

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:**February 2015**

CONSIDERATION OF CHARTER SCHOOL APPLICATION
RENEWAL FOR DELASALLE CHARTER SCHOOL

STATUTORY AUTHORITY:

Sections 160.400 and 160.405, RSMo

Consent
ItemAction
ItemReport
Item

DEPARTMENT GOAL NO. 1:

All Missouri students will graduate college and career ready.

SUMMARY:

The 1998 session of the Missouri legislature authorized establishment of charter schools. Renewal charter applications are submitted every five (5) years. Section 160.405.9 RSMo requires the State Board of Education to vote to renew the charter after the sponsor has demonstrated compliance with state and federal law.

The Department has received a request for a renewal of a charter school application approved by the University of Missouri – Kansas City (UMKC). DeLaSalle Charter School currently serves 299 at-risk students in grades 9-12. Test scores, attendance records, and financial data will be presented for the past four (4) years. The charter school has requested that UMKC renew its charter for a term of five (5) years beginning July 1, 2015, and ending June 30, 2020.

Included in the documentation is correspondence between the Department and UMKC regarding concerns about low academic performance. UMKC has submitted a performance contract which states that due to low academic performance, the sponsor will review performance data after the release of the 2016 testing results. UMKC's January 23, 2015 letter includes specific MPI scores that must be met during the 2016 testing cycle, and its actions if the school is not meeting the performance contract criteria, including potential closure. The Department's recommendation is based on the sponsor's assurances outlined in its letter, including the sponsor reporting back to the State Board in fall 2016.

PRESENTER(S):

Curt Fuchs, Coordinator of Educational Support Services, will assist in the presentation and discussion of this item.

RECOMMENDATION:

The Department recommends that the State Board of Education authorize DeLaSalle Charter School to continue operations pursuant to the charter renewal granted by University of Missouri – Kansas City, effective July 1, 2015 for a five (5) year period.

DeLaSalle Charter School Renewal July 1, 2015 – June 30, 2020

**Presentation for the
State Board of Education**

February 2015



School Information

- Sponsored by: University of Missouri – Kansas City
- Number of students served: 299 (Fall of 2014)
- Students eligible for free or reduce price lunch: 85.1%
- Grades served: 9-12
- Number of campuses: 1
- Opened: Fall of 2010

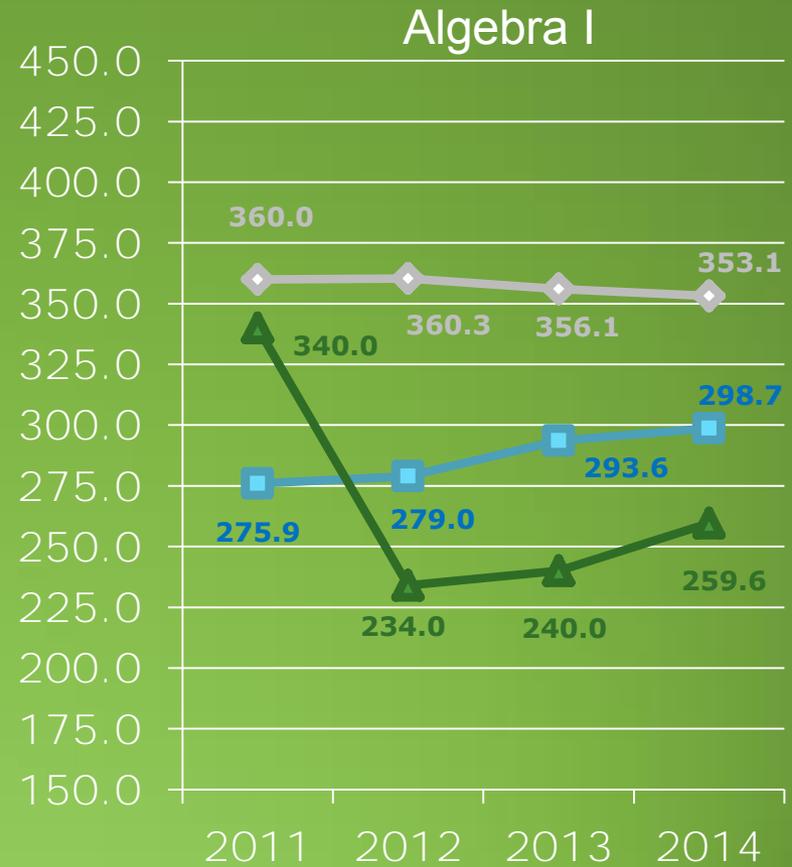
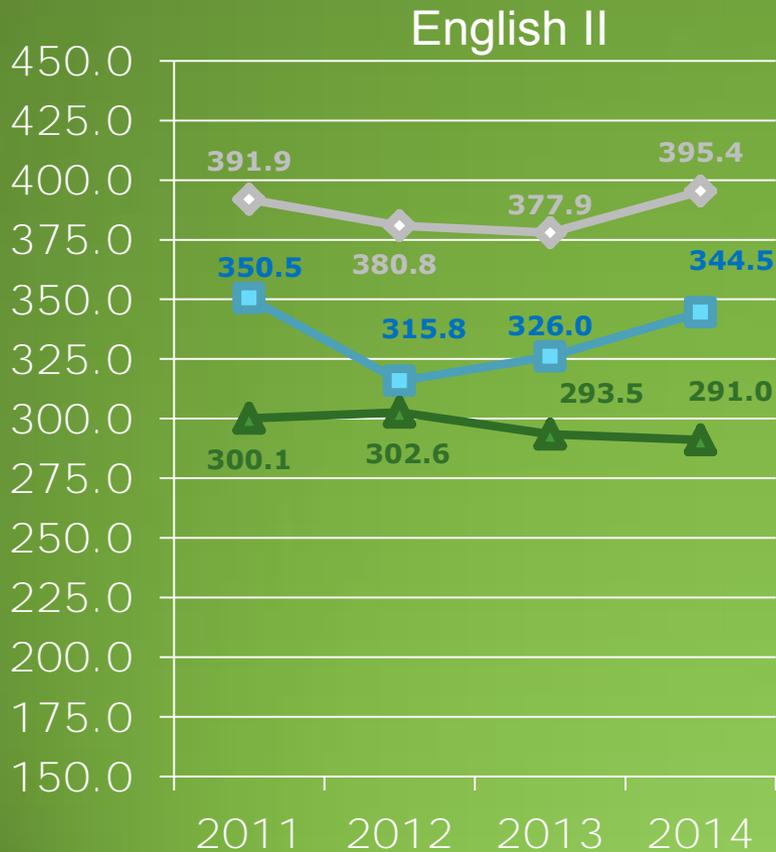
Academic, Attendance, and Financial Information

| Annual Performance Report | |
|---------------------------|-------|
| 2013 | 2014 |
| 24.2% | 22.9% |

| Attendance Rate | | |
|-----------------|-------|-------|
| 2012 | 2013 | 2014 |
| 33.3% | 47.7% | 29.7% |

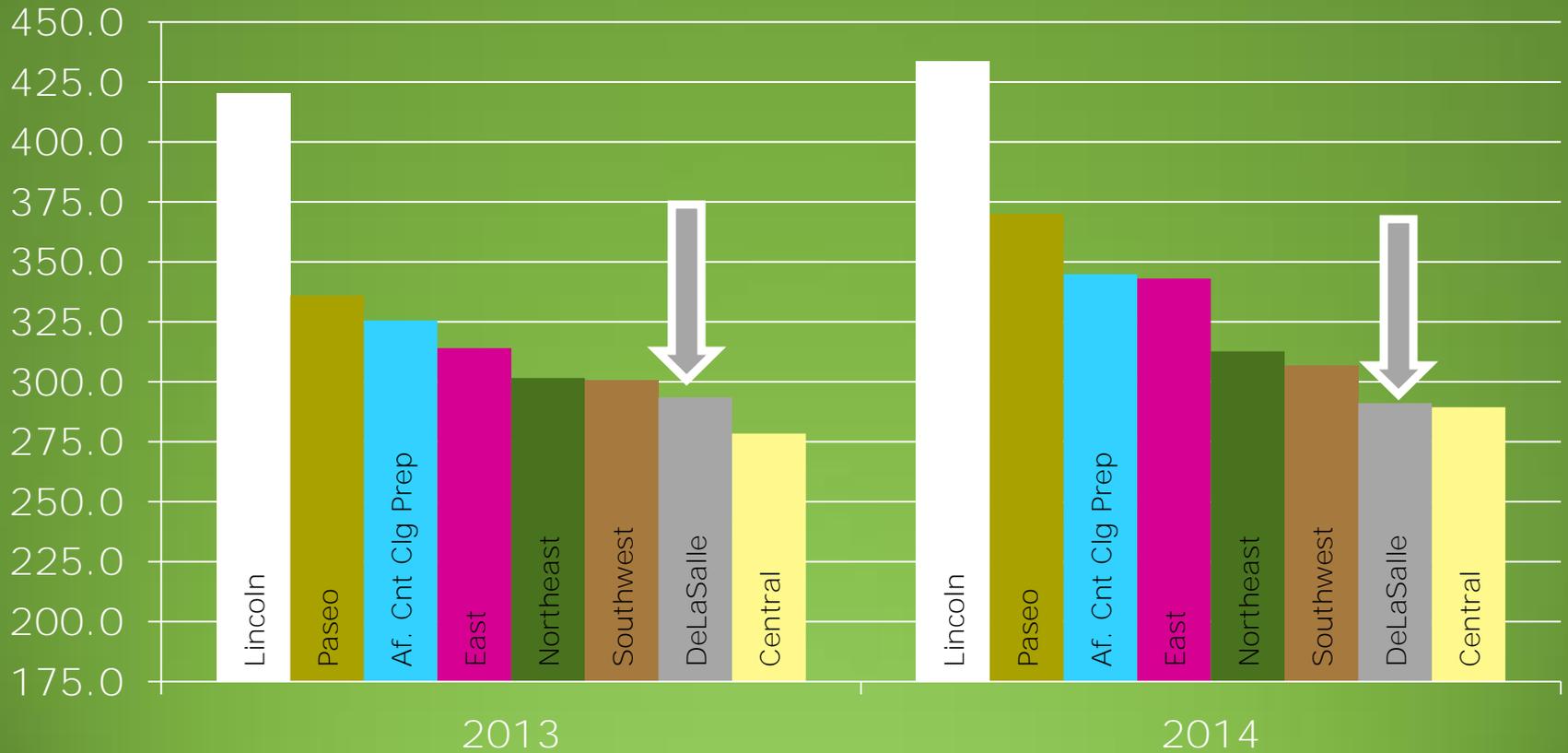
| Financial Reserve Balances | | |
|----------------------------|--------|--------|
| 2012 | 2013 | 2014 |
| 41.38% | 41.31% | 30.99% |

Academic Achievement – EOC MPI Scores – Past 4 Years

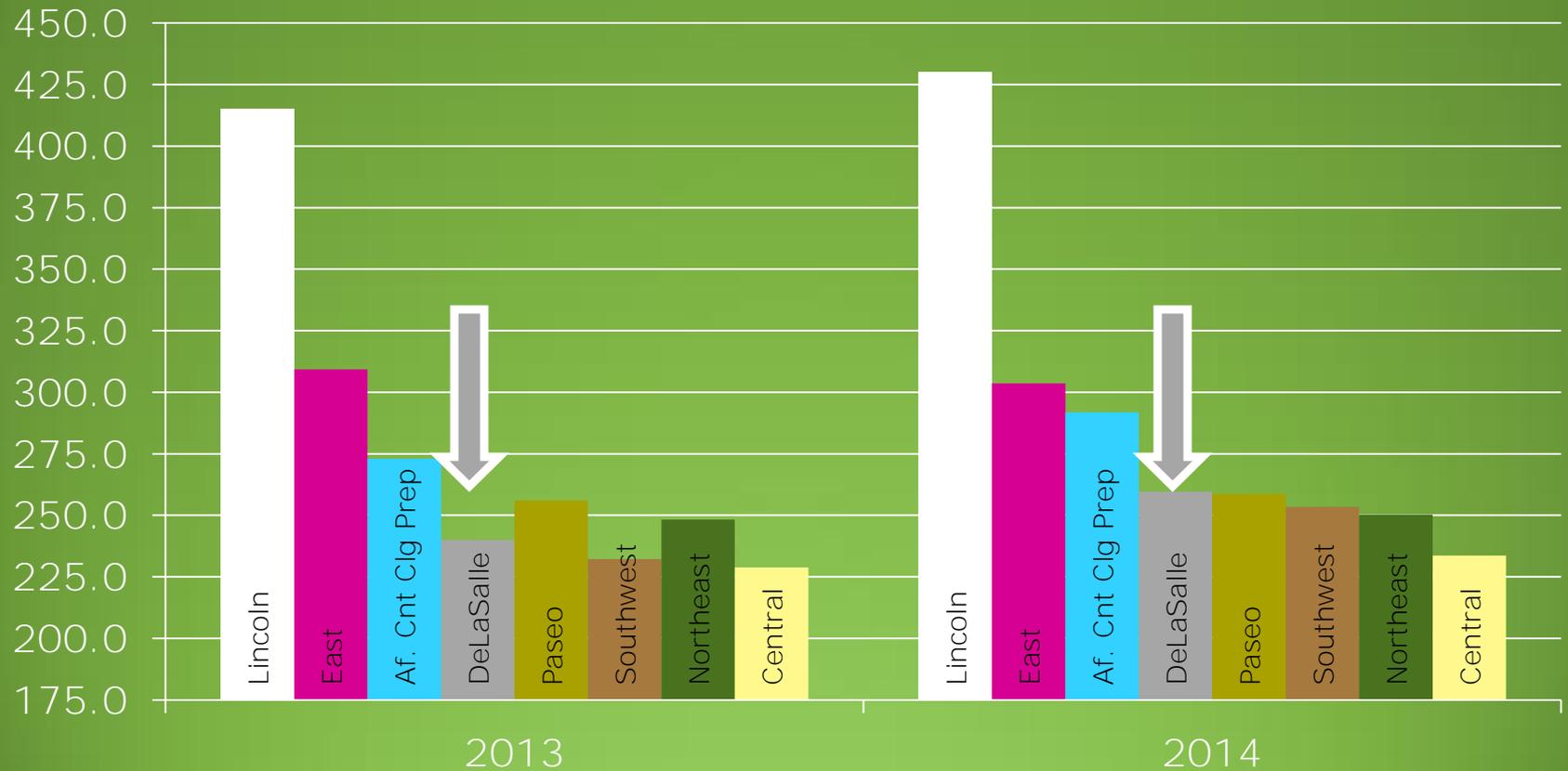


Legend: State **Kansas City** DeLaSalle

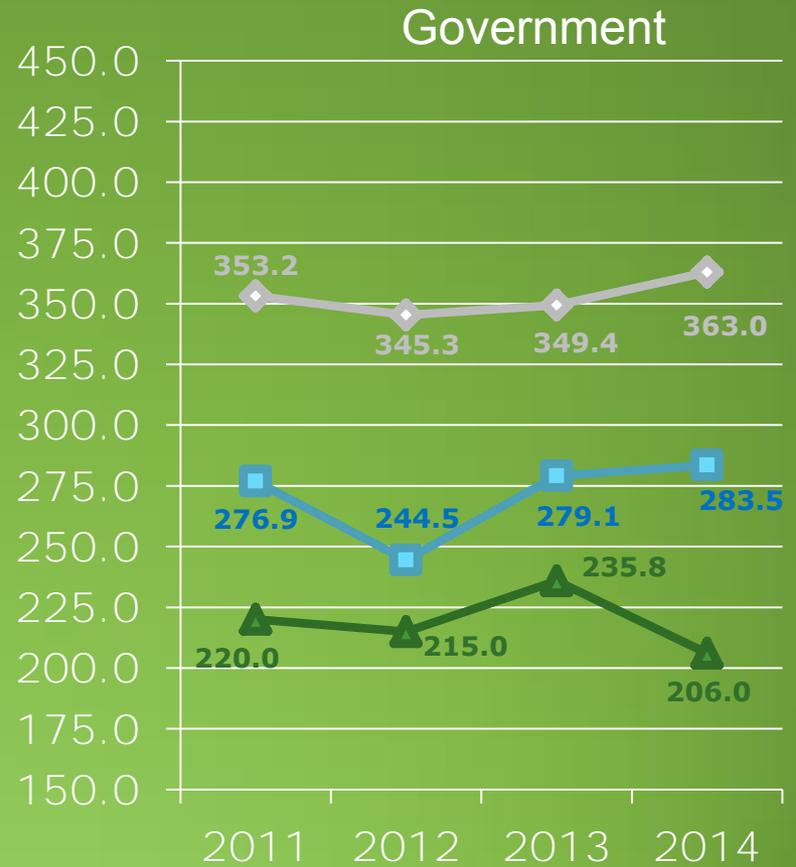
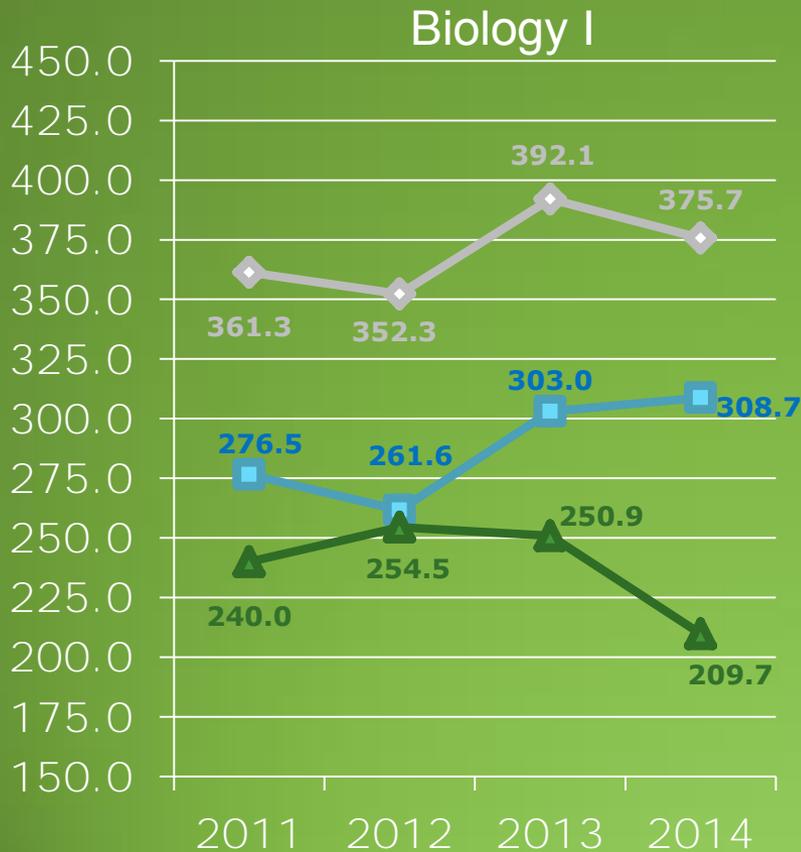
Academic Achievement – English II MPI Scores – Past 2 Years



Academic Achievement – Algebra I MPI Scores – Past 2 Years

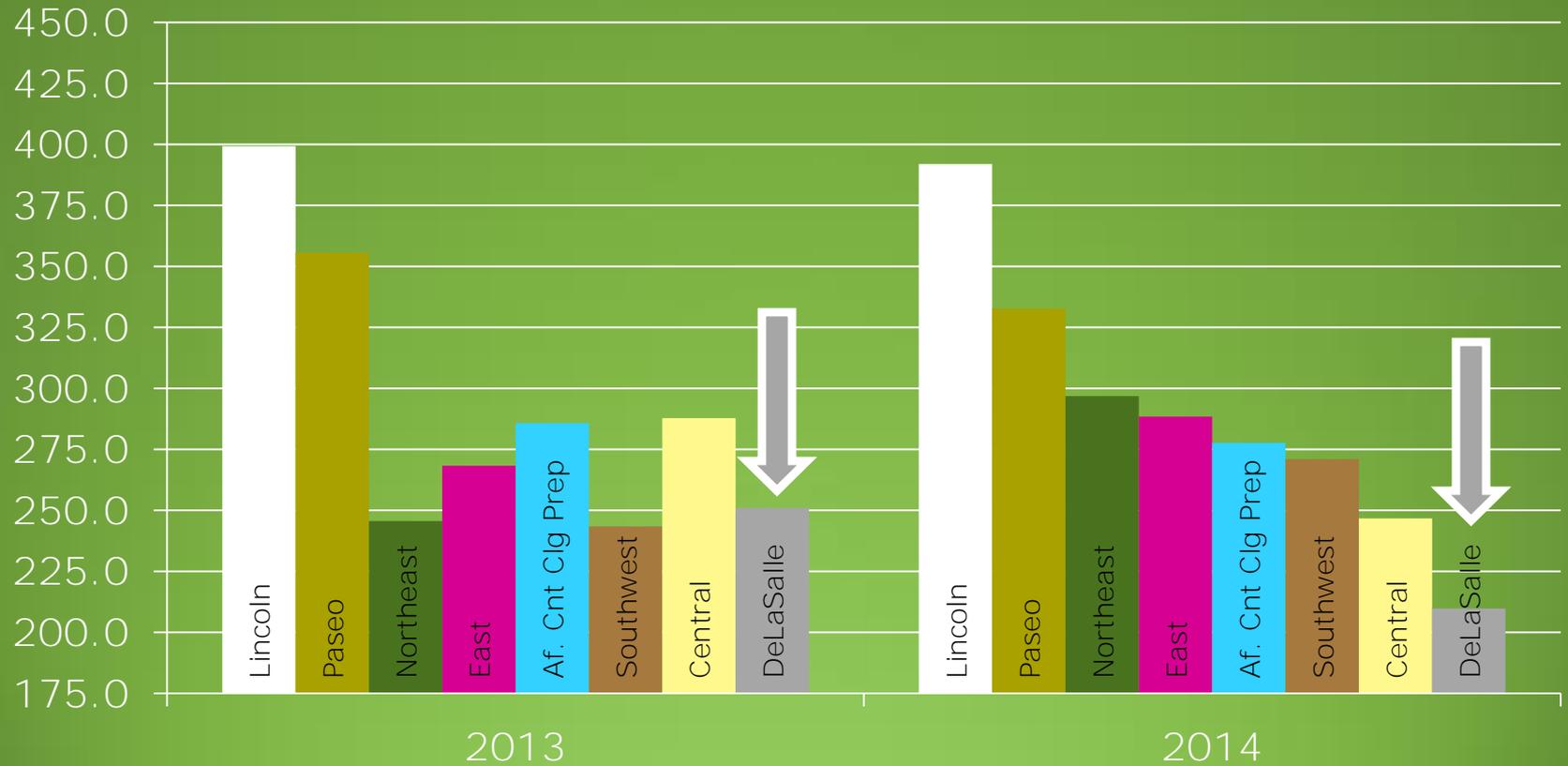


Academic Achievement – EOC MPI Scores – Past 4 Years

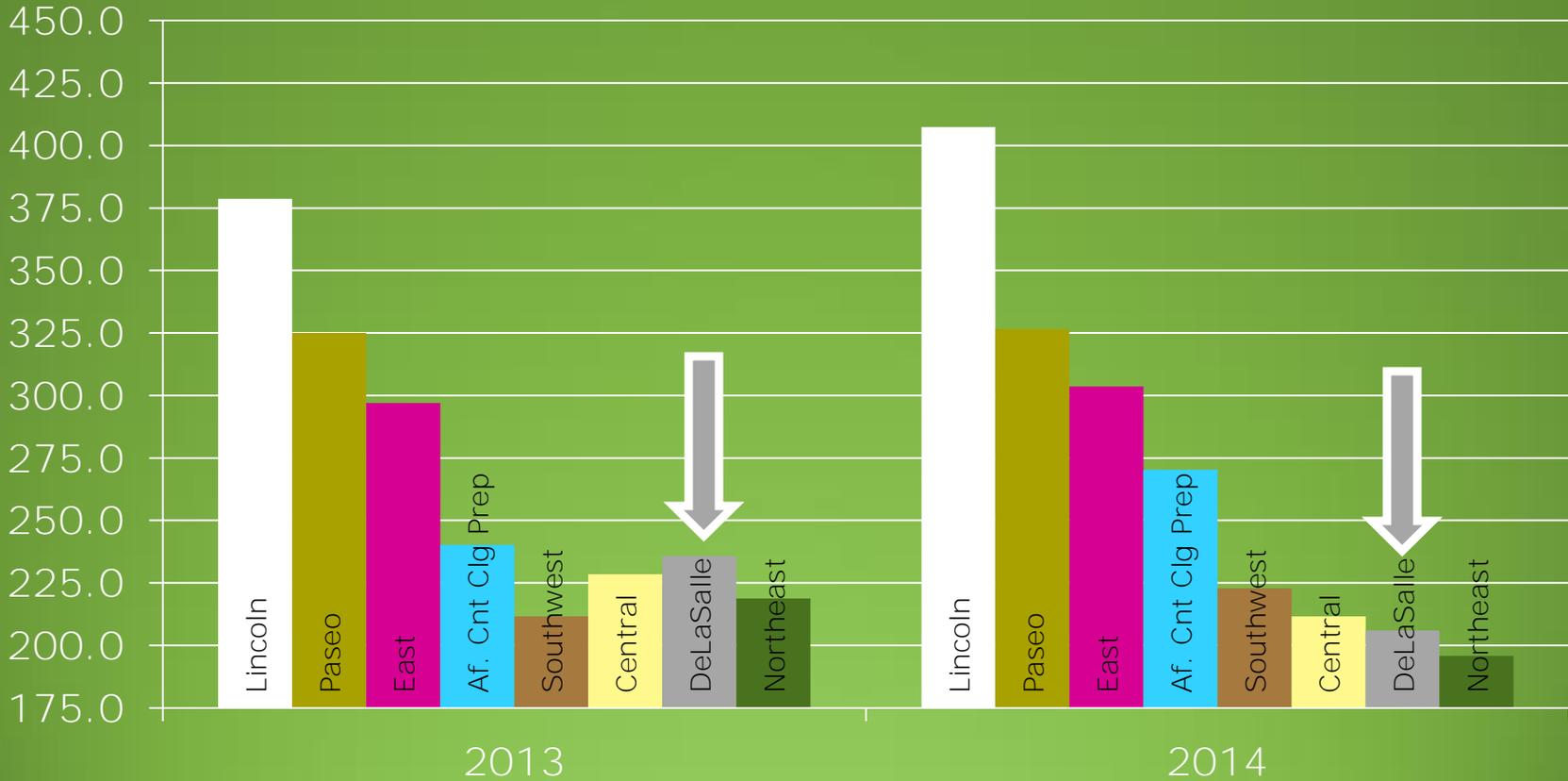


Legend: State **Kansas City** DeLaSalle

Academic Achievement – Biology I MPI Scores – Past 2 Years



Academic Achievement – Government MPI Scores – Past 2 Years



Four, Five, and Six Year Graduation Rate

| Four-Year Graduation Rate | | |
|---------------------------|-------|-------|
| 2012 | 2013 | 2014 |
| 51.6% | 56.8% | 58.5% |

| Five-Year Graduation Rate | | |
|---------------------------|-------|-------|
| 2012 | 2013 | 2014 |
| 67.2% | 72.1% | 72.6% |

| Six-Year Graduation Rate | | |
|--------------------------|-------|-------|
| 2012 | 2013 | 2014 |
| N/A | 74.1% | 77.8% |

Performance Contract Summary 2015-2020

| School Year | Criteria for State Academics | Action Steps Upon Not Meeting Criteria |
|---|--|---|
| 2015-16 | <ul style="list-style-type: none"> Algebra I MPI 300.0 English II MPI 309.6 Biology I MPI 237.9 Government MPI 239.3 | <ul style="list-style-type: none"> On-site instructional monitor Formative and summative assessments Teacher/leader evaluation Targeted audits Research-based instructional interventions If not successful, withdraw sponsorship and recommend closure prior to 16-17 year |
| 2016-17 | <ul style="list-style-type: none"> Algebra I MPI 312.4 English II MPI 328.2 Biology I MPI 266.1 Government MPI 272.6 | <ul style="list-style-type: none"> On-site instructional monitor Formative and summative assessments Teacher/leader evaluation Targeted audits Research-based instructional interventions |
| 2017-18 | <ul style="list-style-type: none"> Algebra I MPI 347.6 English II MPI 353.0 Biology I MPI 303.7 Government MPI 317.0 | <ul style="list-style-type: none"> On-site instructional monitor Formative and summative assessments Teacher/leader evaluation Targeted audits Research-based instructional interventions |
| 2018-19 <i>Renewal Year Begins August 2019</i> | <ul style="list-style-type: none"> Algebra I MPI 391.6 English II MPI 384.0 Biology I MPI 350.7 Government MPI 372.5 | <ul style="list-style-type: none"> On-site instructional monitor Formative and summative assessments Teacher/leader evaluation Targeted audits Research-based instructional interventions |

*DeLaSalle Charter School's Renewal Contract

DeLaSalle's Overview

- Only charter school in the state of Missouri dedicated to serving, exclusively, over-aged and under-credited high school students living in the urban core
- 93% of students enrolled in 2014-15 experienced at least one trauma incident (examples of trauma include, but are not limited to, witnessed violence, victim of robbery/attempted robbery, witnessed murder of a friend, experienced/witnessed domestic violence, experienced sexual abuse)
- 40% of students currently being served have known mental illness and/or emotional illness
- 66% of students served in 2014-15 have exhibited reportable misconduct
- 11% of students currently enrolled are teen parents and/or are expecting
- 12% of students are designated as having special education needs
- 10% of students are designated as English language learners
- 98% (55) of DeLaSalle seniors graduated in 2013-14; 96% (56) graduated in 2012-13 (senior class only)

Contact Us

www.dese.mo.gov

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Phone: 573-751-2453



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January 22, 2015

Dr. Phyllis Chase
University of Missouri – Kansas City
5306 Holmes
Kansas City, MO 64110

Dear Phyllis:

I am writing in reference to the 2015 renewal application for DeLaSalle Education Center's renewal. According to Section 160.405.9(2)(b), RSMo, the sponsor's renewal process of the charter school shall be based on the thorough analysis of a comprehensive body of objective evidence and consider if, "The charter school is **organizationally and fiscally viable** [by] determining at a minimum that the school does not have:

- a. a negative balance in its operating funds;
- b. a combined balance of less than three percent of the amount expended for such funds during the previous fiscal year; or
- c. expenditures that exceed receipts for the most recently completed fiscal year.

DeLaSalle has maintained good fiscal and organizational controls for the recent years of 2012-15. No further information is necessary.

In addition to that, Section 160.405.9(2)(a), RSMo, requires that, "the charter **has maintained results on its annual performance report that meet or exceed the district in which the charter school is located** based on the performance standards that are applicable to the grade-level configuration of both the charter school and the district in which the charter school is located in three of the last four school years."

Academic data for the past three years indicates that the English II and algebra I scores for DeLaSalle continue to be lower than the Kansas City Public Schools.

To better inform the State Board of Education of the sponsor's role and expectations with this low-performing charter school, UMKC must report what actions the sponsor (UMKC) will take to improvement in student performance in the areas of English II and algebra I.

Dr. Phyllis Chase
January 22, 2015
Page 2

This plan must be submitted to the Department prior to January 27, 2015, in order for the renewal application to be forwarded to the State Board of Education for its February meeting. If you have questions, please feel free to contact me at 573/526-4219.

Sincerely,



Curt Fuchs, Coordinator
Educational Support Services

CF/rr

c: Jocelyn Strand, School Improvement, Coordinator
Marsha Chappelow, Charter Field Director
Mark Williamson, Executive Director
Robin Coffman, Chief of Staff



January 23, 2015

Dr. Curt Fuchs
Missouri Department of Elementary and Secondary Education
205 Jefferson Street, P.O. Box 480
Jefferson City, MO 65102-0480

Dear Dr. Fuchs:

Please know that the University of Missouri, Kansas City (UMKC) Charter School Center (CSC) invested a significant amount of in-depth analysis when making its decision to seek renewal for DeLaSalle charter school, which serves alternative students. Given the school's failure over the last three years to out-perform the district in which it resides, I am convinced that the support and monitoring plan that has been put into place this academic school year, will not only increase student achievement, but with the reporting of the 2015-16 achievement data, also demonstrate performance greater than the Kansas City School District.

This sponsor directed support and monitoring plan has the commitment of DeLaSalle staff and Board of Directors. The aforementioned groups also have the understanding that if not successful the sponsor will withdraw sponsorship and recommend closure prior to the 2016-17 academic year. To be specific, "not successful" shall constitute an MPI score in English II or algebra I not meeting the anticipated target two years in a row.

| | |
|---------|--|
| 2015-16 | 1. Algebra I MPI 300.0 2. English II MPI 309.6 3. Biology I MPI 237.9 4. Government MPI 239.3 |
| 2016-17 | 1. Algebra I MPI 312.4 2. English II MPI 328.2 3. Biology I MPI 266.1 4. Government MPI 272.6 |

UMKC CSC Monitoring and Support Plan for DeLaSalle Charter School

- Conduct targeted audits of achievement, financials, governance, implementation, and organization each semester for the 2014-15 and 2015-16 academic years
 - Assign an improvement team to work with current administration and Board on implementation of recommendations
 - Make a determination and notify the school, DESE, and State Board by the 2015-16 achievement reporting date, as to the sponsor's decision to continue sponsorship and/or remove the school from probationary status.
-

Sponsor Specific Action Plans Currently in Place

- Weekly meetings with DLS Director of Academic Services to identify areas of needed continuous individualized support (monitored throughout year to continually identify needs)
- Utilization of DESE's observation/evaluation tool
- Individual meetings with teachers regarding specific areas of instructional support
- Professional Development materials circulated among teachers in response to teacher questions
- Responsive meetings to individual teacher requests
- Professional Development trainings set for:
 - February 13: Rigor and Engagement Strategies
 - April 17: Scope and Sequence Curriculum Training

Future Plans: Follow-up with continued training on Academic Rigor and Curriculum Development.

Regional Professional Development Center (RPDC)

In addition to attending multiple training sessions offered through the RPDC this year, the DLS staff has received ongoing Professional Development in the identified areas of Differentiation and Data-driven Instruction as follows:

- Multiple administrative meetings with Kelly Vines Nash, lead consultant
- Embedded training ongoing throughout school-year (Kelly Vines Nash comes to the school, meets with departments or individuals then observes and/or provides more training/feedback.)
- Professional Development:
 - August 8: Differentiated Instruction (Kelly Vines Nash and Cathy Battles)
 - August 13: Data-Drive Instruction (Kelly Vines Nash)
 - September 19: Data decision making and Differentiated Instruction

- October 17: Differentiated Instruction and Cycle 1 training for Data decision-making
- October 27: Differentiated Instruction Strategies: Content, Process Product (Dr. Teresa Tulipana)
- January 30: Differentiated Instruction (Kelly Vines Nash)

Future Plans: Continue training in Differentiated Instruction and Data-driven Instruction. Both are extensive areas identified to develop instructional expertise to drive student achievement.

As sponsors, the UMKC CSC understands its responsibility to serve not only as a monitor of DLS's student achievement, but also as a partner in that process. As partners, we have identified and will continue to monitor the implementation of specific and research-proven action steps that ensure this school's, and the students they serve, success.

In service,



Phyllis A. Chase, Ed.D.
Director, UMKC Charter School Center
chasep@umkc.edu
816.235.6344

Cc: Dr. Chris Brown, Interim Dean, UMKC School of Education
Rusty Rosenkoetter, Director
Marsha Chappelow, Charter Field Director
Mark Williamson, Executive Director
Robin Coffman, Chief of Staff

January 30, 2015

Dr. Curt Fuchs, Coordinator
Educational Support Services
205 Jefferson Street
P.O. Box 480
Jefferson City, MO 65102-0480

Dear Dr. Fuchs:

As the sponsoring institution for DeLaSalle School, I write to request a five-year renewal of their charter. The current application reflects a rigorous review process of internal and external audits in the areas of governance, finance, organization, and student achievement. This process has yielded specific areas of improvement that have allowed us to develop targeted action strategies with identified timelines.

The high level of commitment from DeLaSalle's board and administration gives us every reason to believe that our joint efforts will result in improvement in all identified areas. As such, the UMKC Charter School Center is proud to continue this partnership through sponsorship and monitoring for the next five year term.

In service,



Phyllis A. Chase, Ed.D.
Director, UMKC Charter School Center
chasep@umkc.edu
816.235.6344



DELASALLE

Opportunity Powered by Education

DeLaSalle Education Center

Charter Renewal Application

**3737 Troost Avenue
Kansas City, Missouri 64109**

Printed by:





DeLaSalle Charter High School

Charter Renewal/Performance Contract

5306 Holmes Road, Kansas City, MO 64110

Website: <http://education.umkc.edu/community-centers-and-programs/charter-schools>

Phone: 816-235-6376

Email: umkccsc@umkc.edu

UMKC Charter School Renewal Application/Performance Contract

The Renewal Application/Performance Contract Cover Sheet

DeLaSalle Charter High School

University of Missouri – Kansas City

Name of Renewing Charter School

Sponsor

DeLaSalle Education Center

Name of Not-For-Profit 501 (C) (3) Organization Holds the Charter

Mark S. Williamson

Executive Director

Primary Contact Organization Person

Title/Relationship To Not-For-Profit

3737 Troost Avenue

Kansas City

Missouri

64109

Contact Mailing Address

City

State

Zip Code

816-561-4445

816-437-9744

Telephone (Primary)

Telephone (Secondary)

williamsonm@delasallecenter.org

Email Address

NA

Education Service Provider (If Applicable)

3737 Troost Avenue, Kansas City, Missouri 64109

Physical Address of School

Kansas 33 School District

2010

District In Which The School Is Located

Year School Opened Fall 2010

| Enrollment Projections | | | | | |
|------------------------|-------------|----------------------|-----------|-------------|----------------------|
| | Grade Level | Projected Enrollment | | Grade Level | Projected Enrollment |
| 2009-2010 | 9 – 12 | 170 | 2014-2015 | 9 – 12 | 285 |
| 2010-2011 | 9 – 12 | 200 | 2015-2016 | 9 – 12 | 300 |
| 2011-2012 | 9 – 12 | 230 | 2016-2017 | 9 – 12 | 310 |
| 2012-2013 | 9 – 12 | 250 | 2017-2018 | 9 – 12 | 310 |
| 2013-2014 | 9 – 12 | 250 | 2018-2019 | 9 – 12 | 310 |

School Description:

DeLaSalle Charter High School is the only charter school in the state of Missouri dedicated to serving, exclusively, the urban core student who is at high-risk of not completing high school. The school's mission is to provide a holistic environment that offers students an opportunity to improve learning and life skills.

The holistic environment is created by providing:

- Individualized learning through differentiated instruction
- Mental health services including individual, group, and family therapy
- Substance abuse services including treatment and prevention
- Early childhood development programming (Head Start) for parenting students
- Post-secondary preparation through a partnership with Metropolitan Community College and experiential learning such as the Student Press, a student operated commercial print shop.

PERFORMANCE CONTRACT CERTIFICATION

I certify that I have the authority to submit this performance contract and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the performance contract process or revocations after award. The person named as the contact person for the performance contract is so authorized to serve as the primary contact for this performance contract on behalf of the organization.


Signature

11.19.14
Date

Executive Director

Title/Role

Mark S. Williamson

Printed Name

**DELASALLE EDUCATION CENTER
CHARTER RENEWAL APPLICATION**

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School Mission Statement, Vision and Goals

DeLaSalle Education Center

Mission

The mission of DeLaSalle Education Center is to provide a holistic environment that offers high-risk, urban core students an opportunity to improve learning and life skills.

Vision Statement

We envision a community in which all young people achieve a quality education that fosters and stimulates their true potential.

History and Philosophy

Since its inception in 1971, DeLaSalle Education Center, and doing business as DeLaSalle Charter High School since 2010, has remained committed to serving the urban core student considered at high-risk for not completing high school. For more than 20 years before opening its doors as a charter school in 2010, DeLaSalle operated as a private school, providing alternative education services to the students of the Kansas City Missouri School District through a contractual relationship with the District. During that time, the accountability for the students' academic performances established by the Missouri School Improvement Program remained with the District.

Today, as the only charter school in the state of Missouri dedicated to serving the high-risk, urban core student, DeLaSalle's faculty, staff and Board of Directors remain unwavering in their determination to ensure the children served are provided the opportunity to realize the same level of success as all students. The DeLaSalle model is based on the belief that the children served must be seen as whole beings and not only in their roles as students. In other words, in addition to academic considerations, the social, emotional, and environmental factors associated with high-risk must be also addressed. Students who make application for enrollment to DeLaSalle present over-aged, under-credited, and negatively affected by the pressures associated with living in the urban core.

Students enrolled at DeLaSalle have exhausted all other education options. And as such, DeLaSalle represents the last hope for an education and a successful future. To that end DeLaSalle employs a holistic approach to serving its children by providing:

Individualized Learning – By maintaining low teacher-to-student ratios and delivering personalized instruction, students receive the individual attention needed to realize academic growth.

Post-Secondary Preparation – Children enrolled at DeLaSalle are able to participate in the post-secondary education experience as students of Metropolitan Community College. Additionally, students are able to engage in the work force through experiential learning opportunities such as the Student Press, an on-site, commercial printing enterprise operated by DeLaSalle students.

Mental Health Treatment – Master level, licensed therapists and a psychiatrist provide on-site services, including individual, group and family therapy as well as medication management in order to help our children and their families manage the burdens associated with life in the urban core.

Substance Abuse Counseling – A certified substance abuse counselor provides on-site counseling services, to those children who have chosen, or are at risk of choosing, to use alcohol or other drugs as a means for coping with their challenges.

Case Management – Academic-Social counselors assist the children and their families by locating, accessing and coordinating community and social services designed to meet basic needs such as food, shelter, clothing, transportation and health care.

Early Learning and Parent Education – Certified Development Associates support teenage parents by providing early childhood development and parent education services in the school's on-site early childhood development program.

During its first charter term, DeLaSalle has been challenged with reshaping its culture to align with the realities of operating as a public entity. Changing the course of an organization that had been in motion for nearly 40 years as a private institution with limited external accountability has proven to be an arduous, although absolutely necessary, endeavor.

The development of the accountability system framework has been completed and the refinement of the system is underway. At the organizational level, reconfiguring the organization structure was necessary. Historically, DeLaSalle was structured similarly to a traditional school, which, early on, was appropriate. However, as the organization's holistic model evolved, the structure remained static, thereby placing management duties of all student service areas (Academics, Mental Health, Post-Secondary, and Early Childhood Development) with one position (Principal). As a result, operating effectiveness and efficiency was adversely affected. The need to restructure became clearly apparent as the organization continued its travel down the charter school road.

Currently, the organization structure more closely resembles that of a social services agency than that of a traditional school. The structure is built around the customers' needs and the resulting service model, neither of which is conducive to a traditional school structure. For example, the organization is comprised of seven departments (Academic Services, Behavioral Health, Post-Secondary Readiness & Experiential Learning, Early Childhood Development & Parent Education, Human Resources, Business & Operations, and Development) led by department directors who, along with the Executive Director, serve on the Senior Leadership Team. This structure allows for autonomy within each department, creates a level-playing field among departments, and allows for direct representation of all faculty and staff at the senior leadership level.

At the department level, each department has developed, and is in the process of refining, its accountability measures. While the measures and strategies for achievement are unique to each department, each utilizes a continuous quality improvement process (CQI) to ensure programs are intentionally and systematically improving services and producing positive outcomes.

The organization restructuring was completed during the 2014 summer and each department began operating within the new model at the beginning of the 2014 – 2015 school year. The following is a description of the service departments, with the exception of Academic Services, which will be described in the Academic Plan section of the application.

Team of Care

The Team of Care provides an array of support services to assist the students in overcoming the challenges of living in the urban core. The DeLaSalle model is built on the belief that, in order for student to realize success, the pressures of urban core living must be, at minimum, relieved. Mental illness, alcohol and drug addiction, crime, violence, hunger, unstable/unstructured home, and homelessness are pervasive in the urban core. The tremendous weight of these social pressures on the students’ young, developing minds is oftentimes unbearable.

In order to ensure services provided through the Team of Care align with the needs of the students, assessment data is collected at the beginning of each year. This data is use to determine the focus of interventions, the professional development needs of the providers, and the need for specific partnerships.

Student Trauma Experience

| | EA | L/S | PR | A/D | MH | PA | DV | SA | Total Students |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|----------------|
| 2010-11 | 35% | 78% | 79% | 49% | 46% | 18% | 57% | 30% | 168 |
| 2011-12 | 26% | 70% | 72% | 31% | 32% | 21% | 31% | 17% | 229 |
| 2012-13 | 25% | 78% | 79% | 29% | 34% | 15% | 41% | 12% | 234 |
| 2013-14 | 22% | 78% | 78% | 25% | 32% | 12% | 39% | 15% | 243 |
| 2014-15 | 20% | 77% | 78% | 26% | 39% | 14% | 38% | 15% | 285 |

Key

- EA – Emotional Abuse
- L/S – Loss and/or Separation of primary caregiver and/or close family member
- PR – Caregiver/Close family member to prison
- A/D – Primary caregiver/family member in home with alcohol and drug issues
- MH – Primary caregiver/family member in home with mental health issues
- PA – Physical abuse
- DV – Domestic violence in the home or family observed
- SA – Sexual abuse

In addition to the assessment data report above, the Team of Care has begun collecting the following additional data, which is also used to develop intervention strategies.

Student Trauma Experience 2014-15

| | |
|------------------------------|-----|
| Witnessed Murder of a Friend | 16% |
| Witnessed Violence | 55% |
| Robbed (actual or attempted) | 25% |
| Bullied | 25% |

Committed to serving as a resource for relief for the students served by DeLaSalle, the Team of Care, led by the department's director, is comprised of the following six positions:

Psychiatrist – Through a partnership with Truman Medical Centers, a physician specializing in child psychiatry serves as a member of the Team of Care. Children, whose mental illnesses require treatment with psychotropic medication, receive weekly, on-site clinic services.

Therapists – These Master level positions (MSW, LCSW) provide individual, group and family therapy to students whose mental and behavioral health issues associated with the challenges of living in the urban core impede their social, emotional and academic growth. The DeLaSalle students served by the Team of Care frequently respond to these challenges with anger, violence, defiance, promiscuity, and despair. Interventions provided by the therapist center on teaching healthy responses to the challenges of life in the urban core.

Drug and Alcohol Counselor – This certified position (CRADC) provides individual and group services to students who use, or who are at risk of using, drugs and alcohol to deal with their burdens. The level of care depends on the student's need. At the lowest level, students are provided prevention education during which students are introduced to a higher level of understanding regarding the implications of drug and alcohol use, building on the information they may have received through other education programs such as DARE.

For students whose drug and/or alcohol use has moved to abuse or addiction, treatment services are provided. During treatment, students are guided through denial and toward recovery. Throughout the treatment and recovery process, students receive on-going support from, and are held accountable by, the Counselor.

Family Resource Specialist – This Master level position (MSW) provides targeted support to students whose social and emotional needs have placed them at higher risk than the general high-risk student population. By maintain a smaller caseload, this position is able to provide an even higher level of service including home visits.

Social-Academic Counselors – These positions serve as the primary link between the student and the school. By developing a trusting relationship with the student and his/her family, the Social-Academic Counselor is able to provide the guidance and support necessary to better ensure the student's success. These relationships are often developed as Counselors provide case management – the location and coordination of services such as housing, food, transportation and health care assistance. Securing assistance with these basic needs not only provides much needed relief for the students and their families, but also serves to build the bond between the student, his/her family and the Counselor.

Supporting the efforts of the therapists, Social-Academic Counselors also assist the students in dealing with their challenges by providing frequent (often hourly) supportive counseling to the students. Supportive counseling includes on-going encouragement, holding students accountable for their choices, intervening before a student's response to a situation escalates to crisis level and, when necessary, deescalating a crisis.

Many of the students served by DeLaSalle live in unstable, unstructured home environments which impedes academic, social and emotional growth. This is particularly evident with regard

to school attendance. Without someone in the home to ensure the student regularly attends school, the likelihood of absence is high. To address this matter, Counselors maintain frequent contact with the student's parent/guardian, encouraging him/her to ensure their child attends school and helping them address the circumstances affecting attendance. Likewise, Counselors provide similar support to students who may not have a reliable adult in the home.

Counselors devote considerable energy to the social and emotional well-being of the students as a means to an end. The end is the students' academic growth. Counselors are responsible for ensuring students are enrolled in courses that address their interests, skill development needs, graduation requirements, and post-secondary goals. During the student's enrollment at DeLaSalle, the Counselor is responsible for monitoring progress and intervening as necessary to help ensure academic growth.

Student Conduct Coordinators – DeLaSalle Charter High School's model includes a code of conduct for students. While, and without question, the challenges experienced by the high-risk, urban core child served by DeLaSalle are real, heavy, difficult to overcome and result in poor choices by students, the DeLaSalle model is built on the belief that being held accountable for one's choices is necessary. The Student Conduct Coordinators are responsible for holding the students accountable for adhering to a code of conduct. While delivered with care and compassion, the consequences of poor choices are applied without exception.

Discovery & Rediscovery Instructor – As previously stated, students enrolled at DeLaSalle have experienced limited success in a traditional education setting. In response, and based on the students' needs, DeLaSalle utilizes a non-traditional model. However, in order for the student to be successful, he/she must understand the model's purpose, expectations, processes and terminology all of which make up the school's culture. To facilitate this understanding, students are required to successfully complete a four-day orientation session, known as Discovery, prior to attending classes where the lessons learned in orientation are implemented. During the student's time in Discovery, he/she learns the school routine and receives his/her class schedule. Additionally the students learn:

Six P's: When the students enter the classroom, they are expected to be Prepared, Prompt, and Polite. Students are expected to Participate, be Productive, and have a Positive mental attitude.

Attending Skills: Active Listening, In the Moment, Appropriate Eye Contact, Validate & Clarify, Appropriate Body Language

Redirect Process: At DeLaSalle, we understand that our students often are products of an unstructured environment. As such, adjusting to taking direction often presents as a challenge and requires a clear process to for change. At DeLaSalle, the three-step process includes the following:

1st Redirect: Warning. Staff member identifies and informs student inappropriate conduct, with specific references to the Six P's and Attending Skills

2nd Redirect: Specific Warning. Staff member gives student specific instruction for correcting inappropriate behavior.

3rd Redirect: Staff member identifies lack of compliance with 1st and 2nd redirects, then gives student option to conference with the staff member or report directly to the Discipline Coordinator.

Five Steps to Problem Solving: Stop – realize and define the problem; List – brainstorm all options; Choose – choose the best course of action; Do – put choice into action; Evaluate – How did the plan work? What did you learn?

Given that DeLaSalle students often come from unstructured environments, it is expected that violations of the code of conduct and resistance to the lessons learned in Discovery will occur. In a traditional school setting, such violations or resistance could result in out-of-school suspension. However, DeLaSalle utilizes a process referred to as Rediscovery, a three to four day out-of-class, in-school experience. During the students' time in Rediscovery, they relearn the lessons first learned in Discovery. Also while in Rediscovery, the student stays current on coursework and is required to perform community service.

Post-Secondary Readiness and Experiential Learning

DeLaSalle utilizes the following strategies to prepare students for life after high school:

Senior Seminar

During this semester-long, required course, seniors:

- Discover and explore college and career options by participating in college and career fairs, visiting local colleges, attending career information sessions conducted by various career professionals, and researching colleges and careers
- Receive assistance in completing college enrollment applications
- Receive assistance in completing financial aid process including the Free Application for Federal Student Aid, financial aid applications and scholarship applications
- Participate in ACT preparation sessions (will include juniors beginning in 2014-15)
- Develop resumes
- Learn and practice interview skills

Pathways Program

Through a relationship with Metropolitan Community College, DeLaSalle seniors are able to enroll and attend classes at the College's Penn Valley campus. Enrolled in math and reading courses, DeLaSalle students earn dual-credit while experiencing the college environment.

This program is particularly useful to DeLaSalle students who, because they may be the first people in their families to attend college, have limited knowledge of the demands of college, particularly with regard to self-discipline and accountability. During their enrollment in Pathways, the students are supported by both DeLaSalle and Penn Valley faculty. This support is vital, especially as the students experience the setbacks commonly associated with post-secondary education.

While participating in the Pathways Program, students also learn the mechanics of college such as enrolling in courses; communicating with instructors; and the location of classrooms, administrative offices, financial aid offices, and bookstore. Given that DeLaSalle students often continue their education at Penn Valley, the operating assumption is that by becoming versed

early in these areas, they are better able to focus on academic performance as regular enrolled students, thereby increasing their likelihood of success.

Student Press

The Student Press, a commercial printing business located on the DeLaSalle campus, is a student-operated enterprise. The Student Press specializes in the production of business cards, letterhead, envelopes, brochures, fliers, newsletters and bulletins. The Student Press also provides copying services for the DeLaSalle faculty and staff.

The goal of the Student Press is to help students learn the soft skills necessary for success in the workforce. The Student Press faculty and staff teach the importance of completing a task on deadline, being prompt, and communicating effectively (e.g., using proper language, offering a firm handshake, making direct eye contact, dressing appropriately).

Students, with guidance from the faculty and staff, are responsible for completing all functions of the business including making sales calls; making the sale; designing, producing and delivering the product; billing and collections; bookkeeping and maintaining positive customer relations.

The Student Press is currently offered as a Practical Arts course. However, DeLaSalle intends to pursue approval of the Student Press as a Career Education Course.

Child Development Associate Certification

DeLaSalle is currently in discussion with Penn Valley Community College to establish DeLaSalle's early childhood development center (described below) as a Child Development Associate certification site for DeLaSalle students, effective during the 2015-16 school year. The certification is required for individuals interested in a career in early childhood education.

Career and Technical Education

In order to strengthen its career readiness efforts, DeLaSalle will explore technical education partnerships with the Kanas City Public Schools District specifically through enrollment in the District's Manual Career & Technical Center. The timeline for this initiative will be determined before the end of the 2014-15 school year.

Early Learning and Parent Education

Among the challenges that put urban students at high-risk of not completing high school, teen pregnancy presents as one of the most life-altering. Few circumstances will lead a student to drop out of school more quickly than becoming a parent. And while students receive instruction regarding the consequences of high-risk behaviors, DeLaSalle believes it is important to provide services intended to prevent teen parents from not completing high school. To that end, DeLaSalle operates a school-based, State-licensed, early childhood development center. The Parent and Child Education Support (PACES) program provides early childhood development services to infants and toddlers, ages six weeks to three years.

The PACES program assists each participating student/parent in creating a development plan for his/her child. While the student is in class, the program's Child Development Associates conduct the activities defined in the development plan. In addition to implementing the child's development plan, PACES staff also assists the student/parent in developing parenting skills including an understanding of age-appropriate expectation and development milestones for infants and toddlers.

PACES Outcomes

| School Year | # of DLS Students with Children Served On-Site | % of Students Achieving Parenting Goals | % Children Achieving Developmental Goals | # of DLS Students Receiving Other Services Through P.A.C.E.S. | # OF Community Children Served On-Site | Staff Children Served |
|--------------------|---|--|---|--|---|------------------------------|
| 2010-11 | 20 | 65% | 65% | 13 | N/A | 3 |
| 2011-12 | 16 | 63% | 69% | 9 | N/A | 1 |
| 2012-13 | 21 | 57% | 62% | 15 | N/A | 1 |
| 2013-14 | 18 | 89% | 72% | 17 | 15 | 0 |
| 2014-15 | 9 | TBD | TBD | 11 | 8 | 2 |

Building on its relationship with Metropolitan Community College, DeLaSalle and Penn Valley are in the process of establishing the PACES program as a Certified Development Associate training site. DeLaSalle students would be given placement priority in the certification program. Upon successful completion of the certification program, the students would be qualified to work in the early childhood development field.

Academic Plan

Students who enroll at DeLaSalle come from a number of other educational settings, and as stated previously in this application, regard DeLaSalle as the last hope for an education and a successful future.

Previous School District/School - New Students

2013 – 2014

| | |
|--------------------------------|-----|
| Kansas City Public Schools | 44% |
| Kansas City Charter Schools | 27% |
| Transfers into KCPS District | 18% |
| Private Schools | 2% |
| Government Operated Facilities | 0% |
| Out of State | 9% |

2014 - 2015

| | |
|--------------------------------|-----|
| Kansas City Public Schools | 21% |
| Kansas City Charter Schools | 34% |
| Transfers into KCPS District | 35% |
| Private Schools | 4% |
| Government Operated Facilities | 2% |
| Out of State | 4% |

Historically, the educational model used by DeLaSalle Charter High School has been one that emphasized individualized instruction. However, beginning in the 2014-15 school year and with the support of our sponsor, DeLaSalle has begun providing instruction that is differentiated as well as data-driven. These strategies are necessary given that students served are enrolled throughout the school year and come to DeLaSalle at various academic levels. Additionally, most present well below grade level

New Student Enrollment Sessions

2013 – 2014

| Orientation Date | Students |
|------------------|----------|
| Sept 9 | 101 |
| Sept 12 | 21 |
| Sept 18 | 9 |
| Sept 23 | 3 |
| Oct 30 | 8 |
| Nov 13 | 10 |
| Dec 4 | 7 |
| Jan 22 | 9 |
| Feb 12 | 12 |
| Feb 26 | 4 |
| Apr 16 | 8 |
| | 192 |

2014 – 2015

| Orientation Date | Students |
|------------------|----------|
| Aug 5 | 24 |
| Aug 11 | 31 |
| Aug25 | 30 |
| Sept 8 | 40 |
| Sept 22 | 41 |
| Oct 13 | 18 |
| | 184 |

DeLaSalle Education Center
New Student Grade Level Status - Competency
2013 – 2014 **2014 - 2015**

| Math | | Reading | | Math | | Reading | |
|------------------|-----|------------------|-----|------------------|-----|------------------|-----|
| Above | 0 | Above | 9% | Above | 2% | Above | 13% |
| On | 2% | On | 5% | On | 3% | On | 16% |
| Below* | 98% | Below* | 86% | Below* | 96% | Below* | 71% |
| *Below GL | | *Below GL | | *Below GL | | *Below GL | |
| -1 | 11% | -1 | 19% | -1 | 3% | -1 | 17% |
| -2 | 15% | -2 | 22% | -2 | 11% | -2 | 21% |
| -3 | 17% | -3 | 14% | -3 | 15% | -3 | 13% |
| -4 | 55% | -4 | 31% | -4 | 67% | -4 | 19% |

All students, 9th through 12th grade, are in classes together, group together according to skill level and credit need. Because DeLaSalle is a small learning environment, students and teachers form bonds and create community which helps establish relationships, allowing the most effective instruction to take place.

All Missouri DESE requirements are observed and inserted into each curriculum area. Missouri Learning Standards are being implemented, along with observing Missouri course level expectations. This is evidenced on the AllofE curriculum website maintained by teachers at DeLaSalle Charter High School. Unit maps verify all standards taught and mastered. Computerized instruction is provided through Edmentum, Inc.'s Plato Courseware, a standards-based online learning program aligned with Missouri Learning Standards. Plato Courseware is utilized in all Math and English courses, along with some Elective courses. All curriculums are carefully matched to Missouri DESE standards.

The Academic Services Department provides support in the areas of instructional coaching, data management, differentiation, formative and summative assessments, curriculum maintenance and development, classroom management, and mentoring of new teachers. In evidence of these, teachers are divided into three teams to offer specific support systems. These three teams are the Purple, Silver, and Gold teams. Each team is headed by a Quality Improvement Coordinator who continually monitors academic goals, guides instruction, monitors lesson planning, provides professional development in targeted areas, and evaluates progress of teachers and students.

The Purple team concentrates on blended instruction (computerized, data-driven, and teacher delivery) to develop and accelerate student academic achievement. This method of instruction is used in all Math and English courses and some elective courses. The use of Plato Courseware was introduced in the Math and English courses during the 2013-14 school year with much

success. During the 2014-15 school year the use of the web-based instruction program has been revised according to discoveries made by the Purple Team through the continuous quality improvement process.

The Silver Team is comprised of all other courses at DeLaSalle. This team's coordinator has extensive instructional coaching experience and concentrates on developing delivery of differentiated and data-driven instruction. A coaching cycle is utilized for each teacher which includes: instructional goal-setting, observation and feedback, co-teaching/model teacher, and evaluation of progress. Formative assessments and data cycles provide assistance in accelerating the best student academic achievement.

The Gold Team provides support to the students and to the Purple and Silver teams. Services are provided to students in the areas of Limited English Proficiency, Media Center (library services), Special Education, paraprofessional support, specialized services support (substitutes and volunteer tutors, etc.). The Gold Team's Assessment Coordinator is responsible for administering student assessment (e.g., EOC, WIDA, and Accucess) and provide assessment data to the Purple and Silver teams for instructional purposes.

Intensive academic support is provided to both academic teams through embedded Professional Development concentrating on differentiated instruction and data-driven instruction. Partnerships with UMKC and the Regional Professional Development Center (RPDC) provide various consultants who meet with staff through in-service and embedding of professional support throughout the school day. Supervisors observe and collect electronic data to support and continually improve instruction.

Intensive instructional coaching is provided to both teams, and is a concentrated effort in Silver Team development. Coaching is provided through Silver Team Coordinator, UMKC Charter School Center's Program Coordinator for Professional Development and Instruction, RPDC, and Teach for America.

The primary goal of the instructional and professional development strategies implemented during the 2014-15 is student growth. As previously indicated, most students present below grade level in age and subject competency. As such, academic growth is absolutely essential for student success.

While it is anticipated that these instructional and professional development strategies will manifest themselves in student growth, a solid system for measuring growth is required. During the first three years of its charter term, DeLaSalle administered the NWEA assessments to measure students' academic growth. However, due to concerns regarding the usefulness of the data, the assessment was discontinued at the end of the 2012-13 school year. In 2013-14, DeLaSalle began using Edmentum, Inc.'s Accucess assessment as a mean for determining course level placement in Math and English and for measuring growth: pre, mid, and post-terms. This assessment provides an approximate grade level at the beginning of student study in each course. It also provides a prescription of lessons for maximum student academic achievement. Students receive formative assessments along the way to demonstrate mastery of each unit of study. Students administered pre and post-term assessments realized average gains of 1.5 grade levels in both math and reading. This growth will help DeLaSalle students achieve the needed MPI growth goals set for the next five years.

Full Year Student - Average GL Gain 2013 - 2014

Reading

| Grade | Ave Gain |
|-------|----------|
| 9 | 1.13 |
| 10 | 1.72 |
| 11 | 1.76 |
| 12 | X |
| Total | 1.60 |

Math

| Grade | Ave Gain |
|-------|----------|
| 9 | 1.34 |
| 10 | 1.23 |
| 11 | 1.96 |
| 12 | x |
| Total | 1.47 |

In addition to the Accucess assessments, beginning in the 2014-15 school year students will also be administered EOC Test packs in all EOC assessed courses. The data derived from these assessments will drive targeted instructional interventions and assure academic standards are being achieved. Flexible intervention groups are currently being created based on evolving report data.

While student growth is a high priority for DeLaSalle, it is understood that achievement as evidenced through EOC assessments is also of high importance. It is the organization's position that the strategies begun during the 2013-14 school and those introduced during the 2014-15 school year, will result in higher achievement on EOC assessments and, subsequently, increases in Missouri Performance Index (MPI) scores.

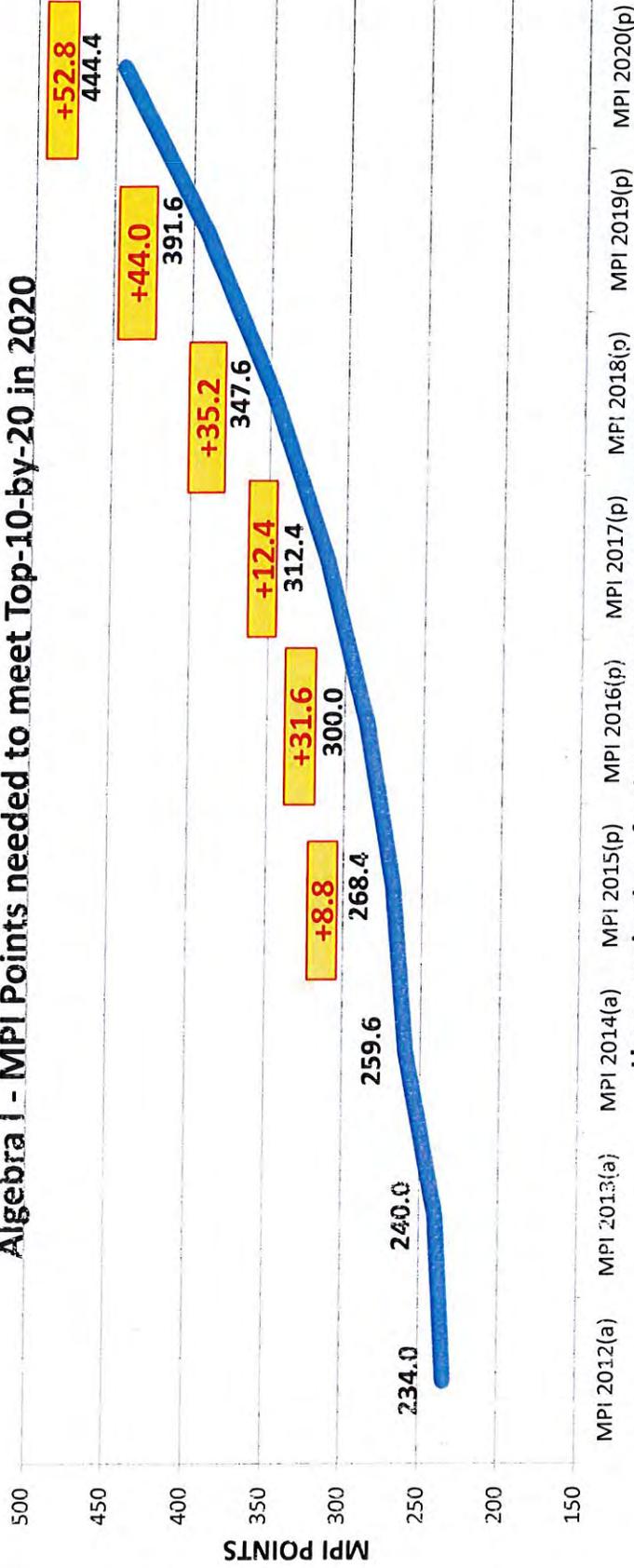
In addition to the obstacles to student achievement previously identified, another obstacle is the limited amount of time students are enrolled at DeLaSalle before the End of Course assessment must be administered. In other words, the length of time a teacher has to influence a student is limited.

| Average Length of Enrollment Prior to End of Course Assessment (school calendar months) | | | | | | | |
|---|----|------------------|----|------------------|----|-------------------|----|
| English II | | Algebra I | | Biology I | | Government | |
| 2011-12 | 15 | 2011-12 | 11 | 2011-12 | 11 | 2011-12 | 8 |
| 2012-13 | 17 | 2012-13 | 13 | 2012-13 | 10 | 2012-13 | 9 |
| 2013-14 | 11 | 2013-14 | 12 | 2013-14 | 11 | 2013-14 | 10 |
| Average | 14 | Average | 12 | Average | 11 | Average | 9 |

Regardless of these challenges, the Academic Services Department of DeLaSalle is committed to a five year plan for raising MPI scores and expects the instructional, professional development, and assessment strategies it has implemented will lead to the improved academic achievement reflected in the following projections through 2020 and to achievement of Missouri's Top 10 by 20 goal:

DeLaSalle Education Center

Algebra I - MPI Points needed to meet Top-10-by-20 in 2020

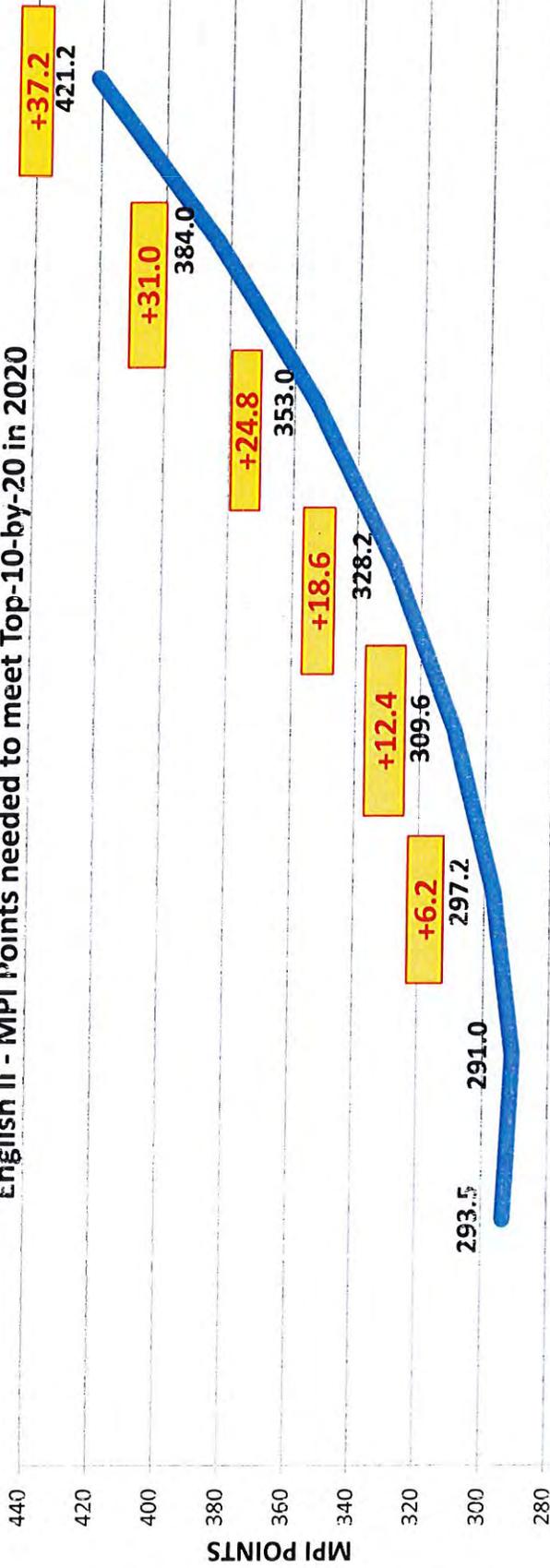


Linear projection of points needed to meet APR by 2020

| Achievement Level | 2015 - 2016 | | | 2016 - 2017 | | | 2017 - 2018 | | | 2018 - 2019 | | | 2019 - 2020 | | |
|---------------------------|---------------------------|---------------|------------|---------------------------|---------------|------------|---------------------------|---------------|------------|---------------------------|---------------|------------|---------------------------|---------------|------------|
| | Index Point Value | # of Students | MPI | Index Point Value | # of Students | MPI | Index Point Value | # of Students | MPI | Index Point Value | # of Students | MPI | Index Point Value | # of Students | MPI |
| Advanced | 5 | 4 | 20 | 5 | 5 | 25 | 5 | 8 | 40 | 5 | 15 | 75 | 5 | 30 | 150 |
| Proficient | 4 | 18 | 72 | 4 | 20 | 80 | 4 | 30 | 120 | 4 | 35 | 140 | 4 | 30 | 120 |
| Basic | 3 | 27 | 81 | 3 | 26 | 78 | 3 | 16 | 48 | 3 | 8 | 24 | 3 | 2 | 6 |
| Below Basic | 1 | 13 | 13 | 1 | 11 | 11 | 1 | 8 | 8 | 1 | 4 | 4 | 1 | 0 | 0 |
| Total Index Points | | 62 | 186 | | 62 | 194 | | 62 | 216 | | 62 | 243 | | 62 | 276 |
| | Total Index Points | | MPI |
| | 186 | 62 | 300 | 194 | 62 | 312.4 | 216 | 62 | 347.6 | 243 | 62 | 391.6 | 276 | 62 | 444.4 |

DeLaSalle Education Center

English II - MPI Points needed to meet Top-10-by-20 in 2020

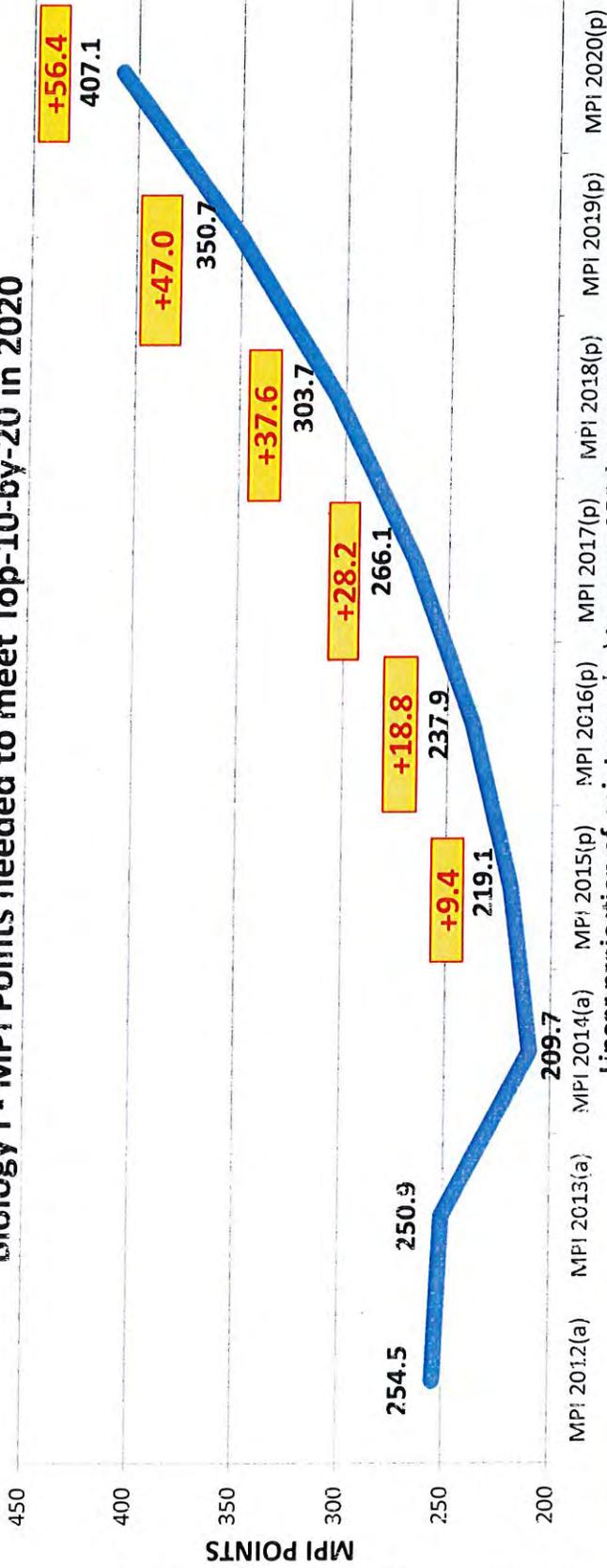


MPI 2012(a) MPI 2013(a) MPI 2014(a) MPI 2015(p) MPI 2016(p) MPI 2017(p) MPI 2018(p) MPI 2019(p) MPI 2020(p)
Linear projection of points needed to meet APR by 2020

| Achievement Level | 2015-16 | | | 2016-17 | | | 2017-18 | | | 2018-19 | | | 2019-20 | | |
|--------------------|-------------------|---------------------|--------------|--------------------|---------------------|--------------|--------------------|---------------------|--------------|--------------------|---------------------|--------------|--------------------|---------------------|--------------|
| | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points |
| Advanced | 5 | 6 | 30 | 5 | 8 | 40 | 5 | 11 | 55 | 5 | 15 | 75 | 5 | 19 | 95 |
| Proficient | 4 | 20 | 80 | 4 | 23 | 92 | 4 | 28 | 112 | 4 | 33 | 132 | 4 | 37 | 148 |
| Basic | 3 | 21 | 63 | 3 | 18 | 54 | 3 | 12 | 36 | 3 | 6 | 18 | 3 | 3 | 9 |
| Below Basic | 1 | 13 | 13 | 1 | 11 | 11 | 1 | 9 | 9 | 1 | 6 | 6 | 1 | 1 | 1 |
| Total Index Points | 186 | 60 | 186 | 197 | 60 | 197 | 212 | 60 | 212 | 231 | 60 | 231 | 253 | 60 | 253 |
| | | Reportable Students | MPI | Total Index Points | Reportable Students | MPI | Total Index Points | Reportable Students | MPI | Total Index Points | Reportable Students | MPI | Total Index Points | Reportable Students | MPI |
| | | 60 | 309.6 | 197 | 60 | 328.2 | 212 | 60 | 353.0 | 231 | 60 | 384.0 | 253 | 60 | 421.1 |

DeLaSalle Education Center

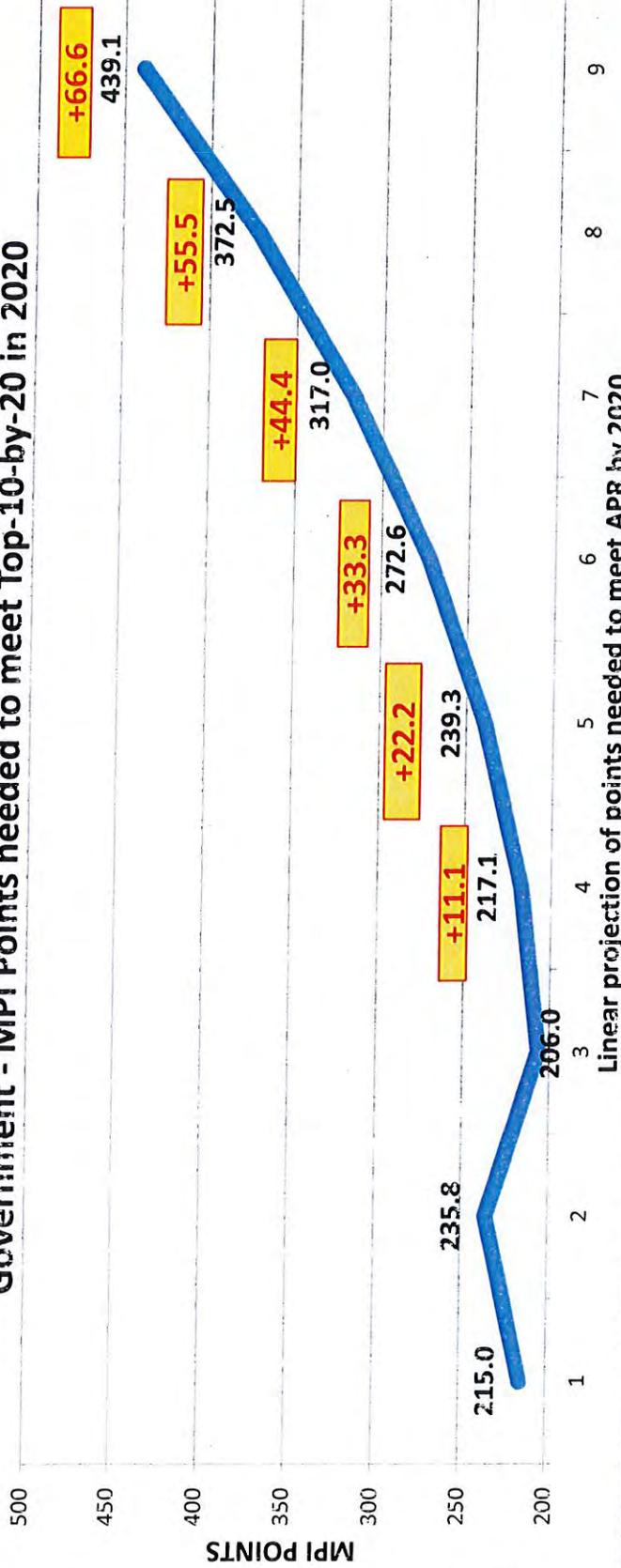
Biology I - MPI Points needed to meet Top-10-by-20 in 2020



| Achievement Level | 2015 - 2016 | | | 2016 - 2017 | | | 2017 - 2018 | | | 2018 - 2019 | | | 2019 - 2020 | | |
|---------------------------|-------------------|----------------------------|--------------|---------------------------|----------------------------|--------------|---------------------------|----------------------------|--------------|---------------------------|----------------------------|--------------|---------------------------|----------------------------|--------------|
| | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points |
| Advanced | 5 | 3 | 15 | 5 | 4 | 20 | 5 | 5 | 25 | 5 | 6 | 30 | 5 | 11 | 55 |
| Proficient | 4 | 7 | 28 | 4 | 9 | 36 | 4 | 11 | 44 | 4 | 13 | 52 | 4 | 20 | 80 |
| Basic | 3 | 11 | 33 | 3 | 11 | 33 | 3 | 14 | 42 | 3 | 18 | 54 | 3 | 8 | 24 |
| Below Basic | 1 | 18 | 18 | 1 | 15 | 15 | 1 | 9 | 9 | 1 | 2 | 2 | 1 | 0 | 0 |
| Total Index Points | | 39 | 94 | | 39 | 104 | | 39 | 120 | | 39 | 138 | | 39 | 159 |
| Total Index Points | 94 | 39 | 237.9 | 104 | 39 | 266.1 | 120 | 39 | 303.7 | 138 | 39 | 350.7 | 159 | 39 | 407.1 |
| | | Reportable Students | MPI | Total Index Points | Reportable Students | MPI | Total Index Points | Reportable Students | MPI | Total Index Points | Reportable Students | MPI | Total Index Points | Reportable Students | MPI |

DeLaSalle Education Center

Government - MPI Points needed to meet Top-10-by-20 in 2020



| Achievement Level | 2015 - 2016 | | 2016 - 2017 | | 2017 - 2018 | | 2018 - 2019 | | 2019 - 2020 | |
|--------------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| | Index Point Value | # of Students |
| Advanced | 5 | 3 | 5 | 5 | 5 | 7 | 5 | 15 | 5 | 30 |
| Proficient | 4 | 7 | 4 | 9 | 4 | 11 | 4 | 16 | 4 | 28 |
| Basic | 3 | 27 | 3 | 30 | 3 | 37 | 3 | 31 | 3 | 4 |
| Below Basic | 1 | 25 | 1 | 18 | 1 | 7 | 1 | 0 | 1 | 0 |
| Total Index Points | | 62 | | 62 | | 62 | | 62 | | 62 |
| Total Index Points | 149 | 62 | 169 | 62 | 197 | 62 | 232 | 62 | 274 | 62 |
| MPI | 239.3 | 239.3 | 272.6 | 272.6 | 317.0 | 317.0 | 372.4 | 372.4 | 439.1 | 439.1 |

Organization/Governance Plan

Governance

DeLaSalle Education Center, a 501(c)(3) designated entity, is an LEA governed by a Board of Directors. The Board of Directors operates in accordance with all applicable state and federal statutes and in accordance with its own by-laws.

DeLaSalle Education Center Board of Directors

Composition The DeLaSalle Education Center Board of Directors is comprised of the following community members whose unique skills and abilities bring value to the organization and its mission. In addition to contributing their time and talents to DeLaSalle's, each director contributes financially as well.

Ethan Whitehill, President – Mr. Whitehill is co-founder and Chief Executive Officer of Two West, a retail marketing firm located in Kansas City, Missouri. Mr. Whitehill was a supporter of DeLaSalle for several years before joining the board in 2005. Mr. Whitehill's expertise in communications has proven useful in sharing DeLaSalle's message with its wide range of stakeholders. Mr. Whitehill serves on the Executive, Finance, Board Development, and Student Discipline Hearing committees.

Paul Strohm, President Elect – Mr. Strohm is the President of C&C Group, providing facilities services to businesses in Missouri and Kansas since 1974. Mr. Strohm joined the Board of Directors in 2012 and was elect President-Elect in 2014. Through introduction to Mr. Strohm's personal and professional networks, DeLaSalle has expanded its support base. Mr. Strohm serves on the Executive and Fundraising committees.

Frank McCarthy, Vice President – Mr. McCarthy serves as Senior Vice-President with Country Club Bank, with locations in Missouri and Kansas. Mr. McCarthy is currently the longest tenured director, having served since 1998. Mr. McCarthy's financial acumen has proven very useful particularly as DeLaSalle transitioned from a private to a public entity. Mr. McCarthy serves as Chair of the Finance Committee.

Matt Eckert, Secretary – Mr. Eckert serves as Vice President with CBRE, a full-service real estate company with locations worldwide. Mr. Eckert joined the Board of Directors in 2011. Prior to his board service, Mr. Eckert served as member of the DeLaSalle Junior Board, a group of young professionals dedicated to advancing the DeLaSalle mission. Mr. Eckert serves on the Executive Committee.

Gary Ballard – Mr. Ballard has served on the DeLaSalle Board of Directors since 2006 and served as Board President between 2009 and 2011. This period of service is significant in that it was during this time that DeLaSalle elected to make application as a charter school. Mr. Ballard's successful leadership during this process was instrumental in the issuance of the

charter. Mr. Ballard serves on the Academic & Support Services and Student Discipline Hearing committees.

Brent Bloss – Mr. Bloss, Chief Financial Officer for Waddell & Reed, an asset management and financial planning company headquartered in Overland Park, Kansas, joined the DeLaSalle Board of Directors in 2013. Mr. Bloss has used his knowledge of business and finance to strengthen the DeLaSalle business model. Mr. Bloss serves on the Finance Committee.

Phillip Cole – Mr. Cole is Vice President of Operations and Underwriting with Rockhill Insurance Group, headquartered in Kansas City, Missouri. Joining the Board of Directors in 2014, Mr. Cole contributes his knowledge and skill in the use of data to assist DeLaSalle's Academic Services Department as it elevates its use of data to drive instruction. Mr. Cole serves on the Academic & Support Service Committee.

Scott Ferber -- Mr. Ferber, Vice President, General Business North America at IBM, began his service on the DeLaSalle Board of Directors in 2012. During his service, Mr. Ferber has been instrumental DeLaSalle's expanded use of instructional technology. Through Mr. Ferber's efforts, IBM personnel provided technical assistance to DeLaSalle's Network Administrator as the IT infrastructure was upgraded to support the elevated use of technology in instruction and assessment. In addition, Mr. Ferber has assisted with securing grant awards from IBM. The most recent award was used to fund the development of an Assessment Center equipped with 32 computer stations. Mr. Ferber serves on the Finance Committee.

Matt Gunter – Mr. Gunter currently serves as Vice President of National Channel Sales with Sprint Corporation. Mr. Gunter has helped maintain DeLaSalle's relationship with Sprint as a corporate sponsor. He has also actively engaged individuals within his personal and professional networks in the DeLaSalle mission. Mr. Gunter serves on the Board Development Committee.

Quinton Lucas – Mr. Lucas, an Associate Professor of Law with the University of Kansas School of Law, earned his Juris Doctor degree from Cornell Law School in 2009 and was admitted to the Missouri Bar Association the same year. Mr. Lucas began his service on DeLaSalle Board of Directors in 2013. Mr. Lucas knowledge and experience in the legal field has been helpful when addressing personnel matters. Mr. Lucas serves on the Board Development and Student Discipline Hearing committees.

Andrew Metzler – Mr. Metzler is a financial advisor with AXA Advisors. He joined the DeLaSalle Board of Directors in 2007. During his term of service, Mr. Metzler has been actively engaged in the organization's fundraising activities, with significant time and talent devoted to fundraising events. In addition to his service on the DeLaSalle Board of Directors, Mr. Metzler also serves on the DeLaSalle Junior Board.

Tim Schaffer – Mr. Schaffer is Executive Vice President of RED Brokerage, LLC, located in Kansas City, Missouri and specializing in real estate sales, leasing, development and consulting. Mr. Schaffer began is service on the DeLaSalle Board of Directors in 2014 and during his short time of service has devoted his time and talent to fundraising activities. Mr. Schaffer serves on the Academic & Support Services Committee.

Stann Tate – Mr. Tate is Vice President of Marketing and Business Development at Menorah Medical Center located in Overland Park, Kansas. Mr. Tate joined the DeLaSalle Board of

Directors in 2005 and contributes his time and talent toward the organization's fundraising efforts, with particular focus on DeLaSalle's signature event, The Movie Benefit.

Roles and Responsibilities

To fulfill its responsibilities as the DeLaSalle Education Center governing body, the Board of Directors directs its energy and efforts toward the following areas:

Policy – The DeLaSalle Board of Directors is responsible for setting and ensuring compliance with organization policy. Policies are aligned with all applicable state and federal regulations and address the following areas:

- Administration
- Finance
- Instruction
- Organization
- Personnel
- Students
- Support

Policies are reviewed periodically by the Executive Committee. When appropriate, new policies are created and existing policies are revised by the Executive Committee and presented to the full board for approval.

Strategic Planning – The Board of Directors is responsible for setting the organization's annual plan and for monitoring progress of the plan goals. The organization's annual planning process begins in the Spring prior to the beginning of the Fall plan year. For example, the development of the 2014-15 annual plan began in the Spring of the 2013-14 academic year. The process begins with each member of the Senior Leadership Team drafting preliminary goals for their respective departments. The Senior Leadership Team members then present the preliminary goals to their respective department faculty and staff for input and revision. Plan goals, in draft form, are then presented to the Board of Directors during its annual retreat, held in the Fall of each year.

During the annual retreat, the Senior Leadership Team members present their annual plan goals to the Board of Directors, which in turn provides input and adopts the plan for implementation. During the annual retreat, the Senior Leadership Team members also request specific assistance from the board in plan implementation and goal achievement.

Following adoption of the annual plan, the Board of Directors identifies the goals it considers as the highest priority. Those goals designated as high-priority are included in a dashboard-style progress report which is presented to the board during its monthly meetings.

The entire annual plan is maintained on the organization's network and is accessible to all faculty and staff. Furthermore, plan progress is routinely reviewed during the Senior Leadership Team's semimonthly meetings.

Programming Quality – While primarily a governing body charged with high level oversight of the organization, the DeLaSalle Board of Directors is determined to ensure the quality of services provided to DeLaSalle's students remains at a high level. To that end, board members

maintain regular contact with the faculty and staff of the student service areas, particularly Academic Services and Team of Care. This contact includes micro-level engagement such as attendance at department meetings and participation in continuous quality improvement activities, as well as macro-level such as monthly monitoring of service area annual goals. While from an outside view this level of involvement by the Board of Directors may seem to resemble micro-managing, the directors are sensitive to, and respectful of, boundaries. And as a result, this level of board engagement is welcomed and encouraged by the faculty, staff and Senior Leadership Team.

Financial Oversight – The occupation or profession of each member of the Board of Directors requires some level of financial management knowledge and skills. As such, and as to be expected, most board members are quite comfortable addressing matters of business and finance. The diligence with which the Board of Directors monitors the organization’s financial position is high-level and welcome. Given that the organization’s funding sources are both public and private (in other words, “other people’s money”), the Board of Directors approaches its role as fiscal stewards with great earnestness.

Ambassadors – Each member of DeLaSalle Center Board of Director possesses a thorough understanding of the DeLaSalle model and the organization’s operation. While this understanding is certainly necessary for fulfilling the governance role, it is also necessary to fulfill the role of ambassador. Each board member is charged with sharing the mission and message of DeLaSalle within the community. This engagement generates a tremendous level of awareness of DeLaSalle, its students, and the value of alternative education to the community.

To better fulfill and manage its governance responsibilities, the DeLaSalle Board of Directors has recently begun using Board on Track, a web-based tool designed specifically for public charter school boards.

Committees of the Board

The governance duties of the Board of Directors are facilitated through the following committees:

Executive

Members include the following positions: President, Immediate Past President, President-Elect, Vice President(s), Secretary, and Treasurer.

The duties of the Executive Committee include:

- Assist the Executive Director in policy development, implementation and compliance
- Confer and consult with the Executive Director on employment matters including, but not limited to, staff hires, separations and appeals, and report to the Board as appropriate
- Review and evaluate the Executive Director’s performance and make recommendations to the Board regarding terms of employment and compensation

Finance

The duties of the Finance Committee include:

- Confer and consult with the Chief Operations Officer and the Executive Director on the development of an annual operating budget
- Present the annual budget to the Board for consideration

- Monitor adherence to the budget and provide regular reporting to the Board
- Establish long range financial goals for the school and develop strategies to achieve the goals
- Develop, revise as necessary, and ensure compliance with business and finance policies
- Review the draft annual audit and 990 as presented by the auditor and present to the Board for consideration
- Review the management recommendation letter (if applicable) from the auditor and ensure follow up on any finding
- Develop, revise as necessary, and ensure implementation of an investment strategy

Fundraising

The duties of the Fundraising Committee include:

- Confer and consult with the Chief Development Officer and Executive Director on fundraising strategies and efforts and report to the Board as appropriate
- Provide assistance and support in fundraising activities, including campaigns, events and private solicitations

Board Development (established 2014)

The duties of the Board Development Committee include:

- Recruit, vet and recommend Board candidates to the Board based on identified need
- Consult and confer with Executive Director in development and implementation of a process for orienting new members
- Confer and consult with the Executive Director on Board training matters
- Ensure Board receives training necessary to perform its duties

Academic and Support Services

- Confer and consult with the Director of Academic Services, Director of Team of Care and the Executive Director on academic and support service matters
- Monitor academic and support service programs for effectiveness and efficiency and provide regular reporting to the Board

Board Development

The DeLaSalle Education Center Board of Directors is committed to fulfilling its responsibilities as the organization's governing body. As such, the Board of Directors recognizes the importance of actively engaging in training and development in order to be better able to meet its commitment. Beginning with the 2014 -- 2015 school year, the DeLaSalle Board of Directors will participate in training sessions addressing, at minimum, the following areas:

- | | | |
|--------------------|-------------------|-----------------------|
| • Advocacy | • Board Relations | • School Law |
| • Board Operations | • Communications | • Strategic Planning |
| • Board Policy | • School Finance | • Student Achievement |

Board training sessions may occur during the regularly scheduled meetings, annual board planning session, and when available through web-based applications. The completion of all training will be documented and maintained in the Board of Director's electronic information system, BoardOnTrack.

Organization

As previously stated, DeLaSalle's organizational structure does not resemble that of a traditional school. Rather, accounting for the unique support service and program components of the model, the structure more closely resembles that of a social service agency. The organization is comprised of seven departments which are separated into two areas: service and operations. Each department is led by a director. Along with the Executive Director, the Department Directors comprise the organization's Senior Leadership Team.

As the senior leader of the organization, the Executive Director serves as the Chief Executive Officer and reports to the Board of Directors. The Executive Director is responsible for ensuring the organization's mission and vision are defined. The Executive Director is also responsible for ensuring that a plan is in place and resources are aligned in a manner which leads to the achievement of the mission and vision.

Serving alongside the Executive Director, the Department Directors perform two primary functions. First, they are responsible for managing the daily functions of their respective departments. Second, and most important, the directors are responsible for the development, implementation and evaluation of their department's annual goals. Each department's goals, in aggregate, constitute the organization's annual plan.

In addition to the directors, the positions within each department responsible for carrying out the duties necessary to achieve the annual plan goals, and thereby achieve the organization's mission, include:

Academic Services

- Continuous Quality Improvement Coordinators
- Teachers
- English Language Learning Instructor/Coordinator
- Assessment Coordinator
- Media Specialist
- Paraprofessional
- Substitute Teacher

Team of Care

- Therapists
- Drug & Alcohol Counselor
- Family Services Specialist
- Academic-Social Counselors
- Discipline Coordinators
- Discovery & Rediscovery Instructor

Post-Secondary Readiness & Experiential Learning

- Senior Seminar Instructor
- Senior Seminar Support Staff
- Student Press Manager
- Student Press Production Coordinator

Early Learning and Parent Education

- Curriculum Coordinator
- Lead Instructor
- Childcare Instructors

Human Resources

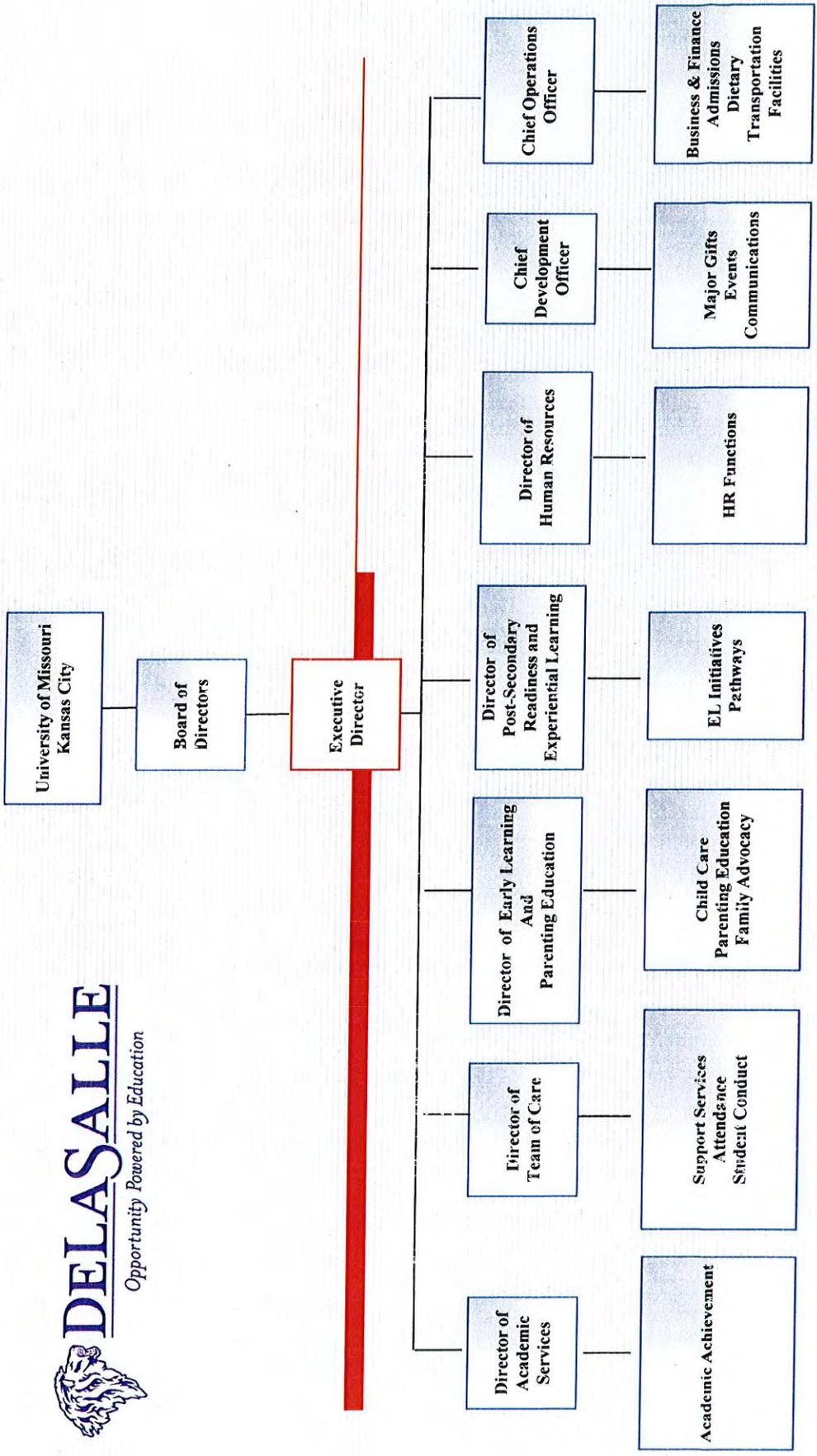
- Director only

Business and Operations

- Admissions, Transportation & Security Coordinator
- Admissions, Transportation & Security Coordinator – Administrative Assistant
- Title I and Homeless Student Coordinator
- Accounts Payable Clerk
- Network Administrator
- Dietary Services Manager
- Facilities Maintenance Manager
- Receptionist

Development

- Major Gifts Officer
- Grant Writer
- Events Coordinator
- Communications Coordinator



DeLaSalle 2014-2015 Org Chart

Business and Finance Audit

Financial/Business Plan and Projected Budget

Incorporated in 1971, DeLaSalle Education Center has a long history of strong financial viability and sustainability. When DeLaSalle began serving the high-risk urban core student, it was able to do so exclusively from the support of private donors. Overtime, that support grew to include corporate, foundation, and other grant-making sponsors. In the years prior to operating as a charter school, DeLaSalle provided alternative education services for the Kansas City Public School District as a contract school while continuing to receive private sponsorship support.

Since 2010, when DeLaSalle began operating as charter school, its private financial support has remained strong and continues to grow. The high-level of financial commitment from DeLaSalle's friends is evidenced by the organization's recent facility renovation and expansion project. Completed in August 2013, the \$8 million project included the renovation of the existing 1941 facility, the addition of 18,000 square feet of programming space, and the creation of green space on which a students' garden, a community garden, and a low-elements challenge course are located. The project was funded through approximately \$6 million in mostly-local, private dollars and \$2 million from the New Markets Tax Credit program. Remarkably, DeLaSalle incurred no debt in this project.

The single most significant change in funding sources since DeLaSalle began operating as a charter school is in the area of public funds. During its time as a contract school, DeLaSalle received, as payment for service, a portion of the student reimbursement received by the District, with the District retaining the remainder. This arrangement carried sizeable risk in that income was based on non-guaranteed, student referrals. This risk bore out in the years prior to DeLaSalle's decision to make application for charter status, as the organization experienced a decline in referrals. This decline, obviously, presented challenges for the organization.

However, as a charter school receiving student reimbursement directly from the Missouri Department of Elementary and Secondary Education, DeLaSalle is in a position to manage enrollment. This position has improved the organization's ability to forecast, plan, and implement strategies to achieve and maintain enrollment levels.

DeLaSalle conducts business according to finance policy set by the Board of Directors. A primary responsibility of the Board of Directors, performed through the Finance Committee, is to assist the organization's administration with the development of the annual operating budget to be presented to the full board for consideration and approval. Following budget approval, the Board of Directors engages in regular review of the organization's financial position, enrollment, attendance, compliance with federal programs, and compliance relative to the service of special populations. In addition to assisting with budget development, the Finance Committee ensures

the Board of Directors is fully informed, makes recommendations regarding business and finance, and ensures the actions directed by the Board of Directors are implemented.

DeLaSalle's long history of financial viability and sustainability is particularly pertinent in light of its most recent completed fiscal year 2014 (DeLaSalle operates on July 1 – June 30 fiscal year). The organization's 2013-14 budget was based on a 285 student enrollment. This increased enrollment target represented the organization's goal to serve a larger number of children, made possible through the facility project. According to plan, the school year began with 218 students (117 returning students and 101 new students), and a strategy for reaching the enrollment target by enrolling small groups of students over a 60-day period of time was set for implementation.

While on track to meet its enrollment goal, the organization, unexpectedly and before the enrollment strategy could be implemented, experienced an unforeseen setback. Given the oftentimes overwhelming challenges faced by the high-risk, urban core children served by DeLaSalle, it is common for the children to respond to challenges with anger and violence. And while DeLaSalle faculty, staff, and administration (many whose entire careers have been devoted to serving the high-risk child) are well equipped to manage these types of responses, they were not prepared for the level of anger and violence displayed by the student body, particularly among the new students. Within a few days of the beginning of the school year, a violent incident involving most of the student body, and at a level unmatched in the organization's history, erupted at the school. The incident, not surprisingly, resulted in an enrollment decrease as students involved in the incident were separated from the school in order to ensure the safety of the student body. Additionally, the enrollment plan was revised to call for much smaller groups of new students to be enrolled over a longer period of time.

While the incident had an understandably unsettling, emotional impact on the students, faculty and staff, and on the ability to achieve the mission, it also had an adverse impact on the organization's financial position. While the organization easily achieved its private fundraising goal, the organization was simply not able to recover the enrollment-generated income. The organization was, however, able to absorb the loss as a result of the Board of Directors' year's earlier decision to establish a financial reserve, a portion of which was used to offset the loss.

In its drive to accommodate as many students as quickly as possible during the 2013-14 school year, the organization chose to enroll an extraordinarily large number of new students at the beginning of the year. This decision, although mission driven, did not produce the intended results. The enrollment strategy for the 2014-15 school year took in to account the previous year's experience. As a result, both enrollment and attendance are within budget expectation.

External Business/Finance Audit

The external finance audit was conducted by Mr. Paul Greenwood, Regional Director with EdOps, providing business management services to charter schools.

In his financial review of DeLaSalle Education Center, Mr. Greenwood reported the following:

- Key financial indicators (cash, net assets, fund balance) are strong
- Though several rubric standards were not met, the reasoning is clear and attributable to mitigating circumstances

- That the school has enjoyed financial success for a majority of the last five years, during a time of change and new construction bodes well for the next five years
- Strong financial management allowed the school to endure a tough financial year in FY14
- Points for sponsor consideration include enrollment & attendance targets and the marriage of strategic vision and financial plan over the next five years
- The development of a five-year pro forma that incorporates facility lessons of the first two years and bridges strategic vision with financial plan.

**DeLaSalle Education Center
Three Year Pro Forma Budget Projection**

| REVENUE | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------------|------------------|------------------|------------------|
| Projected Student Enrollment | 300 | 310 | 310 |
| Basic State Formula | 2,547,948 | 2,632,879 | 2,720,632 |
| Prop C | 230,000 | 250,000 | 250,000 |
| Title I-II | 178,100 | 180,000 | 180,000 |
| Classroom Trust | 69,000 | 69,000 | 71,000 |
| Special Education | 34,000 | 34,500 | 35,000 |
| Transportation | 15,900 | 16,200 | 16,200 |
| Food Service | 64,200 | 65,000 | 65,000 |
| Contributions | 1,668,577 | 1,678,941 | 1,678,941 |
| County Revenue | 205,000 | 205,000 | 205,000 |
| DLS Print Shop | 152,000 | 152,500 | 155,000 |
| DLS Child Care | 150,000 | 150,000 | 150,000 |
| Misc. Revenue | 95,000 | 95,000 | 97,000 |
| TOTAL REVENUE | 5,409,725 | 5,529,020 | 5,623,773 |
| EXPENDITURES | 2015-16 | 2016-17 | 2016-17 |
| Salaries | 2,811,847 | 2,896,202 | 2,965,708 |
| Benefits | 820,330 | 844,940 | 861,839 |
| Program Expenses | 753,048 | 760,578 | 769,029 |
| Development Expenses | 284,500 | 284,900 | 284,900 |
| Building Expenses | 395,000 | 395,400 | 395,500 |
| General Office Expenses | 345,000 | 347,000 | 346,797 |
| TOTAL EXPENDITURES | 5,409,725 | 5,529,020 | 5,623,773 |
| NET INCOME | 0 | 0 | 0 |

Cash Flow Report

| DeLaSalle Education Center | | | | |
|-----------------------------------|----------------|----------------|----------------|----------------|
| Four Year Cash Flow | | | | |
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
| Fund Balance | 1,781,160 | 1,630,918 | 1,830,847 | 1,591,856 |
| | 48% | 41% | 41% | 31% |

Enrollment Projections

| DeLaSalle Education Center | | | | | |
|--|---------|---------|---------|---------|----------|
| Enrollment History 2010-11 through 2013-14 | | | | | |
| Enrollment – History | | | | | |
| Grade/Year | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 4 Yr Ave |
| 9 th | 82 | 79 | 86 | 108 | 89 |
| 10 th | 52 | 71 | 80 | 81 | 71 |
| 11 th | 39 | 62 | 46 | 68 | 54 |
| 12 th | 64 | 52 | 56 | 56 | 57 |
| Total | 237 | 264 | 268 | 313 | |
| Percent of Total Enrollment - History | | | | | |
| Grade/Year | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 4 Yr Ave |
| 9 th | 35% | 30% | 32% | 35% | 33% |
| 10 th | 22% | 27% | 30% | 26% | 26% |
| 11 th | 16% | 23% | 17% | 22% | 20% |
| 12 th | 27% | 20% | 21% | 18% | 21% |
| Projected Enrollment for Academic Years 2015-16 through 2019-20 | | | | | |
| Grade/Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 20019-20 |
| 9 th | 98 | 102 | 102 | 102 | 102 |
| 10 th | 78 | 81 | 81 | 81 | 81 |
| 11 th | 59 | 61 | 61 | 61 | 61 |
| 12 th | 64 | 66 | 66 | 66 | 66 |
| Total | 300 | 310 | 310 | 310 | 310 |

DeLaSalle Education Center
Statement of Financial Position
June 30, 2013

| | |
|--|-------------------------|
| Current Assets | |
| Cash and cash equivalents | 167,835 |
| Accounts receivable, net | 96,982 |
| Interest receivable | - |
| Prepaid expenses | 47,200 |
| Current portion of assets limited as to use - contributions receivable, net | 291,846 |
| Intercompany receivable (payable) | <u>152,800</u> |
| Total current assets | <u><u>756,663</u></u> |
| Assets Limited as to Use | |
| Board designated investments | 650,000 |
| Donor restricted | |
| Cash | 103,302 |
| Investments | 545,397 |
| Contributions receivable | <u>95,229</u> |
| | <u>1,393,928</u> |
| Notes Receivable | - |
| Investments | 277,101 |
| Property and Equipment, At Cost | |
| Net of accumulated depreciation; 2013 - \$1,066,020 | <u>68,403</u> |
| Total assets | <u><u>2,496,095</u></u> |
| Current Liabilities | |
| Accounts payable | 86,588 |
| Accrued expenses | 374,256 |
| Line of credit | - |
| Deferred revenue | <u>22,504</u> |
| Total current liabilities | <u>483,348</u> |
| Long-term Debt | <u>-</u> |
| Net Assets | |
| Unrestricted | 29,417 |
| Temporary restricted | 1,255,600 |
| Permanently restricted | <u>462,000</u> |
| Total net assets | <u>2,012,747</u> |
| Total liabilities and net assets | <u><u>2,496,095</u></u> |

DeLaSalle Charter High School
 Budget 2014-15
 285 Students

Revenues

| | | |
|--|-----------|------------------|
| DESE support | | 3,015,769 |
| basic formula - ADA | 2,471,528 | |
| transportation | 14,000 | |
| Prop C | 190,080 | |
| hot meal program | 63,066 | |
| school wide Title I & Title II | 177,095 | |
| special education | 33,000 | |
| Classroom Trust | 67,000 | |
| Contributions | | 1,653,091 |
| trusts & foundations | 600,000 | |
| corporate gifts | 80,000 | |
| individual & special gifts | 458,091 | |
| United Way | 95,000 | |
| special events | 340,000 | |
| in-kind revenue | 80,000 | |
| Jackson County | | 204,091 |
| Jackson County - treatment | 43,091 | |
| Jackson County - matching & prevention | 45,000 | |
| Jackson County - mental health | 116,000 | |
| Print shop | 150,000 | 150,000 |
| Paces | | 150,000 |
| state subsidy | 60,000 | |
| family conservancy / head start | 80,000 | |
| CACFP food program | 10,000 | |
| staff payments | - | |
| Miscellaneous Revenue | | 93,250 |
| student fees | 6,000 | |
| Interest Earned-DFSC Donation | 87,250 | |
| Investment Income | | |
| Total Revenues | | 5,266,201 |

Expenses

Salary & Related Expense

| | | |
|-----------------|-----------|-----------|
| salary | 2,691,700 | 3,495,945 |
| health benefits | 365,880 | |
| retirement | 232,450 | |
| taxes | 205,915 | |

Program Expense

| | | |
|--|---------|----------------|
| | | 694,839 |
| transportation | 70,000 | |
| student press | 74,850 | |
| cafeteria - food, supplies, maintenance | 70,000 | |
| special education | 183,000 | |
| classroom supplies & fieldtrips | 130,079 | |
| security | 65,000 | |
| mental health counselors - supplies & training | 9,885 | |
| school wide Title I | 20,000 | |
| PACES | 35,300 | |
| enrollment expense & core data support | 17,045 | |
| counselors - supplies & training | 3,300 | |
| general program supplies & support | 16,380 | |

Student Related Activities

| | | |
|--|--------|---------------|
| | | 47,080 |
| drama & art after school | 14,995 | |
| graduation | 14,740 | |
| attendance & behavior incentives | 1,000 | |
| scholarships | 3,500 | |
| Pathways - Penn Valley | 5,740 | |
| bus - after school | 5,530 | |
| prom | 1,575 | |
| after school programs - BB & Men's Mentoring | - | |

Development

| | | |
|--------------------------------|--------|----------------|
| | | 283,050 |
| special events | 64,500 | |
| consultants & software support | 33,300 | |
| development program expenses | 32,950 | |
| advertising | 12,000 | |
| general supplies & misc | 5,300 | |
| in-kind expense | 80,000 | |
| bad debt expense | 55,000 | |

Building Expenses

394,775

| | | |
|--------------------------|---------|------------------|
| utilities | 120,000 | |
| building maintenance | 95,475 | |
| phone & internet | 19,300 | |
| DEC Lease | 160,000 | |
| Office Expenses | | 339,323 |
| professional fees | 104,614 | |
| insurance | 184,200 | |
| copier contract & copies | 20,402 | |
| postage | 8,588 | |
| business office expenses | 14,519 | |
| depreciation | 7,000 | |
| Interest /principal LOC | | |
| Total Expenses | | 5,255,012 |
| Net Income | | 11,189 |

DeLaSalle Education Center
Consolidated Statements of Financial Position
June 30, 2013 and 2012

Assets

| | <u>2013</u> | <u>2012</u> |
|--|----------------------|---------------------|
| Current Assets | | |
| Cash and cash equivalents | \$ 5,166,789 | \$ 196,382 |
| Accounts receivable, net of allowance; 2013 and 2012 - \$3,000 | 96,982 | 87,953 |
| Interest receivable | 21,812 | - |
| Prepaid expenses | 47,200 | 113,110 |
| Current portion of assets limited as to use - contributions receivable, net of allowance: 2013 - \$30,036, 2012 - \$15,620 | <u>863,938</u> | <u>1,870,240</u> |
| Total current assets | <u>6,196,721</u> | <u>2,267,685</u> |
| Assets Limited as to Use | | |
| Board designated investments | 650,000 | 650,000 |
| Donor restricted | | |
| Cash | 103,302 | 3,175,145 |
| Investments | 545,397 | 514,427 |
| Contributions receivable | <u>204,963</u> | <u>484,235</u> |
| | <u>1,503,662</u> | <u>4,823,807</u> |
| Investments | <u>277,101</u> | <u>186,254</u> |
| Notes Receivable | <u>8,725,000</u> | <u>-</u> |
| Property and Equipment, At Cost | | |
| Net of accumulated depreciation; 2013 - \$1,066,020, 2012 - \$1,010,010 | <u>6,650,624</u> | <u>1,849,271</u> |
| Total assets | <u>\$ 23,353,108</u> | <u>\$ 9,127,017</u> |

Liabilities and Net Assets

| | <u>2013</u> | <u>2012</u> |
|----------------------------------|----------------------|---------------------|
| Current Liabilities | | |
| Accounts payable | \$ 1,906,513 | \$ 110,646 |
| Accrued expenses | 438,110 | 343,018 |
| Line of credit | 521,864 | - |
| Deferred revenue | <u>22,504</u> | <u>20,250</u> |
| Total current liabilities | <u>2,888,991</u> | <u>473,914</u> |
| Long-term Debt | <u>11,685,000</u> | <u>-</u> |
| Net Assets | | |
| Unrestricted | 7,061,517 | 2,609,056 |
| Temporarily restricted | 1,255,600 | 5,582,047 |
| Permanently restricted | <u>462,000</u> | <u>462,000</u> |
| Total net assets | <u>8,779,117</u> | <u>8,653,103</u> |
| | | |
| Total liabilities and net assets | <u>\$ 23,353,108</u> | <u>\$ 9,127,017</u> |

DeLaSalle Education Center
Consolidated Statements of Financial Position
June 30, 2014 and 2013

Assets

| | 2014 | 2013 |
|--|----------------------|----------------------|
| Cash | \$ 723,035 | \$ 5,166,789 |
| Cash restricted by donor | 285,334 | 103,302 |
| Accounts receivable, net of allowance; 2014 and 2013 - \$3,000 | 96,863 | 96,982 |
| Interest receivable | 21,813 | 21,812 |
| Prepaid expenses | 42,549 | 47,200 |
| Contributions receivable, net of allowance; 2014 - \$85,429, 2013 - \$80,036 | 407,579 | 1,068,901 |
| Investments | 1,759,872 | 1,472,498 |
| Notes receivable | 8,725,000 | 8,725,000 |
| Property and equipment, net of accumulated depreciation; 2014 - \$1,264,508, 2013 - \$1,066,020 | 8,744,898 | 6,650,624 |
| Total assets | \$ 20,806,943 | \$ 23,353,108 |

Liabilities and Net Assets

| | | |
|---|----------------------|----------------------|
| Accounts payable | \$ 133,867 | \$ 1,906,513 |
| Accrued expenses | 672,172 | 438,110 |
| Deferred revenue | 20,364 | 22,504 |
| Line of credit | 259,044 | 521,864 |
| Long-term debt | 11,685,000 | 11,685,000 |
| Total liabilities | 12,770,447 | 14,573,991 |
| Net Assets | | |
| Unrestricted | 6,671,809 | 7,061,517 |
| Temporarily restricted | 872,687 | 1,255,600 |
| Permanently restricted | 492,000 | 462,000 |
| Total net assets | 8,036,496 | 8,779,117 |
| Total liabilities and net assets | \$ 20,806,943 | \$ 23,353,108 |

DeLaSalle Education Center
Consolidated Statements of Activities
Years Ended June 30, 2013 and 2012

| | <u>2013</u> | <u>2012</u> |
|---|---------------------|---------------------|
| Unrestricted Net Assets | | |
| Revenues, gains and other support | | |
| School district support | \$ 3,038,917 | \$ 2,585,620 |
| Contributions | 749,268 | 683,717 |
| Grants and contracts | 344,971 | 269,780 |
| Print shop | 123,776 | 147,308 |
| Other | 21,390 | 46,689 |
| Interest and investment return | 157,961 | 33,660 |
| Net assets released from restrictions | <u>5,045,034</u> | <u>1,049,940</u> |
| Total revenues, gains and other support | <u>9,491,317</u> | <u>4,816,714</u> |
| Expenses and Losses | | |
| Program services | 3,893,464 | 3,565,442 |
| Management and general | 566,191 | 479,145 |
| Fundraising | <u>579,201</u> | <u>453,947</u> |
| Total expenses and losses | <u>5,038,856</u> | <u>4,498,534</u> |
| Change in unrestricted net assets | <u>4,452,461</u> | <u>318,180</u> |
| Temporarily Restricted Net Assets | | |
| Contributions | 743,147 | 663,657 |
| Investment return | 42,856 | 15,962 |
| Net assets released from restrictions | (5,045,034) | (1,049,940) |
| Bad debt expense | <u>(67,416)</u> | <u>(14,827)</u> |
| Change in temporarily restricted net assets | <u>(4,326,447)</u> | <u>(385,148)</u> |
| Change in Net Assets | 126,014 | (66,968) |
| Net Assets, Beginning of Year | <u>8,653,103</u> | <u>8,720,071</u> |
| Net Assets, End of Year | <u>\$ 8,779,117</u> | <u>\$ 8,653,103</u> |

DeLaSalle Education Center
Consolidated Statements of Activities
Years Ended June 30, 2014 and 2013

| | <u>2014</u> | <u>2013</u> |
|---|---------------------|---------------------|
| Unrestricted Net Assets | | |
| Revenues, gains and other support | | |
| School district support | \$ 2,264,895 | \$ 3,038,917 |
| Contributions | 875,559 | 749,268 |
| Grants and contracts | 141,021 | 344,971 |
| Print shop | 136,086 | 123,776 |
| Investment return | 257,729 | 157,951 |
| Other | 23,101 | 21,390 |
| Net assets released from restrictions | <u>1,104,464</u> | <u>5,045,034</u> |
| Total revenues, gains and other support | <u>5,002,855</u> | <u>9,491,317</u> |
| Expenses | | |
| Program services | 4,155,373 | 3,895,012 |
| Management and general | 540,555 | 565,159 |
| Fundraising | <u>596,635</u> | <u>578,685</u> |
| Total expenses | <u>5,392,563</u> | <u>5,038,856</u> |
| Change in unrestricted net assets | <u>(389,708)</u> | <u>4,452,461</u> |
| Temporarily Restricted Net Assets | | |
| Contributions | 681,131 | 743,147 |
| Investment return | 77,638 | 42,856 |
| Net assets released from restrictions | (1,104,464) | (5,045,034) |
| Bad debt expense | <u>(37,218)</u> | <u>(67,416)</u> |
| Change in temporarily restricted net assets | <u>(382,913)</u> | <u>(4,326,447)</u> |
| Permanently Restricted Net Assets | | |
| Contributions | <u>30,000</u> | <u>-</u> |
| Change in permanently restricted net assets | <u>30,000</u> | <u>-</u> |
| Change in Net Assets | (742,621) | 126,014 |
| Net Assets, Beginning of Year | <u>8,779,117</u> | <u>8,653,103</u> |
| Net Assets, End of Year | <u>\$ 8,036,496</u> | <u>\$ 8,779,117</u> |

DeLaSalle Education Center
Consolidated Statements of Cash Flows
Years Ended June 30, 2013 and 2012

| | 2013 | 2012 |
|---|--------------|-------------|
| Operating Activities | | |
| Change in net assets | \$ 126,014 | \$ (66,968) |
| Items not requiring (providing) operating activities cash flows | | |
| Depreciation | 56,010 | 59,785 |
| Net realized and unrealized gains on investments | (108,732) | (14,885) |
| Loss on sale of fixed asset | - | 3,039 |
| Contributions restricted for acquisition of long-lived assets | - | (123,900) |
| Changes in | | |
| Accounts receivable | (9,029) | (11,923) |
| Interest receivable | (21,812) | - |
| Prepaid expenses | 65,910 | (73,319) |
| Contributions receivable | (92,046) | 31,407 |
| Accounts payable | 21,813 | 31,912 |
| Accrued expenses | 95,092 | 21,370 |
| Deferred revenue | 2,254 | (1,747) |
| Net cash provided by (used in) operating activities | 135,474 | (145,229) |
| Investing Activities | | |
| Purchase of property and equipment | (3,083,309) | (458,470) |
| Purchase of investments | (1,031,347) | (36,355) |
| Proceeds from disposition of investments | 1,018,262 | - |
| Issuance of notes receivable | (8,725,000) | - |
| Decrease (increase) in donor restricted cash | 3,071,843 | (104,147) |
| Net cash used in investing activities | (8,749,551) | (598,972) |
| Financing Activities | | |
| Proceeds from issuance of notes payable | 15,738,297 | - |
| Principal payments of notes payable | (4,053,297) | - |
| Net borrowings on line of credit | 521,864 | - |
| Proceeds from contributions restricted for long-term investment | 20,000 | - |
| Proceeds from contributions restricted for long-lived assets | 1,357,620 | 583,158 |
| Net cash provided by financing activities | 13,584,484 | 583,158 |
| Increase (Decrease) in Cash and Cash Equivalents | 4,970,407 | (161,043) |
| Cash and Cash Equivalents, Beginning of Year | 196,382 | 357,425 |
| Cash and Cash Equivalents, End of Year | \$ 5,166,789 | \$ 196,382 |
| Supplemental Cash Flows Information | | |
| Interest paid, including amount capitalized | \$ 89,947 | \$ - |
| Property and equipment financed through accounts payable | 1,819,574 | 45,520 |

DeLaSalle Education Center
Consolidated Statements of Cash Flows
Years Ended June 30, 2014 and 2013

| | <u>2014</u> | <u>2013</u> |
|---|--------------------|---------------------|
| Operating Activities | | |
| Change in net assets | \$ (742,621) | \$ 126,014 |
| Items not requiring (providing) operating activities cash flows | | |
| Depreciation | 204,688 | 56,010 |
| Net realized and unrealized gains on investments | (214,301) | (103,732) |
| Contributions received restricted for long-term investment | (30,000) | - |
| Changes in | | |
| Accounts receivable | 119 | (9,029) |
| Interest receivable | (1) | (21,812) |
| Prepaid expenses | 4,651 | 65,910 |
| Contributions receivable | 112,402 | (92,046) |
| Accounts payable | 46,928 | 21,813 |
| Accrued expenses | 234,062 | 95,692 |
| Deferred revenue | (2,140) | 2,254 |
| | <u>(386,213)</u> | <u>135,474</u> |
| Net cash provided by (used in) operating activities | | |
| Investing Activities | | |
| Purchase of property and equipment | (4,118,536) | (3,083,309) |
| Purchase of investments | (1,140,456) | (1,031,347) |
| Proceeds from disposition of investments | 1,067,383 | 1,018,262 |
| Issuance of notes receivable | - | (8,725,000) |
| Decrease (increase) in donor restricted cash | (182,032) | 3,071,843 |
| | <u>(4,373,641)</u> | <u>(8,749,551)</u> |
| Net cash used in investing activities | | |
| Financing Activities | | |
| Proceeds from issuance of notes payable | - | 15,738,297 |
| Principal payments of notes payable | - | (4,053,297) |
| Net borrowings on line of credit | (262,820) | 521,864 |
| Proceeds from contributions restricted for long-term investment | 30,000 | 20,000 |
| Proceeds from contributions restricted for long-lived assets | 548,920 | 1,357,620 |
| | <u>316,100</u> | <u>13,584,484</u> |
| Net cash provided by financing activities | | |
| Increase (Decrease) in Cash | (4,443,754) | 4,970,407 |
| Cash, Beginning of Year | <u>5,166,789</u> | <u>196,382</u> |
| Cash, End of Year | <u>\$ 723,035</u> | <u>\$ 5,166,789</u> |
| Supplemental Cash Flows Information | | |
| Interest paid, including amount capitalized | \$ 133,334 | \$ 89,947 |
| Property and equipment financed through accounts payable | - | 1,819,574 |

UMKC Charter School Renewal Application/Performance Contract

Advance Questionnaire (AQ)

As previously described in this application, DeLaSalle Education Center implemented a number of quality improvement strategies during the 2013-14 school year. These strategies, intended to lead to improved student achievement, resulted in multiple changes within the organization.

The school's board of directors and administrative leadership selected the Advance Questionnaire as a tool to measure the change in perception following the implementation of the quality improvement initiatives. To that end, the AQ was administered in the spring of the 2013-14 school year and in the fall of the 2014-15 school year.

The question at hand was whether or not faculty and staff perception had changed, and to what degree, over the time period during which the strategies had been introduced and implemented.

Of the 14 scales addressed in the Advance Questionnaire, using mean scores as the benchmark, 12 scales realized an upward change in perception between the Spring 2013-14 survey and the Fall 2014-15 survey as follows:

| | |
|---|---|
| Career Education (3.62 to 3.8) | Instructional Strategies (3.55 to 3.73) |
| Classroom Management (4.04 to 4.16) | Leadership (3.59 to 3.94) |
| Collegiality & Professionalism (3.38 to 3.74) | Library (3.65 to 4.23) |
| Data Use (3.42 to 3.84) | Professional Development (3.41 to 4.01) |
| Differentiated Instruction (3.64 to 4.22) | Safe & Orderly Environment (3.89 to 4.15) |
| Equity (3.64 to 3.97) | School Climate (3.88 to 3.98) |

Additionally, the mean score of one scale, Efficacy and Expectations, declined from 4.22 to 4.14, while the mean score of the Guaranteed & Viable Curriculum scale remained unchanged at 3.44.

DeLaSalle regards mean scores at or above 3.7 as an indication of positive perception. Accordingly, the AQ survey conducted in Fall 2014-15 indicates positive perception in 13 of the 14 scales, with one scale, Guaranteed & Viable Curriculum reflecting a neutral perception.

And while DeLaSalle will use its quality improvement process to affect positive changes in perception across all scales, it will continue to focus its efforts on ensuring the following characteristics of a guaranteed and viable curriculum are addressed:

- Students have an equal opportunity to learn
- Teachers have adequate time to teach
- Students have adequate time to learn
- Student assessments are curriculum-based
- Curriculum is aligned with Missouri Learning Standards

UMKC Charter School Renewal Application/Performance Contract

Performance Contract

UMKC Charter School Renewal Performance Contract DeLaSalle Alternative High School

The University of Missouri, Kansas City (UMKC) Charter School Center considers a number of factors when making renewal determinations. Of primary importance is whether or not a school is generating college and career ready students by serving their academic needs with excellence. Towards this end, and in accordance with State Statute, UMKC Charter School Center schools are required to enter into a performance contract. This performance contract sets the standards for high achievement, governance, organization, and fiscal oversight. It also provides for interventions when necessary, and delineates non-renewal and/or revocations procedures when achievement goals are not being met. This performance contract is a part of the school's charter renewal and, depending on the school's accreditation status, is reviewed annually through a series of internal and external audits.

To oversee this process, DeLaSalle Alternative High School convened a renewal committee. The participants of this committee included representation from the staff, administration, board of directors, special services, parents, and community members. The process of internal and external audits identified the school's strengths and weaknesses and provided the data by which the school, in conjunction with its sponsor, identified its major goals and objectives for the length of the renewal period.

| Internal/External Audit of Performance Contract Components | Exceeds Standards | Meets Standards | Approaching Standard | Does Not Meet Standard | Improvement Goal Required |
|---|--------------------------|------------------------|-----------------------------|-------------------------------|----------------------------------|
| Charter Implementation | | X | | | |
| Academic Achievement | | | | X | X |
| Organization Performance | | X | | | |
| Governance | | | X | | X |
| Financial Status/Sustainability | | X | | | |

Student achievement results at DeLaSalle Alternative High School over a span of three years currently, as indicated in the UMKC Charter School Center Performance Contract document, classifies it as: **Accredited- Tier III – Continued Monitoring Status ---Probation**

As such, the UMKC Charter School Center will:

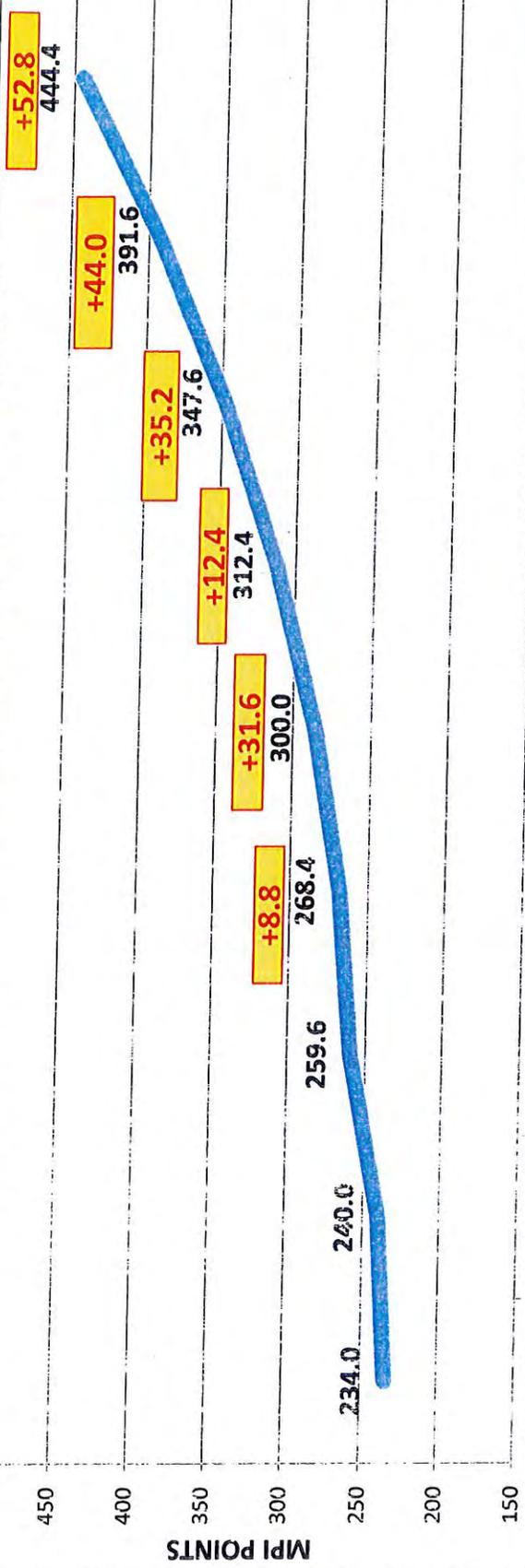
- Conduct targeted audits of achievement, financials, governance, implementation, and organization each semester for the 2014-15 and 2015-16 academic years
- Assign an improvement team to work with current administration and Board on implementation of recommendations.
- Make a determination and notify the school, DESE, and State Board by September of 2016 as to the sponsor's decision to continue sponsorship and or remove the school from probationary status.
- Missouri Revised Statutes require the following for alternative schools:
160.405,4(6)(b) For proposed high risk or alternative charter schools, sponsors shall approve performance measures based on mission, curriculum, teaching methods, and services. Sponsors shall also approve comprehensive academic and behavioral measures to determine whether students are meeting performance standards on a different time frame as specified in that school's charter. Student performance shall be assessed comprehensively to determine whether a high risk or alternative charter school has documented adequate student progress. Student performance shall be based on sponsor-approved comprehensive measures as well as standardized public school measures. Annual presentation of charter school report card data to the department of elementary and secondary education, the state board, and the public shall include comprehensive measures of student progress.

**DeLaSalle Education Center
Performance Contract
2015 – 2020**

| Focus Area | Measure | Goal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|--------------------|---|-------------|-------------------|--------------|--------------------|------------------|----------------------|----------------|------------------|-----------------------|-------|-------|-------|------------|-------|-------|-------|-------|-------|-----------|-------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------|
| Academic Services | MAP Index | <p>Students' performance on EOC assessments will result in the following MAP Index scores:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Course/Year</th> <th style="text-align: center;">2015-16</th> <th style="text-align: center;">2016-17</th> <th style="text-align: center;">2017-18</th> <th style="text-align: center;">2018-19</th> <th style="text-align: center;">2019-20</th> </tr> </thead> <tbody> <tr> <td>Algebra I</td> <td style="text-align: center;">300.0</td> <td style="text-align: center;">312.4</td> <td style="text-align: center;">347.6</td> <td style="text-align: center;">391.6</td> <td style="text-align: center;">444.4</td> </tr> <tr> <td>English II</td> <td style="text-align: center;">309.6</td> <td style="text-align: center;">328.2</td> <td style="text-align: center;">353.0</td> <td style="text-align: center;">384.0</td> <td style="text-align: center;">421.2</td> </tr> <tr> <td>Biology I</td> <td style="text-align: center;">237.9</td> <td style="text-align: center;">266.1</td> <td style="text-align: center;">303.7</td> <td style="text-align: center;">350.7</td> <td style="text-align: center;">407.1</td> </tr> <tr> <td>Government</td> <td style="text-align: center;">239.3</td> <td style="text-align: center;">272.6</td> <td style="text-align: center;">317.0</td> <td style="text-align: center;">372.5</td> <td style="text-align: center;">439.1</td> </tr> </tbody> </table> | Course/Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | Algebra I | 300.0 | 312.4 | 347.6 | 391.6 | 444.4 | English II | 309.6 | 328.2 | 353.0 | 384.0 | 421.2 | Biology I | 237.9 | 266.1 | 303.7 | 350.7 | 407.1 | Government | 239.3 | 272.6 | 317.0 | 372.5 | 439.1 |
| Course/Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Algebra I | 300.0 | 312.4 | 347.6 | 391.6 | 444.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English II | 309.6 | 328.2 | 353.0 | 384.0 | 421.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Biology I | 237.9 | 266.1 | 303.7 | 350.7 | 407.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Government | 239.3 | 272.6 | 317.0 | 372.5 | 439.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic Services | Edumentum Accucess | <p>For each year of the 5-year term, students enrolled for the full school year will achieve grade level gains in Math and Reading as follows:</p> <ul style="list-style-type: none"> • 1.5 GL for students below grade level • 1 GL for students on grade level • .5 GL for students above grade level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Support Services | Treatment Plans | <p>For each year of the five-year term, 75% of students receiving mental health services will demonstrate progress in treatment</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Business and Finance | Annual Audit | <p>Organization will develop, implement, and monitor a five-year budget plan using its two-year history in the new facility as baseline</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Governance | Board Records | <p>Board members will participate in annual training as required by sponsor to include, but not be limited to, the following areas:</p> <table style="width: 100%; border: none;"> <tbody> <tr> <td style="width: 33%;">• Advocacy</td> <td style="width: 33%;">• Board Relations</td> <td style="width: 33%;">• School Law</td> </tr> <tr> <td>• Board Operations</td> <td>• Communications</td> <td>• Strategic Planning</td> </tr> <tr> <td>• Board Policy</td> <td>• School Finance</td> <td>• Student Achievement</td> </tr> </tbody> </table> | • Advocacy | • Board Relations | • School Law | • Board Operations | • Communications | • Strategic Planning | • Board Policy | • School Finance | • Student Achievement | | | | | | | | | | | | | | | | | | | | | |
| • Advocacy | • Board Relations | • School Law | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Board Operations | • Communications | • Strategic Planning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Board Policy | • School Finance | • Student Achievement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

DeLaSalle Education Center

Algebra I - MPI Points needed to meet Top-10-by-20 in 2020

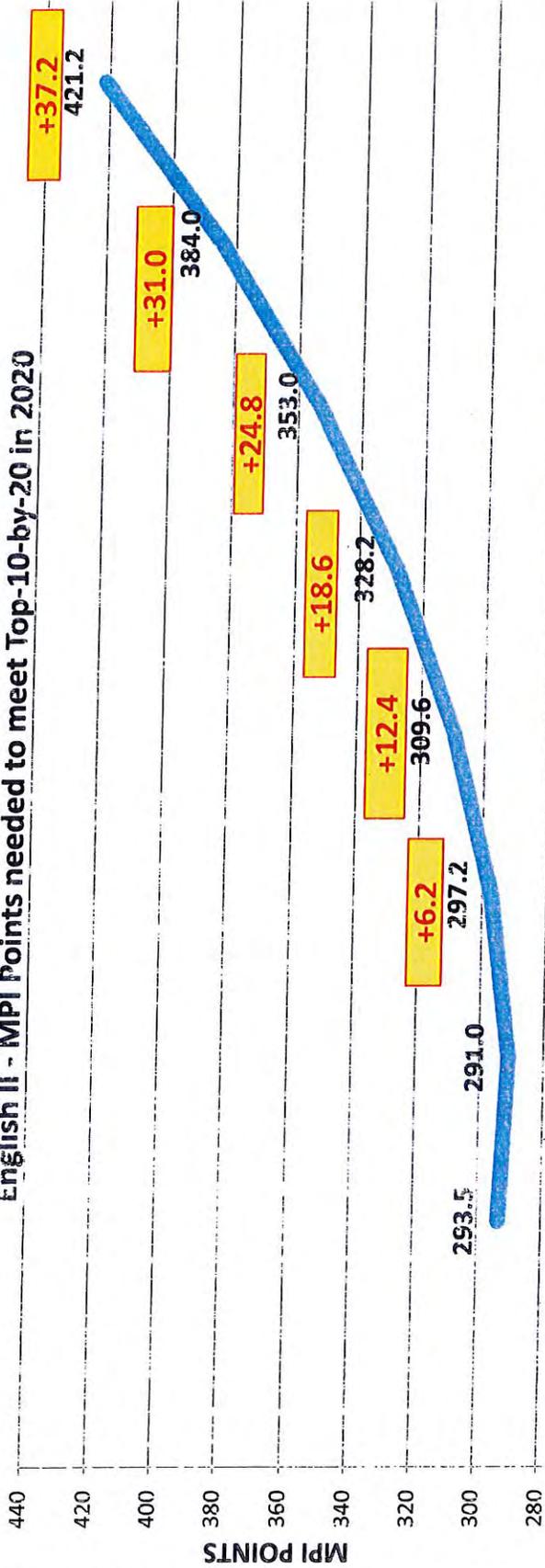


Linear projection of points needed to meet APR by 2020

| Achievement Level | 2015 - 2016 | | | 2016 - 2017 | | | 2017 - 2018 | | | 2018 - 2019 | | | 2019 - 2020 | | |
|--------------------|-------------------|---------------|-----|-------------------|---------------|-------|-------------------|---------------|-------|-------------------|---------------|-------|-------------------|---------------|-------|
| | Index Point Value | # of Students | MPI | Index Point Value | # of Students | MPI | Index Point Value | # of Students | MPI | Index Point Value | # of Students | MPI | Index Point Value | # of Students | MPI |
| Advanced | 5 | 4 | 20 | 5 | 5 | 25 | 5 | 8 | 40 | 5 | 15 | 75 | 5 | 30 | 150 |
| Proficient | 4 | 18 | 72 | 4 | 20 | 80 | 4 | 30 | 120 | 4 | 35 | 140 | 4 | 30 | 120 |
| Basic | 3 | 27 | 81 | 3 | 26 | 78 | 3 | 16 | 48 | 3 | 8 | 24 | 3 | 2 | 6 |
| Below Basic | 1 | 13 | 13 | 1 | 11 | 11 | 1 | 8 | 8 | 1 | 4 | 4 | 1 | 0 | 0 |
| Total Index Points | | 62 | 186 | | 62 | 194 | | 62 | 216 | | 62 | 243 | | 62 | 276 |
| Total Index Points | 186 | | 300 | 194 | | 312.4 | 216 | | 347.6 | 243 | | 391.6 | 276 | | 444.4 |

DeLaSalle Education Center

English II - MPI Points needed to meet Top-10-by-20 in 2020

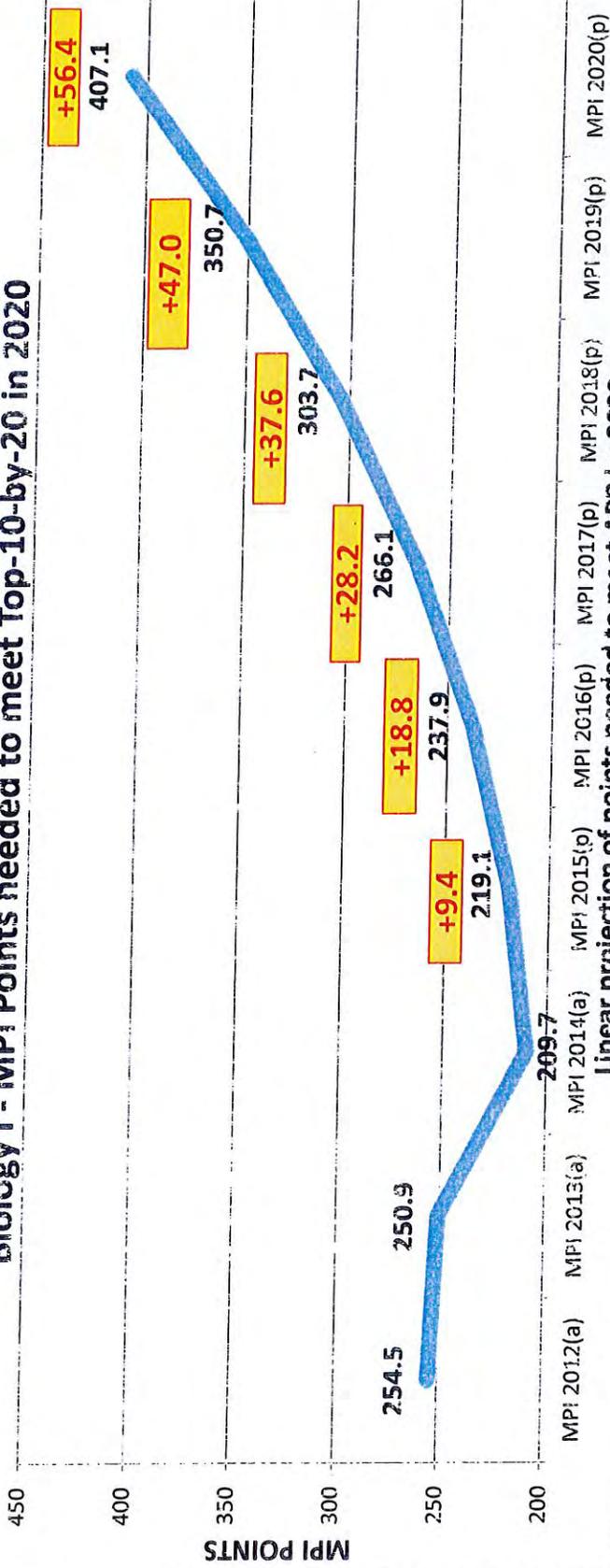


MPI 2012(a) MPI 2013(a) MPI 2014(a) MPI 2015(p) MPI 2016(p) MPI 2017(p) MPI 2018(p) MPI 2019(p) MPI 2020(p)
Linear projection of points needed to meet APR by 2020

| Achievement Level | 2015-16 | | | 2016-17 | | | 2017-18 | | | 2018-19 | | | 2019-20 | | |
|--------------------|--------------------|---------------|--------------|--------------------|---------------|--------------|--------------------|---------------|--------------|--------------------|---------------|--------------|--------------------|---------------|--------------|
| | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points |
| Advanced | 5 | 6 | 30 | 5 | 8 | 40 | 5 | 11 | 55 | 5 | 15 | 75 | 5 | 19 | 95 |
| Proficient | 4 | 20 | 80 | 4 | 23 | 92 | 4 | 28 | 112 | 4 | 33 | 132 | 4 | 37 | 148 |
| Basic | 3 | 21 | 63 | 3 | 18 | 54 | 3 | 12 | 36 | 3 | 6 | 18 | 3 | 3 | 9 |
| Below Basic | 1 | 13 | 13 | 1 | 11 | 11 | 1 | 9 | 9 | 1 | 6 | 6 | 1 | 1 | 1 |
| Total Index Points | | 60 | 186 | | 60 | 197 | | 60 | 212 | | 60 | 231 | | 60 | 253 |
| | Total Index Points | 60 | 309.6 | Total Index Points | 60 | 328.2 | Total Index Points | 60 | 353.0 | Total Index Points | 60 | 384.0 | Total Index Points | 60 | 421.1 |
| | | 60 | | | 60 | | | 60 | | | 60 | | | 60 | |
| | | | | | | | | | | | | | | | |

DeLaSalle Education Center

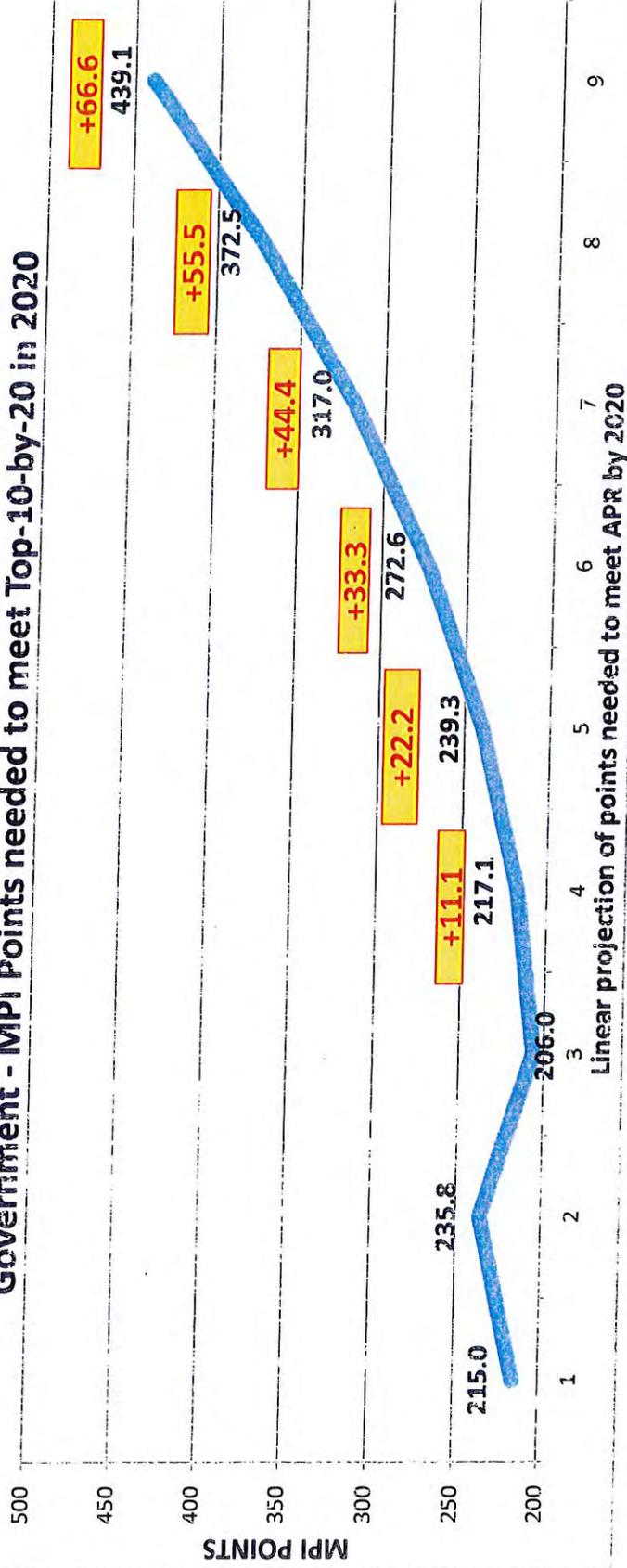
Biology I - MPI Points needed to meet Top-10-by-20 in 2020



| Achievement Level | 2015 - 2016 | | 2016 - 2017 | | 2017 - 2018 | | 2018 - 2019 | | 2019 - 2020 | |
|---------------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| | Index Point Value | # of Students |
| Advanced | 5 | 3 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 11 |
| Proficient | 4 | 7 | 4 | 9 | 4 | 11 | 4 | 4 | 4 | 20 |
| Basic | 3 | 11 | 3 | 11 | 3 | 14 | 3 | 3 | 3 | 8 |
| Below Basic | 1 | 18 | 1 | 15 | 1 | 9 | 1 | 1 | 1 | 0 |
| Total Index Points | | 39 | | 39 | | 39 | | 39 | | 39 |
| Total Index Points | 94 | | 104 | | 120 | | 138 | | 159 | |
| MPI | 237.9 | | 266.1 | | 303.7 | | 350.7 | | 407.1 | |
| Reportable Students | 39 | | 39 | | 39 | | 39 | | 39 | |
| Total Index Points | 94 | | 104 | | 120 | | 138 | | 159 | |
| MPI | 237.9 | | 266.1 | | 303.7 | | 350.7 | | 407.1 | |
| Reportable Students | 39 | | 39 | | 39 | | 39 | | 39 | |
| Total Index Points | 94 | | 104 | | 120 | | 138 | | 159 | |
| MPI | 237.9 | | 266.1 | | 303.7 | | 350.7 | | 407.1 | |

DeLaSalle Education Center

Government - MPI Points needed to meet Top-10-by-20 in 2020



| Achievement Level | 2015 - 2016 | | | 2016 - 2017 | | | 2017 - 2018 | | | 2018 - 2019 | | | 2019 - 2020 | | |
|--------------------|--------------------|---------------|--------------|--------------------|---------------|--------------|--------------------|---------------|--------------|--------------------|---------------|--------------|--------------------|---------------|--------------|
| | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points | Index Point Value | # of Students | Index Points |
| Advanced | 5 | 3 | 15 | 5 | 5 | 25 | 5 | 7 | 35 | 5 | 15 | 75 | 5 | 30 | 150 |
| Proficient | 4 | 7 | 28 | 4 | 9 | 36 | 4 | 11 | 44 | 4 | 16 | 64 | 4 | 28 | 112 |
| Basic | 3 | 27 | 81 | 3 | 30 | 90 | 3 | 37 | 111 | 3 | 31 | 93 | 3 | 4 | 12 |
| Below Basic | 1 | 25 | 25 | 1 | 18 | 18 | 1 | 7 | 7 | 1 | 0 | 0 | 1 | 0 | 0 |
| Total Index Points | | 62 | 149 | | 62 | 169 | | 62 | 197 | | 62 | 232 | | 62 | 274 |
| | Total Index Points | 62 | 239.3 | Total Index Points | 62 | 272.6 | Total Index Points | 62 | 317.0 | Total Index Points | 62 | 372.4 | Total Index Points | 62 | 439.1 |

UMKC Charter School Renewal Performance Contract

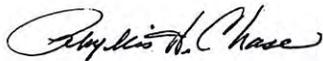
DeLaSalle Charter High School

The University of Missouri, Kansas City (UMKC) Charter School Center considers a number of factors when making renewal determinations. Of primary importance is whether or not a school is generating college and career ready students by serving their academic needs with excellence. Towards this end, and in accordance with State Statute, UMKC Charter School Center schools are required to enter into a performance contract. This performance contract sets the standards for high achievement, provides for interventions when necessary, and delineates non-renewal and/or revocations procedures when achievement goals are not being met. This performance contract is a part of the school's charter and is updated annually through a series of internal and external audits.

As the sponsor, the UMKC Charter School Center will monitor this school's academic performance regularly. Monitoring results will identify needed support measures. Those supports and/or interventions may include some, or all, of the following:

- On site instructional monitor
- Formative and summative assessments
- Teacher/Leader evaluation
- Targeted audits
- Research based instructional interventions

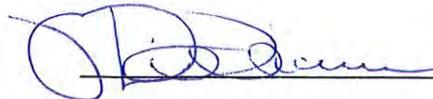
Over the length of this contract, DeLaSalle Charter High School and the UMKC Charter School Center reserve the right to adjust specific targets for each goal based on actual yearly outcomes and/or progress towards the "Top 10 by 20" goals.



UMKC Charter School Representative

August 4, 2014

DATE



DeLaSalle School Official

8.4.14

DATE

Exhibits – Academic

Exhibits – Academic Services

Given the wide range of academic needs of the students served by DeLaSalle and the school's practice of continuous enrollment cycles, the classroom structure does not follow traditional grade level structure. Instead, many grade levels and academic skill levels are addressed in each classroom. When students enroll at DLS, they begin the process of individualization and "wrap-around" services through our holistic approach by participating in a four-day orientation program. During orientation, academic individualization begins with Reading and Math assessments using Edmentum's Accuaccess program. Through these assessments, students present an approximate grade level in both areas assessed. Students are then placed into appropriate Math and English courses. These two core areas provide cross-curricular support to enhance achievement in all courses. DeLaSalle has elected to concentrate on these areas (Reading and Math) so that many grade levels and skill levels presented by entering students may be urgently and individually addressed.

Since strong academic skills in English and Math bolster academic achievement in all courses, DLS has elected to use Edmentum's Plato Courseware (computer-based instruction software) to deliver individualized, prescriptive lessons for students. Plato Courseware provides a prescriptive plan, aligned to Missouri Learning Standards, for each student that helps them recover and achieve skills more quickly than a traditional "whole-class delivery" model of instruction. Along with Plato prescriptions, teachers use a blended form of instruction to bolster needed academic skills. Teachers group students according to various academic needs and give teacher-driven instruction. Teachers consistently move through the class (no more than 18 students), along with various paras and/or tutors, to clarify, elucidate, and further explain various lessons. Students move through the curriculum at their own pace, helping them own their achievement. This instruction approach helped DeLaSalle students gain an average of 1.5 grade levels during the 2013 – 2014 school year. These gains were achieved in spite of the students' significant academic, social and emotional challenges.

DeLaSalle also provides a Plato Elective course which allows students to choose electives they are interested in pursuing. This provides individualization based on interest. The teacher may then differentiate through blended instruction and personal choice of projects. The teacher may offer additional learning experiences or substitute other types of learning based on skill level and interest level. Differentiation is provided as students and teachers create individual plans to help students master academic objectives.

With regard to all other courses, students are enrolled according to academic credit-based need. Given that DeLaSalle students are over-aged and under-credited, a classroom may have students from ages 14 - 21 years. These students' academic skills will range from early elementary levels to 11th grade+. Teachers generally pre-test or predetermine the academic needs of individual students and provide differentiated and individualized academic plans. Sometimes these plans can include the whole class or small groups. Teachers typically begin class with a "bell-ringer" and move on to individual, small group or whole group instruction. Each classroom is similar to a one-room schoolhouse. Supplementing teacher instruction, students also receive tutoring.

Experiential learning is involved variously throughout the year. Application is applied to the course of study. Sometimes this is general (building of robots, creating art that blends with the community, Black archive entries, Minddrive involvement, etc.). Sometimes the application is driven by specific requests of

specific students (customer service skills and marketing –both done through the active print shop at the school, playwriting and acting with UMKC Missouri Repertory Theater professionals). All experiential learning activities develop students’ team-work skills (Cerner HealthE partnership: students choose health occupations and form health teams to determine treatment of various patients.)

Given the individualized approach to delivering instruction at DeLaSalle, matters such as scope & sequence and rigor are not as readily demonstrated as compared to a traditional curriculum. However, demonstration is possible at an individual student level as evidenced by the supporting documentation following this narrative. As reflected in the documentation, teachers use constantly changing learning materials instead of using static texts. They refer to the Web and electronic resources more frequently. These sources provide infinitely more current learning materials that support the Missouri Learning Standards. Optimizing student interest, retention, and progress is a part of the differentiation application that occurs on an individual basis throughout the learning process

The application of differentiation continues to be supported through professional development provided by DeLaSalle’s sponsor, the University of Missouri – Kansas City, and the Regional Professional Development Center. Professional development during the current year has been directed toward content, process, and product. Teachers are learning more about student readiness, interests, and learning profiles. This professional development is helping teachers grow in understanding and application of this component of education. This alternative approach enables students to attain credit through standards-based assignments.

In order to earn credit at DeLaSalle, students must attain 80% mastery of the studied curriculum. In other words, students may receive a “C” or below on a quarterly grade card, but until they master the material taught at a minimum mastery level of 80%, they will not receive credit for the course. Students receive credit in .5 increments. This is approximately a semester basis. If a student takes longer to accomplish the credit, he/she may do so. This may require multiple approaches such as spiraling back to previous material and differentiating in new ways. The student, however, will not receive credit for the course until the teacher has determined 80% competency of learned material. This usually requires revisiting various assignments or showing mastery through post-tests, essays, or portfolios.



DELASALLE
Opportunity Powered by Education

Samples of Academic Case Studies

- English
- Algebra
- Biology
- Government

Student Name: Alexis Galloway

Grade: 10th

Class: English Connections C/D

Entry Accucess Reading Score: 900 (9th grade)

Accucess Reading Retake: Scheduled for January 2015

Midterm Grade: 95%

While Alexis's reading level is slightly below her grade level, she has done extraordinarily well with all coursework, especially considering her placement in the highest tier English class at DeLaSalle. She readily asks for assistance or clarification as needed and makes frequent use of the resource room for students with special needs. Once in a great while, she can become frustrated with an assignment, but once she receives individualized instruction and extra time, she produces exceptional work. Since her reading score is below grade level, her comprehension of written materials focuses mostly on the superficial elements of the text. With this in mind, developing her critical thinking skills is crucial; thus, much of her reading instruction seeks to challenge her into reading beyond the text on the page. She has been tasked with trying to relate texts with herself and the wider world as well as transfer these complex thoughts into written responses, creative projects, and essays of varying subject matter. In this manner, Alexis is able to hone her writing skills, which are also somewhat below grade level, by focusing on structuring her writing into coherent logical order from introduction to conclusion. Though her sentences rely heavily on simple structure and frequent run-ons, through revisions and edits, she has made use of varied sentence complexity. Lastly, since this course is a blended class, featuring traditional classroom work as well as computer-based instruction via PLATO, Alexis receives assignments on PLATO through prescriptive testing and to expand on her areas of difficulty during each unit.

English 3A

Learner: Galloway, Alexis (5016)
 Assigned By: Ariciu, Jason
 Start Date: 08/19/2014 Due Date:

Location: De La Salle Education Ctr
 Class: Ariciu English 3rd Hour 2014-15
 Report Creation Date: 01/13/2015 02:33 PM (CST)

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|---|-------------|-----------|--------------|-----------------|-------|----------------|---------------|-------------------------|-------|
| PLATO Course English 11, Semester A v4.0 | In Progress | | Not Mastered | | 6 | 08/21/2014 | 08/22/2014 | 00:50:28 | -- |
| Plato Student Orientation | NA | | NA | -- | | | | -- | -- |
| Syllabus – English 11A_v4.0 | NA | | NA | -- | | | | -- | -- |
| Unit 1: American Literature Through the Eighteenth Century | In Progress | | Not Mastered | | 6 | 08/21/2014 | 08/22/2014 | 00:50:28 | -- |
| Unit 1 - Pretest | Not Started | | NA | | | | | -- | -- |
| Unit 1: Discussion – American Literature Through the Eighteenth Century | Not Started | | NA | | | | | -- | -- |
| Perspectives in American Literature | Completed | | Mastered | 08/22/2014 | 5 | 08/21/2014 | 08/22/2014 | 00:46:55 | -- |
| Perspectives in American Literature: Tutorial | Completed | | NA | 08/22/2014 | 2 | 08/22/2014 | 08/22/2014 | 00:14:30 | -- |
| Perspectives in American Literature: Mastery Test | Completed | | Mastered | 08/22/2014 | 3 | 08/21/2014 | 08/22/2014 | 00:32:25 | 100 |
| The American Indian Voice | In Progress | | Not Mastered | | 1 | 08/22/2014 | 08/22/2014 | 00:03:33 | -- |
| The American Indian Voice: Tutorial | In Progress | | NA | | 1 | 08/22/2014 | 08/22/2014 | 00:03:33 | -- |
| The American Indian Voice: Mastery Test | Not Started | | Not Mastered | | | | | -- | -- |

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|---|-------------|-----------|-----------------------------|-----------------|----------|----------------|---------------|-------------------------|-----------|
| Colonial Literature | Not Started | | Not Mastered | | | | | -- | -- |
| Poetry in the Age of Reason | Not Started | | Not Mastered | | | | | -- | -- |
| Literature and the American Revolution | Not Started | | Not Mastered | | | | | -- | -- |
| The Voice of a New Nation | Not Started | | Not Mastered | | | | | -- | -- |
| Unit Activity: American Literature Through the Eighteenth Century | Not Started | | NA | | | | | -- | -- |
| Unit 1 - Post Test | Not Started | | NA | | | | | -- | -- |
| Unit 2: The Early and Mid-Nineteenth Century: Romanticism | Not Started | | Not Mastered | | | | | -- | -- |
| Unit 3: The Late Nineteenth Century: Realism and Naturalism | Not Started | | Not Mastered | | | | | -- | -- |
| End of Semester Test - English 11A | Not Started | | NA | | 0 | | | -- | -- |
| Totals | | | Modules Mastered = 1 | | 6 | | | 00:50:28 | -- |

Ariciu ELA Test Pack1

Learner: Galloway, Alexis (5016)
 Assigned By: Ariciu, Jason
 Start Date: 08/25/2014 Due Date:

Location: De La Salle Education Ctr
 Class: Ariciu English 3rd Hour 2014-15
 Report Creation Date: 01/13/2015 02:33 PM (CST)

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|--------------------------------------|----------------------|-----------|---------|-----------------|-------|----------------|---------------|-------------------------|-------|
| Common Core Test Pack ELA 8 (Test 1) | Completed | | NA | 08/26/2014 | 2 | 08/25/2014 | 08/26/2014 | 01:38:00 | 22 |
| Totals | Modules Mastered = 0 | | | | 2 | | | 01:38:00 | |

Nouns, Verbs, and Pronouns

Learner: Galloway, Alexis (5016)
 Assigned By: Ariciu, Jason
 Start Date: 09/09/2014 Due Date:

Location: De La Salle Education Ctr
 Class: Ariciu English 3rd Hour 2014-15
 Report Creation Date: 01/13/2015 02:33 PM (CST)

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|--------------------------------------|-------------|-----------|--------------|-----------------|-------|----------------|---------------|-------------------------|-------|
| Grammar | In Progress | | Not Mastered | | 143 | 09/18/2014 | 10/13/2014 | 12:34:09 | -- |
| Recognizing Verbs | Completed | | Mastered | 09/23/2014 | 8 | 09/18/2014 | 09/23/2014 | 00:46:16 | -- |
| Recognizing Verbs: Tutorial | Completed | | NA | 09/18/2014 | 2 | 09/18/2014 | 09/23/2014 | 00:32:13 | -- |
| Recognizing Verbs: Application | Completed | | NA | 09/18/2014 | 4 | 09/18/2014 | 09/23/2014 | 00:11:02 | 61 |
| Recognizing Verbs: Mastery Test | Completed | | Mastered | 09/23/2014 | 2 | 09/22/2014 | 09/23/2014 | 00:03:01 | 100 |
| Identifying Subjects | Completed | | Mastered | 09/23/2014 | 3 | 09/23/2014 | 09/23/2014 | 00:06:55 | -- |
| Identifying Subjects: Tutorial | Completed | | NA | 09/23/2014 | 1 | 09/23/2014 | 09/23/2014 | 00:03:41 | -- |
| Identifying Subjects: Application | Not Started | | NA | | | | | -- | -- |
| Identifying Subjects: Mastery Tests | Completed | | Mastered | 09/23/2014 | 2 | 09/23/2014 | 09/23/2014 | 00:03:14 | -- |
| Identifying Subjects: Mastery Test 1 | Completed | | Mastered | 09/23/2014 | 1 | 09/23/2014 | 09/23/2014 | 00:01:30 | 100 |
| Identifying Subjects: Mastery Test 2 | Completed | | Mastered | 09/23/2014 | 1 | 09/23/2014 | 09/23/2014 | 00:01:44 | 100 |
| Types of Nouns | Completed | | Mastered | 09/23/2014 | 10 | 09/23/2014 | 09/23/2014 | 02:39:57 | -- |
| Types of Nouns: Tutorial | Completed | | NA | 09/23/2014 | 4 | 09/23/2014 | 09/23/2014 | 02:23:12 | -- |

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|---|-------------|-----------|--------------|-----------------|-------|----------------|---------------|-------------------------|-------|
| Types of Nouns: Application | Completed | | NA | 09/23/2014 | 2 | 09/23/2014 | 09/23/2014 | 00:10:49 | 44 |
| Types of Nouns: Mastery Tests | Completed | | Mastered | 09/23/2014 | 4 | 09/23/2014 | 09/23/2014 | 00:05:56 | -- |
| Types of Nouns: Mastery Test 1 | Completed | | Mastered | 09/23/2014 | 1 | 09/23/2014 | 09/23/2014 | 00:01:02 | 80 |
| Types of Nouns: Mastery Test 2 | Completed | | Mastered | 09/23/2014 | 2 | 09/23/2014 | 09/23/2014 | 00:03:16 | 80 |
| Types of Nouns: Mastery Test 3 | Completed | | Mastered | 09/23/2014 | 1 | 09/23/2014 | 09/23/2014 | 00:01:38 | 100 |
| How Nouns are Used | In Progress | | Not Mastered | | 15 | 09/22/2014 | 10/06/2014 | 01:07:42 | -- |
| How Nouns are Used: Tutorial | Completed | | NA | 09/22/2014 | 8 | 09/22/2014 | 10/06/2014 | 00:42:32 | -- |
| How Nouns are Used: Application | Completed | | NA | 09/23/2014 | 3 | 09/22/2014 | 10/06/2014 | 00:20:10 | 100 |
| How Nouns are Used: Mastery Test | In Progress | | Not Mastered | | 4 | 09/23/2014 | 10/06/2014 | 00:05:00 | 60 |
| The Pronoun: Replacement for a Noun | In Progress | | Not Mastered | | 24 | 09/23/2014 | 10/13/2014 | 00:55:36 | -- |
| The Pronoun: Replacement for a Noun: Tutorial | Completed | | NA | 09/23/2014 | 12 | 09/23/2014 | 10/13/2014 | 00:36:21 | -- |
| The Pronoun: Replacement for a Noun: Application | Completed | | NA | 09/23/2014 | 3 | 09/23/2014 | 10/06/2014 | 00:07:40 | 80 |
| The Pronoun: Replacement for a Noun: Mastery Tests | In Progress | | Not Mastered | | 9 | 09/23/2014 | 10/06/2014 | 00:11:35 | -- |
| The Pronoun: Replacement for a Noun: Mastery Test 1 | Completed | | Mastered | 09/23/2014 | 3 | 09/23/2014 | 10/01/2014 | 00:03:37 | 100 |
| The Pronoun: Replacement for a Noun: Mastery Test 2 | In Progress | | Not Mastered | | 4 | 09/23/2014 | 10/06/2014 | 00:06:00 | 60 |

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|---|-------------|-----------|--------------|-----------------|-------|----------------|---------------|-------------------------|-------|
| The Pronoun: Replacement for a Noun: Mastery Test 3 | Completed | | Mastered | 09/23/2014 | 2 | 09/23/2014 | 10/06/2014 | 00:01:58 | 100 |
| How Pronouns are Used | Completed | | Mastered | 09/23/2014 | 5 | 09/23/2014 | 09/30/2014 | 00:24:10 | -- |
| How Pronouns are Used: Tutorial | Completed | | NA | 09/23/2014 | 2 | 09/23/2014 | 09/23/2014 | 00:15:31 | -- |
| How Pronouns are Used: Application | Completed | | NA | 09/30/2014 | 1 | 09/30/2014 | 09/30/2014 | 00:06:47 | 93 |
| How Pronouns are Used: Mastery Test | Completed | | Mastered | 09/23/2014 | 2 | 09/23/2014 | 09/23/2014 | 00:01:52 | 100 |
| Regular Verbs | In Progress | | Not Mastered | | 25 | 09/23/2014 | 10/06/2014 | 03:24:40 | -- |
| Regular Verbs: Tutorial | Completed | | NA | 09/25/2014 | 15 | 09/23/2014 | 10/06/2014 | 03:01:29 | -- |
| Regular Verbs: Application | Completed | | NA | 09/25/2014 | 3 | 09/25/2014 | 10/06/2014 | 00:13:53 | 100 |
| Regular Verbs: Mastery Tests | In Progress | | Not Mastered | | 7 | 09/25/2014 | 10/06/2014 | 00:09:18 | -- |
| Regular Verbs: Mastery Test 1 | In Progress | | Not Mastered | | 3 | 09/25/2014 | 09/25/2014 | 00:03:43 | 0 |
| Regular Verbs: Mastery Test 2 | In Progress | | Not Mastered | | 4 | 09/25/2014 | 10/06/2014 | 00:05:35 | 0 |
| Irregular Verbs | Completed | | Mastered | 09/25/2014 | 7 | 09/25/2014 | 09/25/2014 | 00:16:22 | -- |
| Irregular Verbs: Tutorial | Completed | | NA | 09/25/2014 | 3 | 09/25/2014 | 09/25/2014 | 00:12:20 | -- |
| Irregular Verbs: Application | Not Started | | NA | | | | | -- | -- |
| Irregular Verbs: Mastery Tests | Completed | | Mastered | 09/25/2014 | 4 | 09/25/2014 | 09/25/2014 | 00:04:02 | -- |
| Irregular Verbs: Mastery Test 1 | Completed | | Mastered | 09/25/2014 | 2 | 09/25/2014 | 09/25/2014 | 00:02:34 | 80 |

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|-------------------------------------|-------------|-----------|--------------|-----------------|-------|----------------|---------------|-------------------------|-------|
| Irregular Verbs: Mastery Test 2 | Completed | | Mastered | 09/25/2014 | 2 | 09/25/2014 | 09/25/2014 | 00:01:28 | 100 |
| Modifiers of Meaning | In Progress | | Not Mastered | | 10 | 09/25/2014 | 10/06/2014 | 00:25:02 | -- |
| Modifiers of Meaning: Tutorial | Completed | | NA | 09/25/2014 | 5 | 09/25/2014 | 10/06/2014 | 00:18:23 | -- |
| Modifiers of Meaning: Application | Completed | | NA | 09/30/2014 | 1 | 09/30/2014 | 09/30/2014 | 00:01:32 | 46 |
| Modifiers of Meaning: Mastery Test | In Progress | | Not Mastered | | 4 | 09/25/2014 | 10/06/2014 | 00:05:07 | 20 |
| Verbal Phrases | Completed | | Mastered | 09/23/2014 | 8 | 09/22/2014 | 10/01/2014 | 00:47:56 | -- |
| Verbal Phrases: Tutorial | Completed | | NA | 09/22/2014 | 2 | 09/22/2014 | 09/23/2014 | 00:36:54 | -- |
| Verbal Phrases: Application | Completed | | NA | 10/01/2014 | 4 | 09/22/2014 | 10/01/2014 | 00:07:35 | 66 |
| Verbal Phrases: Mastery Test | Completed | | Mastered | 09/23/2014 | 2 | 09/22/2014 | 09/23/2014 | 00:03:27 | 100 |
| Prepositional Phrases | Completed | | Mastered | 10/01/2014 | 5 | 09/25/2014 | 10/01/2014 | 00:23:41 | -- |
| Prepositional Phrases: Tutorial | Completed | | NA | 09/25/2014 | 3 | 09/25/2014 | 10/01/2014 | 00:20:06 | -- |
| Prepositional Phrases: Application | Completed | | NA | 09/25/2014 | 1 | 09/25/2014 | 09/25/2014 | 00:02:15 | 53 |
| Prepositional Phrases: Mastery Test | Completed | | Mastered | 10/01/2014 | 1 | 10/01/2014 | 10/01/2014 | 00:01:20 | 80 |
| Confusing Verbs 2 | Completed | | Mastered | 10/01/2014 | 5 | 10/01/2014 | 10/01/2014 | 00:15:20 | -- |
| Confusing Verbs 2: Tutorial | Completed | | NA | 10/01/2014 | 3 | 10/01/2014 | 10/01/2014 | 00:06:43 | -- |
| Confusing Verbs 2: Application | Not Started | | NA | | | | | -- | -- |

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|---|-------------|-----------|----------|-----------------|-------|----------------|---------------|-------------------------|-------|
| Confusing Verbs 2: Mastery Test | Completed | | Mastered | 10/01/2014 | 2 | 10/01/2014 | 10/01/2014 | 00:08:37 | 80 |
| Subject and Verb Agreement | Completed | | Mastered | 10/01/2014 | 7 | 10/01/2014 | 10/01/2014 | 00:24:35 | -- |
| Subject and Verb Agreement: Tutorial | Completed | | NA | 10/01/2014 | 3 | 10/01/2014 | 10/01/2014 | 00:15:10 | -- |
| Subject and Verb Agreement: Application | Completed | | NA | 10/01/2014 | 1 | 10/01/2014 | 10/01/2014 | 00:04:55 | 47 |
| Subject and Verb Agreement: Mastery Test | Completed | | Mastered | 10/01/2014 | 3 | 10/01/2014 | 10/01/2014 | 00:04:30 | 100 |
| Pronoun and Antecedent Agreement | Completed | | Mastered | 10/01/2014 | 4 | 10/01/2014 | 10/01/2014 | 00:17:38 | -- |
| Pronoun and Antecedent Agreement: Tutorial | Completed | | NA | 10/01/2014 | 2 | 10/01/2014 | 10/01/2014 | 00:11:37 | -- |
| Pronoun and Antecedent Agreement: Application | Completed | | NA | 10/01/2014 | 1 | 10/01/2014 | 10/01/2014 | 00:04:54 | 67 |
| Pronoun and Antecedent Agreement: Mastery Test | Completed | | Mastered | 10/01/2014 | 1 | 10/01/2014 | 10/01/2014 | 00:01:07 | 100 |
| Correct Pronoun Use | Completed | | Mastered | 10/01/2014 | 4 | 10/01/2014 | 10/01/2014 | 00:09:33 | -- |
| Correct Pronoun Use: Tutorial | Completed | | NA | 10/01/2014 | 2 | 10/01/2014 | 10/01/2014 | 00:07:47 | -- |
| Correct Pronoun Use: Application | Not Started | | NA | | | | | -- | -- |
| Correct Pronoun Use: Mastery Test | Completed | | Mastered | 10/01/2014 | 2 | 10/01/2014 | 10/01/2014 | 00:01:46 | 80 |
| Correct Use of Adjectives and Adverbs: Comparatives | Completed | | Mastered | 10/01/2014 | 3 | 10/01/2014 | 10/01/2014 | 00:08:46 | -- |
| Correct Use of Adjectives and Adverbs: Comparatives: Tutorial | Completed | | NA | 10/01/2014 | 1 | 10/01/2014 | 10/01/2014 | 00:03:56 | -- |

Learner Progress by Learner

Ariciu, Jason

01/13/2015 02:33 PM (CST)

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|--|------------|-----------|------------------------------|-----------------|------------|----------------|---------------|-------------------------|-------|
| Correct Use of Adjectives and Adverbs-Comparatives: Application | Completed | | NA | 10/01/2014 | 1 | 10/01/2014 | 10/01/2014 | 00:04:13 | 86 |
| Correct Use of Adjectives and Adverbs-Comparatives: Mastery Test | Completed | | Mastered | 10/01/2014 | 1 | 10/01/2014 | 10/01/2014 | 00:00:37 | 80 |
| Totals | | | Modules Mastered = 12 | | 123 | | | 12:34:09 | |

Learner Progress by Learner

Ariciu, Jason

01/13/2015 02:33 PM (CST)

Ariciu Hr. 3 English EOC Pretest 1

Learner: Galloway, Alexis (5016)
Assigned By: Ariciu, Jason
Start Date: 10/22/2014 Due Date:

Location: De La Salle Education Ctr
Class: Ariciu English 3rd Hour 2014-15
Report Creation Date: 01/13/2015 02:33 PM (CST)

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|---|------------|-----------|---------------------|-----------------|-------|----------------|---------------|-------------------------|-------|
| English II Integration of Knowledge and Key Ideas Pretest 1 | Completed | | NA | 10/28/2014 | 3 | 10/22/2014 | 10/28/2014 | 01:10:18 | 14 |
| Totals | | | Modules Mastered= 0 | | 3 | | | 01:10:18 | |

Prescription for Ariciu Hr. 3 English EOC Pretest 1

Learner: Galloway, Alexis (5016)
 Assigned By: Ariciu, Jason
 Start Date: 10/22/2014 Due Date:

Location: De La Salle Education Ctr
 Class: Ariciu English 3rd Hour 2014-15
 Report Creation Date: 01/13/2015 02:33 PM (CST)

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|---|-------------|-----------------------------|--------------|-----------------|-----------|----------------|---------------|-------------------------|-------|
| Prescription for Ariciu Hr. 3 English EOC Pretest 1 | In Progress | | Not Mastered | | 12 | 10/22/2014 | 11/19/2014 | 05:26:17 | -- |
| Finding Main Ideas 1 (ERS) | In Progress | | Not Mastered | | 12 | 10/22/2014 | 11/19/2014 | 05:26:17 | -- |
| Finding Main Ideas 1 (ERS): Tutorial | Completed | | NA | 10/22/2014 | 1 | 10/22/2014 | 10/22/2014 | 00:19:01 | -- |
| Finding Main Ideas 1 (ERS): Application | Completed | | NA | 10/23/2014 | 7 | 10/22/2014 | 10/24/2014 | 00:42:57 | 90 |
| Finding Main Ideas 1 (ERS): Test | In Progress | | Not Mastered | | 4 | 10/23/2014 | 11/19/2014 | 04:24:19 | -- |
| Tracking Your Understanding of More Information | Not Started | | NA | | | | | -- | -- |
| Making Inferences about Literature | Not Started | | Not Mastered | | | | | -- | -- |
| Summarizing What's Important in Literature | Not Started | | Not Mastered | | | | | -- | -- |
| Monitoring Your Comprehension of Literature | Not Started | | NA | | | | | -- | -- |
| Proving Your Arguments with Evidence | Not Started | | Not Mastered | | | | | -- | -- |
| Totals | | Modules Mastered = 0 | | | 12 | | | 05:26:17 | |

Learner Progress by Learner

Ariciu, Jason

01/13/2015 02:33 PM (CST)

Ariciu Hr. 3 English EOC Pretest 2

Learner: Galloway, Alexis (5016)
 Assigned By: Ariciu, Jason
 Start Date: 10/24/2014 Due Date:

Location: De La Salle Education Ctr
 Class: Ariciu English 3rd Hour 2014-15
 Report Creation Date: 01/13/2015 02:33 PM (CST)

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|---|------------|-----------|-----------------------------|-----------------|----------|----------------|---------------|-------------------------|-------|
| English II Conventions, Language, Craft and Structure Pretest 1 | Completed | | NA | 10/24/2014 | 1 | 10/24/2014 | 10/24/2014 | 00:17:24 | 24 |
| Totals | | | Modules Mastered = 0 | | 1 | | | 00:17:24 | |

Prescription for Ariciu Hr. 3 English EOC Pretest 2

Learner: Galloway, Alexis (5016)
 Assigned By: Ariciu, Jason
 Start Date: 10/24/2014 Due Date:

Location: De La Salle Education Ctr
 Class: Ariciu English 3rd Hour 2014-15
 Report Creation Date: 01/13/2015 02:33 PM (CST)

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|--|--------------------|-----------|---------------------|-----------------|-----------|-------------------|-------------------|-------------------------|-------|
| Prescription for Ariciu Hr. 3 English EOC Pretest 2 | In Progress | | Not Mastered | | 10 | 10/24/2014 | 12/16/2014 | 01:53:19 | -- |
| Building Your Vocabulary | In Progress | | Not Mastered | | 10 | 10/24/2014 | 12/16/2014 | 01:53:19 | -- |
| Building Your Vocabulary: Tutorial 1 | Completed | | NA | 10/27/2014 | 7 | 10/24/2014 | 10/28/2014 | 01:39:09 | -- |
| Building Your Vocabulary: Tutorial 2 | In Progress | | NA | | 3 | 10/27/2014 | 12/16/2014 | 00:14:10 | -- |
| Building Your Vocabulary: Vocabulary Builder | Not Started | | NA | | | | | -- | -- |
| Building Your Vocabulary: Test | Not Started | | Not Mastered | | | | | -- | -- |
| Using Context Clues | Not Started | | Not Mastered | | | | | -- | -- |
| Using Context Clues to Find Word Meanings | Not Started | | Not Mastered | | | | | -- | -- |
| Using Prior Knowledge to Read Literature | Not Started | | Not Mastered | | | | | -- | -- |
| Making Inferences about Literature | Not Started | | Not Mastered | | | | | -- | -- |
| Emphasizing Ideas Using Parallel Structures | Not Started | | Not Mastered | | | | | -- | -- |
| Choosing the Best Linking Word to Join Clauses | Not Started | | Not Mastered | | | | | -- | -- |
| Avoiding Hyphens with -ly Modifiers | Not Started | | Not Mastered | | | | | -- | -- |

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|----------------------------------|-------------|----------------------|--------------|-----------------|-------|----------------|---------------|-------------------------|-------|
| Varying Your Sentence Structures | Not Started | | Not Mastered | | | | | | |
| Totals | | Modules Mastered = 0 | | | 10 | | | 01:53:19 | |

Learner Progress by Learner

Ariciu, Jason

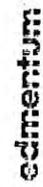
01/13/2015 02:33 PM (CST)

Ariciu Hr. 3 English EOC Pretest 3

Learner: Galloway, Alexis (5016)
Assigned By: Ariciu, Jason
Start Date: 10/28/2014 Due Date:

Location: De La Salle Education Ctr
Class: Ariciu English 3rd Hour 2014-15
Report Creation Date: 01/13/2015 02:33 PM (CST)

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|--|------------|-----------|-----------------------------|-----------------|----------|----------------|---------------|-------------------------|-------|
| English II Writing, Text Types, and Research EOC Pretest 1 | Completed | | NA | 10/30/2014 | 1 | 10/29/2014 | 10/29/2014 | 60:17:45 | 13 |
| Totals | | | Modules Mastered = 0 | | 1 | | | 00:17:45 | |



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Prescription for Arciu Hr. 3 English EOC Pretest 3

Learner: Galloway, Alexis (5016)
 Assigned By: Arciu, Jason
 Start Date: 10/29/2014 Due Date:

Location: De La Salle Education Ctr
 Class: Arciu English 3rd Hour 2014-15
 Report Creation Date: 01/13/2015 02:33 PM (CST)

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|---|-------------|-----------|--------------|-----------------|-------|----------------|---------------|-------------------------|-------|
| Prescription for Arciu Hr. 3 English EOC Pretest 3 | In Progress | | Not Mastered | | 14 | 10/29/2014 | 12/17/2014 | 08:36:10 | -- |
| Monitoring Your Comprehension of Literature | Completed | | NA | 10/29/2014 | 4 | 10/29/2014 | 10/30/2014 | 02:43:48 | -- |
| Monitoring Your Comprehension of Literature: Problem Solving Activity | Completed | | NA | 10/29/2014 | 4 | 10/29/2014 | 10/30/2014 | 02:43:48 | -- |
| Writing Precisely | Completed | | Mastered | 12/16/2014 | 7 | 10/30/2014 | 12/16/2014 | 01:20:17 | -- |
| Writing Precisely: Tutorial 1 | Completed | | NA | 10/31/2014 | 3 | 10/30/2014 | 10/31/2014 | 00:12:04 | -- |
| Writing Precisely: Tutorial 2 | Completed | | NA | 12/16/2014 | 2 | 10/31/2014 | 12/16/2014 | 00:54:48 | -- |
| Writing Precisely: Tutorial 3 | Completed | | NA | 12/16/2014 | 1 | 12/16/2014 | 12/16/2014 | 00:13:25 | -- |
| Writing Precisely: Off-line Activity | Completed | | NA | 12/16/2014 | 1 | 12/16/2014 | 12/16/2014 | -- | 0 |
| Balancing Research with Original Ideas | In Progress | | Not Mastered | | 3 | 12/16/2014 | 12/17/2014 | 04:32:05 | -- |
| Balancing Research with Original Ideas: Tutorial 1 | Completed | | NA | 12/17/2014 | 2 | 12/16/2014 | 12/17/2014 | 02:26:48 | -- |
| Balancing Research with Original Ideas: Tutorial 2 | In Progress | | NA | | 1 | 12/17/2014 | 12/17/2014 | 02:05:17 | -- |
| Balancing Research with Original Ideas: Tutorial 3 | Not Started | | NA | | | | | -- | -- |
| Balancing Research with Original Ideas: Off-line Activity | Not Started | | NA | | | | | -- | -- |

Learner Progress by Learner

Ariciu, Jason

01/13/2015 02:33 PM (CST)

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|---|-------------|-----------|----------------------------|-----------------|-----------|----------------|---------------|-------------------------|-------|
| Using Compare/Contrast and Problem/Solution Models | Not Started | | Not Mastered | | | | | -- | -- |
| Using a Checklist to Proofread Your Work - Advanced | Not Started | | Not Mastered | | | | | -- | -- |
| Totals | | | Modules Mastered: 2 | | 14 | | | 08:36:10 | |

Learner Progress by Learner

Ariciu, Jason

01/13/2015 02:33 PM (CST)

Run-on Sentences

Learner: Galloway, Alexis (5016)
 Assigned By: Ariciu, Jason
 Start Date: 11/17/2014 Due Date: 12/15/2014

Location: De La Salle Education Ctr
 Class: Ariciu English 3rd Hour 2014-15
 Report Creation Date: 01/13/2015 02:33 PM (CST)

| Title | Completion | Exemption | Mastery | Completion Date | Tries | First Use Date | Last Use Date | Time On Task (HH:MM:SS) | Score |
|---|------------------|-----------|-----------------------------|-------------------|-----------|-------------------|-------------------|-------------------------|-----------|
| Run-on Sentences (Custom Resource) | Completed | | Mastered | 12/16/2014 | 47 | 11/17/2014 | 12/16/2014 | 03:27:21 | -- |
| Run-on Sentences 1 | Completed | | Mastered | 12/16/2014 | 20 | 11/17/2014 | 12/16/2014 | 00:53:36 | 0 |
| Run-on Sentences 1: Tutorial | Completed | | NA | 11/17/2014 | 10 | 11/17/2014 | 12/16/2014 | 00:30:58 | -- |
| Run-on Sentences 1: Application 1 | Completed | | NA | 11/17/2014 | 2 | 11/17/2014 | 11/20/2014 | 00:04:17 | 90 |
| Run-on Sentences 1: Application 2 | Completed | | NA | 11/17/2014 | 5 | 11/17/2014 | 12/16/2014 | 00:14:38 | 80 |
| Run-on Sentences 1: Mastery Tests | Completed | | Mastered | 12/16/2014 | 3 | 11/19/2014 | 12/16/2014 | 00:03:43 | -- |
| Run-on Sentences 1: Mastery Test 1 | Completed | | Mastered | 12/16/2014 | 2 | 11/19/2014 | 12/16/2014 | 00:02:18 | 100 |
| Run-on Sentences 1: Mastery Test 2 | Completed | | Mastered | 11/20/2014 | 1 | 11/20/2014 | 11/20/2014 | 00:01:25 | 80 |
| Run-on Sentences 2 | Completed | | Mastered | 12/16/2014 | 27 | 11/20/2014 | 12/16/2014 | 02:33:45 | -- |
| Run-on Sentences 2: Tutorial | Completed | | NA | 11/20/2014 | 16 | 11/20/2014 | 12/16/2014 | 02:21:52 | -- |
| Run-on Sentences 2: Application | Completed | | NA | 11/20/2014 | 6 | 11/20/2014 | 12/16/2014 | 00:03:09 | 100 |
| Run-on Sentences 2: Mastery Test | Completed | | Mastered | 12/16/2014 | 5 | 11/22/2014 | 12/16/2014 | 00:08:44 | 100 |
| Totals | | | Modules Mastered = 2 | | 47 | | | 03:27:21 | -- |

edmentum

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Algebraic Connections

Student Name: Karen Griesbach (17 year old 10th grader)

Accucess Score: 565 (September 15)

Latest Score: 1004 (November 15)

Karen entered by classroom in the middle of September with an Accucess Math score of 565. This places her at approximately the middle of 5th grade in math skill level. With this score she needed to complete levels E, F, G, GH and H of Algebraic Connections. She needs to have the appropriate academic skills to be successful in Algebra. She has been very diligent, cooperative as a learner.

Karen has taken advantage of after-school tutoring from me. She has stayed 2-4 nights a week. During this time we have been able to work on her specific academic needs. I began working through the concept from where she knew the process without hesitation and built on that prior knowledge. I continually created more difficult problems, working toward the concept being tested. We discussed specific scenarios that she was familiar with, like how to find the cost when going to the store to buy 7 pounds of hamburger @ \$4.28 per pound. She has learned to write equations using only variables.

She finished level H before November 15, when she took the Accucess test again. I explained the importance of the test and she was very confident. Her ending test score was 1004. She experienced success on which to build and moved on to Algebra with her new confidence.

Linda Ellison

Algebraic Connections

Name: *[Handwritten Name]*

| Module | Level E | Date completed | Grade |
|----------------------------------|--|----------------|---------------|
| Understand Decimals | | | |
| 1 | Understanding Decimals: Tenths | | |
| 2 | Understanding Decimal Place Value: Tenths and Hundredths | | |
| 3 | Understanding Decimal Place Value: Thousandths and Ten-Thousandths | | |
| 4 | Relating Decimals, Fractions, and Mixed Numbers | | |
| 5 | Comparing and Ordering Decimals | | |
| Perform Operations w/Decimals | | | |
| 6 | Adding and Subtracting Decimals | | |
| 7 | Multiplying Decimals | | |
| 8 | Multiplying Decimals by 10 or 100 | | |
| 9 | Dividing Decimals | | |
| 10 Ee | Renaming a Fraction as a Decimal | <i>9/10</i> | <i>2-2-10</i> |
| 11 | Rounding Decimals | <i>9/10</i> | <i>2-2-10</i> |
| 12 | Solving Decimal Story Problems | <i>9/10</i> | <i>2-2-10</i> |
| Working w/Percents | | | |
| 13 | Understanding Percent | <i>9/10</i> | <i>2-2-10</i> |
| 14 | Relating Fractions, Decimals, and Percents | <i>9/10</i> | <i>2-2-10</i> |
| 15 | Finding a Percent of a Whole Number | <i>9/10</i> | <i>2-2-10</i> |
| 16 | Finding a Percent of a Decimal Number | <i>9/10</i> | <i>2-2-10</i> |
| Understand Ratio and Proportions | | | |
| 17 | Understanding Ratio | <i>9/10</i> | <i>2-2-10</i> |
| 18 | Equivalent Ratios | <i>9/10</i> | <i>2-2-10</i> |
| 19 | Understanding Proportion | <i>9/10</i> | <i>2-2-10</i> |
| 20 | Solving Proportions | <i>9/10</i> | <i>2-2-10</i> |
| 21 | Solving Ratio, Proportion, and Percent Story Problems | <i>9/10</i> | <i>2-2-10</i> |
| | | | |
| | | | |

Name: _____

| Module | Level F | Date completed | Grade |
|--------|--|----------------|-------|
| | Plane and Solid Figures | | |
| 1 | Lines, Parts of Lines, and Angles | | |
| 2 | Lines in a Plane | | |
| 3 | Introduction to Triangles | | |
| 4 | Introduction to Quadrilaterals | | |
| 5 | Introduction to Circles | | |
| 6 | Exploring Congruent Figures | | |
| 7 | Exploring Similar Figures | | |
| 8 | Line Symmetry in Plane Figures | | |
| 9 | Introduction to Solid Figures | | |
| | Using Geometry | | |
| 10 Ff | Area: Counting Square Units | | |
| 11 | Calculating the Area of Rectangles and Squares | | |
| 12 | Calculating the Area of Triangles | | |
| 13 | Calculating the Volume of a Rectangular Prism | | |
| | Measurement | | |
| 14 | Measuring Length: Metric Units | | |
| 15 | Measuring Length: Customary Units | | |
| 16 | Telling Time to the Minute | | |
| 17 | Measuring Temperature: Fahrenheit | | |
| | Percents | | |
| 18 | Understanding Percent | | |
| 19 | Relating Fractions, Decimals, and Percents | | |
| 20 | Finding a Percent of a Whole Number | | |
| 21 | Finding a Percent of a Decimal Number | | |
| | Post Test % | | |

Name: _____

| Module | Level GH | Date completed | Grade |
|--------|---|----------------|-------|
| | Multiply/Divide Monomials and Binomials | | |
| 1 | Multiplying Binomials and Monomials (Alg1.1) | | |
| 2 | Dividing Binomials by Monomials (Alg1.1) | | |
| | Post Tests Multiply/Divide Monomial and Binomials | | |
| | Probability | | |
| | Understanding Ratio and Proportion | | |
| 3 | -Understanding Ratio | | |
| 4 | -Equivalent Ratio | | |
| 5 | -Understanding Proportion | | |
| 6 | -Solving Proportion | | |
| 7 | Solving Ratio, Proportion, and Percent Story Problems | | |
| 8 | Solving Problems with Mean, Median, and Mode (Alg1.1) | | |
| 9 | Determining the Probability of an Event (Alg2.1) | | |
| 10 | Solving Problems with Probability (Alg1.1) | | |
| | Post Test Probability | | |
| | Square Roots | | |
| 11 | Square Roots of Perfect Squares (Pre-AlgB) | | |
| 12 | Square Roots of Imperfect Squares (Pre-AlgB) | | |
| | Post Test Square Roots | | |
| | Fractions | | |
| 13 | Multiplying Common Fractions (Alg1.1) | | |
| 14 | Adding and Subtracting Fractions (Alg1.1) | | |
| 15 | Adding and Subtracting Mixed Numbers (Alg1.1) | | |
| 16 | Dividing Fractions (Alg1.1) | | |
| 17 | Multiplying and Dividing Mixed Numbers (Alg1.1) | | |
| | Post Test Fractions | | |
| | Equations and Inequalities | | |
| 18 | Linear Equations in 1 Variable: Isolating the Variable (Alg1.1) | | 90 |
| 19 | Linear Inequalities in 1 Variable, Part 1 (Alg1.1) | | |
| 20 | Linear Inequalities in 1 Variable, Part 2 (Alg1.1) | | |
| | Post Test Equations and Inequalities | | |

Name: _____

| Module | Level H | Date completed | Grade |
|--------|---|----------------|-------|
| | Graphing and Exponents | | |
| 1 | Exponents: Product Rule (Alg1.1) | 10/23 | 100 |
| 2 | Exponents: Power Rule (Alg1.1) | 10/23 | 100 |
| 3 | Special Quadratic Equations, Part 1 (Alg1.1) | 10/23 | 100 |
| 4 | Coordinate Plane (Alg1.1) | 10/23 | 100 |
| 5 | Identifying Points on a Coordinate Plane (Alg1.1) | 10/23 | 100 |
| 6 | Ordered Pairs as Solutions of Linear Equations (Alg1.1) | 10/23 | 90 |
| 7 | Graphing Linear Equations in 2 Variables (Alg1.1) | 11/13 | 80 |
| | Post Test Graphing and Exponents | 11/13 | 100 |
| | Equations and Functions | | |
| 8 | More Difficult Linear Inequalities in 1 Variable (Pre-AlgB) | 11/13 | 80 |
| 9 | Literal Equations (Alg1.1) | 11/13 | 80 |
| 10 | Adapting and Using Formulas (Alg1.1) | 11/13 | 80 |
| 11 | Linear Patterns (Alg1.1) | 11/13 | 80 |
| 12 | Graphs, Slopes, and y-Intercepts (Alg1.1) | 11/13 | 90 |
| 13 | Interpreting Graphs to Solve Problems (Alg1.1) | 11/13 | 100 |
| | Post Test Equations and Functions | 11/13 | 100 |

American Government

Student Name: Tyonna Perkins

Pretest Score: 18%

Posttest Score: 96%

Instruction: Tyonna typically starts the class with a “Do Now.” This is a lesson opener requiring a written response to a quote on the board. Quotes are from the **Missouri Bar Association** and are compiled by Russ Sackreiter. These promote critical thinking and writing skills.

Instruction continues primarily through: **EOC-Government Preparation**
<http://members.mobar.org/MoBarEducators/index.htm>.

Vocabulary

Intervention: Accucess Reading Score of 1019 (10th grade). Government has some high level academic language. Interventions include various vocabulary assignments/assessments and guided reading.

Academic Rigor: Tyonna completed many assignments with varying DOK levels 1-4. Graphic organizers and projects have keen interest and provide variability and differentiation. We are currently using ***Our Federal Constitution, our Missouri Constitution, and We the People*** texts. Students have taken the state released EOC online test. Scores from this test are used to group students by strand.

Student Choice: Students are supplied with various types of assignments and given various ways to meet mastery levels.

Experiential

Learning: Students took a trip recently to the White House Decision Center under the Harry S. Truman Library. Tyonna role-played an executive officer of the United States during the Berlin Wall crisis. She had access to the same top secret documents as our leaders did at that time.

Pretest

Name Tijonna P.
Date 9.19.14
Hour 6th

United States Constitution Test

Multiple Choice (1 point each)

Circle the correct answer for each question.

1. What is the due process of law?
a. The first amendment
b. A government in which people rule
c. Fair and equal treatment in a court of law.
d. The Declaration of Independence.
2. What amendment is the freedom of speech, religion, and the press under?
a. The tenth amendment
b. The second amendment
c. The eighth amendment
d. The first amendment.
3. Who decides if laws are unconstitutional?
a. The president
b. The people
c. The Supreme Court
d. The state governments
4. Choose the top elected official of the Executive branch.
a. Governor
b. President
c. Senator
d. Judge
5. How many senators are there total?
a. 50
b. 2
c. 4
d. 100

+18

100

12. Choose the top elected official of a state

- a. Senator
- b. Mayor
- c. Governor
- d. Alderman

Matching (1 point each)

Match the correct responses from Column B with the key words from Column A.

Column A

- 13. Judicial Branch I
- 14. Star Spangled Banner J
- 15. The Bill of Rights H
- 16. Inalienable Rights K G
- 17. Miranda Rights B
- 18. Felony L
- 19. Treason A
- 20. Federal Government K
- 21. State Government E
- 22. Voting age 18
- 23. Legislative Branch M
- 24. President D
- 25. Freedom of speech, religion, press C
- 26. Quartering of soldiers F

Column B

- A. An act of war against the U.S. One of its citizens
- ~~B.~~ "right to remain silent"
- ~~C.~~ The first Amendment
- ~~D.~~ Head of the Executive Branch
- ~~E.~~ Grants' drivers licenses
- F. Third Amendment
- G. Life, liberty, and the pursuit of Happiness
- ~~H.~~ The first ten amendments
- I. The Supreme Court and the Federal Courts
- ~~J.~~ America's National Anthem
- ~~K.~~ Regulates immigration
- ~~L.~~ A serious crime (murder)
- ~~M.~~ Make laws

Jan. 26, 2010

38. List three powers/responsibilities that belong to the state government.
39. List three powers/responsibilities that are concurrent between the federal and state governments.
40. A father who says he is an atheist objects to the school having his student say the Pledge of Allegiance daily because it contains the words "under God". Under which amendment is the father protected?
41. After a terrorist attack, it is necessary to move National Guard, extra police. Medical technicians, teams of specialists and rescue personnel into your city. These people take over a local school and the large apartment building next to it in order to have a central organized point, moving people out into shelters temporarily. Under which amendment is the residents of the city protected?
42. The local police bugged the telephone of a man who was suspected of dealing drugs. With that information, they obtained a warrant and searched the house, finding enough material to have him arrested and charged. Under which amendment is the police protected?
43. A woman was stopped by the police. She was carrying her handgun that included a serial number and registration papers. Under which amendment is the woman protected?
44. A man is suspected of planting a bomb in the White House. The FBI arrested him and he was held in jail. He did not receive food for days. He was not allowed to make any phone calls. He was tortured and beaten regularly. Under which amendment should the man be protected?

48. Define federalism and explain its importance.

49. What is the preamble to the Constitution of the United States? Why is it necessary?

Extra Credit (10 points)

Finish the statement by filling in the blanks with the correct words and amendments.

50. The _____ amendment to the United States Constitution repealed the _____ amendment, which made _____.

Jan. 26, 2010



DELASALLE

Opportunity Powered by Education

Course Syllabus: Government 2014-2015

| Course Information | Teacher Information |
|--|--------------------------------|
| Possible Credits: ½ + ½ | Name: Hippensteel |
| Prerequisites: U.S. History | Phone: (816) 561-4445 ext. 250 |
| Class Location: 3 rd floor Kobets | Room: 324 |

Course Description:

Course Description: American Government – This course utilizes an in-depth study of the American system of government from the governmental structure of the Colonies to the present day political system. The students will study the origins of American government and the applications of that governmental system in today’s society. The students will also focus on citizenship and personal participation in the present-day American political systems.

Course Objectives

Students who successfully complete the Government class will demonstrate competency by:

- *Passing the Federal Government Constitution Test with an 80% or better.*
- *Passing the Missouri Government Constitution Test with an 80% or better.*
- *Scoring Proficient or advanced on the Government End of Course Test.*

Student Evaluation

The grading system for the DeLaSalle Charter High School is as follows:

| | |
|---|-----|
| Assessments: Tests, Quizzes, Major Projects | 25% |
| Classwork: Daily Assignments, Participation | 50% |
| Attendance | 25% |

Attendance Policy

Regular and prompt class attendance is an essential part of the educational experience at DeLaSalle Charter High School. Students will accept full responsibility for ensuring their work does not suffer because of absences. All students are expected to attend every scheduled class on time. Attendance will be assessed in the following manner:

| Quarterly Attendance Grade | Student's % of Class Attendance | Days Absent | Days Present |
|-----------------------------------|--|--------------------|---------------------|
| A+ | 100% attendance | 0 days absent | 45 days present |
| A | 95% attendance | 1-2 days absent | 43-44 days present |
| B | 91% attendance | 3-4 days absent | 41-42 days present |
| C | 87 % attendance | 5-6 days absent | 39-40 days present |

Classroom Expectations

Guidelines for Success: Discovery Model

| 6 P's: | Attending Skills |
|-----------------------------------|-----------------------------|
| 1. Prompt | • Active Listening |
| 2. Prepared | • In the Moment |
| 3. Polite | • Appropriate Eye Contact |
| 4. Participate | • Validate and Clarify |
| 5. Produce | • Appropriate Body Language |
| 6. Positive Mental Attitude (PMA) | |

Redirect Process: Purpose of the process is to keep students in the classroom

- 1st Redirect—Warning (tell student the specific behavior needed using Discovery language)
- 2nd Redirect—Specific Warning (give student specific instruction to correct behavior using Discovery language)
- 3rd Redirect—Warning with Options (conference in hallway or directly to Director of Discipline)

Classroom Rules

- *Respect your Teacher, fellow students and school property.*
- *Take care of your personal needs before class.*
- *Follow the no see no hear cell phone policy*

Classroom Procedures and Routines

Entering the Classroom

Entering the classroom:

- Get out your binders, pencils and supplies
- Begin your do now
- There should be no talking during the Do Now
- During the class discussion of the Do Now conversations should be related only to the Do Now Voice level 2

Tardy to Class

When you are Tardy:

- Place your pass in the Orange jar on my desk
- Pick up your assignment on the table
- Check the board for instructions
- Be seated and begin working
- I will come and check on you as soon as I am done with the whole class instruction.

Getting Supplies During Class

- Feel free to get supplies during instruction just follow these simple procedures:
Please wait to sharpen your pencil if I am speaking.
Please do not walk in front of me while I am speaking.

Assigning Classwork/Homework

Turning in class work and homework:

- If the work is not 80% mastered it must be corrected and turned in again for a grade. I will not record any work that is not at least 80%. Yes that does mean you get an A, B, or nothing in the course.
- Assignments will be written on the board for Government and U.S. History classes.

Turning in Assignments

- Follow teacher instructions for turning in your work.

How Assignments Will be Returned

- Place all returned work I pass out to you in your folders.
- It also depends on the type of work we completed. Example: If we did graphic organizers I will probably hang them on the wall rather than pass them back to you.

Ending Class/Leaving the Classroom

- Ending class is a procedure.
- Procedure: Put up your folders and supplies, straighten the desks, and pick up all of the trash.
- The teacher checks the room and then dismisses the class, not the bell.

Late, Missing or Incomplete Assignments

- It is the responsibility of the student to ask for his/her missing work. Late work will be accepted until the quarter. Incomplete assignments must be redone until 80% mastery is achieved.
- Type steps of routine here:
Ask the teacher for your late work after the class instructions for the daily work.
Do not come in the class and ask for your late work during the Do Now or while I am giving instructions to the whole class.

Student Responsibilities when Returning After an Absence

- Ask the teacher for your make up work. See the Late, Missing or incomplete section for the procedure.
- Turn in the make-up work as soon as possible.

Contents of flash Drive¹
And Effective Internet Resources For
EOC-Government Preparation
http://members.mobar.org/MoBar_Educators/index.htm

9-12 Process Level Descriptors

This multi-page document lists and defines all of the process terms that are found on the EOC-Government exam and their incorporation into Depth of Knowledge. In addition, some terms will have a percentage next to them indicating how many times they are used in the exam. Other terms will have an asterisk indicating they are a Communication Arts term.

Depth of Knowledge Reference Sheet

This form lists all of the terms that appear as descriptors for each of the D.O.K. levels.

DOK Question Stems

This template contains “operative phrases” to help educators create assessments and lessons on each of the DOK levels.

Sample writing response prompts

This document contains about 30 writing prompts covering many areas within the C.L.E. concepts. This is a starting point for those who wish to begin using writing prompts to support your lessons.

Writing response rubric

This rubric was developed for those of you who have not used writing prompts and need a quick and effective way of scoring.

E.O.C. final exam

This mirrored exam models what students might expect from the actual E.O.C.-Government exam. A scoring guide has been provided for your convenience.

Lesson openers

This folder contains lesson openers that correspond with Levels 2 and 3 of the We The People series. However, these 320 slides cover all of the C.L.E. content material.

¹ Revised, October 17, 2011

Level 2 practice tests

Within this folder are six unit tests and activities that correspond with the We The People series, Level 2. Each unit exam has individual and group activities as well as a 25-question exam that mirrors the actual exam.

Level 3 practice tests

Within this folder are six unit tests and activities that correspond with the We The People series, Level 3. Each unit exam has individual and group activities as well as a 25-question exam that mirrors the actual exam.

Mock Congressional Hearing As An Assessment Tool

This handout contains step-by-step instructions for using a mini-hearing as an assessment within your individual classrooms.

Scoring Rubric For Constitutional Hearings

This template is a comprehensive rubric for scoring individuals and teams participating in a mock congressional hearing.

Internet Resources²

http://members.mobar.org/MoBar_Educators/index.htm

<http://www.civiced.org/wtpcompanion/hs/index2009.php?>

<http://www.c-spanvideo.org/videoLibrary/>

<http://www.centeroncongress.org/>

<http://www.deliberating.org/>

<http://www.ncsl.org/>

<http://crf-usa.org/>

<http://www.crf-usa.org/landmarks-historic-u-s-supreme-court-links/landmark-links.html>

<http://www.uscourts.gov/EducationalResources/FederalCourtBasics/CourtStructure.aspx>

Missouri Bar Government Blog

<http://mobar.typepad.com/amoreperfectunion/>

² All of the above resources are without bias and functional as of October 2011. Compiled by Russ Sackreiter for The Missouri Bar, Department of Citizenship Education.

Index to Key Terms

Unit I

- **Lesson 1:** civic virtue #7, common good #8, consent of the governed #10, U.S Constitution #10, Declaration of Independence #11, natural rights #12, purpose of government 13, republican government #13
- **Lesson 2:** consent #14, liberty #15, life #15, property #16, social contract #17, state of nature #18
- **Lesson 3:** direct democracy #19, interests #20, represent 21, representatives #22, Roman Republic #23
- **Lesson 4:** constitutional government #24, dictatorial government #25, Limit #26
- **Lesson 5:** American Revolution #27, Loyalist #28, Patriots #28, principles #29
- **Lesson 6:** Bill of Rights #30, checks and balances #31, executive branch #32, higher law #33, judicial branch #34, legislative branch #35, separation of powers #36

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Unit 2

- **Lesson 7-8:** Articles of Confederation #37, Framers #38/51, Great Compromise #39, Philadelphia Convention #40, Three-fifths clause #41
- **Lesson 9:** House of Representatives #42, Senate #42
- **Lesson 10:** abolish #44, Civil War #45, slave trade #44

Unit 3

- **Lesson 11:** checks and balances #46, judicial review #47, Preamble #48, supremacy clause #49, “We the People...”#30
- **Lesson 12:** balancing powers #46, branches #52, United States Supreme Court #53
- **Lesson 13:** Article I #54, congress #56, unconstitutional #56, veto #57,
- **Lesson 14:** appoint #58, Article II #59, budget #60, commander in chief #61, impeach #55, treaty #55
- **Lesson 15:** appeal #62, Article III #63, associate federal courts #64, interpret #65
- **Lesson 16:** delegate #66, federal government #67, federal system #67, supremacy#68

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Unit 4

- **Lesson 17:** due process of law #70, equal protection of the laws #71, freedom of expression #72, freedom of religion #73, right to vote #91
- **Lesson 18:** discriminate #74, establishment clause #75, free exercise clause #76, freedom of belief or conscience #77, tolerant #78
- **Lesson 19:** boycott #79, Civil Rights Act of 1964 #80, Civil War Amendments #81, equal protection clause #82, segregate #83
- **Lesson 20:** Fifth Amendment #84, Fourteenth Amendment # 85, right to due process of law #86
- **Lesson 21:** Civil Rights Movement #87, grandfather clause #88, literacy test #89, Nineteenth Amendment #90, poll tax #91, Twenty Fourth-Amendment #92, Twenty-Sixth Amendment #93, Voting Rights Act #94

Unit 5

- **Lesson 22:** citizenship #95, Declaration of Independence in world affairs #96, U.S. Constitution and Bill of Rights in world affairs #97, participation in government#97, rights and responsibilities #97, self-interest #97
- **Lesson 23:** citizen #100, naturalized citizens #100, resident aliens #98,
- **Lesson 24:** decision #101, community #102, responsibility #103, political actions #104, social actions #104

| Performance Standard | Artifact(s) | Rationale |
|---|---|--|
| <p>Differentiation in Approach to Instruction</p> | <p>Attachments:</p> <ul style="list-style-type: none"> • Lab Report Poster Rubric • Experimental Conclusions Exemplar Student Responses • Lab Reports Examples from 13-14 vs 14-15 school years • Organelle Purposes worksheet (after close readings are completed) | <p>Last year, students were not ready to articulate the connection between data from an experiment and scientific information that explains said data. My reflections as a teacher led me to realize they were not comfortable enough with the science to apply it. This year, I have been using close reading strategies to improve student comprehension. The growth of student ability to apply scientific information is apparent in the lab report posters and experimental conclusions included. Notice how they marry data and scientific information as evidence and support for the scientific claims. It is clear that this new approach to grappling with science has truly benefited DeLaSalle Biology students. A worksheet to be distributed after the “closest reading” (3rd reading) of a scientific text is also included. I included this to show a typical trajectory of close readings in Biology. The first close reading, students read aloud, practicing vocab and “getting the gist” while also calling on peers and practicing “college voice.” For the closer reading, students read individually, highlighting with purpose only the function of each organelle. I pushed them to look for clue words that this was describing what the organelles does not what the organelle is. They found “makes” and “builds” were very helpful. After the closest reading, students focused in on their highlighted information and summarized it for their charts.</p> |
| <p>Differentiation with Learning Styles</p> <p>Also, Scientific Inquiry and Exploration</p> | <p>Attachments:</p> <ul style="list-style-type: none"> • Plant and Animal Cell Organelle Stations | <p>As part of DeLaSalle’s vision to differentiate, I created these stations to appeal to all learners. Students went through each station to explore organelles of both animal and plant cells. They observed organelles through microscopes, put together a 3D model, labeled a 2D diagram, listened for information from a video and ultimately had a whiteboard quiz after the stations to ensure the information they gathered was accurate. These stations were successful for two reasons – the first, to appeal</p> |

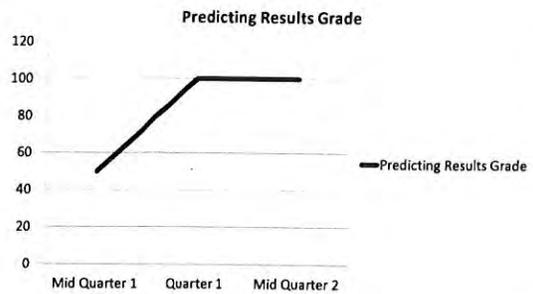
| | | |
|--|---|---|
| | | <p>to kinesthetic, visual, and audio learners; and the second, to hook kids for the remainder of the organelle lessons. They were able to think back to what their own eyes saw in the microscope when we discussed mitochondria or chloroplasts. These connections are important and honestly fun for enhancing comprehension.</p> |
| <p>Scaffolding and Pushing for College Readiness and Academic Rigor</p> | <p>Attachments:</p> <ul style="list-style-type: none"> • ACT College Readiness Standards | <p>I have taken some of the College Readiness Standards for Science and broken them into observable student-goals for Quarter 1, 2, 3, and 4. If students are to be prepared for the ACT, they must have practice in these skills such as analyzing data, drawing conclusions, evaluating hypotheses. Most students come to DeLaSalle with little to no experience in these skills. Therefore, my mini goals push students to gradually practice the components of each skill. For example, with communicating findings, students start at the beginning of the year with lab report posters, presented fairly structured experiments. By mid-year, they are presenting findings of independently-designed experiments in the form of lab reports.</p> |
| <p>Individual Student Growth in “Real Life Skills” (ACT College Readiness Standards)</p> | <p>Attachments:</p> <ul style="list-style-type: none"> • Student Data Presentation • Student Testimony • Individual Student Growth Tracker from mid-quarter 2 to quarter 2 quizzes • Quarter 2 Quiz | <p>Rarely does a person grow up to use facts about photosynthesis or symbiotic relationships in their careers. However, every career requires skills that can be practiced in a science classroom. I am the firmest believer in this. A lot of times, I “sell” students to an activity by showing them the skills they are actually practicing and how these translate to various jobs. When we analyze data, I remind them that sports statisticians do this daily, and nurses read data in the form of patients’ vitals. When we compare and contrast, I remind them that famous athletes do this before each game, comparing their team to the opponents to find weaknesses and strengths and design their plays. I explicitly discuss the skills being practiced to make science class relevant to every student. The skills I have chosen to really focus on for assessment are the ACT College Readiness Standards once again. I design my mid-quarterly quizzes to assess content in the</p> |

| | | |
|--|--|--|
| | | <p>form of Analyzing Data, Predicting Results, Making Connections, etc... This semester, I am switching the “Recalling Information” skill for a higher DOK skill of “Evaluating Conclusions” as part of my scaffolding process. Students receive a percentage for each piece of content tested on a quiz, but also for their skill. The skills stay consistent from quiz to quiz, so students are able to track growth. I then present growth in skills by individuals and classes as a means for reflection and celebration. Also included is an individual student’s reflection on his growth in these skills, also in reading and writing as a scientist. I included a graph with his percentages in each skill from Mid-Quarter 2 Quiz to Quarter 2 Quiz (the only quizzes he took on account of late enrollment).</p> |
|--|--|--|

Why data is important

Let's check out some student growth from the beginning of the year to now!!!

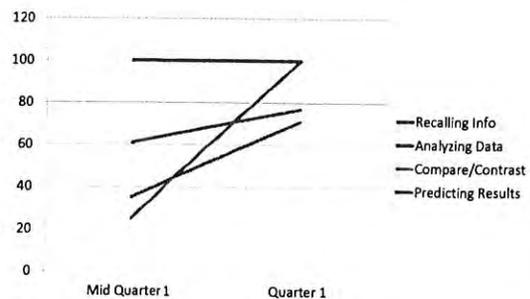
3rd hour Lanet Herron



3rd hour Lanet Herron

- She went from 50% to 100%
- Then, some people could have said that was just lucky, but SHE DID IT AGAIN! 100% on MidQuarter 2!!!!

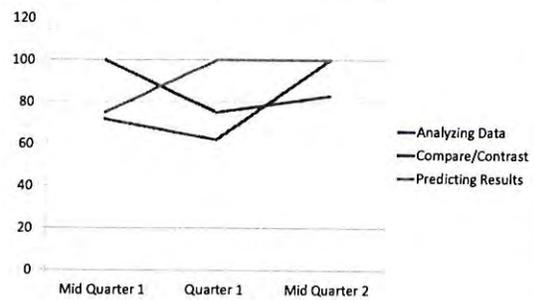
3rd Hour Kvon Williams



3rd Hour Kvon Williams

- Growth in THREE OUT OF FIVE CATEGORIES!
- Stayed at 100% in ONE OTHER CATEGORY!

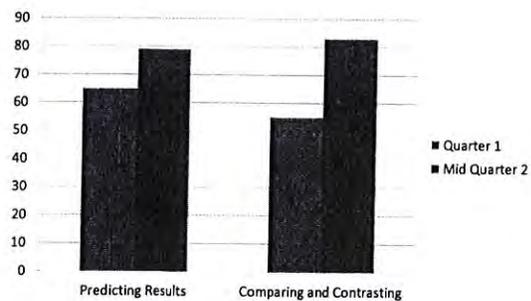
4th Hour Domonique James



4th Hour Domonique James

- In Analyzing/Explaining Data skill, she started at 72% right at average
- For Quarter 1, she dropped to 62%
- THEN for Mid Quarter 2 she raised her Analyzing/Explaining Data skill grade to 100%!!!!!! Amazing accomplishment!!!

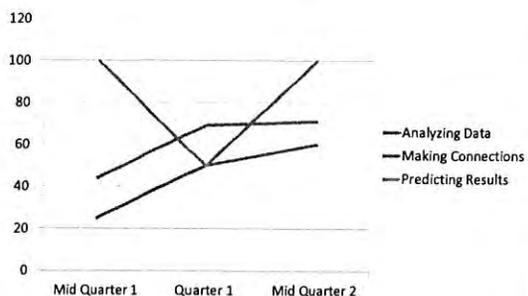
4th Hour Class



4th Hour Class

- 6% increase in Predicting Results skill from Quarter 1 quiz to Mid Quarter 2 quiz!
- A WHOPPING 28% increase in Comparing and Contrasting from Quarter 1 quiz to Mid Quarter 2 quiz!

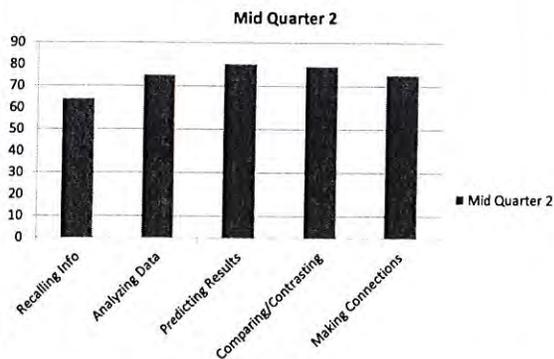
5th Hour Kennedy Michelle

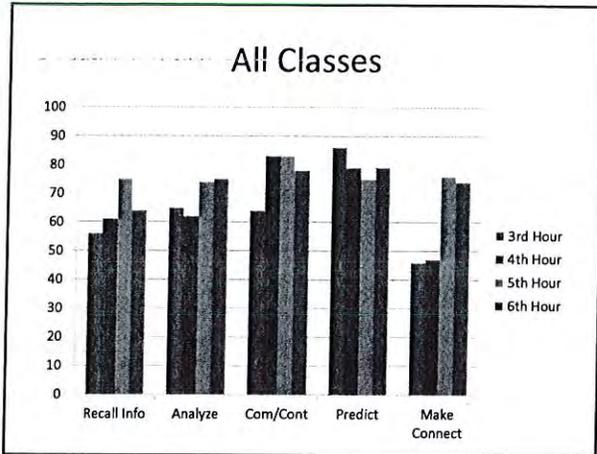


5th Hour Kennedy Michelle

- Increased growth on Analyzing Data and Making Connections FOR EVERY SINGLE QUIZ!!!!!!!!!!!!!!
- With Predicting Results, she started at 100% then went down to 50% BUUUUUT brought it right back up for 100% on the Mid Quarter 2 Quiz!!!!

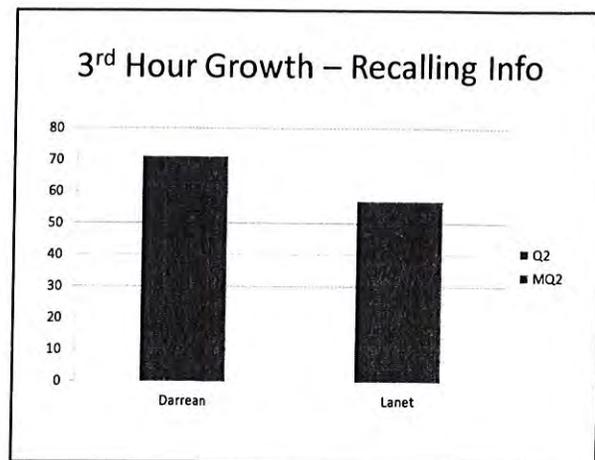
6th Hour Class

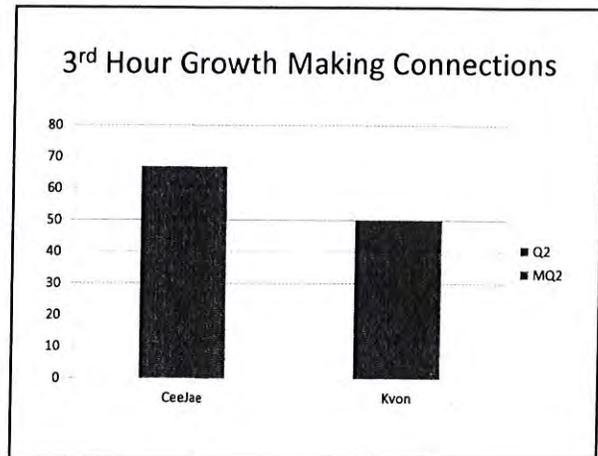
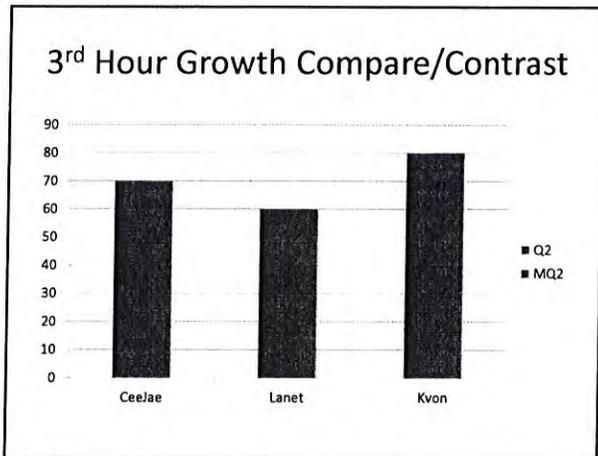
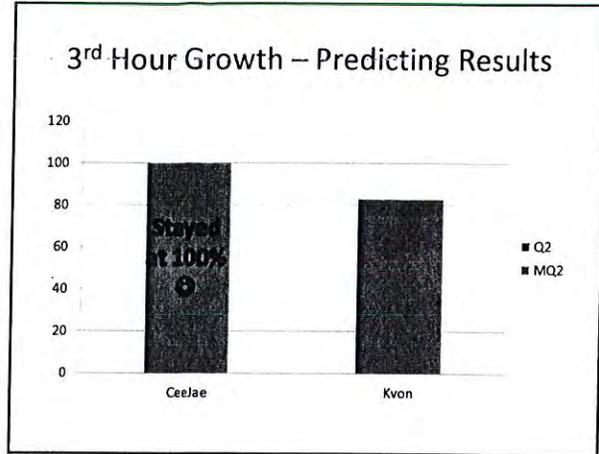
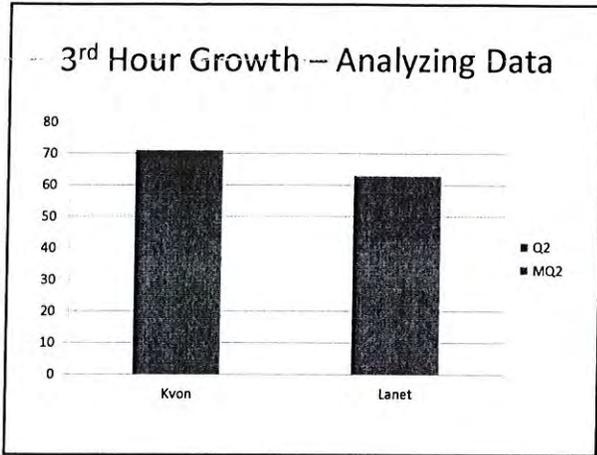


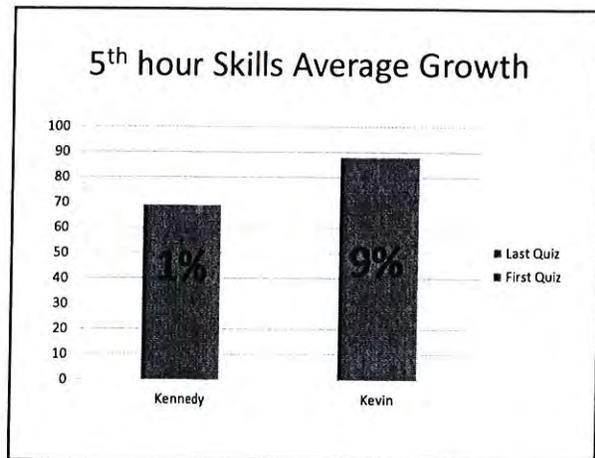
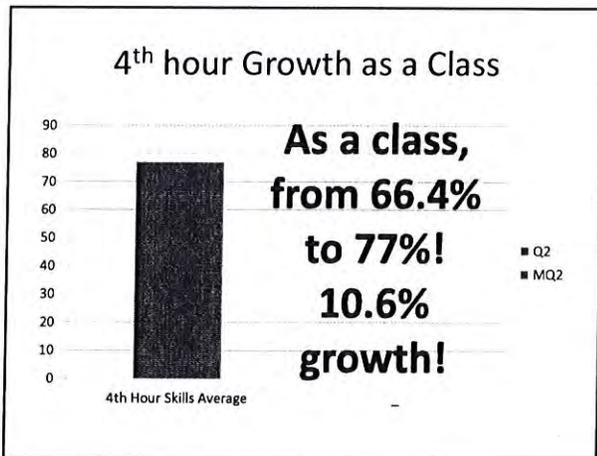
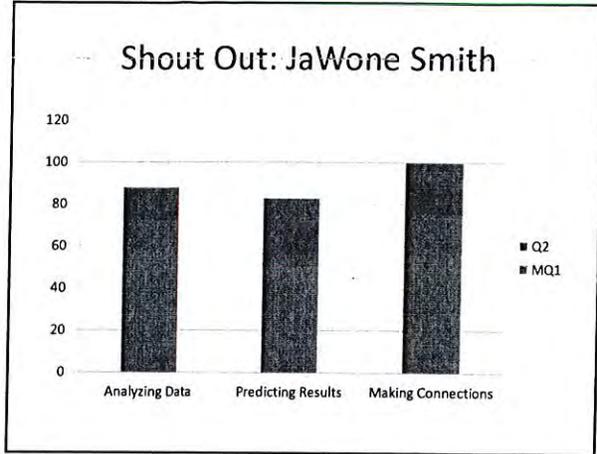
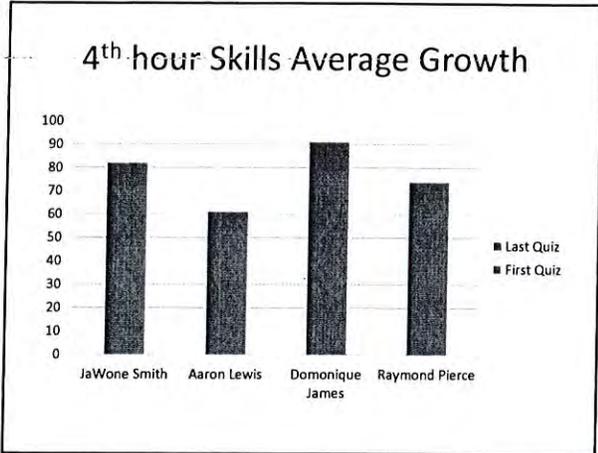


- ### All Classes
- Recalling Info 5th Hour!!
 - Analyzing Data 6th Hour!!
 - Comparing/Contrasting 4th & 5th Hour!!
 - Predicting Results 3rd Hour!!
 - Making Connections 5th Hour!!

AFTER QUARTER 2 QUIZ



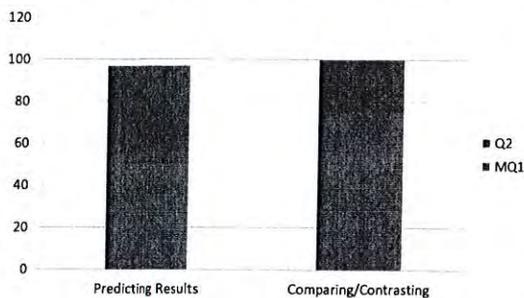




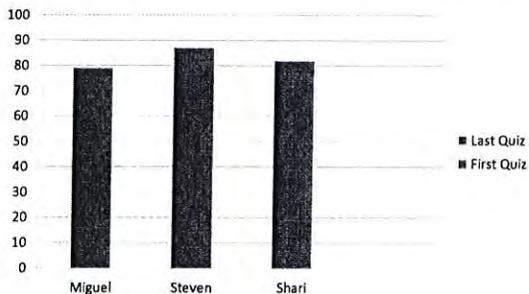
6th Hour Shout-Out

- To Selena Gonzalez for mentioning her own Elodea experiment in a question on the quiz to make it personal. She is a scientist! So why not use her own data as legitimate information?! Love it!

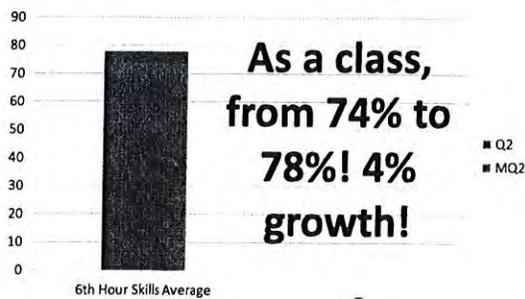
Shout out Antonio Pizano

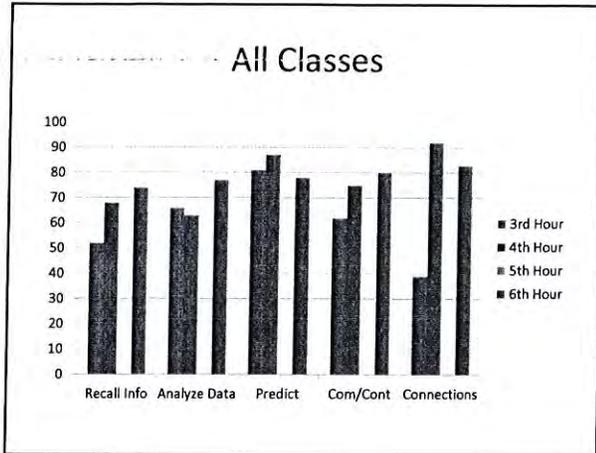


6th Hour Skills Average Growth



6th hour Growth as a Class





Highest Growth as a Class

- 4th hour!
- From 66.4% skills average to 77% skills average!
- That's a 10.6% increase!

Largest Growth for Skills Average

- Skill average growth from first to last quiz in the Biology class
- Lanet Herron 18% growth from Mid Quarter 1 to Quarter 2
- Domonique James 12% growth from Mid Quarter 1 to Quarter 2
- Kevin Watson 9% growth from Mid Quarter 1 to Mid Quarter 2
- Shari Johnson 5% growth from Mid Quarter 2 to Quarter 2

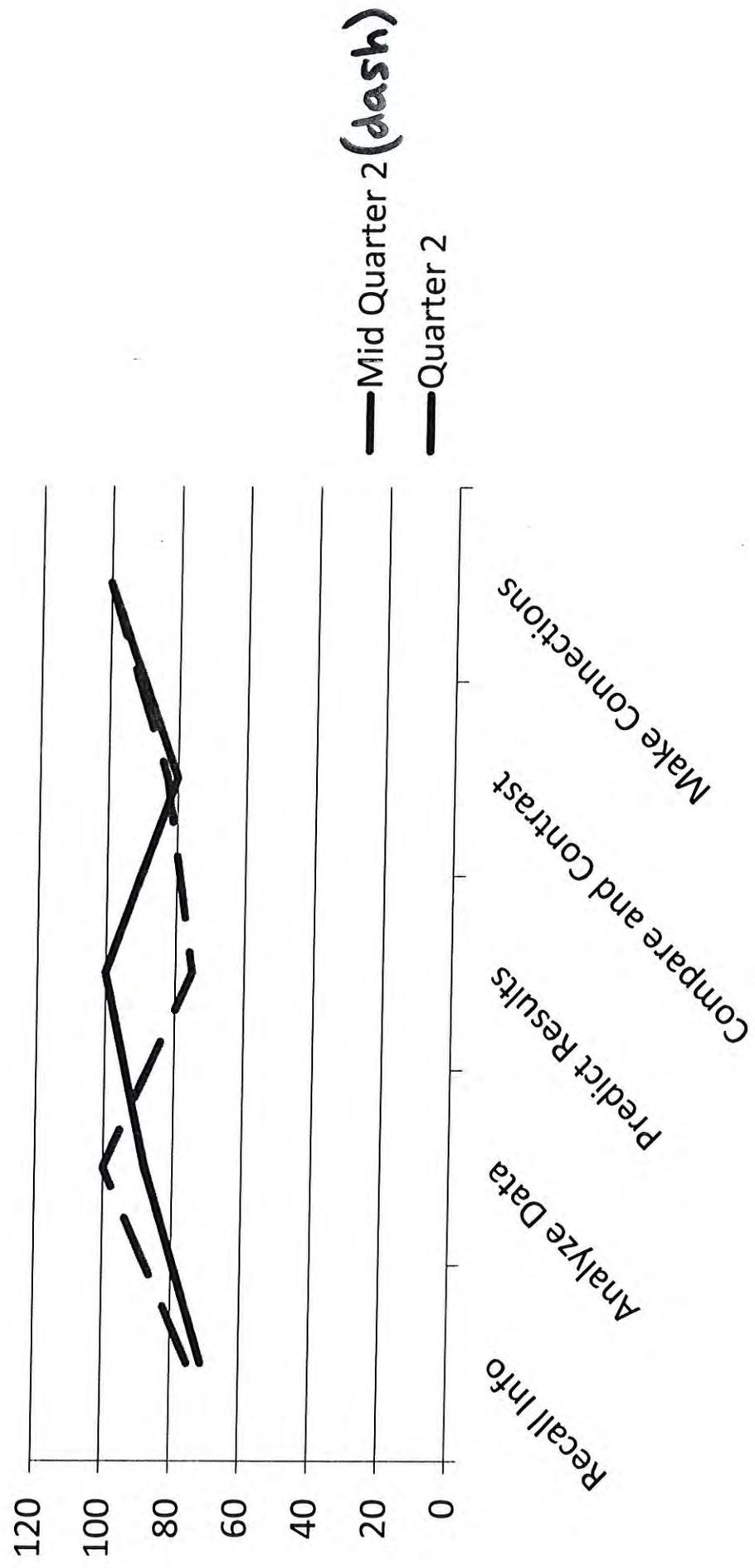
Highest Average Percentage

- Content and skills averaged together
- CeeJae Aaron 71%
- Domonique James 91%
- Steven Hernandez 89 %

Steven, a Biology student at DeLaSalle

“Biology helps me in many ways. In reading, writing, explaining and also proving myself. I know that Biology helps me in those categories because in reading it helps me understand the scientific words I have not seen before, helps with writing because it lets me use the evidence I have found during an experiment, helps me explaining because when either I’m showing the class my experiment or the teacher, I have all my evidence from my experiment or the reading I read, and finally it helps me proving myself because if somebody thinks I’m wrong or I had a human error in my experiment, I would prove them wrong by showing them my procedures or data.”

Steven, DeLaSalle Biology Student



Stiegler – DeLaSalle Education Center – Biology –Quarter 2 Quiz

Name: _____ Date: _____

My grade for each piece of Biological content covered:

| Content | Points Earned | Points Possible | Percentage |
|--------------------------------|---------------|-----------------|------------|
| Scientific Method | | | |
| Elodea Experiment | | | |
| Cellular Respiration (overall) | | | |
| Anaerobic Fermentation | | | |

My grade for each skill practiced:

| Skill Practiced | Points Earned | Points Possible | Percentage |
|--|---------------|-----------------|------------|
| Recalling Information (definitions, examples) | | | |
| Analyzing and Explaining Data | | | |
| Predicting Results (using analysis to predict future outcomes) | | | |
| Comparing/Contrasting and Summarizing | | | |
| Making Connections (determining relationships, understanding patterns) | | | |

Recalling Information

Name some qualitative data about either your yeast experiment or Elodea experiment (1 point)

Name some quantitative data about either your yeast experiment or Elodea experiment (1 point)

What are two reactants of cellular respiration? (2 points) _____

What are the products of photosynthesis? (2 points) _____

What is the purpose of cellular respiration? (1 point) _____

Analyzing and Explaining Data

Below is an experiment designed by students Selena, KVon and JaWone:

Experimental question: Will the amount of CO₂ available affect the performance of photosynthesis in the Elodea plant?

Hypothesis: If we seal off CO₂ from the Elodea plant, then the BTB will stay yellow showing photosynthesis did not occur.

*Procedure: **Step One:** fill up two beakers with 400 mL water each. **Step Two:** pour 40 drops of BTB in each beaker and blow CO₂ into the beaker with a straw until both beakers are the same color yellow. **Step Three:** place Elodea in each beaker. **Step Four:** seal one beaker tight with plastic wrap and leave the other uncovered. **Step Five:** place both beakers under a lamp and allow them to sit overnight.*

Identify the independent variable in this experiment (1 point) _____

Identify the dependent variable in this experiment (1 point) _____

Identify any constants in their experiment (1 point)

Why do you need constants when designing an experiment? (2 points)

Data:

| Day One Data | Day Two Data |
|---|---|
| The covered and uncovered beaker both contain bright yellow BTB | The BTB in the covered beaker is still yellow and the BTB in the uncovered beaker is now blue again |

Analysis/Explanation of Data:

Selena says "Photosynthesis did not occur in the covered beaker; however, photosynthesis did occur in the uncovered beaker."

JaWone says "Photosynthesis occurred in the Elodea in both beakers."

KVon says "Photosynthesis did not occur in the Elodea in either beaker."

From the three different analyses/explanations given, which one is correct? (1 point)

From your answer to the previous question, add scientific information that supports why this person's analysis/explanation is correct. (2 points)

Predicting Results

Students LaDanity and CeeJae are conducting an experiment to test photosynthesis on a sunflower. They will keep a blanket over it to block out light. Predict – do you think the sunflower will perform photosynthesis? Why do you predict that? (3 points)

Students Kevin and Terron are conducting an experiment to test photosynthesis on grass. They want to know if grass will perform photosynthesis in extreme heat. Predict – do you think the grass will perform photosynthesis? Why do you predict that? (3 points)

Comparing/Contrasting/Summarizing

Using a T-Chart, Venn Diagram or paragraph-form, compare and contrast photosynthesis and cellular respiration. You must explain **two similarities and two differences**. *Please note: simply writing the word “oxygen” will not be awarded full points.* (4 points)

What is the difference between aerobic respiration and anaerobic fermentation? (2 points)

What will happen if no oxygen is present during cellular respiration? Why? (2 points)

Nyasha is working out, training for a race. After a few miles, her legs start to cramp up and burn. Are Nyasha’s muscles receiving oxygen? Why or why not? (2 points)

Making Connections:

Why do heterotrophs actually need autotrophs to perform photosynthesis for their own survival? (3 points)

Explain the relationship between reactants and products of cellular respiration and photosynthesis. (3 points)

Lab Report Poster Rubric

| Section of Lab Report | 3 points earned | 2 points earned | 1 point earned | No points earned |
|-----------------------|---|---|---|---|
| Introduction | All scientific vocabulary needed to explain the experiment is written in paragraph form, and defined fluidly and correctly. | All scientific vocabulary needed to explain the experiment is written and defined with a definition that is correct. | Some scientific vocabulary needed to explain the experiment is written and defined with a definition that is correct but writing doesn't make a lot of sense. | Vocabulary either not provided, not accurate, or not easy to read/ understand |
| Experimental Question | Specific, testable question with scientific vocabulary that does not include the supernatural world | Specific, testable question that does not include the supernatural world | Either is not testable, not specific, or discusses the supernatural | No experimental question listed |
| Hypothesis | Written in "If, then" format without opinion, without referring to the supernatural, and is testable | Written as "we predicted" or "I predict" and is a testable, specific prediction not referring to the supernatural | Either is not testable, not specific, or discusses the supernatural | No hypothesis listed |
| Procedure | Clearly written, step by step, each part of the experiment listed and specific, a stranger could come in and do your experiment based on your procedure | Some parts of the procedure are unclear or not quite complete, a stranger would have difficult with some parts of following the procedure | Procedure is hard to follow and incomplete | No procedure listed |
| Data | Data that matters for proving or disproving your hypothesis is recorded and presented in a clear graph or chart | Data is presented nicely, but does not have anything to do with your hypothesis | Data is irrelevant to proving or disproving the hypothesis and is not presented completely | No data provided |
| Conclusions | Balances data and scientific information to explain what happened (DATA) and why (SCIENCE) with scientific vocabulary; multiple examples of data and science info | Uses scientific vocabulary, but only includes either one piece of data or one piece of scientific information | Either does not include data or does not include scientific information to explain data | No conclusion written |

Name: Miguel Girard

Date: 11/5

Saying "I can prove..."

| Skill to Practice | 3 points earned | 2 points earned | 1 point earned |
|---|---|--|--|
| Using Data as Support for the Explanation | Student explains how specific data observed and recorded proves the explanation of why leaves are green in spring and summer and red/yellow/orange in the fall and which pigments are present | Student attempts to mention data observed but is unclear about how that data supports explanation | Student is either unclear about the data from the experiment OR fails to mention data from experiment at all |
| Using Scientific Information in Explanation | Student shows knowledge of pigment, chlorophyll, and carotenoid by using multiple pieces of scientific information to explain the reason leaves change color in the fall "We know chlorophyll is _____, therefore _____ is true." | Student shows some understanding of enzymes with one piece of scientific information to explain the reason | Student either gives incorrect information OR fails to use information about enzymes |
| Scientific Vocabulary | Student uses at least four vocabulary words (chlorophyll, chloroplasts, pigment, carotenoids, light energy, photosynthesis) from the reading in response | Student only uses two or three vocabulary words from the reading in response | Student only uses one or no vocabulary word(s) from the reading in response |

w/ data makes your argument so strong

More than four!!

Why do leaves change color in the fall?

Plants have chlorophyll and carotenoids pigments. When chlorophyll fades in the fall, the colors of carotenoids are exposed. I could prove this to be true because the chromatography showed that both green and yellow are present in the chloroplast of the leaf. Meaning just because we don't see it, it doesn't mean it's not there.

Direct insight

Very strong point!

Name: Steven Hernandez

Date: 11/5/14

Nice job Steven! You are proving you are correct! Excellent, strong scientific thinking!

| Skill to Practice | 3 points earned | 2 points earned | 1 point earned |
|---|---|--|--|
| Using Data as Support for the Explanation | Student explains how specific data observed and recorded proves the explanation of why leaves are green in spring and summer and red/yellow/orange in the fall and which pigments are present | Student attempts to mention data observed but is unclear about how that data supports explanation | Student is either unclear about the data from the experiment OR fails to mention data from experiment at all |
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Why do leaves change color in the fall?

I observed the chromatography had 2 different types of colors; yellow and green which proves carotenoids are active and chlorophyll is fading away because the seasons are changing and the clouds are covering the sun and giving the leaves no light energy to harvest in the pigments and there's nothing for the chlorophyll to do and then the carotenoids come in and take over the pigments in the plant.

+8

Name: Anthony Gray

Date: 11-5-14

| Skill to Practice | 3 points earned | 2 points earned | 1 point earned |
|--|---|--|--|
| Using Data as Support for the Explanation | Student explains how specific data observed and recorded proves the explanation of why leaves are green in spring and summer and red/yellow/orange in the fall and which pigments are present | Student attempts to mention data observed but is unclear about how that data supports explanation | Student is either unclear about the data from the experiment OR fails to mention data from experiment at all |
| Using Scientific Information in Explanation | Student shows knowledge of pigment, chlorophyll, and carotenoid by using multiple pieces of scientific information to explain the reason leaves change color in the fall "We know chlorophyll is _____, therefore _____ is true." | Student shows some understanding of enzymes with one piece of scientific information to explain the reason | Student either gives incorrect information OR fails to use information about enzymes |
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Nice balance between data & source info

Why do leaves change color in the fall?

Leaves change color in the fall because Carotenoids are present when leaves are not being exposed to sunlight and because I know for a fact that Carotenoids absorb blue and green light, and they reflect yellow, orange and red light when Chlorophyll fades away in the fall. ALSO I have done an experiment on this catagorie to get my data that leaves change color in the fall because the experiment shows that Carotenoids are active in the fall leaves because my filter paper shows that the leaf has been reflecting orange light, resulting in color change of the pigment. We know Chlorophyll is green. therefore my conclusion and experiment is true.

this last sentence is awesome for trying it all together

2013-14 Lab Report Posters

into the cell, the cell swells. Isotonic
Solution is water moves into and out of
the cell at the same rate. The cell stays
the same size.

Hypothesis:
 All the solutions
 will make the
 eggs grow!

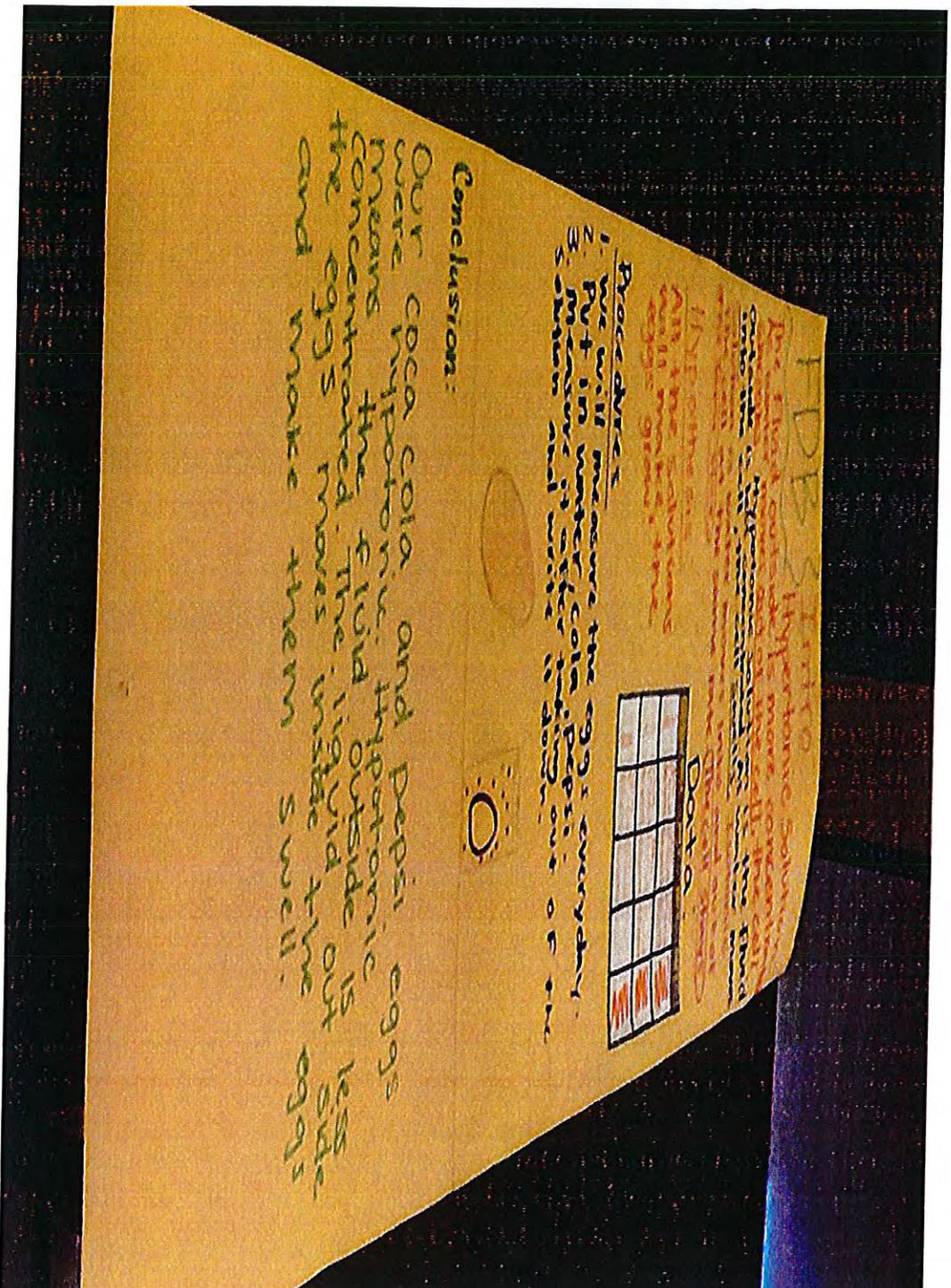
Procedures
 We will measure the eggs everyday.
 Put in water, cola, Pepsi.
 Measure it after taking out of the
 solution and write it down.

Data:

| | DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
|-------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Water | 30 grams Lipostate 50 grams |
| Cola | 30 grams Lipostate 50 grams |
| Pepsi | 30 grams Lipostate 50 grams |

Hypothesis: I believe the egg
 would be like the hydrogen
 Peroxide against the potatoe.

2013-14 Lab Report Poster



2014-15 Lab Report Posters

- Procedure

Step 1; Add 400 ML of water into each bowl
Step 2; Measure water temperature to each bowl
Step 3; Add the Elodea plants into each bowl
Step 4; put 60 drops of BTB to each bowl containing the Elodea plant then blow until turns yellow.
Step 5; Seal one bowl with plastic wrap sealing it with rubber bands
Step 6; leave bowls over night in Ms. Stiglers Classroom.

2014-15 Lab Report Posters

- Conclusion

Conclusion:

In conclusion, our data showed all three types of osmosis. Egg #1 demonstrated the hypotonic movement. The egg turned red and firmer in the three days as the water moved through the membrane into the egg causing it to grow 10.6 grams. Egg #2 showed us hypertonic movement. The egg shrunk 31.2 grams in three days and became brown and squishy. The inside of the egg was more concentrated than the outside, therefore the water moved out the egg. Lastly, Egg #3 demonstrated an isotonic movement. It grew 1.4 grams on day one and shrunk 3.8 grams on the next day. This shows the water was trying to reach a state of equilibrium or maintaining homeostasis. Our experiment proved our hypothesis correct and that osmosis can happen in something as simple as a chicken egg.

2014-15 Lab Report Posters

• Qualitative Data

| Day One Observations (Control Data) | Day Two Observations | Day Three Observations |
|---|---|--|
| <ul style="list-style-type: none"> The water turned yellow after we blew oxygen into the BTB. The plants were healthy looking | <ul style="list-style-type: none"> In hot water, the plant is dead looking in the water So very little photosynthesis occurred. The water turned light brown cold water is making the plant keep its chlorophyll. | <ul style="list-style-type: none"> The hot E. coli plant still didn't produce a lot of photosynthesis. The cold water helped the plant keep its chlorophyll. |

| | |
|--|--|
| <p>Bell Ringer: if you had to live without one of your senses (sight, sound, smell, taste, touch) what would you choose? Why?</p> | |
| <p>Review: which organelle holds the DNA? Creates energy? Controls what enters and exits?</p> | <p>Preview: which organelle do you think is least important? Why?</p> |

Closest Reading: from your highlighted phrases of purposes of each organelle, summarize why each organelle is necessary/important for the cell's survival in the chart below

| Organelle | Purpose: why is it necessary for the cell's survival? |
|------------------------------|--|
| Nucleus | |
| Ribosome | |
| Endoplasmic Reticulum | |
| Golgi Apparatus | |
| Lysosome | |
| Central Vacuole | |
| Mitochondria | |

Taking Notes: discuss and record the purpose of other organelles not mentioned in this particular reading

| Organelle | Purpose: why is it necessary for the cell's survival? |
|---|--|
| Cytoplasm | |
| Cell Membrane – selectively permeable membrane/lipid bilayer | |

Making a Scientific Argument: which organelle could a cell best survive without? Why?
Use scientific information to support your answer

Bell Ringer: Do plants and animals have anything in common? Different? What are the similarities and differences?

Review: What do plants breathe in?

What is the process in which solar energy is made into chemical energy for a plant to use called?

Your task: scientists do not just receive information from textbooks and presentations, they explore it. You will visit four stations to learn about the organelles of a plant cell. An organelle means “tiny organ” and is a part of a cell. Plant cells and animal cells have some organelles that are the same and some that are very different. By the end of these stations, you will be able to name, visualize, and explain the most important organelles (parts) of a plant cell!

Station 1 *Tour of a Plant Cell* video: observe the organelles (parts) of a plant cell. Listen for their purpose and watch for their appearance. Record the information you observe in the chart below:

| Organelle | Purpose/Definition | Sketch |
|-----------------|--------------------|--------|
| Cell Wall | | |
| Central Vacuole | | |
| Chloroplasts | | |
| Mitochondria | | |

Station 2 plant cell 3D model: observe the organelles (parts) of a plant cell. Rearrange and place them in the plant cell model. Challenge yourself to see which organelles (parts) you can name from prior knowledge or the other stations.

Station 3 plant cell microscopic observations: observe the parts of a plant under the microscope. Sketch and describe your observations in the chart below:

| Slide # | Qualitative and Quantitative Data Observed | Sketch |
|---|---|---------------|
| Slide 2 Green Leaf (350x) | | |
| Slide 3 Root Hair (35x) | | |
| Slide 4 Vascular Bundles (145x) | | |
| Slide 5 Leaf – with and without sunlight (35x) | | |

Station 4 plant cell 2D model: using your qualitative and quantitative data from the other stations and/or the available textbooks, label and color the plant cell and all its organelles (parts).

Bell Ringer: What organelles do you recognize from the diagram? Can you name any? Where have you seen this before?

Review: What kind of organism are animals and people?

What do heterotrophs breathe in?

What do heterotrophs eat?

Your task: scientists do not just receive information from textbooks and presentations, they explore it. You will visit three stations to learn about the organelles of an animal cell. An organelle means “tiny organ” and is a part of a cell. Plant cells and animal cells have some organelles that are the same and some that are very different. By the end of these stations, you will be able to name, visualize, and explain the most important organelles (parts) of an animal cell!

Station 1 animal cell 3D model: observe the organelles (parts) of a plant cell. Rearrange and place them in the plant cell model. Challenge yourself to see which organelles (parts) you can name from prior knowledge or the other stations. Then try to figure out the name of each organelle and label it on your diagram sheet.

Station 2 animal organelle microscopic observations: observe the organelles of an animal cell under the microscope. Sketch and describe your observations in the chart below:

| Slide # | Qualitative and Quantitative Data Observed | Sketch |
|--|--|--------|
| Slide 3 Cell Membrane (400,000x) | | |
| Slide 4 Golgi Body and Vacuole (26,000x) | | |
| Slide 5 Mitochondrion (124,000x) | | |
| Slide 7 Chromosomes (700x) | | |

Station 3 *Tour of an Animal Cell* video: observe the organelles (parts) of a plant cell. Listen for their purpose and watch for their appearance. Record the information you observe in the chart below:

| Organelle | Purpose/Definition/Details | Sketch |
|---|-----------------------------------|---------------|
| Cell Membrane | | |
| Nucleus <i>Bonus: what are the chromosomes?</i> | | |
| Endoplasmic Reticulum | | |
| Mitochondria | | |
| Lysosome | | |
| Golgi Body | | |

| | | | | | | | | |
|---|--|---|--|---|--|---|---|---|
| | | | | <p>opportunities in which they are designing question, hypothesis, and procedure. Provide students with requirements and rubric but with autonomy to design lab reports as long as they include these elements.</p> | | <p>presentations and Community Fair</p> | | |
| <p>Evaluating Whether Data Produced by Experiment or Information from Study/Text Adequately Supports Conclusion</p> | <p>Look at data from osmosis egg experiment to show which eggs shrunk/grew, then choose the conclusion that supports the data. Options will include "My egg shrunk because it was in a hypertonic solution" or "My egg shrunk because it was in a hypotonic solution."</p> | <p>Provide logical conclusions for students to choose from for lab report poster. Think aloud, cold call students, emphasizing "If it is hypertonic, water moves out, so since the egg shrunk, water must have moved out, meaning the solution is hypertonic." <i>*Students must proficiently</i></p> | <p>Look at data from photosynthesis BTB experiment to compose their own conclusion on lab report poster, citing their scientific knowledge as support for their results and as proof of why the results actually happened. "The BTB stayed yellow because the carbon dioxide was still present. Therefore,</p> | <p>Model how to expand a conclusion. First, state what happened (data/results) then why. Finally, show a connection between IV and DV that exemplifies true understanding in the biological concept. <i>*Students must proficiently understand the concept in which they are examining evidence for and</i></p> | <p>Examine pieces of supporting and disproving evidence of Theory of Evolution, state why it does or does not support Evolution, then state opinion of evidence in reflection and final paper.</p> | <p>Provide evidence on two sides of an issue. Have students first determine which side the evidence supports, then state their agreement or disagreement with its validity when developing their opinion of the theory. <i>*Students must proficiently understand the concept in which they are examining evidence for and against!</i></p> | <p>Find evidence from previous studies, evaluate validity, cite most valid evidence to support data and conclusion of experiment in a lab report.</p> | <p>Provide opportunity for students to find several examples of evidence, choose the most supportive and legitimate resource, then cite it as proof of their own experiment's validity. <i>*Students must proficiently understand the concept in which they are examining evidence for and against!</i></p> |

| | | | | | | |
|--|--|---|---|---|------------------------|--|
| | <p>Concluding How/Why Results Occurred because of Scientific Reasoning/ Knowledge</p> | <p>Look at data from osmosis egg experiment to show which eggs shrunk/grew, then choose the conclusion that supports the data. Options will include "My egg shrunk because it was in a hypertonic solution" or "My egg shrunk because it was in a hypotonic solution."</p> | <p><i>understand the concept in which they are examining evidence for and against!</i></p> | <p>photosynthesis did not occur, or the plant would have breathed in the CO₂."</p> | <p><i>against!</i></p> | |
| | | <p>Provide logical conclusions for students to choose from for lab report poster. Think aloud, cold call students, emphasizing "If it is hypertonic, water moves out, so since the egg shrunk, water must have moved out, meaning the solution is hypertonic." <i>*Students must proficiently understand the concept in which they are examining evidence for and against!</i></p> | <p>Look at data from photosynthesis BTB experiment to compose their own conclusion on lab report poster, citing their scientific knowledge as support for their results and as proof of why the results actually happened. "The BTB stayed yellow because the carbon dioxide was still present. Therefore, photosynthesis did not occur, or the plant would have breathed in the CO₂."</p> | <p>Display exemplar student responses the day after written responses are due, asking students to critique with questions provided on the board. List criticisms on the board when the next response is due, encouraging students to remember not to make the same mistakes as classmates. Model how to expand a conclusion. First, state what happened (data/results) then why. Finally, show a connection</p> | | |

| | | | | | | | | | |
|--|---|--|--|--|---|--|--|---|--|
| | <p>Predicting Results of Additional Trial or Experiment</p> | <p>Students choose between multiple choice options based on experiment results (data) and scientific information</p> | | | <p>between IV and DV that exemplifies true understanding in the biological concept. Emphasize proper use of scientific and academic vocabulary. <i>*Students must proficiently understand the concept in which they are examining evidence for and against!</i></p> | | <p>and allow discussion for students to offer suggestions.</p> | <p>Students automatically question validity of all experiments, explaining what is faulty, suggesting improvement ideas and planning for the next trial</p> | |
|--|---|--|--|--|---|--|--|---|--|



DELA SALLE

Opportunity Powered by Education

- Sample of most recent EOC Pre-test cycle
 - Samples of data blueprints from EOC
- Practice Tests: Information used to create flex groups for academic intervention**
- Blueprints: Show each standard/skill that is tested on the EOC assessment. The blueprints are organized for teacher use. Teachers can easily unpack the exam in order to focus on specific test items, content strands, or skills for reteaching and review. Determinations can be made for pull-out and push-in interventions.
 - Mastery: This listing shows student assessment results on fall EOC's. Results are sorted to show student performance level. This list shows intervention groups. Identified students participate in review/reteach sessions that focus on specific test standards in which they were deficient.

Janice Werner

From: Terrill Allen
Sent: Tuesday, January 13, 2015 2:25 PM
To: Kobets
Subject: End of Course (EOC) Pretests- January Schedule
Attachments: Revised-January 2015--EOC Pretests.docx

Hello Team,

Our students will be taking EOC pretests Tuesday, January 20 through Monday, January 26, 2015. Please find attached a schedule for your review.

These are very important tests that provide data to our teachers and staff in guiding student instruction and success in their classrooms. Let's continue to support one another's efforts and encourage our students!

Thank you for your assistance and flexibility.

Terrill O. Allen
Assessment/504 Coordinator

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Kansas City, MO 64109
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Tuesday, January 20th--English Connections C (Winter)

| Location | Time | Examiners | Test | Students |
|-------------------|----------------|---------------------------------|-------------------|--|
| Assessment Center | 1st & 2nd Hour | •Terrill Allen •Terry Fowler | English I Pretest | (Level C Only) ○ Ariel Hall ○ Andrynee Cokeley ○ Crishon Nunley |
| Assessment Center | 5th Hour | •Terrill Allen •Terry Fowler | English I Pretest | (Level C Only) ○ Markianna Franklin ○ Harris Sublet ○ Kevionte Whigham-Hardiman |
| Assessment Center | 6th Hour | •Terrill Allen •Terry Fowler | English I Pretest | (Level C Only) ○ Justin Brown ○ Malik Duren ○ Isabelle McBride ○ Elaine McCallop ○ Mariah Roberts ○ Randy Thomas |

Wednesday, January 21st ---English Connections C (Cook)

| Location | Time | Examiners | Test | Students |
|-------------------|----------------|---|-------------------|---|
| Assessment Center | 1st & 2nd Hour | •Sheena Cook •Kelly Lightcap •Terrill Allen | English I Pretest | <ul style="list-style-type: none"> ○ Allen, Adrian ○ Allen, Lorreain ○ Bausby, Roy ○ Belton, Jamie ○ Godley, Darrean ○ Key, Davon-Shay ○ Murray, Shyra ○ Perez, Cristian ○ Pierce, Raymond ○ Ransom, Jaelin ○ Raya, Jon ○ Williams, Derrick ○ Winn, LaTasia ○ Younger, Breanna ○ Calhoun, Darius ○ Cannon, Andre ○ Davis, Jordan ○ Diaz, Marcos ○ Elder, LeCedes ○ Fields, Willie ○ Glynn, Martavia ○ Herron, Lanet ○ Norfleet, Jaquella ○ Owens, Keione ○ Pettiford, Frankie ○ Rocha, Joshua ○ Thompson, Mystique-Aki ○ Wade, Ayanna |
| Assessment Center | 3rd Hour | •Sheena Cook •Terrill Allen | English I Pretest | <ul style="list-style-type: none"> ○ Amrine, Don'nella ○ Bankston, LaVaughn ○ Butt, Kellynn ○ Cunningham, Lynda ○ Foster, Brittany ○ Harris, Terra ○ Johnson, Kahlil ○ Lewis, Aaron ○ Osler, James |

| | | | | |
|-------------------|----------|--------------------------------|----------------------|---|
| Assessment Center | 4th Hour | •Sheena Cook •Terrill Allen | English I Pretest | <ul style="list-style-type: none"> ○ Eason-Nugent, Tyana ○ Bass, Kearra ○ Bryant, Archie ○ Carrillo, Monica ○ Gafford, Unissa ○ Griffin Jr., Antoine ○ Harter, Barbara ○ Jones, Dymond ○ Lee Jr., Dwight ○ McBride, Isabelle ○ Morales, Yvette ○ Nanez, Leslie ○ Rocha, Ivan ○ Rowe, Casuelle ○ Smith Jr., Dwayne ○ Villages-Martinez, Lisandra ○ Wilkins, Diamond |
| Assessment Center | 5th Hour | •Sheena Cook •Terrill Allen | English I Pretest | <ul style="list-style-type: none"> ○ Bollinger, Cassidy ○ Boykin, Jordan ○ Hernandez, Steven ○ Hill, Matthew ○ Mendez-Lopez, Josette ○ Perkins, Tyonna ○ Thomas, Viola ○ Thompson, Robert ○ Troy, Alexi ○ Turner, Lee ○ Wilson, Andre |
| Assessment Center | 6th Hour | •Sheena Cook •Terrill Allen | English I Pretest | <ul style="list-style-type: none"> ○ Brasson, Cameron ○ Hatten, Metahj ○ James, Dominique ○ Lee, De'Marco ○ Lee, De'Erika ○ Martin, Aminah ○ Mitchell, Kennedy ○ Owsley, Bryanna ○ Riley, Tamerick ○ Scott, Terrionna ○ Smith Jr., Dawone ○ Smith, JaWone ○ Wash, Chikayla ○ Watson, KeiShawn |

Thursday, January 22nd--American History (Hippensteel)

| Location | Time | Examiner | Test | Students | |
|-------------------|----------------|--|-----------------------------|--|--|
| Assessment Center | 1st & 2nd Hour | •A. Hippensteel •Y. Smith-Johnson •Terrill Allen | American History Pretest | <ul style="list-style-type: none"> ○ Boswell, Janae ○ Branch, Cynthia ○ Clay, Ontario ○ Davis, Jordan ○ Earley, Tyrese ○ Harris, Terra ○ Henderson, Jasianna ○ Johnson, Shari ○ Scott, Terrionna ○ Smith, JaWone | <ul style="list-style-type: none"> ○ Crater, Vonzell ○ Dennis, Jaden ○ Frazier, Aaron ○ Girard, Miguel ○ Lee, De'Marco ○ Lewis, Aaron ○ Love, Lytece ○ Owsley, Bryanna ○ Paden-Johnson, |

| | | | | | |
|--|--|--|--|---|---|
| | | | | <ul style="list-style-type: none"> ○ Thomas, Cordelle ○ Turner, Lee ○ Valdez, Brittnee ○ Washington, Johnny ○ Wren, Willie | <ul style="list-style-type: none"> ○ Maria ○ Porter, Marteze ○ Rodriguez, Makiha ○ Torrence, Mark ○ Waller, Macheala ○ Wash, Chikalya |
|--|--|--|--|---|---|

Thursday, January 22nd ---American History (Wright)

| Location | Time | Examiners | Test | Students | |
|-------------------|----------|--|--------------------------|---|--|
| Assessment Center | 4th Hour | <ul style="list-style-type: none"> •Vincent Wright •Y. Smith-Johnson •Terrill Allen | American History Pretest | <ul style="list-style-type: none"> ○ Araujo, Laurencia ○ Bollinger, Cassidy ○ Boykin, Jordan ○ Brown, Kevin ○ Cokely, Andrynee ○ Galvez Perez, Jonathan ○ Godley, Darrean, ○ Hernandez, Steven ○ Herron, Lanet | <ul style="list-style-type: none"> ○ Martinez Verduzco, Hector ○ McFadden, DeVion ○ Norfleet, Jamya ○ Nunley, Chrishon ○ Sublett, Haris |
| Assessment Center | 5th Hour | <ul style="list-style-type: none"> •Vincent Wright •Terrill Allen | American History Pretest | <ul style="list-style-type: none"> ○ Aaron, Cee Jae ○ Brown, Deiontay ○ Brown, Justin ○ Dale Jr., Derrick ○ Hawkins, Nyesha ○ Mathews, Christian ○ Raya, Jon | <ul style="list-style-type: none"> ○ Stephens-Jones, DeVontaye ○ Tapia Mendoza, Joselin ○ Thomas, Randy ○ Wilkins, Twashon ○ Williams, Derrick |
| Assessment Center | 6th Hour | <ul style="list-style-type: none"> •Vincent Wright •Terrill Allen | American History Pretest | <ul style="list-style-type: none"> ○ Bausby III, Roy ○ Dean, Mikayla ○ Eason-Nugent, Tyana ○ Ferrer, Andrea ○ Foster, Brittany ○ Franklin, Mar'Kianna ○ Gray, Prashay ○ Harris, Stephan | <ul style="list-style-type: none"> ○ Harter, Barbara ○ Johnson, Tanazia ○ McKenzie, Nakiria ○ Rowe, Casuelle ○ Striplin, Haylee ○ Thomas, Mar-Ya ○ Thompson, Hakeem |

| | | | | | |
|-------------------|----------|---|--------------------------|--|---|
| Assessment Center | 7th Hour | <ul style="list-style-type: none"> •Vincent Wright •Terrill Allen | American History Pretest | <ul style="list-style-type: none"> ○ Allen, Lorreain ○ Byers, Quinton ○ Edwards, Tawana ○ Hampton Kerr, Daeteaira ○ Hampton, JaVonte ○ Hill, Diamond ○ Jones, Labreyonna ○ McCallop, Elaine ○ North, Martez ○ Nunez, Angelica ○ Owens, Keione | <ul style="list-style-type: none"> ○ Pettiford, Frankie ○ Soward, Kierra ○ Thomas, Maya ○ Thompson Jr., Robert ○ Villegas-Martinez, Lisandra ○ Wash, Jaliyah ○ Williams, Diamond ○ Williams, Marvon |
|-------------------|----------|---|--------------------------|--|---|

Friday, January 23rd—Chemistry & Physics First (Giarla)

| Location | Time | Examiners | Test | Students | |
|-------------------|----------------|--|--------------------------|--|---|
| Assessment Center | 1st & 2nd Hour | <ul style="list-style-type: none"> •Michael Giarla •Y. Smith-Johnson •Terrill Allen | Physical Science Pretest | <ul style="list-style-type: none"> ○ Burns, Marcus ○ Cervantes, Gustavo Adolpho ○ Dennis, Jaden ○ Galvez Perez, Jonathan ○ Griffin, Jy'Ree ○ Hampton, Shy'Tianna ○ Lee, Ylisabeth ○ Lewis, Aaron ○ McCallop, Elaine | <ul style="list-style-type: none"> ○ McKenzie, NaKiria ○ Norfleet, Jamya ○ Porter, Aaron ○ Porter, Marteze ○ Smith, Dwayne ○ Troy, Alexis ○ Walker, Allen ○ Walker, Brandon ○ Ward, Shania ○ Washington, Asha ○ Weston, Aliyah |
| Assessment Center | 3rd Hour | <ul style="list-style-type: none"> •Michael Giarla •Terrill Allen | Physical Science Pretest | <ul style="list-style-type: none"> ○ Allen, DaJohn ○ Allen, Lorreain ○ Crater, Vonzell ○ Harter, Barbara ○ Jones, Labreyonna ○ Kirkpatrick, Alex ○ Lee, Dwight ○ Martin, Aminah | <ul style="list-style-type: none"> ○ Mendez-Lopez, Josette ○ Morales-Zuniga, Esther ○ Scott, Terrionna ○ Stephens-Jones, DeVontaye ○ Striplin, Halee ○ Valdez, Brittnee ○ Wade, Ayanna ○ Williams, Destane |
| Assessment Center | 4th Hour | <ul style="list-style-type: none"> •Michael Giarla •Terrill Allen | Physical Science Pretest | <ul style="list-style-type: none"> ○ Boston Jr., Corey ○ Brown, Tanyse | <ul style="list-style-type: none"> ○ Owsley, Bryanna ○ Riley, Tamerick ○ Smith, Dawone |

| | | | | | |
|-------------------|----------|---|--------------------------|--|---|
| | | | | <ul style="list-style-type: none"> ○ Crater, Dakota ○ Elder, LeCedes ○ Hatten, Metahj ○ Key, Davon-Shay ○ Love, Lytece ○ Osler, James | <ul style="list-style-type: none"> ○ Swinton, Fazon ○ Thompson, Robert ○ Watson, KeiShawn ○ Webb, Bria ○ Wilson, Andre |
| Assessment Center | 5th Hour | <ul style="list-style-type: none"> •Michael Giarla •Terrill Allen | Physical Science Pretest | <ul style="list-style-type: none"> ○ Acklin, Anthony ○ Bass, Kearra ○ Bryant, Archie ○ Butt, Kellynn ○ Grant, Naim ○ Hall, Ariel ○ Hampton Kerr, Daeteaira ○ Harris, Terra ○ Molan, TreVon ○ North, Martez | <ul style="list-style-type: none"> ○ Perez, Cristian ○ Rocha, Joshua ○ Simmons, Thomas ○ Soward, Kierra ○ Stinson, Travon ○ Thomas, Cordelle ○ Thomas, Makiha ○ Thompson, Hakeem ○ Willard, Evelyn ○ Williams, Marvon |

Monday, January 26—Chemistry & Physics First (Giarla)

| Location | Time | Examiners | Test | Students |
|-------------------|----------|---|--------------------------|---|
| Assessment Center | 6th Hour | <ul style="list-style-type: none"> •Michael Giarla •Terrill Allen | Physical Science Pretest | <ul style="list-style-type: none"> ○ Boykin, Jordan ○ Cervantes, Gustavo Adolfo ○ Edwards, Tawana ○ Fields, Willie ○ Galloway, Alexis ○ Griffin, Jy'Ree ○ Hampton, JaVonte ○ Hill, Diamond ○ Johnson, Kahlil ○ Luna, Alondra ○ Moore, Asia ○ Morgan, Davion ○ Pettiford, Frankie ○ Ponce, Desmond ○ Rocha, Ivan ○ Thompson, Mystique-Aki ○ Wash, Jaliyah ○ Wates, Tyreke ○ Williams, Diamond |
| Assessment Center | 7th Hour | <ul style="list-style-type: none"> Michael Giarla Terrill Allen | Physical Science Pretest | <ul style="list-style-type: none"> ○ Araujo, Laurencia ○ Baker, Kenneth ○ Belton, Jasmine ○ Brasson, Cameron ○ Brown, Deiontay ○ Earley, Tyrese ○ Frazier, Aaron ○ Goode-Simpson, Dasha ○ Hill, Mark ○ James, Donovan ○ Johnson, Tanazia ○ Mariduenia, Gilberto ○ Murray, Shyra ○ Paden-Johnson, Maria ○ Selkirk, Frank ○ Walker, Beric |

TESTED CONTENT STRAND
READING LITERATURE

| Skill | Anchor Standard | Standard Code | Common Core Standard | Total # of Test Items | Test Items |
|-------------------------|---|---------------|--|-----------------------|-------------------------|
| Key Ideas and Details | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | RL.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 7 | 3, 4, 6, 13, 17, 26, 27 |
| Key Ideas and Details | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | RL.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | 1 | 28 |
| Key Ideas and Details | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text; interact with other characters, and advance the plot or develop the theme. | 1 | 14 |
| Craft and Structure | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | RL.9-10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | 3 | 2, 5, 29 |
| Craft and Structure | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | RL.9-10.5 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | 3 | 15, 16, 18 |
| TOTAL TEST ITEMS | | | | 15 | |

TESTED CONTENT STRAND
READING INFORMATIONAL TEXT

| Skill | Anchor Standard | Standard Code | Common Core Standard | Total # of Test Items | Test Items |
|------------------------------------|---|---------------|--|-----------------------|-------------------|
| Key Ideas and Details | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 5 | 8, 20, 21, 23, 32 |
| Key Ideas and Details | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text; including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | 3 | 7, 22, 31 |
| Key Ideas and Details | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | RI.9-10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | 1 | 35 |
| Craft and Structure | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | 2 | 24, 33 |
| Craft and Structure | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | RI.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | 2 | 9, 11 |
| Integration of Knowledge and Ideas | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | RI.9-10.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | 2 | 10, 34 |
| TOTAL TEST ITEMS | | | | 15 | |

TESTED CONTENT STRAND
LANGUAGE

| Skill | Anchor Standard | Standard Code | Common Core Standard | Total # of Test Items | Test Items |
|---------------------------------|---|---------------|---|-----------------------|------------------------|
| Conventions of Standard English | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 9-10.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: (1a) Use parallel structure. (1b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | 1C | Performance Event (1C) |
| Conventions of Standard English | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 9-10.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (2a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (2b) Use a colon to introduce a list or quotation. | 1C | Performance Event (1C) |
| Vocabulary Acquisition and Use | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | 9-10.L.4a | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | 4 | 1, 12, 19, 30 |
| Vocabulary Acquisition and Use | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | 9-10.L.4c | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. | 1 | 25 |
| TOTAL TEST ITEMS | | | | 5 (+ Essay) | |

TESTED CONTENT STRAND

Writing

| Skill | Anchor Standard | Standard Code | Common Core Standard | Total # of Test Items | Test Items |
|--|--|---------------|---|-----------------------|------------------------|
| Text Types and Purposes | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | 9-10.W.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (2a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (2b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (2c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (2d) Use precise language and domain-specific vocabulary to manage the complexity of the topic. (2e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (2f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | 1A | Performance Event (1A) |
| Production and Distribution of Writing | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 9-10.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | 1A | Performance Event (1A) |
| Production and Distribution of Writing | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach | 9-10.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) | 1B | Performance Event (1B) |
| Production and Distribution of Writing | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | 9-10.W.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | 1B | Performance Event (1B) |
| TOTAL TEST ITEMS | | | | | Essay |

English 2

| Intervention | Student Last Name | Student First Name | TestDate | TotalCorrect | Percentage N/35 | Mastery |
|--------------|-------------------|--------------------|-----------------|--------------|-----------------|--------------|
| | CARRILLO | MELISSA | 12092014 | 24 | 68.57% | Proficient |
| | LUNA | ALONDRA | 12082014 | 24 | 68.57% | Proficient |
| | PORTER II | MARTEZE | 12082014 | 23 | 65.71% | Proficient |
| | AARON | JOSCHAE | 12082014 | 22 | 62.86% | Proficient |
| | DALE JR | DERRICK | 12092014 | 22 | 62.86% | Proficient |
| | GARCIA | JESSICA | 12092014 | 22 | 62.86% | Proficient |
| | GIRARD | MIGUEL | 12082014 | 22 | 62.86% | Proficient |
| | LEE | YLISABETH | 12082014 | 22 | 62.86% | Proficient |
| | GAFFORD | UNISSA | 12082014 | 21 | 60.00% | Proficient |
| | STRIPLIN | HAYLEE | 12082014 | 21 | 60.00% | Proficient |
| | COLE | TERRON | 12082014 | 20 | 57.14% | Proficient |
| | JOHNSON | MOSSHAЕ | 12082014 | 20 | 57.14% | Proficient |
| | THOMAS | MAYA | 12082014 | 20 | 57.14% | Proficient |
| | CERVANTES | GUSTAVOADOLPHO | 12092014 | 19 | 54.29% | Proficient |
| | DEAN | MIKAYLA | 12082014 | 19 | 54.29% | Proficient |
| | GRIESBACH | KAREN | 12082014 | 19 | 54.29% | Proficient |
| | MYERS | LEANDRA | 12082014 | 19 | 54.29% | Proficient |
| | PADEN JOHNSON | MARIA | 12092014 | 19 | 54.29% | Proficient |
| | BOSWELL | JANAE | 12092014 | 18 | 51.43% | Proficient |
| ** | AARON | CEE JAE | 12082014 | 17 | 48.57% | Basic |
| ** | JOHNSON | SHARI | 12082014 | 17 | 48.57% | Basic |
| ** | MARTIN | AMINAH | 12082014 | 17 | 48.57% | Basic |
| ** | WARD | SHANIA | 12082014 | 17 | 48.57% | Basic |
| | GALVEZ PEREZ | JONATHAN | 12082014 | 16 | 45.71% | Basic |
| | MARTINEZ VERDUZCO | HECTOR | 12092014 | 16 | 45.71% | Basic |
| | SEGURA | ROSE | 12082014 | 16 | 45.71% | Basic |
| | STARR | CHRISTIAN | 12082014 | 16 | 45.71% | Basic |
| | CRATER | VONZELL | 12082014 | 15 | 42.85% | Basic |
| | WATES | TYREKE | 12082014 | 15 | 42.86% | Basic |
| | CRATER | DAKOTA | 12082014 | 14 | 40.00% | Basic |
| | KEY | DAVON SHAY | 12082014 | 14 | 40.00% | Basic |
| | LOVE | LYTECE | 12092014 | 14 | 40.00% | Basic |
| | MORALES ZUNIGA | ESTHER | 12092014 | 13 | 37.14% | Basic |
| | WATSON JR | KEVIN | 12082014 | 13 | 37.14% | Basic |
| | FERRER | ANDREA | 12092014 | 12 | 34.29% | Basic |
| | FRAZIER | AARON | 12092014 | 12 | 34.29% | Basic |
| | PALOBLANCO RUIZ | PEDRO | 12082014 | 12 | 34.29% | Basic |
| | SEBILLA HUGHES | SELENA | 12082014 | 12 | 34.29% | Basic |
| | TAPIA MENDOZA | JOSELIN | 12092014 | 12 | 34.29% | Basic |
| | WASH | JALIAH | 12082014 | 12 | 34.29% | Basic |

| | | | | | | |
|------------|-----------------|---------------|-----------------|----------|---------------|--------------------|
| | HARGROVE | KISHAWN | 12092014 | 11 | 31.43% | Basic |
| | DIXON JR | PERRY | 12082014 | 10 | 28.57% | Basic |
| | WEBB | BRIA | 12092014 | 10 | 28.57% | Basic |
| *** | GALLOWAY | ALEXIS | 12092014 | 9 | 25.71% | Below Basic |
| *** | GRIFFIN | JYREE | 12082014 | 9 | 25.71% | Below Basic |
| *** | MOLAND | TREVON | 12092014 | 9 | 25.71% | Below Basic |
| | SIMMONS | THOMAS | 12092014 | 7 | 20.00% | Below Basic |
| | ALLEN | DAJOHN | 12082014 | 6 | 17.14% | Below Basic |
| | SWINTON | FAZON | 12082014 | 5 | 14.29% | Below Basic |
| | JOHNSON | TANAZIA | 12092014 | 4 | 11.43% | Below Basic |

| | |
|------------|--|
| * | <i>Intervention Group to move to Advanced</i> |
| ** | <i>Intervention Group to move to Proficient</i> |
| *** | <i>Intervention Group to move to Basic</i> |

| Number and Quantity | | | Algebra | | | Functions | | | Statistics & Probability | | |
|------------------------|-----------------------|------------|--|-----------------------|---------------------------|--|-----------------------|---------------|--|-----------------------|---------------|
| Skill | Total # of Test Items | Test Items | Skill | Total # of Test Items | Test Items | Skill | Total # of Test Items | Test Items | Skill | Total # of Test Items | Test Items |
| The real number system | 2 | 14,31 | Seeing structure in expressions | 3 | 5,12,40 | Interpreting Functions | 5 | 6,18,23,27,36 | Interpreting categorical and quantitative data | 5 | 8,15,22,30,38 |
| | | | Arithmetic with polynomials and rational expressions | 3 | 1,10,24 | Building functions | 5 | 2,4,17,24,33 | | | |
| | | | Creating equations | 3 | 3,32,35 | Linear, Quadratic and exponential models | 5 | 9,13,20,28,37 | | | |
| | | | Reasoning with equations and inequalities | 9 | 7,11,16,19,21,26,29,34,39 | | | | | | |
| TOTAL QUESTIONS | 2 | | TOTAL QUESTIONS | 18 | | TOTAL QUESTIONS | 15 | | TOTAL QUESTIONS | 5 | |

Algebra I

| Intervention | Student Last Name | Student First Name | TestDate | TotalCorrect N/40 | Percentage | Mastery |
|--------------|-------------------|--------------------|-----------------|-------------------|---------------|--------------------|
| | THOMPSON | MYSTIQUE AKI | 12052014 | 21 | 52.50% | Proficient |
| | FIELDS | WILLIE | 12042014 | 16 | 40.00% | Basic |
| | FOSTER | BRITTANY | 12042014 | 15 | 37.50% | Basic |
| | TROY | ALEXIS | 12052014 | 15 | 37.50% | Basic |
| | AARON | JOSCHAE | 12052014 | 14 | 35.00% | Basic |
| | HARGROVE | KISHAWN | 12042014 | 14 | 35.00% | Basic |
| | DIAZ | MARCOS | 12042014 | 13 | 32.50% | Basic |
| | GLYNN | MARTAVIA | 12052014 | 13 | 32.50% | Basic |
| | ROCHA | IVAN | 12042014 | 13 | 32.50% | Basic |
| | BALDERRAMA | CYNTHIA | 12052014 | 12 | 30.00% | Basic |
| | LEE JR | DWIGHT | 12042014 | 12 | 30.00% | Basic |
| | NUNLEY | CRISHON | 12052014 | 12 | 30.00% | Basic |
| | SWINTON | FAZON | 12042014 | 12 | 30.00% | Basic |
| | EARLEY | TYRESE | 12052014 | 11 | 27.50% | Basic |
| *** | GRIFFIN | JYREE | 12042014 | 10 | 25.00% | Below Basic |
| *** | PORTER II | MARTEZE | 12052014 | 10 | 25.00% | Below Basic |
| | BOSWELL | JANAE | 12052014 | 9 | 22.50% | Below Basic |
| | GAFFORD | UNISSA | 12052014 | 9 | 22.50% | Below Basic |
| | HATTEN | METAHJ | 12042014 | 9 | 22.50% | Below Basic |
| | MITCHELLE | KENNEDY | 12042014 | 9 | 22.50% | Below Basic |
| | OWSLEY | BRYANNA | 12042014 | 9 | 22.50% | Below Basic |
| | SAGO | DYLAN | 12042014 | 9 | 22.50% | Below Basic |
| | THOMPSON JR | ROBERT | 12052014 | 9 | 22.50% | Below Basic |
| | WILLIAMS | MARTEZ | 12042014 | 9 | 22.50% | Below Basic |
| | PIZANO | ANTONIO | 12042014 | 8 | 20.00% | Below Basic |
| | WINN | BRIKEYAH | 12042014 | 8 | 20.00% | Below Basic |
| | BASS | KEARRA | 12052014 | 7 | 17.50% | Below Basic |
| | DIXON JR | PERRY | 12042014 | 6 | 15.00% | Below Basic |
| | | | | | | |

| | |
|-----|---|
| * | Intervention Group to move to Advanced |
| ** | Intervention Group to move to Proficient |
| *** | Intervention Group to move to Basic |

| TESTED CONTENT STRANDS | | | |
|--|-----------------------|--|---|
| Principles of Constitutional Democracy | | Principles and Processes of Governance Systems | |
| Skill | Total # of Test Items | Test Items | Skill |
| Apply the principles of constitutional democracy to complex historical and contemporary issues | 4 | 2,14,26,38 | Describe in detail the structure of federal and state levels of government and the purposes of laws |
| Thoroughly assess the changing roles of government | 3 | 6,22,34 | Thoroughly explain the importance of government principles |
| Describe the historical foundations of the United States governmental system by citing the influence of different documents and writings | 3 | 8,18,28 | Evaluate the roles and influence of political parties and interest groups |
| Determine the civic responsibilities of individual citizens | 3 | 4,16,32 | Thoroughly explain processes pertaining to governmental systems |
| Identify and give clear examples of democracies and republics | 3 | 12,24,36 | |
| Explain the relevance of constitutional principles and make complex connections to different historical documents and court cases | 4 | 10,20,30,40 | |
| | | | Total # of Test Items |
| | | | 5 |
| | | | 5 |
| | | | 5 |
| | | | 5 |
| | | | 5,15,25,29,35 |
| | | | 1,9,11,21,31 |
| | | | 3,13,19,23,33 |
| | | | 7,17,27,37,39 |

Government

| Intervention | Student Last Name | Student First Name | TestDate | TotalCorrect | TotalIncorrect | Mastery | |
|--------------|-----------------------|--------------------|-----------------|-----------------|----------------|--------------------|-------------------|
| * | CERVANTES | GUSTAVO | ADOLPHO | 12112014 | 30 | 75.00% | Proficient |
| * | RODRIGUEZ | GABRIEL | 12102014 | 28 | 70.00% | Proficient | |
| | MARTINEZ VERDUZCO | HECTOR | 12112014 | 26 | 65.00% | Proficient | |
| | THOMAS | SHEILA | 12112014 | 25 | 62.50% | Proficient | |
| | WILLIAMS JR | DERRICK | 12102014 | 25 | 62.50% | Proficient | |
| | ROBERTS | MARIAH | 12102014 | 23 | 57.50% | Proficient | |
| | DENNIS | JADEN | 12112014 | 22 | 55.00% | Proficient | |
| | LOVE | LYTECE | 12112014 | 21 | 52.50% | Proficient | |
| | LUNA | ALONDRA | 12112014 | 21 | 52.50% | Proficient | |
| ** | BOSTON JR | COREY | 12112014 | 20 | 50.00% | Basic | |
| ** | COLE | TERRON | 12112014 | 20 | 50.00% | Basic | |
| ** | GARCIA | JESSICA | 12112014 | 20 | 50.00% | Basic | |
| ** | ROCHA | IVAN | 12102014 | 20 | 50.00% | Basic | |
| ** | SMITH JR | DWAYNE | 12112014 | 20 | 50.00% | Basic | |
| ** | HENDERSON | PRESSTAZA | 12102014 | 19 | 47.50% | Basic | |
| ** | PERKINS | TYONNA | 12112014 | 19 | 47.50% | Basic | |
| | AARON | CEE JAE | 12102014 | 17 | 42.50% | Basic | |
| | DEAN | MIKAYLA | 12112014 | 17 | 42.50% | Basic | |
| | MYERS | LEANDRA | 12102014 | 17 | 42.50% | Basic | |
| | THOMAS | MAYA | 12102014 | 17 | 42.50% | Basic | |
| | BURNS JR | MARCUS | 12112014 | 16 | 40.00% | Basic | |
| | CLAY | ONTARIO | 12102014 | 16 | 40.00% | Basic | |
| | HAMPTON | SHYTIANNA | 12112014 | 16 | 40.00% | Basic | |
| | WILLIAMS | DESTANE | 12102014 | 16 | 40.00% | Basic | |
| | TURNER JR | LEE | 12102014 | 15 | 37.50% | Basic | |
| | BROWN | TANYSE | 12112014 | 14 | 35.00% | Basic | |
| | DEBOE | BRITNEE | 12102014 | 14 | 35.00% | Basic | |
| | FOSTER | BRITTANY | 12102014 | 14 | 35.00% | Basic | |
| | RAYA | JON | 12112014 | 14 | 35.00% | Basic | |
| | FRANKLIN | MARKIANNA | 12112014 | 13 | 32.50% | Basic | |
| | MCKENZIE | NAKIRIA | 12112014 | 13 | 32.50% | Basic | |
| | WASH | JALIYAH | 12102014 | 13 | 32.50% | Basic | |
| | SELKIRK | FRANK | 12102014 | 12 | 30.00% | Basic | |
| | SLAUGHTER | MIA | 12112014 | 12 | 30.00% | Basic | |
| | WALKER | JUSTIN | 12102014 | 12 | 30.00% | Basic | |
| | WINN | LATASIA | 12102014 | 12 | 30.00% | Basic | |
| | WESTON | ALIYAH | 12112014 | 11 | 27.50% | Below Basic | |
| *** | ALLEN | DAJOHN | 12102014 | 10 | 25.00% | Below Basic | |
| *** | ELBERT JR | RAMAILO | 12112014 | 10 | 25.00% | Below Basic | |
| *** | SEBILLA HUGHES | SELENA | 12102014 | 10 | 25.00% | Below Basic | |
| | JOHNSON | MOSSJHAE | 12102014 | 5 | 12.50% | Below Basic | |

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|-----|---|
| * | <i>Intervention Group to move to Advanced</i> |
| ** | <i>Intervention Group to move to Proficient</i> |
| *** | <i>Intervention Group to move to Basic</i> |

| TESTED CONTENT STRAND | | | |
|--|---|-----------------------|------------|
| Characteristics and Interactions of Living Organisms | | | |
| Big Idea | Skill | Total # of Test Items | Test Items |
| There is a fundamental unity underlying the diversity of all living organisms | Recognize cells both increase in number and differentiate, becoming specialized in structure and function, during and after embryonic development | 1 | 13 |
| | Describe the structure of cell parts (e.g., cell wall, cell membrane, cytoplasm, nucleus, chloroplast, mitochondrion, ribosome, vacuole) found in different types of cells (e.g., bacterial, plant, skin, nerve, blood, muscle) and the functions they perform (e.g., structural support, transport of materials, storage of genetic information, photosynthesis and respiration, synthesis of new molecules, waste disposal) that are necessary to the survival of the cell and organism | 2 | 10,30 |
| Living organisms carry out life processes in order to survive | Explain physical and chemical interactions that occur between organelles (e.g. nucleus, cell membrane, chloroplast, mitochondrion, ribosome) as they carry out life processes | 1 | 21 |
| | Explain the interrelationship between the processes of photosynthesis and cellular respiration (e.g., recycling of oxygen and carbon dioxide), comparing and contrasting photosynthesis and cellular respiration reactions (Do NOT assess intermediate reactions) | 3 | 4,24,34 |
| | Determine what factors affect the processes of photosynthesis and cellular respiration (i.e., light intensity, availability of reactants, temperature) | 1 | 16 |
| | Explain the significance of the selectively permeable membrane to the transport of molecules | 1 | 5 |
| | Predict the movement of molecules across a selectively permeable membrane (i.e., diffusion, osmosis, active transport) needed for a cell to maintain homeostasis given concentration gradients and different sizes of molecules | 2 | 23,29 |
| | Explain how water is important to cells (e.g., is a buffer for body temperature, provides soluble environment for chemical reactions, serves as a reactant in chemical reactions, provides hydration that maintains cell turgidity, maintains protein shape) | 1 | 33 |
| There is a genetic basis for the transfer of biological characteristics from one generation to the next through reproductive processes | Describe the chemical and structural properties of DNA (e.g., DNA is a large polymer formed from linked subunits of four kinds of nitrogen bases; genetic information is encoded in genes based on the sequence of subunits; each DNA molecule in a cell forms a single chromosome) (Assess the concepts – NOT memorization of nitrogen base pairs) | 2 | 12,32 |
| | Recognize that DNA codes for proteins, which are expressed as the heritable characteristics of an organism | 1 | 27 |
| | Identify possible external causes (e.g., heat, radiation, certain chemicals) and effects of DNA mutations (e.g., altered proteins which may affect chemical reactions and structural development) | 2 | 9,18 |
| | Recognize the chromosomes of daughter cells, formed through the processes of asexual reproduction and mitosis, the formation of somatic (body) cells in multicellular organisms, are identical to the chromosomes of the parent cell | 2 | 26,35 |
| | Explain how fertilization restores the diploid number of chromosomes | 2 | 17,28 |
| | Describe the advantages and disadvantages of asexual and sexual reproduction with regard to variation within a population | 1 | 20 |
| | Explain how genotypes (heterozygous and homozygous) contribute to phenotypic variation within a species | 1 | 7 |

TESTED CONTENT STRAND

Changes in Ecosystems and Interactions of Organisms with their Environments

| Big Idea | Skill | Total # of Test Items | Test Items |
|---|--|-----------------------|------------|
| Organisms are interdependent with one another and with their environment | Explain the nature of interactions between organisms in predator/prey relationships and different symbiotic relationships (i.e., mutualism, commensalisms, parasitism) | 1 | 22 |
| | Explain how cooperative (e.g., symbiotic) and competitive (e.g., predator/prey) relationships help maintain balance within an ecosystem | 1 | 19 |
| | Identify and explain the limiting factors (biotic and abiotic) that may affect the carrying capacity of a population within an ecosystem | 2 | 25,31 |
| | Predict the impact (beneficial or harmful) a natural or human caused environmental event (e.g., forest fire, flood, volcanic eruption, avalanche, acid rain, global warming, pollution, deforestation, introduction of an exotic species) may have on the diversity of different species in an ecosystem | 2 | 2,8 |
| Matter and energy flow through the ecosystem | Predict how the use and flow of energy will be altered due to changes in a food web | 2 | 3,14 |
| Genetic variation sorted by the natural selection process explains evidence of biological evolution | Explain the importance of reproduction to the survival of a species (i.e., the failure of a species to reproduce will lead to extinction of that species) | 2 | 6,15 |
| | Identify examples of adaptations that may have resulted from variations favored by natural selection (e.g., long-necked giraffes, long-eared jack rabbits) and describe how that variation may have provided populations an advantage for survival | 1 | 1 |
| | *Given a scenario describing an environmental change, hypothesize why a given species was unable to survive | 1 | 11 |

Biology

| Intervention | Student Last Name | Student First Name | TestDate | TotalCorrect N/35 | Percentage | Mastery |
|--------------|-------------------|--------------------|-----------------|-------------------|---------------|--------------------|
| * | WILLIAMS | KVON | 12112014 | 25 | 71.43% | Proficient |
| * | GIRARD | MIGUEL | 12092014 | 24 | 68.57% | Proficient |
| | WATSON JR | KEVIN | 12092014 | 22 | 62.86% | Proficient |
| | CLAY | ONTARIO | 12112014 | 21 | 60.00% | Proficient |
| | TIMMONS | LADANITY | 12092014 | 21 | 60.00% | Proficient |
| | TAPIA MENDOZA | JOSELIN | 12092014 | 19 | 54.29% | Proficient |
| | PIZANO | ANTONIO | 12112014 | 18 | 51.43% | Proficient |
| ** | GODLEY | DARREAN | 12112014 | 17 | 48.57% | Basic |
| ** | JOHNSON | SHARI | 12092014 | 17 | 48.57% | Basic |
| | COLE | TERRON | 12092014 | 15 | 42.86% | Basic |
| | HERNANDEZ JR | STEVEN | 12092014 | 15 | 42.86% | Basic |
| | AARON | CEE JAE | 12112014 | 13 | 37.14% | Basic |
| | FRANKLIN | MARKIANNA | 12112014 | 12 | 34.29% | Basic |
| | HERRON | LANET | 12112014 | 12 | 34.29% | Basic |
| | LEWIS | AARON | 12112014 | 11 | 31.43% | Basic |
| | HAWKINS | NYESHA | 12112014 | 10 | 28.57% | Basic |
| | NANEZ | LESLIE | 12092014 | 10 | 28.57% | Basic |
| | PIERCE | RAYMOND | 12112014 | 10 | 28.57% | Basic |
| *** | WILKINS | TWASHON | 12092014 | 9 | 25.71% | Below Basic |
| | MITCHELLE | KENNEDY | 12092014 | 8 | 22.86% | Below Basic |
| | PETTIFORD | FAYEVION | 12112014 | 7 | 20.00% | Below Basic |
| | SMITH | JAWONE | 12112014 | 6 | 17.14% | Below Basic |

| | |
|-----|---|
| * | Intervention Group to move to Advanced |
| ** | Intervention Group to move to Proficient |
| *** | Intervention Group to move to Basic |



DELASALLE
Opportunity Powered by Education

Professional Development Schedule for 2014/2015

Samples of content from Differentiated
Instruction PD's



DELASALLE

Opportunity Powered by Education

2014-2015 Professional Development Academic Services Department

| Date | Topic | Presenter(s) |
|--------------|---|---|
| Aug. 5 | Academic Service Orientation; Budget Orientation | Leadership Team |
| Aug. 6 | PLATO Courseware Orientation; Common Core Standards Review | David Disko, Jan Werner |
| Aug. 7 | PLATO Curriculum Orientation | David Disko |
| Aug. 8 | Differentiated Instruction, CHAMPS Classroom Management | Kelly Vines, RPDC; Kelly Lightcap, YaLonda Smith-Johnson |
| Aug. 11 | CPI Training | |
| Aug. 12 | Challenge/Leadership Course Training for Trainers; | |
| Aug. 13 | Data-Driven Instruction | Kelly Vines, RPDC |
| Aug. 14 | Departmental Goals | Leadership Team |
| Sept. 16, 17 | PLATO embedded training | David Disko |
| Sept. 19 | Data decision-making/Differentiated Instruction, Teacher Evaluation Protocol Healthy Lifestyles Curriculum | Kelly Vines, RPDC Jan Werner Teresa Kerns |
| Oct. 17 | Differentiated Instruction Cycle 1 of Data Cycle | Kelly Lightcap/YaLonda Smith-Johnson; Purple/Silver Teams |
| Oct. 27 | Differentiated Instruction Strategies: Content, Process, Product | Dr. Teresa Tulipana, RPDC |
| Oct. 30 | Special Education Students in Classroom | Lorie Friend, Susan Howell— Exceptional Specialties |
| Nov. 5 | EOC Prep and Intervention, PLATO | David Disko |
| Nov. 14 | Trauma Toolkit, Trauma Informed Culture, Classroom Management | TOD/TOC |
| Jan. 5 | Work/Plan for Semester 2; Credit completion; Silver and Purple team plan times | Work Day |
| Jan. 30 | Differentiated Instruction Content, Process, Product Strategies | Silver/Purple Team Presentations Kelly Vines, RPDC |
| Feb. 13 | Rigor and Engagement Strategies | Dr. Jen Holland, UMKC Charter School Center |
| March 6 | Child Abuse/Family Advocacy Training | Family Conservancy |
| April 17 | Scope and Sequence Curriculum Training | Dr. Jen Holland, UMKC Charter School Center |

Additional Team-Embedded Professional Development

PURPLE Team

August

- 11, 12 PLATO Prescription (Curriculum) Planning & Implementation
- 20 PLATO Prescription (Curriculum) Planning & Implementation
- 26, 26, 27 English Curriculum
- 27 Accucess Score data (English and Math)

Sept

- 3 Weekly Instructional Plan Overviews (English)
- 9, 10 Data-driven Instructional Plan monitored, checked
- 15 EOC Score Goals Meetings
- 22 Individual Teacher DI Coaching

Oct

- 17 EOC Teachers Planning Meeting
- 21 PLATO EOC Intervention -creation of TestPack Pretests with EOC Teachers
- 23 English Department Curriculum plan
- 19 EOC Intervention Plans with Science, Math, and English departments

SILVER Team

- Social Studies common Formative assessment collaboration
- Science Data teaming - Vocabulary (Sept-Dec)
- Instructional goal-setting for coaching cycle
- Classroom organization as a management tool (Cramer, ongoing)
- The Lesson Cycle (ongoing)
- Pacing techniques (ongoing)
- Reading intervention Strategies (ongoing)
- Vocabulary Development across the content areas (Sept-Oct)

Differentiated Instruction 101

Presented by KCRPDC consultants:
 Cathy Battles - battlesc@umkc.edu
 Kelly Mize - mesmize@umkc.edu

Appointment Time

- ▣ Using one of the half sheets of paper, make appointments for 3, 6, 9 & 12
- ▣ You must make 3 of the 4 with someone you don't know
- ▣ Record their name, how long they have been teaching, what and where they teach
- ▣ You might want to make a note of how you can find them again later in the morning!

Teacher Standards

- Standard 1: Content Knowledge Aligned with Appropriate Instruction
- Standard 2: Student Learning, Growth and Development
- Standard 3: Curriculum Implementation
- Standard 4: Critical Thinking
- Standard 5: Positive Classroom Environment
- Standard 6: Effective Communication
- Standard 7: Student Assessment and Data Analysis
- Standard 8: Professionalism
- Standard 9: Professional Collaboration

Standard Two

Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

- Quality Indicator 1: Cognitive, social, emotional and physical development
- Quality Indicator 2: Student goals
- Quality Indicator 3: Theory of Learning
- Quality Indicator 4: Differentiated lesson plans
- Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs
- Quality Indicator 6: Language, Culture, Family and background

How you view your students may depend on how they learn.



Is this a frog?

Or is it a picture of a horse?





Albert Einstein once said "The definition of insanity is doing the same thing over and over again and expecting different results."

Keys to Differentiation



- Know your kids
- Know your content
- Know yourself

Shoulder Partner

- Share with your shoulder partner what you think differentiation is and is not

Differentiation is a philosophy that honors and celebrates the unique qualities and needs of each student.

Differentiation begins with defensible, clearly articulated curriculum and instruction.

At its most basic level, differentiating instruction means "shaking up" what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn.

 *One More Way of Thinking About Differentiation*

Differentiation is classroom practice that looks eyeball to eyeball with the reality that kids differ, and the most effective teachers do whatever it takes to hook the whole range of kids on learning.





What Differentiated Instruction

| | |
|---|--|
| <p>IS</p> <ul style="list-style-type: none"> □ Differentiated instruction is more QUALITATIVE than quantitative. □ Differentiated instruction provides MULTIPLE approaches to content, process, and product. □ Differentiated instruction is STUDENT CENTERED. □ Differentiated instruction is a BENEFIT of whole class, group, and individual instruction. □ Differentiated instruction is "ORGANIC". | <p>IS NOT</p> <ul style="list-style-type: none"> □ Individual instruction □ Check-off □ Just another way to provide homogenous instruction (use flexible grouping instead) □ Just modifying grading systems and reducing work loads □ More work for the "strong" students and less & different for the "weak" students |
|---|--|



Case Study Research of **20 Fifth Graders** in a Rural Virginia Classroom

At the beginning of 5th grade:

- 47% passed the criterion-referenced, state test in reading
- 53% passed the state test in math
- 34% passed the state test in social studies
- 42% passed the state test in science



At the end of 5th grade:

- 74% passed state test in reading, + 27 percentage points
- 53% passed state test in math, + 5 points
- 58% passed social studies, +24 points
- 73% passed the science assessment, + 32 points

Kay B. Smith et al. (2007)

Is a teacher's response to learner's needs guided by general principles of differentiation?

Respectful tasks

Flexible grouping

Continual assessment

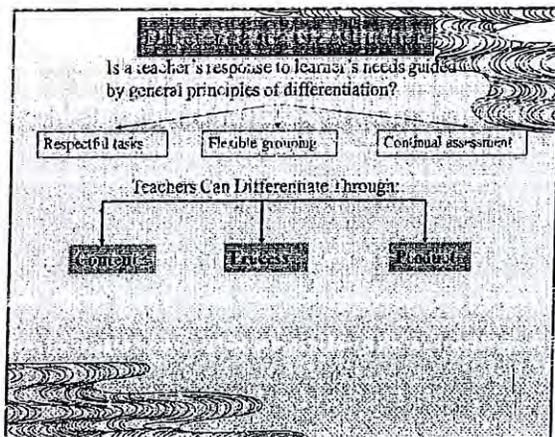
RESPECTFUL TASKS
 The teacher provides tasks that respect students' learning differences. The teacher provides learning options that are a match for each learner. "Everybody's work needs to be equally engaging, equally appealing, and equally important."

FLEXIBLE GROUPING
 Grouping flexibly allows students to move according to their demonstrated performance, interests, and varied knowledge base level. Students are grouped to meet their instructional, emotional and personal needs.

CONTINUAL ASSESSMENT
 Pre-Assessments
 During the Learning Assessments
 After the Learning Assessments
 Ongoing Assessment - portfolios, project development, etc.
 End-of-Course Assessment Tasks
 Student Portfolios

6 o'clock

▫ Find your 6 o'clock partner and discuss how you put students into groups



The Teacher Modifies Content, Process, and Products

- **Content**- what the students learn and materials or mechanisms through which that is accomplished
- **Process**- activities designed to ensure that students use key skills to make sense out of essential ideas and information
- **Products**- vehicles through which students demonstrate and extend what they have learned

If a teacher's response to learner's needs guided by general principles of differentiation?

Respectful tasks Flexible grouping Continual assessment

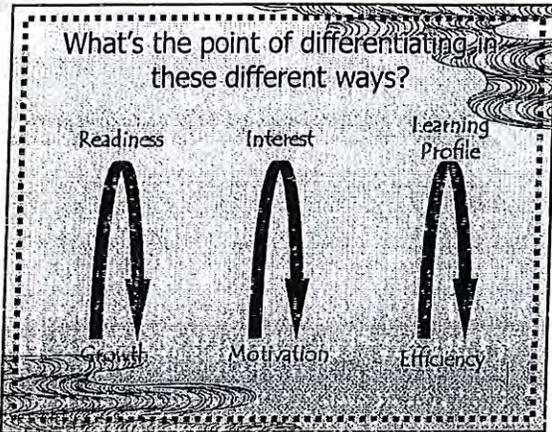
Teachers Can Differentiate Through:

Content Process Products

According to Students'

Readiness Interest Learning Profile

- ❖ **Readiness** is a student's **ability** to do a particular understanding or skill.
- ❖ **Interest** is a student's curiosity or passion for a topic or skill.
- ❖ **Learning Profile** has to do with how a student learns. It may be shaped by intelligence preferences, gender, culture or learning style.
- ❖ Students vary in readiness, interest, and learning profile. Teachers may adapt one or more of the curricular elements (content, process, and products) based on one or more of these student characteristics.



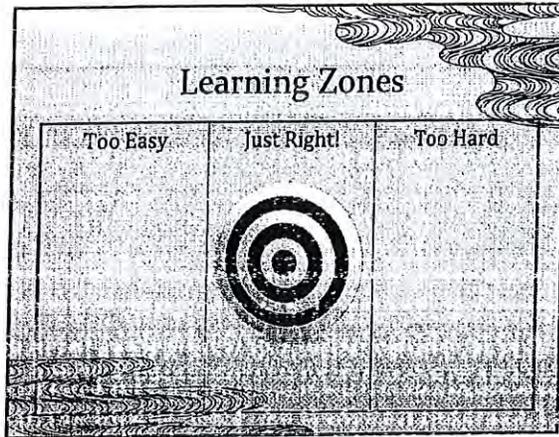
Students vary by readiness

- Level of difficulty at which students are ready to learn
- Rate at which they grow
- Readiness is not synonymous with ability
- Are needs being met outside and inside the classroom
- Physical and mental health on any particular day
- Connection with teacher

A Few Routes to **READINESS**

DIFFERENTIATION

- Varied texts: by reading level
- Varied supplementary materials
- Varied scaffolding
 - Reading
 - Writing
 - Research
 - Technology
- Tiered tasks and procedures
- Flexible time use
- Small group instruction
- Homework options
- Tiered or scaffolded assessments
- Compacting
- Mentorships
- Negotiated criteria for quality
- Varied graphic organizers



Differentiation Using LEARNING PROFILE

- ▣ "Learning Profile" refers to how an individual learns best - most efficiently and effectively.

- ▣ Teachers and their students may differ in learning profile preferences.

Learner Profile Card

| | |
|---|--|
| Gender: _____ | |
| Auditory, Visual, Kinesthetic Modality | Analytical, Creative, Practical Sternberg |
| <i>Student's Interests</i> | |
| Multiple Intelligence Preference Gardner | Array Interaction Inventory |

© Terri Smith, Scottsdale, AZ

Take Sternberg's Triarchic Theory of Intelligences Survey

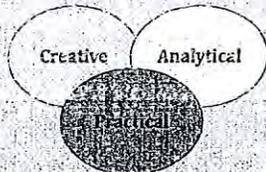
On your index card, record your intelligence in the upper right

Triarchic Teaching

- ▣ The idea behind Triarchic teaching is that you provide students with assignments, centered around the same learning goals, that are designed for their intelligence strengths. This way, students learn the material more efficiently and successfully.
- ▣ Sternberg's research shows that student achievement rises when learning experiences take into account dominant learning preferences.



Sternberg's Three Intelligences



- We all have some of each of these intelligences, but are usually stronger in one or two areas than in others.
- We should strive to develop as fully each of these intelligences in students.

• We also recognize where students' strengths lie and teach through those intelligences as often as possible, particularly when introducing new ideas.

Tips for Teaching Triarchically

- Some of the time, teach analytically, helping students learn to analyze, evaluate, compare and contrast, critique and judge.
- Some of the time, teach practically, helping students learn to apply, use, utilize, contextualize, implement and put into practice.
- Some of the time, teach creatively, helping student learn to create, invent, imagine, discover, explore and suppose.
- Much of the time, enable all students to capitalize on their strengths.
- Most of the time, enable all students to correct or compensate for their weaknesses.
- Make sure your assessments match your teaching, calling upon analytical, creative and practical as well as memory skills.
- Ask the diverse patterns of abilities in all students.

CPA Handout

- Read through the handout on your style
- What do you agree with and what don't agree with

3 o'clock

- Find your 3 o'clock Partner
- Share your style and what you agree and disagree with.
- Look at the activities and see if this activity would fit your learning style

Modality

- Visual--Learns by seeing
- Auditory--Learns by hearing
- Kinesthetic--Learns by doing

Take the Learning Modality Survey

On your notecard, record your learning modality in upper left.

Modalities Handout

- ▣ Read through the handout on your modality
- ▣ What do you agree with and what don't agree with
- ▣ Look at the activities and see if this activity would fit your modality
- ▣ Discuss at your table

BRAIN RESEARCH SHOWS THAT

The Journal, Teaching With the Brain in Mind, 1998

| | | |
|--|-----|---|
| <p>Choices context, process, product groups, resources environment</p> | vs. | <p>Required no student voice restricted resources</p> |
| <p>Relevant meaningful connected to learner deep understanding</p> | vs. | <p>Irrelevant impersonal out of context only to pass a test</p> |
| <p>Engaging Emotional, energetic hands on, learner input</p> | vs. | <p>Passive low interaction Lecture seatwork only to pass a test</p> |
| <p>Increased Intrinsic MOTIVATION</p> | vs. | <p>Increased APATHY & REGRETMENT</p> |

-CHOICE-
The Great Motivator!



- Requires children to be aware of their own readiness, interests, and learning profiles.
- Students have choices provided by the teacher. (YOU are still in charge of crafting challenging opportunities for all kiddos - NO taking the easy way out!)
- Use choice across the curriculum: writing topics, content writing prompts, self-selected reading, contract menus, math problems, spelling words, product and assessment options, seating group arrangement, ETC.
- **GUARANTEES BUY-IN AND ENTHUSIASM FOR LEARNING!**

Research currently suggests that CHOICE should be offered 35% of the time.

Proportional Reasoning

Think-Tac-Toe

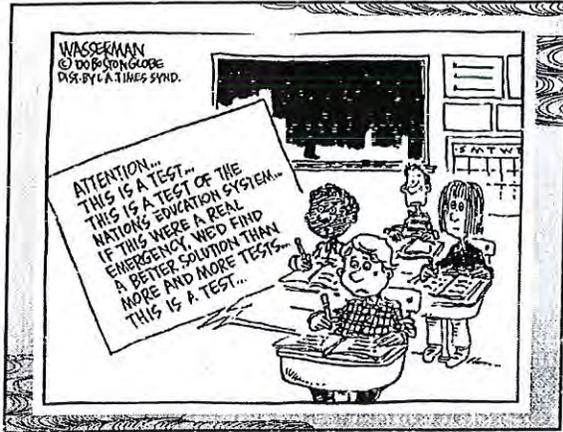
| | | |
|--|---|--|
| <input type="checkbox"/> Create a word problem that requires proportional reasoning. Solve the problem and explain why it requires proportional reasoning. | <input type="checkbox"/> Find a word problem from the text that requires proportional reasoning. Solve the problem and explain why it was proportional. | <input type="checkbox"/> Think of a way that you use proportional reasoning in your life. Describe the situation, explain why it is proportional and how you use it. |
| <input type="checkbox"/> Create a story about a proportion in the world. You can write it, act it out, video tape it, or another story form. | <input type="checkbox"/> How do you recognize a proportional situation? Find a way to think about and explain proportionality. | <input type="checkbox"/> Make a list of all the proportional situations in the world today. |
| <input type="checkbox"/> Create a picto-gram or anagram of how to solve proportional problems. | <input type="checkbox"/> Write a list of steps for solving any proportional problem. | <input type="checkbox"/> Write a list of questions to ask yourself, from encountering a problem that may be proportional through solving it. |

Directions: Check one box in each row to complete. Check the box of the choice you make on this page in with your finished notebook.

Think Dots

Form your group

- Each group will receive a ziploc bag that contains directions, a die, a cartoon and a set of "think dots"



| | |
|---|--|
| <p>●</p> <p>Put yourself in the place of the characters. What are you thinking?</p> | <p>●●●●</p> <p>What are the characters in the cartoon feeling? Why?</p> |
| <p>●●</p> <p>If you were going to describe this scene in exactly one word, which word would you choose? Why?</p> | <p>●●●●</p> <p>What do you like best about this cartoon? Explain.</p> |
| <p>●●●</p> <p>Describe a situation you've been recently in that is similar to this cartoon. How are they similar? How are they different?</p> | <p>●●●●</p> <p>How is this cartoon similar to your educational experiences? Why?</p> |



| | |
|--|--|
| <p>What is the cause and effect of the humor in this cartoon? Why?</p> | <p>Take a stand - Argue for or against the message of this cartoon.</p> |
| <p>If you used this cartoon to teach a concept, what concept could you teach?</p> | <p>Compare this cartoon to a written editorial on the same subject. Which one would be more effective and why?</p> |
| <p>Describe the tone of this cartoon. How do you think it affects your mood and why?</p> | <p>If music were playing in the background, what would it be and why?</p> |



| | |
|---|--|
| <p>Think of the fact book, you read or movie you saw. Compare the situation in this cartoon to some aspect of the plot. How are they alike? How are they different?</p> | <p>Create two oxymorons that describe the situation in this cartoon. Explain your thinking.</p> |
| <p>Rearrange something in the picture and leave the caption the same. Did you improve it? What happens?</p> | <p>Explain how this cartoon could be used, other than for your own enjoyment.</p> |
| <p>Describe how this cartoon could be used in a classroom.</p> | <p>If this cartoon had another frame before and after it, what would be in each frame and what would be the message?</p> |

Find your match

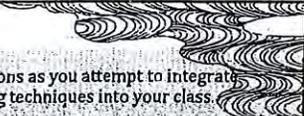
- ▣ Take the card you were given and find your match.
- ▣ Discuss what you have learned so far and what one thing you might be able to take back and use right now.

Key Principles of a Differentiated Classroom

- ▣ The teacher is clear about what matters in subject matter.
- ▣ All students participate in respectful work.
- ▣ The teacher understands, appreciates, and builds upon student differences.
- ▣ Assessment and instruction are inseparable.
- ▣ The teacher adjusts content, process, and product in response to student readiness, interests, and learning profile.
- ▣ Students and teachers are collaborators in learning.
- ▣ Goals of a differentiated classroom are maximum growth and individual success.
- ▣ Fully meeting the needs of a differentiated classroom.

Learning to differentiate instruction is a process.

If you truly want to succeed, take it in small steps and constantly revise what does not work.



- Adjust your expectations as you attempt to integrate differentiated learning techniques into your class.
- Start small. Try differentiating instruction for one short unit.
- Use differentiated instruction only part-time. Try one unit and then use your regular method for the next unit.
- Take time to reflect upon what was successful and unsuccessful. Make notes and keep them on file to refer to for your next unit.
- Don't expect miracles overnight. Students may need to adjust to this method of learning.

We cannot choose WHAT we teach



- The curriculum gives our students "legs"; the knowledge, understanding, and skills they will use to move powerfully through life.
- The curriculum is the blueprint but not the only tool you will need.
- Plan to work both backward (to pick up key pieces) and forward (to challenge and engage).
- The more you are aware of WHO you teach, the more you become aware that you must adapt WHAT you teach.

We cannot choose WHO we teach



- Gender
- Culture
- Interests
- Learning style/profile
- Background experiences
- Readiness

We cannot always choose WHERE we teach; however, we can shape it.

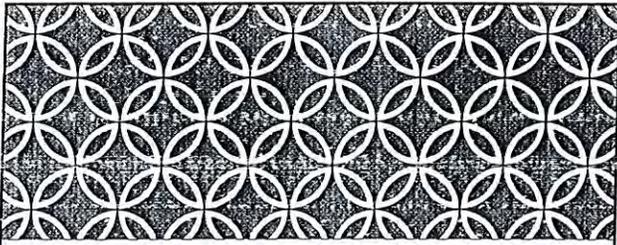
- ❑ The learning environment may be the single most important make-or-break element in a differentiated classroom.
- ❑ The learning environment sends each student continual messages about how the class operates.
- ❑ The learning environment varies with the needs of your students.

But we CAN choose HOW we teach.

- ❑ We will never be able to do everything each child needs on a given day or in a given year.
- ❑ The more diligently we work to know our students and match our instruction to their needs, the more likely it is that the year will be successful for the broad range of learners and the more satisfied we will feel as a professional.

Thanks for your time!!!!





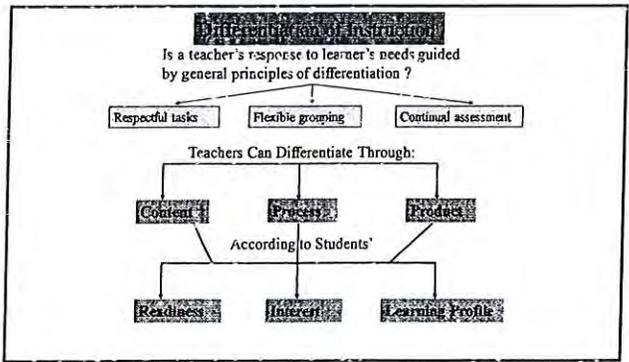
DIFFERENTIATED INSTRUCTION | Teresa Tolpuno, Ed.D.
tolpuno@umkc.edu

DE LA SALE IS COMMITTED TO DIFFERENTIATION!

PERSONALIZED EDUCATION

At DeLaSalle, we accept students as they come to us, and we work with them where they are. Our goal is to help each and every student achieve academic success.

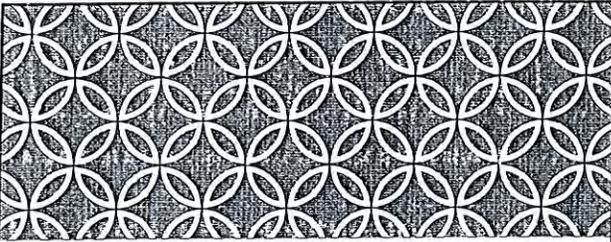
To get there, we design a unique learning plan to help each student develop his or her literacy using many and varied skills through individual and small group instruction. Our classes are small and rigorous, allowing our faculty to work one-on-one with students.



ACTION PLANNING



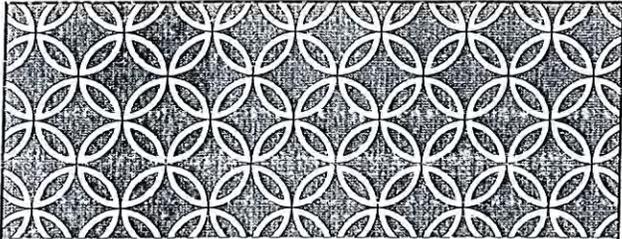
| | |
|---------|--|
| Content | |
| Process | |
| Product | |



DIFFERENTIATING CONTENT

DIFFERENTIATING CONTENT

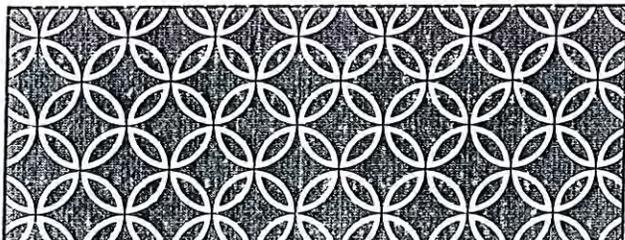
- Use Reading Materials at Varying Readability Levels
 - www.edjagoe.com/lexia1a
 - www.lexia1a.com
- Put Text Materials on Tape (or have students record)
- Use Spelling and Vocabulary Tests at Readiness Levels of Students
- Highlight and Define Key Content Vocabulary
- Meet with Small Groups to Re-Teach an Idea or Skill for Struggling Learners or Extend the Learning
- Grade as They Go (And Reteach on the Spot!)
- Literature Circles with Different Level Text
- Webquests
 - www.webquests.org



DIFFERENTIATING PROCESSES |

DIFFERENTIATING PROCESS

- Use Tiered Activities
 - Traditional remediation, on, enrichment
- Provide Interest Centers
- Develop Personal Agendas for Completion of Work
- Manipulatives (or) Hands on Supports
- Varying the Length of Time
- Reciprocal teaching
- Graphic organizing
- Scaffolding
- WebQuests
 - www.webquest.org
- Guided Notes
- "Menu"ing (main course, side items, dessert)
- Think Tac Toe
- Computer-Assisted Instruction
- Jigsaw Information
- Use Reading Buddies



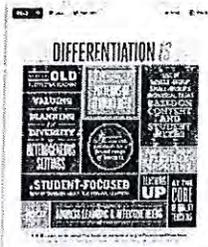
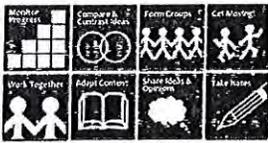
DIFFERENTIATING PRODUCT |

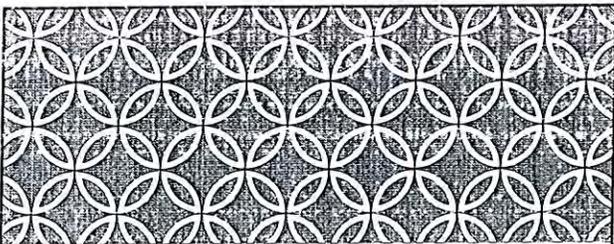
DIFFERENTIATING PRODUCT

- Give Students Options of How to Express Required Learning
 - Create a Puppet Show, Write a Letter, Develop Mural with Labels
- Use Rubrics that Match Student's Varied Skill Level (different rubric or different point values)
 - www.RubiStar.com
- Allow Students to Work Alone or In Small Groups
- Performance-Based Assessment
- Student Portfolios
- Knowledge Mapping

A GREAT RESOURCES

http://www.fortheteachers.org/instructional_strategies.htm#VE55JhCEymc





YOUR TURN TO DIFFERENTIATE

ACTION PLANNING

Content

Process

Product

LET ME KNOW HOW YOUR DIFFERENTIATION WORKS!

Teresa Tulipano
tulipana@uakc.edu

JUST DO IT! DIFFERENTIATE!

Content

Process

Product

Silver STARS PD Day
 Friday, September 19, 2014
 Professional Development Agenda

| Time | Agenda Tasks | Team Outcome | Quality Improvement Opportunity |
|-------|---|---|---|
| 8:30 | Whole Group Meeting | <ul style="list-style-type: none"> Housekeeping Items Campus Procedures Upcoming Dates | |
| 9:30 | Silver Team Building Exercise "Group Juggle" | <ul style="list-style-type: none"> Continued focus on building TRUST Team Cohesiveness Springboard to the day's work | Addition to Instructional Toolbox <ul style="list-style-type: none"> Icebreaker initiative for kids Way to open up discourse about interdependence within a learning community |
| 10:00 | Silver STARS Showcase (Vincent, Camille, Michael) S tar T eachers A pplying R elevant S trategies | <ul style="list-style-type: none"> Opportunity for Silver team members to showcase expertise Opportunity for collegial discourse around teaching strategies Team celebrations of classroom successes | Addition to Instructional Toolbox <ul style="list-style-type: none"> Traffic Signal Protocol (Vincent) Opportunity Tickets (Michael) Layered Curriculum Planning (Camille) |
| 10:30 | Data Teaming Begins!!!! Review Data Team Process Data Cycle Target(s) CFU Data Teaming Calendar | <ul style="list-style-type: none"> STUDENT ACHIEVEMENT Understanding of Data driven decision making | |
| 1:00 | Exit Ticket PD Evaluation | <ul style="list-style-type: none"> Feedback for YaLonda Checking for Understanding | Additions to Instructional Toolbox <ul style="list-style-type: none"> 3-2-1 protocol Review Rubric |

Professional Development
Learning Targets

1. I can understand and apply new teaching strategies I have learned from my colleagues
2. I can make connections between the data team process and **COLLECTIVE RESPONSIBILITY**
3. I can determine next steps in beginning the data team process.
4. I can make judgments for creating common formative assessment.

Assess yourself....

Pre...

| Distinguished | Proficient | Developing | Emerging |
|---------------|------------|------------|----------|
| | | | |

Post

| Distinguished | Proficient | Developing | Emerging |
|---------------|------------|------------|----------|
| | | | |

Thoughts? _____



Stop and Jot







Stop and Jot







Stop and Jot





Stop and Jot







Stop and Jot









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TEACHERS TEACHING TEACHERS

Inside

- Collective responsibility tools, pp. 4-5
- Our new name, p. 6
- Coaches shift paradigms, p. 8

September 2010

Vol. 6, No. 1

EVERY EDUCATOR HAS SOMETHING TO LEARN FROM EVERY OTHER EDUCATOR. EFFECTIVE PROFESSIONAL LEARNING EVERY DAY SO EVERY STUDENT ACHIEVES

Collective responsibility makes all teachers the best

By Stephanie Hirsh

"I really wanted my daughter to be in Mrs. Meyer's class this year — everyone knows she is the best fifth-grade teacher in this school."

Over the years, I have heard such statements repeatedly. It's the beginning of the school year and too many principals and teachers face parents expressing concerns about the teachers their children are assigned. For a variety of reasons, these parents believe their children would have been better off in another teacher's classroom. They fear their children may learn less, experience less joy in learning, or feel less motivation to succeed. Empathetic principals and teachers listen and try to offer reassurance that the children will have a great year. They tell the parents that all teachers in their school will welcome their children; students will have a great year no matter which classroom they have been assigned. And yet, savvy parents are getting smarter — they know there is no proof to back up this statement. Some parents know that there is research that suggests the single most important determinant of a student's success is the classroom teacher. When parents

The most important phrase in Learning Forward's definition of professional learning is collective responsibility.



raise this concern, few principals or teachers have anything substantive to say in response.

My hope is for more principals and teachers to be able to respond to these parents' concerns by assuring them that within their school, teachers share collective responsibility for the success of each student. The most important phrase in Learning Forward's definition of professional learning is collective responsibility. Schoolwide and team-based professional learning embedded in the daily work of educators is essential when professionals commit to sharing responsibility for the success of all students.

When a school fully understands and commits to collective responsibility for student success, educators are prepared to answer parents' concerns in a profound way. A deep understanding of what collective responsibility means for schools will not only reassure parents about their own children's educations but can also enlist them as advocates for job-embedded, collaborative professional learning. I am hopeful that in the near future more teachers and principals will use some of the following points to describe collective responsibility in their schools.

Continued on p. 2



learningforward

Learning Forward is the new name of the National Staff Development Council. We are an international association of learning educators committed to advancing professional learning for student success.
www.learningforward.org

Continued from p. 1

• **Collective responsibility means** that all staff members share a commitment to the success of each student. Our teachers take pride in getting to know all the students in their grade level or particular course first, and after that they do their best to get to know the students in the grades they will serve next. When our teachers learn that any teacher or student is struggling and they have information or strategies that can help, they feel a responsibility to share it. They celebrate with their colleagues when things go well, and commit to changes when things do not go the way they had anticipated.

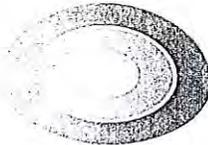
• **Collective responsibility means** we do not allow any single teacher to fail in an attempt to ensure success of any one student. Teachers in our school understand and appreciate the benefits of working collaboratively. Our teachers ensure their colleagues understand they are all members of the same team; whenever one teacher has a problem, the team is there for support. They use collaborative learning and planning to quickly target students experiencing learning challenges. They focus their combined attention to ensure no child falls between the cracks.

• **Collective responsibility means** our students benefit from the wisdom and expertise of all teachers in a grade

DESIGNING A CYCLE OF IMPROVEMENT

Cycles of improvement support the development of lessons and assessments that ensure higher levels of learning for all students in a particular grade or subject.

1. A team of teachers examines student performance data to determine where students may struggle in relation to the next set of objectives they must master.
 2. The team clarifies the knowledge and skills they need in order to successfully teach the standards.
 3. The team shares their previous experience with the objectives. Those who did not achieve the desired results learn from those who had demonstrated greater success. If no one on the team experienced the desired level of success, the group agrees to seek expertise from beyond the group.
- Repeat this cycle throughout the year to build a powerful set of lessons and assessments that are used by all teachers on the team.



To view this process in action, see the *Stults Road Elementary: Professional Development in Action* video on Learning Forward's web site.

AN INVITATION

I invite you to share this description of collective responsibility with your colleagues. Enter into a discussion with the educators in your building.

The tools on pp. 4-5 will help you examine together your reflections on the current state of your school regarding collective responsibility and your aspirations for how to grow in this area.

When teams build the school's collective capacity, I'm certain that next fall you will have a much more powerful answer for any parent concerned about a class assignment. You'll also build a supportive group of parents who won't let anyone touch the time you have established for important team-based professional learning.

— Stephanie Hirsh

level or subject, rather than just their own teachers. In our school, regular time is scheduled for teams of teachers to follow a cycle of improvement designed to support the development of powerful lessons and assessments that ensure higher levels of learning for all students in a particular grade or subject (see box at left). As a result, every student experiences the same lesson and is graded by the same standard as all other students in the same grade level or subject course.

• **Collective responsibility means** our teachers feel a responsibility to share what is working in their classrooms with their colleagues. In our school, best practices spread from classroom to classroom. Teachers do not hide their most successful strategies from their colleagues. Data are transparent and teachers experiencing success are easily identified. Teachers have different strengths and areas of expertise; they are celebrated when they have success and eager to praise and learn from colleagues who experience success in other areas. This collaboration enables our teachers to observe and understand a variety of strategies they can then use to serve the individual needs of their students.

• **Collective responsibility means** teachers with less experience realize that other teachers are invested in their success and the success of all students. In our school, new and less experienced teachers are assigned buddies, mentors, and grade-level or subject-based teams. Buddies, mentors, and team members serve new teachers in a variety of ways. One may provide emotional support for overcoming the challenges teachers face early in their career. One might

Continued on p. 3

Learning Forward

Continued from p. 2

teach the ropes of the school. One may support planning for all the big firsts of a new teacher, including first days, first parent conferences, and first assessments. And one might ensure the new teachers feel supported year-round with access to great lessons, assessments, and expertise. From day one, all teachers know that their responsibility goes beyond the walls of the classroom they are assigned.

- **Collective responsibility means** our teachers learn and work together systematically on a regular basis to collectively ensure higher quality instruction in all classrooms and better results for all students. In our schools, teachers look forward to the time they have for collaborative learning and problem solving. They are deliberate in establishing their learning agenda and develop together the knowledge and skills they need to promote student success. As they gain powerful new evidence-based strategies, they design new lessons and assessments to be used in all classrooms. They make plans for visiting and observing as time permits, and they commit to future sessions focused on reflecting on the strengths and areas for improvement in each lesson they develop together. Over time they develop a rich bank of lessons and strategies that enable them to address individual student needs as they surface.

Learning Forward BELIEF

Every student learns when every educator engages in effective professional learning.

- **Collective responsibility means** our principals have a strong rationale for advocating for

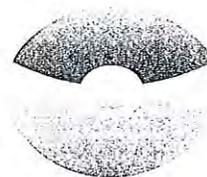
team-based professional learning embedded in teachers' work schedule. Authentic collective responsibility cannot be achieved through mandate. Teachers need time to achieve this goal. They need time to conduct the work essential to the intended outcomes of collective responsibility. As a result of spending consistent time together, they build trust, learn to take risks, and recognize the value of reflecting on mistakes. At our school, time is scheduled during the workday for teams to meet to do this important work. Teacher leaders use the cycle of continuous improvement to guide the work of the team. They ensure the team takes advantage of every second it is allotted. In addition to scheduled workday time for team meetings, our school faculty meetings are used for learning as well. Each meeting is led by a different team where they seek help with a particular challenge they are facing or share an instructional strategy that has been successful. In addition, the early release days on our schedule are used for cross grade-level teams to build and implement plans that continue to promote a successful

COLLECTIVE RESPONSIBILITY IS TIED TO STUDENT ACHIEVEMENT

Researchers have investigated the role collective responsibility plays in increasing student achievement. In a study of more than 800 U.S. high schools, Lee and Smith (1996) found a significant link between collective responsibility and student outcomes. "Considering teachers' collective responsibility for learning, the findings about its effects on adolescents are unequivocal. In schools with high levels of collective responsibility, where these attitudes are also consistent among the faculty, students learn more in all subjects. Equally important, collective responsibility is associated with less internal stratification in these outcomes by social class. We conclude that schools where most teachers take responsibility for learning are environments that are both more effective and more equitable."

Newmann and Wehlage (1995) have come to similar conclusions. "In schools where teachers reported higher levels of collective responsibility for student learning...learning was greater in mathematics, science, reading and history" (p. 33). Within the same study, collective responsibility has been linked to achievement gains as high as 137% in mathematics and science (p. 37).

Practitioners agree that collective responsibility is important. In the most recent *MetLife survey of the American teacher* (2010), 80% of teachers and 90% of principals strongly agree that the teachers in a school share responsibility for the achievement of all students.



SOURCES

Lee, V. E., & Smith, J. B. (1996, February). Collective responsibility for learning and its effects on gains in achievement for early secondary school students. *American Journal of Education*, 104(2), 103-147.

MetLife Foundation. (2010, April). *The MetLife survey of the American teacher: Collaborating for student success*. New York, NY: Author.

Newmann, F. M., Gary, W. G. (1995). *Successful school restructuring: A report to the public educators by the center on organization and restructuring of schools*. Madison, WI: The Center on Organization and Restructuring of Schools.

education experience for all students.

Establishing collective responsibility is not easy, but it is essential if we believe that our responsibility is to the success of every student in the school. This is how we achieve this goal in our school.

•
Stephanie Hirsh (stephanie.hirsh@learningforward.org) is executive director of Learning Forward. 

Data Team Process: Start to Finish

1- 7 Prior to Data Team Step #1

1. Develop curriculum map.
2. **Choose a Priority Learning Target/Power Standard:**
Begin with a small time element: a month, unit, chapter, or quarter.
 - a. Determine significance based on its Readiness, Leverage and Endurance.
 - b. Determine the Concepts students need to know Skills they will need to demonstrate.
3. Create common pre/formative and post-assessments based on what students must master on the chosen learning target, along with the scoring guides.
4. Determine pre/formative / post assessment dates
5. Administer the common pre-assessment **BEFORE** teaching.
6. Do not begin teaching the target prior to the Data Team meeting.
7. Grade using the common scoring guide and chart the data prior to the meeting.

Now, meet and go through the five formal and definitive steps of the Data Team process listed below:

Step 1—Collect and chart data

This data is generated from the pre-assessment. Data Team leader prepares a simple graph with pre-assessment data, including total number of students; students who are proficient or higher, students who are not proficient, and percentage of students who are proficient or higher.

| TEACHER | Number of Students | Proficient Score Range: 10 - 8 | | Close Score Range: 7 - 6 | | Far to Go Score Range: 5 | | Intervention Score Range: 4 and below | |
|--------------|--------------------|--|--------------------|---|---------------|--|-------------------|--|----------------------|
| | | Number Proficient | Percent Proficient | Number Close | Percent Close | Number Far to Go | Percent Far to Go | Number Intervention | Percent Intervention |
| Lefman | 25 | 8 | 32% | 6 | 24% | 8 | 32% | 3 | 12% |
| | | Mary, Steve, Eva, Sam, Mark, Ali, Grace, Jax | | Berry, Janette, Sally, Sherri, Michael, Sarah | | Toby, Stephanie, Pete, Roger, Alex, Dave, Terry, Vergil | | Debbie, Nicky, Mary | |
| Wilson | 22 | 2 | 9% | 8 | 36% | 8 | 36% | 4 | 19% |
| | | Anita, Fred | | Sofie, Maria, Marcus, Allison, Jackie | | Steve, C, Tia, Adam | | Brad, Jim, Daisy, Elizabeth | |
| Battles | 24 | 4 | 16% | 3 | 13% | 13 | 54% | 4 | 16% |
| | | Celia, Liam, Addison, Olivia | | Hayden, Anne, Jackson | | Jami, Buffle, Sienna, Lucy, Donovan, Brendan, Enrique, Theo, Collen, Adele, Cameron, Abram, Sylvie, Hudson, Luke | | Aven, Gwen, Max, Reid | |
| Total | 97 | 17 | 18% | 24 | 25% | 40 | 41% | 16 | 16% |
| | | | A | | B | | C | | |

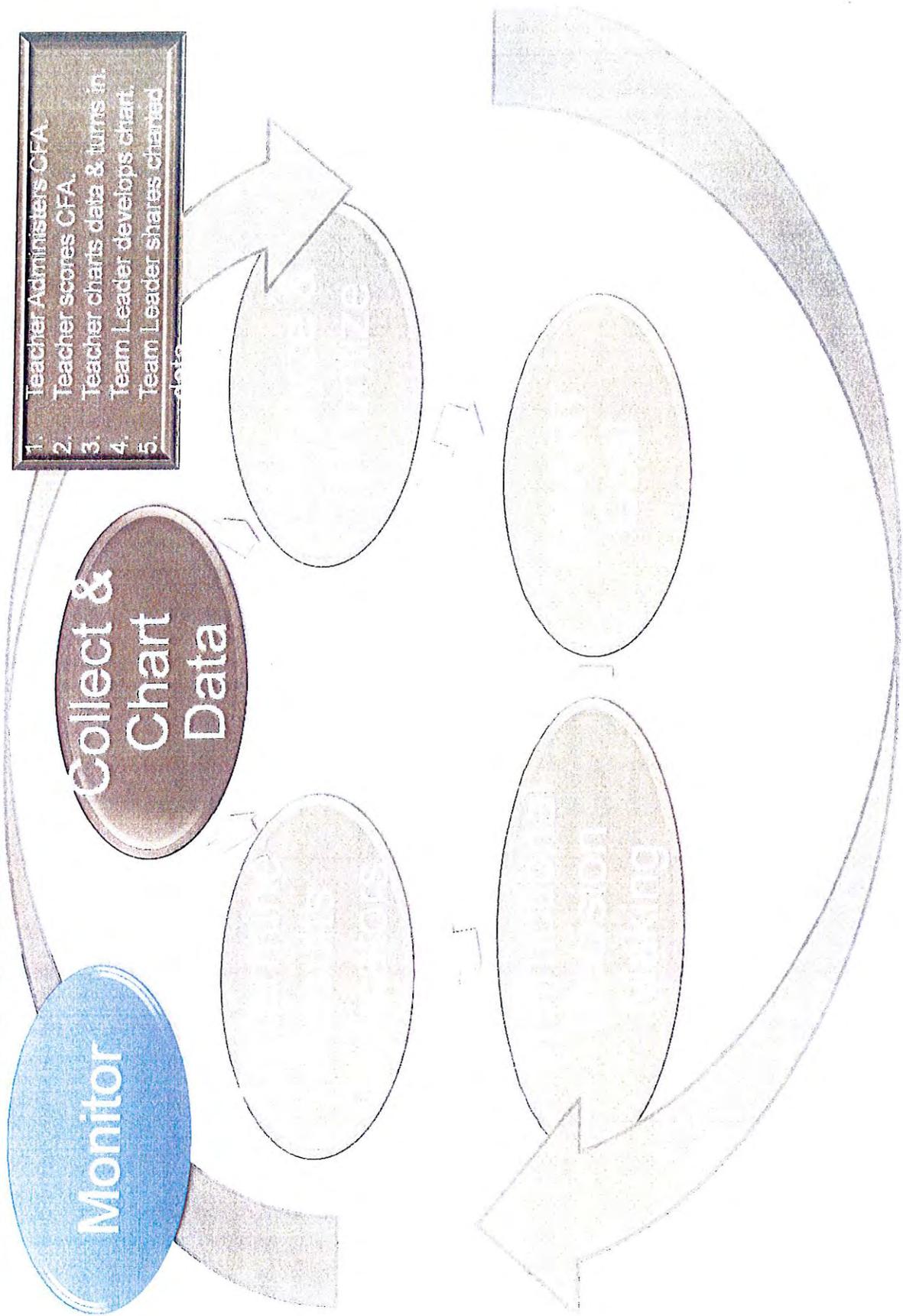
There are forms to record your Data Team data and planning

Step 2—Analyze strengths and obstacles

With actual student papers in hand, examine papers what students are able to do, as well as for what is missing. What is present becomes strengths. What is missing becomes misconceptions, which then become the priority—the FOCUS—for differentiating student learning on this priority target.

One important common misconception for each proficiency level (Proficient/Close/Far But Likely/Intervention) from the common formative assessment:

DBDM Process



What Is a Short-Cycle Assessment?

Short-cycle common formative assessments, or Data Team assessments, are teacher-created assessments designed to provide feedback for teachers and for students without assigning a grade for the students' performance. The feedback focuses on what the students have or have not learned. As a result, the teacher and students are able to identify:

- ▶ The concepts and skills from Priority Standards that have been learned.
- ▶ The concepts and skills from Priority Standards that need to be retaught/learned a different way.

Short-cycle assessments are assessments for learning. They have scoring guides based on success criteria that directly align to the concepts and skills of the Priority Standard(s) or even a portion of a standard. Assessments are given every two to three weeks to help inform both the teacher and students of their progress in mastering the standard(s). With the support of the teacher, students should be able to answer three major feedback questions:

- ▶ Where am I going?
- ▶ Where am I now?
- ▶ What do I need to learn next?

Data Team Minutes Exemplar

"Unwrapped" Standard

RL.4.2: DETERMINE a theme of a story, drama, or poem from details in the text; SUMMARIZE the text.
(DOK level 2-3)

| SKILLS | CONCEPTS |
|-----------------|---|
| DETERMINE (2) | THEME (STORY, DRAMA, POEM) FROM DETAILS (TEXT) |
| SUMMARIZE (2-3) | TEXT |

Formative Assessment

Directions: Read the following story. Determine the theme of the story by writing one or two sentences. Then determine two or three details that support your thinking; cite or paraphrase the text. Use the rubric to guide your response.

Rubric

| Proficient | Close to Proficient | Progressing | Needs Practice |
|--|--------------------------------------|--------------------------------------|-----------------|
| <ul style="list-style-type: none"> Determines the theme in 1-2 sentences Provides 2-3 details from the text to support theme choice Cites or paraphrases the text | Meets 2 of the 3 Proficient criteria | Meets 1 of the 3 Proficient criteria | No criteria met |

Note: Summarizing the text is not addressed on this assessment.

"Unwrapped" Standard

DOK Levels:

| SKILLS | CONCEPTS |
|--------|----------|
| | |

Data Team Formative Assessment

Directions:

Rubric

| Proficient | Close to Proficient | Progressing | Needs Practice |
|------------|---------------------|-------------|----------------|
| | | | |



Step 5: Construct the scoring guide, rubric, and/or answer key

(Note: This step may be done before developing the constructed response item.)

SCORING GUIDE

- Define *proficiency* first.
- Use explicit language: specific, observable, measureable, understandable.
- Match language to task directions.

ADVANCED (4)

All of the proficient criteria plus...

PROFICIENT (3) (Goal criteria)

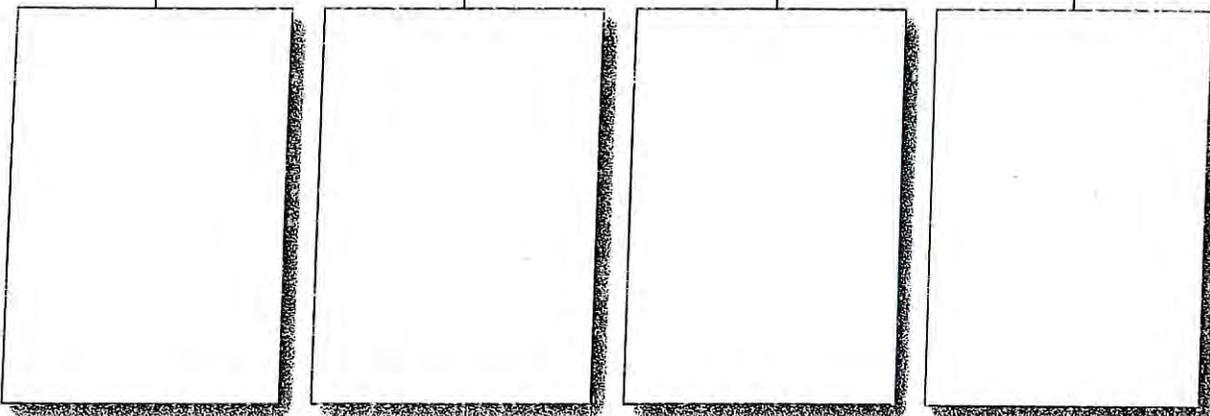
PROGRESSING (2)

_____ of the _____ Proficient Criteria.

NEEDS MORE PRACTICE (1)

_____ of the _____ Proficient Criteria.

**Common content or
process standards or
common focus**



DATA TEAM NOTES

STUDENT ACHIEVEMENT GOAL:

DATA TEAM TIMELINE

| Team Actions | Date to be Completed |
|---------------------------------------|----------------------|
| Unwrap the Priority Target | |
| Post and Pre-Assessment Created | |
| Pre-Assessment Administered | |
| Data Team 5 Steps Cycle | |
| Teach the Learning Target | |
| Administer Formative Assessment | |
| Data Team Steps 1 & 2 on Formative | |
| Post Assessment Administered | |
| Data Team Steps 1 & 2 on Post Assess. | |

CELEBRATION WHEN GOAL IS ACHIEVED:

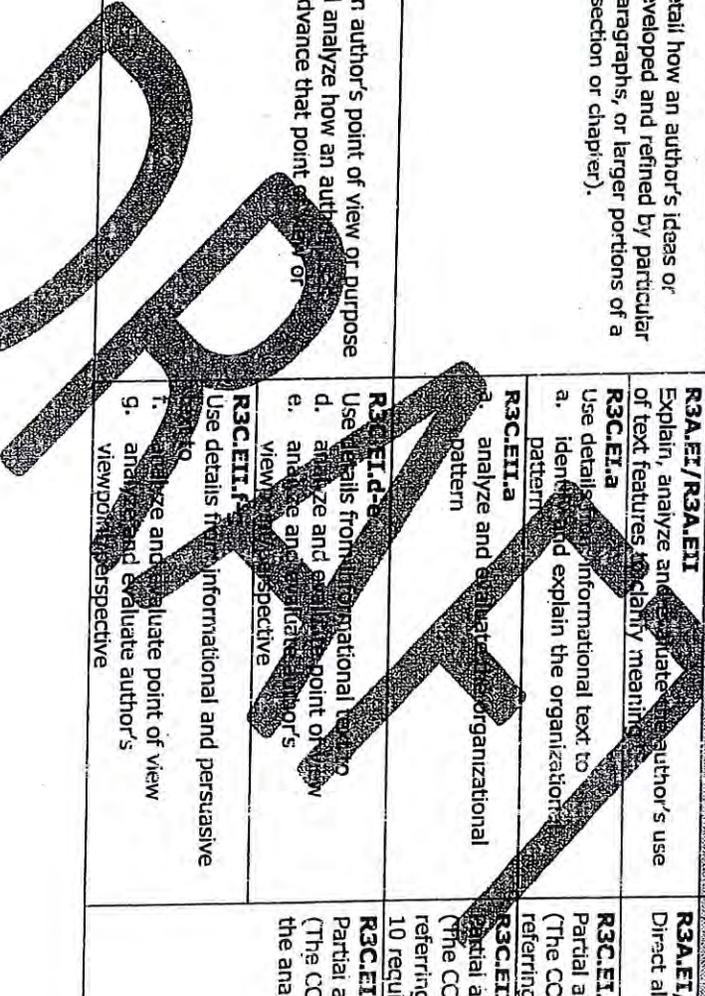
STANDARDS CROSSWALK FOR English Language Arts – Grades 11-12 DRAFT

| CCR Anchor Standards | Grade-Specific Standard | Missouri CLE Alignment | Explanation |
|------------------------------------|--|---|---|
| 3. Key Ideas and Details | RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. | R3C.EI.II.a/R3C.EIV.a Use details from argumentative text to analyze and evaluate the organizational patterns. | R3C.EI.II.a/R3C.EIV.a Partial alignment (The CCR Anchor Standard does not specify the type of text, while the CLE targets argumentative texts.) |
| 4. Craft and Structure | RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>factor</i> in <i>Federalist No. 10</i>). | RI.E.II.II.b/RI.E.IV.b Develop vocabulary for text, using context clues. R3B.EI.II.c Identify and explain literary techniques, in text emphasizing: c. analyze sensory details, figurative language, sound effects, and literary techniques previously introduced R3B.EIV Analyze and evaluate literary techniques, sensory detail, figurative language, and sound effects previously introduced | RI.E.II.II.b/RI.E.IV.b Direct alignment R3B.EI.II.c Partial alignment (The CCR Anchor Standard targets connotative language and technical meanings; the CLE only targets figurative language.) R3B.EIV Partial alignment (The CCR Anchor Standard targets connotative language and technical meanings; the CLE only targets figurative language.) |
| 5. | RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | R3A.EI.II.a/R3A.EIV Explain, analyze, and evaluate the author's use of text features to clarify meaning R3C.EI.II.a/R3C.EIV.a Use details from argumentative text to analyze and evaluate the organizational pattern | R3A.EI.II.a/R3A.EIV Partial alignment (The CCR Anchor Standard is more specific about the effects of the structure.) R3C.EI.II.a/R3C.EIV.a Direct alignment |
| 6. | RI.11-12.6 Determine an author's point of view or stance in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. | R3C.EI.II.g-h/R3C.EIV.g-h Use details from argumentative texts to analyze and evaluate point of view h. analyze and evaluate author's viewpoint/perspective | R3C.EI.II.g-h/R3C.EIV.g-h Partial alignment (The CCR Anchor Standard specifies what is analyzed—"style and content"—and what the effects of the analysis produce—"power, persuasiveness, or beauty.") |

STANDARDS CROSSWALK FOR English Language Arts – Grades 9-10

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| CCR Anchor Standards | Grade-Specific Standard | Missouri CLE Alignment | Explanation |
|----------------------|---|---|---|
| 5. | RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | R3A.EI./R3A.EII Explain, analyze and evaluate the author's use of text features to clarify meaning. | R3A.EI./R3A.EII Direct alignment |
| | | R3C.EI.a Use details from informational text to a. identify and explain the organizational pattern. | R3C.EI.a Partial alignment (The CCR Anchor Standard is more specific, referring to specific structures.) |
| | | R3C.EII.a a. analyze and evaluate the organizational pattern. | R3C.EII.a Partial alignment (The CCR Anchor Standard is more specific, referring to specific structures; CLEs in grade 10 require evaluation.) |
| 6. | RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | R3C.EI.d-e Use details from informational text to d. analyze and evaluate the point of view and analyze and evaluate the author's view from a perspective. R3C.EII.f-g Use details from informational and persuasive text to f. analyze and evaluate point of view g. analyze and evaluate author's viewpoint/perspective. | R3C.EI.d-e/R2C.EII.f-g Partial alignment (The CCR Anchor Standard is more specific on the analysis and evaluation.) |



STANDARDS CROSSWALK FOR English Language Arts – Grades 11-12

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| CCR Anchor Standards | Grade-Specific Standard | Missouri CLE Alignment | Explanation |
|--|--|--|--|
| <p>Vocabulary Acquisition and Use</p> <p>4.</p> | <p>L11-12.4.a-d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies:</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). Consult general and specialized reference material (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or its etymology, or its standard usage. Verify the primary decomposition of a word or phrase by checking general or specialized reference material (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or its etymology, or its standard usage. | <p>R1E.EI.a-c/R1E.EII.a-c</p> <p>Develop vocabulary through text, using</p> <ol style="list-style-type: none"> roots and affixes context clues glossary, dictionary, and thesaurus | <p>R1E.EI.a-c/R1E.EII.a-c</p> <p>Partial alignment (The CCR Anchor Standard targets word changes, types of sources consulted in word studies, and student inferences about definitions.)</p> |

STANDARDS CROSSWALK FOR English Language Arts – Grades 9-10

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| CCR Anchor Standards | Grade-Specific Standard | Missouri CLE Alignment | Explanation |
|---|---|---|--|
| <p>4.</p> <p><i>Acquisition and Use</i></p> | <p>L.9-10.4.a-d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly form a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized material (e.g., dictionaries, atlases, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of meaning from a general dictionary by checking inferred meaning in context or in a dictionary).</p> | <p>RI.EI.a-c/RI.EI.II.a-c</p> <p>Develop vocabulary through text, including roots and affixes.</p> <p>a. context clues</p> <p>b. glosses</p> <p>c. dictionary, and thesaurus</p> | <p>RI.EI.a-c/RI.EI.II.a-c</p> <p>Partial alignment (The CCR Anchor Standard includes "patterns of word changes.")</p> |

STANDARDS CROSSWALK FOR English Language Arts – Grades 9-10

DRAFT

| CCR Anchor Standards | Grade-Specific Standard | Missouri CLE Alignment | Explanation |
|----------------------|---|--|---|
| 5. | <p>L.9-10.5.a-b</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> | <p>R2B.EI.d/R3B.EI.d</p> <p>Identify and explain literary techniques, in text emphasizing</p> <p>d. analyze sensory details, figurative language, sound devices, and literary techniques previously introduced</p> <p>R2B.EI.e/R3B.EI.e</p> <p>Identify and explain literary techniques, in text emphasizing</p> <p>analyze and evaluate sensory details, figurative language, sound devices, and literary techniques previously introduced</p> <p>R1E.EI.a-c/R1E.EI.a-c</p> <p>Develop vocabulary through text, using</p> <p>a. root and affixes</p> <p>b. context</p> <p>c. glossary, dictionary and thesaurus</p> <p>R1G.EI.a/R1G.EI.a</p> <p>Apply reading strategies to</p> <p>a. determine meaning of unknown words</p> <p>W2D.EI.a-b/W2D.EI.a-b</p> <p>Compose text using</p> <p>precise and vivid language</p> <p>writing techniques such as imagery, person, voice, figurative language, and rhetorical devices.</p> | <p>R2B.EI.d/R3B.EI.d</p> <p>Partial alignment (The CCR Anchor Standard is specific and targets the role of figurative language in the text.)</p> <p>R2B.EI.e/R3B.EI.e</p> <p>Partial alignment (The CCR Anchor Standard is specific and targets the role of figurative language in the text.)</p> <p>R1E.EI.a-c/R1E.EI.a-c</p> <p>Partial alignment (The CCR Anchor Standard is more specific about the types of vocabulary and how students gain vocabulary.)</p> <p>R1G.EI.a/R1G.EI.a</p> <p>Direct alignment</p> <p>W2D.EI.a-b/W2D.EI.a-b</p> <p>Partial alignment (The CCR Anchor Standards target academic and domain-specific words and phrases and focus also on the acquisition of vocabulary; the CLE targets the use of precise and vivid language, figurative language and rhetorical devices.)</p> |
| 6. | <p>L.9-10.6</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a new word or phrase important to comprehension or expression.</p> | <p>R1E.EI.a-c/R1E.EI.a-c</p> <p>Develop vocabulary through text, using</p> <p>a. root and affixes</p> <p>b. context</p> <p>c. glossary, dictionary and thesaurus</p> <p>R1G.EI.a/R1G.EI.a</p> <p>Apply reading strategies to</p> <p>a. determine meaning of unknown words</p> <p>W2D.EI.a-b/W2D.EI.a-b</p> <p>Compose text using</p> <p>precise and vivid language</p> <p>writing techniques such as imagery, person, voice, figurative language, and rhetorical devices.</p> | <p>R1E.EI.a-c/R1E.EI.a-c</p> <p>Partial alignment (The CCR Anchor Standard is more specific about the types of vocabulary and how students gain vocabulary.)</p> <p>R1G.EI.a/R1G.EI.a</p> <p>Direct alignment</p> <p>W2D.EI.a-b/W2D.EI.a-b</p> <p>Partial alignment (The CCR Anchor Standards target academic and domain-specific words and phrases and focus also on the acquisition of vocabulary; the CLE targets the use of precise and vivid language, figurative language and rhetorical devices.)</p> |

STANDARDS CROSSWALK FOR English Language Arts – Grades 11-12 DRAFT

| CCR Anchor Standards | Grade-Specific Standard | Missouri CLE Alignment | Explanation |
|----------------------|--|---|---|
| 4. | <p>L11-12.4.a-d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>c. Consult general and specialized material (e.g., dictionaries, general references, general internet searches, digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.</p> <p>d. Verify the primary use of a word or phrase by checking general or specialized reference material (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.</p> | <p>RIE.EI.a-c/RIE.EII.a-c</p> <p>Develop vocabulary through text, paying attention to nuances of meaning, roots and affixes, and contextual uses.</p> <p>a. roots and affixes</p> <p>b. context</p> <p>c. glosses, dictionary, and thesaurus</p> | <p>RIE.EI.a-c/RIE.EII.a-c</p> <p>Partial alignment (The CCR Anchor Standard targets word changes, types of sources consulted in word studies, and student inferences about definitions.)</p> |

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