

Missouri Department of Elementary and Secondary Education

MISSOURI SCHOOL IMPROVEMENT PROGRAM

HICKMAN MILLS C-1 SCHOOL DISTRICT (048-072)

Fourth Cycle Final Report

Review Date: March 30-April 2, 2009

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SOURCES OF DATA USED TO PREPARE MISSOURI SCHOOL IMPROVEMENT PROGRAM REPORTS

Data used to complete Missouri School Improvement Program (MSIP) reports comes from a variety of sources. The use of multiple sources of data and information has been a characteristic of the MSIP review process from its inception.

All data used for the Resource standards (1.1-5.2) are derived either from Core Data or from supplemental information provided directly from the district.

Data or information related to the Process standards (6.1-8.13) is derived from Team Members' Observations; Interviews; Advance Questionnaires completed by teachers, support staff, parents, students, board members, counselors, librarians, administrators, and district administrators; documentation provided by the district; and, the District's Response to the Standards (DRS). Parts of the District Response to the Standards are incorporated into the report as "verbatim" responses (responses written exactly as submitted by the district). Verbatim responses can always be identified because they have been italicized in the report. These responses have not been edited although they may have been shortened to fit within the available space in the report's database.

In the Performance standards (9.1-11.2), the Missouri Assessment Program (MAP) data and the ACT data are based on student scores and come directly from the publishers of these tests. Districts, through the Core Data submission process, provide all dropout, attendance, college course, vocational course, vocational placement and college placement data and grade point average (elementary districts only).

**RESOURCE REPORT:
HICKMAN MILLS C-1**

PROGRAM OF STUDIES

1.1 Elementary (typically self-contained) - Each elementary student receives regular instruction in language arts, mathematics, science, social studies, comprehensive health, art, music, and physical education. In K-8 elementary schools, students will have access to a total of four exploratory classes.

The district offers self-contained classes in the following grades: K-05.

Full-time students in these grades are provided at least fifty minutes of instruction in art, music, and physical education each week.

1.2 Junior High/Middle School (typically departmentalized) - Each junior high/middle school student will receive regular instruction in language arts, mathematics, science, social studies, career education, health and physical education and will have access to art and music plus four exploratory classes. Students in grades 7-8 will have regular instruction in United States and Missouri Constitutions and American History.

2070 Ervin Jr. High

Thirteen courses are provided beyond basic requirements in grades seven and eight.

2075 Smith-Hale Jr. High

Thirteen courses are provided beyond basic requirements in grades seven and eight.

1.3 High School - Each high school has a current minimum offering of at least 40.5 units of credit, with sufficient sections in each course to meet the needs of all students in grades 9-12 and the state high school graduation requirements. These courses are distributed as follows:

1085 HICKMAN MILLS SR. HIGH

SUBJECT AREA	CREDIT	REQ/MEET	DESIRED/MEET
Language Arts	13.00	6.00	10.00
Foreign Language	4.00	2.00	4.00
Social Studies	6.50	5.00	6.00
Mathematics	6.00	4.00	6.00
Science	9.50	4.00	6.00
Fine Arts	12.00	2.00	6.00
Career Education	37.00	12.00	20.00
Physical Education	4.00	1.00	2.00
Health	0.50	0.50	1.00/NO
Practical Arts	12.25	4.00	8.00
Total Credits Offered	104.75	40.50	69.00

Courses are provided in six career education areas over a two year period.

Courses offered last year but not this year:

Course	SEQ
024126 Ceramics	0
024155 Drawing And Painting	0
034312 Accounting II	0
034312 Accounting II	2
034330 Business Technology	2
034332 Business Economics	0
034353 Graphic Arts/Desktop Publishing	0
034354 Network Administration	1
034354 Network Administration	2
034355 Computer Programming	0
040012 Free Enterprise Economics	0
054803 Communications (Written)	0
054806 Applied Communications	0
054810 Journalism	0
054821 American Literature	3
054899 Other Language Arts	0
056510 Debate	2
056599 Other Speech And Dramatics	0
086010 Adaptive Physical Education	0
096816 Pro Start II	1
096826 Child Development, Care & Guidance(Advance)	0
096831 Child Care Aide/Assisting	0
096842 Career Pathways For The Teaching Profession	0
100406 Digital Electronics	0
100409 Biotechnology Engineering	0
105411 Power Mechanics Technology	0
115815 Pre-Algebra	0
115815 Pre-Algebra	1
115825 Applied Math	0
115860 Trigonometry	0
115866 Calculus	0
126900 Vocal Music	0
134200 Biology	2
135900 Physics	0
156651 American Government	4
156661 American History	4
156667 European History	0
170100 Air Conditioning/Heating/Refrigeration	2
170108 Radio/Television Broadcast Technlgy/Technicn	0
170206 Electrical & Commun Engineering Technology	0
170302 Auto Mechanics	2
171900 Graphic Arts Occupations	1
171900 Graphic Arts Occupations	2
195000 Direct Service/Inst Special Education	0
990088 Travel Time between Buildings	0

998800 In School Suspension

1090 RUSKIN HIGH	SUBJECT AREA	CREDIT	REQ/MEET	DESIRED/MEET
	Language Arts	8.00	6.00	10.00/NO
	Foreign Language	8.00	2.00	4.00
	Social Studies	7.00	5.00	6.00
	Mathematics	7.00	4.00	6.00
	Science	4.00	4.00	6.00/NO
	Fine Arts	7.00	2.00	6.00
	Career Education	26.00	12.00	20.00
	Physical Education	3.00	1.00	2.00
	Health	0.50	0.50	1.00/NO
	Practical Arts	7.75	4.00	8.00/NO
	Total Credits Offered	78.25	40.50	69.00

Courses are provided in six career education areas over a two year period.

Courses offered last year but not this year:

Course	SEQ
024126 Ceramics	0
024155 Drawing And Painting	0
034301 Business Management/Leadership	0
034353 Graphic Arts/Desktop Publishing	0
040009 Advertising	0
054800 Language Arts (English)	3
054800 Language Arts (English)	4
054803 Communications (Written)	0
054803 Communications (Written)	4
054806 Applied Communications	0
054823 English Literature	1
054899 Other Language Arts	0
056599 Other Speech And Dramatics	0
096818 Housing Environments And Design	0
096822 Apparel & Textiles (Advanced)	0
096826 Child Development, Care & Guidance (Advanced)	2
096829 Foods, General	0
105411 Power Mechanics Technology	0
105430 Drafting & Design Technology	0
105430 Drafting & Design Technology	3
115810 Algebra	2
115815 Pre-Algebra	0
115825 Applied Math	0
115860 Trigonometry	0
115866 Calculus	0
126900 Vocal Music	0
134215 Ecology	0
135010 Physical Science (Usually 9 th Grade)	0
135900 Physics	0

156640	Geography	2
156653	Comparative Government	0
156667	European History	0
156693	History Of West	0
156693	History Of West	1
156693	History Of West	2
170108	Radio/Television Broadcast Technlgy/Technicn	0
170206	Electrical & Commun Engineering Technology	0
170302	Auto Mechanics	0
170503	Culinary Arts/Chef Training	2
171099	Construction And Maintenance Trades, Other	0
173101	Computer Servicing Technology	2
193000	Consultation With Gen/Spec Ed	0
195000	Direct Service/Inst Special Education	0
198600	Case Management Of IEPs	0
990088	Travel Time Between Buildings	0
998800	In-School Suspension	0

CLASS SIZE/ASSIGNED ENROLLMENTS

2.1 Class Size and Assigned Enrollments - Enrollments will be consistent with both class size standards and total enrollment requirements. (Class sizes in all categorically funded programs must meet the class size standards for that program.)

Grade	Minimum Standard	Desirable Standard	Number Classes	Fail Minimum	Meet Minimum	Meet Desirable	Average Enrolled
K	25	20	80		80	56	19.1
01	25	20	81		81	42	20.5
02	25	20	81		81	57	19.0
03	27	22	84		84	64	20.0
04	27	22	79		79	34	21.6
05	30	25	81		81	75	20.2
06	30	25	302	1	301	299	14.0
07	33	28	279		279	279	15.1
08	33	28	228		228	228	15.1
09-12	33	28	1,511	4	1,507	1,456	16.0
14	33	28					

PERCENTAGE SUMMARY OF CLASS SIZE

	Self-contained K-03	Departmentalized 04-12
Percent Not Meeting Minimum Standard	0.0	0.2
Percent Meeting Minimum Standard	100.0	99.8
Percent Meeting Desirable Standard	67.2	95.6

No elementary teaching specialists serve more than 750 students each week.

PROFESSIONAL SUPPORT STAFF

3.1 Library Media Staff - Certificated librarians and/or library media specialists are assigned consistent with the following ratios, based on the student enrollment at each building:

Bldg	School Name	Grade Range	Student Staff Enroll	Min FTE	Des std	Des std	Meet Need	Meet Min	Des
4050	Ingels Elem.	K-05	458	1.00	0.60	0.80	N/A	YES	YES
4045	Santa Fe Elem.	K-05	478	1.00	0.60	0.80	N/A	YES	YES
4035	Warford Elem.	K-05	335	1.00	0.40	0.60	N/A	YES	YES
4030	Truman Elem.	K-05	412	1.00	0.60	0.60	N/A	YES	YES
4025	Symington Elem.	K-05	368	1.00	0.40	0.60	N/A	YES	YES
4020	Johnson Elem.	K-05	325	1.00	0.40	0.60	N/A	YES	YES
4015	Dobbs Elem.	K-05	374	1.00	0.40	0.60	N/A	YES	YES
4010	Burke Elem.	K-05	521	1.00	0.60	0.80	N/A	YES	YES
2075	Smith-Hale JH	06-08	676	1.00	0.80	1.00	N/A	YES	YES
2070	Ervin Jr. High	06-08	779	1.00	0.80	1.20	N/A	YES	NO
1090	Ruskin High	09-12	798	1.00	0.80	1.20	N/A	YES	NO
1085	Hickman Mills Sr. High	09-12	1,079	1.40	1.20	1.60	N/A	YES	NO

3.2 Guidance and Counseling Staff - Certificated counselors are assigned consistent with the following ratios, based on the student enrollment at each building:

Bldg	School Name	Grade Range	Student Staff Enroll	Min FTE	Des std	Des std	Meet Need	Meet Min	Des
4050	Ingels Elem.	K-05	458	1.00	1.00	1.40	N/A	YES	NO
4045	Santa Fe Elem.	K-05	478	1.00	1.00	1.40	N/A	YES	NO
4035	Warford Elem.	K-05	335	0.80	0.80	1.00	N/A	YES	NO
4030	Truman Elem.	K-05	412	1.00	1.00	1.20	N/A	YES	NO
4025	Symington Elem.	K-05	368	1.00	0.80	1.00	N/A	YES	YES
4020	Johnson Elem.	K-05	325	1.00	0.80	1.00	N/A	YES	YES
4015	Dobbs Elem.	K-05	374	1.00	0.80	1.00	N/A	YES	YES
4010	Burke Elem.	K-05	521	1.40	1.20	1.40	N/A	YES	YES
2075	Smith-Hale JH	06-08	676	3.00	1.40	2.00	N/A	YES	YES
2070	Ervin Jr. High	06-08	779	3.00	1.60	2.20	N/A	YES	YES
1090	Ruskin High	09-12	798	3.00	1.60	2.20	N/A	YES	YES
1085	Hickman Mills Sr. High	09-12	1,079	4.00	2.20	3.00	N/A	YES	YES

ADMINISTRATIVE STAFF

4.1 Superintendent - A certificated superintendent is assigned to serve full-time as the district's chief administrative officer.

Professional Staff: 600.84 FTE.

Superintendent: 1.00 FTE.

4.2 Associates/Assistants to the Superintendent - Associates/Assistants to the superintendent in the areas of curriculum and instruction must have, as a minimum, a Master's Degree and a valid Missouri teaching certificate. All other associates/assistants to the superintendent should have appropriate training in their field.

Prof Staff	Staff FTE	Min std	Meet Need	Meet Min
600.84	12.22	6.00	N/A	YES

4.3 Principals/Building Administrators - Certificated principals, vocational directors and assistant administrators are employed and assigned consistent with the MSIP staff ratios:

Bldg	School Name	Grade Range	Student Enroll	Staff	Min FTE	Des std	Des std	Meet Need	Meet Min	Des
4060	Spofford	K-07	44		0.50	0.25	1.00	N/A	YES	NO
4050	Ingels Elem.	K-05	458		1.00	1.00	1.75	N/A	YES	NO
4045	Santa Fe Elem.	K-05	478		1.00	1.00	1.75	N/A	YES	NO
4035	Warford Elem.	K-05	335		1.00	1.00	1.25	N/A	YES	NO
4030	Truman Elem.	K-05	412		1.00	1.00	1.50	N/A	YES	NO
4025	Symington Elem.	K-05	368		1.00	1.00	1.25	N/A	YES	NO
4020	Johnson Elem.	K-05	325		1.00	1.00	1.25	N/A	YES	NO
4015	Dobbs Elem.	K-05	374		1.00	1.00	1.25	N/A	YES	NO
4010	Burke Elem.	K-05	521		2.00	1.25	1.75	N/A	YES	YES
2075	Smith-Hale Jr.	06-08	676		3.00	1.50	2.50	N/A	YES	YES
2070	Ervin Jr. High	06-08	79		3.00	1.75	2.75	N/A	YES	YES
1090	Ruskin High	09-12	798		5.00	1.75	2.75	N/A	YES	YES
1085	Hickman Sr.	09-12	1,079		4.30	2.25	3.75	N/A	YES	YES

CERTIFICATION/PLANNING TIME

5.1 Teacher Certification - All administrators and teachers must be appropriately certificated for their assignments in accordance with the guidelines contained within the Core Data Manual.

Eighteen staff members are not appropriately certified for a total of 145 assignments, 15.31 FTE. This total includes eight teachers with substitute certificates.

5.2 Planning Time - Each full-time classroom teacher, including kindergarten teachers, shall have a minimum of 250 minutes of scheduled planning time each school week. It is desirable to have 50 minutes of planning time each day. Planning time is calculated between the official start and close of the school day and does not include travel time, lunch time or time before or after school. (Planning time is not required for administrators, counselors or librarians.)

All full-time classroom teachers have the minimum required planning time.

RESOURCE FINDINGS

1.1	Elementary	STANDARD MET
1.2	Junior High/Middle School	STANDARD MET
1.3	High School	STANDARD MET
2.1	Class size	STANDARD MET
3.1	Library Media Staff	STANDARD MET
3.2	Guidance Staff	STANDARD MET
4.1	Superintendent	STANDARD MET
4.2	Associates/Assistants to the Superintendent	STANDARD MET
4.3	Principals/Building Administrators	STANDARD MET
5.1	Teacher Certification	STANDARD MET
5.2	Planning Time	STANDARD MET
1.	The district's self-contained and departmentalized classes meet the minimum class size standards at all levels; in addition, a majority of the departmental classes meet the desirable class size. (2.1)	

PROCESS REPORT

INSTRUCTIONAL DESIGN AND PRACTICES REPORT

6.1 The district implements written curriculum for all its instructional programs.

6.1.1 Curriculum and Assessment Evaluation

1. A review of the district's curriculum indicates the following:

It was evident in the curriculum reviewed that there was alignment to the Show-Me Standards and the Grade Level and Course Level Expectations.

Multiple GLEs were appropriately tied to the Measurable Learner Objectives (MLOs). In addition, content and process standards and Depth of Knowledge (DOK) levels were cited throughout the curriculum. It was noted in Communication Arts I and Communication Arts III that the large number of GLEs and process standards cited per objective may make it difficult to identify areas of emphasis.

The review indicated consistency in the use of assessments between buildings. In Biology and Physics First, assessment items had analysis sheets to assist teachers in determining the number of items that addressed a particular Course Level Expectation (CLE). The DOK levels of the sample assessments were primarily Level 1. In communication arts, the DOK level cited in the assessment section of the guide as well as the instructional activity section of the guide were inflated and did not appear to match the activity and assessment described. The district is to be commended for some of the content areas including a description of the assessment related to the student objective rather than just saying "Chapter Test" or "End of Unit Test".

In the sample assessments reviewed for Geometry, the daily bell work served as a formative assessment to inform instruction for the next lesson. In addition, science note booking samples reviewed indicated attention to students' awareness of the instructional concepts. Differentiation of activities was evident within each of the curriculum documents. Math had numerous links to instructional activities, resources and pre-test items for student review and practice.

There were numerous references to cooperative learning structures, peer review, technology integration, group work and modeling.

The internal alignment of the curriculum appears sound. Since the curricula reviewed are aligned to the GLEs and the CLEs, articulation is achieved through that alignment.

The curriculum format does not impede the ease of use or implementation of the curriculum. The curriculum is organized to reflect instructional scope and sequence. Objectives are clustered to make instruction cohesive. It would be easy for a new teacher to see an objective, how it is taught within the year, how it is assessed, how the instructional method assists learning, and how the learning activities help students master the objective.

In every curriculum reviewed, sufficient time was allowed for development of concepts and re-teaching. Curriculum pacing guides were reviewed for every content area. They included the main instructional priorities. The units were developed thematically which assures interconnectivity among objectives.

If this curriculum were fully and skillfully implemented, student achievement is likely to improve. All of the components in a quality curriculum were apparent in the curriculum areas reviewed, which indicates if the curriculum was implemented with fidelity student achievement would improve.

6.1.1 Team Response

2. During interviews, teachers and administrators shared the following insights regarding written curriculum:

During interviews, teachers and administrators at the elementary, middle, and high school shared the following information. The curriculum is closely aligned with the Grade and Course Level Expectations and incorporates a high level of rigor. The curriculum is available electronically which makes it easily accessible to teachers, parents, and administrators. The curriculum was written with input from teachers and is considered a living document which can be revised when needed. The curriculum is vertically aligned and spirals well in math and communication arts. The curriculum affords opportunities for differentiated instruction to meet all students' needs. The curriculum contains a pacing guide that most teachers find beneficial, however several teachers also noted that it is too ambitious and moves too quickly to meet students' learning needs. There is also not enough time to re-teach when necessary. The curriculum contains opportunities to use technology and to access additional resources. Some teachers at the high school level expressed concern that different teachers in the same content area spend differing amounts of time on the same concepts.

3. What is the quality of the articulation of the district's curriculum?

The articulation is evidenced through the scope and sequence found within each of the curriculum documents reviewed. The review indicated consistency in the use of assessments between buildings.

The quality of the articulation of the district's curriculum is monitored at many levels from the chief administrative officer, assistant superintendents, principals and instructional coaches, to the classroom teachers themselves. Methods for curriculum implementation are in place through a prescribed instructional coaching protocol, the use of pacing guides, and coordination of Grade Level Expectations with measureable learner objectives, and pre- and post- assessments. Teachers interact and review curriculum implementation through vertical teaming and mixed level teaming. Student assessment folders are passed on to the next grade level instructors. Teachers reported that online access to curriculum and data is beneficial. Additional support for curriculum articulation is provided through professional learning communities and on professional development early release days.

4a. Administrators do monitor curriculum implementation throughout the district.

Curriculum implementation is monitored in the following ways:

(E)	(MS)	(HS)	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-daily classroom observations by building or district administrators
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-weekly classroom observations by building or district administrators
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-monthly classroom observations by building or district administrators
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-teacher evaluation process
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-regular review of lesson plans and assessments
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-other: Instructional coaches are used throughout the district to assist with curriculum implementation.

4b. Curriculum is being effectively implemented in the district.

There is evidence from walkthroughs, classroom observations and weekly lesson plans that the written curriculum is taught throughout the district at all levels. However, according to teacher responses on the advanced questionnaire, there is significant variation between schools regarding the level of implementation. The computer makes the written curriculum readily accessible to all staff and has had a positive impact on implementation. There is concern from teachers and administrators that pacing guides are too ambitious. The rapidity of the pace does not take into consideration time for re-teaching. The level of rigor provided by the curriculum is also unclear. Classroom observations documented that prevailing levels of instruction were at DOK levels one and two 93 percent of the time. Therefore, while it is true that the written curriculum is being implemented, it does not appear to contain sufficient levels of the rigorous components necessary to reach the academic achievements desired by the district.

6.1.4 District Response

According to the District Response, the following processes and procedures are in place and implemented to revise the written curriculum. [District Verbatim]

The Hickman Mills district curriculum is reviewed and revised continually. The purpose of the process is to ensure that all students have equitable access and opportunity to reach high levels of achievement. The curriculum is aligned with the Show-Me content and process standards, depth of knowledge and the content specific grade level and course expectations. More frequent revisions occur when the Missouri Department of Elementary and Secondary Education (DESE) revises its curriculum and/or assessment expectations.

Each year the curriculum is reviewed by teachers, coaches and administrators. This review includes an analysis of student achievement data, vertical articulation of concepts, alignment, and pacing. Disaggregated student achievement data from a variety of assessments are used to establish needs, gaps, and trends in the both content and performance. Curriculum is also revised when there is a need to infuse new information, increase rigor, add new strategies to address student needs, or ensure relevancy in terms of real world application. Recommendations and rationale for adjusting the curriculum are sent to the Department of Curriculum and Instruction. The Curriculum Council reviews the recommendations and determines changes that are needed. The purpose of the formal curriculum evaluation is to determine its quality and effectiveness in supporting student achievement.

The Directors of Curriculum and Instruction facilitate the curriculum evaluation. Evaluation teams are formed that include administrators, coaches, teachers, media specialists, instructional technology and parents. Student achievement data is analyzed and relevant research articles are read, discussed, and studied. Findings are summarized and presented to the Curriculum Council that presents recommendations to the Board of Education for curriculum revision.

The Hickman Mills C-1 District's Curriculum and Instruction Department recently developed a new district curriculum template that is aligned with the 4th Cycle MSIP curriculum guidelines. The revised curriculum includes internal alignment with depth of knowledge.

To ensure more rigorous and relevant curriculums, the curriculum writing teams developed scientifically research-based lists of activities and strategies; assessments that align with the DOK of the objective; and resources that provide relevant and authentic practice of the objectives.

The district has provided Advanced Placement Vertical Team training for the past three years for grades 6-12 teachers. Curriculum development included many of the AP vertical team developed vocabulary, concepts, and strategies for additional rigor and relevance.

The district provides regular teacher professional development on early dismissal Wednesdays. Two Wednesdays of each month, teachers use the newly developed curriculum to collaboratively develop daily lesson plans that include alignment, rigor, and relevance. Administrators ensure the curriculum is being implemented through walk throughs.

The addition of technology to enhance student achievement has provided an inquiry-based learning environment with more opportunities for problem solving and research based assignments. Technology has also afforded a learning approach that includes a standards based common assessment program. Using the enhanced curriculum, teachers are able to see what skills or knowledge our students have acquired, provide targeted instruction, test to observe acquisition and re-teach all at a touch of a button.

The addition of Project Lead the Way and Physics First have provided a more relevant and rigorous courses for High School students.

6.1.2-4 Team Response

1. Interviews indicate that they have help in implementing their curriculum from:

(E)	(MS)	(HS)	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-other teachers
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-department chairpersons
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-building administrators
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-central office administrators
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-curriculum consultants
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-instructional coordinators
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-other: Instructional Coaches

2. **Adequate assistance has been provided for staff to effectively implement new curriculum.**
Teachers and principals at all levels, as well as central office administrators, perceive adequate assistance has been provided for effective implementation of new curriculum. In addition to the above list, teachers identified the following supports: professional learning communities, early release days, mentor teachers, grade level chairs, consultants, STARR Teachers, and reading coaches.
3. **Policies and procedures for reviewing and revising district curriculum are adequate, in terms of leading to improved student achievement.**
Board policies and interviews indicated that appropriate procedures are in place and are being implemented.
4. **The curriculum review and revision process has been effectively implemented.**
According to focus group interviews and the panel of experts document all staff perceive that there is effective support for a complete and effective implementation of the written curriculum.
5. **The board is kept informed regarding curriculum development and revision.**

6.2 The district administers state-required tests and other tests and uses disaggregated and longitudinal assessment data to adjust its curriculum and instruction.

6.2.1 District Response

The District Response indicates the following information regarding the assessment data the district uses to make its decisions about the effectiveness of its curriculum and instructional programs and processes: [District Verbatim]

Student Achievement Data:

The district administers the state MAP test annually. Information from the reports are analyzed and used to adjust curriculum and instruction. Teachers develop plans to teach to student weaknesses or strengths and improve their personal instructional program as a result of the data analysis. Staff review and address their test results over time to check performance trends.

The district also uses the Terra Nova Test as a MAP test predictor and a skill acquisition tool. After a review of the data, the district is able to determine if students are able to perform at grade level and if performance is improving. A more strategic approach to remediation and more enrichment classes have been the result.

Star Reading and Star Math are norm referenced tests that track grade level and individual performance. Given three times a year, teachers can determine needed intervention and enrichments. Based on the results, professional development on content specific strategies, rigor, and scientifically research-based strategies was provided.

The district has implemented district-wide common assessments in core subjects. Students are given a formative assessment over the grade level expectation according to the aligned curriculum and pacing guides to assess what skills are already known.

Teachers are able to provide focused instruction.

A post test is given to see if students have acquired the skills and concepts and have achieved the required growth. A clearer sense of student progress has been the result of formative assessments. In Algebra I, benchmarking is used to determine achievement. Benchmarks are the critical concepts that must be learned. In order to "pass a benchmark," a student must demonstrate understanding on two different assessments. If a student is not successful in demonstrating understanding, s/he must continue to work on it before credit is earned.

Diagnostic Data:

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment helps teachers to identify students at risk of reading difficulty. Teachers are able to know where students are in the learning, what concepts and skills they need to stress and what assistance they need to provide to groups or individuals. Initially, 41% of students in our district were at benchmark and 29% were at risk or in the red zone. Upon returning this year, 49% are at benchmark and only 20% are at risk or in the red zone. The district has increased the number of students achieving at grade level. The district has also implemented the Accelerated Math program because of the program's diagnostic capabilities. The Accelerated Math Program provides formative assessment data and is a tool for monitoring student progress.

Teachers are able to provide differentiated instruction on aligned objectives and benchmarks and quickly see if students have mastered them using a variety of diagnostic class and student reports that actually identify the objective that students have learned or not learned. Teachers are then able to assign the students more practice on an individual basis. All of the secondary and middle schools are now using Accelerated Math for daily practice. Data is being gathered by administrators centrally and at the school sites to monitor skill improvement and to assist in predicting performance on the MAP test.

Surveys:

The district surveys participants for all program (i.e. Opening Day, Town Hall Parent Meetings, staff training and professional development, etc.), to assess training effectiveness through perception data. The data are reported to the Board of Directors and in many cases, to the actual participants as feedback. The data is used to increase, adjust or delete the various training opportunities. For example, after reviewing data from the One and Five Year Surveys of former students, it was found that 67% of our former students felt that some of the classes they attended in the district were not rigorous enough.

In response to that data coupled with high stakes test performance, the district has adopted new curriculum, AP coursework has been implemented, AP strategies have been infused throughout the curriculum, High Schools That Work strategies have been adopted and Project Lead The Way engineering courses have been added to promote rigor

6.2.1 Team Response

1. What kinds of student assessment data are collected on a regular basis at the building and district level?

The following student assessment data has been identified: district common assessments, MAP, Terra Nova, Study Island, PLATO, DIBELS, Math Investigations, FASTT Math, Scholastic Reading Inventory(SRI), Star Math and Reading, and Read 180.

2. Who is responsible for analyzing district student assessment data, and what is done with the analysis once it is complete?

According to interviews, the following individuals analyze assessment data: superintendent, curriculum and assessment directors, district instructional coaches, principals, counselors, and teachers. The data are used to develop SMART Goals, drive and plan instruction, identify student strengths and weaknesses, and identify areas of needed improvement.

3. What recent curricular or instructional changes have occurred that are directly linked to student assessment data?

Recent changes include the addition of clickers (responders) and Realtime Evaluation of Academic Performance (REAP) software to provide immediate feedback to central office, principals and teachers. New programs implemented at the high school are High Schools That Work, Project Lead the Way, Accelerated Math (also at middle school), and AP strategies. Other changes include the addition of Reading First at the elementary level and the implementation of an online curriculum tool with alignment to the state standards. Additional information from the principal interviews indicate the addition of Reading First, Saturday/before- and after-school tutoring, and professional learning communities. Teachers report pre- and post-testing, Power of I, common assessments, and peer tutoring.

6.2.2 Team Response

1. Which of the following types of assessments and associated data do teachers and administrators report using regularly to help plan instruction?

(E)	(MS)	(HS)	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-textbook assessments
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-teacher-developed assessments (quizzes, tests, checklists)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-performance tasks (i.e., projects, speeches, essays, concept maps, experiments, etc.) with specific scoring criteria
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-peer evaluation or teacher evaluations (with written guidelines)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-generic references to “teacher observation,” “unit tests,” “project evaluation” without guidelines, stated criteria, or rubrics
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-common assessments among classes or instructional units
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-course competency assessments for credit
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-district-level student achievement data (state-required achievement tests and/or others)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-building-level student achievement data (state-required achievement tests and/or others)
		<input checked="" type="checkbox"/>	-college-preparatory/achievement testing results (ACT, SAT)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-longitudinal testing data: PLAN, Explore and ACT, Terra Nova, STAR Math, SRI [testing instrument]
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-disaggregated assessment data for various student populations

- | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | -assessment results from various instructional software programs |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | -diagnostic tests (reading, oral comprehension/listening, math) for individual grades or students |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | -program-required tests (gifted education, special education) |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | -other: Study Island, clickers |

2. What is the quality of the sample assessments provided by the district?

The review indicated consistency in the use of assessments between buildings. In Biology and Physics First, assessment items had analysis sheets to assist teachers in determining the number of items that addressed a particular CLE. The DOK levels of the sample assessments were primarily Level 1. In communication arts, the DOK level cited in the assessment section of the guide as well as the instructional activity section of the guide were inflated and did not appear to match the activity and assessment described. Minimal higher order thinking or problem solving skills were evident in the assessments provided for review.

Minimal scoring guides were found with sample assessments submitted. It was noted that scoring guides were not used holistically as intended, but rather gave students a cumulative score.

Most classroom assessments provided by the district do not indicate a high standard of learning with the exception of high school social studies which showed students are required to solve problems and articulate their solutions.

3. Describe the level of rigor of student learning as indicated through displayed student work observed by the team.

Team observations indicated that a majority of the time student work is displayed with a scoring guide. However, only 55 percent of the observations indicated the work is of a high level of rigor. The quality of the artwork at Hickman Mills High School and Johnson Elementary is exemplary.

4. Teachers in the district do use assessment data (both classroom and district) to plan and revise instruction.

Teachers report using assessments to plan instruction. They meet as professional learning communities, grade level and district teams (vertical and horizontal) to analyze data.

5. Describe the prevailing classroom assessment practices used in the district

Student and teacher focus group participants indicated a variety of assessment types, including: selected and constructed response, projects, and portfolios. District response and focus groups reported that some teachers use pre-test s and common assessments. In many classrooms students use clickers to respond to questions and some teachers use that data formatively. Written curriculum includes pacing guides, and in many cases teachers report giving assessments at the same time.

- 6. How do the staff in this district know whether they are effective in the classroom?**
Principals report using assessment data, classroom observations, and walkthroughs as their method to identify effectiveness in the classroom. Teachers report the use of clickers, peer evaluations, test scores, pre-test and post-test data, and classroom climate as indicators of classroom effectiveness.
- 7. What kind of feedback do students receive regarding their classroom performance?**
The majority of students reported teachers asked them to double check their work, provide them with progress reports, offer compliments, and inform them in high school advisement class. Students and parents reported that grades can be accessed on computers through Infinite Campus at any time. High school students report that sometimes homework is not returned until after tests, therefore they do not have good feedback on their progress.

6.2.3-4 District Response

The District Response indicates the differences in the performance of various student populations (race/ethnic, gender, disability, migrant, and/or ELL status) on the MAP or in the graduation rates of these students that have been identified by the district as a result of the previous year's data. [District Verbatim]

A review of the MAP data for SY 2007 and SY 2008 indicate performance differences exist among ethnic groups, gender groups, students with disabilities, LEP/ELL and free and reduced lunch students. Looking at the data over the two year period, the data appears mixed. In general, the performance in the elementary schools in communication arts has been mixed, while the performance in mathematics has been positive and shown growth. The overall performance in middle schools has been improving but the performance has not exceeded the floor. Disaggregating recent performance data, White student performance in grade 3 communication arts, using the MAP Index, went down by 28.1%, but was still 26.1% above the 2008 performance of Black students and 18.7 % above Hispanic students. Black students have improved performance over the last three years (2006, 2007, and 2008) in the middle schools in both communication arts and mathematics making small gains in closing the gap. IEP students in Communication Arts in grades 3, 4, and 5 have improved achievement by grade level but by cohort analysis, performance has declined. Female students have outperformed males slightly in mathematics in grades 8 and 10.

Free and reduced lunch student performance has been mixed over time with 5th grade students losing as much as 9 points from 2007 to 2008. The district's strongest performing area in 2008 appears to be grades 4 and 5 in mathematics. The performance for Black students in the district appears to be very comparable to the performance of Black students in the State with the students in grades 4 and 5 exceeding Missouri's performance rate. The district has no migrant students.

Describe the changes or adjustments that have been made in the district's instructional programs, based on reviews of the disaggregated performance data. [District Verbatim]

Based on disaggregated data, the district has implemented the following initiatives: 1. District-wide professional development focus on scientifically research-based strategies in all classes. 2. District-wide emphasis on science and mathematics to prepare staff for emerging changes in content specific strategies 3. Revision of high and middle school course offerings to promote rigor and adding AP courses and enrichment classes.

4. Extended learning time before and after school for all students. 5. Restructuring of the counseling program to focus on student achievement, career pathways and experiential learning. 6. Implementation of the Read 180, I Can Learn, Accelerated Math, Physics First and Project Lead the Way to improve student performance in reading, mathematics, science and engineering. 7. Implementation of the Walk Through Process to ensure research based best practices are being employed in classrooms and rigor is being improved. 8. Developed Common Assessments to inform instruction. 9. Implemented the Career Advisory Program to keep students engaged in meaningful activities surrounding their schooling and post secondary opportunities. 10. Implemented Reading First-protected reading time 11. Revised curriculum that is highly aligned. 12. Implemented double blocked classes to extend student learning/practice opportunities. 13. Implemented Plato program for credit recovery. 14. Implemented CPS technology for immediate feedback on formative assessments to drive instruction. 15. Redesigning a stronger new and beginning teacher program to better prepare and retain teaching staff. 16. Implemented a Response to Intervention approach 17. Revised schedules to provide teacher collaboration. 18. Implemented weekly Early release for increased staff development time. 19. Vocabulary development K-12 has assisted in closing the gap. 20. Use of data driven school improvement planning

Provide any available data related to the impact these changes have had on student performance. [District Verbatim]

The emphasis has been on low student performance on high stakes test as the district reforms strategies for improvement and implementation of new programs. A review of the data show some pockets of excellence. For example, one of the district high schools gained 21 index points in mathematics in one year. Another high school improved in every content area on the ACT test. Both middle schools have shown steady growth in communication arts and mathematics for two consecutive years. Students scoring proficient or advanced in mathematics in grades 4 and 5 have met or exceed the performance of similar students from all over the state. Individual student's performance has been the most encouraging. Students are demonstrating increased academic strength in many areas. The district will see more improvements as reforms and strategies become more internalized.

6.2.3 Team Response

1. Board interviews indicate the Board of Education reviewed the previous year's disaggregated performance data for the following subgroups:

(E)	(MS)	(HS)	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-race/ethnicity
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-free/reduced lunch
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-identified disability
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-English Language Learners
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-migrant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-gender
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-other:

2. In reviewing the changes in district programs and services, how effectively has the district used student performance data to drive change, particularly in the areas of curriculum, instruction and professional development?

The district uses a variety of assessments at the district and classroom level as referenced in 6.2.1.1 (page 18). Meetings to discuss data and plan changes are held at the district, school, and team level. Changes in curriculum, instruction, and professional development are made as a result of these assessment results. Examples include: science and math unit development, the Power of “I” program, and other changes as referenced in 6.2.1.3 (page 19).

6.2.4 Team Response

1. Plans for addressing achievement gaps for subgroups are not a part of the CSIP.

2. The changes in instruction, procedures, policies and practices that have occurred to address subgroup gap(s) have not been effective.

MAP results and evidence from interviews indicate that subgroup achievement gaps persist, and that implementation of strategies to close the gap are in the early phases. Interviews indicate that the district is aware of problems and has taken initial steps to improve. The district thus far has provided emphasis on vocabulary development, double-blocking for communication arts and math, and intervention programs for low-achieving students.

6.2.5 Team Response

1. Documentation indicates that the district does have a written assessment plan.

This plan includes the following information:

- YES -what tests are used and the purpose for each
- YES -guidelines for including students with disabilities in the district assessment program
- NO -a description of how and in what subject areas the district is assessing the Show-Me Standards which are not assessed through the Missouri Assessment Program (MAP)
- YES -a description of how assessment results will be used and disseminated
- YES -provisions for staff development activities directly related to the assessment program
- NO -provisions for teaching test-taking skills to students
- YES -a test security policy

2. The district has conducted the required annual local physical fitness assessment in grades five and nine.

6.2.6 District Response

Describe the strategies the district has initiated to motivate students to do their best on the MAP tests. [District Verbatim]

All district staff and parents share in the responsibility for motivation of students to do their best on the MAP. Parents are provided information on the importance of MAP testing via newsletters, Family/Parent MAP Nights, and district publications. During MAP nights, students have taught their parents how to complete a performance event. Motivation before the test includes a MAP rally or MAP Kick OFF assembly. Students use online MAP practice to prepare for the test. Entire schools are engaged in such activities as making "I Can Cans" to cheer the students to succeed (the cans provided by the PTA contained supplies and goodies to fortify the scholars) or posters throughout the building congratulating students on high MAP scores.

"Data Talks or Test Chats" with students and the principal or counselor using their achievement data and MAP data to set personal goals for growth and MAP achievement help students to do their best. Morning announcements for several weeks prior to test reminding students of the importance of the test and classroom conversations about how the results will impact future classes the students are able to take accentuate the importance of doing their best thinking on the test. A weekly IBD focus, test preparation activities, MAP practice packets, and MAP like assessments provide students opportunities to be familiar with the MAP test.

MAP motivation and effort incentives are provided to students during the testing period for good behavior, attendance, and effort. Students are tested with the same content teacher for a less stressful testing environment.

Celebrations take place after the MAP at Open House and PTSA meetings or awards assemblies. Incentives and rewards are provided to students that do well on the test. Certificates are given for all students that are Advanced or Proficient with a picture on a wall of fame.

6.2.6 Team Response

1. Student focus groups indicate that the district's strategies to motivate students to do their best on MAP tests are successful.

Student focus group interviews indicated a wide array of incentives are used across the district to motivate and celebrate MAP performance such as: food (pizza, ice cream), field trips, certificates, activities such as assemblies, rallies, Saturday study sessions, tutoring, and strategies such as practice tests, meeting with students individually to talk about test results, tips for getting ready and encouragement from principals in announcements and posters.

Prizes include Ipods and movie passes. Some students stated that incentives did not work, but most comments from students in the focus groups indicate that they think the incentives used are effective. It is evident that incentives are originated at the building level and there is no consistent district program to encourage students to do well on the MAP tests.

The section of the district assessment plan on test-taking strategies indicates that this is the responsibility of building administration and the committee could find no explanation of those strategies.

6.3 The district has implemented effective instructional programs designed to meet the assessed needs of its students, as well as the practices and procedures needed to support these programs.

6.3.1 Team Response

1. What was the Depth of Knowledge level of most instruction observed during the team visit?

The Depth of Knowledge level of most instruction observed was at levels 1 and 2, as reported through the observation forms. In fact 93 percent of the observations indicated prevailing level 1 or 2 with no observations at level 4.

2. Describe student engagement in the learning process as observed during the team visit.

Generally speaking students were engaged extensively or moderately. The lecture method was the least engaging of all delivery formats.

3. What were the most common instructional delivery methods observed by the team?

The most common instructional delivery methods were, in order of prevalence, guided practice/modeling, seat work, question and answer and group work according to total district observation data.

4. What were the most common instructional strategies observed by the team?

Graphic organizers and nonlinguistic representation are the most common instructional strategies used throughout the district according to observations. It is important to note that 36 percent of the observations indicated no research-based instructional strategy observed.

5. Evidence is not present to indicate that teachers are able to adapt their classroom instruction to meet the needs of students.

According to the advance questionnaire (AQ) results for the presence of differentiated instruction, teachers report instruction is differentiated to meet the needs of students. However, teacher focus group and classroom observation data do not confirm the AQ results.

6. What are the team's observations regarding the effectiveness of classroom instruction that is occurring in the district?

Although examples of effective instruction through observation existed, the assessment results on MAP and ACT indicate instruction is not effective for those measures.

7. What are the most pressing instructional issues related to ensuring that student performance improves in the district?

A lack of differentiated instruction and low levels of rigor were key elements within the classroom observation data. There was an overall concern with the rigor of instruction and work displayed in the classroom according to observations. Some faculty also indicated a need to increase rigor during their focus group interviews.

6.3.2 District Response

The district indicates it has the following research-based components of a balanced reading program in grades K-3: [District Verbatim]

- clear reading goals for each grade level have been established
- reading goals are based on research
- a research-based core curriculum for reading has been adopted and includes instruction in:
 - phonemic awareness
 - phonics
 - vocabulary
 - comprehension skills
 - fluency
 - spelling, writing, listening, and speaking skills
- student progress in reading is monitored often and through a variety of methods
- student progress is analyzed to plan instruction, and reading opportunities are provided at the:
 - “independent” level
 - “instructional” level
- enriched reading instructional materials are available
- professional development activities systematically support the reading program
- 90 minutes of protected instructional time is allocated to reading instruction, and the following types of reading instruction are used:
 - direct instruction
 - guided reading
 - independent reading
 - shared reading
 - flexible grouping
 - cooperative learning
- additional instruction before and after school is provided for students with specific reading difficulties
- parents and other community members are informed of the reading programs’ goals and objectives and the district’s progress in meeting these goals
- parents are informed of their child’s progress in reading

6.3.2 Team Response

1. Assistance and/or intervention is provided to students who are not reading at grade level. Describe the types of assistance or intervention provided.

Intervention is provided to students who are not reading at grade level through before- and after-school tutoring, Read 180, double block reading class, Reading First Tiers II and III, and Plato as reported by teacher focus groups and principal interviews.

2. Parents and community members are informed about the goals of the reading program as well as their children's progress.

Parents are informed about the goals of the reading program through a parent night describing Reading First for kindergarten through 3rd grade parents. Parents are also informed of their child's progress with detailed report cards in the area of reading in grades Kindergarten through 3rd as evidenced by district documentation. The district did not provide documentation to demonstrate that parents of 4th - 12th grade students are informed about the goals of the reading program.

3. The district does provide 90 minutes of uninterrupted reading instruction in each class at the primary grades. Explain how that time is protected.

The district does provide 90 minutes or more of uninterrupted reading instruction for primary grades according to principal and teacher interviews as well as classroom observations. No interruptions such as announcements or phone calls are allowed with clear schedules posted to this effect on each classroom door.

6.3.3 District Response

The District Response for 6.3.3 provided the following student enrollment numbers in extended-learning activities: [District Verbatim]

Summer School is offered to all students with specific instruction in math and reading; and credit recovery at the High School level. Prescriptive instruction during tutoring in mathematics and reading have improved student performance on the MAP. Response to Intervention that uses a tiered level of instruction provides explicit instruction for students and increased learning time. The RTI model shows an increase in the number of benchmark students in Reading First, and a decrease in the number of students needing Tier 3. Disaggregated MAP data demonstrates an improvement in SPED subgroups. The district has extended focused reading opportunities for students that score below benchmark. A significant reduction in students scoring below grade level as measured by the DIBELS has been an initial result of the Reading First initiative. READ 180 Program provides intensive reading instruction for students scoring below grade level. There has been improved student achievement as measured by the Scholastic Reading Inventory as a result. Double blocked classes for students below grade level provide extended time to build basic skills. Benchmarking in all algebra 1 classes offer extended opportunities to pass benchmark objectives. Accelerated math is used to present prescriptive lessons for each student for scaffolded math learning. Teachers are using vertical teaming, co-teaching, and flexible grouping to provide specific instruction to meet student needs. Enrichment classes and Advanced Placement courses are offered for students that score above grade level. Hands on activities and authentic lessons in classes such as Project Lead the Way and Physics First have increased achievement in math and science. The use of technology, specifically for instruction and assessment, has improved learning and provides information to drive instruction for more strategic teaching.

6.3.3 Team Response

1. Efforts are being made in this district to address the needs of low achieving students.

Teacher, principal and central office interviews indicated the following efforts are being made to address the needs of low achieving students: tutoring before and after school, Reading First, Read 180, Saturday School, benchmarking, Accelerated Math, double block class, transition center, alternative school, and Power of "I".

2. Efforts to assist the low achieving students throughout the district are coordinated.

The district coordinates efforts to assist the low achieving students through site-based management of services as reported by the principals.

3. Is there any evidence that the extended learning activities and/or alternative delivery systems have resulted in improved student achievement?

Evidence exists that extended learning activities and delivery systems have resulted in improved student achievement. Some examples of the evidence include Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data, common assessments, graduation rate data, improved attendance, and lexile score increases based on Scholastic Reading Inventory (SRI) according to teacher, principal and central office interviews.

6.4 Instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

6.4.1-4 Team Response

1. The most recent District Census of Technology indicates the following instructional technology is present in the district.

Hardware and Support

	Labs	PK-2	3-5	6-8	9-12
Total computers by type and location within the district.	959	135	125	146	171
Multimedia equipped computers by location within the district.	938	135	125	146	176
Internet connected computers by location within the district.	938	135	125	146	176
Number of rooms with one or more multimedia equipped computers connected to Internet, access to a printer, and a dedicated projection device.	21	116	116	57	65

Estimated percentage of computers in working order on a typical (average) day. NA

Internet Connectivity

Item Key

- 1 - School building Internet connection by bandwidth and deliver mode.
- 2 - Estimated percentage of computers connected to school building LAN (or district WAN).
- 3 - Distance learning system(s) available to students in school building.
 - A - I-TV: two-way interactive (audio and video) television
 - B - Desktop video conferencing: two-way interactive instruction
 - C - Web-based online instruction via internet: non-interactive
 - D - Satellite: one-way instructional video
 - E - Cable TV: one-way instructional video
 - F - Other :
 - G - None
- 4 - Estimated percentage of teachers (T) and students (S) routinely using the following applications.
 - A - EBSCO host
 - B - Electronic encyclopedia
 - C - Newsbank
- 5 - Estimated percentage of teachers routinely using a computer for the following functions.
 - A - Produce media, web, or multimedia products to demonstrate learning, make presentations
 - B - Produce written or print products to demonstrate learning, make presentations
 - C - Deliver and present instruction
- 6 - Estimated total FTE of staff or others directly responsible for integration of technology into curriculum and instruction.
- 7 - Estimated percentage of teaching staff fully integrating technology into curriculum and instruction

School	1	2	3	4A		4B		4C		5			6	7
				T	S	T	S	T	S	A	B	C		
7500	45mb-100mb	100%	G	0%	0%	0%	0%	0%	0%	75%	100%	25%	0%	0%
5051	10mb-45mb	100%	E,C	0%	0%	0%	0%	0%	0%	25%	25%	50%	0%	0%
5050	10mb-45mb	100%	E,C	0%	0%	0%	0%	0%	0%	50%	50%	25%	0%	10%
4060	56kb-384kb	100%	G	0%	0%	0%	0%	0%	0%	75%	75%	50%	0%	0%
4050	10mb-45mb	100%	E	40%	25%	40%	25%	0%	0%	100%	100%	100%	0.35%	20%
4045	10mb-45mb	100%	E	45%	25%	45%	25%	0%	0%	55%	50%	100%	0.35%	20%

4035	10mb-45mb	100%	E	60%	25%	50%	25%	0%	0%	100%	100%	100%	0.35%	10%
4030	10mb-45mb	100%	E	45%	25%	45%	25%	0%	0%	65%	100%	100%	0.1%	20%
4025	10mb-45mb	100%	E	45%	20%	45%	20%	0%	0%	45%	45%	100%	0.35%	10%
4020	10mb-45mb	100%	E	30%	30%	30%	30%	0%	0%	50%	50%	100%	0.35%	20%
4015	10mb-45mb	100%	E	50%	35%	50%	35%	0%	0%	70%	70%	100%	0.35%	10%
4010	10mb-45mb	100%	E	25%	0%	75%	50%	0%	0%	75%	100%	100%	0.6%	10%
2075	10mb-45mb	100%	E,C	0%	0%	0%	0%	0%	0%	75%	100%	100%	0.35%	10%
2070	10mb-45mb	100%	E,C	0%	20%	0%	0%	1%	20%	75%	75%	100%	0.35%	10%
1090	10mb-45mb	100%	E,C	10%	10%	0%	25%	0%	0%	75%	100%	100%	0.3%	10%
1085	10mb-45mb	100%	E,C	70%	20%	70%	20%	70%	20%	75%	100%	100%	1.25%	35%
1030	56kb-384kb	100%	G	0%	0%	0%	0%	0%	0%	25%	25%	75%	0%	0%
1020	385kb-1.4mb	100%	C	0%	0%	0%	0%	0%	0%	0%	50%	50%	0%	0%

2. What was the technology use level most frequently observed by team members during classroom observations?

In the classroom observations with the exception of Santa Fe, the use of technology was not observed in more than half of the classrooms visited. In the classrooms where technology was being used, the level most frequently observed was adaptive.

3. How does technology use enhance the delivery of the district's curriculum to students?

According to teacher and student focus groups, teachers use technology in the classroom in an effort to engage more students, increase resources and to provide immediate feedback to students. At the elementary level, teachers use "clickers", SMART Boards, LCD projectors and educational internet sites. In the middle school, technology is used to remediate learning with "I Can Learn Labs", assessing pre- and post-learning using clickers, and conducting student research. Technology at the high school is consistently used in the areas of math and science to provide immediate feedback on learning goals through the use of clickers. Career education classrooms use specially designed software to deliver and assess the content. Technology in other content areas is limited to the use of the Microsoft Office Suite software and the use of the Internet.

6.5 The district has created a positive climate for learning and established a focus on academic achievement.

6.5.1 Team Response

- 1. What evidence suggests that learning is the first priority in each building?**
Student focus groups indicate that learning is the first priority. The (AQ) agrees with student focus groups.
- 2. Classroom observations indicate the physical climate in a majority of classrooms is conducive to learning.**
Eighty-eight percent of the classroom observations show that the physical climate is conducive to learning.
- 3. Classroom observations and AQ results indicate the instructional climate in all buildings is not conducive to learning.**
The AQ climate scale identifies the degree to which teachers, parents and students perceive that students feel respected and valued. District means for parents, faculty and students were all below 4.0, indicating less than agreement. The percentile rankings were 7th percentile for faculty, 16th percentile for parents and 1st percentile for students. All three respondent groups scored lower than most districts in the state.

6.5.2 Team response

- 1a. Administrators do communicate their expectations regarding student achievement to teachers and students.**
Although teacher focus groups indicated that administrators do communicate their expectations regarding student achievement, this was not confirmed by the advance questionnaire data from all buildings and all stakeholder groups. For example, the faculty efficacy and expectations scale identifies the degree to which professional staff believe they are capable of impacting student achievement. The district mean was 3.98 (less than agreement). This placed the district at the 12th percentile, lower than 78 percent of the schools as compared to the statewide sample. It should be noted that Hickman Mills High School, Burke Elementary, Dobbs Elementary, Warford Elementary and Ingels Elementary had AQ results lower than the district results.
- 1b. Teachers do communicate their expectations regarding student achievement to students.**
Teacher focus groups indicated they do communicate their expectations regarding students achievement. However, the advanced questionnaire item "All staff in our school hold high expectation for student learning" was below agreement and was at the 13th percentile in comparison to the statewide comparison group.

2. Describe the teacher evaluation process for this district and its impact on teaching behaviors.

According to documentation and interviews, the district has adopted the state performance based teacher evaluation process. Teacher interviews indicate the process is constructive and helpful in improving instruction. In addition to the formal evaluation process, principals and teachers indicate that frequent walkthroughs provide continuous feedback.

3. Student performance data is used in the teacher evaluation process.

4a. Describe the library media specialist, evaluation process, and its impact on student learning in the district. Are the evaluation instruments used in this process specific to the position?

Documentation and interviews indicated that the district has adopted the state performance based library/media specialist evaluation process. The process emphasizes support for classroom teachers and is directly related to formal improvement goals.

4b. Describe the counselor evaluation process and its impact on student learning in the district. Are the evaluation instruments used in this process specific to the position?

Documentation and interviews indicated that the district has adopted the Missouri performance based school counselor evaluation system. The Comprehensive Guidance Program model ensures that the counselors provide classroom, small group, and individual counseling services.

5. Describe the principal evaluation process for the district and its impact on the priorities of building administrators.

Evaluations follow the performance based principal evaluation (PBPE) format and the 21st Century School Administrator Skills self-assessment. Goals are established for each individual. Data demonstrates progress towards achieving these goals and a professional development plan that articulates expectations set to match standards and expectations of district impact. The principal evaluation process emphasizes the goals for the district and the buildings.

6. Student performance data is used in the principal evaluation process.

7. Goals from the building level improvement plan are used in the principal evaluation process.

6.5.3 Team Response

1. Documentation indicates the district has written promotion/retention policies. Specific programs to address the needs of students at risk of grade retention or at risk of leaving school prior to graduation are in place.

6.6 The schools are orderly; student and staff indicate they feel safe at school.

6.6.1-4 Team Response

1. Documentation indicates the following violence-prevention programs with student training are provided in the district:

Documentation indicates the following: conflict resolution training, D.A.R.E, Behavior Intervention Support Team (BIST), Character Counts, Young Men's Club, Youth for Change, and Stop the Violence. Counselors also conduct various programs.

2a. Documentation confirms that the district does have a written code of conduct for students which specifies:

- YES -acceptable/unacceptable behavior
- YES -disciplinary procedures and consequences
- YES -procedures/measures to ensure safety to and from school
- YES -procedures/measures to ensure safety at school-sponsored activities
- YES -policies in handbooks align with board policies

2b. Interviews indicate the code of conduct or disciplinary policy is distributed to students at the beginning of each school year or upon enrollment, and this code is distributed to parents at these times. A majority of the teachers interviewed indicated that they have received instruction on the district's code of conduct.

2c. Student advance questionnaire results indicate that standards of conduct are not consistently enforced.

According to the advanced questionnaire (AQ) and observations, the district as a whole, both high schools, both middle schools, and four of the eight elementary schools indicated concerns about equitable treatment and fairness in enforcing the student code of conduct.

2d. Staff advance questionnaire results indicate that standards of conduct are not consistently enforced.

The staff AQ results indicate that standards of conduct are not consistently enforced by the district as a whole, in both high schools and seven of the eight elementary schools.

3. Advance Questionnaire and team member observations indicate the district does not provide a safe and orderly environment for students.

Student interviews, the AQ survey and teacher interview data indicate that the district does not provide a safe and orderly environment for all students.

6.7 Professional development is an integral part of the educational program and all school improvement initiatives.

6.7.1 Team Response

1. Documentation and interviews indicate the district does have a Professional Development Committee (PDC) in place. Members of this committee are elected by the staff. The PDC meets 9 times a year, and its responsibilities include:

- conducting a faculty needs assessment
- assessing needs related to student data
- developing in-service opportunities
- coordinating and setting direction for professional development activities
- presenting faculty suggestions, ideas, and recommendations to the proper authority
- planning, implementing, and evaluating specific professional development activities
- working with beginning and experienced teachers in identifying instructional remedies and concerns
- serving as confidential consultants to individual teachers upon request
- other:

2. Documentation indicates the district does have a written procedural plan for professional development which stimulates and encourages professional growth. The procedural plan includes: [Verbatim from Planning and Program Evaluation]

- ADEQUATE -program goals aligned with the Comprehensive School Improvement Program (CSIP)
- NOT PRESENT -evaluation criteria for the overall professional development program
- ADEQUATE -descriptions of the planned professional development activities directly related to areas of needed student improvement and aligned with the district's CSIP
- YES -PDC membership criteria
- YES -reimbursement/request procedures
- ADEQUATE -mentoring provisions, which include:
 - ADEQUATE -procedures for mentor selection
 - NOT PRESENT -provisions for mentor training
 - ADEQUATE -mentor rules and responsibilities
 - ADEQUATE -new teachers' responsibilities
 - ADEQUATE -requirements for new teachers' professional development plans
 - ADEQUATE -administrators' responsibilities
 - NOT PRESENT -time for new teachers to observe master teachers
 - ADEQUATE -time for mentors to observe and provide feedback to new teachers
 - NOT PRESENT -support by a trained mentor for all new school administrators during the initial two years of administrative practice

NOT PRESENT -mentor training in the Interstate School Leaders Licensure Consortium (ISLLC) Standards and in Reflective Coaching for all mentors

Please provide an explanation for any item marked “Needs Improvement.”

3. **According to the information provided by the district to DESE, 88.25 percent of the teachers in the district participated in high quality professional development during the previous school year. [Data from Core Data Screen 19 entered here.]**
4. **According to interviews and documentation, the Professional Development Committee:**
 - YES -is allocated one percent of the Basic Formula exclusive of classroom trust fund
 - YES -spends at least seventy-five percent of this allocation on activities clearly related to the objectives of the CSIP
 - YES -presents a summary of the planned professional development activities and their relationship to the objectives of the CSIP for board approval
 - YES -develops professional development activities in consultation with the administration

6.7.2 District Response

The district ensures that new skills are practiced and improved in the following ways [District Verbatim]:

Walk throughs occur on a regular basis by administrators, coaches and teachers. Pacing guides and walk throughs are tools used to ensure the written district curriculum is taught and alignment with the curriculum, depth of knowledge, and new skills are utilized and practiced. Team meetings with principals are scheduled monthly for data talks to reflect on walk through documentation to determine effectiveness of new skills and strategies. Intensive training and implementation of professional learning communities have provided structure for teachers to assist with the implementation of new skills. Teams of teachers work together to discuss implementation of the new learning in the classroom. Collaborative teams utilize data analysis of student work and assessments to determine if the new skills are being implemented, and to determine if more training is needed. During collaborative times, problems are noted and solutions are sought as teachers discuss implementation of new skills and strategies. Teams of teachers and principals attend on-going training provided by the PD Network that focus on the scientifically researched-based skills and strategies or formative assessments. The teams return to their buildings to further the learning of their colleagues. Scientifically research-based strategies are incorporated into effective lesson planning. Grade level/department teams meet to discuss the success and weaknesses of the lessons. Student work is analyzed to determine the effectiveness of the instruction. Lessons are improved through the discoveries teachers make from student work and observations by peers. Peer reflection and self-reflection become valuable tools for grade level teams to improve instruction and build quality lessons. Ongoing professional learning through partnerships with area organizations assists teachers as they practice and improve on new skills. Opportunities for teachers to attend workshops, seminars and conferences further the learning and understanding of the new skills.

Teachers and administrators participate in book studies that further the learning of new skills and strategies. Each educator writes a professional development plan that provides data for the implementation of new learning. Teachers are encouraged to observe one another while implementing new skills. Coaches and teacher leaders also assist teachers with new skills by modeling and providing observation feedback.

The following methods of support and follow up are provided for staff as they implement new skills [District Verbatim]:

Students are released early every Wednesday for the purpose of giving teachers needed professional development time. Early release time provides support through collaborative planning with other teachers.

Collaborative lesson planning leads to transparent teaching and support within teams and among staff members. Teachers have realized the learning they receive from their peers and from reflecting on their own instruction will make their instruction more powerful and effective. Because of the shift to collaboration and peer support for the purpose of continuous improved student achievement, teaching in isolation is no longer the culture in Hickman Mills.

Teachers are provided support from administration. Frequent walk-throughs provide observational data to assist teachers in the process of learning and implementing new skills. Peer observation provide another lens for teachers to analyze their teaching. Teachers can video their lessons to review and analyze their implementation of new skills. Summer institutes for intensive professional development have provided opportunities for teachers to delve deeply into the learning of new skills.

Instructional coaches are provided to classroom teachers to assist with building powerful lesson designs to improve and increase student achievement. The district level instructional coaches' main role is to assist teachers and principals with improving instruction for students through training, modeling, observing, curriculum writing, and technology assistance.

Additionally, coaches are provided for first year teachers at all levels. These coaches also provide assistance with classroom management, unit planning, lesson design, modeling and/or demonstrating lessons focusing on identified skills or strategies. All coaches provide professional development at building and district levels. Finally, they provide a platform for teachers to be risk-takers as they implement new skills and strategies in their classrooms. Teachers new to education and new to the district are given extensive support.

Besides access to all the instructional coaches, first year teachers are given additional learning and support through time provided for them to observe and critique instruction and collaborate with their colleagues around instruction. BEST Workshops and enrichment workshops are provided after school for all teachers in the district.

6.7.2 Team Response

1. What kinds of staff development have been planned to specifically address poor student performance in the district and/or its buildings?

According to teacher and principal interviews, the district provides a variety of staff development. Areas of focus include professional learning communities, research based strategies, differentiated instruction, training from National Council of Teachers of Math, High Schools That Work, standards-based grading, The Power of “I”, SMART Goals training, Response to Intervention, Reading First, 12 Powerful Words, and training in various software programs.

The district has significantly exceeded state minimum financial requirements for funding of their professional development programs. Both time and resources have been provided to allow weekly early release time for staff professional development.

2. What procedures are in place to ensure that new skills are practiced and improved?

Teachers, and administration report new skills are practiced and improved through the use of monthly meeting minutes, classroom walkthroughs, conferencing, reflection and discussion, common planning time, reading and instructional coaches, the professional learning community process, professional development release time, monitoring and feedback processes, and peer coaching and evaluation.

3. Follow up is provided for staff as they implement new skills.

The district uses early release time to focus on professional development and for collaborative lesson planning. Lesson plans are collected weekly. Instructional coaches and mentors support implementation. Teachers use peer reviews, common formative and summative assessments and data analysis to help with implementation.

4. What opportunities are available for peer observation/feedback, coaching and other collegial activities?

The district supports collaboration by providing instructional and reading coaches, peer observation and review, and opportunities to visit other schools to observe. Teachers are part of professional learning community teams. Early release days provide regular times for collaborative lesson planning and training.

6.7.3 Team Response

1. Describe what kind of time is built into the regular school calendar that allows and encourages teachers to collaborate on their own professional growth. How are teachers and other staff held accountable for the time that is devoted to professional development? (i.e., common plan time, early release days, etc)

Teacher focus group responses indicate that teachers are encouraged to collaborate through the professional learning communities (PLCs) model with common planning time scheduled. Early release time is provided each Wednesday. District calendars support this information. Teachers have sign-in sheets and also complete evaluations for professional development. Minutes from PLC meetings are collected. Each staff member completes a Professional Development Plan.

- 2. What are the expectations for both teachers and administrators to participate in professional growth activities? What kinds of processes are in place to ensure that professional development is a priority for all members of the staff?**

All interview responses indicate the participation in professional development is required for all staff. Coaches are present in all buildings and the district has scheduled time for professional development. Staff are required to sign in at all professional development offerings.

6.7.4 District Response

What instructional strategies are the focus of on-going staff development in the district? [District Verbatim]

Hickman Mills School District has implemented collaborative lesson planning as the main focus for professional development for the past two years. Collaborative lesson planning is the umbrella for ensuring that classroom activities include Scientifically Researched-Based instructional strategies (Marzano 9); a variety of delivery models; rigorous lessons; assignments and assessments; and infused technology. Collaborative planning also lends well to creating differentiated instructional lessons as teachers are able to share their thoughts and ideas with their colleagues. The planning provides an avenue to ensure that the written curriculum is the taught and tested.

The district has prepared for collaborative lesson planning by providing training for teachers on the tools to be effective. Understanding by Design and Professional Learning Communities (PLC's) provide the structure to plan and develop rigorous lesson plans by analyzing the actual lesson, assessment data, and student work. Teachers use the results of the data to determine the best avenue for differentiating instruction as they teach to mastery.

The district has been involved with the Reading First program that provides intensive professional development for elementary teachers in data analysis, explicit instruction, flexible groups, comprehension strategies, phonics, phonemic awareness, fluency, and vocabulary instruction. Reading First introduced the Response to Intervention method of using data to determine re-teach groups. The Math/Science grants have provided professional development in inquiry-based instruction and specific content strategies.

6.7.4 Team Response

- 1. The district program of professional development does match the instructional and support needs of teachers.**

The district program of professional development does match the instructional and support needs of teachers by providing training on research-based strategies and providing choices of options for teachers during professional development. The interview data indicates that special education teachers would like professional development more closely related to their needs.

2. The current program of professional development does support and encourage the use of effective instructional strategies.

Although teacher interviews indicate the current program of professional development does support and encourage the use of effective instructional strategies, it is not clear how the district monitors implementation and follow-through of these programs. The interview data suggest that positive feedback is provided by administrators and instructional coaches. However, the team noted inconsistent use of the research-based strategies during classroom observations.

6.7.5 District Response

According to the District Response, district professional development has improved instruction and student achievement in the following ways [District Verbatim]:

The Professional Development Committee is strongly supported by the administration and works closely together to tightly align and focus the professional development program. The teacher in the classroom is the direct link to improved achievement. Teachers have learned the importance of their students' data in planning for effective instruction. Teachers have data talks with their teams and with instructional coaches around the classroom assessments to determine next steps to take to increase student learning and understanding of the content. Teachers now have data talks with their students. Students are beginning to understand the value of improving, and they are excited to see their scores after common assessments have been completed. Teachers are posting graphs in the classrooms so students can monitor their own growth. Improved math instruction and MAP achievement has been a by-product of professional development. Content specific strategies and scientifically research-based strategies have improved overall instruction. The use of more engaging lessons are now occurring through hands-on learning experiences and inquiry driven lessons in many classes. Improved lesson designs and a collaborative spirit among teachers are also leading to improved student achievement and increased teacher satisfaction.

Reading First professional development has shown fewer students scoring below grade level and more balanced and explicit approach to reading instruction. Technology acquisition and professional development in utilizing technology as an instructional tool has provided more engaging lessons for students and a timely approach for using data to drive instruction. The district has seen a modest improvement in MAP scores and ACT scores. Time is needed for the professional development program to be fully implemented and improvements realized

What data or other evidence does the district use to determine the impact of its program of professional development on teaching and learning in the district? [District Verbatim]

Student achievement data is utilized to determine professional development needs and the impact of the learning. The implementation of common assessments, ongoing informal assessments, data analysis, and collaborative lesson planning are used as evidence of what is working and what needs more work. The effect of the professional development program is evident through the growth realized on common assessments between the pre and post tests. Hickman Mills schools see growth in their MAP scores at the elementary level annually. One of our elementary sites, Ingels, made AYP in all areas. Additionally, Ruskin High School made AYP for the first time with a 21.3% gain in math scores. Professional development components that contributed to these gains includes instructional coaching, professional learning communities, and collaborative planning.

The PDC conducts an electronic annual survey. Results of this survey are thoroughly analyzed to determine the impact professional learning had on teachers' learning and thus improvement in student achievement. Furthermore, teachers' attitudes towards their own learning are revealed in the results of this survey. If teachers are positive about their own learning they will provide more effective instruction in the classroom resulting in increased student achievement.

The PDC continually monitors and makes any needed adjustments to the professional development opportunities being provided to teachers from evaluation forms completed after each professional development opportunity. Walk through observational data provides information on the implementation of the Professional Development program. All staff write personal pd plans that align with the school improvement plans and provides additional data on the impact of our plan. Evaluations using the PBTE provide data on the implementation and impact on classroom instruction.

6.7.5 Team Response

1. The district is not effectively evaluating the impact of professional development in the district.

Data to evaluate the effectiveness of professional development programs, implementation by teachers and the impact on student performance is not available to establish clear links between changes in classroom instructional practices, student learning and the professional development.

6.7.6 Team Response

1. The district provides time for professional development activities through:

- common planning time
- early release days
- inservice workshops before or after the school year
- individual release hours and days for teachers
- release time for peer or mentor coaching
- other:

6.8 Library media center (LMC) resources and services are an integral part of the instructional program.

6.8.1 Team Response

1. Interviews indicate that the library media specialist(s) are a part of the literacy program within the school and/or district in the following ways:

Interviews from administrators indicate that library media specialists provide resource support for literacy programs and coordinate teaching with classroom curriculum. Library media specialist responses indicate supportive roles that included collection development to support reading initiatives and attendance at some professional development sessions on reading skills or programs.

- 2. The library media center and the library media specialist(s) are included in the district's plan to improve student achievement in the following ways:**
Action steps indicate that a summer reading program will be planned and implemented, common reading strategies will be developed and taught and K-5 media centers will be expanded and/or renovated. Observations and interviews indicate these action steps are in the beginning phase.

- 3. Interviews indicate students are taught information literacy skills by:**
- teachers independently
 - library media specialists independently
 - teachers and library media specialists collaboratively (team planning and team teaching)
 - other:

- 4. Teachers and library media specialists do not collaborate on the planning and delivery of instruction.**
AQ responses indicate that teacher/LMS collaboration is at the 12th percentile. Teacher and LMS interview responses all noted some coordination of planning and delivery of instruction. Library media specialists sometimes attend grade level and/or department meetings, professional development sessions and informally meet with staff.

- 5. What extra library programming is undertaken by certificated staff?**

E(s)	MS/JH(s)	HS(s)	LMC PROGRAMMING
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-community programs
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-summer library programs
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-collaboration with the public library
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-after school programming
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-Saturday hours
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-evening hours

- 6. Observations indicate each LMC resources are not easily available to students and staff.**
Observations confirmed the district response of a lack of accessibility at the elementary level. Elementary shelving heights are a concern. Renovation plans are already in process and will be complete in the summer of 2009.

- 7a. The most recent District Census of Technology indicates the following instructional technology is present in the LMC.**

Total Computers	Multimedia Equipped	Internet Connected
285	314	314

- 7b. How do library media specialists and teachers use technology in the LMC to support instruction?**
Librarians responded that SMART Boards, data projectors and laptops were used for instruction. Examples mentioned teaching information literacy skills, presentations, and video streaming as common uses of technology. Students also mentioned using classroom performance systems.

6.8.2 Team Response

1. **Are the LMC goals and measurable objectives aligned with the district's CSIP?**
Documentation states that Library Media Center goals are aligned with CSIP goal one. Library media specialists responded that goals were aligned with CSIP. Specifics were seldom mentioned. Actions mentioned were summer reading and supporting Reading First.
2. **How are the LMC goals and measurable objectives evaluated?**
The Library Media Center goals are currently focused on building the collections and making resources accessible. Documentation shows evaluation occurs through analysis of Mandarin and Title wise data. The collaboration goal is not yet complete.
3. **Documentation indicates the following board policies were reviewed within the last five years.**

Last Reviewed	Board Policy
2/09	Confidentiality of Library Records
2/09	Copyright
2/09	Selection and reconsideration
2/09	Acceptance use policy for accessing the Internet
2/09	Intellectual access for all LMC resources

6.8.3 District Response

What criteria does the district use to evaluate the quality of its LMC resource collection and its adequacy to meet the needs of its students and teachers?

Several types of evaluation are completed throughout the school year. Completing the annual resource evaluation ending in the Core Data Screen 7 report. The collections are measured based on quantities as compared to the Standards for Missouri School Library Media Centers. In addition, quality is measured using the copyright (dated) measure in specific non-fiction Dewey areas. Electronic resources are also evaluated against the standards set forth by DESE.

On-going weeding is based on resource condition and content. The collection is reviewed on an on-going basis to ensure the quality is maintained. Resources are compared against the district curriculum and requests from teachers and students. Circulation statistics are collected to review usage trends within the collection. While circulation statistics cannot be used in isolation it is possible to identify changes in students' interests. Completing an evaluation of resources using culturally-diverse/equity criteria is used. All materials (print and non-print) are cataloged, classified, and processed. All resources may be found using the automated catalog/circulation system.

Meeting students and teachers needs is a goal of all LMCs. In order to collect data and then make decisions based on that information we use several methods including annual surveys of all staff and a representative portion of students, conversations among groups including teachers and students, requests/suggestions for purchases (email, face-to-face, idea box, etc.), review of curriculum needs/resources, and a review and analysis of student achievement data.

6.8.3 Team Response

1. **How does the district ensure that the LMC collection provides a quality assortment including diverse culture, equity concepts, recreational topics of interest to students, and curriculum needs of its teachers?**

Documentation indicates resources are evaluated using culturally diverse/equity criteria. The district response reported ongoing, informal evaluations of resources using teacher and student input, Title wise collection analysis, annual Core Data, teacher and student surveys, and annual collection development plans.

6.8.4 Team Response

1. **Interviews and/or district documentation indicates the number of print items and the average date of publication for each of the following groups:**

	Elementary		Secondary		
	Number	Age	Number	Age	
500-599	11,168	1999	300-399	4788	1996
700-799	5,736	1997	600-699	2631	1996
900-999	3,368	1997	900-999	6207	1992

2. **What improvements have been made to the building collection and other resources over the last five years?**

Library media specialist interviews supported the improvements mentioned in the district response including additional budget funds to address collection needs, district adoption of per pupil funding, updated computers, implementation of wireless connectivity, video projectors, team boards and laptop labs.

The staffing pattern of a full-time certificated library media specialist and support staff has allowed for a flexible teaching schedule to support the goal of increasing student achievement; although true collaboration is not currently taking place. Professional development around literacy and instructional strategies does not consistently include the library media specialists.

6.9 Guidance is an integral part of the instructional program.

6.9.1 Team Response

1. **The Comprehensive Guidance Program (CGP) does contribute to the school's/district's CSIP goals.**

The Comprehensive Guidance Program contributes to the district CSIP goals related to student achievement and parent and community involvement. This is evidenced at the high school level through the advisement program and the establishment and tracking of academic goals for low achieving students at the elementary and middle school levels. CSIP goal four is addressed in a variety of ways at all levels including interacting with numerous outside community agencies. Additionally, multiple opportunities are offered for parents to participate in the educational process of their student(s) including parent conferences, parent surveys, letters, and telephone calls.

2. To what extent is the CGP an integral part of the total school's/district's educational program?

The CGP is an integral part of the school district's educational program as evidenced by its alignment with MSIP Performance Standards. At all levels counselors are included in delivering the CGP as part of the social/personal, academic, and career goals of students.

3. The evaluation plan does assess the impact of the CGP on the MSIP Performance Standards and other relevant criteria including, but not limited to attendance, grades, behavior, etc.

The evaluation plan does assess the impact of the CGP on the MSIP Performance Standards and other relevant criteria through the Professional Development Plan. The district requires professional development plans be directly connected to at least one goal relating to student achievement. Counselors may choose their area of focus regarding student achievement, and data collected on the area of focus is used as part of the evaluation process.

6.9.2 Team Response

1. Counselors in the school/district do use the written guidance curriculum in promoting academic achievement.

Counselors throughout the district use the written guidance curriculum in promoting academic achievement in a variety of ways including classroom visits on topics such as how to be a successful student, connecting careers to education, and focusing on the development of the individual as a whole. Additionally, individual planning with students, contact with teachers, and working closely with a specific administrator serve to promote academic achievement through CGP.

2. Administrators/supervisors do monitor the implementation of the guidance curriculum throughout the district.

At all levels counselors work closely with building administrators and have, in many cases, daily contact with his/her administrator regarding guidance activities.

3. What evidence documents that the guidance curriculum is in place and is articulated for all grade levels from Kindergarten through 12th grade?

Counselors at all levels expressed knowledge of CGP implementation in all grades. Also, many student surveys indicated counselor participation in various activities including career awareness, social development, and academic achievement.

4. What changes have been made in the guidance curriculum as a result of school data and student needs?

The advisement program has been added to the high school level. An emphasis in career awareness was made at the middle school level in an effort to increase the relevance of personal plans of study as students transition to high school. At the elementary level greater emphasis is placed on academic goals to improve student achievement.

6.9.3 Team Response

1. **Students are helped in developing their educational and career plans (Personal Plans of Study).**
Students are assisted in developing educational and career plans through the use of various assessments including the Explore and Missouri Connections. At the high school level students are assisted in creating a personal plan of study through the advisement program.
2. **What system is in place to ensure that parents are actively involved in the individual planning process?**
Parents are encouraged to participate in the individual planning process in a variety of ways including: enrollment conferences, parent/teacher conferences, letters home, Infinite Campus parent portal, Parent/Teacher/Student Association, Student Assistance Family Empowerment team, and telephone calls.
3. **In what ways does the school's/district's guidance program ensure that each student's Personal Plan of Study is rigorous, relevant, and organized around a career path and/or cluster?**
Teachers in the advisement program receive training from counselors in areas relevant to the advisement program including graduation requirements, and creating personal plans of study.
4. **Students are assisted in pursuing post-secondary educational or career training options.**
Students are assisted in pursuing post-secondary educational or career training through a variety of means including: career day, college representatives, college visits, guest speakers, Full Employment Council, career consortium, mobile enrollment through Longview Community College, Pave the Way Job Readiness Program, and Upward Bound.

6.9.4 Team Response

1. **Students are assisted in addressing issues and concerns that affect their personal/social, academic, and career development.**
Counselor interviews, teacher and student focus group comments, and district documentation indicate that students are assisted with personal/social, academic and career development.
2. **Counselors do utilize a wide range of resources in assisting students with issues concerning personal/social, academic, and career development.**
Counselor interviews and comments from the focus groups indicate there are a wide range of support services available to students. A concern was expressed by the counselor that the loss of the social workers will have a negative effect on these services.

3. What evidence documents that parents and counselors consult with each other about services available to assist students with issues concerning personal/social, academic, and career development?

There is evidence of parent consultation through the referral process when students are in need of intervention services. Parents can also make a counselor referral, and a parent signature is required on the Personal Plan of Study.

4. Teachers and counselors do consult with each other about services available to assist students with issues concerning personal/social, academic, and career development.

Counselor and teacher interviews indicate there is a significant level of consultation between teachers and counselors concerning students. Such communication occurs in both structured, formal settings as well as informal means.

5. The district does not have written guidelines describing its referral process to internal and outside services.

6.9.5 Team Response

1. The school's/district's comprehensive guidance program is routinely evaluated in order to identify both strengths and areas in need of improvement.

Based on a needs assessment of parents, teachers and students, specific counseling curriculum needs were identified and changes were made. Based on completion of a time on task analysis, secondary counselors reduced the time spent on system support and increased time devoted to responsive services.

2. Counselors' time is utilized to the fullest extent possible in activities related to program implementation.

Counselors continue to monitor the time spent in each area of the CGP through the use of time on task analysis as a means of reaching the appropriate percentage of time devoted to each area of the CGP.

3. In what ways do guidance personnel participate in professional and staff development activities?

Counselors participate in weekly early release professional develop activities. At the secondary level building counseling teams meet three times per month, and all district counselors meet once every month.

4. In what ways do guidance personnel interact with other programs in the school and with local community agencies, institutions and businesses?

Counselors access and interact with outside resources in the areas of mental health, family services, and academic tutoring. Counselors are also part of the building Student Assistance and Family Empowerment (SAFE) teams. Elementary counselors have specifically designed academic (reading) programs to support the building improvement programs or goals such as reading to a therapy dog and cross-grade tutoring.

FINDINGS

1. The curriculum does not appear to be paced appropriately causing missed opportunities for needed reteaching. (6.1)
2. The system of data collection contributes to efforts to implement a guaranteed curriculum with appropriate data tracking. (6.2)
3. The CSIP does not outline or detail specific strategies to close the achievement gap for subgroups. (6.2)1.
4. There is inconsistent use of research based instructional strategies. (6.3)
5. Team member observations indicated a general lack of rigor in classroom instruction. (6.3)
6. Differentiated instruction is not used at a significant level to support student learning. (6.3)
7. AQ and interview results indicated that some teachers and students do not feel safe at school. (6.5)
8. Both faculty and students indicate inconsistent implementation of the discipline student code of conduct. (6.6)
9. Hickman Mills School District significantly exceeds state minimum financial requirements for funding their professional development program. Additionally, the district provides early release time for staff professional development. (6.7)
10. The number of professional development initiatives does not allow staff adequate focus for successful implementation. (6.7)
11. The district has provided staff with a wide array of programs and initiatives without collecting impact data to validate individual program's fidelity of implementation and evaluation of results. (6.7)
12. As evidenced by the aforementioned documentation the Comprehensive Guidance Program is implemented and articulated in all grades. The CGP serves to impact CSIP goals relating to Student Achievement and Parental/Community involvement. (6.9)

DIFFERENTIATED INSTRUCTION AND SUPPLEMENTAL PROGRAMS

7.1 Comprehensive services for all resident children with disabilities, as required by the Individuals with Disabilities Education Act (IDEA) and Chapter 162, RSMo, are an integral component of the district's educational program.

7.1.1 Special Education Response

1. Results of the district's review of their special education program, verified through a desk review by the Division of Special Education confirm that the district is in compliance with those indicators most closely related to student performance, with the following exceptions:

Area(s) of noncompliance:

- Referral
 - Initial Evaluation/Eligibility Determinations
 - Re-Evaluation/Continued Eligibility and Need for Services
 - IEP
 - Post-Secondary Transition Plans
 - Placement
 - Part C Transition
 - Discipline
 - Other:
- The results of this review did not require the district to complete a corrective action plan.
- The district is required to complete a corrective action plan that will result in correction of noncompliance within 12 months. See the Special Education monitoring report for detailed information on the areas found to be out of compliance. Failure to correct noncompliance within 12 months will require DESE to enter into enforcement actions with the district which could include the loss of a waiver for MSIP purposes.

2. Based on a review of the district's performance data, the district was required to complete and submit an improvement plan to the Division of Special Education.

- The district did not submit an improvement plan.
- The district submitted an improvement plan that addressed the following performance indicators:
 SPP 3c Proficiency rate for MAP
 SPP 5a Placements 80 percent or greater for regular education
The district's improvement plan was evaluated by DESE using a scoring rubric to determine whether the plan, if fully implemented, should be adequate to effect change in student performance. The district's plan was approved

3. A review of district-reported data of the percent of children referred by Part C (First Steps) prior to age 3, who are found eligible for Part B (Early Childhood Special Education), and who have an IEP developed and implemented by their third birthday reflects the following:

School Year	Total Referred and Eligible	Number IEPs Developed within Acceptable Timelines	Percent IEPs Developed within Acceptable Timelines	Target for School Year	Target for 2010-11
2007-08	4	4	100%	100%	100%

Calculation: Percent IEPs Developed within Acceptable Timelines = Number IEPs Developed within Acceptable Timelines / Total Referred and Eligible

4. A review of district-reported data of the percent of children with parental consent to evaluate, who were evaluated and had eligibility determined within 60 days shows the following:

School Year	Total Evaluated	Number Evaluated within Acceptable Timelines	Percent Evaluated within Acceptable Timelines	Target for School Year	Target for 2010-11
2007-08	52	46	88.46%	100%	100%

Calculation: Percent Evaluated within Acceptable Timelines=Number Evaluated within

Acceptable Timelines / Total Evaluated

- The district was found in compliance with timelines for:
- Transition from First Steps to Early Childhood Special Education
 - Initial evaluations
- The district was required to submit a corrective action plan to address identified noncompliance for the following performance indicator(s):
- Transition from First Steps to Early Childhood Special Education
 - Initial Evaluation
- This noncompliance must be corrected within 12 months of the date of the Special Education Monitoring Report to the district.

7.1.2 Special Education Response

1. A review of district-reported data on the special education placements of students with disabilities shows the following:

School Year	Placement Category	Number of Students in Placement*	Percent of Students in Placement	Target for School Year	Target for 2010-11
2007-08	Outside regular class < 21% of time	417	44.41%	≥59.0%	≥60.50%
2007-08	Outside regular class 21-60% of time	264	28.12%		
2007-08	Outside regular class > 60% of time	135	14.38%	≤10.80%	≤10.5%

2007-08	Separate placements	122	12.99%	≤3.4%	≤3.2%
2007-08	Total child count	939	100%		

*** Does not include the count of students parentally-placed in private schools or enrolled in Missouri School for the Deaf, Missouri School for the Blind or State Schools for the Severely Handicapped**

Calculation: Percent of Students in Placement = Number of Students in Placement* / Total Child Count

2. A review of district reported participation and performance data of students with disabilities on statewide assessments shows the following:

School Year	Subject	Grade Span	Reportable	LND %	Number Proficient or Advanced	% Proficient or Advanced	Target for school year	Target for 2010-11
2007-08	Communication Arts	3-5	247	0%	37	14.98%	≥51.0%	≥75.5%
2007-08	Communication Arts	6-8	215	0%	26	12.09%		
2007-08	Communication Arts	11	65	1.52 %	3	4.62%		
2007-08	Mathematics	3-5	247	0%	36	14.57%	≥45.0%	≥72.5%
2007-08	Mathematics	6-8	215	0%	24	11.16%		
2007-08	Mathematics	10	73	0%	10	13.7%		

Calculation: All data pulled from achievement level table, no calculations for this display

- The district met the target for the school year for the following performance indicator(s):**
SPP 3b Participation in MAP
The district must continue to improve and/or maintain performance to meet the target for 2010-11.
- The district currently meets or exceeds the target for 2010-11 for the following performance indicator(s):**
- The district did not meet the target for the school year for the following performance indicators(s):**
SPP 3c Proficiency rate in MAP Communication Arts and Math
SPP 5a Placements 80 percent or greater in regular education
SPP 5b Placements 40 percent or less in regular education
SPP 5c Separate Placements
Improvement planning efforts should be targeted towards the area(s).

7.1.3 Special Education Response

1. A review of district-reported data regarding disproportionate representation of racial and ethnic groups in special education and related services and/or in specific disability categories resulted in the following:

The district was not identified as having disproportionate representation of racial/ethnic groups in special education or within specific disability categories.

2. A review of district-reported suspension and expulsion rates for students with disabilities resulted in the following:

The district was not identified as having significant discrepancies in suspension/expulsion rates between students with disabilities and nondisabled students.

3. A review of district data and parent AQ data shows the following regarding the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities:

School Year	Total Surveys	Number Agree or Strongly Agree	Percent Agree or Strongly Agree	Target for School Year	Target for 2010-11
2008-2009	273	167	61.17%	≥72.50%	≥80%

Calculation: Percent Agree or Strongly Agree = Number Agree or Strongly Agree / Total Surveys

- The district met the target for the school year for the following performance indicator(s):
The district must continue to improve and/or maintain performance to meet the target for 2010-11.
- The district did not meet the target for the school year for the following performance indicator(s):
SPP 8 - Parent involvement
Improvement planning efforts should be targeted towards the area(s).

7.1.4 Special Education Response

1. A review of the percent of youth with IEPs graduating from high school with a regular diploma as reported by the district shows the following:

School Year	Number of Graduates	Graduation Rate	Target for School Year	Target for 2010-11
2007-08	50	76.92%	≥75.0%	≥78.5%

Calculation: Graduation Rate = Number of Graduates / (Number of Graduates + Dropouts)*100

2. A review of the percent of youth with IEPs dropping out of high school as reported by the district shows the following:

School Year	Number of Dropouts	Dropout Rate	Target for School Year	Target for 2010-11
2007-08	15	3.93%	≤4.3%	≤3.8%

Calculation: Dropout Rate = Number of Dropouts / Child Count Ages 14-21

3. A review of district-reported data on the percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals shows the following:

School Year	Total Transition Plans Reviewed	Number Meeting Compliance Standards	Percent Meeting Compliance Standards	Target for School Year	Target for 2010-11
2007-08	3	3	100%	100%	100%

Calculation: Percent Meeting Compliance Standards = Number Meeting Compliance Standards / Total Transition Plans Reviewed

4. A review of district-reported data regarding the percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school shows the following:

School Year	Total Graduates in Previous Year	Number Employed or Continuing Education	Percent Employed or Continuing Education	Target for School Year	Target for 2010-11
2007-08	38	34	89.47%	≥74%	≥75.5%

Calculation: Percent Employed or Continuing Education = Number Employed or Continuing Education / Total Graduates in Previous Year

Targets have not yet been established and the target for school year will change each year.

- The district was required to submit a corrective action plan to address identified noncompliance for the following performance indicator:
This noncompliance must be corrected within 12 months of the date of the Special Education Monitoring Report to the district.
- The district met the target for the school year for the following performance indicators:
The district needs to continue to improve and/or maintain performance to meet the target for 2010-11.
- The district currently meets or exceeds the target for 2010-11 for the following performance indicator(s):
SPP 1 Graduation rate
SPP 2 Dropout rate
SPP 14 Postsecondary outcomes
- The district did not meet the target for the school year for the following performance indicator(s):
Improvement planning efforts should be targeted towards the area(s).

7.2 The district identifies gifted/talented students at all grade levels and provides them differentiated instruction suitable for their levels of intellectual and social maturity.

7.2.1 District Response

The District Response indicates the following criteria are used to identify gifted students in the district [District Verbatim]:

GRADE CLUSTER OR BUILDING LEVEL *PEP Grade K-3 Academic*

CRITERIA	CUT-OFF SCORE	ASSESSMENT INSTRUMENT/CRITERIA
Achievement Assessment	95%	<i>Terra Nova PIAT</i>
Intelligence Assessment	95%	<i>TONI-III K-BIT2 WISC IV</i>
Specific Creativity Assessment	<i>70% composite</i>	<i>Torrance Tests Of Creative Thinking</i>
Other Factors and/or Criteria used in the Assessment Process	<i>2 completed forms</i>	<i>Cummings Checklist</i>

GRADE CLUSTER OR BUILDING LEVEL *CODE Grade 4-12 Academic*

CRITERIA	CUT-OFF SCORE	ASSESSMENT INSTRUMENT/CRITERIA
Achievement Assessment	95%	<i>Terra Nova PIAT</i>
Intelligence Assessment	95%	<i>TONI-III K-BIT2 WISC IV</i>
Specific Creativity Assessment	<i>70% Composite</i>	<i>Torrance Tests Of Creative Thinking</i>
Other Factors and/or Criteria used in the Assessment Process	<i>2 Completed forms</i>	<i>GATES form</i>

GRADE CLUSTER OR BUILDING LEVEL *ACE Grade 2-5 Fine Arts*

CRITERIA	CUT-OFF SCORE	ASSESSMENT INSTRUMENT/CRITERIA
Achievement Assessment		
Intelligence Assessment		
Specific Creativity Assessment	<i>80% on subtest</i>	<i>Torrance Tests Of Creative Thinking</i>
Other Factors and/or Criteria used in the Assessment Process	<i>3 complete forms/85%</i>	<i>Advocacy forms -Michigan Product rating scale</i>

Describe how the district used the results of the latest analysis of the identification process to make appropriate changes to help better identify underrepresented populations of the student body. [District Verbatim]

Changes that have been made include adding non-verbal assessments like the TONI-III which have a higher rate of identifying underrepresented populations. The K-Bit II has both a verbal and non-verbal section which allows for underrepresented populations to excel in either area. The district nomination process is open to any teacher, parent, or student who would like to include a candidate in the screening/identification process. The results of district-wide achievement testing are thoroughly reviewed by the gifted program counselor to identify EVERY student who may be a likely candidate for gifted program screening. This process enables us to be the proactive agent by initiating the screening process for students that might have been overlooked by the traditional nomination procedures.

7.2.1 Team Response

1. **The name of the Coordinator of Gifted Education is Stephanie Hill.**
2. **Are the district's identification criteria reasonable and appropriate? Explain.**
The district uses appropriate tests for achievement and intelligence. In addition creativity assessments plus check list forms are used.

7.2.2 District Response

Describe the services/differentiated instruction (include formal programs and other services such as mentors, special counseling, independent study provision, etc.) provided for identified gifted and talented students [District Verbatim]:

GRADE	SERVICES PROVIDED
<i>PEP. K-3</i>	<i>Students are pulled-out for 300 minutes a week. During this time, students participate in enrichment activities through integrated units of study covering a variety of academic topics. Counseling services are provided to meet affective needs of students.</i>
<i>Gr 4-12</i>	<i>Students are pulled-out for 300 minutes a week. During this time, students participate in enrichment activities through integrated units of study covering a variety of academic topics. Counseling services are provided to meet affective needs of students.</i>
<i>Fine Arts</i>	<i>Students are pulled-out for 300 minutes a week. During this time, students participate in enrichment activities related to visual arts, music, creative drama, and creative writing.</i>

Describe the district's rationale of how these services meet the intellectual and social needs of the identified students. [District Verbatim]

The district recognizes the gifted student has cognitive and affective needs that can best be met by providing a differentiated learning environment. It also allows gifted students regular opportunities to interact with, and be stimulated by, their intellectual peers without being isolated completely from the regular school program. The program provides learning alternatives which are appropriately styled to encourage individual growth at varying levels of ability, interests, and needs.

Describe how the district evaluates whether the services offered are meeting the established goals of the gifted program. Include only changes the district has made in the last two years as a result of this program evaluation. Describe how the district provides affective instruction and counseling for the identified students.

The established goals of the gifted program are evaluated every two years through a formal program evaluation reviewed by the district's Board of Education. The program evaluation reviews data from the gifted program in areas such as testing/screening, enrollment/attendance, professional development, student achievement, fiscal responsibility, and curriculum scope/sequence. Changes in the last two years include setting specific achievement goals in the areas of writing and critical thinking through math and reading. Parents and students are also surveyed to gather informal and anecdotal evaluations of the district's gifted program and services.

The district provides affective instruction and counseling through individual and small group activities led by the gifted program counselor specifically targeted to meet the affective needs of gifted students.

7.2.2 Team Response

1. Are the services available to the identified gifted students adequate to meet the needs of students in the district?

The district's gifted program is geared to the cognitive and affective domains through a differentiated learning environment. Students interact with their intellectual and/or creative peers without being completely isolated from the regular school program.

7.2.3 District Response

Describe how the gifted curriculum is developed and implemented. [District Verbatim]

The curriculum offered to gifted students is developmental, with skills introduced at the appropriate level for each student. The curriculum is centered on process skills divided into five broad categories: information processing, critical thinking, creative thinking, communication, and responsibility. At any grade level, the focus of the gifted curriculum is on these skills that can be applied to all content areas and to success in later life. It is aligned to state standards.

Describe how the gifted curriculum is evaluated. [District Verbatim]

Evaluation of the gifted curriculum is an on-going process. A committee collects and reviews information to determine program strengths and areas for improvement. Surveys are used to obtain feedback from parents, students, and staff regarding the program's effectiveness. In addition, district data on student achievement is analyzed, student and staff accomplishments are noted, and developments in gifted and general education are reviewed to help determine recommendations for curriculum revision.

Describe any changes made in the gifted curriculum in the last two years. [District Verbatim]

Within the last two years, the Hickman Mills C-1 School District Gifted Program Curriculum Document was revised in order to fulfill the requirements of the Missouri School Improvement Program review process. The revised document was reviewed and approved by the district's Board of Education. The information contained in this document not only meets, but exceeds, the guidelines provided by the state. It includes more background information related to the structure and operations of the district.

All gifted students are provided a full day of services each week. A fine arts program is offered in grades K-5. Provisions within the regular program serve these students in grades 7-12.

7.3 Career education is an integral component of the educational program.

7.3.1 Team Response

1. **How do lesson plans, curriculum guides, and/or assignments require students to solve problems and analyze, synthesize, and make judgments about information and ideas?**

Classroom observations and reviews of curriculum indicate that students are usually required to solve problems, analyze, synthesize and make judgments about information and ideas.

2. **How are career education teachers involved in the development and revision of curricula?**

According to teacher interviews the district has meetings to develop and review the curricula. These meetings are held on a regular time schedule throughout the year.

3. **What evidence suggests that academic and career education teachers cooperatively develop shared problem-solving projects or units that use applied integrated teaching strategies?**

Interviews indicate that academic and career education teachers develop and share problem solving projects on a limited basis.

7.3.2 Team Response

1. **Indicate the documented affiliations for each of the following Career and Technical Organizations (CTSO):**

	STATE	NATIONAL
FCCLA	YES	YES
FBLA	YES	YES
FFA	NO Program	NO Program
DECA	YES	YES
SkillsUSA	NO	NO
TSA	NO	NO

2. **How does the CTSO annual program of work align with the program curriculum goals and objectives?**

Interviews indicate that the program of work documents exist and are aligned with programs curriculum goals and objective.

3. **Describe the process for developing the CTSO annual program of work.**

Teacher interviews indicated that the CTSOs develop the program of work together with students.

7.3.3 Team Response

1. Which of the following activities, including articulation agreements/dual credit arrangements are in place to assist students in their transition to postsecondary education and/or the workplace

- Supervised agricultural experience
- Cooperative career education for approved career education programs
- Supervised business experience
- Career fairs
- Internships
- Industry-supported work experiences
- Advanced classes/dual credit
- Job shadowing
- Job placement services
- Articulation agreements
- Dual credit
- Embedded credit

2. How have these activities assisted students to transition to postsecondary education and/or the workplace?

Teachers and students reported that there are opportunities to observe and interact in the workplace. Some students indicated they are planning to continue their training when they graduate.

3. What national/state/local certifications are offered?

According to interviews with teachers and students, it was indicated that certifications are available at the local career center. FCCLA indicated that students can be certified with Pro Start National certification.

4. How often are articulation agreements/dual credit arrangements reviewed?

Teacher interviews indicated that articulation/dual credit agreements are reviewed annually.

5. How many students have benefited from articulation agreements/dual credit arrangements?

100	-Statewide Articulation Agreements
40	-Local Articulation Agreements
40	-Dual Credit Agreements

6. What information is shared between secondary and postsecondary instructors to ensure a seamless transition for students? How is this information shared?

Teacher interviews indicate that information on course content and activities are shared in an informal basis at professional meetings held quarterly.

7.3.4 Team Response

Planning

1. Documentation and interviews indicate the following student and community assessments were used to develop career education programs, services and activities:

- Student interest assessments (e.g. Kuder, Choices)
- Guidance needs assessments
- Labor market survey
- Chamber of commerce surveys
- MOICC supply and demand information
- Community needs assessment
- Advisory committee input
- Local Workforce Investment Board data
- Other

2. How are data from surveys, assessments, and other sources used to plan career education programs, services and activities?

Teacher interviews indicate that communication with industry personnel is used to plan programs and activities. An annual review of competencies is also used for planning.

Program Evaluation

1. There is a written plan to annually evaluate the effectiveness of career education programs that includes all of the following:

- Measurable objectives identified for each career education program
- Established performance measure for each measurable objective
- An acceptable level of performance determined for each measure
- An established procedure for gathering, analyzing and reporting data relevant to each measure of performance
- An established procedure for reporting the outcomes and corrective action for all measurable objectives

2. The following sources of information are used to evaluate the effectiveness of career education programs:

- Program standards
- Results of the previous year's evaluation
- Advisory committee input
- Performance standards and measures
- Enrollment trends
- Placement trends
- Student interest assessments
- Student achievement/progress reports
- Employer satisfaction surveys
- Student follow-up information

3. **Plans for improvement to career education programs are included in the District's CSIP. They do include goals related to student achievement and are based on the evaluation of program effectiveness.**
4. **What program improvements have been made in the last three years?**
Teacher indicated that Reality Care Babies and Project Lead the Way (PLTW) have been added as program improvements in the last three years.
5. **How have goals related to student achievement been formulated?**
Teacher interviews indicate that the individual programs formulate their goals to include industry standards and competencies.
6. **Who has been involved in developing the improvement plan?**
The teachers, the advisory committees and the administration work together to develop the improvement plan according to the teacher interviews.
7. **How does the district know if a career education program is effective?**
Teacher interviews report that the community partnerships indicate that the career education programs are effective.

Advisory Committees

1. **Documentation indicates each career education program has an advisory committee in place:**

NO PROGRAM	-Agriculture Education
YES	-Business Education
YES	-Family and Consumer Sciences
NO PROGRAM	-Health Sciences
YES	-Marketing and Cooperative Education
YES	-Trade and Industrial (all programs)
2. **The advisory committees do include representatives from business/industry, CTE students, and other diversities within the community. The committees do meet at least once a year, as documented by written minutes.**
3. **How are advisory committee members selected?**
Teacher interviews indicate that advisory committee members are selected to represent industry, students and parents.
4. **How does the advisory committee review CTE programs?**
Teacher interviews and advisory committee minutes indicate that the advisory review curriculum and provide suggestions for changes.
5. **How are advisory committee recommendations and services utilized?**
Teacher interviews indicate that advisory committee recommendations are incorporated into curriculum.
6. **What specific recommendations have been made by the advisory committee for program improvement?**

Teacher interviews indicate that Team Health Mentors were added as a result of the advisory committee recommendations.

Student Assessment

1. **What are the various assessments used to chart student progress?**
Teacher interviews indicate that written tests, projects, and performance tests were used to chart student progress.
2. **How is student achievement recorded and reported within the district?**
Teacher and student interviews indicate that Infinite Campus, a program allowing students and parents to view student progress, is used throughout the district.
3. **How does the district determine the essential technical skills to assess for mastery? (e.g., Perkins accountability)**
Teacher interviews indicate the use of DESE competencies to determine the essential technical skills to assess for mastery.

7.4 Preschool educational activities/programs are available to the district's children.

7.4.1 District Response

The following enrollments were reported for early education programs or activities provided by the district for the district's early education children: [District Verbatim]

<u>101</u>	-Title I-funded early education program
<u>0</u>	-Missouri Preschool Project early education programs
<u>0</u>	-Child Care and Development Fund Grant early education program
<u>0</u>	-District-funded early education program
<u>52</u>	-Partnership with Head Start early education
<u>64</u>	-other: <i>Early Childhood Special Education</i>

Unduplicated count of children served in early education programs 217 [District Verbatim]

Describe what the district has done to collect information from the community (i.e., community needs assessment, community survey) related to the need for preschool services. [District Verbatim]

Many of the area child care centers in the Hickman Mills C-1 School District and the Early Childhood Center have collaboratively worked together to serve the preschool students in the area. Some of the ways we have worked together is to give families a list of area child care centers and in turn they assist us in recruiting families for our Parents As Teachers program. A community survey has been distributed to area child care centers and community preschools within the Hickman Mills C-1 School District that relates to the need for preschool services.

The information on the survey includes enrollment numbers at each site, education of staff members, recruitment, waiting list numbers, hours of operation, tuition costs, educational activities, transportation, and licensing. Results of the survey are on file in the district.

The community provides the following programs for early education children: [District Verbatim]

0	-Head Start
376	-early education program in the community

7.4.1 Team Response

- 1. The community needs assessment indicated need for additional early education services. As a result of the need the district has:**
 - increased early education services sponsored by the district
 - partnered with community programs to offer more early education services
 - other:
- 2. The district does have a plan to support children's transition into the kindergarten classroom. [This plan does include the establishment of a transition team with representation from early education programs, public schools, Parents as Teachers, parents, private schools, and other agencies in the community].**
- 3. Multiple opportunities for all children and families to participate in activities that help them transition into the kindergarten classroom includes:**
 - prekindergarten spring orientation sessions, including early education packets and information
 - summer school for prekindergarteners
 - ongoing district-sponsored transition activities for early education children (e.g., story times/play times, early education packets, attendance at school plays, concerts, art shows, and book fairs)
 - other: Pre-School records
- 4. YES** Students' early education records are shared with the district or arrangements have been made to ensure that such information is received by the district.
- 5. The evaluation of the transition plan is documented.**

7.5 The district provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children's education.

7.5.1 District Response

The District Response indicates that the following strategies are in place to involve parents in their child's education [District Verbatim]:

The district has put in place numerous opportunities that help parents become involved in their child's education. Various activities are offered throughout the year to invite parents into the buildings. Performance events and academic events (i.e. Technology

night, writing night, breakfast reads, and literacy nights) at all schools involve parents in their child's education.

Reading Nights teach parents specific strategies to help their kids with reading, Success Nights provide teachers time to introduce parents to the curriculum and practice sample activities. Parents can do hands-on activities and see learning from their child's perspective. There are open invitations for parents to visit their child's classes or volunteer in the schools. Saturday Math Academy is a tutoring opportunity where parents can participate with their child in learning. Parent/Teacher conferences throughout the year provide information to parents and an opportunity to discuss their child's needs and interests. Family nights at CODE focus on "gifted" learning activities. A Lending Library for parents provides books and educational games and toys. E-mails/phone calls to parents about their child's progress, upcoming academic events and homework reminders helps to keep parents informed. The parent portal technology provides instant access to students attendance, grades, and assignments. College night presents information about college entrance requirements, scholarships, and student aide. Book Fairs bring parents in to shop and discuss books with their children. Muffins for MOMS, Donuts for Dads, Granola for Grandparents Day engaged families in sharing read-alouds with students.

Which of these strategies have been successful? Cite any evidence to support this conclusion. [District Verbatim]

The parent strategy that we receive the most feedback on is the weekly parent calls through Edulink. Parents are often commenting on how much they appreciate the calls and advance notices. The Math Academy was very successful in terms of parent involvement. The evidence included an increase in reading scores, positive attitude from parents, requests for other strategies, and parents felt informed. Reading Nights have provided evidence that students are reading more at home by keeping reading logs. Attendance logs and parent surveys are used to indicate that parent involvement activities are bringing increased numbers of parents (20 to 100+) to school events. Music/art programs have brought large numbers to view student performances. The district opening rally and community day increases in attendance each year. Feedback from surveys from Town Meetings found that it was informational and a good source for patrons to voice their opinions. The districts lending library increases in volume each year and has been well received by the community. The district recently passed a bond and levy increase. This support shows the involvement of community and the desire to help our schools be successful.

7.5.1 Team Response

- 1. Parent education activities are provided, as required by the Early Childhood Development Act. Services provided through the district's Parents as Teachers parent education program for families with children birth to age three are not at or above the state average. Approximately 27 percent of the eligible families are served in the district's Parents as Teachers program, compared to the state average of 45 percent.**
- 2. Services provided through the district's Parents as Teachers parent education program for high needs families with children birth to age three are at or above the state average. Approximately 68 percent of the eligible high needs families with**

children prenatal to age three are served in the district's Parents as Teachers program, compared to the state average of 48 percent.

7.5.3 District Response

Describe any formal programs (such as Practical Parenting Partnerships, Title I Parent Group, Special Education Support Groups) aimed at improving the quality of parent-school cooperation and interactions related to the education of children. [District Verbatim]

PTA/PTSA organizations support parent activities and learning opportunities. Lift Missouri through LINC provide parent workshops with ideas on how to work with literacy for their children. An annual opening year school rally is held with a district parade and ice cream social. School supplies are distributed and a VIP speaker provides a motivational program for parents, students, and staff. The Board of Education offer quarterly Town Meetings to discuss district issues. The district hosts a Community Day each year that provides family fun activities and information for parents. Numerous advisory committees have been formed to assist in addressing program needs(i.e. Early Childhood, guidance/counseling, Federal programs, nutrition/health services, A+ program, and a drug and alcohol advisory committees).

7.6 The school district provides or arranges with other local groups, agencies, and organizations to provide educational, career education, recreational, cultural, enrichment, and/or other services for the local community.

7.6 District Response

Describe the educational programs (include ALE/ABE and GED services) provided and who sponsors these programs. [District Verbatim]

The educational programs offered by local groups, agencies and organizations include: LINC-Educare provides professional development for home-based childcare providers. Topics covered include infant first-aid, CPR, child development, child abuse and neglect, cognition, and motor skills.

Safe City Schools project coordinated a health resource and safety fair.

LIFT-Missouri provides seminars focused on improving adult literacy.

Community Assistance Council, LINC, area churches and other community agencies share fliers and other information about seminars and classes being offered on topics such as resume writing, career/financial planning, home buying and support for those suffering from home foreclosures.

Adult GED classes in partnership with ABE are offered. There has been an increase in participation regarding the total number of GED coursework hours and participant information for the last three years of the program. The average number of monthly participants rose from 11 in 2007-08 to 18 in 2008-09 and from 305 hours of GED coursework in 2007-08 to 934 hours in 2008-09.

7.6.1 Team Response

1. The district has identified a community education director/coordinator.

2. **How does the school district determine its community education needs?**
Documentation shows that the latest community needs assessment was completed by an outside agency and the executive summary was given to the district on November 20, 2007.
3. **What school/business/community partnerships have been established?**
Documentation indicates that community partnerships have been established with the Community Assistance Council, area churches and other community agencies.

7.6.2 Team Response

1. **A written community needs assessment is used in the district. Needs were identified in the community needs assessment. Identified needs are being addressed in the district.**
2. **Local Adult Education and Literacy needs are included in the district needs assessment. Identified needs were addressed.**
3. **Multiple referral methods to Adult Education and Literacy programs are used. Explain the methods and the quality of the referral methods used.**
Documentation shows that a outside survey (DeSieghardt Strategic Communications) and town meetings are used as referral methods.
4. **Documentation indicates the following success rate for referrals to Adult Education and Literacy programs for this district: 0. The reported rate is below the state calculated success rate of 17 percent.**
The district realized it had failed to report dropout rates as required. This has been corrected and documentation exists to ensure these reporting requirements are being implemented.

7.7 The district complies with all provisions, regulations, and administrative rules applicable to each state and federal program which it has implemented.

7.7 District Response

The District Response indicates the district serves and assesses the services provided to at-risk, educationally-disadvantaged, migrant, ELL/ESOL, and homeless students in the following ways: [District Verbatim]

	LIST OF SERVICES PROVIDED TO STUDENTS	DESCRIBE HOW THESE SERVICES ARE ASSESSED
MIGRANT		
Elementary:	<i>No students identified</i>	
Middle School:	<i>No students identified</i>	
High School:	<i>No students identified</i>	

HOMELESS:

Elementary:	<i>Transportation, Personal Hygiene, Uniforms, School Supplies</i>	<i>Monitor homeless counts and attendance, discipline, and academic performance of students</i>
Middle School:	<i>Transportation, Personal Hygiene, Uniforms, School Supplies</i>	<i>Monitor homeless counts and attendance, discipline, and academic performance of students</i>
High School:	<i>Transportation, Personal Hygiene, Clothing, School Supplies</i>	<i>Monitor homeless counts and attendance, discipline, academic performance of students</i>

ELL/ESOL

Elementary:	<i>Reading, tutoring</i>	<i>DIBELS, Pre-Post testing LAS</i>
Middle School:	<i>English</i>	<i>LAS, Pre and post testing</i>
High School:	<i>English</i>	<i>LAS, Pre and post testing</i>

AT-RISK

Elementary:	<i>Student Assistance Team, Character Education, Family Resource Specialists Support Groups</i>	<i>Program Evaluation Student attendance, discipline, academic data Case management results</i>
Middle School:	<i>Student Assistance Team, Character Education, Family Resource Specialists Support Groups</i>	<i>Program Evaluation Student attendance, discipline, academic data Case management results</i>
High School:	<i>Student Assistance Team, Youth Advisory Board, Social Workers Support Groups</i>	<i>Program Evaluation Student attendance, discipline, academic data Case management results</i>

EDUCATIONALLY-DISADVANTAGED

Elementary:	<i>Tutoring, Push-in/pull-out Reading Specialists, Supplemental Teachers</i>	<i>Program Evaluation Pre/post student achievement data Teacher checklists</i>
Middle School:	<i>Instructional Coach, Tutoring, Read 180, Double blocked classes</i>	<i>Pre/post achievement data</i>
High School:	<i>Tutoring, Double blocked classes, Read 180, Homework Center Credit Recovery GED Options</i>	<i>Pre/post achievement data Graduation rates</i>

7.7 Team Response

1. The state and federal monitoring process and District Response for 7.7 indicates the specific required services for:

ELL/ESOL students	are provided
migrant students	are not required
homeless students	are provided
gifted students	are provided

2. The District Response and interviews indicate the following services are provided to students at risk of leaving school prior to graduation or to students who may not be eligible for promotion to the next grade level:

(E)	(MS)	(HS)	AT-RISK/TARGETED SERVICES
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-tutoring before or after school by certificated teacher
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-peer tutoring (organized)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-cross-age tutoring (organized)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-volunteer or paraprofessional tutoring (on regular basis)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-study-skills/test-taking skills instruction
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-alternative classes/school
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-mentoring program for at-risk students (assigned mentors from staff or community)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-intervention teams
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-substance-abuse prevention instruction
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-violence-prevention instruction or anger-management instruction
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-at-risk coordinator or social worker
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-parent-involvement/support groups
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-teen parenting services
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-crisis intervention plan/strategies
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-health-related services
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-out-of-district referrals for specialized services/family interventions
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-Title I reading
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-Title I math
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-Title I communication arts
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-ELL/ESOL differentiated instruction (including appropriate language assessments)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-supplemental reading instruction (e.g., Reading Recovery, Early Literacy)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-supplemental summer instruction
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-ELL/ESOL instruction provided by full-time, certificated ESL/bilingual teacher (for districts with more than 20 ELL students)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-individual counseling services/small-group counseling services
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-other: Community Coalition
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-other: LINC (Local Investment Commission)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-other:

- 3. The district's compliance with the requirements of No Child Left Behind (NCLB) and any other state federal programs were reviewed on 8/11/2008 in conjunction with the Missouri School Improvement Program review.**

Included, as a part of the review, were the following programs:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Title I, Part A | <input checked="" type="checkbox"/> Title III |
| <input checked="" type="checkbox"/> Title I, Part B Reading First | <input checked="" type="checkbox"/> Title IV |
| <input type="checkbox"/> Title I, Part B Subpart 3 Even Start | <input checked="" type="checkbox"/> Title V |
| <input type="checkbox"/> Title I, Part F Comprehensive School Reform | <input type="checkbox"/> Title X, Part C Homeless |
| <input type="checkbox"/> Title I, Part C Migrant | <input type="checkbox"/> Title V, Part B Charter Schools |
| <input checked="" type="checkbox"/> Title II, Part A | <input type="checkbox"/> Title VI SRSA |

- 4. All state and federal program monitoring processes indicate that the district's professional development activities and expenditures do conform to all program requirements.**
- 5. The district is in compliance with all provisions, regulations, and administrative rules applicable to state approved gifted education programs.**
- 6. The district's state and federal programs were reviewed in conjunction with the Missouri School Improvement Program review.**
- Files and documentation found the district to be in substantial compliance.

7.8 A+ designated high schools provide services to students in accordance with the requirements of the program.

7.8 Team Response

1. The district does have an A+ designated school.

2. District documentation indicates the district does meet the requirements for A+ designation.

YES -Measurable district-wide performance standards for the three (3) goals of the A+ program have been established:

- All students are graduated from high school
- All students complete a challenging course of study
- All students proceed from high school to college, post-secondary career-technical education or a high wage job

YES -Specific measurable learner objectives that students must demonstrate to successfully complete any course have been created.

YES -Rigorous coursework with standards of competency in all academic areas is present.

- district has increased the number of upper level courses available (biology/chemistry, communications, mathematics and physics including advance placement and dual credit).
- fifty percent of the schools juniors and seniors are enrolled in advance or

- career technical courses.
- YES -An A+ Schools Partnership Plan has been developed in cooperation with a local advisory committee.
- YES -A recordkeeping system that meets the standards adopted by the State Board of education must be developed and implemented for all students and includes the following components for A+ participants:
- written agreement and consecutive years of attendance at an A+ designated high school
 - GPA with documented mastery (must be 2.5 GPA)
 - Attendance Rate (must be 95%)
 - Tutoring hours (minimum of 50 hours)
 - Procedure in place for reporting data to DESE of qualifying students
- YES -The district demonstrates sustainability of the A+ Schools Program.

3. All A+ designated schools in the district do meet the required designation criteria.

FINDINGS

1. Several examples of true co-teaching (regular education and special education teachers providing instruction together in regular education classrooms) were observed throughout the district. Teachers express a need for more professional development for this model. (7.1)
2. Curriculum is not updated to utilize American Association of Family Consumer Sciences (AAFCS) National Standards. (7.3)
3. While there is an advisory board in place for FCCLA, it is found to be more general in nature and not specific to the department. (7.3)
4. The district's Parents as Teachers program is serving only 27.34 percent of eligible families with children birth three compared to a state average of 45 percent. (7.5)
5. There is no CTSO for the Trade and Industrial program. (7.3)

SCHOOL SERVICES

8.1 At least biennially, the district reviews the goals and objectives of each program and service; receives reports of the effectiveness of each program and service; and, takes action to ensure that these programs efficiently achieve their goals.

8.1.1 District Response

According to the District Response, the following programs and services have been evaluated in the last two years, using the data indicated with the specified actions taking place [District Verbatim]:

Program	Date	Type of Data Used	Action(s) Taken
Curriculum	10/16/2008	MSIP components, MAP data, St. ach. data	Increase rigor in curr., continue with the eval. process
Instructional Effectiveness	10/16/2008	Student achievement data	Provide pd on differentiated instruction and interventions
At-Risk Programs	10/16/2008	Std. ach. data, discip./attend. reports	Training on at-risk behaviors, improve coordination
<i>Special/Supplemental/Differentiated Programs</i>			
ESOL/ELL	3/15/2007	Enrollment, std. ach. data	Broaden services, examine delivery models
Title I	2/21/2008	Student achievement data	Add reading spec./math teachers, improve tutoring
Special Education	3/25/2008	Funding, Student ach. data	Train. on intervention strat., review early chld. impact
Career Education	6/21/2007	Grad. rate, Placement rate	Add reading at MS/HS, decrease failure rate
Gifted Education	1/17/2008	Attendance, Student Achievement	Credit for HS, Math tutor, writing program implemented
Homeless	2/21/2008	Enrollment data	Provide services, training for coordinator, data collection
Migrant	2/21/2008	Enrollment data	Provide info. to parents, ensure services

Community Education	3/25/2008	<i>GED participation</i>	<i>Improve info. expand partnerships, increase involv</i>
Early Education/PAT	2/15/2007	<i>Interviews, part. rate, stud. achiev.</i>	<i>Increase space, review PAT budget, growth rubrics</i>
Technology	5/17/2007	<i>Tech. census report, training hours</i>	<i>Increase training, ensure ISTE compet., eval. current use</i>
School Climate	10/16/2008	<i>Surveys</i>	<i>Same survey, dev. communication and recog. plan</i>
Professional Development	1/17/2008	<i>Student ach. data, needs survey</i>	<i>Cont. focus of pd on PLC's, research based strategies</i>
Library/Media Resources (LMC)	2/15/2007	<i>Walk-through data, fund., circulation</i>	<i>Impr. physical envir., increase exp., add research model</i>
Guidance and Counseling	6/21/2007	<i>Assessment survey Student ach. data</i>	<i>Measurable objectives, specific job framework added</i>
Finances	10/16/2008	<i>Internal and ext. audits, core data</i>	<i>Personnel dev. plans, imp. communication of fin. procedures</i>
Facilities and Grounds	5/17/2007	<i>Inspections, work orders, safety report</i>	<i>Dev. facilities plan, building renovations, safety training</i>
Safety	5/17/2007	<i>Incidence reports, police activity</i>	<i>Revise crisis plan, provide training, imp. communications</i>
Health Services	2/21/2008	<i>Immunization reports, health screenings</i>	<i>Increase CPR trainings, cont. health partnerships</i>
Food Services	10/16/2008	<i>Part. recors, Fin. reports, guidelines</i>	<i>Cont. mentor program, impl. online pay, upgrade equi.</i>
Transportation	2/21/2008	<i>Bus conduct/incidence/p articipation</i>	<i>Improve ontime perf., stud. tracking, add complaint log</i>

Other: <i>Third and Long</i>	<i>6/21/2007</i>	<i>Student ach. data, attend./ suspensions</i>	<i>Program consistency, improved reading achievement</i>
Other: <i>A+ Program</i>	<i>6/21/2007</i>	<i>Drop out data, graduation rate</i>	<i>Reduce 9th grade failure, increase reading/math achievement</i>
Other: <i>Caring Communities</i>	<i>6/21/2007</i>	<i>Discipline, attend. health, MAP</i>	<i>Decrease disc. refer., increase MAP scores, attendance</i>
Other:			

8.1.1 Planning and Program Evaluation

1. What recent major changes in the district's programs and/or services have occurred as a result of the program evaluation plan? What prompted those changes?

The following changes have been made in district programs and services as a result of program evaluations: instructional coaches added; professional learning communities with weekly late start for professional development and collaboration; curriculum benchmarking and common assessments; Reading First; credit recovery and transition programs. These programs were prompted by low student achievement; increased student diversity; and response to the Comprehensive School Improvement(CSIP)goals.

2. Is the district's Program Evaluation Plan effective in identifying program strengths and weaknesses?

The district submitted a schedule for evaluating goals and objectives. Validating documentation used to inform the board of education as to their impact on student learning was not available (ex. October 2008- School Climate, Instructional Effectiveness and Curriculum)

8.1.2 Team Response

1. The district does have a survey ready for the current year's seniors.

2. Are the required student surveys adequate to provide helpful information to district administrators in evaluating district programs and services?

The district contracts with Life Track for senior survey services. The information collected is very thorough. The district receives adequate information to inform the district of appropriate services for students. A summary of student responses are available to district personnel to help inform improvements to district programs and services.

8.2 The district has an ongoing, written Comprehensive School Improvement Plan (CSIP) which directs the overall improvement of its educational programs and services.

8.2.1 Planning and Program Evaluation

1. Documentation indicates the district does have a board-approved CSIP that contains appropriate components. Please indicate the adequacy of each of the required components in terms of its ability to lead to improved student performance.

NEEDS	-measurable objectives related to improving student performance
IMPROVEMENT	
ADEQUATE	-strategies/objectives related to improving student performance
ADEQUATE	-action steps/activities to be undertaken to realize each strategy
ADEQUATE	-the federal funds used to implement specific action steps

2. Describe in what ways student achievement is the focus of the district's CSIP.
A significant number of CSIP goals address student learning.

8.2.1 Team Response

3. How does the CSIP drive what happens instructionally and administratively throughout the district?

Based on interviews it appears the Comprehensive School Improvement Plan (CSIP) is perceived to be a guiding tool, however, there was no evidence to suggest the CSIP has a direct impact on the instructional and administrative focus of the district.

8.2.1 Planning and Program Evaluation

4. What is the general quality of the district's CSIP?

Documentation as to the approval of the board of education was not found. The CSIP lacks specific information on intervening measures for demonstrating progress on achieving goals and objectives. A number of the objectives will be difficult to measure.

8.2.2 Planning and Program Evaluation

1. The description of the CSIP planning process indicates the district involves the following people in the school improvement planning process:

- staff
- administrators
- students
- parents/guardians
- community members
- other:

8.2.3 Team Response

1. **The District Response and interviews indicate that strategies in the current CSIP have been evaluated for effectiveness. Modifications have been made in these strategies in order to reflect these evaluations.**
2. **How effective does the evaluation process for the CSIP appear to be?**
The district uses a Score Card with Indicators to evaluate the CSIP strategies.

8.2.4 District Response

The District Response cited the following improvements in student achievement (as measured by the MSIP performance indicators) and the data which substantiates these improvements:

The overall performance in the middle school has been improving as a result of CSIP strategies. The MAP results at the middle level increased at grades 6, 7 and 8 in both Communication Arts and Mathematics. The largest increase in MAP scores was in 7th grade with an 11 point gain and 6th grade was close behind with an 8 point gain. Specifically, Black students' achievement has improved over the last three years in the middle schools in both communication arts and mathematics. This improvement has made a step toward closing the gap. Improvements in curriculum alignment and the addition of pacing guides have provided a framework for what teachers need to teach and when they need to teach it. Common assessments were implemented and are providing the data to inform instruction.

The work with Professional Learning Communities has provided a structure for collaborative planning. Interventions that were identified in the CSIP such as additional reading teachers, READ 180 for below grade-level readers and double blocked classes have contributed to increased achievement. The district's focus on Scientific Research-Based instructional strategies has proven successful.

Free and reduced lunch students have improved in Communication Arts performance on the MAP. More prescriptive and focused tutoring and improved intervention strategies using tiered instruction have provided the support for improvement. Title I has funded reading specialists in all elementary schools. The implementation of the Reading First model for reading and for Response to Intervention has increased the learning. Teachers are using flexible groups to provide targeted instruction to students that are below proficiency. IEP students have made significant progress on the MAP.

Special education students ranged from 1%-9% proficient and advanced in 2006 to 1%-17% proficient range in 2008 on the MAP. A more intensive special education program with emphasis on the regular curriculum has provided more success. Push-in models and co-teaching models are being used in schools. Gifted students performed well in most schools. Adding tutors, a counselor, and improved curriculum has increased performance with our gifted students. The gifted program has refined the writing component of their curriculum and has shown more proficiency with writing. The district has decreased the Level Not Determined (LND) to almost zero across the district. The district has had a concentrated effort to test all students.

The district's largest area of achievement gain on the MAP was in High School mathematics. The district's high schools improved over 20 points on the MAP this year. The district's curriculum alignment contributes to this gain. The addition of math coaches at the high school level allowed additional and focused professional development for our teachers. Math-specific strategies were identified and utilized by teachers.

The district increased 2.1 points on the ACT with significantly more students taking the ACT test. Advanced courses have increased due to the CSIP strategies. Advanced Placement classes have been added each year and increased enrollment in the classes has taken place. Higher attendance percentages have also been the result of CSIP strategies. A number of attendance strategies were implemented with positive results.

8.3 The board has adopted a current set of policies and procedures, meets regularly, and has secured the required training for its members.

8.3.1 Team Response

1. According to documentation, the district does have a policy manual which contains the policies and procedures of the district. These policies do show the date they were adopted. There was evidence that any policies had been revised within the last two years.

2. The following specific policies are in place:

- YES -*policy for migrant students (with all required components)
 - screening and identification of migrant students
 - notification to regional migrant center or state director of presence of potentially eligible students
 - needs assessment of migrant students
 - placement in all programs for which migrant students are eligible
 - if needed, request for assistance from regional migrant center
- YES -*policies for ESOL/ELL (with all required components)
 - student identification
 - language assessment
 - district ELL coordinator
 - name of district ELL coordinator Dr. Terita McCauley
 - board approved ESOL/ELL policy (Date of approval 6/2/2007)
- YES -*Title I parent involvement policy
- YES -policy for homeless students (with all required components)
 - enrollment identification (process for identifying homeless students)
 - needs assessment
 - placement
 - services
 - records transfer
 - district homeless coordinator (Name of coordinator Deidre Anderson)
 - resolution of grievances
 - The homeless written policy was board-adopted on 6/2/2007.
- YES -sexual harassment policies (staff/students)

- YES -antibullying policy
- YES -discipline policy
- YES -retention/promotion policies (including criteria related to reading achievement)
- YES -patron/parent/student complaint policy
- YES -student wellness policy (with required USDA components)
- YES -parent involvement policy (SB 480)
- YES -Title IX notice is posted in each building with required information.
- YES -The district has a policy of nondiscrimination for employment, programs, and services.

8.3.2 Team Response

- 1. School board interviews and board minutes verify that the board does meet regularly, and the board does keep complete and accurate records of its meetings. Administrator interviews indicate board minutes are available to the staff and public in the following location(s):**

- central office
- building administrators' offices
- other:

8.3.3 Team Response

- 1. According to administrator and board member interviews, as well as the advance questionnaire data, board members do concentrate on policy-making functions, rather than administrative functions, and all formal contact between the board and the staff is channeled through the superintendent.**

8.3.4 Team Response

- 1. Documentation indicates that board members elected or appointed after August 1993 have completed 16 hours of orientation/training within the twelve months following their election/appointment.**

One board member is grandfathered from board training requirements. Based on the hours of training reported, documentation reveals a high level of board training. Training ranged from 27 hours to 97.5 hours of individual training.

8.4 The board of education employs staff members in accordance with statutory requirements and local employment policies and procedures.

8.4.1 Team Response

- 1. According to the documentation provided by the district, job descriptions for each category of employee are available, and job applications and vacancy notices do include assurances of equal employment opportunity. In addition, the district does have a policy of nondiscrimination for employment, programs, and services.**

8.4.2 Team Response

1. **The following prohibited lines of inquiry are included on the district's job application(s):**
 - The district's job applications do not include any prohibited inquiry.

8.4.3 Team Response

1. **The district does meet the minimum salary requirements set by Missouri statute.**
2. **The district does ensure that a criminal history background check, through the fingerprinting process, is completed for all persons employed after January 1, 2005.**

8.5 The community, through the board of education, provides sufficient financial resources to ensure an educational program of quality.

8.5.1 Team Response

1. **Board minutes and interviews indicate that the board DOES regularly review the fiscal condition of the district, and the board DOES study the fiscal needs of the district.**

8.5.2 Team Response

1. **The districts budget document contains:**
 - YES -a budget message (which describes important features and major changes)
 - YES -estimated revenues for the year and comparative statements for the past two years (by year, fund and source)
 - YES -proposed expenditures and comparative data for the past two years (by year, fund, activity, and object)
 - YES -funds required to pay interest and amortization and redemption charges on debt
 - YES -a general budget summary (by fund)
2. **Administrator and faculty interviews, as well as the advance questionnaire responses, indicate staff members do have opportunities for input during the budget preparation process. Interviews indicate input is provided through:**
 - a teachers' salary committee or CTA committee
 - the requisition process
 - budget hearings
 - a site-based budget preparation process
 - other:

8.5.3 Team Response

1. **The district's present unadjusted operating levy (all funds but the Debt Service Fund) is \$4.86, and its adjusted operating levy is \$4.86. In addition, the district's Debt Service Fund levy is \$0.68.**

8.5.4 Team Response

1. **A review of the district's programs and services and the advance questionnaire responses indicates the district does provide sufficient funds to maintain adequate educational programs and services.**

8.6 The board establishes and the administrators implement systematic procedures to ensure efficient fiscal management and accountability.

8.6.1, 8.6.3-8 Team Response

1. **According to documentation, systematic procedures are in place to ensure effective fiscal management as evidenced by:**

- NO -financial/audit reports are submitted in an accurate and timely manner
- YES -professional audits are made at least every two years
- YES -accounting and management systems are maintained in conformity with all applicable regulations
- YES -the accounting system provides a record of all funds received and expended
- YES -internal procedures for purchasing are in place
- YES -inventories of supplies, materials and equipment are kept
- YES -appropriate labels are on all inventory items purchased with federal funds
- YES -Debt Service Funds are maintained in a separate bank account
- YES -fund transfers from the Incidental Fund to the Capital Projects Fund have been properly made
- YES -obligations and expenditures of state and federal funds are recorded separately by program
- YES -the chief financial officer (CFO) has had training in Missouri school finance

2. **The district's most recent audit process does indicate that the district conforms to all state and federal requirements, and this process includes a review of the district's:**

- all financial records/procedures
- student attendance
- transportation program

[Cite all audit exceptions.]

Due to problems with software systems the FY 08 audit has not been completed in a timely manner.

8.6.2 Team Response

Beginning Fund Balances - Total All Funds	\$19,843,373.30
Revenues - Total All Funds	\$100,833,231.82
Revenues and Balances - Total All Funds	\$120,676,605.12
Transfer To - Total All Funds	\$3,359,908.64
Transfer From - Total All Funds	\$3,359,908.64
Expenditures - Total All Funds	\$85,587,223.83
Ending Fund Balances - Total All Funds	\$20,812,134.19
Restricted Fund Balances - Total All Funds	\$15,453,836.56
Unrest. End. Fund Bal. - General (Incidental) Fund	\$3,255,598.88
Unrest. End. Fund Bal. - Special Revenue (Teachers) Fund	\$ 0.00
Unrest. End. Fund Bal. - Debt Service Fund	\$2,064,177.48
Unrest. End. Fund Bal. - Capital Projects Fund	\$38,521.27
Unrest. End. Fund Bal. - Total All Funds	\$5,358,297.63
Unrest. End. Fund Bal. in Debt Service Fund	\$2,064,177.48
Total Unrest. End. Fund Bal. in Operating Funds	\$3,294,120.15
Beginning Unrest. Fund Bal. School Purposes July 1, 2007	\$6,389,157.85
Unrest. End. Fund Bal. School Purposes	\$3,255,598.88
Unrest. End. Fund Bal. School Purposes as a Percentage of Expenditures	3.97%
Total Revenues for Operating Funds	\$97,350,861.74
Total Expenditures for Operating Funds	\$85,587,223.83
Deficit Spending General (Incidental) Fund	\$ 0.00
Deficit Spending Special Revenue (Teachers) Fund	\$ 0.00

1. The district deficit spent last year for the following reasons:

The district deficit spent last year due to: a) revenue short falls in the amount of \$2.1 million. This shortfall was a result of decreases in local taxes, Proposition C revenues, and state and federal funds; and b) expenditures which exceeded the original budgeted amounts requiring budget amendments to cover: legal expenditures, utility costs, and capital project expenditures.

2. End-of-year balances in all funds are positive; these funds do appear to be sufficient to ensure fiscal stability.

Proposed budget modification plans appear to be appropriate to ensure fiscal stability for the district. Failure to effectively implement this plan could result in the district being financially stressed.

8.7 The district employs appropriate procedures to assure the accurate and timely reporting of required data to state and federal agencies.

8.7.1-6 Team Response

1. What are the written procedures for ensuring that all data reported to the Department of Elementary and Secondary Education are reported in a timely and accurate fashion?

The district has written procedures to ensure that data reported to the Department of Elementary and Secondary Education (DESE) is completed in a timely and accurate manner. Documentation clearly demonstrated the person(s) responsible and their expectations and responsibilities.

2. The district has reported dropouts from school to the Missouri Literacy Hotline. Dropouts were reported to the Missouri Literacy Hotline within 30 days. The number of dropouts reported on Core Data is not comparable with the number of dropouts reported to the Missouri Literacy Hotline.

3. What procedures are in place to ensure that suspected child abuse and neglect are reported to the Child Abuse and Neglect Hotline?

Documentation and interviews indicated that district staff are trained and informed on appropriate procedures for reporting child abuse and neglect. Annual training for all staff reviews mandatory reporting requirements and district procedures. The district realized it had failed to report dropouts to the Missouri Literacy Hotline. That has been corrected and documentation exists to ensure these reporting requirements are being implemented.

8.8 Patrons, parents, staff, and students have opportunities to discuss concerns with the district, file complaints, and serve on committees, including those required by state or federal regulations, to study specific issues and problems.

8.8.1-2 District Response

**The district has the following required committees which are actively functioning:
[Verbatim]**

COMMITTEE	PROGRAM PRESENT[4]	COMMITTEE PRESENT[4]	COMMUNITY REPRESENTED[4]
Parents As Teachers Committee*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Career Education Advisory Committee(s)*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Drug-Education Advisory Committee (Title IV)*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Guidance Advisory Committee*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Development Committee*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Districtwide Planning/CSIP/Strategic Planning Committee(s)*	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Parent/Community Advisory Committee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Facilities and Safety Committee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Bond/Tax Levy Committee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum Committee(s)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Technology Committee(s)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Health Advisory Committee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Library Advisory Committee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

8.8.3 Team Response

- Interviews indicate the board provides opportunity for patrons, parents, and students to present ideas and concerns to the board through:**
Public comment section of board meetings, and the district web site provide an opportunity to communicate ideas and concerns to the board.

8.9 The board of education and the staff systematically and frequently provide information to the public about the condition of school programs.

8.9.2 Team Response

- How does the district provide current information about the district's programs, services, and student performance through a variety of media?**
The district has an extensive public information department. Documentation revealed a wide variety of media information available to the public. This includes, but is not limited to: school report publications, newsletters, information on the district web site, and a variety of building level communications to parents and patrons.
- The district does make information about its educational programs and services available to language minority families in the district.**
Language translators are available through the district as well as community agencies.

8.10 Facilities are healthful, adequate in size, clean, well-maintained, and appropriate to house the educational programs in the district.

8.10.1 and 8.10.2 Team Response

	2075	2070	1090
Name of Building	Smith-Hale Jr. High	Ervin Jr. High	Ruskin High
Adequate Lighting	YES	YES	YES
Adequate Ventilation	YES	YES	YES
Clean	YES	YES	YES
Good Repair	YES	YES	YES
Accessible Entrance (1)	YES	YES	YES
Accessible Restroom (1)	YES	YES	YES
Facilities Adequate and Appropriate for Specific Programs and Age of Students	YES	YES	YES
Adequate Classroom Space	YES	YES	YES
Adequate Guidance Office	YES	YES	YES
Adequate Health Care Area	YES	YES	YES
Adequate LMC	YES	YES	YES
Adequate Infrastructure for Technology (Wiring, Internet Access, Servers)	YES	YES	YES

Smith-Hale

No emergency plans were posted in the cafeteria.

Ervin

There is a tripping hazard in the kitchen with water pipes that stick up in the floor area.

Ruskin High School

Ground fault circuit interrupters are missing next to water cooler on 2nd floor of west wing. Untagged fire extinguishers were found in science rooms 251 and 254.

Emergency exits were locked with padlocks and chains after hours.

The custodial staff throughout the district was well informed. They take pride in their buildings and stay on top of cleaning and maintenance. The fire extinguishers were all checked monthly and initialed off on the tag. The playgrounds are all compliant with national standards.

Emergency exits are being chained and padlocked after hours throughout the district. A number of unoccupied classrooms were unlocked.

8.10 Facilities are healthful, adequate in size, clean, well-maintained, and appropriate to house the educational programs in the district.

8.10.1 and 8.10.2 Team Response

	1085	1030	5050
Name of Building	Hickman Mills Sr. High	Crittenton Treatment Center	Baptiste/Management Sch.
Adequate Lighting	NO	YES	YES
Adequate Ventilation	YES	YES	YES
Clean	YES	YES	YES
Good Repair	YES	YES	YES
Accessible Entrance (1)	YES	YES	YES
Accessible Restroom (1)	YES	YES	YES
Facilities Adequate and Appropriate for Specific Programs and Age of Students	YES	YES	YES
Adequate Classroom Space	YES	YES	YES
Adequate Guidance Office	YES	YES	NA
Adequate Health Care Area	YES	YES	YES
Adequate LMC	YES	YES	YES
Adequate Infrastructure for Technology (Wiring, Internet Access, Servers)	YES	YES	YES

Hickman Mills Sr. High

There is no emergency lighting (other than exit signs) in the little theater, the small gymnasium, the locker rooms and the weight room. There were no lighted exit signs over the exits from the little theater stage. Ground fault circuit interrupters are missing from the kitchen, nurse station. The delivery entrance for the kitchen is left unsecured throughout the school day. Emergency exits are chained and padlocked after hours.

Cardboard was stored within 3 feet of the boiler.

Fire suppression hood in the kitchen was last inspected March 2008 and must be inspected every 6 months.

The kitchen knives in Classroom 303 were not secured.

Science lab 152 was missing a light tube.

The fire extinguisher in the science lab 152 storage room was not mounted on the wall.

The science lab 152 storage room does not have adequate ventilation.

Food should not be stored in the science la

Baptiste: The door entering the courtyard is improperly equipped with a panic bar and is not marked "not an exit." Electrical outlets within 6 feet of running water are missing ground fault circuit interrupters (next to water coolers near the transition room, etc.).

Emergency plans were missing in the transition room and gym.

8.10 Facilities are healthful, adequate in size, clean, well-maintained, and appropriate to house the educational programs in the district.

8.10.1 and 8.10.2 Team Response

	1000	4010	9999	4015	4045
Name of Building	Central	Burke Elem.		Dobbs Elem.	Santa Fe Elem.
Adequate Lighting	YES	YES	YES	YES	NO
Adequate Ventilation	YES	YES	YES	YES	YES
Clean	YES	YES	YES	YES	YES
Good Repair	YES	YES	YES	YES	YES
Accessible Entrance (1)	YES	YES	YES	YES	YES
Accessible Restroom (1)	YES	YES	YES	YES	YES
Facilities Adequate and Appropriate for Specific Programs and Age of Students	YES	YES	YES	YES	YES
Adequate Classroom Space	NA	YES	NA	YES	YES
Adequate Guidance Office	NA	YES	NA	YES	YES
Adequate Health Care Area	NA	YES	NA	YES	YES
Adequate LMC	NA	YES	NA	YES	YES
Adequate Infrastructure for Technology (Wiring, Internet Access, Servers)	YES	YES	YES	YES	YES

Central Office

Ground fault circuit interrupters are missing where there is running water within 6 feet of an electrical outlet (mail room and copy room).

Gas operated equipment and boxes of supplies block access to the utility controls in the custodial area.

Burke Elementary

The two courtyards are enclosed by building and fence, but are not marked "not an exit."

Custodial storage rooms were not locked.

Buildings and Grounds offices and shops were well organized and in excellent condition.

Santa Fe Elementary

There is no emergency lighting in the gymnasium. Paper is being suspended from the ceiling in classrooms (Kindergarten room 2, etc.). Electrical outlets are not protected with child safe caps in kindergarten classrooms. Ground fault circuit interrupters should be missing in the health room and office kitchen. The utility area between Hickman Mills HS and Santa Fe Elementary is left unsecured. The wheelchair accessible entrance is left unlocked and cannot be monitored from the office. Emergency exits are being chained and padlocked after hours.

8.10 Facilities are healthful, adequate in size, clean, well-maintained, and appropriate to house the educational programs in the district.

8.10.1 and 8.10.2 Team Response

	4050	4035	4030	4025	4020
Name of Building	Ingels Elem.	Warford Elem.	Truman Elem.	Symington Elem.	Johnson Elem.
Adequate Lighting	YES	YES	YES	YES	YES
Adequate Ventilation	YES	YES	YES	YES	YES
Clean	YES	YES	YES	YES	YES
Good Repair	YES	YES	YES	YES	YES
Accessible Entrance (1)	YES	YES	YES	YES	YES
Accessible Restroom (1)	YES	YES	YES	YES	YES
Facilities Adequate and Appropriate for Specific Programs and Age of Students	YES	YES	YES	YES	YES
Adequate Classroom Space	YES	YES	YES	YES	YES
Adequate Guidance Office	YES	YES	YES	YES	YES
Adequate Health Care Area	YES	YES		YES	YES
Adequate LMC	YES	YES		YES	YES
Adequate Infrastructure for Technology (Wiring, Internet Access, Servers)	YES	YES	YES	YES	YES

Ingels Elementary

Custodial storage rooms were not locked.

Warford Elementary

Custodial closets were unlocked. The northwest hallway HVAC register cover is rusted and falling off the frame.

Symington Elementary

The custodial closet and audio visual storage room were unlocked. The milk storage cooler thermostat read 50 degrees Fahrenheit. Room 103 has a trip hazard with a frayed carpet.

Johnson Elementary

The boiler room was unlocked. The custodial closet contained a container labeled "sweet relish" that contained some other substance. Some unoccupied classrooms were unlocked.

8.11 The district's facilities are safe.

8.11.1 – 3 Team Response

1. Observations by team members or documentation indicate that:

E(s)	MS/JH(s)	HS(s)	SAFETY PROCEDURES
YES	YES	YES	-lighted exit signs are in place at all outside exits
YES	YES	YES	-adequate safety equipment and safeguards are in place
YES	YES	YES	-emergency procedures have been developed (including procedures for emergency first aid and CPR)
YES	YES	YES	-training on the use of safety/emergency devices has been conducted
YES	YES	YES	-emergency exiting procedures are properly posted in each instructional area
YES	YES	YES	-an accident-reporting system exists within the district
YES	YES	YES	-security and crisis management plans for each building
YES	YES	YES	-written procedures for safe handling and disposal of elemental mercury and products containing mercury

Ground fault circuit interrupters were not installed in all electrical outlets within 6 feet of running water (Central Office, Hickman Mills HS, Santa Fe, etc.)

Graphic emergency exiting procedures (floor plans with arrows, indicating where the individual is located and exit routes), were not posted next to each exit door in some instructional areas, including gyms and cafeteria.

2. The center for Safe Schools and/or the district's insurance carrier has not conducted a thorough safety inspection within the last 2 years.

2b. Observations by team members indicate that:

MS/JH(s)	HS(s)	science laboratories have:
YES	YES	-adequate storage of chemicals
N/A	YES	-eyewash stations (no eyewash bottles)
N/A	YES	-chemical/fire blankets in labs using heat source
N/A	YES	-hooded ventilation
YES	YES	-properly sanitized safety glasses/goggles

MS/JH(s)	HS(s)	industrial technology shop(s) have:
N/A	YES	-marked safety zones
N/A	YES	-properly sanitized safety goggles
N/A	YES	-machine guards in place
N/A	YES	-safety rules posted
N/A	NO	-appropriate ventilation

MS/JH(s)	HS(s)	agricultural shop(s) have:
N/A	N/A	-marked safety zones
N/A	N/A	-properly sanitized safety goggles
N/A	N/A	-machine guards in place
N/A	N/A	-safety rules posted
N/A	N/A	-appropriate ventilation

The wood shop at Ruskin lacks a dust collection system.

8.11.3 District Response

Describe how the district identifies potential safety concerns or physical hazards in its facilities. [District Verbatim]

The district has had a standing Safety Committee that meets monthly. The group is made up of all stakeholders. They are proactive in identifying, reporting, and following up on issues of student safety as well as potential physical hazards in our facilities. Regular visits to each school site identifies possible safety and physical hazards. The Board of Education visits each school yearly to look at the structure and safety of each building. Hazards/concerns are identified and prioritized. The buildings and ground coordinator and the business manager begin the process of correcting the physical concerns. The district's crisis plan was written in collaboration with the MO Center for Safe Schools. All district staff have been provided training in crisis/emergency/safety procedures. Regular drills offer practice for staff and students. The district has staff that answers two separate emergency contact numbers. The most important number for reporting immediate or perceived dangers is our student TIPS Hotline (316-TIPS). Callers are given contact numbers and the anonymity is the cornerstone to the success of receiving calls on weapons, drugs, and crimes. It has been successful and highly publicized within the district as well as through local media outlets.

Secondly, we have implemented a direct phone line and created an Employees Safety Handbook that outlines safe work practices. The emphasis is given to "Safety First and Safe Practices Always." The program has been successful and we have experienced a slight decrease in the actual incidents created as a result of greater safety awareness. The district also staff a SAFE Hotline (316-SAFE) during school hours in which employees can call to report safety violations or concerns. The procedures require immediate follow up. Local officials conduct safety inspections and search for code violations annually.

8.11.3 Team Response

1. The District Response indicates the district's log(s) of drills indicate that the following emergency drills are conducted.

YES	-fire	Number per year: _____
YES	-tornado	Number per year: _____
YES	-earthquake	Number per year: _____

2. The District Response indicates the following additional drills are conducted within the district:

<input checked="" type="checkbox"/>	-intruder alert(s)	Number per year: _____
<input checked="" type="checkbox"/>	-bomb threat(s)	Number per year: _____
<input type="checkbox"/>	-environmental hazard(s)	Number per year: _____
<input type="checkbox"/>	-other threatening situations:	Number per year: _____

3. The District Response indicates the district does have a safety coordinator.

4. **The district does have procedures for periodically inspecting its facilities and grounds.**

Inspections are conducted by the following outside agencies/departments:

- local fire department: [date] 9/18/2008
- insurance company: [date]
- boiler/furnace inspections: [date] 3/2/2008
- LP gas inspections: [date]
- county health department: [date] 12/3/2008
- fire extinguishers inspection: [date]
- district staff: [date] 9/9/2008
- other: Sprinkler systems 10/31/08
Asbestos 3-year inspection May 2008

5. **The district does have a record or log of all safety drills conducted each year.**

6. **The district has used outside resources to help in emergency planning.**

7. **Safety hazards have been identified either through the documentation of inspections listed above or the team's observations.**

The emergency exits throughout the district are being chained and padlocked after hours. Many electrical outlets within 6 feet of running water are not protected by ground fault circuit interrupters.

8. **The following violence-prevention programs, staff training, and resources have been implemented or are available in the district:**

The Hickman Mills School District serves as a Safe Schools Showcase for the Missouri Violence Prevention Curriculum Framework and publicizes their implementation of character education, discipline, anger management, conflict resolution, and problem solving on the Missouri Center for Safe Schools website. They have an extensive K-12 at-risk, violence prevention program. The programs involved include Student Assistance and Family Empowerment and thirteen other programs.

The district response to Standard 8.11.3.1 is that each building does 2 fire, 2 tornado, 2 earthquake, 2 intruder, 1 bomb threat, and 1 environmental hazard drill each year. The log of drills does not reflect consistency between buildings. Some schools did as few as 2 fire drills, 1 tornado drill (Warford, Hickman HS, Smith-Hale, etc.), no intruder drill, and no bomb threat drill.

8.12 The district has developed and implemented a program for school health services which includes goals and objectives, service activities, and an evaluation design.

8.12.1 Team Response

1. The district does have a written comprehensive health services plan which includes:

- YES -goals and measurable objectives aligned with the CSIP and student performance data
- YES -program evaluation criteria and procedure
- YES -board-approved policies on: **[Select “YES” if all the following items are checked:]**
- administration of medication
 - contagious and infectious diseases
 - immunizations for school children
 - confidentiality of health records
 - child-abuse reporting
- YES -procedures for first aid and emergency care, including:
- accident-reporting procedures
 - records of students served
 - locked storage for medicines
 - training of staff on first aid, CPR, and blood-borne pathogens/bodily fluids
- YES -procedures for maintaining up-to-date cumulative health records, including:
- immunization records
 - emergency contact information
 - locked storage of health records
- YES -procedures for providing:
- comprehensive health screenings
 - referrals of identified health problems
 - health information to parents/guardians
- YES -procedures for monitoring and strategies for addressing chronic health problems

8.12.2 Team Response

1. The health services plan and program are reviewed by a registered nurse and/or a consulting physician annually.

8.13 A school foods program is available which makes at least one nutritionally balanced meal available to all students each day in accordance with Federal and State Child Nutrition Program regulations and guidelines.

8.13 Team Response

1. Documentation indicates that the district’s food services program is operated in accordance with all applicable regulations and guidelines.

8.14 Safe and efficient transportation to and from school is provided in compliance with Missouri statutes, regulations, and local board policy.

8.14.1 Team Response

1. According to a review of documentation and team observations, the district does comply with all regulations, laws, and good practices related to school bus operations.

- YES -Liability and property damage insurance is purchased for school buses (or is part of the contracted services provided by others) (537.610, RSMo).
- YES -Emergency evacuation drills are conducted (one (1) per semester, K-6) and the board has prescribed drill requirements for all students.
- YES -Daily pre-trip inspections are conducted.
- YES -Evidence exists that the district has procedures in effect to meet provisions of the Commercial Drivers License Program and Controlled Substance and Alcohol Use Act (49 CFR Part 382, et al.).
- YES -Evidence exists that the district has a written procedure for reporting positive bus driver drug test results to the Missouri Department of Revenue (302.275, RSMo).
- YES -Drivers meet state qualifications (CDL with school bus and passenger endorsements).
- YES -A written bus discipline policy has been established and implemented.
- YES -All transportation contracts are in writing, dated, and properly signed. The district ensures that all contracts adhere to all applicable regulations.
- YES -Student loading and unloading zones are periodically reviewed for safety concerns.
- YES -Drivers annually receive eight hours of safety instruction on school bus operation and student management.]
- YES -In addition to the annual Highway Patrol inspections, the district has its buses inspected by a Missouri certified vehicle inspector within 60 days of the beginning of the school year.
- YES -The school district ensures that a criminal history background check, through the finger-printing process, is completed for all new school bus drivers.

MSIP Findings

1. The curriculum does not appear to be paced appropriately causing missed opportunities for needed re-teaching. (6.1)
2. The system of data collection contributes to efforts to implement a guaranteed curriculum with appropriate data tracking. (6.2)
3. The CSIP does not outline or detail specific strategies to close the achievement gap for subgroups. (6.2)
4. There is inconsistent use of research-based instructional strategies or differentiated instruction in classroom instruction. Additionally, there was a general lack of rigor in observed instruction and examined student work. (6.3)
5. AQ and interview results indicated that some teachers and students indicate they do not feel safe at school. (6.5)
6. Both faculty and students indicate inconsistent implementation of the discipline student code of conduct. (6.6)
7. The district has provided staff with a wide array of programs and initiatives without collecting impact data to validate individual program's fidelity of implementation and evaluation of results. (6.7)

2008 4th CYCLE DISTRICT SUMMARY OF ANNUAL PERFORMANCE REPORT (APR)

County/District Code: 048072

K-12 District

DATE: 4/28/2009

District Name: HICKMAN MILLS C-1

MSIP Standard/Indicator	GRADE SPAN		GRADE LEVEL		Total Points Earned					Points Req	Met/Not Met
	Status Points	Progress Points	Status Points	Progress Points**	Grade Span		Grade Level		Gap Bonus		
					Status	Progress	Status	Progress*			
9.1*1 MAP Grades 3-5 Mathematics	Below Average = 12	Annual = 6 Rlng Avg = 12 3 Over 2 = 0	Floor = 0	Annual = 0 Rlng Avg = 0	12	12	0	0	Y	40 Status	Not Met
					STATUS TOTAL= 12					50 Status + Progress	
					STATUS & PROGRESS TOTAL = 24					40 Status + Progress + Bonus=Y	
9.1*2 MAP Grades 3-5 Communication Arts	Below Average = 12	Annual = 12 Rlng Avg = 0 3 Over 2 = 0@	Floor = 0	Annual = 0 Rlng Avg = 0	12	12	0	0	Y	40 Status	Not Met
					STATUS TOTAL = 12					50 Status + Progress	
					STATUS & PROGRESS TOTAL = 24					40 Status + Progress + Bonus=Y	
9.1*3 MAP Grades 6-8 Mathematics	Floor = 0	Annual = 6 Rlng Avg = 6 3 Over 2 = 0	Floor = 0	Annual = 16 Rlng Avg = 8	0	6	0	16	Y	40 Status	Not Met
					STATUS TOTAL = 0					50 Status + Progress	
					STATUS & PROGRESS TOTAL = 22					40 Status + Progress + Bonus=Y	
9.1*4 MAP Grades 6-8 Communication Arts	Floor = 0	Annual = 0 Rlng Avg = 0 3 Over 2 = 0@	Floor = 0	Annual = 16 Rlng Avg = 8	0	0	0	16	Y	40 Status	Not Met
					STATUS TOTAL = 0					50 Status + Progress	
					STATUS & PROGRESS TOTAL= 16					40 Status + Progress + Bonus=Y	
9.1*5 MAP Grades 9-11 Mathematics	Floor = 0	Annual = 6 Rlng Avg = 0 3 Over 2 = 0@	Floor = 0	Annual = 8 Rlng Avg = 8	0	6	0	8	Y	40 Status	Not Met
					STATUS TOTAL = 0					50 Status + Progress	
					STATUS & PROGRESS TOTAL = 14					40 Status + Progress + Bonus=Y	
9.1*6 MAP					0	6	0	8	Y	40 Status	Not Met

Grades 9-11 Communication Arts	Floor = 0	Annual = 6 Rlng Avg = 6 3 Over 2 = 0@	Floor = 0	Annual = 8 Rlng Avg = 0	STATUS TOTAL = 0	50 Status + Progress	
					STATUS & PROGRESS TOTAL = 14	40 Status + Progress + Bonus=Y	
BONUS MAP ACHIEVEMENT							Not Met

**Only Annual and Rolling Average points may be earned for grade level test data in Year 3 of the Fourth MSIP Cycle.

SCIENCE BONUS POINT

MSIP Standard/Indicator	Status Points	Total Points Earned	Average	Average Points Req	Met/Not Met
Grades 3-5 Science	Floor = 0	0			
Grades 6-8 Science	Floor = 0	0			
Grades 9-11 Science	Floor = 0	0			
TOTAL POINTS		0	0	3.3	Not Met

MSIP Standard/Indicator	Status Points	Progress Points	Total Points Earned			Points Required (Minimum)	Met/Not Met
			Status	Progress	Status + Progress	Status + Progress	
9.3 ACT	Floor = 0	Annual = 2 Rlng Avg = 0 3 Over 2 = 0@	0	2	2	4	Not Met
9.4*1 Advanced Courses	High 2 = 4 Combined = 4	Annual = 0 Rlng Avg = 0 3 Over 2 = 0@	4	0	4	4	Met
9.4*2 Career Education Courses	Below Average = 2 Combined = 4	Annual = 2 Rlng Avg = 2 3 Over 2 = 2	4	2	6	4	Met
9.4*3 College Placement	Below Average = 2 Combined = 0	Annual = 2 Rlng Avg = 2 3 Over 2 = 0	2	2	4	4	Met
9.4*4 Career Education Placement	Average = 3 Combined = 0	Annual = 2 Rlng Avg = 1 3 Over 2 = 0	3	2	5	4	Met
9.5 Graduation Rate	Average = 3	Annual = 1 Rlng Avg = 1 3 Over 2 = 0	3	1	4	4	Met
9.6 Attendance Rate	Average = 3	Annual = 1 Rlng Avg = 0 3 Over 2 = 0	3	1	4	4	Met
9.7 Subgroup Achievement	Floor = 0		0	NA	0	4	Not Met

Total Standards Met	6
Performance Accreditation Rating	

SYMBOLS	SYMBOL DESCRIPTION
@	3 over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years.
*	Missing, incomplete, or inaccurate data.
#	Level Not Determined (LND) – Zero (0) points will be awarded for grade span or grade level data when the LND has been exceeded.
&	No points awarded if more than one year at a level (K-8, 9-12, or combined) is below 90% during the past five years.

2008 - 4th Cycle
District Summary of Annual Performance Report
Summary Data

District Name: HICKMAN MILLS C-1
County District Code: 048072

Missouri Assessment Program GRADE SPAN	2001	2002	2003	2004	2005	STATUS	LND
9.1*1 Grades 3-5 Mathematics	195	190.8	189.6	198.8	196.6	194.2	
9.1*2 Grades 3-5 Communication Arts	184.1	189.8	183.5	187.1	186.6	186.2	
9.1*3 Grades 6-8 Mathematics	141.9	136	141.6	140	137.5	139.4	
9.1*4 Grades 6-8 Communication Arts	170.7	166.2	162.3	152.5	152.4	160.8	
9.1*5 Grades 9-11 Mathematics	136.5	134.4	136.5	132.4	131.8	134.3	
9.1*6 Grades 9-11 Communication Arts	170.2	156.1	155.4	163.5	156.3	160.3	
Missouri Assessment Program GRADE LEVEL	2006	2007	2008	2009	2010	STATUS	
9.1*1 Grades 3-5 Mathematics	717.3	716.8	714.9			716.3	
9.1*2 Grades 3-5 Communication Arts	717.3	716.1	713			715.5	
9.1*3 Grades 6-8 Mathematics	679	684.9	691.6			685.2	
9.1*4 Grades 6-8 Communication Arts	694.8	700.1	709.2			701.4	
9.1*5 Grades 9-11 Mathematics	661.6	650.9	671.2			661.2	
9.1*6 Grades 9-11 Communication Arts	696.8	699.8	694.2			696.9	
Missouri Assessment Program BONUS ACHIEVEMENT	2007	2008					
Number of MAP Standards Evaluated	6	6					
Number Demonstrating Improvement	X	3					
Percent of MAP Standards Evaluated		50%					

Missouri Assessment Program GAP BONUS	2007	2008	Improvement			
9.1*1 Grades 3-5 Mathematics						
District Minority	710.5	710.1	-0.4			
State Majority	760	757.6	-2.4			
District Free- Or Reduced-Price Lunch	709.8	708.2	-1.6			
State Non-Free- Or Reduced-Price Lunch	768.6	767.2	-1.4			
9.1*2 Grades 3-5 Communication Arts						
District Minority	709.7	708	-1.7			
State Majority	764.3	761.6	-2.7			
District Free- Or Reduced-Price Lunch	708	705.7	-2.3			
State Non-Free- Or Reduced-Price Lunch	775.7	773.1	-2.6			
9.1*3 Grades 6-8 Mathematics						
District Minority	679.2	687	7.8			
State Majority	756.1	761.3	5.2			
District Free- Or Reduced-Price Lunch	677.5	684.3	6.8			
State Non-Free- Or Reduced-Price Lunch	764	770.7	6.7			
9.1*4 Grades 6-8 Communication Arts						
District Minority	695	705.9	10.9			
State Majority	757.8	764.7	6.9			
District Free- Or Reduced-Price Lunch	692.2	701.7	9.5			
State Non-Free- Or Reduced-Price Lunch	766.4	774.5	8.1			
9.1*5 Grades 9-11 Mathematics						
District Minority	646.3	664	17.7			
State Majority	738.7	750.8	12.1			
District Free- Or Reduced-Price Lunch	642.8	659.1	16.3			
State Non-Free- Or Reduced-Price Lunch	742	755.7	13.7			
9.1*6 Grades 9-11 Communication Arts						
District Minority	693.5	688.9	-4.6			
State Majority	749	746.5	-2.5			
District Free- Or Reduced-Price Lunch	685.9	687.2	1.3			
State Non-Free- Or Reduced-Price Lunch	752.4	750.1	-2.3			

BONUS POINT							
Missouri Assessment Program Grade Level	2008					STATUS	LND
Grades 3-5 Science	707.2					707.2	
Grades 6-8 Science	666					666	
Grades 9-11 Science	659.8					659.8	

9.3 ACT	2004	2005	2006	2007	2008	STATUS
Number of Graduates	391	382	381	426	436	
Number of Graduates Scoring at or Above the National Average	46	53	39	37	47	
Percent of Graduates Scoring at or Above the National Average	11.8	13.9	10.2	8.7	10.8	11.1
9.4*1 Advanced Courses	2004	2005	2006	2007	2008	STATUS
Units of Credit Times Enrollment in Approved Advanced Courses	3860.5	3787	3461.5	3619.5	1800.5	
Grades 11-12 Enrollment Times Credits Possible	7055	7153	7091	7430	6707	
Percent of Credits Earned in Advanced Courses	54.7	52.9	48.8	48.7	26.8	46.4
9.4*2 Career Education Courses	2004	2005	2006	2007	2008	STATUS
Units of Credit Times Enrollment in Approved Career Education Courses	1091	1063	1141	1546	1300.5	
Grades 11-12 Enrollment Times Credits Possible	7055	7153	7091	7430	6707	
Percent of Credits Earned in Career Education Courses	15.5	14.9	16.1	20.8	19.4	17.3
9.4*1 Advanced Courses and 9.4*2 Career Education Courses	2004	2005	2006	2007	2008	STATUS
Units of Credit Times Enrollment in Approved Advanced & Career Education Courses	4951.5	4850	4602.5	5165.5	3101	
Grades 11-12 Enrollment Times Credits Possible	7055	7153	7091	7430	6707	
Percent of Credits Earned in Advanced and Career Education Courses	70.2	67.8	64.9	69.5	46.2	63.7
9.4*3 College Placement	2003	2004	2005	2006	2007	STATUS
Number of Graduates Entering College	262	192	220	204	277	
Number of Graduates	422	391	382	381	426	
Percent of Graduates Entering College	62.1	49.1	57.6	53.5	65	57.5

9.4*4 Career Education Placement	2003	2004	2005	2006	2007	STATUS
Number of Graduates Completing a Career Education Program	201	158	151	231	271	
Number of Graduates Completing a Career Education Program who are Placed in Occupations Relating to their Training, Attending College, or in the Military	172	99	118	188	202	
Percent of Career Education Completers who are Placed	85.6	62.7	78.1	81.4	74.5	76.5
9.4*3 College Placement and 9.4*4 Career Education Placement	2003	2004	2005	2006	2007	STATUS
Number of Graduates Entering College or Placed in an Occupation Related to their Career Education Training or the Military	330	231	254	269	315	
Number of Graduates	422	391	382	381	426	
Percent College and Career Education Placement	78.2	59.1	66.5	70.6	73.9	69.7
9.5 Graduation Rate	2004	2005	2006	2007	2008	STATUS
Number of Graduates	391	382	381	426	436	
Cohort Dropouts Plus Graduates	472	442	437	498	507	
Graduation Rate	82.8	86.4	87.2	85.5	86	85.6
9.6 Attendance Rate	2004	2005	2006	2007	2008	STATUS
Grades K-8	94.6	94.9	95.1	94.7	93.9	
Grades 9-12	91.4	93.1	93.2	92.6	91.2	
Grades K-12	93.7	94.4	94.5	94.1	93.1	94
*Hours of absence data were complete and used in calculation.						
9.7 Subgroup Achievement	2008					STATUS
Number of Accountable AYP Subgroups	16					
Number of Accountable Subgroups meeting AYP	3					
Percent of Subgroups meeting AYP	18.8					18.8

FINDINGS

STRENGTH

1. The percent of advanced courses taken by juniors and seniors is at a high level. (9.4.1)

CONCERNS

1. Student achievement results in grade span 3-5 Mathematics are not high and do not show sufficient improvement. (9.1.1)
2. Student achievement results in grade span 3-5 Communication Arts are not high and do not show sufficient improvement. (9.1.2)
3. Student achievement results in grade span Mathematics 6-8 are not high and do not show sufficient improvement. (9.1.3)
4. Student achievement results in grade span Communication Arts 6-8 are not high and do not show sufficient improvement. (9.1.4)
5. Student achievement results in grade span Mathematics 9-11 are not high and do not show sufficient improvement. (9.1.5)
6. Student achievement results in grade span Communication Arts 9-11 are not high and do not show sufficient improvement. (9.1.6)
7. The percent of graduates scoring at or above the national average on the ACT is not high and does not show sufficient improvement. (9.3)
8. Although the percent of career education courses taken by juniors and seniors is Met, the status is average, below average, or declining. (9.4.2)
9. Although the percent of graduates enrolled in postsecondary education is Met, the status is average, below average, or declining. (9.4.3)
10. The district's Adequate Yearly Progress subgroup achievement is not high and does not show sufficient improvement. (9.7)