

Fiscal Year 2012
March 2013

District Level School Improvement Grant Application (LEA)

EARLY CHILDHOOD,
SPECIAL EDUCATION and
TITLE SERVICES TEAM

**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	
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City Topeka, Kansas	Zip Code 66611-1294
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Amount Requested: \$2,401,788	

Authorized District Signature: Dr. Julie Ford, Superintendent of Schools	Date 05-06-13
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SEA Approval/Date	Amount Awarded
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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
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

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
Ross Elementary School					X

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.

The needs assessment process included the involvement of numerous internal and external stakeholders, data approaches, informational processes and finding’s formats.

In September 2008, the Kansas State Department of Education [KSDE], along with the Topeka Public Schools [TPS], USD #501 contracted with Cross & Joftus, LLC to implement a “critical friend” technical support system for working with a number of district’s schools—a district struggling to demonstrate adequate yearly progress (AYP) in a number of its schools.

This initial coordinating effort involved Ross Elementary [Ross] staff and the joining of the Kansas Learning Network [KLN] where KLN sponsored a District Facilitator and an Implementation Coach to assist with reform efforts. The rationale for KLN was that Ross needed technical support to make tough changes that would result in: 1) higher overall levels of student achievement—especially in the areas of reading/language arts and mathematics while also increasing the engagement and learning behaviors of students; and, 2) closing the various achievement gaps demonstrated by student subgroups. The focus would now be on thinking and acting systemically differently—thus directing resources and energy designed to improve the teaching and learning process, and working collaboratively to ensure that these changes would actually occur.

Specifically, the overarching goal of these combined efforts was to initiate efforts to improve Ross’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. The completion of a comprehensive, root-cause needs assessment was a significant part of this process. This process encompassed an analysis of student achievement and other data, as well as conducting interviews and focus groups with students, parents, local community civic leaders, teachers, academic coaches, principals, district administrators, and board members. Furthermore, classroom observations were completed using a process called the Kansas Process for Advancing Learning Strategies for Success (K-PALSS). Findings from this needs assessment are summarized in the distinct areas of: 1) Leadership; 2) Empowering Culture and Human Capital; 3) Curriculum, Assessment, Instruction and Professional Development. Specific analysis findings are found later in this application.

In fall 2012, another Ross needs assessment process was completed. This effort was conducted through the combined leadership and guidance of KSDE and KLN, but where KLN was now under the new guidance of the Southeast Kansas Education Service Center. Participants in this

needs assessment process included the Superintendent of Schools, the building principal, KSDE representatives, and focus groups that involved teachers, students, parents and community members. Findings were generated and presented to district and building staff in January 2013. This document now serves as one vehicle for addressing Ross' priority school needs while establishing a monitoring system to determine actions and next steps needed in relationship with school improvement efforts.

To further support the completed root cause needs assessments, Ross staff, including the building's leadership team [BLT], are implementing the new instructionally tiered levels of student support framework entitled, Topeka Tier System of Supports [TTSS]. The purpose of TTSS is to assist staff 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. 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 and interventions provided. The outcome is to ensure that each student at Ross 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 accountability attributes found within the state's MTSS system.

In April 2013, Ross'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).

The ICM process was used in a variety of ways to assist Ross 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.

Ross staff decided that the use of the ICM would helpful in guiding critical discussions among the school's leadership and staff—specifically focusing on understanding the structures and processes necessary in implementing a sustainable system of supports from the school and from the district. Moreover, it set the stage to identify the specific, essential “above and beyond” additional support materials, resources and training needed to transform the school.

In conclusion, the district and Ross staff completed the following steps and data review in selecting the Transformational Model as the framework for reform:

1. Capacity Appraisal—ICM For Districts—completed in April 2013.
2. KLN Needs Assessment Data Completion and Analysis—in FY 2012 and FY 2013.
3. Perception, Contextual and Demographic Data—reviewed again in April 2013.
4. School AYP Data—five year trend analysis—completed in March and April 2013.
5. School Leading Indicator Report—completed in fall 2013.
6. SIP Goal Setting/ Plan Development—including goals/ strategies and PD components—completed in June 2012.
7. Use of the School Improvement Model Selection Rubrics—completed in April 2013.
8. TTSS Implementation Analysis—ongoing and latest review by SLT in April 2013.
9. Budget Review—ongoing and status expenditure review completed in April 2013.

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

School Leading Indicator Report Findings:

Ross School Leading Indicator Report

USD Number & Name: USD 501 Topeka **Name of School:** Ross **Grade Span:** Pre-K through 5 **Building Number:** 369

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	62.2%			
4. Students proficient or above in math	58.9%			
5. Dropout rate	N/A			
6. Student attendance rate	96.4%			
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	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	16			
✓ Violent Incidents without injury Exp	0			

9. Truants	4			
10. Distribution of teachers by performance level on the LEA's teacher evaluation system. *	*			

*The district is using Charlotte Danielson's teacher effectiveness/ evaluation model. However, this process is likely to be refined in FY 2014 as the district continues to work with KSDE regarding the implementation of an administrative and teacher evaluation model. Teacher disaggregated information by 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. With the vast number of FY 2013 personnel changes within the school, no teachers were non-renewed or placed upon improvement.

11. Teacher Attendance Rate	582 absences with 42.5 staff / averages about 13.7 days per teacher.			
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School AYP Data: The following Ross school data, data analysis and supporting information provides a comprehensive overview regarding the achievement of students:

Kansas accredits K-12 schools according to Kansas Accreditation Regulations known as QPA. Ross, for example, is assigned its accreditation status annually based upon Performance and Quality Criteria. Performance Criteria are based upon student performance and participation related to state assessments, elementary attendance rate and high school graduation rate. Quality Criteria are based upon eleven specific processes, programs, and policies required to be implemented by the school. Based upon how Ross meets these criteria, it is classified in one of the following four categories: 1. Accredited, 2. Accredited On Improvement, 3. Conditionally Accredited, or 4. Not Accredited.

Section Highlights: **Ross did not attain AYP in 2012. Ross met criteria for the following area: Other Measures. Ross did not meet criteria for the following areas: Reading and Math. The QPA status for Ross for the 2012-2013 school year is Accredited on Improvement. QPA sanctions that will apply to a school identified as not meeting criteria have not yet been determined by the state.**

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

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

Table 2: AYP Summary - Ross (2008-2012) Five Year Trend Analysis

Area	Met Criteria					# Years Met Criteria
	2008	2009	2010	2011	2012	
Reading	Yes	No	No	No	No	1 / 5
Math	Yes	No	Yes	No	No	2 / 5
Other Measures	Yes	Yes	Yes	Yes	Yes	5 / 5
AYP	Yes	No	No	No	No	1 / 5

- Ross did not attain AYP in 2012. Ross met criteria for the following area: Other Measures. Ross did not meet criteria for the following areas: Reading and Math. Ross has attained AYP one out of the past five years.

Table 3: QPA Summary - Ross (2008-2012) Trend Analysis

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		No				0 / 1

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

Table 4: QPA Quality Criteria Summary - Ross (2008-2012)

Area	Met Criteria					# Years Met Criteria
	2008	2009	2010	2011	2012	
QC1	Y	Y	Y	Y	Y	5 / 5
QC2	Y	Y	Y	Y	Y	5 / 5

QC3	Y	Y	Y	Y	Y	5 / 5
QC4	Y	Y	Y	Y	Y	5 / 5
QC5	Y	Y	Y	Y	Y	5 / 5
QC6	Y	Y	Y	Y	Y	5 / 5
QC7						
QC8						
QC9	Y	Y	Y	Y	Y	5 / 5
QC10						
QC11	Y	Y	Y	Y	Y	5 / 5
QC Met	Y	Y	Y	Y	Y	5 / 5

QC 7, 8, 10 only apply at the high school level. Ross met the QPA Quality Criteria five out of five years.

Table 5: Subgroups Meeting AYP Criteria in Reading (2008-2012) Trend Analysis

Group	2008	2009	2010	2011	2012	# Years Met Criteria
ALL	Yes	No	Yes 7	Yes 7	No	3 / 5
F/R Lunch	Yes	No	Yes 7	Yes 7	No	3 / 5
ELL					Yes 7	1 / 1
SPED					No	0 / 1
Afr. Amer.	Yes	No	Yes 7	yes*	No	3 / 5
Amer. Indian						
Asian						
Hawaiian						
Hispanic		No		No	Yes 7	1 / 3
Multi-Racial						
White		yes*	no	yes*	No	2 / 4
# Groups Met Criteria	3/3	1/5	3/4	4/5	2/7	

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 declined from four subgroups in 2011 to two subgroups in 2012. Two subgroups (ELL Students, Hispanic) met the AYP Reading criteria in 2012. Five subgroups (All Students, Free and Reduced Lunch, Students with Disabilities, African-American Students, White) did not meet the AYP Reading criteria in 2012.

Table 6: Subgroups Meeting AYP Criteria in Math (2008-2012) Trend Analysis

Group	2008	2009	2010	2011	2012	# Years Met Criteria
ALL	Yes	No	Yes*	No	No	2 / 5
F/R Lunch	Yes	No	Yes 7	No	No	2 / 5
ELL					Yes 6	1 / 1
SPED					Yes 7	1 / 1
Afr. Amer.	Yes	No	Yes*	No	no	2 / 5
Amer. Indian						
Asian						
Hawaiian						
Hispanic		No		Yes 7	No	1 / 3
Multi-Racial						
White		Yes	Yes*	No	Yes 6	3 / 4

# Groups Met Criteria	3/3	1/5	4/4	1/5	3/7	
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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 three subgroups in 2012. Three subgroups (ELL Students, Students with Disabilities, White) met the AYP Math criteria in 2012. Four subgroups (All Students, Free and Reduced Lunch, African-American Students, Hispanic) did not meet the AYP Math criteria in 2012.

Additionally, Ross' performance can be reported using four ambitious, yet achievable, Annual Measureable Objectives (AMOs). AMOs describe the school's performance by focusing on the following: 1. Improving achievement, 2. Increasing student growth, 3. Closing achievement gaps, and 4. Reducing Non-Proficiency. Ross has an individualized target set for each AMO.

Section Highlights: Ross is identified as a Priority school. The building category for Ross 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 28 API points will be needed from 466 in 2012 to 494 in 2013. To meet AMO 1 for Math, an increase of 26 API points will be needed from 442 in 2012 to 467 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 51 API points from 116 in 2011 to 168 in 2012. To meet AMO 3 for Math, the API of the lowest-performing 30% of students must increase by 49 API points from 128 in 2011 to 177 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. 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 – Ross Trend Analysis

Group	API Score					Change 08-12	Change 11-12
	2008	2009	2010	2011	2012		
Reading API - Ross	622	426	489	509	466	-155	-42
Reading API - District	545	551	556	560	529	-16	-31
Math API - Ross	668	441	556	543	442	-226	-102
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 466. This was a decrease of 155 from 2008. The API for Math in 2012 was 442. This was a decrease of 226 from 2008. An increase of 28 API points in Reading will be needed to meet AMO 1. To meet this goal, the minimum API for Reading will need to be 494 in 2013. An increase of 26 API points in Math will be needed to meet AMO 1. To meet this goal, the minimum API for Math will need to be 467 in 2013.

Section: AMO 3 - Reducing the Gap

The Reducing the Gap AMO focuses attention on the difference between the lowest performing students at Ross and state benchmarks. To meet the Gap AMO, Ross 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 – Ross Trend Analysis

Group	API of Lowest 30%							Change needed per year
	2011	2012	2013	2014	2015	2016	2017	
Reading API of lowest 30%	116	85						
Reading API Goal for lowest 30%	NA	168	219	271	322	374	425	51
Math API of lowest 30%	128	85						
Math API Goal for lowest 30%	NA	177	226	276	325	374	423	49

The Reading API for the lowest-performing 30% of students in 2012 was 85. To meet the Gap Reduction AMO this year, the API of the lowest-performing 30% of students must increase from 85 in 2012 to 219 in 2013. The Math API for the lowest-performing 30% of students in 2012 was 85. To meet the Gap Reduction AMO this year, the API of the lowest-performing 30% of students must increase from 85 in 2012 to 226 in 2013.

Section: AMO 4 - Reducing Non-Proficient Students

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

Table 9: AMO 4 Reducing Non-Proficient – Ross' Trend Analysis

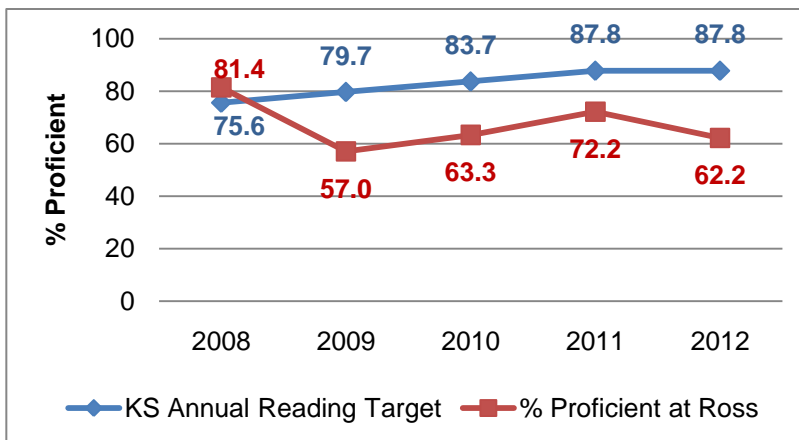
Group	Reading			Math		
	2011 % Non-Prof	2012 % Non-Prof	2013 % Non-Prof Goal	2011 % Non-Prof	2012 % Non-Prof	2013 % Non-Prof Goal
ALL	27.8	37.8	23.2	29.9	41.1	24.9
F/R Lunch	29.8	39.5	24.8	30.6	43.1	25.5
ELL		41.2			41.2	
SPED		56.2			62.5	
Afr. Amer.	20.4	40.6	17.0	27.8	48.4	23.2
Amer. Indian						
Asian						
Hawaiian						
Hispanic	48.6	44.4	40.5	35.1	44.4	29.3
Multi-Racial						
White	23.3	30.9	19.4	32.6	34.5	27.2

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

Section: Reading Results

The KS Reading assessment is administered to students in grades 3 through 8. This is an annual assessment used for AYP and QPA calculations. There are eleven to sixteen indicators assessed per grade level and the number of questions per indicator range from four to six. Three broad assessment types are available: Kansas General Assessment, Kansas Assessment with Modified Measures (KAMM), and Kansas Alternate Assessment (KAA).

Section Highlights: 62.2% of Ross' students scored proficient in Reading in 2012. This was 25.6% below the annual target of 87.8%. 32.8% of students were in the Exceeds Standard and Exemplary levels in Reading in 2012. This was a decrease from 23.7% from 2008. The percentage of All Students scoring proficient in Reading changed from 81.4% in 2008 to 62.2% in 2012. This was a decrease of 19.2%. Profile of these results is found above in Graph 1: KS Reading Assessments (FY 2008 through FY 2012).



The following grades have seen an increase in Scantron median percentile rank from fall 2010 (5th). 28.6% of students at Ross were at or above the 50th percentile on the Scantron Performance Assessment in 2012. This is 5.8% below the district (34.4%)

Section: KS Reading Assessment Results by Subgroup

This section provides a detailed analysis of the KS Reading assessment results disaggregated by subgroup. This section reveals trends in percent proficient for each subgroup over the past five years. Also, subgroup performance is compared to the annual AYP targets established by the state. This section details results for all subgroups containing 30 or more students. Subgroups that count for AYP are shown in italics.

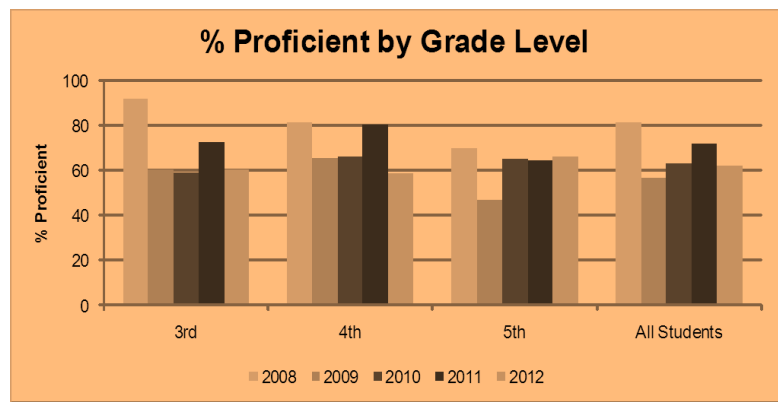
Section Highlights: The percentage of All Students scoring proficient in Reading decreased by 10.0% from 2011. No subgroups met or exceeded the annual target in Reading in 2012. White (69.1%) was the highest performing AYP subgroup in 2012 for Reading and SPED (45.4%) the lowest performing AYP subgroup.

Table 10: Kansas Reading Assessment by Subgroup (2008-2012) Trend Analysis

Group	% Scoring Proficient in Reading					Change 2008-2012
	2008	2009	2010	2011	2012	
Annual Target	75.6	79.7	83.7	87.8	87.8	+12.2
ALL	81.4	57.0	63.3	72.2	62.2	-19.2
F/R Lunch	79.8	53.5	58.5	70.2	60.5	-19.3
ELL					58.8	
SPED					45.4	
Afr. Amer.	83.7	54.6	64.1	79.6	59.4	-24.3
Amer. Indian						

Asian						
Hawaiian						
Hispanic		45.7		51.4	55.6	
Multi-Racial						
White		66.7	61.1	76.7	69.1	
Female	87.0	61.4	64.3	68.2	65.4	-21.6
Full Price						
Gen. Ed.	91.8	64.6	72.0	78.8	68.0	-23.8
Gifted						
Male	77.6	52.3	62.3	75.6	59.6	-18.0
# Groups at or Above the Annual Target						
	6/6	0/8	0/7	0/8	0/10	

62.2% of Ross students scored proficient in Reading in 2012. This was 25.6% below the annual target of 87.8%. The percentage of All Students scoring proficient in Reading decreased by 10.0% from 2011. No subgroups met or exceeded the annual target in Reading in 2012. White (69.1%) was the highest performing AYP subgroup in 2012 for Reading and SPED (45.4%) the lowest performing AYP subgroup. White (69.1%) was the highest performing group (including non-AYP subgroups) in 2012 for Reading and SPED (45.4%) was the lowest performing group. Since 2008, Afr. Amer. (-24.3%) was the subgroup with the largest decrease in the percent of students scoring proficient in Reading. Since 2008, no groups have seen an increase in the percentage of students scoring proficient in reading. Since 2008, the following subgroups have seen a decrease in the percentage of students scoring proficient in Reading: ALL, F/R Lunch, Afr. Amer., Female, Gen. Ed., Male.



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 (66.2%) had the highest percentage of students scoring proficient in 2012 while 4th grade (58.5%) 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. 32.8% of students were in the Exceeds Standard and Exemplary levels in Reading in 2012. This was a decrease from 23.7% from 2008. Profiled information by grade level is found in Graph 2 located above.

Table 11: KS Reading Assessment by Grade Level (2008-2012) Ross' Trend Analysis

Grade	% Proficient in Reading					Change 2008-2012
	2008	2009	2010	2011	2012	
3rd	91.9	60.3	59.2	72.5	60.3	-31.6

4th	81.4	65.6	66.0	80.0	58.5	-22.9
5th	69.7	46.7	64.9	64.6	66.2	-3.5
All Students	81.4	57.0	63.3	72.2	62.2	-19.2

5th grade (66.2%) had the highest percentage of students scoring proficient in 2012 while 4th grade (58.5%) had the lowest percentage of students scoring proficient. 5th grade (-3.5%) had the largest increase from 2008 to 2012. 3rd grade (-31.6%) had the largest decrease from 2008 to 2012. Since 2008, all grades have seen a decrease in the percentage of students scoring proficient in reading.

Table 12: 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	-31.6	-1.1	+13.3	-12.2	-31.6
4th	-15.8	+0.4	+14.0	-21.5	-22.9
5th	-23.0	+18.2	-0.3	+1.6	-3.5
All Students	-24.4	+6.3	+8.9	-10.0	-19.2

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

Table 13: 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	5.4	22.4	20.4	17.6	13.8	+8.4
Approaches Standard	2.7	17.2	20.4	9.8	25.9	+23.2
Meets Standard	24.3	36.2	28.6	33.3	25.9	+1.6
Exceeds Standard	45.0	22.0	12.0	25.0	27.0	-18.0
Exemplary	21.6	1.7	18.4	13.7	6.9	-14.7
Meets Standard or Above	91.9	60.3	59.2	72.5	60.3	-31.6

60.3% of 3rd grade students were proficient in Reading in 2012. This was a decrease of 31.6% from 2008. 33.9% of students were in the Exceeds Standard and Exemplary levels in Reading in 2012. This was a decrease from 32.7% from 2008. 13.8% of students were in the Academic Warning category in Reading in 2012. This was an increase of 8.4% from 2008.

Table 14: 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	14.0	18.8	15.1	15.6	24.5	+10.5
Approaches Standard	4.6	15.6	18.9	4.4	17.0	+12.4
Meets Standard	32.6	40.6	32.1	55.6	28.3	-4.3
Exceeds Standard	37.0	9.0	20.0	15.0	24.0	-13.0
Exemplary	11.6	15.6	13.2	8.9	5.7	-5.9
Meets Standard or Above	81.4	65.6	66.0	80.0	58.5	-22.9

58.5% of 4th grade students were proficient in Reading in 2012. This was a decrease of 22.9% from 2008. 29.7% of students were in the Exceeds Standard and Exemplary levels in Reading in

2012. This was a decrease from 18.9% from 2008. 24.5% of students were in the Academic Warning category in Reading in 2012. This was an increase of 10.5% from 2008.

Table 15: 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	6.1	26.7	21.6	20.8	21.6	+15.5
Approaches Standard	24.2	26.7	13.5	14.6	12.2	-12.0
Meets Standard	15.2	13.3	24.3	22.9	31.1	+15.9
Exceeds Standard	27.0	20.0	21.0	22.0	17.0	-10.0
Exemplary	27.3	13.3	18.9	18.8	17.6	-9.7
Meets Standard or Above	69.7	46.7	64.9	64.6	66.2	-3.5

66.2% of 5th grade students were proficient in Reading in 2012. This was a decrease of 3.5% from 2008. 34.6% of students were in the Exceeds Standard and Exemplary levels in Reading in 2012. This was a decrease from 19.7% from 2008. 21.6% of students were in the Academic Warning category in Reading in 2012. This was an increase of 15.5% from 2008.

Table 16: 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	8.8	23.0	18.7	18.0	20.0	+11.2
Approaches Standard	9.7	20.0	18.0	9.7	17.8	+8.1
Meets Standard	24.8	29.6	28.8	36.8	28.6	+3.8
Exceeds Standard	37.0	18.0	18.0	21.0	22.0	-15.0
Exemplary	19.5	8.9	16.5	13.9	10.8	-8.7
Meets Standard or Above	81.4	57.0	63.3	72.2	62.2	-19.2

62.2% of all students were proficient in Reading in 2012. This was a decrease of 19.2% from 2008. 32.8% of students were in the Exceeds Standard and Exemplary levels in Reading in 2012. This was a decrease from 23.7% from 2008. 20.0% of students were in the Academic Warning category in Reading in 2012. This was an increase of 11.2% from 2008.

Table 17: 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	89.9	73.0	67.6	83.8	65.3	86.0	80.2	67.4	83.3	89.6	80.2
2009	75.4	62.1	61.0	63.3	54.7	69.2	60.5	46.2	59.9	72.3	70.6
2010	66.7	60.1	68.6	73.5		67.0	65.7	57.4	72.5	81.7	70.9
2011	74.8	82.7	59.3	72.1		73.4	71.4	60.8	63.9	80.4	78.6
2012	57.9	71.9	72.5	73.3		69.2	53.8	70.0	78.6	78.9	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

The cells shaded in blue are above the cut score for Meets Standard (67% correct). Indicator 1.4.6. was not assessed after 2009. The indicators in 2012 with the highest % correct were 1.4.5 (Inferences and conclusions), 1.4.11 (Topic, main idea, details), 2.1.1 (Characters). 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, 7 out of 10 indicators were above the cut score for Meets Standard.

Table 18: 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	1.4.10	1.4.11	1.4.14	2.1.1	2.1.2	2.1.3
2008	78.8	73.3	85.0	84.6	64.4	75.4	84.6	70.6	82.9	70.0	72.4	82.5	85.0	70.0

2009	73.6	69.4	75.7	76.4	55.6	67.6	79.2	62.5	70.4	57.6	47.9	78.7	78.2	64.4
2010	80.5	81.2	78.6	72.1		64.5	75.5	63.6	73.6	80.9	60.0	80.3	81.2	66.1
2011	72.4	81.3	76.5	68.8		62.0	72.9	68.5	75.9	68.4	69.4	73.8	79.9	70.0
2012	80.5	84.5	71.8	70.6		63.3	60.0	71.5	72.7	65.0	67.0	73.3	61.2	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

The cells shaded in blue are above the cut score for Meets Standard (68% correct). The indicators in 2012 with the highest % correct were 1.3.1 (Context clues), 1.3.4 (Word Structure), 2.1.1 (Characters). The indicators in 2012 with the lowest % correct were 1.4.8 (Cause/Effect), 2.1.2 (Setting), 2.1.3 (Major conflict). In 2012, 7 out of 13 indicators were above the cut score for Meets Standard.

Table 19: 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	1.4.10	1.4.11	1.4.15	2.1.1	2.1.2	2.1.3
2008	85.2	80.7	82.8	79.2	53.5	85.4	86.5	72.7	87.0	61.3	76.6	80.2	70.8	65.6
2009	77.8	67.8	72.2	67.4	38.4	71.1	75.9	67.8	74.8	61.7	61.7	80.0	68.1	60.7
2010	75.7	83.8	75.7	57.9		83.3	78.5	63.8	78.1	67.8	67.1	84.6	71.9	56.6
2011	84.2	78.2	81.3	65.9		75.3	69.8	63.8	80.8	63.3	72.4	82.2	76.0	64.8
2012	76.7	79.3	79.7	64.4		77.7	67.2	75.7	66.6	64.5	79.3	65.1	61.3	0.0
2012 District 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

The cells shaded in blue are above the cut score for Meets Standard (68% correct). 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), 2.1.2 (Setting), 2.1.3 (Major conflict). In 2012, 6 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.

Section Highlights: 28.6% of students at Ross were at or above the 50th percentile on the Scantron Performance Assessment in 2012. This is 5.8% below the district (34.4%). 12.1% 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 (5th).54.1% of 1st and 2nd grade students at Ross in 2012 were at benchmark on the DIBELS ORF assessment. This was 0.3% above the district percent at benchmark (51.2%).

Table 20: DIBELS Oral Reading Fluency

Grade	% of Tested Students Meeting Benchmark					Change 2008 to 2012
	2008	2009	2010	2011	2012	
1st	66.7%	63.5%	74.6%	77.8%	58.6%	-8.0%
2nd	42.9%	54.0%	55.7%	51.4%	49.0%	+6.2%
School 1st & 2nd	53.8%	59.3%	65.3%	66.3%	54.1%	+0.3%
District 1st & 2nd	54.0%	52.0%	57.2%	61.3%	51.2%	-2.8%

54.1% of 1st and 2nd grade students at Ross in 2012 were at benchmark on the DIBELS ORF assessment. This was 0.3% above the district percent at benchmark (51.2%). 58.6% of 1st grade students were at benchmark in 2012. This was a decrease of 8.0% since 2008. 49.0% of 2nd grade students were at benchmark in 2012. This was an increase of 6.2% since 2008.

Table 21: 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	39.3%	19.6%	26.8%	14.3%	45.1%	23.9%	18.3%	12.7%
4th	32.6%	32.6%	17.4%	17.4%	41.1%	27.8%	20.0%	11.1%
5th	46.8%	23.4%	14.9%	14.9%	43.4%	31.0%	13.2%	12.4%
All Grades	39.6%	24.8%	20.1%	15.4%	43.1%	28.3%	16.6%	12.1%
District Elementary	37.8%	27.3%	20.2%	14.7%	38.4%	27.2%	19.9%	14.6%

28.6% of students at Ross were at or above the 50th percentile on the Scantron Performance Assessment in 2012. This is 5.8% below the district (34.4%). 12.1% of students were in the above average range (>75th percentile) in 2012. This was below the district's percentage (14.6%). 43.1% of students were in the below average range (<25th percentile) in 2012. This was above the district's percentage (38.4%). 44.8% of students were in the average range (25th to 75th percentile) in 2012. This was below the district's percentage (47.1%).

Table 22: Scantron Performance Series Median Percentile Rank by Grade - Reading

Grade	Fall 2010	Fall 2011	Change 10 to 11
3rd	36	21	-15
4th	34	30	-4
5th	26	28	+2

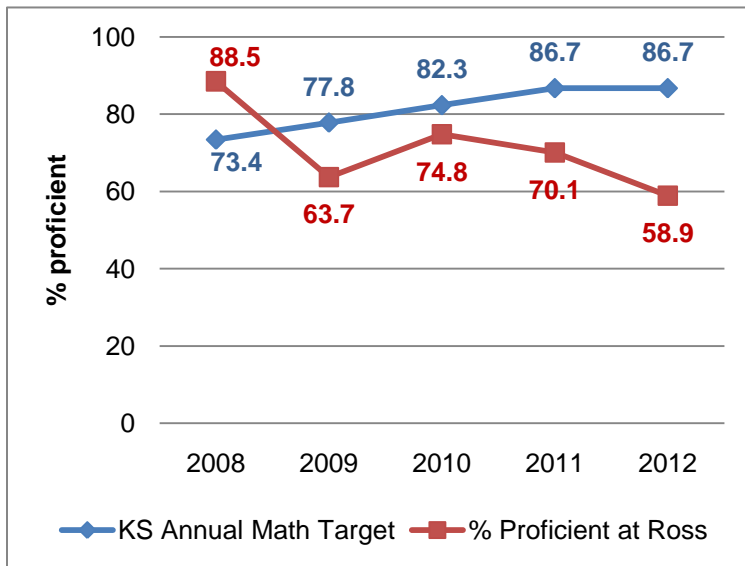
The following grades have seen an increase in Scantron median percentile rank from fall 2010 (5th). 4th grade (30) had the highest median percentile rank while 3rd grade (21) had the lowest median percentile rank.

Section: Math Results

The KS Math assessment is administered to students in grades 3 through 8. This is an annual assessment used for AYP and QPA calculations. The assessment is a computer-administered test. There are twelve to fifteen indicators assessed per grade level and the number of questions per indicator range from four to eight. This section summarizes state and local Math assessment results.

Section Highlights: 58.9% of Ross students scored proficient in Math in 2012. This was 27.8% below the annual target of 86.7%. 25.4% of students were in the Exceeds Standard and Exemplary levels in Math in 2012. This was a decrease from 29.9% from 2008. The percentage of All Students scoring proficient in Math changed from 88.5% in 2008 to 58.9% in 2012. This was a decrease of -29.6%. White (65.4%) was the highest performing AYP subgroup in 2012 for Math and SPED (36.4%) the lowest performing AYP subgroup. 41.4% of students were at or above the 50th percentile on the Scantron Performance Assessment in 2012. This is 0.5% above the district (40.9%).

Graph 4: KS Math Assessment (2008-2012)



Section: KS Math Assessment Results by Subgroup:

This section provides a detailed analysis of the KS Math assessment results disaggregated by subgroup. This section reveals trends in percent proficient for each subgroup over the past five years. Also, subgroup performance is compared to the annual AYP targets established by the state.

Section Highlights: The percentage of All Students scoring proficient in Math decreased by 11.2% from 2011. No subgroups met or exceeded the annual target in Math

in 2012. White (65.4%) was the highest performing AYP subgroup in 2012 for Math and SPED (36.4%) the lowest performing AYP subgroup.

Table 23: Kansas Math Assessment by Subgroup (2008-2012) Trend Analysis

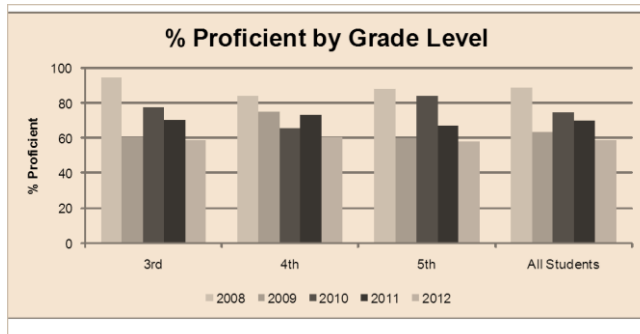
Group	% Scoring Proficient in Math					Change 2008-2012
	2008	2009	2010	2011	2012	
Annual Target	73.4	77.8	82.3	86.7	86.7	+13.3
ALL	88.5	63.7	74.8	70.1	58.9	-29.6
F/R Lunch	88.3	59.5	72.0	69.4	56.9	-31.4
ELL					58.8	
SPED					36.4	
Afr. Amer.	95.4	63.6	78.1	72.2	51.6	-43.8
Amer. Indian						
Asian						
Hawaiian						
Hispanic		45.7		64.9	55.6	
Multi-Racial						
White		80.6	72.2	67.4	65.4	
Female	97.8	61.4	72.9	68.2	56.8	-41.0
Full Price						
Gen. Ed.	95.3	69.0	82.2	81.8	63.9	-31.4
Gifted						
Male	82.1	66.2	76.8	71.8	60.6	-21.5
# Groups at or Above the Annual Target						
	6/6	1/8	0/7	0/8	0/10	

58.9% of Ross students scored proficient in Math in 2012. This was 27.8% below the annual target of 86.7%. The percentage of All Students scoring proficient in Math decreased by 11.2% from 2011. No subgroups met or exceeded the annual target in Math in 2012. White (65.4%) was the highest performing AYP subgroup in 2012 for Math and SPED (36.4%) the lowest performing AYP subgroup. White (65.4%) was the highest performing subgroup (including non-AYP subgroups) in 2012 for Math and SPED (36.4%) was the lowest performing subgroup. Since 2008, the subgroup with the largest decrease in the percent of students scoring proficient in Math was Afr. Amer. (-43.8%). Since 2008, no groups have seen an increase in the percentage

of students scoring proficient in math. Since 2008, the following subgroups have seen a decrease in the percentage of students scoring proficient in Math: ALL, F/R Lunch, Afr. Amer., Female, Gen. Ed., Male.

Section: KS Math Assessment Results by Grade and Indicator:

This section details KS Math 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 Math 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: 4th grade (60.4%) had the highest percentage of students scoring proficient in 2012 while 5th grade (58.1%) had the lowest percentage of students scoring proficient. The All Students group has increased the percentage of students scoring proficient in Math 1 out of 4 times from 2008 to 2012. 25.4% of students were in the Exceeds Standard and Exemplary levels in Math in 2012. This was a decrease from 29.9% from 2008. Graph 4 illustrates the profiles of math achievement by grade for a four-year period of time.

Table 24: Kansas Math Assessment by Grade Level (2008-2012)

Group	% Meeting Standard or Above					Change 2008-2012
	2008	2009	2010	2011	2012	
3rd	94.6	60.3	77.6	70.6	58.6	-36.0
4th	83.7	75.0	66.0	73.3	60.4	-23.3
5th	87.9	60.0	83.8	66.7	58.1	-29.8
All Students	88.5	63.7	74.8	70.1	58.9	-29.6

4th grade (60.4%) had the highest percentage of students scoring proficient in 2012 while 5th grade (58.1%) had the lowest percentage of students scoring proficient. 4th grade (-23.3%) had the largest increase from 2008 to 2012. 3rd grade (-36.0%) had the largest decrease from 2008 to 2012. Since 2008, all grades have seen a decrease in the percentage of students scoring proficient in math.

Table 25: 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	-34.3	+17.3	-7.0	-12.0	-36.0
4th	-8.7	-9.0	+7.3	-12.9	-23.3
5th	-27.9	+23.8	-17.1	-8.6	-29.8
All Students	-24.8	+11.1	-4.7	-11.2	-29.6

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

Table 26: 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	0.0	27.6	10.2	13.7	13.8	+13.8
Approaches	5.4	12.1	12.2	15.7	27.6	+22.2
Meets	35.1	32.8	34.7	25.5	31.0	-4.1
Exceeds	32.0	20.0	16.0	35.0	8.0	-24.0
Exemplary	27.0	6.9	26.5	9.8	19.0	-8.0
Meets Standard or Above	94.6	60.3	77.6	70.6	58.6	-36.0

58.6% of 3rd grade students were proficient in Math in 2012. This was a decrease of 36.0% from 2008. 27% of students were in the Exceeds Standard and Exemplary levels in Math in 2012. This was a decrease from 32.0% from 2008. 13.8% of students were in the Academic Warning category in Math in 2012. This was an increase of 13.8% from 2008.

Table 27: 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	11.6	15.6	22.6	11.1	20.8	+9.2
Approaches	4.6	9.4	11.3	15.6	18.9	+14.3
Meets	37.2	46.9	28.3	31.1	35.8	-1.4
Exceeds	23.0	18.0	22.0	17.0	18.0	-5.0
Exemplary	23.2	9.4	15.1	24.4	5.7	-17.5
Meets Standard or Above	83.7	75.0	66.0	73.3	60.4	-23.3

60.4% of 4th grade students were proficient in Math in 2012. This was a decrease of 23.3% from 2008. 23.7% of students were in the Exceeds Standard and Exemplary levels in Math in 2012. This was a decrease from 22.5% from 2008. 20.8% of students were in the Academic Warning category in Math in 2012. This was an increase of 9.2% from 2008.

Table 28: 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	3.0	22.2	8.1	18.8	24.3	+21.3
Approaches	9.1	17.8	8.1	14.6	17.6	+8.5
Meets	24.2	37.8	40.5	25.0	33.8	+9.6
Exceeds	27.0	8.0	21.0	18.0	12.0	-15.0
Exemplary	36.4	13.3	21.6	22.9	12.2	-24.2
Meets Standard or Above	87.9	60.0	83.8	66.7	58.1	-29.8

58.1% of 5th grade students were proficient in Math in 2012. This was a decrease of 29.8% from 2008. 24.2% of students were in the Exceeds Standard and Exemplary levels in Math in 2012. This was a decrease from 39.2% from 2008. 24.3% of students were in the Academic Warning category in Math in 2012. This was an increase of 21.3% from 2008.

Table 29: 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	5.3	23.0	14.4	14.6	20.0	+14.7
Approaches	6.2	13.3	10.8	15.3	21.1	+14.9
Meets	32.7	37.8	33.8	27.1	33.5	+0.8
Exceeds	27.0	16.0	20.0	24.0	13.0	-14.0
Exemplary	28.3	9.6	20.9	18.8	12.4	-15.9
Meets Standard or Above	88.5	63.7	74.8	70.1	58.9	-29.6

58.9% of all students were proficient in Math in 2012. This was a decrease of 29.6% from 2008. 25.4% of students were in the Exceeds Standard and Exemplary levels in Math in 2012. This was a decrease from 29.9% from 2008. 20.0% of students were in the Academic Warning category in Math in 2012. This was an increase of 14.7% from 2008.

Table 30: 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	84.7	94.9	82.6	67.9	90.5	91.0	91.0	93.0	74.0	85.4	87.0	87.2
2009	65.8	74.0	71.3	54.3	79.5	90.4	72.4	91.1	52.7	70.9	79.3	74.6
2010	78.8	85.8	79.4	60.5	86.3	89.2	82.3	89.4	70.6	68.1	76.9	79.7
2011	71.6	79.9	72.8	56.0	89.2	89.9	85.6	89.8	68.9	74.8	85.5	80.9
2012	77.3	80.8	72.9	59.0	79.7	82.6	83.3	86.4	58.6	66.9	74.1	78.2
2012 Dis 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 St. 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

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, 9 out of 12 indicators were above the cut score for Meets Standard.

Table 31: 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	82.4	84.1	63.4	79.8	86.3	73.7	79.3	87.2	61.5	75.3	68.9	75.6	70.2	73.2
2009	77.2	70.1	59.0	71.0	71.1	67.8	61.1	84.7	51.4	66.3	62.5	68.1	53.9	61.6
2010	75.4	71.1	59.4	75.4	77.5	58.9	68.0	87.3	61.6	72.1	76.8	77.2	59.5	66.7
2011	82.3	72.7	65.3	78.2	81.8	67.1	76.1	88.1	58.5	81.8	72.2	83.0	75.5	68.2
2012	66.9	64.3	49.4	70.2	76.3	52.3	56.7	81.3	52.7	69.0	63.8	83.5	59.6	59.6
2012 Dist 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 St 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

The cells shaded in blue are above the cut score for Meets Standard (63% correct). The indicators in 2012 with the highest % correct were 2.2.K2 (Solve 1 step equations with 1 variable), 3.1.A2 (Identify plane figures), 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), 2.3.A1 (Relationships using symbols/tables/graphs/etc.), 3.2.A2 (Reasonableness of measurements). In 2012, 8 out of 14 indicators were above the cut score for Meets Standard.

Table 32: 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	83.0	78.0	71.1	76.9	67.2	72.0	88.6	93.2	88.6	78.8	65.8	83.6	82.6	76.4	85.6
2009	72.6	58.2	42.9	57.3	51.1	60.9	78.8	79.3	82.1	58.7	50.3	60.9	73.4	57.0	76.1
2010	81.6	67.1	65.8	56.6	73.7	61.8	88.2	90.1	85.5	79.6	60.9	59.9	77.0	65.3	82.9
2011	71.0	54.1	54.1	54.6	68.7	59.9	76.0	80.6	77.6	81.6	56.0	68.4	73.5	66.1	82.4
2012	62.7	51.3	45.1	63.4	49.7	62.7	70.5	74.4	79.9	65.6	54.5	56.5	58.4	66.8	50.1
2012 Dis 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

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 var.), 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), 1.4.K4 (Greatest common factor & LCM), 4.2.K3 (Min./max./range/mode/median). In 2012, 8 out of 15 indicators were above the cut score for Meets Standard.

Table 33 - Math Benchmark Tests for K-2 - 2011-2012

Grade	% Meeting Benchmark 2012			Change Fall to Spring
	Fall	Winter	Spring	
K	76.9%	72.0%	82.0%	+5.1%
1st	81.7%	33.9%	83.1%	+1.4%
2nd	84.6%	70.9%	66.7%	-17.9%
All Grades	81.1%	57.5%	77.3%	-3.8%
District	75.5%	65.1%	75.2%	-0.3%

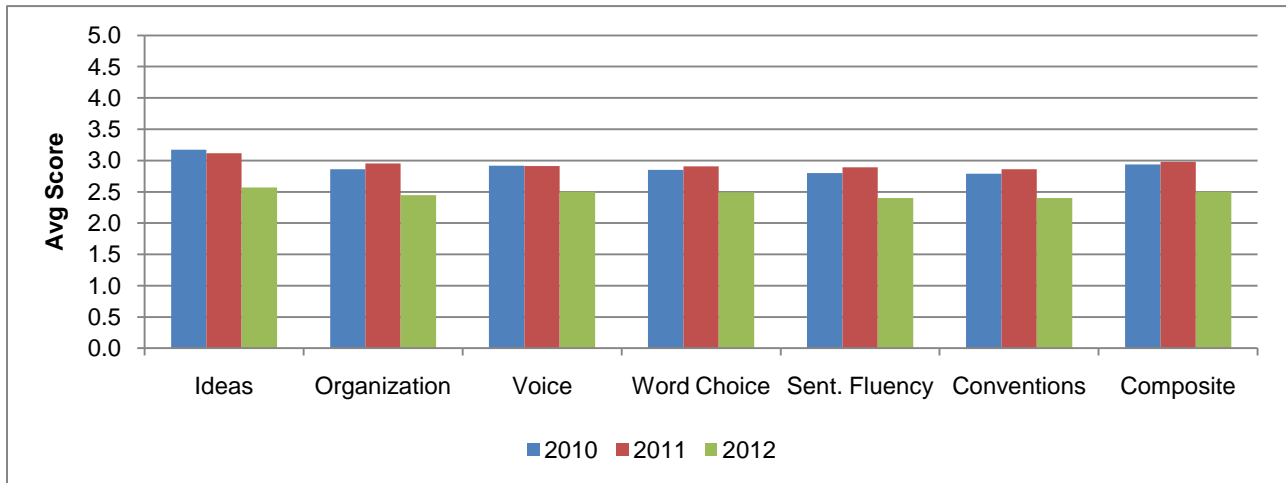
77.3% of Ross students in grades K-2 reached the benchmark for Math in the spring. This was 2.1% higher than the district average. All Grades had a decrease of -3.8% from Fall to Spring.

• **Section: Writing Results**

This section summarizes the district writing assessment results. The results are presented by each writing trait, as well as providing 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 Ross in 2012 was 2.50. 64% of all students at Ross scored proficient on the district writing assessment in 2012. This was a decrease of 0.1% from 2010. For all students, Ideas was the trait with the highest average rating in 2012 while Conventions was the lowest.

Graph 7: TPS District Writing Assessment - All Students Avg. Score by Trait



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 34: District Writing Assessment - Avg. Score by Trait by Grade At Ross

Grade	Six Trait Area	Average Rating		
		2010	2011	2012
1st	Ideas	3.13	3.02	2.33
	Organization	2.72	2.98	2.22
	Voice	2.70	2.76	2.19
	Word Choice	2.71	2.89	2.31
	Sent. Fluency	2.74	3.00	2.19
	Conventions	2.78	2.92	2.16
	Composite	2.82	2.98	2.27
2nd	Ideas	3.16	3.55	2.64
	Organization	2.83	3.25	2.54
	Voice	2.92	3.25	2.60
	Word Choice	2.89	3.20	2.61
	Sent. Fluency	2.88	3.18	2.52
	Conventions	2.80	3.15	2.67
	Composite	2.95	3.30	2.59
3rd	Ideas	3.42	3.60	2.80
	Organization	3.20	3.37	2.60
	Voice	3.00	3.29	2.66
	Word Choice	3.02	3.18	2.56
	Sent. Fluency	2.90	3.03	2.48
	Conventions	2.84	3.07	2.52
	Composite	3.16	3.32	2.68
4th	Ideas	2.82	3.03	2.47
	Organization	2.60	2.84	2.32
	Voice	2.78	3.00	2.48
	Word Choice	2.63	2.88	2.47
	Sent. Fluency	2.49	2.82	2.44
	Conventions	2.52	2.82	2.36
	Composite	2.69	2.91	2.43
5th	Ideas	3.46	3.18	2.72
	Organization	3.09	2.96	2.55
	Voice	3.35	3.09	2.72
	Word Choice	3.12	2.98	2.65
	Sent. Fluency	3.10	2.97	2.49

	Conventions	3.13	2.93	2.51
	Composite	3.19	3.07	2.64
All	Ideas	3.17	3.12	2.57
	Organization	2.86	2.95	2.45
	Voice	2.91	2.91	2.50
	Word Choice	2.85	2.90	2.49
	Sent. Fluency	2.80	2.89	2.40
	Conventions	2.79	2.86	2.40
	Composite	2.94	2.98	2.50

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 Ross in 2012 was 2.50. For all students, Ideas was the trait with the highest average rating in 2012 while Conventions was the lowest. 3rd grade had the highest writing composite score in 2012 while 1st grade had the lowest writing composite score.

Table 35: TPS District Writing Assessment - Percent Proficient

Grade	% Proficient			Change 2010 to 2012
	2010	2011	2012	
1st	54.0%	66.7%	48.3%	-5.7%
2nd	61.7%	81.0%	69.1%	+7.4%
3rd	80.0%	84.9%	80.6%	+0.6%
4th	50.9%	67.4%	55.6%	+4.7%
5th	79.5%	71.7%	73.4%	-6.1%
All	63.6%	76.1%	63.5%	-0.1%

64% of all students at Ross scored proficient on the district writing assessment in 2012. This was a decrease of 0.1% from 2010. 3rd grade had the highest percent proficient in 2012 while 1st grade had the lowest percent proficient. The following grades have seen an increase from 2010 (2nd, 3rd, 4th). The following grades have seen a decrease from 2010 (1st, 5th).

School Report Card Data:

Kansas State Department of
Education

Ross Elementary Current Accreditation Status: Accredited
1400 SE 34th St
Topeka, KS 66605-2684
USD 501
Topeka Public Schools

Report Card 2011 - 2012

ADEQUATE YEARLY PROGRESS

Student Group	Reading		Math		Additional Academic Ind	
	% Prof & Above Goal: 87.7%	% Tested Goal: 95%	% Prof & Above Goal: 86.7%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 80% or Improv	Attend Rt. Goal: 90%
All Students	62.2%	100.0%	58.9%	100.0%	N/A	96.8%
Free and Reduced Lunch	60.5%	100.0%	56.9%	100.0%	N/A	N/A
Students with Disabilities	43.8%	100.0%	37.5%	100.0%	N/A	N/A
ELL Students	58.8%	100.0%	58.8%	100.0%	N/A	N/A
African-American Students	59.4%	100.0%	51.6%	100.0%	N/A	N/A
Hispanic	55.6%	100.0%	55.6%	100.0%	N/A	N/A
White	69.1%	100.0%	65.5%	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						

Students with Disabilities	Bldg	Dist.	State
Students with Disabilities	18.7%	17.0%	13.7%
Students without Disabilities	81.3%	83.0%	86.3%

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

	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%

Race/Ethnicity	Bldg.	Dist.	State
African Americans	29.3%	20.5%	7.3%
Hispanics	27.6%	26.7%	17.1%
Whites	35.8%	41.6%	67.4%
Other	7.3%	11.1%	8.2%

year, this building did not make AYP. More information on this building's performance on the AYP measures is provided below.

Demographics

TOTAL ENROLLMENT Building: 369 District: 14,084 State: 477,857

DEMOGRAPHICS

Migrant Students	Bldg.	Dist.	State
Migrant Students	2.7%	2.5%	1.6%
Non-Migrant Students	97.3%	97.5%	98.4%

4-Year Adjusted Cohort Graduation Rate

5-Year Adjusted Cohort Graduation Rate

TEACHER QUALITY

For more information about Teacher Quality, go to http://SVAPP15586.ksde.org/rcard/bldg_tchrs.aspx?org_no=D0501&bldg_no=8465

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

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

* 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.

% of Core Classes Taught by Highly Qualified Teachers			
	School	Distri ct	State
English Language and Literature (elementary)	100.00%	99.67 %	96.81%
Fine and Performing Arts (elementary)	100.00%	100.0 0%	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%

Test Type	Warning		Approaching		Meets		Exceeds		Exemplary		Total #
	#	%	#	%	#	%	#	%	#	%	
KAMM (modified)	<10*	N/A*	<10*	N/A*	<10*	N/A*	0	0.00	0	0.00	N/A*
General (No Accom.)	12	60.0 0	<10*	N/A*	<10*	N/A*	0	0.00	<10*	N/A*	N/A*
General With Accom.	0	0.00	<10*	N/A*	0	0.00	<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*

Test Type	Warning		Approaching		Meets		Exceeds		Exemplary		Total #
	#	%	#	%	#	%	#	%	#	%	
KAMM (modified)	<10*	N/A*	<10*	N/A*	<10*	N/A*	0	0.00	0	0.0 0	N/A*
General (No Accom.)	14	66.6 7	<10*	N/A*	<10*	N/A*	0	0.00	0	0.0 0	N/A*
General With Accom.	0	0.00	<10*	N/A*	<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*

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□	8.7%	6.9%	15.2%	22.4%	54.3%	29.3%	4.3%	15.5%	17.4%	25.9%	---
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□	7.3%	7.7%	12.2%	21.2%	58.5%	26.9%	4.9%	15.4%	17.1%	28.8%	---
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□	---	---	---	8.3%	---	33.3%	---	16.7%	---	41.7%	---
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%	---	30.8%	---	30.8%	---	---	---	30.8%	---
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□	5.9%	11.8%	11.8%	23.5%	70.6%	17.6%	---	23.5%	11.8%	23.5%	---
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□	9.1%	11.1%	---	22.2%	36.4%	33.3%	9.1%	5.6%	45.5%	27.8%	---
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□	13.3%	---	20.0%	22.2%	53.3%	38.9%	6.7%	16.7%	6.7%	22.2%	---
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□	5.6%	8.0%	16.7%	24.0%	50.0%	24.0%	5.6%	16.0%	22.2%	28.0%	---
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□	10.7%	6.1%	14.3%	21.2%	57.1%	33.3%	3.6%	15.2%	14.3%	24.2%	---
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 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□	9.1%	17.7%	32.7%	8.1%	23.6%	32.3%	16.4%	27.4%	14.5%	14.5%	---
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□	8.9%	12.7%	33.3%	7.3%	24.4%	34.5%	17.8%	29.1%	13.3%	16.4%	---
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□	---	---	---	---	---	---	---	---	---	---	---
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□	---	---	50.0%	---	20.0%	---	10.0%	---	20.0%	---	---
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□	27.8%	11.5%	27.8%	7.7%	11.1%	30.8%	22.2%	38.5%	5.6%	11.5%	---
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□	---	13.3%	35.7%	6.7%	28.6%	33.3%	21.4%	26.7%	14.3%	20.0%	---
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□	---	40.0%	30.0%	---	30.0%	26.7%	10.0%	13.3%	25.0%	20.0%	---
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□	12.5%	22.6%	20.8%	6.5%	16.7%	25.8%	16.7%	29.0%	29.2%	16.1%	---
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□	6.5%	12.9%	41.9%	9.7%	29.0%	38.7%	16.1%	25.8%	3.2%	12.9%	---
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 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□	24.0%	11.3%	18.0%	13.8%	26.0%	33.8%	14.0%	17.5%	18.0%	23.8%	---
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□	19.5%	10.7%	19.5%	14.7%	26.8%	33.3%	12.2%	16.0%	22.0%	25.3%	---
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□	---	11.8%	---	5.9%	---	23.5%	---	23.5%	---	35.3%	---
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□	---	---	---	14.3%	---	28.6%	---	14.3%	---	42.9%	---
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□	17.4%	7.7%	21.7%	15.4%	26.1%	30.8%	13.0%	11.5%	21.7%	34.6%	---
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□	30.8%	3.8%	15.4%	15.4%	23.1%	30.8%	7.7%	19.2%	23.1%	30.8%	---
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□	20.0%	24.0%	20.0%	12.0%	30.0%	32.0%	20.0%	24.0%	10.0%	8.0%	---
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□	34.5%	6.5%	20.7%	12.9%	24.1%	41.9%	10.3%	9.7%	10.3%	29.0%	---
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□	9.5%	14.3%	14.3%	14.3%	28.6%	28.6%	19.0%	22.4%	28.6%	20.4%	---
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%

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□	6.5%	1.7%	17.4%	17.2%	56.5%	58.6%	17.4%	19.0%	2.2%	3.4%	---
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□	4.9%	---	19.5%	15.4%	56.1%	59.6%	17.1%	21.2%	2.4%	3.8%	---
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□	---	---	---	8.3%	---	25.0%	---	58.3%	---	8.3%	---
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□	---	---	---	15.4%	---	69.2%	---	7.7%	---	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□	5.9%	---	---	23.5%	76.5%	52.9%	17.6%	17.6%	---	5.9%	---
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□	9.1%	---	---	16.7%	45.5%	66.7%	36.4%	16.7%	9.1%	---	---
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□	6.7%	5.6%	40.0%	16.7%	46.7%	61.1%	6.7%	11.1%	---	5.6%	---
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□	---	---	22.2%	12.0%	55.6%	56.0%	16.7%	24.0%	5.6%	8.0%	---
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□	10.7%	3.0%	14.3%	21.2%	57.1%	60.6%	17.9%	15.2%	---	---	---
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 Ross:

This data summarizes the results from Ross’s School Climate Survey that was administered to students, parents, and staff in fall 2012. The results are summarized by area assessed in the survey, including Communication and Relationships, Learning Environment, Prohibited Activities, Staff Response to Bullying, and Student Experience of Bullying. Disaggregated responses are by staff, student, and parent.

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 36: Parents - Percent of Responses in Each Category by Question

Question	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
The school is welcoming to parents and students	100.0%	75.0%	25.0%	0.0%	0.0%	0.0%
Staff members show respect for students and parents	100.0%	76%	24%	0.0%	0.0%	0.0%
The students show respect for other students and staff members	100.0%	54%	46%	0.0%	0.0%	0.0%
The school staff communicates learning expectations to students and parents	97.8%	57%	41%	2%	0.0%	0.0%
The school staff provides students with prompt and helpful feedback on assigned work	97.8%	53%	45%	2%	0.0%	0.0%
The school’s report card provides meaningful information to students and parents	91%	52%	38%	4.4%	0.0%	4.4%

The questions with the highest percentage of Parents 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 students show respect for other students and staff members' (100.0%). The question with the lowest percentage of Parents answering Agree or Strongly Agree was 'The school’s report card provides meaningful information to students and parents' (91.1%).

Table 37: Staff - Percent of Responses in Each Category by Question

Question	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
The school is welcoming to parents and students	100.0%	62.5%	37.5%	0.0%	0.0%	0.0%
Staff members show respect for students and parents	100.0%	53.1%	46.9%	0.0%	0.0%	0.0%
The students show respect for other students and staff members	68.8%	3.1%	65.6%	28.1%	3.1%	0.0%
The school staff communicates learning expectations to students and parents	96.9%	31.3%	65.6%	3.1%	0.0%	0.0%
The school staff provides students with prompt and helpful feedback on assigned work	87.5%	31.3%	56.3%	3.1%	0.0%	9.4%
The school's report card provides meaningful information to students and parents	62.5%	18.8%	43.8%	25.0%	0.0%	12.5%

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' (100.0%). The question with the lowest percentage of Staff answering Agree or Strongly Agree was 'The school's report card provides meaningful information to students and parents' (62.5%).

Table 38: Students - Percent of Responses in Each Category by Question

Question	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
The school is welcoming to parents and students	96.3%	44.0%	52.3%	1.4%	2.3%	0.0%
Staff members show respect for students and parents	94.0%	53.0%	41.0%	4.6%	1.4%	0.0%
The students show respect for other students and staff members	79.7%	21.7%	58.1%	17.1%	2.8%	0.5%
The school staff communicates learning expectations to students and parents	94.0%	41.0%	53.0%	4.6%	1.4%	0.0%
The school staff provides students with prompt and	92.2%	40.1%	52.1%	5.5%	2.3%	0.0%

helpful feedback on assigned work						
The school's report card provides meaningful information to students and parents	92.6%	47.9%	44.7%	4.6%	2.3%	0.5%

The question with the highest percentage of Students answering Agree or Strongly Agree was 'The school is welcoming to parents and students' (96.3%). The question with the lowest percentage of Students answering Agree or Strongly Agree was 'The students show respect for other students and staff members' (79.7%).

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. Higher percentages of respondents marking "Agree" or "Strongly Agree" are more desirable on this scale.

Table 39: Parents - Percent of Responses in Each Category by Question

Question	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
The school expects quality work from my child	100.0%	55.6%	44.4%	0.0%	0.0%	0.0%
Students at this school are well-behaved	88.9%	28.9%	60.0%	11.1%	0.0%	0.0%
My child likes this school	100.0%	75.6%	24.4%	0.0%	0.0%	0.0%
The school staff meets the academic needs of my child	95.6%	60.0%	35.6%	4.4%	0.0%	0.0%
The school staff helps my child learn and prepare for the future	100.0%	62.2%	37.8%	0.0%	0.0%	0.0%
The school provides challenging work to my child	95.6%	53.3%	42.2%	2.2%	0.0%	2.2%
Students at this school perform well academically	95.6%	37.8%	57.8%	2.2%	2.2%	0.0%

The questions with the highest percentage of Parents answering Agree or Strongly Agree were 'The school expects quality work from my child' and 'My child likes this school' and 'The school staff helps my child learn and prepare for the future' (100.0%). The question with the lowest percentage of Parents answering Agree or Strongly Agree was 'Students at this school are well-behaved' (88.9%).

Table 40: Students - Percent of Responses in Each Category by Question

Question	% Agree or Strongly	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
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	Agree					
I am expected to produce quality work	97.2%	55.3%	41.9%	0.9%	1.4%	0.5%
Students at this school are well-behaved	57.1%	10.6%	46.5%	35.9%	6.9%	0.0%
I like this school	86.6%	51.2%	35.5%	7.8%	4.6%	0.9%
I get help when I need it	89.9%	35.5%	54.4%	8.3%	1.8%	0.0%
My teachers help me learn and prepare for the future	95.4%	60.8%	34.6%	3.7%	0.9%	0.0%
The work I do in class is challenging	77.0%	23.0%	53.9%	18.0%	5.1%	0.0%
Students at this school perform well academically	85.7%	18.9%	66.8%	11.5%	2.3%	0.5%

The question with the highest percentage of Students answering Agree or Strongly Agree was 'I am expected to produce quality work' (95.4%). The question with the lowest percentage of Students answering Agree or Strongly Agree was 'Students at this school are well-behaved' (57.1%).

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 41: Parents - Percent of Responses in Each Category by Question

Question	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
Alcohol is a problem at my child's school	4.4%	0.0%	4.4%	15.6%	62.2%	17.8%
Drugs are a problem at my child's school	4.4%	0.0%	4.4%	20.0%	64.4%	11.1%
Gangs are a problem at my child's school	4.4%	0.0%	4.4%	24.4%	60.0%	11.1%
Weapons are a problem at my child's school	2.2%	0.0%	2.2%	22.2%	62.2%	13.3%

The questions with the highest percentage of Parents answering Agree or Strongly Agree were 'Alcohol is a problem at my child's school' and 'Drugs are a problem at my child's school' and 'Gangs are a problem at my child's school' (4.4%). The question with the lowest percentage of Parents answering Agree or Strongly Agree was 'Weapons are a problem at my child's school' (2.2%).

Table 42: Staff - Percent of Responses in Each Category by Question

Question	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
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Alcohol is a problem at this school	0.0%	0.0%	0.0%	26.7%	63.3%	10.0%
Drugs are a problem at this school	0.0%	0.0%	0.0%	30.0%	60.0%	10.0%
Gangs are a problem at this school	6.7%	0.0%	6.7%	50.0%	33.3%	10.0%
Weapons are a problem at this school	0.0%	0.0%	0.0%	46.7%	46.7%	6.7%

The question with the highest percentage of Staff answering Agree or Strongly Agree was 'Gangs are a problem at this school' (6.7%). 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' and 'Weapons are a problem at this school' (0.0%).

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

Question	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
Alcohol is a problem at my school	32.3%	19.8%	12.4%	20.3%	46.5%	0.9%
Drugs are a problem at my school	32.3%	15.2%	17.1%	22.1%	45.2%	0.5%
Gangs are a problem at my school	36.4%	18.4%	18.0%	28.6%	35.0%	0.0%
Weapons are a problem at my school	29.5%	14.3%	15.2%	32.3%	38.2%	0.0%

The question with the highest percentage of Students answering Agree or Strongly Agree was 'Gangs are a problem at my school' (36.4%). The question with the lowest percentage of Students answering Agree or Strongly Agree was 'Weapons are a problem at my school' (29.5%).

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 44: Parents - Percent of Responses in Each Category by Question

Question	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
My child feels safe at school	100.0%	57.8%	42.2%	0.0%	0.0%	0.0%
My child reports when adults see bullying at school the adults step in and help	88.9%	44.4%	44.4%	2.2%	2.2%	6.7%
My child's school has rules	100.0%	53.3%	46.7%	0.0%	0.0%	0.0%

and consequences against bullying						
Students at my child's school who are bullying have consequences for their actions	84.4%	44.4%	40.0%	13.3%	0.0%	2.2%

The questions with the highest percentage of Parents answering Agree or Strongly Agree were 'My child feels safe at school' and 'My child's school has rules and consequences against bullying' (100.0%). The question with the lowest percentage of Parents answering Agree or Strongly Agree was 'Students at my child's school who are bullying have consequences for their actions' (84.4%).

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

Question	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
Students feel safe at school	93.3%	33.3%	60.0%	3.3%	0.0%	3.3%
When adults see bullying at school the adults step in and help	96.7%	60.0%	36.7%	3.3%	0.0%	0.0%
The school has rules and consequences against bullying	100.0%	60.0%	40.0%	0.0%	0.0%	0.0%
Students at this school who are bullying have consequences for their actions	100.0%	53.3%	46.7%	0.0%	0.0%	0.0%

The questions with the highest percentage of Staff answering Agree or Strongly Agree were 'The school has rules and consequences against bullying' and 'Students at this school who are bullying have consequences for their actions' (100.0%). The question with the lowest percentage of Staff answering Agree or Strongly Agree was 'Students feel safe at school' (93.3%).

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

Question	% Agree or Strongly Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% Does Not Apply
I feel safe at school	83.9%	44.2%	39.6%	10.1%	6.0%	0.0%
When adults see bullying at school the adults step in and help	91.7%	50.2%	41.5%	6.5%	1.8%	0.0%
I am aware that my school has rules and consequences against bullying	98.2%	65.4%	32.7%	1.4%	0.5%	0.0%
Students who are bullying have consequences for their actions	92.6%	54.8%	37.8%	4.6%	2.8%	0.0%

The question with the highest percentage of Students answering Agree or Strongly Agree was 'I am aware that my school has rules and consequences against bullying' (98.2%). The question

with the lowest percentage of Students answering Agree or Strongly Agree was 'I feel safe at school' (83.9%).

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 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 47: Parents - Percent of Responses in Each Category by Question

Question	% Yes	% No	% Don't Know
My child has been bullied at school this year	13.3%	80.0%	6.7%
My child has seen other students being bullied at school this year	35.6%	46.7%	17.8%
My child has been a target of harassment this year	2.2%	91.1%	6.7%
My child reports helping another student who was being bullied	46.7%	35.6%	17.8%
My child has reported being bullied to school staff	17.8%	64.4%	17.8%

The question with the highest percentage of Parents answering Agree or Strongly Agree was 'My child reports helping another student who was being bullied' (46.7%). The question with the lowest percentage of Parents answering Agree or Strongly Agree was 'My child has been a target of harassment this year' (2.2%).

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

Question	% Yes	% No	% Don't Know
Students have been bullied at school this year	73.3%	6.7%	20.0%
I have seen students being bullied at school this year	56.7%	36.7%	6.7%
I have seen students being harassed	20.0%	70.0%	10.0%
I have seen students helping another student who was being bullied	48.3%	51.7%	0.0%
Students have reported to me that they have been bullied	65.5%	34.5%	0.0%
Students have reported to me that they have been the target of harassment at school this year	17.2%	79.3%	3.4%

The question with the highest percentage of Staff answering Yes was 'Students have been bullied at school this year' (73.3%). The question with the lowest percentage of Staff answering Yes was 'Students have reported to me that they have been the target of harassment at school this year' (17.2%).

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

Question	% Yes	% No	% Don't Know
I have been bullied at school this year	26.7%	73.3%	0.0%
I have seen other students being bullied at school this year	53.5%	46.5%	0.0%
I have been a target of harassment this year	9.7%	90.3%	0.0%
I have stepped in to help another student who was being bullied	58.5%	41.5%	0.0%
I have reported being bullied to school staff	21.2%	78.8%	0.0%

The question with the highest percentage of Students answering Yes was 'I have stepped in to help another student who was being bullied' (58.5%). The question with the lowest percentage of Students answering Yes was 'I have been a target of harassment this year' (9.7%).

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 50: Parents - Percent of Responses in Each Category by Place

Place	% Yes	% No
Bathroom	0.0%	100.0%
Bus/Bus Stop	16.7%	83.3%
Classroom	16.7%	83.3%
Gym	0.0%	100.0%
Hallway	0.0%	100.0%
Lunchroom	0.0%	100.0%
Outside (on school grounds)	0.0%	100.0%
Playground	50.0%	50.0%
Internet	0.0%	100.0%
Text Message	0.0%	100.0%
Other Type	16.7%	83.3%

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' (50.0%). The places with the lowest percentage of Parents indicating their child was bullied were 'Bathroom' and 'Gym' and 'Hallway' and 'Lunchroom' and 'Outside (on school grounds)' and 'Internet' and 'Text Message' (0.0%).

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

Table 51: Parents - Percent of Responses in Each Category by Time

Time	% Yes	% No
Before School	16.7%	83.3%
During School	83.3%	16.7%
Lunchtime	0.0%	100.0%

After School	0.0%	100.0%
Other Time	0.0%	100.0%

Responses are only from parents who indicated that their child has been bullied. The time that the highest percentage of Parents indicated their child was bullied was 'During School' (83.3%). The times that the lowest percentage of Parents indicated their child was bullied were 'Lunchtime' and 'After School' and 'Other Time' (0.0%).

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

Table 52: Staff - Percent of Responses in Each Category by Place

Place	% Yes	% No
Bathroom	45.5%	54.5%
Bus/Bus Stop	36.4%	63.6%
Classroom	68.2%	31.8%
Gym	13.6%	86.4%
Hallway	59.1%	40.9%
Lunchroom	27.3%	72.7%
Outside (on school grounds)	31.8%	68.2%
Playground	86.4%	13.6%
Internet	0.0%	100.0%
Text Message	0.0%	100.0%
Other Type	13.6%	86.4%

Responses are only from staff that indicated that students have been bullied. The place with the highest percentage of Staff indicating that students have been bullied was 'Playground' (86.4%). 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 53: Staff - Percent of Responses in Each Category by Time

Time	% Yes	% No
Before School	54.5%	45.5%
During School	86.4%	13.6%
Lunchtime	45.5%	54.5%
After School	50.0%	50.0%
Other Time	9.1%	90.9%

Responses are only from staff that indicated that students have been bullied. The time that the highest percentage of Staff indicated that students have been bullied was 'During School' (86.4%). The time that the lowest percentage of Staff indicated that students have been bullied was 'Other Time' (9.1%).

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

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

Place	% Yes	% No
Bathroom	8.6%	91.4%
Bus/Bus Stop	24.1%	75.9%
Classroom	31.0%	69.0%

Gym	12.1%	87.9%
Hallway	17.2%	82.8%
Lunchroom	24.1%	75.9%
Outside (on school grounds)	8.6%	91.4%
Playground	39.7%	60.3%
Internet	3.4%	96.6%
Text Message	3.4%	96.6%
Other Type	5.2%	94.8%

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' (39.7%). The places with the lowest percentage of Students indicating that they have been bullied were 'Internet' and 'Text Message' (3.4%).

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

Table 55: Students - Percent of Responses in Each Category by Time

Time	% Yes	% No
Before School	15.5%	84.5%
During School	70.7%	29.3%
Lunchtime	10.3%	89.7%
After School	13.8%	86.2%
Other Time	5.2%	94.8%

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' (70.7%). The time that the lowest percentage of Students indicated that they have been bullied was 'Other Time' (5.2%).

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

Table 56: Parents - Percent of Responses in Each Category by Place

Place	% Yes	% No
Bathroom	18.8%	81.3%
Bus/Bus Stop	12.5%	87.5%
Classroom	0.0%	100.0%
Gym	6.3%	93.8%
Hallway	18.8%	81.3%
Lunchroom	12.5%	87.5%
Outside (on school grounds)	18.8%	81.3%
Playground	62.5%	37.5%
Internet	0.0%	100.0%
Text Message	0.0%	100.0%
Other Type	6.7%	93.3%

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' (62.5%). The places with the lowest percentage of

Parents indicating their child has seen other students bullied were 'Classroom' and 'Internet' and 'Text Message' (0.0%).

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

Table 57: Parents - Percent of Responses in Each Category by Time

Time	% Yes	% No
Before School	18.8%	81.3%
During School	62.5%	37.5%
Lunchtime	25.0%	75.0%
After School	12.5%	87.5%
Other Time	6.3%	93.8%

Responses are only from parents who indicated that their child has indicated that other students have been bullied. The time that the highest percentage of Parents indicated their child has seen other students bullied was 'During School' (62.5%). The time that the lowest percentage of Parents indicated their child has seen other students bullied was 'Other Time' (6.3%).

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

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

Place	% Yes	% No
Bathroom	5.9%	94.1%
Bus/Bus Stop	5.9%	94.1%
Classroom	35.3%	64.7%
Gym	11.8%	88.2%
Hallway	58.8%	41.2%
Lunchroom	23.5%	76.5%
Outside (on school grounds)	11.8%	88.2%
Playground	52.9%	47.1%
Internet	0.0%	100.0%
Text Message	0.0%	100.0%
Other Type	5.9%	94.1%

Responses are only from staff that indicated that they have seen students being bullied. The place with the highest percentage of Staff indicating that they have seen students being bullied was 'Hallway' (58.8%). The places with the lowest percentage of Staff indicating that they have seen students being bullied were 'Internet' and 'Text Message' (0.0%).

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

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

Time	% Yes	% No
Before School	23.5%	76.5%
During School	76.5%	23.5%
Lunchtime	35.3%	64.7%
After School	23.5%	76.5%
Other Time	0.0%	100.0%

Responses are only from staff that 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' (76.5%). 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 60: Students - Percent of Responses in Each Category by Place

Place	% Yes	% No
Bathroom	12.9%	87.1%
Bus/Bus Stop	10.3%	89.7%
Classroom	14.7%	85.3%
Gym	10.3%	89.7%
Hallway	13.8%	86.2%
Lunchroom	8.6%	91.4%
Outside (on school grounds)	13.8%	86.2%
Playground	63.8%	36.2%
Internet	0.9%	99.1%
Text Message	1.7%	98.3%
Other Type	4.3%	95.7%

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' (63.8%). The place with the lowest percentage of Students indicating that they have seen other students being was 'Internet' (0.9%).

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

Table 61: Students - Percent of Responses in Each Category by Time

Time	% Yes	% No
Before School	15.5%	84.5%
During School	69.0%	31.0%
Lunchtime	11.2%	88.8%
After School	24.1%	75.9%
Other Time	4.3%	95.7%

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' (69.0%). The time that the lowest percentage of Students indicated that they have seen other students being bullied was 'Other Time' (4.3%).

Question: My child has been a target of harassment this year.

Table 62: Parents - Percent of Responses in Each Category by Type

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

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 'Racial Harassment' (100.0%). The type of harassment experienced by students that was least endorsed by Parents were 'Sexual Harassment' and 'Harassment Based on Religion' and 'Harassment Based on Disability' and 'Harassment Based on Other Characteristics' (0.0%).

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

Table 63: Staff - Percent of Responses in Each Category by Type

Type	% Yes	% No
Sexual Harassment	0.0%	100.0%
Racial Harassment	16.7%	83.3%
Harassment Based on Religion	0.0%	100.0%
Harassment Based on Disability	33.3%	66.7%
Harassment Based on Other Characteristics	33.3%	66.7%

Responses are only from parents who indicated that students have been the target of harassment. The types of harassment experienced by students that was most endorsed by Staff were 'Harassment Based on Disability' and 'Harassment Based on Other Characteristics' (33.3%). The type of harassment experienced by students that was least endorsed by Staff were 'Sexual Harassment' and 'Harassment Based on Religion' (0.0%).

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

Table 64: Students - Percent of Responses in Each Category by Type

Type	% Yes	% No
Sexual Harassment	19.0%	81.0%
Racial Harassment	23.8%	76.2%
Harassment Based on Religion	4.8%	95.2%
Harassment Based on Disability	42.9%	57.1%
Harassment Based on Other Characteristics	9.5%	90.5%

Responses are only from students who indicated they have been the target of harassment. The type of harassment most often experienced by students was 'Harassment Based on Disability' (42.9%). The type of harassment least experienced by students was 'Harassment Based on Religion' (4.8%).

Contextual (school processes/ programs): Ross'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 South Middle Schools lack of success. They also selected statements they felt could be improved upon to become part of the goals for Ross.

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)

Leadership and Empowerment

Component 1: District Leadership for Academics and Behavior				
Implementing		In Progress		Not Implementing
LE1	The district has a leadership team that is known throughout the district and meets regularly to address student academic and behavioral success in an integrated manner. Representation with active involvement on the team includes district and building administration, curriculum, instruction, assessment, all state and federal programs, families, students and community members.	The district has two separate leadership teams identified that meet regularly to address student academic and behavioral success separately and/or the team(s) has limited representation from district and building administration, curriculum, instruction, assessment, all state and federal programs, families, students and community members.	The district leadership team is informally identified to address academics and/or behavioral concerns within the district and has very limited representation from across the district and community.	There is no identified district leadership team attending to academics and/or behavior.
LE2	The roles and responsibilities of each district leadership team member are clearly identified and commonly agreed upon. Building teams know what support to expect from each district leadership team member.	The roles and responsibilities of the district leadership team are determined by individuals rather than by the team as a whole.	General roles and responsibilities are identified for the district leadership team.	No clear role is identified for how the district leadership team will support MTSS.



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

	Implementing	In Progress		Not Implementing
LE3	The district leadership team regularly engages in formal problem solving using district level data and 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.	The district leadership team has formal meetings to analyze district 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.	District-wide data from static data/software systems are reviewed by the district leadership team, but results are not shared with buildings.	District-wide data are not reviewed regularly by the district leadership team.
LE4	The district leadership team clearly identifies multiple indicators of academic and behavioral success and formally communicates them to buildings as areas to be measured.	The district leadership team understands how other student progress indicators impact Adequate Yearly Progress (AYP) and begin to communicate those to building leadership.	The district leadership team discusses other indicators of student progress, although Adequate Yearly Progress (AYP) is the primary indicator of success.	The only indicator of success in the district is Adequate Yearly Progress (AYP).
LE5	The district leadership team uses data and staff input to determine district-wide professional development needs. The team plans and supports professional development for developing expertise specific to both academic and behavior to meet the needs of students at each tier of support.	The district leadership team asks buildings for input regarding professional development needs and considers that input in relationship to district-wide student academic and behavioral data. Responsibility of building behavior and academic expertise falls to the buildings.	District administration plans professional development based on perceived needs of the whole district. Data and staff input are not used to plan professional development nor is there a plan to build behavior and academic expertise within the district.	District level professional development focuses on managerial/administrative issues.



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

Implementing		In Progress		Not Implementing
LE3	A communication plan that provides information and data on a formal and frequent basis is developed and utilized to communicate with significant stakeholders, including the district leadership team, the building leadership teams, the board of education, staff, families, and the community. The plan includes reporting of district progress and a feedback loop between building and district leadership teams as well as other stakeholders.	Communication between the district leadership team, building leadership teams and other stakeholders is planned but does not occur frequently or as planned.	Communication between the district leadership team and building leadership teams occurs but is not planned. Communication with other significant stakeholders about MTSS does not occur nor is planned.	No clear or consistent communication plan is in place to support implementation of MTSS.
Component 2: Building Leadership for Academics and Behavior				
Implementing		In Progress		Not Implementing
LE7	The building has a leadership team that is known and meets regularly to addresses student academic and behavioral success in an integrated manner. Representation and active involvement on the team includes administration, staff, curriculum, instruction, assessment, all state and federal programs, families, students and community members.	The building has two separate leadership teams identified that meet regularly to address student academic and behavioral success separately and/or the team(s) has limited representation from administration, staff, curriculum, instruction, assessment, all state and federal programs, families, students and community members.	The building leadership team is informally identified to address academics and/or behavioral concerns but has very limited representation from across the district and community.	There is no identified building leadership team attending to academics and/or behavior.



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

	Implementing	In Progress		Not Implementing
LE8	The roles and responsibilities of the building leadership team are clearly identified and commonly agreed upon. Staff knows what support to expect from the building leadership team.	The roles and responsibilities of the building leadership team are determined by individuals rather than by the team as a whole.	General roles and responsibilities are identified for the building leadership team.	There is no clear role identified for how the building leadership team will support MTSS.
LE9	The building leadership team regularly engages in formal problem solving using building level data and 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.	The building leadership team has formal meetings to analyze building 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.	School-wide data from static data/software systems are reviewed by the building leadership team, but results are not shared with staff.	School-wide data are not reviewed regularly by the building leadership team.
LE10	The building leadership team clearly identifies multiple indicators of academic and behavioral success and formally communicates them to staff as areas to be measured.	The building leadership team understands how other student progress indicators impact Adequate Yearly Progress (AYP) and begins to communicate those to staff.	The building leadership team discusses other indicators of student progress, although Adequate Yearly Progress (AYP) is the primary indicator of success.	The only indicator of success for the building is Adequate Yearly Progress (AYP).



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

Implementing		In Progress		Not Implementing
LE11	The building leadership team uses data and staff input to determine building level professional development needs. The team plans and supports professional development for developing expertise specific to both academic and behavior to meet the needs of students at each tier of support.	The building leadership team asks staff for input regarding professional development needs and considers that input in relationship to school-wide student academic and behavioral data. There is limited focus on building academic and behavioral expertise within the building.	Building administration plans professional development based on perceived needs of the school. Data and staff input are not used to plan professional development nor is there a plan to build behavior and academic expertise within the building.	Building level professional development focuses on managerial/administrative issues.
LE12	A communication plan that provides information and data on a formal and frequent basis is developed and utilized to communicate with significant stakeholders, including the building leadership team, the board of education, staff, families, and the community. The plan includes reporting of progress and a feedback loop between the building leadership team as well as other stakeholders.	Communication between the building leadership team and other stakeholders is planned but does not occur frequently or as planned.	Communication between the building leadership team and other significant stakeholders occurs but is not planned.	No clear or consistent communication plan is in place to support implementation of MTSS.



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

Component 3: Creating an Empowering Culture within the District and Buildings				
Implementing		In Progress		Not Implementing
LE13	The school staff and families support students academically and behaviorally by making appropriate changes to the curriculum, instruction and environment.	The school staff and family behavior changes as current time and resources are reallocated to support improved student academic and behavioral achievement.	The school staff believes that support for students academically and behaviorally come from new resources added to the system.	The school staff sees student academic and behavioral achievement to be directly linked to variables outside of the control of the school system.
LE14	The district and building leadership teams and all school staff and families have a shared collaborative responsibility for data-based decision making and problem solving to improve student academic and behavioral achievement.	The district and building leadership takes responsibility for data-based decision making and problem solving for improved student academic and behavioral achievement without including staff and families in the process.	The leadership has abdicated responsibility to staff for data-based decision making and problem solving to improve student academic and behavioral achievement.	There is no acknowledged responsibility for data-based decision making and problem solving to improve student academic and behavioral achievement.
LE15	The leadership teams and the school staff have developed knowledge of and come to consensus regarding the implementation of MTSS.	The leadership 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 has shared information regarding MTSS.	Knowledge about MTSS is gained individually by the school staff based on individual interests.
LE16	All professional development activities are directly and explicitly aligned to the principles and practices of MTSS. Staff receives ongoing support and coaching to change instructional behaviors.	Professional development activities are aligned with the principles and practices of MTSS, but staff does not receive ongoing support and coaching to change instructional behaviors.	Professional development is directed by leadership to address general topics related to student achievement.	Participation in professional development is self-selected by individual staff members.



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	Implementing	In Progress		Not Implementing
LE17	Student learning experiences are customized in ways that make content relevant and enable students to learn.	Students are provided with content learning experiences which are customized to student interests without regard to learning needs.	Struggling students are matched to existing programs to receive support.	Students are provided instruction and expected to learn.
LE18	The data are openly shared and implications for instruction are discussed at all levels within the school, families, and community, including the celebration of improved student indicators of success.	The data are shared but its implications for instruction are not discussed openly.	The data are publically reported when it is positive.	The data are publically reported only if it is required by law/regulation to do so.
LE19	The school annually measures its implementation of the 6 National Standards for Parent/Family Involvement and uses the results of measurement to plan strategies to strengthen parent/family involvement within the context of the school improvement planning process.	The school measures its implementation of some of the National Standards for Parent/Family Involvement but the results are not overtly reflected in the school improvement planning process.	The school is aware of the 6 National Standards for Parent/Family Involvement but does not measure the school's implementation of the standards and/or reflect them in the school improvement planning process.	The school is not aware of the 6 National Standards for Parent/Family Involvement.



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Assessment

Component 1: Comprehensive Assessment System within the District and Buildings				
Implementing		In Progress		Not Implementing
A1	<p>The assessment system includes tools to measure:</p> <ul style="list-style-type: none"> The 5 essential components of reading The 4 Kansas mathematic curricular content standards Student behavior across all school settings School climate 	<p>Some tools are in place, but they are either not available for reading, math and behavior and/or they do not address all the essential components of each.</p>		<p>The assessment system does not include tools to measure:</p> <ul style="list-style-type: none"> The 5 essential components of reading The 4 Kansas mathematic curricular content standards Student behavior across all school settings School climate
A2	<p>The assessment system includes each type of assessment tool for reading/math/behavior:</p> <ul style="list-style-type: none"> Screening Diagnostics/functional behavioral assessment Progress monitoring Outcomes 	<p>The assessment system includes some of these assessment tools or some areas of reading/math/behavior but not all:</p> <ul style="list-style-type: none"> Screening Diagnostics/functional behavioral assessment Progress monitoring Outcomes 		<p>The assessment system includes assessment tools for outcomes only.</p>
Component 2: Assessments are Valid and Reliable within the District and Buildings				
Implementing		In Progress		Not Implementing
A3	<p>The staff has independently documented technical adequacy of each assessment tool used.</p>	<p>Documentation of technical adequacy for each assessment instrument comes only from the publishing company.</p>	<p>The staff assume technical adequacy but no documentation is available.</p>	<p>The staff use instruments that are not technically adequate.</p>



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Implementing		In Progress	Not Implementing
A4	All staff that collects data is formally trained to reliably and validly administer instruments.		The staff members responsible for data collection receive information but inadequate training to reliably and validly administer the instruments.
Component 3: Adequate Capacity for Assessment System within Buildings			
Implementing		In Progress	Not Implementing
A5	Screening of academic skills occurs at least 3 times per year.		Screening of academic skills occurs less than 3 times per year.
A6	Behavioral/office discipline referrals are tracked by student, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision.	Behavioral/office discipline referrals are tracked by some of the variables of student, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision but not all.	Behavioral/office discipline referrals are not tracked in a systematic manner or by all of the following variables: student, grade, date, time, referring staff, problem behavior, location, persons involved, probably motivation, and administrative decision..
A7	The staff consistently administers diagnostic assessments to students following local documented decision rules.	The staff does not consistently administer diagnostic assessments to students following local documented decision rules.	The staff individually determines when diagnostic assessments are given.



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Implementing		In Progress		Not Implementing
A8	<p>Progress monitoring of students receiving supplemental instruction occurs as follows:</p> <ul style="list-style-type: none"> • Every two weeks for academics • For behavior, monitored by behavior team on a regular basis as determined by the needs of the student(s) 	<p>Progress monitoring of students receiving supplemental instruction occurs as follows:</p> <ul style="list-style-type: none"> • Monthly for academics • For behavior, monitored by an individual involved with the student(s) but not on a regular basis 		<p>Progress monitoring of students receiving supplemental instruction occurs as follows:</p> <ul style="list-style-type: none"> • Less than monthly for academics • For behavior, monitored infrequently or not at all
A9	<p>Progress monitoring of students receiving intensive instruction occurs as follows:</p> <ul style="list-style-type: none"> • Weekly for academics • Monitored by behavior team on a regular basis as determined by the needs of the student(s) 	<p>Progress monitoring of students receiving intensive instruction occurs as follows:</p> <ul style="list-style-type: none"> • Every two weeks for academics • For behavior, monitored by an individual involved with the student(s) but not on a regular basis 		<p>Progress monitoring of students receiving intensive instruction occurs as follows:</p> <ul style="list-style-type: none"> • Less than every two weeks for academics • For behavior, monitored infrequently or not at all
Component 4: Decision Making Rules are Clear within Buildings				
Implementing		In Progress		Not Implementing
A10	<p>The teams have clearly documented and consistently follow decision rules to ensure early identification and intervention for students in both academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports 	<p>The teams have documented decision rules, but they are unknown or inconsistently are used by staff for academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports 	<p>The teams have informal or missing decision rules for academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports 	<p>No commonly agreed upon or understood decision rules for academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports



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Curriculum

Component 1: Curriculum is Evidence Based Across All Tiers within the District and Buildings				
	Implementing	In Progress		Not Implementing
C1	The staff has formally evaluated and documented the adequacy of all the academic and behavioral curricular materials used across tiers aligned to student needs, state standards and evidence base.	The staff relies on the publishing company for documentation of the evidence bases for the academic and behavioral curricular materials used across tiers.	Academic and behavioral curricular materials assumed to be evidence-based or not evidence-based for all tiers.	Unknown or insufficient evidence base for academic and behavioral curricular materials across tiers.
Component 2: Curriculum Addresses Essential Components Appropriate to Grade Level Across All Tiers within the District and Buildings				
	Implementing	In Progress		Not Implementing
C2	The staff has formally evaluated and documented that all academic curricula used across tiers address the: <ul style="list-style-type: none"> • 5 essential components of reading • 4 Kansas mathematic curricular content standards 	Academic curricular materials are available at all tiers that address the: <ul style="list-style-type: none"> • 5 essential components of reading • 4 Kansas mathematic curricular content standards 	Academic curricular materials are available at some tiers and/or addresses only some of the: <ul style="list-style-type: none"> • 5 essential components of reading • 4 Kansas mathematic curricular content standards 	Academic curricular materials are not available at any tier to address the: <ul style="list-style-type: none"> • 5 essential components of reading • 4 Kansas mathematic curricular content standards
C3	The staff have agreed to and documented 5 or fewer positively stated school rules/behavioral expectations.	The staff has identified more than 5 school rules/behavioral expectations.	The school building has a code of conduct.	No clear school rules/behavioral expectations or negatively worded rules/expectations.



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Implementing		In Progress		Not Implementing
C4	<p>There is a formal curriculum/system for teaching students the:</p> <ul style="list-style-type: none"> 5 essential components of reading 4 Kansas mathematic curriculum content standards the 5 positively stated behavioral expectations 	<p>There is formal curriculum/system for teaching the:</p> <ul style="list-style-type: none"> 5 essential components of reading 4 Kansas mathematic curriculum content standards <p>There is an informal curriculum /system to teach the students behavioral expectations.</p>	<p>There is formal curriculum/system for teaching the:</p> <ul style="list-style-type: none"> 5 essential components of reading 4 Kansas mathematic curriculum content standards <p>The students are taught behavioral expectations through correction of problem behaviors.</p>	<p>There is formal curriculum/system for teaching the:</p> <ul style="list-style-type: none"> 5 essential components of reading 4 Kansas mathematic curriculum content standards <p>There is no formal curriculum to teach students behavioral expectations.</p>
C5	<p>The staff members select academic curricula, behavior and social skill instructional materials, and programs/processes for supporting student behavior that are an appropriate match for the needs of the students at all tiers based upon student data.</p>	<p>The staff members select academic curricula, behavior and social skill instructional materials, and programs/process for supporting student behavior that are an appropriate match for the needs of the students at some tiers.</p>	<p>Supplemental and intense curricula for behavior and academics are available but determined at the district level.</p>	<p>All students receive the same academic curricular materials at the same time and behavior and social skills are addressed randomly or not at all regardless of need.</p>
Component 3: All Curriculum is Implemented with Fidelity within the District and Buildings				
Implementing		In Progress		Not Implementing
C6	<p>The staff is specifically trained in using academic and behavioral core, supplemental and intense curriculum materials and programs that they are responsible for providing. Coaching is provided as teachers implement the curriculum and programs across the tiers to ensure fidelity of implementation.</p>	<p>Some staff is trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. All staff is provided the scope and sequence for introducing concepts to students.</p>	<p>The staff receives 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.</p>	<p>The staff receive academic and/or behavioral core, supplemental and intense curricular materials that they are responsible for providing and are expected to implement the curriculum according to the teachers' manuals provided.</p>



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Implementing		In Progress		Not Implementing
C1	A process is in place to check the fidelity of academic and behavioral curriculum and programs implementation at all tiers with feedback and coaching to teachers provided throughout the year.	The fidelity of academic and behavioral curriculum and program implementation at all tiers is specifically reviewed through the observation of staff during personnel evaluation and feedback is provided at that time.	The fidelity of implementation of the academic and behavioral curriculum and program(s) at all tiers is checked by having teachers turn in samples of lesson plans.	It is assumed that all staff members are implementing academic and behavioral curriculum and programs at all tiers with fidelity.

Instruction

Component 1: All Instructional Practices are Evidence Based within the District and Buildings				
Implementing		In Progress		Not Implementing
I1	The staff has formally evaluated and documented the adequacy of all the academic and behavioral instructional practices used across all tiers.	The staff has participated in Professional Learning Communities to discuss the evidence-base of specific academic and behavioral instructional practices for different tiers.	General information about evidence-based academic and behavioral instructional practices is disseminated to staff.	There is an insufficient or unknown evidence base for academic and behavioral instructional practices across tiers. All staff is expected to read information about evidence-based instructional practices.



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Component 2: Instructional Practices are Implemented with Fidelity in Buildings				
	Implementing	In Progress		Not Implementing
2	All staff is specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. All staff understands the critical features and application in all settings. Ongoing support and coaching is provided as teachers implement the instructional practices/strategies in the classroom.	Some staff is 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.	Selected staff (e.g., reading coach, special education staff, title teacher, counselor, etc.) receives training in use of evidence-based instructional practices/strategies.	The learning instructional practices/strategies are left up to individual staff.
3	The staff selects evidence-based instructional practices/strategies that are an appropriate match for the needs of the students, academically and behaviorally.	The staff selects instructional practices/strategies that are an appropriate match for the needs of the students, academically and behaviorally.	The district selects a set of behavioral and academic instructional practices/strategies for use with all students in all settings regardless of individual student need.	The staff uses the same behavioral and academic instructional practices/strategies for all students in all settings regardless of individual student need.
4	A process is in place to check the fidelity of instructional practices/strategies for behavioral and academics across all settings with feedback and coaching to teachers provided throughout the year.	The fidelity of instructional practices/strategies for behavior and academics is specifically reviewed through observation of the staff during personnel evaluation, and feedback is provided at that time.	The fidelity of instructional practices/strategies for academics is checked by having teachers note example instructional practices on sample lesson plans turned into the principal. A plan is being developed to check for fidelity of implementation of practices related to social/behavioral needs of students in the school.	It is assumed that all staff members are implementing instructional practices/strategies with fidelity. Practices/strategies related to social/behavioral needs in the school are not a concern.



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Component 3: Schedule Allows for Protected Reading Instruction in Elementary Buildings			
Implementing	In Progress		Not Implementing
15	The school has a protected reading block of 90 minutes or more.	The school has a protected reading block of 60-89 minutes.	The school has a protected reading block of less than 60 minutes.
16	Supplemental instruction is provided for 30 minutes in addition to core instruction. Intense instruction is provided for 60 minutes in addition to the 90 minute core or at least 120 minutes of protected reading instruction if core instruction is being supplanted.	Supplemental instruction is provided for 30 minutes in addition to core instruction. Intense instruction is provided for 30 minutes in addition to core instruction but not in addition to supplemental instruction.	Some additional time is built into the schedule for supplemental and intense instruction.
<i>*Research providing guidance on math is not yet available.</i>			
Component 4: Flexible Grouping Allows for Appropriate Academic Instruction in Buildings			
Implementing	In Progress		Not Implementing
17	Supplemental groups are no larger than 5 students with a highly trained teacher.	Supplemental groups are no larger than 5 students.	Supplemental groups are no larger than 7 students.
18	Intense groups are no larger than 3 students with a highly trained teacher.	Intense groups are no larger than 3 students.	Intense groups are no larger than 4 students.



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Data-Based Decision Making

Component 1: District and Building Structures for Data-Based Decision Making				
Implementing		In Progress		Not Implementing
DBDM1	Clearly identified teams conduct data-based decision making at each level/tier: <ul style="list-style-type: none"> • System (District/Building) • Small group • Individual student 	Teams are identified and conduct data-based decision making at some levels: <ul style="list-style-type: none"> • System (District/Building) • Small group • Individual student 	Informal teams meet as time allows to conduct decision making at some levels: <ul style="list-style-type: none"> • System (District/Building) • Small group • Individual student 	No identified team conducts data-based decision making at any level.
DBDM2	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.	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.	The teams have vague understanding of their roles and responsibilities in reviewing and analyzing data at each level.	There is no common understanding of the roles and responsibilities of teams.
DBDM3	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.	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.	The team informally uses a problem solving process but has no decision rules.	The team does not use the problem solving process to guide decision making.
DBDM4	The staff has a full and complete understanding of how to analyze collected data and how to interpret and report the results accurately and consistently.	The staff can analyze much of the data and interpret the results but does so inconsistently.	The staff can analyze some of the simplest data elements but doesn't know how to interpret the results.	The staff does not understand how to analyze data nor how to interpret the results.



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Component 2: District and Building Systems for Systems Level Data-Based Decision Making				
Implementing		In Progress		Not Implementing
DBDM5	A clearly identified team meets at regularly scheduled times to analyze district/school-wide data for academic and behavioral decision making.	An informal team meets to review district/school-wide data academic and behavioral data.	The administration reviews district/school-wide academic data. A plan is being developed to review behavioral data.	District/school-wide data-based decision making does not occur for academics or behavior.
DBDM6	The team conducting system-level problem solving use data from: <ul style="list-style-type: none"> • Outcome assessments • Screening assessments • Progress monitoring 	The team conducting system-level decision making use data from: <ul style="list-style-type: none"> • Outcome assessments • Screening assessments 	The administration makes system level decisions based on: <ul style="list-style-type: none"> • Outcome assessments • Screening assessments 	System level decision making is based on outcome data only.
DBDM7	The team makes recommendations for adjustments to the system by analyzing: <ul style="list-style-type: none"> • Sufficiency of core • Fidelity of implementation of all academic and behavioral curriculum and instruction • Effectiveness in engaging families • Sufficiency and effectiveness of the multi-tier system 	The team analyzes: <ul style="list-style-type: none"> • Sufficiency of core • Fidelity of implementation of all academic and behavioral curriculum and instruction • Sufficiency and effectiveness of the multi-tier system 	The team analyzes: <ul style="list-style-type: none"> • Sufficiency of core 	The team looks at general effectiveness of the district/building.



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Component 3: District and Building Systems for Small Group Level Data-Based Decision Making				
Implementing		In Progress		Not Implementing
DBDM8	A clearly identified team meets at regularly scheduled times to analyze student academic and behavioral data from groups receiving supplemental and intensive instruction, including students receiving support from entitlement programs for instructional decision making.	An informal team meets to analyze small group academic and behavioral intervention data.	The administration reviews small group intervention data for academics and/or behavior.	Small group data-based decision making does not occur.
DBDM9	The team conducting small group problem solving use data from: <ul style="list-style-type: none"> • Screening assessments • Diagnostic assessments • Progress monitoring 	The team conducting small group decision making use data from: <ul style="list-style-type: none"> • Screening assessments • Diagnostic assessments • Progress monitoring 	The administration makes small group level decisions based on: <ul style="list-style-type: none"> • Screening assessments • Progress monitoring 	Small group level decision making is based on screening data only.
DBDM10	The team analyzes small group intervention data regarding: <ul style="list-style-type: none"> • Grouping decisions • Sufficiency of small group instruction and behavioral/social program(s) • Fidelity of implementation of small group instruction and curriculum • Effectiveness in engaging families and makes recommendations for adjustments to the system for curriculum and instruction and programs used with small groups.	The team analyzes small group intervention data regarding: <ul style="list-style-type: none"> • Grouping decisions • Sufficiency of small group instruction and behavioral/social program(s) 	The team analyzes data to make grouping decisions.	The team looks at the general effectiveness of small group interventions.



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Component 4: Building Systems for Individual Student Data-based Decision Making				
	Implementing	In Progress		Not Implementing
DBDM11	A clearly identified team meets at regularly scheduled times to conduct problem solving at the individual student level for academic and behavioral program decision making. This team includes the family or utilizes input and feedback from the family.	The team meets regularly to give suggestions for individual student academic and behavioral interventions. The team sometimes includes the family or utilizes input from the family.	The process to conduct individual student decision making for academics and behavior is informal and does not meet regularly. The team includes some individuals who are directly involved with the student.	Individual data-based decision making does not occur or it occurs but the team does not include those individuals directly involved with the student.
DBDM12	The teams conducting individual student academic and/or behavior problem solving uses data from diagnostic assessments and progress monitoring.	The teams conducting individual student academic and/or behavior decision making uses data from screening and diagnostic assessments.	The teams conducting individual student academic and/or behavior decision making uses data from screening assessments.	Individual student decision making is based on teacher report.
DBDM13	The team analyzes individual student intervention data regarding: <ul style="list-style-type: none"> • Customization of individual intervention plans • Effectiveness of customized intervention plans • Fidelity of implementation of intervention plan • Need to carry individual intervention plan forward into evaluation for entitlement 	The team analyzes individual student intervention data regarding: <ul style="list-style-type: none"> • Customization of individual intervention plans • Progress of individual students • Need to refer for evaluation for entitlement 	The team analyzes individual student intervention data regarding: <ul style="list-style-type: none"> • Develop individual plans • Need to refer for evaluation for entitlement 	The team discusses need to refer for evaluation for entitlement.



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Integration and Sustainability

Component 1: District and Building Policies and Resources are Aligned				
Implementing		In Progress		Not Implementing
IS1	The district and building policies and decisions (including curriculum, instruction, scheduling, staffing and parent and family involvement) are mutually determined based upon current evidence regarding effective practices.	The policies and decisions ((including curriculum, instruction, scheduling, staffing and parent and family involvement) are decided at the district level with input from individual buildings and are consistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and parent and family involvement) are decided at the district level and are consistent with current evidence regarding effective practices.	The policies and decisions (including curriculum, instruction, scheduling, staffing and parent and family involvement) are inconsistent with current evidence regarding effective practices.
IS2	The implementation of MTSS is guided by a formalized multi-year action plan and has resulted in both academics and behavior becoming top goals of the district. Policy documents are available describing the vision and implementation of MTSS. 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.	The implementation of MTSS is guided by an informal action plan and has resulted in the realignment of resources and changes in educational practices in both general and special education. The district and buildings 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 plan and has resulted in realignment of resources and changes in educational practices within general or special education only. District and building policy discussions focus on emphasizing MTSS within existing policy documents.	The implementation of MTSS has no action plan and only changed practices within general education or special education and district and building policies have not changed to reflect MTSS.



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Component 2: District and Building Systems are Self-Correcting and Achieves Positive Outcomes for Students				
Implementing		In Progress		Not Implementing
IS3	The district and building 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.	The district and building 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.	The building leadership teams have a process to review implementation of decisions made as a result of data-based decision making.	There is no process in place to review decisions made as a result of data-based decision making.
IS4	The district and building leadership teams have a formal process in place to review student data across all tiers from all indicators of student success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	The district and building leadership teams have an informal process in place to review all indicators of student success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	The building leadership teams have a process to review data-based decision making process.	There is no process in place to review and improve the data-based decision making process.
IS5	The schools have 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 student progress.	The building leadership teams monitors implementation of core components of MTSS through full implementation.	The implementation of MTSS principles and practices are monitored through initial implementation.	Teachers are left on their own to implement MTSS principles and practices.



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Component 3: District and Building Leadership Provide Staff Ongoing Support				
Implementing		In Progress		Not Implementing
156	The district has a formal long term professional development plan for all staff and administrators with all activities directly tied to practices that support the implementation and refinement of a multi-tier system based upon local data.	The district’s 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.	Professional development addresses multi-tier issues but lacks intentional, systematic planning to align appropriate educational practices.	Professional development activities are self-selected.
157	The leadership actively works to enhance staff motivation and capacity to be actively involved in decision making and leading from within.	Leadership informally involves the staff in decision making.	The administration promotes leadership skills within staff but retains decision making authority at the administrative level.	Leadership reserves decision making authority within the administrative level.

Demographic Data: Ross is located in what is considered Southeast Topeka. The school is in a neighborhood traditionally associated with poverty, limited educational outcomes and consists of diverse families.

Many demographic changes occurred within the school for the FY 2013 school term. Through the closure of schools and the realignment of other school attendance boundaries, Ross witnessed a significant increase in the number and percent of new students—an increase of nearly 68%. This change resulted in a greater number of students with diversity for the FY 2013 school term. The profiles of students new to the building also show poor reading and mathematics achievement. Low expectations in overall performance are somewhat longstanding—again, increasing the demand for needed programmatic changes in student and staff performance.

Furthermore, Ross is now a school where a large number of English learners exist, as 95 students with limited or no English proficiencies are found in both “push-in” and “pullout” intervention supports this school term—with the likelihood of a steady increase in numbers for years to come. This change is resulting in a greater need for staff to understand cultural and linguistically diverse students. As such, further professional development [PD] will be needed in order to assist in the further assimilation of families, staff and community members through a sound, evidence-based family engagement model and for staff to acquire teaching proficiencies to address student needs.

Ross is identified as a Music Signature school; that is, students have opportunities to access a variety of musical and talent supports to advance their musical talents and art skills. Ross’s students often share their advanced music techniques and skills with a variety of community and state stakeholders. Furthermore, teachers and support staff are now beginning to use the college and career readiness standards as a way for students to demonstrate standard and benchmark proficiencies. Therefore, further PD and programmatic support is needed to continually assist in the identification of gifted and talented youth from the district to attend Ross and to support advanced curriculum/ differentiated accelerated instruction that fosters student growth with the lifelong talents of students.

As cited earlier, school demographics look differently this year. It looks different because of the increased numbers of students identified as English learners. With 95 students or about 17% of the student population being English learners, this percentage of culturally and linguistically diverse [CLD] students is now seen as a major group of students with different instructional and learning needs as that found in the past for the school.

In an attempt to address this change, Ross presently uses both a “push-in” and “pullout” type of intervention supports for these learners. Typically, the intervention supports are found in Tiers 1 2 and 3. Often these students lack demonstrated cognitive academic language proficiency as foundational skills for learning effectively; therefore, much technical support brought by ELA specialists and PD is needed to build background information, use frequent progress monitoring techniques and to provide many visual cues in the teaching process for these learners. Teachers are often ill equipped to know how to adapt, modify and accommodate for individual learning needs and will require ongoing, intensive PD in order to design and deliver instruction that is highly beneficial for English learning students.

Overall, the school environment is a place where students feel safe and are generally well behaved. They feel supported and recognized by the adults within the school setting to whom they can turn in case of need. Ross’s community is culturally diverse and many families have strong values focused around their religious beliefs, cultural identification, and common language.

Ross has a long history of being on program improvement. Of the students enrolled, 84.5% of the students qualified for free or reduced priced meals. Students with disabilities make up 18.7% of the school population. Ross has four predominate ethnicities/ races: African American 29.3%, Hispanic 27.6%, White/ Caucasian 35.8%, and 7.3% Multiracial.

Ross, consisting of 6 grade levels (Pre-K through Grade 5) is in need of substantial refinement and changes. The school's academic performance placed Ross in the lowest 5% of schools in Kansas. In the recent past (prior to FY 2013), the school lacked a cohesive vision and sound educational plan. Traditionally, no shared understanding of school-wide expectations, norms and procedures has been in place to successfully raise student achievement.

In fall 2011, the district launched a series of school accountability initiatives designed to create a continuous cycle of improvement that will increase student-learning rates. Through the combined assistance of KSDE and KLN, details have been outlined and used in the design and implementation of a FY 2013 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 Ross 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.

Dr. Julie Ford, the Superintendent of Schools, 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. As such, Ross is identified as a Priority School.

Summary: In 2012, the total enrollment at Ross has changed significantly, an increase by 63.7% since the beginning of FY 2012. Ninety-five students (16.4%) of the school's total enrollment were in special education in FY 2012. Nearly 17% of the student population fall into the category of being English learners. A focus of the school is needed in the areas of increasing student proficiencies in reading and mathematics. Efforts to change student engagement and assisting staff and students to employ positive behavioral strategies toward learning are warranted. The following groups have had an increase in the number of students by more than 5% since FY 2008: ALL, F/R Lunch, SPED, Amer. Indian, Hispanic, White, Female, Male. The attendance rate for all students at Ross in 2012 was 94.5%, a decrease of -1.0% from 2011.

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.

Strengths in student achievement were identified through the root causes analyzed by the school team. The strengths included the 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 good at Ross (94.5%) indicating that students were present to receive the content. Also, mobility did not seem to be a factor.

Through the completion of the ICM Matrix in spring 2013, Ross's BLT identified root causes that create challenges for improved student achievement in reading and mathematics for students. Student vocabulary is a major contributing factor of their reading comprehension deficiencies. The low socio economic status, English language acquisition needs and highly diverse students are factors continuing to contribute to low student achievement. Low staff expectations, 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 reviewing the Kansas Assessment results from FY 2012, all students in all subgroups demonstrate a continual decline in reading proficiency and performance. Areas of understanding and applying contextual clues, using cause and effect, understanding the setting, being able to draw inferences and conclusions and understanding the concept of major conflicts are areas of great concern.

The BLT identified root causes creating challenges for student achievement in the area of continually low mathematics performance of students. A consistent decline the proficiency performance of students has been witnessed over the last 5 years. Areas of greatest concern are students inability to solve one-step word problems, solving math problems requiring measurement, students being able to tell time to the minute, computing one and two-step problems, understanding and demonstrating relationships with the use of symbols, being able to reasonably demonstrated the use of measurements of all kinds, understanding and applying greatest common facts and understanding/ applying the concepts of median, mode and range.

As cited above, 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. 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.

Furthermore, through the coordinated 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 root causes are as follows: During classroom observations, many teachers demonstrated a lack of skills/ strategies that engaged students with a high level of concentration, nor were the type of questions/ problem-solving strategies used effectively. 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 contributing factor for overall low student achievement. To develop mechanisms to support family and community engagement, Ross 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. Ross 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 were measuring changes in instructional practices resulting from PD, 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 PD for all instructional support staff. Ross's SIG application is grounded in providing PD 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.

While PD 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.

Ross 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 2014 school term, PBIS—positive behavioral intervention supports—will be an intensive initiative for Ross. 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 2/3 behavioral supports will be refined and coordinated with efforts of Dr. Richard Harris and his work with Kansas's sponsored Project STAY.

Tiers 2 and 3 interventions 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.

A lack of consistent, periodic reviews to ensure that the curriculum and instruction is being implemented with fidelity is evident. This is demonstrated through the analysis of existing walkthrough data.

As per the spring 2013 survey completed by staff, providing additional supports and PD to teachers, support staff and the administration in order to implement effective strategies to support students with disabilities is also warranted.

No consistent application of student 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 results-based 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 firm stand has resulted in limited operational flexibility to implement fully a comprehensive approach to substantially improve Ross student achievement outcomes. Therefore, the district will work with Ross 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 Ross BLT believes that ongoing, high-quality, job-embedded PD that is aligned with the school’s comprehensive instructional program and designed with school staff is very much needed. The principal, Annette Konely, acknowledges that much work is warranted in order to boost student achievement. Ross’s job-embedded PD is characterized by the following:

- Coaches—literacy coach, math coach and the behavioral coach 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.
- Staff will complete ongoing PD in order to more appropriately design, deliver and monitor instruction for an ever-increasing English learning population.
- Job embedded PD will be aligned with district performance indicators, academic standards and address the School Improvement goals over the next three years.
- PLCs and 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 dual language programming for English learners during core instruction in reading and mathematics.
- Each type of PD 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;
- PD for Ross staff 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

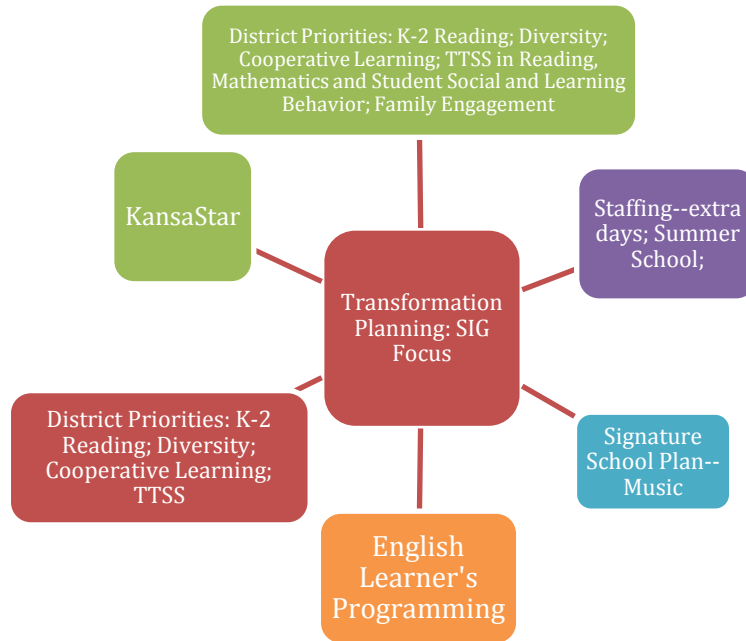
data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

In April 2013, Ross's BLT met to: 1) assess the building's instructional practices, assessment school-wide systems for instruction and assessment; 2) review district-adopted curriculum; and 3) study the most up-to-date research on literacy development. As such, Ross staff identified the following site-specific needs or expected outcomes:

1. A collective understanding of what high quality instruction / learning looks like needs to be established and implemented.
2. Instruction must be purposeful, high value, and relevant to all students.
3. A focus on ensuring that appropriate/ effective strategies for learning are in place for English learners and for students with other special needs.
4. Measurable "I Can" learning targets must be set for each lesson.
5. The academic progress of students—especially in the areas of reading and mathematics—must continue to improve.
6. The instructional day must be filled with higher meta-cognition by students—driven primarily by teachers increasing the rigor of expectations and through higher order questionings.
7. Teachers need to use multi-source and multifaceted assessment data to plan instruction, plan for ability grouping of students, and make adjustments (model, teach, reteach) in their teaching based upon the learning needs at any given time.
8. Teachers need to recognize student assets and build upon them.
9. Teachers need to provide a rigorous, balanced curriculum that provides a wide range in realistic learning experiences and where students can demonstrate proficiency through multiple means.
10. Students need opportunities to be collaborative learners.
11. Students need greater opportunity to take responsibility, show initiative, and develop their own leadership skills.
12. Opportunities must be provided for students to assess their own work.
13. Teachers need a greater understanding in understanding the "know-how" for teaching students how to read.
14. The school needs to show high academic and personal expectations by posting rubrics and grade expectations and celebrating exemplary work.
15. The curriculum needs to include a variety of technologies and seek to develop twenty-first century skills in teachers and their students.
16. 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.
17. Ross's staff must understand the value of establishing close working relationships with students and their families.
18. Ross's staff must embrace innovation and change.
19. Instruction needs to be differentiated to address multiple and varied student learning styles.
20. Co-teaching practices must be accelerated to allow all students to experience rigorous learning.
21. Common core standards must be the anchor that grounds all instructional planning.

22. 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.

Taking these identified expectations and pairing them with TPS's priorities (**Figure 1 below**), the following steps and strategies will be instituted in Years 1 through 3:



Priority 1: Develop and implement evidence-based instructional practices designed to support all students at Ross to achieve at high levels. Highlighted strategies include:

- Collaboratively developing a series of tasks and mini-tasks directly linked to the learner-centered problem and the problem of practice.
- Developing/implementing a structure that allows for every teacher, support team member and administrator to participate in weekly Common Planning Time (CPT) meetings.
- Developing/ implementing a schedule allowing regular grade level and vertical articulation time that focuses on the support needed to allow all students to thrive academically.
- Developing themed, high-impact, adjunct cluster duty teams. These teams will focus on Student Achievement and Recognition, Family Engagement, Dual Language Programming, Literacy, and other site initiatives, as needed.
- Developing and implementing effective intervention supports for English learners.
- 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.
- Focusing work on building a culture of inquiry guided by the TTSS Data Wise inquiry methodology.
- Implementing Six Trait writing strategies at all grade levels.
- Implementing TTSS Positive Behavioral Supports (PBIS) for all students.
- Implementing, with fidelity, math instruction in every classroom using Everyday Math and supplemental math supports/ manipulatives to that focus on district and early career and college standards.

- 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 concepts.
- Developing and training 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 Ross staff.
- Continuing to embed purposeful writing instruction through research-grounded PD, collaboration team planning and daily classroom instruction.
- Providing 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.
- Accessing training from specialists to expand teachers’ instructional capacity and provide support to all students.
- Implementing a screening process for the further identification of gifted and talented students and employ data to drive the design and delivery of individualized learning plans grounded in pre-career and pre-college readiness.

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

- Designing and implementing extended day and summer programming for students through collaborative efforts between teachers, support staff and with the use of data to drive instruction.
- Developing 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.
- Implementing an effective student, school-wide positive behavioral support system for all students.
- Working 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.
- Working with school partners to develop collaborative partnerships designed to increase student achievement.

Priority 3: Create and implement meaningful learning opportunities for students. Highlighted strategies include:

- Designing classrooms that are culturally and linguistically responsive to student learning needs.
- Developing and implementing instructional practices that emphasize rigor, meaning, higher-level thinking, relevance, and establishes rapport between the family and the staff.

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

- Conducting “Porch Visit” PD as part of in-service training before the school year begins.
- Developing and implementing a positive student / parent engagement log where teachers and support staff update up-date, discuss, and turn in monthly logs.

- Developing, encouraging and implementing the “Room Parents” program for all classrooms.
- Developing, implementing, and monitoring practices designed to strengthen relationships with the school community.
- Establishing and implementing a “Porch Visit” calendar for all families and all staff.
- Implementing the “Porch Visit” program in order to increase dialog, participation between school personnel and families.
- Setting expectation that all staff will have completed “Porch Visits” with at least half of their students by the FY 2014 winter break.

Specific 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	Reading-Improve all students' comprehension and literacy skills.	
Rationale and Supporting Data- Based on our data over the past 4 years, we have seen a downward trend in the state reading scores.		
Improvement Strategies		
Cooperative Learning		
Guided Reading Instruction		
Non-linguistic Representation		
Topeka Tiered System of Support		
School-wide 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		
Scantron Benchmark Assessments		
Kansas Assessments		
Implementation Activities With Students	Professional Development Activities With Staff	
Group students for guided reading based on Instructional Reading Levels for differentiated instruction (meet with each group 15-20 minutes daily)	<ul style="list-style-type: none"> • District training on Lead 21 • TTSS • Debbie Diller 	
Use cooperative learning strategies during reading instruction	<ul style="list-style-type: none"> • Kagan teambuilding • Review Kagan structures and plan ways to regularly incorporate during shared and guided reading focusing on comprehension 	
Students identified as at-risk receive additional small group instruction on specific targeted standards	<ul style="list-style-type: none"> • Interventionists • SPED PD 	
Targeted skills taught to students in leveled groups at instructional level	<ul style="list-style-type: none"> • Grade level collaboration 	
	<ul style="list-style-type: none"> • On-going job embedded coaching <ul style="list-style-type: none"> ➤ Co-planning 	

	<ul style="list-style-type: none"> ➤ Analyzing student work ➤ Problem solving • Observations with feedback
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Area of Written Communication:

Improvement Goal 2	Writing-Improve all students' writing communication skills.	
Rationale and Supporting Data: Improve writing skills for all students. Ross Composite Scores are below district average.		
Improvement Strategies		
Implementation of the Six-Trait Writing process using the Powerful Writing Tree structure.		
Schoolwide Indicators of Improved Learning		
1 st -5 th - District Writing Assessment—district average		
1 st -5 -District Writing Assessment % Proficient		
Implementation Activities With Students	Professional Development Activities With Staff	
Focus on teaching Six Traits through Lead 21	<ul style="list-style-type: none"> • District Training of Lead 21 • Collaboration time 	
Allow time for writing across the curriculum (30-50 minutes daily per grade level)	<ul style="list-style-type: none"> • District training • Use Kagan in Writing process • Grade level collaboration 	
Regularly incorporate Kagan structures during writing instruction	<ul style="list-style-type: none"> • Planning use of specific structures to brainstorm and revise written work 	
District benchmark writing assessments	<ul style="list-style-type: none"> • Analyzing student writing and planning next steps 	
Use summarizing strategies across the curriculum	<ul style="list-style-type: none"> • Model summarizing in building level PD 	

Area of Mathematical Concepts:

Improvement Goal 3	Math-Improve all students' problem solving skills	
Rationale and Supporting Data: District data shows a downward trend in State Assessment Scores in mathematics.		
Improvement Strategies		
Use manipulatives, drawings, models, and concrete objects to promote conceptual understanding.		

Communicate mathematical ideas.	
School-wide Indicators of Improved Learning	
K-2 Math District Benchmarks	
Scantron Performance	
State Assessments	
Scantron Benchmark Assessments	
Implementation Activities With Students	Professional Development Activities With Staff
Use Kagan structures to teach, practice, and reteach math concepts	<ul style="list-style-type: none"> ● Collaboration meetings ● Staff meetings
Focused instruction aligned to grade level standards	<ul style="list-style-type: none"> ● Collaboration meetings
Complete assessment routines-RSA's	
Students identified as at-risk receive additional small group instruction on specific targeted deficiencies	<ul style="list-style-type: none"> ● Interventionist PD ● SPED PD
Targeted skills taught to students in leveled groups	<ul style="list-style-type: none"> ● Grade level collaboration
	<ul style="list-style-type: none"> ● On-going job embedded coaching <ul style="list-style-type: none"> ➤ Co-planning ➤ Analyzing student work ➤ Problem solving ➤ Observation with feedback

Ross's staff, families, and community partners involved in the process of transforming the school and its learning for students are taking great strides in the ownership, design and future implementation of services for students and families. The school's Building Leadership Team [BLT] is set to focus on assisting all students reach proficiency on state assessments in English Language Arts/ Reading, Writing and Mathematics. Also, through the implementation of TTSS, Ross is set to implement highly effective common practices/ expectations across all grade levels, across the entire building where a culture of data inquiry thrives. As such, teachers, support personnel, and administrators will sit down regularly (daily through teacher inquiry/ reflective coaching and weekly through collaborations) to examine student work and outcomes.

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 Innovation Configuration Matrix (ICM) Rubrics to choose a model. (Highlights are found below).

Ross's 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 Ross's performance level. The team then reviewed and openly discussed each indicator and came to a consensus on the status of implementation at Ross.

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: The BLT indicated that Ross is also in a transitioning stage of development, as further understanding and application of TTSS 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: Ross’s 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 Ross 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 conducting 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 initial 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 Ross is the Transformational Model.

Model that Supports School: Describe why the model will be an appropriate fit for the school.

The building administration, the BLT and the district central office personnel took into account the numerous interventions that Ross has implemented within the last couple of years, specifically starting with FY 2011 school term to begin dialog about the type of intervention model that would best benefit the students and staff. After conducting a number of needs assessments (KLN 2 times; ICM Matrix analysis, SIP development and implementation, TTSS needs assessment) and looking at the requirements of the intervention models, the team determined the Transformational Model meets best fits Ross for the following reasons:

1. Results Based PD has begun:

- a. Lead 21 Training—in place and ongoing.
- b. Everyday Math Training—in place and ongoing.
- c. Kagan Structures/ Strategies for Engagement—in place and ongoing.
- d. Teacher Collaboration Time/ Professional Learning Communities—in place and ongoing.
- e. Role of Literacy Coaches and Math Coaches—in place and ongoing.
- f. Reflective Coaching—initiating in FY 2014.
- g. TTSS Intervention/ Implementation—Tiers 1, 2 and 3, SIT training—initially in place and ongoing.
- h. 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.
- i. Guided Reading—in place and ongoing.

- j. Late Start Collaboration Time for Teachers (one day a week school will begin late starting in FY 2014).

2. Data Analysis

- a. Formative Assessment—in place and ongoing.
 - b. Benchmark Assessment—in place and ongoing.
 - c. Scantron Performance Data—in place and ongoing.
 - d. Scantron Achievement Data—in place and ongoing.
 - e. DIBELS Data—Kindergarten through Grade 2—in place and ongoing.
 - f. Progress Monitoring—in place and ongoing.
4. Selection of New Principal/ Administrative Leadership FY 2013—in place.
 5. Identify and retain effective teachers—in place and ongoing.
 6. KLN Implementation Coach – Technical Assistance—in place and ongoing.
 7. KELPA is being administered for students who primary language is that other than English.

The Transformational Model will allow the district to continue to execute and enhance the strategic plan that was similarly implemented in August of 2010 with Highland Park High School; so district familiarity with the processes and procedures regarding the transforming of a school is already known. The guidelines that serve as parameters of the Transformational Model ensure that all school staff members are held accountable for students making AYP.

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 Ross's performance level. The team then reviewed and openly discussed each indicator and came to a consensus on the status of implementation at Ross. 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 earlier 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 earlier in this application.

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 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 principal, Ms. Annette Kenoly, started the transformation processes for the school by working with external providers and meeting with parent groups, teachers, and community partners in FY 2013. Ross is presently working with KLN, an implementation coach, Dr. Willie Amison 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, dual-language 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.

Ross's principal 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 Ross.

Each of the required elements in the Transformation 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 Transformational Coordinator: .5 FTE: Years 1 through 3: A liaison between Ross 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 Ross 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.

Math Interventionist: 1.0 FTE Years 1 through 3: An additional math interventionist will allow Ross to have smaller, more intensive, intervention class sizes. By adding this position, a total of 2.8 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.

School Interpreter / Translator—Spanish: 1.0 FTE: Years 1 through 3: 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 200 days of employment in Years 1 through 3.

Behavioral Interventionist/ Coach: 1.0 FTE: Years 1 through 3: 190 day contract 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 Social Worker to determine schedule and further expectations.

Summer School: 2 Summer School Teachers; 10 Besitos 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 Ross students. KSU “Besitos” students (bilingual/ bi-literate) will be secured to implement curriculum and instruction designed by Ross teachers, the research-based learning modules designed in the spring by Ross teachers/ interventionists, specifically focusing on language acquisition, reading skill proficiency development and math skill proficiency performance.

Intensive Professional Development: All Ross 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, strategies to work effectively with English language learners, and critical literacy and math instruction. Professional development sessions 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 52 staff; Year 2: 6 half-day trainings for 52 staff; and, Year 3: 6 half-day trainings for 52 staff. The request is for every certified instructional staff to receive addendums for three (3) additional days on their standard contract.

Retention Staff Incentive: 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 Ross Staff: Professional development for staff preparing themselves for effective family engagement and understanding expectations associated with Porch Visits will occur. The “Porch Visit” program is designed to raise academic achievement of all Ross students. The program is designed to establish meaningful communication and rapport/ relationships between school personnel, parents and families. 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.

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 incorporates 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, assessment, calibration) to ensure the fidelity of AVID Elementary implementation across the site.

English Learning Consultant: A highly recognized consultant will be secured for 20 days. Dr. Patricia Smiley has implemented effectively dual language 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 language programming at Ross.

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: 1) 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.

Musicians In Residence Program: Ross's Signature School Music Academy's "Music-in-residence program" will exist to invite performers, academicians, 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 Ross community; meeting new people, using new materials, and sharing experiences with students. Music residencies emphasize the importance of meaningful and multi-layered cultural exchange and immersion into another culture. Residencies will include Ross student's being a part of music workshops, universities, , theaters, 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, Ross students will demonstrate how they are using alternative means to demonstrate indicator proficiencies with the expected achievement proficiencies of the Kansas Assessments.

Staff Training—Gifted Education Identification, Recruitment and Program Implementation: Ross is identified as a magnet school for students identified with students who are gifted and talented. Because Ross is a Signature School focusing on Music, staff need further, ongoing training in the assessment of and advanced program implementation for the district's highly talented and gifted students. Training will occur each year for staff with focus

of training in the areas of assessment and services, instruction and teaching. Training will include the following: instruction in the use of a Universal Screening tool; development of interventions to support extensions in learning for gifted and talented students in the classroom; follow up in the monitoring of instruction; and, making periodic adjustments of support plans. The District’s gifted consulting teacher will serve as a gifted consulting teacher to Ross.

SIG Technical Assistance: The consultant will 1) Review IIP/ SIP goals, objectives and expected outcomes with all key participants; 2) Assist with the implementation of cognitive coaching with staff; 3) Provide technical assistance and serve as a “sounding board” for staff regarding the implementation of activities and provide suggestions and recommendations to address concerns; 4) Provide direction and support to the Principal, Math, Literacy and Behavioral Coaches, specifically as it relates to carrying out expected job functions effectively and efficiently; 5) Provide technical support to each Principal, Math and Literacy Coaches, specifically as it relates to working effectively with teachers, administrators, interventionists and parents; 6) Provide technical support and technical advise to the administration regarding the status of implementation efforts; 7) Conduct in-class and onsite “walk-through” observations of teachers, support staff and others to ascertain level of meeting expected project outcomes. Provide appropriate feedback to key stakeholders; and, 8) Provide ongoing communication to key district stakeholders, as appropriate.

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. 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.

English As A Second Language Teaching Endorsement Program: Ross staff will work collaboratively with Kansas State University to assist all staff members to complete their ESL endorsement over a three year period of time. Fifteen teachers will complete a 15 graduate-level courses leading to the passage of the state licensing process in the area of ESL. In Year 3, the same group of teachers will complete their course of study by taking a graduate course consisting of 3 hours—thus finalizing course requirements.

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)	
<p>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;</p>	
<p>B. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,</p> <ol style="list-style-type: none"> 1) Screen all existing staff and rehire no more than 50 percent; and 2) Select new staff; 	
<p>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;</p>	
<p>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;</p>	
<p>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;</p>	

<p>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;</p>	
<p>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;</p>	
<p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p>	
<p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>	

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

<p>Write a brief narrative explaining how this school will address <u>each</u> of the Required Activities listed below. (Required Activities)</p>	
<p>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.</p>	
<p>B. The LEA allows former students, within the grades it serves, to attend the schools.</p>	
<p>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.</p>	
<p>D. The LEA provides the operator with</p>	

<p>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.</p>	
<p>E. The LEA includes accountability agreements for meeting final requirements with the operator and can terminate the contract if performance measures are not met.</p>	
<p>F. The LEA reviews and meets fee and service requirements as defined by guidance in grant.</p>	

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

<p>Write a brief narrative explaining how this school will address <u>each</u> of the Required Activities listed below. (Required Activities)</p>	
<p>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.</p>	
<p>B. The families and communities are allowed to help plan for a smooth transition for students and their families at the receiving schools.</p>	
<p>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.</p>	
<p>D. Leadership will devise a school closure plan to address all Kansas Learning</p>	

<p>Network Correlates (Leadership, Culture and Human Capital, Curriculum and Assessment, and Professional Development). The plan would include:</p> <ul style="list-style-type: none">✓ 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	
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Transformation Model Requirements: Refer to Appendix B, p. 40-45.

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

<p>Write a brief narrative explaining how this school will address <u>each</u> of the Required Activities listed under the numbered strategies.</p>	
<p>(1) Developing and increasing teacher and school leader effectiveness. (Required Activities)</p>	
<p>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.)</p>	<p>The first step in transforming Ross was to replace the principal with a proven leader dedicated to change. New FY 2013 principal, Ms. Annette Kenoly, was selected in fall 2012 and has assumed full administrative leadership in July 2012. 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. Kenoly has met with teachers, parents, and the community that support Ross 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.</p>
<p>B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>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</p> <p>4) Are designed and developed with teacher and principal involvement;</p>	<p>Topeka’s district administrative team, including the Superintendent, Dr. Julie Ford, have had many discussions and planning sessions with KSDE, KLN and the BOE to develop a new state/ district adopted evaluation tool for both teachers and administration. It is USD 501’s intent to work with KSDE in the development and implementation of the evaluation measures upon final review and ratification with the local teachers union, the support of the principal and the Topeka Board of Education. Presently, the district is unfolding Danielson’s research-based evaluation process regarding teacher effectiveness. Disaggregation of teacher performance data and teacher performance indicators will be completed in June 2013.</p> <p>The implementation coach from KLN, Dr. Willie Amison, has given reports to the Superintendent and district administration team on the successful implementation of a literacy coach efforts and the school administration when supervising teachers on a consistent basis. She has also indicated</p>

	<p>the support for the district administration team has been instrumental the changes that have already taken place at Ross.</p>
<p>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;</p>	<p>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.</p> <p>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 to classroom or library materials will serve as reward examples to be received by individual staff members.</p>

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

Specific information pertaining to high-quality professional development is found in the narrative section of this application. Highlights of this PD are 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 learning 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 PD 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. Major emphasis over the next couple of years will be on implementing the elementary-designed AVID program, fostering equity training, implementing the three TTSS components of reading, mathematics and behavior and working with staff on acquiring proficiencies in the teaching of culturally and linguistically diverse students.

<p>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.</p>	<p>As cited above, teacher retention initiatives will be implemented, rewarding teachers for accomplishments associated with individual and school-based AMAO accomplishments, teachers who remain in the school each year, thus reducing teacher loss to the school.</p>
<p>(2) Comprehensive instructional reform strategies. (Required Activities)</p>	
<p>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</p>	<p>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—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.</p>
<p>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.</p>	<p>See comments above.</p> <p>To further work with the Building Administration and the Coaches. Dr. Robert Fanning will complete bi-weekly visits for the purpose of conducting observations, with the Principal/ Coaches, of teachers during core instruction. The observations will be for approximately 25 to 45 minutes with a follow up reflective coaching process that allows teachers to deeply reflect upon their teaching. Through this process, teachers will identify next steps for the enhancement of instruction and share findings during the next visit.</p>
<p>(3) Increasing learning time and creating community-oriented schools. (Required Activities)</p>	
<p>A. Establish schedules and strategies that provide increased learning time (as defined in this notice); and</p>	<p>Ross will establish a 20-30 minute intervention block of TTSS intervention times each day for all students needing Tier 2 and Tier 3</p>

	<p>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.</p> <p>In addition, all Ross 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. The Before school program will offer 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.</p> <p>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.</p>
<p>B. Provide ongoing mechanisms for family and community engagement.</p>	<p>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</p>

	<p>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.</p> <p>The school will develop, encourage and implement the “Room Parents” program for all classrooms.</p> <p>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.</p> <p>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.</p>
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(4) Providing operational flexibility and sustained support. (Required Activities)

<p>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; and</p>	<p>The District will work with Ross in finalizing the additional days for staff (for whom, what purpose, expected outcomes), flexibility in calendar development (additional days will be added each year for professional development) and implementation and ensure the involvement of the principal in the selection of all highly qualified classified and certified personnel over the next three years. This component is already in place as the principal selects new staff for the FY 2014 school term.</p>
<p>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).</p>	<p>The school’s literacy and math coaches will provide ongoing technical support for staff as they implement effective reading and math instruction.</p> <p>A new Behavioral Coach will be added to lead efforts with the implementation of the PBIS model beginning in FY 2014.</p> <p>Dr. Beatriz Martinez-Kinnison will initiate a research-based family engagement model. Secured for a total of 5 days each in Years 1, 2 and 3, she will facilitate efforts to design</p>

	<p>and implement a family engagement model designed to increase the participation, communication, rapport and effectiveness of interactions/ support between school personnel, students and their families.</p> <p>In addition, Dr. Robert Fanning will provide intensive feedback and onsite visitation to the school each year for three years. He is presently serving in the district as an Implementation Coach. Holding a doctorate degree in the area of School Leadership, School Reform, Special Education and English As A Second Language, he is well suited to work at Ross Elementary as the school continues to unfold and expand effective instruction and programs for all of its learners. He has previously served as an elementary and secondary school principal in Kansas for over 30 years. In addition, he has been the Director of Federal and State Programs for the Jefferson County School in Colorado—the 26th largest school district in the nation.</p>
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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.

As cited above, Dr. Beatriz Martinez-Kinnison will initiate a research-based family engagement model. Secured for a total of 5 days each in Years 1, 2 and 3, she will facilitate efforts to design and implement a family engagement model designed to increase the participation, communication, rapport and effectiveness of interactions/ support between school personnel, students and their families.

In addition, Dr. Robert Fanning will provide 20 days of intensive feedback and onsite visitation to the school each year for three years. He is presently serving in the district as an Implementation Coach. Holding a doctorate degree in the area of School Leadership, School Reform, Special Education and English As A Second Language, he is well suited to work at Ross Elementary as the school continues to unfold and expand effective instruction and programs for all of its learners. He has previously served as an elementary and secondary school principal in Kansas for over 30 years. In addition, he has been the Director of Federal and State Programs for the Jefferson County School in Colorado—the 26th largest school district in the nation.

Dr. Willie Amison will continue work as a KLN coach to periodically review and provide technical support to the school regarding the Priority School Plan.

Dr. Patricia Smiley will provide PD for staff regarding the educational needs and effective strategies for English learners.

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

As a TPS Priority School, Ross 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 Transformational 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.

Ross receives Title 1, LEP/ ESL, and 4-year old at risk categorical funds, as well as general funds from TPS.

SIG funds will be essential in helping Ross 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.

Ross 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. Ross, with the assistance of the district, will be refining its comprehensive evaluation system to assure student achievement is achieved.

Ross's 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.

PD focused 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 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. Using Charlotte Danielson's work, the evaluation measures will incorporate aspects of student outcomes and demonstrated teacher proficiencies and documenting levels of teacher proficiencies will begin in FY 2014.

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, paid with IDEA funds, and the newly acquired Dual Language Teachers (who will be paid after three years from weighted ELA state funding) 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—especially as the school unfolds its dual language programming for all students. 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
<p><u>Exploration and Adoption</u></p> <ol style="list-style-type: none"> Needs Assessment using the Innovation Configuration Matrix (ICM) for Schools <ul style="list-style-type: none"> Achievement Data <ul style="list-style-type: none"> ○ School Leading Indicator Report ○ School AYP Data ○ School Report Card Data Perception Data Contextual (school processes/ programs) Demographic Data Selection of Model <ul style="list-style-type: none"> School Improvement Model Selection Rubrics Capacity of District <ul style="list-style-type: none"> Capacity Appraisal 	<p>SEA grant application is submitted in January 2013.</p> <p>LEAs receive notification of identified Tier I, Tier II and Tier III schools in August 2012.</p> <p>SEA grant application and LEA grant application is approved in March 2013.</p> <p>LEA grant application is distributed in March 2013.</p> <p>KSDE offers technical assistance to LEAs on grant competition in March and April 2013.</p> <p>LEA grants due May 1, 2013.</p> <p>LEA grants evaluated and site visits May 2013.</p> <p>LEA grants awarded at</p>	<p>Data from KLN Root Cause Analysis 2011</p> <p>Data from KLN Root Cause Analysis January 2013</p> <p>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</p>

<p>using Innovation Configuration Matrix (ICM) for Districts</p> <ul style="list-style-type: none"> • Systemic Coherence and Capacity Addendum to the District Effectiveness Appraisal • Sustainability Plan <p>7. Budget Negotiation 8. Approval of LEA Application by KSDE</p>	<p>KSDE meeting June 2013.</p>	
<p><u>*Program Installation and Initial Implementation – PRE-IMPLEMENTATION</u></p> <ol style="list-style-type: none"> 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 <p>(*See Pre-Implementation information in SIG Guidance on School Improvement Grants, November 1, 2010, p. 75-80.)</p>	<p>Funds available to LEAs in June 12, 2013.</p> <p>Pre-Implementation activities begin at school site in June 12, 2013.</p>	<p>Family Engagement planning and program implementation August 2013</p> <p>Final selection of external evaluators July 2013 by Building Leadership Team, School and District Administrators</p> <p>PD calendar and content of all PD for FY 14 completed and ready for implementation August 1, 2013 for Year 1.</p> <p>Finalizing goal and activities expectations and timelines for status review completed August 2013 for Year 1.</p>
<p><u>Full Operation</u></p> <ol style="list-style-type: none"> 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 	<p>August 2013</p>	<p>Back to School/ Porch Visits initiated—August 2013.</p> <p>Ongoing PD following established PD calendar, PLC meetings and Collaboration Times—initiated August 2013.</p> <p>Biweekly meeting of SIP review by the BLT—initiated and ongoing September 1, 2013.</p> <p>Student Orientation initiated</p>

<p>5. Student Orientation Sessions on School Changes</p> <p>6. Family and Community Orientation Sessions on School Changes Continue</p>		<p>July 2013 and ending August 2013.</p> <p>Bi-weekly review of SIG implementation with Implementation Coach, School Administrators and the BLT, initiated and ongoing throughout FY 2013 school term August 2013.</p> <p>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.</p>
<p><u>Innovation</u></p> <p>1. Analysis of Year One Data</p> <p>2. Revisions to School Improvement Plan</p> <p>3. Continuation of School Staff Training</p>	<p>June 2014</p>	<p>Formal review of status of Year 1 implementation with District representatives, KSDE representatives, KLN representatives November, 2013, February 2014, April 2014 and June 2014.</p> <p>PD calendar implemented as expected with formal analysis of changes as a result of Professional Development.</p> <p>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.</p>
<p><u>Sustainability</u></p> <p>1. Evaluation</p> <p>2. Resource Alignment</p> <p>3. Abandonment and Redesign</p>	<p>August 2014</p>	<p>Comprehensive annual analysis of program effectiveness evaluation, resource alignment and programmatic redesign completed b-yearly, beginning January 2014.</p>

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:

A) Reading-Improve all students’ comprehension and literacy Rationale and Supporting Data- Based on our data over the past 4 years, we have seen a downward trend in the state.

B) Writing-Improve all students’ writing communication skills. Rationale and Supporting Data: Improve writing skills for all students. Ross Composite Scores are below district.

C) Math-Improve all students’ problem solving skills. Rationale and Supporting Data: District data shows a downward trend in State Assessment Scores in mathematics.

It should be noted that in June 2013, Ross’s BLT and the Administration will update its goals to address requirements under the Priority School provision. It is expected that while the type of goals found above, further clarity to the outcomes will be generated at that time. In addition, because of the focus for the school to enhance differentiated instruction for gifted and talented youth and given that a significant increase in the number of English learners is expected, goals will be established in these areas as well.

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 its 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 I 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	241,335
200	Employee Benefits	43,420
300	Purchased Professional and Technical Services	158,355
400	Purchased Property Services	
500	Other Purchased Services	24,960
600	Supplies and Materials	63,791
700	Property	362,310
2000 Support Services		
2100	Support Services—Students	99,600
2200	Support Services—Instructional Staff	
2300	Support Services (General Administration)	
2329	Other Executive Administration Services	49,939
2400	Support Services	
2700	Student Transportation Services	5,000
3000 Non-Instructional Services		
3300	Community Services Operations	
3400	Student Activities	
TOTAL		\$1,048,710

KANSAS STATE DEPARTMENT OF EDUCATION
Title I 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	246,844
200 Employee Benefits	45,001
300 Purchased Professional and Technical Services	154,425
400 Purchased Property Services	
500 Other Purchased Services	25,305
600 Supplies and Materials	44,500
700 Property	35,000
2000 Support Services	
2100 Support Services—Students	101,964
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	32,902
2400 Support Services	
2700 Student Transportation Services	5,000
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$690,941

**KANSAS STATE DEPARTMENT OF EDUCATION
Title I 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	252,529
200 Employee Benefits	46,653
300 Purchased Professional and Technical Services	123,155
400 Purchased Property Services	
500 Other Purchased Services	21,375
600 Supplies and Materials	42,500
700 Property	35,000
2000 Support Services	
2100 Support Services—Students	104,395
2200 Support Services—Instructional Staff	
2300 Support Services (General Administration)	
2329 Other Executive Administration Services	31,530
2400 Support Services	
2700 Student Transportation Services	5,000
3000 Non-Instructional Services	
3300 Community Services Operations	
3400 Student Activities	
TOTAL	\$662,137

Ross Budget Narrative

100 Personnel Services – Salaries

District Transformational Coordinator: .5 FTE \$35,000: Years 1 through 3: A liaison between Ross 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 Ross 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 \$40,000 Years 1 through 3: An additional math interventionist will allow Ross to have smaller, more intensive, intervention class sizes. By adding this position, a total of 2.8 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.

School Interpreter / Translator—Spanish: 1.0 FTE \$40,000: Years 1 through 3: 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 200 days of employment in Years 1 through 3. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

Behavioral Interventionist/ Coach: 1.0 FTE \$45,000 Years 1 through 3: 190 day contract 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 Social Worker to determine schedule and further expectations. 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 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 Ross students. KSU “Besitos” students (bilingual/ bi-literate) will be secured to implement curriculum and instruction designed by Ross teachers, the research-based learning modules designed in the spring by Ross teachers/ interventionists, specifically focusing on language acquisition, reading skill proficiency development and math skill proficiency performance. Per the district’s negotiate agreement, 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 Ross 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, strategies to work effectively with English language learners, and critical literacy and math instruction. Professional development sessions 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 52 staff; Year 2: 6 half-day trainings for 52 staff; and, Year 3: 6 half-day trainings for 52 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 \$36,660; Year 2 cost is \$37,395; Year 3 cost is \$38,140.

Retention Staff Incentive: \$25,000 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 Ross Staff: Professional development for staff preparing themselves for effective family engagement and understanding expectations associated with Porch Visits will occur. The "Porch Visit" program is designed to raise academic achievement of all Ross students. The program is designed to establish meaningful communication and rapport/ relationships between school personnel, parents and families. 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 52 certified and 15 classified staff members to conduct and complete porch visits in the fall with all families of all Ross 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 \$13,275 in Year 1; \$13,541 in Year 2; and, \$13,811 in Year 3.

200 Employee Benefits

Insurance for 5 FTE in Year 1 - \$21,700

Insurance for 6 FTE in Year 2 with a 5% increase calculated - \$22,785

Insurance for 6 FTE in Year 3 with a 5% increase calculated - \$23,925

Position	Year 1	Year 2	Year 3
District Transformational Coordinator	.5 FTE	.5 FTE	.5 FTE
Behavioral Interventionist/ Coach	1.0 FTE	2.0 FTE	2.0 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	21,700	22,785	\$23,925

Taxes are calculated at 9% of salaries.

300 Purchase Professional Services

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 incorporates 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, assessment, 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.

English Learning Consultant: A highly recognized consultant will be secured for 20 days. Dr. Patricia Smiley has implemented effectively dual language 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 language programming at Ross. The daily rate for professional on-site consultation is \$1,000. Annual cost is \$20,000.

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: 1) 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.

Musicians In Residence Program: Ross's Signature School Music Academy's "Music-in-residence program" will exist to invite performers, academicians, 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 Ross community; meeting new people, using new materials, and sharing experiences with students. Music residencies emphasize the importance of meaningful and multi-layered cultural exchange and immersion into another culture. Residencies will include Ross student's being a part of music workshops, universities, , theaters, 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, Ross students will demonstrate how they are using alternative means to demonstrate indicator proficiencies with the expected achievement proficiencies of the Kansas Assessments. Ten (10) Music Artists will receive honorariums of \$2,000 each year in Years 1 through 3.

Staff Training—Gifted Education Identification, Recruitment and Program Implementation: Ross is identified as a magnet school for students identified with students who are gifted and talented. Because Ross is a Signature School focusing on Music, staff need further, ongoing training in the assessment of and advanced program implementation for the district's highly talented and gifted students. Training will occur each year for staff with focus of training in the areas of assessment and services, instruction and teaching. Training will include the following: instruction in the use of a Universal Screening tool; development of interventions to support extensions in learning for gifted and talented students in the classroom; follow up in the monitoring of instruction; and, making periodic adjustments of support plans. The district's gifted consulting teacher will provide training and support for Ross's teaching staff. Additional days for this consulting teacher is calculated at \$250 per day, 2 additional days each year with a 2% increase in Years 2 and 3. Cost in Year 1 is \$500. Year 2 cost is \$510. Year 3 cost is \$520.

SIG Technical Assistance: 1) Review IIP/ SIP goals, objectives and expected outcomes with all key participants; 2) Assist with the implementation of cognitive coaching with staff; 3) Provide technical assistance and serve as a "sounding board" for staff regarding the implementation of activities and provide suggestions and recommendations to address concerns; 4) Provide direction and support to the Principal, Math, Literacy and Behavioral Coaches, specifically as it relates to carrying out expected job functions effectively and efficiently; 5) Provide technical support to each Principal, Math and Literacy Coaches, specifically as it relates to working effectively with teachers, administrators, interventionists and parents; 6) Provide technical support and technical advise to the administration regarding the status of implementation efforts; 7) Conduct in-class and onsite "walk-through" observations of teachers, support staff and others to ascertain level of meeting expected project outcomes. Provide appropriate feedback to key stakeholders; and, 8) Provide ongoing communication to key district stakeholders, as appropriate. He will be secured for 20 days each of the three years of SIG operation. Cost per year is \$20,000 in Year 1 through Year 3.

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 52 staff members, as well as monthly on-site consultation in Year 1 is calculated at \$84,000. 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 staff members in Year 2 is calculated at \$80,000. Year 3 support includes monthly onsite consultation with classroom observation and feedback. Cost for Year 3 is \$42,000.

500 Other Purchased Services

English As A Second Language Teaching Endorsement Program: Ross staff will work collaboratively with Kansas State University to assist all staff members to complete their ESL endorsement over a three-year period of time. Fifteen teachers will complete a 15 graduate-level courses leading to the passage of the state licensing process in the area of ESL. The cost is calculated as follows: In Year 1, 15 teachers will complete during a year's time 6 hours of graduate coursework. Each three-hour course is calculated at a rate of \$1,364 or about \$455 per credit hour. In Year 2, the same group of teachers will complete in a year's time 6 hours of graduate coursework. Each three-hour course is calculated at a rate of \$1,387 or about \$462 per credit hour. In Year 3, the same group of teachers will complete their course of study by taking a graduate course consisting of 3 hours—thus finalizing course requirements. The cost is calculated at a rate of \$478 per credit hour. The total cost in Year 1 for tuition is \$20,460. The total cost in Year 2 for tuition is \$20,805. The total cost in Year 3 for tuition is 16,875. In addition, coursework materials will be secured for each of the teachers for each year of the program of study. The amount calculated for books and supplies is \$300 per teacher each year for a total of \$4,500 each year in Year 1 through Year 3.

600 Supplies and Materials

Bilingual Print Resources: Print resources such as books, magazines, and posters will be secured for intervention stations and for some classrooms. These are calculated as follows: Year 1 \$8,000, Year 2, \$11,000, and Year 3 \$13,000. Spanish Guided Reading Materials for Imagine It and Spanish Library Books/ Reference Materials: A complete set of guided reading materials will need to be secured for the dual language program at each K-3 grade level. The cost is \$2,136. Additional costs for Spanish Library Books are calculated at a cost of \$10,000 each year in Years 1 through 3.

Materials for Flex Groups: 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 \$14,000 in Year 1, \$10,000 in Year 2; and \$10,000 in Year 3.

Parent Bilingual Communication: Bilingual Signage and PBIS Materials To Supplement The District's TTSS Initiative: Ross staff will be implementing Year 1 of the Positive Behavioral Intervention Supports for students during Years 1 through 3. As such, common area and classroom signs will be needed in both Spanish and English for parents and students throughout the school year. The PBIS Center offers this to schools as follows: 1) Base package \$1999; 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.

Supplemental Reading Materials in Spanish:

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 verity of levels—in both 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 \$20,000 in Year 1, \$14,000 in Year 2; and \$10,000 in Year 3.

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. 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 is 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 for a cost of \$1925).

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 \$ 900.

SplashTopApp: This technology allows teachers to control their Promethean Boards from their iPad – thus they may move around and actively monitor while teaching. The cost is \$20 per an app for a total of 30 classrooms. The total cost is \$600.

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.

700 Equipment

Technology will play a big role in how the classrooms and instruction will look. Ross is going to put into place a variety of research-based strategies to increase the capacity of the students to meet AYP. 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.

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 \$750.

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. Cost is \$400 per year for service.

LED Projectors: Updated LED projectors are needed at Ross, as the existing projectors either work effectively with the new technology. Five projectors are requested from grant funds. The cost for the five new projectors is \$4,000.

Mobile iPad, Covers, and Charging Carts: Ross is implementing a wireless technology program designed for students to have iPad 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. 500 iPad needs for students. The cost for this technology enhancement is \$214,000 for 500 iPad/covers and \$20,000 for Charging Carts in Year 1.

Mac Laptop and Synching Cart for iPad: A Mac laptop and cart for iPad synching of Apps will be housed in the media center. Cost for 2 laptops, carts, and applications in Year 1 is estimated at \$12,600. Apple vouchers for apps in Year 1 are \$40,000. Year 2 and 3 are estimated at \$30,000 each year.

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.

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 of the machine and supplies 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.

Storage Cabinets and Shelving: More storage space will be needed for the new resources. Teachers will also need to store resources needed to reinforce concepts during mathematics and reading intervention times. The storage space will help with efficient use of time, organization and with the structure that helps students be successful. Shelving for print materials will be library-quality shelving. The cost is calculated in Year 1 as \$ 35,000.

Video Camcorders: Math and Language Arts instructors will create lessons on video for teachers to use during the intervention block. These lessons will also be available on the web for students and parents to access to assist them with lessons. The cost is calculated in Year 1 as \$ \$800; Year 2 \$400 and Year 3 \$400.

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 200 video 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**

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 20 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.

School Social Worker: 1.0 FTE \$50,000: Years 1 through 3: The Social Worker will assist in providing direct individual and small group counseling services to students, provide support to parents, serve as communication and support system to social agencies working with students from Ross. She/he will assist with the streamlining implementation of the SIT process for students referred to for advanced Tier 2 and Tier 3 intervention supports and will guide families to local community support as needed. She will provide frequent information to school staff regarding the progress of students receiving social work supports. Part of the roll for the social worker will be to 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 Behavioral Interventionist. The social worker will collaborate with outside agencies, especially the present support brought to the school by Project STAY and the coordinating work of Dr. Rich Harris. This is a 10.5-month position. A 2% increase in salary for Years 2 and 3 has also been calculated with this request.

2329 Other Executive Administration Services: Indirect costs are calculated at approximately 5% annually.

2700 Student Transportation: Field trips to museums, cultural fairs, and musical events in Kansas will be planned quarterly. Transportation costs in Years 1 through 3 are \$5,000 each.

	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
	Summer School Teachers	2000	2000	2000
	Besitos - Summer Tutors	6400	6400	6400
	Staff Retention Incentive	25000	25000	25000
	Contract Addendums for additional teacher days -All teachers - 3 days	36660	37393	38141
	Contract Addendums for additional day for teachers and paras - Home/Porch visits - 1 day	13275	13541	13811
Total Salaries		241335	246844	252529
200 - Benefits				
Insurance		21700	22785	23925
Taxes 9%		21720	22216	22728
Total Benefits		43420	45001	46653
300 - Purchase				
Professional Services	AVID for Elementary Schools	17605	16115	12835
	Patricia Smiley	20000	20000	20000
	Debbie Diller	7800	7800	7800
	Musicians in Residence Program	20000	20000	20000
	Gifted Education Identification	500	510	520
	SIG Technical Assistance	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	154425	123155
500 Other Purchased Services	ESOL Endorsement Support	24960	25305	21375

Total Other Prof Ser		24960	25305	21375
600 - Supplies & Materials				
	Bilingual Print Resources	10136	11000	13000
	Flex Group Resources	14000	10000	10000
	Spanish English Signage	2295	0	0
	Supplemental Reading - Spanish	20000	14000	10000
	Estrellita Intervention	3860	0	0
	Coordinate Boards	900	0	0
	SplashTop App for iPads - 30	400	0	0
	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		63791	44500	42500
700 - Equipment				
	Active Expression	10000	0	0
	Active Voters	3000	0	0
	PC Laptop and wifi card	1250	400	400
	LED projectors	4000	0	0
	500 iPads and covers	214000	2000	2000
	Charging Carts for iPads	20000	0	0
	iPad App Vouchers	40000	30000	30000
	iPad Synching cart w Macbook	12600	0	0
	LED TVs	9100	0	0
	Color Laser Printer	1600	1200	1200
	Poster Machine	7000	500	500
	Color Copy Machine	3000	500	500
	Storage Cabinets/Shelving	35000	0	
	Video Camcorders	800	400	400
	Datavideo Switcher	960	0	0
Total Equipment		362310	35000	35000
2100 - Support Services - Students				
	Social Worker 1.0 FTE	50000	51000	52020
	Family Involvement Liaison 1.0 FTE 10.5 month	30000	30600	31215
100 - Salaries	Insurance	12400	13020	13670
200 - Benefits	Taxes	7200	7344	7490
Total Support Services		99600	101964	104395

2700 - Student Transportation	Field Trips	5000	5000	5000
2329 Other Executive Administration Services	Indirect Costs 5%	49939	32902	31530
		998771	658039	630607
	TOTAL YEAR	1048710	690941	662137

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

APPENDIX A

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.

Kansas
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 $171,000 \div 261 = 655$				

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.

APPENDIX B

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 its 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 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 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.

Appendix C

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 <ul style="list-style-type: none"> ✓ 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: <ul style="list-style-type: none"> ✓ 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.

*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 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.

**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* <ul style="list-style-type: none"> ✓ 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: <ul style="list-style-type: none"> ✓ 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 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 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: <ul style="list-style-type: none"> ✓ 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.
<p>*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.</p> <p>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).</p>				

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			
	<p style="text-align: center;">4 Exemplary level of development and implementation</p>	<p style="text-align: center;">3 Full function and operational level of development and implementation</p>	<p style="text-align: center;">2 Limited development and partial implementation</p>	<p style="text-align: center;">1 Little or no development and implementation</p>
<p>Provide community-oriented services* and supports to students.</p>	<p>The school has adopted and implemented community-oriented services and supports to students.</p>	<p>The school has adopted, and is in the process of implementing, community-oriented services and supports to students.</p>	<p>The school is investigating community-oriented services and supports to students.</p>	<p>The school offers no community-oriented services and supports to students.</p>

**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			
	<p style="text-align: center;">4</p> <p style="text-align: center;">Exemplary level of development and implementation</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Full function and operational level of development and implementation</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Limited development and partial implementation</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">Little or no development and implementation</p>
<p>Use data to identify and implement an instructional program that is*:</p> <ul style="list-style-type: none"> ✓ Aligned with State academic standards; ✓ Vertically and horizontally aligned; ✓ Research-based. 	<p>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.</p>	<p>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.</p>	<p>The school is investigating research-based instructional programs that are horizontally and vertically aligned and aligned with State academic standards.</p>	<p>The school's instructional program is not research-based, horizontally and vertically aligned, and/or aligned with State academic standards.</p>
<p>Promote the continuous use of student data to inform and differentiate instruction, such as:</p> <ul style="list-style-type: none"> ✓ Formative assessments, ✓ Interim (progress monitoring) assessments, ✓ Summative assessments. 	<p>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.</p>	<p>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.</p>	<p>The school is investigating different forms of assessment to inform and differentiate instruction.</p>	<p>The school does not use student data to inform and differentiate instruction.</p>

*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.				
<i>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.</i>				

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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 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
Option 3 – District – Management Organization – School Leader	<ul style="list-style-type: none"> ✓ 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
<p>Quality Authorizing - Organizational structures, human resources, and financial resources including the following:</p> <ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ 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.

measures for performance				
✓ Build parent and				

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: <ul style="list-style-type: none"> ✓ 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: <ul style="list-style-type: none"> ✓ 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* <ul style="list-style-type: none"> ✓ 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 21 st 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 21 st 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: <ul style="list-style-type: none"> ✓ 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.

1003(g) SCHOOL CLOSURE MODEL

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
<p>Leadership will devise a plan to address all standards (Leadership, Culture and Human Capital, Curriculum and Assessment, and Professional Development) that could include:</p> <ul style="list-style-type: none"> ✓ 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 	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.

✓ Title I Issues ✓ Records ✓ Fiscal Services ✓ Accreditation Issues ✓ Communication with state				
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Appendix D

ESEA Turnaround Principles

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.

Appendix E
School Leading Indicator Report

USD Number & Name: USD 501 Topeka **Name of School:** Ross School **Grade Span:** **Building Number:**

Indicator	Year 1 (Baseline)	Year 2	Year 3	Year 4
12. Number of minutes within the school year.	68,598			
13. Student participation rate on State Assessments in reading/language arts in mathematics by student subgroup	100%			
14. Students proficient or above in reading	62.2%			
15. Students proficient or above in math	58.9%			
16. Dropout rate	N/A			
17. Student attendance rate	96.4%			
18. Number and percentage of students completing advanced course work				
AP	NA	/	/	/
IB	NA	/	/	/
Early College High Schools	NA	/	/	/
Dual enrollment classes	NA	/	/	/
19. 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	16			
✓ Violent Incidents without injury Exp	0			
20. Truants	4			
21. Distribution of teachers by performance level on the LEA's teacher evaluation system	*			
22. Teacher Attendance Rate	582 absences with 42.5 staff / averages about 13.7 days per teacher.			

APPENDIX F

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.

Appendix G
KANSAS STATE DEPARTMENT OF EDUCATION
Title I 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 planning, 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	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section E: Waivers	<input type="checkbox"/> Yes <input type="checkbox"/> 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.)
<p>Identification:</p> <ul style="list-style-type: none"> • List of schools is missing. • Models have not been identified for each school. 	<p>Identification:</p> <ul style="list-style-type: none"> • List of schools has been provided. • Some models have been identified for individual schools but the list is incomplete. 	<p>Identification:</p> <ul style="list-style-type: none"> • List of schools has been provided. • Models of intervention have clearly been identified that will be implemented for each school.

Points Awarded _____

Comments

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: <ul style="list-style-type: none"> • No evidence of a needs assessment process was provided. • Process does not include all required stakeholders. 	Process: <ul style="list-style-type: none"> • Limited evidence of a needs assessment process was provided. • Limited evidence of consultation with stakeholders regarding the needs assessment process. 	Process: <ul style="list-style-type: none"> • Substantial evidence of a needs assessment process was provided. • Relevant stakeholders were involved in the needs assessment process.

Points Awarded _____

Comments

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: <ul style="list-style-type: none"> • few sources of data are included. • no summarization of the data is evident. 	Summary: <ul style="list-style-type: none"> • three of the listed sources of data are included. • summarization of data is not clear. 	Summary: <ul style="list-style-type: none"> • four of the listed sources of data are included. • a concise summarization of the data is evident.

Points Awarded _____

Comments

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.)
<ul style="list-style-type: none"> No evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention. 	<ul style="list-style-type: none"> Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention. 	<ul style="list-style-type: none"> Clearly analysis of causes and contributing factors to low student achievement and/or need for schoolwide intervention is provided.

Points Awarded _____

Comments

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.)
<ul style="list-style-type: none"> • Needs assessment does not address all academic areas or subpopulations in which the school is underperforming or showing regression • Non-academic needs and associated data are not linked to conditions that impact student achievement 	<ul style="list-style-type: none"> • Needs assessment addresses all academic areas or subpopulations in which the school is underperforming or showing regression • Non-academic needs and associated data are generally linked to conditions that impact student achievement 	<ul style="list-style-type: none"> • 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 clearly and logically linked to conditions that impact student achievement

Points Awarded _____

Comments

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.)
<ul style="list-style-type: none"> Unclear evidence of strengths and weaknesses was provided. 	<ul style="list-style-type: none"> Limited evidence of strengths and weaknesses was provided. 	<ul style="list-style-type: none"> Substantial evidence of strengths and weaknesses was provided.

Points Awarded _____
 Comments

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.)
<ul style="list-style-type: none"> School’s capacity to use school improvement funds has not been addresses or has been minimally addressed. 	<ul style="list-style-type: none"> School’s capacity to use school improvement funds has been addressed. 	<ul style="list-style-type: none"> School’s capacity to use school improvement funds has been clearly demonstrated.

Points Awarded _____
 Comments

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.)
<ul style="list-style-type: none"> Selected intervention model(s) does not address the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> Selected intervention model(s) adequately addresses the needs identified in the school(s)'s needs assessment 	<ul style="list-style-type: none"> Selected model(s) fully addresses the needs identified in the school(s)'s needs assessment

Points Awarded _____

Comments

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.)
<ul style="list-style-type: none">Rationale for model selection is unclear or is not logical	<ul style="list-style-type: none">Rationale for model selection is logical and clear.	<ul style="list-style-type: none">Rationale for model selection is detailed, strong, and directly links the model to the needs assessment.

Points Awarded _____

Comments

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.)
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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.)
<ul style="list-style-type: none"> The application lacks documentation that thorough recruiting, screening and selecting of external providers was done to ensure their quality. 	<ul style="list-style-type: none"> Where applicable, the application describes the recruiting, screening and selecting of external providers to ensure their quality. 	<ul style="list-style-type: none"> Where applicable, the application clearly describes the recruiting, screening and selecting of external providers to ensure their quality.

Points Awarded _____

Comments

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.)
<ul style="list-style-type: none">• Other resources are not aligned with the interventions.	<ul style="list-style-type: none">• Other resources are aligned with the interventions to aid implementation.	<ul style="list-style-type: none">• Other resources are carefully aligned with the interventions to aid implementation.

Points Awarded _____
Comments

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.)
<ul style="list-style-type: none"> Where necessary, changes in practices and policies have not fully taken place where these changes would enable the school(s) to implement interventions. 	<ul style="list-style-type: none"> Where necessary, practices and policies have been modified to enable the school(s) to implement interventions. 	<ul style="list-style-type: none"> Where necessary, practices and policies have been modified to enable the school(s) to implement interventions fully and effectively.

Points Awarded _____

Comments

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.)
<ul style="list-style-type: none">The application does not clearly describe how the reforms will be sustained after the funding period ends.	<ul style="list-style-type: none">The application does not clearly describe how the reforms will be sustained after the funding period ends.	<ul style="list-style-type: none">The application clearly describes how the reforms will be sustained after the funding period ends.

Points Awarded _____

Comments

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.)
<ul style="list-style-type: none"> Provides a vague timeline without delineation of the steps that will be taken to implement the selected intervention. 	<ul style="list-style-type: none"> Provides a timeline for each step the LEA will take to implement the selected intervention. 	<ul style="list-style-type: none"> Provides a detailed timeline delineating each step the LEA will take to implement the selected intervention.

Points Awarded _____

Comments

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.)
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

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.)
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

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:

- 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.)
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Points Awarded _____
Comments

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.)
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

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.)