

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Ryan Alsup

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Evergreen High School

(As it should appear in the official records)

School Mailing Address 29300 Buffalo Park Road

(If address is P.O. Box, also include street address.)

City Evergreen State CO Zip Code+4 (9 digits total) 80439-7432

County Jefferson County State School Code Number* 060-560

Telephone 303-982-5140 Fax 303-982-5141

Web site/URL http://www.evergreencougars.net/ E-mail ralsup@jeffco.k12.co.us

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Dan McMinimee, N/A

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: DMCMINIM@jeffco.k12.co.us

Other)

District Name Jefferson County School District Tel. 303-982-6500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Ken Witt, N/A

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 92 Elementary schools (includes K-8)
 - 20 Middle/Junior high schools
 - 17 High schools
 - 30 K-12 schools
- 159 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	131	128	259
10	145	110	255
11	111	129	240
12	142	119	261
Total Students	529	486	1015

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 5%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	35
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1	1015
(5) Total transferred students in row (3) divided by total students in row (4)	0.051
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 1 %
6 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Spanish, Russian, Polish
8. Students eligible for free/reduced-priced meals: 7 %
 Total number students who qualify: 71

Information for Public Schools Only - Data Provided by the State

The state has reported that 8 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 7 %
70 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>1</u> Deafness | <u>17</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>37</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>3</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	5
Classroom teachers	46
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	13

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	93%	93%	93%	93%	93%
High school graduation rate	95%	95%	95%	94%	95%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	210
Enrolled in a 4-year college or university	86%
Enrolled in a community college	5%
Enrolled in career/technical training program	5%
Found employment	2%
Joined the military or other public service	1%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2007

15. Please summarize your school mission in 25 words or less: Evergreen High School engages all students in rigorous, innovative, and creative educational experience that prepare them to advance the global community.

PART III – SUMMARY

Evergreen High School is part of Jefferson County Public School District, which covers 780 square miles and is the largest school district in state with more than 88,000 students. Evergreen High School is situated in the mountains of Jefferson County, Colorado. Our school is located in a rural mountain area with elevations ranging from 6,500 to 10,000 feet. This mountain community has outdoor recreation, abundant wildlife and open space areas, combined with the advantages of nearby metropolitan Denver, only 28 miles away.

The mission of Jefferson County School District is “To provide a quality education that prepares all students for a successful future.” By honoring this mission our school vision states “Evergreen High School engages all students in rigorous, creative, and innovative educational experiences that prepare them to advance the global community.” The success of Evergreen High School is a combination of many factors that have attributed to our consistent academic success.

Evergreen High School is a school in which the professionals (administrators, teachers and counselors) continuously seek and share learning and intervention strategies to increase their effectiveness with students. There is a common understanding that we focus on results by our commitment to continuous improvement in the classroom.

Parent involvement and partnerships greatly support and expand learning opportunities for our students. The volunteerism, activity support by our booster clubs and the fundraising by our highly active Evergreen Education Foundation and PTSA groups have enhanced our programs. These organizations have provided funds, programs and materials for our school. The additional resources have made possible the purchase of textbooks, technology, and training to effectively and efficiently use the technology purchased.

Our Leadership/Accountability Committees includes students, parents, support staff, teachers, administrators, and community members. Its purpose is to advise and address both academic, budget and school climate issues through cooperative decision-making. This group sets annual goals and is highly involved in the positive direction of our school.

For the past fourteen years the Colorado Department of Education has awarded the John J. Irwin School of Excellence Award to the top 8% of the state schools. Our distinction of winning the John J. Irwin School of Excellence Award fourteen years in a row is a testament to our school’s learning environment. Evergreen High School was ranked is routinely ranked in the top 500 high schools by Newsweek and the Washington Post. This year we were ranked by Newsweek- 451, and the Washington Post ranked us at 346 nationally. We are also ranked in the top 5 high schools in Colorado by 5280 magazine.

By maintaining high expectations and standards, Evergreen High School challenges students to achieve and excel. Our student success is directly related to these high expectations. In the 2013-14 school year, EHS students scored an average composite of 24.6 on the state ACT test. 83% met or exceeded the college readiness benchmark for College English Composition, and 70% met or exceeded the college readiness benchmark for College Algebra.

Over the past three years, Evergreen High School has had 16 commended scholars, 6 semi-finalists, 7 finalists, and 3 winners for the National Merit Scholarship.

In the 2013-14 school year, there were 57 AP Scholars, 40 AP Scholars with Honors Awards, 21 AP Scholars with Distinction Awards, and 4 AP National Scholar Awards for a total of 122 Advanced Placement Scholars.

Evergreen High School encourages students to participate in a variety of clubs, sports and activities in order to develop well-rounded students for experiences available through extracurricular programs. 82% of our students participate in our 22 Athletic sports programs and 32% of our students participate in clubs and organizations including Anime Club, Art Club, Book Club, Chess Club, Craft Club, Creative Writing Club,

Current Events Club, DECA, Diversity Forum, Peace Jam Mock Trial, Key Club, Foosball club, and Interact. Diversity Forum is a student led organization with a mission to improve our students' understanding about diversity. They organize our award winning Diversity Day, which consists of a series of workshops and speakers around various diversity topics.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Evergreen High School places a strong emphasis on preparing all students for post-secondary academic pursuits. Students are expected to master the basic skills and content established within the Colorado State Content Standards embedded in the prescribed curriculum of the Jefferson County Public School District. The national media and technology standards are also integrated throughout various core curriculum areas in order to prepare our students for accessing and utilizing information through research.

Students at Evergreen High School are required to take four years of English, three years of Social Studies, two years of Math, two years of Science, and two years of elective classes in business, music, physical education, or world languages. Most of our students exceed these requirements by taking three years of a world language and four years of math and science.

Math

Our Math department functions as a professional learning community, and we have developed a curriculum, which is guided by state standards. The scope and sequence of math instruction at Evergreen High School is designed to maximize student achievement. Students progress through a rigorous series of courses designed to enhance the requisite algebraic manipulation skills necessary for advanced problem solving. The emphasis in our curriculum rests on the conjecture that students must possess an innate understanding of the material rather than relying on memorization of algebraic algorithms.

Our teachers implement a set of research-based best practices to reach a student population with a variety of learning styles. The curriculum is a balance between algebraic manipulation and real world problem solving. Small group interaction, technology and data collection activities are combined to maximize student achievement. Here is a list of the courses that we offer.

Consumer Math grades 9-12 special needs
Algebra 1 grades 9-12
Geometry grades 9-12
Honors Geometry grades 9,10
Algebra 2 grades 9-12
Honors Algebra 2 grades 9-11
Pre-Calculus grades 11,12
Trigonometry grades 11,12
Honors Pre-Calculus/Trigonometry grades 11,12
Probability and Statistics grade 12
AP Statistics grade 12
Calculus grades 11,12
Honors Calculus grades 11,12

Social Studies

The Social Studies Department at Evergreen High School endeavors to meet or exceed Colorado Achievement Standards by offering core instruction in history, geography, civics and economics. We also offer electives in integral disciplines such as sociology and contemporary socio-political issues. Currently, nearly 45% of our students choose to enroll in a vigorous and extensive Advanced Placement program which offers five distinct courses from freshman through senior year. The knowledge and skills provided through social studies is the key to preparing citizens to participate effectively in our democratic society and to the understanding of international events and trends that shape the future.

English Language Arts

Our English Department courses include instruction in reading, writing, speaking, listening, and critical thinking/analysis skills. Over the course of four years, students spend part of each semester focusing on

essay writing of various types, including research, persuasive, descriptive, compare/contrast, and a variety of other writing tasks.

Evergreen High School also has a wide variety of enrichment opportunities in English. Honors coursework is offered at the 9th and 10th grade levels. These courses cover the same basic curriculum as the regular courses but with more depth and breadth. Advanced Placement Language is offered at the 11th grade level, preparing students to take the AP Language and Composition test. Advanced Placement Literature is offered at the 12th grade level, preparing students to take the AP Literature test. We also offer several English electives including theater arts, speech and debate, yearbook, creative writing, and World Studies (Humanities), which is co-taught with Social Studies.

As well as advanced options, Evergreen High School also has remedial reading and writing programs for students requiring it. We utilize a rigorous academic counseling process to identify students who may need this option. Once the students are identified, they are given an assessment to help identify their deficiencies and are given tailored instruction to meet their needs. Often, these students are on IEPs or 504s, but they can also be regular students who need the additional support. For students who are unable to meet the demands of the regular English classroom even with significant accommodations, there is a pullout special education English course.

Overall, the English department provides a rigorous curriculum adapted to meet the needs of individual students.

Science

The objectives of the Evergreen High School Science Department are for all students to see themselves as scientists, researchers and knowledgeable citizens who are prepared to participate in their local and global community. In order to do this, teachers incorporate a variety of techniques to engage and encourage student participation to meet and exceed Colorado Science Content Standards as well as the National Science Educational Standards.

In an effort to establish high levels of scientific literacy, students are expected to read daily. Excellent textbooks are supplemented with high-quality articles from scientific publications. Students learn a variety of techniques to determine if online sources are peer-reviewed and of good scientific quality when using computers to conduct research.

Advanced courses are offered at every level. The goal of these courses is to provide students the opportunity to challenge themselves at a higher level. These courses use college-level textbooks with increased emphasis on mathematics and issue complexity. Honors Earth Science, Honors Biology and Honors Physics courses are also offered as more challenging alternatives to our regular science courses. AP Biology, AP Environmental Science and College Chemistry are upper level electives. If students are successful in these courses, college credit can be earned.

EHS Science Department faculty is involved in grant writing and cooperative work with the University of Colorado and the University of Denver. One of our faculty members was also the state winner for the Samsung STEM Grant and received \$25,000 in gadgets and money. Working with these outstanding outside organizations exposes the staff to the newest ideas and research going on in different scientific fields and enlivens our teaching.

2. Other Curriculum Areas:

World Languages

The World Language Department of Evergreen High School offers levels 1 through 5 in Spanish and French, and offers Advanced Placement Spanish. These courses are open to all grade levels. The world language curriculum is communication-based and meets all the Colorado State Standards. We believe and practice the Jefferson County Schools' philosophy that communication is at the heart of language study and studying a language broadens one's understanding of the world and other cultures.

Visual Arts

The Evergreen High School Art Department lessons meet or exceed the Jefferson County Visual Art Standards. Our Visual Arts courses are open to all grade levels. Our Art teachers incorporate cognitive, affective and physiological learning styles within their instruction. The Art Department offers a wide variety of courses: ceramics, jewelry, drawing, painting, sculpture, graphic design, and photography, with Advanced Placement courses in 2-D and 3-D design. Our lessons incorporate writing and critical thinking through student sketchbook journals. Our high standards have provided our students many opportunities for prestigious awards through the Jefferson County Secondary Art Show, PTA Reflections, and the Center for the Arts Evergreen. As a result of our strong emphasis on portfolio development, our students have been accepted to many fine art schools across the country.

The Evergreen High School Physical Education Department offers a wide variety of courses to meet the students' needs. We believe that physical fitness is an important part of our overall academic success. All of our courses are aligned with district and state standards. Below is a brief description of each of our courses.

Fitness/Conditioning grades 9-12

Fitness/Conditioning Activities courses emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness. This class will focus on achieving cardiovascular, muscular strength, muscular endurance and flexibility through a variety of aerobic and fitness training activities. The students will also focus on nutrition, BMI calculations, and heart rates.

Team Sports grades 9-12

Team Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one team sport. This class will also include cardiovascular conditioning and fitness testing.

Weight Training grades 9-12

Weight Training helps students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning; they may include other components such as anatomy and conditioning. Weight Training and conditioning skills will be emphasized in beginning, intermediate and advanced class. The goal of this class is to help students build a comprehensive knowledge base for lifelong physical health.

Health Science grades 11,12

This Health Science course focuses on topics relating to health and wellness such as nutrition, physical fitness, setting health goals, caring for and maintaining body systems, tobacco, alcohol, drugs, and mental health. The emphasis of the units is to use knowledge to promote responsible decision-making and an understanding of the consequences of one's choices and actions. The goal of this course is to build a foundation of knowledge and an understanding of the resources available to help students make healthy decisions throughout their lifetimes. This course focuses on topics relating to health and wellness such as nutrition, physical fitness, setting health goals, caring for and maintaining body systems, tobacco, alcohol, drugs, and mental health. Several different learning tools will be employed throughout the course, including, but not limited to: lecture, internet research, group discussion, guest speakers, influence of media and the arts, homework assignments, current events, student presentations and a final personal health portfolio. When this semester class is coupled with the Anatomy and Physiology class, students will develop a general understanding of how their bodies work as well as ways to take care of their bodies in a healthy and responsible manner.

Counseling Department

The Evergreen High School Counseling Department's mission is to facilitate all students' academic, personal/social and career development through the delivery of a comprehensive guidance program. This is a collaborative effort between students, educators, parents and the community. School counselors work with students to acquire the self-knowledge, educational, occupational and career competencies necessary to function and contribute in the global community.

The Evergreen High School Counseling Department is a critical component to our overall success. They follow the American School Counselor Association (ASCA) National Model, and are one of the few schools

across the country to receive the Recognized ASCA Model Program (RAMP) from the American School Counselor Association. Our counselors work hard to establish a relationship with each of the students in their caseload. This allows them to be effective in meeting the academic and socio-emotional needs of all of our students. Our counseling department has created a unique academic counseling process to ensure that students are placed in challenging courses that are appropriate for their long term goals and their academic abilities. Each year, after our course selection process is complete, the counselors and administrators review each student's course requests and use data from grades, test scores, teacher and parent recommendations to determine appropriate placement. We encourage all students to take challenging courses, however, by reviewing all of the data we are able to make better recommendations and push our students into more rigorous courses.

3. Instructional Methods and Interventions:

Evergreen High School is a high achieving school with a fantastic staff, each with their own strengths and weaknesses. To capitalize on the various strengths of our individual staff members, our staff has been focused on the Instructional Rounds Process. Using the book *Instructional Rounds in Education* by City, Elmore, Fairman, and Teitel; our staff has engaged in the Instructional Rounds process to identify weaknesses within our instruction and have used that data to provide the focus for our professional development. Our staff continues to seek out and share time-tested, researched-based pedagogy that focuses on meeting the needs of students learning styles. Our shared value is that we know each student is unique, and the staff is committed to increasing their effectiveness for students by implementing a variety of learning strategies into their lessons. There are times when inquiry-based learning is used, but there are other occasions when direct instruction is more effective. Teachers across the curriculum areas attempt to differentiate instruction based on students' learning styles and performances.

Integral parts of improving our instructional techniques are two of our professional learning teams- our Instructional Rounds team, and our Instructional Practices professional development team. Our Instructional Rounds team has been trained in Instructional Rounds as outlined in the *Instructional Rounds in Education* book. The group consists of teachers and administrators and conducts routine instructional rounds in our classrooms in an effort to collect data on the instruction in all of our classrooms. Our Instructional Practices professional development team then uses that data to identify instructional weaknesses and to provide professional development around those trends. This team also consists of teachers and administrators who have been trained in instructional best practices, and are highly regarded by the rest of our staff. Through supportive collegial conversations and department meetings, the staff has put the following into practice: Writing across the curriculum using the P.E.A.(R) model (Point, Evidence, Analysis, Re-state), identified strategies working with spatial students, pre-AP instruction strategies to be implemented in all core classes to enhance and encourage students to succeed, collegial evaluation of student work toward developing common assessments to ensure quality and consistency across core curriculum classes.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Evergreen High School follows the Jefferson County Public School District curriculum in all content areas. Our curriculum with embedded benchmarks was designed by a wide range of stakeholders within the district and is annually reviewed to ensure relevancy to Colorado Achievement Standards. Evergreen High School has participated annually in the Transitional Colorado Assessment Program (TCAP), and has transitioned to the Colorado Measure of Academic Success (CMAS). This is the new assessment model aligned to the new Achievement Standards, which is administered annually by the Colorado Department of Education (CDE).

Initiated in 2011-2012 school year, the TCAP was designed as a transitional assessment from the Colorado Student Assessment Program (CSAP) to the new CMAS assessments given for the first time this year. The TCAP was given annually to our 9th and 10th grade students, and assessed them in math, reading and writing. Our 10th grade students were also assessed in science. Student performance on the TCAP is categorized into four levels, “Unsatisfactory”, “Partially Proficient”, “Proficient”, and “Advanced”. The State of Colorado also requires all 11th graders to take the ACT every spring.

Reading

Our students consistently outperform the rest of the state and other comparable high schools. In the 2013-2014 school year, 88% of our 9th graders scored proficient or above in TCAP reading. The average for 9th graders across the district was 70%, and the state average was 66% proficient or above. Our 10th graders also outperformed the district and the state. 89% of our 10 graders score proficient or above, while 73% scored proficient or above across the district, and 69% scored proficient or above across the state. In the 2013-2014 school year, our students’ average score in reading on the state ACT was 24.6. The state average for the same year was a 20.5.

Math

On the 2013-14 TCAP, 78% of 9th graders and 63% of 10th graders scored proficient or above in math. Our district average for the same year was 50% proficient or above in 9th grade and 41% in 10th grade and the state average for that year was 40% in 9th grade and 33% proficient or above in 10th grade. As you can see with the data chart on pages 16 and 17, Evergreen High School 9th and 10th graders scored above the state average for the past three years. Likewise, our 11th graders scored a 24.5 on the state ACT, while the district average was 21.1 and the state average was a 19.7.

Writing

In the 2013-14 school year, 81% of our 9th graders scored proficient or above in TCAP writing, compared to 59% for the district and 54% for the state. The same year 73% of our 10th graders scored proficient or above while 53% of our district and 49% of our state scored proficient or above in the 10th grade TCAP writing test.

ACT scores

The ACT is part of the state assessments and is required for all 11th graders across the state. In the 2013-14 school year, Evergreen High School had an average ACT composite score of 24.6. This is the highest score we’ve had over the past five years and is a .8% increase from the previous year. This is significantly higher than our district average of 21.5, or the state average of 20.3. To further break down the scores, our 11th graders achieved an average composite score of 24.7 in English, 24.5 in math, 24.6 in reading, and a 24.2 in science, while the district scored a 21.1 in English, 21.2 in math, 21.5 in reading and 21.6 in science. The state average composite scores were 19.7 in English, 20.1 in math, 20.5 in reading and 20.4 in science.

The Transitional Colorado Assessment Program and the ACT results can be accessed on the Colorado Department of Education (CDE) website: www.cde.state.co.us.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

At the beginning of the year, each teacher reviews the complete academic performance of their current students through our district database management system called SOARs. The administrative team meets with individual content area professional groups to review past results and trends to identify students who need academic support and interventions.

Looking at data from multiple sources, we establish goals to address the identified weak areas. Teachers, along with the administrative team, review the item analysis data from the most recent TCAP test on SOARs. The reviewing of past instructional strategies and sequencing assist in targeting areas of personal academic growth for our students. Our teachers and staff are then able to identify potential areas for formal, informal and classroom assessment to monitor student progress on standards and benchmarks. Intervention and support services are defined for those students who are continuing to perform below the “proficient” levels.

Evergreen High School provides each parent with student performance information every six weeks through report cards and weekly posting of individual student grades on the Infinite Campus grade book. Infinite Campus is the web-based student data system used by the Jefferson County School District. This system allows parents to access information on their students such as attendance, grades, and assessments. This system also allows email dialogue with the classroom teacher. TCAP results are sent to parents with a written explanation. Teachers also share and review the assessment results with their students in an effort to encourage them to take responsibility for improving their learning and also to help them monitor their progress toward improvement. Our counseling team also uses the results in their academic counseling process to ensure that the students are placed in the correct level of course.

Evergreen High School uses a variety of strategies to communicate assessment results to the parents and community. Our school wide assessment results and our data trends are shared through our parent organizations: the Evergreen Education Foundation, PTSA, and our Accountability Committee, as well as through various community meetings. Parents also receive an annual School Accountability Report distributed by the Colorado Department of Education. This report gives information about student performance on 9th and 10th grade TCAP and the 11th grade state ACT results, school employment data, and professional experience of the teaching staff, along with safety and school environment data.

Part VI School Support

1. School Climate/Culture

Evergreen High School provides rigorous academic courses to prepare students for their post-secondary options. Of our 2014 graduating class, 95% are attending college, and 80% took at least one Honors or AP course. With that in mind, the climate and culture of our school is centered on high academic standards, which is why 80% of our students take Honors or AP courses. To help the students meet the rigor of our courses, all 9th and 10th graders have a required study hall every day. Students are able to use this time to catch up on homework or work with a tutor if needed. We also have a late start every Wednesday to allow students an extended opportunity to meet with their teachers or to work in study groups.

Each year, Evergreen High School participates in Jefferson County School District's Make your Voice Heard Survey. In this survey, students are asked a series of questions around Relationships, School Climate, and Rigor/Relevance of our instruction. The data shows us that our students feel very connected to the school. According to the survey, our students believe they have strong relationships with their teachers and feel connected to the school. On Climate, the students have a positive perception of discipline practices, and believe the school strongly supports their future aspirations. Under Rigor/Relevance, the students responded that we provide a rigorous and challenging curriculum, and that our teachers provide meaningful feedback that helps them learn. Overall, the survey results are very positive and show us that our students and families are happy with the education that we provide.

2. Engaging Families and Community

At Evergreen High School, our parent and community involvement is critical to our success. To that end, we embrace any and all community involvement, and are continuously looking for additional ways to get our community involved. Currently, there are three groups that we work with extensively to enhance the education of our students: The Parent, Teacher, and Student Association (PTSA), the Evergreen Education Foundation, and the Evergreen High School Accountability Committee.

The PTSA is a fundraising organization. The PTSA raises money to support teacher mini-grants, Evergreen High School Community Outreach program, Diversity Day, the annual After Prom celebration, and Staff Appreciation. The PTSA also serves as a liaison between the school administration and the various parent and community members that they represent.

The Evergreen Education Foundation is also a fundraising organization. The Foundation is celebrating its 10th anniversary this year. Its vision is to provide an optimal teaching environment in every classroom, and has done so by supporting their three tiers- Technology, Textbooks, and Training. As a result of their work, we have a smart board in every classroom, and the teachers have received training to use it to improve instruction. Last year, they raised \$41,000, which was used to purchase 90 Chromebooks and three carts, 15 Dell laptops, and 8 desktop computers (needed to run the Smartboards). They have also purchased textbooks, and have donated money to help students purchase AP textbooks when needed. Their assistance has been instrumental in helping us maintain and grow our instructional programs while experiencing budget reductions from the district and the state.

The Evergreen High School Accountability Committee consists of students, staff, parents and community members who serve in advisory role to the principal. This group meets on a monthly basis to review our data and set goals for continuous improvement. They also advise the principal on programmatic and budgetary decisions to ensure that Evergreen High School continues to meet the needs of our community.

Evergreen High School has a robust counseling department. Our Counseling Department is certified as a RAMP (Recognized ASCA Model Program) school by the American School Counselor Association. They host a variety of community forums around testing, college application and admissions, and various career panels. They also host grade level parent information nights to assist students and their families in their future planning. As a result of these meetings and the relationships that they build with the students and

families, they are a critical factor in developing our community partnerships.

3. Professional Development

The teaching staff at Evergreen High School is active participants in a wide variety of professional development opportunities. Professional growth is promoted within our school. Our District and Evergreen High School offer a variety of professional growth opportunities for teachers to improve their instructional skills in all curricular areas. Specialized training is also provided. Within the past two years, the majority of our staff has participated in the following:

- Instructional Rounds in Education- training in the observation skills necessary to be an effective Instructional Rounds team. Instructional Rounds have impacted our school in multiple ways. The primary focus is to identify instructional trends within our building and determine areas of weakness that need to be addressed through our professional development work group.
- Effective Grading practices- based on the book “Elements of Grading” by Douglas Reeves. This is an ongoing training offered to a select group of teachers to reflect on and improve grading practices across the contents.
- Pre-AP training- This is offered to a targeted group of teachers on an annual basis to help prepare our students for AP courses.
- AP training annually for AP teachers.
- Various professional development topics around the instructional strategies outlined in the new comprehensive Teacher Evaluation Rubric. The State of Colorado recently passed legislation that requires a more rigorous teacher evaluation system. Most of our teachers received a highly effective rating, which is the top score on the new evaluation system. However, we are providing professional development opportunities to help our teachers improve.
- Formative Assessment training. This is a specialized training that we offer annually to those who have not been trained previously, or need some additional training to use formative assessments more effectively.

4. School Leadership

School leadership consists of the principal and 4 assistant principals, one of which is also the Athletic Director. Leadership responsibilities are shared throughout the team and department leaders. The administration supports the shared decision making process, and includes department leaders and other teacher leaders in many of the decisions that need to be made. Over the past two years, Evergreen High School has received a 10% reduction in our overall budget. To make the reductions without impacting the quality of the education we provide, the principal utilized the shared decision making process by working with the assistant principals, teacher leaders, parents, students and community members. These groups provided valuable input into the final budget, and created a strategic and comprehensive plan that all stakeholders can support.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Transition Student Assessment Program</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>State of Colorado</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	63	67	63	73	62
Level 4, exceeds standard	15	18	14	14	10
Number of students tested	252	276	218	250	170
Percent of total students tested	99	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	65	68	66	75	63
Level 4, exceeds standard	16	18	15	14	10
Number of students tested	149	170	131	174	164
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Transition Colorado Assessment Program</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>State of Colorado</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	78	71	76	67	80
Level 4, exceeds standard	40	40	38	26	37
Number of students tested	265	269	272	144	207
Percent of total students tested	100	99	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	80	71	77	69	81
Level 4, exceeds standard	41	40	40	27	37
Number of students tested	240	242	250	194	245
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Transition Colorado Assessment Program</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>State of Colorado</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	89	88	88	90	88
Level 4, exceeds standard	21	25	13	18	17
Number of students tested	252	276	218	250	239
Percent of total students tested	99	98	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	90	88	88	91	87
Level 4, exceeds standard	20	25	13	19	18
Number of students tested	207	220	175	212	228
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Transition Colorado Assessment Program</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>State of Colorado</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	88	90	93	86	93
Level 4, exceeds standard	7	9	8	7	10
Number of students tested	265	269	272	214	260
Percent of total students tested	99	99	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	89	91	92	85	94
Level 4, exceeds standard	7	8	9	9	8
Number of students tested	213	221	231	165	230
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES: