

Dodge City Middle School
KAMSA Gold Standard
High Performing School

2010

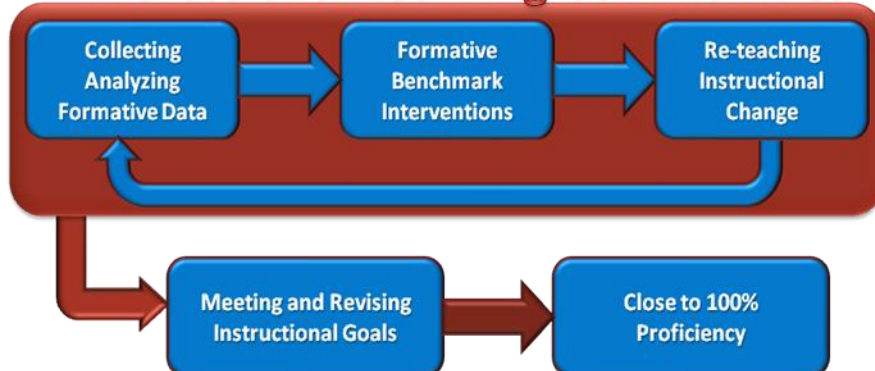
District Improvement Advisory Council Report



Curriculum Alignment



Professional Learning Communities



"Confucius noted that a journey of a thousand miles starts with a single step. While teachers may not be able to address the often-overwhelming problem of low student achievement all at once, they can take small steps that together add up to big improvements over time."

King, Lapka, Scarrow, Algrim, Schaeffer, and Louquet

Dodge City Middle School

4/7/2010

District Improvement Advisory Council

By Greg Springston and Mike King

- A. Quality Performance Accreditation (QPA) requires that each school select an External Technical Assistance Team (ETAT) to provide support/guidance for the school improvement process. ETAT members may not be affiliated with the school but may be affiliated with the district.
- B. DIAC is a required (QPA) processes by which schools from within the district establish a standardized reporting format that is based upon data driven goals through the school improvement planning process. This process requires schools to articulate their school improvement plan based on (QPA) accountability, research and resources that are attached to SMART goals.
- C. Each school is responsible for developing a presentation and articulating their school improvement plan to the advisory council made up of DIAC (ETAT) members from other schools. The process requires (ETAT) advisory council members to generate clarifying questions that check for understanding. The process creates feedback and reflection on the school improvement plan (QPA), giving recommended support to individual schools on their articulated goals and interventions.
- D. Once the process has been completed the school makes the adjustments recommended from the advisory council (ETAT) members which then are presented to the Board of Education.

DIAC Process

Each school develops and implements a School Improvement Plan (SIP). Once per year, each school's School Improvement Steering Committee (SISC) will present their SIP (using structured Protocol) to the District Improvement Advisory Council (DIAC). The building principal, along with their DIAC team is expected to participate in ALL DIAC presentations; either as a reporting school ("Inside Circle") or by providing feedback ("Outside Circle") DIAC provides a process for in-district collaboration and support for building School Improvement Plans. This is an opportunity for schools to learn from one another and to use DIAC as a sounding board for their school improvement efforts.

DIAC Protocol:

STEP 1: (15 minutes) Presentation:

Inside Circle (2-3 people from the School Improvement Team, SIT) describes their School Improvement Plan by answering the following:

1. Why they developed this focus for school improvement in your building?
2. How they ensured that they are making "windshield" adjustments rather than "rear view mirror" response?
3. How 21st Century School Standards been implemented in their plan?

STEP 2: (4 minutes) Clarifying Questions:

District Improvement Advisory Committee (DIAC) asks clarifying questions of the SIT: These are questions that have brief, factual answers. (Facilitator helps the group to stay on track with this as sometimes people want to ask voyeur type questions to satisfy their own curiosity.)

STEP 3: (4 minutes) Silent Reflection:

During this time, members of the outside circle use the tuning protocol itself to jot down thoughts in each of the categories:

- Reflective questions
- Strong points relative to the presentation
- Red flags relative to the presentation
- More choices

Also during this time, the inside circle jots down thoughts on the tuning protocol but only in the categories of

- Red flags
- Leverage points

STEP 4: (9 minutes) Outside Circle feedback:

The outside circle provides feedback from each category of the Feedback Protocol while the inside circle listens silently (very hard to do!)

STEP 5: (8 minutes) Inside Circle Reflection, (out loud)

The inside circle reflects out loud on the feedback, the outside circle listens quietly (also very hard to do!)

This DIAC report is built on two foundational premises to support the convergent idea of giving every student an opportunity to learn.

- The first premise is constructed on the idea that certain strategic practices must be applied to further develop the local curriculum in terms of establishing a minimum guaranteed curriculum” for each grade level, unpacking the curriculum by breaking down specific indicators into component parts, and building a blueprint for benchmark formative assessments.
- Secondly, there must be built into the process a means where teachers have the opportunity to function collaboratively in Professional Learning Communities that provide instructional interventions

Dodge City Middle School SMART Goals

- **SMART Goal: Reading:** By Spring 2010 all students and all subgroups will meet or exceed AYP Reading target of 79.8 and/or achieve safe harbor status.
- **SMART GOAL Math:** By Spring 2010 all students and all subgroups will either meet or exceed AYP Math target of 77.8 and/or achieve safe harbor status.
- **SMART Goal Affective:** During the 2009-2010 school year, we will decrease the number of gang-related offenses by at least 10% from the previous year.



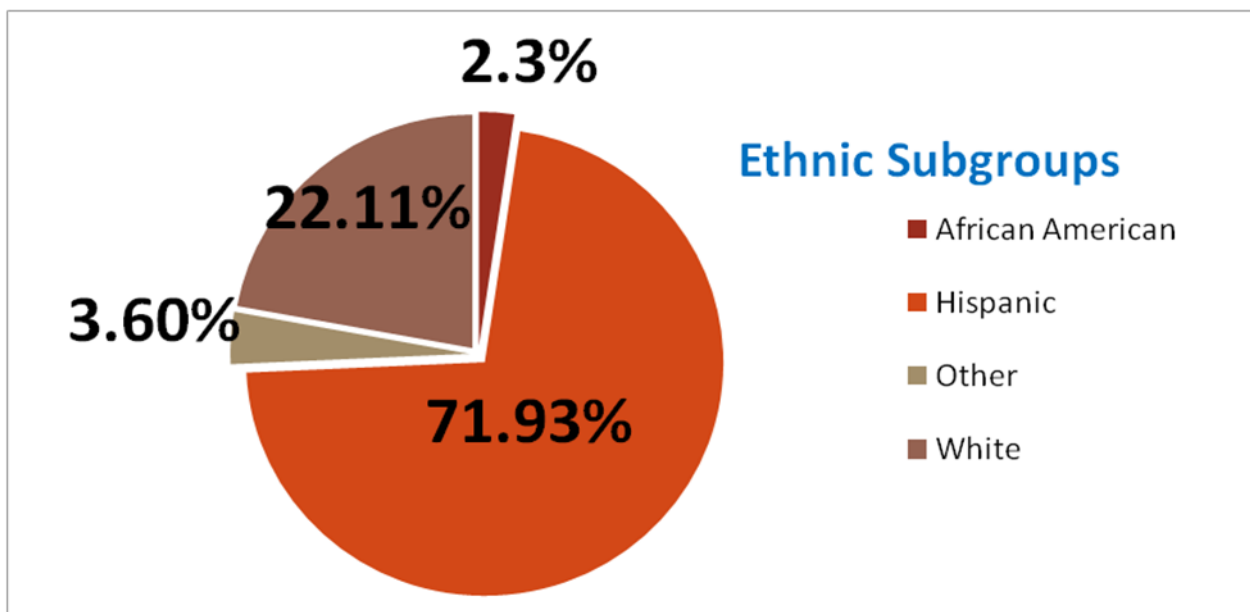
Professional Development

School Demographics and Professional Development

By Sarah Schaffer

There has been gradual but continuous shift in the demographics of Dodge City Middle School in recent years. You will see that our largest ethnic subgroup is Hispanic students at nearly 72%, our white student population is 22% with the remaining population being our African American, and students of other nationalities. The demographic shift has been a driving force in differentiating our instructional practices and the basis for intervention program. As our student population changes so does our curriculum planning, professional development and instructional practices. We believe that our school reflects the needs of the students who attend.

School Demographics



African American, 19.00 out of 805.00, (2.36%).

Hispanic, 579.00 out of 805.00, (71.93%).

Other, 29.00 out of 805.00, (3.60%).

White, 178.00 out of 805.00, (22.11%).

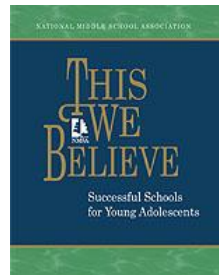
Middle School and Professional Development

Our MTSS pyramid is built from the ground up and it starts with professional development. Professional development at Dodge City Middle School reflects the desire to make sure that all stakeholders understood and are able to implement the characteristics of an exemplary middle school. (See [Appendix: A-1 Response 2 Intervention](#))

When Dodge City Junior High became Dodge City Middle School, little changed other than the name on the outside of the building. Over the years the staff of DCMS have worked extremely hard to incorporate the principles of an exemplary middle school. Cross curricular teams have been established and common planning time is scheduled for each team. This year the staff at DCMS began an in-depth study of the sixteen characteristics of an exemplary middle school. Last spring, the staff and administration of Dodge City Middle school decided to sit down to discuss professional development at DCMS. The clear consensus was that we needed to examine each characteristic of middle level education as. (See [Appendix: A-2 Sixteen Characteristics](#))

The adolescent learner has unique educational needs and the professional development of our school must focus on those needs. Teacher training programs rarely address middle level needs and so it is incumbent on us to be make those in-service opportunities available to our staff.

We began with a book study of “This we believe.” This document outlines the Sixteen characteristics and addresses the unique learning needs of adolescent students. (See [Appendix: A-2 Sixteen Characteristics](#)) Every staff member received a copy and discussions were held in team meetings to go over each of the characteristics.



After reading the book study the entire staff completed the National Middle School Association Toolkit; a comprehensive survey that examines how we view our school in comparison to the exemplary model. (See [Appendix: A-2 Sixteen Characteristics](#))



The survey results drive the professional development plan for DCMS and the data showed that we should concentrate our resources on teaming, interdisciplinary teaching and student advocacy. (See [Board Packet II: NMSA Toolkit, School Improvement Survey](#))

Jack Berckemeyer and Dr. Neila consultants for the National Middle School Association were contracted to facilitate professional development at the school. The emphasis of these sessions was effective teaming, interdisciplinary teaching and student advocacy.

Teaming strategies have already shown measureable improvement in mini-test scores. Teaming approaches have improved markedly; teams are planning interdisciplinary units. Topics for instructions are aligned with curriculum standards and have been enriched with cross curricular work and creative planning.

In April consultant David Shepard will visit the middle school to help the staff evaluate the current year’s activities and make plans for next year.



Parent Involvement and Gang Behavior Intervention

By Pam Algrim

We have made some considerable movement towards the goal of becoming an exemplary middle school. Room remodeling and assignments have been driven by the middle school model and next fall a student advisory program called Homebase will be implemented.

In order to obtain feedback, our staff also took a 15 question survey focusing on this year's professional development. The survey information is included in your packet as well as further evidence of how this year's professional development has positively affected our school. There is too much information to cover in this short segment, so we encourage you to read through some of those statements from individuals and teams. ([See Appendix: A-2B Staff Professional Development End of Year Survey](#))

Affective Goal

- During the 2009-2010 school year, we will decrease the number of gang-related offenses by at least 10% from the previous year.

Our purpose is straightforward. We care about our students and we are serious about prohibiting the activities of gangs and other organizations that engage in unlawful behavior in Dodge City Middle School. We do not tolerate behaviors or actions that are a threat to the safety, security and learning environment that we have worked hard to develop in our school.

As a result of this thinking, we created the DCMS Proactive Gang Intervention Plan. As you can see, we have implemented several preventions, including the September Staff Gang Awareness Training, the 2-day Student Gang Awareness Presentation, the October Parent Academy on "Gangs & Bullying," and the 8 week Choices program for early prevention. ([See Appendix: A-2C Preventions & Interventions List](#))

The Interventions include students being placed on gang-related contracts due to gang-related referrals from the previous year, monthly mandatory Parent Education & Training Meetings conducted by DCPD at the school and home visits by DCPD for parents who are unable to attend those required meetings.

The Intervention data shows that we have indeed made vast improvements in this Affective Area. ([See Appendix: A-2B Affective Intervention Data](#))

Parent involvement is at an all-time high in our building. This includes frequent parent & team intervention meetings, our regular Site Council and new this year, our PALMS Site Council, which is intended to increase ESL parent involvement. ([See Appendix: A-2D Parent Involvement Programs](#))

The Parents Academy Program's purpose is to strengthen communication and connection between middle level students, their parents and the school. This academy focuses on the important relationships built as well as the related interventions in the middle school child's development. Academy topics covered include: 8th Grade Explore and College Parent Awareness Night; Gang & Bully Prevention; The Blending of Cultures; Study Island; Fitness Night and "The Silent Epidemic."

Our school's website also provides more detailed information about the Parent Academies. Our Site Council Agendas and school newsletter are also posted.

Response To Intervention

Response To Intervention

By Mike King, Lisa Scarrow, Debbie Lapka and Lora Louquet

At Dodge City Middle School we view response to intervention (RTI) as an essential method of integrating instructional and assessment components into an effective prevention system. RTI provides our school with a method to systematically monitor students' academic and behavioral progress to make data-based instructional decisions. This model, with its associated elements of screening, progress monitoring, and tiered instruction (utilizing universal, secondary, and tertiary interventions), has the potential to enhance student achievement and to reduce the prevalence of reading and math disabilities. Additionally, RTI holds promise that disproportionally in special education may be effectively addressed by integrating proven models for RTI with Early Intervening Services (EIS) for minority students who are not progressing in the general education curriculum.

At Dodge City Middle School interventions are designed for those students who may be one or two standard deviations below the mean (Tier III) according to the results of standardized testing or for those students who are a year below grade level (Tier II). Often the regular classroom teacher can address specific learning difficulties, but regular progress monitoring through a Student Intervention Team (SIT) is needed to keep track of the student's learning difficulties. Students usually participate in a grade-level program with additional support through various Tier II and III extended learning time. Some students are assigned foundational programs in tier II or Tier III reading or math while Tier I students are assigned an additional class period through a before- or after-school program to master difficult content. Tutoring through the use of Para-professionals and small-group work are also effective. ([See Appendix: A-1 Response to Intervention](#))

Student Intervention Team

The SIT team made-up from the core instructional team determines the amount of additional instructional time needed and what intervention strategies to use. Instructional coaches provide additional enrichment instruction support in background knowledge, prerequisite skills, and concepts, more opportunities for vocabulary development, and additional practice on concepts and skills taught in the lesson. ([See Appendix: A-3 Student Intervention Team \(SIT\) Process](#))

TIER ONE INTERVENTIONS

The next layer of the pyramid is Cognitive Development. It is within this layer that our math and reading goals are addressed through a 3 tier model.

Tier I is our core classroom curriculum. Using instructional strategies such as Sheltered Instruction, flexible grouping, targeting specific skills through pacing guides, classroom teachers will be able to meet instructional goals. Ongoing mini assessments in this tier are designed to meet the needs of the general student population.

If teachers see that a student's needs are not being met within the first tier, a referral is made to the Intervention Coordinator so the intervention process can begin. The first level of this process is an intervention that can be done within the framework of Tier I or the general curriculum such as: modifying assignments, during team tutoring, before or after school team study, etc. If the student is still not successful with Tier I instruction and intervention the team will look at moving the student to a Tier II intervention class.

Intervention and Enrichment

The SMART Advisory (School Math and Reading Time) program allows teachers to work one-on-one with students to improve their specific academic deficiencies, thereby reducing the number of students at academic risk in school. A 30-minute time period is available during SMART time on Monday through Fridays for those students who need re-teaching opportunities and individualized instruction in reading and math. SMART time will be held during the second and third quarters of the school year for Tier II interventions. Since the re-teaching and tutoring are delivered by the student's own core subject teachers, the decision on SMART placement is based on the second and third quarter benchmark assessments and the Kansas State Assessments in reading and math.

TIER TWO INTERVENTIONS

Tier II interventions provide specific instruction aligned to reading and math standards. Students are enrolled in this intervention class for 9 weeks with the goal of making significant progress that will allow the student the opportunity to work themselves out of this intervention class.

At the end of a 9 week placement if the team finds the Tier II intervention class is not successful the student may be placed in a Tier III intervention.

Tier Two (II) Intervention Labs (KMAC and KRAC)

Tier II intervention strategy will include the KMA/KRA intervention labs and the after school program. KMA/KRA is a Tier II course that provides specific instruction for reading/math (Study Island) and math/science (BAIP - Blending Assessment with Instructional Program) Kansas indicators. Students who do not meet the overall criteria for Tier III are grouped by nine weeks based on their previous year's performance who are approaching standards. The standards pacing guide is another criteria used to determine student placement students into the program as it relates to what will be taught during a nine week period. The focus of instruction will be on researched based practices that engage students through hands on activities, projects, and technical labs. Any student that scores a 59% or below on the state assessment in specific math and /or reading standards and are not currently placed in a tier three program are given the opportunity to take advantage of this nine week course.

Blending Assessment with Instruction Program (BAIP)

The Blending Assessment with Instruction Program (BAIP) aligns Kansas's mathematic curriculum standards into instruction that supports teaching and learning. BAIP is based on the logic that students learn best in an environment where assessment and instruction are blended to support teachers and engage students. The program provides teachers with high-quality instructional resources aligned with curriculum standards and timely access to student performance data. The program provides three sets of Web-based resources for students and teachers in grades 3 through high school that are based on Kansas mathematics standards and indicators.

FASTT Math Fluency and Automaticity through Systematic Teaching with Technology

FASTT Math, which stands for Fluency and Automaticity through Systematic Teaching with Technology, delivers individualized instruction and practice that helps students develop automatic recall of basic math facts from numbers 0-12. Computer-based, customized practice activities and worksheets help students achieve math-fact fluency. In addition, the *Fact Fluency Foundations Guide* provides instruction in number sense and operations for those students who lack a foundation in basic math concepts. FASTT Math will not be part of the regular math classroom curriculum, but will monitor student's progression. FASTT Math will be utilized in the Connect classrooms. FASTT Math is exercised by Tier I, Tier II and Tier III students.

- FASST Math Daily (10 Minutes) (10 Minutes Every Other Day in Connect) Average 20 Minutes Weekly

Study Island

The content on Study Island is written from state standards. The program gives diagnostic, formative and summative results to teachers and administrators. In addition, it allows for an assessment feedback loop, reinforces learning through practice, motivates students, supports mastery, and uses a web-based platform.

Study Island allows students to practice and to build skills over time toward mastery. Students can practice math, reading, writing, science or social studies. Once students are connected to the online program, they choose how many questions they want to answer. If they are not familiar with an indicator or standard, basic lessons are available. When they begin their session, they receive immediate feedback for their answers. Students and teachers can see the progress in any subject and/or indicator on the computer screen.

This supports the research from the report that says that the best feedback encourages students to keep working until they succeed and tells students what they know about the target knowledge instead of telling how they did in comparison to others.

Research also recommends that teacher assess students in ongoing classroom assessments called Formative Assessment. Not only do students receive immediate feedback when working, teachers can keep track of student performance at any time as well. How teachers use this assessment data to change teaching practices and for remediation is the key to helping students. In addition, the reports offer diagnostic data to show student weaknesses and summative data that shows their mastery of indicators or objectives.

Tier II After School Program

The After School Tutoring program is also available for KMA/KRA students and is designed to provide individual tutoring for students who are identified as academically at-risk in one or more of their core subjects. The normal term of placement for this type of program is ten days, depending on individual student needs. It also makes available tutors who specialize in the various core curriculum areas. The tutoring aspect of this program is important because at-risk students learn better through one-on-one instruction.

TIER THREE INTERVENTIONS

Tier III intervention classes of Read 180 and Do The Math diagnose student deficiencies and provide interventions that allow teachers to target those specific needs. These classes are a double block or 84 minutes each day and provide a student with an individual intervention program created for their needs specifically.

Tier Three (III) Assisted Learning Center

The Assisted Learning Center will use new reading and math developmental approaches to enhance basic skill attainment. The use of Read 180 and Do the Math foundational approach will allow our teachers to further diagnose student deficiencies and provide intervention to target those specific deficiencies. The Assisted Learning Center allows students to enter the intervention lab for eighty-four minutes per day and begin their own individual intervention program under the supervision of a highly qualified teacher. The Read 180 (System 44) and Do the Math along with BAIP intervention approach to learning provide students with immediate correction and constant reinforcement. It also provides continual evaluation of student performance and keeps records of student progress.

READ 180

Read 180 is an intensive, year long, reading class combining research-based practices of reading instruction with the most effective use of technology in the classroom. READ 180 offers students and opportunity to achieve reading fluency through a combination of computer and individual instruction, modeled, and independent reading components. The computer portion of the program works students through reading, spelling and word recognition. Students are placed in READ 180 based on teacher recommendation, student reading inventories (individual student lexiles or reading level) and state reading assessments

Blending Assessment with Instruction Program (BAIP)

The Blending Assessment with Instruction model is based on the logic that standards based assessment must be aligned with curriculum standards and integrated with instruction. Students can only be expected to demonstrate effective performance if they are provided an opportunity to learn in an environment where assessment and instruction are blended in a way that supports teachers in their decision-making and systematically engages students. BAIP has been designed to, first and foremost, benefit students through providing their teachers the instructional resources and timely access to students' performance data that they deserve to have available in a routine manner.

- BAIP lessons are tied to state indicators and developed for integration into instructional programs.
- BAIP tutorials are related to state indicators and are designed to provide independent learning experiences to assist students in learning the associated skills and concepts.
- The BAIP management system provides teachers with immediate student performance data on BAIP tutorials and quizzes.

Do The Math

Do the Math is a two hour course for students who are two years behind their grade level expectations. Students will receive both foundational and regular math assistance. Do The Math gives students who have fallen behind the chance to catch up and keep up. Focusing on Number and Operations, the cornerstone of elementary mathematics, the program teaches students the basics of math—computation, number sense, and problem solving. Do The Math helps students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems. Students are placed in Do the Math based on teacher recommendation, student math inventories, and math test scores

FASTT Math

FASTT Math employs a proven approach called “expanding recall” to help students move newly acquired math facts from working to long-term memory. No more than three new facts are introduced during any given 10-minute session. Students practice holding new facts longer and longer in working memory until they make the leap to automatic retrieval. Developing automatic recall of basic facts provides the foundation needed for later development of higher-order math skills.

- FASTT Math (10 Minutes Daily) (10 Minutes Every Other Day in Connect)
- FASTT Math for Tier II and Tier III students (Average 60 Minutes Weekly)

NEWCOMERS SYSTEM 44

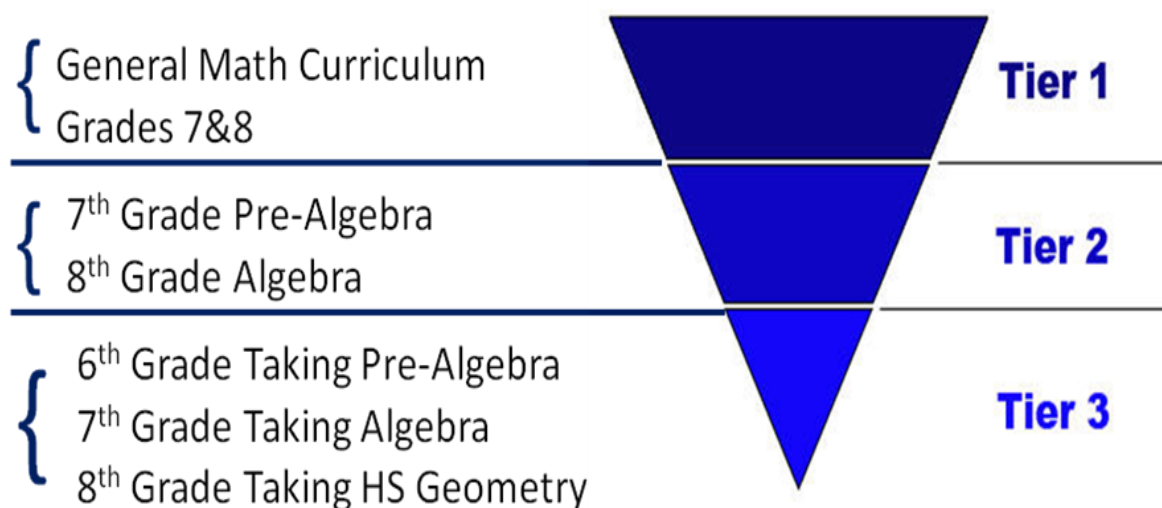


System 44 is designed for our most struggling readers. System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters. The program begins with a computer-based screening and placement that ensure the students are placed at the right level. Like **Read 180**, System 44 instructional model is set up on an 84 minute block of time with ten minutes in whole group, 60 minutes for small group, and finish with 10 minutes in whole group for a review. The difference is that in Read 180 the teacher leads the instruction and in System 44, the computer leads the instruction.

Enrichment

The same 3 Tier model is used to address the needs of students needing enrichment at DCMS. We have specific interventions in place that support the students who are excelling in grade level course work and need interventions beyond the Tier I curriculum.

DCMS Math Enrichment Progress Chart



| Year | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | |
|-----------------------------|-----------|-----------|-----------|-----------|--|
| 6 th Pre-Algebra | 0 | 0 | 2 | | |
| 7 th Algebra | 2 | 12 | 19 | | |
| 8 th Geometry | 0 | 2 | 10 | | |

Quality Performance Accreditation

Quality Performance Accreditation (QPA)

By Mike King

New regulations for Quality Performance Accreditation went into effect on July 1, 2005. To help ensure that we are able to navigate the new system, there are some important explanations of the new criteria along with further explanation of how the accreditation decision for our school will be achieved. ([See Appendix A-4 and A 4B - DCMS QPA Progress Chart](#))

- **School improvement plan:** "multi-year" school improvement plan, length determined by the school (or district), no state review.
- **Visiting team and visits:** "external technical assistance team" selected by school; not affiliated with school; school determines number of reviews. ([See DIAC Definition Page 2 of this report.](#))
- **Assessments:** State assessments, local assessments aligned with state standards plus participation rate, attendance rate, graduation rate. (high schools)
- **Levels of accreditation:** Accredited, accredited on improvement, conditionally accredited, not accredited.
- **Accreditation cycle:** Annual - determined by assurances on annual report and AYP/state assessment data.

Attendance rate of 90% or higher in all subgroups which include: Free and Reduced, Students with Disabilities, ELL, Hispanic and White. Current attendance rate at DCMS is 95.67%)

Reading: Meet the state target score of (83.7% of our 8th grade must make a 64% or above) and (83.7% of our 7th grade students must make 63% or more) on the reading test.

Math: Meet the state target score of (82.3% of our 8th grade must make a 58% or above) and (82.3% of our 7th grade students must make 56% or more) on the reading test.

On QPA "Expected Gains," we have to make a 10% gain in the non-proficient areas which is all student who are scoring below in the two categories of "Approaching Standards" and "Academic Warning."

Example, in 2009 we had 23.1% of our students that scored below the "Meets Standard" mark in 7th and 8th grade reading. This year we will need to have 13.1% of our students score at the "Meets Standard" category in all subgroups.

Example, in 2009 we had 43.7% of our students that scored below the "Meets Standard" mark in 7th grade math. This year we will need to have 33.7% of our students score at the "Meets Standard" category in 7th grade math in all subgroups.

Example, in 2009 we had 40.7% of our students that scored below the "Meets Standard" mark in 8th grade math. This year we will need to have 30.7% of our students score at the "Meets Standard" category in 8th grade math in all subgroups.

The results of our success are determined from the continual support of our Tier II and Tier III intervention programs by not allowing students to fall below the "Meets Standard" category.

Curriculum Alignment

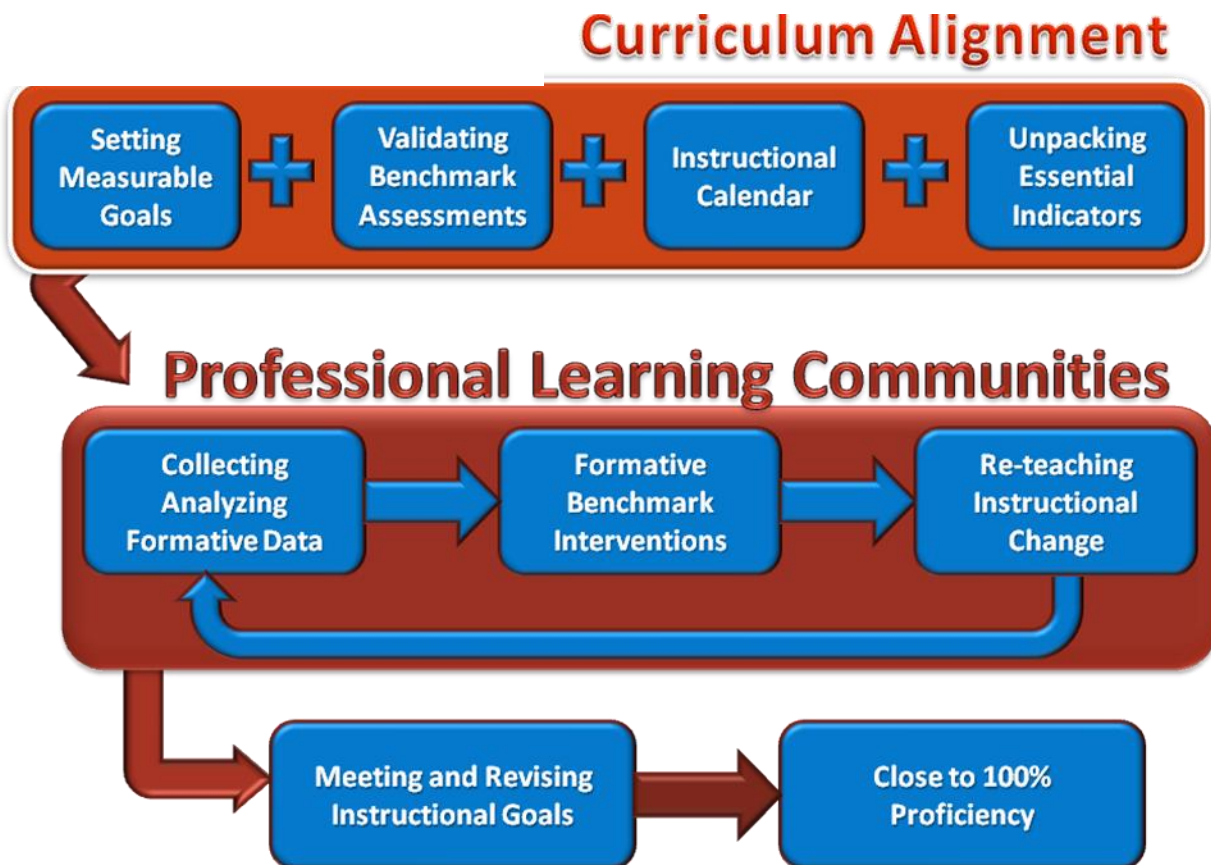
The Importance of Curriculum Alignment

By Mike King and Lisa Scarrow

"To succinctly understand the development, alignment and delivery of curriculum it is important to first have a deeper perception of how we learn, especially when we are articulating high stakes standards and formulating future assessment strategies."¹

Under the new standards of the No Child Left Behind Act, effective schooling is assessed by judging whether classroom or schooling process are related to the intentions of the state in terms of curriculum delivery. School districts or individual schools now caught with a curriculum guide and a state test that are not carefully matched to each other are in great trouble as they report their effectiveness to both the state and their communities. Now more than ever, it will be important for schools to grasp the idea of alignment to state standards. It will be a critical factor to school effectiveness reporting and should be noted that it will be impossible for teachers and schools to be found effective if they teach one thing and find the students tested on another. If students are to take a test that will be used to judge the schools effectiveness then students must have the opportunity to learn what it is that is on the state assessment.

Sensible discussion of effectiveness cannot be measured unless the skills and knowledge of instruction are convergent to the desires and responsibilities of teachers to give each child an opportunity to learn the skills desirable. Any state achievement test used as an indicator of school effectiveness must be linked logically to the curriculum that is delivered. The meaning of an opportunity to learn is when students are successfully engaged in task that is related to skills they will be assessed on in the future.



Curriculum Unpacking

Unpacking essential standards provides an effective way to address the appropriate rigor of essential indicators in the classroom. Rigor is defined as delivering a curriculum to a heterogeneous group of students at the correct level of complexity and difficulty. By unpacking essential standards it is easier for the classroom teacher to provide a clarity of focus on the issues of meaningful concepts. For classroom teachers, clarity of focus is communicating academic expectations in terms of required knowledge, prerequisite skills needed to obtainment of an essential standard. Unpacking essential standards also includes the students level of cognitive processes necessary in terms of a taxonomy of hierarchal understanding; depth of knowledge.

Unpacking essential standards requires a template that articulates certain understandings of the curriculum through written statements identifying first the essential performance objective. The essential performance objective provides an operational definition in behavioral terms. (See [Appendix A-5 - Unpacking Template](#)) Secondly, essential performance standards contain verbs and nouns that describe an observable student response. Verbs describe types of skills or responses needed to obtain the essential standard and are only intended to be a sample of performance skills that might be considered for unpacking the standard. While the nouns are representative of the concepts needed to achieve the standard. To ensure clarity of focus on the essential standard must be unpacked into smaller definitions of understanding that include concepts, skills, and knowledge.

If the goal of education is to increase the frequently of students to apply their knowledge to new situations then the introduction of "Big Ideas" are essential to providing rigor to the standard. Big Ideas are constructed around ways that knowledge can be transfer from one concept to another. Big Ideas is a way the teacher captures or distributes knowledge to ensure its availability for future use. For example, biology teachers want their students to understand the genetic mechanisms underlying heredity, not simply how pea plants look. A successful educational practice in this case would enable students to take genetics knowledge learned in the context of peas and apply it to dog breeds or human traits. This focus on acquiring transferable principles is well justified because the same principle often is relevant to different domains within other essential standards. Thus the third element in unpacking the curriculum would include a template statement of "Big Ideas" or "How do students use what they learn in one context and apply it to another?" In essence, "Big ideas" are the ideas that teachers want students to retain when transferring knowledge from one essential standard to another.

Another important element of unpacking the curriculum is to determine the essential questions for each standard. The essential question helps the instructor probe for student understanding in terms of learning recall and to provide evidence that the student has learned the material through application. For example, instructional standards related to an overall goal of understanding linear equations in a formative diagnosis of student learning might include the following essential questions:

- What are linear equations?
- How can we use linear equations in the real world?

Instructional Calendar

The instructional calendar is an established timeline developed for the purpose of identifying what essential indicators will be addressed, when these essential indicators will be taught, the dates for each formative benchmark assessment to occur and the selection of intervention dates for re-teaching. The central purpose of the instructional calendar is to ensure consistency of an instructional framework by defining the timing of lessons on specific indicators from classroom to classroom. At the end of each benchmark period teachers give the same formative benchmark assessment to students in a specific grade level content area. Thus, the instructional calendar gives teachers a timeline or point of reference for the teaching of all essential indicators that are assigned to a benchmark period which allows for a point of reference in the assessment of individual student mastery.

The instructional calendar also provides a framework for teachers to move through the curriculum by defining the timing of core lessons on specific indicators and then re-teach enrichment intervention lessons on the same indicators to check for tertiary mastery. Tertiary mastery is giving a student additional time to master an essential indicator through enrichment assignments and then reassessing the learning.) The 2010 - 2011 instructional calendar for Dodge City Middle School is as follows:

First Mini Assessment: (August 19th through September 16st) - Mini Test I – September 17th

- After School Session I: Start September 27th and Post Test October 7th

Second Mini Assessment: (September 20 through October 14th) - Mini Test II – October 15th

- After School Session II: Start November 2nd and Post Test November 13th

Third Mini Assessment: (October 19th through November 16th)- Mini Test III – November 17th

- After School Session III: Start November 29th and Post Test December 9th

Fourth Mini Assessment: (November 22nd through December 14) - Mini Test IV – December 15th

- After School Session IV: Start January 5th and Post Test January 13nd

Fifth Mini Assessment: (December 21st through January 28th) - Mini Test IV – January 21st

- After School Session V: Start February 14th and Post Test February 24th

Building a Blueprint for Benchmark Assessments

Benchmark assessments are designed to provide information on standards of mastery for the purpose of guiding instruction. The utility of benchmarks is affected not only by the extent to which they are useful in guiding instruction, but also by the extent to which they can effectively forecast standards mastery on statewide tests. At Dodge City Middle School benchmark formative assessments are used to indicate those standards that have been mastered and those standards that have not been mastered following instruction. The use of benchmark formative assessment results are used to plan and implement interventions aimed at promoting mastery of selected standards as outlined by the instructional calendar.

At Dodge City Middle School we recognize that the effective forecasting adds utility or purpose to benchmark assessments because it increases the information available to guide instruction toward standards mastery on statewide assessments. We also recognize that if benchmarks are to be used in forecasting, it is important that these instruments be reliable and valid. That adequate levels of reliability are essential to obtaining adequate validity. Validity is supported to the extent that benchmark formative assessments are related to other measures of student achievement. An unreliable test is not adequately related even to itself.

In order for our school to use benchmarks formative assessments effectively to forecast standards mastery, the formative benchmarks assessments will need to be designed to correlate significantly with statewide assessments. It will be our goal in the near future to establish true validity and reliability of alignment between benchmark assessments and state wide assessments.

Collecting and Analyzing State Summative Data

During the month of August, at the first PLC meeting of the school year, teachers are presented the previous year's summative assessments to improve student learning. From this data PLC teams are able to get relevant summative test information out of district data management and analysis systems (student information systems, data warehouses) to determine baseline analytical information. Access to the raw data from the student information systems, data warehouse is crucial, because teachers are in need of more detailed data, or want data presented in different ways, than state paper reports typically provide. Once classroom teachers have access to the baseline information, they work as subject teams to select key indicators of success for their classrooms. Most importantly, building-level instructional coaches are active in helping teachers identify key indicators of classroom success, assist in appropriately analyze individual subject matter data, and then turn identifiable data into strategic pedagogical interventions. (See [Appendix: A-6 Data Analysis Worksheet](#))

Setting Measurable SMART Goals

Next year as part of our school improvement plan we will develop measurable goals for individual indicators for each of the core content areas (math, science, reading, and social studies) in both grades seven and eight. This process of developing core content based SMART goals will occur after key summative indicators of classroom success have been identified, by teachers using the baseline data to identify mastery levels and learning needs of classes, demographic subgroups, and individual students. This process enables our core instructional teachers to have a good sense of where their students are at the beginning of the year and have measurable goals for where they want their students to be at the end of the year. (See [Appendix: A-7 Content Analysis and A-8 Data Driven Decision Making](#))

SMART goals will be used to set measurable year-end instructional goals, which serve as meaningful targets to guide pedagogical strategies. SMART is an acronym that stands for Specific, Measurable, Attainable, Results-Oriented, and Time-Bound. An example SMART goal might look something like the following:

The percentage of seventh grade students scoring at Level 3 or higher on the state mathematics test will increase from 64% in Spring 2010 to 82% in Spring 2011.

Focus areas for improvement

1. Number sense
2. Computation
3. Measurement

In establishing SMART goals at the beginning or end of the school year will help our school to recognize that formalized goal-setting can lead to improved student learning outcomes. All SMART goals created by PLC teams will have the following six components (with example language from the SMART goal above):

1. A measurable baseline (64%);
2. A measurable target (82%);
3. A specific time frame (Spring 2010 to Spring 2011);
4. Specificity about what is being assessed (percentage of third grade students scoring at Level 3 or higher);
5. Specificity about the method of assessment (the state mathematics test); and
6. Focus areas that guide future action needed to reach the learning target (number sense, computation, and measurement).

Inclusion of these six components will ensure that SMART goals meet the criteria represented by the acronym. SMART goals can then be used with common assessments, teacher-made rubrics, and end of the quarter mini assessments as well as with end of year Kansas state assessments. (See [Appendix A-8 Data Driven Decision Making](#)) PLC content specific goal-setting will address instructional areas that are both important and strategic. Remembering the Pareto Principle that 20% of activity causes 80% of results is critical at this stage of the data driven decision process. Evidence from successful data-driven schools shows that strategic focus and success in a couple of key areas commonly carries over and alleviates other instructional and behavioral concerns as well.

Professional Learning Communities

Professional Learning Communities

By Lisa Scarrow and Mike King

Professional Learning Communities (PLC's) at Dodge City Middle School utilize their instructional expertise to identify key formative indicators of success that can be used to measure student progress during the school year. They also use a data warehouse (FileMaker Pro) to collect, organize, analyze, and report that data to students, parents, administrators, and other teachers. (See [Appendix A-9 Parent Reports](#)) Other key skills of Professional Learning Communities include knowledge of relevant assessment literacy concepts (in order to appropriately interpret formative assessment data), the ability to engage in root cause analysis to identify appropriate instructional interventions, and the capacity and willingness to work effectively with other staff on shared instructional problems and solutions.



Collecting and Analyzing Formative Data

At Dodge City Middle School we realize that too many school systems are focusing on summative baseline data because of NCLB and are realizing only later that a primary reason they are not obtaining desired results is because they lack a feedback loop that allows teachers to receive information, before the end of the school year, about the success or failure of their instructional interventions.

Next year we will continue the process of administering mini assessments every four weeks to check student progress on instructionally delivered indicators. The use of frequent formative assessments is a benchmark to the progress of students are making *during the school year* toward those year-end goals. Simply using baseline data to set measurable year-end goals, without also implementing a system that allows for frequent analysis and adjustment of instructional and organizational practice, is not likely to result in significant improvements in student learning. Effective formative assessment practices, implemented during the school year, have been shown to be a powerful mechanism for improving student learning. Research meta-analyses have shown that good formative assessment has a greater impact on student learning, and on achievement gaps, than any other instructional practice (see, e.g., Black & Wiliam, 1998).

To realize the instructional power of formative assessment practices, teachers will use team time to meet regularly and frequently to have collaborative, data-based discussions about student progress. During these meetings, team leaders, instructional coaches, assistant principals along with other team members will identify emergent patterns from the formative data and discuss what the data tell them about students' progress toward year-end learning goals. This will allow instructional teams to collaboratively identify appropriate instructional interventions that can be implemented during the next instructional cycle and collectively commit to implementing those interventions. These tier two interventions in will occur by providing extended time for students to work on specific indicators in our after school program, or during the KMAC (Kansas Math Assessment Course) or the KRAC (Kansas Reading Assessment Course).

Team Formative Benchmark Interventions

The purpose of formative benchmark interventions is to increase, improve, and/or enhance the performance of students who have demonstrated low performance on a essential indicator through a benchmark assessment. Benchmark interventions are designed to provide additional instruction or "re-teaching time" through enrichment activities to ensure concept mastery. As a part of building a stronger foundation for post benchmark interventions portions of team time will be devoted to intervention lesson planning which will provide enrichment lessons to ensure that students are moving toward proficient and advanced performance on essential indicators.

Next year as a part of our school improvement process, students who enter the two week after-school program or (Homebase Intervention) are assessed with a second common formative benchmark assessment at the end of nine days of lessons on the specific essential indicator. Additionally we will have to determine provisions for those students who do not demonstrate proficiency or mastery of the standard on the second formative benchmark assessment and how these students will be assigned to tutoring for additional assistance. Our instructional calendar is tentatively set for a two week intervention period being held one week following every formative benchmark assessment.

Making Instructional Changes

At Dodge City Middle School, we believe that collaboratively we can have powerful impacts on student learning. We recognize that we can make a difference and are strategically and intelligently redesigning instructional and organizational practices to support student learning, so that we can close achievement gaps and succeed in this new era of accountability. We also recognize that data analysis is meaningless if it does not result in meaningful instructional change. To be effective in the teaming process we must be able to use summative and formative assessment data together to implement strategic, targeted, focused instructional interventions to improve student learning.

To ensure that our students are successful under the terms of NCLB we must provide meaningful interventions that are aligned with state standards and district curricula as well as content-specific, developmentally-appropriate best practices. To ensure our success core curriculum teachers will continue their work with curriculum coaches to identify effective, grade-level instructional practices for their subject areas.

Resources

- Bernhardt, V. L. (2004). *Data analysis for continuous school improvement* (2nd ed.). Larchmont, NY: Eye on Education. [available at <http://www.eyeoneducation.com>]
- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-148. [available at <http://www.pdkintl.org/kappan/kbla9810.htm>]
- DuFour, R., Eaker, R., & DuFour, R. (Eds.). (2005). *On common ground: The power of professional learning communities*. Bloomington, IN: National Educational Service. [available at <http://www.nesonline.com>]
- Schmoker, M. (1999). *Results: The key to continuous school improvement* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. [particularly pages 1-55; available at <http://shop.ascd.org>]
- Supovitz, J. A., & Klein, V. (2003). *Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement*. Philadelphia, PA. [available at <http://www.cpre.org/Publications/AC-08.pdf>]



At Dodge City Middle School we take pride in being proactive in identifying at-risk students. We recognize that if at-risk students are not identified early and provided with the necessary assistance and intervention, they develop habitual behaviors that are difficult to change. At-risk students are defined as individuals whose present status (economic, social, academic, and/or health) indicates that they might fail to successfully complete their education. They may be deemed at risk if any of the following characteristics apply to them:

- They are members of a household or family whose income is at or below the poverty level.
- They have not made substantial progress in mastering the basic academic skills that are appropriate for students of their age.
- Their grades reflect significant underachievement.
- They have excessive absences from school.

TIER I INTERVENTION

The focus is on improving the core classroom instruction that ALL students receive. Tier I instruction is designed to address the needs of the majority of a school's students. By using sheltered instruction, flexible grouping, ongoing mini assessments, and targeting specific skills through pacing guides, classroom teachers will be able to meet instructional goals.



Kansas Career Pipeline Connect
Teacher As Advisor SMART
8th Grade ACT EXPLORE
Rigor
Relevance
Relationship

Affective Development
PARENT INVOLVEMENT



Dodge City Middle School is dedicated in finding ways to motivate at-risk students and help them to remain in school.

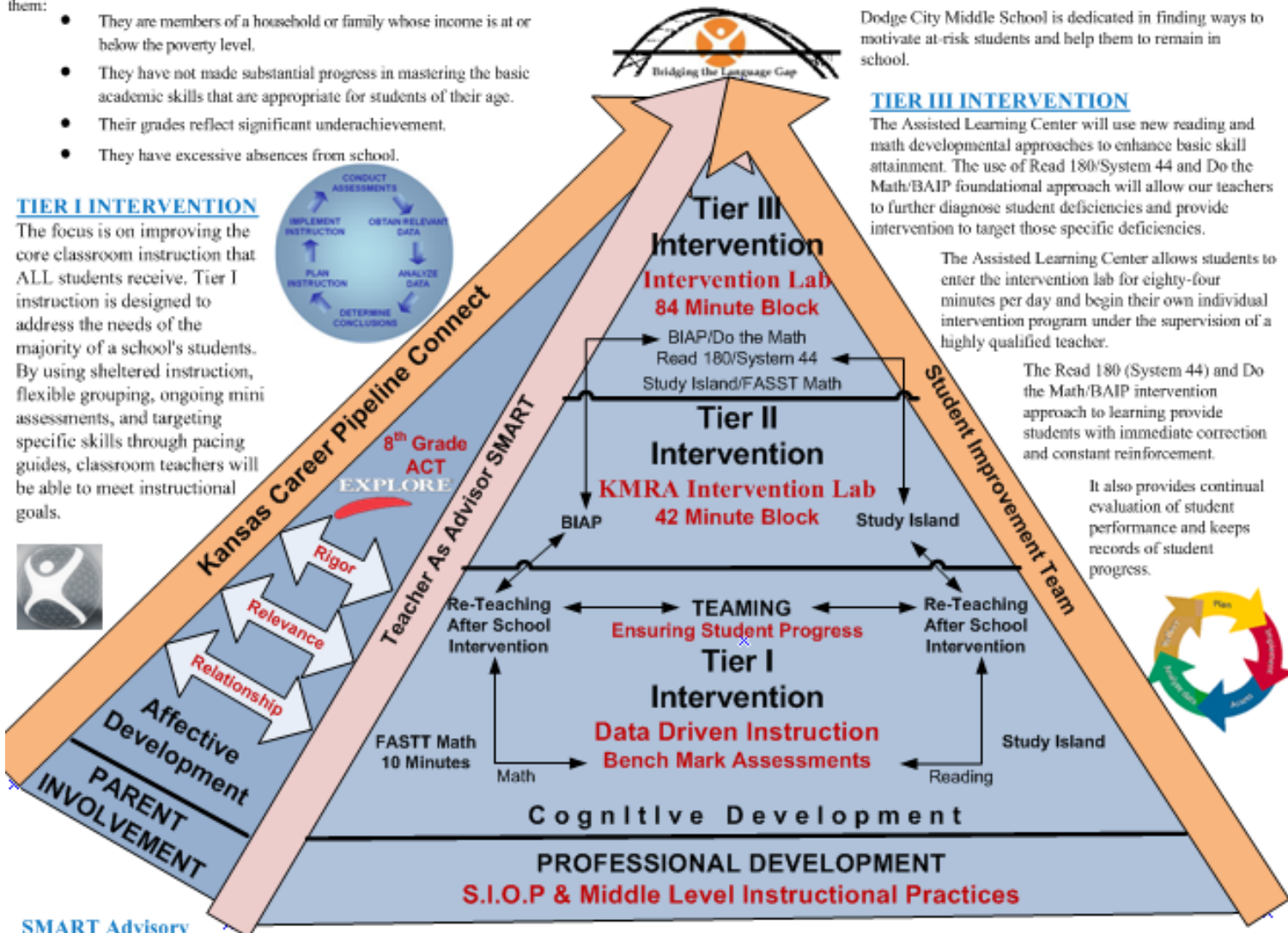
TIER III INTERVENTION

The Assisted Learning Center will use new reading and math developmental approaches to enhance basic skill attainment. The use of Read 180/System 44 and Do the Math/BAIP foundational approach will allow our teachers to further diagnose student deficiencies and provide intervention to target those specific deficiencies.

The Assisted Learning Center allows students to enter the intervention lab for eighty-four minutes per day and begin their own individual intervention program under the supervision of a highly qualified teacher.

The Read 180 (System 44) and Do the Math/BAIP intervention approach to learning provide students with immediate correction and constant reinforcement.

It also provides continual evaluation of student performance and keeps records of student progress.



SMART Advisory

The advisory program is a purposefully planned period in which concerns of the adolescent are addressed. The advisory period is a vehicle for communication and student development to be sustained and supported by a caring adult, the teacher-advisor. Recognizing that experiences in the middle grade years are critical in the development of interests, attitudes, and habits that relate to success in later life, the advisory program has the following goals:

- To assist students with their orientation and adjustment to the middle school setting.
- To provide students with academic and career counseling.
- To help students better understand themselves and their relationships with others.
- To help improve their study skills.
- To help students explore future educational and career opportunities.



TIER II Assisted Learning Center (KMRA)

Tier II intervention strategy will include the KMRA intervention lab and the after school program. KMRA is a Tier II course that provides specific instruction for reading and math Kansas indicators that are covered and not mastered in the previous nine weeks. Students are grouped by nine weeks according to the standards pacing guide. The focus of instruction will be on researched based practices that engage students through hands on activities, projects, and technical labs. Any student that scores a 59% or below on the state assessment in specific math and / or reading standards and are not currently placed in a tier three program are given the opportunity to take advantage of this nine week course.

Tier II After School Program

The After School Tutoring program is designed to provide individual tutoring for students who are identified as academically at-risk in one or more of their core subjects. After-school tutoring is similar to an intervention program, for it endeavors to keep students academically engaged. The normal term of placement for this type of program is five to ten days, depending on individual student needs. It also makes available tutors who specialize in the various core curriculum areas. The tutoring aspect of this program is important because at-risk students learn better through one-on-one instruction.

STUDENT IMPROVEMENT TEAM

The Student Improvement Team approach is a comprehensive systemic process that connects students, in all grade levels, with developmentally and educationally appropriate services to help them achieve their greatest academic, social, personal and well-being. The Student Improvement Team process brings together different systems, organizations and resources to maximize youth academic performance and resiliency.

Appendix A-2

Sixteen Characteristics of Successful Schools

This We Believe: Keys to Educating Young Adolescents (2010), organizes the 16 research-based characteristics of effective middle grades education into three areas: Curriculum, Instruction, and Assessment; Leadership and Organization; and Culture and Community.



Curriculum, Instruction, and Assessment

Characteristic One: Educators value young adolescents and are prepared to teach them.

(Value Young Adolescents)

Effective middle grades educators make a conscious choice to work with young adolescents and advocate for them. They understand the developmental uniqueness of this age group, the appropriate curriculum, effective learning and assessment strategies, and their importance as models.

Characteristic Two: Students and teachers are engaged in active, purposeful learning.

(Active Learning)

Instructional practices place students at the center of the learning process. As they develop the ability to hypothesize, to organize information into useful and meaningful constructs, and to grasp long-term cause and effect relationships, students are ready and able to play a major role in their own learning and education.

Characteristic Three: Curriculum is challenging, exploratory, integrative, and relevant.

(Challenging Curriculum)

Curriculum embraces every planned aspect of a school's educational program. An effective middle level curriculum is distinguished by learning activities that appeal to young adolescents, is exploratory and challenging, and incorporates student-generated questions and concerns.

Characteristic Four: Educators use multiple learning and teaching approaches.

(Multiple Learning Approaches)

Teaching and learning approaches should accommodate the diverse skills, abilities, and prior knowledge of young adolescents, cultivate multiple intelligences, draw upon students' individual learning styles, and utilize digital tools. When learning experiences capitalize on students' cultural, experiential, and personal backgrounds, new concepts are built on knowledge students already possess.

Characteristic Five: Varied and ongoing assessments advance learning as well as measure it.

(Varied Assessments)

Continuous, authentic, and appropriate assessment measures, including both formative and summative ones, provide evidence about every student's learning progress. Such information helps students, teachers, and family members select immediate learning goals and plan further education.

Leadership and Organization

Characteristic Six: A shared vision developed by all stakeholders guides every decision.

(Shared Vision)

When a shared vision and mission statement become operational, middle level educators pursue appropriate practices in developing a challenging academic program; they develop criteria to guide decisions and a process to make needed changes.

Characteristic Seven: Leaders are committed to and knowledgeable about this age group, educational research, and best practices.

(Committed Leaders)

Courageous, collaborative middle level leaders understand young adolescents, the society in which they live, and the theory of middle level education. Such leaders understand the nuances of teaming, student advocacy, exploration, and assessment as components of a larger middle level program.

Characteristic Eight: Leaders demonstrate courage and collaboration.

(Courageous & Collaborative Leaders)

Leaders understand that successful schools committed to the long-term implementation of the middle school concept must be collaborative enterprises. The principal, working collaboratively with a leadership team, focuses on building a learning community that involves all teachers and places top priority on the education and healthy development of every student, teacher, and staff member.

Characteristic Nine: Ongoing professional development reflects best educational practices.

(Professional Development)

Professional development is a continuing activity in middle level schools where teachers take advantage of every opportunity to work with colleagues to improve the learning experiences for their students.

Characteristic Ten: Organizational structures foster purposeful learning and meaningful relationships.

(Organizational Structures)

The ways schools organize teachers and group and schedule students have a significant impact on the learning environment. Interdisciplinary teams common planning time, block scheduling, and elimination of tracking are related conditions that contribute to improved achievement.

Culture and Community

Characteristic Eleven: The school environment is inviting, safe, inclusive, and supportive of all.

(School Environment)

A successful school for young adolescents is an inviting, supportive, and safe place, a joyful community that promotes in-depth learning and enhances students' physical and emotional well-being.

Characteristic Twelve: Every student's academic and personal development is guided by an adult advocate.

(Adult Advocate)

Academic success and personal growth increase markedly when young adolescents' affective needs are met. Each student must have one adult to support that student's academic and personal development.

Characteristic Thirteen: Comprehensive guidance and support services meet the needs of young adolescents.

(Guidance Services)

Both teachers and specialized professionals are readily available to offer the assistance many students need in negotiating their lives in and out of school.

Characteristic Fourteen: Health and wellness are supported in curricula, school-wide programs, and related policies.

(Health & Wellness)

Abundant opportunities are available for students to develop and maintain healthy minds and bodies and to understand their personal growth through health-related programs, policies, and curricula.

Characteristic Fifteen: The school actively involves families in the education of their children.

(Family Involvement)

Schools and families must work together to provide the best possible learning for every young adolescent. Schools take the initiative in involving and educating families.

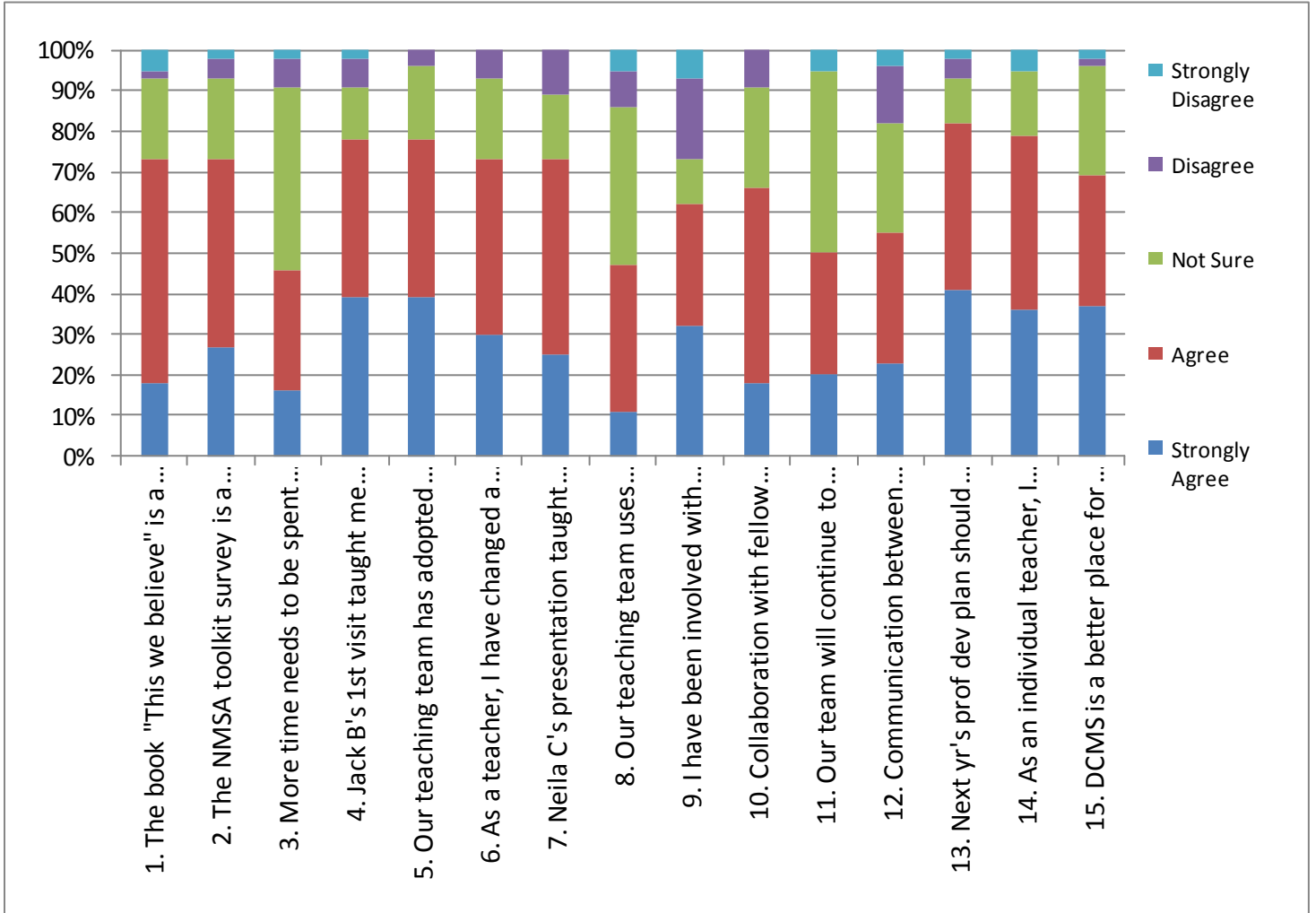
Characteristic Sixteen: The school includes community and business partners.

(Community & Business)

Genuine community involvement is a fundamental component of successful schools for young adolescents. Such schools seek appropriate partnerships with businesses, social service agencies, and other organizations whose purposes are consistent with the school's mission.

Appendix A-2B

Staff Professional Development End of Year Survey



Appendix A-2C

Preventions & Interventions List

Preventions

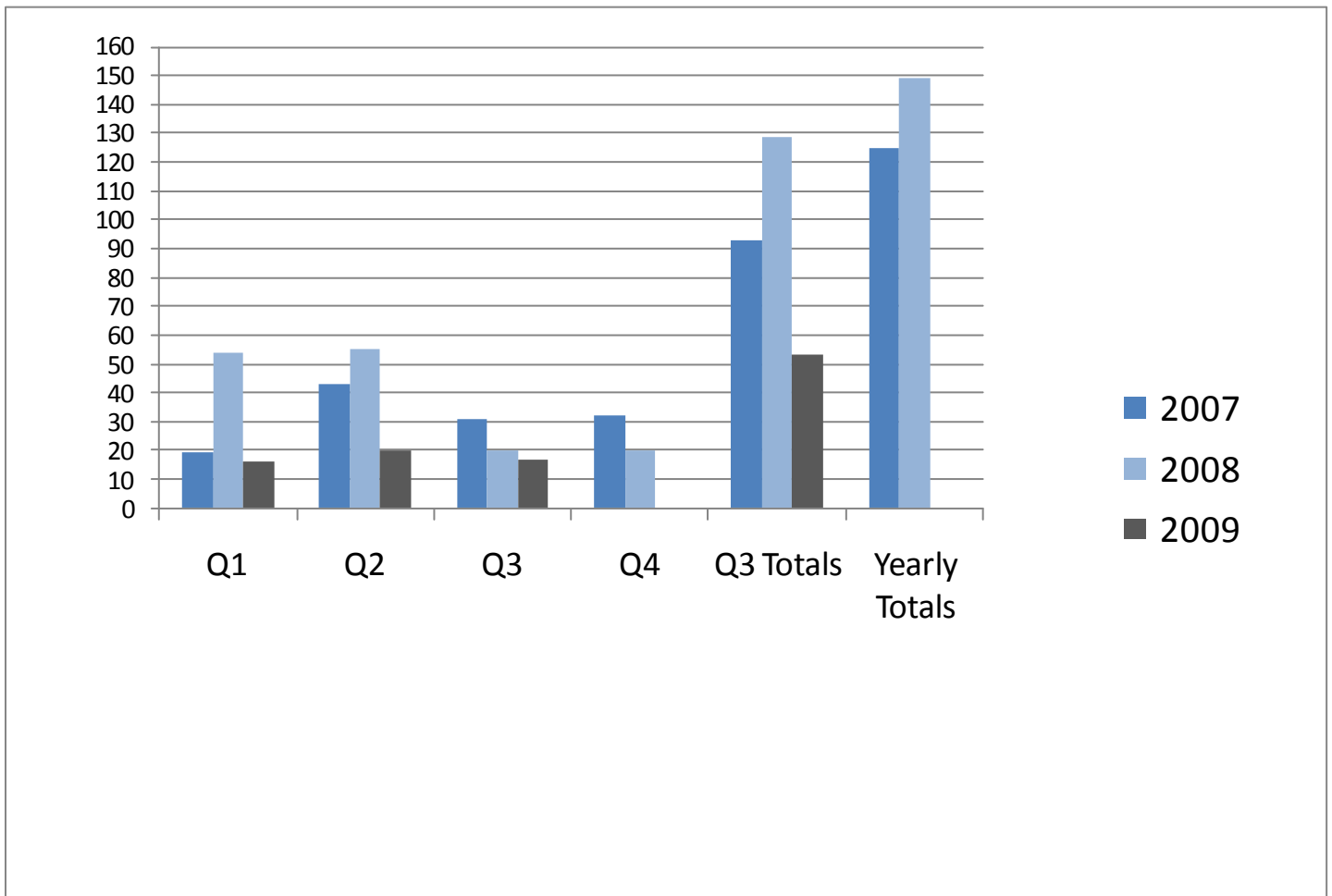
- Staff Gang Awareness Training
- 2-day Student Gang Awareness Presentation
- October All Parent Academy on “Gangs & Bullying”
- SMART Advisory Class review of policies & procedures in student handbook
- DARE Program – 7th Grade
- Red Ribbon Week – October
- 8-Week Choices Early Prevention Program
- Parent Academy Newsletter Articles

Interventions

- Gang-related behavior contract at the start of school year resulting from previous year offenses
- Monthly Mandatory Gang Education & Training Meetings for parents of students placed on contracts or students who receive a gang referral during the school year
- Home visits for parents who are unable to attend mandatory meetings by DCPD from school referral
- Gang database shared with local law enforcement through DCMS SRO
- Gang Policy Violation procedures

Appendix A-2B

Affective Intervention Data



Overall Progressive Decrease: Gang Related Behavior

- DCMS had a **59%** decrease of gang-related offenses from **2008**.
- DCMS had a **43%** decrease of gang-related offenses from **2007**.

See Appendix: A-2D

Parent Involvement Programs

Parent Academies

This year Dodge City Middle School (DCMS) continued the Parents Academy program aimed at helping to strengthen communications and connections between middle school students, their parents, and DCMS. The Parent's Academy has been designed with a variety of topics and activities focused on the important relationships at this critical point in the students' lives. Throughout the year we dedicated different nights to different topics that directly impact the parents and students of DCMS.

Family Learning Events are held in culturally enriching venues to provide educational activities for families with middle level aged children, designed to foster strong relationships between parents and children. "Family-strengthening interventions impact both parenting processes and child outcomes. Successful programs promote parent-child bonding..." (American Educational Research Association, 2007).

Typical venues include; Study Island, (Skyward) Parent Access, Eighth Grade Explore & College Awareness Evening, The Blending of Cultures, Fitness and Health Night, Bully Prevention and Internet Safety and The Silent Epidemic. Workshops and parent night resource are built into the event so that families can learn and have fun together at the same time. Next year DCMS will help promote these events by sharing a flier with parents. All Family Learning Event information are posted on the school [DCMS Parent Academy Website](#) as well as featured articles printed in the [Cardinal Newsletter](#). The Parent Academy was created with the goals to:

- educate parents about the importance of their role in school and home;
- strengthen the family unit;
- unite families and schools; and
- inform parents of their rights, responsibilities and the educational opportunities available to their children and to them personally.

Parent & Team Intervention Meetings

Orientation activities are designed to acquaint students and their parents with a new school environment. These activities will be held toward the end of the school year to help the students and their parents make a satisfactory transition into a new school campus. During these transitions, parents and students will have an opportunity to hear firsthand how the school is organized, to meet the principal and faculty, to tour the facility and learn about the programs the school offers. Pre-enrollment information will also be provided as part of the orientation.

End-of-the-year orientations are designed to provide the parents and students with an understanding of how the school meets the needs of each child. This orientation will provide parents and students with the following:

- An understanding of the enrollment process and course selections
- Information for parents about planning a child's educational experience
- Time for parents to ask questions about the school's educational programs
- Time for the students to become familiar with their new surroundings
- The experience of a positive initial meeting between parents and the principal and faculty
- The opportunity for the principal and faculty to dispel any incorrect information or negative feelings about the school

Sixth Grade To Seventh Grade Transitions

The Dodge City Middle School orientation plan provides parents an invitation to a parent night, small group orientation tours of the school, and the dissemination of pre-enrollment information. The student tours will be divided into four separate sessions and rotated among visiting classes over a three-day time span. The orientation allows each group to view a film presentation about the school, tour the facility with Student Council members, meet with the principal, and attend an overview of pre-enrollment and registration information given by the school counselor. Each of the four visiting groups rotates to a new location every 20 minutes for a new orientation activity. During the orientation, students are given enrollment packets that include an invitation for the family to attend a parent orientation night.

Transitions From Middle School To High School

As eighth grader students prepare to enter high school, their transition is made easier by a series of events that are ongoing throughout the year. Through our Connect computer education program, eighth graders are introduced to Career to Work plans and the world of work through the Kansas Career Pipeline. During the class the students take The Career Interest Inventory. After their interest inventory is completed they are introduced to different vocations by our career counselor. Then, students explore different career opportunities during a Career Curriculum Fair.

Eighth Grade Students take the EXPLORE exam which provides information that will help the student in preparation for the future. Eighth graders will also be given assessments as mandated by the State of Kansas to determine their current knowledge of priority indicators set by the state. These assessments, local CRA test scores, and teacher input are all considered by the high school counseling staff as they work with the 8th grade students during the pre-enrollment process for their 9th grade year.

To assist in course selection for 9th grade the students/parents are mailed a copy of the high school course catalog approximately one month prior meeting with the high school counselors. The high school counseling staff goes to the middle school building to meet with students in small groups so they can give the students as much one on one support as needed. Parents are sent a copy of the courses selected by the 8th grade students for their approval before their schedules are finalized. In February of each school year, DCHS hosts a Curriculum Fair providing the incoming freshman students and their parents an opportunity to visit with teachers from each academic department about courses offered.

Site Council

Research shows that schools where parents are involved have higher levels of student achievement and greater public support. When parental input and participation are encouraged, an effective partnership between school and home results. The Site Council partnership at Dodge City Middle School involves shared decision making and is based on the premise that parents are considered full partners in the business of educating their children. When parents and educators are involved in collaborative endeavors, ranging from understanding the curriculum to the discussion of discipline policies, they will experience mutual trust and confidence, and will support each other's efforts to educate the youth of the community.

The purpose of the Middle School Site Council is to provide the most up-to-date information to the community about the school and its programs, to allow for procedural development, to provide communications about important projects, to dispel myths about the school's purpose, and to establish goals for school improvement.

Because the site council provides their members with so many opportunities to influence the goals and direction of the school, participation is a serious responsibility. Prospective site council members should understand that they will be given an opportunity to participate as partners with the school in making a variety of important, even crucial, decisions. It is the school's responsibility to provide training for staff and parents on how to implement the decision-making process during site council meetings. The application of an equitable process will signal the school's interest in addressing all concerns in a fair and constructive manner.

At Dodge City Middle School we believe that the site council's agenda is part of an ongoing process. Once the issues are established, it is important for the principal to analyze the direction the council is heading. By scrutinizing all the data gathered at the first meeting, as well as the list of goals and issues, the principal will have an idea of how the council, and possibly even the community, perceives the school.

The Site Council action plan serves as a road map to meaningful change. As the site council progress through a plan, they learn more about the workings of the school, its staff, and the community. For many, the team building involved in creating it will greatly influence their perceptions of the school community. The following strategies are important for site council members to remember as they work on the development of their action plan:

- Use parental knowledge about children's educational needs. What are their children's out-of-school interests? What are their personal educational goals for their children?
- Involve parents in planning.
- Ask parents for ideas and use as many of them as possible. Show respect for individuals whose ideas are not used by taking the time to explain why their ideas did not become part of the plan.
- Use evaluation information from each parent advisory meeting to assess what each person involved in the process has learned in order to determine the next most meaningful step in the process.
- Help parent participants tie their individual needs to school and district goals. A positive school climate that supports individual growth is provided when Parent Advisory Council members collaborate to determine goals and the school's staff helps in the development of the activities necessary to meet the goals.

PALMS Site Council

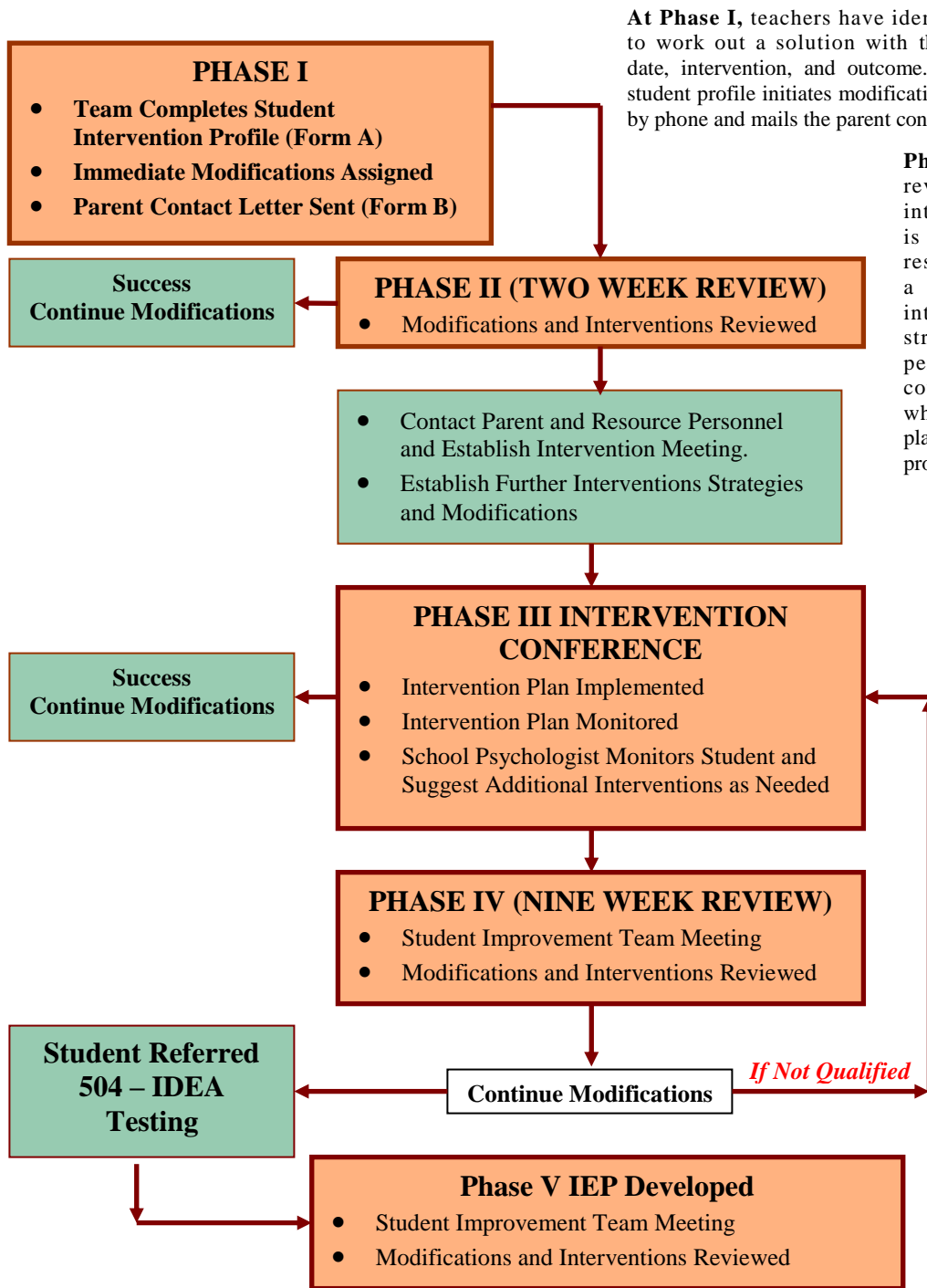
Post-Secondary Access for Latino Middle School Students

Appendix A-3

Student Intervention Team (SIT) Process

The Referral Process

Students can access the process in three different ways: (1) they can be referred by a teacher, staff person, parent, or community member; (2) they can refer themselves to the process; and/ or (3) they can be referred by an administrator if they violate the student code of conduct and are referred as part of a disciplinary action. Parents access the process in two ways: (1) they can refer their child if they have concerns; and/or (2) they can be requested to provide the team with additional information and support in the intervention of their child. School staff accesses the process by making a request for assistance to the team, completing the Request for Information forms, providing any additional needed information regarding a student, and by communicating with the team. Community members and other concerned persons can access the process by completing a Request for Assistance form and submitting it to the team upon request from the team for additional support.



At Phase I, teachers have identified a specific problem and attempt to work out a solution with the student. Make certain to document the date, intervention, and outcome. The team completes the referral form, student profile initiates modification. In Phase I the team notifies the parent by phone and mails the parent contact letter.

Phase II After two weeks the team reviews modifications or intervention. If the desired outcome is not achieved, then additional resource personnel are scheduled for a conference to design additional intervention or modification strategies. Additional resource personnel may be the guidance counselor or administrator. In cases where mental health services are in place, a case manager might be able to provide assistance.

Phase III If success is not obtained in Phase II a referral should be made to the school psychologist using the Request for Assistance Form. Please attach copies-of your documentation from Phase I and Phase II. This will provide the school psychologist with a picture of the problem and a history of attempted interventions. This information will also move the process along more swiftly, preventing repetition of unsuccessful interventions. During Phase III the school psychologist will observe the student in the classroom and from these observations make suggestions for further interventions or modifications. The parents are contacted and attempts are made to resolve the problem with parental support. Again, documentation must be kept regarding the date, interventions, and outcomes. A record of parental contacts should be kept on a phone log... Example of Intervention: Parent/teacher/student conferences, behavioral consequences (detentions, discipline. slips), new seating arrangements, remedial assistance after school, peer tutoring, curricular modifications.

Phase IV If success is-not reached in Phase III, a referral will be made to determine if the student qualifies for services under Section 504 or IDEA (special services). If they do not qualify for either program, the referral is returned to the Student Improvement Team for further examination.



Quality Performance Accreditation QPA

General Information

- Kansas accredits K-12 schools according to Kansas Accreditation Regulations (KAR) 91-31-31 through 91-21-42. These regulations are collectively known as *Quality Performance Accreditation (QPA)*.
- A school 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 in place in each school

Performance Criteria: KAR 91-31-32 (b) (1) – (4)

- **Student Performance:** Percentage of students meeting or exceeding the standard on reading, mathematics, science, social studies, and writing, state assessments.;
- **Participation Rate:** Having 95% or more of all students and 95% or more of each student subgroup take the state assessments.;
- **Attendance Rate:** Elementary school – having an attendance rate equal to 90% or an improvement over the previous year
- **Graduation Rate:** High school – 75% or an improvement over the previous year

Quality Criteria – KAR 91-31-32 (c)

- A school improvement plan that includes a results-based staff development plan;
- An external technical assistance team (ETAT);
- Locally determined assessments that are aligned with the state standards;
- Formal training for teachers regarding the state assessments and curriculum standards;
- 100% of the teachers assigned to teach in those areas assessed by the state or described as core academic areas by the USDOE, and 95% or more of all other faculty, must be fully certified for the positions they hold;
- Policies that meet the requirements of Kansas Accreditation Regulation 91-31-34 regarding substitute teachers, minimum enrollment, student credit, records retention, and interscholastic athletics;
- Local graduation requirements that include at least those requirements imposed by the state board (HS only);

- Curricula that allow each student to meet the regent’s qualified admissions requirements and the state scholarship program (HS only);
- Programs and services to support student learning and growth at both the elementary and secondary level;
- Specified programs and services to provide equal access to support student learning and growth (HS only);
- Local policies ensuring compliance with other accreditation regulations and state laws.

Accreditation Status: KAR 91-31-38

Based upon how a school meets the Performance and Quality Criteria, it will be classified as one of the following:

- **Accredited** - Meets minimum performance and quality criteria.
- **Accredited On Improvement** - For 2 consecutive years the school fails to meet performance criteria for tested groups or fails to meet three or more quality criteria.
- **Conditional Accredited** - For 3 consecutive years fails to meet performance criteria for all tested students or fails to meet four or more quality criteria
- **Not Accredited** - For 5 consecutive years fails to meet performance criteria for all tested students or fails to meet four or more quality criteria

Procedures for Providing Schools Additional Opportunities to Meet Accreditation Goals

Schools Accredited On Improvement: A school is assigned the status of accredited on improvement when, for two consecutive years, the school is described by any of the following:

1. The school fails to meet one or more of the performance criteria applicable to the school.
2. The school has a prescribed percentage of students in one or more of the performance criteria applicable to the school.
3. The school fails to meet three or more quality criteria applicable to the school 91-31-31 (b)

A school accredited on improvement will be assigned the status of accredited by meeting, for two consecutive years, the criteria for that accreditation status (as per 91-31-38 (f) as

Appendix A- 4B

DCMS QPA Progress Chart

| READING | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* | Safe Harbor 10% | met criteria? |
|----------------------------|-----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|----------------------|---------------|
| State Target | BM | 51.2 | 51.2 | 57.3 | 63.4 | 63.4 | 69.5 | 75.6 | 79.7 | | |
| | | | | | | | | | | 10% Incr Goal | |
| All Students | 45 | 43.8 | 70.2 | 60.6 | 61.3 | 58.6 | 64.7 | 65.4 | 78.6 | 71.9 | yes* |
| Free & Reduced Students | | | 67.3 | 52.7 | 53.9 | 51.9 | 57.6 | 50.1 | 75.7 | 55.1 | yes7 |
| w/Disabilities | | | | 48.9 | 72.4 | 25.5 | 9.4 | 27 | 44.2 | 29.7 | yes7 |
| ELL Students | | | 74.5 | 42 | 34.8 | 51.2 | 50.1 | 60.2 | 66.7 | 66.2 | yes7 |
| Hispanic | | | 66.3 | 51.7 | 51 | 52.3 | 59 | 61.9 | 75.1 | 68.1 | yes7 |
| White | | | 76.5 | 74.8 | 81.7 | 73.7 | 77.9 | 76.9 | 90.2 | 84.6 | yes |
| African-American | | | | | | | | 56.7 | | | |
| | | | | | | | | | | | |
| MATH | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* | | |
| State Target | BM | 46.8 | 46.8 | 53.5 | 60.1 | 60.1 | 66.8 | 73.4 | 77.8 | | |
| | | | | | | | | | | | |
| All Students | 35.8 | 27.4 | 34.1 | 31.2 | 51.2 | 47.1 | 55.1 | 46.2 | 59.5 | 50.8 | yes7 |
| Free & Reduced Students | | | 24.7 | 22 | 42.5 | 40.3 | 47.2 | 39.5 | 54.6 | 43.5 | yes7 |
| w/Disabilities | | | | 13.5 | 59.1 | 23.2 | 28.3 | 17.6 | 22.3 | 19.4 | yes6,2 |
| ELL Students | | | 25.8 | 10.8 | 30.2 | 40.5 | 41.1 | 42.4 | 47 | 46.6 | yes6 |
| Hispanic | | | 25.6 | 19.9 | 45 | 40.2 | 48.8 | 42.5 | 55.4 | 46.8 | yes7 |
| White | | | 50.4 | 51.8 | 62.2 | 63 | 73 | 59.7 | 78.3 | 65.7 | yes |
| African-American | | | | | | | | 33.3 | | | |

Appendix A - 5

Unpacking Template, Dodge City Public Schools, USD 443

| | | | |
|-----------------------------------------|-----------------------------------|---------------------|--------------------------|
| Essential Performance Objective: | | Grade: _____ | Benchmark#: _____ |
| Concept (Students will know): | Skills (Students will do): | DOK Level: | |
| | | 1 | |
| | | 2 | |
| | | 3 | |
| | | 4 | |

| |
|-----------------------------|
| Big Ideas: |
| Essential Questions: |

Appendix A - 6
Dodge City Middle School
Data Analysis Activity Worksheet

(This worksheet is to be completed at the first PLC meeting of every school year.)

List Review Team Members Below

PLC Group Focus Area _____

Type of Indicator Data Reviewed

- | | |
|----------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Math | <input type="checkbox"/> Language Arts (Writing) |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Science | <input type="checkbox"/> Other _____ |

I. Review of Indicator Data

- List three facts of accomplishment that stand out.
 1. _____
 2. _____
 3. _____

- Make a statement of what can you celebrate from last year's established SMART goals?

II. Record Your Teams Findings

- Select and identify those essential standards that need improvement and list below.

- Identify which instructional subgroups are in need of overwhelming instructional support by specific indicators.

III. Based on your teams data analysis, what are your teams greatest areas of concern?

IV. List ways in which instructional focus will be administered to resolve and target the greatest areas of concern as identified in problem statement number 4.

V. Develop specific measurable SMART goals with for each instructional indicator that has been identified in statement number 2.

In establishing SMART goals at the beginning or end of the school year will help our school to recognize that formalized goal-setting can lead to improved student learning outcomes. All SMART goals created by PLC teams will have the following six components (with example language from the SMART goal above):

7. A measurable baseline (64%);
8. A measurable target (82%);
9. A specific time frame (Spring 2010 to Spring 2011);
10. Specificity about what is being assessed (percentage of third grade students scoring at Level 3 or higher);
11. Specificity about the method of assessment (the state mathematics test); and
12. Focus areas that guide future action needed to reach the learning target (number sense, computation, and measurement).

SMART Goal:

Focus Areas for Future Action Needed:

Appendix A-7

Content Analysis

This type information is valuable as baseline data to measure the effects of the school improvement plan as it is tracked from one year to the next. For example, the shift in the percentage of students scoring limited and unsatisfactory would be reduced. A second type of data analysis tool is one that reports overall student performances in specific content areas. This analyses specific content areas by units of learning. The content analysis chart in Reading and Math displays student proficiency percentages within specific reading or math content areas tested. The content analysis chart is helpful in identifying specific content areas that are, over time, showing weakness in student performances within specific content areas of the curriculum. The benchmark for proficiency should be set at 70% for each content area.

- **Red** Indicators Below 60% = **Constitutes the Construction of SMART Goals**
- **Blue** Indicators Below 80% = Check for Understanding
- **Black** Indicators At 80% or Above = Celebrate Proficiency

District - 2009-2010 - Reading - Grade = 6 Cut Score = 80

R.7.1.3.1 Avg = **78** ; **Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison contrast, clue words) from sentences or paragraphs.**

R.7.1.3.3 Avg = **82** ; **▲Determines meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies.**

R.7.1.3.4 Avg = **55** ; **▲Identifies and determines the meaning of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, and idioms.**

R.7.1.4.2 Avg = **80** ; **Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.**

R.7.1.4.5 Avg = **61** ; **▲Uses information from the text to make inferences and draw conclusions.**

R.7.1.4.6 Avg = **75** ; **Analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.**

R.7.1.4.7 Avg = **59** ; **Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes) in one or more appropriate-level texts.**

R.7.1.4.8 Avg = **69** ; **Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.**

R.7.1.4.9 Avg = **67** ; **Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.**

R.7.1.4.10 Avg = 79 ; Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.

R.7.1.4.11 Avg = 76 ; Explains the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.

R.7.1.4.14 Avg = 73 ; Identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).

R.7.1.4.15 Avg = 79 ; Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.

R.7.2.1.1 Avg = 77 ; Describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.

R.7.2.1.2 Avg = 65 ; Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).

R.7.2.1.3 Avg = 78 ; Identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.

Appendix A - 8

Data Driven Decision Making

Dodge City Middle School 2009 - 2010



SUBGROUP DATA ANALYSIS

Analyzing subgroup information on at-risk students will allow Dodge City Middle School to answer questions such as, "What can our school do that will support students who are at risk?" The answer to the question would be to develop school improvement goals that provide academic support for at-risk students. Data analysis and tracking the school's progress in at-risk categories is one way our school can gauge its progress on the effects it has on improving at-risk behaviors.

Number of Students by Grade SCORING BELOW AN OVERALL AVERAGE OF 2.0

| Grade | 2007 | 2008 | Dif | 2008 | 2009 | Dif | 2009 | 2010 | Dif |
|---------|-----------|-------------|---------|------------|------------|---------|------------|------|-----|
| Seventh | (40) 9.6% | (64) 15.50% | -5.9% | (64)15.50% | (88)22.92% | - 7.42% | (88)22.92% | | |
| Eighth | (55)13.8% | (88) 22.17% | -8.37% | (88)22.17% | (75)19.04% | + 3.13% | (75)19.04% | | |
| Total | 23.4% | 37.67% | -14.27% | 37.67% | 41.96% | - 4.29 | 41.96% | | |

Number of Students ABSENT MORE THAN EIGHTEEN DAYS

| Grade | 2007 | 2008 | Dif | 2008 | 2009 | Dif | 2009 | 2010 | Dif |
|---------|------|------|-----|------|------|-----|------|------|-----|
| Seventh | 20 | 119 | 99 | 119 | 26 | 93 | 26 | | |
| Eighth | 14 | 108 | 94 | 108 | 27 | 81 | 27 | | |
| Total | 34 | 227 | 193 | 227 | 53 | 174 | 53 | | |

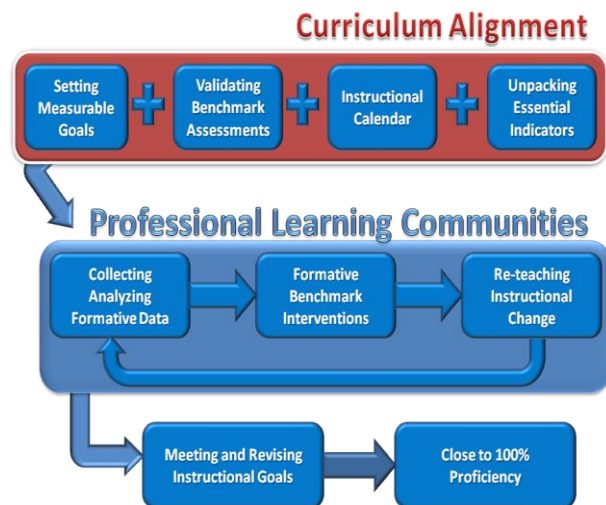
Number of Students SCORING APPROACHING STANDARDS/ACADEMIC WARNING

| Subject | 2007 | 2008 | Dif | 2008 | 2009 | Dif | 2009 | 2010 | Dif |
|-----------|-----------|-----------|------|----------|----------|-------|------|------|-----|
| Math 7 | 43%(173) | 55%(220) | -11% | 55%(220) | 44%(160) | + 10% | | | |
| Reading 7 | 25%(96) | 27%(109) | -3% | 27%(109) | 24%(87) | + 3% | | | |
| Subject | 2007 | 2008 | Dif | 2008 | 2009 | Dif | 2009 | 2010 | Dif |
| Math 8 | 49% (190) | 53% (205) | - 4% | 53%(205) | 42%(163) | + 11% | | | |
| Reading 8 | 36% (135) | 42% (161) | - 6% | 42%(161) | 23%(86) | + 19% | | | |

CONTENT ANALYSIS (SEE CHART 2)

This type information would be valuable as baseline data to measure the effects of the school improvement plan as it is tracked from one year to the next. For example, if one of the goals for school improvement was to focus on learning achievement in low performance students, then a shift in the percentage of students scoring limited and unsatisfactory would be reduced.

A second type of data analysis tool is one that reports overall student performances in specific content areas. This type of chart reports test analysis on specific content areas as they are broken out under units of learning. The content analysis chart in Reading and Math Assessment Content Analysis Charts displays student proficiency percentages within specific reading or math content areas tested. The content analysis chart is helpful in identifying specific content areas that are consistently showing over time weakness in student performances within specific content areas of the curriculum. The benchmark for proficiency should be set at 70% for each content area.



IDENTIFYING STUDENT PERFORMANCES IN KEY CONTENT AREAS

The identification and understanding of curriculum standards in terms of key content areas is an important process in the improvement of student learning. Developing technology tools to track how students are performing in specific content areas is one method in helping teacher's identify strengths and weaknesses in delivery choices. Such tools will allow teachers and principals to get answers about trends in content weakness and determine gaps in learning across specific subjects. One data analysis tool for tracking performance information would be to design a chart that specifies the percentage of students scoring in four quadrant ranges of specified abilities. Math and reading Standardized Achievement Range shows the percentage of students who are performing in a four quadrant range from advance to unsatisfactory on a standardized math assessment.

MATH

MATH (7th) Seventh Grade: STANDARDIZED ACHIEVEMENT RANGE

| Year | Exemplary | Exceeds Expectations | Meets Standards | Approaching Standards | Academic Warning |
|------|-----------|----------------------|-----------------|-----------------------|------------------|
| 2006 | 3% (10) | 12% (46) | 33% (124) | 26% (96) | 26% (96) |
| 2007 | 12% (46) | 16% (65) | 29% (116) | 26% (105) | 17% (68) |
| 2008 | 4% (17) | 14% (57) | 27% (109) | 24% (97) | 31% (123) |
| 2009 | 8% (29) | 18% (67) | 30% (108) | 20% (72) | 24% (88) |

MATH (8th) Eighth Grade : STANDARDIZED ACHIEVEMENT RANGE

| Year | Exemplary | Exceeds Expectations | Meets Standards | Approaching Standards | Academic Warning |
|------|-----------|----------------------|-----------------|-----------------------|------------------|
| 2006 | 5%(19) | 13%(51) | 26%(100) | 26%(101) | 30%(115) |
| 2007 | 6%(25) | 17%(67) | 27%(103) | 24%(92) | 25%(98) |
| 2008 | 8%(33) | 15%(56) | 23%(89) | 21%(82) | 32%(123) |
| 2009 | 12% (46) | 19% (72) | 27% (104) | 18% (70) | 24% (93) |

MATH AYP: PROGRESS REPORT (2003 - 2009)

| YEAR | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| TARGET | 46.8% | 53.5% | 60.1% | 60.1% | 66.8% | 73.4% | 77.8% |
| All Students | 34.1% | 31.2% | 51.2% | 49.3% | 52.8% | 46.2% | 59.5% |
| Free Reduced | 24.7% | 22.0% | 42.5% | 42.4% | 44.6% | 39.5% | 54.6% |
| w/Disabilities | | 13.5% | 59.1% | 22.4% | 8.6 | 17.6% | 22.3% |
| Ell | 25.8% | 10.8% | 30.2% | 43.6% | 37.8% | 42.4% | 47.0% |
| Hispanic | 25.6% | 19.9% | 45.0% | 43.3% | 46.5% | 42.5% | 55.4% |
| Whites | 50.4% | 51.8% | 62.2% | 63.4% | 70.2% | 59.7% | 78.3% |

* AYP Math Goal 2010 = 82.3% (All Students and Sub Groups Must Meet Minimum Standards of 70 %)

READING

READING (7th) Seventh Grade: STANDARDIZED ACHIEVEMENT RANGE

| Year | Exemplary | Exceeds Expectations | Meets Standards | Approaching Standards | Academic Warning |
|------|-----------|----------------------|-----------------|-----------------------|------------------|
| 2006 | 11%(42) | 19%(73) | 30%(111) | 16%(59) | 24%(90) |
| 2007 | 18%(71) | 26%(104) | 32%(129) | 14%(54) | 11%(42) |
| 2008 | 13%(52) | 30%(120) | 31%(123) | 13%(53) | 14%(58) |
| 2009 | 18% (67) | 28% (102) | 29% (107) | 15% (56) | 9% (31) |

READING (8th) Eighth Grade: STANDARDIZED ACHIEVEMENT RANGE

| Year | Exemplary | Exceeds Expectations | Meets Standards | Approaching Standards | Academic Warning |
|------|-----------|----------------------|-----------------|-----------------------|------------------|
| 2006 | 9%(34) | 21%(81) | 26%(101) | 19%(74) | 24%(93) |
| 2007 | 15%(56) | 18%(70) | 31%(118) | 20%(75) | 16%(60) |
| 2008 | 13%(50) | 23%(89) | 22%(83) | 19%(73) | 23%(88) |
| 2009 | 20% (76) | 27% (101) | 30%(111) | 14%(51) | 9% (35) |

READING AYP PROGRESS REPORT (2003 – 2009)

| YEAR | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| TARGET | 51.2% | 57.3% | 63.4% | 63.4% | 69.5% | 75.6% | 79.8% |
| All Students | 70.2% | 60.6% | 61.3% | 59.9% | 64.7% | 65.4% | 78.6% |
| Free Reduced w/Disabilities | 67.3% | 52.7% | 53.9% | 52.8% | 57.6% | 60.1% | 75.7% |
| Ell | 74.5% | 42% | 34.8% | 52.7% | 50.1% | 60.2% | 66.7% |
| Hispanic | 66.3% | 51.7% | 51% | 53.7% | 59.0% | 61.9% | 75.1% |
| Whites | 76.5% | 74.8% | 81.7% | 7% | 77.9% | 76.9% | 90.2% |

* AYP Reading Goal 2010 = 83.7% (All Students and Sub Groups Must Meet Minimum Standards of 70 %)