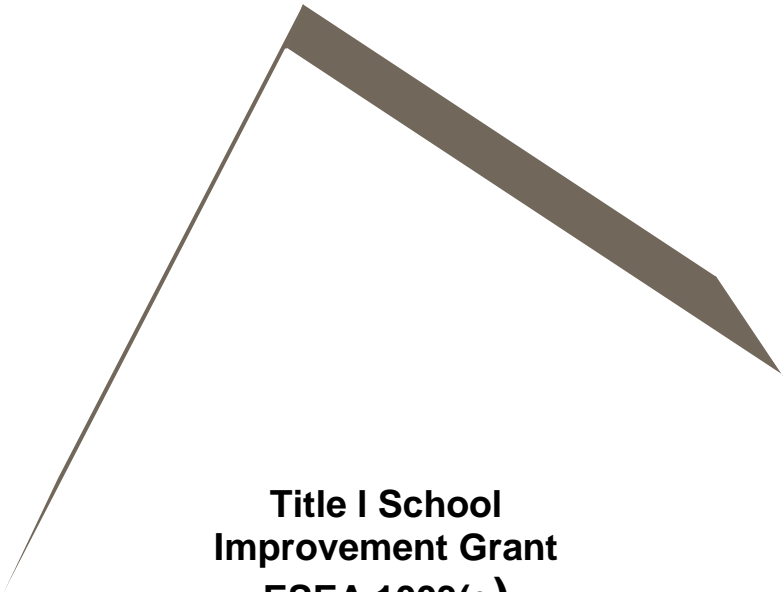# District Level School Improvement Grant Application (LEA)

**Title I School
Improvement Grant
ESEA 1003(g)
CFDA Number 84.377A**

APPLICATION

785-296-3204

The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application

KANSAS STATE DEPARTMENT OF EDUCATION
SCHOOL IMPROVEMENT FUND 1003(g)
2013-2014

PART II: DISTRICT INFORMATION

USD Name and Number	
Topeka School District, USD 501	
Name and Title of District Contact for Grant Application	
Ms. Billie Wallace, Federal and State Programs	

Address	**Telephone Number**
624 SW 24th Street	(785) 295-3000

Authorized District Signature: Dr. Julie Ford, Superintendent of Schools	**Date 4-30-13**

SEA Approval/Date	**Amount Awarded**
City	**Zip Code**
Topeka, Kansas	66611-1294
E-mail Address	**Fax**
bzabokr@topeka.k12.ks.us	785-575-6188
Amount Requested: $1,932,667	

Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

KSDE General Counsel
120 SE 10th Ave.
Topeka, KS 66612

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.					
An LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.					
		Intervention Model			
School Name:	**NCES ID #**	**Turnaround**	**Restart**	**Closure**	**Transformation**
Quincy Elementary School		X			

Refer to Appendix A, p. 26-32 and Appendix B, p. 33-45 for more information on the grant requirements and general information.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a school improvement grant.

Step 1a: Needs Assessment -- The LEA has analyzed the needs of each school and selected an intervention for each school.

Needs Assessment Process: Describe the needs assessment process that the school went through before selecting the Intervention Model.

Through the gathering of internal and external educational stakeholders, data approaches, informational processes and finding's formats, review and analysis of Quincy Visual Art Signature School's [Quincy] data was conducted in order to assist the district and the school to select the Turnaround Intervention Model as the model of choice.

In September 2008, KSDE contracted with Cross & Joftus, LLC to implement a technical assistance support system for working with the Topeka School District—a district struggling to demonstrate adequate yearly progress (AYP) in a number of its schools. This initial coordinating effort involved staff from Quincy, where a KLN sponsored District Facilitator and Implementation Coach were assigned to assist district and building-level staff. The rationale for the Kansas Learning Network [KLN] was that Quincy needed a combination of support and pressure to make difficult changes that would result in: 1) higher overall levels of student achievement and, 2) narrowing the achievement gaps with the purpose of having district and school staff beginning to think and act systemically—focusing on resources and energy on improving the teaching and learning process, and work collaboratively and with support from an external "critical friend."

The goal of KLN was to initiate efforts to improve Quincy's teaching and learning qualities and increase student achievement through a collaborative, organization-development approach that focused on applying systems of theory and using data effectively. A comprehensive, root-cause needs assessment was considered as one of the first activities to be conducted in pursuit of this goal. The needs analysis encompassed an analysis of student achievement and other data, interviews and focus groups with students, parents, local community civic leaders, teachers, academic coaches, principals, district administrators, and board members as well as classroom observations using a process called the Kansas Process for Advancing Learning Strategies for Success (K-PALSS). Initial findings from this needs assessment are summarized in the areas of: 1) Leadership; 2) Empowering Culture and Human Capital; 3) Curriculum, Assessment, Instruction and Professional Development. Specific findings and analysis of the findings are found later in this application.

Now through the school is initiating and implementing a new instructional tiered levels of student support framework entitled, Topeka Tier System of Supports (TTSS), to assist with the ongoing school-based needs assessment process in the areas of reading, mathematics and student behavior. This systemic approach, initiated in August 2011, is designed to support the learning of all students across the district. Simply put, TTSS is a continuum of increasingly intense, research- based interventions provided to learners that helps them appropriately addresses their academic and/or behavioral needs. It includes ongoing monitoring of the effectiveness of all instruction provided. The outcome is to ensure that each student at Quincy Elementary achieves to high standards. The TTSS model is a prototype extension of the

state's MTSS model of intervention supports for students and mirrors many of the same attributes found within the state's MTSS system.

In Spring 2013, then, again in fall 2012, Quincy's BLT utilized the MTSS Innovation Configuration Matrix [ICM] to assist with conducting and identifying specific school needs and determine the level of implementation status for each respective area found within the matrix. The ICM is designed to describe the principles and practices within a tiered level of supports for students. ICM's principles and practices include focus on the essential system components that are consistent across all ages (early childhood through high school) and across all domains (academic and behavior).

Finally, the ICM process was used (Spring 2013) in a variety of ways to assist Quincy staff with framing the process and gathering pertinent data to assist key school and community stakeholders in understanding and applying effective strategies/ resources and supports to better address students, certified and classified staff, parents, and community stakeholder needs. The primary use of the ICM Matrix was to assist in the understanding of the principles and practices of a multi- tier system and what principles/ practices look like when implemented within the school and with other collaborating, neighborhood/ community agencies. Quincy staff decided that the use of the ICM would helpful in guiding critical discussions among leadership and staff—specifically focusing on understanding the structures and processes necessary in implementing a sustainable system of supports from the district as a whole, families involved, community agencies, and other stakeholders. Furthermore, it set the stage to identify the specific, essential "above and beyond"/ additional support materials, resources and training needed to transform the school. In summary, the district and Quincy staff completed the following steps and data review in selecting the Turnaround Model as the framework for school reform:

1. KLN Needs Assessment Data Completion and Analysis—in FY 2012 and FY 2013
2. School Leading Indicator Report—FY 2012
3. School AYP Data—five year trend analysis—FY 2008 through FY 2012
4. Perception, Contextual and Demographic Data—FY 2012
5. Use of the School Improvement Model Selection Rubrics—Spring 2013
6. Capacity Appraisal—ICM For Districts—Spring 2013
7. SIP Goal Setting/ Plan Development—including goals/ strategies and PD components—FY 2013
8. TTSS Implementation Analysis—FY 2012 and FY 2013
9. Budget   Review—Spring   2013

Data Analysis: Write a brief summary of the school's data analysis results/findings. Include: Achievement Data

School Leading Indicator Report Findings:

Quincy School Leading Indicator Report

USD Number & Name: *USD 501 Topeka* **Name of School:** *Quincy* **Grade Span:** *Pre-K through 5* **Building Number:** *8494*

Indicator	Year 1 (Baseline)	Year 2	Year 3	Year 4
1. Number of minutes within the school year.	68,598			
2. Student participation rate on State Assessments in reading/language arts in mathematics by student subgroup	100%			
3. Students proficient or above in reading	58.1%			
4. Students proficient or above in math	68%			
5. Dropout rate	N/A			
6. Student attendance rate	95%			
7. Number and percentage of students completing advanced course work				
AP	NA	/	/	/
IB	NA	/	/	/
Early College High Schools	NA	/	/	/
Dual enrollment classes	NA	/	/	/
8. Discipline Incidents				
✓ Weapon Incidents-OSS	1			
✓ Weapon Incidents-Exp	0			
✓ Illicit Drug Incidents-OSS	0			
✓ Illicit Drug Incidents-Exp	0			
✓ Alcohol Incidents-OSS	0			
✓ Alcohol Incidents-Exp	0			
✓ Violent Incidents with injury OSS	0			
✓ Violent Incidents with injury Exp	0			
✓ Violent Incidents without injury OSS	29			
✓ Violent Incidents without injury Exp	0			
9. Truants	11			

10. Distribution of teachers by performance level on the LEA's teacher evaluation system. *	*			

*The district is beginning to use Danielson work on teacher effectiveness/ evaluation. Teacher disaggregated information for the school will not be completed until June 1, 2013. Danielson's teacher performance levels are divided into 4 distinct categories; that is: Unsatisfactory, Basic, Proficient, and Distinguished. This has not been done yet; it is a new report. With the change in personnel for the FY 2014 school term, no teachers were non-renewed or placed upon improvement.

1. Teacher Attendance Rate	326 absences with approx. 20 staff / averages about 16.3 days per teacher.			

School AYP Data: The following information provides specific data and data analysis regarding the achievement of students from Quincy:

Table 1: AYP/QPA Accountability - Quincy (2009-2013)

Accountability Measure	Status				
	2009	**2010**	**2011**	**2012**	**2013**
QPA	Accredited	Accredited	Accredited	Accredited	Accredited
AYP	Not on Improvement	Not on Improvement	Not on Improvement	On Improvement	N/A

- The QPA status for Quincy for the 2012-2013 school year is Accredited.

Table 2: AYP Summary - Quincy (2008-2012)

Area	Met Criteria					# Years Met Criteria
	2008	**2009**	**2010**	**2011**	**2012**	
Reading	No	Yes	No	No	Yes	2 / 5
Math	Yes	Yes	No	No	Yes	3 / 5
Other Measures	Yes	Yes	Yes	Yes	Yes	5 / 5
AYP	No	Yes	No	No	Yes	2 / 5

- Quincy attained AYP in 2012; Quincy met criteria for all areas; Quincy has attained AYP two out of the past five years.

Table 3: QPA Summary - Quincy (2008-2012)

Area	Met Criteria					# Years Met Criteria
	2008	**2009**	**2010**	**2011**	**2012**	
Science	Yes	Yes	Yes	Yes	Yes	5 / 5
History/Gov.	Yes				Yes	2 / 2
Writing		Yes				1 / 1

- Quincy met criteria in Science five out of five years, met criteria in History/Government two out of two years and met criteria in writing one out of one year.

Table 4: Subgroups Meeting AYP Criteria in Reading (2008-2012)

Group	2008	2009	2010	2011	2012	# Years Meeting Criteria
ALL	No	Yes	No	No	Yes 7	2 / 5
F/R Lunch	No	Yes *	No	No	Yes 7	2 / 5
ELL			No	Yes 7	Yes 6	2 / 3
SPED						
Afr. Amer.						
Amer. Indian						
Asian						
Hawaiian						
Hispanic			No	Yes 7	Yes 6	2 / 3
Multi-Racial						
White	No	Yes	Yes *	No	Yes 7	3 / 5
# Groups	**0/3**	**3/3**	**1/5**	**2/5**	**5/5**	

7

Meeting Criteria						

Yes* = group met the criteria via the Confidence Interval; Yes 6 or Yes 7 = group met the criteria via Safe Harbor; Blank cells = fewer than 30 students in the subgroup; The number of subgroups meeting criteria has increased from two subgroups in 2011 to five subgroups in 2012; Five subgroups (All Students, Free and Reduced Lunch, ELL Students, Hispanic, White) met the AYP Reading criteria in 2012.

Table 5: Subgroups Meeting AYP Criteria in Math (2008-2012)

Group	2008	2009	2010	2011	2012	# Years Meeting Criteria
ALL	Yes *	Yes *	Yes 6	No	Yes 7	4 / 5
F/R Lunch	Yes *	Yes 7	Yes 6	No	Yes 7	4 / 5
ELL			No	Yes 7	Yes 7	2 / 3
SPED						
Afr. Amer.						
Amer. Indian						
Asian						
Hawaiian						
Hispanic			No	Yes 7	Yes 6	2 / 3
Multi-Racial						
White	Yes	Yes *	Yes *	No	Yes *	4 / 5
# Groups Meeting Criteria	**3/3**	**3/3**	**3/5**	**2/5**	**5/5**	

Yes* = group met the criteria via the Confidence Interval; Yes 6 or Yes 7 = group met the criteria via Safe Harbor; Blank cells = fewer than 30 students in the subgroup; The number of subgroups meeting criteria has increased from two subgroups in 2011 to five subgroups in 2012; Five subgroups (All Students, Free and Reduced Lunch, ELL Students, Hispanic, White) met the AYP Math criteria in 2012.

Table 6: Subgroups Meeting QPA Criteria in Science (2008-2012)

Group	2008	2009	2010	2011	2012	# Years Meeting Criteria
ALL	Yes	Yes	Yes		Yes *	4 / 4
F/R Lunch			Yes	Yes 2	Yes *	3 / 3
ELL						
SPED						
Afr. Amer.						
Amer. Indian						
Asian						
Hawaiian						
Hispanic						
Multi-Racial						
White						
# Groups Meeting Criteria	**1/1**	**1/1**	**2/2**	**1/1**	**2/2**	

Yes* = group met the criteria via the Confidence Interval; Yes 6 or Yes 7 = group met the criteria via Safe Harbor; Blank cells = fewer than 30 students in the subgroup; The number of subgroups meeting criteria has increased from one subgroup in 2011 to two subgroups in 2012; Two subgroups (All Students, Free and Reduced Lunch) met the AYP Science criteria in 2012.

Section 3 Highlights:

- *Under the new Title I accountability system, Quincy has been identified as a Priority school.*

- *The building category for Quincy in Reading is High-Need (Level 1) and the building category for Math is High-Need (Level 1)*

- *To meet AMO 1 (Improving Achievement) for Reading, an increase of 31 API points will be needed from 450 in 2012 to 481 in 2013. To meet AMO 1 for Math, an increase of 18 API points will be needed from 488 in 2012 to 506 in 2013.*

- *AMO 2 (Student Growth) and the school's projected target cannot be calculated until all buildings in the state have completed testing in Spring 2013.*

- *To meet AMO 3 (Reducing the Gap) for Reading, the API of the lowest-performing 30% of students must increase by 57 API points from 55 in 2011 to 111 in 2012. To meet AMO 3 for Math, the API of the lowest-performing 30% of students must increase by 51 API points from 109 in 2011 to 160 in 2012.*

- *To meet AMO 4 (Reducing Non-Proficient), each subgroup must attain the percent non-proficient goal during this year in both reading and math.*

Section AMO 1 - Improving Achievement

The Improving Achievement AMO is measured using the Assessment Performance Index (API) score, which is based on students' performance levels on the state assessments. Each performance level is assigned a point value. These points are summed and then divided by the total number of tests completed. A school must increase its API score by a prescribed amount each year in order to meet the Achievement AMO. The amount of improvement prescribed is based on the school's level, where schools with lower API scores are expected to make larger increases than schools with higher API scores.

Schools are placed in one of four categories based on their API score and their percent of students not proficient. The four categories are High-Need (Level 1), Implementing (Level 2), Transitioning (Level 3), and Modeling (Level 4).

Table 7: AMO 1 Improving Achievement - Quincy

Group	API Score					Change 08-12	Change 11-12
	2008	2009	2010	2011	2012		
Reading API - School	430	562	422	421	450	+20	+29
Reading API - District	545	551	556	560	529	-16	-31
Math API - School	493	503	457	442	488	-5	+47
Math API - District	534	529	544	549	534	0	-15

- The building category for Reading is High-Need (Level 1); The building category for Math is High-Need (Level 1); The API for Reading in 2012 was 450. This was an increase of 20 from 2008; The API for Math in 2012 was 488. This was a decrease of 5 from 2008; An increase of 31 API points in Reading will be needed to meet AMO 1. To meet this goal, the minimum API for Reading will need to be 481 in 2013; An increase of 18 API points in Math will be needed to meet AMO 1. To meet this goal, the minimum API for Math will need to be 506 in 2013.

The Reducing the Gap AMO focuses attention on the difference between the lowest performing students in a school and state benchmarks. To meet the Gap AMO, Quincy must decrease (in annual increments) half the gap distance between the lowest performing 30% of students and a state benchmark that represents the top performing 30% of schools in the state over six years. The top 30% of schools is defined as the

API score for the building at the 70th percentile. In 2012, the benchmark for Reading was 734 and for Math it was 719.

Table 8: AMO 3 Reducing the Gap - Quincy

Group	API of Lowest 30%							Change per year needed
	2011	2012	2013	2014	2015	2016	2017	
Reading API of lowest 30%	55	109						
Reading API Goal for lowest 30%	NA	111	168	225	281	338	394	57
Math API of lowest 30%	109	141						
Math API Goal for lowest 30%	NA	160	211	262	313	363	414	51

- The Reading API for the lowest-performing 30% of students in 2012 was 109. To meet the Gap Reduction AMO this year, the API of the lowest-performing 30% of students must increase from 109 in 2012 to 168 in 2013; The Math API for the lowest-performing 30% of students in 2012 was 141. To meet the Gap Reduction AMO this year, the API of the lowest-performing 30% of students must increase from 141 in 2012 to 211 in 2013.

Section AMO 4 - Reducing Non-Proficient Students

To meet the Reducing the Non-Proficient AMO, Quincy must reduce the percentage of non-proficient students in half by annual increments over six years.

Table 9: AMO 4 Reducing Non-Proficient - Quincy

Group	Reading			Math		
	2011 % Non-Prof	2012 % Non-Prof	2013 % Non-Prof Goal	2011 % Non-Prof	2012 % Non-Prof	2013 % Non-Prof Goal
ALL	47.7	41.9	39.8	41.1	31.4	34.3
F/R Lunch	49.0	42.0	40.8	42.0	32.0	35.0
ELL	59.0	54.8	49.2	43.6	35.7	36.3
SPED						
Afr. Amer.						
Amer. Indian						
Asian						
Hawaiian						
Hispanic	52.1	49.1	43.4	39.6	35.8	33.0
Multi-Racial						
White	51.2	35.0	42.7	44.2	22.5	36.8

- The goal for AMO 4 is calculated based on the percent of students demonstrating non-proficient during the 2011 assessment period; To meet AMO 4, each subgroup must attain the percent non-proficient goal during this year in both reading and math.

Section 4 Highlights:

- *58.6% of Quincy students scored proficient in Reading in 2012. This was 29.2% below the annual target of 87.8%. 26.5% of students were in the Exceeds Standard and Exemplary levels in Reading in 2012. This was a decrease from 4.2% from 2008. The percentage of All Students scoring proficient in Reading changed from 54.7% in 2008 to 58.6% in 2012. This was an increase of 3.9%. The following*

grades have seen an increase in Scantron median percentile rank from fall 2010: 3rd. 19.0% of students at Quincy were at or above the 50th percentile on the Scantron Performance Assessment in 2012. This is 15.5% below the district (34.4%).

Section KS Reading Assessment Results by Grade and Indicator:

This section details KS Reading assessment results for each grade level and by tested indicator. Grade level trends in percent proficient are shown for the past five years. Student scores on the KS Reading assessment are categorized into five performance levels : 1. Academic Warning, 2. Approaches Standard, 3. Meets Standard, 4. Exceeds Standard, and 5. Exemplary. The percentage of students in each performance level is detailed for the past five years for each grade level.

Section Highlights:

- *5th grade (63.3%) had the highest percentage of students scoring proficient in 2012 while 4th grade (56.4%) had the lowest percentage of students scoring proficient. The All Students group has increased the percentage of students scoring proficient in Reading 2 out of 4 times from 2008 to 2012. 26.5% of students were in the Exceeds Standard and Exemplary levels in Reading in 2012. This was a decrease from 4.2% from 2008.*

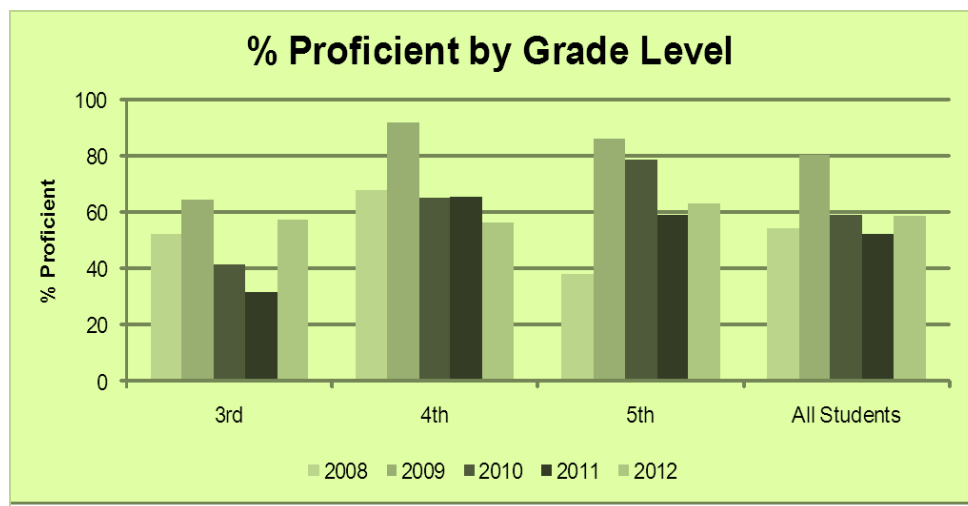**Graph 1: KS Reading Assessment - Quincy**

Table 10: KS Reading Assessment by Grade Level (2008-2012)

Grade	% Proficient in Reading					Change 2008-2012
	2008	**2009**	**2010**	**2011**	**2012**	
3rd	52.2	64.5	41.7	31.4	57.1	+4.9
4th	67.7	92.0	64.7	65.7	56.4	-11.3
5th	38.1	86.2	78.3	59.4	63.3	+25.2
All Students	**54.7**	**80.0**	**59.1**	**52.3**	**58.6**	**+3.9**

- 5th grade (63.3%) had the highest percentage of students scoring proficient in 2012 while 4th grade (56.4%) had the lowest percentage of students scoring proficient; 5th grade (25.2%) had the largest increase from 2008 to 2012. 4th grade (-11.3%) had the largest decrease from 2008 to 2012; From 2008 to 2012, the following grades have had an increase in the percentage of students scoring proficient: 3rd, 5th; From 2008 to 2012, the following grade has had a decrease in the percentage of students scoring proficient: 4th.

Table 11: KS Reading - Yearly Changes in % Proficient by Grade (2008-2012)

Grade	Change in % Proficient				
	08 - 09	**09 - 10**	**10 - 11**	**11 - 12**	**08 - 12**
3rd	+12.3	-22.8	-10.3	+25.7	+4.9
4th	+24.3	-27.3	+1.0	-9.3	-11.3
5th	+48.1	-7.9	-18.9	+3.9	+25.2
All Students	**+25.3**	**-20.9**	**-6.8**	**+6.3**	**+3.9**

- 3rd grade has increased the percentage of students scoring proficient in Reading 2 out of 4 times from 2008 to 2012. Fourth grade has increased the percentage of students scoring proficient in Reading 2 out of 4 times from 2008 to 2012; Fifth grade has increased the percentage of students scoring proficient in Reading 2 out of 4 times from 2008 to 2012; and, The All Students group has increased the percentage of students scoring proficient in Reading 2 out of 4 times from 2008 to 2012.

Table 12: Kansas Reading Assessment by Performance Level - Grade 3 (2008-2012)

Performance Level	% of Students in Each Level					Change 2008-2012
	2008	**2009**	**2010**	**2011**	**2012**	
Academic Warning	30.4	9.7	30.6	48.6	8.6	-21.8
Approaches Standard	17.4	25.8	27.8	20.0	34.3	+16.9
Meets Standard	34.8	35.5	16.7	11.4	31.4	-3.4
Exceeds Standard	13.0	16.0	25.0	14.0	8.0	-5.0
Exemplary	4.3	12.9	0.0	5.7	17.1	+12.8
Meets Standard or Above	**52.2**	**64.5**	**41.7**	**31.4**	**57.1**	**+4.9**

- 57.1% of 3rd grade students were proficient in Reading in 2012. This was an increase of 4.9% from 2008; 25.1% of students were in the Exceeds Standard and Exemplary levels in Reading in 2012. This was an increase of 7.8% from 2008; 8.6% of students were in the Academic Warning category in Reading in 2012. This was a decrease of 21.8% from 2008.

Table 13: Kansas Reading Assessment by Performance Level - Grade 4 (2008-2012)

Performance Level	% of Students in Each Level					Change 2008-2012
	2008	**2009**	**2010**	**2011**	**2012**	
Academic Warning	9.7	8.0	20.6	5.7	30.8	+21.1
Approaches Standard	22.6	0.0	14.7	28.6	12.8	-9.8
Meets Standard	25.8	32.0	38.2	40.0	25.6	-0.2
Exceeds Standard	29.0	44.0	23.0	11.0	20.0	-9.0
Exemplary	12.9	16.0	2.9	14.3	10.2	-2.7
Meets Standard or Above	**67.7**	**92.0**	**64.7**	**65.7**	**56.4**	**-11.3**

- 56.4% of 4th grade students were proficient in Reading in 2012. This was a decrease of 11.3% from 2008; 30.2% of students were in the Exceeds Standard and Exemplary levels in Reading in 2012. This was a decrease from 11.7% from 2008; 30.8% of students were in the Academic Warning category in Reading in 2012. This was an increase of 21.1% from 2008.

Table 14: Kansas Reading Assessment by Performance Level - Grade 5 (2008-2012)

Performance Level	% of Students in Each Level					Change 2008-2012
	2008	2009	2010	2011	2012	
Academic Warning	38.1	6.9	13.0	16.2	6.7	-31.4
Approaches Standard	23.8	6.9	8.7	24.3	30.0	+6.2
Meets Standard	9.5	55.2	43.5	24.3	40.0	+30.5
Exceeds Standard	14.0	17.0	21.0	18.0	13.0	-1.0
Exemplary	14.3	13.8	13.0	16.2	10.0	-4.3
Meets Standard or Above	**38.1**	**86.2**	**78.3**	**59.4**	**63.3**	**+25.2**

- 63.3% of 5th grade students were proficient in Reading in 2012. This was an increase of 25.2% from 2008; 23% of students were in the Exceeds Standard and Exemplary levels in Reading in 2012. This was a decrease from 5.3% from 2008; 6.7% of students were in the Academic Warning category in Reading in 2012. This was a decrease of 31.4% from 2008.

Table 15: KS Reading Assessment By Performance Level - All Students (2008-2012)

Performance Level	% of Students in Each Level					Change 2008-2012
	2008	2009	2010	2011	2012	
Academic Warning	24.0	8.2	22.6	23.4	16.3	-7.7
Approaches Standard	21.3	11.8	18.3	24.3	25.0	+3.7
Meets Standard	24.0	41.2	31.2	25.2	31.7	+7.7
Exceeds Standard	20.0	24.0	23.0	15.0	14.0	-6.0
Exemplary	10.7	14.1	4.3	12.1	12.5	+1.8
Meets Standard or Above	**54.7**	**80.0**	**59.1**	**52.3**	**58.6**	**+3.9**

- 58.6% of all students were proficient in Reading in 2012. This was an increase of 3.9% from 2008; 26.5% of students were in the Exceeds Standard and Exemplary levels in Reading in 2012. This was a decrease from 4.2% from 2008; 16.3% of students were in the Academic Warning category in Reading in 2012. This was a decrease of 7.7% from 2008.

Table 16: KS Reading Results by Indicator - 3rd Grade (2008-2012)

Year	1.3.2	1.3.5	1.4.2	1.4.5	1.4.6	1.4.8	1.4.9	1.4.10	1.4.11	2.1.1	2.1.2
2008	72.6	62.7	57.1	64.3	67.5	65.1	55.6	46.4	54.8	66.7	65.1
2009	75.0	65.1	72.7	62.0	74.7	70.3	58.9	52.3	54.2	72.4	70.3
2010	56.1	59.0	60.8	60.4		54.5	59.0	45.3	56.8	74.3	66.2
2011	68.0	63.8	56.0	56.7		56.8	54.9	42.3	57.8	63.8	69.5
2012	56.7	85.0	70.7	77.6		71.1	60.4	66.3	76.0	74.8	0.0
2012 District Avg.	**59.7**	**77.5**	**72.6**	**75.0**		**69.2**	**72.3**	**61.8**	**70.5**	**81.5**	**79.4**
2012 State Avg.	**71.8**	**84.0**	**81.1**	**84.2**		**77.7**	**81.3**	**71.9**	**82.1**	**89.2**	**86.3**

Note: The cells shaded in blue are above the cut score for Meets Standard (67% correct); Note: Indicator 1.4.6. was not assessed after 2009. The indicators in 2012 with the highest % correct were 1.3.5 (Word

structure), 1.4.5 (Inferences and conclusions), 1.4.11 (Topic, main idea, details); The indicators in 2012 with the lowest % correct were 1.3.2 (Context clues), 1.4.9 (Cause/Effect), 2.1.2 (Setting); In 2012, 6 out of 10 indicators were above the cut score for Meets Standard.

Table 17: KS Reading Results by Indicator - 4th Grade (2008-2012)

Year	1.3.1	1.3.4	1.4.2	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	4.10	4.11	4.14	2.1.1	2.1.2	2.1.3
2008	85.0	85.0	82.5	82.2	56.7	65.6	83.9	74.2	81.7	68.3	73.3	85.0	86.7	75.0
2009	77.0	84.0	82.0	77.3	67.0	75.3	75.3	66.0	74.7	75.0	76.0	78.0	82.0	66.7
2010	81.4	78.1	77.1	72.4		69.5	72.9	61.4	74.8	77.1	64.3	74.8	77.6	66.7
2011	71.9	85.9	86.5	64.7		71.0	73.5	64.9	77.1	69.0	75.9	75.9	83.8	73.9
2012	71.5	83.8	68.8	62.5		61.6	58.3	70.8	72.9	64.6	64.8	70.8	67.6	0.0
2012 District Avg.	80.5	88.4	78.7	74.7		69.6	68.7	65.1	77.5	79.8	72.6	70.9	76.8	70.4
2012 State Avg.	89.8	93.3	87.3	81.3		79.8	81.2	74.7	85.0	87.4	83.7	79.3	82.7	79.4

Note: The cells shaded in blue are above the cut score for Meets Standard (68% correct); Note: Indicator 1.4.6. was not assessed after 2009; The indicators in 2012 with the highest % correct were 1.3.1 (Context clues), 1.3.4 (Word Structure), 1.4.10 (Topic, main idea, details); The indicators in 2012 with the lowest % correct were 1.4.7 (Compare/Contrast), 1.4.8 (Cause/Effect), 2.1.3 (Major conflict); In 2012, 6 out of 13 indicators were above the cut score for Meets Standard.

Table 18: KS Reading Results by Indicator - 5th Grade (2008-2012)

Year	1.3.1	1.3.4	1.4.2	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	4.10	4.11	4.15	2.1.1	2.1.2	2.1.3
2008	68.5	73.9	57.6	57.2	43.3	64.5	64.5	62.0	63.0	62.0	54.3	72.4	57.2	52.2
2009	80.6	82.1	77.8	74.7	48.7	79.0	77.8	75.9	80.9	68.5	70.4	84.6	67.9	58.0
2010	81.5	86.2	80.4	63.8		82.6	76.1	69.6	81.1	67.4	76.1	87.0	64.5	60.1
2011	85.7	84.0	78.5	68.8		78.8	74.4	71.2	82.2	68.7	61.5	75.1	78.3	62.4
2012	71.8	89.8	85.5	57.5		72.0	60.5	76.9	66.9	75.8	79.0	61.3	60.8	0.0
2012 Dis. Avg.	80.8	86.8	83.4	65.7		86.3	78.4	69.5	78.2	70.1	72.2	84.5	70.8	61.4
2012 State Avg.	87.1	90.6	87.8	75.8		91.4	86.1	75.9	86.0	77.1	81.4	90.0	75.0	69.2

Note: The cells shaded in blue are above the cut score for Meets Standard (68% correct); Note: Indicator 1.4.6. was not assessed after 2009; The indicators in 2012 with the highest % correct were 1.3.4 (Word Structure), 1.4.2 (Text features), 1.4.15 (Fact /opinion); The indicators in 2012 with the lowest % correct were 1.4.5 (Inferences and conclusions), 1.4.8 (Cause/Effect), 2.1.3 (Major conflict); In 2012, 7 out of 13 indicators were above the cut score for Meets Standard.

Section Local District Reading Assessments:

This section provides a summary of the local district Reading assessments. This section details the results for DIBELS Oral Reading Fluency and Scantron Performance assessments. The results are detailed by grade and comparisons to the district averages are available.

Section Highlights:

- *19.0% of students at Quincy were at or above the 50th percentile on the Scantron Performance Assessment in 2012. This is 15.5% below the district (34.4%). 6.9% of students were in the above average range (>75th percentile) in 2012. This was below the district's percentage (14.6%). The following grades have seen an increase in Scantron median percentile rank from fall 2010 (3rd). 40.0% of 1st and 2nd grade students at Quincy in 2012 were at benchmark on the DIBELS ORF assessment. This was 7.1% above the district percent at benchmark (51.2%).*

Table 19: DIBELS Oral Reading Fluency

Grade	% of Tested Students Meeting Benchmark					Change 2008 to 2012
	2008	2009	2010	2011	2012	
1st	44.7%	35.7%	48.8%	27.5%	44.7%	0.0%
2nd	20.0%	29.7%	30.8%	27.8%	35.1%	+15.1%
School 1st & 2nd	32.9%	32.9%	40.0%	27.6%	40.0%	+7.1%
District 1st & 2nd	54.0%	52.0%	57.2%	61.3%	51.2%	-2.8%

- 40.0% of 1st and 2nd grade students at Quincy in 2012 were at benchmark on the DIBELS ORF assessment. This was 7.1% above the district percent at benchmark (51.2%); 44.7% of 1st grade students were at benchmark in 2012. This has remained the same since 2008; 35.1% of 2nd grade students were at benchmark in 2012. This was an increase of 15.1% since 2008.

Table 20: Scantron Performance Series by Grade by Quartile - Reading

Grade	Percentile Rank Range							
	2011				2012			
	1st to 25th	25th to 49th	50th to 76th	75th to 99th	1st to 25th	25th to 49th	50th to 76th	75th to 99th
3rd	63.9%	19.4%	11.1%	5.6%	60.5%	25.0%	11.8%	2.6%
4th	60.0%	20.0%	15.0%	5.0%	63.9%	18.1%	12.0%	6.0%
5th	38.5%	30.8%	17.9%	12.8%	52.1%	23.3%	12.3%	12.3%
All Grades	53.9%	23.5%	14.8%	7.8%	59.1%	22.0%	12.1%	6.9%
District Elem.	37.8%	27.3%	20.2%	14.7%	38.4%	27.2%	19.9%	14.6%

- 19.0% of students at Quincy were at or above the 50th percentile on the Scantron Performance Assessment in 2012. This is 15.5% below the district (34.4%); 6.9% of students were in the above average range (>75th percentile) in 2012. This was below the district's percentage (14.6%); 59.1% of students were in the below average range (<25th percentile) in 2012. This was above the district's percentage (38.4%); 34.1% of students were in the average range (25th to 75th percentile) in 2012. This was below the district's percentage (47.1%).

Table 21: Scantron Performance Series Median Percentile Rank by Grade - Reading

Grade	Fall 2010	Fall 2011	Change 10 to 11
3rd	17	20	+3
4th	20	15	-5
5th	29	20	-9

- The following grades have seen an increase in Scantron median percentile rank from fall 2010 (3rd); 3rd grade (20) had the highest median percentile rank while 4th grade (15) had the lowest median percentile rank.

Section Math Results: Section Highlights:

- *69.2% of Quincy students scored proficient in Math in 2012. This was 17.5% below the annual target of 86.7%. 32.7% of students were in the Exceeds Standard and Exemplary levels in Math in 2012. This was a decrease from 2.8% from 2008. The percentage of All Students scoring proficient in Math changed*

from 63.2% in 2008 to 69.2% in 2012. This was an increase of 6.0%. White (77.5%) was the highest performing AYP subgroup in 2012 for Math and SPED (51.8%) the lowest performing AYP subgroup. 28.0% of students were at or above the 50th percentile on the Scantron Performance Assessment in 2012. This is 12.8% below the district (40.9%).

Section KS Math Assessment Results by Subgroup: Section Highlights:

- *The percentage of All Students scoring proficient in Math increased by 10.3% from 2011.   No subgroups met or exceeded the annual target in Math in 2012. White (77.5%) was the highest performing AYP subgroup in 2012 for Math and SPED (51.8%) the lowest performing AYP subgroup.*

Table 22: Kansas Math Assessment by Subgroup (2008-2012)

Group	% Scoring Proficient in Math					Change 2008-2012
	2008	**2009**	**2010**	**2011**	**2012**	
Annual Target	**73.4**	**77.8**	**82.3**	**86.7**	**86.7**	+13.3
ALL	63.2	68.2	68.8	58.9	69.2	+6.0
F/R Lunch	62.9	67.1	65.5	58.0	68.7	+5.8
ELL			50.0	56.4	65.8	
SPED					51.8	
Afr. Amer.						
Amer. Indian						
Asian						
Hawaiian						
Hispanic		65.5	55.8	60.4	65.4	
Multi-Racial						
White	75.0	71.1	76.7	55.8	77.5	+2.5
Female	65.9	64.4	66.7	63.0	66.0	+0.1
Full Price						
Gen. Ed.	82.9	73.5	78.0	67.9	79.1	-3.8
Gifted						
Male	60.0	72.5	71.8	54.7	72.2	+12.2
# Groups at or Above the Annual Target	2/6	0/7	0/8	0/8	0/9	

Note: Subgroups containing 30 or more students are reported; Cells shaded blue indicate the group scored at or above the annual target; Note: Subgroups in italics are reported for AYP calculations; 69.2% of Quincy students scored proficient in Math in 2012. This was 17.5% below the annual target of 86.7%; The percentage of All Students scoring proficient in Math increased by 10.3% from 2011; No subgroups met or exceeded the annual target in Math in 2012; White (77.5%) was the highest performing AYP subgroup in 2012 for Math and SPED (51.8%) the lowest performing AYP subgroup; Gen. Ed. (79.1%) was the highest performing subgroup (including non-AYP subgroups) in 2012 for Math and SPED (51.8%) was the lowest performing subgroup; Since 2008, the subgroup with the largest increase in the percent of students scoring proficient in Math was Male (12.2%); Since 2008, the subgroup with the largest decrease in the percent of students scoring proficient in Math was Gen. Ed. (-3.8%); Since 2008, the following subgroups have seen an increase in the percentage of students scoring proficient in Math: ALL, F/R Lunch, White, Female, Male; Since 2008, the following subgroups have seen a decrease in the percentage of students scoring proficient in Math: Gen. Ed.

Section KS Math Assessment Results by Grade and Indicator: Section Highlights:

- *5th grade (86.7%) had the highest percentage of students scoring proficient in 2012 while 4th grade (61.5%) had the lowest percentage of students scoring proficient. The All Students group has increased the percentage of students scoring proficient in Math 3 out of 4 times from 2008 to 2012. 32.7% of*

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students were in the Exceeds Standard and Exemplary levels in Math in 2012. This was a decrease from 2.8% from 2008

Graph 2: KS Math Assessment (2008-2012)
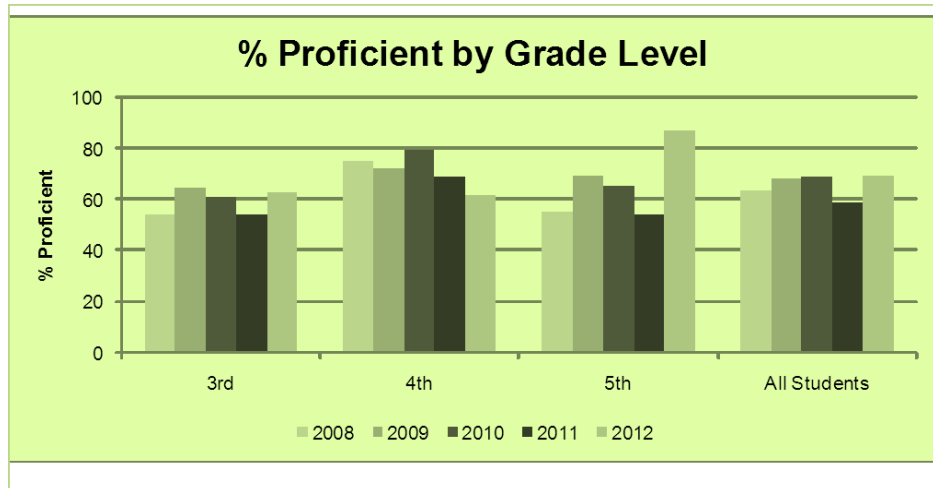
Group	% Meeting Standard or Above					Change 2008-2012
	2008	2009	2010	2011	2012	
3rd	54.2	64.5	61.1	54.3	62.8	+8.6
4th	75.0	72.0	79.4	68.6	61.5	-13.5
5th	55.0	69.0	65.2	54.0	86.7	+31.7
All Students	**63.2**	**68.2**	**68.8**	**58.9**	**69.2**	**+6.0**

- 5th grade (86.7%) had the highest percentage of students scoring proficient in 2012 while 4th grade (61.5%) had the lowest percentage of students scoring proficient; 5th grade (31.7%) had the largest increase from 2008 to 2012. 4th grade (-13.5%) had the largest decrease from 2008 to 2012; From 2008 to 2012, the following grades have had an increase in the percentage of students scoring proficient: 3rd, 5th; From 2008 to 2012, the following grade has had a decrease in the percentage of students scoring proficient: 4th.

Table 24: KS Math - Yearly Changes in % Proficient by Grade (2008-2012)

Grade	Change in % Proficient				
	08 - 09	09 - 10	10 - 11	11 - 12	08 - 12
3rd	+10.3	-3.4	-6.8	+8.5	+8.6
4th	-3.0	+7.4	-10.8	-7.1	-13.5
5th	+14.0	-3.8	-11.2	+32.7	+31.7
All Students	**+5.0**	**+0.6**	**-9.9**	**+10.3**	**+6.0**

- 3rd grade has increased the percentage of students scoring proficient in Math 2 out of 4 times from 2008 to 2012; 4th grade has increased the percentage of students scoring proficient in Math 1 out of 4 times from 2008 to 2012; 5th grade has increased the percentage of students scoring proficient in Math 2 out of 4 times from 2008 to 2012; The All Students group has increased the percentage of students scoring proficient in Math 3 out of 4 times from 2008 to 2012.

Table 25: Kansas Math Assessment by Performance Level - Grade 3 (2008-2012)

Performance Level	% of Students in Each Level					Change 2008-2012
	2008	2009	2010	2011	2012	
Warning	33.3	12.9	25.0	25.7	14.3	-19.0
Approaches	12.5	22.6	13.9	20.0	22.8	+10.3
Meets	20.8	48.4	33.3	37.1	28.6	+7.8
Exceeds	29.0	12.0	22.0	17.0	25.0	-4.0
Exemplary	4.2	3.2	5.6	0.0	8.6	+4.4
Meets Standard or Above	**54.2**	**64.5**	**61.1**	**54.3**	**62.8**	**+8.6**

- 62.8% of 3rd grade students were proficient in Math in 2012. This was an increase of 8.6% from 2008; 33.6% of students were in the Exceeds Standard and Exemplary levels in Math in 2012. This was an increase of 0.4% from 2008; 14.3% of students were in the Academic Warning category in Math in 2012. This was a decrease of 19.0% from 2008.

Table 26: Kansas Math Assessment by Performance Level - Grade 4 (2008-2012)

Performance Level	% of Students in Each Level					Change 2008-2012
	2008	2009	2010	2011	2012	
Warning	3.1	16.0	11.8	8.6	17.9	+14.8
Approaches	21.9	12.0	8.8	22.8	20.5	-1.4
Meets	34.4	28.0	44.1	34.3	25.6	-8.8
Exceeds	18.0	20.0	26.0	20.0	28.0	+10.0
Exemplary	21.9	24.0	8.8	14.3	7.7	-14.2
Meets Standard or Above	**75.0**	**72.0**	**79.4**	**68.6**	**61.5**	**-13.5**

- 61.5% of 4th grade students were proficient in Math in 2012. This was a decrease of 13.5% from 2008; 35.7% of students were in the Exceeds Standard and Exemplary levels in Math in 2012. This was a decrease from 4.2% from 2008; 17.9% of students were in the Academic Warning category in Math in 2012. This was an increase of 14.8% from 2008.

Table 27: Kansas Math Assessment by Performance Level - Grade 5 (2008-2012)

Performance Level	% of Students in Each Level					Change 2008-2012
	2008	2009	2010	2011	2012	
Warning	15.0	6.9	26.1	16.2	6.7	-8.3
Approaches	30.0	24.1	8.7	29.7	6.7	-23.3
Meets	25.0	34.5	47.8	24.3	60.0	+35.0
Exceeds	15.0	17.0	13.0	21.0	20.0	+5.0
Exemplary	15.0	17.2	4.3	8.1	6.7	-8.3
Meets Standard or Above	**55.0**	**69.0**	**65.2**	**54.0**	**86.7**	**+31.7**

- 86.7% of 5th grade students were proficient in Math in 2012. This was an increase of 31.7% from 2008; 26.7% of students were in the Exceeds Standard and Exemplary levels in Math in 2012. This was

a decrease from 3.3% from 2008; 6.7% of students were in the Academic Warning category in Math in 2012. This was a decrease of 8.3% from 2008.

Table 28: Kansas Math Assessment by Performance Level - All Students (2008-2012)

Performance Level	% of Students in Each Level					Change 2008-2012
	2008	**2009**	**2010**	**2011**	**2012**	
Warning	15.8	11.8	20.4	16.8	13.5	-2.3
Approaches	21.0	20.0	10.8	24.3	17.3	-3.7
Meets	27.6	37.6	40.9	31.8	36.5	+8.9
Exceeds	21.0	16.0	21.0	19.0	25.0	+4.0
Exemplary	14.5	14.1	6.4	7.5	7.7	-6.8
Meets Standard or Above	**63.2**	**68.2**	**68.8**	**58.9**	**69.2**	**+6.0**

- 69.2% of all students were proficient in Math in 2012. This was an increase of 6.0% from 2008; 32.7% of students were in the Exceeds Standard and Exemplary levels in Math in 2012; This was a decrease from 2.8% from 2008; 13.5% of students were in the Academic Warning category in Math in 2012. This was a decrease of 2.3% from 2008.

Table 29: KS Math Results by Indicator - Grade 3 (2008-2012)

Year	1.1.K2	1.1.K3	1.1.K4	1.4.A1	1.4.K7	2.1.A2	2.3.K3	3.1.K4	3.2.A1	3.2.K2	4.1.K2	4.2.K3
2008	65.3	73.4	67.7	47.6	80.2	84.7	67.4	91.7	53.9	67.7	76.7	76.0
2009	66.7	76.6	71.9	53.1	75.8	88.0	82.3	90.0	58.6	68.0	68.8	68.0
2010	63.0	70.5	68.8	50.8	82.6	84.3	73.1	85.0	58.3	70.8	66.7	64.2
2011	61.3	73.2	64.0	43.7	79.4	83.8	76.0	81.8	56.7	57.9	66.5	61.8
2012	78.3	82.4	73.1	60.8	77.5	87.5	82.6	90.1	67.3	70.0	70.4	79.0
2012 District Avg.	**77.3**	**79.8**	**74.7**	**62.8**	**81.3**	**86.8**	**82.2**	**87.7**	**66.2**	**73**	**76.8**	**83.1**
2012 State Avg.	**86.4**	**86.5**	**83.5**	**78.9**	**87.7**	**91.9**	**88.7**	**93.2**	**78.4**	**80.9**	**88.2**	**88.9**

Note: The cells shaded in blue are above the cut score for Meets Standard (70% correct): The indicators in 2012 with the highest % correct were 2.1.A2 (Multiple represent of pattern), 2.3.K3 (State rules for numerical patterns (+ -)), 3.1.K4 (Recognize/describes shapes); The indicators in 2012 with the lowest % correct were 1.4.A1 (One-step + - word problems), 3.2.A1 (Solve problems with measurements), 3.2.K2 (Tells time to the minute); In 2012, 10 out of 12 indicators were above the cut score for Meets Standard.

Table 30: KS Math Results by Indicator - Grade 4 (2008-2012)

Year	1.2.K1	1.2.K5	1.4.A1	1.4.K6	2.2.K2	2.3.A1	2.3.K2	3.1.A2	3.2.A2	3.2.K2	3.3.K2	3.4.K3	4.2.A2	4.2.K1
2008	84.8	82.6	74.6	84.4	84.2	70.9	74.2	91.7	52.0	73.9	72.0	82.6	73.9	67.7
2009	81.4	75.9	61.6	73.5	82.1	72.1	75.0	87.5	48.2	72.3	75.0	73.2	70.7	61.9
2010	80.0	72.8	59.9	79.0	85.9	67.1	75.0	78.7	48.5	74.6	72.1	85.3	67.6	71.1
2011	75.3	73.5	75.7	83.2	83.5	61.1	73.1	89.0	65.4	79.8	79.6	83.1	65.3	73.0
2012	74.9	68.6	59.5	73.2	82.6	60.8	66.7	72.4	60.3	72.8	72.4	80.8	65.9	58.5
2012 District Avg.	**73.2**	**69.8**	**58.6**	**74.8**	**82.4**	**59.6**	**69.6**	**82.5**	**59.6**	**72.9**	**75.8**	**85.1**	**71.9**	**67**
2012 State Avg.	**81.1**	**79.3**	**72.4**	**82.4**	**87.4**	**65.3**	**78.3**	**89.3**	**71.1**	**80.7**	**82.3**	**90**	**80.5**	**78.3**

Note: The cells shaded in blue are above the cut score for Meets Standard (63% correct); The indicators in 2012 with the highest % correct were 1.2.K1 (Numbers as numerals, words, expanded notation), 2.2.K2 (Solve 1 step equations with 1 variable), 3.4.K3 (Plot ordered pairs-1st quadrant); The indicators in 2012 with the lowest % correct were 1.4.A1 (1 and 2 step problems), 3.2.A2 (Reasonableness of measurements), 4.2.K1 (read/use data displays-graphs/tables/diagrams); In 2012, 10 out of 14 indicators were above the cut score for Meets Standard.

Table 31: KS Math Results by Indicator - Grade 5 (2008-2012)

Year	1.1. K1	1.3. K2	1.3. A4	1.4. A1	1.4. K4	2.2. K1	2.2. K2	2.3. K4	3.1. A1	3.1. K3	3.2. A1	3.2. K4	3.3. K3	4.2. A1	4.2. K3
2008	74.5	54.5	47.7	58.5	48.9	71.6	69.3	95.5	81.8	53.4	48.7	54.8	70.5	63.6	82.4
2009	78.7	55.0	56.7	60.8	46.7	62.5	74.2	80.0	81.7	67.5	62.8	69.2	68.3	65.3	80.0
2010	80.9	54.3	51.1	53.3	51.1	55.4	77.2	87.0	88.0	54.3	45.4	56.5	58.7	59.1	73.4
2011	72.6	57.9	54.4	53.9	49.3	61.1	75.7	83.6	77.9	65.0	56.7	47.1	60.0	68.6	77.9
2012	77.2	64.8	57.0	65.8	60.2	58.6	88.3	87.5	87.5	78.1	63.4	64.8	50.8	63.6	54.2
2012 District Avg.	71.1	67.5	62.6	75.2	71.1	71.9	88.3	82.1	88.5	82.3	69.4	80.4	68.7	78.3	83.9
2012 State Avg.	75.7	67.5	62.6	75.2	71.1	71.9	88.3	82.1	88.5	82.3	69.4	80.4	68.7	78.3	83.9

Note: The cells shaded in blue are above the cut score for Meets Standard (62% correct); The indicators in 2012 with the highest % correct were 2.2.K2 (Solve 1 step linear equations with 1 variable), 2.3.K4 (Plot ordered pairs-1st quadrant), 3.1.A1 (Word problems with plane figures); The indicators in 2012 with the lowest % correct were 1.3.A4 (Exact or approximate answer), 3.3.K3 (Recognize 3-D fig. from various perspectives), 4.2.K3 (Min./max./range/mode/median); In 2012, 10 out of 15 indicators were above the cut score for Meets Standard.

Section Local District Math Assessments:

This section provides a summary of the local district Math assessments. This section details the results for the Scantron Performance assessments. The results are detailed by grade and comparisons to the district averages are available.

Section Highlights:

- *28.0% of students were at or above the 50th percentile on the Scantron Performance Assessment in 2012. This is 12.8% below the district (40.9%). 10.3% of students were in the above average range (>75th percentile) in 2012. This was below the district's percentage (21.4%). The following grades have seen an increase in Scantron median percentile rank from fall 2010 (3rd). 61.2% of students met benchmark for Addition, 38.9% met benchmark for Subtraction, 0.0% met benchmark for Multiplication, 0.0% met benchmark for Division in the spring of 2012.*

Table 32: Math Fact Fluency

Grade	% of Tested Students Meeting Benchmark					Change 2007 to 2011
	2007	2008	2009	2010	2011	
1st	61.0%	68.4%	73.8%	80.0%	64.3%	+3.3%
2nd	80.0%	54.3%	63.9%	55.3%	75.0%	-5.0%
3rd	73.5%	33.3%	16.7%	22.5%	27.0%	-46.5%
4th	82.6%	56.7%	57.1%	41.0%	66.7%	-15.9%
5th	80.0%	82.6%	96.7%	78.3%	74.4%	-5.6%
All Grades	**74.1%**	**59.3%**	**61.0%**	**53.3%**	**61.7%**	**-12.4%**
District Elementary	**83.0%**	**72.4%**	**71.2%**	**70.0%**	**70.8%**	**-13.0%**

• 61.7% of students at Quincy in 2011 met the fact fluency benchmark. This was 9.2% above the district's percent meeting benchmark (70.8%); 2nd grade had the highest percent of students at benchmark (75.0%) in 2011 and 3rd grade had the lowest percent of students at benchmark (27.0%); The following grade has had an increase in the percent of students at benchmark since 2008: 1st; The following grades have had a decrease in the percent of students at benchmark since 2008: 2nd, 3rd, 4th and 5th.

Table 33 - Math Fact Fluency Results - 2011-2012

| Grade | Percent of Students Tested Meeting Benchmark | | | | | | | | | | | | | | |
| | Addition | | | Subtraction | | | Addition / Subtraction | | | Multiplication | | | Division | | |
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
1st	--	47.6	60.5	--	21.4	50.0	--	--	--	--	--	--	--	--	--
2nd	63.2	18.4	48.6	47.4	2.6	20.6	--	--	--	--	--	--	--	--	--
3rd	35.1	59.5	72.1	24.3	31.0	43.9	--	--	--	--	28.6	0.0	--	7.1	0.0
4th	--	--	--	--	--	--	11.6	28.6	--	0.0	20.4	--	0.0	10.2	--
5th	--	--	--	--	--	--	38.2	50.0	--	52.9	62.5	--	23.5	56.3	--
All Grades	44.6	42.6	61.2	32.1	18.9	38.9	23.4	37.0	--	23.4	34.1	0.0	10.4	21.1	0.0
Dist.	**50.1**	**54.9**	**68.4**	**29.6**	**28.0**	**41.0**	**35.5**	**53.0**	**--**	**22.9**	**44.9**	**13.8**	**15.1**	**25.0**	**9.5**

Note: The Fact Fluency assessments were changed in 2011-2012 school year. Rather than obtaining a single fact fluency score, fact fluency across different areas was assessed. Not all grades completed each area during the school year.

Table 34 - Math Benchmark Tests for K-2 - 2011-2012

| Grade | % Meeting Benchmark 2012 | | | Change Fall to Spring |
	Fall	Winter	Spring	
K	72.2%	66.7%	82.4%	+10.1%
1st	68.4%	40.5%	73.7%	+5.3%
2nd	51.3%	57.9%	60.0%	+8.7%
All Grades	63.7%	54.0%	72.0%	+8.2%
District	75.5%	65.1%	75.2%	-0.3%

• 72.0% of Quincy students in grades K-2 reached the benchmark for Math in the spring. This was 3.3% lower than the district average; All Grades had an increase of 8.2% from Fall to Spring.

Table 35: Scantron Performance Series by Grade by Quartile - Math

Grade	Percentile Rank Range							
	2011				2012			
	1st to 25th	25th to 49th	50th to 76th	75th to 99th	1st to 25th	25th to 49th	50th to 76th	75th to 99th
3rd	58.3%	13.9%	25.0%	2.8%	50.7%	22.7%	20.0%	6.7%
4th	50.0%	28.6%	16.7%	4.8%	56.5%	22.4%	14.1%	7.1%
5th	35.0%	27.5%	22.5%	15.0%	34.7%	27.8%	19.4%	18.1%
All Grades	47.5%	23.7%	21.2%	7.6%	47.8%	24.1%	17.7%	10.3%
District Elem.	34.4%	24.4%	19.4%	21.4%	34.7%	24.4%	19.4%	21.4%

- 28.0% of students were at or above the 50th percentile on the Scantron Performance Assessment in 2012. This is 12.8% below the district (40.9%); 10.3% of students were in the above average range (>75th percentile) in 2012. This was below the district's percentage (21.4%); 47.8% of students were in the below average range (<25th percentile) in 2012. This was above the district's percentage (34.7%); 41.8% of students were in the average range (25th to 75th percentile) in 2012. This was below the district's percentage (43.9%).

Section Writing Results:

This section summarizes the district writing assessment results. The results are presented by each writing trait as well as a composite score. Average scores by grade level and percent of students scoring in different ranges are detailed and compared to district results.

Section Highlights:

- *The writing composite score average for all students at Quincy in 2012 was 2.53. 63% of all students at Quincy scored proficient on the district writing assessment in 2012. This was an increase of 23% from 2010. For all students, Ideas was the trait with the highest average rating in 2012 while Sent. Fluency was the lowest.*

Graph 3: TPS District Writing Assessment - All Students Avg. Score by Trait
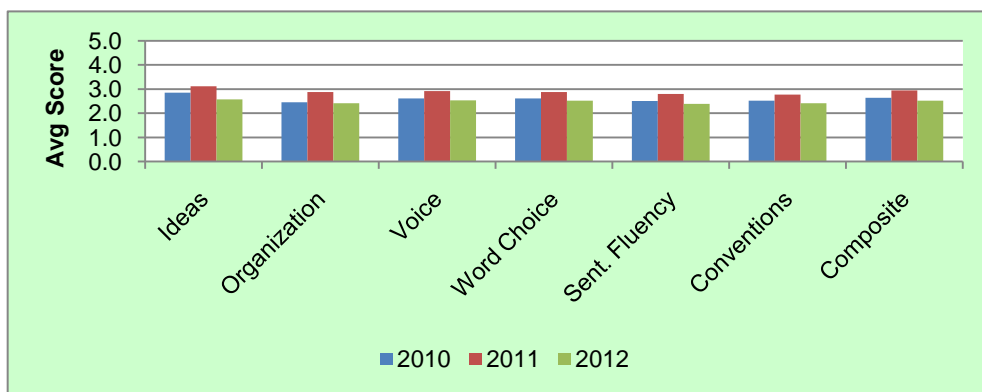
Note: The district scoring rubric changed to a four point scale in 2012 from a five point scale; therefore, data from 2012 and beyond cannot be compared to previous years.

Table 36: District Writing Assessment - Avg. Score by Trait by Grade

Grade	Six Trait Area	Average Rating		
		2010	**2011**	**2012**
1st	Ideas	2.71	2.73	2.28
	Organization	2.16	2.31	2.01
	Voice	2.25	2.29	2.22
	Word Choice	2.40	2.29	2.19
	Sent. Fluency	2.41	2.33	2.06
	Conventions	2.46	2.37	2.18
	Composite	2.40	2.44	2.18
2nd	Ideas	2.76	3.53	2.31
	Organization	2.47	3.21	2.01
	Voice	2.51	3.24	2.27
	Word Choice	2.67	3.07	2.26
	Sent. Fluency	2.56	3.10	2.16
	Conventions	2.53	3.09	2.21
	Composite	2.64	3.31	2.27
3rd	Ideas	3.13	3.22	2.61
	Organization	2.63	2.91	2.48
	Voice	2.51	3.14	2.55
	Word Choice	2.67	3.04	2.58
	Sent. Fluency	2.51	2.74	2.38
	Conventions	2.67	2.74	2.37
	Composite	2.76	3.01	2.57
4th	Ideas	2.71	3.03	2.43
	Organization	2.39	2.84	2.24
	Voice	2.72	2.89	2.43
	Word Choice	2.47	2.84	2.40
	Sent. Fluency	2.31	2.76	2.24
	Conventions	2.26	2.80	2.26
	Composite	2.54	2.92	2.39
5th	Ideas	3.06	3.16	2.75
	Organization	2.79	2.91	2.66
	Voice	3.33	3.08	2.83
	Word Choice	3.04	2.95	2.75
	Sent. Fluency	2.85	2.74	2.64
	Conventions	2.77	2.71	2.69
	Composite	3.00	2.99	2.75
All	**Ideas**	**2.85**	**3.12**	**2.58**
	Organization	**2.46**	**2.87**	**2.42**
	Voice	**2.61**	**2.92**	**2.54**
	Word Choice	**2.62**	**2.87**	**2.53**
	Sent. Fluency	**2.51**	**2.80**	**2.38**
	Conventions	**2.52**	**2.78**	**2.42**
	Composite	**2.64**	**2.95**	**2.53**

Note: The district scoring rubric changed to a four point scale in 2012 from a five point scale; therefore, data from 2012 and beyond cannot be compared to previous years; The writing composite score average for all students at Quincy in 2012 was 2.53; For all students, Ideas was the trait with the highest average rating in 2012 while Sent. Fluency was the lowest; 5th grade had the highest writing composite score in 2012 while 1st grade had the lowest writing composite score.

Graph 4: TPS District Writing Assessment - % Proficient
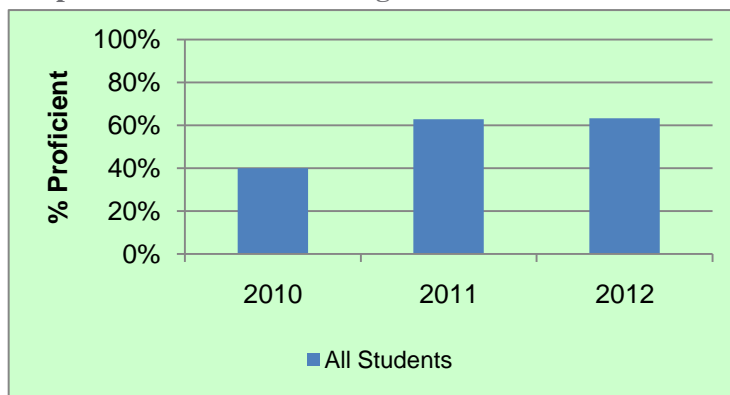
Table 37: TPS District Writing Assessment - Percent Proficient

Grade	% Proficient			Change 2010 to 2012
	2010	**2011**	**2012**	
1st	30.0%	38.5%	51.4%	+21.4%
2nd	41.0%	79.4%	50.0%	+9.0%
3rd	38.9%	67.6%	69.0%	+30.1%
4th	33.3%	67.6%	57.5%	+24.2%
5th	66.7%	60.5%	81.3%	+14.6%
All	**40.0%**	**62.7%**	**63.2%**	**+23.2%**

- 63% of all students at Quincy scored proficient on the district writing assessment in 2012. This was an increase of 23% from 2010; 5th grade had the highest percent proficient in 2012 while 2nd grade had the lowest percent proficient; All grades have seen an increase percent proficient from 2010 to 2012.

School Report Card Data: The following information and data provides detailed information regarding the current status of Quincy Elementary:

Kansas State Department of Education

Report Card 2011 - 2012

Quincy Elem   Current Accreditation Status: Accredited
1500 NE Quincy St
Topeka, KS 66608-1264

USD 501
Topeka Public Schools

ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is a method for determining if schools, districts and the state have made adequate progress in improving student achievement. AYP is based on participation and performance on state assessments, as well as attendance rates for elementary and middle schools, and, for high schools, graduation rates. For the 2011-2012 school year, this building did make AYP. More information on this building's performance on the AYP measures is provided below.

Student Group	Reading % Prof & Above Goal: 87.7%	Reading % Tested Goal: 95%	Math % Prof & Above Goal: 86.7%	Math % Tested Goal: 95%	Additional Academic Indicators Grad Rt. High Sch. Goal:80% or Improv	Additional Academic Indicators Attend Rt. Goal: 90%
All Students	58.1%	100.0%	68.6%	100.0%	N/A	95.2%
Free and Reduced Lunch	58.0%	100.0%	68.0%	100.0%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
ELL Students	45.2%	100.0%	64.3%	100.0%	N/A	N/A
African-American Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	50.9%	100.0%	64.2%	100.0%	N/A	N/A
White	65.0%	100.0%	77.5%	100.0%	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Racial	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A

Demographics

Race/Ethnicity	Bldg.	Dist.	State
African Americans	9.7%	20.5%	7.3%
Hispanics	45.1%	26.7%	17.1%
Whites	39.3%	41.6%	67.4%
Other	5.8%	11.1%	8.2%

Economically Disadvantaged Students	Bldg.	Dist.	State
Economically Disadvantaged	93.8%	76.5%	48.8%
Non-Economic. Disadvantaged	6.2%	23.5%	51.2%

Migrant Students	Bldg.	Dist.	State
Migrant Students	4.0%	2.5%	1.6%
Non-Migrant Students	96.0%	97.5%	98.4%

TOTAL ENROLLMENT

Building: 257   District: 14,084   State: 477,857

DEMOGRAPHICS

English Language Learners	Bldg.	Dist.	State
ELL Students	36.3%	8.2%	10.3%
Non-ELL Students	63.7%	91.8%	89.7%

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	22.5%	17.0%	13.7%
Students without Disabilities	77.5%	83.0%	86.3%

Gender	Bldg.	Dist.	State
Male	55.6%	50.6%	51.5%
Female	44.4%	49.4%	48.5%

Attendance	Bldg.	Dist.	State
2011	94.5%	93.6%	94.9%
2012	95.2%	95.1%	95.2%

4-Year Adjusted Cohort Graduation Rate

	Bldg.	Dist.	State
2010	0.0	67.3	80.7
2011	0.0	70.4	83.0

	Bldg.	Dist.	State
Free and Reduced Lunch	0.0%	65.6%	73.2%
Students with Disabilities	0.0%	55.3%	73.6%
ELL Students	0.0%	57.7%	70.6%
African-American Students	0.0%	68.9%	72.4%
Hispanic	0.0%	72.1%	73.2%
White	0.0%	70.5%	86.1%
Asian	0.0%	55.6%	88.3%
American Indian or Alaska Native	0.0%	63.6%	72.4%
Native Hawaiian or Pacific Islander	0.0%	33.3%	78.6%
Multi-Racial	0.0%	79.6%	80.8%

5-Year Adjusted Cohort Graduation Rate

	Bldg.	Dist.	State
2010	0.0	56.7	75.2
2011	0.0	70.9	82.1

	Bldg.	Dist.	State
Free and Reduced Lunch	0.0%	64.5%	72.2%
Students with Disabilities	0.0%	60.7%	71.8%
ELL Students	0.0%	58.1%	70.6%
African-American Students	0.0%	67.5%	69.0%
Hispanic	0.0%	69.7%	72.9%
White	0.0%	74.4%	85.5%
Asian	0.0%	100.0%	89.0%
American Indian or Alaska Native	0.0%	64.0%	71.9%
Native Hawaiian or Pacific Islander	0.0%	50.0%	78.7%
Multi-Racial	0.0%	55.0%	73.7%

Quincy Elem - USD501 - Topeka Public Schools

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TEACHER QUALITY

Qualification	School
Fully Licensed	100.00%
Not Fully Licensed	0.00%

% Not Fully Licensed Teachers	School
Not Licensed	0.00%
Not Qualified	0.00%
Provisional	0.00%
Substitute	0.00%
Waiver	0.00%

Core Content Classes	School
Not Taught by Highly Qualified	0.00%
Taught by Highly Qualified	100.00%

% of Core Classes Taught by Highly Qualfied Teachers	School	District	State
English Language and Literature (elementary)	100.00%	99.67%	96.81%
Fine and Performing Arts (elementary)	100.00%	100.00%	97.26%
Life and Physical Sciences (elementary)	100.00%	99.33%	97.46%
Mathematics (elementary)	100.00%	99.42%	96.39%
Social Sciences and History (elementary)	100.00%	99.36%	97.46%

For more information about Teacher Quality, go to
http://SVAPP15586.ksde.org/rcard/bldg_tchrs.aspx?org_no=D0501&bldg_no=8494

Students with Disabilities - By Test Type - All Grades - Reading

Test Type	Warning #	Warning %	Approaching #	Approaching %	Meets #	Meets %	Exceeds #	Exceeds #	Exemplary %	Exemplary #	Total #
KAMM (modified)	0	0.00	0	0.00	<10*	N/A*	<10*	N/A*	<10*	N/A*	N/A*
Alternate	<10*	N/A*	<10*	N/A*	<10*	N/A*	0	0.00	0	0.00	N/A*
General (No Accom.)	<10*	N/A*	<10*	N/A*	<10*	N/A*	0	0.00	0	0.00	N/A*
General With Accom.	<10*	N/A*	0	0.00	<10*	N/A*	<10*	N/A*	0	0.00	N/A*
Total	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

Students with Disabilities - By Test Type - All Grades - Mathematics

Test Type	Warning #	Warning %	Approaching #	Approaching %	Meets #	Meets %	Exceeds #	Exceeds %	Exemplary #	Exemplary %	Total #
KAMM (modified)	0	0.00	<10*	N/A*	<10*	N/A*	0	0.00	0	0.00	N/A*
Alternate	0	0.00	<10*	N/A*	0	0.00	<10*	N/A*	0	0.00	N/A*
General (No Accom.)	<10*	N/A*	<10*	N/A*	<10*	N/A*	<10*	N/A*	0	0.00	N/A*
General With Accom.	0	0.00	0	0.00	<10*	N/A*	<10*	N/A*	<10*	N/A*	N/A*
Total	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

* The Family Educational Rights and Privacy Act (FERPA) prevents the disclosure of personally identifiable student information. KSDE has determined that any quantities less than 10 may be personally identifiable. Column totals are not provided when there are categories with less than 10.

Grade 3 Reading											
	Exemplary		Exceeds Std		Meets Std		Approaches Std		Acad. Warning		Not Tested
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012
All Students											
Building	10.8%	20.9%	13.5%	7.0%	16.2%	32.6%	13.5%	30.2%	45.9%	9.3%	---
District	14.8%	14.6%	23.5%	19.7%	31.0%	30.1%	16.3%	22.2%	12.7%	13.3%	.2%
State	27.9%	26.1%	31.2%	30.4%	26.6%	26.9%	9.3%	10.9%	4.2%	4.9%	.7%
Economically Disadvantaged											
Building	11.1%	19.5%	11.1%	7.3%	16.7%	31.7%	13.9%	31.7%	47.2%	9.8%	---
District	11.1%	10.4%	21.3%	18.5%	33.2%	31.0%	18.5%	24.9%	14.5%	15.0%	.2%
State	18.3%	15.6%	29.0%	27.4%	32.1%	32.3%	13.0%	15.4%	6.7%	8.2%	1.0%
Special Ed.											
Building	---	---	---	---	---	27.3%	---	54.5%	---	18.2%	---
District	12.8%	3.6%	13.3%	12.4%	29.6%	27.2%	22.2%	25.4%	19.2%	31.4%	---
State	17.2%	15.3%	24.9%	24.7%	33.7%	32.6%	15.0%	16.7%	8.0%	9.6%	1.1%
ELL											
Building	---	21.4%	7.7%	7.1%	7.7%	28.6%	23.1%	28.6%	61.5%	14.3%	---
District	2.8%	5.7%	19.7%	11.5%	28.9%	29.9%	19.7%	24.8%	26.8%	28.0%	---
State	13.0%	11.1%	25.9%	22.4%	33.6%	33.1%	15.8%	18.5%	9.8%	12.8%	2.1%
African American Students											
Building	---	---	---	---	---	---	---	---	---	---	---
District	8.6%	5.9%	16.8%	16.2%	37.7%	29.3%	20.9%	28.4%	14.1%	19.8%	.5%
State	13.9%	10.4%	25.3%	21.2%	34.0%	33.0%	16.1%	19.8%	9.6%	14.4%	1.2%
Hispanic											
Building	6.7%	16.7%	6.7%	5.6%	13.3%	27.8%	20.0%	33.3%	53.3%	16.7%	---
District	10.5%	7.7%	21.8%	15.4%	31.0%	34.0%	17.7%	25.0%	17.0%	17.9%	---
State	16.1%	13.8%	27.6%	25.5%	32.7%	32.7%	14.4%	16.8%	7.9%	10.0%	1.2%
White											
Building	11.8%	26.3%	11.8%	10.5%	23.5%	31.6%	11.8%	31.6%	41.2%	---	---
District	20.3%	23.5%	26.6%	23.9%	27.4%	27.6%	13.2%	16.9%	11.4%	8.2%	---
State	32.6%	31.4%	33.0%	32.8%	24.1%	24.6%	7.1%	8.3%	2.7%	2.4%	.5%
Asian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	36.4%	---	18.2%	---	36.4%	---	9.1%	---	---	---
State	33.9%	33.0%	29.4%	29.5%	22.6%	20.9%	7.9%	8.3%	4.5%	5.3%	3.0%
American Indian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	4.8%	---	23.8%	---	52.4%	---	14.3%	---	4.8%	---	---
State	21.4%	22.1%	27.9%	31.4%	35.5%	31.4%	10.7%	8.8%	3.9%	5.7%	.6%
Multi-Racial											
Building	---	---	---	---	---	---	---	---	---	---	---
District	14.3%	14.3%	25.9%	21.4%	31.3%	28.6%	19.6%	25.5%	6.3%	9.2%	1.0%
State	26.8%	21.6%	30.5%	30.1%	28.3%	30.2%	9.9%	13.0%	3.8%	4.5%	.7%
Female											
Building	18.8%	23.5%	6.3%	17.6%	12.5%	23.5%	12.5%	23.5%	50.0%	11.8%	---
District	14.3%	16.0%	23.0%	23.8%	30.7%	26.5%	19.6%	21.4%	10.2%	11.9%	.4%
State	29.5%	27.3%	31.6%	31.1%	26.0%	26.6%	8.6%	10.1%	3.6%	4.2%	.7%
Male											
Building	4.8%	19.2%	19.0%	---	19.0%	38.5%	14.3%	34.6%	42.9%	7.7%	---
District	15.3%	13.4%	23.9%	16.1%	31.4%	33.2%	13.2%	22.8%	15.1%	14.6%	---
State	26.4%	24.9%	30.9%	29.8%	27.3%	27.2%	9.9%	11.7%	4.9%	5.6%	.8%
Migrant											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	4.3%	33.3%	---	28.6%	52.2%	23.8%	21.7%	14.3%	21.7%	---
State	11.9%	9.1%	26.2%	21.3%	33.0%	33.2%	17.1%	17.3%	9.4%	15.2%	3.9%
Native Hawaiian/Pac. Islander											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	18.6%	13.3%	37.3%	43.3%	27.1%	30.0%	8.5%	8.3%	6.8%	5.0%	---

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Grade 4 Reading											
	Exemplary		Exceeds Std		Meets Std		Approaches Std		Acad. Warning		Not Tested
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012
All Students											
Building	14.6%	9.1%	12.2%	20.5%	39.0%	31.8%	22.0%	9.1%	7.3%	29.5%	---
District	21.2%	14.3%	24.6%	24.7%	31.5%	32.7%	11.2%	14.1%	9.9%	14.1%	.2%
State	30.0%	30.0%	32.9%	31.9%	26.1%	26.0%	6.4%	6.7%	3.7%	4.6%	.7%
Economically Disadvantaged											
Building	15.8%	9.5%	10.5%	21.4%	39.5%	33.3%	21.1%	9.5%	7.9%	26.2%	---
District	15.5%	10.5%	23.4%	22.7%	34.7%	34.2%	12.4%	15.9%	12.1%	16.5%	.2%
State	19.3%	18.9%	31.3%	30.1%	32.8%	32.7%	9.3%	9.9%	6.1%	7.5%	.9%
Special Ed.											
Building	---	6.3%	---	18.8%	---	31.3%	---	---	---	43.8%	---
District	12.4%	8.5%	12.9%	13.0%	40.0%	36.3%	16.5%	17.9%	16.5%	23.3%	.9%
State	18.8%	15.7%	23.6%	22.9%	37.5%	38.3%	11.4%	12.7%	7.6%	9.0%	1.4%
ELL											
Building	---	7.7%	6.3%	15.4%	50.0%	23.1%	31.3%	15.4%	6.3%	38.5%	---
District	3.3%	5.0%	18.0%	20.0%	37.7%	30.6%	15.6%	20.6%	19.7%	23.8%	---
State	15.1%	13.6%	28.2%	27.7%	34.8%	34.3%	11.5%	11.9%	8.5%	10.4%	2.0%
African American Students											
Building	---	---	---	---	---	---	---	---	---	---	---
District	11.2%	5.2%	21.0%	14.0%	44.4%	35.8%	10.7%	21.8%	12.1%	22.8%	.5%
State	14.9%	14.0%	26.5%	25.2%	35.8%	33.5%	11.5%	13.3%	9.8%	12.6%	1.5%
Hispanic											
Building	---	7.1%	---	21.4%	63.2%	21.4%	26.3%	14.3%	5.3%	35.7%	---
District	11.8%	11.6%	25.0%	23.4%	33.6%	33.1%	13.6%	15.5%	12.9%	16.4%	---
State	17.8%	17.7%	31.0%	29.6%	32.6%	32.6%	10.4%	10.6%	6.9%	8.1%	1.4%
White											
Building	21.1%	9.1%	26.3%	13.6%	15.8%	40.9%	21.1%	9.1%	10.5%	27.3%	---
District	31.1%	20.5%	24.0%	28.4%	26.5%	31.0%	10.7%	10.0%	6.3%	9.8%	.2%
State	34.8%	35.1%	34.2%	33.3%	23.3%	23.4%	4.9%	5.0%	2.2%	2.7%	.4%
Asian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	33.3%	---	50.0%	---	8.3%	---	---	---	8.3%	---	---
State	39.4%	37.6%	30.3%	29.9%	19.6%	21.6%	6.0%	4.9%	2.9%	4.5%	1.5%
American Indian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	6.7%	18.2%	20.0%	27.3%	33.3%	36.4%	26.7%	---	13.3%	18.2%	---
State	17.8%	23.4%	33.8%	30.3%	34.8%	31.5%	7.6%	8.3%	4.3%	5.0%	1.5%
Multi-Racial											
Building	---	---	---	---	---	---	---	---	---	---	---
District	26.2%	13.4%	30.1%	31.3%	23.3%	33.0%	6.8%	14.3%	12.6%	8.0%	---
State	28.1%	27.1%	32.1%	33.8%	28.4%	27.1%	6.7%	6.8%	3.5%	4.8%	.5%
Female											
Building	16.7%	11.1%	16.7%	5.6%	41.7%	38.9%	12.5%	5.6%	8.3%	38.9%	---
District	23.5%	15.8%	25.2%	25.5%	31.2%	33.4%	9.7%	12.5%	9.5%	12.7%	---
State	31.8%	32.8%	33.5%	31.9%	24.8%	24.9%	5.8%	5.9%	3.2%	3.8%	.7%
Male											
Building	11.8%	7.7%	5.9%	30.8%	35.3%	26.9%	35.3%	11.5%	5.9%	23.1%	---
District	19.2%	12.8%	24.1%	24.0%	31.8%	32.0%	12.4%	15.5%	10.3%	15.3%	.4%
State	28.4%	27.3%	32.3%	31.9%	27.3%	27.1%	7.0%	7.5%	4.1%	5.4%	.8%
Migrant											
Building	---	---	---	---	---	---	---	---	---	---	---
District	22.2%	8.0%	---	20.0%	33.3%	32.0%	11.1%	16.0%	16.7%	24.0%	---
State	11.7%	11.4%	26.0%	24.8%	35.8%	34.7%	13.6%	14.0%	9.4%	11.0%	4.2%
Native Hawaiian/Pac. Islander											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	23.7%	21.2%	21.1%	32.7%	39.5%	40.4%	10.5%	1.9%	2.6%	3.8%	---

Grade 5 Reading											
	Exemplary		Exceeds Std		Meets Std		Approaches Std		Acad. Warning		Not Tested
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012
All Students											
Building	14.6%	9.1%	26.8%	15.2%	26.8%	42.4%	14.6%	27.3%	17.1%	6.1%	---
District	24.7%	22.2%	21.9%	22.3%	30.0%	27.2%	11.3%	16.0%	10.7%	11.9%	.4%
State	38.8%	37.5%	24.4%	26.3%	23.5%	22.2%	8.0%	8.5%	4.6%	4.8%	.7%
Economically Disadvantaged											
Building	13.2%	9.7%	26.3%	9.7%	26.3%	45.2%	15.8%	29.0%	18.4%	6.5%	---
District	20.0%	17.6%	21.4%	20.0%	32.1%	29.6%	12.7%	17.8%	12.4%	14.5%	.5%
State	25.5%	24.5%	24.6%	25.9%	29.7%	28.1%	11.5%	12.5%	7.7%	8.0%	1.1%
Special Ed.											
Building	---	---	23.1%	---	30.8%	---	23.1%	---	23.1%	---	---
District	10.1%	10.7%	15.3%	12.2%	36.5%	29.4%	15.3%	24.4%	19.0%	22.8%	.5%
State	20.2%	19.9%	21.3%	22.9%	34.0%	29.8%	13.7%	15.1%	9.6%	10.9%	1.4%
ELL											
Building	15.4%	---	30.8%	6.3%	15.4%	31.3%	15.4%	50.0%	23.1%	12.5%	---
District	8.1%	7.1%	15.3%	14.2%	28.8%	27.7%	19.8%	26.2%	27.9%	24.1%	.7%
State	17.4%	17.7%	21.7%	23.0%	31.7%	29.1%	15.1%	16.0%	12.0%	12.3%	1.9%
African American Students											
Building	---	---	---	---	---	---	---	---	---	---	---
District	16.8%	13.9%	22.4%	21.8%	32.8%	33.2%	14.2%	14.4%	12.1%	16.3%	.5%
State	20.3%	17.8%	22.7%	23.5%	31.6%	29.8%	14.8%	14.7%	10.1%	12.9%	1.3%
Hispanic											
Building	17.6%	4.5%	23.5%	4.5%	17.6%	40.9%	17.6%	40.9%	23.5%	9.1%	---
District	15.0%	16.9%	22.3%	15.9%	31.2%	29.8%	14.2%	20.0%	17.0%	16.9%	.3%
State	22.8%	21.7%	23.7%	24.8%	29.9%	28.5%	13.2%	14.0%	9.1%	9.8%	1.2%
White											
Building	7.7%	---	38.5%	---	15.4%	---	23.1%	---	15.4%	---	---
District	35.6%	29.8%	21.1%	26.4%	26.1%	22.0%	8.6%	14.5%	6.7%	7.0%	.2%
State	45.0%	43.8%	24.8%	27.0%	20.9%	19.6%	6.0%	6.4%	2.8%	2.7%	.5%
Asian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	10.0%	38.5%	10.0%	23.1%	60.0%	30.8%	10.0%	7.7%	10.0%	---	---
State	44.5%	46.2%	21.9%	23.2%	18.5%	17.9%	6.4%	6.0%	6.0%	4.8%	1.8%
American Indian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	9.5%	---	28.6%	---	28.6%	---	4.8%	---	23.8%	---	---
State	31.6%	24.5%	23.5%	32.0%	30.0%	26.4%	8.1%	13.3%	6.1%	3.5%	.3%
Multi-Racial											
Building	---	---	---	---	---	---	---	---	---	---	---
District	25.7%	22.0%	22.8%	27.0%	34.7%	29.0%	10.9%	13.0%	5.9%	8.0%	1.0%
State	35.2%	35.4%	25.8%	26.5%	25.9%	24.3%	7.9%	8.8%	4.4%	4.6%	.4%
Female											
Building	22.2%	10.0%	27.8%	25.0%	33.3%	35.0%	5.6%	30.0%	11.1%	---	---
District	29.0%	23.7%	20.7%	22.6%	29.4%	26.6%	10.6%	14.8%	9.3%	11.6%	.6%
State	41.0%	39.4%	23.8%	26.5%	22.6%	21.4%	7.6%	7.9%	4.3%	4.1%	.6%
Male											
Building	8.7%	7.7%	26.1%	---	21.7%	53.8%	21.7%	23.1%	21.7%	15.4%	---
District	20.2%	20.9%	23.2%	22.0%	30.7%	27.7%	12.1%	17.0%	12.1%	12.2%	.2%
State	36.7%	35.6%	25.0%	26.1%	24.3%	22.8%	8.3%	9.1%	4.9%	5.5%	.8%
Migrant											
Building	---	---	---	---	---	---	---	---	---	---	---
District	9.1%	27.3%	4.5%	---	22.7%	36.4%	31.8%	9.1%	31.8%	27.3%	---
State	18.3%	13.3%	23.5%	18.8%	24.7%	36.1%	15.2%	14.9%	14.0%	13.9%	3.0%
Native Hawaiian/Pac. Islander											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	31.8%	32.6%	15.9%	8.7%	31.8%	34.8%	13.6%	13.0%	6.8%	6.5%	4.3%

Grade 3 Mathematics											
	Exemplary		Exceeds Std		Meets Std		Approaches Std		Acad. Warning		Not Tested
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012
All Students											
Building	---	11.9%	16.2%	28.6%	37.8%	26.2%	18.9%	19.0%	24.3%	14.3%	---
District	18.4%	21.2%	25.2%	20.7%	30.8%	29.6%	13.2%	13.4%	10.9%	14.9%	.2%
State	35.4%	39.5%	30.5%	24.7%	22.9%	23.1%	6.9%	6.9%	3.7%	5.2%	.6%
Economically Disadvantaged											
Building	---	10.0%	13.9%	27.5%	38.9%	27.5%	19.4%	20.0%	25.0%	15.0%	---
District	14.9%	17.3%	24.0%	18.6%	32.1%	31.5%	15.1%	15.0%	12.6%	17.4%	.2%
State	25.5%	28.0%	30.0%	24.3%	28.1%	28.5%	9.8%	10.1%	5.7%	8.3%	.8%
Special Ed.											
Building	---	---	---	18.2%	---	36.4%	---	27.3%	---	18.2%	---
District	11.9%	10.6%	11.4%	8.2%	33.7%	31.2%	22.3%	18.2%	17.8%	31.8%	---
State	18.5%	21.0%	26.5%	23.2%	33.0%	30.5%	13.0%	12.8%	7.8%	11.4%	1.2%
ELL											
Building	---	---	15.4%	21.4%	38.5%	42.9%	23.1%	7.1%	23.1%	28.6%	---
District	7.8%	13.9%	22.7%	14.6%	32.6%	25.9%	19.1%	15.8%	17.0%	29.7%	---
State	24.6%	26.2%	28.1%	22.4%	28.8%	28.7%	10.7%	11.2%	6.6%	10.6%	.9%
African American Students											
Building	---	---	---	---	---	---	---	---	---	---	---
District	10.0%	9.5%	19.5%	16.2%	33.6%	32.0%	19.1%	20.3%	15.9%	21.6%	.5%
State	18.5%	19.5%	25.6%	19.0%	31.4%	30.0%	13.6%	14.7%	9.9%	15.9%	1.0%
Hispanic											
Building	---	---	20.0%	22.2%	40.0%	33.3%	20.0%	16.7%	20.0%	27.8%	---
District	15.6%	18.4%	26.2%	18.1%	31.0%	27.9%	13.3%	15.0%	12.2%	20.6%	---
State	25.3%	28.2%	29.7%	23.9%	28.3%	28.1%	10.4%	10.4%	5.3%	8.7%	.7%
White											
Building	---	27.8%	17.6%	27.8%	35.3%	27.8%	23.5%	16.7%	23.5%	---	---
District	22.9%	29.8%	27.2%	24.4%	30.0%	27.1%	11.4%	9.8%	7.7%	8.9%	---
State	39.7%	44.9%	31.4%	25.6%	20.7%	21.0%	5.3%	5.1%	2.5%	3.0%	.4%
Asian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	36.4%	---	45.5%	---	9.1%	---	9.1%	---	---	---
State	50.6%	53.2%	27.0%	22.2%	15.2%	14.4%	3.7%	4.1%	2.7%	5.1%	1.0%
American Indian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	9.5%	---	52.4%	---	14.3%	---	9.5%	---	9.5%	---	---
State	28.5%	33.5%	29.9%	25.6%	29.7%	26.7%	4.5%	7.4%	6.2%	6.0%	.9%
Multi-Racial											
Building	---	---	---	---	---	---	---	---	---	---	---
District	22.5%	18.4%	19.8%	20.4%	32.4%	39.8%	10.8%	9.2%	11.7%	11.2%	1.0%
State	33.6%	34.2%	30.6%	24.8%	23.5%	26.2%	7.9%	8.3%	3.8%	5.9%	.7%
Female											
Building	---	11.8%	6.3%	29.4%	25.0%	17.6%	18.8%	23.5%	43.8%	17.6%	---
District	17.4%	21.9%	23.4%	20.8%	33.1%	27.8%	12.3%	13.8%	11.6%	15.3%	.4%
State	35.4%	39.3%	30.4%	24.6%	22.8%	23.3%	7.1%	6.9%	3.7%	5.4%	.5%
Male											
Building	---	12.0%	23.8%	28.0%	47.6%	32.0%	19.0%	16.0%	9.5%	12.0%	---
District	19.3%	20.6%	26.9%	20.6%	28.6%	31.1%	14.1%	13.0%	10.2%	14.6%	---
State	35.4%	39.7%	30.6%	24.8%	23.0%	22.9%	6.7%	6.9%	3.7%	5.0%	.6%
Migrant											
Building	---	---	---	---	---	---	---	---	---	---	---
District	19.0%	16.7%	23.8%	8.3%	19.0%	37.5%	19.0%	12.5%	19.0%	25.0%	---
State	21.3%	21.8%	28.5%	22.0%	31.1%	29.6%	11.4%	12.6%	6.5%	11.9%	2.1%
Native Hawaiian/Pac. Islander											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	21.7%	34.4%	40.0%	27.9%	18.3%	29.5%	10.0%	3.3%	8.3%	4.9%	---

Grade 4 Mathematics											
	Exemplary		Exceeds Std		Meets Std		Approaches Std		Acad. Warning		Not Tested
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012
All Students											
Building	17.1%	8.9%	19.5%	24.4%	34.1%	26.7%	17.1%	24.4%	7.3%	15.6%	---
District	24.2%	16.6%	23.1%	22.0%	31.1%	34.8%	11.2%	13.0%	8.9%	13.4%	.2%
State	33.4%	29.2%	26.4%	32.5%	27.8%	26.7%	6.8%	6.1%	4.9%	5.0%	.6%
Economically Disadvantaged											
Building	18.4%	9.3%	15.8%	23.3%	34.2%	27.9%	18.4%	25.6%	7.9%	14.0%	---
District	19.1%	11.9%	21.8%	20.8%	33.5%	36.7%	13.3%	14.6%	10.4%	15.7%	.2%
State	22.3%	18.4%	26.0%	30.9%	33.6%	33.1%	9.4%	8.8%	7.6%	8.0%	.8%
Special Ed.											
Building	---	5.9%	---	17.6%	---	23.5%	---	35.3%	---	17.6%	---
District	13.5%	9.0%	15.3%	11.2%	31.2%	35.0%	18.2%	21.1%	19.4%	22.9%	.9%
State	16.9%	13.7%	22.0%	24.2%	37.9%	37.7%	12.3%	12.0%	9.5%	10.9%	1.4%
ELL											
Building	6.3%	7.7%	12.5%	23.1%	43.8%	7.7%	25.0%	30.8%	6.3%	30.8%	---
District	8.2%	6.9%	19.7%	19.4%	33.6%	35.0%	17.2%	15.6%	18.0%	23.1%	---
State	20.6%	16.8%	26.3%	29.3%	33.4%	34.3%	9.3%	9.0%	9.1%	9.6%	1.1%
African American Students											
Building	---	---	---	---	---	---	---	---	---	---	---
District	15.4%	7.3%	20.6%	17.1%	38.3%	32.6%	12.1%	19.7%	13.1%	22.8%	.5%
State	16.6%	12.8%	22.8%	26.4%	35.0%	32.7%	11.8%	12.7%	12.5%	14.1%	1.3%
Hispanic											
Building	10.5%	7.1%	15.8%	21.4%	36.8%	14.3%	21.1%	28.6%	10.5%	28.6%	---
District	19.6%	12.5%	20.7%	21.6%	32.9%	36.8%	12.5%	13.1%	11.8%	16.1%	---
State	21.5%	18.3%	26.7%	30.5%	33.7%	33.7%	9.3%	8.6%	7.7%	8.0%	.9%
White											
Building	15.8%	4.5%	21.1%	31.8%	36.8%	36.4%	15.8%	13.6%	5.3%	13.6%	---
District	32.6%	21.9%	24.2%	25.6%	26.9%	34.3%	7.9%	10.3%	6.6%	7.7%	.2%
State	38.2%	33.6%	26.8%	33.8%	25.6%	24.2%	5.5%	4.7%	3.2%	3.3%	.5%
Asian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	8.3%	---	66.7%	---	16.7%	---	8.3%	---	---	---	---
State	49.8%	44.3%	23.4%	29.6%	18.6%	19.1%	3.4%	3.5%	3.4%	3.1%	.4%
American Indian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	6.7%	36.4%	20.0%	18.2%	33.3%	36.4%	33.3%	---	6.7%	9.1%	---
State	18.5%	22.0%	29.4%	33.3%	34.8%	32.1%	8.1%	5.4%	7.1%	6.0%	1.2%
Multi-Racial											
Building	---	---	---	---	---	---	---	---	---	---	---
District	22.3%	21.4%	25.2%	18.8%	31.1%	35.7%	16.5%	11.6%	3.9%	12.5%	---
State	28.6%	27.0%	25.8%	32.9%	29.1%	27.9%	9.3%	7.1%	6.1%	4.5%	.6%
Female											
Building	20.8%	5.6%	25.0%	22.2%	33.3%	22.2%	12.5%	16.7%	4.2%	33.3%	---
District	24.3%	15.6%	24.1%	23.0%	30.4%	35.1%	11.2%	13.5%	9.3%	12.7%	---
State	32.3%	28.7%	26.8%	32.8%	28.1%	27.1%	7.1%	6.1%	5.0%	4.7%	.6%
Male											
Building	11.8%	11.1%	11.8%	25.9%	35.3%	29.6%	23.5%	29.6%	11.8%	3.7%	---
District	24.0%	17.4%	22.1%	21.2%	31.7%	34.5%	11.1%	12.5%	8.5%	14.1%	.4%
State	34.5%	29.6%	26.0%	32.1%	27.6%	26.3%	6.5%	6.0%	4.7%	5.2%	.7%
Migrant											
Building	---	---	---	---	---	---	---	---	---	---	---
District	22.2%	8.0%	---	28.0%	27.8%	24.0%	16.7%	12.0%	27.8%	28.0%	---
State	14.7%	12.0%	28.8%	28.6%	35.1%	33.8%	8.8%	11.2%	10.2%	11.6%	2.8%
Native Hawaiian/Pac. Islander											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	28.2%	32.7%	23.1%	21.2%	30.8%	32.7%	10.3%	7.7%	5.1%	5.8%	---

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Grade 5 Mathematics											
	Exemplary		Exceeds Std		Meets Std		Approaches Std		Acad. Warning		Not Tested
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012
All Students											
Building	7.3%	6.1%	19.5%	24.2%	26.8%	54.5%	31.7%	6.1%	14.6%	9.1%	---
District	25.7%	22.5%	22.5%	20.4%	31.4%	33.8%	10.3%	11.4%	9.0%	11.7%	.2%
State	35.4%	35.7%	24.8%	23.8%	26.7%	27.8%	7.8%	6.7%	4.7%	5.3%	.6%
Economically Disadvantaged											
Building	7.9%	6.5%	18.4%	22.6%	28.9%	54.8%	31.6%	6.5%	13.2%	9.7%	---
District	22.3%	16.9%	22.3%	20.2%	32.2%	36.5%	11.6%	12.6%	10.4%	13.6%	.2%
State	22.7%	23.0%	24.8%	23.7%	32.7%	34.1%	11.3%	9.9%	7.6%	8.4%	.9%
Special Ed.											
Building	---	---	---	---	23.1%	---	53.8%	---	23.1%	---	---
District	11.6%	9.1%	10.6%	9.1%	42.3%	31.8%	16.9%	24.2%	15.9%	25.3%	.5%
State	17.5%	18.1%	21.7%	19.0%	35.4%	35.5%	14.6%	13.7%	9.6%	12.2%	1.4%
ELL											
Building	7.7%	---	23.1%	12.5%	15.4%	75.0%	38.5%	6.3%	15.4%	6.3%	---
District	13.5%	12.6%	21.6%	16.1%	27.9%	39.2%	20.7%	13.3%	16.2%	18.9%	---
State	19.8%	20.0%	23.9%	21.7%	32.8%	36.3%	13.0%	10.1%	9.3%	10.7%	1.1%
African American Students											
Building	---	---	---	---	---	---	---	---	---	---	---
District	15.5%	12.3%	22.0%	17.7%	33.2%	36.0%	14.2%	14.3%	13.4%	19.2%	.5%
State	17.2%	15.5%	22.4%	19.1%	34.1%	36.4%	14.3%	14.0%	11.4%	13.9%	1.1%
Hispanic											
Building	11.8%	4.5%	23.5%	18.2%	17.6%	59.1%	35.3%	9.1%	11.8%	9.1%	---
District	21.5%	16.3%	24.7%	22.3%	31.2%	34.3%	11.3%	11.3%	11.3%	15.7%	---
State	21.9%	21.6%	25.1%	23.1%	32.5%	35.3%	11.7%	10.1%	7.8%	9.0%	.9%
White											
Building	---	---	15.4%	---	23.1%	---	46.2%	---	15.4%	---	---
District	34.4%	32.7%	21.4%	20.6%	29.2%	30.5%	7.6%	9.4%	5.7%	6.5%	.2%
State	40.7%	41.5%	25.0%	24.7%	24.5%	24.8%	6.1%	5.0%	3.2%	3.4%	.5%
Asian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	30.0%	23.1%	30.0%	23.1%	30.0%	53.8%	10.0%	---	---	---	---
State	50.4%	52.3%	22.9%	19.6%	17.1%	20.0%	4.4%	3.2%	3.9%	4.1%	.7%
American Indian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	9.5%	---	33.3%	---	33.3%	---	4.8%	---	14.3%	---	---
State	24.7%	23.7%	27.0%	21.9%	32.4%	39.2%	8.8%	8.8%	6.1%	5.9%	.5%
Multi-Racial											
Building	---	---	---	---	---	---	---	---	---	---	---
District	25.7%	20.8%	19.8%	20.8%	36.6%	37.6%	10.9%	12.9%	6.9%	7.9%	---
State	30.5%	31.4%	24.1%	24.0%	29.8%	30.6%	10.2%	7.7%	4.8%	5.9%	.4%
Female											
Building	11.1%	5.0%	27.8%	35.0%	22.2%	50.0%	22.2%	10.0%	16.7%	---	---
District	27.5%	20.8%	23.0%	21.6%	31.5%	33.1%	8.7%	11.9%	8.3%	12.4%	.2%
State	34.3%	34.2%	25.0%	24.6%	27.2%	28.8%	8.0%	6.8%	4.9%	5.1%	.5%
Male											
Building	4.3%	7.7%	13.0%	7.7%	30.4%	61.5%	39.1%	---	13.0%	23.1%	---
District	23.8%	24.0%	22.0%	19.4%	31.3%	34.3%	11.9%	10.9%	9.7%	11.2%	.2%
State	36.4%	37.2%	24.5%	23.1%	26.3%	26.9%	7.6%	6.5%	4.5%	5.5%	.7%
Migrant											
Building	---	---	---	---	---	---	---	---	---	---	---
District	13.6%	13.0%	13.6%	26.1%	40.9%	26.1%	13.6%	4.3%	18.2%	30.4%	---
State	19.0%	13.0%	23.5%	23.3%	31.6%	38.1%	11.6%	11.3%	10.9%	13.0%	1.4%
Native Hawaiian/Pac. Islander											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	29.5%	21.7%	25.0%	23.9%	27.3%	37.0%	9.1%	4.3%	9.1%	8.7%	4.3%

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Grade 4 Science											
	Exemplary		Exceeds Std		Meets Std		Approaches Std		Acad. Warning		Not Tested
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2012
All Students											
Building	---	4.5%	9.8%	6.8%	61.0%	54.5%	19.5%	29.5%	4.9%	4.5%	---
District	9.8%	7.7%	26.8%	25.0%	46.9%	47.6%	14.3%	16.6%	.9%	2.6%	.5%
State	20.8%	18.2%	36.8%	37.3%	35.0%	32.8%	6.3%	6.0%	.5%	.6%	5.1%
Economically Disadvantaged											
Building	---	4.8%	7.9%	7.1%	63.2%	54.8%	18.4%	31.0%	5.3%	2.4%	---
District	6.4%	5.2%	22.2%	21.6%	52.5%	50.2%	16.4%	19.6%	1.1%	3.0%	.5%
State	10.8%	8.9%	31.9%	30.9%	45.4%	41.0%	10.3%	9.6%	.8%	1.0%	8.6%
Special Ed.											
Building	---	---	---	5.9%	---	47.1%	---	41.2%	---	5.9%	---
District	7.7%	8.2%	17.2%	15.0%	51.5%	41.8%	18.9%	26.4%	2.4%	6.8%	1.8%
State	12.3%	10.6%	30.1%	28.5%	41.5%	40.4%	13.4%	13.4%	1.4%	1.8%	5.3%
ELL											
Building	---	---	6.3%	---	56.3%	46.2%	25.0%	46.2%	6.3%	7.7%	---
District	---	2.5%	16.5%	10.6%	48.8%	53.8%	29.8%	29.4%	2.5%	3.8%	---
State	5.5%	4.2%	24.6%	20.9%	52.0%	44.5%	15.5%	13.1%	1.5%	1.4%	16.0%
African American Students											
Building	---	---	---	---	---	---	---	---	---	---	---
District	2.3%	2.6%	16.9%	11.9%	56.8%	54.6%	21.6%	24.7%	1.9%	4.6%	1.5%
State	5.4%	4.0%	22.7%	18.4%	51.4%	37.7%	17.8%	14.3%	2.0%	2.4%	23.3%
Hispanic											
Building	---	---	---	---	70.0%	42.9%	20.0%	50.0%	5.0%	7.1%	---
District	4.7%	3.3%	20.6%	22.5%	50.2%	50.5%	22.0%	21.3%	1.1%	2.1%	.3%
State	7.6%	6.6%	29.2%	25.8%	48.8%	43.4%	12.8%	11.2%	1.0%	1.1%	12.0%
White											
Building	---	9.1%	22.2%	4.5%	50.0%	68.2%	22.2%	13.6%	---	4.5%	---
District	16.7%	13.6%	34.6%	31.4%	39.1%	42.6%	7.7%	9.8%	.2%	2.3%	.2%
State	26.1%	23.2%	40.7%	42.5%	29.3%	29.0%	3.3%	3.6%	.2%	.3%	1.4%
Asian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	8.3%	---	41.7%	---	41.7%	---	8.3%	---	---	---	---
State	24.5%	22.1%	34.3%	34.2%	32.7%	29.8%	7.3%	5.2%	.3%	.3%	8.3%
American Indian											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	20.0%	27.3%	53.3%	63.6%	13.3%	9.1%	13.3%	---	---
State	11.3%	8.4%	33.6%	39.1%	45.4%	41.5%	7.2%	6.9%	1.3%	.6%	3.6%
Multi-Racial											
Building	---	---	---	---	---	---	---	---	---	---	---
District	10.7%	8.1%	29.1%	30.6%	51.5%	44.1%	7.8%	15.3%	---	1.8%	---
State	17.3%	14.7%	34.7%	38.5%	40.2%	37.8%	6.5%	6.7%	.6%	.6%	1.7%
Female											
Building	---	5.6%	17.4%	5.6%	60.9%	44.4%	17.4%	33.3%	---	11.1%	---
District	9.2%	7.6%	25.4%	23.3%	48.9%	48.3%	15.3%	17.8%	.8%	2.9%	.2%
State	18.9%	16.9%	36.1%	36.5%	37.5%	34.6%	6.6%	6.4%	.4%	.6%	5.0%
Male											
Building	---	3.8%	---	7.7%	61.1%	61.5%	22.2%	26.9%	11.1%	---	---
District	10.3%	7.8%	28.0%	26.7%	45.3%	47.0%	13.4%	15.5%	1.0%	2.3%	.7%
State	22.6%	19.4%	37.5%	38.0%	32.7%	31.1%	6.0%	5.6%	.6%	.6%	5.3%
Migrant											
Building	---	---	---	---	---	---	---	---	---	---	---
District	5.6%	---	5.6%	8.0%	50.0%	52.0%	27.8%	36.0%	5.6%	4.0%	---
State	3.5%	3.4%	26.1%	19.7%	50.2%	49.0%	16.2%	13.1%	1.9%	1.2%	13.7%
Native Hawaiian/Pac. Islander											
Building	---	---	---	---	---	---	---	---	---	---	---
District	---	---	---	---	---	---	---	---	---	---	---
State	25.6%	9.8%	20.5%	37.3%	43.6%	43.1%	5.1%	5.9%	2.6%	---	3.9%

Perception Data: The following data and data analysis pertains to the perceptual attributes of Quincy FY 2013:

This data summarizes the results from the School Climate Survey that was administered to students, parents, and staff in the fall of 2012. The results are summarized by area assessed in the survey, including Communication and Relationships, Learning Environment, Prohibited Activities, Staff Response to

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Bullying, and Student Experience of Bullying. Responses for each question are disaggregated by staff, student, and parent.

The Quincy School Climate Survey was administered to parents, staff, and students.

Table 38: Gender of Respondents

	Total	Male		Female	
	N	**N**	**%**	**N**	**%**
Parent	35	7	28%	18	72%
Staff	23	NA	NA	NA	NA
Student	67	46	69%	21	31%

Gender was not collected for staff.

Table 39: Grade Level of Respondents

	K		1st		2nd		3rd		4th		5th	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Parent	12	40%	3	10%	2	7%	9	30%	2	7%	2	7%
Student	NA	NA	NA	NA	NA	NA	9	13%	25	37%	33	49%

Grade level was not collected for staff.

Table 40: Ethnicity of Respondents

	Afr.Am.		Am.Indian		Asian		Hispanic		MultiRace		Nat.Haw.		White	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Parent	3	9%	2	6%	0	0%	6	19%	6	19%	0	0%	15	47%
Student	5	8%	5	8%	1	2%	22	33%	8	12%	0	0%	25	38%

Ethnicity was not collected for staff.

Table 41: Staff Type

	Certified Staff		Classified Staff		Teacher	
	N	**%**	**N**	**%**	**N**	**%**
Staff	8	40%	4	20%	8	40%

Communication and Relationships

The Communication and Relationships scale is designed to measure parent, student, and staff perceptions of the quality of the school environment. This scale measures perceptions of how welcoming and respectful the school environment is, as well as the quality of communication provided by the school. **Higher percentages of respondents marking "Agree" or "Strongly Agree" are more desirable on this scale.**

Table 43: Parents - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
The school is welcoming to parents and students	35	97.1%	71.4%	25.7%	2.9%	0.0%	0.0%
Staff members show respect for students and parents	35	97.1%	62.9%	34.3%	2.9%	0.0%	0.0%
The students show respect for other students and staff members	35	88.6%	54.3%	34.3%	8.6%	2.9%	0.0%

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
The school staff communicates learning expectations to students and parents	33	100.0%	69.7%	30.3%	0.0%	0.0%	0.0%
The school staff provides students with prompt and helpful feedback on assigned work	34	97.1%	55.9%	41.2%	0.0%	0.0%	2.9%
The school's report card provides meaningful information to students and parents	35	88.6%	60.0%	28.6%	5.7%	0.0%	5.7%

- The question with the highest percentage of Parents answering Agree or Strongly Agree was 'The school staff communicates learning expectations to students and parents' (100.0%); The questions with the lowest percentage of Parents answering Agree or Strongly Agree were 'The students show respect for other students and staff members' and 'The school's report card provides meaningful information to students and parents' (88.6%).

Table 44. Staff - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
The school is welcoming to parents and students	23	100.0%	43.5%	56.5%	0.0%	0.0%	0.0%
Staff members show respect for students and parents	22	100.0%	45.5%	54.5%	0.0%	0.0%	0.0%
The students show respect for other students and staff members	22	50.0%	4.5%	45.5%	40.9%	9.1%	0.0%
The school staff communicates learning expectations to students and parents	21	100.0%	47.6%	52.4%	0.0%	0.0%	0.0%
The school staff provides students with prompt and helpful feedback on assigned work	21	95.2%	42.9%	52.4%	0.0%	0.0%	4.8%
The school's report card provides meaningful information to students and parents	20	95.0%	40.0%	55.0%	5.0%	0.0%	0.0%

- The questions with the highest percentage of Staff answering Agree or Strongly Agree were 'The school is welcoming to parents and students' and 'Staff members show respect for students and parents' and 'The school staff communicates learning expectations to students and parents' (100.0%). The question with the lowest percentage of Staff answering Agree or Strongly Agree was 'The students show respect for other students and staff members' (50.0%).

Table 45: Students - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
The school is welcoming to parents and students	66	92.4%	31.8%	60.6%	7.6%	0.0%	0.0%
Staff members show respect for students and parents	66	89.4%	31.8%	57.6%	4.5%	3.0%	3.0%
The students show respect for other students and staff members	66	75.8%	19.7%	56.1%	19.7%	1.5%	3.0%
The school staff communicates learning expectations to students and parents	66	89.4%	43.9%	45.5%	10.6%	0.0%	0.0%
The school staff provides students with prompt and helpful feedback on assigned work	66	93.9%	31.8%	62.1%	6.1%	0.0%	0.0%
The school's report card provides meaningful information to students and parents	66	92.4%	48.5%	43.9%	4.5%	3.0%	0.0%

- The question with the highest percentage of Students answering Agree or Strongly Agree was 'The school staff provides students with prompt and helpful feedback on assigned work' (93.9%); The question with the lowest percentage of Students answering Agree or Strongly Agree was 'The students show respect for other students and staff members' (75.8%).

Learning Environment

The Learning Environment scale is designed to measure parent, student, and staff perceptions of the quality of the school learning environment. This scale measures a variety of areas surrounding the school's learning environment: 1. Academic support and preparation, 2. Challenging work, 3. Student behavior, and 4. Student performance.

Table 46: Parents - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
The school expects quality work from my child	35	97.1%	68.6%	28.6%	2.9%	0.0%	0.0%
Students at this school are well-behaved	35	94.3%	40.0%	54.3%	5.7%	0.0%	0.0%
My child likes this school	35	94.3%	77.1%	17.1%	2.9%	2.9%	0.0%
The school staff meets the academic needs of my child	35	100.0%	71.4%	28.6%	0.0%	0.0%	0.0%

The school staff helps my child learn and prepare for the future	35	94.3%	65.7%	28.6%	2.9%	2.9%	0.0%
The school provides challenging work to my child	35	94.3%	57.1%	37.1%	2.9%	2.9%	0.0%
Students at this school perform well academically	33	93.9%	48.5%	45.5%	6.1%	0.0%	0.0%

- The question with the highest percentage of Parents answering Agree or Strongly Agree was 'The school staff meets the academic needs of my child' (100.0%): The question with the lowest percentage of Parents answering Agree or Strongly Agree was 'Students at this school perform well academically' (93.9%).

Table 47: Staff - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
The school expects quality work from all students	20	95.0%	65.0%	30.0%	5.0%	0.0%	0.0%
Students at this school are well-behaved	20	55.0%	0.0%	55.0%	25.0%	20.0%	0.0%
Students like this school	20	80.0%	25.0%	55.0%	20.0%	0.0%	0.0%
The school staff meets the academic needs of all students	20	75.0%	15.0%	60.0%	25.0%	0.0%	0.0%
The school staff helps children learn and prepare for the future	20	100.0%	50.0%	50.0%	0.0%	0.0%	0.0%
The school provides challenging work to students	20	100.0%	35.0%	65.0%	0.0%	0.0%	0.0%
Students at this school perform well academically	20	20.0%	0.0%	20.0%	65.0%	15.0%	0.0%

- The questions with the highest percentage of Staff answering Agree or Strongly Agree were 'The school staff helps children learn and prepare for the future' and 'The school provides challenging work to students' (100.0%); The question with the lowest percentage of Staff answering Agree or Strongly Agree was 'Students at this school perform well academically' (20.0%).

Table 48: Students - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
I am expected to produce quality work	66	93.9%	51.5%	42.4%	1.5%	4.5%	0.0%
Students at this school are well-behaved	66	36.4%	7.6%	28.8%	45.5%	18.2%	0.0%
I like this school	66	77.3%	48.5%	28.8%	9.1%	13.6%	0.0%
I get help when I need it	66	90.9%	33.3%	57.6%	7.6%	0.0%	1.5%

		% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
My teachers help me learn and prepare for the future	66	97.0%	62.1%	34.8%	1.5%	1.5%	0.0%
The work I do in class is challenging	65	67.7%	24.6%	43.1%	20.0%	12.3%	0.0%
Students at this school perform well academically	65	53.8%	15.4%	38.5%	32.3%	10.8%	3.1%

- The question with the highest percentage of Students answering Agree or Strongly Agree was 'My teachers help me learn and prepare for the future' (97.0%); The question with the lowest percentage of Students answering Agree or Strongly Agree was 'Students at this school are well-behaved' (36.4%).

Prohibited Activities

The Prohibited Activities scale is designed to measure parent, student, and staff perceptions of problems with gangs, drugs, alcohol, and weapons in the school. Lower percentages of respondents marking "Agree" or "Strongly Agree" are more desirable on this scale.

Table 49: Parents - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
Alcohol is a problem at my child's school	35	5.7%	5.7%	0.0%	20.0%	65.7%	8.6%
Drugs are a problem at my child's school	35	2.9%	2.9%	0.0%	20.0%	68.6%	8.6%
Gangs are a problem at my child's school	35	2.9%	2.9%	0.0%	20.0%	68.6%	8.6%
Weapons are a problem at my child's school	35	2.9%	2.9%	0.0%	22.9%	65.7%	8.6%

- The question with the highest percentage of Parents answering Agree or Strongly Agree was 'Alcohol is a problem at my child's school' (5.7%); The questions with the lowest percentage of Parents answering Agree or Strongly Agree were 'Drugs are a problem at my child's school' and 'Gangs are a problem at my child's school' and 'Weapons are a problem at my child's school' (2.9%).

Table 50: Staff - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
Alcohol is a problem at this school	20	0.0%	0.0%	0.0%	25.0%	70.0%	5.0%
Drugs are a problem at this school	20	0.0%	0.0%	0.0%	20.0%	75.0%	5.0%
Gangs are a problem at this school	20	5.0%	0.0%	5.0%	45.0%	45.0%	5.0%
Weapons are a problem at this school	20	5.0%	0.0%	5.0%	30.0%	60.0%	5.0%

- The questions with the highest percentage of Staff answering Agree or Strongly Agree were 'Gangs are a problem at this school' and 'Weapons are a problem at this school' (5.0%); The questions with the lowest percentage of Staff answering Agree or Strongly Agree were 'Alcohol is a problem at this school' and 'Drugs are a problem at this school' (0.0%).

Table 51: Students - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
Alcohol is a problem at my school	64	29.7%	23.4%	6.3%	21.9%	29.7%	18.8%
Drugs are a problem at my school	64	23.4%	20.3%	3.1%	23.4%	31.3%	21.9%
Gangs are a problem at my school	64	34.4%	23.4%	10.9%	23.4%	20.3%	21.9%
Weapons are a problem at my school	64	34.4%	25.0%	9.4%	25.0%	23.4%	17.2%

- The questions with the highest percentage of Students answering Agree or Strongly Agree were 'Gangs are a problem at my school' and 'Weapons are a problem at my school' (34.4%); The question with the lowest percentage of Students answering Agree or Strongly Agree was 'Drugs are a problem at my school' (23.4%).

School Response to Bullying

The School Response to Bullying scale is designed to measure parent, student, and staff perceptions of the school's response to bullying behavior. This scale measures the extent to which staff members intervene in bullying, awareness of the school's consequences for bullying, as well as the child's perception of safety at school. Higher percentages of respondents marking "Agree" or "Strongly Agree" are more desirable on this scale.

Table 52: Parents - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
My child feels safe at school	35	97.1%	71.4%	25.7%	2.9%	0.0%	0.0%
My child reports when adults see bullying at school the adults step in and help	35	80.0%	34.3%	45.7%	8.6%	0.0%	11.4%
My child's school has rules and consequences against bullying	34	97.1%	76.5%	20.6%	2.9%	0.0%	0.0%
Students at my child's school who are bullying have consequences for their actions	33	90.9%	60.6%	30.3%	9.1%	0.0%	0.0%

- The question with the highest percentage of Parents answering Agree or Strongly Agree was 'My child feels safe at school' (97.1%); The question with the lowest percentage of Parents answering Agree or Strongly Agree was 'My child reports when adults see bullying at school the adults step in and help' (80.0%).

Table 53: Staff - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
Students feel safe at school	20	80.0%	35.0%	45.0%	20.0%	0.0%	0.0%
When adults see bullying at school the adults step in and help	20	100.0%	50.0%	50.0%	0.0%	0.0%	0.0%
The school has rules and consequences against bullying	20	100.0%	65.0%	35.0%	0.0%	0.0%	0.0%
Students at this school who are bullying have consequences for their actions	20	80.0%	55.0%	25.0%	20.0%	0.0%	0.0%

- The questions with the highest percentage of Staff answering Agree or Strongly Agree were 'When adults see bullying at school the adults step in and help' and 'The school has rules and consequences against bullying' (100.0%); The questions with the lowest percentage of Staff answering Agree or Strongly Agree were 'Students feel safe at school' and 'Students at this school who are bullying have consequences for their actions' (80.0%).

Table 54: Students - Percent of Responses in Each Category by Question

Question	N	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
I feel safe at school	64	79.7%	31.3%	48.4%	6.3%	9.4%	4.7%
When adults see bullying at school the adults step in and help	64	87.5%	56.3%	31.3%	9.4%	3.1%	0.0%
I am aware that my school has rules and consequences against bullying	64	95.3%	70.3%	25.0%	1.6%	3.1%	0.0%
Students who are bullying have consequences for their actions	64	95.3%	64.1%	31.3%	1.6%	3.1%	0.0%

- The questions with the highest percentage of Students answering Agree or Strongly Agree were 'I am aware that my school has rules and consequences against bullying' and 'Students who are bullying have consequences for their actions' (95.3%); The question with the lowest percentage of Students answering Agree or Strongly Agree was 'I feel safe at school' (79.7%).

Student Experience of Bullying

The Student Experience of Bullying questions are designed to measure bullying behavior observed at the school and the students' response to this behavior. The questions in this section are not on a scale like the previous sections. Rather, the questions are "Yes" or "No" for students, and "Yes", "No", and "Don't Know" for parents and staff. The questions were asked in this manner to better understand that percentage of students who feel they have been bullied or harassed, and to better understand the percentage of parents and staff who have had bullying and harassment reported to them. These questions measure student's direct experience with being bullied, the observation of other students being bullied, and the responses of students observing this behavior. For students who have reported being bullied, and

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for parents and staff who have reported that students have been bullied, the places and times of the day that bullying has occurred was also collected. Finally, a question about harassment was asked of students, parents, and staff. For students who have experienced harassment, and for parents and staff who reported that students have been harassed, the type of harassment experienced by the student was also collected.

Table 55: Parents - Percent of Responses in Each Category by Question

Question	N	% Yes	% No	% Don't Know
My child has been bullied at school this year	34	11.8%	82.4%	5.9%
My child has seen other students being bullied at school this year	33	15.2%	72.7%	12.1%
My child has been a target of harassment this year	33	3.0%	90.9%	6.1%
My child reports helping another student who was being bullied	33	6.1%	60.6%	33.3%
My child has reported being bullied to school staff	34	14.7%	73.5%	11.8%

- The question with the highest percentage of Parents answering Agree or Strongly Agree was 'My child has seen other students being bullied at school this year' (15.2%); The question with the lowest percentage of Parents answering Agree or Strongly Agree was 'My child has been a target of harassment this year' (3.0%).

Table 56: Staff - Percent of Responses in Each Category by Question

Question	N	% Yes	% No	% Don't Know
Students have been bullied at school this year	20	85.0%	5.0%	10.0%
I have seen students being bullied at school this year	19	52.6%	42.1%	5.3%
I have seen students being harassed	19	26.3%	68.4%	5.3%
I have seen students helping another student who was being bullied	19	52.6%	47.4%	0.0%
Students have reported to me that they have been bullied	19	57.9%	42.1%	0.0%
Students have reported to me that they have been the target of harassment at school this year	19	26.3%	73.7%	0.0%

- The question with the highest percentage of Staff answering Yes was 'Students have been bullied at school this year' (85.0%); The questions with the lowest percentage of Staff answering Yes were 'I have seen students being harassed' and 'Students have reported to me that they have been the target of harassment at school this year' (26.3%).

Table 57: Students - Percent of Responses in Each Category by Question

Question	N	% Yes	% No	% Don't Know
I have been bullied at school this year	64	37.5%	62.5%	0.0%
I have seen other students being bullied at school this year	64	75.0%	25.0%	0.0%

I have been a target of harassment this year	64	18.8%	81.3%	0.0%
I have stepped in to help another student who was being bullied	64	68.8%	31.3%	0.0%
I have reported being bullied to school staff	64	29.7%	70.3%	0.0%

- The question with the highest percentage of Students answering Yes was 'I have seen other students being bullied at school this year' (75.0%); The question with the lowest percentage of Students answering Yes was 'I have been a target of harassment this year' (18.8%).

In this section, the places and times that bullying has occurred is reported. Only respondents who marked "Yes" to the question "My child has been bullied at school this year", "Students have been bullied at school this year", or "I have been bullied at school this year" responded to these questions. Therefore, these percentages only represent responses from those who have reported bullying.

Question: If your child has been bullied, please indicate where your child has been bullied:

Table 58: Parents - Percent of Responses in Each Category by Place

Place	N	% Yes	% No
Bathroom	4	0.0%	100.0%
Bus/ Bus Stop	4	0.0%	100.0%
Classroom	4	0.0%	100.0%
Gym	4	0.0%	100.0%
Hallway	4	0.0%	100.0%
Lunchroom	4	25.0%	75.0%
Outside (on school grounds)	4	0.0%	100.0%
Playground	4	100.0%	0.0%
Internet	4	0.0%	100.0%
Text Message	4	0.0%	100.0%
Other Type	4	0.0%	100.0%

Responses are only from parents who indicated that their child has been bullied.

- The place with the highest percentage of Parents indicating their child was bullied was 'Playground' (100.0%); The places with the lowest percentage of Parents indicating their child was bullied were 'Bathroom' and 'Bus/Bus Stop' and 'Classroom' and 'Gym' and 'Hallway' and 'Outside (on school grounds)' and 'Internet' and 'Text Message' and 'Other Type' (0.0%).

Question: If your child has been bullied, please indicate when your child has been bullied:

Table 59: Parents - Percent of Responses in Each Category by Time

Time	N	% Yes	% No
Before School	4	0.0%	100.0%
During School	4	25.0%	75.0%
Lunchtime	4	25.0%	75.0%
After School	4	0.0%	100.0%
Other Time	4	0.0%	100.0%

- *Responses are only from parents who indicated that their child has been bullied;* The times that the highest percentage of Parents indicated their child was bullied were 'During School' and 'Lunchtime' (25.0%); The times that the lowest percentage of Parents indicated their child was bullied were 'Before School' and 'After School' and 'Other Time' (0.0%).

Question: If students have been bullied, please indicate where they have been bullied:
Table 60: Staff - Percent of Responses in Each Category by Place

Place	N	% Yes	% No
Bathroom	17	5.9%	94.1%
Bus/ Bus Stop	17	5.9%	94.1%
Classroom	17	47.1%	52.9%
Gym	17	11.8%	88.2%
Hallway	17	41.2%	58.8%
Lunchroom	17	70.6%	29.4%
Outside (on school grounds)	17	5.9%	94.1%
Playground	17	94.1%	5.9%
Internet	17	0.0%	100.0%
Text Message	17	0.0%	100.0%
Other Type	17	5.9%	94.1%

- *Responses are only from staff who indicated that students have been bullied;* The place with the highest percentage of Staff indicating that students have been bullied was 'Playground' (94.1%); The places with the lowest percentage of Staff indicating that students have been bullied were 'Internet' and 'Text Message' (0.0%).

Question: If students have been bullied, please indicate when they have been bullied:
Table 61: Staff - Percent of Responses in Each Category by Time

Time	N	% Yes	% No
Before School	17	41.2%	58.8%
During School	17	76.5%	23.5%
Lunchtime	17	82.4%	17.6%
After School	17	35.3%	64.7%
Other Time	17	5.9%	94.1%

- *Responses are only from staff who indicated that students have been bullied;* The time that the highest percentage of Staff indicated that students have been bullied was 'Lunchtime' (82.4%); The time that the lowest percentage of Staff indicated that students have been bullied was 'Other Time' (5.9%).

Question: If you have been bullied, please indicate where you have been bullied:
Table 62: Students - Percent of Responses in Each Category by Place

Place	N	% Yes	% No
Bathroom	24	4.2%	95.8%
Bus/ Bus Stop	24	20.8%	79.2%
Classroom	24	33.3%	66.7%
Gym	24	41.7%	58.3%
Hallway	24	37.5%	62.5%
Lunchroom	24	41.7%	58.3%
Outside (on school grounds)	24	16.7%	83.3%
Playground	24	62.5%	37.5%
Internet	24	4.2%	95.8%
Text Message	24	4.2%	95.8%
Other Type	24	12.5%	87.5%

- *Responses are only from students who indicated that they have been bullied;* The place with the highest percentage of Students indicating that they have been bullied was 'Playground' (62.5%); The places with the lowest percentage of Students indicating that they have been bullied were 'Bathroom' and 'Internet' and 'Text Message' (4.2%).

Question: If you have been bullied, please indicate when you have been bullied:

Table 63: Students - Percent of Responses in Each Category by Time

Time	N	% Yes	% No
Before School	24	16.7%	83.3%
During School	24	83.3%	16.7%
Lunchtime	24	29.2%	70.8%
After School	24	20.8%	79.2%
Other Time	24	8.3%	91.7%

- *Responses are only from students who indicated that they have been bullied;* The time that the highest percentage of Students indicated that they have been bullied was 'During School' (83.3%); The time that the lowest percentage of Students indicated that they have been bullied was 'Other Time' (8.3%).

Question: If your child has indicated that other students have been bullied, please indicate where they have been bullied:

Table 64: Parents - Percent of Responses in Each Category by Place

Place	N	% Yes	% No
Bathroom	5	0.0%	100.0%
Bus/Bus Stop	5	20.0%	80.0%
Classroom	5	0.0%	100.0%
Gym	5	20.0%	80.0%
Hallway	5	20.0%	80.0%
Lunchroom	5	0.0%	100.0%
Outside (on school grounds)	5	20.0%	80.0%
Playground	5	60.0%	40.0%
Internet	5	0.0%	100.0%
Text Message	5	0.0%	100.0%
Other Type	5	0.0%	0.0%

- *Responses are only from parents who indicated that their child has indicated that other students have been bullied;* The place with the highest percentage of Parents indicating their child has seen other students bullied was 'Playground' (60.0%); The places with the lowest percentage of Parents indicating their child has seen other students bullied were 'Bathroom' and 'Classroom' and 'Lunchroom' and 'Internet' and 'Text Message' and 'Other Type' (0.0%).

Question: If your child has indicated that other students have been bullied, please indicate when they have been bullied:

Table 65: Parents - Percent of Responses in Each Category by Time

Time	N	% Yes	% No
Before School	5	20.0%	80.0%
During School	5	20.0%	80.0%
Lunchtime	5	20.0%	80.0%
After School	5	20.0%	80.0%
Other Time	5	0.0%	100.0%

- *Responses are only from parents who indicated that their child has indicated that other students have been bullied;* The times that the highest percentage of Parents indicated their child has seen other students bullied were 'Before School' and 'During School' and 'Lunchtime' and 'After School' (20.0%);

The time that the lowest percentage of Parents indicated their child has seen other students bullied was 'Other Time' (0.0%).

Question: If you have seen students being bullied, please indicate where they have been bullied:

Table 66: Staff - Percent of Responses in Each Category by Place

Place	N	% Yes	% No
Bathroom	10	10.0%	90.0%
Bus/ Bus Stop	10	0.0%	100.0%
Classroom	10	60.0%	40.0%
Gym	10	10.0%	90.0%
Hallway	10	40.0%	60.0%
Lunchroom	10	60.0%	40.0%
Outside (on school grounds)	10	0.0%	100.0%
Playground	10	60.0%	40.0%
Internet	10	0.0%	100.0%
Text Message	10	0.0%	100.0%
Other Type	10	0.0%	100.0%

- *Responses are only from staff who indicated that they have seen students being bullied;* The places with the highest percentage of Staff indicating that they have seen students being bullied were 'Classroom' and 'Lunchroom' and 'Playground' (60.0%); The places with the lowest percentage of Staff indicating that they have seen students being bullied were 'Bus/Bus Stop' and 'Outside (on school grounds)' and 'Internet' and 'Text Message' and 'Other Type' (0.0%).

Question: If you have seen students being bullied, please indicate when they have been bullied:

Table 67: Staff - Percent of Responses in Each Category by Time

Time	N	% Yes	% No
Before School	10	30.0%	70.0%
During School	10	80.0%	20.0%
Lunchtime	10	70.0%	30.0%
After School	10	20.0%	80.0%
Other Time	10	0.0%	100.0%

- *Responses are only from staff who indicated that they have seen students being bullied;* The time that the highest percentage of Staff indicated that they have seen students being bullied was 'During School' (80.0%); The time that the lowest percentage of Staff indicated that they have seen students being bullied was 'Other Time' (0.0%).

Question: If you have seen students being bullied, please indicate where they have been bullied:

Table 68: Students - Percent of Responses in Each Category by Place

Place	N	% Yes	% No
Bathroom	48	4.2%	95.8%
Bus/ Bus Stop	48	27.1%	72.9%
Classroom	48	35.4%	64.6%
Gym	48	37.5%	62.5%
Hallway	48	22.9%	77.1%
Lunchroom	48	35.4%	64.6%

Outside (on school grounds)	48	35.4%	64.6%
Playground	48	62.5%	37.5%
Internet	48	8.3%	91.7%
Text Message	48	6.3%	93.8%
Other Type	48	10.4%	89.6%

- *Responses are only from students who indicated that they have seen students being bullied;* The place with the highest percentage of Students indicating that they have seen other students being bullied was 'Playground' (62.5%); The place with the lowest percentage of Students indicating that they have seen other students being was 'Bathroom' (4.2%).

Question: If you have seen students being bullied, please indicate when they have been bullied:
Table 69: Students - Percent of Responses in Each Category by Time

Time	N	% Yes	% No
Before School	48	16.7%	83.3%
During School	48	77.1%	22.9%
Lunchtime	48	29.2%	70.8%
After School	48	20.8%	79.2%
Other Time	48	6.3%	93.8%

- *Responses are only from students who indicated that they have seen students being bullied;* The time that the highest percentage of Students indicated that they have seen other students being bullied was 'During School' (77.1%); The time that the lowest percentage of Students indicated that they have seen other students being bullied was 'Other Time' (6.3%).

Question: My child has been a target of harassment this year.
Table 70: Parents - Percent of Responses in Each Category by Type

Type	N	% Yes	% No
Sexual Harassment	1	0.0%	100.0%
Racial Harassment	1	0.0%	100.0%
Harassment Based on Religion	1	0.0%	100.0%
Harassment Based on Disability	1	0.0%	100.0%
Harassment Based on Other Characteristics	1	100.0%	0.0%

- *Responses are only from parents who indicated their child has been the target of harassment;* The type of harassment experienced by students that was most endorsed by Parents was 'Harassment Based on Other Characteristics' (100.0%); The type of harassment experienced by students that was least endorsed by Parents were 'Sexual Harassment' and 'Racial Harassment' and 'Harassment Based on Religion' and 'Harassment Based on Disability' (0.0%).

Question: Students have been a target of harassment this year.
Table 71: Staff - Percent of Responses in Each Category by Type

Type	N	% Yes	% No
Sexual Harassment	5	60.0%	40.0%
Racial Harassment	5	60.0%	40.0%
Harassment Based on Religion	5	0.0%	100.0%
Harassment Based on Disability	5	100.0%	0.0%
Harassment Based on Other Characteristics	5	0.0%	100.0%

- *Responses are only from parents who indicated that students have been the target of harassment;* The type of harassment experienced by students that was most endorsed by Staff was 'Harassment Based on Disability' (100.0%); The type of harassment experienced by students that was least endorsed by Staff were 'Harassment Based on Religion' and 'Harassment Based on Other Characteristics' (0.0%).

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Question: Students have been a target of harassment this year.

Table 72: Students - Percent of Responses in Each Category by Type

Type	N	% Yes	% No
Sexual Harassment	12	66.7%	33.3%
Racial Harassment	12	33.3%	66.7%
Harassment Based on Religion	12	33.3%	66.7%
Harassment Based on Disability	12	50.0%	50.0%
Harassment Based on Other Characteristics	12	0.0%	100.0%

- *Responses are only from students who indicated they have been the target of harassment;* The type of harassment most often experienced by students was 'Sexual Harassment' (66.7%); The type of harassment least experienced by students was 'Harassment Based on Other Characteristics' (0.0%)

Contextual (school processes/ programs): Quincy's BLT reviewed each type of required data information, i.e. Achievement Data—Leading Indicator Report; School AYP data, School Report Card data, Perceptual data, Contextual data and Demographic data. After much discussion on each narrative statement in April 2013, the team coded each statement with colored dots, the narrative statement was a concern, strength, or good information to know. After each narrative statement was coded, each team member was given 10 dots to select the statements they felt were the root cause for the Quincy School's lack of success. They also selected statements they felt could be improved upon to become part of the goals for Quincy.

The ICM Matrix provided valuable insights to the status of school programs and processes as demonstrated below. Highlighted information can be found in the following ICM data report:

Kansas Multi-Tier System of Supports

● Innovation Configuration Matrix (ICM)

July 2012

www.kansasmtss.org

Kansas MTSS
KSDE SES – IDEA Part B Funded

Kansas Multi-Tier System of Supports
Innovation Configuration Matrix (ICM)

Introduction

A number of educational researchers have long advocated for a system of prevention and intervention for all learners. In Kansas, we refer to this systemic approach to supporting the learning of all students as the *Multi-Tier System of Supports* (MTSS). Simply put, MTSS is a continuum of increasingly intense, research-based interventions provided to learners that helps them learn by responding to their academic and/or behavioral needs. It includes ongoing monitoring of the effectiveness of all instruction provided. The outcome is to ensure that each Kansas student achieves to high standards.

The *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)* is designed to describe the principles and practices within a Multi-Tier System of Supports (MTSS). The principles and practices included in this *ICM* focus on the essential system components that are consistent across all ages (early childhood through high school) and across all domains (academic and behavior).

The *ICM* is a tool that may be used in multiple ways, though it's primarily a descriptive document. The primary use is to assist in the understanding of the principles and practices of a multi-tier system and what they look like when implemented within a district, building or other community agency. Schools have also found it a helpful tool in guiding critical discussions among leadership and staff. To fully understand the structures and processes necessary in implementing a sustainable system, districts, schools, families, community agencies and other stakeholders are encouraged to access additional support materials and training specific to a multi-tier system of academic and behavioral supports available at www.kansasmtss.org.

Acknowledgements

This document is possible only because of a significant commitment of time and energy by numerous Kansas educators, their districts, and numerous partners. It is their efforts to learn and help others understand what it takes to make a MTSS work within schools that is reflected in this document. This grassroots effort shows a commitment that Kansas educators have to meeting the needs of every student as well as a desire to share wisdom from the field and the research that has guided the effort along the way. The MTSS documents reflect over 8 years of effort and shared knowledge. The list of individuals and districts that have contributed to this understand has become too long to list individually so a collective thank you must be offered to everyone that has contributed to the concepts, ideas, and knowledge that are reflected in all Kansas MTSS documents.

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Leadership and Empowerment

Component 1: Effective Leadership Teams				
	Not Implementing	**Implementing**	**Transitioning**	**Modeling**
LE1	No formal leadership teams exist.	Formal leadership is identified by position such as principal, superintendent, department chairs, or other titled positions within the district.	Formal leadership teams exist only at some levels or include representation from some but not all: • Administration • Staff • Learners • Families • Community Collaborators	Formal leadership teams exist at all levels (e.g., district, building, and site) and include representation from: • Administration • Staff • Learners • Families • Community Collaborators
LE2	There are no identified leadership teams attending to academics and/or behavior.	The leadership team is informally identified to address academics and/or behavioral concerns.	There are separate leadership teams identified to address academic and behavioral success that meet regularly.	The leadership team is known throughout the district/community and meets regularly to address learner academic and behavioral success in an integrated manner.
LE3	No clear role is identified for how each leadership team member will support MTSS.	General roles and responsibilities are identified for each leadership team member.	The roles and responsibilities of each leadership team member are determined by individual team members rather than by the team as a whole.	The roles and responsibilities of each leadership team member are clearly identified and agreed upon by the team as a whole.

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	Not Implementing	Implementing	Transitioning	Modeling
LE4	District/building/site level data are not reviewed regularly by the leadership team or shared with others.	District/building/site level data are reviewed by the leadership team, but results are not shared with others.	The leadership team has formal meetings to analyze district/building/site level data, but the data/software system does not provide all the necessary reports for the team to engage in a formal process of problem solving for academics and/or behavior. Data are shared with selected groups/individuals.	The leadership team regularly engages in formal problem solving using district/building/site level data which is supported by an agile data/software system that provides frequent and up-to-date reports that allow data-based decision making to occur for addressing both academics and behavior. Data are shared with district, building and community.
LE5	The only indicator of success is Adequate Yearly Progress (AYP).	The leadership team discusses indicators of progress, although Adequate Yearly Progress (AYP) is the primary indicator of success.	The leadership team has identified multiple indicators of success and is beginning to understand how to use those indicators as measures of learning.	The leadership team clearly identifies and implements multiple indicators of academic and behavioral success and formally communicates those indicators as measures of learning.
LE6	Professional development focuses on managerial/administrative issues.	The administration plans professional development based on perceived needs. Data and staff input are not used to plan professional development nor is there a plan to build behavior and academic expertise.	The leadership team asks staff and community collaborators for input regarding professional development needs and considers that input in relationship to academic and behavioral data. There is limited focus on developing academic and behavioral expertise at each tier of support.	The leadership team uses data and input from staff and community collaborators to determine professional development needs. The team plans and supports professional development for developing expertise specific to both academic and behavior to meet the needs of learners at each tier of support.

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	Not Implementing	Implementing	Transitioning	Modeling
LE7	No clear or consistent communication plan is in place to support implementation of MTSS.	Communication within the leadership team occurs but is not planned. Communication with community collaborators about MTSS does not occur nor is planned.	Communication within the leadership team and with community collaborators about MTSS is planned but does not occur frequently or as planned.	A communication plan that provides information and data on a formal and frequent basis is developed and utilized to communicate with district, building and community collaborators about MTSS.

Component 2: Creating an Empowering Culture

	Not Implementing	Implementing	Transitioning	Modeling
LE8	Staff relies on title, special education and other entitlement programs to meet the needs of struggling learners.	Supports for struggling learners beyond entitlement programs are left up to individual or small groups of staff to design and implement.	Supports for struggling learners beyond entitlement programs are designed for the system but are implemented inconsistently.	The system, including staff and families, impacts learning through the intentional design and redesign of the curriculum, instruction and environment.
LE9	There is no acknowledged responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.	The administration has abdicated responsibility to staff for data-based decision making and problem solving to improve academic and behavioral achievement.	The leadership team takes responsibility for data-based decision making and problem solving for improved academic and behavioral achievement without including staff and families in the process.	The leadership team, all staff, and families have a collaborative responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.
LE10	Knowledge about MTSS is gained individually by the staff based on individual interests.	The leadership team has shared information regarding MTSS.	The leadership team has a common understanding of the need to build knowledge and consensus around the implementation of MTSS and has a plan to do so.	The leadership team, all staff, families, and community collaborators have developed knowledge of and come to consensus regarding the implementation of MTSS.

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	Not Implementing	Implementing	Transitioning	Modeling
LE11	Participation in professional development is self-selected by individual staff members.	Professional development is directed by administration to address general topics related to achievement.	Professional development activities for staff members are aligned with the principles and practices of MTSS, but do not include ongoing support and coaching nor opportunities for family involvement.	Professional development for staff members and family involvement opportunities are aligned with the principles and practices of MTSS and include ongoing support and coaching.
LE12	Learners are provided instruction and expected to learn.	Struggling learners are matched to existing programs to receive support.	Learners are provided with content learning experiences which are customized to their interests without regard to learning needs.	Learner experiences are customized in ways that make content relevant and enable learning.
LE13	The data are publicly reported only if it is required by law/regulation to do so.	The data are publicly reported when it is positive.	The data are shared but implications for instruction are not discussed openly.	The data are openly shared and implications for instruction are discussed at all levels within the school, with families, and the community, including the celebration of improved indicators of success.
LE14	There is no parent involvement policy.	The parent involvement policy is developed but is not reflective of the six National Standards for Family School Partnerships.	The parent involvement policy is reflective of the National Standards for Family School Partnerships but does not address all six areas and/or strategies are not implemented.	The leadership team engages families in their child's education through the development of a parent involvement policy that supports the implementation of the strategies contained in the six areas of the National Standards for Family School Partnerships.

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Assessment

Component 1: Comprehensive Assessment System

	Not Implementing	Implementing	Transitioning	Modeling
A1	The assessment system does not include tools to measure essential components of academics or behavior.	Some tools are in place, but they are either not available for both academics and behavior or they do not address all the essential components of each.	The assessment system includes tools to measure all essential components of academics and behavior but is not used consistently.	The assessment system includes tools to measure all essential components of academics and behavior and is used consistently.
A2	The assessment system includes assessment tools for outcomes only.	The assessment system includes some of these assessment tools for only academics or behavior: • Universal Screening • Diagnostics/ Functional Behavioral Assessment • Progress Monitoring • Outcomes	The assessment system includes all of these assessment tools for only academics or behavior: • Universal Screening • Diagnostics/ Functional Behavioral Assessment • Progress Monitoring • Outcomes	The assessment system for academics and behavior includes: • Universal Screening • Diagnostic /Functional Behavioral Assessment • Progress Monitoring • Outcomes

Component 2: Assessments are Valid and Reliable

	Not Implementing	Implementing	Transitioning	Modeling
A3	Staff members use instruments that are not technically adequate.	Staff members assume technical adequacy but no documentation is available.	Documentation of technical adequacy for each assessment instrument comes only from the publishing company.	Staff members have independently documented technical adequacy of each assessment tool used.
A4	The staff members having responsibility for data collection have not been adequately trained to reliably and validly administer the instruments.	The staff members having responsibility for data collection receive information and have been adequately trained to reliably and validly administer the instruments.	Data are collected by staff members who have been formally trained to reliably and validly administer the instruments but the fidelity of administration is not monitored.	Data are collected by staff members who have been formally trained to reliably and validly administer the instruments and the fidelity of administration is consistently monitored.

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Component 3: Adequate Capacity for Assessment System				
	Not Implementing	**Implementing**	**Transitioning**	**Modeling**
A5	No universal screening for academics is used.	Universal screening for academics is used.	Universal screening for academics occurs as recommended for content and grade level.	Universal screening for academics occurs as recommended for content and grade level and the fidelity of administration is monitored.
A6	Behavior/office discipline referrals are not tracked in a systematic manner.	Behavioral/office discipline referrals are tracked using only the following variables: learner, grade, date, time, referring staff, problem behavior, and administrative decision.	Behavior/office discipline referrals are continually tracked by learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision.	Behavior/office discipline referrals are continually tracked by learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision and the fidelity of data collection is monitored.
A7	No diagnostic assessments are administered.	Staff members individually determine when diagnostic assessments are given.	Staff members do not consistently administer diagnostic/functional behavioral assessments following locally documented decision rules.	Staff members consistently administer diagnostic/functional behavioral assessments following locally documented decision rules.
A8	No progress monitoring tools are administered.	Progress monitoring does not regularly occur for learners receiving supplemental and intensive instruction.	Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is left up to individual teams or staff members to determine.	Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is documented, followed, and based upon research.

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Component 4: Decision Making Rules are Clear

	Not Implementing	Implementing	Transitioning	Modeling
A9	No commonly agreed upon or understood decision rules for academics and behavior regarding: • Access to supports • Changing supports • Intensifying supports • Exiting supports	Teams have informal or missing decision rules for academics and behavior regarding: • Access to supports • Changing supports • Intensifying supports • Exiting supports	Teams have documented decision rules, but they are unknown or inconsistently used by staff members for academics and behavior regarding: • Access to supports • Changing supports • Intensifying supports • Exiting supports	Teams have clearly documented and consistently follow decision rules to ensure early identification for intervention for learners in both academics and behavior regarding: • Access to supports • Changing supports • Intensifying supports • Exiting supports

Curriculum

Component 1: Curriculum is Evidence Based

	Not Implementing	Implementing	Transitioning	Modeling
C1	Unknown or insufficient evidence base for academic and behavioral curricular materials across tiers.	Academic and behavioral curricular materials assumed to be evidence-based or not evidence-based for all tiers.	Staff members rely on the publishing company for documentation of the evidence bases for the academic and behavioral curricular materials used across tiers.	Staff members have formally evaluated and documented the adequacy of all the academic and behavioral curricular materials used across tiers and ensured alignment to learner needs, state standards and the evidence base.

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Component 2: Curriculum Addresses Essential Components Appropriate to Grade Level

	Not Implementing	Implementing	Transitioning	Modeling
C2	Academic curricular materials are not available to address essential academic components.	Academic curricular materials address only some essential components.	Academic curricular materials are available that address essential components.	Staff members have formally evaluated and documented that all curricular materials address essential academic components.
C3	There are no clear rules/behavioral expectations for the building/site or rules/behavioral expectations are negatively worded.	There is a code of conduct for the building/site.	Staff members have identified more than 5 rules/behavioral expectations.	Staff members have agreed to and documented 5 or fewer positively stated rules/behavioral expectations.
C4	There is formal curriculum/system for teaching the essential components of academics across some tiers and no formal curriculum to teach behavioral expectations.	There is formal curriculum/system for teaching the essential components of academics across some tiers and the behavioral expectations through correction of problem behaviors.	There is formal curriculum/system for teaching the essential components of academics across all tiers and an informal curriculum /system to teach the behavioral expectations.	There is a formal curriculum/system for teaching the essential components of academics and behavior across all tiers.
C5	All learners receive the same academic curricular materials at the same time and behavior is addressed randomly or not at all regardless of need.	Supplemental and intense curricula for behavior and academics are available but not based on learner need.	Staff members select academic curricula, behavioral instructional materials, and programs/process for supporting behavior that are an appropriate match for the needs of the learner at some tiers.	Staff members select academic curricula, behavioral instructional materials, and programs/processes for supporting learner behavior that are an appropriate match for the needs of the learners at all tiers, based upon data.

Component 3: All Curricula are Implemented with Fidelity

	Not Implementing	Implementing	Transitioning	Modeling
C6	Staff members receive academic and/or behavioral core, supplemental and intense curricular materials that they are responsible for providing and are expected to implement the curricula according to the teachers' manuals provided.	Staff members receive an overview of the academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing and/or reminders of concepts that must be taught prior to state assessments.	Some staff members are trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. All staff members are provided the scope and sequence for introducing concepts to learners.	Staff members are specifically trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. Coaching is provided as staff members implement the curricula and programs to ensure fidelity of implementation.
C7	It is assumed that all staff members are implementing the academic and behavioral curricula and programs at all tiers with fidelity.	The fidelity of implementation of the academic and behavioral curricula and programs at all tiers is checked only by having staff members turn in samples of lesson plans.	The fidelity of academic and behavioral curricula and program implementation at all tiers is specifically reviewed through the observation of staff members during personnel evaluation and feedback is provided at that time.	A process is in place to check the fidelity of academic and behavioral curricula and program implementation at all tiers with feedback and coaching to staff members provided throughout the year.

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Instruction

Component 1: All Instructional Practices are Evidence Based

	Not Implementing	Implementing	Transitioning	Modeling
1	There is an insufficient or unknown evidence base for academic and behavioral instructional practices across tiers. All staff members are expected to read information about evidence- based instructional practices.	General information about evidence-based academic and behavioral instructional practices is disseminated to staff members.	Staff members have participated in discussions about the evidence-base of specific academic and behavioral instructional practices for different tiers.	Staff members have formally evaluated and documented the adequacy of all the academic and behavioral instructional practices used across all tiers.

Component 2: Instructional Practices are Implemented with Fidelity

	Not Implementing	Implementing	Transitioning	Modeling
2	The learning instructional practices/strategies are left up to individual staff members.	Selected staff members (e.g., reading coach, special education staff, title teacher, counselor, etc.) receives training in use of evidence-based instructional practices/strategies.	Some staff members are trained in the use of evidence-based instructional practices/strategies for academics and behavior and "take the information back" to their colleagues via Professional Learning Communities, etc.	All staff members are specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. All staff members understand the critical features and application in all settings. Ongoing support and coaching is provided as staff members implement the instructional practices/strategies.

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	Not Implementing	Implementing	Transitioning	Modeling
I3	Staff members use the same behavioral and academic instructional practices/strategies for all learners in all settings regardless of individual need.	The administration selects a set of behavioral and academic instructional practices/strategies for use with all learners in all settings regardless of individual need.	Staff members select instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.	Staff members select evidence-based instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.
I4	It is assumed that all staff members are implementing instructional practices/strategies with fidelity. Practices/strategies related to social/behavioral needs are not a concern.	The fidelity of instructional practices/strategies for academics is checked only by having staff members note example instructional practices on sample lesson plans turned into their supervisor. A plan is being developed to check for fidelity of implementation of practices related to social/behavioral needs of learners.	The fidelity of instructional practices/strategies for behavior and academics is specifically reviewed through observation of staff members during personnel evaluation, and feedback is provided at that time.	A process is in place to check the fidelity of instructional practices/strategies for behavior and academics across all settings with feedback and coaching to staff members provided throughout the year.

Component 3: Schedule Allows for Protected Instruction Time			
Not Implementing	**Implementing**	**Transitioning**	**Modeling**

	Not Implementing	Implementing	Transitioning	Modeling
I5	The schedule does not include specific time for core, supplemental and intensive instruction.	The schedule provides sufficient time for core, supplemental and intensive instruction and it's left up to individual staff members to ensure that planned time is actualized.	The schedule provides sufficient time for core, supplemental and intensive instruction but it is not protected from interruptions nor monitored to ensure that planned time is actualized.	The schedule provides sufficient time for core, supplemental and intensive instruction and is protected from all controllable interruptions and monitored to ensure that planned time is actualized.

Component 4: Flexible Grouping Allows for Appropriate Instruction			
Not Implementing	**Implementing**	**Transitioning**	**Modeling**
Supplemental and intensive instruction is provided in groups.	Some attempts are made to lower group size for supplemental and/or intensive instruction.	Recommendations for instructional group sizes are met but instruction is not delivered by highly trained staff members.	Recommendations for instructional group sizes are met and instruction is delivered by highly trained staff members.

Data-Based Decision Making

Component 1: Structures for Data-Based Decision Making			
Not Implementing	**Implementing**	**Transitioning**	**Modeling**
No identified team conducts data-based decision making at any level.	Informal teams meet as time allows to conduct data-based decision making at some levels: • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction	Teams are identified and conduct data-based decision making at some levels: • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction	Clearly identified teams conduct data-based decision making at each level: • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction
There is no common understanding of the roles and responsibilities of teams reviewing data.	The teams have vague understanding of their roles and responsibilities in reviewing and analyzing data at each level.	All teams have an understanding of their roles and responsibilities to make decisions about the effectiveness of curriculum and instruction but do not have a forum to influence changes.	All teams have a clear and consistent understanding of their roles and responsibilities to make decisions about the implementation, sufficiency and effectiveness of the curriculum and instruction, and have a forum to influence changes.

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	Not Implementing	Implementing	Transitioning	Modeling
DBDM3	The team does not use the problem solving process to guide decision making.	The team informally uses a problem solving process but has no decision rules.	Some staff members are involved and have been trained in the problem solving process and are beginning to formally implement, but inconsistently apply, decision rules.	All staff members are actively involved and have been trained in the problem solving process and use it consistently to guide decisions related to academics and behavior, including following clearly documented decision rules.
DBDM4	Staff members do not understand how to analyze data or how to interpret the results.	Staff members can analyze some of the simplest data elements but don't know how to interpret the results.	Most staff members can analyze much of the data and interpret the results but do so inconsistently and information shared with families is limited.	All staff members have a full and complete understanding of how to analyze collected data and how to interpret and report the results accurately and consistently, including helping families understand the meaning and use of the data.

Component 2: Data-Based Decision Making for Improving the System

	Not Implementing	Implementing	Transitioning	Modeling
DBDM5	System-wide data-based decision making does not occur for academics or behavior.	The administration reviews system-wide academic data. A plan is being developed to review behavioral data.	An informal team meets to review system-wide data academic and behavioral data.	A clearly identified team meets at regularly scheduled times to analyze system-wide data for academic and behavioral decision making.
DBDM6	System level decision making is based on outcome data only.	The administration makes system level decisions based on: • Outcome Assessments • Universal Screenings	The team conducting system level decision making uses data from: • Outcome Assessments • Universal Screenings	The team conducting system level decision making uses data from: • Outcome Assessments • Universal Screenings • Progress Monitoring

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	Not Implementing	Implementing	Transitioning	Modeling
DBDM7	The team does not review effectiveness of or make adjustments in system.	The team analyzes: • Sufficiency of instructional procedures	The team analyzes: • Sufficiency of instructional procedures • Fidelity of implementation of all instruction • Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners	The team makes recommendations for adjustments to the system by analyzing: • Sufficiency of instructional procedures • Fidelity of implementation of all instruction • Effectiveness in engaging learners, families and communities • Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners

Component 3: Data-Based Decision Making for Improving Supplemental Instruction

	Not Implementing	Implementing	Transitioning	Modeling
DBDM8	Supplemental instruction data-based decision making does not occur.	The administration reviews intervention data for academics and/or behavior for learners receiving supplemental instruction.	An informal team meets to analyze academic and behavioral intervention data for learners receiving supplemental instruction.	A clearly identified team meets at regularly scheduled times to analyze academic and behavioral data from groups receiving supplemental instruction.

	Not Implementing	Implementing	Transitioning	Modeling
DBDM9	Decision about supplemental instruction is based on universal screening data only.	The administration makes decisions for learners receiving supplemental instruction based on: • Universal Screenings • Progress Monitoring	The team conducting decision making for learners receiving supplemental instruction uses data from: • Universal Screenings • Diagnostic Assessments • Progress Monitoring	The team conducting decision making for learners receiving supplemental instruction uses data from: • Universal Screenings • Diagnostic Assessments • Progress Monitoring
DBDM10	The team looks at the general effectiveness of supplemental instruction.	The team analyzes data to make grouping decisions.	The team analyzes intervention data from supplemental instruction regarding grouping decisions and sufficiency of supplemental instruction.	The team analyzes intervention data from supplemental instruction regarding grouping decisions, sufficiency of supplemental instruction, fidelity of implementation of supplemental instruction and curriculum, effectiveness in engaging families and makes recommendations for adjustments to the system for curriculum and instruction and programs used for supplemental instruction.

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Component 4: Data-based Decision Making for Improving Intensive Instruction				
	Not Implementing	Implementing	Transitioning	Modeling
DBDMI1	Data-based decision making addressing intensive instruction does not occur.	The process to conduct decision making addressing intensive instruction for academics and behavior is informal and does not meet regularly.	The team meets regularly to give suggestions for improving intensive instruction for academics and behavior. The team sometimes includes the family or utilizes input from the family.	A clearly identified team meets at regularly scheduled times to conduct decision making, addressing intensive instruction for academic and behavioral program decision making. This team includes the family or utilizes input and feedback from the family.
DBDM12	No team meets to conduct decision making for academic and/or behavior at the intensive level.	The teams conducting decision making for academic and/or behavior at the intensive level use data from universal screening.	The teams conducting decision making for academic and/or behavior at the intensive level use data from universal screening and diagnostic assessments.	The teams conducting decision making for academic and/or behavior at the intensive level use data from diagnostic assessments and progress monitoring.
DBDMI3	The team discusses need to refer for evaluation for entitlement.	The team analyzes individual learner intervention data regarding: • Develop individual plans • Need to refer for evaluation for entitlement	The team analyzes individual learner intervention data regarding: • Customization of individual intervention plans • Progress of individual learners • Need to refer for evaluation for entitlement	The team analyzes individual learner intervention data regarding: • Customization of individual intervention plans • Effectiveness of customized intervention plans • Fidelity of implementation of intervention plans • Need to carry individual intervention plans forward into further evaluation

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Integration and Sustainability

Component 1: Policies and Resources are Aligned within the System				
	Not Implementing	**Implementing**	**Transitioning**	**Modeling**
IS1	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are inconsistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are decided at the administrative level and are consistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and, family involvement) are decided at the administrative level with input from individual building/site staff members and are consistent with current evidence regarding effective practices.	Policies and decisions (including curriculum, instruction, scheduling, staffing, and family involvement) are mutually determined based upon current evidence regarding effective practices.
IS2	The implementation of MTSS has no action plan.	The implementation of MTSS is guided by a plan for general or special education only.	The implementation of MTSS is guided by an informal action plan The administrative and building/site staff members are working on making academics and behavior the top goals including having policy documents and a plan for dissemination.	The implementation of MTSS is guided by a formalized multi-year action plan and has resulted in both academics and behavior becoming the top goals.
IS3	No policy documents have been developed.	Policy discussions focus on emphasizing MTSS within existing policy documents.	Development of policy documents has been initiated but not completed.	Policy documents are available describing the vision and implementation of MTSS.

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	Not Implementing	Implementing	Transitioning	Modeling
IS4	No change has occurred in the allocation of resources.	The realignment of resources and practices has occurred in a few programs.	The realignment of resources and practices has occurred in most but not all programs.	The realignment of resources and changes in educational practices within the entire educational system (including all state and federal programs and local resources) is occurring.
Component 2: Systems are Self-Correcting and Achieve Positive Outcomes for Learners				
	Not Implementing	Implementing	Transitioning	Modeling
IS5	There is no process in place to review decisions made as a result of data-based decision making.	The building/site leadership team has a process to review implementation of decisions made as a result of data-based decision making.	All leadership teams have an informal process in place to annually review implementation of decisions made as a result of data-based decision making and new evidence/research.	All leadership teams have a formal process in place to annually review the implementation of decisions made as a result of data-based decision making and new evidence/research and to make changes as necessary.
IS6	There is no process in place to review and improve the data-based decision making process.	The building/site leadership team has a process to review data-based decision making process.	All leadership teams have an informal process in place to review all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	All leadership teams have a formal process in place to review learner data across all tiers from all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.

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	Not Implementing	Implementing	Transitioning	Modeling
IS7	There is no monitoring of the implementation of MTSS.	The implementation of MTSS principles and practices are monitored through initial implementation.	Implementation of core components of MTSS is monitored through full implementation.	There is a formal process to monitor fidelity of implementation, outcomes and sustainability of all principles and practices of MTSS to ensure that changes are positive for learner progress.

Component 3: Leadership Provide Staff Members Ongoing Support

	Not Implementing	Implementing	Transitioning	Modeling
IS8	Professional development activities are not tied to a multi-tier system.	Professional development addresses multi-tier issues but lacks intentional, systematic planning to align appropriate educational practices.	The professional development plan only addresses teachers, with all activities directly tied to instructional practices that support the implementation of a multi-tier system based upon local data.	There is a formal, long term professional development plan for all staff members and administrators with all activities directly tied to practices that support the implementation and refinement of a multi-tier system based upon local data.
IS9	There are no activities or time allocated for group decision making.	The administration promotes leadership skills within staff but retains decision making authority at the administrative level.	Leadership informally involves the staff in decision making.	The leadership team actively works to enhance staff motivation and capacity to be actively involved in decision making and leading from within.

Demographic Data: Quincy Elementary School's Visual Arts Learning Academy is located in Topeka, Kansas. The school is located north of the Kansas River adjacent to the Seaman School District. It is the only TPS school located "across the river" and represents itself as unique because of its different attendance boundaries in North Topeka. The school is in a neighborhood traditionally associated with poverty, high crime, and immigration issues. Walking along the streets of the neighborhood you'll see a wide variety of nationalities reflected in the faces of the parents, grandparents and children living there. Children in this neighborhood are often exposed to crime, violence, and unsafe conditions. These challenges affect student learning and academic achievement.

Yet, students in the school feel safe and are generally well behaved. They feel supported and recognize there are many adults within the school setting to whom they can turn in case of need. Quincy has established many partnerships within the North Topeka [NOTO] community. Goods and services are provided which reduce many external barriers to living and learning experienced by students and their families. Staff attempt to reach out to parents, but an effective communication chasm continues to appear between parents and staff. Many staff members now volunteer onsite and actively participate/ lead school committees. Quincy's community is culturally diverse and many families have strong values focused around their religious beliefs, cultural identification, and common language.

The total enrollment at Quincy has remained stable since 2008. In 2012, the total enrollment at the school was 257 students. 93.8% percent of students were on lunch support in 2012. This has remained stable since 2008. 20.2% of the school's total enrollment was in special education in 2012. This was an increase of 17.8% since 2008. 36.3% of the school's total enrollment was identified as ELL in FY2013. This has remained stable since 2008.

The following groups have had an increase in the number of students by more than 5% since 2008: Full Price, ELL, SPED, Afr. Amer., Hispanic, Multi-Racial, Male. The attendance rate for all students at Quincy in 2012 was 95.2%. This was an increase of 0.7% from 2011.

During the FY 2013 school term, the QPA status for Quincy is Accredited. Under the new Title I accountability system, Quincy has been identified as a Priority school. The building category for Quincy in Reading is High-Need (Level 1) and the building category for Math is High-Need (Level 1). To meet AMO 1 (Improving Achievement) for Reading, an increase of 31 API points will be needed from 450 in 2012 to 481 in 2013. To meet AMO 1 for Math, an increase of 18 API points will be needed from 488 in 2012 to 506 in 2013. AMO 2 (Student Growth) and the school's projected target cannot be calculated until all buildings in the state have completed testing in Spring 2013. Quincy met AYP criteria for both Reading and Math in 2012.

Of the 257 students enrolled, 96.5% of the students are qualified for free or reduced priced meals. English Learners are 36.7% of the school population with 100% of English Learners speaking Spanish as their primary language. Students with disabilities make up 22.5% of the school population. Quincy has 4 predominate ethnicities/ races: Hispanic 45.1%, White/ Caucasian 41.6%, African American 9.7% and 11.1 as Other.

During the FY 2011 school term, Quincy, consisting of 6 grade levels (Pre-K through Grade 5) was in urgent need of substantial changes. The school's academic performance placed Quincy in the lowest 5% of schools in Kansas with similar demographics, as well as the lowest 5% percent of schools nationwide. The school lacked a vision and educational plan. There was no shared understanding of school-wide expectations, norms and procedures in place to successfully raise student achievement.

The district in the fall of 2011 launched a series of school accountability initiatives designed to create a continuous cycle of improvement that will increase the rate of student learning and transformation under-performing campuses. Through the assistance of KSDE and KLN, details have been outlined and used in the design and implementation of a School Improvement Plan [SIP] to create school goals for the year in terms of working towards becoming the ideal. The data inquiry process created a "shared way" for Quincy to construct their SIP, and monitor progress towards becoming better and focus on continuous improvement. The Superintendent's Priority Schools Program is a district centerpiece to close achievement gaps by improving low-performing schools.

TPS's District Superintendent, Dr. Julie Ford, with the assistance of representatives from KSDE and KLN, identified four district schools as Superintendent's Priority Schools, schools that would become incubators for innovation in the district's three focus areas of teaching and learning, family/ community engagement and equity and organizational transformation. All schools shared certain commonalities in their student populations – they were all high poverty, predominantly minority and academically low-achieving. Quincy is identified as a Priority School.

Quincy Elementary Family Fun Art Series

Quincy Family Fun Art Series is being moved from Saturday, to every Wednesday night. At the end of April through May, we will be planning and beginning the Quincy Visual Art Learning Academy murals.
Our first new sessions will be on April 24rd.
(This workshop is only open to Quincy Elementary students and their families.)

Where: Quincy Elementary School

Time: 6:00 pm to 9:00pm

Please sign up in the office
or contact Ms. Regnier at 250-1118

Root Cause Analysis: Based on the school's data analysis results, describe the root cause(s) that support the selection of an appropriate intervention model.

Through the completion of the ICM Matrix in spring 2013, the Quincy Building Leadership Team [BLT] identified root causes that continue to create challenges for improved student achievement in reading and mathematics for students. Lack of student background information and poor vocabulary skills are major contributing factors of their reading comprehension deficiencies. Varying levels of student engagement and less than desirable student expectations by the teaching staff has been the norm for an extended period of time. The low socio economic status, English language acquisition needs and the high minority of students are factors that continue to contribute to low student achievement. Use of data to drive instruction and instructional (teaching and learning) accountability were also found to be challenges that effect student achievement. In addition, when combining the percent of students with English learning needs (36.3%) with the identified needs of special education students(22.5%, these two combined special student populations demonstrate that nearly 60% of all the students at Quincy are at high risk for success. Each require typically intensive instructional support and each group represents gaps in foundational skill building essential for successful reading and math performance.

Furthermore, the BLT identified root causes creating challenges for student achievement in the area of continually low mathematics performance of students. Student computational skills and the inability to solve multiple step programs and solve language based math problems are major contributing factors of their mathematics deficiencies. Again, the low socio economic status, English language acquisition and the high minority of students is a challenge that factors into low student achievement. Low staff expectations regarding student math performance, along with inconsistent use of progress monitoring and other data to drive instruction and accountability were found to be challenges that effect student achievement.

Nevertheless, strengths in student achievement were identified through the root causes analyzed by the

school team. The strengths included the vast quantity and quality of data that included assessment information found through the use of the Scantron Performance and Scantron Achievement testing cycles, the use of the DIBELs at all grade levels, the administration of the KELPA with English learners and other formative, interim and summative assessments. The data reflected that attendance was somewhat good at Quincy (88%) indicating that students were often present to receive the content, however, increased consistent attendance is needed to close the gap in student performance. Given the attendance data, the average number of days student s attend is 150 day out of the entire school term each year.

The low test scores discovered during the data analysis confirmed the need for reform in the areas of reading, mathematics, writing and how to handle student behaviors effectively at all grade levels.

According to the Kansas Learning Network District Needs Assessment Report in December 2012, Quincy was involved in a Needs Assessment process focusing on data collected and organized by the seven Turnaround Principles as identified in the 2012 Kansas Elementary and Secondary Education Act (ESEA) Flexibility Waiver: 1) Provide Strong Leadership; 2) Enable Effective Educators; 3) Maximize Learning Time; 4) Ensure Rigorous Curriculum; 5) Utilize Data Analysis; 6) Establish Safe Environment; and, 7) Grow Family and Community Engagement.   The needs assessment was designed to identify strength and challenges leading to commendations and recommendations for improvement. The following statements are highlights from this survey process.

Under **Turnaround Principle #1**, challenges exist; that is: 1) Collaborative approach exists among district leadership team, but Quincy stakeholders do not have an in-depth understanding of the district's mission; 2) Instructional leadership remains an area in need of improvement at the building level; 3) Better communication to all Quincy stakeholders of the district's mission and areas of focus can help parents widen their understanding of district initiatives; and 4) the continual refining and reorganization of special education services and programs for English learners is viewed as positive, however, the need for more collaboration among all educators is needed.

Under **Turnaround Principle #2**, Enable Effective Educators, challenges also exist; they are: 1) Follow up needs to occur by the administration with teachers after walkthroughs have been completed.

With **Turnaround Principle #3**, KLN cited that a number of challenges exist; they are: 1) Concerns were raised about interruptions during instruction with students; 2) Counseling services are found only on a part-time basis at Quincy; and 3) Coaches and interventionists are not at Quincy full time, but are shared with another building or buildings within the district. This fragmentation is not ideal and contributes to staff not having full identity and ownership to one specific school setting.

Regarding **Turnaround Principle #4**, challenges cites are found in: 1) Technology usage levels vary among teachers; 2) Teachers are aware of Kansas Common Core Standards, but do not yet fully understanding how to implement them; 3) The application of teaching and the use of instructional tools are not always aligned, thus wasted time is found in concepts that have nothing to do with expected student performance and outcomes.; and 4) Alignment of curriculum, assessments, and instruction for all students, including those receiving interventions, needs to be thoroughly re-examined.

Under **Turnaround Principle #5**, a concern was expressed regarding more time needed to analyze student data by teachers. Another need was that while more time to analyze data was warranted, a concern existed regarding the overabundance of assessments to be completed at the end of the year. Furthermore, while classified staff may participate in data collection, they are not able to participate in collaboration time when the data is analyzed and discussed. Finally, walkthrough data is being collected but how this data is used to refine expectations and address follow-up reflections with teachers are uncertain.

Under **Turnaround Principle #6**, Quincy staff need to analyze procedures regarding serious disciplinary action and ensure that consistent follow-through occurs with discipline referrals. While addressing anti-

bullying efforts are underway at Quincy, expansion of these efforts should occur in other common areas for students—buses, as one example.

Finally, with **Turnaround Principle #7**, the Parent Teacher Organization [PTO] is not active at the school. As such, Quincy staff need to identify ways to communicate with families of diversity in order to positively engage them in their child's education and school.

Furthermore, through the collaborative work of the KSDE, KLN, district and school staff and community involvement and the compiling of data and information gleaned from the ICM in October 2012 through January 2013, the following issues exist: During classroom observations, many teachers demonstrated a lack of skills/ strategies that engaged students with a high level of concentration. Inconsistent use of questioning/ problem-solving strategies was evident. As such, strategies that increase learning time is warranted and professional development and accountability standards need to be set for this to occur effectively and efficiently.

Family engagement is a factor contributing to overall low student achievement. Low numbers of parents attended the spring 2013-parent/ teacher conferences (45%). Parental follow-through to support their child and staff appears minimal. This same trend has held true for an extended period of time.

To develop mechanisms to support family and community engagement, Quincy needs to conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. Quincy should try to ensure that it aligns the family and community engagement programs it implements to support common goals for students over time and for the community as a whole.

When the BLT was queried about how they measure changes in instructional practices resulting from professional development, they indicated that data had not been collected to determine its effectiveness.

A major thrust of TPS and its purpose for seeking approval for SIG funds is providing and investing in quality professional development for Quincy's instructional staff. This SIG application is grounded heavily in providing professional development for the purpose of providing staff with technical assistance in the use data and assessment processes with high levels of effectiveness, designing and implementing core and tiered levels of curriculum and interventions for students based on students' identified learning needs and teaching using research-based/ best practices/ strategies and using them well, and investing in student learning that results in productive citizens for the state and the nation.

Quincy is just beginning to implement the TTSS model of intervention supports for its students in three areas: reading, mathematics and student behavior. During the FY 2013 and FY2014 school term, PBIS—positive behavioral intervention supports—will be a new initiative for the school. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment, is needed. Tiers 2 and 3 for both reading and math will be refined over the next couple of years and serve as a continued focus of instructional enhancements for all students. Using and integrating technology-based supports and interventions as part of the instructional/ intervention model is warranted.

While professional development training has occurred for the purpose of implementing both the LEAD 21 reading program and the Everyday Math anthologies, some teachers, especially the new teachers on staff, lack a sound understanding of how both instructional programs are vertically aligned from one grade to the next as well as aligned with State academic standards. Furthermore, they do not grasp the rigor required by students in order to demonstrated proficiencies on the Kansas Assessments.

Through the review of existing data regarding walk-throughs, a lack of consistent, periodic reviews to ensure that the curriculum and instruction is being implemented with fidelity is evident.

As per the spring 2013 survey completed by staff, providing additional supports and professional development to teachers and the administration in order to implement effective strategies to support students with disabilities or for those who are English learners to ensure that limited English proficient students acquire language skills to master academic content in the least restrictive environment is also warranted.

No consistent/ reliable data exists to determine the impact Tiers 2 and 3 interventions are having on students. As such, establishing evaluative criteria for the existing extended day or restructuring the school day so as to add time for such strategies is needed.

Extra time or opportunities for teachers and other school staff to create and build relationships with students is evident. Staff have talked about the development and implementation of "Porch Visits"— where staff go to parents homes to interact, dialog about the needs of their child, the needs of the community, and see meaningful input about how to collaborate for the success of all students. This will be initiated in FY 2014.

A longstanding trend is evident regarding the role of the district office in establishing the calendar, budget, professional development, and the securing of human resources for each school. This somewhat rigid stand has resulted in limited operational flexibility to implement fully a comprehensive approach to substantially improve Quincy student achievement outcomes. Therefore, the district will work with Quincy in determining possible additional days for staff, flexibility in calendar development and implementation and ensure the involvement of the principal in the selection of all highly qualified classified and certified personnel.

The Quincy BLT believes that ongoing, high-quality, job-embedded professional development is warranted. The qualities of this professional development is to be aligned with the school's comprehensive instructional program and designed with school staff to ensure that all staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies as needed.

The newly secured principal, Susan Liotta, acknowledges that there was still a great deal of work that needed to be done in order to boost student achievement. Quincy's job-embedded professional development is characterized by the following:

- Coaches—literacy coach, math coach and the behavioral interventionist will collaborate to provide active professional development during PLC/ Collaboration times and during district/ building sponsored staff development days on topics pertinent to the student and staff needs of the school and ensuring that academic standards, school curricula, and school improvement goals are all aligned.
- Each type of professional development for staff will be designed for active engagement by the participants rather than any type of passive learning; and
- Educators will work collaboratively and will be often facilitated by school instructional leaders (coaches) or mentors;
- Job embedded professional development will be aligned with district performance indicators, academic standards and address the School Improvement goals over the next three years.
- PLCs/ Collaboration Time will occur every week with every instructional teacher, content and grade level groups of teachers and support staff. During 1.5 hours set aside each week with all instructional staff for collaborations, a variety of professional development content-based activities will occur; that is, and not limited to: how to implement targeted lessons for students and asking students essential questioning to ascertain levels of understanding and application of new learning, how to use of progress monitoring, formative, interim and summative assessment to drive the design and deliver instruction, how to establish and sustain parent engagement programming, how to appropriately address both individual student and classroom achievement/ academic performance indicators, how to analyze PBIS data and create positive learning environments for all students, how to determine the impact interventions are having on students, acquiring skills content and instructional strategies that are grounded in research, how to effectively collaborate, how to design practice that is differentiated,

and how to implement effective language programming for English learners during core instruction in reading and mathematics.

- Professional development for Quincy faculty will focus also on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

In addition, in April 2013, Quincy's BLT met to examine current instructional practices, assessment school-wide systems for instruction and assessment, review district-adopted curriculum, and studied the most up-to-date research on literacy development. As such, Quincy staff identified the following site-specific needs:

- A collective understanding of what high quality instruction / learning looks like needs to be established and implemented.
- A common understanding of academic rigor is necessary for all teaching staff.
- Co-teaching practices must be accelerated to allow all students to experience rigorous learning.
- Common core standards must be the anchor that grounds all instructional planning.
- Instruction must be purposeful, high value, and meaningful to students.
- Instruction needs to be differentiated to address multiple and varied student learning styles.
- Measurable learning objectives must be set for each lesson.
- More attention must be paid to grouping students according to instructional level. Groups must be reconfigured frequently in response to the changing learning needs of individual students through the use of progress monitoring processes.
- More realia connections to students' day-to-day lives must exist.
- Opportunities must be provided for students to assess their own work.
- School staff must embrace innovation and change.
- School staff must understand the value of establishing close working relationships with students and their families.
- Students need greater opportunity to take responsibility, show initiative, and develop their own leadership and reflective learning skills.
- Students need opportunities to be collaborative learners.
- Teachers need to provide a rigorous, balanced curriculum that provides a wide range in realistic learning experiences.
- Teachers need to recognize student assets and build upon them.
- Teachers need to use assessment data from multiple sources to plan instruction, plan for ability grouping of students, and make adjustments in their teaching based upon the learning needs at any given time.
- The academic progress of students must continue to improve and core instruction will be the beginning point for this change.
- The curriculum needs to enable students to work in depth on projects to develop a wide range of skills to understand complex concepts and to solve problems.
- The curriculum needs to include a variety of technologies and seek to develop twenty-first century skills in teachers and their students.
- The instructional day must be filled with higher order and higher level thinking.
- The school needs to show high academic and personal expectations by posting rubrics and grade expectations and celebrating exemplary work.
- There needs to be both understanding and know-how for supporting second language students in their acquisition of English.

Taking these identified needs and pairing them with TPS's priorities (**Figure 1 below**), the following steps and strategies to be instituted in Years 1 through 3 as a part of the SIG effort are:
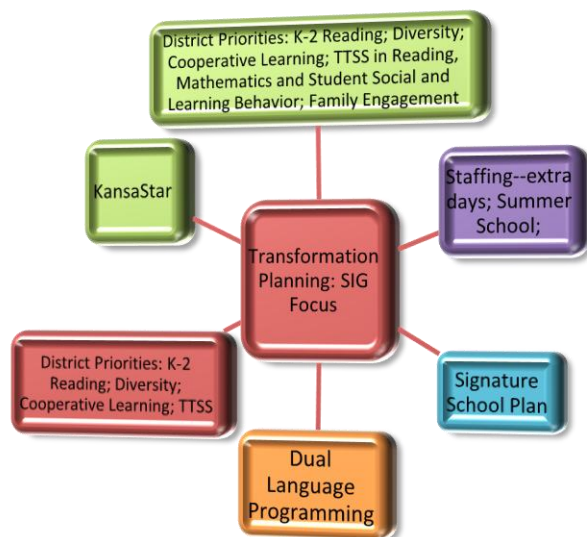
Priority 1: Develop common instructional practices designed to support all students achieving at high levels. Highlighted strategies include:

- Access training from specialists to expand teachers' instructional capacity and provide support to all students
- Build classroom libraries / instructional practices for the English Language Learner program built around integrated literacy and genre study.
- Collaboratively developing a series of tasks and mini-tasks directly linked to the learner-centered problem and the problem of practice.
- Continue to embed purposeful writing instruction through research-grounded professional development, collaboration team planning and daily classroom instruction.
- Develop and implement a structure that allows for every grade level teacher, support team member and administrator to participate in weekly Common Planning Time (CPT) meetings.
- Develop and implement a structure that allows for regular grade level and vertical articulation time that focuses on the support needed to allow all students to thrive academically.
- Develop and train a group of "Parent as Partners Room" parents to provide regular support within the classroom and establish an effective "Porch Visiting" program between families and Quincy staff.
- Develop themed, high-impact, adjunct cluster duty teams. These teams will focus on Student Achievement and Recognition, Family Engagement, English Language Learner Programming, Literacy, and other site initiatives, as needed.
- Developing common understanding of essential elements within a lesson with the full implementation of "I Can" targets and Essential Lesson Questions.
- Developing high-level instructional practices designed to elevate student achievement.
- Establish school-wide expectations for essential lesson components.
- Focus work on building a culture of inquiry guided by the TTSS Data Wise inquiry methodology.
- Implement and expanded English Language Learner programming that is research-based and results in students demonstrating biliteracy and bilingual proficiencies after 4 to 5 years within the program.
- Implementing Six Trait writing strategies at all grade levels.
- Implementing TTSS Positive Behavioral Supports (PBIS) for all students.
- Implementing, with fidelity, reading instruction in every classroom using Lead 21 language arts programs, paired with Kagan Cooperative structures and differentiated learning, including the

establishment and implementation of rigor-focused, differentiated work stations that allow students to practice previously taught skills.

- Implementing, with fidelity, math instruction in every classroom using Everyday Math and supplemental math supports/ manipulatives to that focus on district and state standards
- Provide purposeful push-in intervention support accessible to all students needing this support and provide comprehensive Tier 2 and Tier 3 effective interventions supports for all students in three areas: reading, mathematics and behavior.
- Redesign and implement the TTSS model that fosters increased EL student interventions for EL students based on KELPA, progress monitoring of core instruction, and the differentiated learning needs of culturally diverse students.
- Teaching understanding and respect for racial, cultural and linguistic diversity. This is accomplished through high academic standards, cooperation with others and the appreciation of each individual's uniqueness.

Priority 2: Create high functioning collaborative teams. Highlighted strategies include:

- Develop structure for every grade-level teacher and support staff to receive 45 minutes of daily individual lesson planning time and a minimum of 1.5 hours of Collaboration Time each week during the regular school term.
- Implement an effective student, school-wide positive behavioral support system for all students.
- Work among grade level and vertically among teams to discuss common assignments, checklists, rubrics, and supplies/materials needed to assess student progress. Examine content/ teaching and learning scope and sequence to develop grade-appropriate lessons designed to meet the learning needs of all students.
- Work with school partners to develop collaborative partnerships designed to increase student achievement.

Priority 3: Create meaningful learning opportunities for students. Highlighted strategies include:
- Develop instructional practices that emphasize rigor, meaning, higher-level thinking, relevance and establishes rapport between the family and the staff.
- Create classrooms that are culturally and linguistically responsive to student learning needs—especially focusing on the needs of English learners through the continued development, enhancement and implementation of a two-way immersion program for all Quincy students.

Priority #4: Develop practices that enhance positive school-home relationships. Highlighted strategies include:

- Conduct "Porch Visit" professional development as part of inservice training before the school year begins.
- Develop and implement a positive student / parent engagement log where teachers and support staff update up-date, discuss, and turn in monthly logs.
- Develop, encourage and implement the "Room Parents" program for all classrooms.
- Develop, implement, and monitor practices designed to strengthen relationships with the school community.
- Establish and implement a "Porch Visit" calendar for all families and all staff.
- Increase participation of families and staff through the implementation of the "Porch Visit" program.
- Set expectation that all staff will have completed "Porch Visits" with at least half of their students by the FY 2014 winter break.

The SIP goals, improvement strategies and types of professional development in the area of reading, mathematics, writing and student engagement are found below:

Area of Reading Comprehension:

Improvement Goal 1	Improve all students' reading comprehension

Rationale and Supporting Data: Scantron Scores, KRA scores, DIBELS.

Improvement Strategies
TTSS Rubric given Fall 2012 and Spring 2013
Cooperative Learning Rubric given Fall 2012 and Spring 2013
Identify Similarities and Differences Rubric given Fall 2012 and Spring 2013
Topeka Tiered System of Support

Schoolwide Indicators of Improved Learning
KRA grades 3-5
K-2 DIBELS Benchmark Composite
District Benchmark Reading Assessment Grades 3-5
Scantron Performance Grades 3-5

Implementation Activities With Students	Professional Development Activities With Staff
Provide instruction to support the five components of a balanced reading program. • Shared reading • Read alouds • Independent reading • Differentiated guided reading groups • Differentiated literacy workstations focusing on targeted literacy skills	Receive staff development for balanced literacy Collaboration C& A implementation
Students will be involved in direct vocabulary instruction. • Vocabulary picture cards • Direct vocabulary lesson • Tier 2 words • Technology	Collaboration Teacher curriculum work summer 2013
Students will be involved in activities designed to increase background knowledge. • Front-loading • Lead 21 Building Background	Collaboration Teacher curriculum work summer 2013

• Graphic Organizers • Technology • Real-world objects	
Ongoing progress monitoring is performed on all students. • At risk (int. & str.) students receive 30 or 60 minutes of additional small group instruction daily • Groups are adjusted in response to data • Instruction is based on specific deficiencies of students	Topeka Tiered System of Support Monthly district interventionist staff development Collaboration/ PLC

Area of Written Communication:

Improvement Goal 2	Improve all student's written communication

Rationale and Supporting Data: District Writing Assessment

Improvement Strategies
Implementation of the Six-Trait Writing process using the Powerful Writing Tree structure.
Kagan Cooperative Learning Rubric given Spring 2013

Schoolwide Indicators of Improved Learning
District Writing Assessment
K-5 District Writing Assessment % Proficient

Implementation Activities With Students	Professional Development Activities With Staff
30-50 minutes daily of direct writing instruction using: • Six-Trait + 1 writing model components • Powerful Writing Tree • Toying with Writing • Appropriate rubric	Provide staff development in Powerful Writing Revisit Quincy's scope & sequence of writing skills and expectations Collaboration Provide "Toying with Writing" staff development Monthly analysis of selected student writing samples using appropriate rubrics

Area of Mathematical Concepts:

Improvement Goal 3	Improve all students' understanding of mathematical concepts

Rationale and Supporting Data: KMA, District Benchmark Assessments

Improvement Strategies

Use manipulatives, drawings, models, and concrete objects to promote conceptual understanding.
Communicate mathematical ideas.

Schoolwide Indicators of Improved Learning
KMA Grades 3-5
District Benchmark Math Assessment Grades 3-5
Scantron Performance Math Assessment Grades 3-5
Math LPM's Grades K-5 Fact Fluency (percent proficient)
Math LPM's Grades K-2 Math Concepts (percent proficient)

Implementation Activities With Students	**Professional Development Activities With Staff**
Students learn and use multiple representations and strategies for - Math concepts - Math computation - Fact fluency - Problem solving	Everyday Math CCSS Edition for all teachers Collaboration
Students communicate their mathematical thinking by discussing, drawing, modeling, explaining and writing.	Everyday Math CCSS Edition for all teachers Collaboration

Area of Student Behavior:

Improvement Goal 4	Improve all students' behavior
Rationale and Supporting Data: As school climate and student behavior improves, instructional time will increase and students will become more engaged in the learning process.	

Improvement Strategies
100% engagement structures
Non-linguistic representations
Student goal setting and feedback/recognition
Positive Behavior Intervention Supports

Schoolwide Indicators of Improved Learning
Student referrals to office
KMA (3-5)
Student suspensions

Implementation Activities With Students	Professional Development Activities With Staff
Kagan Cooperative Learning • Team Builders at least twice a week • Class builders at least once a week • Daily Kagan structure in both reading and math	New staff attend 5 day LETR training in July 2013 Coach staff on Kagan expectations Identify, with staff input, focus structures for each month All staff participate in cooperative learning coaching once per quarter Quarterly share success stories, ideas, lesson plans or videos during staff meetings or collaboration
Non-linguistic representation (representing information in ways other than language) • Picture vocabulary • Graphic organizers • Gestures • Concrete objects • Video clips • Manipulatives • Kinesthetic movements • Music • Model drawing • Etc.	Curriculum summer work in 2013 Collaboration/staff meetings Toying With Writing Coaching
Setting individual goals and monitoring student progress. • DIBELS • End of Selection from Lead21 • Fact Fluency/Number Recognition • Bi-Unit Writing Assessment	Collaboration discussions by grade level for which data to collect and how to best utilize the data folders
Positive Behavior Intervention Support (PBIS) Teach and Model • Character traits • Common area expectations • Classroom expectations	All Staff • Introduction • Social, Emotional, and Character Development • Common Areas All Staff • Classroom Management • Teach and Model Critical Behaviors All Staff • Family Involvement

Quincy staff, families, and community partners involved in the process of transforming the school and it's learning for students are taking great pride in the design and future implementation of the SIG proposal. The school's Building Leadership Team [BLT] is set to focus on helping all students reach proficiency on state assessments in English Language Arts/ Reading, Writing and Mathematics. Through the implementation of the TTSS, Quincy is also set to establish highly effective common practices across grade levels and building a culture where data inquiry thrives. Teachers, support personnel, and administrators will sit down regularly (daily through teacher inquiry/ coaching and weekly through collaborations) to examine student work.

Step 1b: The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA's application in order to implement, fully and effectively the required activities of the school intervention model it has selected.

Using the needs assessment results, select the Appropriate Intervention Model, elaborate on how the school utilized the School Intervention Model Selection Rubrics to choose a model. Refer to Appendix C, p. 46-76.

The BLT was provided the School Intervention Model Selection Rubrics to complete (Data findings found earlier in this application). Each team member reviewed each indicator and selected a rating of Quincy's performance level. The team then reviewed and openly discussed each indicator and came to a consensus on the status of implementation at Quincy.

Leadership and Empowerment: In the Leadership standard, the team determined that the district had replaced the principal who led the school prior to the model being implemented, rating this as already in transitioning. Relating to the notion that a clear role is identified for how each leadership team member will support the TTSS, the BLT indicated that this too was in a transitioning stage. The BLT also noted that district/ building/ site levels data is not reviewed regularly or shared with others, noting that further work is needed in this area. Finally, the leadership team indicated that no clear or consistent communication plan is in place to support TTSS implementation effectively. Again, this is an area of need improvement.. One of the strongest reasons for not selecting Turnaround Model as an option was the status of leadership change already completed in April 2013 with a new principal formally coming on board in July 2013.

Creating An Empowering Culture: In the area of technical assistance, the team indicated that the school was in a transitioning process regarding the building of an empowering culture and that a common understanding of the need and consensus around the implementation to create an empowering culture was warranted.

Assessment: In the area of assessment, the BLT indicated that Quincy is also in a transitioning stage of development, as further understanding and application of assessments associated with universal screenings, diagnostic and functional behavioral assessments, referrals and progress monitoring expectations are needed.

Curriculum: The BLT noted that staff members rely heavily on the publishing company for documentation of evidence for all tiers of supports to students. Because the school is in the transitioning stage of development and implementation, further work associated with transforming the school in this area is warranted.

Instruction: Again, the BLT cited that all subcomponents (all instructional practices are evidence-based; instructional practices are implemented with fidelity; staff select instructional materials that are an appropriate match for the needs of all learners; schedule allows for protected instruction time; flexible grouping allows for appropriate instruction) are found to be also in the transitioning stage of development. This indicator has been a focus for the school and district but continues to be a priority for improvement. Increased learning time has been revised at Quincy for FY 2014 and will continue to be a focal point of concerted change effort.

Data-based Decision Making: Again, the BLT found that the school is at the transitioning level of implementation, as further work is needed in the area of conducing data-based decision making at all Tier 1, Tier 2 and Tier 3 levels of instructional support for students.

Integration and Sustainability: The BLT noted that the policies and decisions—including curriculum, instruction, scheduling, staffing and family involvement primarily at the administrative level and are consistent with current evidence regarding effective practices—are at the non-implementation or implementation levels.   Staff perceive that no change has occurred in the allocation of resources and that they have had little say regarding the allocation of supports or resources. Further work is needed in this area as well.

As indicated above, most ICM matrix rubric results indicate that the school is at the implementation and transition levels. Because of numerous staff and administrative changes for FY 2014, the best model fit for Quincy is the Turnaround Model of reform.

1. Results Based Professional Development has already started:
   a. Everyday Math Training—in place and ongoing
   b. Guided Reading—in place and ongoing
   c. K through 2 Literacy Initiative—including such components as differentiated literacy workstations, Language Essentials for Teachers of Reading and Spelling [LETRS], increasing instructional learning rigor, using data to design and implement tiered instruction—in place and ongoing
   d. Kagan Structures/ Strategies for Engagement—in place and ongoing
   e. Late Start Collaboration Time for Teachers (one day a week school will begin late starting in FY 2014)
   f. Lead 21 Training—in place and ongoing
   g. Reflective Coaching—initiating in FY 2014
   h. Role of Literacy Coaches and Math Coaches—in place and ongoing
   i. Securing a Behavioral Specialist—description and role is in place pending funding
   j. Sheltered Instruction (SIOP)—initiated through the existing ESL programming
   k. Sheltered Instruction Observation Protocol (SIOP)—initiating more formally in FY 2014
   l. Teacher Collaboration Time/ Professional Learning Communities—in place and ongoing
   m. TTSS Intervention/ Implementation—Tiers 1, 2 and 3, SIT training—in place and ongoing in the areas of reading and student behavior

2. Data Analysis
   a. Benchmark Assessment—in place and ongoing
   b. DIBELS Data—Kindergarten through Grade 2—in place and ongoing
   c. Formative Assessment—in place and ongoing
   d. KELPA Data—in place and ongoing
   e. Progress Monitoring—in place and ongoing
   f. Scantron Achievement Data—in place and ongoing
   g. Scantron Performance Data—in place and ongoing

3. Selection of New Principal/ Administrative Leadership FY 2014—in place
4. Identify and retain effective teachers—in place and ongoing
5. KLN Implementation Coach – Technical Assistance—in place and ongoing

Because of the extended time the school has been on corrective action, the turnaround model will allow Quincy to continue to execute and enhance the strategic plan for change. The strict guidelines that serve as parameters of the turnaround model ensure that all school staff members are held accountable for students making AYP. For example, Quincy will report to a new "turnaround office" in the district, hire a "turnaround leader" on a part-time basis who reports directly to the Superintendent to obtain added flexibility in exchange for greater accountability.

Using the Needs Assessment and the Selected School Intervention Model, Assess the District and School Capacity, elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools.

The BLT was provided the ICM to complete. Each team member reviewed each indicator and selected a rating of Quincy's performance level. The team then reviewed and openly discussed each indicator and came to a consensus on the status of implementation at Quincy This information was shared with the district leadership team. The ICM matrix information will now be incorporated into the new Priority School Plan to be completed in June 2013.

Strengths and Weaknesses: Discuss the strengths and weaknesses identified in the capacity appraisal that was done for the school using the Innovation Configuration Matrix (ICM) for Schools.

Strengths and weaknesses in the appraisal process is found in the Root Causes section of this proposal. In addition, ICM results are found with the ICM Matrix Rubric results found also earlier in this report. Also, as cited immediately above, analysis of levels of implementation are delineated.

Use of Improvement Funds: Provide an explanation of the school's capacity to use school improvement funds to provide adequate resources and related support for full and effective implementation of all required activities of the selected model.

Superintendent Ford established the TPS priority schools to ensure that intensive intervention would occur at the sites even before KSDE released the list of persistently lowest performing schools in the State of Kansas. The TPS Board of Education is highly supportive of improving these schools and recognizes that all resources and support should be directed to them.

The newly secured Principal, Ms. Susan Liotta, has started the transformation processes for the school by working with external providers and meeting with parent groups, teachers, and community partners. Quincy is presently working with KLN, an implementation coach, Dr. Patricia Smiley and other internal district level staff (Director of Teaching/ Learning, the Title 1 Coordinator, the district's ESL Director, the district's Early Childhood Coordinator, the district's Director of Administration and others) to assist with transformational efforts.

Staff participated in a FY 2012 summer, fall and spring professional development (Data Wise inquiry methodology, Six Trait Writing, Lead 21 reading instruction, inclusive practices, English Language Learner programming, culturally responsive teaching and learning, Kagan Cooperative Structures, Diller's work station development and implementation and others), and received other types of support/ technical assistance from other consultants and partners.

Principal Liotta has already demonstrated that she is capable of organizing and implementing systematic changes at the school through the implementation of the priority schools strategies, as she presently serves as the Assistant Principal at Quincy.

Each of the required elements in the Turnaround Model has already or is being addressed through the priority schools intervention efforts (*described in section ii*) or will be addressed using SIG funding.

SIG-funded activities include:

District Turnaround Coordinator: .5 FTE Years 1 through 3: A liaison between Quincy and the district will be secured to assure that SIG goals, objectives, activities, timelines, and evaluation outcome measures are effectively and efficiently met. The Coordinator will work directly with the administration at Quincy and keep the school focused on the goals set forth in the plan while allowing the principal to continue to be an instructional leader in the school environment.

Parent Engagement

As stated by KLN and the District Improvement Plan, we understand that the need to bridge the substantial cultural gap among our parents and school community is important and demands attention. The district will be developing a parent involvement handbook that outlines steps for each school to move towards the goal of involving parents in each school. The handbook will also have a number of resources to help schools achieve the goals. Some of the resources we are planning to include are curriculum and programs that have successful implementation records. We are considering Parent Parties, Parenting Partners, and/or Bilingual Family Reading, and family field trips to art museums and cultural fairs in Kansas. In addition to guidance and curriculum/programs, the district will utilize trained translators for all meetings using a simultaneous interpretation system to bridge language and communication barriers.

Math Interventionist: 1.0 FTE Years 1 through 3: A full time math interventionist, who also works on a part-time basis within the school as a Math Coach, will allow Quincy to have smaller, more intensive, intervention class sizes. By adding this 9-month position, a total of 2.0 FTE math interventionists will be secured for the school for the next three years, addressing the significant gap in expected math performance outcomes. This position will assist with the implementation of smaller group instruction, thus allowing more direct teaching instruction, allowing students to respond more frequently and assist with effective, ongoing progress monitoring to address content not mastered by students in Tier 2 and Tier 3 levels of support.

Behavioral Interventionist: 1.0 FTE Years 1 through 3: The Behavioral Interventionist will assist in the design, delivery and daily operation of the school's PBIS/ TTSS program. Specifically, the Interventionist will design and implement the data system of behavioral referrals, provided individual and small group support for students in Tiers 2 and 3, conduct in class observations and gather pertinent information from parents, students and staff regarding perceived needs and evaluate the effectiveness of the interventions employed. He/ She will work closely with the administration and the PBIS Coach to determine schedule and further expectations. This is a 10.5-month position.

School Interpreter / Translator—Spanish: 1.0 FTE Certified/ Classified qualifications: Demonstrated proficiencies in being bilingual/ bi-literate: The number of English learners and families where the primary home language is that other than English will continue to grow. In order to effectively dialog with parents and students, the request for a school interpreter who is able to assist with classroom instruction, provide translation—either through oral language or written expression—is needed. This is a 10.5 month position in Years 1 through 3.

Summer School: 2 Summer School Teachers; 10 Besitos and Washburn University Undergraduate Fine Arts Students: Years 1 through 3: Students who performed in Levels I and II on the Kansas Assessments will be provided additional instruction on indicators not mastered by them during summer programming. Ten Kansas State University students (Junior/ Seniors/ those who have passed the PSDT in education or needing practicum experience) will be secured to provide instruction on a half-day basis to Quincy students. KSU "Besitos" students (bilingual/ bi-literate) will be secured to implement curriculum and instruction designed by Quincy teachers and by Quincy interventionists, specifically focusing on reading skill proficiency development, math skill proficiency performance and real life applications of problem solving. .

Intensive Professional Development: All teachers, coaches and administration will be trained annually to keep current on best practices, research-based instructional techniques to meet the academic needs of all students through the implementation of the SIG plan, TTSS model and Priority School efforts. Such areas of training will include a focus on equity issues, LETRS (literacy) and BUBBA (Math) Training that might include Saturday trainings throughout the regular school term.

Retention Staff Incentive: To better address teacher absence rates and yearly retention of staff, an incentive program will be established that recognizes staff who diligently strive to meet his/her individual teacher professional plan each year, who demonstrates growth in student achievement and rapport

outcomes and who assists in building a culture of success school-wide. As such, a reward incentive process will be established that is tied to teacher retention, and one that is also tied to the AMO's at the individual and school level. Staff will design and implement an incentive rubric to ensure accountability for outcomes. Recognition processes and rewards to attend a national conference or the acquisition of latest technology (iPad) or provide a bonus for classroom or library materials will serve as reward examples to be received by individual staff members.

Home/ Porch Visits: Incentive Daily Rate for Quincy Staff: The teacher home visit/ Porch Visit program is designed to raise academic achievement of all Quincy students. The program is designed to establish meaningful communication between school personnel, parents and students. The expected outcomes are to improve student academic achievement and test scores, decrease discipline referrals, increase attendance at school for students and at conferences for at the parents, and create community resource awareness.

Media Specialist/Technology Facilitator: .5 FTE $23,000 Years 1 through 3: Currently Quincy has a district supported .5 media specialist and no Technology Facilitator. Making this a full time position would allow the media specialist time to extend learning opportunities and book check out to stay at home parents and pre-school children, monitor the parent resource room, and provide technology classes to parents and community. In addition, the media specialist will work with teachers, students, and their families to implement the one-on-one technology device initiative as a means to implement a collaborative, creative and innovative, connection between student school and home learning.

English Language Consultants: Ongoing, embedded professional development will need to occur for all staff as the TWI program is implemented. Dr. Deborah Ohms, Language Resource Specialist with the Osceola School District in Kissimmee, Florida will be secured to conduct 5 days of PD each year in Years 1 through 3 to assist all Quincy staff in understanding best practices in the design and delivery of instruction for English learners. A highly recognized consultant will be secured for 20 days each year for three years. Dr. Patricia Smiley has effectively implemented English Language Learner (ELL) programs in numerous schools in numerous Kansas' districts. Dr. Smiley will provide 20 days of technical support/ coaching and advise regarding the implementation of instruction, curriculum, evaluation, assessment and program effectiveness with ELL programming at Quincy.

Implement Elementary AVID Program: AVID spans K-5 in three stages, Beginnings, Foundations and Bridges. Each stage is designed to meet the needs of students within that range of development. AVID Elementary Beginnings: Addresses the beginning years of education, when students are **emerging as learners**, students are learning to read, learning to write and learning to learn.   AE Beginnings classrooms are designed to promote learning to WICOR (Writing Inquiry, Collaboration, Organization, Reading), or L-WICOR, throughout the academic day. AVID Elementary Foundations: Addresses the foundational years of education, when students are **becoming independent learners**, students are reading to learn, writing to learn and learning to reflect on their own learning. AE Foundations classrooms are designed to promote WICOR throughout the academic day. AVID Elementary Bridges: Addresses the transitional years of education, when students are **becoming independent thinkers**, students are thinking about thinking and learning about their own learning.   AE Bridges classrooms are designed to promote WICOR throughout the academic day.

2. The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.

Interventions Consistent with Final Requirements: Describe the actions the school will take to design and implement interventions consistent with the final requirements of the grant. (*Using the appropriate table for model selected – complete only one chart.*)

Turnaround Model Requirements: Refer to Appendix B, p. 33-36.

(Fill out this box ONLY if you are choosing the Turnaround Model.)

Write a brief narrative explaining how this school will address each of the Required Activities listed below. **(Required Activities)**	
A. Replace the principal and grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;	The first step in implementing the Quincy Turnaround model was to replace the principal with a proven leader dedicated to change. New principal, Ms. Susan Liotta, was selected in spring 2013 and will assume full administrative leadership in July 2013. She has led efforts in the design and implementation of "cutting-edge student intervention programs" which has led to significant gains in narrowing the achievement gaps in other schools. Prior to the start of the FY 2013 school year, Ms. Liotta has met with teachers, parents, and the community that support Quincy to determine the current status of the school site and will focus on the strengths and needs through the various perspectives of key stakeholders at the building and at the district level.

B. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
    1) Screen all existing staff and rehire no more than 50 percent; and
    2) Select new staff;
	Starting July 2013, Ms. Liotta will become the Principal of Quincy Visual Signature School. Eleven certified staff (out of a total of 24) have been displaced from Quincy and have been reassigned to other schools. Quincy will also be adding two classroom teachers with Title/Priority dollars so they can eliminate combination classrooms and reduce classroom sizes beyond what the general fund budgets. So, this will give them thirteen new staff members. The district is planning to review as to whether or not any classified staff need to be removed and replaced as well. This process will be accomplished by May 24, 2013.

C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;	All teachers, coaches and administration will be trained annually to keep current on best practices, research-based instructional techniques to meet the academic needs of all students through the implementation of the SIG plan, TTSS model and Priority School efforts. Such areas of training will include a focus on equity issues, LETRS (literacy) and BUBBA (Math) Training that might include Saturday trainings throughout the regular school term.

To better address teacher absence rates and yearly retention of staff, an incentive program will be established that recognizes staff who diligently strive to meet his/her individual teacher professional plan each year, who demonstrates growth in student achievement and rapport outcomes and who assists in building a culture of success schoolwide. As such, a reward incentive process will be established that is tied to teacher retention, and one that is also tied to the AMO's at the individual and school level. Staff will design and implement an incentive rubric to ensure accountability for outcomes. Recognition processes and rewards to attend a national conference or the acquisition of latest technology (iPad) or provide a bonus to classroom or library materials will serve as reward examples to be received by individual staff members.

As cited above, teacher retention initiatives will be implemented, rewarding teachers for accomplishments associated with individual and school-based AMO accomplishments, teachers who remain in the school each year, thus reducing teacher loss to the school. Furthermore, teachers will receive additional compensation for responsibilities to associated with extra types of duties associated with the daily responsibilities of their job—again providing opportunities for recruitment of new staff, promotion, and career growth. |
| D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; | Extensive description and specific information pertaining to high-quality professional development is found earlier in the narrative section of this application. Highlights of this PD is found below: PLCs and collaboration time will occur every week with every instructional teacher, content and grade level groups of teachers and support staff. During these weekly 1.5 hour sessions, a variety of professional development content will occur; that is, and not limited to: how to implement targeted lessons effectively, the use of progress monitoring, formative, interim and summative assessment to drive the design and delivery of instruction, parent |

	engagement, a review of both individual student and classroom achievement and academic performance, a review of student PBIS results, the impact interventions are having on students, content and instructional strategy implementation grounded in research, collaborative planning, differentiating instruction, English Language Learner programming components. PD will be aligned with district performance indicators, academic standards and address the School Improvement goals over the next three years. Coaches—literacy coach, math coach and the Behavioral Interventionist will collaborate to provide active professional development during PLC times and during district/ building sponsored staff development days on topics pertinent to the student and staff needs of the school. All PD will be aligned with academic standards, school curricula, and school improvement goals that will involve the active engagement of educators working collaboratively and often facilitated by school instructional coaches or teacher mentors.
E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;	A liaison between Quincy and the district will be secured to assure that SIG goals, objectives, activities, timelines, and evaluation outcome measures are effectively and efficiently met. The Coordinator will work directly with the administration at Quincy and keep the school focused on the goals set forth in the plan while allowing the principal to continue to be an instructional leader in the school environment. In turn, the Turnaround Coordinator will work with a district administrator in charge of all Priority schools.
F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;	A variety of data will be used to identify and implement instructional programs and TTSS intervention services to students. The types of data for ongoing review and analysis are: 1) updating yearly needs assessment information and data, updating and using the school leading indicator report, thorough analysis of student and classroom data on the Kansas Assessment process, reviewing PBIS data on student referrals, analyzing the data from TTSS levels of support for students, bi-weekly review of progress monitoring of students during core instruction, formative, interim, and summative assessment data—keeping in mind that alignment and thinking pertaining to the analysis of data must be aligned with the State academic standards. Strategies for this review will occur during individual coaching times, during

	collaboration meetings/ PLC times for each teacher and groups of teachers, during P/T conferences, during reflective coaching sessions, walkthrough data reports and findings associated with teacher evaluation processes.
G. Promote the continuous use of student data (such as from formative, interim, summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;	See comments above. In addition, differentiated workstation professional development will be implemented and continue throughout Years 1, 2 and 3 for the purpose of increasing rigor of instruction, allowing students to practice previously learned concepts and focusing more on higher order levels of thinking by students.
H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and	Quincy will establish a intervention block of TTSS intervention times each day for all students needing Tier 2 and Tier 3 intervention supports in the areas of reading, mathematics and behavior. Small group instruction, based up data collected during core instruction, through progress monitoring data, through the review and analysis of Scantron Performance and Achievement data, and the use of Unit reviews will serve as the basis for determining the level, type and content of support needed by students. Teachers/ Interventionists will receive professional development by the Coaches to lead this process and to ensure that high levels of expectations and accountability measures are in place as intervention supports are provided. An intervention log will be maintained at all times regarding the performance of students to ascertain areas of growth and skills/ indicators that need further reinforcing. Formal reviews of the accomplishments or the status of student intervention performance will occur on a 6-week basis. In addition, all Quincy students will be able to access the Before school program, where specifically designed activities that foster relationships, dialog and address social and emotional well-being/ rapport building will occur. This program will be offered for 45 minutes prior to the beginning of each school day. An After school program with 50% academic / 50% enrichment activities will be designed and implemented throughout the school year. Enrichment activities include such activities as cooking, gardening, soccer, and dance. A Before school program that offers tutoring to students will be established four days a week. This Community In Schools program will be manned by school personal and students will be referred by core classroom teachers for the support or students themselves may access programming on their own accord.

I. Provide appropriate social-emotional and community-oriented services and supports for students.	Extra time or opportunities for teachers and other school staff to create and build relationships with students is evident. Staff have talked about the development and implementation of "Porch Visits"—where staff go to parents homes to interact, dialog about the needs of their child, the needs of the community, and see meaningful input about how to collaborate for the success of all students. This will be initiated in August 2014 and continue throughout the life of the SIG grant and after. The school will develop, encourage and implement the "Room Parents" program for all classrooms. The Family Engagement Liaison will serve on a number of Topeka community agencies boards to create effective connections between the school and those agencies that can provide meaningful support for the student and the local community. Members of the TTSS—PBIS school leadership committee will explore during Year 1 the adoption and implementation of a research-based Family Literacy Model. Such considerations will be the use of the Boy's Town Model, Love and Logic, or Madeline's Steels Model for Family Engagement. Adoption of a PBIS model will be obtained in year with full implementation to occur in Years 2 and 3.

Restart Model Requirements: Refer to Appendix B, p. 37-39.
(Fill out this box ONLY if you are choosing the Restart Model.)

Write a brief narrative explaining how this school will address each of the Required Activities listed below. (Required Activities)	
A. The LEA creates a "rigorous review process" and examines prospective restart operator's reform plans and strategies. The prospective operator demonstrates that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.	
B. The LEA allows former students, within the grades it serves, to attend the schools.	
C. The LEA requires all former students who wish to attend the restart school to sign student or parent/student agreements covering student behavior, attendance, and other commitments related to academic performance.	
D. The LEA provides the operator with	

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considerable flexibility, not only with respect to the school improvement activities it will undertake, but also with respect to the type of program it will offer.	
E. The LEA includes accountability agreements for meeting final requirements with the operator and can terminate the contract if performance measures are not met.	
F. The LEA reviews and meets fee and service requirements as defined by guidance in grant.	

Closure Model Requirements: Refer to Appendix B, p. 39-40.
(Fill out this box ONLY if you are choosing the Closure Model.)

Write a brief narrative explaining how this school will address each of the Required Activities listed below. (Required Activities)	
A. Families and Communities are engaged by the LEA in the process of selecting the appropriate school improvement model. The data and reasons to support the decisions to close the school are shared with families and the school community and they have a voice in exploring quality options.	
B. The families and communities are allowed to help plan for a smooth transition for students and their families at the receiving schools.	
C. The LEA determines whether higher-achieving schools are within reasonable proximity to the closed school and whether any students are unduly inconvenienced by having to travel to the new location.	
D. Leadership will devise a school closure plan to address all Kansas Learning Network Correlates (Leadership, Culture and Human Capital, Curriculum and Assessment, and Professional Development). The plan would include: ✓ Personnel placement ✓ Policy ✓ Board decisions	

✓ Student Assignment ✓ Transfer of Records ✓ Transportation ✓ Resource Reassignment ✓ Transfer of equipment ✓ Building numbers ✓ Facility issues ✓ Community PR ✓ Parent Communication ✓ Special Education Issues ✓ Title I Issues ✓ Records ✓ Fiscal Services ✓ Accreditation Issues ✓ Safety and Security Considerations. ✓ Communication with state	

Transformation Model Requirements: Refer to Appendix B, p. 40-45.

(Fill out this box ONLY if you are choosing the Transformation Model.)

Write a brief narrative explaining how this school will address each of the Required Activities listed under the numbered strategies.

(1) Developing and increasing teacher and school leader effectiveness. (Required Activities)	
A. Replace the principal who led the school prior to commencement of the transformation model; (Note: USDE will accept 2 years of previous experience if the transformation has begun.)	
B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- 3) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 4) Are designed and developed with teacher and principal involvement;	
C. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and HS graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;	
D. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and	

E. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more	

flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	
(2) Comprehensive instructional reform strategies. (Required Activities)	
A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and	
B. Promote the continuous use of student data (formative, interim, summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	
(3) Increasing learning time and creating community-oriented schools. (Required Activities)	
A. Establish schedules and strategies that provide increased learning time (as defined in this notice); and	
B. Provide ongoing mechanisms for family and community engagement.	
(4) Providing operational flexibility and sustained support. (Required Activities)	
A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	
B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	

External Providers: Describe the actions the school will take to recruit, screen and select external providers, if applicable to ensure their quality. The district and school will utilize consultants from the KLN as well as the implementation coach to provide support to continue the current efforts as well as expanding into new initiatives.

In addition, since the student makeup of the school will change over the next couple of years due to having a high number of culturally diverse and special needs students, two consultants will be secured each year during the operation of the SIG grant. Dr. Deborah Omns, an expert with the University of Florida will be secured to assist with instruction and curriculum planning including achievement assessment understanding in both languages. She will be contracted each year for a minimum of 8 days. She has previous experience in the design and implementation of TWI programs, has demonstrated outstanding outcomes with the school she leads in Kissimmee, Florida and has provided numerous training and professional development to elementary school staff regarding the educational needs of English language learners.

In addition, a KLN implementation coach will continue to provide intensive feedback and onsite visitation to the school each year for three years. An additional 20 days for this coach will be secured through SIG funding, thus allowing for ongoing, intensive technical support to occur every two week

throughout each year of operation.

Resources Aligned to Interventions: Describe how the school will align other resources with the interventions.

As a TPS Priority School, Quincy has outlined specific activities the school is/ and/ or will be doing to close the achievement gap and improve student performance. Many of these activities are part of what is required in the Turnaround Model. Most of the practices described under the essential elements have been funded with site and district Title 1 and Title 1 ARRA funding, federal Special Education, and State LEP/ ESL funds. Title 1 funds provided support for the literacy and math coaches and interventionist's positions and for providing materials and non-consumable items, including technology for intervention times and extending the school day for students not meeting state standards.

Quincy receives Title 1, LEP/ ESL, and 4-year old at risk categorical funds, as well as general funds from TPS.   In FY 2013, the school received a Title 1allocation of $142,274, with an additional $50,000 because of the school being on Priority.

SIG funds will be essential in helping Quincy invest in its high quality support staff and programs created over the last year to keep the momentum of deep learning moving forward. The SIG funds are solely intended to address student educational needs above and beyond the existing level of fiscal, human and material supports presently found at the school.

Practices and Policies: Explain what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.

Quincy has developed a daily 20-30 Intervention Block (I-Block) to ensure that all students are receiving instruction at their zone of proximal development. The staff has also implemented collaboration time (PLC) each week to analyze data, receive professional development and create lessons to enhance student achievement. Quincy, with the assistance of the district, will be refining its comprehensive evaluation system to assure student achievement is achieved.

Quincy staff will be responsible for the daily implementation of the transformational plan, however, the district leadership team will, as part of the planning process, discuss how the plan will be implemented and monitored. Presently, the district is under further district leadership reorganization with final provisions for these changes to occur no later than July 1, 2013. However, through the securing of a Transformational Coach on a part-time basis through SIG funds, ongoing technical support will be provided on a daily basis.

Data Driven Instructional Notebooks will be implemented throughout the year so teachers can keep track of their 25-30 minute daily intervention block and/or reading/math student data and adapt their teaching based on reflections from the data. The data will be housed on Excel tables generated by the Literacy, Math and Behavioral Coaches. This will allow school members to create instant tables as teachers input the data and monitor data overtime. Teachers will print the data every 4 weeks after their Common Assessments for documentation.

Quarterly Success Meetings (QSMs) will be conducted after each 4-6 weeks using Common Assessments. QSMs consist of individual teacher and reading/ math and behavioral coaches/ interventionists meeting to discuss data table findings. Teachers will interpret individual student data, data patterns and will create goals based on the need of the class during core instruction and the types of supports needed for students in Tier 2 and Tier 3 interventions. Each teacher will answer questions based on the data and interventions they plan to put in place and the modalities they plan to implement to meet the need of their students.   The Quarterly Success Meetings, Data Driven Instructional Notebook and the Student Data tables (student planner) will keep teachers focused on the data and will provide support in keeping students accountable for their learning.

Collaborative Meetings will be held a minimum of two times per week during content team or

grade level team plan time for 45 minutes. Teachers will use a district-generated Data Insights system to collaborate about the data. It also contains the actual formative assessments which allow teachers to see the indicator number, indicator descriptor, and what those particular questions look like. The Data Insights helps teachers better understand the indicators, guides teachers in asking for supports from their colleagues and instructional coach.

Through the use of the Lead 21 standardized reading program, paired with training in LETRS, along with the use of Everyday Mathematics and the PBIS behavioral model of support for students, administrators and coaches will complete walkthroughs in the building each day monitoring for effective instruction and student outcomes. Teachers will implement lesson plans in which the design and use with students of: 1) Activating prior knowledge; 2) Effectively using Lesson Targets at the beginning, middle and end of each lesson, along with addressing the essential questions that are aligned with the lesson targets; 3) Teacher input; 4) Student active participation/ engagement; and 5) Individual student success.

Professional Development building in-services will continue to take place to support teachers with the implementation of Lead 21, Everyday Math, Six Trait Writing and PBIS. Again, through this process, the administration and coaches will provide support, guidance and accountability through daily walk throughs.

A new Teacher Evaluation tool will be implemented during the FY 2014 school term for all of Topeka's teachers and administrators, including the Superintendent. These performance evaluation tools are being designed, in collaboration with the KSDE, during the FY 2013 school term and finalization and expected approval of the evaluation system will be garnered by the Board of Education in summer 2013.

Sustainability: Explain how the school will sustain the reforms after the funding period ends.

Teaching and learning that fosters the full fidelity implementation of the district's reading (Lead 21), Math (Everyday Math) and behavioral intervention supports require a three-year commitment for professional development that will be funded by the grant. Professional development to support these efforts will be secured through the SIG funding programs. However, sustained professional development will be provided the coaches and through the district-level support of other school leaders. The school will be provided the materials and other necessary non-consumable items through the grant; thus allowing them to continue the process after the grant has been completed..

TPS will continue to support and fund State Performance Plan targets once the funding period ends. Currently IDEA funds, as well as TIP grant funds for Special Education teachers, are utilized to purchase support materials that are used within Special Education classrooms.

Special Education teachers will be supported through their involvement in professional development within the areas of Special Education, ESOL and TTSS.

Our teachers are involved in State initiatives that include: 1) A behavior support team through Project STAY; 2) An autism team has worked diligently to provide the best services with the collaboration from local pediatricians and through the Kansas Instructional Support Network, (KISN) University of Kansas Medical Center; 3) A Traumatic Brain Injury Team that is currently working with Dr. Janet Tyler from (KISN) within our district on specific student needs; 4) A school-based MANDT crisis prevention team, as this training is aligned with Year 1's implementation of TTSS/ PBIS in Year 1; 5) Targeted Improvement Plan (TIP) grant funds allowing TPS to choose the targeted areas of focus around indicator three of the State Performance Plan (SPP); 6) Collaboration times already occur within the general education classroom and through PLC's, thereby, strategies and interventions are shared within the building creating knowledge for all involved and success for both identified and non-identified students.

Another way the school will sustain the reforms after the funding period ends is by continuing a Family Liaison Coordinator position using general funds after the life of the project. Having this position will become crucial to establish family engagement within our community. Many times

contacts and notes are translated by whoever is available within the office. What is needed is that liaison that will be able to establish a relationship with our parents; many who do not speak English as their first language. Many who are hesitant to contact the school will have an established relationship with someone who will be able to assist in answering any questions they may have about their school, their IEP or other specialized assistance to help bridge the gap between parents, the community and the school.

Furthermore, TPS will continue to support the reforms after the completion of the funding period in the following ways:

General Fund: Services and expenses necessary to support the school wide program
- Staff Salaries
- General Operating Expenses
- Professional Development

Special Education Fund: Services provided by highly qualified staff responsible for the inclusion and instruction of students identified with special needs
- Staff Salaries
- Professional Development

Title I A Economically Disadvantaged: Services and expenses necessary to support the school wide program
- Instructional Salaries—interventionists providing in-class services for students identified in need of additional academic support
- Support Staff Salaries—paraprofessional staff to support student learning and increase parent involvement
- Instructional support services, supplies, and materials
- Professional Development

Title I C Migrant: Services and expenses necessary to support the school wide program
- Instructional/support salaries—staff dedicated to addressing the educational needs of migrant children and families
- Instructional supplies and materials
- Professional Development

Title II A Highly-Qualified Teachers: Funds to provide the avenues for all teachers to become highly qualified and promote teacher retention activities
- Professional Development—improving instructional practices, improving quality of principals and district administration, improving student achievement
- Retention – Mentor program and support for staff in their non tenure years

Title II D Technology: Services and expenses necessary to support the school wide program
- Integration of Technology—developing enhancing, and/or implementing technology resources available for teachers and students
- Development of Systems—obtaining and/or updating existing applications of technology to aid in teaching, learning, and the collection, management and analysis of data
- Professional Development

Title III Limited English Proficient: Services and expenses necessary to support the school wide program
- Instructional/support staff salaries—staff providing English language instruction to limited English proficient students in order to meet state standards
- Instructional supplies and materials
- Professional Development

State At-Risk: Services and expenses necessary to support the school wide program
- Instructional/support salaries—staff focusing on serving the needs of students meeting any one of the at-risk criteria as defined by the Kansas Department of Education
- Instructional supplies and materials

State ESOL (Bilingual): Services and expenses necessary to support the school wide program
- Instructional/support salaries—staff dedicated to ensure that limited English proficient students receive a high-quality education and reach proficiency on state academic standards and

- assessments
  - Instructional supplies and materials
  - Professional Development

3. The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Priority school identified in the LEA's application.		
Implementation Steps	**SEA Timeline**	**LEA Timeline and Explanation**

Exploration and Adoption
 1. Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools
     • Achievement Data
         o School Leading Indicator Report
         o School AYP Data
         o School Report Card Data
 2. Perception Data
 3. Contextual (school processes/ programs)
 4. Demographic Data
 5. Selection of Model
     • School Improvement Model Selection Rubrics
 6. Capacity of District
     • Capacity Appraisal using Innovation Configuration Matrix (ICM) for Districts
 	
     • Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal
     • Sustainability Plan
 7. Budget Negotiation
 8. Approval of LEA Application by KSDE
	SEA grant application is submitted in January 2013.
	
	 LEAs receive notification of identified Tier I, Tier II and Tier III schools in August 2012.
	
	 SEA grant application and LEA grant application is approved in March 2013.
	
	 LEA grant application is distributed in March 2013.
	
	 KSDE offers technical assistance to LEAs on grant competition in March and April 2013.
	
	 LEA grants due May 1, 2013.
	
	 LEA grants evaluated and site visits May 2013.
	
	 LEA grants awarded at KSDE meeting June 2013.
		Data from KLN Root Cause Analysis 2011
		
		 Data from KLN Root Cause Analysis January 2013
		
		 Data from ICM Matrix April 2013—including findings from the School Leading Indicator Report, the School AYP Data Report, School Report Card of FY 2011, the Capacity Appraisal Data from the ICM, Spring 2013

*Program Installation and Initial Implementation – PRE-IMPLEMENTATION
   1. Family and Community Engagement Meetings
   2. Rigorous Review of External Providers
   3. Staffing
   4. Instructional Programs (remediation and enrichment programs begin)
   5. Professional Development
   6. Aligning Accountability Measures for Reporting
 	
 (*See Pre-Implementation information in SIG Guidance on School Improvement Grants, November 1, 2010, p. 75-80.)
	Funds available to LEAs in June 12, 2013.
	
	Pre-Implementation activities begin at school site in June 12, 2013.
		Family Engagement planning and program implementation August 2013
		
		Final selection of external evaluators July 2013 by Building Leadership Team, School and District Administrators
		
		Professional Development calendar and content of all PD for FY 14 completed and ready for implementation August 1, 2013 for Year 1.
		
		Finalizing goal and activities expectations and timelines for status review completed August 2013 for Year 1.

Full Operation
   1. Beginning of School Year – Back to school kick-off
   2. Continuation of School Staff Training
   3. IC's Bi-Weekly Meetings on Fidelity of Implementation of School Improvement Plan
   4. Bi-Monthly and technical assistance monitoring by KSDE Staff
   5. Student Orientation Sessions on School Changes
   6. Family and Community Orientation Sessions on School Changes Continue
	August 2013	Back to School/ Porch Visits initiated—August 2013.
		
		Ongoing Professional Development following established PD calendar, PLC meetings and Collaboration Times—initiated August 2013.
		
		Biweekly meeting of SIP review by the BLT—initiated and ongoing September 1, 2013.
		
		Student Orientation initiated July 2013 and ending August 2013.
		
		Bi-weekly review of SIG implementation with Implementation Coach, School Administrators and the BLT, initiated and ongoing throughout FY 2013 school term August 2013.
		
		Monthly Family and Community Sessions calendar established with tentative content initiated August 2013 and ongoing throughout entire school term. Agenda's and minutes taken and disseminated to appropriate stakeholders.

Innovation
   1. Analysis of Year One Data
   2. Revisions to School Improvement Plan
   3. Continuation of School Staff Training
	June 2014	Formal review of status of Year 1 implementation with District representatives, KSDE representatives, KLN representatives November, 2013, February 2014, April 2014 and

		June 2014.
		PD calendar implemented as expected with formal analysis of changes as a result of Professional Development.
		Review of student results—core instruction, interventions and changes in student performance analyzed formally by Building Leadership Team, Teachers and Support staff. Completed formally every 2 months.
Sustainability 　　1. Evaluation 　　2. Resource Alignment 　　3. Abandonment and Redesign	August 2014	**Comprehensive annual analysis of program effectiveness evaluation, resource alignment and programmatic redesign completed b-yearly, beginning January 2014.**

4.   The LEA must describe the annual goals for student achievement on the State's assessment in both reading/language arts and mathematics that it has established in order to monitor its Priority schools. Additional goals may be provided based on the root cause analysis findings.

Completion of the Priority School Plan and the finalization of goals will be completed in for Year 1 in June 2013. Nevertheless, the following goals will serve as the initial goals for the school under the SIG effort; they are:

1) Improve all students' reading comprehension. Rationale: Scantron Scores, KRA scores, DIBELS Results.

2) Improve all students written communication. Rationale and Supporting Data: District Writing Assessment Results;

3) Improve all students' understanding of mathematical concepts. Rationale and Supporting Data: KMA, District Benchmark Assessments Results;

4) Improve all students' behavior. Rationale and Supporting Data: As school climate and student behavior improves, instructional time will increase and students will become more engaged in the learning process.

5.   As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority schools.

As delineated earlier, the district will continue is contacts and consult with a variety of stakeholders. These stakeholders include district and building-specific administrators, teachers, students, families, local community agencies, KLN and contracted consultants—thus ensuring that an effective communication plan and a common direction for school improvement is forged through joint, collaborative relationships.

C. BUDGET: An LEA must include a budget that indicates the amount of school

improvement funds the LEA will use each year in each Priority school it commits to serve. Refer to Appendix F, p. 80 & Appendix G, p. 81-82.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—
- Implement the selected model in each Priority school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.
- The LEA must include a budget and budget narrative to support each line item.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA;s three-year budget plan.

An LEA's budget for each year may not exceed $2,000,000 per school per year it commits to serve or no more than $6,000,000 over three years.

KANSAS STATE DEPARTMENT OF EDUCATION
Title l School Improvement Grant
ESEA 1003(g)
PROJECTED BUILDING BUDGET FOR JUNE 12, 2013 TO JUNE 30, 2014

Year 1

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	232,600
200 Employee Benefits	45,734
300 Purchased Professional and Technical Services	158,355
400 Purchased Property Services	
500 Other Purchased Services	14,000
600 Supplies and Materials	54,191
700 Property	221,870
2000 Support Services	
2100 Support Services—Students	43,900
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	5,000
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	**$814,433**

The TOTAL includes 5% for indirect costs.

KANSAS STATE DEPARTMENT OF EDUCATION
Title l School Improvement Grant
ESEA 1003(g)
PROJECTED BUILDING BUDGET FOR JULY 1, 2014 TO JUNE 30, 2015
Year 2

Budget Categories	Amount Requested
1000 Instruction	
100 Personnel Services—Salaries	238,143
200 Employee Benefits	47,473
300 Purchased Professional and Technical Services	151,915
400 Purchased Property Services	
500 Other Purchased Services	14,000
600 Supplies and Materials	42,500
700 Property	5,000
2000 Support Services	
2100 Support Services—Students	39,864
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	
2400 Support Services	
2700 Student Transportation Services	5,000
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	**$571,090**

The TOTAL includes 5% for indirect costs.

KANSAS STATE DEPARTMENT OF EDUCATION
Title l School Improvement Grant
ESEA 1003(g)
PROJECTED BUILDING BUDGET FOR JULY 1, 2015 TO JUNE 30, 2016
Year 3

Budget Categories		Amount Requested
1000	**Instruction**	
100	Personnel Services—Salaries	243,812
200	Employee Benefits	49,283
300	Purchased Professional and Technical Services	120,635
400	Purchased Property Services	
500	Other Purchased Services	14,000
600	Supplies and Materials	42,500
700	Property	5,000
2000	**Support Services**	
2100	Support Services—Students	40,860
2200	Support Services—Instructional Staff	
2300	Support Services (General Administration)	
2329	Other Executive Administration Services	
2400	Support Services	
2700	Student Transportation Services	5,000
3000	**Non-Instructional Services**	
3300	Community Services Operations	
3400	Student Activities	
TOTAL		**$547,145**

The TOTAL includes 5% for indirect costs.

100   Personnel Services – Salaries

District Turnaround Coordinator: .5 FTE $35,000: Years 1 through 3: A liaison between Quincy and the district will be secured to assure that SIG goals, objectives, activities, timelines, and evaluation outcome measures are effectively and efficiently met. The Coordinator will work directly with the administration at Quincy and keep the school focused on the goals set forth in the plan while allowing the principal to continue to be an instructional leader in the school environment. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

Math Interventionist: 1.0 FTE $38,000: Years 1 through 3: A full time math interventionist, who also works on a part-time basis within the school as a Math Coach, will allow Quincy to have smaller, more intensive, intervention class sizes. By adding this 9-month position, a total of 2.0 FTE math interventionists will be secured for the school for the next three years, addressing the significant gap in expected math performance outcomes. This position will assist with the implementation of smaller group instruction, thus allowing more direct teaching instruction, allowing students to respond more frequently and assist with effective, ongoing progress monitoring to address content not mastered by students in Tier 2 and Tier 3 levels of support. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

Behavioral Interventionist: 1.0 FTE $45,000: Years 1 through 3: The Behavioral Interventionist will assist in the design, delivery and daily operation of the school's PBIS/ TTSS program. Specifically, the Interventionist will design and implement the data system of behavioral referrals, provided individual and small group support for students in Tiers 2 and 3, conduct in class observations and gather pertinent information from parents, students and staff regarding perceived needs and evaluate the effectiveness of the interventions employed. He/ She will work closely with the administration and the PBIS Coach to determine schedule and further expectations. This is a 10.5-month position. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

School Interpreter / Translator—Spanish: 1.0 FTE $40,000: Certified/ Classified qualifications: Demonstrated proficiencies in being bilingual/ bi-literate: The number of English learners and families where the primary home language is that other than English will continue to grow. In order to effectively dialog with parents and students, the request for a school interpreter who is able to assist with classroom instruction, provide translation—either through oral language or written expression—is needed. The cost is calculated at a rate of $40,000 for 10.5 month employment in Years 1 through 3. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

Summer School: 2 Summer School Teachers; 10 Besitos and Washburn University Undergraduate Fine Arts Students: Years 1 through 3: Students who performed in Levels I and II on the Kansas Assessments will be provided additional instruction on indicators not mastered by them during summer programming. Ten Kansas State University students (Junior/ Seniors/ those who have passed the PSDT in education or needing practicum experience) will be secured to provide instruction on a half-day basis to Quincy students. KSU "Besitos" students (bilingual/ bi-literate) will be secured to implement curriculum and instruction designed by Quincy teachers and by Quincy interventionists, specifically focusing on reading skill

proficiency development, math skill proficiency performance and real life applications of problem solving. The cost for the 2 Summer School Teachers is calculated at a rate of $17 per hour for a total of 16 half days (4 hours) for a total of $2,000. The cost for the 10 Besitos students is calculated at a rate of 16 days times 4 hours each day at an hourly rate of $10. The total cost for the Besitos students $6,400.

Intensive Professional Development: All teachers, coaches and administration will be trained annually to keep current on best practices, research-based instructional techniques to meet the academic needs of all students through the implementation of the SIG plan, TTSS model and Priority School efforts. Such areas of training will include a focus on equity issues, LETRS (literacy) and BUBBA (Math) Training that might include Saturday trainings throughout the regular school term. Specifically the additional days of professional development are as follows: Year 1: 6 half-day trainings for 30 staff; Year 2: 6 half-day trainings for 30 staff; and, Year 3: 6 half-day trainings for 30 staff. The request is for every certified instructional staff to receive addendums for three (3) additional days on their standard contract. These addendums will be paid at the teachers' average daily rate for attendance to intensive professional development sessions outside of the contract terms. A 2% increase in salary for Years 2 and 3 has also been calculated with this request. Year 1 cost is estimated at $21,150; Year 2 cost is $21,573; Year 3 cost is $22,005.

Staff Retention Incentive: $15,000 in Years 1 through 3: To better address teacher absence rates and yearly retention of staff, an incentive program will be established that recognizes staff who diligently strive to meet his/her individual teacher professional plan each year, who demonstrates growth in student achievement and rapport outcomes and who assists in building a culture of success school-wide. As such, a reward incentive process will be established that is tied to teacher retention, and one that is also tied to the AMO's at the individual and school level. Staff will design and implement an incentive rubric to ensure accountability for outcomes. Recognition processes and rewards to attend a national conference or the acquisition of latest technology (iPad) or provide a bonus for classroom or library materials will serve as reward examples to be received by individual staff members.

Home/ Porch Visits: Incentive Daily Rate for Quincy Staff: Professional Development for staff preparing themselves for effective family engagement and understanding expectations associated with Porch Visits.   The teacher home visit/ Porch Visit program is designed to raise academic achievement of all Quincy students.   The program is designed to establish meaningful communication between school personnel, parents and students.   The expected outcomes are to improve student academic achievement and test scores, decrease discipline referrals, increase attendance at school for students and at conferences for at the parents, and create community resource awareness. Additional pay will be provided to 30 staff members to conduct and complete porch visits in the fall with all families of all Quincy students. The request is for each teacher to receive addendums for one (1) additional day on their standard contract. These addendums will be paid at the teachers' average daily rate for work completed beyond the contract term. A 2% increase in salary for Years 2 and 3 has also been calculated with this request. Cost is estimated at $7,050 in Year 1; $7,200 in Year 2; and, $7,300 in Year 3.

Media Specialist/Technology Facilitator: .5 FTE $23,000 Years 1 through 3: Currently Quincy has a district supported .5 media specialist and no Technology Facilitator. Making this a full time position would allow the media specialist time to extend learning opportunities and book check out to stay at home parents and pre-school children, monitor the parent resource room, and provide technology classes to parents and community. In addition, the media

specialist will work with teachers, students, and their families to implement the one-on-one technology device initiative as a means to implement a collaborative, creative and innovative, connection between student school and home learning. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

200 Employee Benefits

Insurance for 5 FTE in Year 1 - $24,800
Insurance for 6 FTE in Year 2 with a 5% increase calculated - $26,040
Insurance for 6 FTE in Year 3 with a 5% increase calculated - $27,340

Position	Year 1	Year 2	Year 3
District Transformational Coordinator	.5 FTE	.5 FTE	.5 FTE
Media Specialist	.5 FTE	.5 FTE	.5 FTE
Behavior Interventionist	1.0 FTE	1.0 FTE	1.0 FTE
Math Interventionist	1.0 FTE	1.0 FTE	1.0 FTE
Interpreter/Translator	1.0 FTE	1.0 FTE	1.0 FTE
Insurance Cost	$24,800	$26,040	$27,340

Taxes are calculated at 9% of salaries.

300 Purchased Professional

Family Engagement Model: Parent Information Resource Center (PIRC), Hola: Educational Consulting is a consulting firm that provides parent engagement--especially for dual language learners and their families. The cost for 5 days of training is $12,500 that is offered to both parents, students, staff and families, can happen during "off times" schedules (weekend, holiday breaks); the program uses research-based strategies that are engaging to parents; offered in English and in Spanish. In Years 2 and 3--the cost if $10,000 each year for continued professional development for parents, students, and staff (4 days). Beatriz Martinez-Kinnison is the consultant out of Denver.

English Language Consultants: Ongoing, embedded professional development will need to occur for all staff as the TWI program is implemented. Dr. Deborah Ohms, Language Resource Specialist with the Osceola School District in Kissimmee, Florida will be secured to conduct 5 days of PD each year in Years 1 through 3 to assist all Quincy staff in understanding best practices in the design and delivery of instruction for English learners. The cost for this training is $8,000.   A highly recognized consultant will be secured for 20 days each year for three years. Dr. Patricia Smiley has effectively implemented English Language Learner (ELL) programs in numerous schools in numerous Kansas' districts. Dr. Smiley will provide 20 days of technical support/ coaching and advise regarding the implementation of instruction, curriculum, evaluation, assessment and program effectiveness with ELL programming at Quincy. The cost for the consultant is calculated at a rate of $1,000 per day for a total of 20 days. Total cost: $20,000.

Implement Elementary AVID Program: AVID spans K-5 in three stages, Beginnings, Foundations and Bridges. Each stage is designed to meet the needs of students within that range of development. **AVID Elementary Beginnings:** Addresses the beginning years of education, when students are **emerging as learners**, students are learning to read, learning to write and learning to learn.   AE Beginnings classrooms are designed to promote learning to WICOR (Writing Inquiry, Collaboration, Organization, Reading), or L-WICOR, throughout the academic day. **AVID Elementary Foundations:** Addresses the foundational years of education, when students are **becoming independent learners**, students are reading to learn, writing to learn and learning to reflect on their own learning. AE Foundations classrooms are designed to promote WICOR throughout the academic day. AVID Elementary Bridges: Addresses the transitional years of education, when students are **becoming independent thinkers**, students are thinking about thinking and learning about their own learning.   AE Bridges classrooms are designed to promote WICOR throughout the academic day. **Essential One: Instruction.** Writing to learn, Inquiry, Collaboration, Organization, Reading to Learn (WICOR) as well as Learning to WICOR (L-WICOR) are the foundation for instruction in the AVID Elementary classroom. **Essential Two: Culture.** AVID incorporate rigorous, relevant, differentiated opportunities for all students in an environment that promotes college readiness. **Essential Three: Leadership.** AVID Elementary Leaders support, guide and facilitate AVID Elementary implementation for all students. **Essential Four: Systems.** AVID Elementary sites align their systems through the use of the 4 Pillars of Excellence (accountability, articulation, assessent, calibration) to ensure the fidelity of AVID Elementary implementation across the site. The cost is calculated at a rate of $17,605 in Year 1, $16,115 in Year 2; and $12,835 in Year 3.

Literacy and Math Work Station Development: Dr. Diller & Associates, Educational Consulting, conducts research-based onsite workshops, coaching and provides recommendations for classroom makeovers. Dr. Diller will be secured to provide 3 days of training each year in the following areas: Math Work Stations—K through 2 and for Grades 3-5; 2) Spaces and Places—Using Classrooms More Effectively; 3) Effective Literacy and Math Coaching; 4)

Literacy Work Stations—Making Centers Work For K-2 Teachers; 5) Practice with Purpose—Using Literacy Work Stations in Grades 3-5; 6) Next Steps with Literacy Work Stations—Adding Rigor and Relevance; and 7) Making the Most of Small Group Reading Instructions—K through 5. The daily rate for professional development is $2,600.

Data Training for Staff - Leadership and Learning Center Consultation: Staff will participate in a series of professional development sessions in Year 1. Decision Making for Results and Data Teams are systematic processes educators use to make decisions on a continuous basis to improve instructional practices. Decision Making for Results is a systematic process for making decisions that impact teaching, learning, and leadership. This six-step process will help staff analyze data to make decisions on a continuous basis that improve instructional practices. Staff will learn the process of data analysis through the development of Data Teams. Data Teams are small, grade-level department, course, content, or organizational teams that collaboratively analyze data and select instructional strategies in order to drive instruction and improve professional practice. Monthly consultation with observation and feedback of Data Team sessions are included in the contracted fee. Training, books, and materials for 30 staff members, as well as monthly on-site consultation in Year 1 is calculated at $72,450. In Year 2, staff will participate in a two-day professional development centering on use of Power Strategies for Effective Teaching. Power Strategies for Effective Teaching: Staff will learn the "Power" strategies that are highly likely to dramatically increase student achievement. Staff will learn a specific "unwrapping" protocol that identifies the links between the analysis of student work, selection of strategies, and gains in student achievement. Monthly consultation with classroom observation and feedback of instructional strategies use are included in the contracted fee. Training, books, materials and monthly on-site consultation for 30 staff members in Year 2 is calculated at $70,000. Year 3 will include quarterly follow up visits to observe, provide feedback, and support ongoing implementation of processes school-wide. Year 3 cost is 42,000.

Artist In Residence Program: The new Quincy Visual Arts Academy's "Artist-in-residence program" will exist to invite artists, academicians, curators, and all manner of creative people for a time and space away from their usual environment and obligations. They provide a time of reflection, research, presentation and/or production to and with students. This program will allow individuals to explore his/her practice within the Quincy community; meeting new people, using new materials, and sharing experiences with students. Art residencies emphasize the importance of meaningful and multi-layered cultural exchange and immersion into another culture. Residencies will include Quincy student's being a part of museums, universities, galleries, studio spaces, theaters, artist-run spaces, municipalities, governmental offices, and even festivals. The program will include activities that are seasonal, ongoing, or tied to a particular one-time event. Through this program and through the design of individual/ group projects, Quincy students will demonstrate how they are using alternative means to demonstrate indicator proficiencies with the expected achievement proficiencies of the Kansas Assessments. Ten (10) Artists will receive honorariums of $2,000 each year in Years 1 through 3.

500 Other Purchased Services
Building Leadership Capacity and Strengthen Collaboration Process: Professional development and/or national conference attendance will be offered to enhance teacher collaboration, data analysis and focusing on student achievement. The cost is calculated for 7 Quincy staff members to attend national conferences/ professional development trainings each year in Years 1 through 3. The costs are calculated as follows: $2,000 per national conference or professional development trainings. Cost is $14,000 in each of the Years 1 through 3.

600 Supplies and Materials

Materials To Supplement District's Family Engagement: Quincy staff will be implementing Year 1 of the family engagement supports for students during Years 1 through 3. As such, common area and classroom bilingual signs will be needed in both for students throughout the school year. The PBIS National Center offers this to schools as follows: 1) Base package $1,999; 2) Mission Boards $99.95; 3) Parent Sign $80.00; 4) 4 hallway signs ($16.95 each) for a total of $67.80; and 5) Shipping and handling $45.00. The total cost is $2,292.

SplashTopApp: This technology allows teachers to control their Promethean Boards from their iPads – thus they may move around and actively monitor while teaching. The cost is $20 per an app for a total of 20 classrooms. The total cost is $400.

iPad Application Vouchers: $10,000 is requested in Year 1; $7,500 in Year 2, and $7,500 in Year 3.

BrainPOP: BrainPOP® creates animated, curricular content that engages students, supports educators, and bolsters achievement. The online educational resources include BrainPOP Jr.® (K-3), BrainPOP, BrainPOP Español™, and, for English language learners, BrainPOP ESL™. In traditional, blended, and "flipped" learning settings, BrainPOP supports individual, team, and whole-class learning. At school and in informal learning environments, characters help introduce new topics and illustrate complex concepts. the Mixer tool lets users tailor their assessments to meet all students' needs. A great fit for mobile learning and BYOD classrooms, BrainPOP's educational applications have been downloaded millions of times and lauded in countless reviews. The cost for BrainPOP is calculated in Year 1 as $5,028.

Estrellita Intervention: Estrellita serves as a bridge to English by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English. Test results from many schools and districts using dual language programs indicate that children who have been through the Estrellita program in the primary grades are surpassing their English-only peers in English reading scores in later grades. Estrellita is especially effective for response-to-intervention (RtI)/ MTSS students to get them back on track in Spanish literacy and their transition to English. The costs are calculated for Grades K through 1 Packet (2 copies at $795 each) $1590. A full upgrade is also needed at a cost of $345. Games & Activities will need to be secured—7 copies for classroom teachers and interventionist at $275 each). The cost in Year 1 is $3860.

Community Art Connections: The TPS is continuing its journey for the closer alignment of experiences with Washburn University, the Washburn Technology Institute and with Quincy students. As such, the Community Art Connections program will be established, allowing Quincy students to work along site Washburn Fine Arts majors and WTI students in the design and delivery of joint companion projects and display this work throughout the community—in schools, on the Washburn Campus, through local businesses and social agencies. Students will give oral and written presentations of the arts to patrons and other key community stakeholders. The cost for materials are calculated as follows: $5,000 each Year 1 through 3.

Materials for Flex Groups/ Differentiated Work Stations: Curriculum materials will be needed to focus on specific language development skills. These materials will be utilized in the small/flex groups in all content areas. These materials will reinforce skills students have been introduced to by the teacher. Materials are needed for a wide range of academic levels to meet the need of all students. The cost is calculated at a rate of $10,000 in Year 1, $10,000 in Year 2; and $5,000 in Year 3.

Supplemental Reading Materials in Spanish and English: One of the goals is to ensure that all classrooms are literacy rich and provide students with books of all types and across a wide variety of levels—in Spanish and English. Each room will have leveled books that will provide appropriate reading materials that meet the students' needs. Each room will contain a wide range of books to meet the needs of student's interest levels. Providing a variety of books to choose from will allow teachers the resources needed to move a reader through the developmental process of learning to read. The cost is calculated at a rate of $10,000 in Year 1, $7,000 in Year 2; and $5,000 in Year 3.

Coordinate Plane Board

Students in the upper elementary grades are expected to plot points given the coordinates, to graph lines from equations in both standard and slope/intercept form. The coordinate plane boards would be beneficial for math teachers to have because it would allow teachers to quickly check the work of the entire class when the boards are held up. Without these boards, it is difficult for teachers to assess the students' understanding throughout the learning process. The cost is calculated in Year 1 as $ 300.

700 Property

Technology will play a big role in how the classrooms and instruction will look. Quincy is going to put into place a variety of research-based strategies to increase the capacity of the students to meet Adequate Annual Progress. Some of those strategies will involve the use of technology. With the increase of technology at the classroom level and the use of video streaming it will necessitate that the infrastructure, backbone, of the network be expanded to handle the increased demand.

Promethean 378 Boards: Interactive whiteboard has built-in speakers and a discreet but powerful amplifier that adds stereo sound to any lesson. Fixed mount or motorized height-adjustable stands, short-throw projectors and a durable, classroom-ready surface mean everyone can come to the board—and the board can come to any classroom. Dual-User capability is built in. Includes ActivInspire Professional Edition software and access to tens of thousands of free lessons and resources at www.PrometheanPlanet.com. The request is for 4 boards at a cost of $1,500 each for a total of $6,000 in Year 1.

Active Expression: This technology works with the Promethean board to provide instant feedback to the student. The cost is $2,500 a set one per Grades 2-5 for a total of $10,000.

Active Voters: This technology works with the Promethean board to provide instant feedback to students in K through 1. The cost is $1,500 a set one per a grade level K-1 for a total of $3,000.

Family Involvement Liaison Laptop: Parent Coordinator will require a laptop to provide portable access to student information when visiting with parents and students, in many cases outside of the school setting. Year 1 cost is $850.

Wireless Airport for PC Laptop: Parent Coordinator will require a wireless access on the laptop to provide access when visiting homes or in locations not connected to USD 501 wireless access. Annual cost for service is $400 in Years 1 through 3.

LED Projectors: Updated LED projectors are needed at Quincy, as the existing projectors either work effectively with the new technology or don't work at all. Two projectors are

requested from grant funds. The cost for the two new projectors is $1,600.

Mobile iPads and Related Peripheral/ Covers and Charging Carts: Quincy is implementing a wireless technology program designed for students to have iPads as a part of their resource for instruction. As such, a 1 to 1 ratio of iPad to student is needed. These tablets allow the teacher to move about the room and continue the instruction at the front of the classroom. This also allows for the teacher to give the tablet to individual students at their desk to illustrate something for the whole class. 260 iPads needs for students. The cost for this technology enhancement is $98,540 for 260 iPads in Year 1. The covers cost $12,740. Synching cart with Macbook is $6,300. Additional iPad charging carts in Year 1 costs $9,780.

60 Laptops: Twelve classrooms will have five laptops each to be used by students for use in small group work, literacy and math learning stations, project-based learning projects. Laptops and associated software costs in Year 1 total $51,000.

HP Color Laser Printer
Colored printers will provide staff development, collect data that is easy to read, provide teaching and learning opportunities for the core subject teachers through research, for presentations in elective classes and for parent nights and parent coordinator purposes. Year 1 cost is $1,600. Cost for ink supplies is $1,200 in Year 2 and $1,200 in Year 3.

Large TV in Data Room—1 for hallway usage and in the Pods design of the school: Place in each data room a 52" flat panel TV in order to view data, updated daily school activities, reinforcing PBIS components by providing ongoing visual cues to students and staff, etc.. The TVs will be placed on an easy to see platform. The cost for the LED 1 TV is calculated at $1,600 in Year 1 only.

Poster Machine/ Banner Maker—paper banner
The Poster machine will allow staff to advertise teaching strategies being implemented, support academic and behavior expectations, and communicate special events to students, parents and staff. The poster machine would also reduce the time required to make posters. This would also allow our staff to spend more direct time with students instead of spending a large amount of time making posters. The cost is calculated in Year 1 as $ 7,000.

Color Copy Machine
There are resources that can be recreated for staff development, delivering instruction, data collection, organization and other educational purposes. A colored copy machine would allow us to use more resources and would help in utilizing time more efficiently. The cost is calculated in Year 1 as $ 3,000.

Datavideo SE-500 Digital A + V Switcher, Composite & S-Video Switcher - 4 Inputs
Videonics MX-1: Video Mixer MX1 has a 4-Input synchronized video switcher, digital synchronizer mixes video images from virtually any two sources: cameras, VCRs, live feeds, etc. Dual-field Time Base Correction (TBC) automatically corrects time base to RS-170A standard, over 200video effects, including fade wipes, slides, dissolve (mix), zoom, picture-in-picture, picture flip, luminance and chroma key, superimpose, mosaic, strobe, picture freeze, strobe, posterization (paint), solarization, negative, color inverse, zoom, filter. The cost is calculated at $960 in Year 1.

2100 Support Services - Students

Parent Engagement
As stated by KLN and the District Improvement Plan, we understand that the need to bridge the substantial cultural gap among our parents and school community is important and demands attention. The district will be developing a parent involvement handbook that outlines steps for each school to move towards the goal of involving parents in each school. The handbook will also have a number of resources to help schools achieve the goals. Some of the resources we are planning to include are curriculum and programs that have successful implementation records. We are considering Parent Parties, Parenting Partners, and or Bilingual Family Reading, and family field trips to art museums and cultural fairs, in Kansas

In addition to guidance and curriculum/programs, the district will utilize trained translators for all meetings using a simultaneous interpretation system to bridge language and communication barriers.

Family Involvement Liaison: 1.0 FTE $30,000 Years 1 through 3: Hiring a Family Involvement Liaison to promote parental involvement and become a central, integral part of building level decision-making is needed. The budget for this person(s) is set at $18 per hour for 40 hours each week for 10 months each year. The bilingual/ bi-literate Family Involvement Liaison acts as a go between parents and the school to enhance the student's educational process. His/ Her roles consist of serving as a direct link between school personnel and the family, attending "Porch Visits," arranging for or providing translator services, and serving on the PTO. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

Parent Meetings/ Parent Building Retreat Center: Quincy will provide parent meetings, conferences, and activities regularly throughout the year to increase parental involvement and build staff and parent capacity. Such topics as an Overview of NCLB, Cyber Bullying, Social Networking Information, Technology, Standards and Assessments, Teen Issues, Child Development will be shared. In addition, parents will have a daily meeting place to come to school, visit and interact with each other and staff on an ongoing basis. The purpose is to create meaningful rapport, dialog and support. Supplies for the parents include the purchasing of a coffee maker, refrigerator, microwave oven and other kitchen supplies. The cost is calculated at $3,000 in Year 1; Year 2: $500 and in Year 3: $500.

Family Field Trips: Field trips to art museums and cultural fairs in Kansas will be planned quarterly. Transportation costs in Years 1 through 3 are $5,000 each.

2329 Other Executive Administration Services

Indirect costs are calculated at approximately 5% annually.

	Details	Year 1	Year 2	Year 3
100 - Salaries annual increase	2% District Transformational Coordinator			
	.5 FTE 12 month	35000	35700	36414
	Math Interventionist	38000	38760	39535
	Interpreter/Translator	40000	40800	41616
	Behavioral Interventionist	45000	47250	49612
	Media Specialist .5 FTE	23000	23460	23930
	Summer School Teachers	2000	2000	2000
	Besitos – Summer Tutors	6400	6400	6400
	Staff Retention Incentive	15000	15000	15000
	Contract Addendums for additional teacher days -All teachers - 3 days	21150	21573	22005
	Contract Addendums for additional teacher day - Home/Porch visits - 1 day	7050	7200	7300
Total Salaries		232600	238143	243812
200 - Benefits				
Insurance		24800	26040	27340
Taxes 9%		20934	21433	21943
Total Benefits		45734	47473	49283
300 - Purchase Professional Services	Deborah Ohms	8000	8000	8000
	Patricia Smiley	20000	20000	20000
	Debbie Diller	7800	7800	7800
	AVID for Elementary Schools	17605	16115	12835
	Family Engagement Model	12500	10000	10000
	Artists in Residence Program	20000	20000	20000

	Leadership & Learning Center - Data Teams	72450	0	0
	Leadership & Learning Center - Powerful Strategies	0	70000	0
	Leadership & Learning Center - Quarterly Implementation Visits	0	0	42000
Total Prof Services		158355	151915	120635
500 Other Purchased Services	Staff attendance to national conferences / professional development trainings	14000	14000	14000
Total Other Prof Ser		14000	14000	14000
600 - Supplies & Materials	Bilingual Print Resources	10136	11000	13000
	Spanish Library Books	10000	10000	10000
	Spanish English Signage	2295	0	0
	Supplemental Reading - Spanish	10000	7000	5000
	Estrellita Intervention	3860	0	0
	Coordinate Boards	300	0	0
	SplashTop App for iPads - 30	400	0	0
	Community Arts Materials	5000	5000	5000
	iPad Apps (260)	10000	7500	7500
	Computer Software	200	0	0
	Printer/poster ink, paper	1000	1000	1000
	Printing	500	500	500
	Postage	500	500	500
Total Supplies		54191	42500	42500
700 - Equipment	Active Expression	10000	0	0
	Active Voters	3000	0	0
	Promethean 378 Boards	6000	0	0

Item			
PC Laptop and wifi card	1250	400	400
LED projectors	1600	0	0
260 iPads and covers	111280	2000	2000
iPad Synching cart w Macbook	6300	0	0
Charging Carts for iPads	9780	0	0
LED TVs	9100	0	0
Color Laser Printer	1600	1200	1200
60 student laptops	51000	400	400
Poster Machine	7000	500	500
Color Copy Machine	3000	500	500
Datavideo Switcher	960	0	0
Total Equipment	221870	5000	5000

2100 - Support Services - Students

Family Involvement Liaison 1.0 FTE

100 - Salaries 10.5 month	30000	30600	31215
200 - Benefits Insurance	6200	6510	6835
Taxes	2700	2754	2810
Total	43900	39864	40860

2700 - Student Transportation

Field Trips	5000	5000	5000

2329 Other Executive Administration Services

Indirect Costs 5%	38783	27195	26055
	775650	543895	521090
TOTAL YEAR	814433	571090	547145

1932667

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D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will –-

X   Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

X   Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

X   If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;

X   Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.

X   Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.; and

X   Report to the SEA the school-level data required under section III of the final requirements.

APPENDICES		
APPENDIX A:	General Grant Information	**p. 26-32**
APPENDIX B:	Requirements for Four Intervention Models – Guidance on Fiscal Year 2010 School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 – November 1, 2010, p. 26-42. To access the entire guidance document use the following link: http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf	**p. 33-45**
APPENDIX C:	Intervention Models Rubrics	**p. 46-76**
APPENDIX D:	ESEA Turnaround Principles	**p. 77**
APPENDIX E:	School Leading Indicator Report	**p. 78-79**
APPENDIX F:	SEA Allocations to LEAS and LEA Budgets	**p. 80**
APPENDIX G:	Explanation of Budget Line Items	**p. 81-82**
APPENDIX H:	LEA Application Scoring Form	**p. 83-112**

GENERAL INFORMATION ABOUT THE GRANT:

Please read this before beginning the application on p. 3.

Purpose:

The School Improvement Grants under the Elementary and Secondary Educational Act (ESEA) are grants awarded to State Educational Agencies (SEAs), to Local Educational Agencies (LEAs) for assisting their Title I schools identified as Priority schools. The Kansas State Department of Education (KSDE) will ensure the funds will be granted to those schools that demonstrate the greatest need and have the strongest commitment toward providing the resources necessary to raise substantially the achievement of their students.

Eligible Schools and Districts:

Districts that have schools identified as Priority schools and are requesting funds must utilize this application.

Eligibility Criteria

The School Improvement Grant (SIG) Section 1003 (g) Amended Final Requirements and Guidance published in the Federal Register in January 2010, states that school improvement funds are to be focused on persistently lowest-achieving schools. Further guidance was provided on November 1, 2010. As identified by the Local Education Agency (LEA) as a Priority school, the LEA must implement one of the four school intervention models: Turnaround Model, Restart Model, School Closure, or Transformation Model.

Revised Definition of Persistently Lowest Achieving Schools (PLA)

For

Section 1003(g) School Improvement Grants (SIG)

Kansas revised its definition of the Persistently Lowest Achieving Schools (PLA) for the Section 1003(g) School Improvement Grants (SIG) to be compatible with the ESEA Flexibility Waiver approved by the US Department of Education in July 2012. The revised definition of PLA is the definition used to identify Priority Schools. Kansas was required to identify 5% or 33 Title I schools as Priority Schools.

The Priority Schools are the Title I schools with the lowest levels of achievement and lack of progress. The identification of these schools is based on the "All Students" group on the state reading and mathematics assessments. Only students enrolled for the full academic year (by September 20) are included in the calculations. The reading and mathematics assessment results for the most recent 4 years are combined using the Assessment Performance index (API). The API is the measurement tool used for determining the lowest 5% of Title I schools.

In the API, each performance level is assigned points. The number of test results (students) in each performance level is multiplied by the assigned points. The total points for each school are divided by the total number of students assessed. This becomes the index score for the school. The Title I schools are ranked based on API scores with the lowest 5% identified as Title I Priority Schools.

Calculating Assessment Performance Index (API) – Example

Performance Category	Points per Category	# Students (Tests)	% of Students	Total Points
Exemplary	1000	55	21%	55,000
Exceeds Standard	750	90	35%	67,500
Meets Standard	500	82	31%	41,000
Approaching Standard	250	30	11%	7,500
Academic Warning	0	4	2%	0
Totals				171,200
Assessment Performance Index 171,000 ÷ 261 = 655				

Selection of a Model

For each Priority school that the LEA commits to serve, the LEA must demonstrate that –

- The LEA has analyzed the needs of each school and selected an intervention for each school; and

- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

The Intervention Model Selection Rubrics, which is in Appendix C, should be used by the district when selecting a model. In the LEA application the district will be asked to provide answers to specific questions about the model they have selected.

A. TURNAROUND MODEL

The following information comes from Guidance from School Improvement Grants on Turnaround Models, Appendix B, p. 26-31.

A turnaround model is one in which an LEA must do the following:

(1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

(3) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

(4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

(7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

(8) Establish schedules and implement strategies that provide increased learning time; and

(9) Provide appropriate social-emotional and community-oriented services and supports for students.

B. RESTART MODEL

The following information comes from Guidance from School Improvement Grants on Restart Model, pg. 31-34.

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

- A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.

- An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.

C. SCHOOL CLOSURE MODEL

The following information comes from Guidance from School Improvement Grants on School Closure Model, pg. 34-35.

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

D. TRANSFORMATION MODEL

The following information comes from Guidance from School Improvement Grants on Transformational Model, pg. 36-42.

An LEA implementing a transformation model must:

(1) Replace the principal who led the school prior to commencement of the transformation model;

(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —

    (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

    (b) Are designed and developed with teacher and principal involvement;

(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

ADDITIONAL REQUIREMENTS WHEN ADOPTING A MODEL

Capacity:

The LEA must demonstrate the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the application.

Goal Setting and Reporting:

An LEA must set annual goals for student achievement related to their results on the Kansas assessments (i.e., reading/language arts and mathematics).

The annual goals for the LEA need to be approved by the State Educational Agency.

For each Priority school the following will be reported:

- identity of the school;
- the interventions adopted, and
- the amount of funding awarded.

In addition,

- Achievement measures must be reported annually (i.e., improvements in student performance) and leading indicators (e.g., student and teacher attendance rates) for each identified school.

- Funding awards for years two and three will be determined from data received from the LEA receiving funding in year one.

Evaluation Criteria:

The actions listed are required by the LEA and must be completed prior to submitting the application for a School Improvement Grant.

Based on the analysis of the Priority schools the LEA will:

a) Describe the need for each school identified and what interventions have been selected for each school.

b) Describe how capacity was determined.

c) Describe how the LEA plans to use school improvement funds to provide adequate resources and related support to each Priority school(s) identified in the application in order to implement, fully and effectively, the selected intervention in each of those schools.

d) Include a budget to sufficiently implement the funds for the selected interventions named in each Priority school(s) as identified in the application.

The Role of the SEA:

1) Identify Priority schools;
2) Establish criteria to evaluate the quality of applications;
3) Analyze the needs and selected intervention(s) for each Priority school(s) identified in the LEA application;
   a. demonstrated their capacity to use the funds to provide adequate resources and
   b. to support each Priority school identified in the application in order to implement fully and effectively the selected intervention in each school; and
   c. developed a budget with sufficient funds to implement the selected interventions fully and effectively in each Priority school identified.
4) Establish criteria to assess LEA commitment to:
   a. design and implement the interventions; recruit, screen, and select external providers, if applicable, to ensure their quality;
   b. align other resources with the interventions;
   c. modify their practices or policies, if necessary, to be able to implement the interventions fully and effectively; and
   d. sustain the reforms after the funding period ends.
5) Award SIG funds to eligible LEAs in amounts of sufficient size and scope to implement the selected interventions;
6) Monitor LEA implementation of the selected interventions.
7) Hold each LEA accountable annually for meeting, or making progress toward meeting, student achievement goals and leading indicators in each Priority School.
8) Post on its website, within 30 days of awarding SIG grants, all final LEA applications and a summary of the grants.
9) Report school-level data on student achievement outcomes and leading indicators in Priority schools.

Intervention Model Requirements
November 1, 2010 Guidance

B. TURNAROUND MODEL

B-1. What are the required elements of a turnaround model?

A turnaround model is one in which an LEA must do the following:

(1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in FY 2010 Guidance 27 order to substantially improve student achievement outcomes and increase high school graduation rates;

(2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

 (A) Screen all existing staff and rehire no more than 50 percent; and

 (B) Select new staff;

(3) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

(4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new ―turnaround office in the LEA or SEA, hire a ―turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

(7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

(8) Establish schedules and implement strategies that provide increased learning time; and

(9) Provide appropriate social-emotional and community-oriented services and supports for students.

B-2. In addition to the required elements, what optional elements may also be a part of a turnaround model?

In addition to the required elements, an LEA implementing a turnaround model may also implement other strategies, such as a new school model or any of the required and permissible activities under the transformation intervention model described in the final requirements. It could also, for example, implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children or replace a comprehensive high school

with one that focuses on science, technology, engineering, and mathematics (STEM). The key is that these actions would be taken within the framework of the FY 2010 Guidance 28 turnaround model and would be in addition to, not instead of, the actions that are required as part of a turnaround model. (Modified for FY 2010 Guidance)

B-3. What is the definition of —staff as that term is used in the discussion of a turnaround model?

As used in the discussion of a turnaround model, —staff includes all instructional staff, but an LEA has discretion to determine whether or not —staff also includes non-instructional staff. An LEA may decide that it is appropriate to include non-instructional staff in the definition of —staff as all members of a school's staff contribute to the school environment and are important to the success of a turnaround model. In determining the number of staff members that may be rehired, an LEA should count the total number of staff positions (however staff is defined) within the school in which the model is being implemented, including any positions that may be vacant at the time of the implementation. For example, if a school has a total of 100 staff positions, only 90 of which are filled at the time the model is implemented, the LEA may rehire 50 staff members; the LEA is not limited to rehiring only 45 individuals (50 percent of the filled staff positions). (See G-1c for additional information on how an LEA should determine the number of staff members that must be replaced when taking advantage of the flexibility to continue or complete interventions that have been implemented within the last two years.) (Modified for FY 2010 Guidance)

B-3a. The response to B-3 states that —staff includes —all instructional staff. Does —all instructional staff mean only teachers of core academic subjects or does it also include physical education teachers and teachers of other non-core academic subjects?

—All instructional staff includes teachers of core academic subjects as well as teachers of non-core academic subjects. Section I.A.2(a)(1)(ii) of the final requirements requires an LEA to measure the effectiveness of —staff who work within the turnaround environment. As is stated in B-3, an LEA has discretion to determine whether or not to include non-instructional staff, in addition to instructional staff, in meeting this requirement. An LEA may decide it is appropriate to include non-instructional staff in the definition of —staff‖ as all members of a school's staff contribute to the school environment and are important to the success of a turnaround model.

B-4. What are —locally adopted competencies?

A —competency, which is a skill or consistent pattern of thinking, feeling, acting, or speaking that causes a person to be effective in a particular job or role, is a key predictor of how someone will perform at work. Given that every teacher brings a unique skill set to the classroom, thoughtfully developed assessments of such competencies can be used as part of a rigorous recruitment, screening, and selection process to identify educators with the unique qualities that equip them to succeed in the turnaround environment and can help ensure a strong match between teachers and particular turnaround schools. As part of a rigorous recruitment, screening and selection process, assessments of turnaround teachers' competencies can be used by the principal or district leader to distinguish between very high performers and more typical or lower-performing teachers in a turnaround setting. Although an LEA may already have and use a set of tools to screen for appropriate competencies as part of it normal hiring practices, it is important to develop a set of FY 2010 Guidance 29 competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success. While each LEA should identify the skills and expertise needed for its local context, in addition to reviewing evidence of effectiveness in previous teaching positions (or other pre-service experience) in the form of recommendations, portfolios, or student outcomes, examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking. The value and utility of turnaround competencies for selection are dependent on the process by which an LEA or school leader or team uses them. In addition to assessing a candidate's subject knowledge and mastery of specific instructional practices that the turnaround school uses, using a robust and multi-tiered selection process that includes interviews that ask about past practice in the classroom or situational scenarios, reviewing writing samples, observing teachers in their

classrooms, and asking teachers to perform job-related tasks such as presenting information to a group of parents, are all common techniques used to screen candidates against turnaround competencies. Note that these are merely examples of a process and set of competencies an LEA might measure and use in screening and selecting staff to meet the unique needs of the schools in which it will implement a turnaround model.

B-5. Is an LEA implementing the turnaround model required to use financial incentives, increased opportunities for promotion and career growth, and more flexible conditions as strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround model?

No. The specific strategies mentioned in this requirement (see B-1(3)) are merely examples of the types of strategies an LEA might use to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a school implementing the turnaround model. An LEA is not obligated to use these particular strategies, so long as it implements some strategies that are designed to recruit, place, and retain the appropriate staff.

B-6. What is job-embedded professional development?

Job-embedded professional development is professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded professional development is usually characterized by the following:

- It occurs on a regular basis (*e.g.*, daily or weekly);
- It is aligned with academic standards, school curricula, and school improvement goals; FY 2010 Guidance 30
- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
- It requires active engagement rather than passive learning by participants; and
- It focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice. When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.

B-7. Does the requirement to implement an instructional program that is research-based and aligned (vertically and with State standards) require adoption of a new or revised instructional program?

Not necessarily. In implementing a turnaround model, an LEA must use data to identify an instructional program that is research-based and vertically aligned as well as aligned with State academic standards. If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, the Department expects that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

B-8. What are examples of social-emotional and community-oriented services that may be supported with SIG funds in a school implementing a turnaround model?

Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include, but are not limited to: (a) safety programs; (b) community stability programs that reduce the mobility rate of students in the school; or (c) family and community engagement programs that support a range of activities designed to build the capacity of parents and school staff to work together to improve student academic achievement, such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. If funds

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are not reasonably available from other public or private sources to support the planning and implementation of the services and the LEA has engaged in a comprehensive needs assessment, SIG funds might be used to hire a coordinator or to contract with an organization to facilitate the delivery of health, nutrition, and social services to the school's students in partnership with local service providers. SIG funds also might be used for (1) professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of students, and (2) as a last resort when funds are not reasonably available FY 2010 Guidance 31 from other public or private sources, the provision of basic medical equipment, such as eyeglasses and hearing aids. An LEA should examine the needs of students in the turnaround school to determine which social emotional and community-oriented services will be appropriate and useful under the circumstances. Further, like all other activities supported with SIG funds, any services provided must address the needs identified by the needs assessment the LEA conducted prior to selecting the turnaround model for the school and must be reasonable and necessary. (See I-30.) (Modified for FY 2010 Guidance)

B-9. May an LEA omit any of the actions outlined in the final requirements and implement its own version of a turnaround model?

No. An LEA implementing a turnaround model in one or more of its schools must take all of the actions required by the final requirements. As discussed in B-2, an LEA may take additional actions to supplement those that are required as part of a turnaround model, but it may not implement its own version of a turnaround model that does not include all of the elements required by the final requirements. Thus, an LEA could not, for example, convert a turnaround school to a magnet school without also taking the other actions specifically required as part of a turnaround model.

C. RESTART MODEL

C-1. What is the definition of a restart model?

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school (see C-6).

C-2. What is a CMO?

A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.

C-3. What is an EMO?

An EMO is a for-profit or non-profit organization that provides ―whole-school operation‖ services to an LEA.

C-4. Prior to submitting its application for SIG funds, must an LEA know the particular EMO or CMO with which it would contract to restart a school?

No. Prior to submitting its application, an LEA need not know the particular EMO or CMO with which it would contract to restart a school, but it should at least have a pool of potential partners that have expressed an interest in and have exhibited an ability to restart the school in which the LEA proposes to implement the restart model. An LEA does not need to enter into a contract prior to receiving its SIG funds, but it must be able to provide enough information in its application for the SEA to be confident that, if awarded SIG funds, the LEA would in fact enter into a contract with a CMO or EMO to implement the restart model. (FY 2010 Guidance 32)

C-5. What is the purpose of the ―rigorous review process‖ used for selecting a charter school operator, a CMO, or an EMO?

The ―rigorous review process permits an LEA to examine a prospective restart operator's reform plans and strategies. It helps prevent an operator from assuming control of a school without having a meaningful plan for turning it around. The purpose of the rigorous review process is to provide an LEA with an opportunity to ensure that the operator will use this model to make meaningful changes in a school. Through the rigorous review process, an LEA might, for example, require a prospective operator to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.

C-6. Which students must be permitted to enroll in a school implementing a restart model?

A restart school must enroll, within the grades it serves, all former students who wish to attend the school. The purpose of this requirement is to ensure that restarting the school benefits the population of students who would be served by the school in the absence of ―restarting the school. Accordingly, the obligation to enroll any former student who wishes to attend the school includes the obligation to enroll a student who did not actually previously attend the school — for example, because the student was previously enrolled in grade 3 but the school serves only grades 4 through 6 — but who would now be able to enroll in the school were it not implementing the restart model. If the restart school no longer serves a particular grade or grades that previously had been served by the school, the restart school is not obligated to enroll a student in the grade or grades that are no longer served.

C-6a. May an EMO or CMO with which an LEA contracts to implement a restart model require students or parents to agree to certain conditions in order to attend the school?

Yes, under the restart model, a provider may require all former students who wish to attend the restart school to sign student or parent/student agreements covering student behavior, attendance, or other commitments related to academic performance. In other words, a decision by a student or parent not to sign such an agreement amounts to an indication that the student does not wish to attend the school implementing the restart model. A provider may not, however, require students to meet, for example, certain academic standards prior to enrolling in the school.

C-7. May a restart school serve fewer grades than were previously served by the school in which the model is being implemented?

Yes. An LEA has flexibility to work with providers to develop the appropriate sequence and timetable for a restart partnership. Thus, for example, an LEA could allow a restart operator to take over one grade in the school at a time. If an LEA allows a restart operator to serve only some of the grades that were previously served by the school in which the model is being implemented, the LEA must ensure that the SIG funds it receives for the school are used only for the grades being served by the restart operator, unless the LEA is implementing one of the other SIG models with respect to the other grades served by the school. For example, if the school in question previously served grades K-6 and the LEA allows a FY 2010 Guidance 33 restart operator to take over the school only with respect to grades K-3, the LEA could use SIG funds to serve the students in grades 4-6 if it implements a turnaround model or school closure, consistent with the final requirements, with respect to those grades.

C-8. May a school implementing a restart model implement any of the required or permissible activities of a turnaround model or a transformation model?

Yes. A school implementing a restart model may implement activities described in the final requirements with respect to other models. Indeed, a restart operator has considerable flexibility not only with respect to the school improvement activities it will undertake, but also with respect to the type of school program it will offer. The restart model is specifically intended to give operators flexibility and freedom to implement their own reform plans and strategies.

C-9. If an LEA implements a restart model, must its contract with the charter school operator, CMO, or EMO hold the charter school operator, CMO, or EMO accountable for meeting the final requirements?

Yes. If an LEA implements a restart model in a Tier I or Tier II school, the LEA must include in its contract or agreement terms and provisions to hold the charter school operator, CMO, or EMO accountable for complying with the final requirements. An LEA should bear this accountability

requirement in mind at the time of contracting with the charter school operator, CMO, or EMO, and should consider how best to reflect it in the contract or agreement.

C-10. May an LEA use SIG funds to pay a fee to a CMO or EMO to operate a restart model?

Yes, but only to the extent the fee is reasonable and necessary to implement the restart model. An LEA, thus, has the responsibility, in entering into a contract with a CMO or EMO, to ensure that any fee that is part of the contract is reasonable and necessary. *See* Office of Management and Budget Circular A-87, Attachment A, C.1.a (to be allowable under a Federal grant, costs must be ―necessary and reasonable for proper and efficient performance and administration of [the Federal grant]). In making this determination, the LEA must ensure that there is a direct relationship between the fee and the services that the CMO or EMO will provide using SIG funds and that those services are necessary to implement the SIG model in the school being restarted. It may not be reasonable, for example, for a CMO or EMO to charge a flat percentage of the SIG funds available, irrespective of the services to be provided, particularly in light of the significant amount of SIG funds that would be available to a school for three years. For example, if a CMO or EMO normally charges a fee of five percent of gross receipts to operate a school, it may not be reasonable to calculate that percentage on the additional $6 million in SIG funds that could be available, absent a very strong demonstration that its costs for providing services increase commensurately with the large amount of SIG funds available. Moreover, the LEA must be able to demonstrate, as part of its commitment to obtain SIG funds, that it can sustain the services of the CMO or EMO and any attendant fee after the SIG funds are no longer available (Sections I.A.4(a)(vi) and II.A.2(a)(iv)) and include a budget for each school it intends to serve that identifies any fee (Section II.A.2(a)(vi)). In addition, an SEA has the responsibility, in reviewing and approving an LEA's application to implement the restart model in one or more of its Tier I or Tier II schools, to consider the LEA's capacity to implement the model, including the reasonableness of its SIG budget and its ability to FY 2010 Guidance 34 sustain the model after SIG funds are no longer available, and may approve the LEA's application only if the SEA determines that the LEA can implement fully and effectively the model. See Sections I.A.4(b) and II.B.2(b)(ii) and (iv). (New for FY 2010 Guidance)

D. SCHOOL CLOSURE

D-1. What is the definition of ―school closure?

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

D-1a. How important is it for an LEA to engage families and the community in the LEA's decision to close a persistently lowest-achieving school?

It is extremely important to engage families and the school community early in the process of selecting the appropriate school improvement model to implement in a school (see H-4a), but doing so is particularly important when considering school closure. It is critical that LEA officials engage in an open dialogue with families and the school community early in the closure process to ensure that they understand the data and reasons supporting the decision to close, have a voice in exploring quality options, and help plan a smooth transition for students and their families at the receiving schools. (New for FY 2010 Guidance)

D-2. What costs associated with closing a school can be paid for with SIG funds?

An LEA may use SIG funds to pay certain reasonable and necessary costs associated with closing a Tier I or Tier II school, such as costs related to parent and community outreach, including, but not limited to, press releases, newsletters, newspaper announcements, hotlines, direct mail notices, or meetings regarding the school closure; services to help parents and students transition to a new school; or orientation activities, including open houses, that are specifically designed for students attending a new school after their prior school closes. Other costs, such as revising transportation routes, transporting students to their new school, or making class assignments in a new school, are regular responsibilities an LEA carries out for all students and generally may not be paid for with SIG funds. However, an LEA may use SIG funds to cover these types of costs associated with its general responsibilities if the costs are directly attributable to the school closure and exceed the costs the LEA would have incurred in the absence of the closure.

D-3. May SIG funds be used in the school that is receiving students who previously attended a school that is subject to closure in order to cover the costs associated with accommodating those students?

No. In general, the costs a receiving school will incur to accommodate students who are moved from a closed school are costs that an LEA is expected to cover, and may not be paid for with SIG funds. However, to the extent a receiving school is a Title I school that increases its population of children from low-income families, the school should receive additional Title I, Part A funds through the Title I, Part A funding formula, and those Title I, Part A funds could be used to cover FY 2010 Guidance 35 the educational costs for these new students. If the school is not currently a Title I school, the addition of children from low-income families from a closed school might make it an eligible school.

D-4. Is the portion of an LEA's SIG sub grant that is to be used to implement a school closure renewable?

Generally, no. The portion of an LEA's SIG sub grant for a school that is subject to closure is limited to the time necessary to close the school — usually one year or less. As such, the funds allocated for a school closure would not be subject to renewal.

D-5. How can an LEA determine whether a higher-achieving school is within reasonable proximity to a closed school?

The school to which students who previously attended a closed school are sent should be located ―within reasonable proximity to the closed school. An LEA has discretion to determine which schools are located within a reasonable proximity to a closed school. A distance that is considered to be within a ―reasonable proximity in one LEA may not be within a ―reasonable proximity‖ in another LEA, depending on the nature of the community. In making this determination, an LEA should consider whether students who would be required to attend a new school because of a closure would be unduly inconvenienced by having to travel to the new location. An LEA should also consider whether the burden on students could be eased by designating multiple schools as receiving schools. An LEA should not eliminate school closure as an option simply because the higher-achieving schools that could be receiving schools are located at some distance from the closed school, so long as the distance is not unreasonable. Indeed, it is preferable for an LEA to send students who previously attended a closed school to a higher-achieving school that is located at some distance from, but still within reasonable proximity to, the closed school than to send those students to a lower-performing school that is geographically closer to the closed school. Moreover, an LEA should consider allowing parents to choose from among multiple higher-achieving schools, at least one of which is located within reasonable proximity to the closed school. By providing multiple school options, a parent could decide, for example, that it is worth having his or her child travel a longer distance in order to attend a higher-achieving school. Ultimately, the LEA's goal should be to ensure that students who previously attended a closed school are able to enroll in the highest performing school that can reasonably be offered as an alternative to the closed school.

D-6. In what kinds of schools may students who previously attended a closed school enroll?

The higher-achieving schools in which students from a closed school may enroll may include any public school with the appropriate grade ranges, including public charter schools and new schools for which achievement data are not yet available. Note that a new school for which achievement data are not yet available may be a receiving school even though, as a new school, it lacks a history of being a ―higher-achieving‖ school. FY 2010 Guidance 36

E. TRANSFORMATION MODEL

E-1. With respect to elements of the transformation model that are the same as elements of the turnaround model, do the definitions and other guidance that apply to those elements as they relate to the turnaround model also apply to those elements as they relate to the transformation model?

Yes. Thus, for example, the strategies that are used to recruit, place, and retain staff with the skills necessary to meet the needs of students in a turnaround model may be the same strategies that are used to recruit, place, and retain staff with the skills necessary to meet the needs of students in a transformation model. For questions about any terms or strategies that appear in both the transformation model and the turnaround model, refer to the turnaround model section of this guidance.

E-2. Which activities related to developing and increasing teacher and school leader effectiveness are required for an LEA implementing a transformation model?

An LEA implementing a transformation model must:

(1) Replace the principal who led the school prior to commencement of the transformation model;
(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —
    (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
    (b) Are designed and developed with teacher and principal involvement;
(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
(5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model. FY 2010 Guidance 37

E-3. Must the principal and teachers involved in the development and design of the evaluation system be the principal and teachers in the school in which the transformation model is being implemented?

No. The requirement for teacher and principal evaluation systems that ―are designed and developed with teacher and principal involvement‖ refers more generally to involvement by teachers and principals within the LEA using such systems, and may or may not include teachers and principals in a school implementing the transformation model.

E-4. Under the final requirements, an LEA implementing the transformation model must remove staff ―who, after ample opportunities have been provided for them to improve their professional practice, have not done so. Does an LEA have discretion to determine the appropriate number of such opportunities that must be provided and what are some examples of such ―opportunities to improve?

In general, LEAs have flexibility to determine both the type and number of opportunities for staff to improve their professional practice before they are removed from a school implementing the transformation model. Examples of such opportunities include professional development in such areas as differentiated instruction and using data to improve instruction, mentoring or partnering with a master teacher, or increased time for collaboration designed to improve instruction.

E-5. In addition to the required activities, what other activities related to developing and increasing teacher and school leader effectiveness may an LEA undertake as part of its implementation of a transformation model?

In addition to the required activities for a transformation model, an LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as:

(1) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school;
(2) Instituting a system for measuring changes in instructional practices resulting from professional development; or
(3) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

LEAs also have flexibility to develop and implement their own strategies, as part of their efforts to successfully implement the transformation model, to increase the effectiveness of teachers and school leaders. Any such strategies must be in addition to those that are required as part of this model.

E-6. How does the optional activity of ―providing additional compensation to attract and retain certain staff differ from the requirement to implement strategies designed to recruit, place, and retain certain staff?

There are a wide range of compensation-based incentives that an LEA might use as part of a transformation model. Such incentives are just one example of strategies that might be adopted to recruit, place, and retain staff with the skills needed to implement the transformation model. The FY 2010 Guidance 38 more specific emphasis on additional compensation in the permissible strategies was intended to encourage LEAs to think more broadly about how additional compensation can contribute to teacher effectiveness.

E-7. Which activities related to comprehensive instructional reform strategies are required as part of the implementation of a transformation model?

An LEA implementing a transformation model must:

(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
(2) Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.

E-8. In addition to the required activities, what other activities related to comprehensive instructional reform strategies may an LEA undertake as part of its implementation of a transformation model?

In addition to the required activities for a transformation model, an LEA may also implement other comprehensive instructional reform strategies, such as:

(1) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
(2) Implementing a schoolwide ―response-to-intervention model;
(3) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
(4) Using and integrating technology-based supports and interventions as part of the instructional program; and
(5) In secondary schools—
    (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
    (b) Improving student transition from middle to high school through summer transition programs or freshman academies; FY 2010 Guidance 39
    (c) Increasing graduation rates through, for example, credit recovery programs, reengagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
    (d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.

E-9. What activities related to increasing learning time and creating community-oriented schools are required for implementation of a transformation model?

An LEA implementing a transformation model must:

(1) Establish schedules and strategies that provide increased learning time; and
(2) Provide ongoing mechanisms for family and community engagement.

E-10. What is meant by the phrase ―family and community engagement and what are some examples of ongoing mechanisms for family and community engagement?

In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

E-10a. How should an LEA design mechanisms to support family and community engagement?

To develop mechanisms to support family and community engagement, an LEA may conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA should try to ensure that it aligns the family and community engagement programs it implements in the elementary and secondary schools in which it is implementing the transformation model to support common goals for students over time and for the community as a whole. (New for FY 2010 Guidance)

E-11. In addition to the required activities, what other activities related to increasing learning time and creating community-oriented schools may an LEA undertake as part of its implementation of a transformation model?

In addition to the required activities for a transformation model, an LEA may also implement other strategies to extend learning time and create community-oriented schools, such as
FY 2010 Guidance 40:
(1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
(2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
(3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
(4) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

E-11a. What are examples of services an LEA might provide to create safe school environments that meet students' social, emotional, and health needs?

Services that help provide a safe school environment that meets students' social, emotional, and health needs may include, but are not limited to: (a) safety programs; (b) community stability programs that reduce the mobility rate of students in the school; or (c) family and community engagement programs that support a range of activities designed to build the capacity of parents and school staff to work together to improve student academic achievement, such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. (New for FY 2010 Guidance)

E-12. How does the optional activity of extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff differ from the requirement to provide increased learning time?

Extra time or opportunities for teachers and other school staff to create and build relationships with students can provide the encouragement and incentive that many students need to work hard and stay in school. Such opportunities may be created through a wide variety of extra-curricular activities as well as structural changes, such as dividing large incoming classes into smaller theme based teams with individual advisers. However, such activities do not directly lead to increased learning time, which is more closely focused on increasing the number of instructional minutes in the school day or days in the school year.

E-13. What activities related to providing operational flexibility and sustained support are required for implementation of a transformation model?
An LEA implementing a transformation model must:
(1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). FY 2010 Guidance 41

E-14. Must an LEA implementing the transformation model in a school give the school operational flexibility in the specific areas of staffing, calendars/time, and budgeting?
No. The areas of operational flexibility mentioned in this requirement are merely examples of the types of operational flexibility an LEA might give to a school implementing the transformation model. An LEA is not obligated to give a school implementing the transformation model operational flexibility in these particular areas, so long as it provides the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

E-15. In addition to the required activities, what other activities related to providing operational flexibility and sustained support may an LEA undertake as part of its implementation of a transformation model?
In addition to the required activities for a transformation model, an LEA may also implement other strategies to provide operational flexibility and sustained support, such as:
(1) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
(2) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

E-16. In implementing the transformation model in an eligible school, may an LEA gather data during the first year of SIG funding on student growth, multiple observation based assessments of performance, and ongoing collections of professional practice reflective of student achievement, and then remove staff members who have not improved their professional practice at the end of that first year?
Yes. Although we expect an LEA that receives FY 2010 SIG funds and/or FY 2009 carryover SIG funds and decides to implement the transformation model in a Tier I or Tier II school to implement that model fully at the start of the 2011–2012 school year, we recognize that certain components of the model may need to be implemented later in that process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process. (See E-3, E-4, and F-2.) (Modified for FY 2010 Guidance)

E-17. May an LEA implement the transformation model in a high school that has grades 9- 12 by assigning the current principal to grades 10-12 and hiring a new principal to lead a 9th-grade academy?
No. The final requirements for the SIG program are intended to support interventions designed to turn around an entire school (or, in the case of the school closure model, provide better educational options to all students in a Tier I or Tier II school). Removing a single grade from a Tier II high FY 2010 Guidance 42 school to create a new school for that grade as part of a strategy to improve the performance of feeder schools would not meet this requirement for whole-school intervention. Similarly, to meet the requirement that a principal be replaced, the new principal must serve all grades in a school, not just one particular grade.

Intervention Models Rubrics

EARLY CHILDHOOD, SPECIAL EDUCATION AND TITLE SERVICES TEAM

Intervention Model Rubrics for Four Intervention Models

Transformation Model
Turnaround Model
Restart Model
School Closure Model

1003(g) TRANSFORMATION MODEL

STANDARD: LEADERSHIP				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Replace the principal who led the school prior to commencement of the transformation model.	The district has replaced the principal.			The district has not replaced the principal.
Use rigorous, transparent, and equitable evaluation systems* for teachers and principals, designed and developed with teacher and principal involvement, that take into account ✓ Data on student growth; ✓ Multiple observation -based assessments of performance; ✓ Ongoing collections of professional practice; ✓ Increased high school graduation rates.	The school has adopted and implemented evaluation systems for teachers and principals that are rigorous, transparent, and equitable and that were designed and developed with teacher and principal involvement.	The school has adopted and is in the process of implementing evaluation systems for teachers and principals that are rigorous, transparent, and equitable and that were designed and developed with teacher and principal involvement.	The school is investigating rigorous, transparent, and equitable evaluation systems for teachers and principals.	The school has not adopted and implemented rigorous, transparent, and equitable evaluation systems for teachers and principals.

STANDARD: LEADERSHIP				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.**	The school has adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and is in the process of implementing reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school is investigating reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has not adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
Identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.***	The school has adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and is implementing strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school is investigating strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has not adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

STANDARD: LEADERSHIP				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	The school has adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has adopted and is in the process of implementing strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school is investigating strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has not adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.

*The requirement for teacher and principal evaluation systems that "are designed and developed with teacher and principal involvement" refers more generally to involvement by teachers and principals within the LEA using such systems, and may or may not include teachers and principals in a school implementing the transformation model.

**In addition to the required activities for implementing the transformation model, an LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as: (1) provide additional compensation to attract and retain staff with the skills necessary to meet the needs of students in the transformation school; (2) institute a system for measuring changes in instructional practices resulting from professional development; or (3) ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

***In general, LEAs have flexibility to determine both the type and number of opportunities for staff to improve their professional practice before they are removed from a school implementing the transformation model. Examples of such opportunities include professional development in such areas as differentiated instruction and using data to improve instruction, mentoring or partnering with a master teacher, or increased time for collaboration designed to improve instruction.

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the school sufficient operational flexibility in areas such as: ✓ Staffing, ✓ Calendars/time, ✓ Budgeting, To implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.*	The school has addressed areas such as staffing, calendars/time, and budget and has adopted and implemented a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget and has adopted and is in the process of implementing a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school is investigating a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	The school has not adopted or implemented a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

*The areas of operational flexibility mentioned in this requirement (staffing, calendars/time, and budget) are merely examples of the types of operational flexibility an LEA might give to a school implementing the transformation model. An LEA is not obligated to give a school implementing the transformation model operational flexibility in these particular areas, so long as it provides the school sufficient operational achievement outcomes and increase high school graduation rates.

In addition to the required activities for a transformation model, an LEA may also implement other strategies to provide operational flexibility and sustained support, such as:
    (1)   Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
    (2)   Implementing a per-pupil school-based budget formula that is weighted based on student needs.

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Implement strategies that will recruit, place and retain staff* with the skills necessary to meet the needs of the students in the transformational school, which may include, but are not limited to:* ✓ Financial incentives, ✓ Increased opportunities for promotion and career growth, ✓ Flexible work conditions.	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.
Provide ongoing mechanisms for family and community engagement.**	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

**In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

***In addition to the required activities for a transformation model, an LEA may also implement other strategies to extend learning time and create community-oriented schools, such as:
  (1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
  (2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
  (3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
  (4) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Extra time or opportunities for teachers and other school staff to create and build relationships with students can provide the encouragement and incentive that many students need to work hard and stay in school. Such opportunities may be created through a wide variety of extra-curricular activities as well as structural changes, such as dividing large incoming classes into smaller theme-based teams with individual advisers. However, such activities do not directly lead to increased learning time, which is more closely focused on increasing the number of instructional minutes in the school day or days in the school year.

STANDARD: CURRICULUM AND ASSESSMENT

Indicator	Rating of Performance			
	4	3	2	1
	Exemplary level of development and implementation	Full function and operational level of development and implementation	Limited development and partial implementation	Little or no development and implementation
Use data to identify and implement an instructional program that is* ✓ Aligned with State academic standards, ✓ Vertically and horizontally aligned, ✓ Research-based.	The school used its data to identify and implement a research-based instructional program that is horizontally and vertically aligned as well as aligned with State academic standards.	The school used its data to identify a research-based instructional program that is horizontally and vertically aligned and aligned with State academic standards, and is in the process of implementation.	The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.	The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: ✓ Formative assessments, ✓ Interim (progress monitoring) assessments, ✓ Summative assessments.	Across the building, the school continuously utilizes student data in such forms as formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments, progress monitoring assessments, and summative assessments and is in the process of implementing their use to inform and differentiate instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

(4) Using and integrating technology-based supports and interventions as part of the instructional program; and
(5) In secondary schools –
    a. Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including but providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
    b. Improving student transition from middle to high school through summer transition programs or freshman academies;
    c. Increasing graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
    d. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.

STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	The school has adopted and implemented ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school is investigating high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	Professional development is not high quality, job-embedded and/or aligned with the school's comprehensive instructional program and/or not designed with school staff.
Establish schedules and strategies that provide increased learning time.***	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.

1003(g) - TURNAROUND MODEL

STANDARD: LEADERSHIP				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Replace the principal with a visionary, instructional leader.	The district has hired a new principal.			The district has not hired a new principal.
Adopt a new governance structure which may include, but is not limited to: ✓ The school reports to a new "turnaround office" in the LEA. ✓ Hire a "turnaround leader" who reports directly to the superintendent. ✓ Enter into a multi -year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	The school has adopted a new governance structure; the new governance structure has been implemented and is fully functioning	The school has adopted a new governance structure and is in the process of implementation.	The school is in the process of investigating a new governance structure.	The school has not started the process of adoption and implementation of a new governance structure.

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the new principal sufficient operational flexibility in staffing*. ✓ Screen all existing staff and rehire no more than 50 percent. ✓ Select new staff.	The new principal was hired before the staffing process began and was involved in making decisions at every level of the staffing process.	The new principal was actively involved in making decisions during the hiring process but was not hired before the actual process began.	The new principal had limited involvement and/or decision-making authority in the hiring process or was involved in only parts of the process.	The new principal was not involved in the hiring process.
Implement strategies that will recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school, which may include, but are not limited to**: ✓ Financial incentives, ✓ Increased opportunities for promotion and career growth, ✓ Flexible work conditions,	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.

*As used in the discussion of a turnaround model, "staff" includes all instructional staff, but an LEA has discretion to determine whether or not "staff" also includes non-instructional staff. An LEA may decide that it is appropriate to include non-instructional staff in the definition of "staff," as all members of a school's staff contribute to the school environment and are important to the success of a turnaround model.

In determining the number of staff members that may be rehired, an LEA should count the total number of staff positions (however staff is defined) within the school in which the model is being implemented, including any positions that may be vacant at the time of the implementation. For example, if a school has a total of 100 staff positions, only 90 of which are filled at the time the model is implemented, the LEA may rehire 50 staff members; the LEA is not limited to rehiring only 45 individuals (50 percent of the filled staff positions).

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the principal sufficient operational flexibility in calendars/time.	The new principal was hired before the process began and was involved in making decisions at every level of the calendar/time process.	The new principal was actively involved in making decisions during the calendar/time process but was not hired before the actual process began.	The new principal had limited involvement and/or decision-making authority in the calendar/time process or was involved in only parts of the process.	The new principal was not involved in the calendar/time process.
Grant the principal sufficient operational flexibility in budgeting.	The new principal was hired before the process began and was involved in making decisions at every level of the budget process.	The new principal was actively involved in making decisions during the budget process but was not hired before the actual process began.	The new principal had limited involvement and/or decision-making authority in the budget process or was involved in only parts of the process.	The new principal was not involved in the budget process.
Grant the principal sufficient operational flexibility in implementing fully the Turnaround Model.	The new principal was hired before the process began and was involved in making decisions at every level the reform process.	The new principal was actively involved in making decisions during the reform process but was not hired before the actual process began.	The new principal had limited involvement and/or decision-making authority in the reform process or was involved in only parts of the process.	The new principal was not involved in the reform process.
Provide appropriate social-emotional services* and supports to students.	The school has adopted and implemented appropriate social-emotional services and supports to students.	The school has adopted and is in the process of implementing appropriate social-emotional services and supports to students.	The school is investigating appropriate social-emotional services and supports to students.	The school offers no social-emotional services and supports to students.

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide community-oriented services* and supports to students.	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

**A "competency," which is a skill or consistent pattern of thinking, feeling, acting, or speaking that causes a person to be effective in a particular job or role, is a key predictor of how someone will perform at work. Given that every teacher brings a unique skill set of the classroom, thoughtfully developed assessments of such competencies can be used as part of a rigorous recruitment, screening, and selection process to identify educators with the unique qualities that equip them to succeed in the turnaround environment and can help ensure a strong match between teachers and particular turnaround schools. As part of a rigorous recruitment, screening and selection process, assessments of turnaround teachers' competencies can be used by the principal or district leader to distinguish between very high performers and more typical or lower-performing teachers in a turnaround setting. Although an LEA may already have and use a set of tools to screen for appropriate competencies as part of its normal hiring practices, it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in crucial areas to transform the school's wide-scale failure into learning success. (See pg. 17 of the guidance document for further information.)

An LEA is not obligated to use these particular strategies, so long as it implements some strategies that are designed to recruit, place, and retain the appropriate staff.)

*Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include health, nutrition, or social services that may be provided in partnership with local service providers, or services such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning. An LEA should examine the needs of students in the turnaround school to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.

STANDARD: CURRICULUM AND ASSESSMENT				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Use data to identify and implement an instructional program that is*: ✓ Aligned with State academic standards; ✓ Vertically and horizontally aligned; ✓ Research-based.	The school used its data to identify and implement a research-based instructional program that is horizontally and vertically aligned as well as aligned with State academic standards.	The school used its data to identify a research-based instructional program that is horizontally and vertically aligned and aligned with State academic standards, and is in the process of implementation.	The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.	The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: ✓ Formative assessments, ✓ Interim (progress monitoring) assessments, ✓ Summative assessments.	Across the building, the school continuously utilizes student data in such forms as formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments, progress monitoring assessments, and summative assessments and is in the process of implementing their use to inform and differentiate instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

*In implementing a turnaround model, an LEA must use data to identify an instructional program that is research-based and vertically aligned as well as aligned with State academic standards. If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, the Department of Education expects that most LEAs with Tier I and Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and implemented ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	The school is investigating high quality, job-embedded professional development* that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the turnaround model.	Professional development is not high quality, job-embedded and/or aligned with the school's comprehensive instructional program and/or not designed with school staff.
Establish schedules and implement strategies that provide increased learning time.	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.

*Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

An LEA implementing a turnaround model in one or more of its schools must take all of the actions required by the amended final guidance requirements. As discussed in B-2 of the final requirements, an LEA may take additional actions to supplement those that are required as part of a turnaround model, but it may not implement its own version of a turnaround model that does not include all of the elements required by the final requirements. Thus, an LEA could not, for example, convert a turnaround school to a magnet school without also taking the other actions specifically required as part of a turnaround model.

1003(g) RESTART MODEL

STANDARD: LEADERSHIP				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
LEA converts or closes and reopens a school under a charter school operator, charter organization or education management organization	The district has converted or reopened the school as a charter school.			The district has not made a decision to convert or reopen as a charter school.
Flow of leadership organization is determined:	Leadership flow determined by selecting Option 1, 2 or 3			Leadership flow is not determined
Option 1 – District –Local Board-School Leader	✓ District is governed by a Local board ✓ District hires leader(s) to run or operate school ✓ School Leader is held accountable for performance	Two of the three components are implemented and operational	One component is implemented and operational	Option 1 is not operational or being implemented as agreed.
Option 2 – District- Local Board – Management Organization – School Leader	✓ District is governed by the Local Board ✓ Local Board hires a Management Organization ✓ Management Organization hires a School Leader	Two of the three components are implemented and operational. A Management Organization may be involved with more than one school	One components is implemented and operational	Option 2 is not operational or being implemented as agreed.
STANDARD: LEADERSHIP				
Indicator	**Rating of Performance**			
	4 Exemplary level of	3 Full function and	2 Limited development and	1 Little or no development

	development and implementation	operational level of development and implementation	partial implementation	and implementation
Option 3 – District – Management Organization – School Leader	✓ District charters or contracts directly with a Management Organization ✓ Management Organization hires a School Leader to manage the school. ✓ There is no decision made by the local board ✓ The management organization uses their board.	Three of the four components are implemented and operational	Two of the four components are implemented and operational	Option 3 is not operational or being implemented as agreed.

STANDARD: LEADERSHIP				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Application Process - Quality Indicators Are evident in the LEA's application/petition as indicated: Educational Need, Mission, Purpose, Enrollment and Recruitment, Educational Philosophy, Support for Learning, Staffing Plan, Measurable Goals/ Assessment, Governance, LEA Responsibilities, Financial Management including budget with implementation detail.	All Quality Indicators are addressed and clearly described to meet SEA requirements.			Quality Indicators are missing or not evident. Description lacking in detail.

STANDARD: LEADERSHIP				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Quality Authorizing - Organizational structures, human resources, and financial resources including the following: ✓ Intent to improve quality, ✓ Support the State Charter School law, ✓ A catalyst for Charter school development, ✓ Clarity, consistency, and transparency in developing and implementing policies and procedures ✓ Flexibility for performance based opportunities ✓ Hold schools accountable for academic performance ✓ Determine objective and verifiable measures for performance ✓ Build parent and	✓ Implements plans, policies, processes that streamline and systematize the work to be accomplished. ✓ Evaluates work against national and state standards ✓ Recognizes the SEA as the authorizer ✓ Strive for higher critical thinking, cognitive and problem solving skills ✓ Prepare for career ready 21st century skills			Does not adhere to the authorizing elements, organizational structures and financial resources as defined by the application process led by the SEA.

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STANDARD: LEADERSHIP				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
student communication ✓ Decisions centered around student needs.				
Use rigorous, transparent, and equitable evaluation systems for teachers and school leaders, designed and developed with teacher and principal involvement, that take into account: ✓ Data on student growth, ✓ Multiple observations, ✓ -based assessments of performance; ✓ Ongoing collections of professional practice, ✓ Increased high school graduation rates.	The school has adopted and implemented evaluation systems for teachers and school leaders that are rigorous, transparent, equitable, and developed with teacher and school leader involvement.	The school has adopted and is in the process of implementing evaluation systems for teachers and school leaders that are rigorous, transparent, and equitable and developed with teacher and school leader involvement.	The school is investigating rigorous, transparent, and equitable evaluation systems for teachers and school leaders.	The school has not adopted and implemented rigorous, transparent, and equitable evaluation systems for teachers and school leaders.

STANDARD: LEADERSHIP				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has adopted and is in the process of implementing reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school is investigating reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.	The school has not adopted and implemented reward strategies for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
Identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has adopted and is implementing strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school is investigating strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	The school has not adopted and implemented strategies to identify and remove those leaders, teachers, and other staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

STANDARD: LEADERSHIP				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external partner/ organization such as an EMO.	The school has adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has adopted and is in the process of implementing strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school is investigating strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	The school has not adopted and implemented strategies to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Grant the school sufficient operational flexibility in areas such as: ✓ Staffing, ✓ Calendars/time, ✓ Budgeting, to implement fully a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget. The school adopted and implemented a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has addressed areas such as staffing, calendars/time, and budget. The school is in the process of implementing a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school is investigating a comprehensive approach to substantially improve student achievement and increase graduation rates.	The school has not adopted or implemented a comprehensive approach to substantially improve student achievement and/or increase graduation rates.
Implement strategies that will recruit, place and retain staff with the skills necessary to meet the needs of the students in the Charter school, which may include, but are not limited to: ✓ Incentives, ✓ Increased career opportunities, ✓ Instructional flexibility	The school has adopted and implemented multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has adopted and is in the process of implementing multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school is investigating multiple innovative and aggressive strategies to help recruit, place, and retain staff.	The school has made no changes in their strategies to help recruit, place, and retain staff.

STANDARD: CULTURE AND HUMAN CAPITAL				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide ongoing mechanisms for family and community engagement.	The school has adopted and implemented community-oriented services and supports to students.	The school has adopted, and is in the process of implementing, community-oriented services and supports to students.	The school is investigating community-oriented services and supports to students.	The school offers no community-oriented services and supports to students.

STANDARD: CURRICULUM AND ASSESSMENT				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Use data to identify and implement an instructional program that is* ✓ Aligned with State academic standards , ✓ Vertically and horizontally aligned, ✓ Research-based.	The school used data to identify and implement a research-based instructional program that aligned to State academic standards, horizontally and vertically aligned program and included 21st Century Skills.	The school is in the process of implementation, used data to identify a research-based instructional program, aligned to State standards, horizontally and vertically aligned program and included 21st Century Skills.	The school is investigating a research-based instructional program, that ensures horizontally, vertically, and State alignment to academic standards.	The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.
Promote the continuous use of student data to inform and differentiate instruction, such as: ✓ Project based formats ✓ Formative assessments, ✓ Progress monitoring, and ✓ Summative assessments.	Across the building, the school continuously utilizes student data in such forms as project based formats, formative assessments, progress monitoring assessments, and summative assessments to inform and differentiate instruction.	The school has adopted formative assessments to include project based, progress monitoring assessments, summative assessments and is in the process of differentiating instruction.	The school is investigating different forms of assessment to inform and differentiate instruction.	The school does not use student data to inform and differentiate instruction.

STANDARD: INSTRUCTION AND PROFESSIONAL DEVELOPMENT				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	The school has adopted and implemented ongoing, high quality, job-embedded professional development aligned with a comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	The school has adopted and is in the process of implementing ongoing, high quality, job-embedded professional development aligned with a school's comprehensive instructional program designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	The school is investigating high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the Restart model.	Professional development is not high-quality, job-embedded and/or aligned with a comprehensive instructional program.
Establish schedules and strategies that provide increased learning time.	The school has adopted and implemented strategies that provide increased learning time.	The school has adopted and is in the process of implementing strategies that provide increased learning time.	The school is investigating schedules and strategies that provide increased learning time.	The school has not adopted or implemented strategies that provide increased learning time.

STANDARDS: LEADERSHIP, CULTURE AND HUMAN CAPITAL, CURRICULUM AND ASSESSMENT, PROFESSIONAL DEVELOPMENT				
Indicator	**Rating of Performance**			
	4 Exemplary level of development and implementation	3 Full function and operational level of development and implementation	2 Limited development and partial implementation	1 Little or no development and implementation
Leadership will devise a plan to address all standards (Leadership, Culture and Human Capital, Curriculum and Assessment, and Professional Development) that could include: ✓ Personnel placement ✓ Policy ✓ Board decisions ✓ Student Assignment ✓ Transfer of Records ✓ Transportation ✓ Resource Reassignment ✓ Transfer of equipment ✓ Building numbers ✓ Facility issues ✓ Community PR ✓ Parent Communication ✓ Special Education Issues ✓ Title I Issues ✓ Records ✓ Fiscal Services ✓ Accreditation Issues ✓ Communication with state	The district has a written plan on how all these issues will be dealt for closing the school.	The district has dealt with most of these issues in a written plan for closing the school.	The district has a written plan for some of these issues for closing the school.	The district has no written plan and has not addressed these issues for closing the school.

Turnaround Principles: Meaningful interventions designed to improve the academic achievement of students in priority schools must be aligned with all of the following "turnaround principles" and selected with family and community input:

1. providing strong leadership by: (a) reviewing the performance of the current principal; (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;

2. ensuring that teachers are effective and able to improve instruction by: (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;

3. redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;

4. strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;

5. using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;

6. establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and

7. providing ongoing mechanisms for family and community engagement.

A priority school that implements one of the four Section 1003(g) School Improvement Grant (SIG) models is implementing an intervention that satisfies the turnaround principles.

USD Number & Name: USD 501 Topeka **Name of School:** Quincy School **Grade Span:**   **Building Number:**

Indicator	Year 1 (Baseline)	Year 2	Year 3	Year 4
2. Number of minutes within the school year.	68,598			
3. Student participation rate on State Assessments in reading/language arts in mathematics by student subgroup	0			
4. Students proficient or above in reading	0			
5. Students proficient or above in math	0			
6. Dropout rate	0			
7. Student attendance rate	0			
8. Number and percentage of students completing advanced course work				
AP	NA	/	/	/
IB	NA	/	/	/
Early College High Schools	NA	/	/	/
Dual enrollment classes	NA	/	/	/
9. Discipline Incidents				
✓ Weapon Incidents-OSS	0			
✓ Weapon Incidents-Exp	0			

✓ Illicit Drug Incidents-OSS	0			
✓ Illicit Drug Incidents-Exp	0			
✓ Alcohol Incidents-OSS	0			
✓ Alcohol Incidents-Exp	0			
✓ Violent Incidents with injury OSS	0			
✓ Violent Incidents with injury Exp	0			
✓ Violent Incidents without injury OSS	4			
✓ Violent Incidents without injury Exp	0			
10. Truants	8			
11. Distribution of teachers by performance level on the LEA's teacher evaluation system				
12. Teacher Attendance Rate				

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Priority schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Priority school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
4. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
5. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Priority schools.
6. The number of Priority schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
7. The maximum funding available to the LEA each year is determined by multiplying the total number of Priority schools that the LEA is approved to serve by $2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:
1. The SEA must give priority to LEAs that apply to serve Priority schools.
2. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served and the overall quality of LEA applications.
3. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Priority schools may approve an LEA's application with respect to only a portion of the LEA's Priority schools to enable the SEA to award school improvement funds to Priority schools across the State..

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than $50,000 or more than $2 million per year for each participating school (*i.e.*, the Priority schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Priority school the SEA approves the LEA to serve or close. An SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (i.e., because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Priority schools in certain LEAs in order to serve Priority schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.
3. Include any requested funds for LEA-level activities that support implementation of the school intervention models.

KANSAS STATE DEPARTMENT OF EDUCATION
Title l School Improvement Grant
ESEA 1003(g)
Explanation of Budget Line Items

1000 Instruction	
100	**Personnel Services—Salaries** Instructional salaries for full & part-time certified and non-certified employees, substitute pay, & stipends.
200	**Employee Benefits** FICA, Group Insurance, Workman's Compensation, etc., for personnel in line 100 above.
300	**Purchased Professional & Technical Services** Into District: Consultants, subcontracts, mini-grants, counseling, guidance, medical and accounting services.
400	**Purchased Property Services** Lease, repair, maintain, & rent property & equipment, owned or used by the district.
500	**Other Purchased Services** Out of District: Staff travel, workshops/conference registrations, per diem, mileage, lodging, staff development.
600	**Supplies & Materials** Items that can be consumed, worn out, or deteriorated through use. This includes software that was purchased independently of a hardware package. For Title I, this may be no more than 10% of the total allocation.
700	**Property** Initial, additional or replacement equipment. This includes software that was purchased as part of a hardware package. For Title I, this amount may be no more than 10% of the total allocation, or $2,000, whichever is greater.
2000 Support Services	
2100 2100	**Support Services –-Students** Activities designed to assess and improve the well-being of students and to supplement the teaching process. Include only staff in attendance, social work services, substance abuse, guidance and health services, and parent involvement.
2200	**Support Services – Instructional Staff** Activities associated with assisting the instructional staff in panning, developing and evaluating the process of providing learning experiences for students. These activities include curriculum development, techniques of instruction, child development and understanding, staff training, etc.
2300	**Support Services (General Administration)** Activities concerned with the overall general administration of the program. These include all personnel and materials required to support the program. If a federal program is audited by a state auditor, the CPA audit costs may not be charged to the federal program.
2329	**Other Executive Administration Services** Amount of funds generated by the indirect cost rate. (i.e., general operating costs such as duplicating, postage, room rental, telephone, etc.)

2400	**Support Services** Activities that have been assigned in addition to the normal contract concerned with directing and managing the operation of a particular school. Examples would include extended days, Title I summer school or alternative high school.
2700	**Student Transportation Services** Providing transportation for students. Activities concerned with conveying students to and from school, as provided by State and Federal law. This includes trips between home and school, and trips to and from school activities. Federal funds may not be used to supplant regular transportation costs.
3000 Non-Instructional Services	
3300	**Community Services Operations** *Providing community services to staff or students.*
3400	**Student Activities** Providing activities associated with the students in these programs.

Appendix H
LEA Application Scoring Form
SUMMARY PAGE

Reviewer Name:	
USD Name and USD #:	
Grant Application Name:	

Section	Points Awarded
Section A: Schools to be Served	/5
Section B: Descriptive Information	/210
Section C: Budget	/35
Section D: Assurances	___Yes ___No
Section E: Waivers	___Yes ___No
TOTAL APPLICATION SCORE	/250

LEA Grant Scoring Form

A.	SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

5 pts. The LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each school.
  (a)   the name and NCES ID # of each school
  (b)   the intervention model that will be implemented in each school

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
Identification: • List of schools is missing. • Models have not been identified for each school.	Identification: • List of schools has been provided. • Some models have been identified for individual schools but the list is incomplete.	Identification: • List of schools has been provided. • Models of intervention have clearly been identified that will be implemented for each school.

Points Awarded _____
Comments

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B 1a: For each Priority school that the LEA commits to serve, the LEA must demonstrate that – The LEA has analyzed the needs of each school and selected an intervention for each school.
B: DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

10 pts.   Describe the needs assessment process that the school went through before selecting the Intervention Model.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
Process: • No evidence of a needs assessment process was provided. • Process does not include all required stakeholders.	Process: • Limited evidence of a needs assessment process was provided. • Limited evidence of consultation with stakeholders regarding the needs assessment process.	Process: • Substantial evidence of a needs assessment process was provided. • Relevant stakeholders were involved in the needs assessment process.

Points Awarded _____

Comments

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15 pts.   Write a brief summary of the school's data analysis results/findings. Include:
- Achievement Data
  - School Leading Indicator Report
  - School AYP Data
  - School Report Card Data
- Perception Data
- School AYP Data
- School Report Card Data

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
Summary: • few sources of data are included. • no summarization of the data is evident.	Summary: • three of the listed sources of data are included. • summarization of data is not clear.	Summary: • four of the listed sources of data are included. • a concise summarization of the data is evident.

      Points Awarded _____

Comments

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15 pts. Based on the school's data analysis results, describe the root cause(s) that support the selection of an appropriate intervention model
(Root Cause Analysis).

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
• No evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention.	• Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention.	• Clearly analysis of causes and contributing factors to low student achievement and/or need for schoolwide intervention is provided.

Points Awarded _____

Comments

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B 1b: For each Priority school that the LEA commits to serve, the LEA must demonstrate that – The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA's application in order to implement, fully and effectively the required activities of the school intervention model it has selected.

15 pts. Using the Needs Assessment results and the selected School Intervention Model, assess the district and school capacity: Elaborate on how the school used the Innovation Configuration Matrix (ICM) for Schools.

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
• Needs assessment does not address all academic areas or subpopulations in which the school is underperforming or showing regression	• Needs assessment addresses all academic areas or subpopulations in which the school is underperforming or showing regression	• Needs assessment is comprehensive, addresses all academic areas or subpopulations in which the school is underperforming or showing regression, and addresses underlying conditions and causes for academic performance issues
• Non-academic needs and associated data are not linked to conditions that impact student achievement	• Non-academic needs and associated data are generally linked to conditions that impact student achievement	• Non-academic needs and associated data are clearly and logically linked to conditions that impact student achievement

Points Awarded _____

Comments

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5 pts. Discuss the strengths and weaknesses identified in the capacity appraisal that was done for the school using the Innovation Configuration Matrix (ICM for Schools.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
• Unclear evidence of strengths and weaknesses was provided.	• Limited evidence of strengths and weaknesses was provided.	• Substantial evidence of strengths and weaknesses was provided.

Points Awarded _____

Comments

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10 pts.   Provide an explanation of the school's capacity to use school improvement funds to provide adequate resources and related support for full and effective implementation of all required activities of the selected model.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
• School's capacity to use school improvement funds has not been addresses or has been minimally addressed.	• School's capacity to use school improvement funds has been addressed.	• School's capacity to use school improvement funds has been clearly demonstrated.

         Points Awarded _____
Comments

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B 2: The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.

15 pts.   Using the needs assessment results, select the Appropriate Intervention Model. Elaborate on how the school utilized the School Intervention Model Selection Rubrics to choose a model.

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
• Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment	• Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment	• Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment

Points Awarded _____

Comments

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5 pts.   Describe why the model will be an appropriate fit for the school.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
• Rationale for model selection is unclear or is not logical	• Rationale for model selection is logical and clear.	• Rationale for model selection is detailed, strong, and directly links the model to the needs assessment.

Points Awarded _____

Comments

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15 pts. Describe the actions the school will take to design and implement interventions consistent with the final requirements of the grant.

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
• Interventions are not consistently designed and implemented to meet final requirements. • Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment	• Interventions are designed and implemented to be consistent with final requirements. • Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment	• Interventions are carefully designed and implemented with integrity to be consistent with final requirements. • Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment

Points Awarded _____

Comments

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10 pts.   Describe the actions the school will take to recruit, screen and select external providers, if applicable to ensure their quality.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
• The application lacks documentation that thorough recruiting, screening and selecting of external providers was done to ensure their quality.	• Where applicable, the application describes the recruiting, screening and selecting of external providers to ensure their quality.	• Where applicable, the application clearly describes the recruiting, screening and selecting of external providers to ensure their quality.

Points Awarded _____

Comments

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5 pts.   Describe how the school will align other resources with the interventions.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
• Other resources are not aligned with the interventions.	• Other resources are aligned with the interventions to aid implementation.	• Other resources are carefully aligned with the interventions to aid implementation.

Points Awarded _____

Comments

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5 pts. Explain what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
• Where necessary, changes in practices and policies have not fully taken place where these changes would enable the school(s) to implement interventions.	• Where necessary, practices and policies have been modified to enable the school(s) to implement interventions.	• Where necessary, practices and policies have been modified to enable the school(s) to implement interventions fully and effectively.

Points Awarded _____

Comments

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5 pts.　　　　Explain how the school will sustain the reforms after the funding period ends.

Scoring Rubric

Marginal (0-1 pts.)	Somewhat Rigorous (2-3 pts.)	Most Rigorous (4-5 pts.)
• The application does not clearly describe how the reforms will be sustained after the funding period ends.	• The application does not clearly describe how the reforms will be sustained after the funding period ends.	• The application clearly describes how the reforms will be sustained after the funding period ends.

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Comments

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B 3: The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Priority school identified in the LEA's application.

10 pts.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
• Provides a vague timeline without delineation of the steps that will be taken to implement the selected intervention.	• Provides a timeline for each step the LEA will take to implement the selected intervention.	• Provides a detailed timeline delineating each step the LEA will take to implement the selected intervention.

Points Awarded _____
Comments

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B 4:	The LEA must describe the annual goals for student achievement on the State's assessment in both reading/language arts and mathematics that it has established in order to monitor its Priority schools that receive school improvement funds..

15 pts.

Scoring Rubric

Marginal (0-5 pts.)	Somewhat Rigorous (6-10 pts.)	Most Rigorous (11-15 pts.)
• Goals for student achievement on the state reading/language arts and mathematics assessments are vague, insignificant, or unrealistic. • Goals are generic and do not address intervention models chosen • Objectives are not directly related to the goal, the selected intervention, or the school(s)'s needs	• Describes annual goals for student achievement on the reading/language arts and mathematics state assessments • There is a goal for each intervention model chosen • Objectives are related to the goal, selected intervention and the school(s)'s needs	• Clearly describes significant annual goals for student achievement on the reading/language arts and mathematics state assessments • Goals specifically address which intervention model will be implemented at which school(s) and there is a separate goal for each intervention model chosen • Objectives are directly related to the goal and selected intervention and clearly address each school(s)'s needs

Points Awarded _____

Comments

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B 5: The LEA must describe the goals it has established (subject to approval by SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

30 pts. (a) Identify goals/objectives consistent with the desired outcomes and required activities. These must be specific, measurable, attainable and time-bound.
    (b) Describe how the evaluation plan will document the effectiveness of the activities within identified schools.
    (c) Describe how the district will use school evaluation data to determine the effectiveness of the school improvement funded activities.

Scoring Rubric

Marginal (0-9 pts.)	Somewhat Rigorous (10-20 pts.)	Most Rigorous (21-30 pts.)
• The proposal fails to identify the goals/objectives to document the effectiveness of activities for individual schools. • The proposal fails to provide an evaluation plan, which would document the effectiveness of the activities in the schools. • The proposal lacks a clear description of how the LEA will determine the effectiveness of the school improvement funded activities.	• The proposal establishes overall minimum achievement expectations. • The proposal provides a vague evaluation plan, which would document the effectiveness of the activities in the schools. • The proposal provides a vague plan on how evaluation data will be used to determine the effectiveness of the school improvement funded activities.	• The proposal identifies goals/objectives, which are consistent with the desired outcomes and required activities of the grant (specific, measurable, attainable, and time-phased). • The proposal describes how evaluation plan will document effectiveness of the activities within the identified schools. • The proposal describes how the district will use school evaluation data to determine the effectiveness of the school improvement funded activities.

Points Awarded _____
Comments

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B 6: As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority schools. It should include:

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10 pts.　　　　(a)　　A list of stakeholders who provided input.
　　　　　　　　(b)　The process of how the stakeholders were consulted with regarding the application.

Scoring Rubric

Marginal (0-3 pts.)	Somewhat Rigorous (4-6 pts.)	Most Rigorous (7-10 pts.)
• The grant fails to identify any stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Priority schools. • The grant fails to describe how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Priority schools.	• The grant identified stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Priority schools, however it was not clear if these were relevant stakeholders. • The grant provided a vague description of the how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Priority schools.	• The grant identified key stakeholders whom the LEA consulted with concerning the application and the implementation of the school improvement models in its Priority schools. Resumes were included to determine their relevance. • The grant provided a detailed description of the how the stakeholders were consulted with concerning the application and the implementation of the school improvement models in its Priority schools and what role they would play in the implementation of the funded activities.

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Comments

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C: **BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.**

35 pts. The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –
   (a) Implement the selected model in each Priority school it commits to serve;
   (b) Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority schools.

Scoring Rubric

Marginal (0-11 pts.)	Somewhat Rigorous (12-23 pts.)	Most Rigorous (24-35 pts.)
• Grant funds are not aligned or clearly tied to the goals, objectives, and strategies. • The budget does not fully support all required components of the intervention model selected. • Other state, local and federal funds supporting grant activities are not specified. • Budgeted items do not comply with supplement, not supplant, provisions of ESEA.	• Grant funds are tied to the goals, objectives, and strategies. • Budgeted items support all required components of the intervention model selected. • Other state, local and federal funds supporting grant activities are specified.	• Grant funds are clear and well defined and directly support the goals, objectives, and strategies. • Budgeted items are of sufficient scope and amount to ensure strategy success and full intervention model implementation. • Other state, local and federal funds clearly and logically support the plan. • All budgeted items comply with supplement, not supplant, provisions of ESEA, including Title I, Part A, §1114(a)(2)(B) and §1120A(b)

   Points Awarded _____
Comments

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D: ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

Assurances have been checked.   Yes   No   (Circle one.)