and middle school science. The four-year trend lines (different groups of students each year) showed increases at the elementary level, at one of two middle school grades and at one of two high school grades.

Strategic Plan Reference: To meet the mission of the district.

Implications of Adoption/Rejection: N.A.

Timeline: Begin using results immediately to evaluate program strengths and areas for improvement – at both the building level and the district level.

Responsible Persons: John Crawford

Superintendent's Signature: _____

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APTITUDE & ACHIEVEMENT PROFILES 2003-04

MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA
Office of Planning, Evaluation, and Information Services

John Crawford, Ph.D.
Executive Director

Nancy Ballard
Specialist

June, 2004

TerraNova Results, 2003-04

Elementary: Fall, 2003

Secondary: Spring, 2004

Background

The version of the *TerraNova* that Millard Public Schools is using is called the "multiple assessments" form because it is made up of both open-ended (constructed response) items and multiple choice items. We are also using the science and social studies subtests of the *TerraNova* and a related aptitude test, the Test of Cognitive Skills, Second Edition (TCS/2).

Elementary administration and staff have desired to continue with fall testing, so the 3rd and 4th grade data are from the October, 2003 testing. The middle schools and high schools are continuing with spring testing, so those data are based on April, 2004 testing. Appropriate norms (fall for elementary and spring for secondary) are accessed for normative data reports.

Reading/Language Arts

The Reading/Language Arts portion of the *TerraNova* measures reading comprehension, language expression, vocabulary, and reference skills. These are integrated together, around "themes" that provide context and link together the different items.

Mathematics

The math subtest uses realistic topics to keep students engaged with the assessment content. Graphics are used extensively, as are procedures such as estimation, computation, and reasoning skills.

Science

The science assessment is linked to the national science standards in life sciences, physical sciences, Earth and space sciences, and inquiry. Items also assess relationships such as science-and-society and the history and nature of science.

Social Studies

The social studies test emphasizes the relationships of history, geography, government and economics. Context is provided by a variety of materials such as maps, political cartoons, photographs and actual quotations.

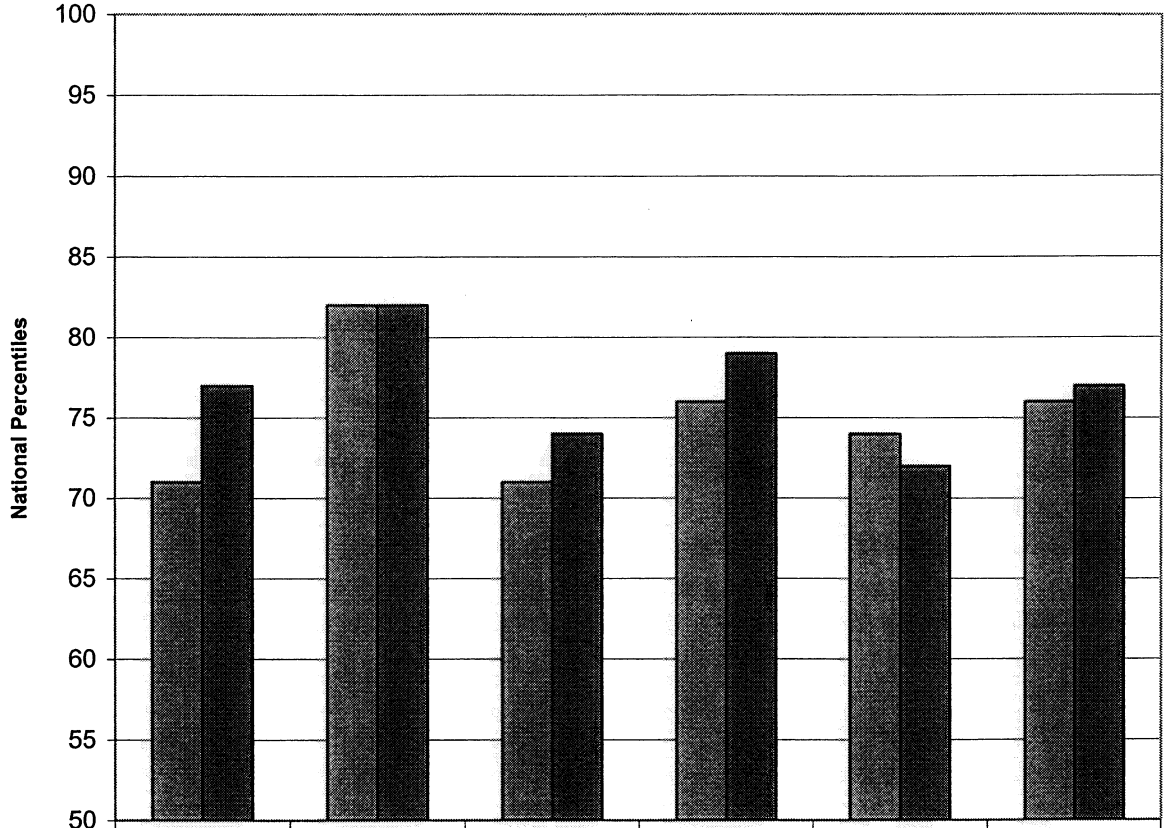
Test of Cognitive Skills, Second Edition

The TCS/2 is a group-administered aptitude test designed to be predictive of school success. It includes measures of understanding of verbal and non-verbal concepts, memory, and the comprehending of relationships between ideas.

Results

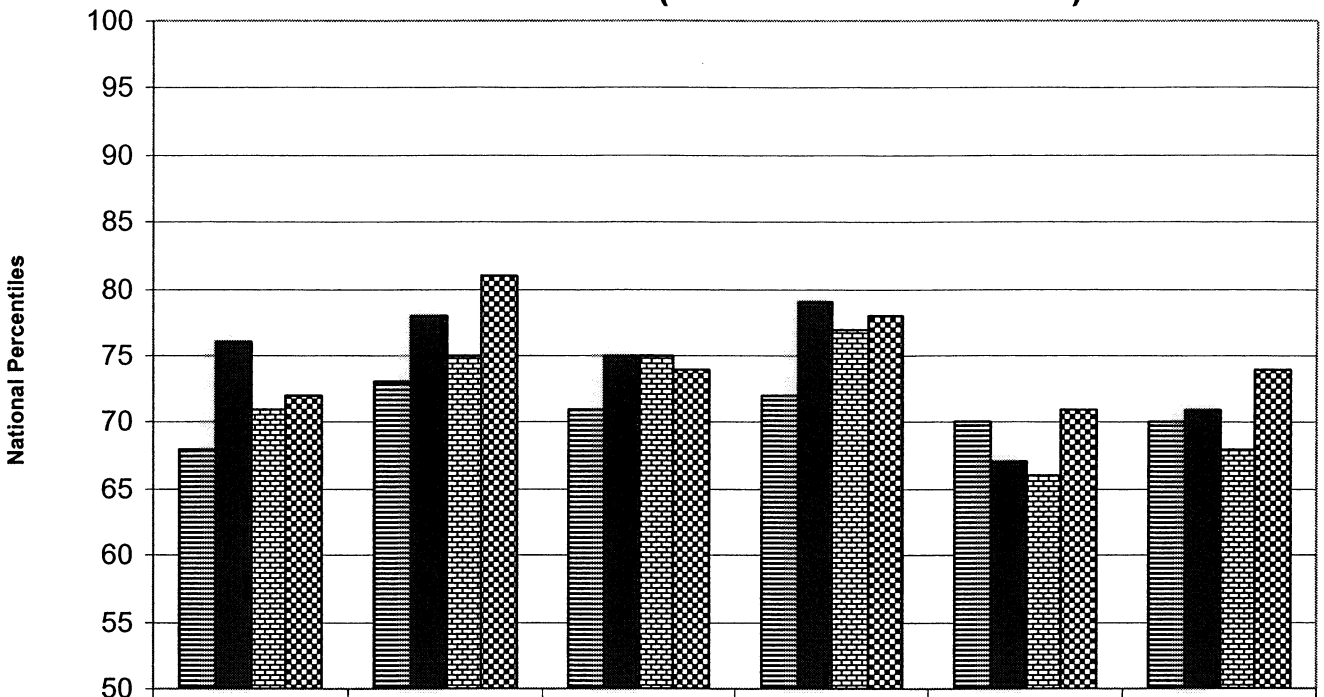
The results are presented both at the district level and at the building level. The first analysis shows the overall districtwide performance for 3rd, 4th, 6th, 7th, 9th and 10th grades using national percentiles, for the subtests and for the total score. The total score is based on reading, language, and math (i.e., science and social studies are not represented in the total score).

Elementary *TerraNova* Results, 2003-04
National Percentiles (Based on Mean NCEs)



	Reading	Math	Language	Total	Science	Soc Studies
3rd	71	82	71	76	74	76
4th	77	82	74	79	72	77

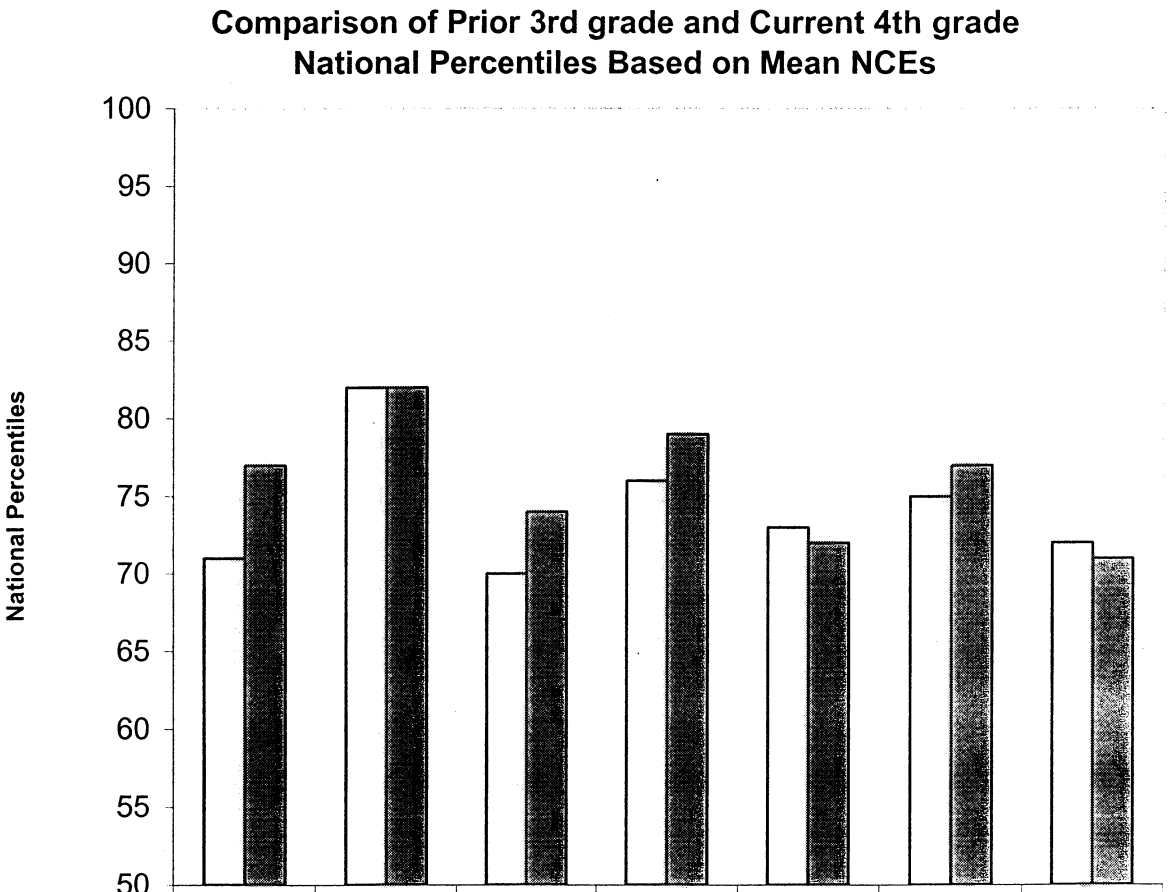
Secondary *TerraNova* Results, 2003-04
National Percentiles (Based on Mean NCEs)



	Reading	Math	Language	Total	Science	Soc Studies
6th	68	73	71	72	70	70
7th	76	78	75	79	67	71
9th	71	75	75	77	66	68
10th	72	81	74	78	71	74

The next results show the cohort comparison of the previous year's *TerraNova* scores with this year's results for 4th, 7th, and 10th graders (essentially the same group of students in 2002-03 and 2003-04).

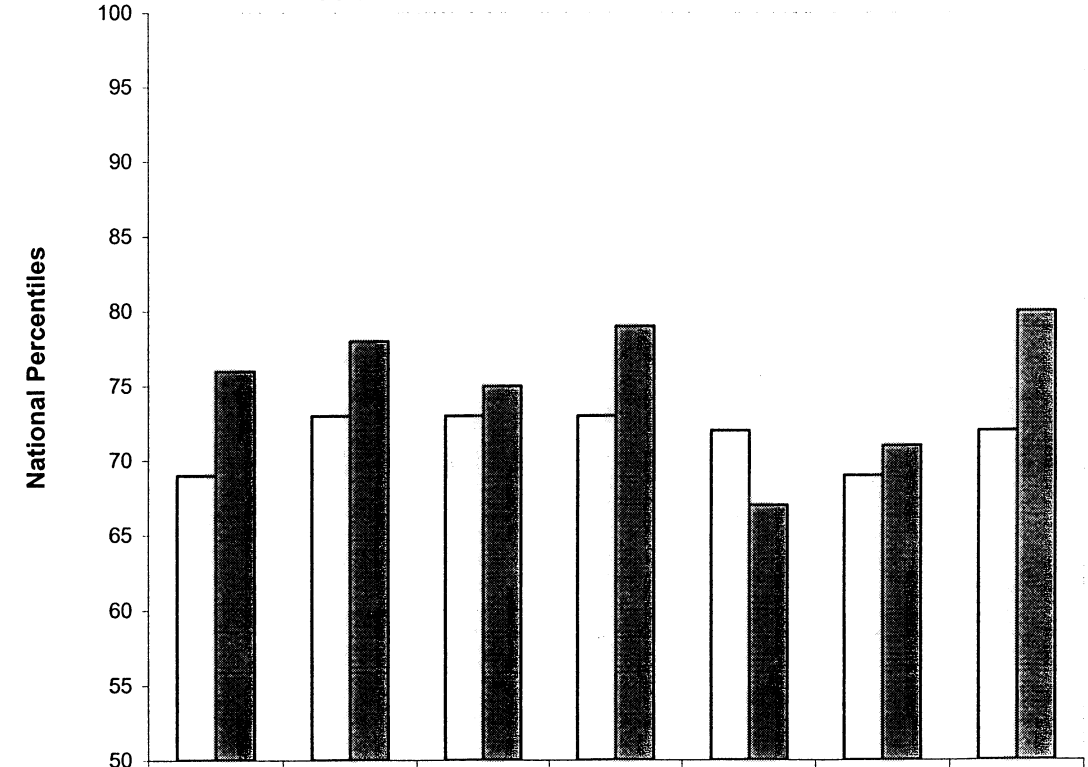
In elementary schools, the reading scores showed the greatest increase (6 points). Math remained the same, and language increased by four national percentile points. The TCS/2 aptitude score decreased by 1 point. Science decreased by one point and social studies showed a 2 point increase.



	Reading	Math	Language	Total	Science	Social Studies	TCS/2
3rd, 2002	71	82	70	76	73	75	72
4th, 2003	77	82	74	79	72	77	71

In middle-level grades, the cohort analysis demonstrated that all scores except for science were higher: reading showed the most growth with a gain of +7 points, while math increased by 5 points and language scores went up 2 points. The total score was up by 6 percentile points. The aptitude measure showed the greatest increase – 8 points districtwide. Science scores declined by 5 points and social studies scores improved by 2.

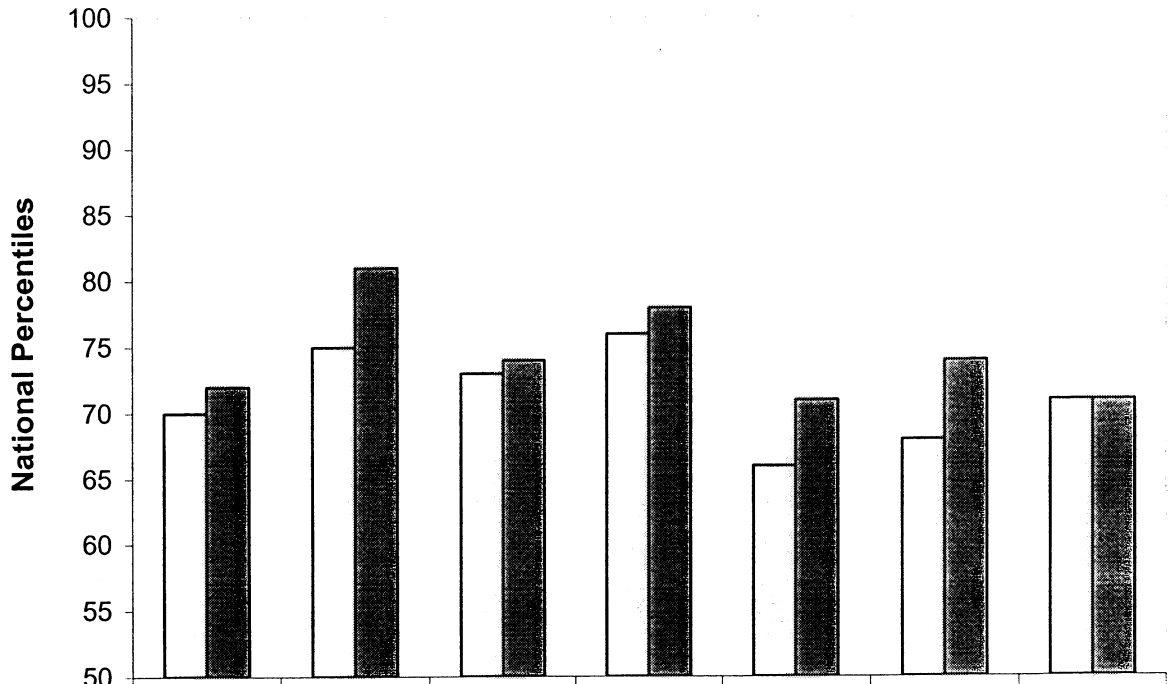
Comparison of Prior 6th grade and Current 7th grade National Percentiles Based on Mean NCEs



	Reading	Math	Language	Total	Science	Soc Studies	TCS/2
6th, 2003	69	73	73	73	72	69	72
7th, 2004	76	78	75	79	67	71	80

In the high school grades, all achievement subtests showed improvement, ranging from 1 point (in language) to 6 points improvement (in math and social studies). The aptitude test (TCS2) remained steady, at the 71st percentile..

Comparison of Prior 9th Grade and Current 10th Grade National Percentiles Based on Mean NCEs

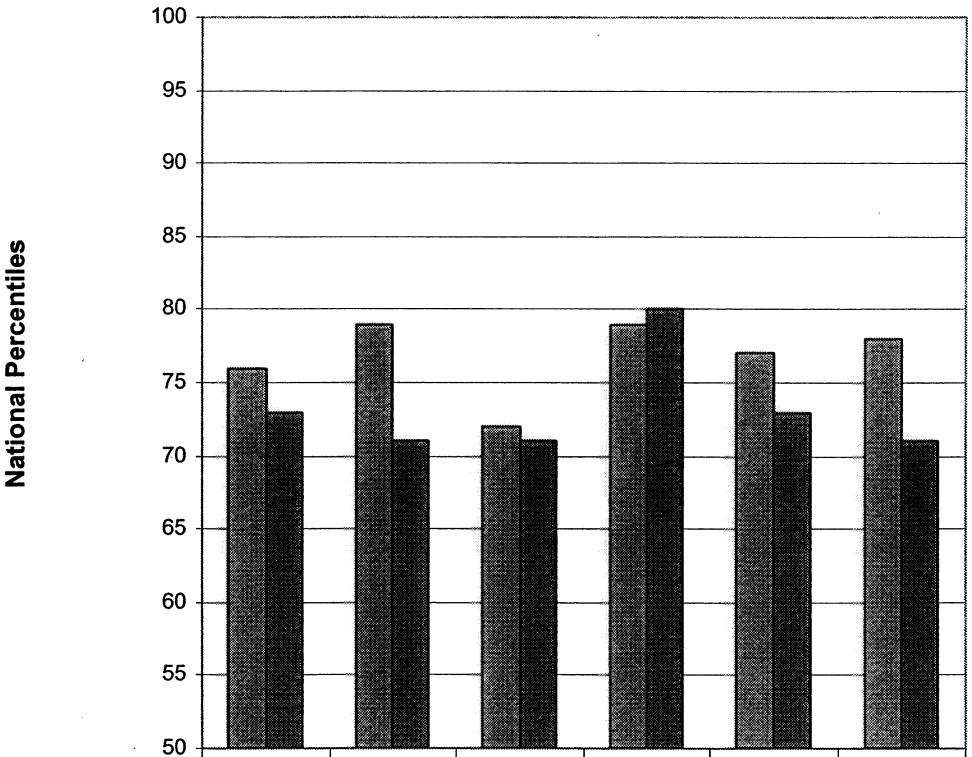


	Reading	Math	Language	Total	Science	Soc Studies	TCS/2
9th, 2003	70	75	73	76	66	68	71
10th, 2004	72	81	74	78	71	74	71

The chart on the following page shows the comparison of the median national percentile on the *TerraNova* achievement test (total score – made up of Reading, Math, and Language) with the corresponding percentile from the TCS/2 aptitude test, for all tested grades. In the elementary grades, the achievement score is 3 to 8 points higher than the aptitude test. In middle grades, achievement is 1 point higher than TCS/2 in 6th grade, but is 1 point lower than

TCS/2 in the 7th grade. In the ninth and tenth grades, the achievement is 4 to 7 points higher than the TCS/2.

Comparison of *TerraNova* and TCS/2 Aptitude Scores
National Percentiles Based on Mean NCEs



	3rd	4th	6th	7th	9th	10th
TerraNova Total Score	76	79	72	79	77	78
TCS/2	73	71	71	80	73	71

The following graphs compare the total battery scores for all grades tested, for the four years that we have been using the TerraNova. These results show comparisons of different groups of students each year (non-cohort data).

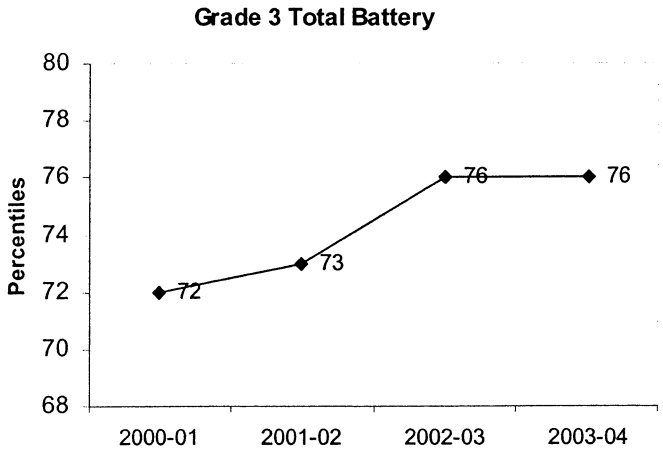
As a result, these data reflect more on the curriculum and instruction program growth over time, rather than student growth.

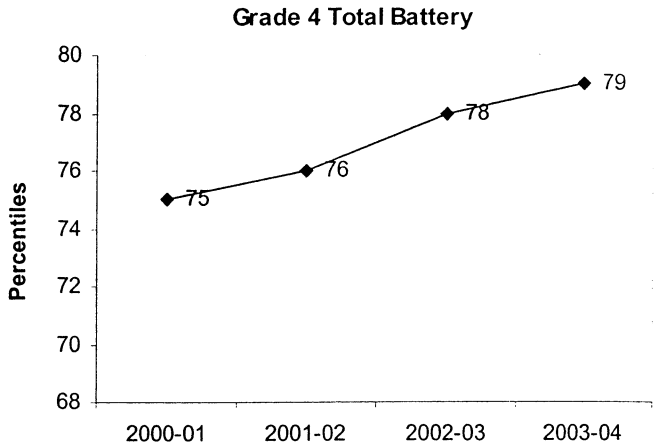
The elementary data demonstrates growth, from the 72nd percentile to the 76th percentile in third grade and from the 75th percentile to the 79th percentile in fourth grade data.

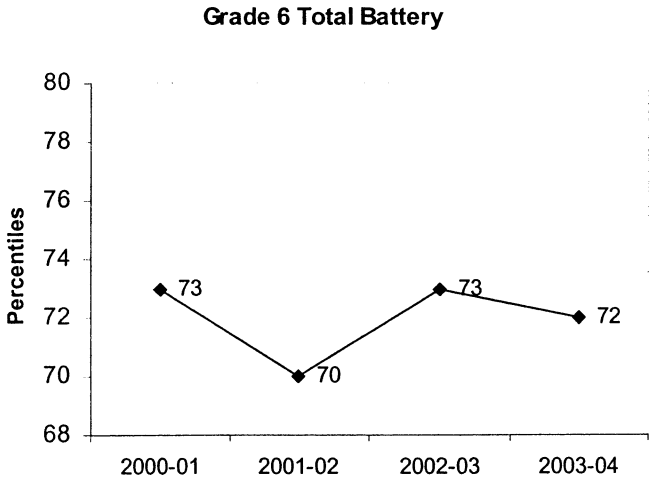
Sixth grade results are inconsistent, moving between the 73rd and the 70th percentile over the 4 years. Seventh grade showed no improvement for the first 2 years, but then increased from the 76th to the 79th percentile.

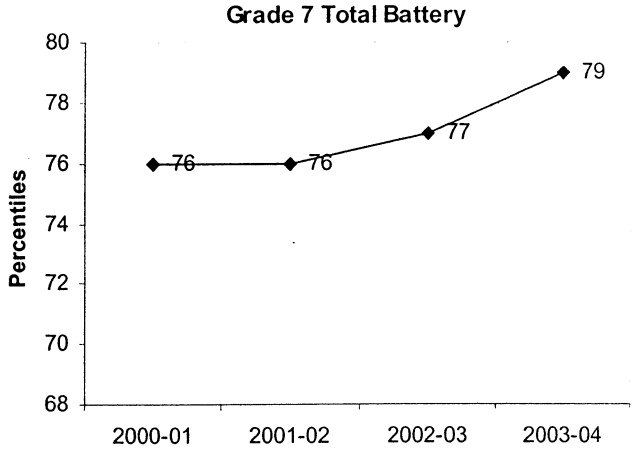
Ninth grade first showed a decline, but then an increase from 75 to 77. Tenth grade scores are at the highest level, showing no change for the first three years, and then declining by one point, from 79 to 78.

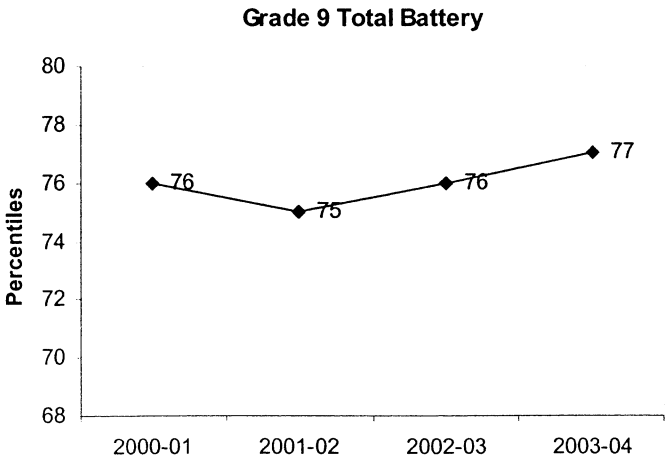
Comparisons Across Years (Non-Cohort Data)

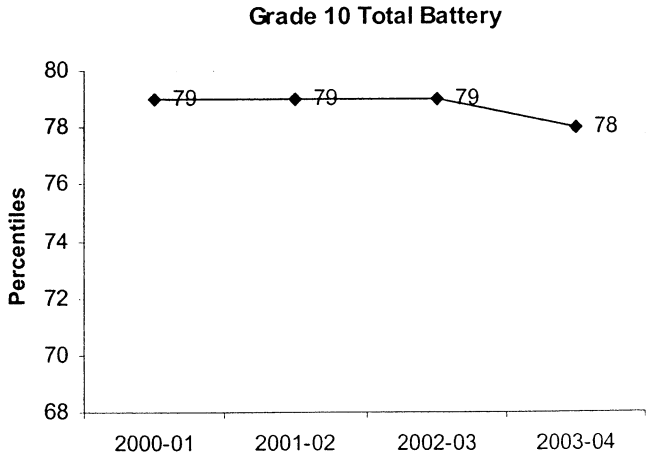




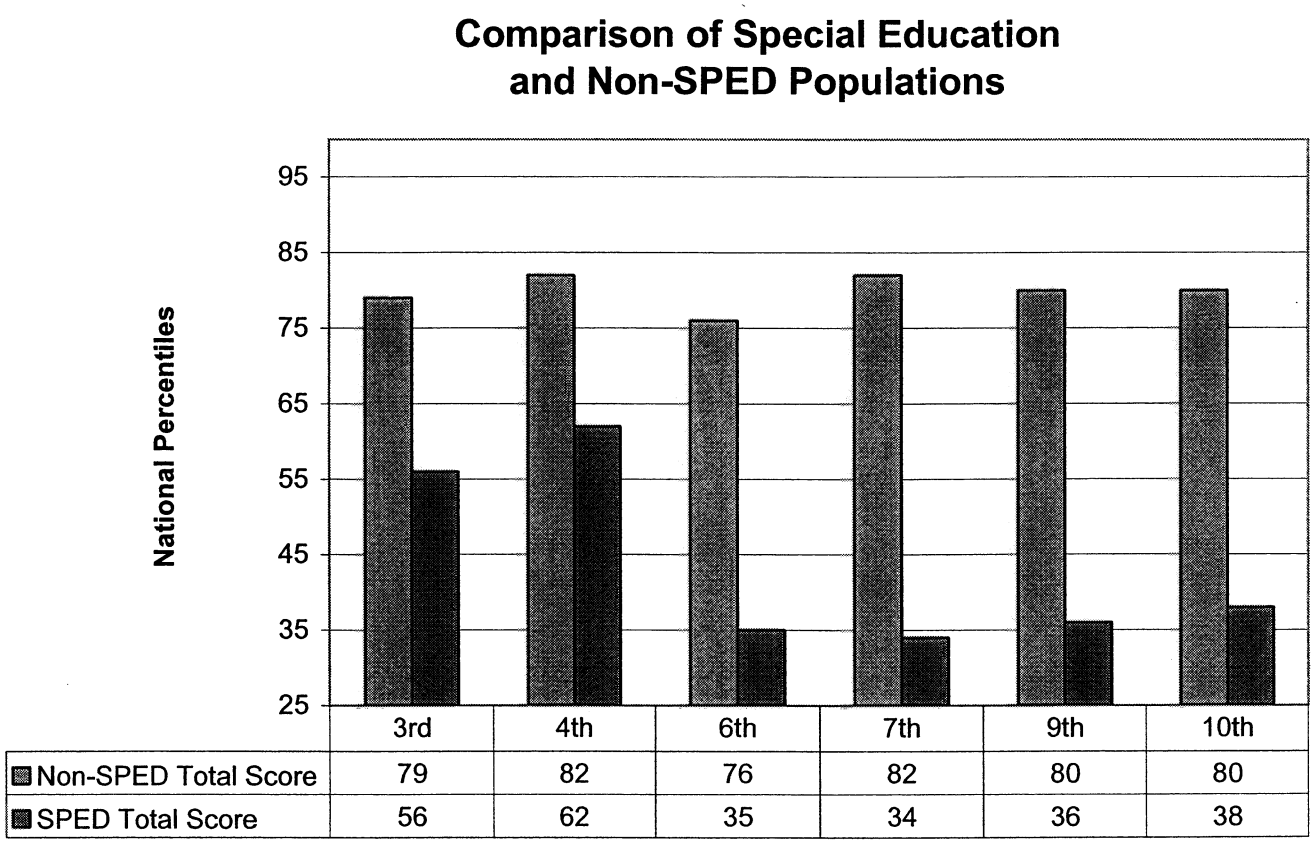




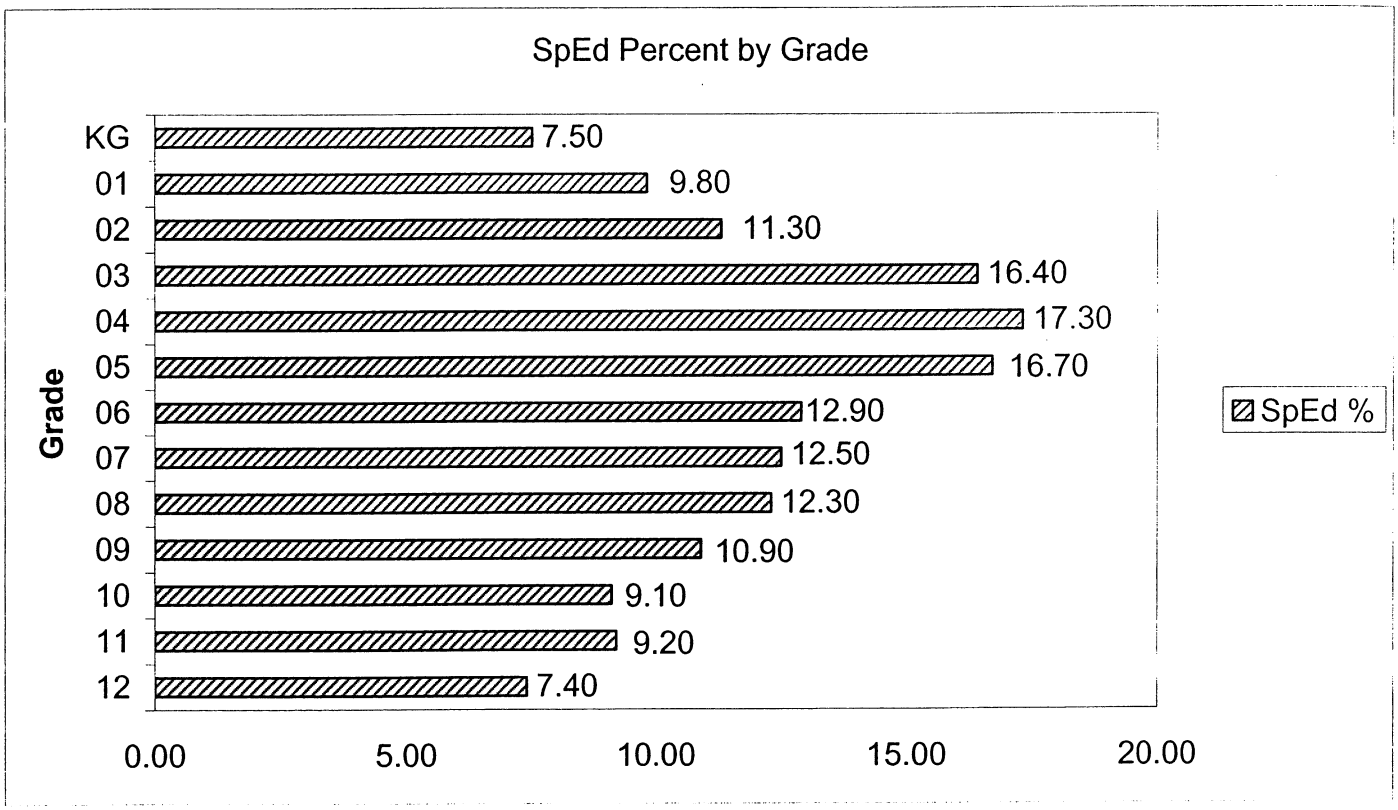




This graph shows the districtwide SPED vs. non-SPED disaggregation on the total battery score. The median SPED score in the district ranged from the 34th percentile (7th grade) to the 62nd percentile (4th grade). This is similar to last year's results, when the SPED population scores ranged from the 32nd to the 59th percentiles.



The following chart shows the variation in percent of the population qualifying as Special Education by grade level (districtwide). Third through fifth grades identify the highest proportions of students.



Summary

The analysis of cohort groups (last year's third vs. this year's fourth grade, etc.) showed that, in all areas except for elementary and middle school science, students maintained the prior year's percentile rank or showed growth across years. However, comparing different groups of students at the same grade level across 4 years presented a somewhat different pattern. Fourth grade showed increases each year, while third increased until 2003-04. Grade 7 and grade 9 did

not increase the first year, but did for the last three years. Grade 6 and grade 10 were either inconsistent (grade 6) or were stable and then showed a slight decline in the most recent year (grade 10). The effect of SPED on building scores is quite variable, ranging from a negligible impact in some schools to a 50 to 60 point difference (between SPED and non-SPED scores) in other buildings.

School-Level Results

The appendix of this document presents school-level results in two ways: (1) building total percentiles, by subtest by grade (this year's vs. last year's *TerraNova*) and (2) building disaggregations of total scores, for SPED and non-SPED groups.

Appendix: School-Level Results and SPED Disaggregations by Building

TerraNova School-Level Results: National Percentiles of the Mean NCE

	Terra Nova READING 2002-03	*Terra Nova* READING 2003-04	*Terra Nova* MATH 2002-03	*Terra Nova* MATH 2003-04	*Terra Nova* LANGUAGE 2002-03	*Terra Nova* LANGUAGE 2003-04	*Terra Nova* TOTAL SCORE 2002-03	*Terra Nova* TOTAL SCORE 2003-04	*TerraNova* SCIENCE 2002-03	*TerraNova* SCIENCE 2003-04	*TerraNova* SOC STDY 2002-03	*TerraNova* SOC STDY 2003-04	TCS/2 2002-03	TCS/2 2003-04
DISTRICT														
3	71	71	82	82	70	71	76	76	73	74	75	76	72	73
4	76	77	80	82	72	74	78	79	73	72	76	77	72	71
6	69	68	73	73	73	71	73	72	72	70	69	70	72	71
7	75	76	76	78	72	75	77	79	64	67	70	71	81	80
9	70	71	75	75	73	75	76	77	66	66	68	68	71	73
10	73	72	81	81	74	74	79	78	73	71	75	74	67	71
ABBOTT														
3	86	75	91	86	83	82	88	83	80	74	85	78	86	64
4	80	87	85	91	74	82	82	89	76	81	79	84	72	87
ACKERMAN														
3	67	60	80	75	67	60	73	65	71	67	71	70	69	62
4	72	79	76	84	68	73	73	81	67	74	70	77	68	74
ALDRICH														
3	88	85	96	93	87	88	93	90	90	90	89	86	83	89
4	87	82	93	90	88	83	92	87	90	80	88	84	91	84
BLACK ELK														
3	69	73	83	75	67	70	74	65	72	75	75	75	75	78
4	78	78	80	83	74	76	80	81	73	72	77	79	82	76
BRYAN														
3	62	62	73	69	64	58	67	63	62	64	69	64	67	66
4	69	62	72	70	65	56	70	63	60	56	70	64	75	65
CATHER														
3	72	84	82	88	77	83	78	87	78	85	78	85	77	82
4	78	78	81	83	75	82	80	83	76	74	76	80	75	74
CATHER - Traditional														
3	64	79	80	77	67	69	71	77	69	72	72	72	67	66
4	77	71	84	82	73	79	80	79	74	67	76	77	73	71
CATHER - CORE														
3	76	86	84	92	83	88	82	91	83	90	82	89	78	83
4	79	82	79	83	76	84	80	85	77	78	76	82	77	75
CODY														
3	59	67	60	78	53	64	58	71	58	63	58	69	53	68
4	78	68	73	60	71	60	76	64	76	65	75	68	64	57
COTTONWOOD														
3	72	71	83	84	68	66	76	75	75	74	79	77	80	77
4	77	79	83	80	71	71	80	79	74	71	75	78	75	71

[Note: the diagonal arrow represents "cohort" data.]

TerraNova School-Level Results: National Percentiles of the Mean NCE

	Terra Nova READING 2002-03	*Terra Nova* READING 2003-04	*Terra Nova* MATH 2002-03	*Terra Nova* MATH 2003-04	*Terra Nova* LANGUAGE 2002-03	*Terra Nova* LANGUAGE 2003-04	*Terra Nova* TOTAL SCORE 2002-03	*Terra Nova* TOTAL SCORE 2003-04	*TerraNova* SCIENCE 2002-03	*TerraNova* SCIENCE 2003-04	*TerraNova* SOC STDY 2002-03	*TerraNova* SOC STDY 2003-04	TCS/2 2002-03	TCS/2 2003-04
DISNEY														
3	68	62	77	81	73	61	74	69	66	67	73	67	62	66
4	78	74	79	73	76	72	80	75	74	68	77	74	76	58
EZRA MILLARD														
3	66	69	80	81	67	71	72	75	71	73	74	74	69	74
4	78	78	81	82	72	74	79	80	73	69	80	77	73	68
HARVEY OAKS														
3	71	74	83	81	67	68	75	75	75	75	75	76	73	64
4	79	74	86	77	77	74	83	77	74	64	77	69	76	70
HITCHCOCK														
3	81	85	88	89	87	80	87	87	87	86	85	84	86	86
4	88	83	84	81	79	81	86	84	82	84	81	81	77	72
HOLLING HEIGHTS														
3	62	56	65	73	56	60	62	64	65	70	69	71	63	65
4	68	64	70	74	65	60	68	66	64	65	72	70	63	63
MONTCLAIR														
3	74	72	86	78	73	72	80	75	80	74	79	74	71	68
4	72	75	75	83	69	73	74	79	72	73	72	79	70	71
MONTCLAIR - Traditional														
3	65	70	78	77	67	72	71	74	74	76	75	70	60	68
4	65	66	69	77	57	64	65	70	62	62	65	66	59	62
MONTCLAIR - Montessori														
3	81	73	91	79	77	72	86	76	85	72	82	77	78	66
4	78	83	80	87	77	81	80	85	79	81	77	88	79	84
MORTON														
3	68	69	70	83	65	71	68	76	67	78	70	73	56	77
4	72	82	77	80	66	75	73	81	70	73	74	82	64	69
NEIHARDT														
3	63	71	77	84	61	66	68	75	69	73	70	76	69	71
4	63	69	75	79	64	64	68	72	69	69	68	73	60	63
NORRIS														
3	53	59	62	73	49	55	55	63	54	63	60	66	49	65
4	66	64	72	73	64	71	69	70	67	65	66	66	64	62
ROCKWELL														
3	70	68	76	76	67	70	72	72	70	73	71	72	66	62
4	70	77	80	82	65	74	73	79	64	68	70	78	70	61

[Note: the diagonal arrow represents "cohort" data.]

TerraNova School-Level Results: National Percentiles of the Mean NCE

	Terra Nova READING 2002-03	*Terra Nova* READING 2003-04	*Terra Nova* MATH 2002-03	*Terra Nova* MATH 2003-04	*Terra Nova* LANGUAGE 2002-03	*Terra Nova* LANGUAGE 2003-04	*Terra Nova* TOTAL SCORE 2002-03	*Terra Nova* TOTAL SCORE 2003-04	*TerraNova* SCIENCE 2002-03	*TerraNova* SCIENCE 2003-04	*TerraNova* SOC STDY 2002-03	*TerraNova* SOC STDY 2003-04	TCS/2 2002-03	TCS/2 2003-04
ROHWER														
3	77	75	82	89	76	78	80	83	80	77	80	83	80	77
4	85	86	87	86	82	81	87	87	79	81	81	82	82	71
SANDOZ														
3	68	66	77	83	63	72	70	76	64	66	67	73	62	69
4	71	67	80	68	68	64	75	67	68	58	73	67	70	57
WHEELER														
3	74	72	84	85	73	71	79	77	71	72	75	78	73	75
4	77	82	81	86	74	77	79	84	77	71	75	77	65	71
WILLOWDALE														
3	80	76	91	86	83	79	87	83	78	75	84	79	86	73
4	80	83	88	89	75	81	84	86	83	79	83	82	82	78
ANDERSEN MS														
6	63	61	68	66	68	63	67	64	67	68	63	65	67	61
7	70	72	76	74	67	69	73	73	57	64	65	69	76	76
BEADLE MS														
6	74	77	79	80	77	76	79	79	74	78	73	75	76	76
7	80	83	82	86	79	83	83	86	69	76	76	79	84	83
CENTRAL MS														
6	67	61	70	64	70	63	70	63	67	62	69	65	67	58
7	70	70	71	73	69	69	72	73	61	61	69	68	76	70
KIEWIT MS														
6	72	73	74	75	76	76	75	76	75	72	70	72	76	79
7	76	80	73	81	75	81	77	83	65	68	70	73	84	86
NORTH MS														
6	67	69	69	75	68	73	69	73	71	71	64	70	65	69
7	76	73	80	74	74	71	79	74	69	66	74	70	82	75
RUSSELL MS														
6	73	72	79	80	75	75	77	77	76	73	73	71	75	77
7	78	76	79	80	73	74	79	79	68	69	72	70	82	83
NORTH HS														
9	73	72	79	76	77	78	79	78	69	67	71	69	74	75
10	76	75	83	83	76	77	81	82	77	76	77	77	71	75
SOUTH HS														
9	65	66	69	71	66	67	69	70	61	61	61	64	65	68
10	69	65	76	75	69	67	74	71	68	64	70	68	61	64
WEST HS														
9	72	76	78	80	74	80	77	81	66	70	70	70	73	75
10	73	73	82	82	76	75	79	80	71	71	75	75	65	72

[Note: the diagonal arrow represents "cohort" data.]

TerraNova 2003-04
SPED vs. Non-SPED Disaggregations
National Percentiles

	Total Score Not SPED	Total Score SPED
District		
3	79	56
4	82	62
6	76	35
7	82	34
9	80	36
10	80	38
Abbott		
3	83	n.a.
4	89	85
Ackerman		
3	70	35
4	82	62
Aldrich		
3	91	85
4	90	69
Black Elk		
3	80	33
4	83	71
Bryan		
3	67	43
4	70	31
Cather		
3	86	90
4	83	80
Cody		
3	74	n.a.
4	71	52
Cottonwood		
3	75	79
4	79	74
Disney		
3	78	48
4	77	67

"n.a." indicates there are fewer than 5 students in a SPED group

	Total Score Not SPED	Total Score SPED
Ezra		
3	78	31
4	82	62
Harvey Oaks		
3	77	n.a.
4	76	80
Hitchcock		
3	88	n.a.
4	84	n.a.
Holling Heights		
3	74	33
4	70	50
Montclair		
3	79	55
4	82	46
Morton		
3	82	50
4	82	75
Neihardt		
3	78	52
4	76	48
Norris		
3	67	44
4	74	57
Rockwell		
3	74	58
4	83	54
Rohwer		
3	83	80
4	89	60
Sandoz		
3	82	52
4	74	43

"n.a." indicates there are fewer than 5 students in a SPED group

	Total Score Not SPED	Total Score SPED
Wheeler		
3	79	62
4	85	68
Willowdale		
3	86	59
4	89	72
Andersen MS		
6	70	28
7	78	25
Beadle MS		
6	79	n.a.
7	86	n.a.
Central MS		
6	69	34
7	79	33
Kiewit MS		
6	79	31
7	85	37
North MS		
6	76	48
7	80	37
Russell MS		
6	80	36
7	83	37
North HS		
9	81	28
10	84	36
South HS		
9	74	38
10	75	35
West HS		
9	82	55
10	81	52

"n.a." indicates there are fewer than 5 students in a SPED group

AGENDA SUMMARY SHEET

AGENDA ITEM: **Survey of High School ELO Content Coverage**

Meeting Date: 6/21/04

Department: Planning and Evaluation

Title and Brief Description: Teachers of courses related to the ELO assessments were surveyed regarding the degree of emphasis they place on the enablers and content strands represented by the ELO specifications.

Action Desired: Approval ___ Discussion _x_ Information Only ____

Background: For legal defensibility and as evidence of the quality of the assessment, the district should be assessing content coverage on all ELO assessments, periodically.

Options/Alternatives Considered: N.A.

Recommendations: Generally, results demonstrated that the ELO content is receiving appropriate emphasis in the relevant courses. There is some variability within and across domains, but all enablers and content strands were covered. Some of the math and science enablers received less emphasis in Special Education classes.

Strategic Plan Reference: Strategic objective on students mastering ELO standards.

Implications of Adoption/Rejection: N.A.

Timeline: Results can be used in monitoring and adjusting curriculum on an ongoing basis.

Responsible Persons: John Crawford for report; Educational Services for monitoring and adjusting curriculum.

Superintendent's Signature: 

Executive Summary: Survey of ELO Content Coverage, High School Essential Learner Outcomes

This study was undertaken to gather teacher judgments about the content coverage of the curriculum that is represented in the high school Essential Learner Outcome assessments. First, relevant courses and grade levels were identified, and then the teachers of those courses were sent surveys that asked them to rate their degree of emphasis on each enabler that is measured by the assessments (enablers make up the content strands). All surveyed staff were at the high school level, with the addition of 7th and 8th grade middle level teachers of language arts/reading, as they teach reading in the years immediately preceding the 9th grade reading comprehension assessment.

A total of 293 surveys were sent out, and 239 were returned, for a return rate of 81.6%. Of the 293, there were 207 at the high school level. Teachers of Special Education courses were included in all the samples, unless they taught students with severe/profound disabilities, who are instructed in an alternate curriculum. The surveys were coded such that 1="No Coverage", 2="Minimal Emphasis", 3="Moderate Emphasis", and 4="High Level of Coverage/Emphasis".

In reading comprehension (late 9th grade assessment), some differences were found between middle school staff responses and high school staff; this is to be expected, since the specifications of the 9th grade assessment were written with 9th grade curriculum and 9th grade students in mind. At the level of the content strands, made up of 3 to 7 enablers, average responses ranged from 2.6 to 3.2, generally indicating "moderate" emphasis. In writing (administered in spring of the students' 10th grade year), means for the three types of prompts were all greater than 3.0, ranging from 3.3 to 3.6.

In math (assessment given is late 10th grade), there exists a wider variety of relevant courses than in other content areas, and that variability is expressed, to some degree, in teacher responses. The means in math ranged from 2.4 to 3.3 at the level of the content strand, with less emphasis on data analysis and measurement, and more emphasis on algebraic concepts and geometry. Still, the means represent minimal-to-moderate and moderate-to-high levels of coverage. Some enablers are intended to get less emphasis than other areas.

Science and social studies assessments are administered in the fall of the students' 11th grade year – based on courses taken in 9th and 10th grades. In science, the content strand means ranged from 3.0 to 3.8, and in social studies, the means ranged from 3.1 to 3.7, indicating moderate-to-high levels of coverage in both of those content domains.

In math and science, there were some notable differences in responses of teachers of Special Education classes vs. "regular" education courses. For about 1/3 of the enablers, the Special Education means were significantly lower than the non-Special Education means. Those findings will be addressed by curriculum and Special Education staff, through the ongoing process of curriculum monitoring and adjustment.

Survey of ELO Content Coverage, High School Essential Learner Outcomes

Purpose/Introduction

The purpose of this study was to collect information about the degree of content coverage, based on teacher self-report, of the subject matter assessed by the Millard Public Schools Essential Learner Outcome (ELO) testing program. At the high school level, these assessments cover reading comprehension (9th grade), mathematics (10th grade), writing (10th grade), science (11th grade), and social studies (11th grade). High school was selected for our first study because that is the level at which the assessments directly impact diploma granting.

Teachers were asked to rate their degree of content coverage or emphasis on a Likert scale from "No Coverage" to "Minimal Emphasis" to "Moderate Emphasis" to "High Level of Coverage/Emphasis". The ratings were given for each of the specifications of all of the ELO assessments. The ratings were completed at the level of the "enablers", which is the most discrete, molecular level of specifications. In some analyses, results are aggregated up to the level of the "strand" which is composed of several enablers. For example, in science, Chemistry of Life is the **content strand**, and organic compounds, acids and bases, enzymes, water, and particles and bonding are the **enablers**. Individual teacher identity was not obtained, but the school and the course taught were kept in the data, to allow some disaggregated analyses.

Much literature has focused on the importance of content coverage in the process of improving student learning. This is not only a common sense idea, but has empirical

support, and has been worked into guidelines for assessment development, such as the Standards for Educational and Psychological Testing (published by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education). Also, "opportunity to learn" or content coverage makes up one of the key "quality criteria" of the Nebraska Department of Education's system for rating school districts' assessment programs.

The sampling will be described in detail in the next section. The basic strategy was to survey all high school teachers who taught relevant courses in the grade levels that are assessed. The one exception to that rule was that, for the 9th grade reading comprehension test, we also surveyed 7th and 8th grade teachers of reading/language arts (in addition to 9th grade English teachers). Special Education teachers were also included, unless they teach severely/profoundly disabled students, who are in an alternate curriculum.

Method

Teachers/Courses Sampled

For the 9th grade reading comprehension assessment, surveys were sent to all teachers of 9th Grade English (including Special Education and Honors classes), and to middle school teachers of 7th grade and 8th grade reading/language arts classes. In addition, the few high school classes focused on reading instruction were also included. The following table shows the numbers of surveys sent out and returned, for the reading comprehension study.

Reading Comprehension Sample

Department	Level	# Returned	# Sent	% Returned
English	Middle	69	86	80.2%
	High	28	31	90.3%

For the study of analytical writing content coverage, surveys were sent to English teachers of 10th grade classes (because the assessment is given in the spring of the students' 10th grade year). The following table shows the Ns for the writing analysis.

Analytical Writing Sample

Department	# Returned	# Sent	% Returned
English	24	28	85.7%

For the analysis of mathematics, surveys were sent to teachers of the courses that map onto the table of specifications of the assessment (primarily pre-algebra, algebra, and geometry). This assessment is administered in the spring semester of the 10th grade.

Mathematics Sample

Department	# Returned	# Sent	% Returned
Math	52	63	82.5%

In science, the teachers of biology and Integrated Physical Science courses were sent surveys. This assessment is administered to students in the fall of their 11th grade year.

Science Sample

Department	# Returned	# Sent	% Returned
Science	30	36	83.3%

In social studies, American History and World Geography are the courses that students take in their 9th and 10th grade years. This assessment is given in the fall of the 11th grade.

Social Studies Sample

Department	# Returned	# Sent	% Returned
Social Studies	36	49	73.5%

The above data demonstrate good return rates. All content areas were in the range of 80%-90% returns, with the exception of social studies, which came in at 73.5% returns. These numbers are sufficiently high to yield confidence in generalizability of results.

Specific courses that were included in the survey samples are shown in the following table.

WRITING	
	BASIC ENGLISH 10
	ENGLISH 10
	ESSENTIALS ENGLISH 10
	HONORS ENGLISH 10
MATH	ADVANCED ALGEBRA
	ALGEBRA
	ALGEBRA FOUNDATIONS I
	ALGEBRA FOUNDATIONS II

COURSES SURVEYED, CONT'D	
	ESSENTIALS ALGEBRA
	ESSENTIALS ALGEBRA/GEOMETRY
	ESSENTIALS GEOMETRY
	GEOMETRY
READING	
MIDDLE SCHOOL	ENGLISH
	ENGLISH 8
	ESL
	ESL 8
	ESSENTIALS OF ENGLISH
	ESSENTIALS OF ENGLISH 7
	ESSENTIALS OF ENGLISH 8
	ESSENTIALS OF READING
	ESSENTIALS OF READING 7
	LANGUAGE ARTS
	LANGUAGE ARTS 2
	LANGUAGE ESSENTIALS
	READING STRATEGIES 7A
	READING
	READING 7
	RESOURCE ENGLISH 7
	RESOURCE ENGLISH
	RESOURCE READING
READING	
HIGH SCHOOL	BASIC ENGLISH 9
	CONTENT AREA READING 9
	ENGLISH 9
	ESSENTIALS ENGLISH 9
	ESSENTIALS READING
	HONORS ENGLISH 9
SCIENCE	BASIC BIOLOGY
	BIOLOGY
	ESSENTIALS BIOLOGY
	ESSENTIALS INTEGRATED PHYSICAL SCIENCE
	INTEGRATED PHYSICAL SCIENCE 9
SOCIAL STUDIES	AMERICAN HISTORY - 1914
	ESSENTIALS AMERICAN HISTORY
	ESSENTIALS WORLD GEOGRAPHY
	WORLD GEOGRAPHY

Instruments

Each content area was assessed with a brief survey that was developed from the "table of specifications" of each ELO test. The tables of specifications for the ELOs are used when assessments are constructed – as a guide to the content that should be measured on the test, and also during other activities, ranging from staff development to needs assessing (determining strengths and weaknesses by content area) to standard setting (determining cutscores that define mastery). Appendix A contains copies of each of the survey instruments.

Procedures

Surveys were sent out through school mail, in March, 2004, with a requested return date of approximately two weeks after teachers received the surveys. The course scheduling database was accessed to determine which teachers were teaching which classes. A cover memo explained the purpose of the surveys, and indicated that individual teacher responses would not be tracked or reported. A total of 293 surveys were sent out; if a teacher taught two or more of the classes on the "relevant class" list, he or she would have received two surveys. In order to avoid over-surveying staff, in those few instances where a teacher had more than two classes on the list, there was a random selection of two, so that no one received more than two surveys. Data were encoded such that 1=No Coverage and 4=High Level of Coverage/Emphasis. If a teacher taught a class which was, by design, not intended to cover some of the specifications, those items were coded as "missing" data (or, not applicable) for that teacher. For example, American History items would not be completed by a teacher of World Geography.

Results

Each of the five content areas will be presented, with results at the level of the content strand and at the level of the enabler.

Reading Comprehension

In reading comprehension, middle school (7th and 8th grade language arts/reading instructors) and high school (9th grade English) teachers were surveyed. Results were first analyzed separately by level; means are presented in the below tables.

MEANS

Determine Meaning of Words	**MS**	**HS**	**TOT**	**Sig?**
Know the Meaning of Prefixes/Suffixes	2.21	2.57	2.32	
Use Context Clues to Comprehend Multi-meaning	3.09	3.25	3.13	
Use Context Clues to Comprehend Unfamiliar Words	3.19	3.21	3.19	
Use Context Clues to Comprehend Technical Terms	2.31	2.61	2.40	
Understand Literal Meaning of Text				
Recognize Facts/Details	3.41	3.75	3.51	*
Arrange Events Sequentially	3.09	3.39	3.17	
Follow Complex Directions	2.74	3.21	2.88	*
Analyze Text				
Identify Stated Main Idea	3.36	3.68	3.45	
Identify Implied Main Idea	3.01	3.61	3.18	*
Identify Best Summary	2.69	3.25	2.85	*
Use Reading Strategies/Text Structure				
Identify Cause/Effect Relationships	2.97	3.61	3.15	*
Make Predictions	3.23	3.46	3.30	
Interpret Graphs, Charts, Diagrams, Tables	2.47	2.32	2.43	
Make Inferences/Conclusions	3.20	3.54	3.30	
Make Generalizations	2.80	3.50	3.00	*
Evaluate/Make Judgments	3.00	3.50	3.14	*
Understand Plot, Setting, Character, Mood	3.14	3.50	3.24	
Identify Point of View, Propaganda, Fact/Non-fact				
Identify Author Point of View or Purpose	2.70	3.32	2.88	*
Recognize Propaganda Techniques	1.87	2.29	1.99	*
Distinguish Between Fact and Non-Fact	2.79	3.29	2.93	*

The above data for reading demonstrate the degree of emphasis reported by middle and high school teachers. The total group means range from 1.99 ("Recognize Propaganda Techniques") to 3.51 ("Recognize Facts/Details"). The high school means for a number of indicators are significantly higher than the middle school means (this makes sense, because the table of specifications was constructed with 9th grade students and 9th grade curriculum in mind). At the high school level, means ranged from 2.29 to 3.75, indicating that the "typical" 9th grade teacher is reporting at least minimal-to-moderate emphasis on the enablers, up to a "High Level" of coverage/emphasis on some indicators. In the high school data, only 4 out of 20 indicators had means less than 3.0 on the 4-point scale.

Writing

Tenth grade English teachers were surveyed about instruction in writing, for the three assessed modes: narrative, expository, and persuasive. The following table shows the response means, across the 10th grade English teachers who responded to the survey.

Narrative	**Mean**
Ideas and Content	3.42
Organization	3.38
Voice	3.13
Word Choice	3.21
Sentence Fluency	3.29
Conventions	3.25
Expository	
Ideas and Content	3.75
Organization	3.79
Voice	3.42
Word Choice	3.46
Sentence Fluency	3.58
Conventions	3.54

Writing results, cont'd.	
Persuasive	
Ideas and Content	3.54
Organization	3.63
Voice	3.17
Word Choice	3.38
Sentence Fluency	3.42
Conventions	3.42

The means for 10th grade writing are all between 3.13 and 3.79, indicating that teachers are placing a "moderate" to "high" level of emphasis on all the attributes of the high school writing assessment. The only between-group variable available in the writing data is a grouping of classes by SPED vs. "regular" English 10 vs. Honors English 10. In those analyses, on 2 of 18 indicators, there were significant differences between the three groups (on Narrative – Organization and Narrative – Sentence Fluency), with the mean for Honors being less than the mean for regular or SPED classes.

Math

The following table shows the means on the teacher surveys for math content coverage. The surveyed teachers are instructors in algebra and geometry classes.

Numeration/Number Sense	Mean	Non-SPED Signif. Higher
Order a set of real numbers	2.83	
Match real numbers with alternative expressions	2.83	
Computation/Estimation		
Solve an application problem using different forms of real numbers	3.06	
Estimate the solution to a problem using rounded values	2.73	
Solve an application problem involving order of operations	3.23	
Measurement		
Determine the greatest possible precision of a given scale	1.98	
Solve an application problem involving scale	2.42	

Math, cont'd.		
Solve an application problem involving distance and/or area	3.04	
Choose appropriate units of measure in the metric system	2.06	
Solve a problem using units of time	2.35	
Geometry/Spatial Concepts		
Determine the volume of a rectangular prism	3.15	
Recognize parallel and perpendicular relationships in real life setting	3.69	
Determine which shapes contain 90-degree angles	3.69	
Determine symmetry, similarity and congruence of given figures	3.54	*
Determine the effect of changing a dimension in determining perimeter or area	3.08	
Recognize a given transformation as a slide, tessellation, reflection, or rotation	2.85	*
Determine the results of a slide using a coordinate system.	2.62	*
Solve a problem involving 30-60-90 & 45-45-90 degree triangles	3.31	*
Solve a problem using the Pythagorean Theorem	3.54	*
Recognize the appropriate formula for area & perimeter of a plane figure	3.69	
Solve a logic problem	3.08	
Data Analysis, Probability, and Statistical Concepts		
Interpret information from a table or graph	3.07	
Make a prediction based on trend data	2.62	*
Determine the equation of the line of best fit on a scatter graph	2.83	*
Determine which data sets produce the same average or mean	2.31	
Estimate the proportion of the population, given relative frequency data for a sample	1.98	
Determine the effect on the mean when high and/or low values are removed	2.21	
Determine simple probability of an application problem	2.52	
Determine compound probability of an application problem	1.86	
Algebraic Concepts		
Match a compound inequality with its graph	2.95	
Match a graph of a linear equation to its equation	3.45	
Solve a quadratic equation	3.19	*
Write an equation to solve an application problem	3.31	*
Solve an algebraic equation for length given the area and one side of a rectangle	2.64	

Math, cont'd.		
Solve linear equations	3.71	
Solve linear inequalities	3.62	
Identify a system of equations from a word problem	2.98	*
Solve a system of equations	3.26	*
Determine missing terms of a sequence	2.79	
Determine if an equation represents exponential growth or decay	2.76	*
Match a word problem to a pictorial representation	2.52	*
Solve a problem using a formula	3.57	*

The above data show that the overall means range from 1.81 to 3.60. Only 3 of the 42 means are below 2.0. The between-group analysis of Special Education courses vs. non-Special Education did identify 13 of 42 (31%) indicators where the Special Education mean was lower than the non-SPED mean. There were 8 of the 42 response means for the Special Education group that were less than 2.0.

Science

The following table shows the means on the teacher surveys for science content coverage. The surveyed teachers are instructors in biology and integrated physical science classes.

Scientific Process	**Mean**	**Non-SPED Signif. Higher**
Measurement	3.17	
Investigative Methods	3.33	
Data sampling/analysis	3.17	
Physical Science		
States of matter/particle energy	3.50	*
Density	3.71	*

Science, cont'd.		
Energy forms and transfer	3.64	*
Chemistry of Life		
Organic compounds	3.19	
Acids and bases	3.00	*
Enzymes	2.94	
Water	3.06	
Particles and bonding	2.88	*
Cell Structure and Function		
Plant/Animal cells	3.81	
Organelles	3.75	
Diffusion and osmosis	3.81	
Homeostasis	3.50	
Cell Biology		
Cell reproduction/structure	3.88	
Cell cycle	3.69	
DNA/RNA	3.81	
Genetics	3.69	
Energy and Living Systems		
Food webs/chains	3.44	*
Organism relationships	3.38	*
Natural cycles	3.13	
Photosynthesis	3.38	*
Respiration	3.31	*
Taxonomy and Biological Evolution		
Classifying organisms	3.50	
Bacteria and viruses	3.31	
Protists	3.19	
Fungi	3.06	
Plants	3.50	
Animals	3.44	
Natural selection	3.06	*
Population dynamics	2.69	*

The total sample means for science are acceptably high – ranging from 2.69 up to 3.81. Only two of the means are below 3.0 and none are below 2.0. Analysis of

differences based on Special Education classes vs. non-Special Education classes did show some significant differences: on 11 of the 32 measures, the means differed significantly between the two groups, with the SPED mean lower than the non-SPED mean. Two of the SPED means were below 2.0, and 13 of 32 were in the 2.0 – 3.0 range.

Social Studies

The following table shows the means on the teacher surveys for social studies content coverage. The surveyed teachers are instructors in American History and World Geography classes.

Turn of the Century through WW I and the Great Depression	**Mean**	**Non-SPED Signif. Higher**
Imperialism	3.11	
Progressivism	2.83	
World War I	3.83	
Jazz Age, 1920s	3.56	
Great Depression	3.94	
World War II through the 1950s		
World War II	3.89	
Cold War	3.89	
1950s	3.39	
1960s		
Civil Rights & Social Movements	3.89	
Kennedy	3.50	
Johnson	3.44	
Vietnam	3.94	*
1970s through the 1990s		
Nixon	3.44	
Watergate	3.67	
Carter	2.83	
Reagan	3.06	
Bush	2.78	
Clinton	2.94	

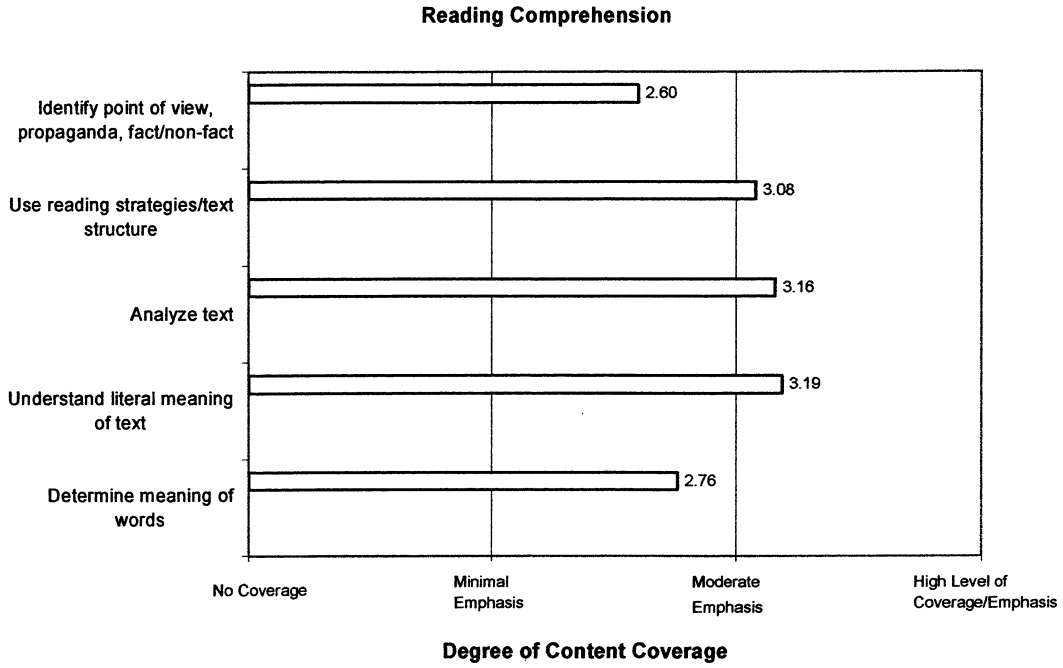
Social Studies, cont'd.		
Foundations of Geography		
Foundations	3.83	
United Nations	3.22	
Map Items	3.83	
Americas and Europe		
U.S. & Canada	2.94	
Latin America	3.89	
Western Europe	3.22	
Eastern Europe/Russia & Commonwealth of Independent States	3.78	
Middle East, Africa, and Asia		
Middle East	3.94	
Africa	3.28	
Asia	3.17	

In social studies, the means reflecting content coverage are all quite high, and there is only one measure that showed significant differences between Special Education responses and non-Special Education responses. The means ranged from 2.78 to 3.94.

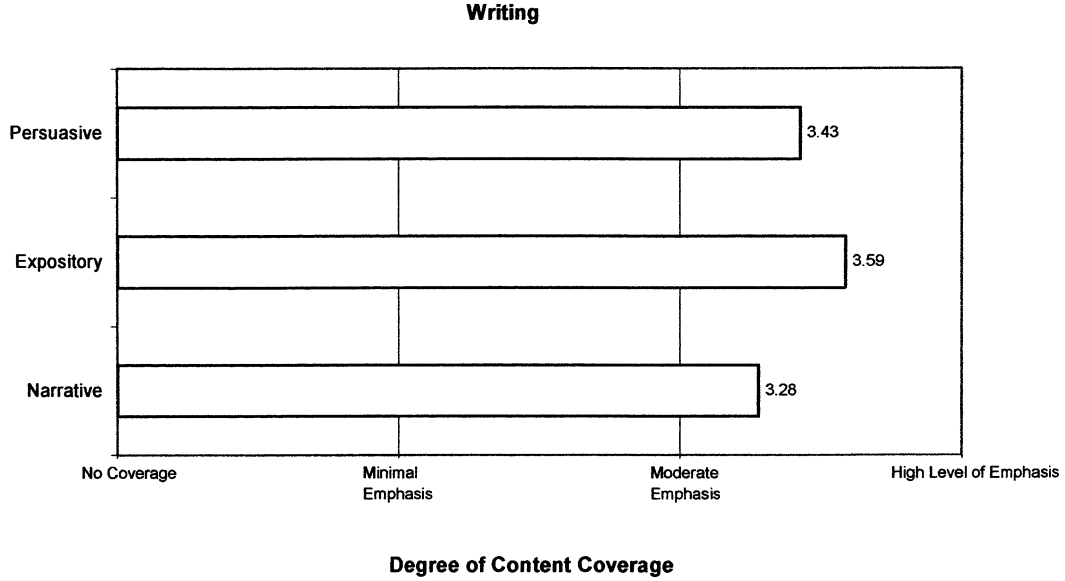
Aggregation of Results to the Level of the Content Strand

The results presented to this point are at the level of the "enabler". The next set of graphs shows results averaged to yield a single data point for each content strand (which are composed of 2 to 13 enablers).

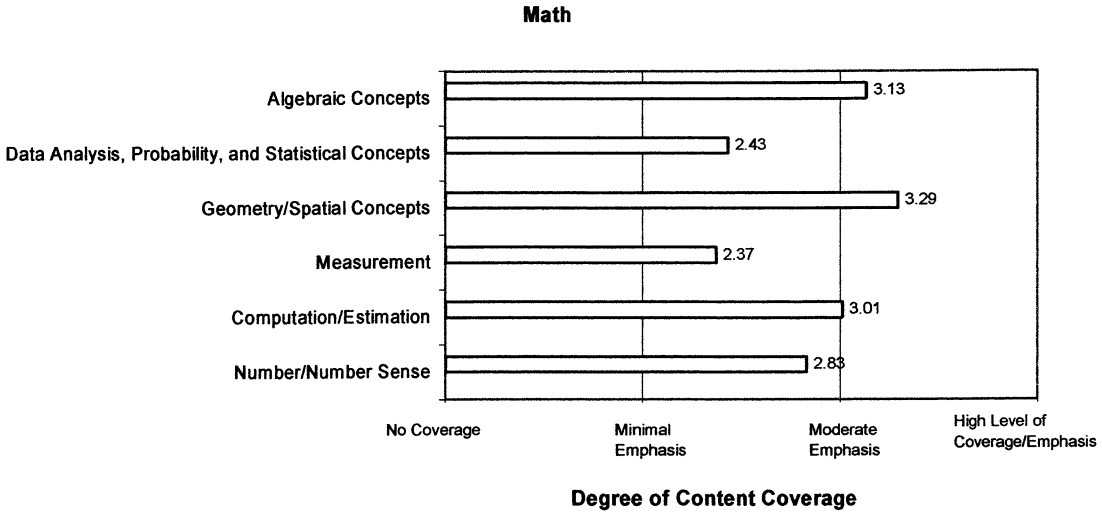
The first graph shows aggregated results for reading comprehension. The strands representing "determine meaning of words" and "identify point of view, propaganda, fact/non-fact" received less emphasis than the other content strands.



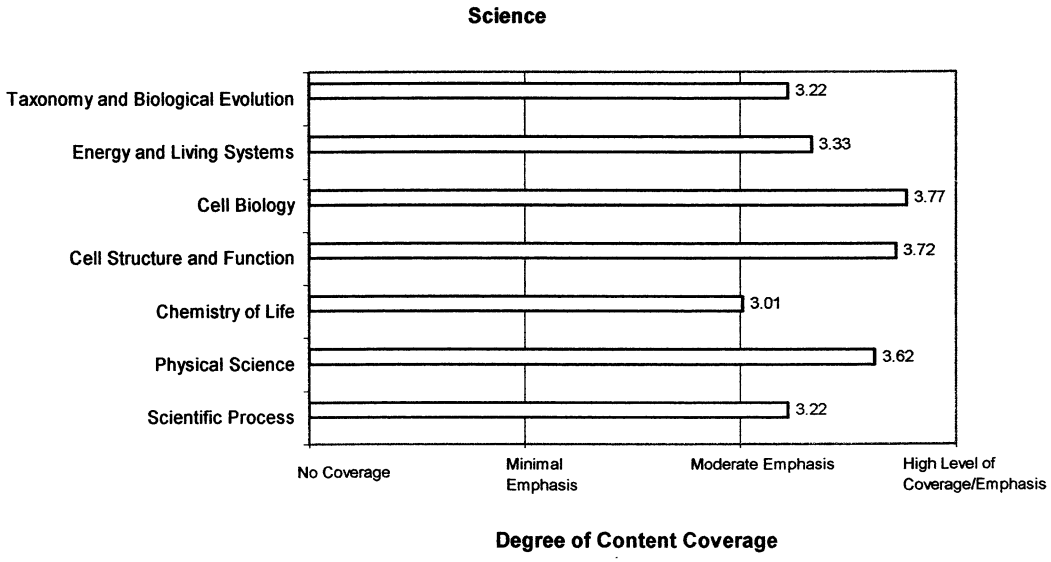
The next graph presents results aggregated to the level of the mode or genre of writing. All three modes show coverage between "moderate" and "high level" of emphasis.



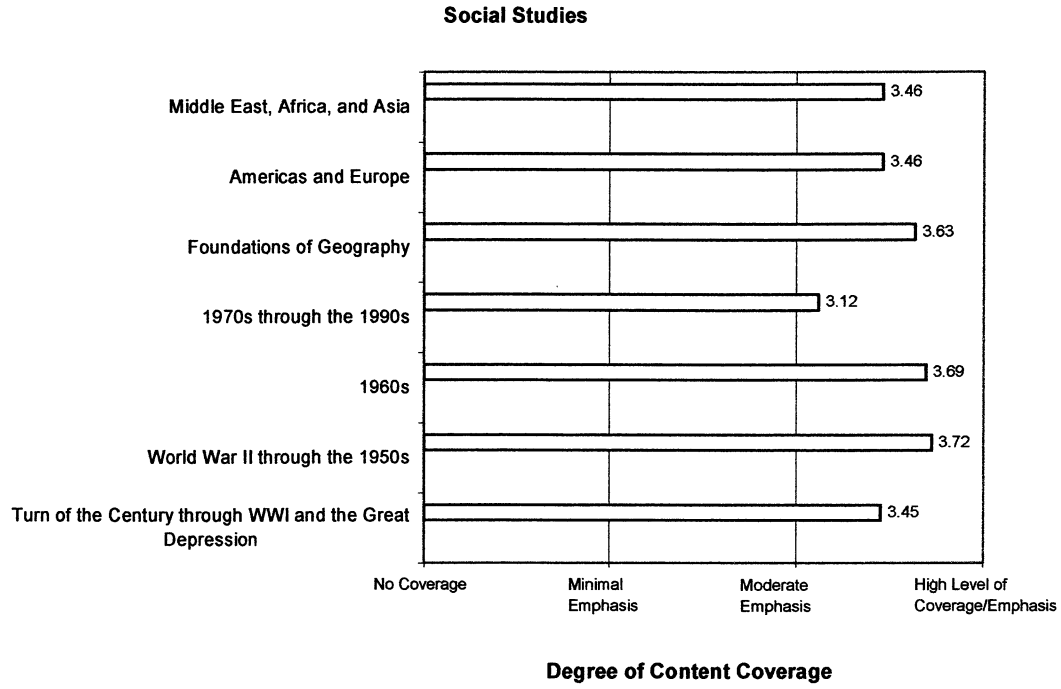
The following chart presents data for math content coverage. The areas represented as "data analysis, probability, and statistical concepts" and "measurement" receive less curricular attention than the other areas, although even for those two strands, the overall means are between minimal and moderate degree of emphasis.



The next graph shows results for the seven science strands. All the means are between 3.0 and 4.0, with the highest being "cell biology" and "cell structure and function."



The last chart presents findings for social studies. All the means are greater than 3.0, ranging as high as 3.72, for "World War II through the 1950s".



Summary & Conclusions

The main purpose of this study was to examine teachers' self report regarding content coverage of key ELO-related curriculum strands. In addition, this type of study can serve as evidence that students were given "opportunity to learn" prior to the administration of the assessment. All the means were acceptably high, and for most ELOs, there was not large variation from one strand to another. Math and reading showed the greatest variation, with each having a couple of strands with means less than 3.0 (where 3.0 represents "moderate" emphasis or coverage); those areas are the ones which are also covered in earlier grade level curriculum, so it is reasonable that the response means might be lower for those measures. The other area worth followup has to do with special education course content. In writing and in social studies, the special

education courses covered the ELO content with no meaningful difference from non-special education courses. However, in math and in science, special education means were significantly lower than non-special education means, on a sizable percentage of the enablers (31% in math and 34% in science). The areas represented by those enablers may benefit from some curriculum adjustment in special education classes.

Appendix A: Copies of Survey Instruments

Reading Comprehension ELO
Survey of Content Coverage

School:

Department:

Course for this survey:

Please respond to each content area by indicating the degree of emphasis (content coverage) in your instruction.

		No Coverage	Minimal Emphasis	Moderate Emphasis	High Level of Coverage/Emphasis
	Determine Meaning of Words				
1	Know the Meaning of Prefixes/Suffixes				
2	Use Context Clues to Comprehend Multi-meaning words				
3	Use Context Clues to Comprehend Unfamiliar Words				
4	Use Context Clues to Comprehend Technical Terms				
	Understand literal meaning of text				
5	Recognize Facts/Details				
6	Arrange Events Sequentially				
7	Follow Complex Directions				
	Analyze Text				
8	Identify Stated Main Idea				
9	Identify Implied Main Idea				
10	Identify Best Summary				
	Use Reading Strategies/Text Structure				
11	Identify Cause/Effect Relationships				
12	Make Predictions				
13	Interpret Graphs, Charts, Diagrams, Tables				
14	Make Inferences/Conclusions				
15	Make Generalizations				
16	Evaluate/Make Judgments				
17	Understand Plot, Setting, Character, Mood				
	Identify Point of View, Propaganda, Fact/Non-fact				
18	Identify Author Point of View or Purpose				
19	Recognize Propaganda Techniques				
20	Distinguish Between Fact and Non-Fact				

Analytical Writing Assessment ELO
Survey of Content Coverage

School:

Department:

Course for this survey:

Please respond to each content area by indicating the degree of emphasis (content coverage) in your instruction.

		No Emphasis	Minimal Emphasis	Moderate Emphasis	High Level of Emphasis
	Narrative				
1	Ideas and Content				
2	Organization				
3	Voice				
4	Word Choice				
5	Sentence Fluency				
6	Conventions				
	Expository				
1	Ideas and Content				
2	Organization				
3	Voice				
4	Word Choice				
5	Sentence Fluency				
6	Conventions				
	Persuasive				
1	Ideas and Content				
2	Organization				
3	Voice				
4	Word Choice				
5	Sentence Fluency				
6	Conventions				

Mathematics ELO
Survey of Content Coverage

School:

Department:

Course for this survey:

Please respond to each content area by indicating the degree of emphasis (content coverage) in your instruction.

		No Coverage	Minimal Emphasis	Moderate Emphasis	High Level of Coverage/Emphasis
	Numeration/Number Sense				
1	Order a set of real numbers.				
2	Match real numbers with alternative expressions.				
	Computation/Estimation				
3	Solve an application problem using different forms of real numbers.				
4	Estimate the solution to a problem using rounded values.				
5	Solve an application problem involving order of operations.				
	Measurement				
6	Determine the greatest possible precision of a given scale.				
7	Solve an application problem involving scale.				
8	Solve an application problem involving distance and/or area.				
9	Choose appropriate units of measure in the metric system.				
10	Solve a problem using units of time.				
	Geometry/Spatial Concepts				
11	Determine the volume of a rectangular prism.				
12	Recognize parallel and perpendicular relationships in real life setting.				
13	Determine which shapes contain 90-degree angles.				
14	Determine symmetry, similarity and congruence of given figures.				
15	Determine the effect of changing a dimension in determining perimeter or area.				
16	Recognize a given transformation as a slide, tessellation, reflection, or rotation.				
17	Determine the results of a slide using a coordinate system.				
18	Solve a problem involving a 30-60-90 & 45-45-90 degree triangles.				
19	Solve a problem using the Pythagorean Theorem.				

Mathematics ELO
Survey of Content Coverage

		No Coverage	Minimal Emphasis	Moderate Emphasis	High Level of Coverage/Emphasis
20	Recognize the appropriate formula for area & perimeter of a plane figure.				
21	Solve a logic problem.				
	Data Analysis, Probability, and Statistical Concepts.				
22	Interpret information from a table or graph.				
23	Make a prediction based on trend data.				
24	Determine the equation of the line of best fit on a scatter graph.				
25	Determine which data sets produce the same average or mean.				
26	Estimate the proportion of the population, given relative frequency data for a sample.				
27	Determine the effect on the mean when high and/or low values are removed.				
28	Determine simple probability of an application problem.				
29	Determine compound probability of an application problem.				
	Algebraic Concepts				
30	Match a compound inequality with its graph.				
31	Match a graph of a linear equation to its equation.				
32	Solve a quadratic equation.				
33	Write an equation to solve an application problem.				
34	Solve an algebraic equation for length given the area and one side of a rectangle.				
35	Solve linear equations.				
36	Solve linear inequalities.				
37	Identify a system of equations from a word problem.				
38	Solve a system of equations.				
39	Determine missing terms of a sequence.				
40	Determine if an equation represents exponential growth or decay.				
41	Match a word problem to a pictorial representation.				
42	Solve a problem using a formula.				

Science ELO
Survey of Content Coverage

School:

Department:

Course for this survey:

Please respond to each content area by indicating the degree of emphasis (content coverage) in your instruction.

		No Coverage	Minimal Emphasis	Moderate Emphasis	High Level of Coverage/Emphasis
	Scientific Processes				
1	Measurement				
2	Investigative methods				
3	Data sampling/analysis				
	Physical Science				
4	States of matter/particle theory				
5	Density				
6	Energy forms and transfer				
	Chemistry of Life				
7	Organic compounds				
8	Acids and bases				
9	Enzymes				
10	Water				
11	Particles and bonding				
	Cell Structure and Function				
12	Plant/animal cells				
13	Organelles				
14	Diffusion and osmosis				
15	Homeostasis				
	Cell Biology				
16	Cell reproduction/structure				
17	Cell cycle				
18	DNA/RNA				
19	Genetics				
	Energy and Living Systems				
20	Food webs/chains				
21	Organism relationships				
22	Natural cycles				
23	Photosynthesis				
24	Respiration				
	Taxonomy and Biological Evolution				
25	Classifying organisms				
26	Bacteria and viruses				
27	Protists				
28	Fungi				
29	Plants				
30	Animals				
31	Natural selection				
32	Population dynamics				

Social Studies ELO
Survey of Content Coverage

School:

Department:

Course for this survey:

Please respond to each content area by indicating the degree of emphasis (content coverage) in your instruction.

		No Coverage	Minimal Emphasis	Moderate Emphasis	High Level of Coverage/Emphasis
	Turn of the Century through WWI and the Great Depression				
1	Imperialism				
2	Progressivism				
3	World War I				
4	Jazz Age 20s				
5	Great Depression				
	WWII through the 1950s				
6	WW II				
7	Cold War				
8	1950s				
	1960s				
6	Civil Rights & Social Movements				
7	Kennedy				
8	Johnson				
9	Vietnam				
	1970s through the 1990s				
11	Nixon				
12	Watergate				
13	Carter				
14	Reagan				
15	Bush				
16	Clinton				
	Foundations of Geography				
17	Foundations to Geography				
18	United Nations				
19	Map Items				
	Americas and Europe				
20	U.S. & Canada				
21	Latin America				
22	Western Europe				
23	Eastern Europe/Russia & Commonwealth of Independent States				
	Middle East, Africa and Asia				
24	Middle East				
25	Africa				
26	Asia				

AGENDA SUMMARY SHEET

AGENDA ITEM: **Evaluation of Differentiation II Staff Development Initiative**

Meeting Date: 6/21/04

Department: Planning and Evaluation

Title and Brief Description: This program evaluation addresses the second phase of differentiation training offered by the district. Surveys were sent to teachers who completed the training and to the group of teachers who are new to Millard and have not received any formal training in differentiation.

Action Desired: Approval ___ Discussion _x_ Information Only ____

Background: Several different analyses were carried out, using an average (overall) self-report of implementation. Twenty-four items were averaged together to create the overall implementation measure.

Options/Alternatives Considered: N.A.

Recommendations: Results did not show that teachers who had been through the training self-reported a higher level of implementation than teachers who had not been through the training. The report discusses the findings from several perspectives.

Strategic Plan Reference: To meet the mission of the district.

Implications of Adoption/Rejection: N.A.

Timeline: Use results in planning future staff development.

Responsible Persons: John Crawford for report; Educational Service staff for the program.

Superintendent's Signature: _____

Executive Summary: Evaluation of the High School Differentiation II Staff Development Initiative

The first phase of training of all certified staff on differentiation strategies took place in the 1999-2000 through 2001-02 school years. That staff development initiative was evaluated and a report was written at the end of the 2000-01 school year. The methodology in that study involved trained classroom observers assessing classroom activities that represented implementation of the recommended strategies. While elementary and middle level results showed implementation of the differentiation strategies, high school data did not demonstrate implementation effects.

The current study was an evaluation of the second phase of training, referred to as "Differentiation II"; this study relied on self-report data from teachers who had been through the Differentiation II training, in comparison with teachers who had not been through any formal training in differentiation strategies. That is, the comparison group has not had the first or the second phase of the training, because they were all in their 1st or 2nd year of teaching in Millard. Of the 31 in the non-trained group, 12 were new to the profession and in their 1st or 2nd year in Millard, and 19 were more experienced (averaging about 10 years of total experience), but were in their 1st or 2nd year in Millard Public Schools. Because of the results of the first study, the current work was carried out only at the high school level.

Responses from the 31 non-trained high school teachers were obtained from the survey sent out and returned to the Planning & Evaluation office. The trained group was surveyed by a staff member who was carrying out a dissertation study of the teachers who went through the Differentiation II staff development; those data were supplied for this evaluation. The survey was the same for the trained and non-trained teachers. In the non-trained group, 31 out of 46 responded, and in the trained group, 31 out of 95 returned the survey. The survey is included as

an appendix in the full report. Items addressing implementation of differentiation strategies were averaged together to produce an overall implementation score. All inferential analyses used the overall implementation scores; individual item data are included as an appendix of the report. The Likert response scale for each item was coded as 1="never", 2="infrequently", 3="some of the time", 4="frequently", and 5="always".

Three different "studies" or sets of analyses were completed for this evaluation. These different studies looked at results for the total sample, and for subgroups that were developed to try to put some controls in place for potentially confounding influences. All three studies yielded the same conclusions – namely, that the teachers in the trained group did not self-report higher levels of implementation of strategies than teachers in the non-trained group. This finding may have occurred for several reasons.

All self-report surveys are subject to some degree of reflection of a "socially desirable" response set. So, the non-trained teachers (as well as the trained group) may, to some extent, have responded with a relatively high level of reported implementation. Also, the teachers in the non-trained group would have been exposed to the concepts of differentiation through school-based activities, discussions with his or her mentor, etc. (even though they have not been through the formal training).

It is also worth looking at the value of the average implementation responses in the trained and non-trained groups. All the means in the analyses were greater than 3.0, indicating average implementation responses in the range of "some of the time" to "frequently". There were relatively few responses of "never" in either the trained or non-trained groups. Only 8 teachers out of 62 (about 13%) had an average implementation score below 3.0, and 4 of those 8 were in the non-trained group. Other comments in the Discussion/Recommendations section of the full report address the contextual differences between the high school instructional environment vs. lower grade levels.

Evaluation of the High School Differentiation II Staff Development Initiative

Introduction/Purpose

The current study was undertaken as an evaluation of the second phase of the district's differentiation staff development initiative (referred to as "Differentiation II"). This is a followup on the first round of differentiation training, held from 1999-2000 through the 2001-02 school year. Differentiation II began in 2002-03, and the current evaluation was carried out in the 2003-04 school year. The second phase of inservice was intended to offer more in-depth training, through small group instruction led by local staff, to further increase staff knowledge and use of differentiation techniques.

The first evaluation study, completed in the 2000-01 school year, employed classroom observations and analyses of achievement results. Observation results indicated that there were training effects on classroom behaviors at the elementary and middle school levels – results obtained by comparing trained with non-trained staff. At the high school level, implementation effects were not found. Achievement results were mixed. Based on these results, a decision was made to focus at the high school level for the current Differentiation II evaluation.

Instead of direct observations, the data source for the current study is teacher self-report on a survey asking questions about implementation of differentiation techniques. A Millard staff member was engaged in a differentiation study (a dissertation) using teachers who had been trained in the summer of 2003; her survey results were available in the spring of 2003-04. That survey data made up the trained group of teacher responses in this report; the same survey was sent out from the Planning & Evaluation office to teachers who had not been through any differentiation training. Teachers who

are in their first or second year of teaching in Millard Public Schools will not have had any formal district training in differentiation. The high school staff in this group were sent surveys on the differentiation behaviors, asking them to rate their use of the strategies. Some of these teachers were new to the profession of teaching, and some were experienced teachers, but were new to Millard. The use of trained and non-trained staff allowed a quasi-experimental design, to assess potential effects of the training intervention, on self-reported implementation.

The indicators of differentiation implementation assessed by the survey are:

1. I plan learning activities based on individual student's ability levels.
2. I include varying levels of questioning, from knowledge to analysis and evaluation, as I direct student learning.
3. I use compacting to allow students to demonstrate that they already have met an objective and allow them to move on to a different learning opportunity. ["compacting" is defined for the respondee]
4. I direct students to reflect upon what they are learning with questions requiring a range of thinking from concrete to abstract.
5. I check whether students have prerequisite understanding during instruction, before proceeding to the next level of learning/understanding.
6. I use tiered activities to encourage student study at a level that promotes continued growth. ["tiered" is defined for the respondee]
7. I make use of rubrics to guide student learning.
8. I provide open-ended activities to keep all students actively involved in the learning process.
9. I provide opportunities for students to meet the same objective in a variety of ways (with choices of different activities).
10. I use varied instructional approaches, addressing different learning styles, when teaching ideas, concepts, facts, and skills.
11. I assess student interests and integrate those interests into instructional planning and delivery.
12. I assess a student's prior level of understanding of a concept and adjust instruction to his/her readiness.
13. I allow students to select from a list or menu how they will demonstrate their learning of a concept.
14. I assess student learning in a variety of ways.
15. I make use of rubrics to guide scoring of student assessments.
16. I provide for enrichment activities during a unit of study. ["enrichment" is defined for the respondee]

17. I encourage students to create their own extensions to activities that are assigned to them. ["extensions" are defined]
18. I vary grouping arrangements (group size, physical space) during an instructional period.
19. I employ the use of learning centers to allow students to explore topics and practice skills independently.
20. I incorporate a variety of flexible grouping patterns from independent work to small group work or large group activity within a unit of study.
21. I provide the opportunity for students to make choices concerning the process of their own learning.
22. I provide students with the opportunity to be involved with self-directed projects (with teacher guidelines) as part of their learning experience.
23. I arrange like-ability groups for learning experiences.
24. I provide the opportunity for flexible grouping based on student interest.

The remainder of this report presents the methods, description of the samples, results, and discussion and recommendations.

Method

Samples

A total of 62 surveys were returned for analysis. The total sample breaks down as 31 staff in the trained group and 31 in the non-trained group. In the trained group, the return rate was 31 out of 95 (32.6%); the non-trained return rate was higher, with 31 returned out of 46 sent (67.4%). All high schools were represented in the samples.

Training Status by School Crosstabulation

Count

		SCHOOL				Total
		MLC	South	North	West	
	No training	1	12	10	8	31
	Trained	0	11	14	6	31
Total		1	23	24	14	62

In the non-trained group, the following departments were represented:

Dept.	N
Art	2
Family/Consumer Science	1
Industrial Tech.	1
Language Arts	6
Math	6
New Frontier	2
Music	2
Science	5
Social Studies	1
SPED Resource	5
Total	31

The table below shows the distribution by department, within the trained group:

Dept.	N
Art	8
Foreign Language	8
Music	1
Language Arts	1
Math	1
Science	10
SPED Resource	2
Total	31

The departments that were represented in both the trained and non-trained groups were Art, Language Arts, Math, Music, Science, and SPED Resource. The next section describes the different analyses that were completed with the data.

Description of Analyses

Three different studies or sets of analyses were carried out. The purpose of examining different subsamples was to see if results replicated across groups whose composition varied.

Study #1: All teachers who responded (N=31 trained and 31 non-trained), with no matching of departments across the two groups.

Study #2: Using only the teachers in the departments which are represented in both the trained and non-trained groups – the Art, Language Arts, Math, Music, Science, and SPED departments; N=23 trained and N=26 non-trained.

Study #3: Using random selection within the Study #2 subgroups to force each department to have exactly the same number of teachers in the trained and non-trained groups. For example, the SPED Resource N in the non-trained group is 5 whereas the N in the trained group is only 2. Random selection of 2 of the 5 non-trained teachers will give 2 in each group. This reduction will eliminate the possibility of effects being caused by having a department disproportionately represented across the training groups. The resulting N in this study is 12 in both the trained and non-trained groups.

In addition, in all three studies, the between-group comparisons were run in two different ways: once with only a two-level (trained vs. non-trained) independent variable, and also using a three-level grouping, where the non-trained group is broken out by experience level. The experience level of the non-trained group was defined as "new to

the profession", meaning that the teacher had a total experience of only 1 or 2 years, and "Experienced, but new to Millard", meaning that while the teacher was in his or her 1st or 2nd year in Millard, he or she had other experience, outside of the Millard Public Schools. The mean years of (total) experience for the groups was:

Years Experience

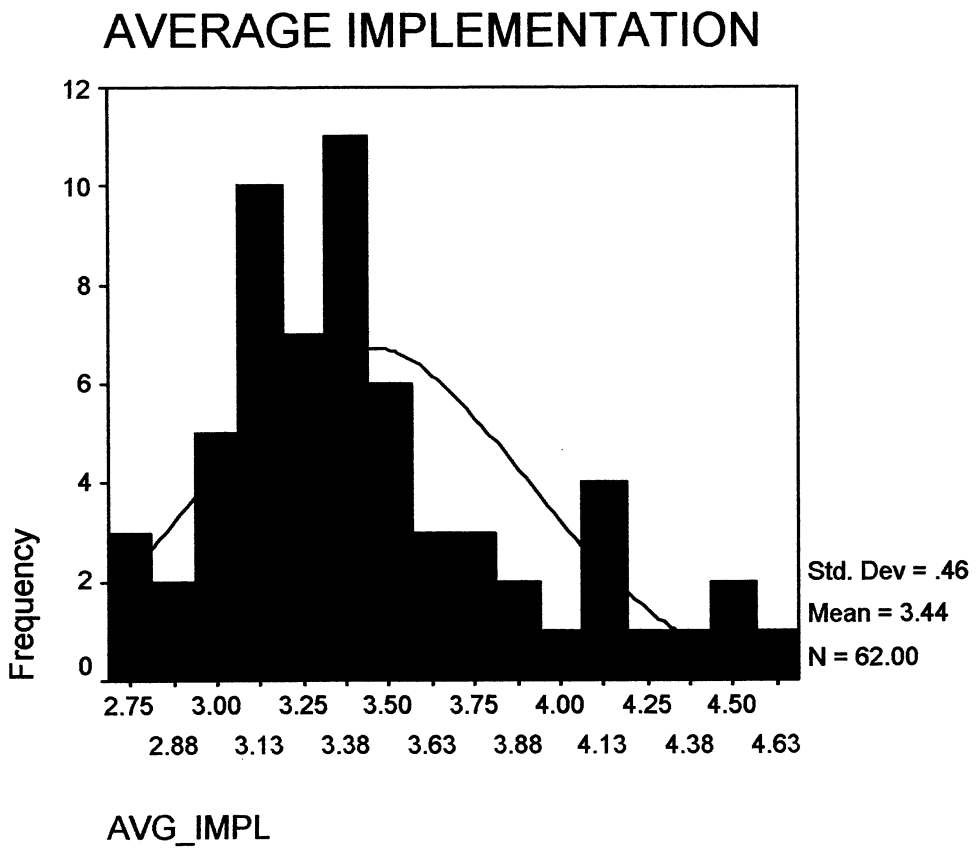
All Responses

TRAINING	Mean	N	Std. Deviation
Not Trained, New	1.50	12	.477
Not Trained, Experienced	9.97	19	7.777
Trained, Experienced	16.57	31	9.193
Total	11.63	62	9.638

The differences between the groups were statistically significant and meaningful – i.e., the trained group was more experienced than either of the non-trained groups.

Instrumentation and Measures

Appendix A has a copy of the survey. The 24 attributes of differentiation are addressed by a Likert response scale – coded as 1="never", 2="infrequently", 3="some of the time", 4="frequently" and 5="always". The items labeled 1a, 2a, 3a, etc. on the survey are the implementation items; the items labeled 1b, 2b, 3b, etc. are assessing the teacher's sense of efficacy (that is, if I do use a particular strategy, do I think that it makes a difference in student learning or classroom process). The primary focus of this evaluation is on implementation. The 24 items assessing implementation were averaged together to yield an overall average implementation measure. Because the 24 items are averaged, this produces a sensitive measure. Across all teachers, the average response ranged from 2.71 to 4.58.



The histogram shows that the distribution is somewhat non-normal, skewed to the lower end of the range. The total sample mean of 3.44 falls between the responses labeled "some of the time" and "frequently". While all the inferential analyses are focused on the average implementation measure, Appendix B has the individual item distributions, broken down by group (trained vs. non-trained), and Appendix C presents the correlation between the average implementation measure and the average (perceived) efficacy variable.

Results

Study #1

This study analyzed all 62 responses. The first table shows the mean implementation scores for the trained and non-trained groups.

Average Implementation, Total Sample

AVG_IMPL

GRP	Mean	N	Std. Deviation
No training	3.551452463	31	.5271302695
Trained	3.325561010	31	.3503110439
Total	3.438506736	62	.4582297040

The group difference is marginally significant, with F(1,60)=3.949 and p=.051, with the non-trained mean higher than the trained mean. The effect size is -.43 (negative because the no-treatment group is higher than the treatment group).

The analysis also examined the between-group differences where the non-trained group is broken out by experience level. Those results are presented below.

Analysis of 3 groups (Not Trained, New vs. Not Trained, Experienced vs. Trained, Experienced)

AVG_IMPL

TRAINING	Mean	N	Std. Deviation
Not Trained, New	3.491696860	12	.6312276649
Not Trained, Experienced	3.589192844	19	.4644678222
Trained, Experienced	3.325561010	31	.3503110439
Total	3.438506736	62	.4582297040

The 3 group comparison is not significant – F(2,59)=2.125 with p=.128; the mean for the non-trained experienced group is the highest, followed by the non-trained teachers who are new to the profession, followed by the trained group.

Study #2

The second study attempts to put some degree of control in place for discipline differences in the two subsamples. In this analysis, teachers were used only if their department had representation in both the trained and the non-trained groups. The departments in both groups were Art, Language Arts, Math, Music, Science, and SPED Resource (N=23 trained and N=26 non-trained).

Analysis of Trained vs. non-Trained, using Depts. that are represented in both groups

AVG_IMPL

GRP	Mean	N	Std. Deviation
No training	3.548247948	26	.5541725347
Trained	3.330103970	23	.3955446266
Total	3.445853836	49	.4937200460

The mean differences above are not statistically significant (F=2.455 with 1,47 df and p=.124), although as in Study #1, the non-trained mean is higher than the trained group mean.

The next table shows the three group comparison where the non-trained group is broken out by experience level.

Analysis of 3 groups (Not Trained, New vs. Not Trained, Experienced vs. Trained, Experienced) - Same Depts. in Trained & non-Trained

AVG_IMPL

TRAINING	Mean	N	Std. Deviation
Not Trained New	3.426811594	10	.6561079681
Not Trained Experienced	3.624145669	16	.4874249111
Trained Experienced	3.330103970	23	.3955446266
Total	3.445853836	49	.4937200460

The mean differences among the 3 groups are not statistically significant (F=1.734 with 2,46 df and p=.188). The order of the means is the same as in Study #1.

Study #3

Study #3 uses a random selection of the subsamples in Study #2. In Study #2, although the same departments were represented in both trained and non-trained groups, the N per department in each group was not balanced. For example, the Art department had 2 in the non-trained group but 8 in the trained group. In order to eliminate the possibility that this sort of imbalance may have influenced results, a random selection was applied to whichever subgroup had the higher N, to reduce it down to exactly the

same N (by department) as the other subgroup. So, for Art, 2 of 8 from the trained group were randomly selected to enter the analysis.

That random selection produced the following sample for this study:

Art: 2 trained and 2 non-trained

Language Arts: 1 trained and 1 non-trained

Math: 1 trained and 1 non-trained

Music: 1 trained and 1 non-trained

Science: 5 trained and 5 non-trained

SPED Resource: 2 trained and 2 non-trained

Total: 12 trained and 12 non-trained

The following table shows the means and standard deviations in the trained vs. non-trained analyses.

Trained vs. non-trained, using Randomly selected Dept. match sample

AVG_IMPL

GRP	Mean	N	Std. Deviation
No training	3.557888669	12	.5351580199
Trained	3.145833333	12	.3438217326
Total	3.351861001	24	.4876483048

The above mean differences are statistically significant, with the non-trained mean higher than the trained mean (F=5.036 with 1,22 df and p=.035). The effect size is -.76, a "medium" effect.

The other analysis used the three group comparison with this sample, where the non-trained group is further broken down by experience level.

Analysis of 3 groups (Not Trained, New vs. Not Trained, Experienced vs. Trained, Experienced) - Using Randomly selected Dept. Match Sample

AVG_IMPL

TRAINING	Mean	N	Std. Deviation
Not Trained New	3.406250000	4	.8146339498
Not Trained Experienced	3.633708004	8	.3820029985
Trained Experienced	3.145833333	12	.3438217326
Total	3.351861001	24	.4876483048

The 3 group comparison was marginally statistically significant, with F(2,21)=2.816 and p=.083. The order of the means is the same as in other three group comparisons: the non-trained, experienced group is the highest, followed by the non-trained, new group, and then the trained group.

Discussion and Recommendations

All the analyses paint a similar picture. Based on teacher self-report, there is no evidence that the training had a positive impact on implementation of differentiation strategies in classrooms. There are two issues that bear consideration here. One is the nature of self report data and the other is what would be called "treatment contamination" in the non-trained group.

The self-report data for the trained group was collected by a Millard staff member (a high school teacher) who was collecting the data for a dissertation. The non-trained group was responding to a request from a central office department for input on a training initiative that they surely were aware of, but had not yet been directly involved in. This difference in context of the surveying of the two groups could have affected the results (the non-trained group may have responded at a somewhat higher rate because they knew the district was interested in implementation of differentiation strategies). On the other hand, the group that had been trained would also have known that these behaviors were

deemed "desirable" and might have been expected to engage a "socially desirable response set" when responding to the survey.

Treatment contamination would have occurred because the non-trained group would have certainly been made aware of the districtwide staff development initiative regarding differentiation strategies. Even though they have not gone through the formal training, each staff member who is in his or her first two years in the district would have a mentor assigned to him or her, and this person would likely be talking about the differentiation staff development program. Also, there are materials out in the schools describing the differentiation program, and all schools have their own school-based programs dealing with staff development, and differentiation is likely part of that effort. So, the "non-trained" teachers had not gone through the formal training, but they surely had some knowledge of the content of the differentiation strategies.

It is also instructive to look at the means of the trained and non-trained groups. Even though the trained group did not self-report a higher level of use of the strategies, the lowest means in any of the analyses were > 3.0. Recall that the response scale was coded with 3="some of the time" and 4="frequently". So, even though there was no evidence that the training produced higher response rates, it is true that the trained (and the non-trained) teachers were generally reporting that they used the strategies some of the time or frequently. On the overall average implementation measure, only 8 teachers had a value less than 3.0, and 4 of those 8 were in the non-trained group. The item data in Appendix B shows relatively few instances in which the 1="never" response was marked, either by the trained or the non-trained teachers.

Still, this is the second evaluation that has failed to demonstrate implementation effects at the high school level, so administration may want to consider the fit of these complex teaching strategies with the high school instructional context. At the high school level, there may be much more homogeneity (regarding student characteristics and interests) within classes, than in the earlier grade levels. This would almost surely be the case for the upper level high school classes. The other obvious structural difference with high school instruction is the fact that teachers will see up to 125 to 150 students in a day, and may teach courses that run only ½ of the year, while the typical elementary teacher will be with 20-22 students for the entire year. Our districtwide high school outcome data on ELO assessments and Terra Nova compare favorably with the elementary and middle level results, so it is obvious that our high school staff have been making use of effective instructional strategies. The issue may have to do with the nature of the congruence of the proposed differentiation strategies with the high school context.

Appendix A: Copy of Teacher Survey

First and Second Year Teacher Survey

According to our records, you are in your first or second year of teaching in Millard (some of you have experience in districts outside of Millard) and have not yet been through any formal differentiation training in Millard. Your responses to the following survey items will help us with program evaluation by producing a "baseline" indicator of differentiation behavior in the classroom, prior to training.

Instructional Practices and Teacher Efficacy Scale: Differentiation of Content Subscale

Directions: Please check the response for each question that best describes your use of instructional strategies and your perception of student learning related to that strategy.

1a. I plan learning activities based on individual student's ability levels

- ☐ never [Go to question 2a]
- ☐ infrequently [Go to question 1b]
- ☐ some of the time [Go to question 1b]
- ☐ frequently [Go to question 1b]
- ☐ always [Go to question 1b]

1b. When I plan learning activities based on student's ability levels, individual students demonstrate a higher level of new learning.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

2a. I include varying levels of questioning, from knowledge to analysis and evaluation, as I direct student learning.

- ☐ never [Go to question 3a]
- ☐ infrequently [Go to question 2b]
- ☐ some of the time [Go to question 2b]
- ☐ frequently [Go to question 2b]
- ☐ always [Go to question 2b]

2b. When I include varying levels of questioning, students' depth of understanding is increased.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

3a. I use *compacting to allow students to demonstrate that they already have met an objective and allow them to move on to a different learning opportunity.

*(compacting is the process of pre-assessing what students already know and allowing them to continue on to new learning rather than continuing to work on what they already know.)

- ☐ never [Go to question 4a]
- ☐ infrequently [Go to question 3b]
- ☐ some of the time [Go to question 3b]
- ☐ frequently [Go to question 3b]
- ☐ always [Go to question 3b]

3b. When I use compacting and allow students to proceed on to other learning opportunities; the amount of new learning, for those students, is increased.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

4a. I direct students to reflect upon what they are learning with questions requiring a range of thinking from concrete to abstract.

- ☐ never [Go to question 5a]
- ☐ infrequently [Go to question 4b]
- ☐ some of the time [Go to question 4b]
- ☐ frequently [Go to question 4b]
- ☐ always [Go to question 4b]

4b. When I direct students to reflect upon their learning, with questions ranging from concrete to abstract, their understanding and retention of that learning is improved.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

5a. I check whether students have prerequisite understanding during instruction, before proceeding to the next level of learning/understanding.

- ☐ never [Go to question 6a]
- ☐ infrequently [Go to question 5b]
- ☐ some of the time [Go to question 5b]
- ☐ frequently [Go to question 5b]
- ☐ always [Go to question 5b]

5b. When I check for prior understanding during instruction, students move to the next level of learning with a greater degree of success.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

6a. I use *tiered activities to encourage student study at a level that promotes continued growth.

*(tiered activities are multiple activities that focus on the same essential understanding, but vary in level of complexity, allowing students to be appropriately challenged with a level of difficulty that matches their ability.)

- ☐ never [Go to question 7a]
- ☐ infrequently [Go to question 6b]
- ☐ some of the time [Go to question 6b]
- ☐ frequently [Go to question 6b]
- ☐ always [Go to question 6b]

6b. When I use tiered activities, students demonstrate continuous growth.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

7a. I make use of rubrics to guide student learning.

- ☐ never [Go to question 8a]
- ☐ infrequently [Go to question 7b]
- ☐ some of the time [Go to question 7b]
- ☐ frequently [Go to question 7b]
- ☐ always [Go to question 7b]

7b. When I make use of rubrics to guide student learning, student learning is the same as when I do not use rubrics.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

8a. I provide open-ended activities to keep all students actively involved in the learning process.

- ☐ never [Go to question 9a]
- ☐ infrequently [Go to question 8b]
- ☐ some of the time [Go to question 8b]
- ☐ frequently [Go to question 8b]
- ☐ always [Go to question 8b]

8b. When I provide open-ended activities, student learning extends beyond the required level of understanding.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

9a. I provide opportunities for students to meet the same objective in a variety of ways (with choices of different activities).

- ☐ never [Go to question 10a]
- ☐ infrequently [Go to question 9b]
- ☐ some of the time [Go to question 9b]
- ☐ frequently [Go to question 9b]
- ☐ always [Go to question 9b]

9b. When I provide opportunities for students to learn the same objective, with different activities, students attain a higher level of understanding of that objective.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

10a. I use varied instructional approaches, addressing different learning styles, when teaching ideas, concepts, facts, and skills.

- ☐ never [Go to question 11a]
- ☐ infrequently [Go to question 10b]
- ☐ some of the time [Go to question 10b]
- ☐ frequently [Go to question 10b]
- ☐ always [Go to question 10b]

10b. When I vary instructional approaches to address different learning styles, students gain a better understanding of ideas, concepts, facts, and skills.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

11a. I assess student interests and integrate those interests into instructional planning and delivery.

- ☐ never [Go to question 12a]
- ☐ infrequently [Go to question 11b]
- ☐ some of the time [Go to question 11b]
- ☐ frequently [Go to question 11b]
- ☐ always [Go to question 11b]

11b. When I integrate student interests into instructional planning and delivery, student learning is enhanced.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

12a. I assess a student's prior level of understanding of a concept and adjust instruction to his/her readiness.

- ☐ never [Go to question 13a]
- ☐ infrequently [Go to question 12b]
- ☐ some of the time [Go to question 12b]
- ☐ frequently [Go to question 12b]
- ☐ always [Go to question 12b]

12b. When I assess a student's prior level of understanding of a concept and adjust instruction to their readiness, he/she attains a higher level of understanding of that concept.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

Instructional Practices and Teacher Efficacy Scale: Differentiation of Product Subscale

13a. I allow students to select (from a list or menu) how they will demonstrate their learning of a concept.

- ☐ never [Go to question 14a]
- ☐ infrequently [Go to question 13b]
- ☐ some of the time [Go to question 13b]
- ☐ frequently [Go to question 13b]
- ☐ always [Go to question 13b]

13b. When I allow students to select (from a list or menu) how they will demonstrate their learning of a concept, they more clearly demonstrate what they have learned.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

14a. I assess student learning in a variety of ways.

- ☐ never [Go to question 15a]
- ☐ infrequently [Go to question 14b]
- ☐ some of the time [Go to question 14b]
- ☐ frequently [Go to question 14b]
- ☐ always [Go to question 14b]

14b. When I assess student learning in a variety of ways, I find students demonstrate their understanding with the same level of quality as when I use traditional assessments.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

15a. I make use of rubrics to guide scoring of student assessments.

- ☐ never [Go to question 16a]
- ☐ infrequently [Go to question 15b]
- ☐ some of the time [Go to question 15b]
- ☐ frequently [Go to question 15b]
- ☐ always [Go to question 15b]

15b. When I make use of rubrics to guide scoring of student assessments, student learning is more equitably scored.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

16a. I provide for *enrichment activities during a unit of study.

*enrichment activities are teacher-designed activities that are beyond the normal range of activity for the class.

- ☐ never [Go to question 17a]
- ☐ infrequently [Go to question 16b]
- ☐ some of the time [Go to question 16b]
- ☐ frequently [Go to question 16b]
- ☐ always [Go to question 16b]

16b. When I provide enrichment activities, during a unit of study, students that choose to complete the enrichment activities display learning that extends beyond the required level of understanding.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

17a. I encourage students to create their own *extensions to activities that are assigned to them.

*Extensions are activities that are related to the current objective, which students propose to do. Usually this is on an individual or small group basis with guidelines set by the teacher.

- ☐ never [Go to question 18a]
- ☐ infrequently [Go to question 17b]
- ☐ some of the time [Go to question 17b]
- ☐ frequently [Go to question 17b]
- ☐ always [Go to question 17b]

17b. When I encourage students to create their own extensions to the work that is assigned to the whole class to complete, the students who complete those extensions attain a higher level of understanding of the objectives being studied.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

Instructional Practices and Teacher Efficacy Scale: Differentiation of Learning Environment Subscale

18a. I vary grouping arrangements (group size, physical space) during an instructional period.

- ☐ never [Go to question 19a]
- ☐ infrequently [Go to question 18b]
- ☐ some of the time [Go to question 18b]
- ☐ frequently [Go to question 18b]
- ☐ always [Go to question 18b]

18b. When I vary students' grouping arrangements (group size, physical space), it encourages their learning.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

19a. I employ the use of learning centers to allow students to explore topics and practice skills independently

- ☐ never [Go to question 20a]
- ☐ infrequently [Go to question 19b]
- ☐ some of the time [Go to question 19b]
- ☐ frequently [Go to question 19b]
- ☐ always [Go to question 19b]

19b. When I provide learning center opportunities to allow students to explore topics, student learning is enhanced.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

20a. I incorporate a variety of flexible grouping patterns from independent work to small group work or large group activity within a unit of study.

- ☐ never [Go to question 21a]
- ☐ infrequently [Go to question 20b]
- ☐ some of the time [Go to question 20b]
- ☐ frequently [Go to question 20b]
- ☐ always [Go to question 20b]

20b. When I incorporate a variety of flexible grouping patterns from independent work to small group work or large group activity, I find students are more motivated and involved in the learning process.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

21a. I provide the opportunity for students to make choices concerning the process of their own learning.

- ☐ never [Go to question 22a]
- ☐ infrequently [Go to question 21b]
- ☐ some of the time [Go to question 21b]
- ☐ frequently [Go to question 21b]
- ☐ always [Go to question 21b]

21b. When I provide the opportunity for students to make approved choices in the process of learning, my students are more motivated to learn.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

22a. I provide students with the opportunity to be involved with self-directed projects (with teacher guidelines) as part of their learning experience.

- ☐ never [Go to question 23a]
- ☐ infrequently [Go to question 22b]
- ☐ some of the time [Go to question 22b]
- ☐ frequently [Go to question 22b]
- ☐ always [Go to question 22b]

22b. When I provide the opportunity for students to be involved with self-directed projects as part of their learning experience, the students are more involved in their own learning.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

23a. I arrange like-ability groups for learning experiences.

- ☐ never [Go to question 24a]
- ☐ infrequently [Go to question 23b]
- ☐ some of the time [Go to question 23b]
- ☐ frequently [Go to question 23b]
- ☐ always [Go to question 23b]

23b. When I arrange like-ability groups, students reach their own learning potential more quickly.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

24a. I provide the opportunity for flexible grouping based on student interest.

- ☐ never [Go to question End]
- ☐ infrequently [Go to question 24b]
- ☐ some of the time [Go to question 24b]
- ☐ frequently [Go to question 24b]
- ☐ always [Go to question 24b]

24b. When I provide the opportunity for flexible grouping based on student interest, student learning is enhanced.

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ uncertain
- ☐ moderately agree
- ☐ strongly agree

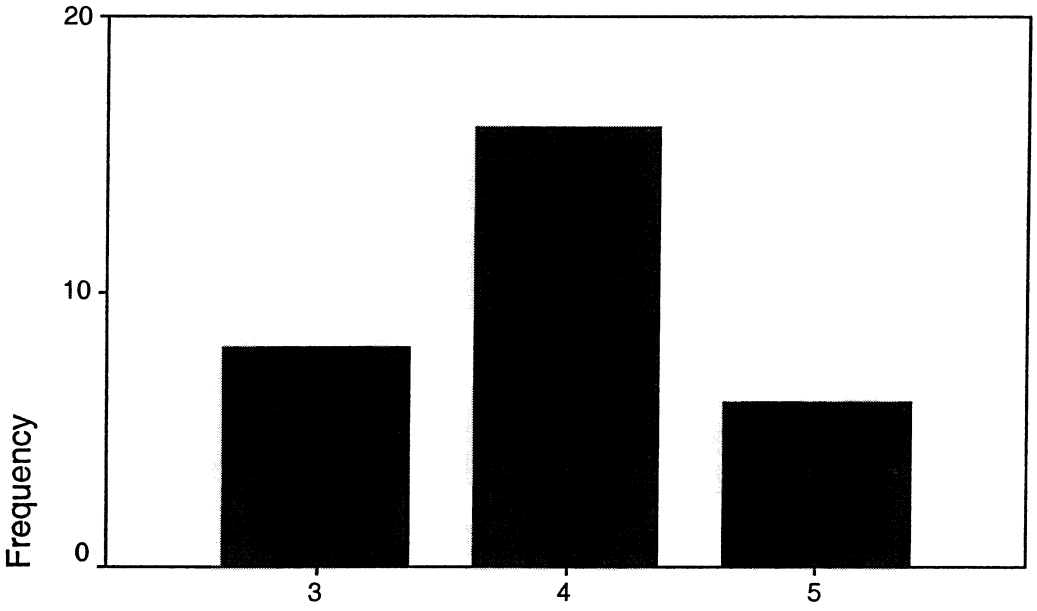
End of Survey

Thank You for your Participation

Appendix B: Individual Item Distributions, for all 24 Implementation Items

Q1A

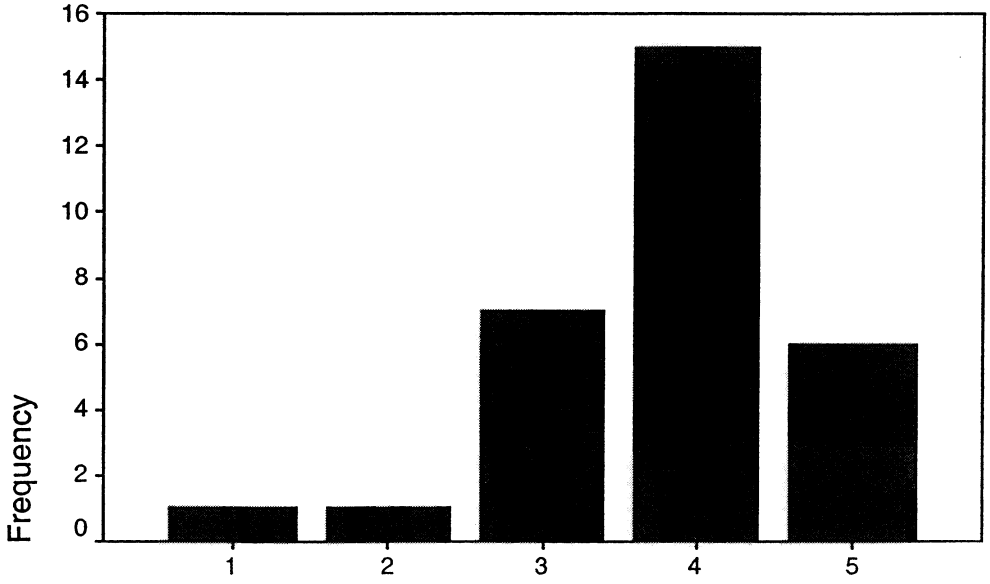
GRP: .00 No training



Q1A

Q1A

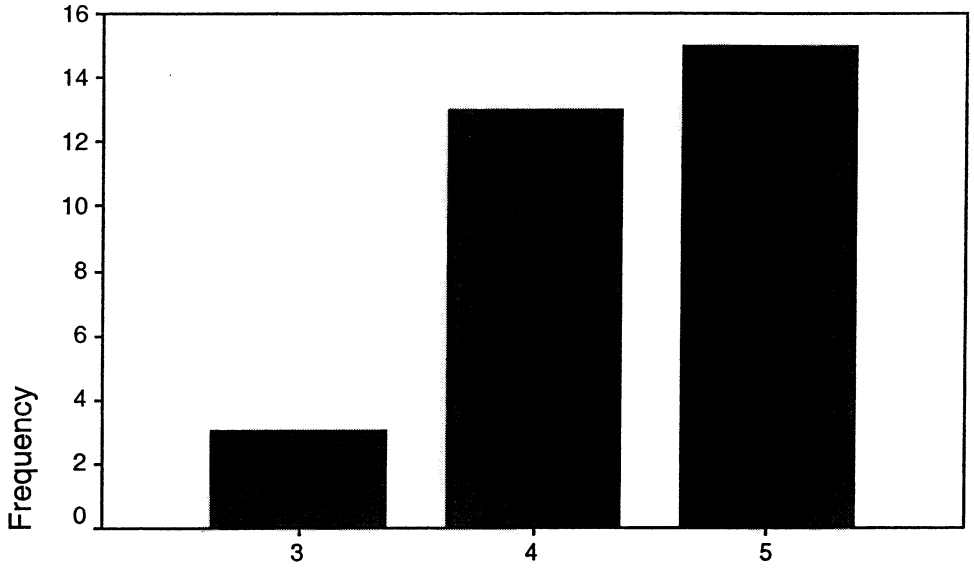
GRP: 1.00 Trained



Q1A

Q2A

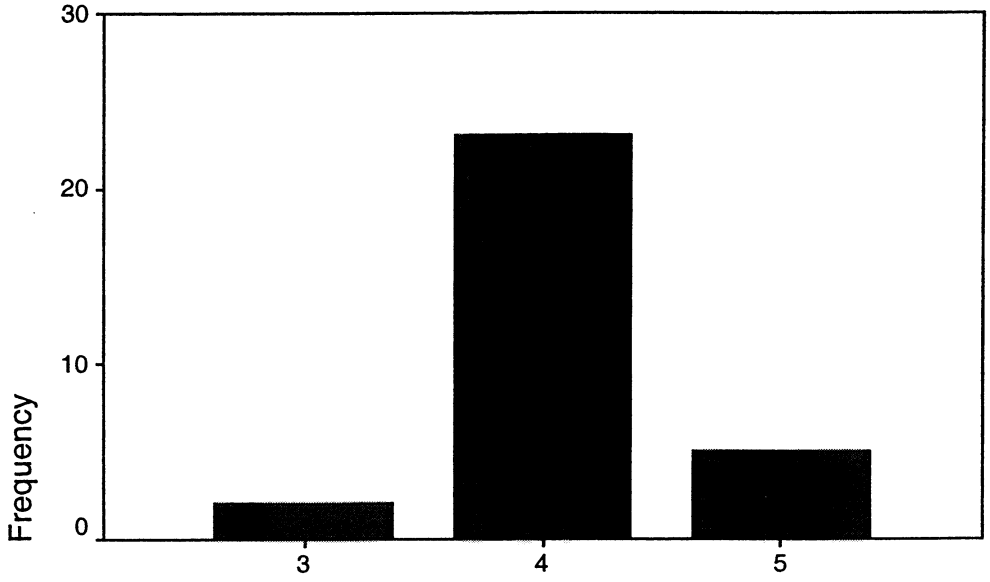
GRP: .00 No training



Q2A

Q2A

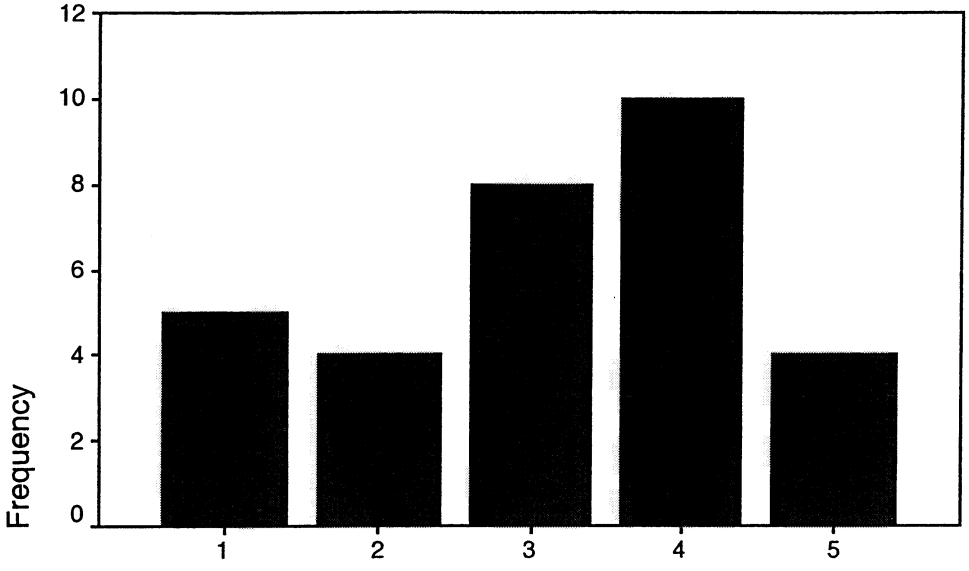
GRP: 1.00 Trained



Q2A

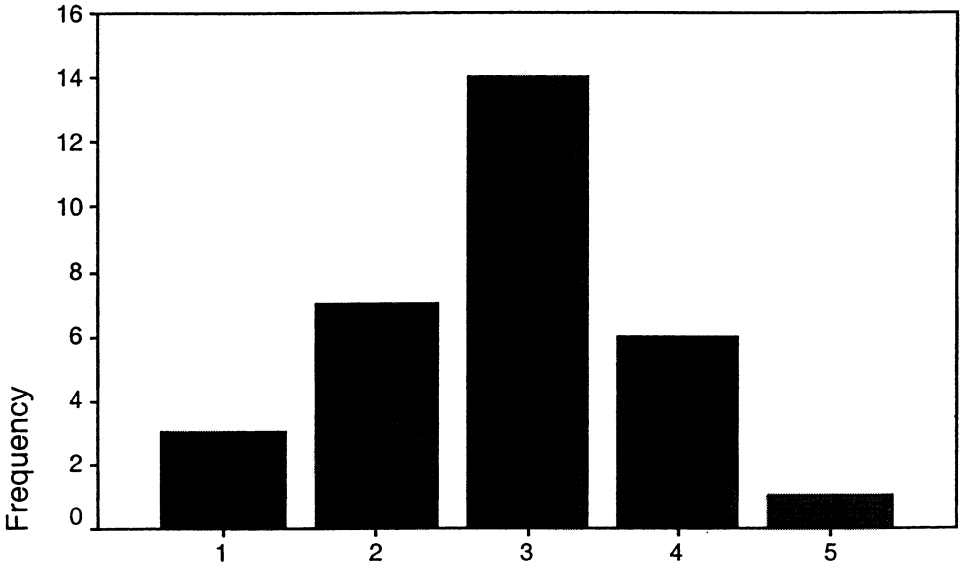
Q3A

GRP: .00 No training



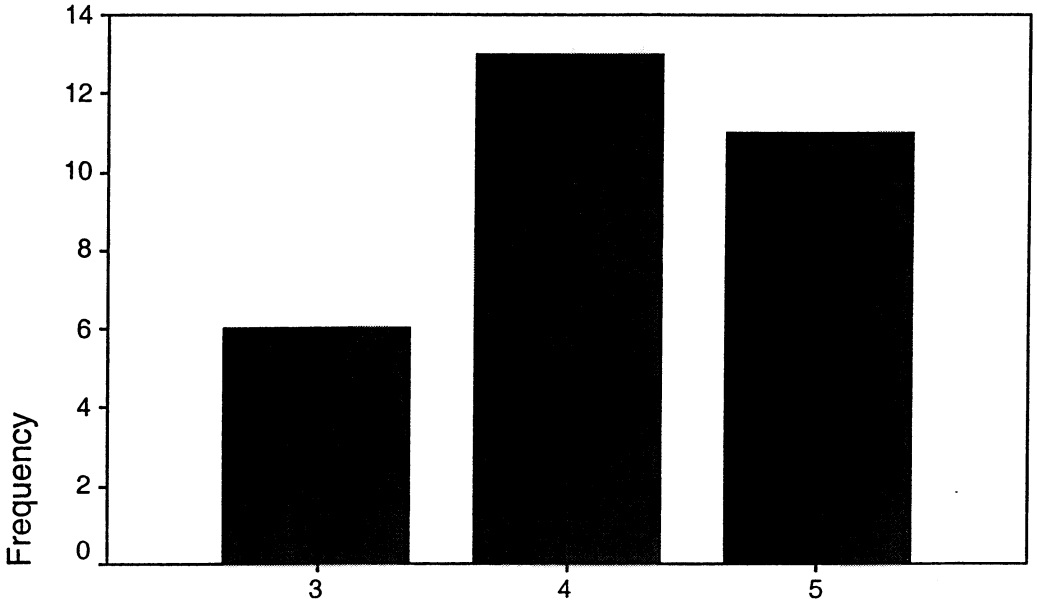
Q3A

GRP: 1.00 Trained



Q4A

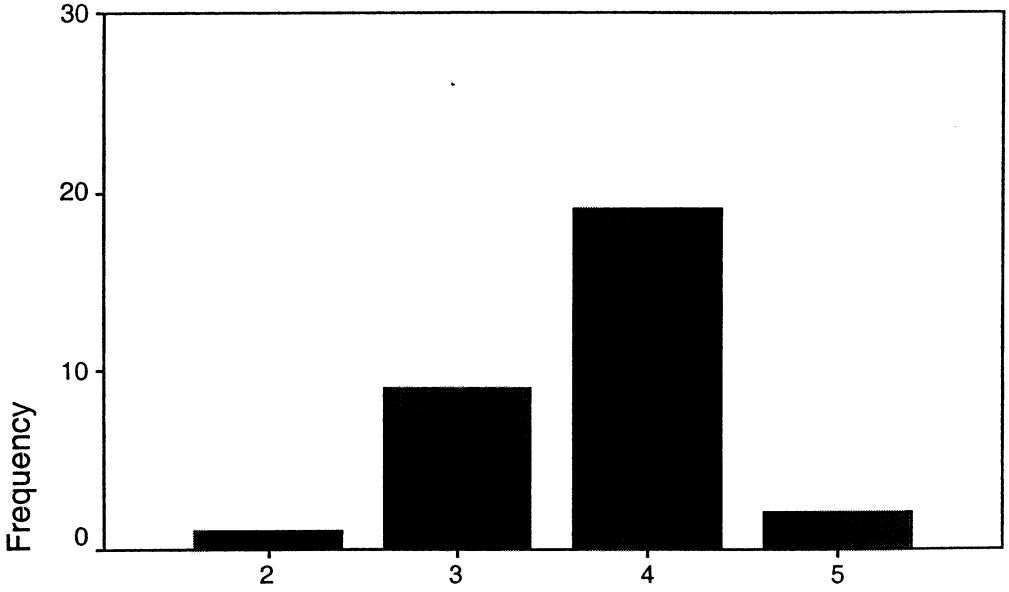
GRP: .00 No training



Q4A

Q4A

GRP: 1.00 Trained



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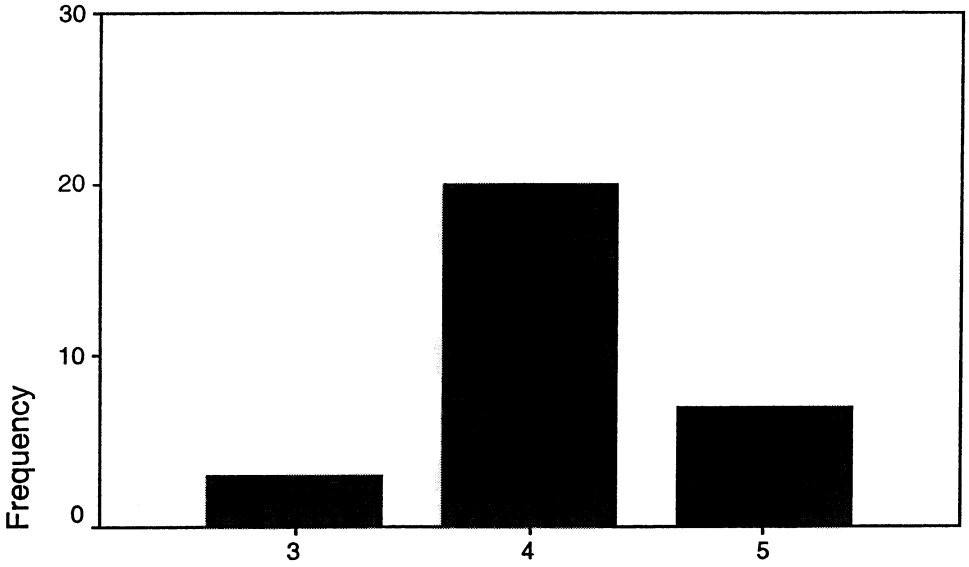

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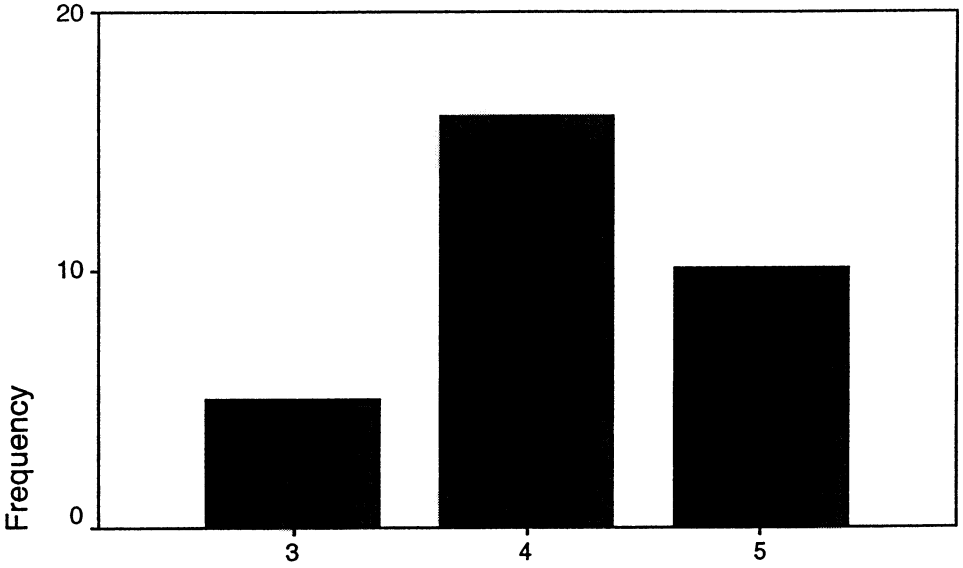

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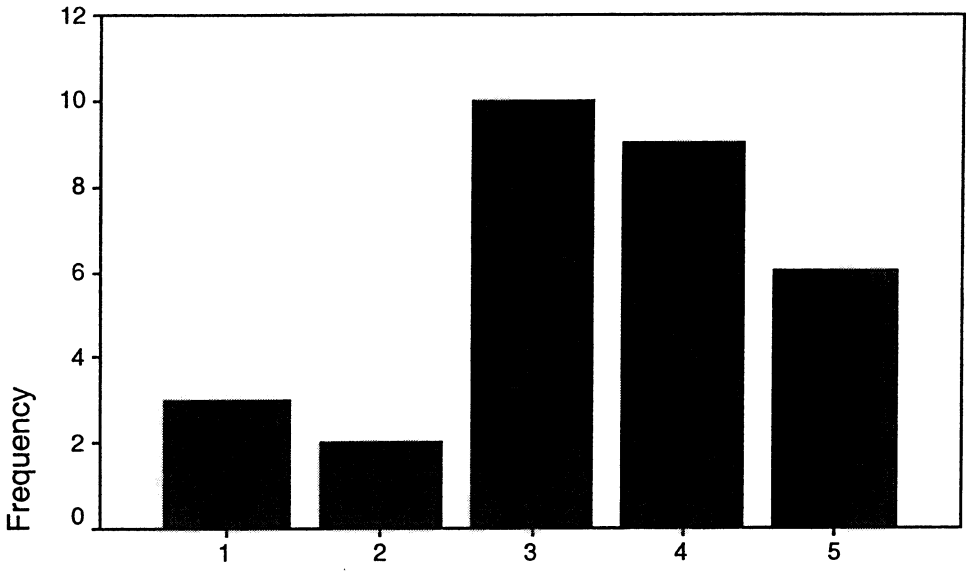

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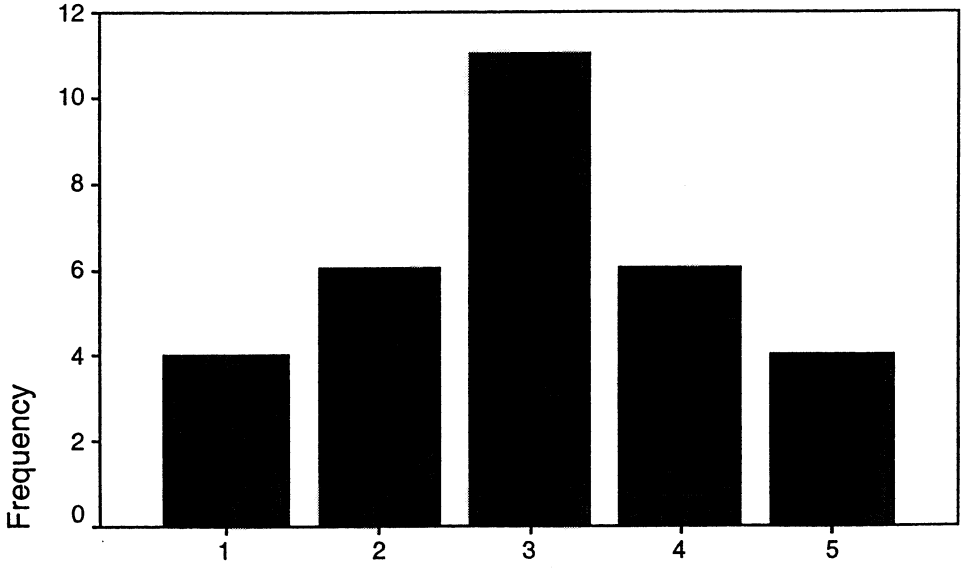

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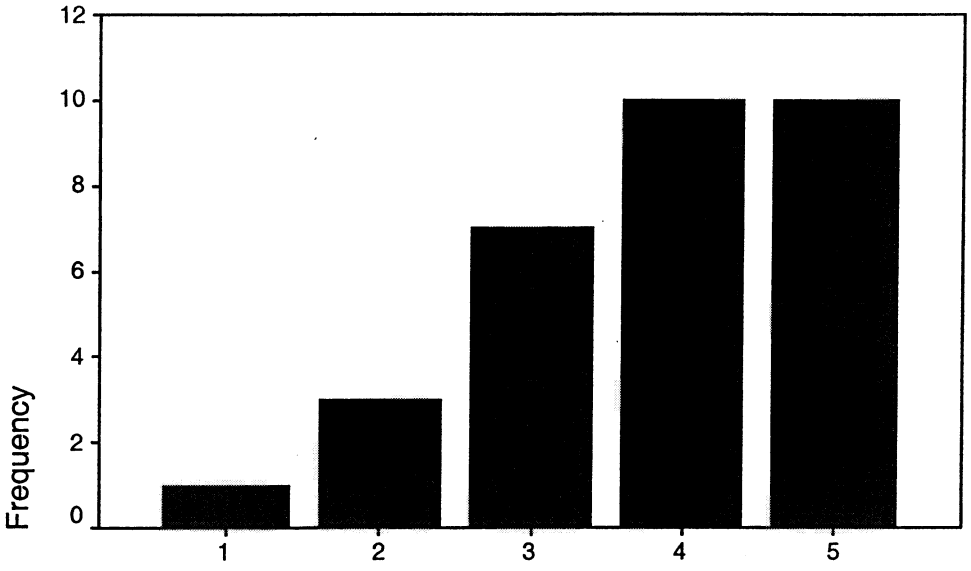

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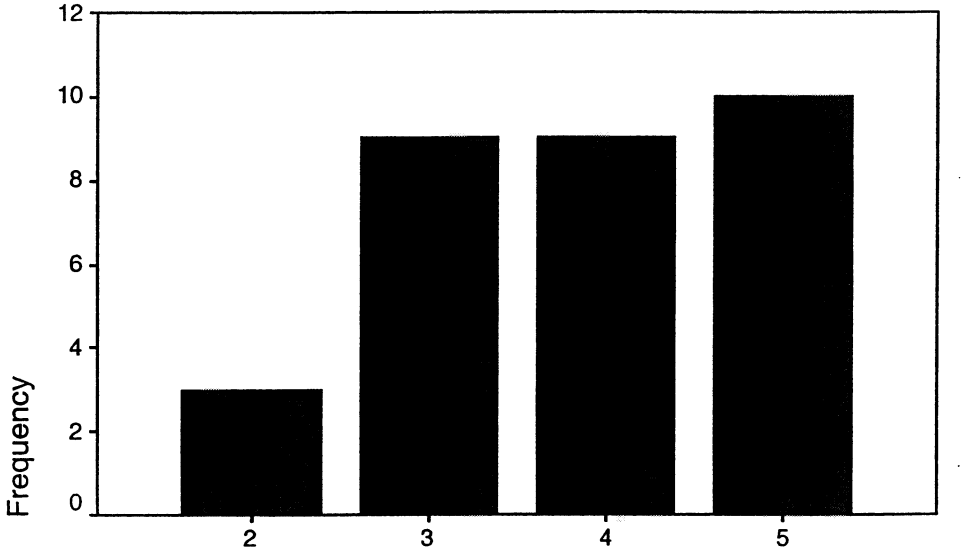

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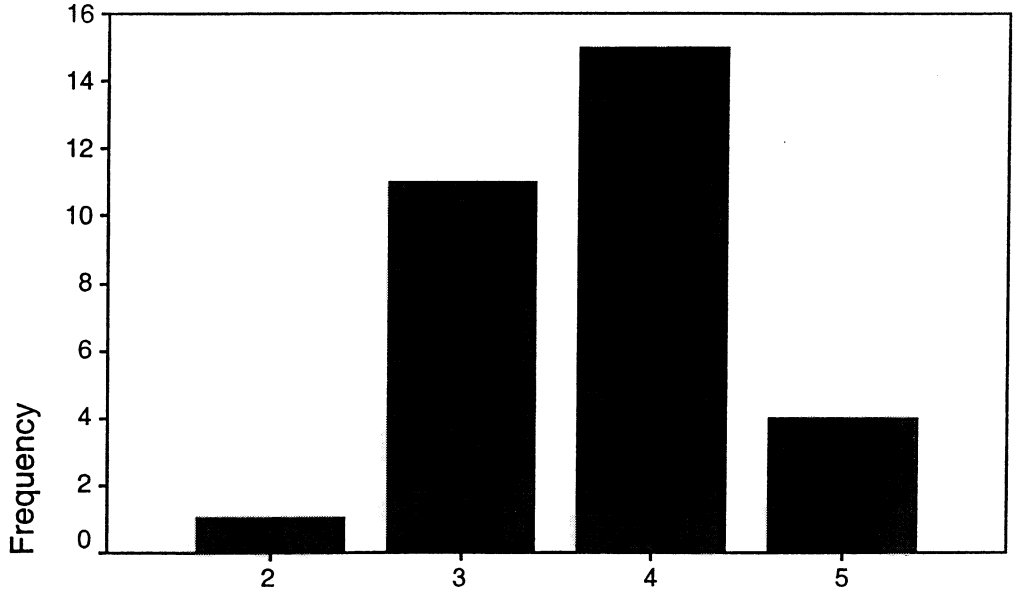

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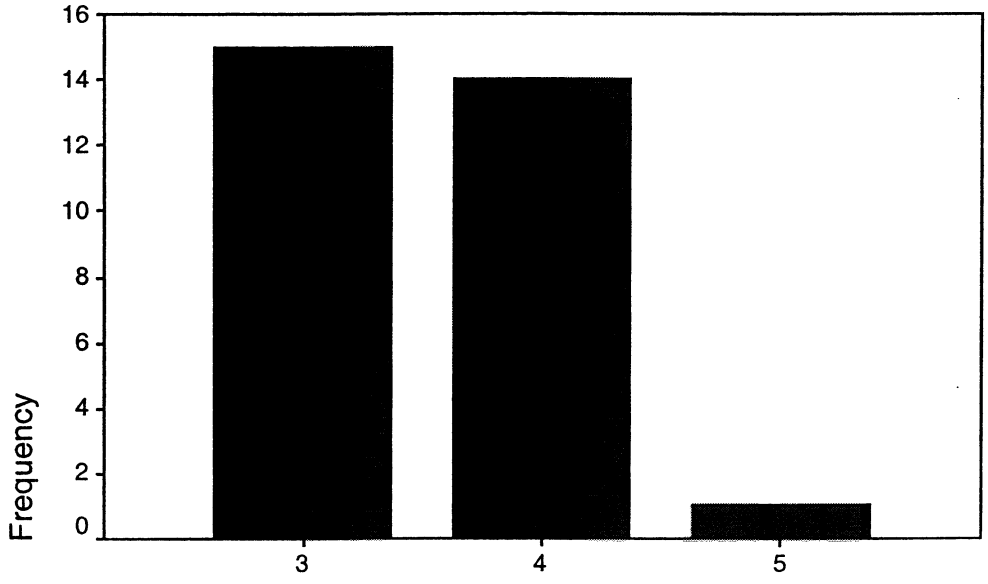

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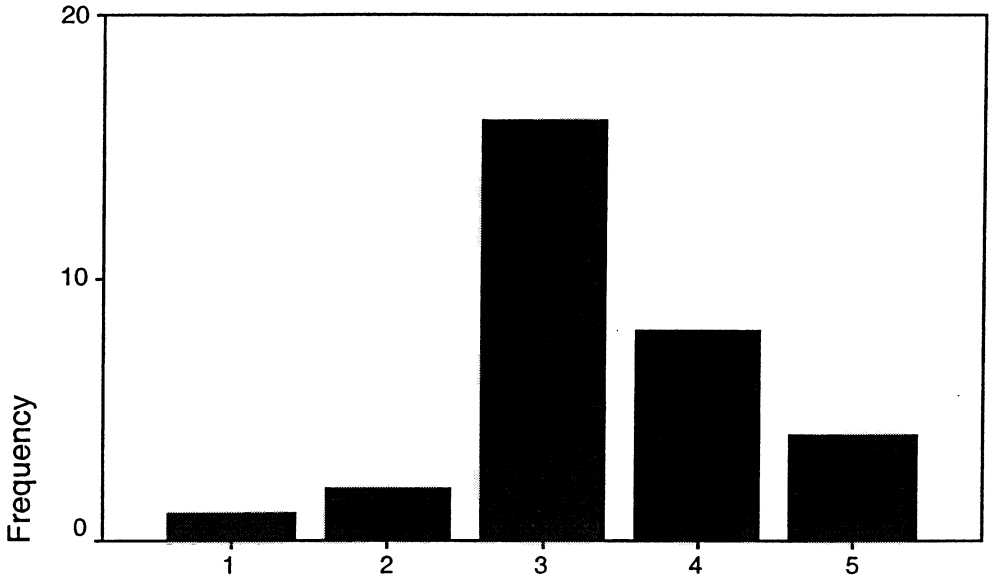

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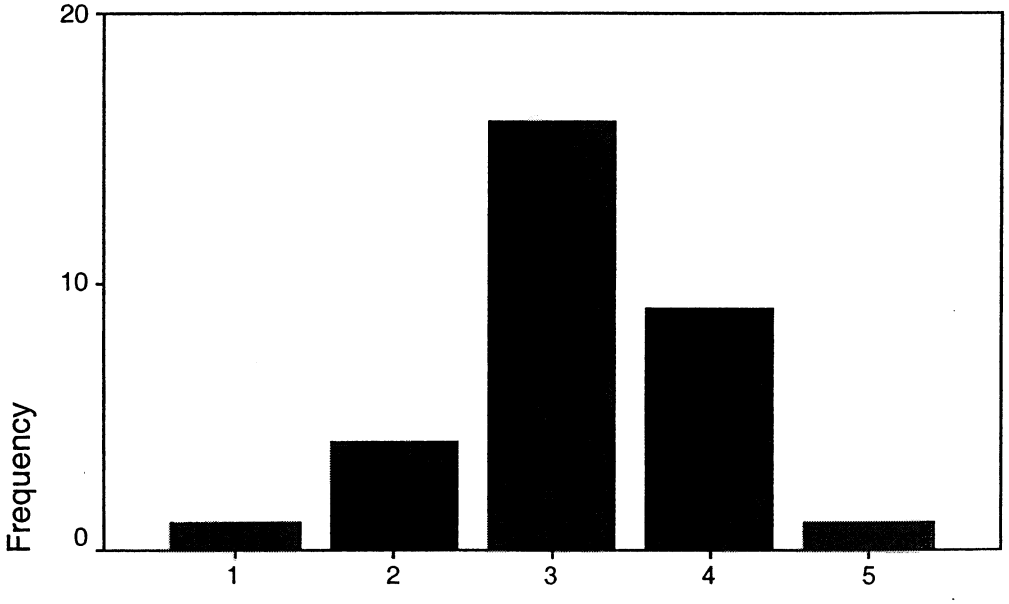

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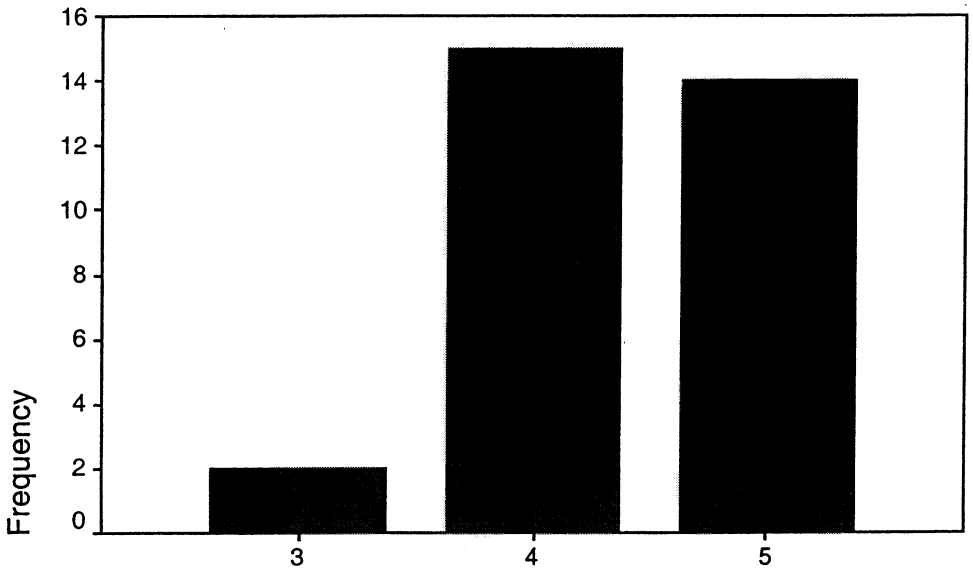

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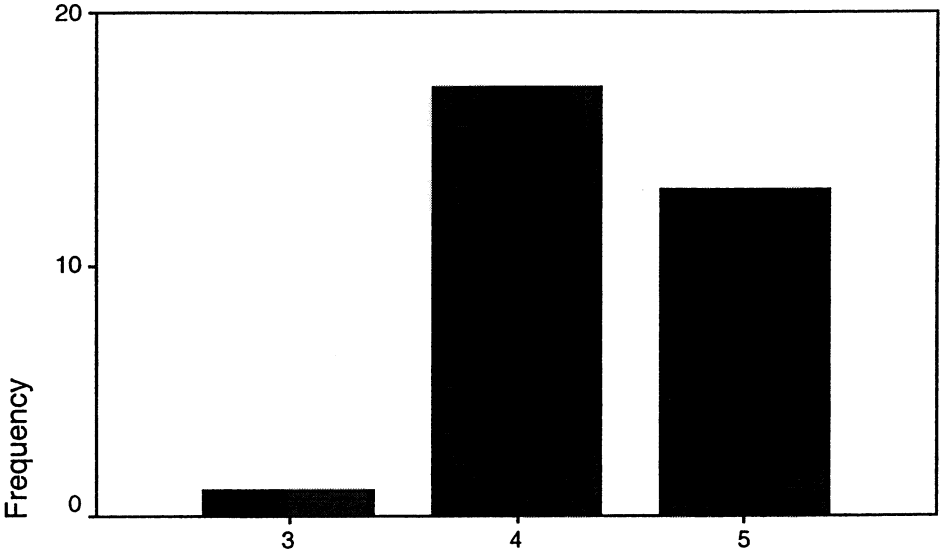

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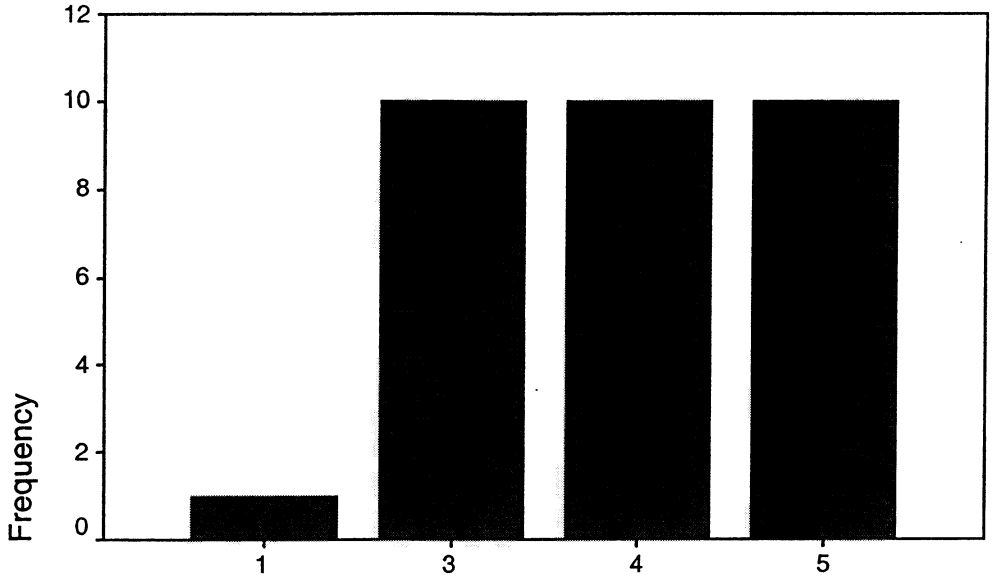

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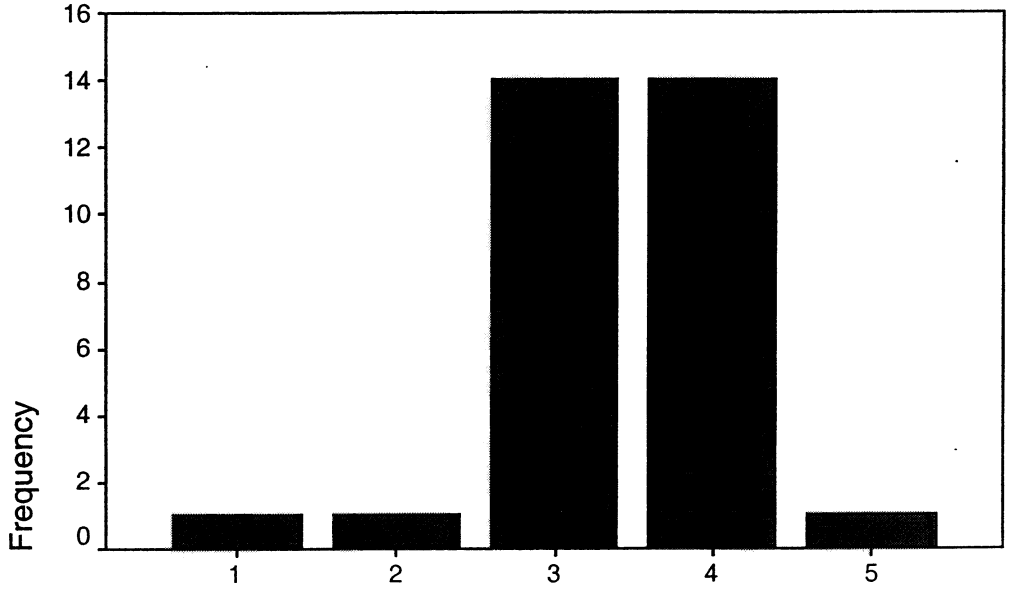

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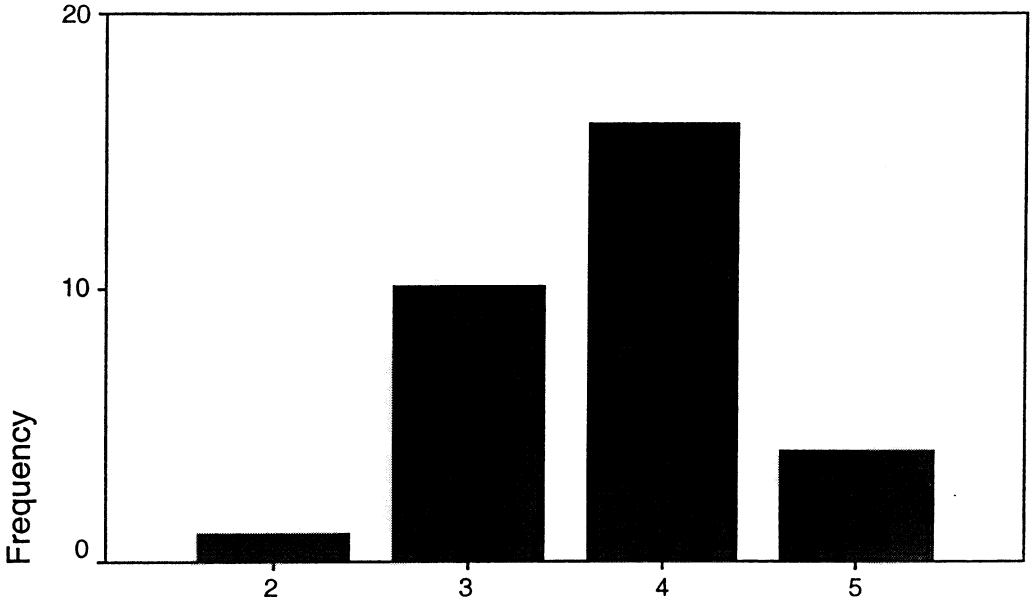

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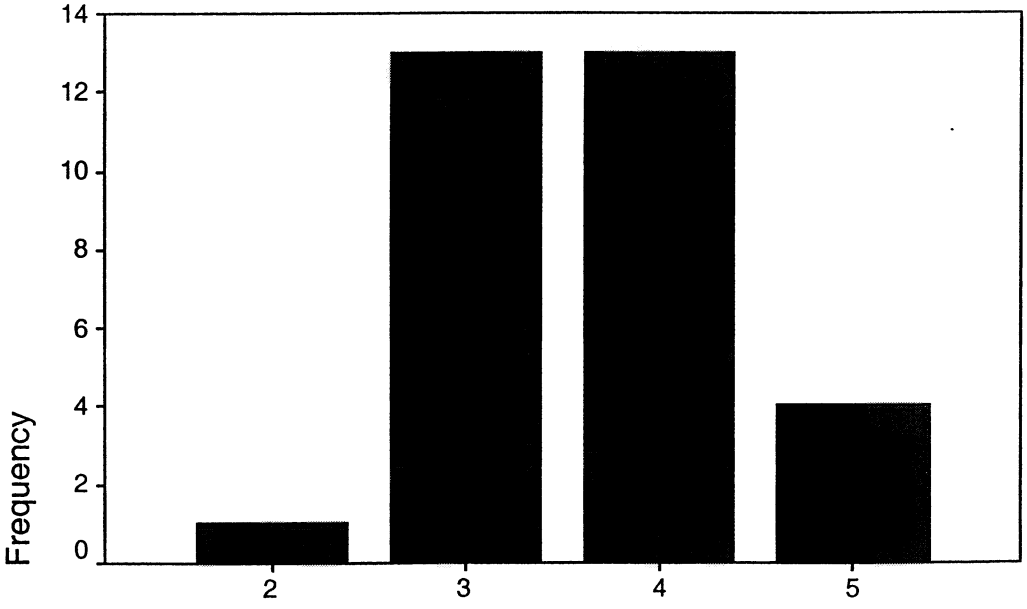

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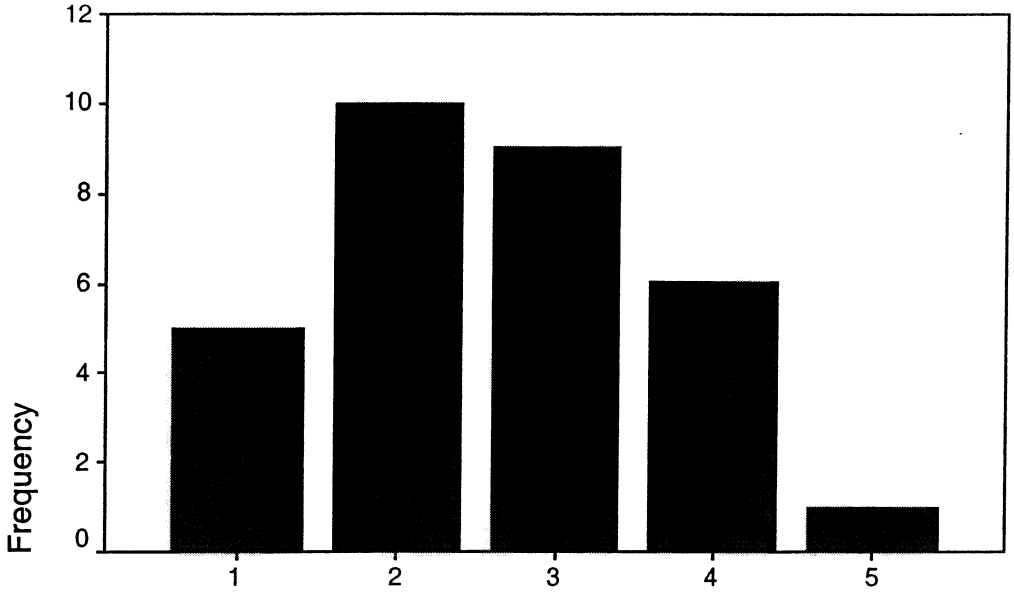

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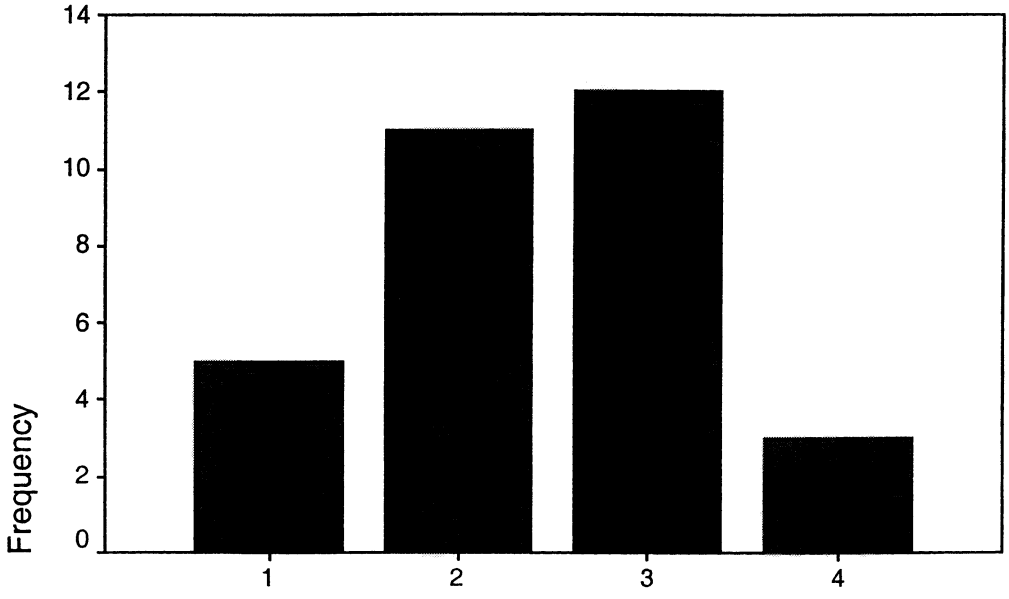

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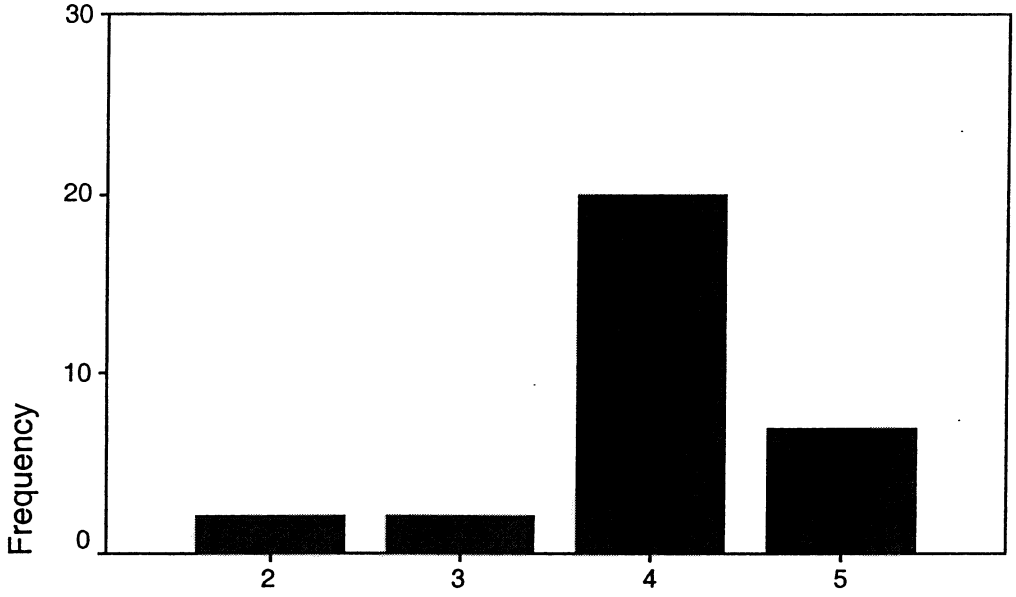

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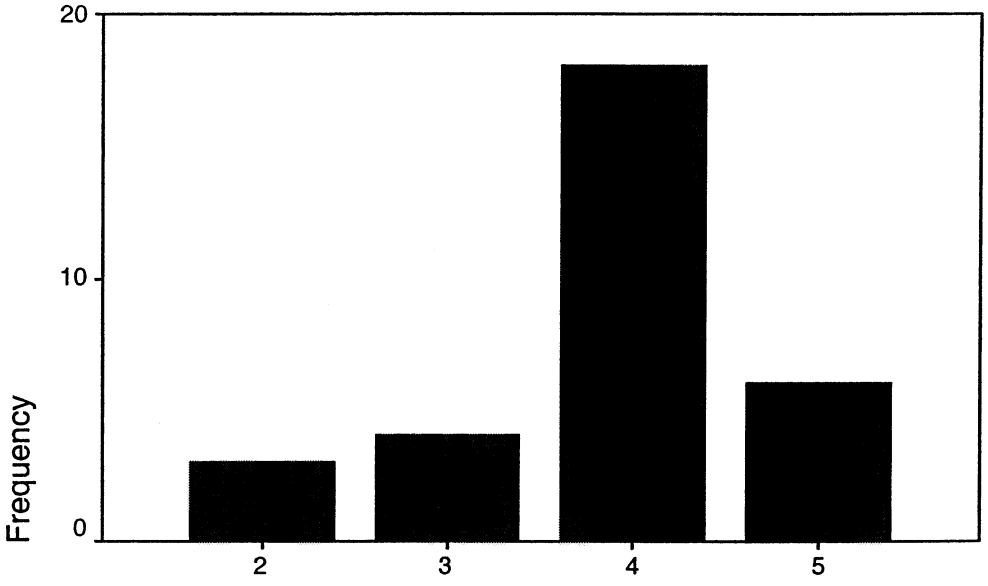

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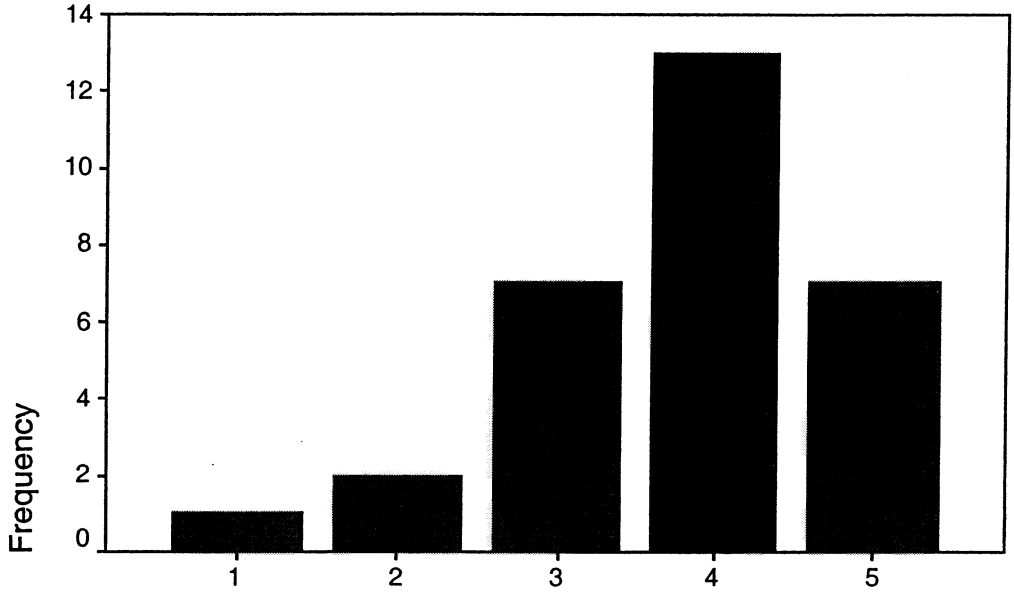

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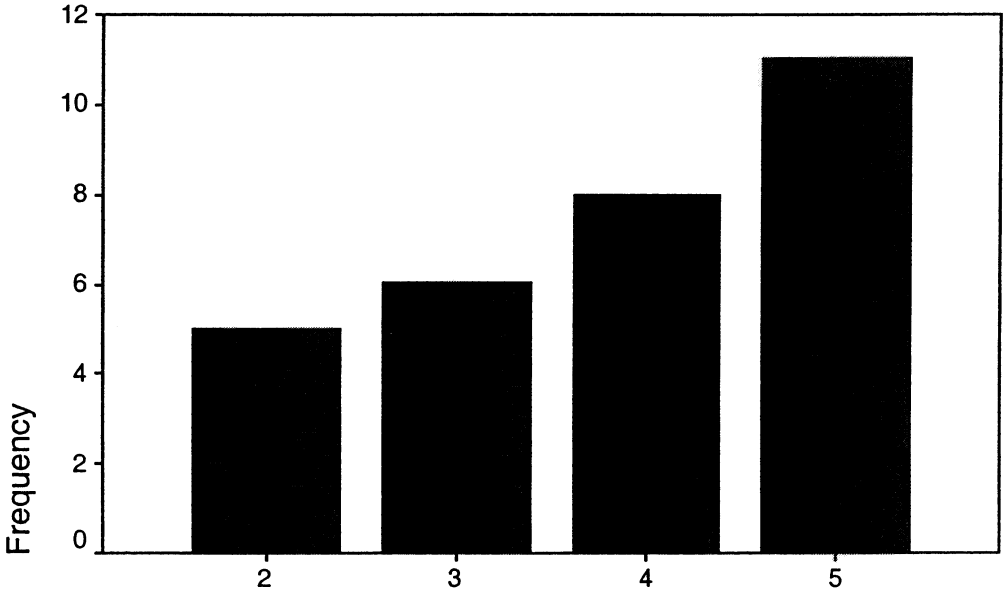

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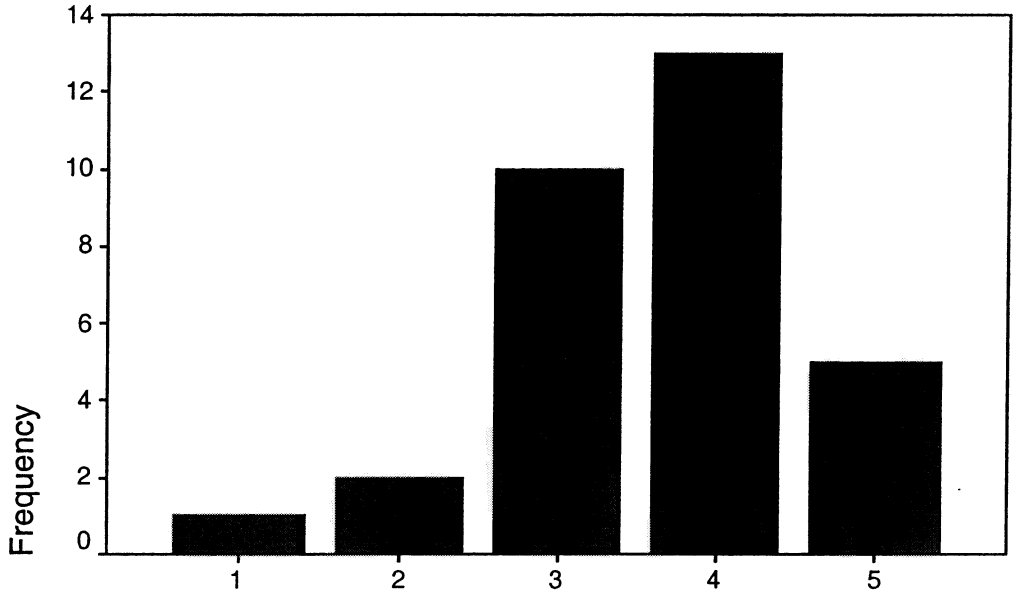

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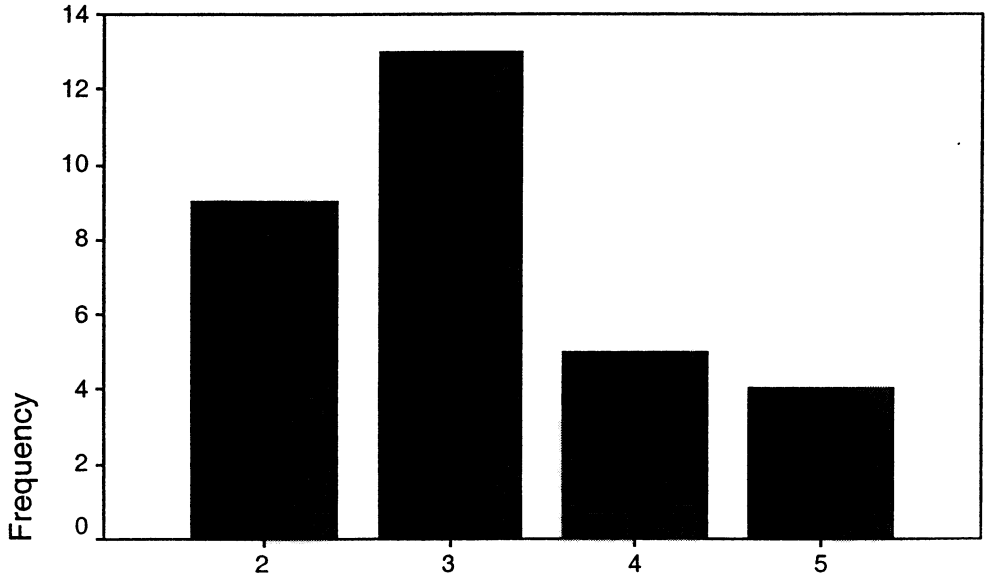

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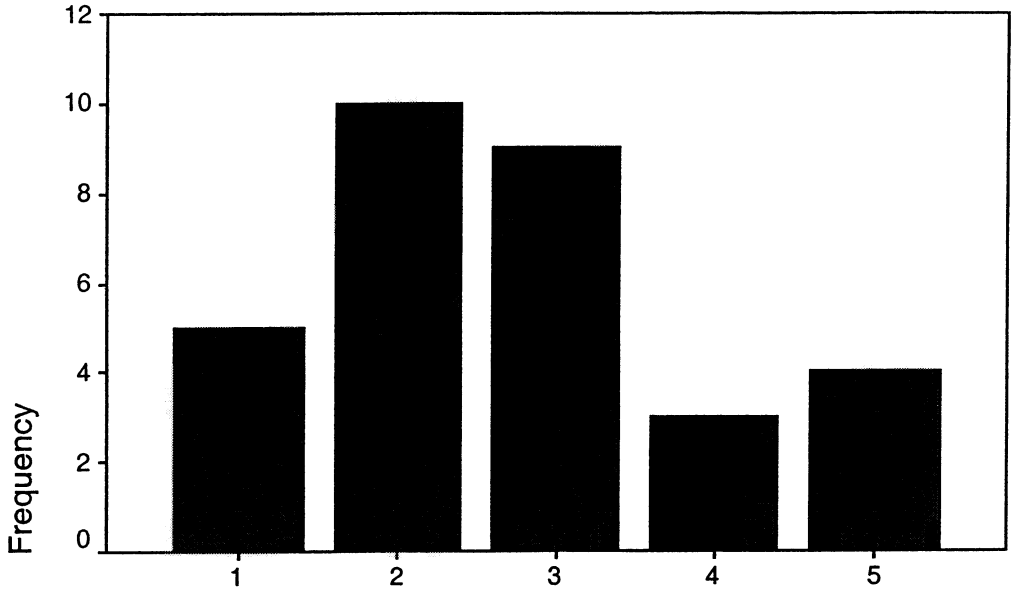

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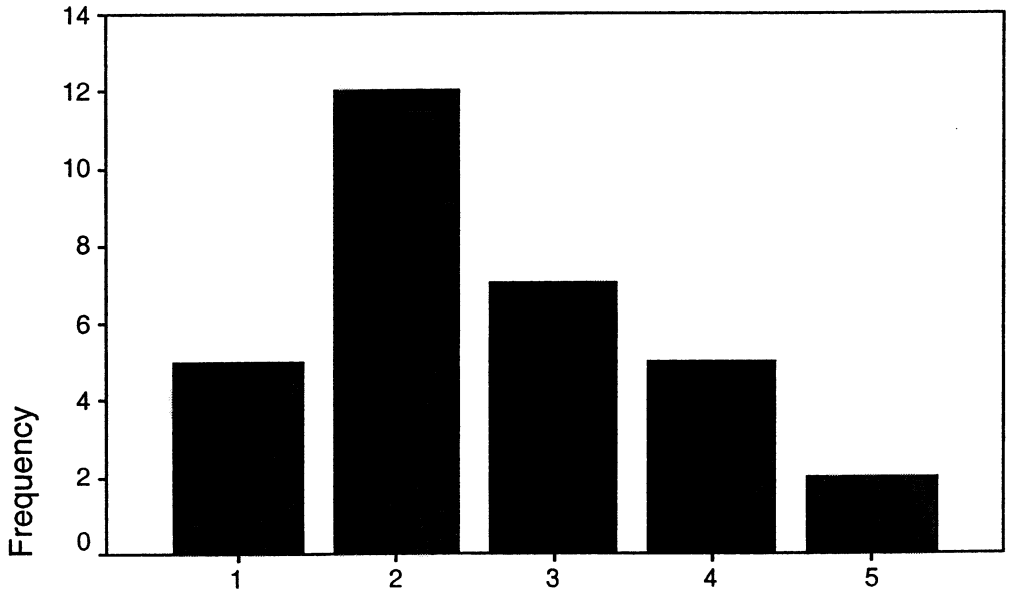

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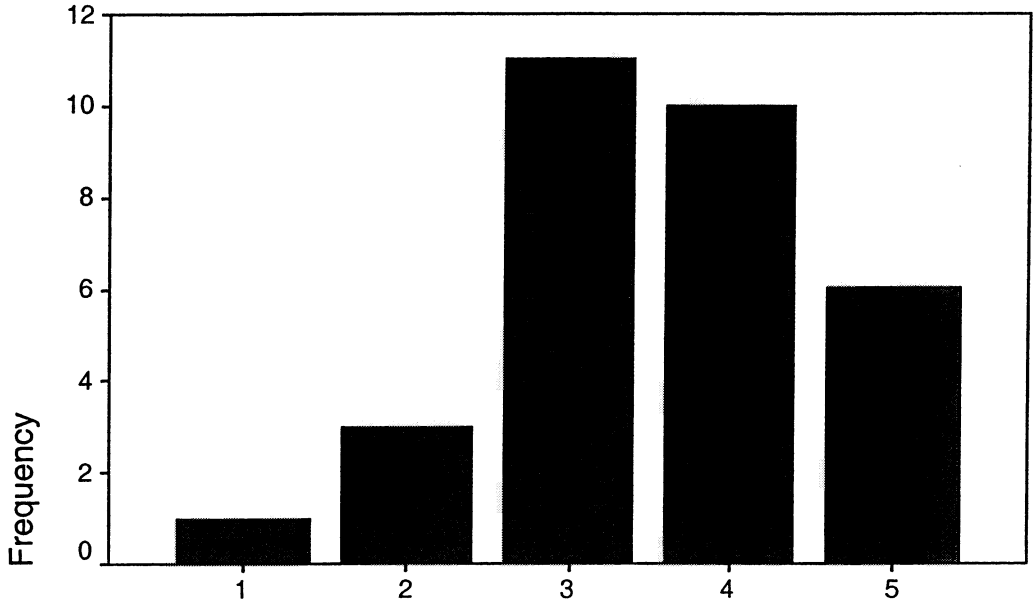

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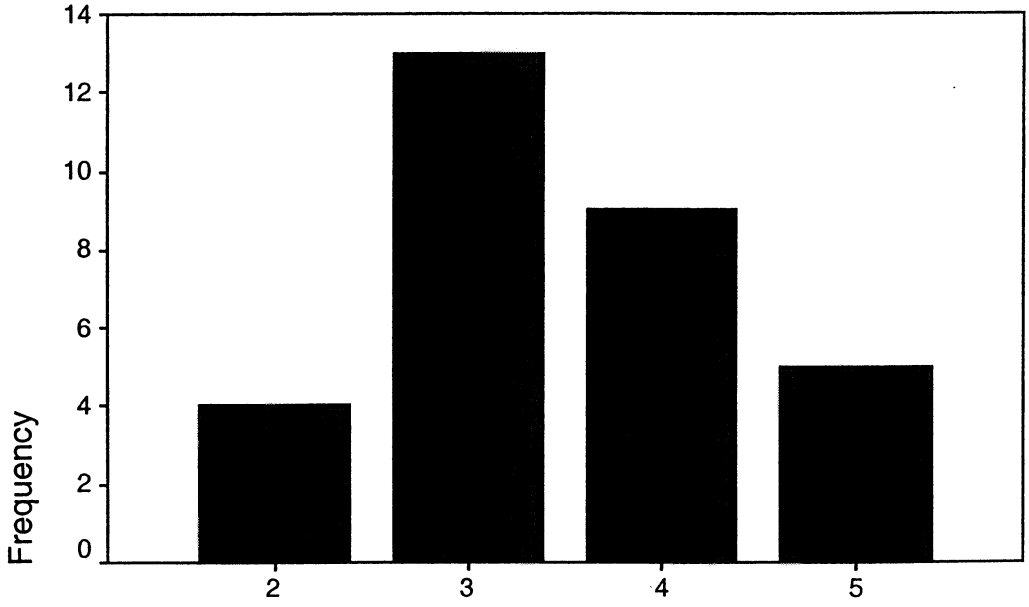

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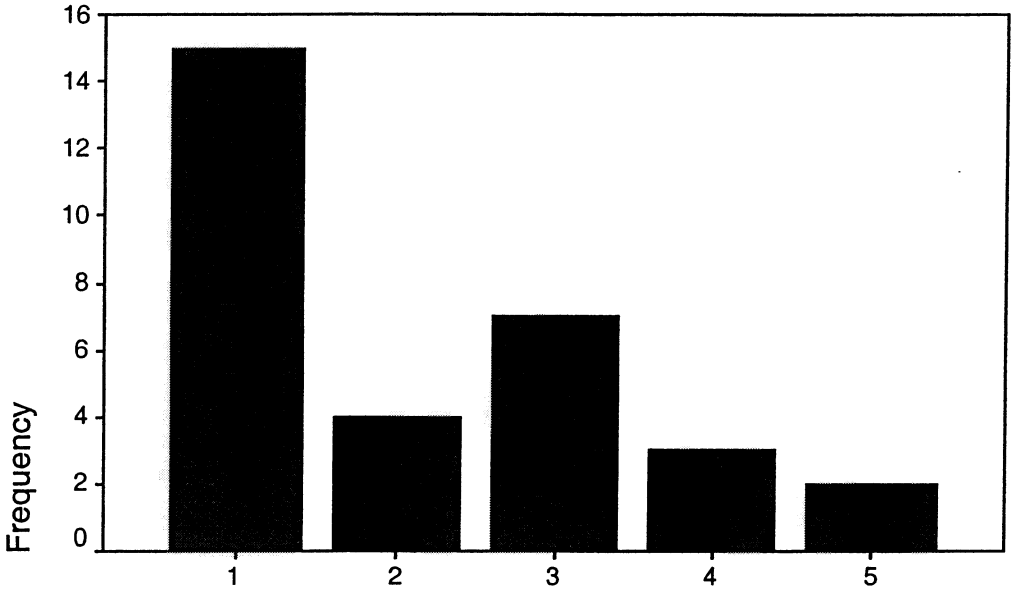

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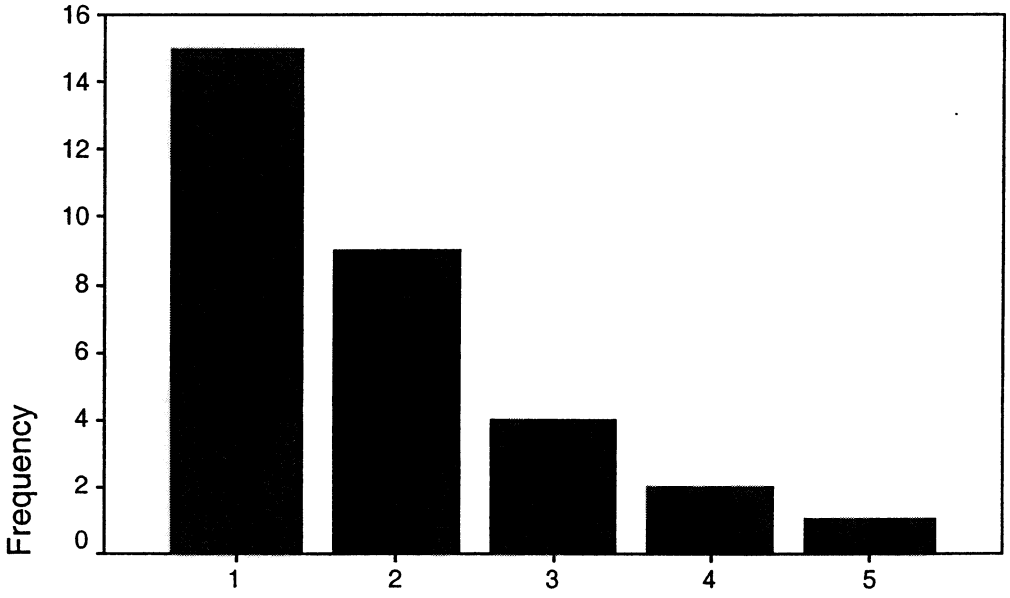

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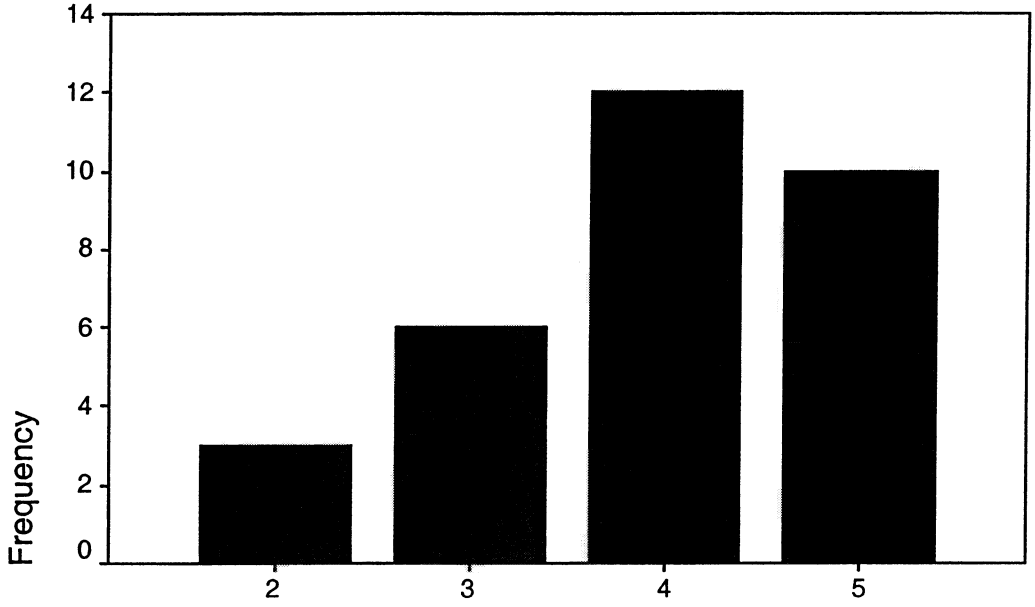

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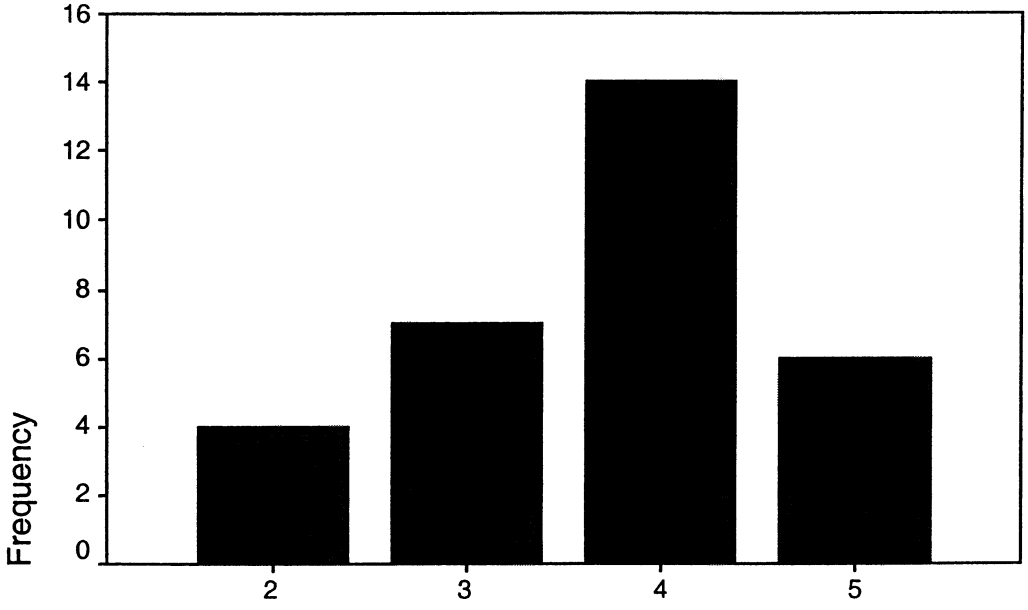

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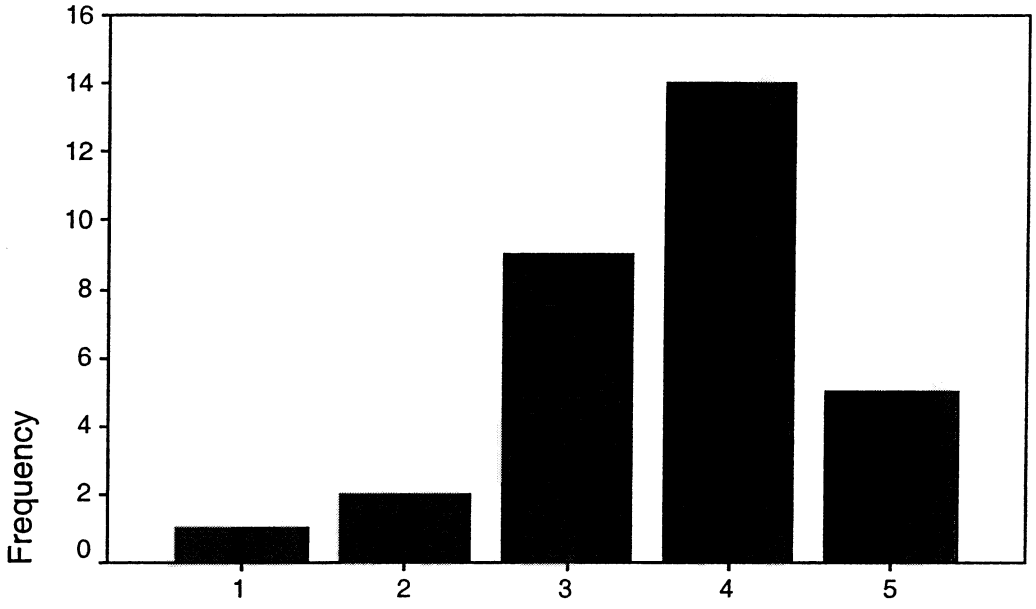

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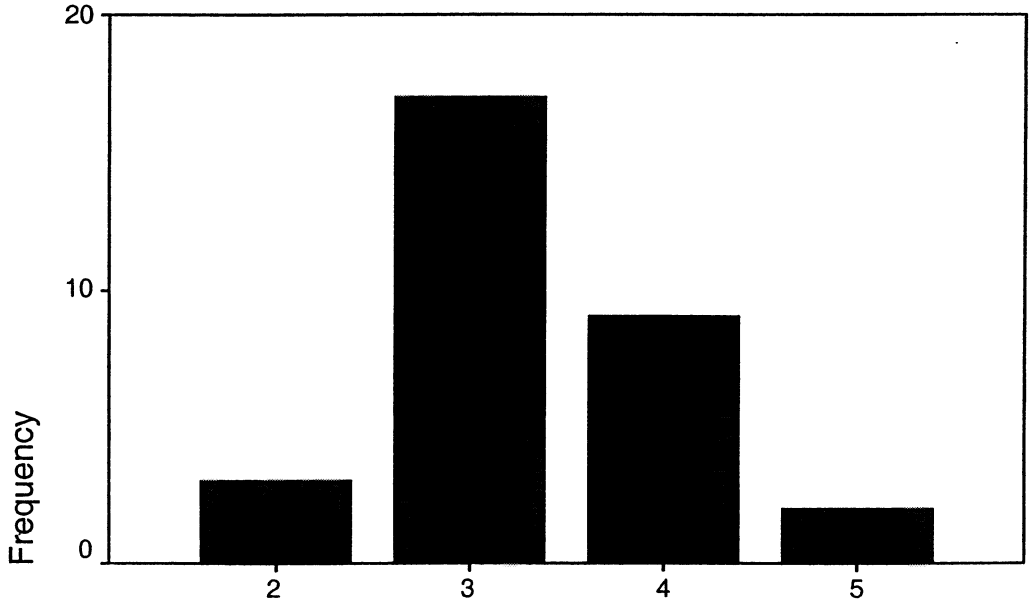

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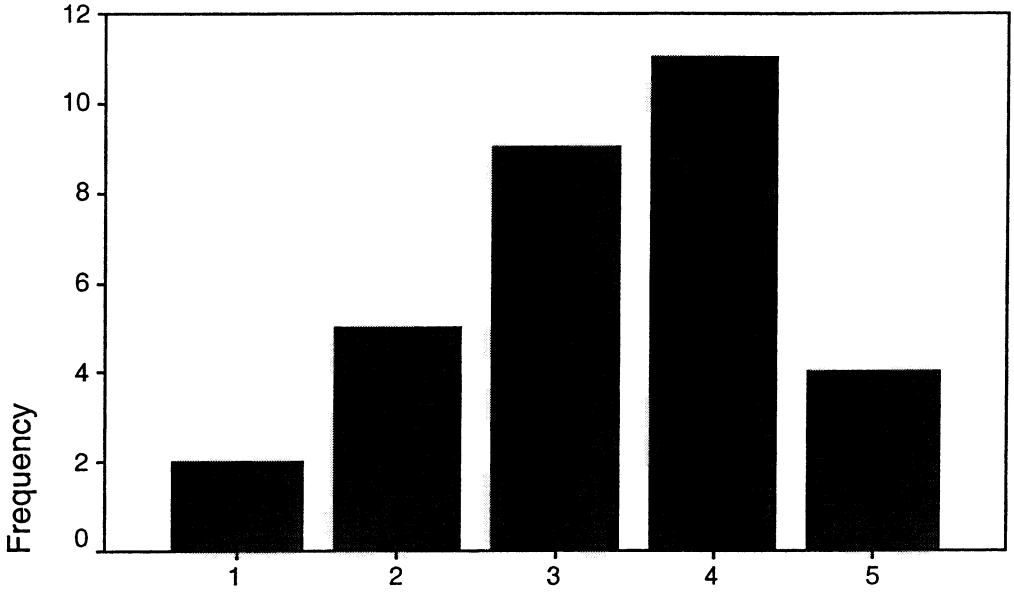

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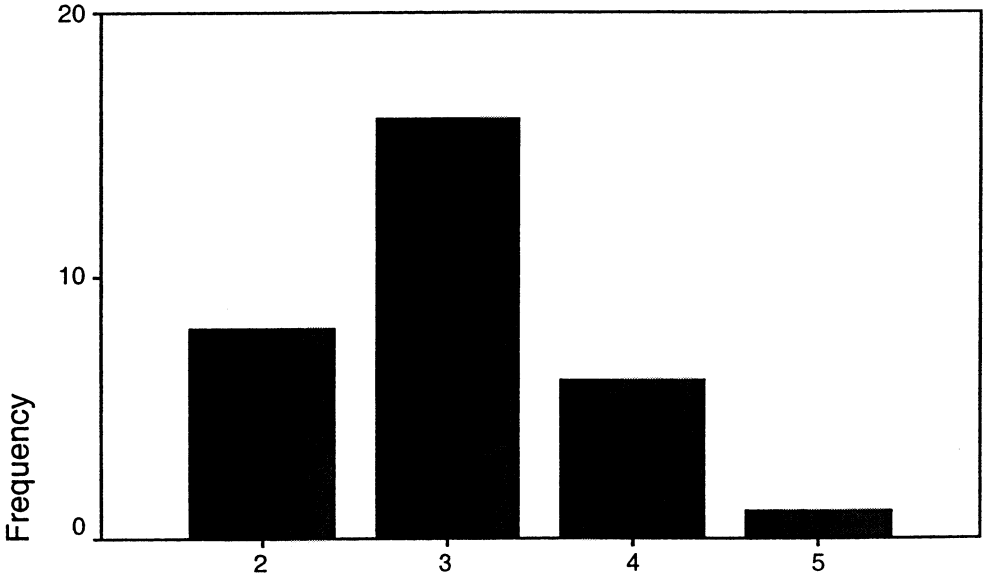

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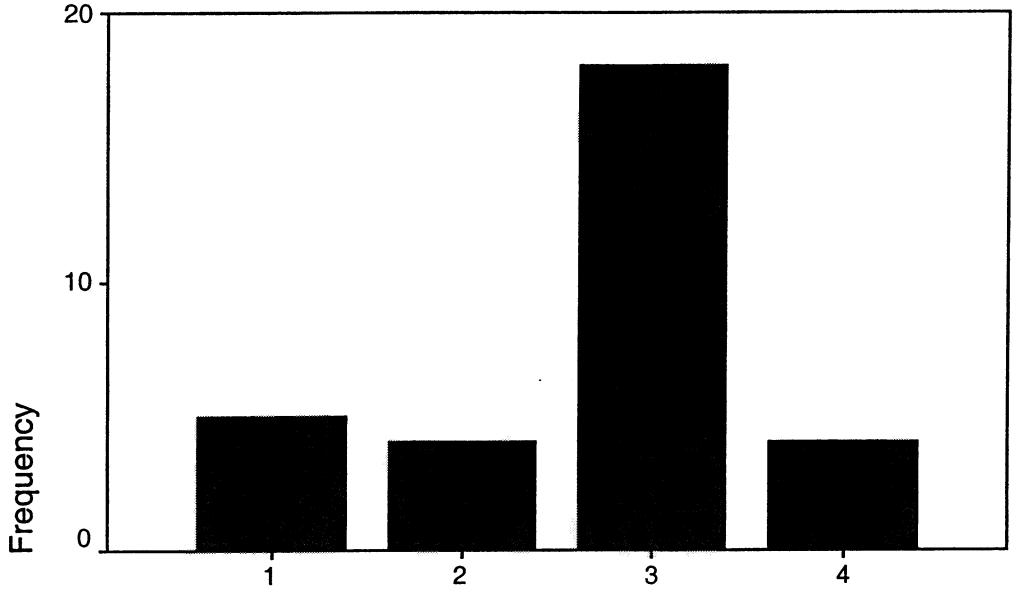

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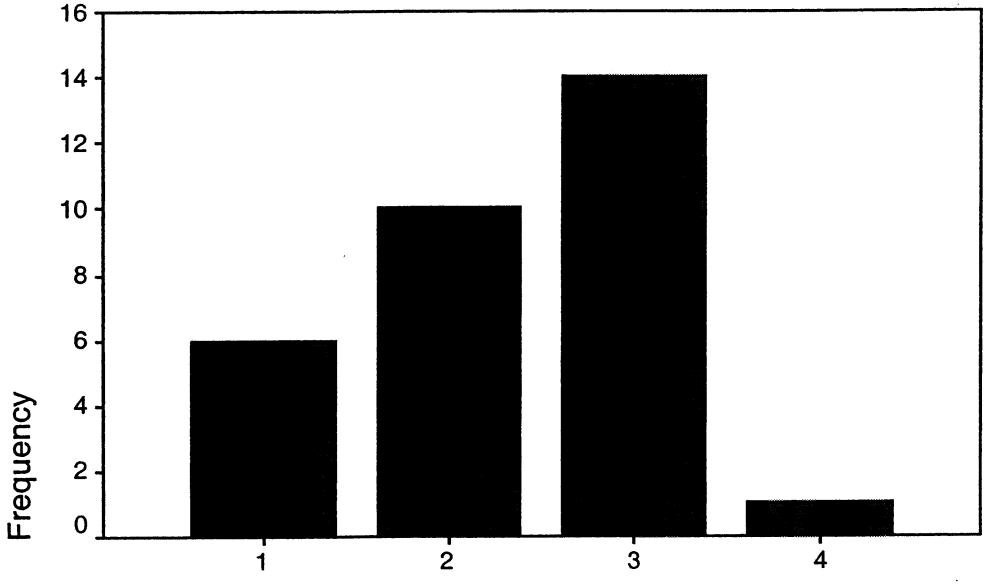

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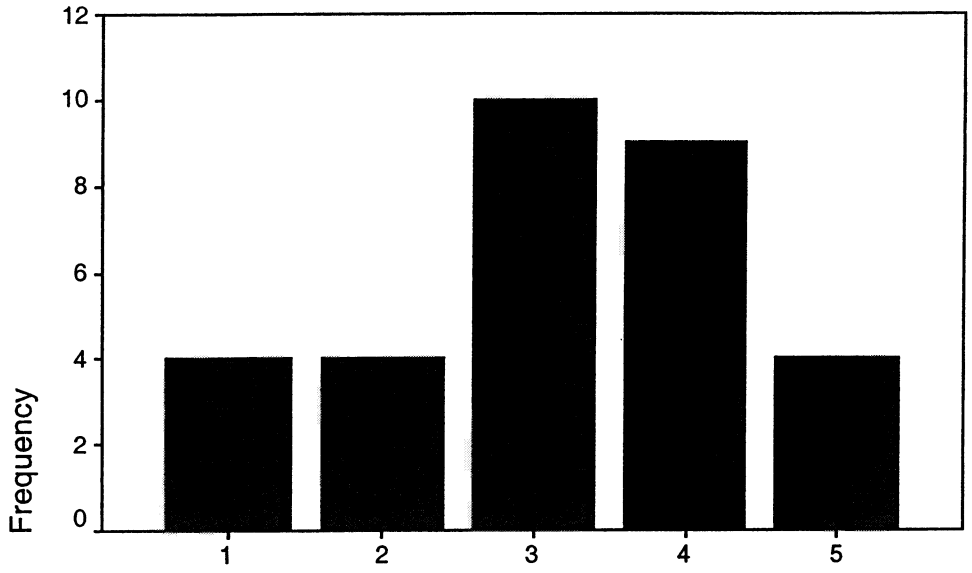

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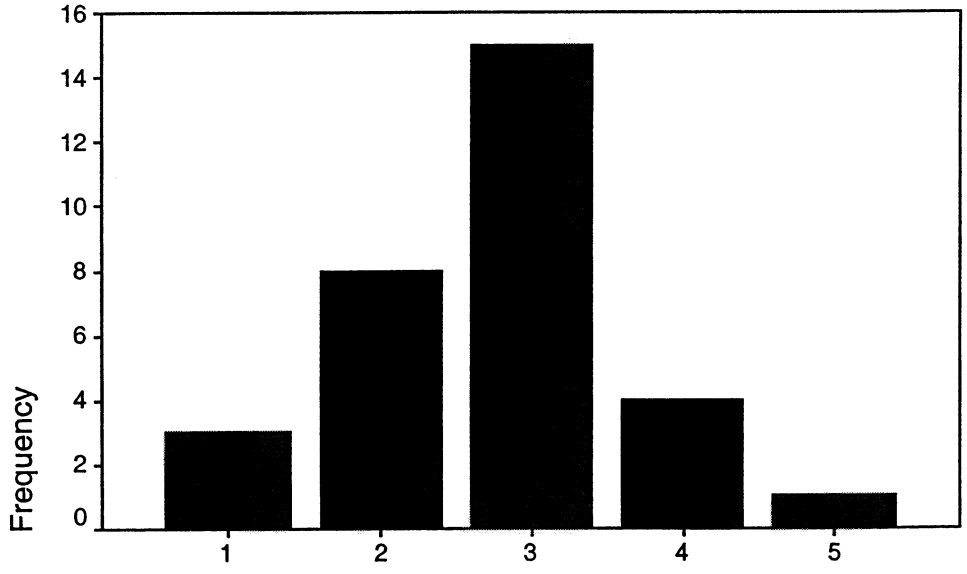

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Appendix C: Correlation between Perceived Efficacy and the Implementation Measure

The following scatterplot shows the correlation between the average self-report of implementation of differentiation strategies and the teachers' perception of the efficacy of the strategies (the average of the items in the survey numbered 1b, 2b, 3b, 4b, etc.). This analysis used all 62 teachers (trained and non-trained). The positive correlation of .527 is statistically significant, indicating that staff, without regard to training group, generally perceived that the use of the differentiation strategies would result in improved student learning and/or classroom process. The R-squared statistic of .278 shows that nearly 28% of the variance of the two measures is shared. There is one outlier, where one person was slightly above average on self-report of implementation, but rated efficacy as very low (rated efficacy at less than 2.0, where the next lowest rating was > 3.0).