**Mississippi Department of Education**

**School Improvement Grant (SIG) 1003(g)**

**FY2015/FY2016 LEA Application Toolkit**

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**INTERVENTION REQUIREMENTS AND GUIDANCE**

**Turnaround**

**Requirements**

1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
2. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
3. Screen all existing staff and rehire no more than 50 percent; and
4. Select new staff;
5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
6. Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
7. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
9. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
10. Establish schedules and implement strategies that provide increased learning time; and
11. Provide appropriate social-emotional and community-oriented services and supports for students.

**Optional Elements**

In addition to the required elements, an LEA implementing a turnaround model may also implement other strategies, such as a new school model or any of the required and permissible activities under the transformation intervention model described in the final requirements. It could also, for example, implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children or replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM). The key is that these actions would be taken within the framework of the turnaround model and would be in addition to, not instead of, the actions that are required as part of a turnaround model.

**Definition of “staff”**

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

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

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

**Guidance**

*Must a turnaround school proposal contain plans to adopt a new instructional design?*

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

*What are some examples of social-emotional and community-oriented services and supports for students that may be provided through a Multi-Tiered System of Supports?*

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

If funds are not reasonably available from other public or private sources to support the planning and implementation of the services and the LEA has engaged in a comprehensive needs assessment, SIG funds might be used to hire a coordinator or to contract with an organization to facilitate the delivery of health, nutrition, and social services to the school’s students in partnership with local service providers. SIG funds also might be used for (1) professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of students, and (2) as a last resort when funds are not reasonably available from other public or private sources, the provision of basic medical equipment, such as eyeglasses and hearing aids.

An LEA should examine the needs of students in the turnaround school to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances. Further, like all other activities supported with SIG funds, any services provided must address the needs identified by the needs assessment the LEA conducted prior to selecting the turnaround model for the school and must be reasonable and necessary.

**CLOSURE**

*What costs associated with closing a school can be paid for with SIG funds?*

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

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

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

*Is the portion of an LEA’s SIG subgrant that is to be used to implement a school closure renewable?*

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

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

The school to which students who previously attended a closed school are sent should be located “within reasonable proximity” to the closed school. An LEA has discretion to determine which schools are located within a reasonable proximity to a closed school. A distance that is considered to be within a “reasonable proximity” in one LEA may not be within a “reasonable proximity” in another LEA, depending on the nature of the community. In making this determination, an LEA should consider whether students who would be required to attend a new school because of a closure would be unduly inconvenienced by having to travel to the new location. An LEA should also consider whether the burden on students could be eased by designating multiple schools as receiving schools.

An LEA should not eliminate school closure as an option simply because the higher-achieving schools that could be receiving schools are located at some distance from the closed school, so long as the distance is not unreasonable. Indeed, it is preferable for an LEA to send students who previously attended a closed school to a higher-achieving school that is located at some distance from, but still within reasonable proximity to, the closed school than to send those students to a lower-performing school that is geographically closer to the closed school. Moreover, an LEA should consider allowing parents to choose from among multiple higher-achieving schools, at least one of which is located within reasonable proximity to the closed school. By providing multiple school options, a parent could decide, for example, that it is worth having his or her child travel a longer distance in order to attend a higher-achieving school. Ultimately, the LEA’s goal should be to ensure that students who previously attended a closed school are able to enroll in the highest-performing school that can reasonably be offered as an alternative to the closed school.

**Transformation**

**Requirements**

1. Replace the principal who led the school prior to commencement of the transformation model;
2. Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that —
   1. Will be used for continual improvement of instruction;
   2. Meaningfully differentiate performance using at least three performance levels;
   3. Use multiple valid measures in determining performance levels, including as a significant factor data on student growth (see A-33) for all students (including ELs and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
   4. Evaluate teachers and principals on a regular basis;
   5. Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
   6. Will be used to inform personnel decisions.
3. Use the teacher and principal evaluation and support system described above to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; and
4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.
5. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
6. Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students; and
7. Provide staff ongoing, high-quality, job-embedded professional development (for example, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.
8. Establish schedules and strategies that provide increased learning time; and
9. Provide ongoing mechanisms for family and community engagement.
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

**Optional Elements**

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

1. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school;
2. Instituting a system for measuring changes in instructional practices resulting from professional development;
3. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority;
4. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
5. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
6. Using and integrating technology-based supports and interventions as part of the instructional program;
7. In secondary schools—
   1. Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
   2. Improving student transition from middle to high school through summer transition programs or freshman academies;
   3. Increasing graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills;
   4. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate;
8. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs;
9. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
10. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment;
11. Expanding the school program to offer pre-kindergarten;
12. Allowing the school to be run under a new governance arrangement, such as a transformation division within the LEA or SEA; or
13. Implementing a per-pupil school-based budget formula that is weighted based on student needs.

**Guidance**

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

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

## EARLY LEARNING

**Requirements**

1. Offers full-day kindergarten;
2. Establishes or expands a high-quality preschool program;
3. Provides educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions;
4. Replaces the principal who led the school prior to commencement of the early learning model;
5. Implements a rigorous, transparent, and equitable evaluation and support system for teachers and principals, designed and developed with teacher and principal involvement;
6. Uses the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so;
7. Implements such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system;
8. Uses data to identify and implement an instructional program that—
9. Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and
10. In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;
11. Promotes the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students; and
12. Provides staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.

## PATHWAYS TO SUCCESS (STATE-DETERMINED MODEL)

**Requirements**

1. Design a 7th - 12th system with clearly-defined programs of study in well-defined career pathways so ALL students can graduate with a high school diploma earning at least 12 college credit hours consistent with their selected academic and career pathway.
2. Plan their innovation and reform based on a well-defined set of early college and career academy model design principles and operational practices. The plan should demonstrate how the new design principles and operational practices will be intentionally embedded in all aspects of the system.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees, and textbook costs. In order to strengthen learning for all learners and to ensure a rigorous instructional pathways, the middle school grades will include a counseling component that focuses on providing students with academic and career guidance for success at the post-secondary level. Also, during middle school, the school must implement rigorous advanced learning/ pre AP instructional practices, which are designed to equip students with a strong academic foundation that increases the content knowledge necessary for them to successfully participate in dual credit and AP classes during high school.
4. Develop a robust plan for providing students work-based learning opportunities including job-shadowing, mentorships, and internships.
5. Create a professional development plan for teachers, administrators, and support staff that is directly aligned with federal school improvement grant requirements, early college, and career academy design principles.
6. Implement the Mississippi Educator Evaluation System for professional staff.
7. Establish specific strategies within the plan for engaging parents, families, and the community, in the implementation of the model.
8. Include within the plan strategies for students and families that increase college awareness and equity of access to services such as, college application assistance and financial aid counseling.
9. Establish a system within the model that specifically identifies students for more intensive instructional supports. These students include those at-risk for dropping out of school, students with disabilities, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/school will have:
10. Data to identify the population at risk of dropping out of school;
11. Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
12. Written communication plan for relevant target audiences: parents, community members, school board, etc.

In an effort to ensure equitable access of opportunity for all districts and/or schools, multiple options are available for meeting this requirement. The LEA may provide the courses online, partner with the community college to offer the course at the high school provided by a high school teacher whose certification meets college requirements, provide a teacher from the college to teach the course at the high school, or provide transportation for students to take the course at the local community college. Each of Mississippi’s 15 community-colleges also have multiple branches in each region of the state which allows for greater access for students in rural areas.

1. Establish key partnerships during all phases of model implementation (pre-planning and full implementation). No later than fall 2017, the LEA must have a functional leadership team focused on the design, implementation, and sustainability of the reform. At a minimum, the membership shall include the high school principal, high school counselor, middle school principal and counselor, individuals with decision-making authority from both the LEA and IHE, and an MDE-approved technical assistance provider to deliver support throughout the term of the School Improvement Grant. These partnerships are marked by a signed Memorandum of Understanding.
2. Define within the plan the specific college and career readiness competencies expected of all students and outline a robust implementation plan for teaching and integrating those competencies in all courses. The plan should define the role of teachers as advisors and include a senior capstone project.
3. Demonstrate throughout the plan that there is a significant commitment to counseling services, including college academic advisors. Adequately trained counselors should be available to provide students with the academic, emotional and social supports necessary to be successful in building college and career readiness skills.
4. Include within the plan the administration of the ACT (as required in state accountability model). In addition, the plan should include: the administration of an approved IHE early readiness indicator entrance/college placement exam as early as 8th grade in order to assess college readiness; the design of individual instructional plans; and the development of course schedules that allow students to begin college courses based on their aptitudes and interests. Fees associated with assessment administrations must be waived/covered for all students.
5. Describe within the plan the sustainable source of funds that will enable ongoing implementation of the program after grant funds expire.

## EVIDENCE-BASED WHOLE-SCHOOL REFORM

**Requirements**

1. Improve student academic achievement or attainment for the population served by the school;
2. Be implemented for all students in a school; and
3. Address, at a minimum and in a comprehensive and coordinated manner, each of the following:
   1. School leadership;
   2. Teaching and learning in at least one full academic content area (including professional learning for educators);
   3. Student non-academic support; and
   4. Family and community engagement.

Evidence-Based Whole School Reform models must also be

1. Supported by evidence of effectiveness, which must include at least one study of the model that—
2. Meets What Works Clearinghouse evidence standards with or without reservations;
3. Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and
4. If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements in this section);
5. A whole-school reform model as defined in these requirements; and
6. Implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.

Approved models:

* Success for All
* Institute for Student Achievement
* Positive Action
* Small Schools of Choice

# Intervention Model Checklist

*Note: Regardless of intervention type, all proposals must complete the LEA Plan Overview and Part I of the School Proposal in full.*

**School Proposal**

1. Teaching and Learning—Turnaround, Transformation, Early Learning, and Pathways

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Turnaround** | **Transformation** | **Early Learning** | **Pathways** |
| 1. Curriculum 2. Use of State Standards |  |  |  |  |
| 1. Research-Based |  |  |  |  |
| 1. Vertical Alignment |  |  |  |  |
| 1. College and Career Ready Competencies | Not Applicable | Not Applicable | Not Applicable |  |
| 1. Career Pathways | Not Applicable | Not Applicable | Not Applicable |  |
| 1. College Credit | Not Applicable | Not Applicable | Not Applicable |  |
| 1. Work-Based Learning | Not Applicable | Not Applicable | Not Applicable |  |
| 1. Instruction 2. Instructional Improvements |  |  |  |  |
| 1. Full-Day Kindergarten and High-Quality Pre-School | Not Applicable | Not Applicable |  | Not Applicable |
| 1. Multi-Tiered System of Supports Instructional Model/ Intervention Process (IP) |  |  |  |  |
| 1. Special Populations |  |  |  |  |
| 1. Increased Time |  |  | Not Applicable | Not Applicable |
| 1. Data for Instructional Decision-Making 2. Current and Proposed Assessments |  |  |  |  |
| 1. Data-Driven Decision-Making |  |  |  |  |
| 1. Early Warning System | Not Applicable | Not Applicable | Not Applicable |  |
| 1. Instructional Leadership and Staff 2. Current Instructional Staff |  |  |  |  |
| 1. Proposed Instructional Staff |  |  |  |  |

1. Teaching and Learning—Closure

|  |  |
| --- | --- |
| **Item** | **Closure** |
| 1. Newly Consolidated School(s)    1. School Information |  |
| * 1. Higher Achieving School(s) |  |
| * 1. Proximity to Closed School |  |
| 1. Closure Plan    1. Transfer Plan |  |
| * 1. Consolidated Staff |  |

1. Teaching and Learning—Whole-School Reform

|  |  |
| --- | --- |
| **Item** | **Whole-School Reform** |
| 1. Approved Evidence-Based Whole-School Reform Model |  |
| 1. Fit with Student Instructional Needs |  |
| 1. Instructional Leadership and Staff 2. Current Instructional Staff |  |
| 1. Proposed Instructional Staff |  |

1. Operations and Support Systems—Turnaround, Transformation, and Early Learning

| **Item** | **Turnaround** | **Transformation** | **Early Learning** |
| --- | --- | --- | --- |
| 1. Allocation of Financial Resources |  |  |  |
| 1. Human Resource Systems 2. Recruitment and Hiring 3. School Leader |  |  |  |
| 1. Instructional Staff |  |  |  |
| 1. Financial Incentives |  |  |  |
| 1. Screening and Re-Hiring |  | Not Applicable | Not Applicable |
| 1. Employment policies 2. Placement |  |  |  |
| 1. Evaluation Policies | Not Applicable |  |  |
| 1. Financial Rewards | Not Applicable |  |  |
| 1. Opportunities for Promotion and Career Growth |  |  |  |
| 1. Termination | Not Applicable |  |  |
| 1. Organizational Structures and Management 2. Governance    1. Proposed Governance Structure |  |  |  |
| * 1. District-Level Staff |  |  |  |
| * 1. School Autonomy |  |  | Not Applicable |
| 1. External Providers   *Schools are not required to contract with External Providers. If the school chooses to contract with External Providers, the school must have a clear plan for services* |  |  |  |
| 1. School Climate |  |  | Not Applicable |
| 1. Support for Teaching and Learning 2. Professional Development |  |  |  |
| 1. Time for Faculty Collaboration |  |  |  |
| 1. Parent and Community Engagement 2. Community-School Relations |  |  |  |
| 1. Services for Parents and Community Members |  |  |  |
| 1. Engagement in School Improvement |  |  |  |
| 1. Sustainability |  |  |  |

1. Operations and Support Systems—Pathways

| **Item** | **Pathways** |
| --- | --- |
| 1. Allocation of Financial Resources |  |
| 1. Evaluation Policies |  |
| 1. Organizational Structures and Management 2. Governance    1. Proposed Governance Structure |  |
| * 1. District-Level Staff |  |
| * 1. Pathways to Success School Leadership Team |  |
| 1. External Providers    1. Contract for Daily Management    2. Contract for Specific Services    3. Scope of Work   *Schools are not required to contract with External Providers. If the school chooses to contract with External Providers, the school must have a clear plan for services* |  |
| * 1. MDE-Approved Technical Assistance Provider |  |
| 1. Parent and Community Engagement 2. Written Communications Plan |  |
| 1. Engagement in School Improvement |  |
| 1. Sustainability |  |

1. Operations and Support Systems—Closure

| **Item** | **Pathways** |
| --- | --- |
| 1. Allocation of Financial Resources |  |
| 1. Facilities |  |
| 1. Parent and Community Outreach and Engagement 2. Outreach Prior to Closure |  |
| 1. Engagement in School Improvement |  |

1. Operations and Support Systems—Whole-School Reform

| **Item** | **Pathways** |
| --- | --- |
| 1. Allocation of Financial Resources |  |
| 1. School Leadership |  |
| 1. Organizational Structures and Management 2. Governance |  |
| 1. Whole-School Reform Model Developer |  |
| 1. Parent and Community Engagement 2. Alignment |  |
| 1. Engagement in School Improvement |  |
| 1. Sustainability |  |

**SIG STAKEHOLDER CONSULTATION SIGN-IN FORM**

(Attach to the LEA Application.)

|  |  |
| --- | --- |
| School District | School |
|  |  |
| Date and Time of Meeting | Meeting Place |
|  |  |

| SIGNATURE | Parent | Licensed Staff | Non-Licensed Staff | Administrator | District Staff | Title I Staff | Community Member | Student |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
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**Lead Partner Interview**

*(This tool is an example of an interview protocol for prospective External Providers.)*

|  |  |
| --- | --- |
| Name of Lead Partner | School District |
|  |  |
| Contact Information | School District Contact |
|  |  |

|  |  |
| --- | --- |
| **Questions** | **Notes** |
| **Financial Management System** | |
| Describe the type of clients the contractor serves (e.g., schools vs. districts, large or small districts, rural or urban, low income). |  |
| How many clients does the contractor currently serve? |  |
| Does the organization obtain an annual financial audit? What was the outcome of the most recent audit? (Ask for documentation.) |  |
| Has the contractor ever had to cancel a contract or contracts? If so, why? |  |

|  |  |
| --- | --- |
| **Management and Staffing Capacity** | |
| Who are the contractor’s key leaders and what is their level of relevant professional experience? |  |
| How will the contractor staff this project? |  |
| Does the contractor’s staff have K-12 education experience? Provide a current resume of all staff members who will work in the district. |  |
| How does the contractor monitor the services of its staff? |  |
| What specific training and experience does the contractor’s staff have in improving student performance, instructional coaching, state curriculum standards, data analysis, and turnaround strategies? |  |
| In the event that the school district is dissatisfied with the services of the contractor’s staff, what is the process for changing contractual staff? |  |

|  |  |
| --- | --- |
| **Internal Performance Analysis** | |
| Does the contractor internally review and assess the quality of services it delivers? How? |  |
| Does the contractor solicit information from clients to determine their satisfaction with the contractor’s products or services? By what method, and how often? |  |
| What method(s) will the contractor use to communicate outcomes of weekly services to the school district? |  |
| Provide a list of clients and contact information. |  |
| **Customer Service Orientation** | |
| Does the contract or memorandum of understanding provide specific details on the type and amount of services to be provided? |  |
| How flexible or customizable is the contract? |  |
| Provide evidence that the contractor has been successful in improving student performance outcomes in a short period of time. |  |
| Provide evidence that the contractor has been successful in improving teacher/principal quality in low-performing schools. |  |
| **OTHER QUESTIONS:** |  |

Source: American Institutes for Research, “Choosing an Education Contractor: A Guide to Assessing Financial and Organizational Capacity”, 2006

**School Improvement Grant 1003(g) (SIG)**

**Memorandum of Understanding**

Between

|  |
| --- |
| (Enter Local Educational Agency’s Name) |

Local Educational Agency (LEA)

and

|  |
| --- |
| (Enter Lead Partner’s Name) |

Lead Partner

1. **Background**

The purpose of this Memorandum of Understanding (MOU) is to clearly identify the roles and responsibilties of each party as they relate to the implemenation of the School Improvement Grant (SIG). The SIG, authorized under Section 1003(g) of the *Elementary and Secondary Education Act of 1965*, provides financial resourcesto local educational agencies (LEA) for providing assistance to persistently low-achieving schools that demonstrate the greatest need and strongest commitment to raise substantially the academic achievement of their students. To support this goal, the [*Enter the LEA’s name and address*] (hereinafter referred to as [*LEA*]) and [*Enter the Lead Partner’s name and address*] (hereinafter referred to as [LP]) will establish a partnership to mutually promote the improvement of the educational infrastructure and performance of [*Enter the name of the school that will be served through this MOU*] through comprehensive, coordinated planning and implementation of services to the LEA and school.

Accordingly, [*LEA*] and [*LP*] operating under this MOU agree as follows:

1. **Mission**

[Name of *LEA*], as the LEA and subgrant receipient, is the administrator of the LEA’s SIG for which it coordinates the improvement activities that are to be implemented in [*Enter the name of the school that will be served through this MOU*]. Through this Understanding, the [*LEA*] plans to [*Enter a brief description of the LEA’s mission in carrying out the reform efforts at the school*].

[Name of *LP*], as Lead Partner, serves as the independent organization that will provide direct, long-term assistance to the LEA and [*Enter the name of the school that will be served through this MOU*] in implementing [*Enter the reform efforts the lead partner will perform in the district/school to improve student achievement*].

[*LEA*] and [*LP*], the parties to this Understanding, have the following common objectives/goals:

* ­[*List the common objectives or goals the LEA and Lead Partner plans to achieve through this collaboration*]

1. **Responsibilities**

The responsibilities of the [*LEA*] are to:

* [*List the actions the LEA will take in order to meet the goal(s) established in this MOU*]

The responsibilities of the [*LP*] are to:

* [*List the actions the Lead Partner will take in order to meet the goal(s) established in this MOU*], including interim benchmarks of progress towards meeting annual goals

Both [*LEA*] and [*LP*] will ensure that program activities are conducted in compliance with all applicable Federal, State, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances outlined in the LEA’s SIG application approved by the Mississippi Department of Education (MDE).

1. **Evaluation**

[*LEA*] and [*LP*] have established the following performance indicators for evaluating the success of the implementation of this Understanding. The measures of annual growth set herein, shall be considered during the time of review of this Understanding, at which time, it may be extended, modified, or terminated.

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Annual Performance Indicators** | | |
| **Year 1** | **Year 2** | **Year 3** |
| *Enter the action/strategy that is to be carried out by the Lead Partner* | *Enter the results that the Lead Partner should have achieved towards meeting its goal by the end of Year 1* | *Enter the results that the Lead Partner should have achieved towards meeting its goal by the end of Year 2* | *Enter the goal that the Lead Partner should have achieved by the end of Year 3* |
|  |  |  |  |
|  |  |  |  |

1. **Exception to LEA Policies**

In order to successfully meet the terms of this Understanding, [*LEA*] gives [*LP*] the authority to carry out the services described herein by releasing all of the rights, privileges, and liabilities given to the [*LEA*] in the following LEA policies:

* [*List the LEA policies that will prohibit the Lead Partner from carrying out its duties set forth in this MOU.*]

The rights of the policies stated above shall be given to [*LP*] throughout the implementation of this Understanding. [*LEA*] or [*LP*] may relinquish its rights set forth by giving thirty (30) calendar days written notice to the other party and the effective date thereof.

1. **Terms of Understanding**

Timeline

This Memorandum of Understanding is made on [Enter the date that this Understanding will go into effect] by and between [*LEA*] and [*LP*]. Review of this Understanding shall be made on or before [Enter the date that this Understanding will be reviewed], at which time this Understanding may be extended, modified, or terminated.

Funding

As full consideration for the services to be performed under this Understanding, and for all rights, properties, and privileges vested in [*LEA*] by the terms of this Understanding, including the release of [*LEA*], its assigns, agents, licensees, affiliates, clients and principals, representatives, heirs and successors, from any liability for any releases granted by the terms of this Understanding in perpetuity, [*LEA*] agrees to pay [*LP*] using the following breakdown:

**Personnel Services:** An Amount Not to Exceed $ ($ /hr. x hrs. = $ /day x days), payable upon completion of services and submission of invoice no later than ten working days after completion of specified services.

**Travel:** Actual Amounts May Not Exceed $ (May include airfare, lodging, meals, etc.), reimbursed in accordance with the LEA’s travel policy upon receipt of travel voucher after completion of specified services.

**Commodities:** Actual Amounts May Not Exceed $ \_\_\_\_\_\_\_ , payable upon completion of specified services and submission of original invoice by the \_\_\_ working day of the month following the period of service.

Reporting

Records, data, and other information acquired, developed, collected, or documented under this agreement shall be the property of the originating agency. Such records shall be kept for a period of five (5) years after final payment under this Understanding, unless the Mississippi Department of Education authorizes their earlier disposition.

Updating

This Understanding will not be modified, altered, or changed except by the mutual agreement by an authorized representative(s) of each party to this Understanding and must be confirmed in writing.

Termination

If, for any reason, [*LP*] fails to meet to the standards described above to the satisfaction of[*LEA*], [*LEA*] may terminate this Understanding immediately on written notice to [*LP*] and [*LP*] shall be entitled to receive just and equitable compensation for any services completed or performed prior to termination of this Understanding, as determined by [*LEA*]. Furthermore, [*LEA*] or the [*LP*] may terminate this agreement at any time by giving thirty (30) business days written notice to the other party of such termination and specifying the effective date thereof.

1. **Principal Contacts**

Each party hereby designates the following as the initial principal contacts for the agency. These contacts may be changed at the participating agency’s discretion upon written notice to the other participating agency.

Local Educational Agency: Lead Partner:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal Contact’s Name Principal Contact’s Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal Contact’s Title Principal Contact’s Title

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal Contact’s Address Principal Contact’s Address

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal Contact’s Phone Number Principal Contact’s Phone Number

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal Contact’s Fax Number Principal Contact’s Fax Number

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Principal Contact’s Email Address Principal Contact’s Email Address

1. **Signatures**

Local Educational Agency:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

Superintendent’s Typed Name and Signature Title Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

Board President’s Typed Name and Signature Title Date

Lead Partners:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

Lead Partner Representative’s Typed Name and Signature Title Date

Date

To Whom It May Concern:

Proposals for “Student Remediation Services,” as listed on the attached sheet will be received in Sample County School District located at XXX Street Address, City, Mississippi until **TIME (CST) DAY, DATE.**

For mailed proposals, the following address should be used:

Sample School District

Attn: District Contact, Position, Purchasing Agent

XXX Street Address

City, MS Zip Code

Proposal envelopes should be sealed and clearly marked “Student Remediation Services.”

Sincerely,

# REQUEST FOR PROPOSALS

Student Remediation Services

**Sample School District**

**Attn: District Contact, Position**

**XXX Street Address**

**City, MS Zip Code**

Contact:

Name

[Email](mailto:snash@claiborne.k12.ms.us) Address

Phone: 601-XXX-XXXX

Fax: 601-XXX-XXXX

Due Date: INSERT

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**PROPOSAL TRANSMITTAL FORM**

**Student Remediation Services**

**Name of Offeror:**

**Contact Person:**

**Title:**

**Location of Offeror’s Principal Place of Business:**

**Location of Place of Performance (if different from above):**

**Phone Number: Fax Number:**

**Mailing Address:**

**By my signature below, I hereby represent that I am authorized to and do bind the offeror to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals (RFP). Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in awarding the contract.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Authorized Signature Date**

**Proposal Due Date: DATE, TIME, Central Time (CST)**

**Sample School District, Attn: Ms. District Contact, Position**

**Student Remediation Services**

**See page number [7] for delivery addresses**

REQUEST FOR PROPOSALS – SAMPLE SCHOOL DISTRICT

STUDENT REMEDIATION SERVICES

The Sample School District is soliciting competitive written proposals from qualified vendors to render Student Remediation Services and instructional support for classroom teachers and administrators. The purpose of which is to provide direct student remedial services to students in enrolled MCT-2 and SATP-2 courses during the Spring 2014 school term. The successful contractor may also be asked to provide continuing remediation services during the Fall 2014 school term depending on successes shown on test scores administered at the end of the 2013-2014 school year. Student remedial activities must be specifically designed to increase the academic success of all sub-groups of students measured by the annual Mississippi assessments. These services shall be provided to XXSD during the Spring of 2014 (and possibly Fall of 2014) to City Elementary, City Middle School, and City High School to support school wide reforms. These reforms include but are not limited to:

Services through this proposal will be funded in whole or part by [identify funding source].

**A. REQUEST FOR INFORMATION**

Questions concerning the RFP should be sent to:

District Contact at [**email**](mailto:snash@claiborne.k12.ms.us) **address**

The deadline for submitting written questions by email is Thursday, March 6, 2014 at 1:00 p.m. All responses to written questions and changes to specification requirements will be communicated via e-mail to the person submitting questions.

All questions, comments, and requests for clarifications must be in writing.

Only written response to written communication shall be considered official and binding upon XXSD. XXSD reserves the right, as its sole discretion, to determine appropriate and adequate responses to the written comments, questions, and request for clarification.

A list of questions, if any, will be compiled and the responses will be sent to all bidders with email addresses on file.

**B. DUE DATES FOR PROPOSAL**

One (1) **original** proposal and four (4) copies must be received by 1:00 p.m. Central Time (CST) on Monday, March 17, 2014 at the following address based upon the delivery method used:

**Hand Deliver Proposals to**: District Contact, Position

Sample School District

XXX Street Address

City, MS Zip Code

**Mail or Ship Proposals to**: District Contact, Position

Sample School District

XXX Street Address

City, MS Zip Code

**C. RESPONSIBILITY OF THE OFFEROR**

* Ensure that the competitive proposals are delivered by the deadline and assumes all risks of delivery.
* Upon receipt, the sealed proposals will be stamped and dated.
* Proposals and modifications received at XXX Street Address, City, MS after the time designated in the RFP will be considered **late** and will not be accepted or considered for award.
* Incomplete proposals will not be evaluated and will not be returned for revisions. No late, faxed or emailed copies will be accepted.
* Proposals that do not include the required number of copies will not be evaluated.
* The proposal transmittal form must be signed by an authorized official to bind the offeror to the proposal provisions.

1. **SCOPE OF WORK AND RESPONSIBILITIES**

The XXSD is seeking proposals for Student Remediation Services

Background

XXSD serves 1600+ students in grades K-12. The district consists of one elementary school with grades PreK-5, one middle school with grades 6 – 8, and one high school with grades 9 – 12.

XXSD uses a variety of curricular materials and strategies to enhance its instructional program. XXSD is committed to preparing all students for higher education and success in the 21st century.

Scope of Services

Components of the consultants’ work include, but are not limited to:

* Provide Remediation and debrief with school and district staff
* Provide applicable instructional strategies and use data to improve instruction
* Model best instructional practices to improve MCT-2/SATP-2 scores
* Components of the company’s work includes the company’s capacity to provide consultants required to deliver student remediation that is research-based for identified areas of need in the following areas:
  + 3rd, 4th, and 5th grade language arts
  + 3rd, 4th, and 5th grade mathematics
  + 6th, 7th, and 8th grade language arts
  + 6th, 7th, and 8th grade mathematics
  + English II
  + U.S. History
  + Biology I
* The consultant is expected to:
  + Work with the XXSD staff and students to implement effective, instructional processes
  + Work with XXSD staff to meet annual performance targets and desired outcomes
  + Carry out implementation and student remedial services in a timely fashion
  + Sign-in/Sign-out with the school administrator verifying attendance
  + Provide all necessary materials while on our campuses including but not limited to: copies for participants, technology, equipment, etc.
  + Prepare reports that reflect daily service outlining actions taken and recommendations to be submitted to the Conservator and the Deputy Superintendent for Curriculum and Instruction within two days of a site visit
  + Meet weekly with the Conservator and the Deputy Superintendent for Curriculum and Instruction to review progress
  + Meet with staff of MDE, Office of School Recovery on a quarterly basis regarding school data and performance.

The content from the consultant:

* Must be focused on student remedial services on content that students need for the appropriate grade level and/or subject area.
* Alignment to the Mississippi Frameworks must be well defined.
* Must be based on a review of evidenced-based scientific research.

**E. TIME FRAME**

The contract will become effective on the date it is signed by all parties and will end no later than November 30, 2014. A contract will be awarded to the vendor whose proposal is determined to be the most advantageous to the District, taking into consideration the price and the evaluation factors set forth in the RFP.

**F. TYPE OF CONTRACT**

It is anticipated that this contract will be a fixed price contract per day with payment made upon completion of tasks identified within the proposal.

**G. CONTRACTOR REQUIREMENTS**

The contractor will be responsible for all tasks required to complete the project as described in the Scope of Work.

**H. FORMAT AND PROCEDURE FOR DELIVERY OF PROPOSAL**

The proposal will consist of seven parts: Part I – Proposal Transmittal Form; Part II – Vendor Profile; Part III – Proposed Plan; Part IV – Budget; Part V – Standard Terms and Conditions; Part VI – Prospective Contractor’s Representation Regarding Contingent Fees Form and Part VII – Proprietary Information Form.

* **Part I** is the Proposal Transmittal Form, which shall serve as the cover page of the offeror’s proposal. The offeror shall complete the form and attach to the proposal in response to the RFP.
* **Part II** is the Vendor Profile, which shall provide satisfactory evidence of the vendor’s capability to manage and coordinate the types of activities and to provide the services described in this RFP in a timely manner. Special attention should be given to the qualifications listed in the Qualifications section of this RFP. A discussion shall include a description of the vendor’s background and relevant experience as related to the described activities. A description and details of the relevant experience shall be included. A minimum of three (3) references and resumes of all personnel to be assigned to the project shall be provided. Samples of previous work may be included.
* **Part III** is the Proposed Plan Proposal that shall provide a detailed plan describing how the services will be performed to meet the requirements of the RFP. The description shall encompass the requirements of Part I and Part II of this RFP. The proposal must detail the number of staff proposed, include a detailed plan of how each will be included in the process, and provide documentation of each staff member’s expertise in the content area assigned. The proposal shall include a detailed timeline of services that is prepared and organized in a clear and concise manner and is easily understandable. The proposal shall address the tasks to be accomplished, processes to be undertaken to accomplish those tasks and a proposed timeline for completion. Examples of materials that demonstrate the quality of work completed by the vendor on similar projects should be included. Offerors must designate those portions of the proposals which contain trade secrets or other proprietary data which may remain confidential in accordance with Sections 25-61-9 and 79-23-1 of the Mississippi Code.
* **Part IV** is the Budget that shall include the cost proposal and must encompass all requirements of this RFP. In order to be considered, vendors must submit a proposal that includes the budget narrative/cost proposal that addresses all costs for services, expenses, and products specified in the RFP. The budget narrative is a maximum cost. The XXSD will not pay any costs above this amount. A detailed budget narrative shall be included. Indirect costs will not be allowed. The budget narrative should include all costs associated with the project. A unit price shall be given for each service and such unit price shall be the same throughout the proposal. The Budget Summary form shall be completed and shall accompany the proposal. (Normally, the vendors submit an all-encompassing daily rate for the services to be rendered).
* **Part V** is the Standard Terms and Conditions section where the Vendor shall indicate agreement with the terms and conditions as set forth on page number [29-37] of the RFP. If the Vendor objects to any of the terms and conditions, the Vendor shall so state and shall indicate any revisions desired by the Vendor. Please note that any revisions may be considered adequate cause for rejection of the proposal.
* **Part VI** is the Prospective Contractor’s Representation Regarding Contingent Fees Form which must be completed and attached to the proposal in response to the RFP.
* **Part VII** is the Proprietary Information Form which must be completed and attached to the proposal in response to the RFP.

**I. ACCEPTANCE OF PROPOSALS**

**The XXSD reserves the right, in its sole discretion, to waive minor irregularities in proposals. A minor irregularity is a variation of the RFP, which does not affect the price of the proposal, or give one party an advantage or benefit not enjoyed by other parties, or adversely impacts the interest of XXSD. Waivers, when granted, shall in no way modify the RFP requirements or excuse the party from full compliance with the RFP specifications and other contract requirements if the party is awarded the contract.**

XXSD reserves the right to award the proposal (or portions) to more than one vendor.

J. REJECTION OF PROPOSALS

Any proposal shall be rejected in whole or in part when it is determined to be in the best interest of the XXSD. Reasons for rejecting a proposal include, but are not limited to:

1. The proposal contains unauthorized amendments to the requirements of the RFP.
2. The proposal is conditional.
3. The proposal is incomplete or contains irregularities, which make the proposal indefinite or ambiguous.
4. The proposal is not signed by an authorized representative of the party.
5. The proposal contains false or misleading statements or references.
6. The offeror is determined to be non-responsive.
7. The proposal price is clearly unreasonable.
8. The products or service item offered in the proposal is unacceptable by reason of its failure to meet the requirements of the specifications or permissible alternates or other acceptable criteria set forth in the RFP.
9. The required number of proposal was not submitted.

**EXCEPTIONS:**

The XXSD reserves the right to reject any and all proposals, to negotiate with the best proposed offeror to address issues other than those described in the proposal, to award a contract to other than the low offeror, or not to make any award if it is determined to be in the best interest of the XXSD.

K. DISPOSITION OF PROPOSALS

All submitted proposals become the property of XXSD and will not be returned to the offeror.

L. CONDITIONS OF SOLICITATION

The release of the RFP does not constitute an acceptance of any offer, nor does such release in any way obligate the XXSD to execute a contract with any other party.

The offeror shall assure compliance with the following conditions of solicitation:

1. Any proposal submitted in response to the RFP shall be in writing.
2. The XXSD will not be liable for any costs associated with the preparation of proposals or negotiations of contract incurred by any party.
3. The award of a contract for any proposal is contingent upon the following:

* Favorable evaluation of the proposal,
* Approval of the proposal by the XXSD
* Successful negotiation of any changes to the proposal as required by XXSD

1. Likewise, the XXSD also reserves the right to accept any proposal as submitted for contract award, without substantive negotiation of offered terms, services, or prices. Therefore, all parties are advised to propose their most favorable terms initially. Discussions may be conducted with offerors who submit proposals determined to be reasonably susceptible of being selected for the award for the purpose of clarification to assure full understanding of, and responsiveness to, the solicitation requirements, but proposals may be accepted without such discussions.
2. Any proposal received after the time and date set for receipt of proposals is late. Any withdrawal or modification of a proposal received after the time and date set for receipt of proposals at the place designated for receipt is late. No late proposal, late modification, or late withdrawal will be considered.
3. Bidders shall acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the bid, by identifying the amendment number and date in the space provided for this purpose on the bid form, or by letter. The acknowledgment must be received by the Sample School District by the time and at the place specified for receipt of bids.
4. The bidder certifies that the prices submitted in response to the solicitation have been arrived at independently and without – for the purpose of restricting competition – any consultation, communication, or agreement with any other bidder or competitor relating to those prices, the intention to submit a bid, or the methods or factors used to calculate the bid prices.
5. Minimum Planned Days of Services

The awarded contractor shall provide a minimum of fifteen (15) days of services for each content area and grade outlined in the proposal to the Sample School District that will include days at City High School and City Middle School. The awarded contractor shall provide a minimum of (10) days of services for each content area and grade outlined in the proposal to the Sample School District that will include days at City Elementary School. Thus, the contractor shall provide one consultant per grade in the areas of Language Arts and Mathematics for City Elementary School and City Middle School. This is subject to change if available funding changes.

1. XXSD reserves the right to cancel the contract, at any time, with ten days prior written notice. The contract awarded under this Request for Proposal (RFP) is contingent on the availability of funds to XXSD for this project. In the event funds are not available, any contract resulting from this RFP will become void immediately.
2. XXSD reserves the right to award the entire contract to one vendor or to award the separate contracts based on the rubrics (disciples) to multiple vendors based on the outcome of the evaluation process.
3. Contract Agreement – The successful contractor(s) may be required to enter into an Agreement with XXSD Conservator for the completion of this project. Where no formal contract is required, the specifications of this proposal and the purchase order issued to the contractor will serve as the contract, with all terms of this proposal presumed to be integrated into the purchase order. Any contract approved must include meeting all requirements submitted as part of the proposal.
4. The XXSD will be responsible for:
5. Providing a contact person to work with the successful contractor(s) to ensure quality control,
6. Provide and approve time frames, work plans supported by approved purchase orders, and
7. Provide available information to assist the contractor(s) in developing the appropriate strategy to help the students of XXSD.

**M. QUALIFICATIONS**

The offeror shall provide the following minimum information:

* The name of the offeror, the location of the offeror’s principal place of business and, if different, the place of performance of the proposed contract;
* The age of the offeror’s business and average number of employees over the past three years, as specified in the Request for Proposal;
* The abilities, qualifications, and experience of all persons who would be assigned to provide the required services;
* A listing of other contracts under which services similar in scope, size, or discipline to the required services were performed or undertaken within the past three years, as specified in the Request for Proposal; and,
* A plan giving as much detail as is practical explaining how the services will be performed.

Consultant Capabilities/Specifications

At a minimum, consulting firm should have a record of experience in:

a. Working with other school districts in Mississippi to implement and to provide student remediation.

b. Carrying out projects on approved schedule, and

c. Consultants should have documented expertise in the area of their work’s focus.

Minimum Qualification Standards as set by Sample School District

a. Five years of classroom experience in specified area

b. Consultant holds B.S. Degree and is highly qualified in content area

c. Consultant is technological literate

d. Consultant is able to demonstrate the needed expertise and knowledge in subject areas

e. Consultant must demonstrate lesson planning skills

f. Track record of improvement in student achievement (MCT-2, & SATP-2 test scores)

g. Resume’ included

N. CRITERIA FOR EVALUATION OF PROPOSALS

The XXSD reserves the right to accept, reject, or negotiate any or all offers on the basis of the evaluation criteria contained within this document. The final decision to execute a contract with any party rests solely with the XXSD.

Proposals submitted by the specified time and containing the seven parts described in the Format and Procedure for Delivery of Proposal section shall be evaluated by an Evaluation Committee selected by the XXSD. The specific criteria that will be used in evaluating the merits of the proposals are listed below. The criteria are weighted to yield a total of 100 points and shall include the following:

1. Efficacy of Plan – 20 points
2. Evaluation of Plan – 20 points
3. Demonstration of Need and Research Based – 10 points
4. Budget and Cost Effectiveness – 30 points
5. Qualifications, References, and Experiences of Vendor – 20 points

Awards shall be made to the responsible offeror whose proposal is determined to be the most advantageous to the XXSD, taking into consideration the price and the evaluation factors set forth. Results of the evaluation and the recommendation of the evaluation team will be forwarded to the Conservator for approval.

**Minimum Submission Requirements:**

The proposal should include

1. Company’s ability or approach to support the goals and expectations of the XXSD
2. General implementation plan
3. Company’s capacity to provide consultants required to provide student remediation
4. Qualifications of company
5. Key personnel who will be involved in the project with resumes attached
6. Detailed pricing plan
7. Plan addresses lead partner’s processes for adjusting staff and/or activities that do not meet the needs of XXSD
8. Minimum attachments should include
9. Resumes of all personnel proposed on this contract
10. Three letters of reference from previous clients that specifically relate to school improvement

RFP Scoring Rubric

Proposal Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Company Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation of proposals will be based upon the following criteria. Maximum points for each category are indicated.

|  |  |  |
| --- | --- | --- |
| Area: **English II** | Maximum  Points | Reviewer’s Points |
| Efficacy of Plan | 20 |  |
| • Project supports improved student achievement with intense student remediation services that is evidence-based and sustained within the classroom with students and teachers  • Plan includes a detailed timeline of services  • Project provides evidence of consultant’s clear knowledge of  2006 Mississippi Language Arts Framework, Revised  • Plan provides evidence of consultant skills and knowledge regarding Competencies: Vocabularies, Reading Comprehension, Writing, and Grammar  • Plan shows documented evidence where a high percentage passing rate in English II is accomplished from previous services by vendor.  • Plan includes a detailed timeline of services |  |  |
| Evaluation of Plan | 20 |  |
| • Project includes measurable objectives and targets that describe progress toward meeting the goals and objectives established  • Project includes measurable objectives for improved student  academic achievement as measured by SATP-2 |  |  |
| Demonstration of Need and Research-Based | 10 |  |
| • Project provides evidence-based student remedial activities  • Project addresses the results of a comprehensive assessment of Student performance and remediation needs |  |  |
| Qualifications , References, and Experiences | 20 |  |
| * + Plan includes full list of references with complete contact information and includes a minimum of three letters of   reference from previous clients that specifically relate to the  school improvement services of your organization   * + Plan provides specific evidence of vendor’s experience in turning around low-performing academic situations.   + Plan details number of staff required, includes detailed plan of   who will be included in the process, and provides documentation  of each staff member’s expertise in the subject area assigned   * Plan must give name and resume’ of individual to be assigned to Sample School District   + Plan addresses vendor’s processes for adjusting vendor staff   and/or activities that do not meet the needs of XXSD.   * Consultant must meet standards set forth by Sample School District |  |  |
| Budget and Cost Effectiveness | 30 |  |
| • Budget relates to the scope and requirements of the project  • Budget includes all presentation materials to be supplied by vendor  • Cost effectiveness ration determined by the relationship between the number of teachers served, the actual amount of teacher faculty  instructional contact time, and the total cost of the program  • A daily cost is set based on a full day supplied by vendor |  |  |

Total 100 \_\_\_\_\_

**O. STANDARD TERMS AND CONDITIONS**

Certain terms and conditions are required for contracting. Therefore, the offeror shall assure agreement and compliance with the following standard terms and conditions.

1. ACCESS TO RECORDS

The Contractor agrees that the XXSD, Mississippi Department of Education, United States Department of Education, the Comptroller General of the United States, or any of its duly authorized representatives at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of Contractor related to this specific contract for the purpose of making audit, examination, excerpts, or transcriptions. Such records shall be kept by Contractor for a period of three (3) years after final payments and all other pending matters are closed under this agreement. Contractor agrees to refund to the XXSD any overpayment disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of 3-year period, the records shall be retained until completion of the action and resolution of all issues which arise from it.

2. APPLICABLE LAW

The contract shall be governed by and construed in accordance with the laws of the State of Mississippi, excluding its conflicts of law provisions, and any litigation with respect thereto shall be brought in the courts of the State. The Contractor shall comply with applicable federal, state, and local laws and regulations. In compliance with State law, the Contractor, if employed by a public entity, must make arrangements with his/her employer to take the appropriate leave (professional, etc.) during the period of service covered by the Contractor.

3. ASSIGNMENT

Contractor shall not assign or subcontract in whole or in part, its right or obligations under this agreement without prior written consent of the XXSD. Any attempted assignment without said consent shall be void and of no effect.

1. AUTHORITY TO CONTRACT

Contractor warrants (a) that it is a validly organized business with valid authority to enter into this agreement; (b) that it is qualified to do business and in good standing in the State of Mississippi; (c) that entry into and performance under this agreement is not restricted or prohibited by any loan, security, financing, contractual, or other agreement of any kind; and (d) notwithstanding any other provision of this agreement to the contrary, that there are no existing legal proceedings or prospective legal proceedings, either voluntary or otherwise, which may adversely affect its ability to perform its obligations under this agreement.

5. COMPLIANCE WITH LAWS

The Contractor understands that the XXSD is an Equal Opportunity Employer and therefore maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful and the Contractor agrees during the term of the agreement that the Contractor will strictly adhere to this policy in its employment practices and provision of services. The Contractor shall comply with Executive Order 11246 of September 24, 1965, entitled “Equal Employment Opportunity,” as amended by Executive Order 11375 of October 13, 1967, and as supplemented by the Department of Labor. All activities under this agreement shall be subject to, all applicable federal, State of Mississippi, and local laws and regulations, as now existing and as may be amended or modified.

6. INDEPENDENT CONTRACTOR

The Contractor shall perform all services as an independent contractor and shall at no time act as an agent for the XXSD. No act performed or representation made, whether oral or written, by contractor with respect to third parties shall be binding on the XXSD.

7. COPYRIGHTS AND PATENTS

Contractor (i) agrees that the XXSD shall determine the disposition of the title to and the rights under any copyright or patent by Contractor or employees on copyrightable material first produced, composed, discovered or invented in the course of or under this agreement, and (ii) hereby grants to the XXSD a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, and to authorize others to do so, all copyrighted or (copyrightable) work not first produced or composed by Contractor in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent Contractor now has, or prior to the completion of full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Contractor further agrees that all material produced and/or delivered under this contract will not, to the best of the Contractor's knowledge, infringe upon the copyright, patent, or any other proprietary rights of any third party. Should any aspect of the materials become, or in the Contractor's opinion be likely to become, the subject of any infringement claim or suit, the Contractor shall procure the rights to such material or replace or modify the material to make it non-infringing.

8. DISCLOSURE OF CONFIDENTIAL INFORMATION

In the event that either party to this agreement receives notice that a third party requests divulgence of confidential or otherwise protected information and/or has served upon it a subpoena or other validly issued administrative or judicial process ordering divulgence of confidential or otherwise protected information that party shall promptly inform the other party and thereafter respond in conformity with such subpoena to the extent mandated by law. This section shall survive the termination or completion of this agreement. The parties agree that this section is subject to and superseded by Mississippi Code Ann. Section 25-61-1, *et.seq*.

9. EXCEPTIONS TO CONFIDENTIAL INFORMATION

Contractor and the XXSD shall not be obligated to treat as confidential and proprietary any information disclosed by the other party (“the Disclosing Party”) which (a) is rightfully known to the recipient prior to negotiations leading to this agreement, other than information obtained in confidence under prior engagements; (b) is generally known or easily ascertainable by non-parties of ordinary skill in the business of the customer; (c) is released by the Disclosing Party to any other person, firm, or entity (including governmental agencies or bureaus) without restriction; (d) is independently developed by the recipient without any reliance on confidential information; (e) is or later becomes part of the public domain or may be lawfully obtained by the XXSD or the Contractor from any non-party; or (f) is disclosed with the Disclosing Party’s prior written consent.

10. MODIFICATION OR RENEGOTIATION

This agreement may be modified, altered or changed only by written agreement signed by the parties hereto. The parties agree to renegotiate the agreement if federal and/or State revisions of any applicable laws or regulations make changes in this agreement necessary.

11. REPRESENTATION REGARDING CONTINGENT FEES

The Contractor represents that it has not retained a person to solicit or secure a State contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except as disclosed in the Contractor’s bid or proposal.

12. REPRESENTATION REGARDING GRATUITIES

The bidder, offeror, or Contractor represents that it has not violated, is not violating, and promises that it will not violate the prohibition against gratuities.

13. AVAILABILITY OF FUNDS

It is expressly understood and agreed that the obligation of the XXSD to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at any time, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to the XXSD, the XXSD shall have the right upon ten (10) working days written notice to the Contractor, to terminate this agreement without damage, penalty, cost or expenses to the district of any kind whatsoever. The effective date of termination shall be as specified in the notice of termination.

14. STOP WORK ORDER

(1) *Order to stop work.* The Purchasing Agent of XXSD may by written order to the Contractor at any time, and without notice to any surety, require the Contractor to stop all or any part of the work called for by this contract. This order shall be for a specified period not exceeding 90 days after the order is delivered to the Contractor, unless the parties agree to any further period. Any such order shall be identified specifically as a stop work order issued pursuant to this clause. Upon receipt of such an order, the Contractor shall forthwith comply with its terms and take all reasonable steps to minimize the occurrence of costs allocable to work covered by the order during the period of work stoppage. Before the stop work order expires, or within any further period to which the parties shall have agreed, the Business Office of XXSD shall either:

(a) cancel the stop work order; or

(b) terminate the work covered by such order as provided in the Termination for Default Clause or the Termination for Convenience Clause of this contract.

(2) *Cancellation or Expiration of the Order*. If a stop work order issued under this clause is cancelled at any time during the period specified in the order, or if the period of the order or any extension thereof expires, the Contractor shall have the right to resume work. An appropriate adjustment shall be made in the delivery schedule or Contractor price, or both, and the contract shall be modified in writing accordingly, if:

(a) the stop work order results in an increase in the time required for, or in the Contractor’s cost properly allocable to, the performance of any part of this contract; and

(b) the Contractor asserts a claim for such an adjustment within 30 days after the end of the period of work stoppage; provided that, if the Procurement Officer of XXSD decides that the facts justify such action, any such claim asserted may be received and acted upon at any time prior to final payment under this contract.

(3) *Termination of Stopped Work*. If a stop work order is not cancelled and the work covered by such order is terminated for default or convenience, the reasonable costs resulting from the stop work order shall be allowed by adjustment or otherwise.

(4) *Adjustment of Price*. Any adjustment in contract price made pursuant to this clause shall be determined in accordance with the Price Adjustment Clause of this contract.

15. TERMINATION FOR DEFAULT

1. *Default*. If the Contractor refuses or fails to perform any of the provisions of this contract with such diligence as will ensure its completion within the time specified in this contract, or any extension thereof otherwise fails to timely satisfy the contract provisions, or commits any other substantial breach of this contract, the Purchasing Agent of XXSD may notify the Contractor in writing of the delay or nonperformance and if not cured in ten days or any longer time specified in writing by the Purchasing Agent of XXSD, such officer may terminate the Contractor’s right to proceed with the contract or such part of the contract as to which there has been delay or a failure to properly perform. In the event of termination in whole or in part, the Purchasing Agent of XXSD may procure similar supplies or services in a manner and upon terms deemed appropriate by the Purchasing Agent of XXSD. The Contractor shall continue performance of the contract to the extent it is not terminated and shall be liable for excess costs incurred in procuring similar goods or services.
2. *Contractor’s Duties*. Notwithstanding termination of the contract and subject to any directions from the Purchasing Agent of XXSD, the Contractor shall take timely, reasonable, and necessary action to protect and preserve property in the possession of the Contractor in which the XXSD has an interest.
3. *Compensation*. Payment for completed services delivered and accepted by the XXSD shall be at the contract price. The XXSD may withhold from amounts due the Contractor such sums as the Purchasing Agent of XXSD deems to be necessary to protect the XXSD against loss because of outstanding liens or claims of former lien holders and to reimburse the XXSD for the excess costs incurred in procuring similar goods and services.
4. *Excuse for Nonperformance or Delayed Performance*. Except with respect to defaults of Subcontractors, the Contractor shall not be in default by reason of any failure in performance of this contract in accordance with its terms (including any failure by the Contractor to make progress in the prosecution of the work hereunder which endangers such performance) if the Contractor has notified the Purchasing Agent of XXSD within 15 days after the cause of the delay and the failure arises out of causes such as: acts of God; acts of the public enemy; acts of the State and any other governmental entity in its sovereign or contractual capacity; fires; floods; epidemics; quarantine restrictions; strikes or other labor disputes; freight embargoes; or unusually severe weather. If the failure to perform is caused by the failure of a Subcontractor to perform or to make progress, and if such failure arises out of causes similar to those set forth above, the Contractor shall not be deemed to be in default, unless the services to be furnished by the Subcontractor were reasonably obtainable from other sources in sufficient time to permit the Contractor to meet the contract requirements.

Upon request of the Contractor, the Purchasing Agent of XXSD shall ascertain the facts and extent of such failure, and, if such officer determines that any failure to perform was occasioned by any one or more of the excusable causes, and that, but for the excusable cause, the Contractor’s progress and performance would have met the terms of the contract, the delivery schedule shall be revised accordingly, subject to the rights of the XXSD under the clause entitled “Termination for Convenience.” (As used in this Paragraph of this clause, the term “Subcontractor” means Subcontractor at any tier).

1. *Erroneous Termination for Default.* If, after notice of termination of the Contractor’s right to proceed under the provisions of this clause, it is determined for any reason that the contract was not in default under the provisions of this clause, or that the delay was excusable under the provisions of Paragraph (4) (Excuse for Nonperformance or Delayed Performance) of this clause, the rights and obligations of the parties shall, if the contract contains a clause providing for termination for convenience of the XXSD, be the same as if the notice of termination had been issued pursuant to such clause.
2. *Additional Rights and Remedies*. The rights and remedies provided in this clause are in addition to any other rights and remedies provided by law or under this contract.

16. TERMINATION FOR CONVENIENCE

1. *Termination*. The Purchasing Agent of XXSD may, when the interests of the XXSD so require, terminate this contract in whole or in part, for the convenience of the XXSD. The Purchasing Agent of XXSD shall give written notice of the termination to the Contractor specifying the part of the contract terminated and when termination becomes effective.

(2) *Contractor’s Obligations*. The Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination the Contractor will stop work to the extent specified. The Contractor shall also terminate outstanding orders and subcontracts as they relate to the terminated work. The Contractor shall settle the liabilities and claims arising out of the termination of subcontractors and orders connected with the terminated work. The Purchasing Agent of XXSD may direct the Contractor to assign the Contractor’s right, title, and interest under terminated orders or subcontracts to the State. The Contractor must still complete the work not terminated by the notice of termination and may incur obligations as are necessary to do so.

17. E-VERIFICATION

The Contractor represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act, Mississippi Code Annotated §§ 71-11-1 and 71-11-3, and will register and participate in the status verification system for all newly hired employees. The term “employee” as used herein means any person that is hired to perform work within the State of Mississippi. As used herein, “status verification system” means the Illegal Immigration Reform and Immigration Responsibility Act of 1996 that is operated by the United States Department of Homeland Security, also known as the E-Verify Program, or any other successor electronic verification system replacing the E-Verify Program. The Contractor agrees to maintain records of such compliance and, upon request of the State, to provide a copy of each such verification to the State. The Contractor further represents and warrants that any person assigned to perform services hereafter meets the employment eligibility requirements of all immigration laws of these warranties, the breach of which may subject the Contractor to the following:

1. termination of this Agreement and ineligibility for any state or public contract in Mississippi for up to three (3) years with notice of such cancellation/termination being made public;
2. the loss of any license, permit, certification or other document granted to the Contractor by an agency, department or governmental entity for the right to do business in Mississippi for up to one (1) year; or,
3. both.

In the event of such termination/cancellation, the Contractor shall also be liable for any additional costs incurred by the XXSD due to contract cancellation or loss of license or permit.

18. EQUAL OPPORTUNITY EMPLOYER

The Contractor shall be an equal opportunity employer and shall perform to all affirmative action and other applicable requirements; accordingly, contractor shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the ground of race, color, religion, national origin, disability, or sex in any manner prohibited by law.

19. BOARD APPROVAL

It is understood that this contract is void and no payment shall be made in the event that the Conservator does not approve this contract.

20. PERSONNEL

Contractor agrees that, at all times, the employees of contractor furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike, and dignified manner.

21. CONFIDENTIALITY

The Contractor shall agree to assure the confidentiality of any records obtained from the XXSD as required by state and federal privacy laws. No information, documents or other material provided to or prepared by the contractor deemed confidential by XXSD pursuant to state and federal privacy laws, shall be made available to any person or organization without the prior approval of the XXSD. Any liability resulting from the wrongful disclosure of confidential information on the part of the Contractor shall rest with the Contractor. This includes all student-related data and contractor is required to comply with all Family Educational Rights and Privacy Act (FERPA) provisions.

22. INDEMNIFICATION

To the fullest extent allowed by law, the Contractor shall indemnify, defend, save and hold harmless, protect and exonerate the members of the Mississippi Board of Education, the XXSD, and its commission members, officers, employees, agents and representatives, and the State of Mississippi from and against all claims, demands, liabilities, suits, actions, damages, losses, and costs of every kind and nature whatsoever, including, without limitation, court costs, investigative fees and expenses, and attorneys’ fees, arising out of or caused by the Contractor and/or its partners, principals, agents, employees and/or Subcontractors in the performance of or failure to perform this agreement.  In the State’s sole discretion, the Contractor may be allowed to control the defense of any such claim, suit, etc.  In the event the Contractor defends said claim, suit, etc., the Contractor shall use legal counsel acceptable to the State; the Contractor shall be solely responsible for all costs and/or expenses associated with such defense, and the State shall be entitled to participate in said defense.  The Contractor shall not settle any claim, suit, etc. without the XXSD’s concurrence, which the XXSD shall not unreasonably withhold.

23. DEBARMENT AND SUSPENSION

The Contractor certifies that neither it nor its principals: (a) are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency; (b) have, within a three (3) year period preceding this agreement, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state anti-trust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property; (c) are presently indicted of or otherwise criminally or civilly charged by a governmental entity with the commission of fraud of a criminal offence in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state anti-trust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property, and (d) have, within a three (3) year period preceding this agreement, had one or more public transaction (federal, state or local) terminated for cause or default. See Excluded Parties List System at [www.epls.gov](http://www.epls.gov/).

**P. BILLING**

All services will be provided once a signed purchase order is secured which indicates the dates of the service and the consultant performing the service is identified. The consultant and a school administrator must sign a verification form that indicates that the service is rendered for each date of service. One copy of this form must be provided to the Sample School District Business Office by the vendor within three days of the service being provided with the contractor retaining the second copy. No partial days will be allowed. In order to qualify for a day of work, the contractor must be on-site providing services for at least 7 hours. All travel costs and time will be absorbed as part of the contractor’s daily fee.

Invoices are to be furnished for each project. The cut off on the invoice must be made to include the week ending closest to the end of the month. All invoices must indicate the total price of the items, resulting in the net price to be paid by the district. The district will pay all invoices within 45 days of the invoice being verified for completion. This completion will include the daily reports required and the verification form being matched to the invoice.

The successful firm shall report and in writing cancel within 30 days’ notice if services provided in this proposal cannot be delivered.

**Q. ROYALITIES AND PATENTS**

The firm shall pay all royalties and license fees. The firm shall defend all suits or claims for infringement of any patent rights and shall hold the Sample School District harmless from such loss on account thereof.

**R. INSURANCE REQUIREMENTS**

The following insurance requirements must be met or the proposal will be considered incomplete and therefore rejected.

1. Commercial General Liability – Combined Single Limit in an amount of $1,000,000.00 per occurrence with $2,000,000.00 aggregate;
2. Commercial Auto Liability – Combined Single Limit in an amount of $1,000,000.00;
3. Workers’ Compensation and Employer’s Liability Insurance:

Workers’ Compensation Limits: Statutory-State of Mississippi.

Policies shall include a waiver of subrogation in favor of Sample School District.

1. Employers’ Liability: $100,000.00 Each Accident; $500,000.00 Disease Policy Limit; $1000,000.00 Disease Each Employee; and
2. Proof of coverage must be placed on file with the school district by the Contractor and kept current throughout the term of this Contract.

Current insurance certificates shall be attached to the proposal.

(If the firm does not have the above insurances, a detailed explanation must be attached to the proposal of how any workers’ compensation claims or liability issues will be addressed.)

**S. DAMAGE CAUSED BY SUCCESSFUL BIDDER**

The Sample School District will hold the successful firm responsible for damage caused to the buildings, fences, and other structures or assets of the Sample School District under all conditions.

As a bidding vendor, we understand that all of these provisions must be strictly complied with in order to fulfill the contract.

FIRM \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

BY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TITLE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PART VI**

PROSPECTIVE CONTRACTOR’S REPRESENTATION REGARDING CONTINGENT FEES

The prospective contractor represents as a part of such contractor’s bid or proposal that such contractor has ( ) or has not ( ) retained any person or agency on a percentage, commission, or other contingent arrangement to secure this contract.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Offeror Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of Request for Proposal

\*Please check appropriate response

**PART VII**

**PROPRIETARY INFORMATION**

The enclosed proposal does ( ) or does not ( ) contain trade secrets or other proprietary data which the offeror wishes to remain confidential in accordance with Section 25-61-9 and 79-23-1 of the Mississippi Code.

If the enclosed proposal does include pages that the offeror wishes to designate as proprietary, please list page numbers below.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Offeror Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of Request for Proposal

\*Please check appropriate response

**BUDGET GUIDANCE**

**General Guidance**

An LEA’s proposed budget should cover a period of up-to-five years and should take into account the following:

1. The number of Priority and Focus schools that the LEA commits to serve and the intervention model selected for each school.
2. The budget request for each school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of up-to-five years.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Priority and Focus schools.
5. The minimum amount of funding that may be awarded for each of the five years of the School Improvement Grant is $50,000.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of schools that the LEA is approved to serve by $2 million (the maximum amount that an SEA may award to an LEA for each participating school).
7. Pre-Implementation or Planning expenditures may include
   1. Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.
   2. Rigorous Review of External Providers: Conduct the required rigorous review process to recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.
   3. Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
   4. Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2014-2015 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.
   5. Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school’s comprehensive instructional plan and the school’s intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school’s comprehensive instructional plan and the school’s intervention model; or train staff on the new evaluation system and locally adopted competencies.

# OTHER FEDERAL ASSURANCES AND CERTIFICATIONS

* The District will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
* With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all sub-awards at all tiers.
* Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
* To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
* The district will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable:
  + 34 CFR Part 74 --Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations
  + 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600
  + 34 CFR Part 77 -- Definitions that Apply to Department Regulations
  + 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions
  + 34 CFR Part 81 – General Education Provisions Act—Enforcement
  + 34 CFR Part 82 -- New Restrictions on Lobbying
  + 34 CFR Part 85 – Government-wide Debarment and Suspension (Nonprocurement)

**PERFORMANCE FRAMEWORK DEFINITIONS**

The Mississippi Department of Education is required to submit data for 18 metrics for each Priority and Focus school that implements one of the six required school intervention models and is served with SIG funds.

In the initial application, LEAs are required to submit baseline data for each school for the school year **prior** to the implementation of one of the intervention models. LEAs must also propose annual targets for each subsequent year that the school implements the model.

After an LEA’s application has been approved, and prior to an LEA receiving grant funds, the LEA and MDE will work together to finalize the LEA’s proposed annual targets for the leading and achievement indicators of performance for *each* school. These indicators, and their definitions, are listed below.

**METRICS DEFINED**

**Metric 1—Intervention Model:** Identify the intervention model that the school is implementing – transformation, turnaround, or closure.

**Metric 2—AMO Status:** Identify the State Accountability label and indicate if growth was met or not met. *Source: NCLB Report Card*

**Metric 3—AMO Targets Met and Missed**: Identify by reading/language arts, mathematics, and other academic indicators whether **AMO** targets have been met or not met for each subgroup.

*Source: NCLB Report Card*

**Metric 4—School Improvement Status: No longer applicable due to the ESEA flexibility waiver**

**Metric 5—Number of Minutes and Types of Increased Learning Time Offered:** This data group is the number of minutes that **all** students were required to be at school and any additional learning time (before school, after school, or summer school) for which all students had the opportunity to participate. School minutes are the total of all full school days and half school days and any increased learning time provided to all students in the school.

EXAMPLE: The regular school year for a school included 176 full school days and four half school days that all students were required to attend.

* The school is in an LEA where a full day is 390 minutes and a half day is 195 minutes.
* The school also provided 80 days of additional learning time for which all students had the opportunity to participate.
* The additional learning time lasted 90 minutes per day.
* The total minutes would be 76,620, calculated as follows:
  + 176 days multiplied by 390 minutes = 68,640 minutes
  + 4 days multiplied by 195 minutes =780 minutes
  + 80 days multiplied by 90 minutes=7,200 minutes
  + Add the results: 68,640+780+7,200 = **76,620 minutes**

*Increased learning time* is defined by the type of increased learning time that the school offered. The following types of increased learning times should be reported: longer school year, longer school day, before school, after school, summer school, weekend school.

*Source: School Data Reports*

**Metric 6—Proficiency on State Assessments:** Identify the percentage of students by each proficiency level on the State assessments for reading/language arts and mathematics by grade and by student subgroup.

*Source: NCLB Report Card*

**Metric 7—Student Participation Rate on State Assessments:** Identify by subgroup, the percentage of students who completed the reading/language arts and mathematics assessments.

*Source: NCLB Report Card*

**Metric 8—Average Scale Score:** Identify the average scale score of students by each proficiency level on the State assessments for reading/ language arts and mathematics, by grade and by student subgroup.

*Source: School Data Reports*

**Metric 9—Attainment of English Language Proficiency:** Identify the percentage of English Language students who attain English proficiency.

*Source: School Data Reports*

**Metric 10—Graduation Rate:** Identify the percentage of students graduating from high school.

*Source: NCLB Report Card*

**Metric 11 – Dropout Rate –** Identify the percentage of students who fail to graduate from high school with their cohort group. Source: NCLB Report Card

**Metric 12 – Student Attendance Rate –** Identify the number of school days during the regular school year students attended school divided by the maximum number of days students could have attended school during the school year. Source: NCLB Report Card

**Metric 13- Dual Enrollment and Advanced Coursework** – Schools will identify three data metrics for this indicator. Source: School Data Reports

* ***Advanced Coursework*** is defined as the number of students who complete advanced placement or International Baccalaureate classes. Completing the advanced coursework means that the student finished the class either during the school year or in combination with summer school **and** received course credit in accordance with state or local requirements.
* ***Dual Enrollment*** refers to the number of high school students who complete at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.
* ***Advanced Coursework and Dual Enrollment*** is defined as the number of students who complete advanced coursework **AND** complete at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

**Metric 14 – College Enrollment Rates-** Identify the number and percentage of students who complete high school and enroll in postsecondary institutions. Source: School Data Reports

**Metric 15 – Discipline Rates-** Identify the number of incidents of discipline data during the baseline year. Source: School Data Reports

**Metric 16- Chronic Absenteeism –** Identify the number and percentage of students with absences greater than or equal to 10% of the total number of days in the regular academic school year. Source: School Data Reports

**Metric 17 – Distribution of Teachers by Performance Level –** Identify the percentage of teachers by overall performance level (unsatisfactory, needs improvement, meets standards, exemplary) on the LEA’s teacher evaluation instrument. Source: School Data Reports

**Metric 18 – Teacher Attendance Rates-** Identify the number of FTE days teachers worked divided by the maximum number of FTE teacher working days. A teacher is considered absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students. Source: School Data Reports

**METRICS BY CATEGORY**

**Leading Indicators**

* Number of minutes within the school year and school day;
* Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
* Dropout rate;
* Student attendance rate;
* Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
* Discipline incidents;
* Chronic absenteeism;
* Distribution of teachers by performance level on an LEA’s teacher evaluation system; and
* Teacher attendance rate.

**Achievement Indicators**

* Percentage of students at or above proficiency level on State assessments in reading/language arts and mathematics, by both grade level , and by student subgroup;
* Average scale score on State assessments in reading/language arts and mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup;
* Percentage of limited English proficient students who attain English language proficiency;
* School improvement status and AMO targets met and missed;
* College enrollment rates; and
* Graduation rate.

School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PERFORMANCE FRAMEWORK 5-YEAR GOALS**

The Mississippi Department of Education is required to submit data for 18 metrics for each Priority or Focus school that implements one of the six required school intervention models and is served with SIG funds.

Schools are required to submit Baseline/Pre-data for the school year **prior** to the implementation of one of the six intervention models and for each subsequent year that the school implements the model. These goals will be updated once SY2016-2017 data becomes available.

## 5-YEAR GOALS

5-Year Goal - The goal to be achieved by the end of Year 5 of SIG implementation.

SIG Year 2 Goal - Goal for the end of Year 1 of full implementation.

SIG Year 3 Goal - Goal for the end of Year 2 implementation.

SIG Year 4 Goal - Goal for the end of Year 3 implementation.

SIG Year 5 Goal – Goal for the end of Sustainability Year. (Same as 5-Yr Goal)

### METRIC 1 INTERVENTION MODEL

Identify the intervention model that the school is implementing - transformation, turnaround, restart, closure.

### METRIC 2 AMO STATUS

Identify the District and School's NCLB Adequate Yearly Progress (AMO) Status and indicate if growth was met or not met in reading/language arts, mathematics, and other academic indicators.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Was growth met or not met in the following areas?** | **Reading/ Language Arts** | | **Mathematics** | | **Other Academic Indicators** | | **State Accountability Rating** |
|  | **Met** | **Not Met** | **Met** | **Not Met** | **Met** | **Not Met** | **(notes)** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |
| **5-Yr Goal** |  |  |  |  |  |  |  |
| **SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18** |  |  |  |  |  |  |  |
| **SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19** |  |  |  |  |  |  |  |
| **SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20** |  |  |  |  |  |  |  |
| **SIG Year 5/ Sustainability Goal – FY 20-21** |  |  |  |  |  |  |  |

### METRIC 3 AYP TARGETS MET AND MISSED BY SUBGROUPS

Identify by reading/language arts, mathematics, and other academic indicators whether AYP targets have been met or not met for each subgroup.

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| **AMO Targets Mathematics** | **All Students** | | **IEP** | | | **LEP** | | | **ED** | | |
|  | **Met** | **Not Met** | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |
| **5-Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18** |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19** |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20** |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 5/ Sustainability Goal – FY 20-21** |  |  |  |  |  |  |  |  |  |  |  |

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| **AMO Targets Mathematics** | **Asian** | | | **Black** | | | **Hispanic** | | | **Native American** | | | **White** | | |
|  | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5-Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 5/ Sustainability Goal – FY 20-21** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **AMO Targets English/Language Arts** | **All Students** | | **IEP** | | | **LEP** | | | **ED** | | |
|  | **Met** | **Not Met** | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |
| **5-Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18** |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19** |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20** |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 5/ Sustainability Goal – FY 20-21** |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AMO Targets English/Language Arts** | **Asian** | | | **Black** | | | **Hispanic** | | | **Native American** | | | **White** | | |
|  | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5-Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 5/ Sustainability Goal – FY 20-21** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **AMO Targets Other Academic Indicators** | **All Students** | | **IEP** | | | **LEP** | | | **ED** | | |
|  | **Met** | **Not Met** | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |
| **5-Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18** |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19** |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20** |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 5/ Sustainability Goal – FY 20-21** |  |  |  |  |  |  |  |  |  |  |  |

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| **AMO Targets Other Academic Indicators** | **Asian** | | | **Black** | | | **Hispanic** | | | **Native American** | | | **White** | | |
|  | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** | **Met** | **Not Met** | **N/A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5-Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **SIG Year 5/ Sustainability Goal – FY 20-21** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

### METRIC 4 SCHOOL IMPROVEMENT STATUS

No longer applicable due to the ESEA flexibility waiver

### METRIC 5 NUMBER OF MINUTES AND TYPES OF INCREASED LEARNING TIME OFFERED

EXAMPLE ONLY *(results will vary for each school based on individual days and minutes)*:

The total minutes would be 78, 780, calculated as follows:

* Full days: 176 days multiplied by 390 minutes = 68,640 minutes
* Partial days: 4 days multiplied by 195 minutes =780 minutes
* After school: 80 days multiplied by 90 minutes=7,200 minutes
* Professional Learning Community: 60 minutes a week X 36 weeks = 2160 minutes
* Add the results: 68,640 + 780 + 7,200 + 2160 = **78, 780 minutes**

**NOTE: *Additional learning time for which all students had the opportunity to participate*.**

Increased learning time is defined by the type of increased learning time that the school offered. The following types of increased learning times should be reported: longer school year, longer school day, before/after school, summer school, weekend school. Source: School Data Reports EXCLUDES LUNCH PERIOD.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Types: 1-Longer school year 2-Longer school day 3-Before/After school 4-Summer school 5-Weekend school | | | | | | | | | | | | | |  | |
| 6-Other (re-directed time within the school day) | | | | |  | | | | | | | | | | |
|  | **Total # of minutes** | **Increased**  **# of minutes** | **Types of Addt'l Learning Time** | | | | | | | **# Core** | **# Enrichment** | **# Teacher PD/ Collaboration** | |
|  |  |  | **1** | | **2** | **3** | **4** | **5** | **6** |  |  |  | |
| **5-Yr Goal** |  |  |  | |  |  |  |  |  |  |  |  | |
| **Baseline/Pre-data** |  |  |  | |  |  |  |  |  |  |  |  | |

Explain calculations (clearly describe how you reached this number)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Total # of minutes** | **Increased**  **# of minutes** | **Types of Addt'l Learning Time** | | | | | | **# Core** | **# Enrichment** | **# Teacher PD/ Collaboration** |
|  |  |  | **1** | **2** | **3** | **4** | **5** | **6** |  |  |  |
| **SIG Year 2 Actual** |  |  |  |  |  |  |  |  |  |  |  |

Explain calculations (clearly describe how you reached this number)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Total # of minutes** | **Increased**  **# of minutes** | **Types of Addt'l Learning Time** | | | | | | **# Core** | **# Enrichment** | **# Teacher PD/ Collaboration** |
|  |  |  | **1** | **2** | **3** | **4** | **5** | **6** |  |  |  |
| **SIG Year 3 Actual** |  |  |  |  |  |  |  |  |  |  |  |

Explain calculations (clearly describe how you reached this number)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Total # of minutes** | **Increased**  **# of minutes** | **Types of Addt'l Learning Time** | | | | | | **# Core** | **# Enrichment** | **# Teacher PD/ Collaboration** |
|  |  |  | **1** | **2** | **3** | **4** | **5** | **6** |  |  |  |
| **SIG Year 4 Actual** |  |  |  |  |  |  |  |  |  |  |  |

Explain calculations (clearly describe how you reached this number)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Total # of minutes** | **Increased**  **# of minutes** | **Types of Addt'l Learning Time** | | | | | | **# Core** | **# Enrichment** | **# Teacher PD/ Collaboration** |
|  |  |  | **1** | **2** | **3** | **4** | **5** | **6** |  |  |  |
| **SIG Year 5 Actual** |  |  |  |  |  |  |  |  |  |  |  |

Explain calculations (clearly describe how you reached this number)

### METRIC 6 PROFICIENCY ON STATE ASSESSMENTS

Identify the percentage (%) of students by each proficiency level (minimal, basic, proficient, advanced) on the State assessments for reading/language arts and mathematics by grade and by student subgroup.

**Metric 6: Grade - 3**

***M=minimal B=basic P=proficient A=advanced***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading/Language Arts** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
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| **Baseline data**  **Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Mathematics** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **Asian** | | | | **Black** | | | | **Hispanic** | | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |

**Metric 6: Grade - 4**

***M=minimal B=basic P=proficient A=advanced***

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| **Reading/Language Arts** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **Asian** | **Black** | **Hispanic** | **Native American** | **White** |

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|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data**  **Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Mathematics** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **Asian** | | | | **Black** | | | | **Hispanic** | | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |

**Metric 6: Grade - 5**

***M=minimal B=basic P=proficient A=advanced***

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| **Reading/Language Arts** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **Asian** | **Black** | **Hispanic** | **Native American** | **White** |

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|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data**  **Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Mathematics** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **Asian** | | | | **Black** | | | | **Hispanic** | | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |

**Metric 6: Grade - 6**

***M=minimal B=basic P=proficient A=advanced***

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| **Reading/Language Arts** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **Asian** | **Black** | **Hispanic** | **Native American** | **White** |

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|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data**  **Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Mathematics** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **Asian** | | | | **Black** | | | | **Hispanic** | | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |

**Metric 6: Grade - 7**

***M=minimal B=basic P=proficient A=advanced***

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| **Reading/Language Arts** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **Asian** | **Black** | **Hispanic** | **Native American** | **White** |

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|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data**  **Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Mathematics** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **Asian** | | | | **Black** | | | | **Hispanic** | | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |

**Metric 6: Grade - 8**

***M=minimal B=basic P=proficient A=advanced***

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| **Reading/Language Arts** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **Asian** | **Black** | **Hispanic** | **Native American** | **White** |

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|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data**  **Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Mathematics** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **Asian** | | | | **Black** | | | | **Hispanic** | | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |

**Metric 6: Grade - High School**

***M=minimal B=basic P=proficient A=advanced***

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| **Algebra I** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **Asian** | | | | **Black** | | | | **Hispanic** | | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |

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| **English II** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **Asian** | **Black** | **Hispanic** | **Native American** | **White** |

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|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data**  **Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Biology** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **Asian** | | | | **Black** | | | | **Hispanic** | | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |

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| **US History** | **All** | | | | **IEP** | | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |

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|  | **Asian** | | | | **Black** | | | | **Hispanic** | | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |

### METRIC 7 STUDENT PARTICIPATION RATE ON STATE ASSESSMENTS

Identify by subgroup, the percentage of students who completed the reading/language arts and mathematics assessments.

**Metric 7: Grade – 3**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading/Language Arts** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |
| **Mathematics** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |

**Metric 7: Grade – 4**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading/Language Arts** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |
| **Mathematics** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |

**Metric 7: Grade – 5**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading/Language Arts** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |
| **Mathematics** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |

**Metric 7: Grade – 6**

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| **Reading/Language Arts** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |
| **Mathematics** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |

**Metric 7: Grade – 7**

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| **Reading/Language Arts** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |
| **Mathematics** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |

**Metric 7: Grade – 8**

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| **Reading/Language Arts** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |
| **Mathematics** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |

**Metric 7: High School**

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| **English II** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |
| **Algebra I** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |
| **Biology** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |
| **U.S. History** | **All** | **IEP** | **LEP** | **ED** | **Asian** | **Black** | **Hispanic** | **Native**  **American** | **White** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |

### METRIC 8 AVERAGE SCALE SCORE

Identify the average scale score of students by each proficiency level on the State assessments for reading/ language arts and mathematics, by grade and by student subgroup.

**Metric 8: Grade - 3**

***M=minimal B=basic P=proficient A=advanced***

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| **Reading/Language Arts** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **Reading/Language Arts** | **Asian** | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Mathematics** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **Mathematics** | **Asian** | | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **P** | **B** | **A** |
| **Baseline data** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Metric 8: Grade - 4**

***M=minimal B=basic P=proficient A=advanced***

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| **Reading/Language Arts** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **Reading/Language Arts** | **Asian** | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Mathematics** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **Mathematics** | **Asian** | | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **P** | **B** | **A** |
| **Baseline data** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Metric 8: Grade - 5**

***M=minimal B=basic P=proficient A=advanced***

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| **Reading/Language Arts** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **Reading/Language Arts** | **Asian** | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Mathematics** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **Mathematics** | **Asian** | | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **P** | **B** | **A** |
| **Baseline data** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Metric 8: Grade - 6**

***M=minimal B=basic P=proficient A=advanced***

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| **Reading/Language Arts** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **Reading/Language Arts** | **Asian** | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Mathematics** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **Mathematics** | **Asian** | | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **P** | **B** | **A** |
| **Baseline data** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Metric 8: Grade - 7**

***M=minimal B=basic P=proficient A=advanced***

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| **Reading/Language Arts** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **Reading/Language Arts** | **Asian** | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Mathematics** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **Mathematics** | **Asian** | | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **P** | **B** | **A** |
| **Baseline data** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Metric 8: Grade - 8**

***M=minimal B=basic P=proficient A=advanced***

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| **Reading/Language Arts** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **Reading/Language Arts** | **Asian** | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Mathematics** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **Mathematics** | **Asian** | | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **P** | **B** | **A** |
| **Baseline data** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Metric 8: Grade – High School**

***M=minimal B=basic P=proficient A=advanced***

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| **English II** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **English II** | **Asian** | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Algebra I** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **Algebra I** | **Asian** | | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **P** | **B** | **A** |
| **Baseline data** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Metric 8: High School**

***M=minimal B=basic P=proficient A=advanced***

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| **Biology** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **Biology** | **Asian** | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** |
| **Baseline data** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **US History** | **All** | | | | **IEP** | | | | **LEP** | | | | | **ED** | | | |
|  | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | | **B** | **P** | **A** |
| **Baseline/Pre-data** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |

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| **US History** | **Asian** | | | | | **Black** | | | | **Hispanic** | | | | **Native American** | | | | **White** | | | |
|  | | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **B** | **P** | **A** | **M** | **P** | **B** | **A** |
| **Baseline data** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3 Yr Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 1 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 3 – Goal** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

### METRIC 9 ATTAINMENT OF ENGLISH LANGUAGE PROFICIENCY

Identify the percentage of English Language students who attain English proficiency. (Refer to Mississippi guidelines for ELL; link is on the MS Star dashboard under Other Documents.)

|  |  |  |
| --- | --- | --- |
|  | **Percentage of ELL students who attain English proficiency** | **N/A** |
| **Baseline/Pre-data** |  |  |
| **3 Yr Goal** |  |  |
| **Year 1 – Goal FY 14-15** |  |  |
| **Year 2 – Goal FY 15-16** |  |  |
| **Year 3 – Goal FY 16-17** |  |  |

### METRIC 10 GRADUATION RATE

Identify the percentage of students graduating from high school (4 Year NCLB Graduation

Rate).

|  |  |  |
| --- | --- | --- |
|  | **Percentage of students graduating from High School (4 year NCLB Graduation Rate)** | **N/A** |
| **Baseline/Pre-data** |  |  |
| **3 Yr Goal** |  |  |
| **Year 1 – Goal FY 14-15** |  |  |
| **Year 2 – Goal FY 15-16** |  |  |
| **Year 3 – Goal FY 16-17** |  |  |

### METRIC 11 DROPOUT RATE

Identify the percentage of students who fail to graduate from high school with their cohort group.

|  |  |  |
| --- | --- | --- |
|  | **Percentage of students who fail to graduate from High School with their cohort group** | **N/A** |
| **Baseline/Pre-data** |  |  |
| **3 Yr Goal** |  |  |
| **Year 1 – Goal FY 14-15** |  |  |
| **Year 2 – Goal FY 15-16** |  |  |
| **Year 3 – Goal FY 16-17** |  |  |

### METRIC 12 STUDENT ATTENDANCE RATE

Identify the attendance rate. (Schools should attain data from MSIS.)

|  |  |
| --- | --- |
|  | **Attendance**  **Rate** |
| **Baseline/Pre-data** |  |
| **3 Yr Goal** |  |
| **Year 1 – Goal FY 14-15** |  |
| **Year 2 – Goal FY 15-16** |  |
| **Year 3 – Goal FY 16-17** |  |

### METRIC 13 DUAL ENROLLMENT AND ADVANCED COURSEWORK

Schools will identify three data metrics for this indicator.

***Advanced Coursework*** is defined as the number of students who  **complete** advanced placement or International Baccalaureate classes. Completing the advanced coursework means that the student finished the class either during the school year or in combination with summer school and received course credit in accordance with state or local requirements.

***Dual Enrollment*** refers to the number of high school students who  **complete** at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

***Advanced Coursework and Dual Enrollment*** is defined as the number of students who  **complete** advanced coursework **AND** complete at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

*Example: If Chris is enrolled and completes an advanced placement class and dual enrollment class then his completion would be counted as completing 1) advanced coursework, 2) dual enrollment and 3) advanced coursework and dual enrollment.*

*If Deborah is enrolled in an advanced placement class and dual enrollment class but then only completes the advanced placement class, then she would only be counted as completing 1) advanced coursework.*

*If Linda is enrolled in a dual enrollment class but does not complete the class then she would not be counted.*

**If Elementary/Middle school and this does not apply to you, please check:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Number of students who completed the following:** | **Students completing Advanced Coursework (AP or IB classes only)** | | **Students completing Dual**  **Enrollment** | | **Students completing Advanced Coursework and Dual Enrollment** | |
|  | **Number#** | **Percentage%** | **Number#** | **Percentage%** | **Number#** | **Percentage%** |
| **Baseline/Pre-data** |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |

### METRIC 14 COLLEGE ENROLLMENT RATES

Identify the number and percentage of students who complete high school and enroll in post-secondary institutions.

|  |  |  |
| --- | --- | --- |
|  | **Number and percentage of students who completed high school and enrolled in postsecondary institutions** | |
|  | **Number#** | **Percentage%** |
| **Baseline/Pre-data** |  |  |
| **3 Yr Goal** |  |  |
| **Year 1 – Goal FY 14-15** |  |  |
| **Year 2 – Goal FY 15-16** |  |  |
| **Year 3 – Goal FY 16-17** |  |  |

### METRIC 15 DISCIPLINE RATES

Identify the number of incidents of discipline data.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Discipline Rates** | **Weapons**  **Offenses** | **Drug**  **Offenses** | **Assaults / Fights** | **Bullying / Harassment** | **Thefts** | **Non-Violent**  **Offenses** |
| **Baseline/Pre-data** |  |  |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |  |  |

### METRIC 16 CHRONIC ABSENTEEISM

Identify the number and percentage of students with absences equal to or greater than 10% of the total number of days in the regular academic school year.

|  |  |  |
| --- | --- | --- |
|  | **Number and percentage of students with 5 or more unexcused absences** | |
|  | **Number#** | **Percentage%** |
| **Baseline/Pre-data** |  |  |
| **3 Yr Goal** |  |  |
| **Year 1 – Goal FY 14-15** |  |  |
| **Year 2 – Goal FY 15-16** |  |  |
| **Year 3 – Goal FY 16-17** |  |  |

### METRIC 17 DISTRIBUTION OF TEACHERS BY PERFORMANCE LEVEL

Identify number of teachers. Identify the labels used in the district’s evaluation system (e.g., unsatisfactory, needs improvement, meets standards, exemplary) on the LEA’s teacher evaluation instrument and report the distribution of teachers and principals by performance levels.

Performance levels should be one of the following: Unsatisfactory, Needs Improvement, Meets Standards, Exemplary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Levels used for the Teacher Evaluations** | **Level 1 - Number of teachers rated as (Lowest Performing) Unsatisfactory** | **Level 2 - Number of teachers rated as Needs Improvement** | **Level 3 - Number of teachers rated**  **as Meets Standards** | **Level 4 - Number of teachers rated as (Highest Performing) Exemplary** |
| **Baseline/Pre-data** |  |  |  |  |
| **3 Yr Goal** |  |  |  |  |
| **Year 1 – Goal FY 14-15** |  |  |  |  |
| **Year 2 – Goal FY 15-16** |  |  |  |  |
| **Year 3 – Goal FY 16-17** |  |  |  |  |

### METRIC 18 TEACHER ATTENDANCE RATES

Identify the number of FTE days teachers worked divided by the maximum number of FTE teacher working days. *(A teacher is considered absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students.)*

|  |  |
| --- | --- |
|  | **Teacher Attendance Rates** |
| **Baseline/Pre-data** |  |
| **3 Yr Goal** |  |
| **Year 1 – Goal FY 14-15** |  |
| **Year 2 – Goal FY 15-16** |  |
| **Year 3 – Goal FY 16-17** |  |