

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**

TABLE OF CONTENTS

RENEWAL APPLICATION

MISSION STATEMENT, VISION, GOALS	1
ACADEMIC PLAN	9
ORGANIZATION/GOVERNANCE PLAN	17
BUSINESS AND FINANCE AUDIT AND PLAN	25
ADVANCE QUESTIONNAIRE	40
PERFORMANCE CONTRACT	41

EXHIBITS - ACADEMIC

DESCRIPTION	1
ACADEMIC CASE STUDIES.	3
PROFESSIONAL DEVELOPMENT 2014-15.	102
DIFFERENTIATED INSTRUCTION SAMPLES.	153
READING AND MATH SCORES SAMPLES.	187
CURRICULUM ALIGNMENT TO MISSOURI LEARNING STANDARDS.	190
PLATO MODULES FOR ALGEBRAIC CONNECTIONS SAMPLES.	258

EXHIBITS - GOVERNANCE

BY-LAWS.....	1
BOARD MEMBER RESUME/C.V.....	8
BOARD MEMBER BACKGROUND CHECKS.....	27
BOARD MEETING MINUTES	28
SELECT POLICIES	35
SPECIAL POPULATION COMPLIANCE	42
ASSURANCE STATEMENT	49
INSURANCE VERIFICATION	72

EXHIBITS – ORGANIZATION

ARTICLES OF INCORPORATION	1
501(C)(3) DESIGNATION	3
ORGANIZATION CHART	6
EMPLOYEE HANDBOOK TABLE OF CONTENTS.....	8
POSITION DESCRIPTIONS.....	14
2015-16 SCHOOL CALENDAR (DRAFT).....	22
SUPPORTERS AND SPONSORS	23
LETTERS OF SUPPORT.....	25
SCHOOL LOCATION MAP	40

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 Accucss) 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 Accucss 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.

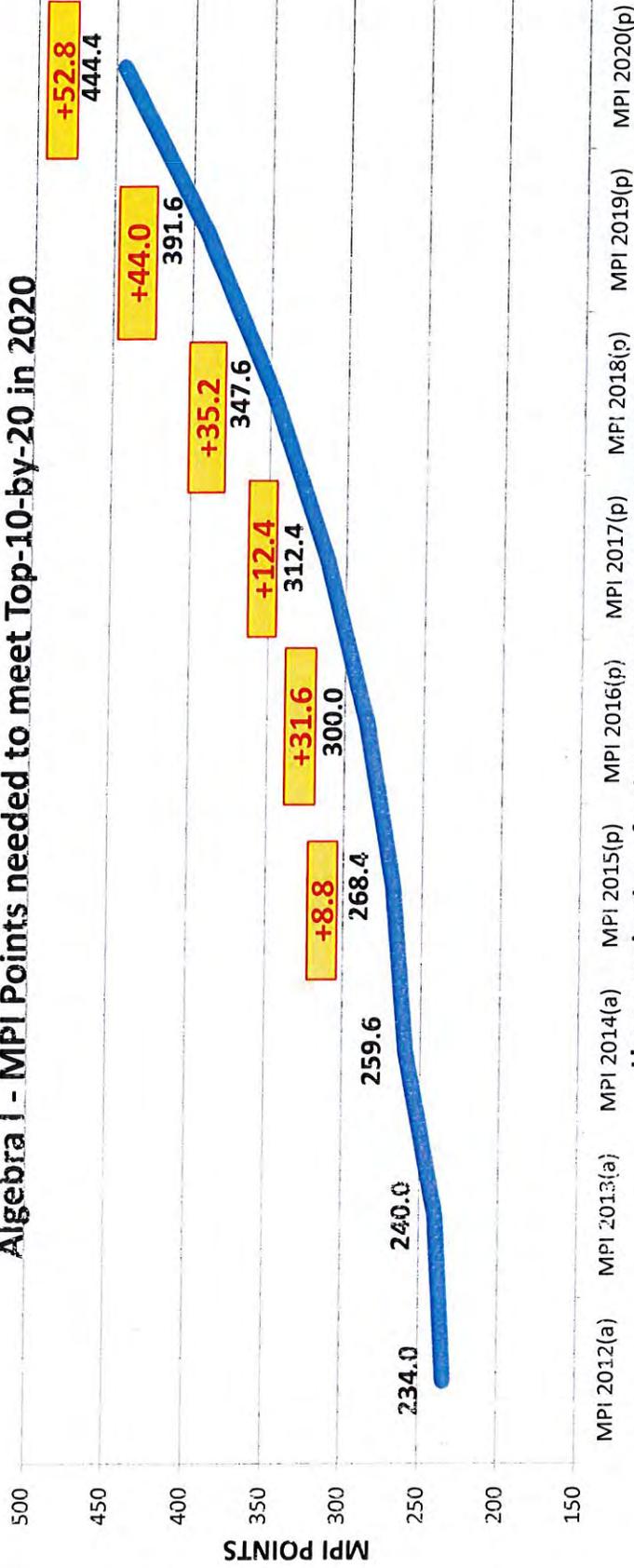
In addition to the obstacles to student achievement previously identified, another obstacle is the limited amount of time students are enrolled at DeLaSalle before the End of Course assessment must be administered. In other words, the length of time a teacher has to influence a student is limited.

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

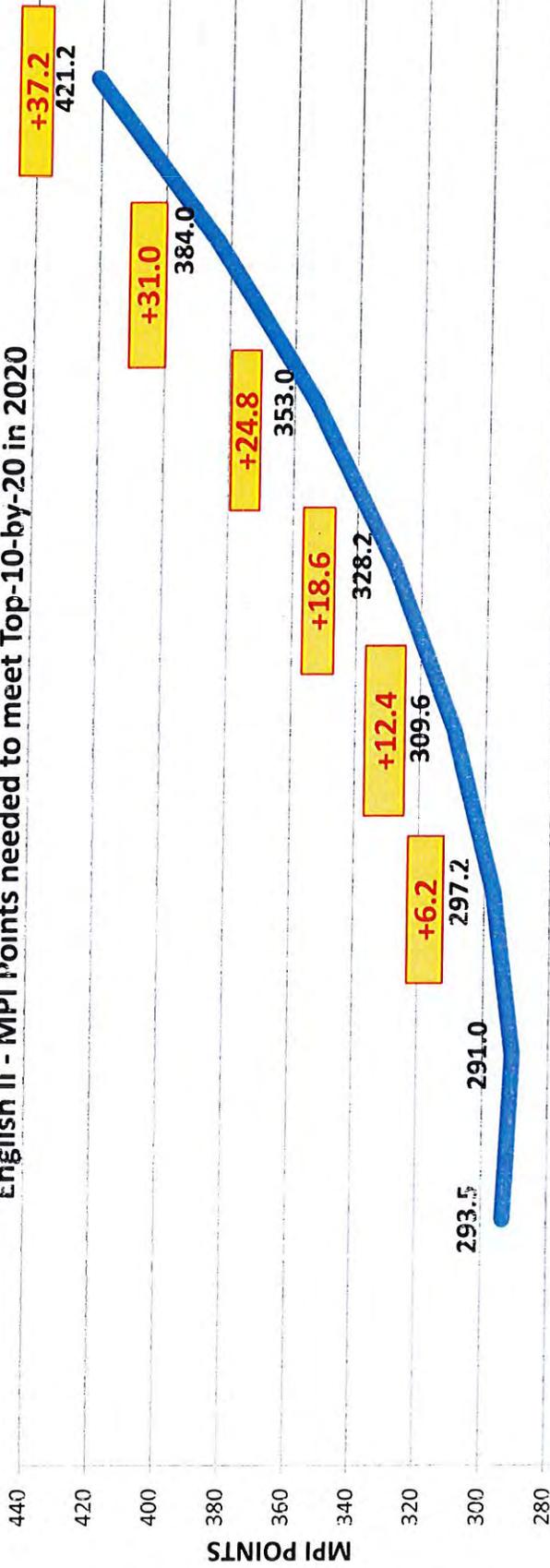


Linear projection of points needed to meet APR by 2020

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

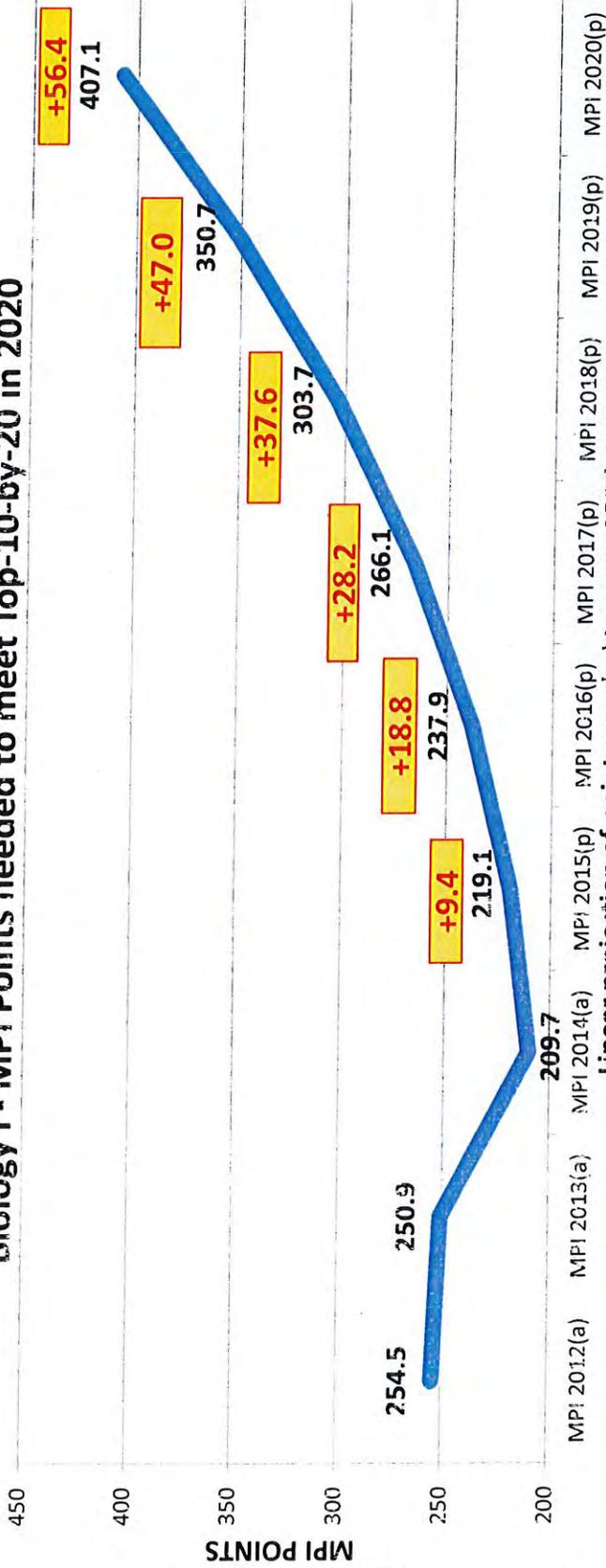


MPI 2012(a) MPI 2013(a) MPI 2014(a) MPI 2015(p) MPI 2016(p) MPI 2017(p) MPI 2018(p) MPI 2019(p) MPI 2020(p)
Linear projection of points needed to meet APR by 2020

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

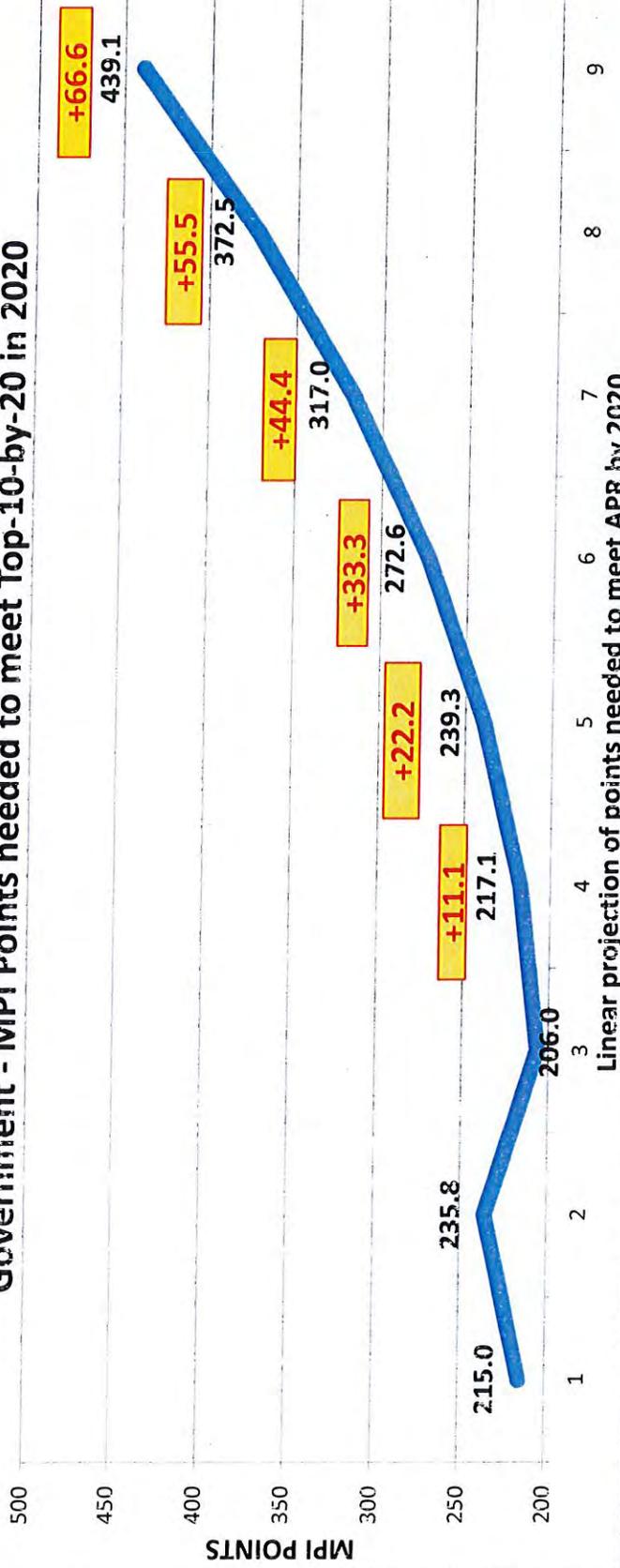
Biology I - MPI Points needed to meet Top-10-by-20 in 2020



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

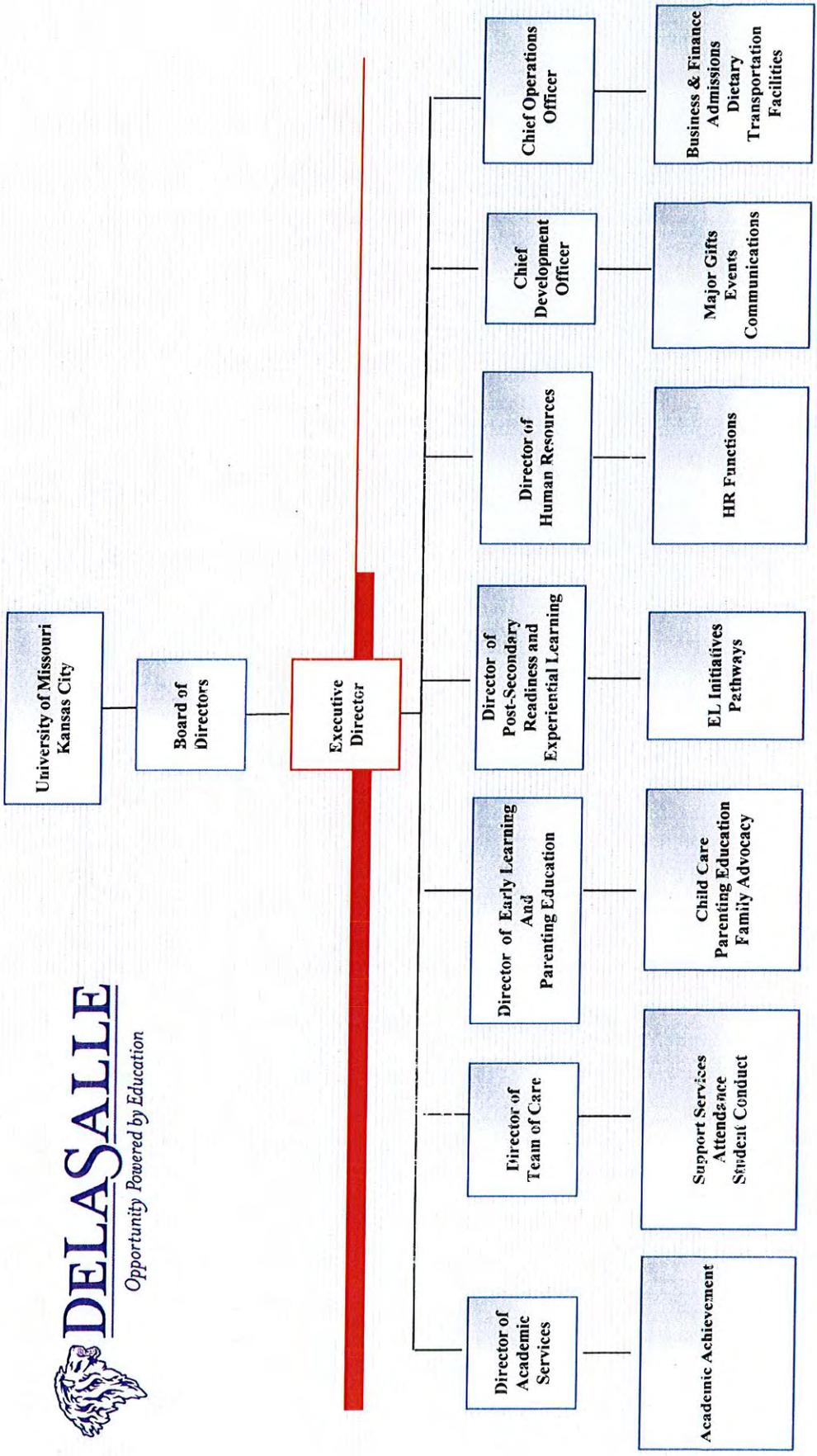
- Director only

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		
	<u>(386,213)</u>	<u>135,474</u>
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		
	<u>(4,373,641)</u>	<u>(8,749,551)</u>
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		
	<u>316,100</u>	<u>13,584,484</u>
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:

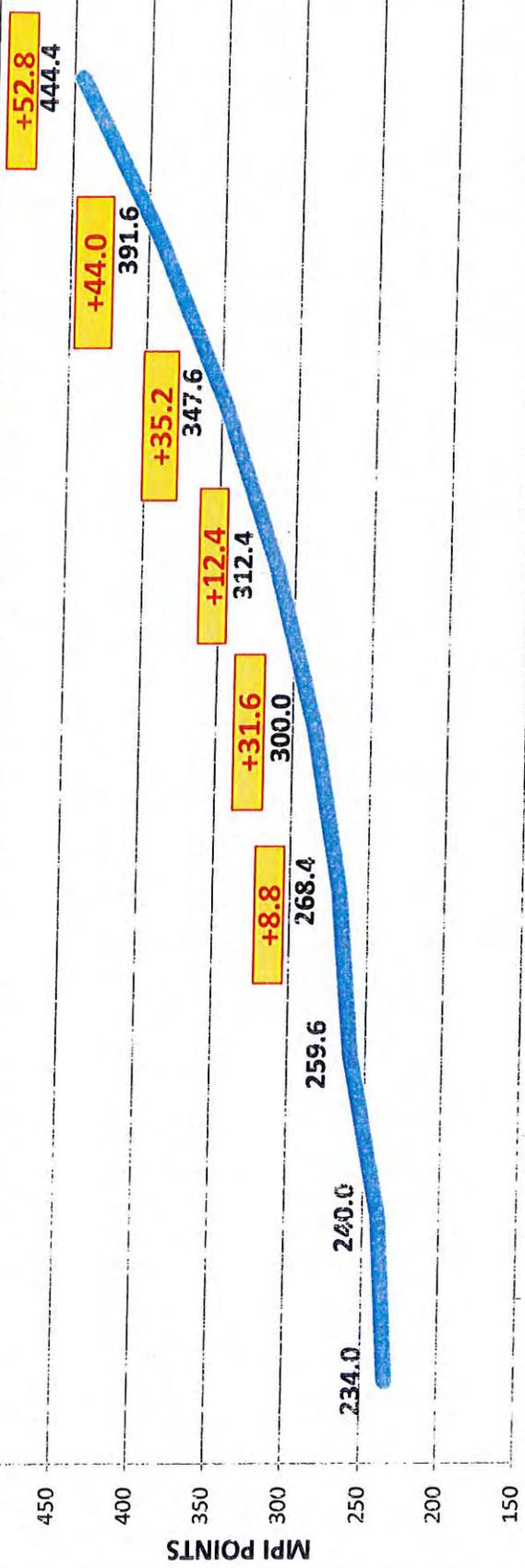
- Conduct targeted audits of achievement, financials, governance, implementation, and organization each semester for the 2014-15 and 2015-16 academic years
- Assign an improvement team to work with current administration and Board on implementation of recommendations.
- Make a determination and notify 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

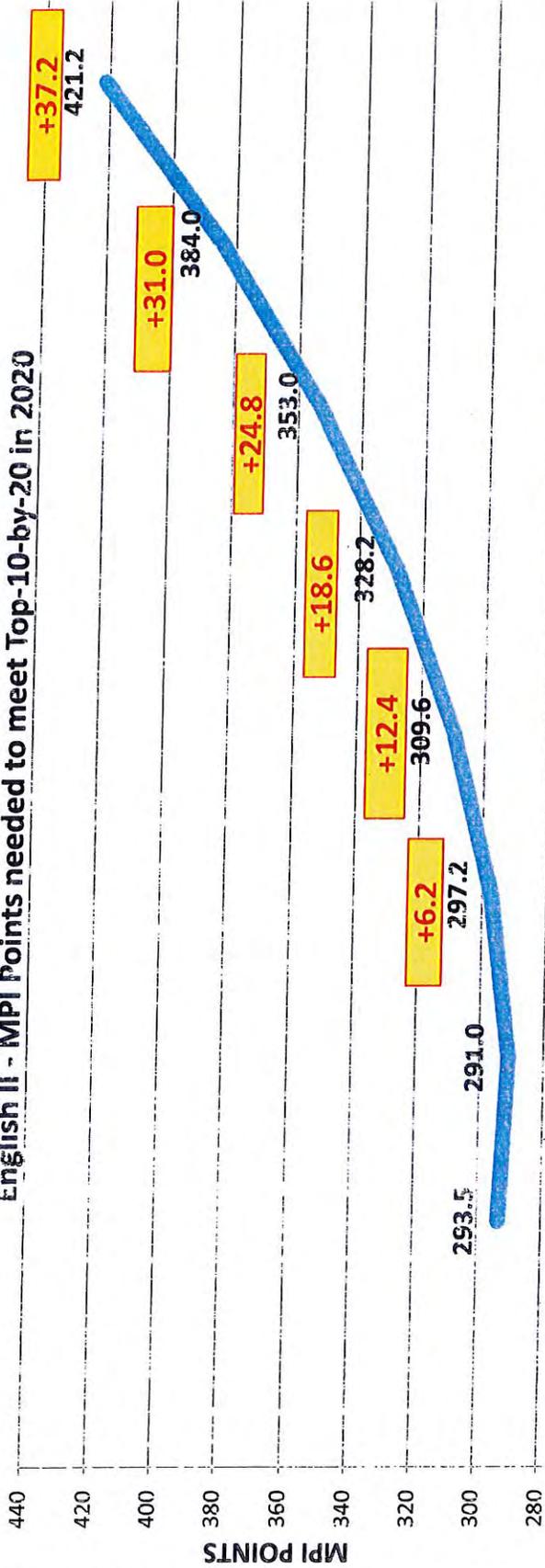


Linear projection of points needed to meet APR by 2020

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	Total Index Points	194	312.4	Total Index Points	216	347.6	Total Index Points	243	391.6	Total Index Points	276	444.4

DeLaSalle Education Center

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

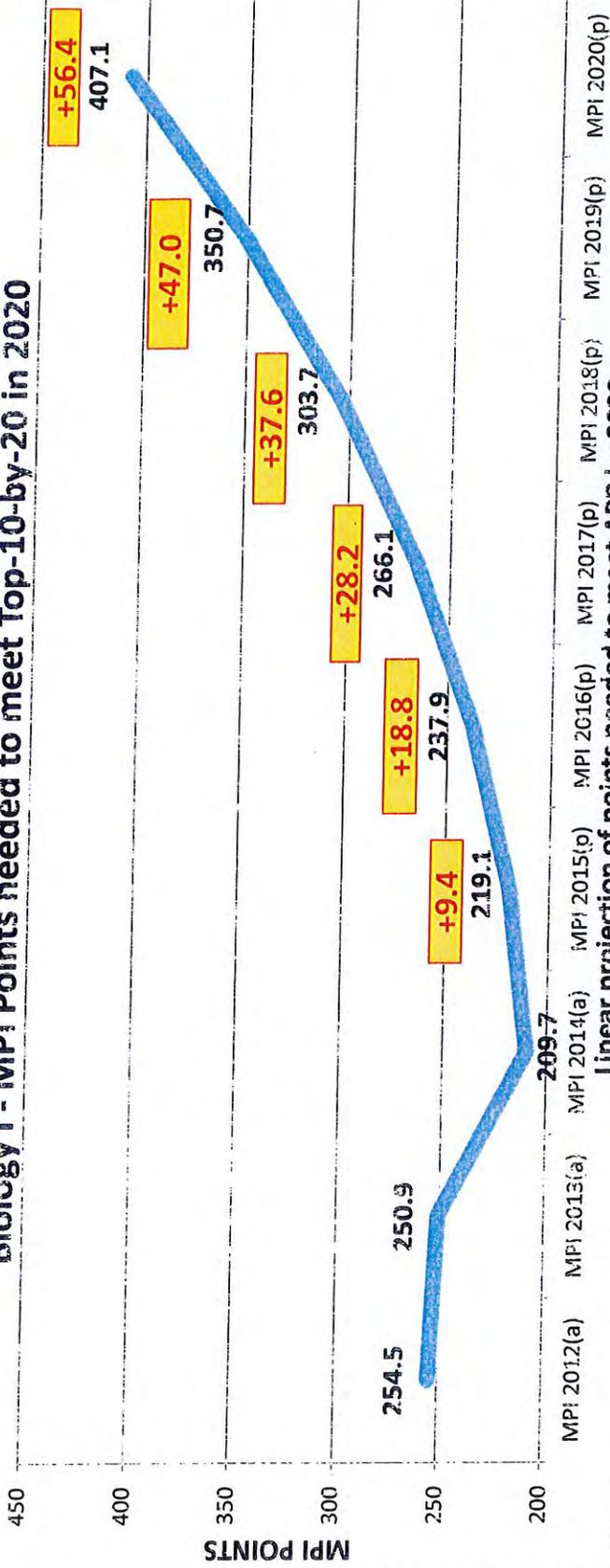


Linear projection of points needed to meet APR by 2020

Achievement Level	2015-16			2016-17			2017-18			2018-19			2019-20		
	Index Point Value	# of Students	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	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

DeLaSalle Education Center

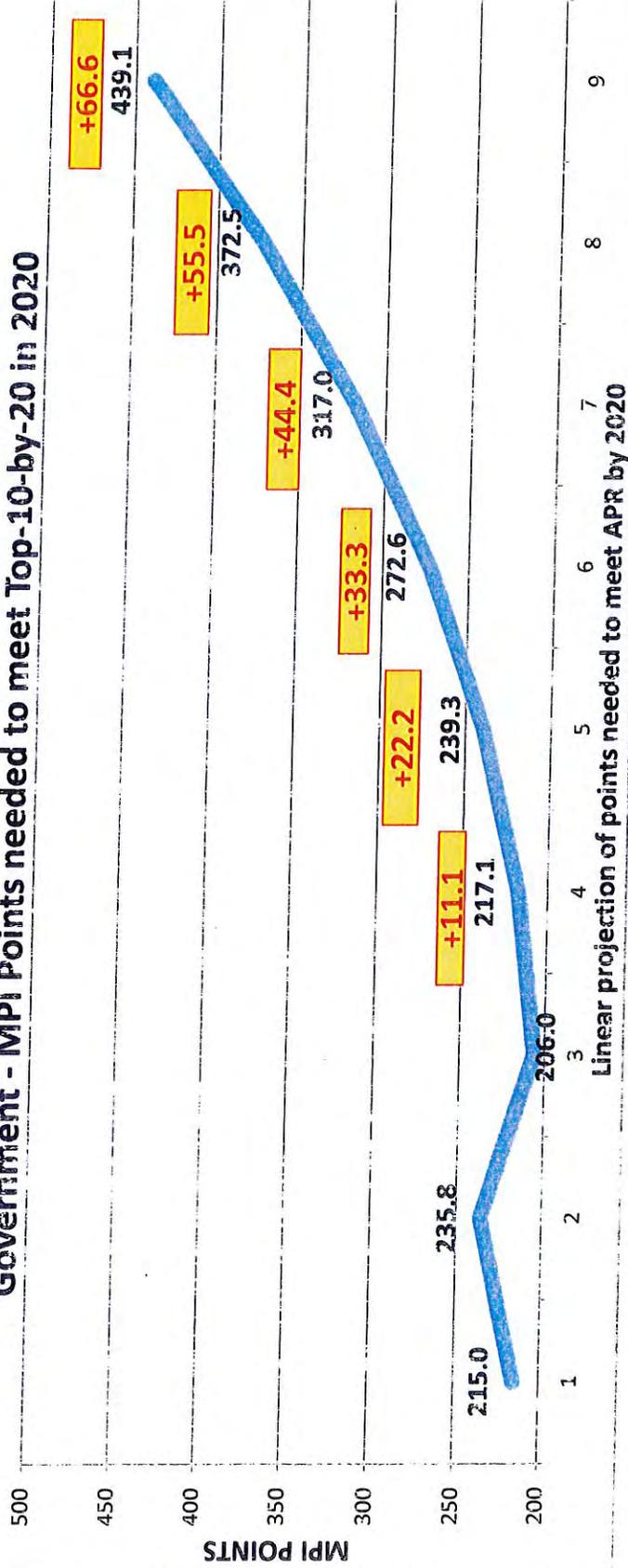
Biology I - MPI Points needed to meet Top-10-by-20 in 2020



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	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	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		149	Total Index Points		169	Total Index Points		197	Total Index Points		232	Total Index Points		274
		62	239.3		62	272.6		62	317.0		62	372.4		62	439.1

UMKC Charter School Renewal Performance Contract

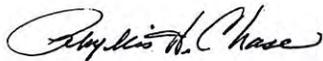
DeLaSalle Charter High School

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

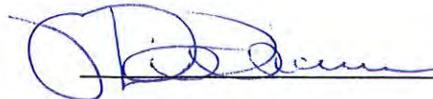
Over the length of this contract, DeLaSalle Charter High School and the UMKC Charter School Center reserve the right to adjust specific targets for each goal based on actual yearly outcomes and/or progress towards the "Top 10 by 20" goals.



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	



Copyright © 2006 - 2013 PLATO Learning, Inc. All rights reserved.

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

Copyright © 2006 - 2013 PLATO Learning, Inc. All rights reserved.

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>2-25-17</i>
11	Rounding Decimals	<i>9/10</i>	<i>2-25-17</i>
12	Solving Decimal Story Problems	<i>9/10</i>	<i>2-25-17</i>
Working w/Percents			
13	Understanding Percent	<i>9/10</i>	<i>2-25-17</i>
14	Relating Fractions, Decimals, and Percents	<i>9/10</i>	<i>2-25-17</i>
15	Finding a Percent of a Whole Number	<i>9/10</i>	<i>2-25-17</i>
16	Finding a Percent of a Decimal Number	<i>9/10</i>	<i>2-25-17</i>
Understand Ratio and Proportions			
17	Understanding Ratio	<i>9/10</i>	<i>2-25-17</i>
18	Equivalent Ratios	<i>9/10</i>	<i>2-25-17</i>
19	Understanding Proportion	<i>9/10</i>	<i>2-25-17</i>
20	Solving Proportions	<i>9/10</i>	<i>2-25-17</i>
21	Solving Ratio, Proportion, and Percent Story Problems	<i>9/10</i>	<i>2-25-17</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)	10/27	100
2	Exponents: Power Rule (Alg1.1)	10/27	100
3	Special Quadratic Equations, Part 1 (Alg1.1)	10/27	100
4	Coordinate Plane (Alg1.1)	10/27	100
5	Identifying Points on a Coordinate Plane (Alg1.1)	10/27	100
6	Ordered Pairs as Solutions of Linear Equations (Alg1.1)	10/27	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

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	<ul style="list-style-type: none"> • Active Listening
2. Prepared	<ul style="list-style-type: none"> • In the Moment
3. Polite	<ul style="list-style-type: none"> • Appropriate Eye Contact
4. Participate	<ul style="list-style-type: none"> • Validate and Clarify
5. Produce	<ul style="list-style-type: none"> • 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

Index to Key Terms

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

Index to Key Terms

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>

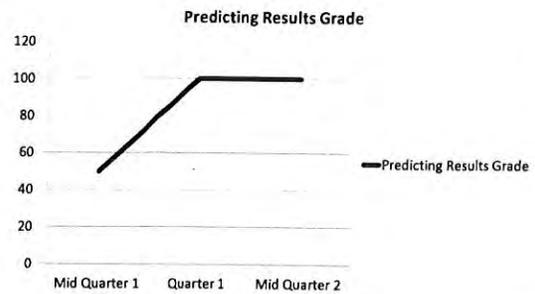
		<p>to kinesthetic, visual, and audio learners; and the second, to hook kids for the remainder of the organelle lessons. They were able to think back to what their own eyes saw in the microscope when we discussed mitochondria or chloroplasts. These connections are important and honestly fun for enhancing 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!!!

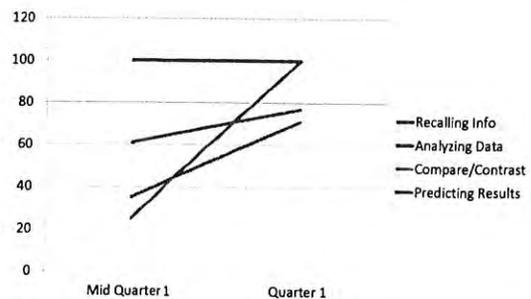
3rd hour Lanet Herron



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!!!!

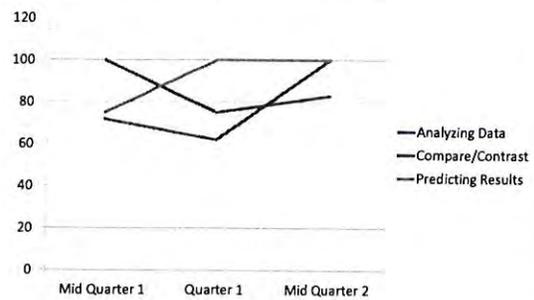
3rd Hour Kvon Williams



3rd Hour Kvon Williams

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

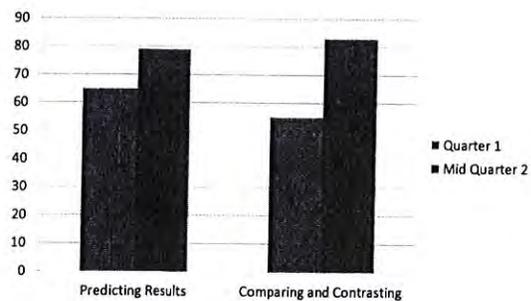
4th Hour Domonique James



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!!!

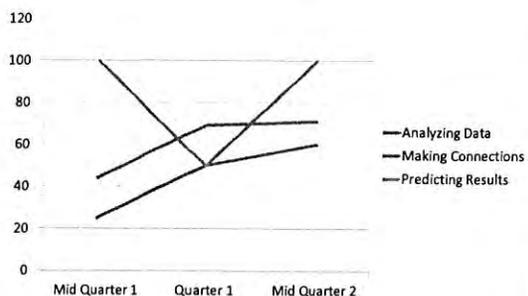
4th Hour Class



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!

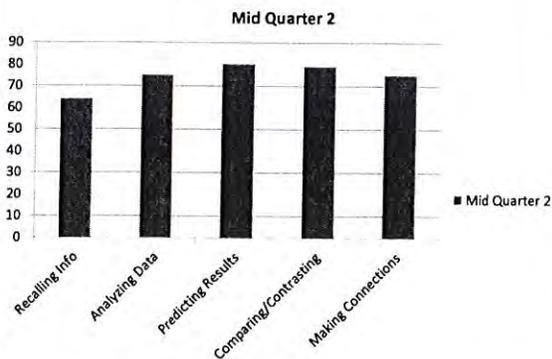
5th Hour Kennedy Michelle

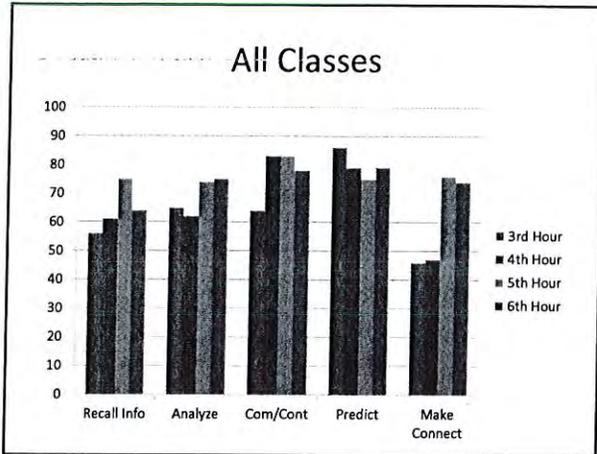


5th Hour Kennedy Michelle

- 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!!!!

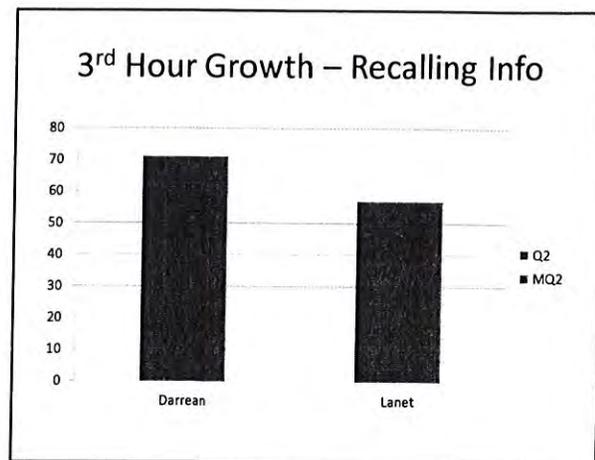
6th Hour Class

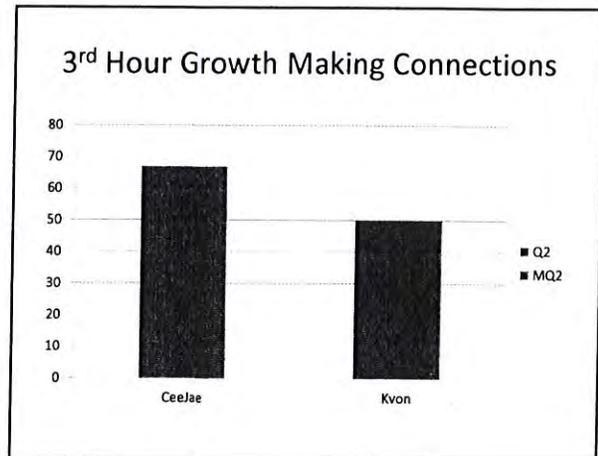
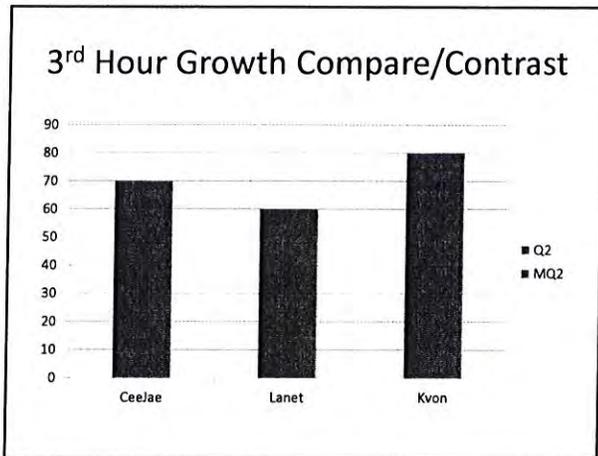
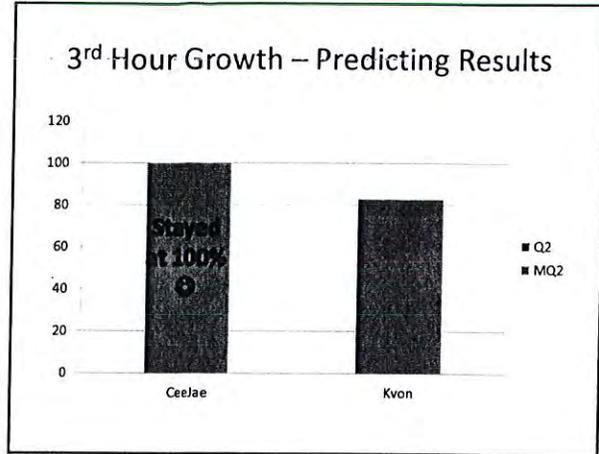
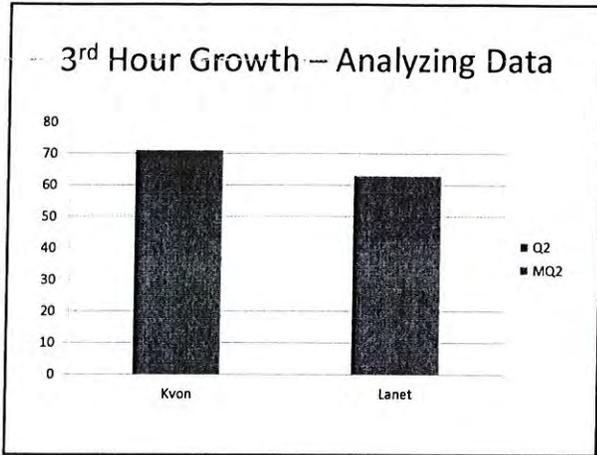


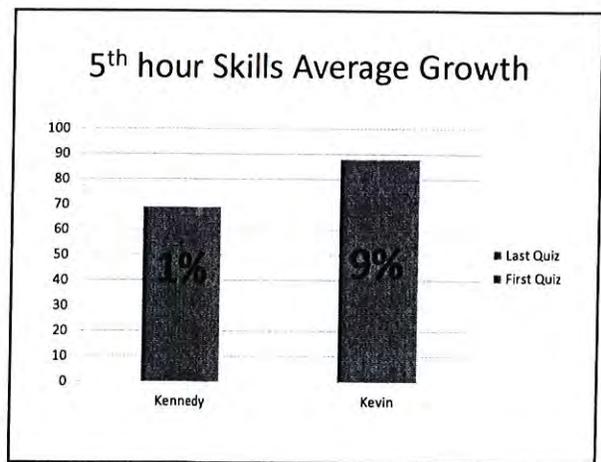
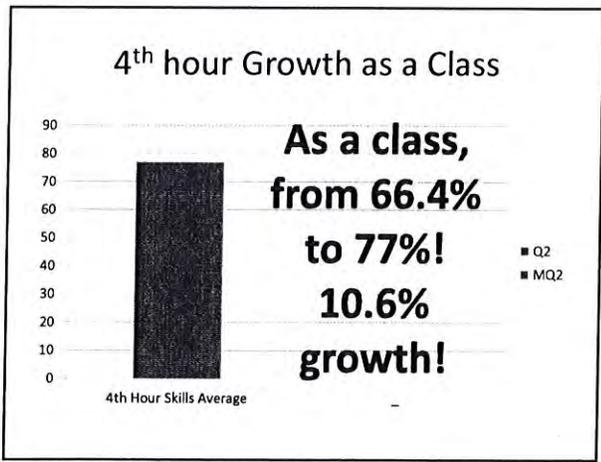
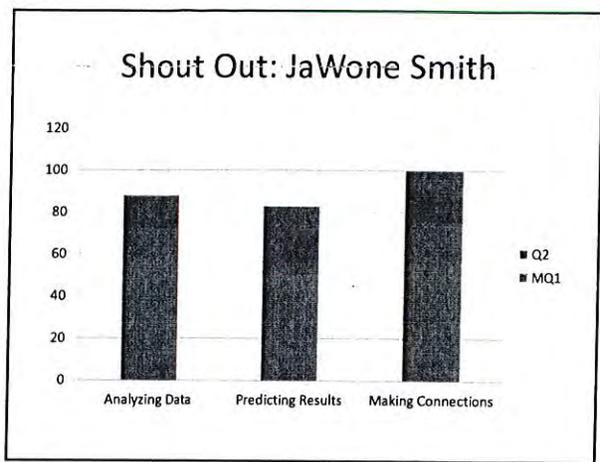
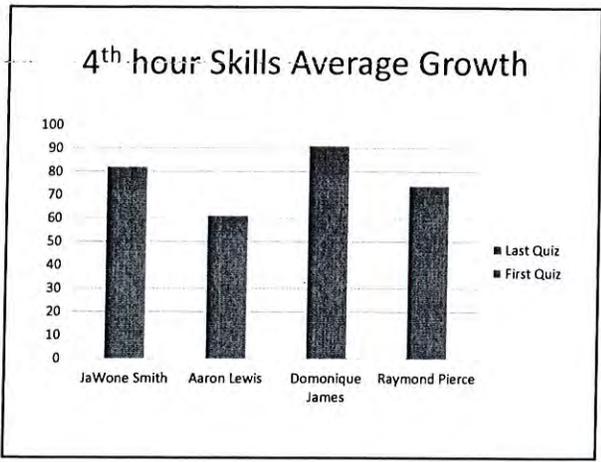


- ### All Classes
- Recalling Info 5th Hour!!
 - Analyzing Data 6th Hour!!
 - Comparing/Contrasting 4th & 5th Hour!!
 - Predicting Results 3rd Hour!!
 - Making Connections 5th Hour!!

AFTER QUARTER 2 QUIZ



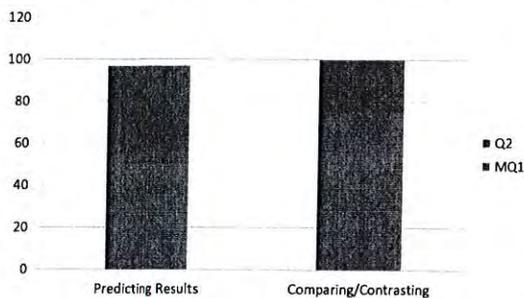




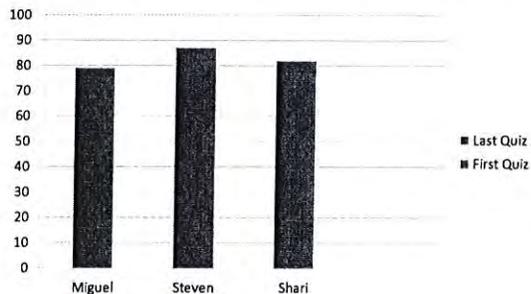
6th Hour Shout-Out

- 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!

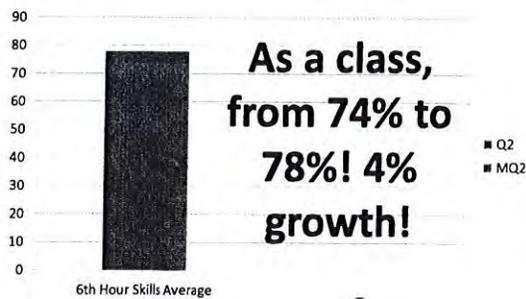
Shout out Antonio Pizano

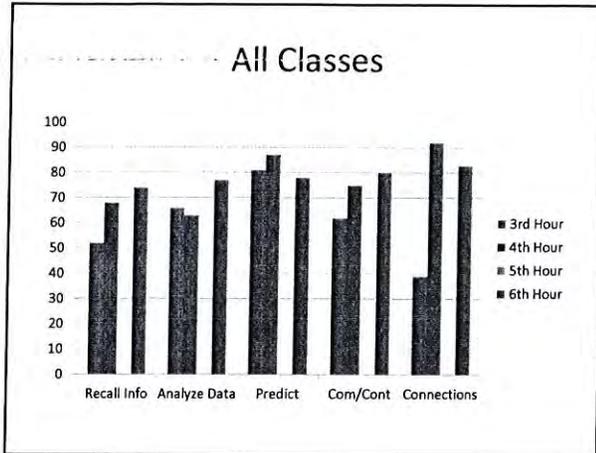


6th Hour Skills Average Growth



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

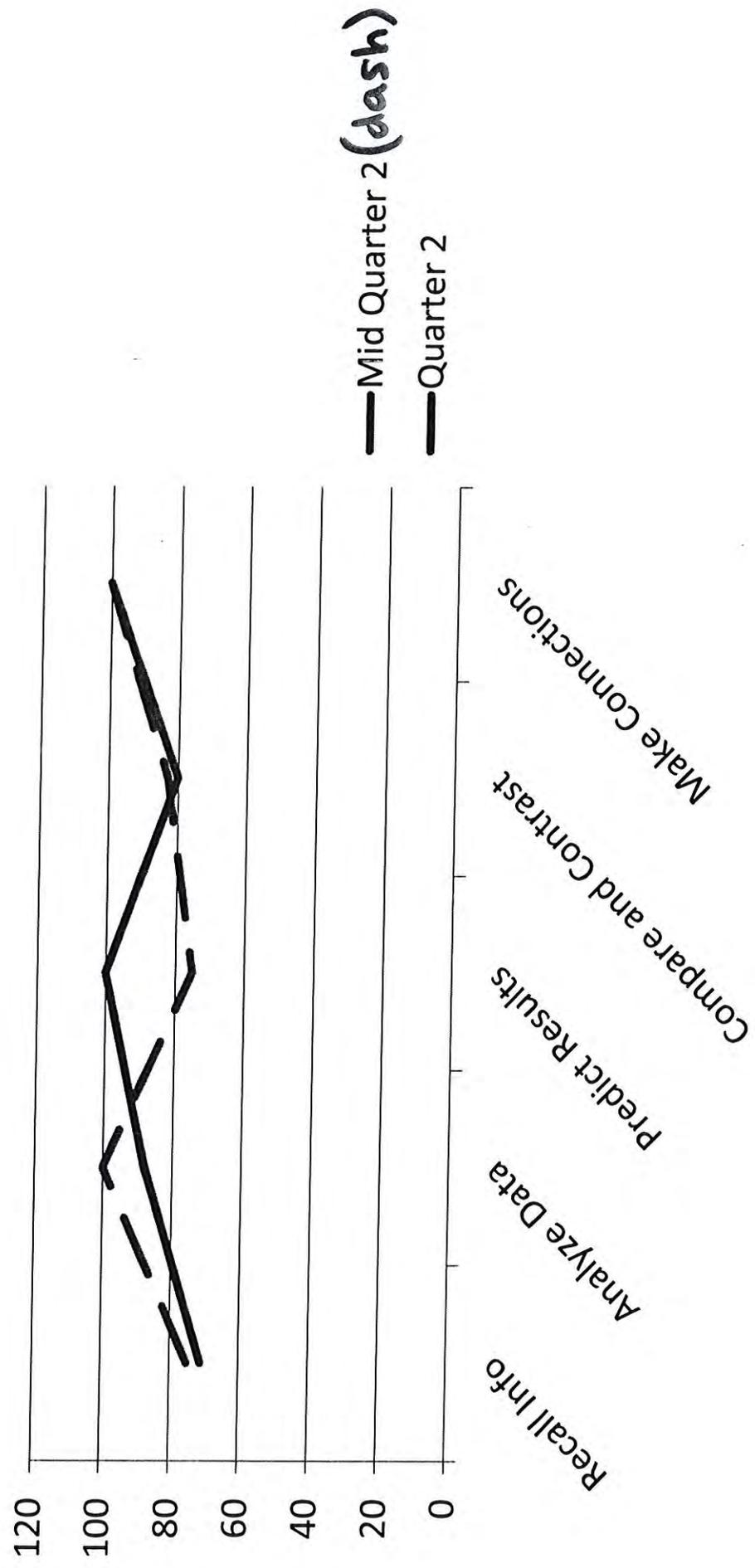
Highest Average Percentage

- 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 clearly prove 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
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

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
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

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 leave 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!

Procedure:
 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.

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." *Students must proficiently understand the concept in which they are examining evidence for and against!</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>Students automatically use science vocabulary in conclusions, stating what the results/data are, then automatically explaining why. Students use provided sources to cite supporting evidence/examples within their conclusions in written responses, Evolution portfolio, and/or lab report posters.</p>	<p>Provide resources for students to cite as evidence, display exemplar student responses the day after written responses are due without having to provide questions, but just relying on students to constructively criticize then implement those criticisms into their own writing, have gallery walks for students to constructively critique one another's conclusions and/or have students present rough draft to class</p>	<p>Find scientific information to cite in their lab report conclusions as means of explaining why the results occurred. Conclusions are scientific and academic vocab heavy and show direct relationship between IV and DV, explain support or contradiction of hypothesis, and even provide plan for further investigation.</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

DeLaSalle Education Center
Opportunity Powered by Education
3737 Troost Ave.
Kansas City, MO 64109
816-561-4445 ext. 256
ailent@delasaliecenter.org

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	○ 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	○ 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 	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ 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 ○ Mariduena, 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	(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). 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	

*	<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

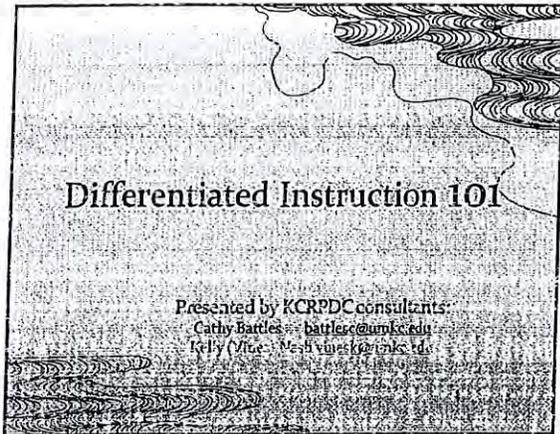
- 3 Weekly Instructional Plan Overviews (English)
- 9, 10 Data-driven Instructional Plan monitored, checked
- 15 EOC Score Goals Meetings
- 22 Individual Teacher DI Coaching

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

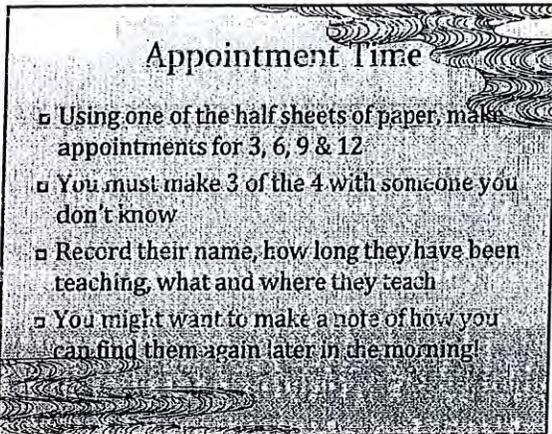
SILVER Team

- 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)



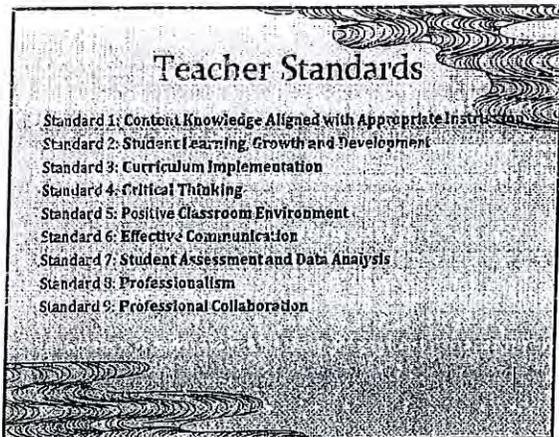
Differentiated Instruction 101

Presented by KCRPDC consultants:
Cathy Battles - battles@umkc.edu
Kelly Mize - kmize@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.

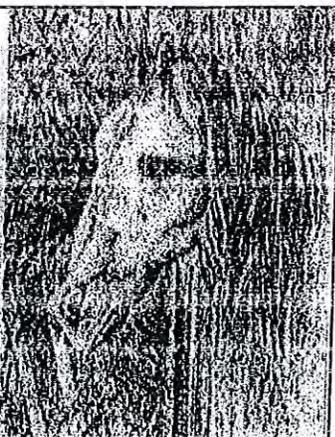
- Quality Indicator 1: Cognitive, social, emotional and physical development
- Quality Indicator 2: Student goals
- Quality Indicator 3: Theory of Learning
- Quality Indicator 4: Differentiated lesson plans
- Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs
- Quality 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 Brumby, Ph.D. (2007)

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

Respectful tasks

Flexible grouping

Continual assessment

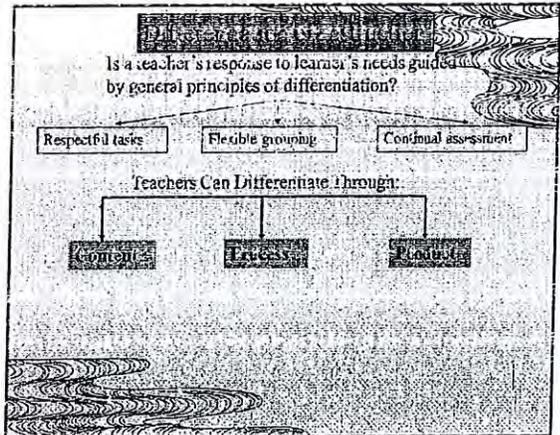
RESPECTFUL TASKS
 The teacher provides tasks that respect students' learning differences. The teacher provides learning options that are a match for each learner. "Everybody's work needs to be equally engaging, equally appealing, and equally important."

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
 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

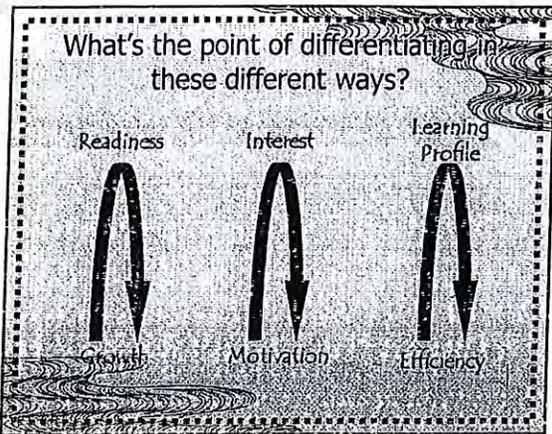
Teachers Can Differentiate Through:

Content Process Products

According to Students'

Readiness Interest Learning Profile

- ❖ **Readiness** is a student's **ability** to attain 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.



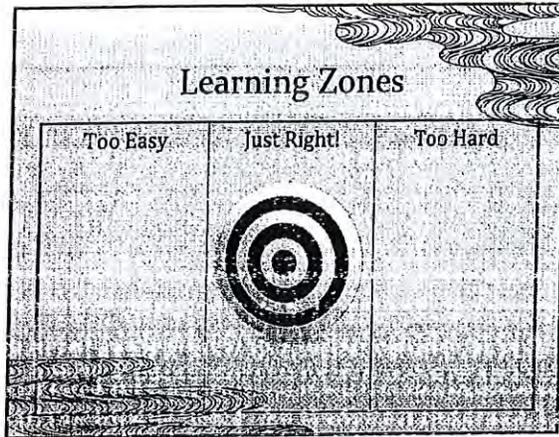
Students vary by readiness

- 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

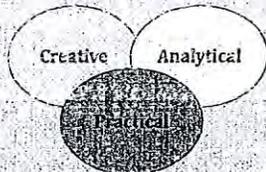
On your index card, record your intelligence in the upper right

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> <p>Relevant meaningful connected to learner deep understanding</p> <p>Engaging Emotional, energetic hands on, learner input</p> <p style="text-align: center;">Increased Intrinsic MOTIVATION</p>	vs.	<p>Required no student voice restricted resources</p> <p>Irrelevant impersonal out of context only to pass a test</p> <p>Passive low interaction Lecture seatwork only to pass a test</p> <p style="text-align: center;">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

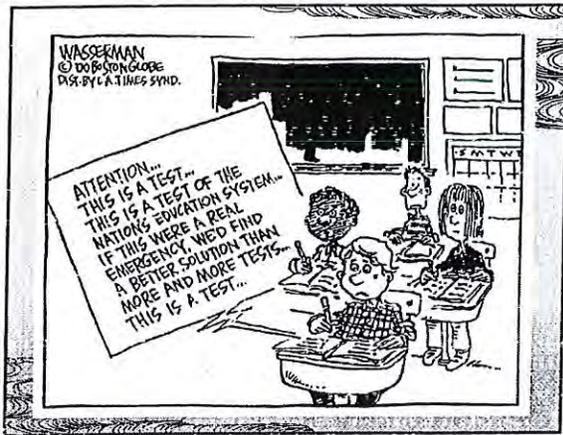
<input type="checkbox"/> Create a word problem that requires proportional reasoning. Solve the problem and explain why it requires proportional reasoning.	<input type="checkbox"/> Find a word problem from the text that requires proportional reasoning. Solve the problem and explain why it was proportional.	<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 last 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

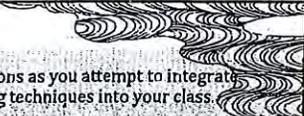
- ▣ Take the card you were given and find your match.
- ▣ Discuss what you have learned so far and what one thing you might be able to take back and use right now.

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.

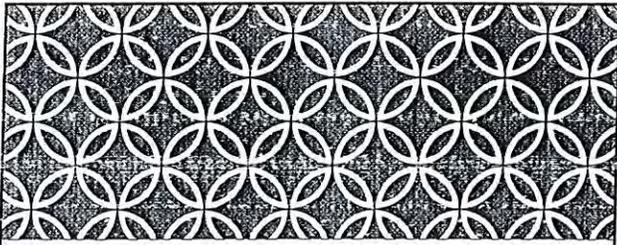
- ❑ The learning environment may be the single most important make-or-break element in a differentiated classroom.
- ❑ The learning environment sends each student continual messages about how the class operates.
- ❑ The learning environment varies with the needs of your students.

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!!!!





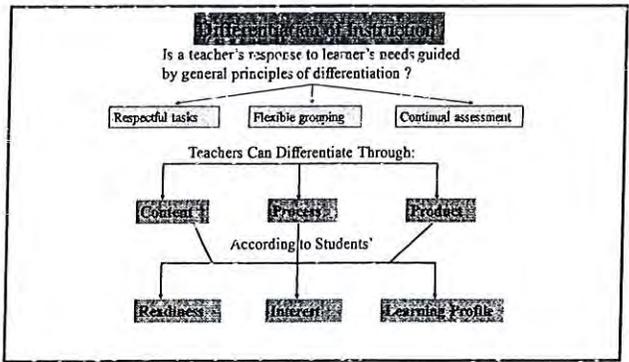
DIFFERENTIATED INSTRUCTION | Teresa Tolpuno, Ed.D.
tolpuno@umkc.edu

DE LA SALLE 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.

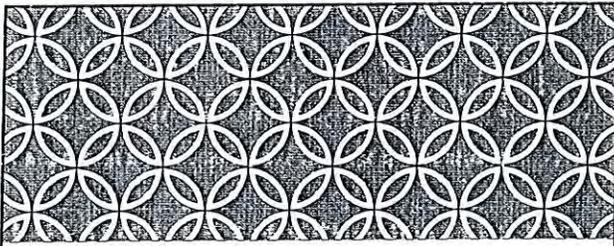
To get there, we design a unique learning plan to help each student develop his or her literacy using many and varied skills through individual and small group instruction. Our classes are small and rigorous, allowing our faculty to work one-on-one with students.



ACTION PLANNING



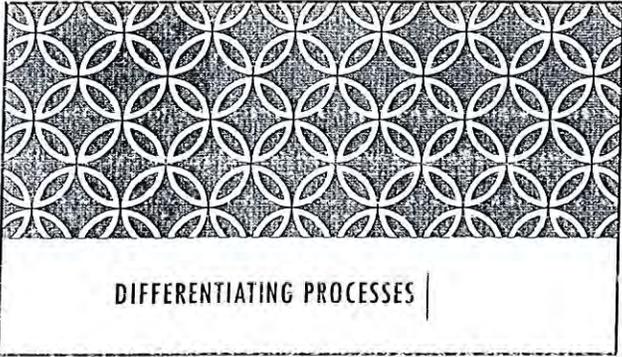
Content	
Process	
Product	

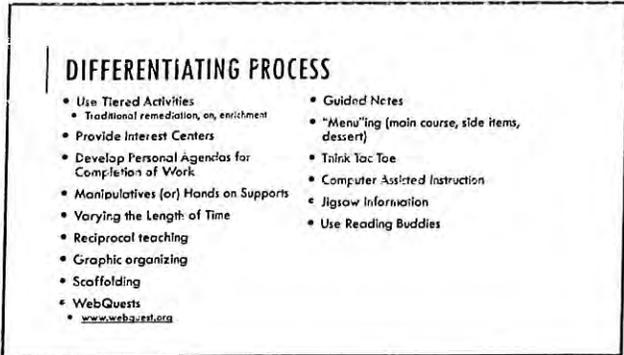


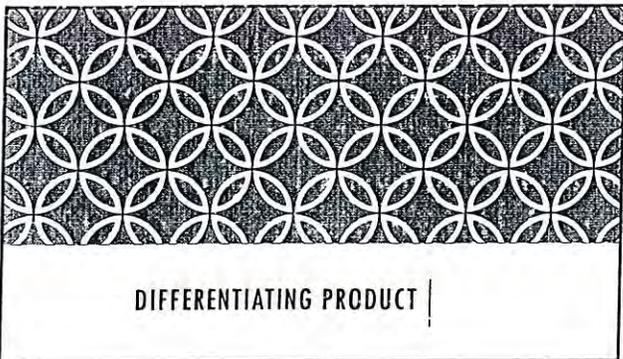
DIFFERENTIATING CONTENT

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





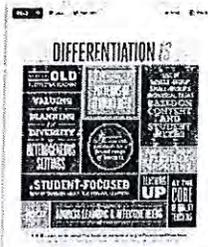
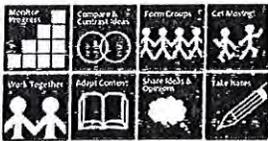


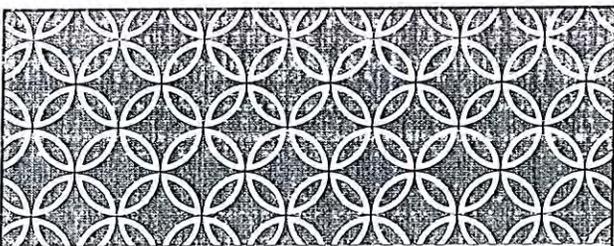
DIFFERENTIATING PRODUCT

- 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









1³t

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.

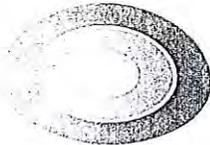
• **Collective responsibility means** we do not allow any single teacher to fail in an attempt to ensure success of any one student. Teachers in our school understand and appreciate the benefits of working collaboratively. Our teachers ensure their colleagues understand they are all members of the same 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

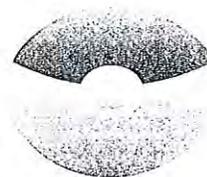
team-based professional learning embedded in teachers' work schedule. Authentic collective responsibility cannot be achieved through mandate. Teachers need time to achieve this goal. They need time to conduct the work essential to the intended outcomes of collective responsibility. As a result of spending 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, Sally, Michael, Janette, Sherri, 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		

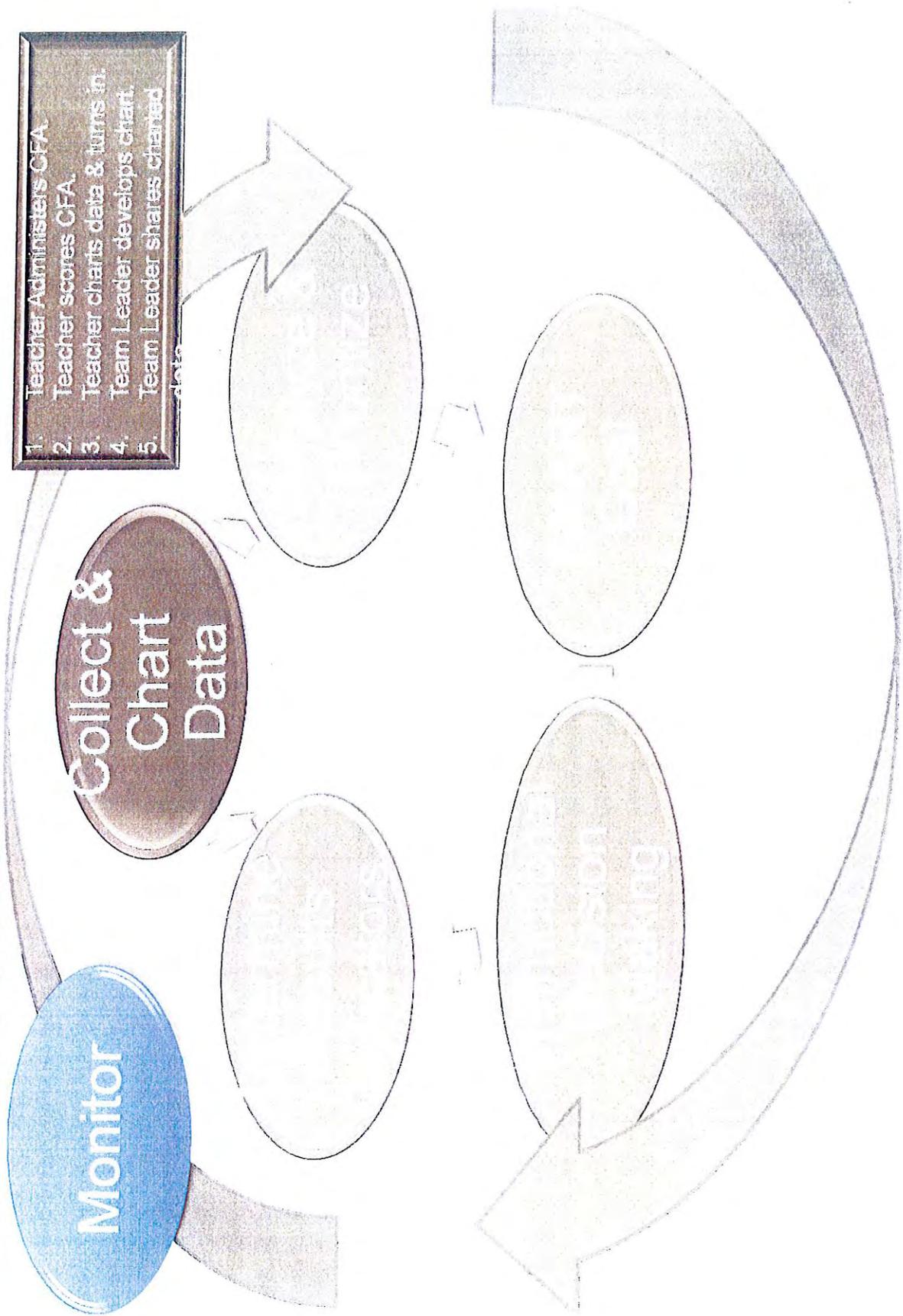
There are forms to record your Data Team data and planning

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)

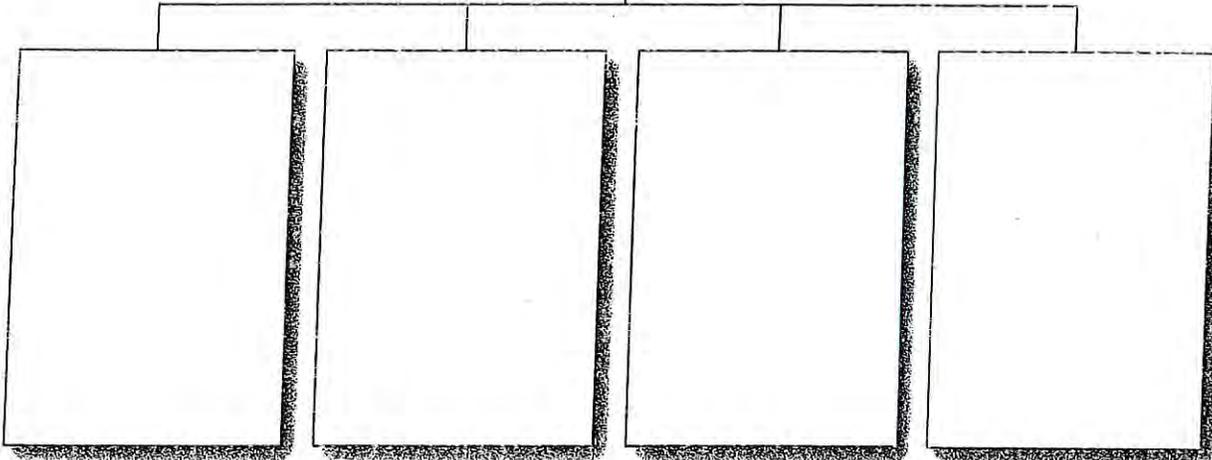
PROGRESSING (2)

_____ 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

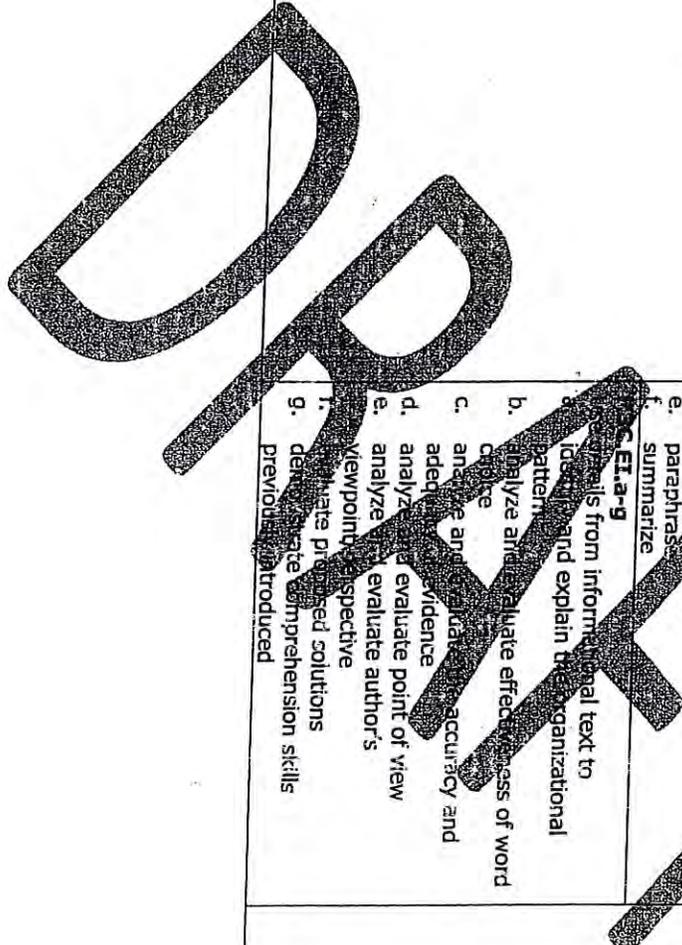
Team Actions	Date to be Completed
Unwrap the Priority Target	
Post and Pre-Assessment Created	
Pre-Assessment Administered	
Data Team 5 Steps Cycle	
Teach the Learning Target	
Administer Formative Assessment	
Data Team Steps 1 & 2 on Formative	
Post Assessment Administered	
Data Team Steps 1 & 2 on Post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

CELEBRATION WHEN GOAL IS ACHIEVED:

STANDARDS CROSSWALK FOR English Language Arts – Grades 9-10

DRAFT

CCR Anchor Standards	Grade-Specific Standard	Missouri CLE Alignment	Explanation
<p>1. Key Ideas and Details</p>	<p>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.</p>	<p>R1H.EI.a-d-f/R1H.EI.a-d-f Apply post-reading skills to comprehend, interpret, analyze, and evaluate text. a. identify and explain the relationship between the main idea and supporting details d. draw conclusions e. paraphrase f. summarize SC.EI.a-g a. analyze and explain the organizational pattern b. analyze and evaluate effectiveness of word choice c. analyze and evaluate accuracy and adequacy of evidence d. analyze and evaluate point of view e. analyze and evaluate author's viewpoint f. create proposed solutions g. demonstrate comprehension skills previously introduced</p>	<p>R1H.EI.a-d-f/R1H.EI.a-d-f/R3C.EI.a-9/R3C.EI.I.a-h Aligns to multiple CLEs</p>



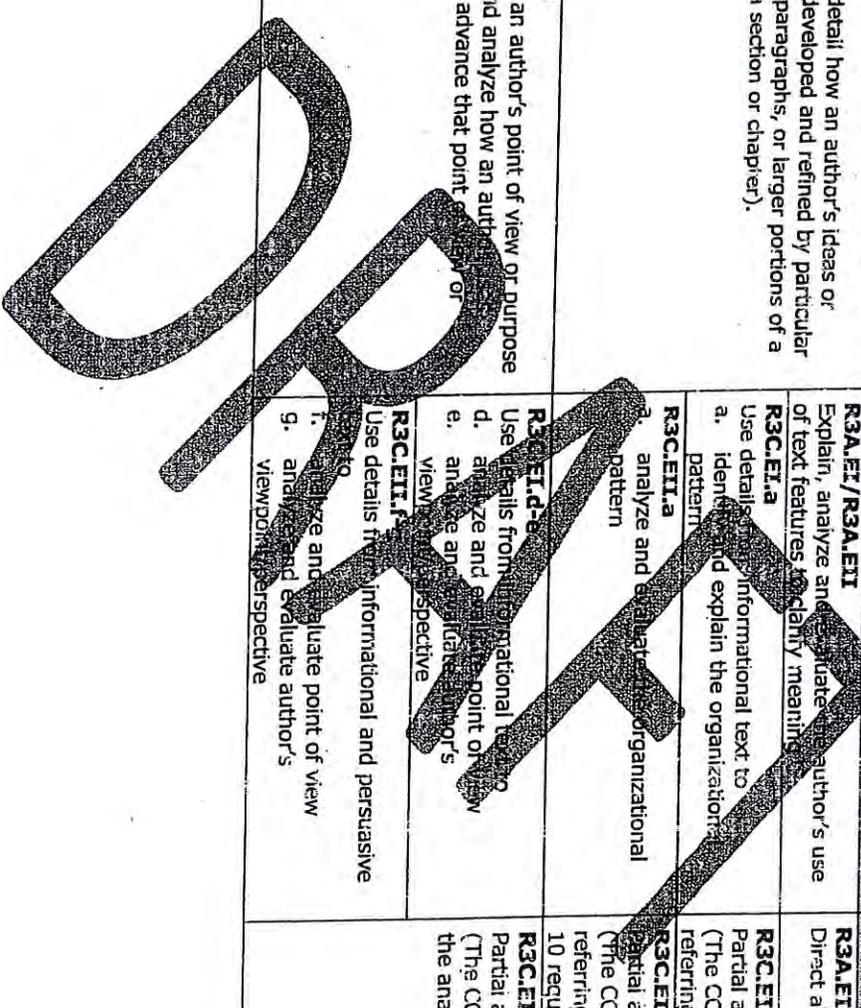
STANDARDS CROSSWALK FOR English Language Arts – Grades 11-12 DRAFT

CCR Anchor Standards	Grade-Specific Standard	Missouri CLE Alignment	Explanation
3. Key Ideas and Details	<p>RI.11-12.3</p> <p>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.</p>	<p>R3C.EI.II.a/R3C.EIV.a</p> <p>Use details from argumentative text to analyze and evaluate the organizational patterns.</p>	<p>R3C.EI.II.a/R3C.EIV.a</p> <p>Partial alignment (The CCR Anchor Standard does not specify the type of text, while the CLE targets argumentative texts.)</p>
4. Craft and Structure	<p>RI.11-12.4</p> <p>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>).</p>	<p>RI.E.II.II.b/RI.E.IV.b</p> <p>Develop vocabulary for text, using context clues</p> <p>R3B.EI.II.c</p> <p>Identify and explain literary techniques, in text emphasizing:</p> <p>c. analyze sensory details, figurative language, sound effects, and literary techniques previously introduced</p> <p>R3B.EIV</p> <p>Analyze and evaluate literary techniques, sensory detail, figurative language, and sound effects previously introduced</p>	<p>RI.E.II.II.b/RI.E.IV.b</p> <p>Direct alignment</p> <p>R3B.EI.II.c</p> <p>Partial alignment (The CCR Anchor Standard targets connotative language and technical meanings; the CLE only targets figurative language.)</p> <p>R3B.EIV</p> <p>Partial alignment (The CCR Anchor Standard targets connotative language and technical meanings; the CLE only targets figurative language.)</p>
5.	<p>RI.11-12.5</p> <p>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.</p>	<p>R3A.EI.II.a/R3A.EIV</p> <p>Explain, analyze, and evaluate the author's use of text features to clarify meaning</p> <p>R3C.EI.II.a/R3C.EIV.a</p> <p>Use details from argumentative text to analyze and evaluate the organizational pattern</p>	<p>R3A.EI.II.a/R3A.EIV</p> <p>Partial alignment (The CCR Anchor Standard is more specific about the effects of the structure.)</p> <p>R3C.EI.II.a/R3C.EIV.a</p> <p>Direct alignment</p>
6.	<p>RI.11-12.6</p> <p>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.</p>	<p>R3C.EI.II.g-h/R3C.EIV.g-h</p> <p>Use details from argumentative texts to analyze and evaluate point of view</p> <p>h. analyze and evaluate author's viewpoint/perspective</p>	<p>R3C.EI.II.g-h/R3C.EIV.g-h</p> <p>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.")</p>

STANDARDS CROSSWALK FOR English Language Arts – Grades 9-10

DRAFT

Reading Standards for Literacy in Text: Grades 9-10 (continued)			
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 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.EI.d-e/R2C.EII.f-g Partial alignment (The CCR Anchor Standard is more specific on the analysis and evaluation.)
		R3C.EII.f Use details from informational and persuasive text to f. analyze and evaluate point of view g. analyze and evaluate author's viewpoint/perspective.	R3C.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

DRAFT

CCR Anchor Standards	Grade-Specific Standard	Missouri CLE Alignment	Explanation
<p>4. Vocabulary Acquisition and Use</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 for a preferred meaning or in a dictionary. 	<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

DRAFT

CCR Anchor Standards	Grade-Specific Standard	Missouri CLE Alignment	Explanation
<p>4.</p> <p>Acquisition and Use</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.I.a-c</p> <p>Develop vocabulary through text, discussing roots and affixes, as well as context clues, glosses, dictionary, and thesaurus</p>	<p>RI.EI.a-c/RI.EI.I.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, figurative language, 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, figurative language, 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 reference, digital, to find the pronunciation of a word or to determine or clarify its precise meaning, part of speech, or its etymology, or its standard usage).</p> <p>d. Verify the primary use of a word or phrase by checking a general or specialized reference or in a dictionary.</p>	<p>RIE.EI.a-c/RIE.EII.a-c</p> <p>Develop vocabulary through text, using</p> <p>a. roots and affixes</p> <p>b. context clues</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>

DRAFT



DELA SALLE
Opportunity Powered by Education

- Sample use of Differentiation of Instruction

Professional Development DIFFERENTIATION

Lesson Title

Differentiated Instruction-Lesson Plan Plato Elective: (Module) Real World Parenting-

(Note: Plato (non -differentiated) is an online computer generated curriculum in which students learn through online interaction. PLATO ELECTIVES is an interactive computer generated credit recovery program that contains curriculum for elective courses. Each PLATO course engages students in interactive online lessons, offline labs and web-based activities, online pre/post assessments, and end of course assessments. Each student, based on interests, decides which course he/she wants to take, and works at his/her own pace. All courses are presented according to Plato Pre-descended curriculum that meets Missouri Standards)

Lesson Objective(s)

Student will pass all assessments with 80% or better, complete all offline assignments with mastery utilizing the pre-described PLATO curriculum and using the differentiated plan

What is Differentiated in this lesson? (content, process, or product) How so? Give a brief explanation.

Area # 2. Based on processes and techniques

1. Use a variety of instructional delivery methods to address different learning styles.
2. Develop activities that target auditory, visual, and kinesthetic learners.
 - Auditory- Student can listen via podcast to the lessons and hear the assessments via prerecorded video cast
 - Visual-Student can read along online/on the screen the lessons while the Podcast is playing while looking at a physical printed packet.
 - Kinesthetic-Student has a "physical" Packet that has pictures and increased font that are identical to the online lessons and student can highlight important information while listening/reading and student has a physical copy of the assessments. "pencil and paper" learning

Area # 3-Based on Product

Use a variety of assessment strategies, including performance-based and open-ended assessment.

- Students can take an assessment that is on paper or online and listen to all the questions and responses via audio recording and repeat and re listen if necessary
- Student's responses to text questions indicate mastery by the complexity of the

Professional Development DIFFERENTIATION

response and ability to skim and find answers, paraphrase and this also indicates student's grasp of grammar and spelling which will help determine the next Plato Module that will be assigned

Was your differentiation for student readiness/mastery, learning styles, or interest? Explain how this lesson addressed the varied readiness level, various learning styles, or varied interests.

Based on readiness and mastery, and learning styles Instructor was able to determine need of differentiation based on:

Access reading scores, maturity of student, past behavioral issues in class and data from school, relationship with the student, student's interests, and completion of previous modules. This differentiation lesson(module)provided a way to master the material using Auditory learning style(all lessons and assessments recorded) as well as kinesthetic and visual (all units are printed and student may use pencil/paper to answer questions).

What was the evidence that your differentiation strategy met the students' needs? How did the differentiation contribute to student achievement or progress toward mastery of the lesson objective?

Student was able to be successful in a shorter amount of time which increased productivity, gain positive self-esteem because of success in passing assessments, interest piqued to promote future success in other more advanced modules, credit earned and motivation to come to school and continue working to earn more Elective credits.

Please attach a copy of any accompanying worksheets or forms used to facilitate this lesson (graphic organizers, rubrics, etc.). Please include student artifacts whenever possible.

Lesson Objective:

Students used isometric drawing paper to create a rough draft of a structure that appeared 3D, using lines that were parallel, perpendicular, and/or converging in the composition.

Students used the rough draft to create a 3D ceramics sculpture through layering and adhering methods using coiling, pinch, or slab techniques to create an original sculpture.

Students applied glaze with control and consistency to create a finished piece of ceramics artwork.

Lesson Overview:

The content of this lesson was tiered over the course of time spent on this unit. Tier one; students used isometric paper as a *graphic organizer* to determine, create and access their sculpture idea. I assessed students' drawing techniques and ideas through *multiple levels of questioning* to help students think deeper and solve design challenges before construction begins. Tier two; students reviewed the rough draft idea, and began constructing their sculpture using slab, coil and pinch techniques to layer and stick the clay together into the 3D sculpture. I continued using *multiple levels of questioning*, and *anchor activities* for students that worked faster than others. For students who struggled with the assignment, I helped them individually to solve design challenges with hands-on examples or through re-teaching the techniques and methods being used. Tier three; students painted the ceramic sculptures using multiple glazes. I modeled how to apply consistent glaze applications and helped students individually as needed with this step. Tier four; (after the final kiln firing) students worked in groups and *think-pair-shared* about the process of creating a rough idea, constructing the idea into a 3D sculpture and painting it with glaze. Students compared and contrasted their sculpture with their design and noted structural changes, and design style successes.



DELASALLE

Opportunity Powered by Education

DIFFERENTIATION:

The Real Numbers Project

This is an example of a hands-on project to offer an option to show mastery that is not “pencil and paper” based. Students could complete this “hands-on” project or complete a pencil and paper assessment.

Real Numbers Project

For this, I am going to have you create a dream garden. You can pick all of your dimensions, but it needs to be drawn on either graph paper, construction paper, or computer paper. Don't forget to use your scale (for example, 1 inch= 3 feet, or whatever you choose). You must include at least the following:

1. Pool
2. Area for Planting flowers
3. Area for Planting Vegetables
4. At least two other things in the garden
5. Only two items above may be squares or rectangles.
6. Extra Points for a non-rectangular or square garden

After you draw your garden, you must:

1. Find the area of the garden
2. Find the area of all items in the garden
3. Find the perimeter of the garden
4. Find the perimeter/circumference of each item in the garden
5. Find the area of free ground in the garden (which means area that is not used for something already)
6. Without redrawing the garden, cut the measurement of one side of the garden in half (50%) and compare the new perimeter and area with the old and find out what percentage the new is. (I can help with this part!)



DELASALLE
Opportunity Powered by Education

DIFFERENTIATION:

Exploring Tessellations

Students could choose between this unit assessment or the PLATO module and assessment.

GEOMETRY PLAYGROUND

Activities | Grades 6–8

www.exploratorium.edu/geometryplayground/activities

EXPLORING TESSELLATIONS

Background: What is a tessellation?

A *tessellation* is any pattern made of repeating shapes that covers a surface completely without overlapping or leaving any gaps. A checkerboard is a tessellation made of squares. The squares meet edge to edge with no gaps and no overlapping areas. The pattern of bricks on a wall is a tessellation made of rectangles.

Over 2,200 years ago, ancient Greeks were decorating their homes with tessellations, making elaborate mosaics from tiny, square tiles. Early Persian and Islamic artists also created spectacular tessellating designs. More recently, the Dutch artist M. C. Escher used tessellation to create enchanting patterns of interlocking creatures, such as birds and fish.

Making tessellations combines the creativity of an art project with the challenge of solving a puzzle.

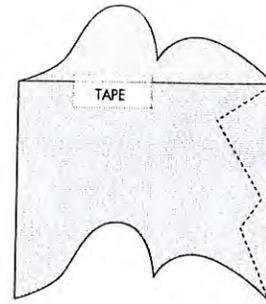
Part One: Making a Translation Tessellation

[45 minutes]

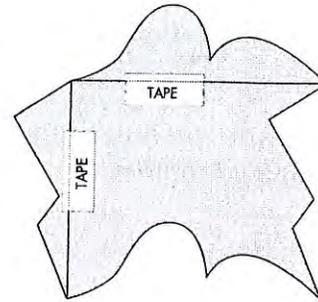
Suppose you wanted to cover a floor with tiles. You could cover it with square tiles, since squares fit together without leaving any gaps.

In this activity, you're going to transform a rectangle into a more interesting shape, then make a tessellation by repeating that shape over and over again.

Step 6 Now draw another line that connects two adjacent corners on one of the short sides of the shape.



Step 7 Cut along this new line. Take the piece you cut off and slide it straight across to the opposite side of the shape. Line up the straight edges and tape them together.



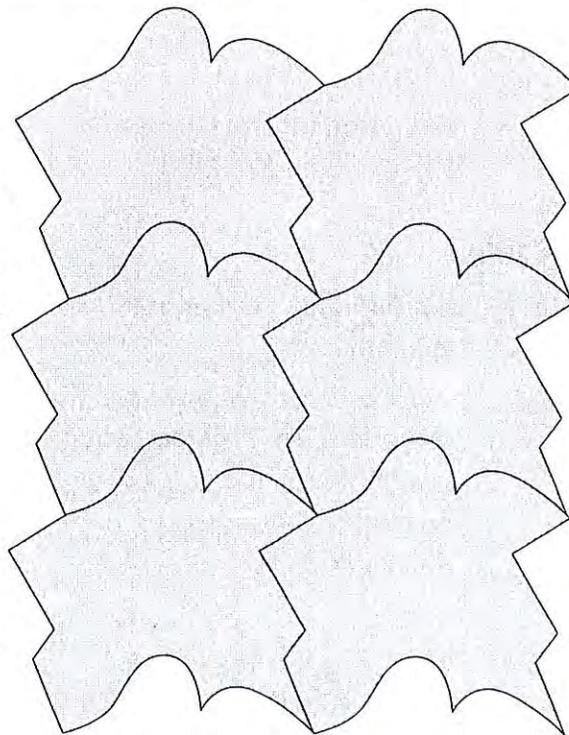
Step 8 You have now created a shape that you can use as a pattern to make a tessellation. What's the area of this shape? Write the letter A on one side of the shape and turn it over and write the letter B on the other side.

Step 9 On your grid paper, carefully trace around your pattern shape.

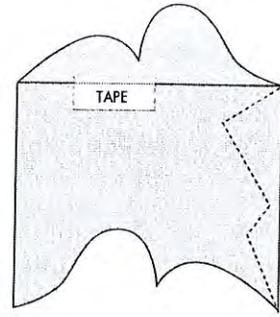
Can you figure out where to place the pattern so that your paper will be covered with repetitions of this shape with no overlaps and no gaps? Try to cover your whole sheet of paper by tracing the pattern, moving it, then tracing it again.

If you start with side A facing up do you ever have to turn it over to side B to make your tessellation? If you only have to slide the piece without flipping it over or rotating it, then you are making a *translation* tessellation.

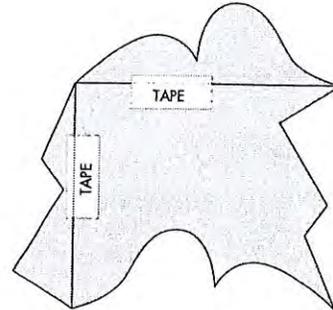
In math, translation means shifting the position of a shape without moving it in any other way.



Step 4 Now draw another line that connects two adjacent corners on one of the short sides of the shape.



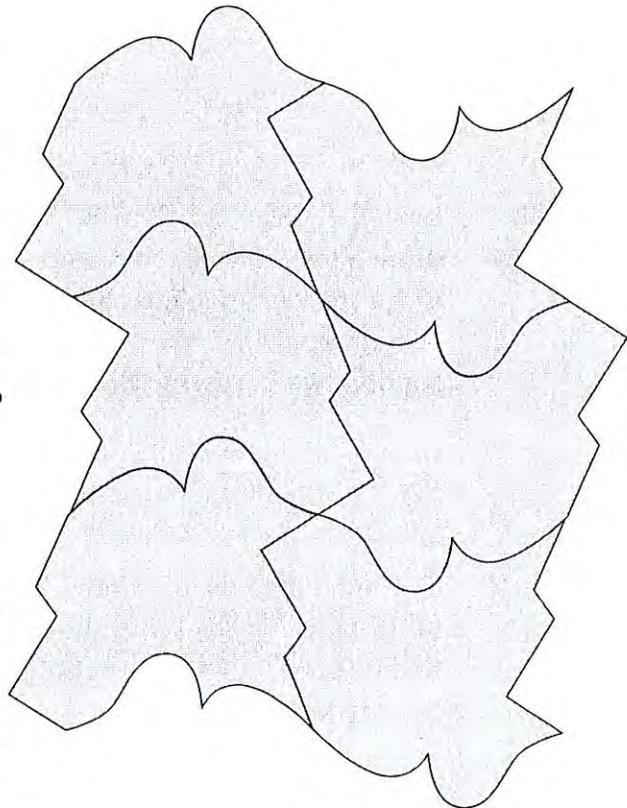
Step 5 Cut along this new line. Take the piece you cut off, flip it over and then slide it straight across to the opposite side of the shape. Line up the straight edge of the piece with the straight edge of the shape. Tape the piece in place.



Step 6 You have created a shape that you can now use as a pattern to make a tessellation. Write the letter A on one side of the pattern, then turn it over and write the letter B on the other side.

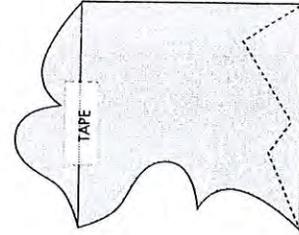
Step 7 On your grid paper, carefully trace around your pattern shape. It may help to position the squared-off corner (formerly the edge of the index card) in one corner of the grid.

Can you figure out where to place the pattern piece so that your paper will be covered with repetitions of this shape with no overlapping and with no gaps? Try to cover your whole sheet of paper by tracing the pattern, moving it, then tracing it again. If you start with side A facing up, do you ever have to turn it over to side B to make your tessellation? If you have to flip your piece over, you are making a reflection tessellation. If you also had to move the piece to a new position, you have used translation.

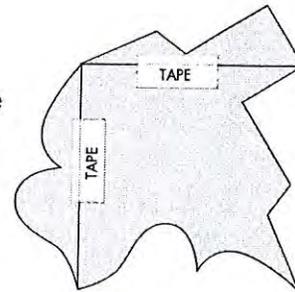


Step 8 Look for a clever way to color in the resulting design on your sheet of paper.

Step 5 Now draw another line that connects the two corners on the side adjacent to the cut side of the square.



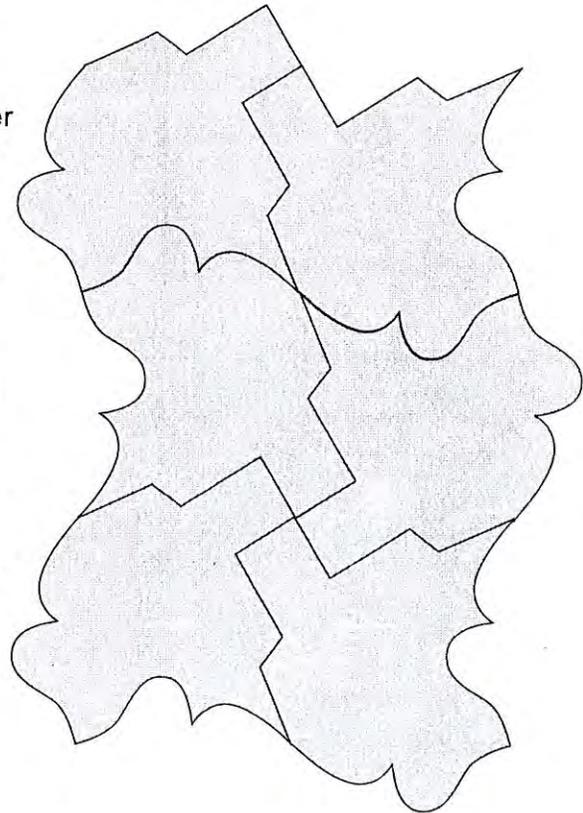
Step 6 Cut along this new line. Take the piece you cut off (without flipping) and slide it to its adjacent side. Line up the straight edge of the cut piece with the straight edge of the square, and tape them together.



Step 7 You have now created a shape you can use as a pattern to make a tessellation. Write the letter A on one side of the shape and turn it over and write the letter B on the other side.

Step 8 On your grid paper, carefully trace around your pattern piece.

Try to cover your whole sheet of paper by tracing the pattern, then moving it and tracing it again. If you start with the side A facing up, do you ever have to turn it over to side B to make your tessellation? If you have to flip your piece over, you have made a reflection tessellation. If you also had to move the piece to a new position you have also used translation. If you have to turn or rotate the shape to make your tessellation, then you have made a rotation tessellation.



Step 9 Look for a clever way to color in the resulting design on your sheet of paper.



DELASALLE
Opportunity Powered by Education

DIFFERENTIATION:

Scatterplots Assignment

This is a culminating project (and a Healthy Lifestyles assignment) that included differentiation for Algebraic Connections students and Algebra students.

Scatterplots Assignment:

1. Find a group
2. Decide what topic you are going to do. You may use one of mine, or make your own. All must be related in some way to healthy or unhealthy lifestyle choices or habits. Some ideas are:
 - a. Age vs Time Spent working out
 - b. Age vs. How often junk food is eaten
 - c. Height vs. Weight (some people may not want to answer)
 - d. Age vs. Height
 - e. TV Time vs. Weight
3. You will have 8 minutes to find people to ask your question to. Make sure to use the people in the classroom as well. You **MAY** not enter any teacher's classroom or disturb any class. Consequences will follow for teams that bother a teacher or who do not arrive back in class within the allotted time.
4. You will then draw a scatterplot of the data and answer the following questions:
 - a. Do you see a positive correlation, negative correlation, or no relationship?
 - b. Draw a line of best fit.
 - c. What is the shape? (Linear, quadratic, exponential, etc)
 - d. Make a prediction about a number that is not on your graph.
 - e. Write in words what your graph tells you.
5. Algebra students **ONLY**- Find the equation of the line of best fit. (Hint, pick two points **ON THE LINE** and find the slope, then plug in the slope and one point into slope intercept form- $y=mx+b$)

The entire group can have one paper, but I need to see everyone working together and answering questions.



DELA SALLE
Opportunity Powered by Education

DIFFERENTIATION:

Geometry and Architecture Project

Students could choose between this final project or the PLATO assessment to show mastery of this unit.

+

Geometry and Architecture Project

Working with a partner, students will create a poster of a famous building or structure and identify geometric shapes and properties. Students will write a report about the geometry and history of the building or structure.

- 1) LIST famous buildings or structures you and your partner know. Decide if you would like to explore any of these examples of geometry.
- 2) CONSIDER choosing a building or structure that is part of a topic that interests you. For example, if you like medieval history, you might select a castle to study.
- 3) REVIEW the list of buildings and structures and select a first and second choice, or select something not on the list prior to approval. We will draw names in class to determine who chooses first. Only one group per class may choose a particular building or structure.
- 4) IT IS IMPORTANT that you choose something that will provide examples of higher level geometric properties as well as lower level. Be thoughtful; use your book to look ahead for higher level properties, and think back to properties learned in prior years.
- 5) DIVIDE TASKS. While you and your partner may work together to identify examples of geometry, one person may draw the poster and the other student may write the report. Both students may color and label the poster.
- 6) RESEARCH your building or structure to find a picture by using the Internet and books.
- 7) EXAMINE your building or structure and try to find as many examples of geometry as possible. Look for the following (these are just ideas, not an all-inclusive list):

Types of angles; regular and other polygons and their properties; circles and their properties; three-dimensional shapes and their properties; lines, segments, planes and their properties; symmetry, including reflection, rotation, translation, and combinations.

- 8) DRAW your building or structure on standard-size poster board. Title and neatly label the geometry vocabulary. Your drawing MUST be poster size.

Challenge: For bonus points, you must draw your building to scale, include a map scale, and provide 2 different views of your structure.

- 9) WRITE the report. The history of the most important facts and the summary of the geometry it represents should be separate paragraphs. Be specific and stay on topic; rambling off topic will result in grade reduction. Type double-space, use up to two pages only, and tape the report to the back of the poster (so print report as one-sided). Include the following:

Who designed the building or structure?

What are its dimensions?

Where is it located?

When was it constructed?

Why was it constructed?

Is it used today? If yes, how?

- 10) TURN IN your finished poster and report.

- 11) PRESENT your project to the class.

Poster not
available

Stephanie Hr5

February 28, 2013

Geometry and Architecture Project

The Golden Gate Bridge

The Golden Gate Bridge is an amazing bridge located in the bay of San Francisco. It connects route 1 and route 101 in the northern tip of the San Francisco peninsula to Marin County. This this bridge is still up today. It is even considered one of the Wonders of Modern Worlds! It's not only amazing is Wonderful.

It was designed by Joseph Strauss, Irving Morrow, and Charles Ellis. The bridge was built from January 5, 1933 through April 19, 1937. It took about four years of construction but seems very worth building. Before it was built people used the Ferry service to get around to the other side but that took up about 30 minutes to get across. It looks like the bridge is more convenient, which is one of the reasons why it is still used today.

Not only is this a great bridge it also has very good examples of geometry. Its distance is 1.7 miles long. It's 746 ft. in height and 90 ft. in width. It's standing up holding its self together with two parallel lines. It's crossing vehicles on a 180° angle (the road) which makes also perpendicular. It has two right triangles. It also has both obtuse and acute angles. It has two diagonal line segments. The suspension lines that it has shape into a parabola that is you were to put an imaginary vertical line through the middle it's like a reflection, so it's also symmetric.



DELA SALLE
Opportunity Powered by Education

DIFFERENTIATION:

Stained Glass Project

Students could choose between this final project or the pencil and paper assessment to show mastery of this unit.

Name: _____

Date: _____ Class: _____

Stained Glass Project

For this project, you will be using your graphing skills to design and create an algebraic stained glass window.

Step 1:

Draw a coordinate plane in the center of your paper. The x and y axes should extend to the edges of the paper. Lightly number your axes to the edges of the paper also.

Step 2:

Create an ornate arrangement of at least three horizontal and three vertical lines. These lines should be labeled with their respective equations. Fill out the "T-Chart paper" for these horizontal and vertical lines.

Step 3:

Next you will need to write equations for four oblique, (diagonal), lines. To do this, just be sure that your equation is in linear form and has both x and y variables.

Experiment with your equations. See if you can figure out how changing the number in front of the " x " and changing the last number will change the line.

Fill out a "T-Chart Paper" for these oblique lines equations and then graph the points from your chart.

Step 4:

Next you will need to write equations for non-linear functions. You must include at least 2 of each: Absolute Value, Quadratic, and Cubic.

Fill out a "T-Chart Paper" for these equations and then graph the points from your chart.

Be sure to LABEL your lines on the poster with their equations.

Step 4:

Now go in and color the sections of your paper that have been created by the intersecting oblique, horizontal, and vertical lines.

3-2 A

NAME _____ DATE _____ PERIOD _____

Reteach

Slope-Intercept Form

Linear equations are often written in the form $y = mx + b$. This is called the **slope-intercept form**. When an equation is written in this form, m is the slope and b is the y -intercept.

Alg 1
1.4

Example 1 State the slope and the y -intercept of the graph of $y = x - 3$.

$y = x - 3$	Write the original equation.
$y = 1x + (-3)$	Write the equation in the form $y = mx + b$.
\uparrow \uparrow $y = mx + b$	$m = 1, b = -3$

The slope of the graph is 1, and the y -intercept is -3 .

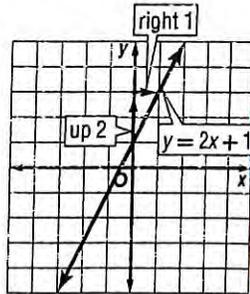
You can use the slope-intercept form of an equation to graph the equation.

Example 2 Graph $y = 2x + 1$ using the slope and y -intercept.

Step 1 Find the slope and y -intercept.
 $y = 2x + 1$ slope = 2, y -intercept = 1

Step 2 Graph the y -intercept 1.

Step 3 Write the slope 2 as $\frac{2}{1}$. Use it to locate a second point on the line.
 $m = \frac{2}{1}$ ← change in y : up 2 units
 ← change in x : right 1 unit



Step 4 Draw a line through the two points.

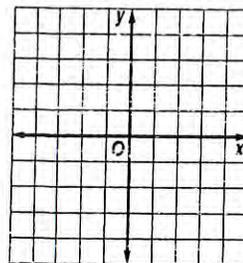
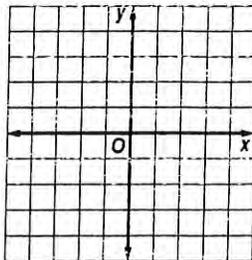
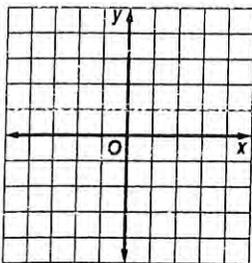
Exercises

State the slope and the y -intercept for the graph of each equation.

- | | | |
|----------------|-----------------|---------------------------|
| 1. $y = x + 1$ | 2. $y = 2x - 4$ | 3. $y = \frac{1}{2}x - 1$ |
|----------------|-----------------|---------------------------|

Graph each equation using the slope and the y -intercept.

- | | | |
|-----------------|----------------|---------------------------|
| 4. $y = 2x + 2$ | 5. $y = x - 1$ | 6. $y = \frac{1}{2}x + 2$ |
|-----------------|----------------|---------------------------|



Copyright © Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.