

ABSTRACT OF CAPSTONE

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The Graduate School
Morehead State University
March 20, 2017

DEVELOPING THE SKILLS OF PRINCIPALS
IN LOW-PERFORMING SCHOOLS

Abstract of capstone

A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
College of Education
At Morehead State University

By

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Mount Sterling, Kentucky

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Morehead, Kentucky

March 20, 2017

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DEVELOPING THE SKILLS OF PRINCIPALS
IN LOW-PERFORMING SCHOOLS

Lewis Carroll famously noted that “if you don’t know where you are going, any road will get you there”. This capstone project joins the dialogue of the importance of adapting the principal preparation programs at colleges and universities to adequately provide aspiring principals the skills needed to lead the work in low-performing schools. Since the onset of high stakes accountability testing as a result of the No Child Left Behind Legislation of 2001, states have been ranking their schools from first to worst based on student performance. The schools that are consistently ranked at or near the bottom of these rankings most generally struggle to make any type of significant gains on the accountability tests if there is not a strong instructional leader who possesses the skills and attributes to lead the work. Many new school principals, who are hired in low-performing schools, are quickly overwhelmed with the many facets, and sometimes layers of dysfunction, of the school they serve. They often find themselves ill-equipped to adequately handle the constant pressure of issues that commonly accompany low-performing schools. This capstone, which consists of two principal preparation courses, will provide the leader with a roadmap that will increase their likelihood of success. The first of the two principal preparation courses developed as a part of capstone will provide future principals the knowledge and skills to lead the comprehensive changes needed to improve systems within the organization, school culture, and student achievement.

The second course will provide the aspiring principal with the ability to use data to make informed decisions through careful analysis of data, including root cause analysis, planning, and implementation.

KEYWORDS: principal, low-performing, analysis, change, courses

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CAPSTONE

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DEDICATION

The two researchers involved in this capstone would like to acknowledge several special people that have impacted their lives. Those people are detailed in the two sections that follow.

Stephen R. Jenkins

This work is dedicated to time. I did not want to look back and see a waste of you and wanted to know I had given something during the healing process. This work is dedicated to meaning. I wanted to find something of meaning as I grieved the loss of one held dear. This work is dedicated to reasons. Four of them that got me up each day and able to breathe throughout the day...Caroline, Kaitlyn, Matthew, & Isaac- my four children whose smile and simple words made life sunny and bright. This work is dedicated to beginnings. My mom and dad who never had a degree to call their own but supported me in many ways that allowed me to get here. This work is dedicated to pillars. The people in my life who held my hands up and provided support in every way and every day. You know who you are.

Randall D. Peffer

This Capstone Project is dedicated to my parents, Charles A. and Thelma M. Hughes Peffer. My mother was reared in the rural eastern Kentucky town of Concord, located along the Ohio River in Lewis County. Because of extreme poverty and transportation issues, she only had the opportunity to complete eighth grade. My father, placed in an orphanage at birth in rural West Virginia in the city of Ransom, was reared, and later adopted, by a family that moved frequently, but was fortunate enough to finish high school. Even though both of my parents came from very humble beginnings, they intilled in me the importance of a good education. Unfortunately, neither of my parents lived long enough to see their son complete a doctorate degree in Educational Leadership from Morehead State University. I know without a doubt that they would be the first to hug me and tell me how proud they were of me. I love you both and miss you everyday.

I, also, want to thank and dedicate this capstone to my husband and life partner, Dwight A. "Guy" Driver, Jr. He has taught me what love, devotion, and family means. He has brought more joy to my life than he will ever know. His unconditional love, patience, and support helped see me through this doctorate experience and I will forever be indebted to him.

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Lastly, I want to acknowledge teachers who made a difference in my life. My 5th grade teacher, Mrs. Carmony, who taught me about compassion and kindness. Mrs. Tackett, my 7th grade teacher, and Mrs. Lucy Brown, my high school math teacher and tough as nails, who taught me a love for math! Mrs. Thornton, my 11th grade English and KTIP resource teacher, who prepared me for the future. These teachers made a difference in my life for such a time as that and that has carried on into my own career of education.

Randall D. Peffer

I want to humbly thank my committee chair, Dr. Shane Shope, who over the course of the last year, has prepared me for my capstone submission. His patience and guidance, along with countless recommendations of revisions for my work, is truly appreciated.

Aside from Dr. Shope, I would also like to thank Dr. Steven Hooker who served as my committee chair prior to his departure to the University of North Carolina Wilmington during the summer prior to my capstone submission. He served as my mentor and I am a better person for having worked with him.

I would also like to thank committee member Dr. Michael Kessinger who was asked to join our committee after much of the work had been done. His knowledge of APA formatting was a welcome addition and I will forever be grateful for his assistance.

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Introduction that Leads You to the Research

Two Eastern Kentucky principals are on a similar path of leadership and improvement as they embark on their careers of teaching. How did they get to this point of looking at school improvement and the people ensured to be turnaround specialists?

Randy Peffer began his teaching career in a rural high school in eastern Kentucky as a teacher of mathematics. He began seeking out leadership opportunities as a teacher. He was elected to the School-Based Decision Making (SBDM) Council for four years, was named the Chair of the Mathematics Department for six years, and worked closely with the administrative team in developing the master schedule each year. During this time, Randy was completing his master's degree in secondary mathematics and simultaneously working on his Rank I in school administration.

After eleven years of teaching mathematics, Randy had the opportunity to serve in the role of assistant principal. During the middle of his first year as assistant principal, he learned that the principal was accepting another position at the end of the school year. The SBDM therefore selected Randy to be the principal of the school. His first action as principal was to contact the Kentucky Department of Education to request a scholastic audit of the school. The school had long been a fairly low achieving school and Randy wanted some leverage to implement needed change.

The audit report from the Kentucky Department of Education provided recommendations for school improvement, including the establishment of

professional learning communities, common planning periods for teachers of the same content, a structured intervention and enrichment program, and common assessments. The Kentucky Department of Education also provided the school with a Highly Skilled Educator (HSE) to help implement the recommendations. During the three years of Randy's tenure as principal, the school made steady gains in student achievement, as well as school culture. Randy was then recruited into the HSE program to help assist other schools implement the needed changes to improve achievement for students across Kentucky.

Steve Jenkins began a similar path of teaching mathematics in the high school setting. His first masters in counseling took him to an elementary school as an at-risk counselor. Once he completed his Rank 1 in school administration, he began to watch for principal openings. In a nearby county, two small rural elementary schools were not only two schools, but also two cultures and shared one principal. One school had a history of high performance and high poverty and had hit a downward spiral of performance. The other school had stayed in the middle of the pack in the state of accountability and poverty level as well.

Once Steve took on this task of managing and leading two schools, he began to realize there was a recipe for success and these schools had the knowledge and resources to make it happen. In four years, the former high performing school had made gains to pass "100" under the CATS accountability system. The middle of the road school had made gradual substantial gains that placed it in the top 25 and in two more years both schools found themselves in the top 10 in the state of elementary

schools at numbers nine and three. The mixture of experience, data driven teams, best practice intentional instruction, and lots of elbow grease, the schools went from average schools making minimal gains to Top 10 in the state.

What did these principals do to get low to average performing schools to turnaround into high performing schools? How did they overcome barriers such as poverty and create interventions to individualize student growth and achievement? What were the dispositions of these leaders that it took to make long lasting change? What is the recipe for success?

History of Kentucky Education since 1990 - The Need for Turnaround

Interventions in education are not a new concept. Over the past 30 years, educators have implemented programs that could help struggling schools increase student achievement. Who is best suited to initiate these programs? How do these programs come about and what training is there for the leaders planning the interventions? Who can help struggling the schools and what does it take to turnaround a school? To answer these and many more questions, one needs to review the history of interventions in a state known for low performing education.

In 1990, the Kentucky Education Reform Act (KERA) attempted to transform education in a state that was happy to be 49th out of 50 states in education. KERA had many components that set out to change education in Kentucky and also crafted interventions by spearheading the Distinguished Educator (DE) program, in the law as KRS 158.782, which was the predecessor to the Highly Skilled Educators (HSE)

Program in 2000 and which then became the Education Recovery Leaders (ERL) in 2010 (David, Kannapel, & McDiarmid, 2000).

The DE program was started to provide support to schools whose student achievement had dropped over a two-year cycle known at the time in “KERA-speak” as a biennium. It was also designed as an attempt to reward Kentucky’s most outstanding administrators and teachers with recognition for excellence, a salary incentive and an opportunity to assist other educators in the state (David, Kannapel, & McDiarmid, 2000).

When a school declined more than five points, it was considered to be in “crisis”. Schools “in decline” and schools in “crisis” were assigned a Distinguished Educator (DE). DEs were selected from a rigorous multi-step application process that led to the selection of a group of educators who were the best that Kentucky had to offer. Over 50% were teachers and the remaining DEs were school and central office administrators. Training consisted of two weeks of formal preparation for working with schools, and the remaining training was their own ongoing professional development designed around their experiences working in schools. They met together monthly to develop and revise tools to support their work in schools and to share experiences in using particular strategies and tools. Over a two-year period, the group of DEs attended over sixty days of professional development including development of knowledge, skills, and effective activities to implement at their respective schools. As new DEs were brought on, their training focused more on how to use the tools and strategies developed by their predecessors (Kentucky, 2006).

In 1998, the switch was made to Highly Skilled Educators (HSE) that were provided to schools that request assistance. This shift in the program was a changing point of the initial KERA intervention plan. It shifted the authority of DEs, now HSEs, to make recommendations to schools instead of complete authority to make decision and evaluate staff. It also made the assistance a choice schools could make if they needed leverage to perhaps jump start change. In 2002, an audit team would determine what schools needed assistance based on several factors. The audit teams did not necessarily focus on schools that were not only low performing, but had also experienced multiple years of a decline (Kentucky, 2006).

In 2010, the HSEs became a team of educators deemed the current Educational Recovery Teams (ERT). These teams began to provide a more team approach to turning around school performance. To increase the number of qualified and skilled school turnaround leaders in Kentucky, KDE began Education Recovery Teams and a Turnaround Think Tank. ERTs focused on training and on-site leadership coaching for school principals of schools needing assistance. The ERT consists of a team leader and two content specialists. The team leader is responsible for mentoring and guiding each principal to implement change at his or her school. The content specialists support school staff with an emphasis on literacy and mathematics. Under the direction of the team leader, the ERT conducts assessments, monitors progress, and provides professional development as needed.

The Turnaround Think Tank serves to train a cadre of turnaround leadership experts from universities, districts, and schools who will serve as trainers and coaches

of future school turnaround principals. These two efforts represent a concerted strategy to develop and support a training pipeline for current and future principals in Kentucky (Aarons, 2010).

The selection and training for ERT leaders is extensive and it is documented of low availability of leaders with turnaround experiences. KDE has a rigorous selection, training, and renewal process for Education Recovery Team leaders. These team leaders are carefully selected and must have a minimum of five years of experience, a master's degree, and principal certification or consultant endorsement. Once selected, team leaders receive training from turnaround experts on state initiatives, such as the Common Core State Standards, formative assessments, and data analysis. In addition to this training on state initiatives, team leaders may receive additional coaching from one of the regional Centers for Learning Excellence, one university-based centers that support principals and Education Recovery Team leaders. Team leaders receive approximately twenty hours of training or coaching per month, have an annual contract, are evaluated annually, and are held accountable for the impact of their work in the school. For example, team leaders are held accountable for enabling schools to improve student achievement. If unsuccessful in providing structures and processes that support improvement strategies and contribute to improved student performance, a team leader will not be asked to return to a school (Aarons,2010).

In 2010, all of the work about teams and think tanks sounds encouraging and effective. However as of 2016, there are no Kentucky Turnaround Think tanks.

Kelly Foster, Associate Commissioner from the Kentucky Department of Education reports that the turnaround think-tank never got off the ground. She reports, “Our work is very much a systems approach paired with the continuous improvement model. We have partnered with the National Institute for School Leadership (NISL) to develop our own program to build quality leaders” (Kelly Foster, personal communication, June 11, 2016).

What Makes Them Different?

Since 1990, a large group of educators have been chosen to lead Kentucky schools into turnaround efforts. What sets them apart from the others? What do they have that makes this turnaround happen?

Research is beginning to look at the dispositions of leaders to determine what they share in order to make educational change. The National Network for the Study of Educator Dispositions located in Northern Kentucky makes its focus on finding what makes a leader able to assist teachers and staff in education transformation. There are attributes that help leaders lead and there are characteristics that leaders share that have been a part of turnaround efforts in low performing schools. These dispositions will enable schools to look for when searching for leaders to lead the turnaround. These can sometimes be taught, but many times are a part of the demeanor and personality of the leaders that make a difference. How do schools find these leaders with these dispositions? How do leaders gain these traits? (Wasicsko, 2005).

Purpose

Principal longevity in low performing schools is getting increasingly shorter and shorter. With the pressure from high stakes accountability testing, coupled with the pressure for immediate improvement from local communities and the Kentucky Department of Education, school principals continue to face a barrage of requirements, trainings, and scrutiny. From this study, we hope to develop a set of courses, taken as a part of principal certification, that will provide them with the necessary knowledge and skills that will help them successfully lead low performing schools.

Statement of Problem/Questions to be answered

The purpose of this study is to identify and successfully train leaders to become turnaround agents in low performing schools. This was accomplished by interviewing Education Recovery Leaders (ERL), interviewing current principals who have demonstrated the ability to lead turnaround efforts, and conducting current research on the topic of turnaround leadership.

1. What pillars serve as the foundational structures that guide turnaround work?
2. What sequence of steps does an Education Recovery Leader/principal take in a priority school (persistently low achieving) to lead the turnaround work?
3. What are the skills needed in a turnaround leader?

Review of Literature

Low Achieving Schools

The Improving America's Schools Act of 1994, the reauthorization of the Elementary and Secondary Education Act of 1956, introduced the concept of an assessment accountability system by which school and district leadership are held responsible for student performance on assessments developed at the state level. This Act encouraged states to use student assessment results to determine whether schools were making progress on state academic standards. Furthermore, this Act encouraged states to impose sanctions on schools that did not show progress. (Herman, 2008). The No Child Left Behind (NCLB) Act of 2001 went further by requiring all states to develop annual assessments in the content areas of reading and mathematics for grades 3 through 8 and holding schools and districts accountable to the results. Sanctions were imposed on schools and districts that failed to meet adequate yearly progress (AYP) on the assessments. These two Acts brought high-stakes accountability for schools and districts into the forefront. Analysis of the test scores, coupled with reports from the Department of Education in each state, brought on the labeling of schools as being successful or unsuccessful. This labeling process drew specific attention to schools and districts that continuously had scores that put them at or near the bottom of rankings.

For the most part, low achieving schools have many similar characteristics, aside from low student achievement scores. A high percentage of students living in poverty is the most prevalent characteristic shared by low performing schools. Other

shared demographic characteristics include large numbers of students receiving special education services, students receiving English Language Learners (ELL) services, and school populations that are racially diverse. Characteristics shared by low performing schools that are non-demographical in nature include school cultural issues, high absenteeism for both students and staff, lack of parental involvement in the schools, and high teacher turnover rates (Ramalho, Garza, Merchant, 2010). Schools with these problems can be overwhelming to an inexperienced leader or a leader who does not possess the expertise to lead this work. These types of leaders, without support from district office, often fail very quickly. The rate of principal turnover in schools that have high poverty and minority populations and low-achievement rates is higher than in schools without these added barriers (Fuller & Young, 2009). Furthermore, teachers, too, leave at much higher rates in these types of schools. It is not uncommon for the schools where the most vulnerable students attend to lose over fifty-percent of the faculty every five years (Hemphill & Nauer, 2009).

In 1998, the U.S. Department of Education provided guidance to the states regarding low achieving schools. This guidance advised state and local officials to shield “strong leaders in low-performing schools, promote safe and orderly schools, provide a challenging curriculum, and work in partnership with their communities” (Le Floch, et.al., 2016). In many states, there is an audit process every two years that involves the state’s department of education coming in to determine if the principal has the capacity to lead the turnaround efforts in the school. This causes fear among

even the strongest of principals, and therefore, many choose to leave their post in fear of being removed if they do not show improved results (Le Floch, et. al., 2016).

In 2009, the Kentucky Department of Education established a list of 10 Priority Schools based on a continued lack of progress on the state accountability system. Six of these schools were located in Jefferson County, the state's largest and most diverse county. Additionally, the poverty rates for these schools, based on free and reduced lunch percentages, ranged from a low of 47.7% to a high of 92.4%. (Kentucky Department of Education). In 2010, KDE named 12 additional schools to the Priority School list, and in 2011 another 19 schools were added to the list, for a total of 41 schools that included 33 high schools and eight middle schools. Each of these schools were provided assistance from KDE. Education Recovery teams were placed in each school to assist the school principal and leadership team in facilitating change. However, in those 41 schools from 2009-2012, 28 of the schools had a principal change, 11 principals remained in the principal role, and two of the schools were closed (Kentucky Department of Education).

In 2016, KDE compiled a list of 27 Priority Schools. As a comparison, 23 of the schools identified in 2016 were also on the original list of 41 Priority schools from 2011 (Kentucky Department of Education). This data would indicate that student achievement in most of these schools did not grow to the level needed to leave priority status. School leaders with the ability to lead the turnaround work are necessary to develop systems and structures designed to increase student achievement.

Attributes of a Successful Principal

The Center on Education Policy (CEP) conducted a study on attributes of turnaround principals. The principals in this study shared common focus areas that led to the improvement of their schools. These focus areas included positive school climate and trusting relationships, data-based decision making, targeted interventions for struggling students, celebrating small early successes, teacher-led professional development and collaboration, state and federal assistance, and critical role of the principal. One of the principals in the groups, Sharon Davis Williams of Atlanta, stated that, "It is almost impossible to really move schools that are not performing without an effective leader that knows instruction" (Jennings and Rentner, 2006).

Successful principals must focus less on managerial issues and more on instructional issues, particularly in low performing schools. Principals now need skills in data analysis used to drive instructional improvement, developing a model for public relations, researching educational trends and best practices, and being a facilitator of continuous improvement (McLester, 2011). However, before implementing or mandating changes, principals must first learn the culture of the school. Teachers need to understand the need for change and have a voice in the change. Constant communication of accurate information is important, as is sharing the vision with staff and leadership team. Furthermore, the principal must be the instructional leader that focuses on helping teachers improve their capacity to provide meaningful instruction to raise student achievement (Thielman, 2012).

Strong principal leadership is key to improving a low-performing school. The findings of numerous studies have concluded that there have been “virtually no documented cases of school turnaround absent a strong leader” and the evidence also supports that “strong school leadership is associated with higher student levels” (Le Floch et al., 2016). The attributes of strong leadership include setting a clear vision and mission for the school, being a collaborative leader, monitoring and providing timely performance feedback to teachers, and using data to make decisions (Bryk et al., 2010).

Another important attribute of a strong instructional leader is to recruit, train, and retain a high quality teaching staff. In doing so, the principal must be able to create and sustain a positive and thriving school culture where teachers want to work and provide quality instruction to students. Through various studies, it has been shown that there is a direct association between a positive environment and teacher working conditions with student achievement (Le Floch et al., 2016). Therefore, a highly skilled teaching staff is critical to school turnaround efforts. Having a strong teaching staff has been shown to be one of the most effective ways to improve student achievement (Leithwood et al., 2004).

Successful principals must also know how to use data to pinpoint changes that must be made in the school and then have the ability to implement those changes. Quite often principals may be able to determine what needs to be changed, but do not have the ability or resolve to implement the change (Knoster, 1991). In Knoster’s matrix, *Leading and Managing Complex Change*, he advocates that in order to

implement change in any organization, the leader must first establish and present a clear vision for the organization. His model demonstrates that without this clear vision, the necessary change will most likely not be successful due to a lack of confusion. After the vision is established and clearly communicated, consensus for the vision must be established through building relationships and instilling trust among all stakeholders. If there is a lack of consensus in the vision, the change will likely not succeed due to sabotage by members of the organization. Developing the knowledge and skills of those who will be implementing the change will follow this. If this step is omitted, the change will be unsuccessful because of anxiety of the members of the organization.

Knoster (1991) then advocates that incentives be offered to reinforce the change and detract those who may resist the change. He asserts that without incentives, resistance by members of the organization may occur. Knoster then states that the needed resources, including time, money, and information, be available and ready to accomplish the goal. Without these resources, the change will likely fail due to frustration of the staff.

Last, there must be an action plan that ensures that the vision is made concrete. In the plan, the vision must be translated into specific, achievable goals and objectives. Without a clear action plan, Knoster (1991) advocates that the change will likely fail because the stakeholders will experience a feeling of a continuous treadmill. His final assertion is that if there is clear vision, consensus among stakeholder, skill development, incentives, available resources, and an action plan

based on clear goals and objectives, then change will occur and the organization will achieve its desired results.

As the action plan is implemented, the needed change should begin to occur. However, continuous and sustained improvement should be a key goal. “Any group should have as its aim optimization over time of the larger system that the group operates in. Anything less than optimization of the whole system will bring eventual loss to every component in the system” (Deming, 1992).

Training Programs

Minnesota. Minneapolis Public Schools developed a list of competencies that they were seeking in a candidate as a principal for their turnaround schools. These competencies include detailed planning, ambitious goal setting and calculated risk taking. For each competency, a rating scale was developed for use during the interview and hiring process. A key factor in the interview process is using “behavior event interviews” which ask the interviewee to walk listeners step by step through an incident or situation based upon their past experiences and responses to those. This develops from the premise that “the best predictor of future behavior is past behavior.”

Another practice in Minneapolis is the support and continued development of principals once they are hired. This is accomplished through professional development trainings, and also through a meaningful and informative evaluation process. Their final focus for turnaround principals is that of central support systems. In addition to a good hire and good professional development, the district level staff

must provide an ongoing commitment to the turnaround leader's support. Equally important is allowing the principals to work autonomously and with authority toward success within their own school (Steiner and Barrett, 2010).

Virginia. The Commonwealth of Virginia developed a model to train turnaround specialists. This model, the Virginia School Turnaround Specialist Program (VSTSP), was sponsored by the Microsoft Corporation and was a joint venture between the University of Virginia School of Education and the Darden Graduate School of Business Administration. Its objective was to assist high-poverty/low-performing schools in Virginia (Duke and Salmonowicz, 2010).

This program approaches the entire district leadership team to “develop and sustain leadership capacity through large-scale organizational changes” as well as principal training. The program director is committed to the belief that working through the bureaucracy of the organization is critical to create change that is lasting. Still, the majority of the program's work surrounds the development of the transformational principal. The program includes on-site support for principals who are participants, assisting with developing opportunities for innovation, building a culture of high expectations, and develop strategic plans. A liaison at the district level is developed through this program (McLester, 2011).

SREB. The Southern Regional Education Board (SREB) has developed 19 modules to train school principals to be effective school leaders. The SREB has worked with universities and state governing bodies to redesign their school leadership programs. These training programs have potential principals work on real-

life problems that they could encounter in the school setting. Furthermore, they have identified 13 critical factors that are essential for effective school leadership. These critical factors include creating a clear mission; setting high expectations; encouraging quality instruction; implementing a caring environment; using data to inform decisions; staying focused; involving parents, understanding change; using sustained professional development; organizing time and resources; seeking support; and remaining open to new information.

The SREB has a group of endorsed trainers that will also go to schools and districts to train sitting principals and their leadership teams. They insist that it is important to also train leadership teams because the roles and responsibilities of the principal have grown to the point that ensuring the success of all students is far too big for one person to do (Butler, 2008).

CALL. The U.S. Department of Education funded a research project, the Comprehensive Assessment of Leadership for Learning (CALL), which uses feedback, through surveys, from educators in a school to provide feedback to school leadership on how best to improve student learning. CALL was developed with the input of educators from all grade levels, school administrators, and district administrators.

The survey from CALL is divided into five domains including focusing on learning; monitoring teaching and learning; building nested learning communities; acquiring and allocating resources; and establishing a safe and effective learning environment. The survey data generates a descriptive action plan for the school

leader that prescribes ways to improve the educational setting in the five domains.

The survey was tested with over 5,000 teachers in over 200 schools across the United States.

The results for the field tests indicated that the CALL survey on leadership was able to predict school performance on state mandated assessments. The results show that school leaders who scored high on the CALL survey had higher student assessment scores in reading and mathematics, regardless of the student demographic groups. The data, from the research, also indicates that focusing on distributed leadership is an new approach that should be implemented by school leaders because it allows for the distribution of the weight of accountability pressures and school improvement to the whole school rather than squarely on the shoulders of one person, the principal (Halverson, Kelley, & Shaw, 2014).

Kentucky. The Kentucky Department of Education, to help provide leadership training to school and district leaders, has started a partnership with the National Institute for School Leadership (NISL). NISL is a comprehensive twelve-thirteen month training program that focuses on “training in standards-based instructional systems aligned by KDE and NISL staff, training in data analysis skills related to student achievement data, capacity to take learning theory into practice, by providing skills and knowledge to enable principals to be instructional leaders in literacy, math, and science in their own schools, and training principals in distributed leadership strategies that will assist in developing the professional capacity of school staff” (Kentucky Department of Education). This training requires principals to

attend two days per month. The principals are encouraged to immediately take their learning back to their perspectives schools and implement the covered strategies.

Delineation of Work

Stephen Jenkins researched and wrote the first course titled, Implementing School Change. Randy Peffer researched and wrote the second course titled Data Informed Decision Making. Both contributed to the research and writing of the executive summary.

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Capstone Project

Introduction

As a result of the turnaround school research in the review of literature, coursework was developed to address the whole concept of turning a school around from low-performing schools to fully functioning school with a good culture and climate, as well as, improved student achievement. The courses were designed to be delivered to both principals and teacher leaders wishing to acquire additional skills to address areas that impacts the performance designation of a school. This work, in the form of two educational leadership courses, was developed to assist current and future school leaders to ascertain the skills needed to lead the work to change low-performing schools.

Implementing school change. The first course, Implementing School Change, leads principal candidates through a protocol to identify and implement change based on data and feedback. The course is centered on the work of Timothy Knoster (1991) and his Leading and Managing Complex Change model. Participants in this course will learn to lead change through a multi-step process that requires leads them through creating a clear vision, reaching consensus among stakeholders, developing employee skills, providing incentives, securing resources, and developing an action plan. The vision has to be set with the end in mind. In essence, what would it look like if the vision were fully implemented. Second, it is necessary for participants to discuss how they will communicate the vision so that a consensus is reached by stakeholders. Third, the candidate must determine what additional skills

will be needed to implement the vision. Next, the candidate will discuss the incentives that will be used to keep all stakeholders involved in implementing the vision. The candidate will then decide what additional resources will be needed for implementation. Last, the participant will develop an action plan that outlines the process for implementing the vision. The participants will also learn how to implement the Plan-Do-Study-Act (PDSA) model for continuous improvement focusing on an area of improvement in their current work location. The PDSA model requires participants to develop a plan to address an existing problem, discuss how they will implement the process, what evidence they will collect to determine if the plan is working, and finally act on the results of the collected data. The culminating event for this course will be to present their PDSA model to either a leadership team or site-based decision making council.

Data informed decision making. The second course, Data Informed Decision Making, requires participants to thoroughly examine assessment, behavior, and survey data from an elementary school (Appendix B), a middle school (Appendix C), or a high school (Appendix D). Based on the data analysis, participants will identify changes that can be accomplished as quick, short-term, or long-term fixes in both instructional and managerial areas. Quick fixes are changes that can be addressed in a very short period of time, normally within the school year. Short-term fixes are changes that take a little longer to complete, but typically within a couple of school years. Long-term fixes are changes that may take several school years. The participants will create a 30-60-90 day plan to address the needed changes

in the identified areas using S.M.A.R.T. (Specific, Measureable, Attainable, Realistic, and Time-bound) goals. The culminating event for this course will be for the participants to videotape themselves as if they were delivering their plan to the faculty at a faculty meeting.



**Department of Foundational and Graduate Studies in Education
Implementing School Change
EDIL 699A – Fall 20XX**

Faculty Name:

Cell Phone:

Office Hours: Online at all times; on campus by appointment

Email Address:

Course Description: This course focuses on effective steps and strategies to implement instructional and organization changes at low performing schools. Strategies for successfully using these resources and their impact on leaders and the organizations they lead will be explored.

This is a hybrid course and is a combination of asynchronous self-paced work and time sensitive class assignments. A timeline of class assignments is included. Assignments will only be eligible for maximum grading points if they are submitted by posted deadlines.

Students unable to complete work due to extraordinary circumstances should contact the instructor to discuss partial credit.

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia - preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. Reflect and examine successful and ineffective initiatives that lead to or inhibit school improvement
2. Understand and apply the Knoster Change Model to implement change for school improvement.
3. Contrast successful and low-performing schools to develop a plan for change
4. Explore topics such as culture and consensus to begin the change process
5. Compare various avenues of individual and school self- assessment, and strategies for building healthy school cultures.
6. Establish life-long practices that provide for optimal use of change strategies
7. Evaluate and commit resources to clear hurdles to change
8. To identify and help plan for change barriers that can happen as a result of new initiatives
9. Use PDSA Model & Knoster Change Model to create a 30/60/90 day plan of school improvement

Required Texts:

Blanchard, K. H. (2009). *Who killed change?: Solving the mystery of leading people through change*. London: HarperCollins. ISBN: 9780061778933

DuFour, R., DuFour, R., Eaker, R., & Many, T. W. (2010). *Learning by doing: A handbook for professional learning communities at work* (2nd ed.).
Bloomington, IN: Solution Tree Press. ISBN: 9781935542094

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Implementing School Change						
	Standards			Kentucky		KDE Initiatives
	ISLLC ¹	NCATE ²	TSSA ³	Dispositions	Dimensions & Functions	PPGES
Pre-activity for (A-6)						
(A-1) Class Overview	1-6	1.1-2, 3.4, 5.1		1-8	1.1-2, 2.1-2, 4.1-3, 5.1-4, 6.1	All
(A-2) Knoster Change Model	3-4, 6	3a	2-5	6	6.1, 6.3	All
(A-3) Creating a Vision for Change	1-6	1e, 1f, 1g, 3c	1-6	3; 4; 5; 8	5.1; 5.2; 5.3	Domain 1
(A-4) & (A-5) Creating Consensus/ Professional Learning-skills	4, 5, 6	1f; 1g; 3c		1-2, 8	1.1-2, 3.4, 5.1	Domain 2
(A-6) Providing Incentives	3; 4; 5; 8					Domain 4
(A-7) Committing Resources	1-3, 5-6	1e, 1g, 3c	1-6	1; 3; 7	1.1; 1.2; 2.1	Domain 4
(A-8) & (A-9) Develop an Action Plan	1-3	1e, 1g,		1-8	1.1-2, 6.1-3	Domain 1

Implementing School Change						
	Standards			Kentucky		KDE Initiatives
	ISLLC ¹	NCATE ²	TSSA ³	Dispositions	Dimensions & Functions	PPGES
(A-10) PDSA Model	2-5		1-6	2,5,6		Domain 1
(A-11)-(A-14) Using the Models to create a change plan	All	All				All
A-15) Final Exam	All	All	All	All	All	All

¹Interstate School Leaders Licensure Consortium Standards

²NCATE Unit Standards

³Technology Standards for School Administrators

Assignment/Assessment Descriptions:

Program: School Principal Course: EDIL 699A Implementing School Change	
	<p>Description of Activity</p> <p>Details for submitting the below listed assignments can be found on the Assignments Page. Assignments will NOT be submitted on General Discussion Board. All assignments are due at 11:55 p.m. on the dates designated. Check Discussion Board for additional clarity.</p>
<p>(A-1) Week 1</p> <p>Student introduction and overview of current work site.</p> <p>Due: Date</p> <p>100 points</p>	<p><u>PRE-WORK:</u></p> <p>Read the book, <i>Who Killed Change?</i> By Ken Blanchard and John Britt</p> <p>This is a quick read that will touch on many of our weekly topics this semester.</p> <p>Each of you have worked in a K-12 setting sometime in your career in education. As in all schools, there are systems and structures in place that are working very well, while there are other systems and structures that are not working so well, or have not been established at all. Considering your current or most recent working environment, think about those systems and structures that are getting the desired results in your school and working well and those that have not delivered the intended results and not working well, or not established (I.e. a school wide intervention system for struggling students, advisor/advisee, etc...). Keep in mind that your perception will sway your ideas of effective and ineffective systems and structures. The intention is that your ideas will change and develop as you learn throughout the semester. Therefore, it is best to identify systems and structures and not people or agendas.</p> <p><u>ASSIGNMENT:</u></p> <p>Go to General Discussion Board and complete the assignment below.</p> <ol style="list-style-type: none"> 1. Identify three (3) effective/successful instructional and/or organizational structures in your current work environment. 2. What are the characteristics that make them effective/successful? 3. What measures/data are collected and used to validate the effectiveness of the system/structure. 4. Identify three (3) instructional and/or organizational structures that are ineffective/unsuccessful in your current work environment. 5. What are the characteristics that cause you to label them

Program: School Principal Course: EDIL 699A Implementing School Change	
	<p>ineffective/unsuccessful?</p> <p>6. What measures/data have been collected (or could be collected) that would validate that they are ineffective/unsuccessful?</p>
<p>(A-2) Week 2</p> <p>Introduction to Knoster Change Model</p> <p>Due: Date</p> <p>100 points</p>	<p><i>PRE-WORK:</i> Read the following articles and complete a MANIC.</p> <p>https://moreheadstate.edu/28844my.sharepoint.com/personal/m0326847_moreheadstate_edu/Documents/Capstone%20Project/Managing%20Complex%20Change/KnosterMANAGINGCOMPLEXCHANGE.pdf</p> <p>Organizational Change Management: An Essential Part of the Service ... https://www.hdaa.com.au/Portals/0/whtppr-0915-org-change-mgmt.pdf</p> <p><i>ASSIGNMENT:</i></p> <p>Read and study the Knoster Change Model.</p> <p>Assignment: Using one of the 3 effective/successful instructional or organizational structures/system in your current work environment from week 1 assignment, discuss each step of the Knoster Change Model to demonstrate why the structure/system is effective/successful. Assignment must be at least 3 double-spaced typed pages using Times New Roman 12-font and submitted on Blackboard.</p> <p>Read one other submission from another classmate and offer feedback.</p>
<p>(A-3) Week 3</p> <p>Creating a Vision</p> <p>Due:</p>	<p><i>PRE-WORK:</i> Read the following articles and complete a MANIC.</p> <p>http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2015/07/school_culture_rewired_an_interview_with_steve_gruenert_todd_whitaker.html</p> <p>http://www.educationworld.com/a_admin/admin/admin275.shtml</p> <p><i>ASSIGNMENT:</i> Refer back to Assignment 1. Using one of the 3 ineffective/unsuccessful instructional or organizational structures in your current work environment from week 1 assignment, develop a vision of what it would look like, sound, like, and feel like if it were successful. Discuss how would go about creating the vision, who you would include in its development, and what data you would use as a basis for the vision. Assignment must be at least 3 double-spaced typed pages using Times</p>

Program: School Principal Course: EDIL 699A Implementing School Change	
100 points	New Roman 12-font and submitted on Blackboard. Read one other submission from a classmate (different from last week) and offer feedback.
(A-4) Week 4	<u>PRE-WORK:</u> Read the following articles and complete a MANIC.
Creating Consensus	Learning By Doing (2nd edition) by Dufour, Dufour, Eaker, & Many Chp 9: Consensus pg 225- 246
Due	http://eds.b.ebscohost.com/msu.idm.oclc.org/ehost/pdfviewer/pdfviewer?sid=ff2fae09-915f-48ad-adf6-966826820064%40sessionmgr103&vid=1&hid=103 https://theprincipalship.wikispaces.com/file/view/Article.Consensus.Bldg001.pdf
100 points	<u>ASSIGNMENT:</u> <i>Refer to Assignment 3.</i> Using the same ineffective/unsuccessful instructional or organizational structure/systems in your current work environment from week 3 assignment, discuss how you would create consensus around the vision? How would you determine if you have consensus? How do you handle constituents who will not come to consensus? Assignment must be at least 3 double-spaced typed pages using Times New Roman 12-font and submitted on Blackboard Read one other submission from a classmate (different from weeks 2 and 3) and offer feedback.
(A-5) Week 5	<u>PRE-WORK:</u> Read the following articles and complete a MANIC.
Professional Learning-skills	http://eds.a.ebscohost.com/msu.idm.oclc.org/ehost/pdfviewer/pdfviewer?sid=46bc629d-6184-4dd5-b82d-fa64b8a5d845%40sessionmgr4006&vid=1&hid=4203 http://eds.b.ebscohost.com/msu.idm.oclc.org/ehost/pdfviewer/pdfviewer?sid=a7a1303e-9d46-44f4-b8ac-31bdcdcdcd7%40sessionmgr101&vid=2&hid=103
Due	<u>ASSIGNMENT:</u> Using the same ineffective/unsuccessful instructional or organizational structure in your current work environment from week 3 and 4 assignments, discuss the professional learning that will have to be provided to the staff prior to implementation. How will you ensure that all staff is adequately trained? Assignment must be at least 3 double-spaced typed pages using Times New Roman 12-font and submitted on

Program: School Principal Course: EDIL 699A Implementing School Change	
100 points	Blackboard Read one other submission from a classmate (different from weeks 2-4) and offer feedback.
(A-6) Week 6 Providing Incentives Due 100 points	<p><u>PRE-WORK:</u> Read the following articles and complete a MANIC.</p> <p>Motivation: What Teachers Need to Know</p> <p>6 Ways to Motivate Teachers: Be the Hope @coolcatteacher</p> <p>Education World: Six Ways to Really Motivate Teachers</p> <p><u>ASSIGNMENT:</u> Using the same ineffective/unsuccessful instructional or organizational structure in your current work environment used in previous weeks, discuss an incentive program that you would use to ensure successful implementation of this structure. What incentives would get the desired outcomes? Assignment must be at least 3 double-spaced typed pages using Times New Roman 12-font and submitted on Blackboard</p> <p>Read one other submission from a classmate (different from weeks 2-4) and offer feedback.</p>
(A-7) Week 7 Committing Resources Due 100 Points	<p><u>PRE-WORK:</u> Read the following articles and complete a MANIC.</p> <p>A Lack of Resources for Many Classrooms - NYTimes.com</p> <p>https://msu.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ764663&site=ehost-live</p> <p><u>ASSIGNMENT:</u> Using the same ineffective/unsuccessful instructional or organizational structure in your current work environment from week 3 and 4 assignments, what fiscal, time and human resources will be needed to implement the vision?</p>
(A-8) Weeks 8 & 9 Developing an Action Plan Due	<p><u>PRE-WORK:</u> Read the following articles and complete a MANIC.</p> <p>http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/development-action-plans/main</p> <p>http://blog.envisio.com/7-reasons-schools-need-strategic-planning</p> <p><u>REFLECTION:</u> So far in this course, you have identified 3 effective and</p>

Program: School Principal Course: EDIL 699A Implementing School Change	
100 Points	<p>ineffective structures or systems in your current/previous educational setting. You have been using these with the Knoster model to make effective changes in your school. As you used these in your coursework and discussed with classmates on the discussion board, did you rethink your assumptions of what was effective and ineffective structures in place? If so, what changed them and why? Please post the answers on discussion board and comment on 2 other classmates posts.</p> <p><u>ASSIGNMENT:</u> Using the same ineffective/unsuccessful instructional or organizational structure in your current work environment from week 3 and 4 assignments, write a action plan that will guide the implementation of the vision. A planning template is provided in Appendix A.</p>
<p>(A-9) Week 10</p> <p>PDSA Model</p> <p>Due</p> <p>100 Points</p>	<p><u>PRE-WORK:</u> Read the following article and attached video, then complete a MANIC.</p> <p>http://www.uoc.cw/financesite/images/stories/NA01_Moen_Norman_fullpaper.pdf</p> <p>Video: https://www.youtube.com/watch?v=nbPdDB1qwFM</p> <p><u>ASSIGNMENT:</u> Develop a PDSA Model on the individual topic that you have been working on throughout the semester. You will present your PDSA model to the class in weeks 11 – 14.</p>
<p>(A-10) Week 11 - 14</p> <p>Using PDSA Models to create change presentations</p> <p>Due</p> <p>200 Points</p>	<p><u>PRE-WORK:</u></p> <p>Weeks 11 – 14 will be presentations on PDSA models. Your individual presentation must be done during class using technology (PowerPoint, Prezi, etc...) and can last no longer than 30 minutes. There will be five (5) presentations done each class meeting. During each presentation, all classmates will complete a rubric reflection guide and provide feedback to the presenter using the link below:</p> <p>http://www.ctcapstone.org/wp-content/uploads/2015/05/table3.jpg</p> <p><u>ASSIGNMENT:</u> Each of you must present your PDSA model to a selected group at your current school. This group could include the Site-based decision making council (SBDM), the school's leadership team, your grade level team or department, etc... The presentation must be videoed and uploaded to Blackboard as part of your final project.</p>

Program: School Principal Course: EDIL 699A Implementing School Change	
(A-11) Week 15 Final Project 100 Points	Upload your final video project to Blackboard by (a specific date will be given each semester). In addition, write a reflection describing to whom you presented and how it was received by that group.

Grading Scale:

89.5% - 100% A
 79.5% - 89.4% B
 69.5% - 79.4% C
 59.5% - 69.4% D

Submitting Assignments:

All written work must be submitted through MSU's online course management system (currently Blackboard) on the assigned date.

MANIC Discussions

- Each module will have a combination of online videos, course readings, readings in the text, or discussion prompts to be answered and responded to. Discussions in this course will be important. By responding online to course readings, students will discuss and analyze important concepts. Since this is a graduate level course, there is a lot of content to get through. The MANIC discussion posting strategy is one that we will use to try and get a better grasp on the course content.

Your MANIC responses are designed to promote activity in the discussion. For each chapter of assigned readings, you will answer five questions:

- What was the **M**ost important thing in the reading?
- What was something you **A**gree with in the reading?
- What was something you do **N**ot agree with in the reading?
- What was something you found **I**nteresting in the reading?
- What was something you found **C**onfusing in the reading?

As you answer these questions, you should quote directly from the text and follow it up with a detailed, well thought out explanation of why you feel the way you do. For example, I expect something like this:

“AGREE: Yang and Tang (2003) found that those networks which “consist of relations through which individuals share resources such as information, assistance, and guidance” are “positively related to student performance” both in face to face and online settings.

*Well, this just makes *sense*, doesn't it? In an environment where students (learners) are working together, helping each other, and providing guidance, wouldn't there be better student performance? I don't know how it couldn't be negatively correlated. Where there's a real learning community, there are more meaningful interactions, both student/student and student/content. And those will obviously lead to higher performance.”*

For each module's assigned readings, you will choose to be responsible for two things: 1) Your own MANIC responses (and you **MUST** answer all five questions for each chapter assigned) are **REQUIRED FOR ALL**, and 2) at least two-*meaningful, graduate level*, responses to your classmates. When you respond to a classmate, you do not have to respond to each of their MANIC comments; you may select one thought only to comment on. Additionally, **you will be responsible for maintaining the discussion in your own post**. Make sure you go back and check your own posts to address any questions or comments that have been directed to you.

- Graduate level reading responses are sometimes difficult to quantify. As you can see in the above example, the response included the writer's thoughts about what was written as well as insight into the implications of what was written. I will never count words, but you should take note that your instructor would take somewhere between 60 and 100 words **at a minimum** to meaningfully respond to each of the five questions as well as respond to the classmate responses. In other words, just agreeing or disagreeing doesn't count as a graduate-level response.

Attendance Policy:

This is a hybrid course and is a combination of asynchronous self-paced work and time sensitive class assignments. A timeline of class assignments is included. Assignments will only be eligible for maximum grading points if they are submitted by posted deadlines.

Students unable to complete work due to extraordinary circumstances should contact the instructor to discuss partial credit.

Academic Honesty

As noted in MSU's Academic Honesty policy, cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Academic honesty includes:

- * Doing one's own work without extensive assistance from others
- * Giving credit for the work of others, especially when words of another person are drawn from electronic sources such as the Internet, or from written documents.
- * Using all information resources without plagiarism

Electronic media (e.g. e-mail, internet, etc.) provides students opportunity to research and read a wide variety of reference material. Additionally, this media makes it easy to copy and paste from one document to another. Including direct quotes or paraphrases of information without giving the original author credit is called plagiarism. Other examples of plagiarism include using definitions of terms or key phrases from a source as if the definitions are your own or copying information from websites as a part of a summary without crediting the original author.

In the past, a few students have submitted work as their own that was completed and submitted by other students from earlier semesters. Obviously, this is a form of plagiarism. Students should be aware that a data base of previously submitted work will be used in combating plagiarism. Students submitting previously submitted work (either in part or in whole) will be cited for plagiarism. Students sharing their work with others may be cited for complicity to plagiarism.

Students who are suspected of plagiarism will be provided written evidence (either hard copy or electronic copy) of the suspected plagiarism. Upon receiving the evidence of the suspected

plagiarism, students have ten (10) calendar days to provide proof that the work submitted is not plagiarized. Students who are not successful in responding to the charge of plagiarism will be cited for plagiarism. Notice will be sent to the Chair of the Professional Program in Education, the Dean of the College of Education, and the Dean of Graduate Programs. The notice will become a part of the student's record. Students with plagiarism notations as a part of their record will NOT be recommended for program completion.

It is the student's responsibility to understand what constitutes plagiarism. There are a variety of online resources that provide assistance in understanding and examples of plagiarism. Some of these online resources include:

<http://gervaseprograms.georgetown.edu/hc/plagiarism.html>,
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>,
http://turnitin.com/research_site/e_what_is_plagiarism.html,
<http://www.dartmouth.edu/~sources/about/what.html>

Lack of knowledge of what constitutes plagiarism is NOT an acceptable defense when cited for suspected plagiarism. Questions about plagiarism and its impact on program completion should be directed to the instructor.

Americans with Disabilities Act (ADA):

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>.

RESOURCES

- Amato, N. (2015, March 26). Lack of Resources for Many Classrooms. Retrieved January 16, 2017, from <http://www.nytimes.com/>
- Ames, C. (1990). Motivation: What teachers need to know. *Teachers college record*, 91(3), 409-421.
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**Department of Foundational and Graduate Studies in Education
Data Informed Decision-Making
EDIL 699B – Spring 20XX**

Faculty Name:

Cell Phone:

Office Hours: Online at all times; on campus by appointment

Email Address:

Course Description: This course focuses on effective steps and strategies to implement instructional and organization changes at low performing schools. Strategies for successfully using these resources and their impact on leaders and the organizations they lead will be explored.

This is a hybrid course and is a combination of asynchronous self-paced work and time sensitive class assignments. A timeline of class assignments is included. Assignments will only be eligible for maximum grading points if they are submitted by posted deadlines.

Students unable to complete work due to extraordinary circumstances should contact the instructor to discuss partial credit.

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia - preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. Analyze pertinent student, faculty, and community data.
2. Explore research on effective curriculum and classroom instruction.
3. Network instructional “best practices” from local schools and districts via the Internet and site visits.
4. Examine strategies that model the development of human capital and positive relationships in the school environment, including effective individual growth plan models.
5. Demonstrate an understanding of the variety of areas of instructional responsibility in the school leadership setting, and how they connect to and support an effective positive learning culture and student achievement.
6. Demonstrate an understanding of how to transform a school in meeting the diverse needs of the school community, including individual student achievement gaps and also those with advanced learning needs.
7. Describe and contrast research on effective leadership and organizational change.
8. Develop an awareness and appreciation of the importance of ethical leadership in leading an organization.
9. Demonstrate skills that facilitate rigorous curriculum, engaging instruction, professional development, and comprehensive assessment system.

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Data Informed Decision-Making						
	Standards			Kentucky		KDE Initiatives
	ISLLC ¹	NCATE ²	TSSA ³	Dispositions	Dimensions & Functions	PPGES
(B-1) <i>Principal Introduction</i> Week 1	1-4	1.2, 3.1	1.3	1-7	5.1	All
(B-2) <i>Data Analysis</i> Weeks 2 & 3	1-6	1.1-2,3,4,5.1		1-8	1.1-2, 2.1-2, 4.1-3, 5.1-4, 6.1-3	Domain 1
(B-3) <i>Quick Fix, Short- & Long-term</i> Week 4	4,5,6	1f, 1g; 3c	1-2	1-2,8	1.1-2,3,4,5.1	ALL
(B-4) <i>Instructional Leadership</i> Week 5	3-4, 6	3a	2-5	6	6.1,6.3	Domain 1
(B-5) <i>Managerial leadership</i> Week 6	1-6	1e, 1f, 1g, 3c	1-6	3; 4; 5; 8	5.1; 5.2; 5.3	Domain 4
(B-6) <i>Instructional Leadership in short-term</i> Week 7	4,5,6	1f, 1g; 3c	1-2	1-2,8	1.1-2,3,4,5.1	Domain 1
(B-7) <i>Managerial Leadership in short-term</i> Week 8	3; 4; 5; 8	2g	1-6	3; 4; 5; 8	5.1; 5.2; 5.3	Domain 4
(B-8) <i>Instructional Leadership</i>	1-3, 5-6	1e, 1g, 3c	1-6	1; 3; 7	1.1; 1.2; 2.1	Domain 1

Data Informed Decision-Making						
	Standards			Kentucky		KDE Initiatives
	ISLLC ¹	NCATE ²	TSSA ³	Dispositions	Dimensions & Functions	PPGES
<i>Long-term</i> Weeks 9						
(B-9) <i>Managerial Leadership</i> <i>Long-term</i> Week 10	1-3	1e, 1g,		1-8	1.1-2, 6.1-3	Domain 4
(B-10) <i>30-60-90 day plan</i> Weeks 11 & 12	2-5		1-6	2,5,6		All
(B-11) <i>30-60-90 day plan</i> Weeks 13 & 14	All	All				All
(B-12) <i>Final Project</i> Week 15	All	All	All	All	All	All

¹Interstate School Leaders Licensure Consortium Standards

²NCATE Unit Standards

³Technology Standards for School Administrators

Assignment/Assessment Descriptions:

Program: School Principal	
Course: EDIL 699B Data Informed Decision-Making	
Assessment (Point value)	Description of Activity
	<p>Details for submitting the below listed assignments can be found on the Assignments Page. Assignments will NOT be submitted on General Discussion Board. All assignments are due at 11:55 p.m. on the dates designated. Check Discussion Board for additional clarity.</p>
<p>(B-1)</p> <p><i>Principal Introduction</i></p> <p><i>Week 1</i></p> <p>100 points</p>	<p>You have been hired as the new principal of a priority school. Write a newspaper article about yourself (in 3rd person) that introduces you to the school community and the community at-large. Include such information as your post secondary education experience, current and previous professional work experience, any professional awards or accolades, professional organizations that you may belong, family life (optional), and your goals for the school. You may include quotes in the article in response to questions that a reporter may ask. Include any other pertinent information that you see fit. Be creative.</p> <p>Post your article in Blackboard. Read at least two other articles from your classmates and offer feedback.</p>
<p>(B-2)</p> <p><i>Data Analysis</i></p> <p>Weeks</p> <p>2 & 3</p>	<p>You will be grouped according to your current teaching assignment (elementary, middle, or high). Each group will be responsible to examine the data of a priority school. The data will be divided into two categories: 1) student academic performance data which includes: KPREP performance achievement data, gap data, growth data, Advanced Placement (AP) data, where applicable, and college/career readiness data, where applicable, and 2) managerial data which include: learning environment data, safety data, TELL survey data, and graduation rate data, where applicable, for the respective schools, . Each group should thoroughly examine the data and answer the following questions for each type of data:</p>

Program: School Principal				
Course: EDIL 699B Data Informed Decision-Making				
100 points	<p>1. What does the data tell us? 2. What does the data not tell us?</p> <p>Each group will submit a narrated PowerPoint presentation with all group members narrating a portion of the presentation. The presentation should be no longer than 20 minutes in length, ensuring that each question above is fully answered.</p> <p>The data is located in Appendix B (elementary), Appendix C (Middle) or Appendix D (High).</p>			
<p>(B-3)</p> <p><i>Quick Fix, Short-term, and Long-term</i></p> <p>Week 4</p>	<p>From the previous assignment, focus on your list generated from the question, "What does the data tell us?" Separate this list into three (3) categories: 1st – "Quick fixes" - those items that can be addressed fairly quickly and with minimal resources (either fiscal or human), 2nd – "Short-term fixes" - those items that will need additional resources (fiscal and/or human) and will need time (a minimum of one school year) to plan and implement, and 3rd – "Long-term fixes" - those items that are long-range goals (two/three school years) that may require a major change in the current operational procedure in the school in terms of fiscal allocation, personnel, and potential district office involvement.</p> <p>From each categorical list (quick, short-term, and long-term fixes), rank order each of the items in these lists from most immediate need to least immediate need. Once ranked, circle the top three (3) items that have curriculum/instruction implications and the top three (3) items that have managerial implications.</p> <p>In Blackboard, each group should complete and submit the following table:</p>			
100 Points		Quick fix	Short-term fix	Long-term fix
	Curriculum/instruction			
	Curriculum/instruction			
	Curriculum/instruction			
	Managerial			
	Managerial			
	Managerial			

Program: School Principal	
Course: EDIL 699B Data Informed Decision-Making	
<p>(B-4)</p> <p><i>Instructional Leadership</i></p> <p>Week 5</p> <p>100 Points</p>	<p>In order to develop a plan of action, aside from being data informed, it is important to determine the root cause ("What the data is not telling us") behind the data. In the following weeks, each assigned group will be brainstorming ways to help find the root causes of the curriculum/instructional and managerial data.</p> <p>During this week, focus on the three (3) items in your table (submitted last week) marked as "Quick fixes and Curriculum/Instruction".</p> <p>To assist your group in finding the root cause of the data, for each of the three (3) items from your table:</p> <ol style="list-style-type: none"> 1. Develop a comprehensive list of additional data that you would like to see 2. Where could you find that additional data? 3. Develop a comprehensive list of specific questions that you would like answered that pertain to the data 4. To whom (which stakeholders) would you ask those questions? <p>For this assignment, each group will post the preceding information on Blackboard.</p> <p>Individually, you are to read another group's entry and offer at least one recommendation for additional data to be sought and one additional questions to be asked.</p>

Program: School Principal	
Course: EDIL 699B Data Informed Decision-Making	
<p>(B-5)</p> <p><i>Managerial leadership</i></p> <p>Week 6</p> <p>100 Points</p>	<p>During this week, focus on the three (3) items in your table marked as "Quick fixes and Managerial".</p> <p>To assist your group in finding the root cause of the data, for each of the three (3) items from your table:</p> <ol style="list-style-type: none"> 1. Develop a comprehensive list of additional data that you would like to see 2. Where could you find that additional data? 3. Develop a comprehensive list of specific questions that you would like answered that pertain to the data 4. To whom (which stakeholders) would you ask those questions? <p>For this assignment, each group will post the preceding information on Blackboard.</p> <p>Individually, you are to read another group's entry and offer at least one recommendation for additional data to be sought and one additional questions to be asked.</p>
<p>(B-6)</p> <p><i>Instructional Leadership in short-term</i></p> <p>Week 7</p> <p>100 Points</p>	<p>During this week, focus on the three (3) items in your table marked as "Short-term and Curriculum/Instruction".</p> <p>To assist your group in finding the root cause of the data, for each of the three (3) items from your table:</p> <ol style="list-style-type: none"> 1. Develop a comprehensive list of additional data that you would like to see 2. Where could you find that additional data? 3. Develop a comprehensive list of specific questions that you would like answered that pertain to the data 4. To whom (which stakeholders) would you ask those questions? <p>For this assignment, each group will post the preceding information on Blackboard. Individually, you are to read another group's entry and offer at least one recommendation for additional data to be sought and one additional questions to be asked.</p>

Program: School Principal	
Course: EDIL 699B Data Informed Decision-Making	
<p>(B-7)</p> <p><i>Managerial Leadership in short-term</i></p> <p>Week 8</p> <p>100 Points</p>	<p>During this week, focus on the three (3) items in your table marked as "Short-term and Managerial".</p> <p>To assist your group in finding the root cause of the data, for each of the three (3) items from your table:</p> <ol style="list-style-type: none"> 1. Develop a comprehensive list of additional data that you would like to see 2. Where could you find that additional data? 3. Develop a comprehensive list of specific questions that you would like answered that pertain to the data 4. To whom (which stakeholders) would you ask those questions? <p>For this assignment, each group will post the preceding information on Blackboard.</p> <p>Individually, you are to read another group's entry and offer at least one recommendation for additional data to be sought and one additional questions to be asked.</p>
<p>(B-8)</p> <p><i>Instructional Leadership Long-term</i></p> <p>Weeks 9</p> <p>100 Points</p>	<p>During this week, focus on the three (3) items in your table marked as "Long-term and Curriculum/Instruction".</p> <p>To assist your group in finding the root cause of the data, for each of the three (3) items from your table:</p> <ol style="list-style-type: none"> 1. Develop a comprehensive list of additional data that you would like to see 2. Where could you find that additional data? 3. Develop a comprehensive list of specific questions that you would like answered that pertain to the data 4. To whom (which stakeholders) would you ask those questions? <p>For this assignment, each group will post the preceding information on Blackboard.</p> <p>Individually, you are to read another group's entry and offer at least one recommendation for additional data to be sought and one additional questions to be asked.</p>

Program: School Principal	
Course: EDIL 699B Data Informed Decision-Making	
<p>(B-9)</p> <p><i>Managerial Leadership Long-term</i></p> <p>Week 10</p> <p>100 Points</p>	<p>During this week, focus on the three (3) items in your table marked as "Long-term and Managerial".</p> <p>To assist your group in finding the root cause of the data, for each of the three (3) items from your table:</p> <ol style="list-style-type: none"> 1. Develop a comprehensive list of additional data that you would like to see 2. Where could you find that additional data? 3. Develop a comprehensive list of specific questions that you would like answered that pertain to the data 4. To whom (which stakeholders) would you ask those questions? <p>For this assignment, each group will post the preceding information on Blackboard.</p> <p>Individually, you are to read another group's entry and offer at least one recommendation for additional data to be sought and one additional questions to be asked.</p>
<p>(B-10)</p> <p><i>30-60-90 day plan</i></p> <p>Weeks 11 & 12</p> <p>100 Points</p>	<p>The remainder of this course and all submitted work will be done individually.</p> <p>Using the information and feedback that your group received from weeks 5 –10, individually, write your own 30-60-90 day entry plan (centered only on curriculum/instruction) as to how you would transition into being the principal of the assigned school.</p> <p>Your plan should include S.M.A.R.T. goals, (Specific, Measurable, Achievable, Realistic, and Timebound), a list of data to be collected, and how the data will be collected. Write your plan in such a way that it can be presented to the school community.</p>

Program: School Principal	
Course: EDIL 699B Data Informed Decision-Making	
<p>(B-11) <i>30-60-90 day plan</i></p> <p>Weeks 13 & 14</p> <p>100 Points</p>	<p>Using the information and feedback that your group received from weeks 5 –10, individually, write your own 30-60-90 day entry plan (centered only on building management) as to how you would transition into being the principal of the assigned school.</p> <p>Your plan should include S.M.A.R.T. goals, (Specific, Measurable, Achievable, Realistic, and Timebound), a list of data to be collected, and how the data will be collected. Write your plan in such a way that it can be presented to the school community.</p>
<p>(B-12) <i>Final Project</i></p> <p>Week 15</p> <p>200 Points</p>	<p>Prepare a 20-30 minute video of yourself presenting either one of your 30-60-90 day plans. The video should be recorded as if you were presenting the plan to your faculty at a faculty meeting. Upload your video to Blackboard.</p>

Grading Scale:

89.5% - 100% A
 79.5% - 89.4% B
 69.5% - 79.4% C
 59.5% - 69.4% D

Submitting Assignments:

All written work must be submitted through MSU's online course management system (currently Blackboard) on the assigned date.

Attendance Policy:

This is a hybrid course and is a combination of asynchronous self-paced work and time sensitive class assignments. A timeline of class assignments is included. Assignments will only be eligible for maximum grading points if they are submitted by posted deadlines.

Students unable to complete work due to extraordinary circumstances should contact the instructor to discuss partial credit.

Academic Honesty

As noted in MSU's Academic Honesty policy, cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Academic honesty includes:

- * Doing one's own work without extensive assistance from others
- * Giving credit for the work of others, especially when words of another person are drawn from electronic sources such as the Internet, or from written documents.
- * Using all information resources without plagiarism

Electronic media (e.g. e-mail, internet, etc.) provides students opportunity to research and read a wide variety of reference material. Additionally, this media makes it easy to copy and paste from one document to another. Including direct quotes or paraphrases of information without giving the original author credit is called plagiarism. Other examples of plagiarism include using definitions of terms or key phrases from a source as if the definitions are your own or copying information from websites as a part of a summary without crediting the original author.

In the past a few students have submitted work as their own that was completed and submitted by other students from earlier semesters. Obviously, this is a form of plagiarism. Students should be aware that a data base of previously submitted work will be used in combating plagiarism. Students submitting previously submitted work (either in part or in whole) will be cited for plagiarism. Students sharing their work with others may be cited for complicity to plagiarism.

Students who are suspected of plagiarism will be provided written evidence (either hard copy or electronic copy) of the suspected plagiarism. Upon receiving the evidence of the suspected

plagiarism, students have ten (10) calendar days to provide proof that the work submitted is not plagiarized. Students who are not successful in responding to the charge of plagiarism will be cited for plagiarism. Notice will be sent to the Chair of the Professional Program in Education, the Dean of the College of Education, and the Dean of Graduate Programs. The notice will become a part of the student's record. Students with plagiarism notations as a part of their record will NOT be recommended for program completion.

It is the student's responsibility to understand what constitutes plagiarism. There are a variety of online resources that provide assistance in understanding and examples of plagiarism. Some of these online resources include:

<http://gervaseprograms.georgetown.edu/hc/plagiarism.html>,
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>,
http://turnitin.com/research_site/e_what_is_plagiarism.html,
<http://www.dartmouth.edu/~sources/about/what.html>

Lack of knowledge of what constitutes plagiarism is NOT an acceptable defense when cited for suspected plagiarism. Questions about plagiarism and its impact on program completion should be directed to the instructor.

Americans with Disabilities Act (ADA):

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Appendices

Appendix A

EDIL 699A Planning Template

Vision:				
Consensus will have been reached when...				
Required Professional Learning....				
Incentive Program....				
Strategies/Activities to implement initiative: <i>What will be done?</i>	Person(s) Responsible: <i>Who will do it?</i>	Resources Needed: <i>Funding, Time, People, Materials?</i>	Define success: <i>What measure(s) will be used to determine impact?</i>	Timeline: <i>This should be complete by?</i>

Appendix B

ANYWHERE ELEMENTARY GRADE LEVEL DATA

SCH_NAME	CONTENT_TYPE	GRADE LEVEL	DISAGG_LABEL	NBR_TESTED	PCT_NOVICE	PCT APPRENTICE	PCT PROFICIENT	PCT DISTINGUISHED	PCT PROFICIENT or DISTINGUISHED	PCT BONUS	NAPD CALCULATION
Anywhere Elementary	Mathematics	03	All Students	82	28.0	41.5	25.6	4.9	30.5	0.0	51.3
Anywhere Elementary	Mathematics	03	Male	34	17.6	47.1	32.4	2.9	35.3	0.0	58.9
Anywhere Elementary	Mathematics	03	Female	48	35.4	37.5	20.8	6.3	27.1	0.0	45.9
Anywhere Elementary	Mathematics	03	White (Non-Hispanic)	23	26.1	34.8	30.4	8.7	39.1	0.0	56.5
Anywhere Elementary	Mathematics	03	African American	27	29.6	44.4	25.9	0.0	25.9	0.0	48.1
Anywhere Elementary	Mathematics	03	Hispanic	27	29.6	44.4	22.2	3.7	25.9	0.0	48.1
Anywhere Elementary	Mathematics	03	Asian								
Anywhere Elementary	Mathematics	03	American Indian or Alaska Native								
Anywhere Elementary	Mathematics	03	Native Hawaiian or Other Pacific Islander								
Anywhere Elementary	Mathematics	03	Two or more races	5*							
Anywhere Elementary	Mathematics	03	Migrant	1*							
Anywhere Elementary	Mathematics	03	English Learners	21	38.1	38.1	23.8	0.0	23.8	0.0	42.9
Anywhere Elementary	Mathematics	03	Gifted/Talented	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Anywhere Elementary	Mathematics	03	Free/Reduced-Price Meals	69	30.4	43.5	24.6	1.4	26.1	0.0	47.9
Anywhere Elementary	Mathematics	03	Disability-With IEP (Total)	9*							
Anywhere Elementary	Mathematics	03	Disability-With IEP (not including Alternate)	9*							
Anywhere Elementary	Mathematics	03	Disability-With Accommodation (not including Alternate)	4*							
Anywhere Elementary	Mathematics	03	Disability-Alternate Only								
Anywhere Elementary	Mathematics	03	Gap Group (non-duplicated)	72	30.6	43.1	25.0	1.4	26.4	0.0	48.0
Anywhere Elementary	Reading	03	All Students	82	42.7	24.4	25.6	7.3	32.9	0.0	45.1
Anywhere Elementary	Reading	03	Male	34	41.2	17.6	32.4	8.8	41.2	0.0	50.0
Anywhere Elementary	Reading	03	Female	48	43.8	29.2	20.8	6.3	27.1	0.0	41.7
Anywhere Elementary	Reading	03	White (Non-Hispanic)	23	34.8	13.0	39.1	13.0	52.2	0.0	58.7
Anywhere Elementary	Reading	03	African American	27	44.4	33.3	14.8	7.4	22.2	0.0	38.9
Anywhere Elementary	Reading	03	Hispanic	27	51.9	22.2	25.9	0.0	25.9	0.0	37.0
Anywhere Elementary	Reading	03	Asian								
Anywhere Elementary	Reading	03	American Indian or Alaska Native								
Anywhere Elementary	Reading	03	Native Hawaiian or Other Pacific Islander								
Anywhere Elementary	Reading	03	Two or more races	5*							
Anywhere Elementary	Reading	03	Migrant	1*							
Anywhere Elementary	Reading	03	English Learners	21*							
Anywhere Elementary	Reading	03	Gifted/Talented	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Anywhere Elementary	Reading	03	Free/Reduced-Price Meals	69	46.4	27.5	23.2	2.9	26.1	0.0	39.9
Anywhere Elementary	Reading	03	Disability-With IEP (Total)	9*							
Anywhere Elementary	Reading	03	Disability-With IEP (not including Alternate)	9*							
Anywhere Elementary	Reading	03	Disability-With Accommodation (not including Alternate)	4*							
Anywhere Elementary	Reading	03	Disability-Alternate Only								
Anywhere Elementary	Reading	03	Gap Group (non-duplicated)	72	45.8	26.4	23.6	4.2	27.8	0.0	41.0
Anywhere Elementary	Language Mechanics	04	All Students	80	46.3	35.0	10.0	8.8	18.8	0.0	36.3
Anywhere Elementary	Language Mechanics	04	Male	49	51.0	38.8	8.2	2.0	10.2	0.0	29.6
Anywhere Elementary	Language Mechanics	04	Female	31	38.7	29.0	12.9	19.4	32.3	0.0	46.8
Anywhere Elementary	Language Mechanics	04	White (Non-Hispanic)	20	50.0	25.0	15.0	10.0	25.0	0.0	37.5
Anywhere Elementary	Language Mechanics	04	African American	24	58.3	33.3	0.0	8.3	8.3	0.0	25.0
Anywhere Elementary	Language Mechanics	04	Hispanic	29	41.4	44.8	6.9	6.9	13.8	0.0	36.2

Anywhere Elementary	Language Mechanics	04	Asian								
Anywhere Elementary	Language Mechanics	04	American Indian or Alaska Native								
Anywhere Elementary	Language Mechanics	04	Native Hawaiian or Other Pacific Islander								
Anywhere Elementary	Language Mechanics	04	Two or more races	7*							
Anywhere Elementary	Language Mechanics	04	Migrant	2*							
Anywhere Elementary	Language Mechanics	04	English Learners	21	47.6	47.6	4.8	0.0	4.8	0.0	28.6
Anywhere Elementary	Language Mechanics	04	Gifted/Talented								
Anywhere Elementary	Language Mechanics	04	Free/Reduced-Price Meals	69	47.8	36.2	10.1	5.8	15.9	0.0	34.0
Anywhere Elementary	Language Mechanics	04	Disability-With IEP (Total)	14	71.4	28.6	0.0	0.0	0.0	0.0	14.3
Anywhere Elementary	Language Mechanics	04	Disability-With IEP (not including Alternate)	14	71.4	28.6	0.0	0.0	0.0	0.0	14.3
Anywhere Elementary	Language Mechanics	04	Disability-With Accommodation (not including Alternate)	13*							
Anywhere Elementary	Language Mechanics	04	Disability-Alternate Only								
Anywhere Elementary	Language Mechanics	04	Gap Group (non-duplicated)	73	46.6	37.0	9.6	6.8	16.4	0.0	34.9
Anywhere Elementary	Mathematics	04	All Students	80	28.8	38.8	27.5	5.0	32.5	0.0	51.9
Anywhere Elementary	Mathematics	04	Male	49	34.7	28.6	32.7	4.1	36.7	0.0	51.0
Anywhere Elementary	Mathematics	04	Female	31	19.4	54.8	19.4	6.5	25.8	0.0	53.2
Anywhere Elementary	Mathematics	04	White (Non-Hispanic)	20*							
Anywhere Elementary	Mathematics	04	African American	24	29.2	41.7	25.0	4.2	29.2	0.0	50.1
Anywhere Elementary	Mathematics	04	Hispanic	29	37.9	41.4	17.2	3.4	20.7	0.0	41.4
Anywhere Elementary	Mathematics	04	Asian								
Anywhere Elementary	Mathematics	04	American Indian or Alaska Native								
Anywhere Elementary	Mathematics	04	Native Hawaiian or Other Pacific Islander								
Anywhere Elementary	Mathematics	04	Two or more races	7*							
Anywhere Elementary	Mathematics	04	Migrant	2*							
Anywhere Elementary	Mathematics	04	English Learners	21	47.6	38.1	9.5	4.8	14.3	0.0	33.4
Anywhere Elementary	Mathematics	04	Gifted/Talented								
Anywhere Elementary	Mathematics	04	Free/Reduced-Price Meals	69	31.9	36.2	27.5	4.3	31.9	0.0	50.0
Anywhere Elementary	Mathematics	04	Disability-With IEP (Total)	14	50.0	35.7	7.1	7.1	14.3	0.0	32.2
Anywhere Elementary	Mathematics	04	Disability-With IEP (not including Alternate)	14	50.0	35.7	7.1	7.1	14.3	0.0	32.2
Anywhere Elementary	Mathematics	04	Disability-With Accommodation (not including Alternate)	13*							
Anywhere Elementary	Mathematics	04	Disability-Alternate Only								
Anywhere Elementary	Mathematics	04	Gap Group (non-duplicated)	73	31.5	38.4	26.0	4.1	30.1	0.0	49.3
Anywhere Elementary	Reading	04	All Students	80	38.8	32.5	26.3	2.5	28.8	0.0	45.1
Anywhere Elementary	Reading	04	Male	49	42.9	30.6	24.5	2.0	26.5	0.0	41.8
Anywhere Elementary	Reading	04	Female	31	32.3	35.5	29.0	3.2	32.3	0.0	50.1
Anywhere Elementary	Reading	04	White (Non-Hispanic)	20*							
Anywhere Elementary	Reading	04	African American	24	50.0	25.0	25.0	0.0	25.0	0.0	37.5
Anywhere Elementary	Reading	04	Hispanic	29	34.5	44.8	17.2	3.4	20.7	0.0	43.1
Anywhere Elementary	Reading	04	Asian								
Anywhere Elementary	Reading	04	American Indian or Alaska Native								
Anywhere Elementary	Reading	04	Native Hawaiian or Other Pacific Islander								
Anywhere Elementary	Reading	04	Two or more races	7*							
Anywhere Elementary	Reading	04	Migrant	2*							
Anywhere Elementary	Reading	04	English Learners	21	47.6	38.1	9.5	4.8	14.3	0.0	33.4
Anywhere Elementary	Reading	04	Gifted/Talented								
Anywhere Elementary	Reading	04	Free/Reduced-Price Meals	69	40.6	31.9	24.6	2.9	27.5	0.0	43.5
Anywhere Elementary	Reading	04	Disability-With IEP (Total)	14	64.3	14.3	21.4	0.0	21.4	0.0	28.6
Anywhere Elementary	Reading	04	Disability-With IEP (not including Alternate)	14	64.3	14.3	21.4	0.0	21.4	0.0	28.6
Anywhere Elementary	Reading	04	Disability-With Accommodation (not including Alternate)	13*							
Anywhere Elementary	Reading	04	Disability-Alternate Only								

Anywhere Elementary	Reading	04	Gap Group (non-duplicated)	73	41.1	31.5	24.7	2.7	27.4	0.0	43.2
Anywhere Elementary	Mathematics	05	All Students	66	50.0	34.8	13.6	1.5	15.2	0.0	32.6
Anywhere Elementary	Mathematics	05	Male	29	58.5	27.6	13.8	0.0	13.8	0.0	27.6
Anywhere Elementary	Mathematics	05	Female	37	43.2	40.5	13.5	2.7	16.2	0.0	36.5
Anywhere Elementary	Mathematics	05	White (Non-Hispanic)	16*							
Anywhere Elementary	Mathematics	05	African American	31	61.3	29.0	9.7	0.0	9.7	0.0	24.2
Anywhere Elementary	Mathematics	05	Hispanic	17	52.9	29.4	17.6	0.0	17.6	0.0	32.3
Anywhere Elementary	Mathematics	05	Asian								
Anywhere Elementary	Mathematics	05	American Indian or Alaska Native	1*							
Anywhere Elementary	Mathematics	05	Native Hawaiian or Other Pacific Islander								
Anywhere Elementary	Mathematics	05	Two or more races	1*							
Anywhere Elementary	Mathematics	05	Migrant								
Anywhere Elementary	Mathematics	05	English Learners	6*							
Anywhere Elementary	Mathematics	05	Gifted/Talented	3*							
Anywhere Elementary	Mathematics	05	Free/Reduced-Price Meals	60	51.7	35.0	13.3	0.0	13.3	0.0	30.8
Anywhere Elementary	Mathematics	05	Disability-With IEP (Total)	13*							
Anywhere Elementary	Mathematics	05	Disability-With IEP (not including Alternate)	13*							
Anywhere Elementary	Mathematics	05	Disability-With Accommodation (not including Alternate)	11*							
Anywhere Elementary	Mathematics	05	Disability-Alternate Only								
Anywhere Elementary	Mathematics	05	Gap Group (non-duplicated)	62	51.6	33.9	14.5	0.0	14.5	0.0	31.5
Anywhere Elementary	Reading	05	All Students	66	48.5	25.8	22.7	3.0	25.8	0.0	38.7
Anywhere Elementary	Reading	05	Male	29	62.1	20.7	13.8	3.4	17.2	0.0	27.6
Anywhere Elementary	Reading	05	Female	37	37.8	29.7	29.7	2.7	32.4	0.0	47.3
Anywhere Elementary	Reading	05	White (Non-Hispanic)	16*							
Anywhere Elementary	Reading	05	African American	31	54.8	22.6	19.4	3.2	22.6	0.0	33.9
Anywhere Elementary	Reading	05	Hispanic	17	58.8	17.6	23.5	0.0	23.5	0.0	32.3
Anywhere Elementary	Reading	05	Asian								
Anywhere Elementary	Reading	05	American Indian or Alaska Native	1*							
Anywhere Elementary	Reading	05	Native Hawaiian or Other Pacific Islander								
Anywhere Elementary	Reading	05	Two or more races	1*							
Anywhere Elementary	Reading	05	Migrant								
Anywhere Elementary	Reading	05	English Learners	6*							
Anywhere Elementary	Reading	05	Gifted/Talented	2*							
Anywhere Elementary	Reading	05	Free/Reduced-Price Meals	60	50.0	26.7	21.7	1.7	23.3	0.0	36.7
Anywhere Elementary	Reading	05	Disability-With IEP (Total)	13	84.6	7.7	7.7	0.0	7.7	0.0	11.6
Anywhere Elementary	Reading	05	Disability-With IEP (not including Alternate)	13	84.6	7.7	7.7	0.0	7.7	0.0	11.6
Anywhere Elementary	Reading	05	Disability-With Accommodation (not including Alternate)	11*							
Anywhere Elementary	Reading	05	Disability-Alternate Only								
Anywhere Elementary	Reading	05	Gap Group (non-duplicated)	62	50.0	25.8	22.6	1.6	24.2	0.0	37.1
Anywhere Elementary	Social Studies	05	All Students	66	40.9	47.0	12.1	0.0	12.1	0.0	35.6
Anywhere Elementary	Social Studies	05	Male	29	44.8	44.8	10.3	0.0	10.3	0.0	32.7
Anywhere Elementary	Social Studies	05	Female	37	37.8	48.6	13.5	0.0	13.5	0.0	37.8
Anywhere Elementary	Social Studies	05	White (Non-Hispanic)	16*							
Anywhere Elementary	Social Studies	05	African American	31	45.2	48.4	6.5	0.0	6.5	0.0	30.7
Anywhere Elementary	Social Studies	05	Hispanic	17	41.2	35.3	23.5	0.0	23.5	0.0	41.2
Anywhere Elementary	Social Studies	05	Asian								
Anywhere Elementary	Social Studies	05	American Indian or Alaska Native	1*							
Anywhere Elementary	Social Studies	05	Native Hawaiian or Other Pacific Islander								
Anywhere Elementary	Social Studies	05	Two or more races	1*							
Anywhere Elementary	Social Studies	05	Migrant								

Anywhere Elementary	Social Studies	05	English Learners	6*							
Anywhere Elementary	Social Studies	05	Gifted/Talented								
Anywhere Elementary	Social Studies	05	Free/Reduced-Price Meals	60	43.3	46.7	10.0	0.0	10.0	0.0	33.4
Anywhere Elementary	Social Studies	05	Disability-With IEP (Total)	13	84.6	15.4	0.0	0.0	0.0	0.0	7.7
Anywhere Elementary	Social Studies	05	Disability-With IEP (not including Alternate)	13	84.6	15.4	0.0	0.0	0.0	0.0	7.7
Anywhere Elementary	Social Studies	05	Disability-With Accommodation (not including Alternate)	11*							
Anywhere Elementary	Social Studies	05	Disability-Alternate Only								
Anywhere Elementary	Social Studies	05	Gap Group (non-duplicated)	62	43.5	45.2	11.3	0.0	11.3	0.0	33.9
Anywhere Elementary	Writing	05	All Students	66	53.0	45.5	1.5	0.0	1.5	0.0	24.3
Anywhere Elementary	Writing	05	Male	29	75.9	20.7	3.4	0.0	3.4	0.0	13.8
Anywhere Elementary	Writing	05	Female	37	35.1	64.9	0.0	0.0	0.0	0.0	32.5
Anywhere Elementary	Writing	05	White (Non-Hispanic)	16*							
Anywhere Elementary	Writing	05	African American	31	64.5	35.5	0.0	0.0	0.0	0.0	17.8
Anywhere Elementary	Writing	05	Hispanic	17	58.8	35.3	5.9	0.0	5.9	0.0	23.6
Anywhere Elementary	Writing	05	Asian								
Anywhere Elementary	Writing	05	American Indian or Alaska Native	1*							
Anywhere Elementary	Writing	05	Native Hawaiian or Other Pacific Islander								
Anywhere Elementary	Writing	05	Two or more races	1*							
Anywhere Elementary	Writing	05	Migrant								
Anywhere Elementary	Writing	05	English Learners	6*							
Anywhere Elementary	Writing	05	Gifted/Talented	2*							
Anywhere Elementary	Writing	05	Free/Reduced-Price Meals	60	56.7	43.3	0.0	0.0	0.0	0.0	21.7
Anywhere Elementary	Writing	05	Disability-With IEP (Total)	13*							
Anywhere Elementary	Writing	05	Disability-With IEP (not including Alternate)	13*							
Anywhere Elementary	Writing	05	Disability-With Accommodation (not including Alternate)	11*							
Anywhere Elementary	Writing	05	Disability-Alternate Only								
Anywhere Elementary	Writing	05	Gap Group (non-duplicated)	62	54.8	43.5	1.6	0.0	1.6	0.0	23.4

ANYWHERE ELEMENTARY GROWTH DATA

SCH_NAME	CONTENT_LEVEL	NBR_TESTED	READING_PCT	MATH_PCT	READING_MATH_PCT	GROWTH_LEVEL
Anywhere Elementary	Elementary School	137	36.5	33.6	35.1	Categorical Growth
Anywhere Elementary	Elementary School	137	54.7	48.2	51.5	Student Growth Percentage

Kentucky 89.32% responded
 Overall Co. 89.42% responded
 Kentucky Elementary School 91.83% responded
 Anywhere Elem 64.71% responded

	Kentucky	Overall Co.	Kentucky Elementary School	Anywhere Elem
Q10.6 Overall, my school is a good place to work and learn.	87.9%	83.7%	88.7%	87.9%
Q10.7 At this school, we utilize the results from the TELL Kentucky Survey as a tool for school improvement.	84.7%	81.6%	86.7%	90.5%

ANYWHERE ELEMENTARY ENVIRONMENT DATA

SCH_YEAR	20152016
SCH_NAME	Anywhere Elementary
SPENDING_PER_STDNT	\$10,113
AVG_DAILY_ATTENDANCE	464.24
MEMBERSHIP_TOTAL	481
MEMBERSHIP_MALE_CNT	243
MEMBERSHIP_MALE_PCT	50.5%
MEMBERSHIP_FEMALE_CNT	238
MEMBERSHIP_FEMALE_PCT	49.5%
MEMBERSHIP_WHITE_CNT	123
MEMBERSHIP_WHITE_PCT	25.6%
MEMBERSHIP_BLACK_CNT	168
MEMBERSHIP_BLACK_PCT	34.9%
MEMBERSHIP_HISPANIC_CNT	163
MEMBERSHIP_HISPANIC_PCT	33.9%
MEMBERSHIP_ASIAN_CNT	1
MEMBERSHIP_ASIAN_PCT	0.2%
MEMBERSHIP_AIAN_CNT	1
MEMBERSHIP_AIAN_PCT	0.2%
MEMBERSHIP_HAWAIIAN_CNT	0
MEMBERSHIP_HAWAIIAN_PCT	0.0%
MEMBERSHIP_TWO_OR_MORE_CNT	25
MEMBERSHIP_TWO_OR_MORE_PCT	5.2%
ENROLLMENT_FREE_LUNCH_CNT	404
ENROLLMENT_FREE_LUNCH_PCT	84.0%
ENROLLMENT_REDUCED_LUNCH_CNT	17
ENROLLMENT_REDUCED_LUNCH_PCT	3.5%
ATTENDANCE_RATE	95.3%
RETENTION_RATE	0.0%
STDNT_TCH_RATIO	12:1
FTE_TCH_TOTAL	42.00
MALE_FTE_TOTAL	7.00
FEMALE_FTE_TOTAL	35.00
WHITE_FTE_TOTAL	34.00
BLACK_FTE_TOTAL	5.00
HISPANIC_FTE_TOTAL	1.00
ASIAN_FTE_TOTAL	1.00
AIAN_FTE_TOTAL	0.00
HAWAIIAN_FTE_TOTAL	0.00
TWO_OR_MORE_FTE_TOTAL	1.00
RACE_FTE_TOTAL	42.00
NATIONAL_BOARD_CERT_TCH_CNT	1
PCT_CLS_NOT_HQ_TCH	0.0%
AVG_YRS_TCH_EXP	10
PROF_QUAL_BA_PCT	32.4%
PROF_QUAL_MA_PCT	58.8%
PROF_QUAL_RANK1_PCT	5.9%
PROF_QUAL_SPECIALIST_PCT	0.0%
PROF_QUAL_DOCTORATE_PCT	2.9%
PROF_QUAL_TCH_PCT	100.0%
TCH_PROV_CERT_PCT	0.0%
STDNT_COMP_RATIO	0:1
COMPUTER_SYR_OLD_PCT	100%
PT_CONFERENCE	585
SBDM_VOTE	30
PARENTS_ON_COUNCIL	2
VOLUNTEER_HRS	2,450

ANYWHERE ELEMENTARY ACADEMIC PERFORMANCE

SCH_NAME	CONTENT_TYPE	DISAGG_LABEL	NBR TESTED	PCT NOVICE	PCT APPRENTICE	PCT PROFICIENT	PCT DISTINGUISHED	PCT PROFICIENT OR DISTINGUISHED	PCT BONUS	NAPD CALCULATION
Anywhere Elementary School	Language Mechanics	All Students	80	46.3	35.0	10.0	8.8	18.8	0.0	36.3
Anywhere Elementary School	Language Mechanics	Male	49	51.0	38.8	8.2	2.0	10.2	0.0	29.6
Anywhere Elementary School	Language Mechanics	Female	31	38.7	29.0	12.9	19.4	32.3	0.0	46.8
Anywhere Elementary School	Language Mechanics	White (Non-Hispanic)	20	50.0	25.0	15.0	10.0	25.0	0.0	37.5
Anywhere Elementary School	Language Mechanics	African American	24	58.3	33.3	0.0	8.3	8.3	0.0	25.0
Anywhere Elementary School	Language Mechanics	Hispanic	29	41.4	44.8	6.9	6.9	13.8	0.0	36.2
Anywhere Elementary School	Language Mechanics	Asian								
Anywhere Elementary School	Language Mechanics	American Indian or Alaska Native								
Anywhere Elementary School	Language Mechanics	Native Hawaiian or Other Pacific Islander								
Anywhere Elementary School	Language Mechanics	Two or more races	7*							
Anywhere Elementary School	Language Mechanics	Migrant	2*							
Anywhere Elementary School	Language Mechanics	English Learners	21	47.6	47.6	4.8	0.0	4.8	0.0	28.6
Anywhere Elementary School	Language Mechanics	Gifted/Talented								
Anywhere Elementary School	Language Mechanics	Free/Reduced-Price Meals	69	47.8	36.2	10.1	5.8	15.9	0.0	34.0
Anywhere Elementary School	Language Mechanics	Disability-With IEP (Total)	14	71.4	28.6	0.0	0.0	0.0	0.0	14.3
Anywhere Elementary School	Language Mechanics	Disability-With IEP (not including Alternate)	14	71.4	28.6	0.0	0.0	0.0	0.0	14.3
Anywhere Elementary School	Language Mechanics	Disability-With Accommodation (not including Alternate)	13*							
Anywhere Elementary School	Language Mechanics	Disability-Alternate Only								
Anywhere Elementary School	Language Mechanics	Gap Group (non-duplicated)	73	46.6	37.0	9.6	6.8	16.4	0.0	34.9
Anywhere Elementary School	Mathematics	All Students	228	34.6	38.6	22.8	3.9	26.8	0.0	46.1
Anywhere Elementary School	Mathematics	Male	112	35.7	33.9	27.7	2.7	30.4	0.0	47.4
Anywhere Elementary School	Mathematics	Female	116	33.6	43.1	18.1	5.2	23.3	0.0	44.9
Anywhere Elementary School	Mathematics	White (Non-Hispanic)	59	27.1	35.6	28.8	8.5	37.3	0.0	55.1
Anywhere Elementary School	Mathematics	African American	82	41.5	37.8	19.5	1.2	20.7	0.0	39.6
Anywhere Elementary School	Mathematics	Hispanic	73	38.4	39.7	19.2	2.7	21.9	0.0	41.8
Anywhere Elementary School	Mathematics	Asian								
Anywhere Elementary School	Mathematics	American Indian or Alaska Native	1*							
Anywhere Elementary School	Mathematics	Native Hawaiian or Other Pacific Islander								
Anywhere Elementary School	Mathematics	Two or more races	13*							
Anywhere Elementary School	Mathematics	Migrant	3*							
Anywhere Elementary School	Mathematics	English Learners	48	45.8	37.5	14.6	2.1	16.7	0.0	35.5
Anywhere Elementary School	Mathematics	Gifted/Talented	3*							
Anywhere Elementary School	Mathematics	Free/Reduced-Price Meals	198	37.4	38.4	22.2	2.0	24.2	0.0	43.4
Anywhere Elementary School	Mathematics	Disability-With IEP (Total)	36	69.4	22.2	5.6	2.8	8.3	0.0	19.4
Anywhere Elementary School	Mathematics	Disability-With IEP (not including Alternate)	36	69.4	22.2	5.6	2.8	8.3	0.0	19.4

Anywhere Elementary School	Mathematics	Disability-With Accommodation (not including Alternate)	28	75.0	17.9	3.6	3.6	7.1	0.0	16.1
Anywhere Elementary School	Mathematics	Disability-Alternate Only								
Anywhere Elementary School	Mathematics	Gap Group (non-duplicated)	207	37.2	38.6	22.2	1.9	24.2	0.0	43.5
Anywhere Elementary School	Reading	All Students	228	43.0	27.6	25.0	4.4	29.4	0.0	43.2
Anywhere Elementary School	Reading	Male	112	47.3	24.1	24.1	4.5	28.6	0.0	40.7
Anywhere Elementary School	Reading	Female	116	38.8	31.0	25.9	4.3	30.2	0.0	45.7
Anywhere Elementary School	Reading	White (Non-Hispanic)	59	37.3	22.0	32.2	8.5	40.7	0.0	51.7
Anywhere Elementary School	Reading	African American	82	50.0	26.8	19.5	3.7	23.2	0.0	36.6
Anywhere Elementary School	Reading	Hispanic	73	46.6	30.1	21.9	1.4	23.3	0.0	38.4
Anywhere Elementary School	Reading	Asian								
Anywhere Elementary School	Reading	American Indian or Alaska Native	1*							
Anywhere Elementary School	Reading	Native Hawaiian or Other Pacific Islander								
Anywhere Elementary School	Reading	Two or more races	13*							
Anywhere Elementary School	Reading	Migrant	3*							
Anywhere Elementary School	Reading	English Learners	48	60.4	27.1	10.4	2.1	12.5	0.0	26.1
Anywhere Elementary School	Reading	Gifted/Talented	2*							
Anywhere Elementary School	Reading	Free/Reduced-Price Meals	198	45.5	28.8	23.2	2.5	25.8	0.0	40.2
Anywhere Elementary School	Reading	Disability-With IEP (Total)	36	69.4	13.9	16.7	0.0	16.7	0.0	23.7
Anywhere Elementary School	Reading	Disability-With IEP (not including Alternate)	36	69.4	13.9	16.7	0.0	16.7	0.0	23.7
Anywhere Elementary School	Reading	Disability-With Accommodation (not including Alternate)	28	75.0	10.7	14.3	0.0	14.3	0.0	19.7
Anywhere Elementary School	Reading	Disability-Alternate Only								
Anywhere Elementary School	Reading	Gap Group (non-duplicated)	207	45.4	28.0	23.7	2.9	26.6	0.0	40.6
Anywhere Elementary School	Social Studies	All Students	66	40.9	47.0	12.1	0.0	12.1	0.0	35.6
Anywhere Elementary School	Social Studies	Male	29	44.8	44.8	10.3	0.0	10.3	0.0	32.7
Anywhere Elementary School	Social Studies	Female	37	37.8	48.6	13.5	0.0	13.5	0.0	37.8
Anywhere Elementary School	Social Studies	White (Non-Hispanic)	16*							
Anywhere Elementary School	Social Studies	African American	31	45.2	48.4	6.5	0.0	6.5	0.0	30.7
Anywhere Elementary School	Social Studies	Hispanic	17	41.2	35.3	23.5	0.0	23.5	0.0	41.2
Anywhere Elementary School	Social Studies	Asian								
Anywhere Elementary School	Social Studies	American Indian or Alaska Native	1*							
Anywhere Elementary School	Social Studies	Native Hawaiian or Other Pacific Islander								
Anywhere Elementary School	Social Studies	Two or more races	1*							
Anywhere Elementary School	Social Studies	Migrant								
Anywhere Elementary School	Social Studies	English Learners	6*							
Anywhere Elementary School	Social Studies	Gifted/Talented								
Anywhere Elementary School	Social Studies	Free/Reduced-Price Meals	60	43.3	46.7	10.0	0.0	10.0	0.0	33.4
Anywhere Elementary School	Social Studies	Disability-With IEP (Total)	13	84.6	15.4	0.0	0.0	0.0	0.0	7.7
Anywhere Elementary School	Social Studies	Disability-With IEP (not including Alternate)	13	84.6	15.4	0.0	0.0	0.0	0.0	7.7

Anywhere Elementary School	Social Studies	Disability-With Accommodation (not including Alternate)	11*							
Anywhere Elementary School	Social Studies	Disability-Alternate Only								
Anywhere Elementary School	Social Studies	Gap Group (non-duplicated)	62	43.5	45.2	11.3	0.0	11.3	0.0	33.9
Anywhere Elementary School	Writing	All Students	66	53.0	45.5	1.5	0.0	1.5	0.0	24.3
Anywhere Elementary School	Writing	Male	29	75.9	20.7	3.4	0.0	3.4	0.0	13.8
Anywhere Elementary School	Writing	Female	37	35.1	64.9	0.0	0.0	0.0	0.0	32.5
Anywhere Elementary School	Writing	White (Non-Hispanic)	16*							
Anywhere Elementary School	Writing	African American	31	64.5	35.5	0.0	0.0	0.0	0.0	17.8
Anywhere Elementary School	Writing	Hispanic	17	58.8	35.3	5.9	0.0	5.9	0.0	23.6
Anywhere Elementary School	Writing	Asian								
Anywhere Elementary School	Writing	American Indian or Alaska Native	1*							
Anywhere Elementary School	Writing	Native Hawaiian or Other Pacific Islander								
Anywhere Elementary School	Writing	Two or more races	1*							
Anywhere Elementary School	Writing	Migrant								
Anywhere Elementary School	Writing	English Learners	6*							
Anywhere Elementary School	Writing	Gifted/Talented	2*							
Anywhere Elementary School	Writing	Free/Reduced-Price Meals	60	56.7	43.3	0.0	0.0	0.0	0.0	21.7
Anywhere Elementary School	Writing	Disability-With IEP (Total)	13*							
Anywhere Elementary School	Writing	Disability-With IEP (not including Alternate)	13*							
Anywhere Elementary School	Writing	Disability-With Accommodation (not including Alternate)	11*							
Anywhere Elementary School	Writing	Disability-Alternate Only								
Anywhere Elementary School	Writing	Gap Group (non-duplicated)	62	54.8	43.5	1.6	0.0	1.6	0.0	23.4

ANYWHERE ELEMENTARY SAFETY DATA

SCH_NAME	RPT_HEADER	RPT_LINE	WHITE_CNT	BLACK_CNT	HISPANIC_CNT	OTHER_CNT	MALE_CNT	FEMALE_CNT	TOTAL_STDNT_CNT	TOTAL_UNIQUE_EVENT_CNT
Anywhere Elementary	Behavior Events	Assault, 1st degree	0	0	0	0	0	0	0	0
Anywhere Elementary	Behavior Events	Other Assault or Violence	0	1	0	0	0	1	1	1
Anywhere Elementary	Behavior Events	Weapons	0	0	0	0	0	0	0	0
Anywhere Elementary	Behavior Events	Harassment (includes bullying)	8	27	3	1	25	16	28	41
Anywhere Elementary	Behavior Events	Drugs	0	0	0	0	0	0	0	0
Anywhere Elementary	Behavior Events	Alcohol	0	0	0	0	0	0	0	0
Anywhere Elementary	Behavior Events	Tobacco	0	0	0	0	0	0	0	0
Anywhere Elementary	Behavior Events	State Resolutions not reported above	31	122	18	5	117	60	88	177
Anywhere Elementary	Behavior Events	Total	39	150	21	6	142	77	117	219
Anywhere Elementary	Behavior Events	% of Total Events	17.8%	68.5%	9.6%	2.7%	64.8%	35.2%		
Anywhere Elementary	Behavior Events	Violations per 1,000 ADA	84	323	45	13	306	166		
Anywhere Elementary	Discipline-Resolutions	Expelled, receiving services (SSP1)	0	0	0	0	0	0	0	0
Anywhere Elementary	Discipline-Resolutions	Expelled, not receiving services (SSP2)	0	0	0	0	0	0	0	0
Anywhere Elementary	Discipline-Resolutions	Out-of-School suspensions (SSP3)	17	55	7	2	49	34	47	83
Anywhere Elementary	Discipline-Resolutions	Corporal Punishment (SSP5)	0	0	0	0	0	0	0	0
Anywhere Elementary	Discipline-Resolutions	In-School Removal (INSR)	17	92	14	5	89	39	79	128
Anywhere Elementary	Discipline-Resolutions	Restraint (SSP7)	0	1	0	0	1	0	1	1
Anywhere Elementary	Discipline-Resolutions	Seclusion (SSP8)	0	0	0	0	0	0	0	0
Anywhere Elementary	Discipline-Resolutions	Unilateral Removal by School Personnel (IAES1)	0	0	0	0	0	0	0	0
Anywhere Elementary	Discipline-Resolutions	Removal by Hearing Officer(IAES2)	0	0	0	0	0	0	0	0
Anywhere Elementary	Discipline-Resolutions	Total	34	148	21	7	139	73	127	212
Anywhere Elementary	Discipline-Resolutions	% of Total Resolutions	16.0%	69.8%	9.9%	3.3%	65.6%	34.4%		
Anywhere Elementary	Legal Sanctions	Arrests	0	0	0	0	0	0	0	0
Anywhere Elementary	Legal Sanctions	Charges	0	0	0	0	0	0	0	0
Anywhere Elementary	Legal Sanctions	Civil Damages	0	0	0	0	0	0	0	0
Anywhere Elementary	Legal Sanctions	School Resource Officer Involvement	0	0	0	0	0	0	0	0
Anywhere Elementary	Legal Sanctions	Court Designated Worker Involvement	0	0	0	0	0	0	0	0
Anywhere Elementary	Legal Sanctions	Total	0	0	0	0	0	0	0	0
Anywhere Elementary	Behavior Events By Grade Level	Grade Preschool	*	*	*	*	*	*	0	0
Anywhere Elementary	Behavior Events By Grade Level	Grade K	6	13	1	*	10	10	8	20
Anywhere Elementary	Behavior Events By Grade Level	Grade 01	14	12	6	*	28	5	15	33
Anywhere Elementary	Behavior Events By Grade Level	Grade 02	1	23	3	*	19	8	11	27
Anywhere Elementary	Behavior Events By Grade Level	Grade 03	5	25	5	*	18	18	17	36
Anywhere Elementary	Behavior Events By Grade Level	Grade 04	9	11	4	*	21	6	16	27
Anywhere Elementary	Behavior Events By Grade Level	Grade 05	4	66	2	*	46	30	27	76
Anywhere Elementary	Behavior Events By Grade Level	Total	39	150	21	6	142	77	94	219
Anywhere Elementary	Behavior Events by Socio-Economic Status	Free Meal Status	28	138	15	4	122	66	79	188
Anywhere Elementary	Behavior Events by Socio-Economic Status	Reduced Meal Status	2	2	0	0	2	2	2	4
Anywhere Elementary	Behavior Events by Socio-Economic Status	Paid Meal Status	9	10	6	2	18	9	13	27
Anywhere Elementary	Behavior Events by Socio-Economic Status	Total	39	150	21	6	142	77	94	219
Anywhere Elementary	Behavior Events by Location	Classroom	24	109	12	6	95	58	76	153
Anywhere Elementary	Behavior Events by Location	Bus	0	1	0	0	0	1	1	1
Anywhere Elementary	Behavior Events by Location	Hallway/Stairwell	1	11	1	0	10	3	12	13
Anywhere Elementary	Behavior Events by Location	Cafeteria	4	4	1	0	7	2	9	9
Anywhere Elementary	Behavior Events by Location	Campus Grounds	6	19	0	0	20	6	23	26
Anywhere Elementary	Behavior Events by Location	Off-Campus	1	0	2	0	2	1	3	3
Anywhere Elementary	Behavior Events by Location	Restroom	1	1	2	0	3	1	4	4
Anywhere Elementary	Behavior Events by Location	Gymnasium	2	4	3	0	5	4	9	9
Anywhere Elementary	Behavior Events by Location	Office	0	0	0	0	0	0	0	0
Anywhere Elementary	Behavior Events by Location	Athletic Field	0	0	0	0	0	0	0	0
Anywhere Elementary	Behavior Events by Location	Playground	0	0	0	0	0	0	0	0

Anywhere Elementary	Behavior Events by Location	Field Trip	0	1	0	0	0	1	1	1
Anywhere Elementary	Behavior Events by Location	Other	0	0	0	0	0	0	0	0
Anywhere Elementary	Behavior Events by Location	Total	39	150	21	6	142	77	138	219
Anywhere Elementary	Behavior Events by Context	School Sponsored Event; During School Hours	37	145	21	6	138	74	91	212
Anywhere Elementary	Behavior Events by Context	School Sponsored Event; Not During School Hours	1	4	0	0	2	3	5	5
Anywhere Elementary	Behavior Events by Context	Non School Sponsored Event; During School Hours	0	0	0	0	0	0	0	0
Anywhere Elementary	Behavior Events by Context	Non School Sponsored Event; Not During School Hours	1	1	0	0	2	0	2	2
Anywhere Elementary	Behavior Events by Context	Total	39	150	21	6	142	77	98	219

ANYWHERE ELEMENTARY NOVICE REDUCTION DATA

SCH_NAME	SCH_TYPE	CONTENT_TYPE	DISAGG_LABEL	Prior Year_NOVICE _PCT	Prior Year_REDUCTION_ TARGET_NEEDED	Current Year_NOVICE _PCT	Current Year_REDUCTION _TARGET_MET	PCT_TARGET _MET	POINTS_BY _CONTENT _AREA
Anywhere	A1	Mathematics	African American	50.6	5.1	41.5	5.1	100.0	37.5
Anywhere	A1	Mathematics	American Indian or Alaska Native						37.5
Anywhere	A1	Mathematics	Disability-With IEP (Total)	60.0	6.0	69.4	0.0	0.0	37.5
Anywhere	A1	Mathematics	English Learners	45.7	4.6	45.8	0.0	0.0	37.5
Anywhere	A1	Mathematics	Free/Reduced-Price Meals	39.8	4.0	37.4	2.4	60.0	37.5
Anywhere	A1	Mathematics	Gap Group (non-duplicated)	39.8	4.0	37.2	2.6	65.0	37.5
Anywhere	A1	Mathematics	Hispanic	37.7	3.8	38.4	0.0	0.0	37.5
Anywhere	A1	Reading	African American	41.4	4.1	50.0	0.0	0.0	0.0
Anywhere	A1	Reading	American Indian or Alaska Native						0.0
Anywhere	A1	Reading	Disability-With IEP (Total)	53.3	5.3	69.4	0.0	0.0	0.0
Anywhere	A1	Reading	English Learners	54.3	5.4	60.4	0.0	0.0	0.0
Anywhere	A1	Reading	Free/Reduced-Price Meals	39.3	3.9	45.5	0.0	0.0	0.0
Anywhere	A1	Reading	Gap Group (non-duplicated)	39.3	3.9	45.4	0.0	0.0	0.0
Anywhere	A1	Reading	Hispanic	41.5	4.2	46.6	0.0	0.0	0.0

Appendix C

NONAME MIDDLE ENVIRONMENT DATA

SCH_NAME	NoName Middle
SPENDING_PER_STDNT	\$9,756
AVG_DAILY_ATTENDANCE	729.96
MEMBERSHIP_TOTAL	757
MEMBERSHIP_MALE_CNT	412
MEMBERSHIP_MALE_PCT	54.4%
MEMBERSHIP_FEMALE_CNT	345
MEMBERSHIP_FEMALE_PCT	45.6%
MEMBERSHIP_WHITE_CNT	392
MEMBERSHIP_WHITE_PCT	51.8%
MEMBERSHIP_BLACK_CNT	271
MEMBERSHIP_BLACK_PCT	35.8%
MEMBERSHIP_HISPANIC_CNT	63
MEMBERSHIP_HISPANIC_PCT	8.3%
MEMBERSHIP_ASIAN_CNT	1
MEMBERSHIP_ASIAN_PCT	0.1%
MEMBERSHIP_AIAN_CNT	2
MEMBERSHIP_AIAN_PCT	0.3%
MEMBERSHIP_HAWAIIAN_CNT	1
MEMBERSHIP_HAWAIIAN_PCT	0.1%
MEMBERSHIP_TWO_OR_MORE_CNT	27
MEMBERSHIP_TWO_OR_MORE_PCT	3.6%
ENROLLMENT_FREE_LUNCH_CNT	620
ENROLLMENT_FREE_LUNCH_PCT	81.9%
ENROLLMENT_REDUCED_LUNCH_CNT	35
ENROLLMENT_REDUCED_LUNCH_PCT	4.6%
ATTENDANCE_RATE	91.1%
RETENTION_RATE	0.3%
DROPOUT_RATE	0.5%
STDNT_TCH_RATIO	16:1
FTE_TCH_TOTAL	47.00
MALE_FTE_TOTAL	13.00
FEMALE_FTE_TOTAL	34.00
WHITE_FTE_TOTAL	31.00
BLACK_FTE_TOTAL	15.00
HISPANIC_FTE_TOTAL	0.00
ASIAN_FTE_TOTAL	1.00
AIAN_FTE_TOTAL	0.00
HAWAIIAN_FTE_TOTAL	0.00
TWO_OR_MORE_FTE_TOTAL	0.00
RACE_FTE_TOTAL	47.00
NATIONAL_BOARD_CERT_TCH_CNT	1
PCT_CLS_NOT_HQ_TCH	0.0%
AVG_YRS_TCH_EXP	8
PROF_QUAL_BA_PCT	25.0%
PROF_QUAL_MA_PCT	56.3%
PROF_QUAL_RANK1_PCT	12.5%
PROF_QUAL_SPECIALIST_PCT	2.1%
PROF_QUAL_DOCTORATE_PCT	4.2%
PROF_QUAL_TCH_PCT	100.0%
TCH_PROV_CERT_PCT	0.0%
STDNT_COMP_RATIO	2.6:1
COMPUTER_5YR_OLD_PCT	100%
PT_CONFERENCE	470
SBDM_VOTE	180
PARENTS_ON_COUNCIL	5
VOLUNTEER_HRS	425

NONAME MIDDLE GRADE LEVEL DATA

SCH NAME	CONTENT TYPE	GRADE LEVEL	DISAGG LABEL	NBR TESTED	PCT NOVICE	PCT APPRENTICE	PCT PROFICIENT	PCT DISTINGUISHED	PCT PROFICIENT OR DISTINGUISHED	PCT BONUS	NAPD CALCULATION
No NameMiddle	Language Mechanics	06	All Students	254	68.9	22.0	8.3	0.8	9.1	0.0	20.1
No NameMiddle	Language Mechanics	06	Male	144	72.9	18.8	8.3	0.0	8.3	0.0	17.7
No NameMiddle	Language Mechanics	06	Female	110	63.6	26.4	8.2	1.8	10.0	0.0	23.2
No NameMiddle	Language Mechanics	06	White (Non-Hispanic)	132	65.9	24.2	8.3	1.5	9.8	0.0	21.9
No NameMiddle	Language Mechanics	06	African American	93	77.4	17.2	5.4	0.0	5.4	0.0	14.0
No NameMiddle	Language Mechanics	06	Hispanic	19	63.2	26.3	10.5	0.0	10.5	0.0	23.7
No NameMiddle	Language Mechanics	06	Asian	1*							
No NameMiddle	Language Mechanics	06	American Indian or Alaska Native								
No NameMiddle	Language Mechanics	06	Native Hawaiian or Other Pacific Islander	1*							
No NameMiddle	Language Mechanics	06	Two or more races	8*							
No NameMiddle	Language Mechanics	06	Migrant								
No NameMiddle	Language Mechanics	06	English Learners	1*							
No NameMiddle	Language Mechanics	06	Gifted/Talented								
No NameMiddle	Language Mechanics	06	Free/Reduced-Price Meals	228	69.7	23.2	7.0	0.0	7.0	0.0	18.6
No NameMiddle	Language Mechanics	06	Disability-With IEP (Total)	44	75.0	20.5	4.5	0.0	4.5	0.0	14.8
No NameMiddle	Language Mechanics	06	Disability-With IEP (not including Alternate)	34	88.2	5.9	5.9	0.0	5.9	0.0	8.9
No NameMiddle	Language Mechanics	06	Disability-With Accommodation (not including Alternate)	30*							
No NameMiddle	Language Mechanics	06	Disability-Alternate Only	10	30.0	70.0	0.0	0.0	0.0	0.0	35.0
No NameMiddle	Language Mechanics	06	Gap Group (non-duplicated)	238	69.7	23.1	7.1	0.0	7.1	0.0	18.7
No NameMiddle	Mathematics	06	All Students	254	50.0	39.8	9.1	1.2	10.2	0.0	30.1
No NameMiddle	Mathematics	06	Male	144	51.4	36.8	11.1	0.7	11.8	0.0	30.2
No NameMiddle	Mathematics	06	Female	110	48.2	43.6	6.4	1.8	8.2	0.0	30.0
No NameMiddle	Mathematics	06	White (Non-Hispanic)	132	48.5	39.4	10.6	1.5	12.1	0.0	31.8
No NameMiddle	Mathematics	06	African American	93	58.1	35.5	6.5	0.0	6.5	0.0	24.3
No NameMiddle	Mathematics	06	Hispanic	19	42.1	52.6	5.3	0.0	5.3	0.0	31.6
No NameMiddle	Mathematics	06	Asian	1*							
No NameMiddle	Mathematics	06	American Indian or Alaska Native								
No NameMiddle	Mathematics	06	Native Hawaiian or Other Pacific Islander	1*							
No NameMiddle	Mathematics	06	Two or more races	8*							

No NameMiddle	Mathematics	06	Migrant								
No NameMiddle	Mathematics	06	English Learners	1*							
No NameMiddle	Mathematics	06	Gifted/Talented								
No NameMiddle	Mathematics	06	Free/Reduced-Price Meals	228	50.4	41.7	7.5	0.4	7.9	0.0	28.8
No NameMiddle	Mathematics	06	Disability-With IEP (Total)	44	63.6	34.1	2.3	0.0	2.3	0.0	19.4
No NameMiddle	Mathematics	06	Disability-With IEP (not including Alternate)	34	73.5	26.5	0.0	0.0	0.0	0.0	13.3
No NameMiddle	Mathematics	06	Disability-With Accommodation (not including Alternate)	30*							
No NameMiddle	Mathematics	06	Disability-Alternate Only	10	30.0	60.0	10.0	0.0	10.0	0.0	40.0
No NameMiddle	Mathematics	06	Gap Group (non-duplicated)	238	50.8	41.2	7.6	0.4	8.0	0.0	28.6
No NameMiddle	Reading	06	All Students	254	55.9	26.0	16.1	2.0	18.1	0.0	31.1
No NameMiddle	Reading	06	Male	144	64.6	18.1	15.3	2.1	17.4	0.0	26.5
No NameMiddle	Reading	06	Female	110	44.5	36.4	17.3	1.8	19.1	0.0	37.3
No NameMiddle	Reading	06	White (Non-Hispanic)	132	53.8	30.3	13.6	2.3	15.9	0.0	31.1
No NameMiddle	Reading	06	African American	93	63.4	21.5	15.1	0.0	15.1	0.0	25.9
No NameMiddle	Reading	06	Hispanic	19	47.4	21.1	26.3	5.3	31.6	0.0	42.2
No NameMiddle	Reading	06	Asian	1*							
No NameMiddle	Reading	06	American Indian or Alaska Native								
No NameMiddle	Reading	06	Native Hawaiian or Other Pacific Islander	1*							
No NameMiddle	Reading	06	Two or more races	8*							
No NameMiddle	Reading	06	Migrant								
No NameMiddle	Reading	06	English Learners	1*							
No NameMiddle	Reading	06	Gifted/Talented								
No NameMiddle	Reading	06	Free/Reduced-Price Meals	228	56.6	25.9	16.2	1.3	17.5	0.0	30.5
No NameMiddle	Reading	06	Disability-With IEP (Total)	44	63.6	29.5	6.8	0.0	6.8	0.0	21.6
No NameMiddle	Reading	06	Disability-With IEP (not including Alternate)	34*							
No NameMiddle	Reading	06	Disability-With Accommodation (not including Alternate)	30*							
No NameMiddle	Reading	06	Disability-Alternate Only	10*							
No NameMiddle	Reading	06	Gap Group (non-duplicated)	238	56.7	26.1	16.0	1.3	17.2	0.0	30.3
No NameMiddle	Writing	06	All Students	254	56.7	36.2	7.1	0.0	7.1	0.0	25.2
No NameMiddle	Writing	06	Male	144	66.0	29.9	4.2	0.0	4.2	0.0	19.2
No NameMiddle	Writing	06	Female	110	44.5	44.5	10.9	0.0	10.9	0.0	33.2
No NameMiddle	Writing	06	White (Non-Hispanic)	132	51.5	38.6	9.8	0.0	9.8	0.0	29.1
No NameMiddle	Writing	06	African American	93	67.7	29.0	3.2	0.0	3.2	0.0	17.7

No NameMiddle	Writing	06	Hispanic	19	47.4	47.4	5.3	0.0	5.3	0.0	29.0
No NameMiddle	Writing	06	Asian	1*							
No NameMiddle	Writing	06	American Indian or Alaska Native								
No NameMiddle	Writing	06	Native Hawaiian or Other Pacific Islander	1*							
No NameMiddle	Writing	06	Two or more races	8*							
No NameMiddle	Writing	06	Migrant								
No NameMiddle	Writing	06	English Learners	1*							
No NameMiddle	Writing	06	Gifted/Talented								
No NameMiddle	Writing	06	Free/Reduced-Price Meals	228	57.0	37.3	5.7	0.0	5.7	0.0	24.4
No NameMiddle	Writing	06	Disability-With IEP (Total)	44	77.3	22.7	0.0	0.0	0.0	0.0	11.4
No NameMiddle	Writing	06	Disability-With IEP (not including Alternate)	34	91.2	8.8	0.0	0.0	0.0	0.0	4.4
No NameMiddle	Writing	06	Disability-With Accommodation (not including Alternate)	30*							
No NameMiddle	Writing	06	Disability-Alternate Only	10	30.0	70.0	0.0	0.0	0.0	0.0	35.0
No NameMiddle	Writing	06	Gap Group (non-duplicated)	238	57.6	37.0	5.5	0.0	5.5	0.0	24.0
No NameMiddle	Mathematics	07	All Students	234	44.9	44.0	10.3	0.9	11.1	0.0	33.1
No NameMiddle	Mathematics	07	Male	117	53.8	40.2	6.0	0.0	6.0	0.0	26.1
No NameMiddle	Mathematics	07	Female	117	35.9	47.9	14.5	1.7	16.2	0.0	40.2
No NameMiddle	Mathematics	07	White (Non-Hispanic)	110	35.5	49.1	14.5	0.9	15.5	0.0	40.1
No NameMiddle	Mathematics	07	African American	87	59.8	33.3	6.9	0.0	6.9	0.0	23.6
No NameMiddle	Mathematics	07	Hispanic	24	37.5	54.2	8.3	0.0	8.3	0.0	35.4
No NameMiddle	Mathematics	07	Asian								
No NameMiddle	Mathematics	07	American Indian or Alaska Native								
No NameMiddle	Mathematics	07	Native Hawaiian or Other Pacific Islander								
No NameMiddle	Mathematics	07	Two or more races	13	38.5	53.8	0.0	7.7	7.7	0.0	34.6
No NameMiddle	Mathematics	07	Migrant								
No NameMiddle	Mathematics	07	English Learners	5*							
No NameMiddle	Mathematics	07	Gifted/Talented								
No NameMiddle	Mathematics	07	Free/Reduced-Price Meals	199	48.2	41.2	10.1	0.5	10.6	0.0	31.2
No NameMiddle	Mathematics	07	Disability-With IEP (Total)	39	66.7	30.8	2.6	0.0	2.6	0.0	18.0
No NameMiddle	Mathematics	07	Disability-With IEP (not including Alternate)	31	74.2	25.8	0.0	0.0	0.0	0.0	12.9
No NameMiddle	Mathematics	07	Disability-With Accommodation (not including Alternate)	31	74.2	25.8	0.0	0.0	0.0	0.0	12.9
No NameMiddle	Mathematics	07	Disability-Alternate Only	8*							

No NameMiddle	Mathematics	07	Gap Group (non-duplicated)	211	47.9	42.2	9.5	0.5	10.0	0.0	31.1
No NameMiddle	Reading	07	All Students	234	50.0	27.4	20.9	1.7	22.6	0.0	36.3
No NameMiddle	Reading	07	Male	117	60.7	23.9	15.4	0.0	15.4	0.0	27.4
No NameMiddle	Reading	07	Female	117	39.3	30.8	26.5	3.4	29.9	0.0	45.3
No NameMiddle	Reading	07	White (Non-Hispanic)	110	40.9	32.7	24.5	1.8	26.4	0.0	42.8
No NameMiddle	Reading	07	African American	87	59.8	19.5	20.7	0.0	20.7	0.0	30.5
No NameMiddle	Reading	07	Hispanic	24	45.8	33.3	12.5	8.3	20.8	0.0	37.5
No NameMiddle	Reading	07	Asian								
No NameMiddle	Reading	07	American Indian or Alaska Native								
No NameMiddle	Reading	07	Native Hawaiian or Other Pacific Islander								
No NameMiddle	Reading	07	Two or more races	13	69.2	23.1	7.7	0.0	7.7	0.0	19.3
No NameMiddle	Reading	07	Migrant								
No NameMiddle	Reading	07	English Learners	5*							
No NameMiddle	Reading	07	Gifted/Talented								
No NameMiddle	Reading	07	Free/Reduced-Price Meals	199	52.3	26.1	19.6	2.0	21.6	0.0	34.7
No NameMiddle	Reading	07	Disability-With IEP (Total)	39	64.1	30.8	5.1	0.0	5.1	0.0	20.5
No NameMiddle	Reading	07	Disability-With IEP (not including Alternate)	31*							
No NameMiddle	Reading	07	Disability-With Accommodation (not including Alternate)	31*							
No NameMiddle	Reading	07	Disability-Alternate Only	8*							
No NameMiddle	Reading	07	Gap Group (non-duplicated)	211	52.1	27.0	19.0	1.9	20.9	0.0	34.4
No NameMiddle	Mathematics	08	All Students	259	46.3	38.2	14.3	1.2	15.4	0.0	34.5
No NameMiddle	Mathematics	08	Male	147	53.1	33.3	12.9	0.7	13.6	0.0	30.3
No NameMiddle	Mathematics	08	Female	112	37.5	44.6	16.1	1.8	17.9	0.0	40.2
No NameMiddle	Mathematics	08	White (Non-Hispanic)	148	41.9	44.6	12.2	1.4	13.5	0.0	35.8
No NameMiddle	Mathematics	08	African American	88	54.5	28.4	15.9	1.1	17.0	0.0	31.2
No NameMiddle	Mathematics	08	Hispanic	18	38.9	44.4	16.7	0.0	16.7	0.0	38.9
No NameMiddle	Mathematics	08	Asian								
No NameMiddle	Mathematics	08	American Indian or Alaska Native	2*							
No NameMiddle	Mathematics	08	Native Hawaiian or Other Pacific Islander								
No NameMiddle	Mathematics	08	Two or more races	3*							
No NameMiddle	Mathematics	08	Migrant								
No NameMiddle	Mathematics	08	English Learners	1*							
No NameMiddle	Mathematics	08	Gifted/Talented								
No NameMiddle	Mathematics	08	Free/Reduced-Price Meals	216	48.6	36.6	13.4	1.4	14.8	0.0	33.1

No NameMiddle	Mathematics	08	Disability-With IEP (Total)	42	73.8	19.0	7.1	0.0	7.1	0.0	16.6
No NameMiddle	Mathematics	08	Disability-With IEP (not including Alternate)	31	87.1	12.9	0.0	0.0	0.0	0.0	6.5
No NameMiddle	Mathematics	08	Disability-With Accommodation (not including Alternate)	30*							
No NameMiddle	Mathematics	08	Disability-Alternate Only	11	36.4	36.4	27.3	0.0	27.3	0.0	45.5
No NameMiddle	Mathematics	08	Gap Group (non-duplicated)	227	48.5	36.1	14.1	1.3	15.4	0.0	33.5
No NameMiddle	Reading	08	All Students	259	48.3	26.3	20.5	5.0	25.5	0.0	38.7
No NameMiddle	Reading	08	Male	147	56.5	21.1	18.4	4.1	22.4	0.0	33.0
No NameMiddle	Reading	08	Female	112	37.5	33.0	23.2	6.3	29.5	0.0	46.0
No NameMiddle	Reading	08	White (Non-Hispanic)	148	43.2	27.7	23.0	6.1	29.1	0.0	43.0
No NameMiddle	Reading	08	African American	88	56.8	23.9	15.9	3.4	19.3	0.0	31.3
No NameMiddle	Reading	08	Hispanic	18	44.4	33.3	16.7	5.6	22.2	0.0	38.9
No NameMiddle	Reading	08	Asian								
No NameMiddle	Reading	08	American Indian or Alaska Native	2*							
No NameMiddle	Reading	08	Native Hawaiian or Other Pacific Islander								
No NameMiddle	Reading	08	Two or more races	3*							
No NameMiddle	Reading	08	Migrant								
No NameMiddle	Reading	08	English Learners	1*							
No NameMiddle	Reading	08	Gifted/Talented								
No NameMiddle	Reading	08	Free/Reduced-Price Meals	216	50.0	26.9	18.5	4.6	23.1	0.0	36.6
No NameMiddle	Reading	08	Disability-With IEP (Total)	42	71.4	21.4	7.1	0.0	7.1	0.0	17.8
No NameMiddle	Reading	08	Disability-With IEP (not including Alternate)	31	90.3	9.7	0.0	0.0	0.0	0.0	4.9
No NameMiddle	Reading	08	Disability-With Accommodation (not including Alternate)	30*							
No NameMiddle	Reading	08	Disability-Alternate Only	11	18.2	54.5	27.3	0.0	27.3	0.0	54.6
No NameMiddle	Reading	08	Gap Group (non-duplicated)	227	49.3	26.9	18.9	4.8	23.8	0.0	37.3
No NameMiddle	Social Studies	08	All Students	259	34.4	39.0	23.2	3.5	26.6	0.0	46.1
No NameMiddle	Social Studies	08	Male	147	38.1	36.1	23.1	2.7	25.9	0.0	44.0
No NameMiddle	Social Studies	08	Female	112	29.5	42.9	23.2	4.5	27.7	0.0	49.2
No NameMiddle	Social Studies	08	White (Non-Hispanic)	148	30.4	40.5	25.0	4.1	29.1	0.0	49.4
No NameMiddle	Social Studies	08	African American	88	44.3	36.4	17.0	2.3	19.3	0.0	37.5
No NameMiddle	Social Studies	08	Hispanic	18	22.2	38.9	33.3	5.6	38.9	0.0	58.4
No NameMiddle	Social Studies	08	Asian								
No NameMiddle	Social Studies	08	American Indian or Alaska Native	2*							

No NameMiddle	Social Studies	08	Native Hawaiian or Other Pacific Islander								
No NameMiddle	Social Studies	08	Two or more races	3*							
No NameMiddle	Social Studies	08	Migrant								
No NameMiddle	Social Studies	08	English Learners	1*							
No NameMiddle	Social Studies	08	Gifted/Talented								
No NameMiddle	Social Studies	08	Free/Reduced-Price Meals	216	37.5	37.0	21.3	4.2	25.5	0.0	44.0
No NameMiddle	Social Studies	08	Disability-With IEP (Total)	42	61.9	26.2	11.9	0.0	11.9	0.0	25.0
No NameMiddle	Social Studies	08	Disability-With IEP (not including Alternate)	31	71.0	29.0	0.0	0.0	0.0	0.0	14.5
No NameMiddle	Social Studies	08	Disability-With Accommodation (not including Alternate)	30*							
No NameMiddle	Social Studies	08	Disability-Alternate Only	11	36.4	18.2	45.5	0.0	45.5	0.0	54.6
No NameMiddle	Social Studies	08	Gap Group (non-duplicated)	227	36.6	37.4	22.0	4.0	26.0	0.0	44.7
No NameMiddle	Writing	08	All Students	259	42.5	49.0	8.1	0.4	8.5	0.0	33.0
No NameMiddle	Writing	08	Male	147	53.7	40.8	5.4	0.0	5.4	0.0	25.8
No NameMiddle	Writing	08	Female	112	27.7	59.8	11.6	0.9	12.5	0.0	42.4
No NameMiddle	Writing	08	White (Non-Hispanic)	148	36.5	56.1	7.4	0.0	7.4	0.0	35.5
No NameMiddle	Writing	08	African American	88	56.8	34.1	9.1	0.0	9.1	0.0	26.2
No NameMiddle	Writing	08	Hispanic	18	22.2	66.7	5.6	5.6	11.1	0.0	44.5
No NameMiddle	Writing	08	Asian								
No NameMiddle	Writing	08	American Indian or Alaska Native	2*							
No NameMiddle	Writing	08	Native Hawaiian or Other Pacific Islander								
No NameMiddle	Writing	08	Two or more races	3*							
No NameMiddle	Writing	08	Migrant								
No NameMiddle	Writing	08	English Learners	1*							
No NameMiddle	Writing	08	Gifted/Talented								
No NameMiddle	Writing	08	Free/Reduced-Price Meals	216	43.5	49.1	6.9	0.5	7.4	0.0	32.0
No NameMiddle	Writing	08	Disability-With IEP (Total)	42	71.4	23.8	4.8	0.0	4.8	0.0	16.7
No NameMiddle	Writing	08	Disability-With IEP (not including Alternate)	31	93.5	6.5	0.0	0.0	0.0	0.0	3.3
No NameMiddle	Writing	08	Disability-With Accommodation (not including Alternate)	30*							
No NameMiddle	Writing	08	Disability-Alternate Only	11	9.1	72.7	18.2	0.0	18.2	0.0	54.6
No NameMiddle	Writing	08	Gap Group (non-duplicated)	227	44.1	48.5	7.0	0.4	7.5	0.0	31.8

NONAME MIDDLE SUBJECT PERFORMANCE DATA

SCH NAME	CONTENT TYPE	DISAGG LABEL	NBR TESTED	PCT NOVICE	PCT APPRENTICE	PCT PROFICIENT	PCT DISTINGUISHED	PCT PROFICIENT OR DISTINGUISHED	PCT BONUS	NAPD CALCULATION
No Name Middle	Language Mechanics	All Students	254	68.9	22.0	8.3	0.8	9.1	0.0	20.1
No Name Middle	Language Mechanics	Male	144	72.9	18.8	8.3	0.0	8.3	0.0	17.7
No Name Middle	Language Mechanics	Female	110	63.6	26.4	8.2	1.8	10.0	0.0	23.2
No Name Middle	Language Mechanics	White (Non-Hispanic)	132	65.9	24.2	8.3	1.5	9.8	0.0	21.9
No Name Middle	Language Mechanics	African American	93	77.4	17.2	5.4	0.0	5.4	0.0	14.0
No Name Middle	Language Mechanics	Hispanic	19	63.2	26.3	10.5	0.0	10.5	0.0	23.7
No Name Middle	Language Mechanics	Asian	1*							
No Name Middle	Language Mechanics	American Indian or Alaska Native								
No Name Middle	Language Mechanics	Native Hawaiian or Other Pacific Islander	1*							
No Name Middle	Language Mechanics	Two or more races	8*							
No Name Middle	Language Mechanics	Migrant								
No Name Middle	Language Mechanics	English Learners	1*							
No Name Middle	Language Mechanics	Gifted/Talented								
No Name Middle	Language Mechanics	Free/Reduced-Price Meals	228	69.7	23.2	7.0	0.0	7.0	0.0	18.6
No Name Middle	Language Mechanics	Disability-With IEP (Total)	44	75.0	20.5	4.5	0.0	4.5	0.0	14.8
No Name Middle	Language Mechanics	Disability-With IEP (not including Alternate)	34	88.2	5.9	5.9	0.0	5.9	0.0	8.9
No Name Middle	Language Mechanics	Disability-With Accommodation (not including Alternate)	30*							
No Name Middle	Language Mechanics	Disability-Alternate Only	10	30.0	70.0	0.0	0.0	0.0	0.0	35.0
No Name Middle	Language Mechanics	Gap Group (non-duplicated)	238	69.7	23.1	7.1	0.0	7.1	0.0	18.7
No Name Middle	Mathematics	All Students	747	47.1	40.6	11.2	1.1	12.3	0.0	32.6
No Name Middle	Mathematics	Male	408	52.7	36.5	10.3	0.5	10.8	0.0	29.1
No Name Middle	Mathematics	Female	339	40.4	45.4	12.4	1.8	14.2	0.0	36.9
No Name Middle	Mathematics	White (Non-Hispanic)	390	42.3	44.1	12.3	1.3	13.6	0.0	35.7
No Name Middle	Mathematics	African American	268	57.5	32.5	9.7	0.4	10.1	0.0	26.4
No Name Middle	Mathematics	Hispanic	61	39.3	50.8	9.8	0.0	9.8	0.0	35.2
No Name Middle	Mathematics	Asian	1*							

No Name Middle	Mathematics	American Indian or Alaska Native	2*							
No Name Middle	Mathematics	Native Hawaiian or Other Pacific Islander	1*							
No Name Middle	Mathematics	Two or more races	24	33.3	45.8	12.5	8.3	20.8	0.0	43.7
No Name Middle	Mathematics	Migrant								
No Name Middle	Mathematics	English Learners	7*							
No Name Middle	Mathematics	Gifted/Talented								
No Name Middle	Mathematics	Free/Reduced-Price Meals	643	49.1	39.8	10.3	0.8	11.0	0.0	30.9
No Name Middle	Mathematics	Disability-With IEP (Total)	125	68.0	28.0	4.0	0.0	4.0	0.0	18.0
No Name Middle	Mathematics	Disability-With IEP (not including Alternate)	96	78.1	21.9	0.0	0.0	0.0	0.0	11.0
No Name Middle	Mathematics	Disability-With Accommodation (not including Alternate)	91	79.1	20.9	0.0	0.0	0.0	0.0	10.5
No Name Middle	Mathematics	Disability-Alternate Only	29	34.5	48.3	17.2	0.0	17.2	0.0	41.4
No Name Middle	Mathematics	Gap Group (non-duplicated)	676	49.1	39.8	10.4	0.7	11.1	0.0	31.0
No Name Middle	Reading	All Students	747	51.4	26.5	19.1	2.9	22.1	0.0	35.4
No Name Middle	Reading	Male	408	60.5	20.8	16.4	2.2	18.6	0.0	29.0
No Name Middle	Reading	Female	339	40.4	33.3	22.4	3.8	26.3	0.0	43.0
No Name Middle	Reading	White (Non-Hispanic)	390	46.2	30.0	20.3	3.6	23.8	0.0	38.8
No Name Middle	Reading	African American	268	60.1	21.6	17.2	1.1	18.3	0.0	29.1
No Name Middle	Reading	Hispanic	61	45.9	29.5	18.0	6.6	24.6	0.0	39.4
No Name Middle	Reading	Asian	1*							
No Name Middle	Reading	American Indian or Alaska Native	2*							
No Name Middle	Reading	Native Hawaiian or Other Pacific Islander	1*							
No Name Middle	Reading	Two or more races	24	58.3	16.7	20.8	4.2	25.0	0.0	33.4
No Name Middle	Reading	Migrant								
No Name Middle	Reading	English Learners	7*							
No Name Middle	Reading	Gifted/Talented								
No Name Middle	Reading	Free/Reduced-Price Meals	643	53.0	26.3	18.0	2.6	20.7	0.0	33.9
No Name Middle	Reading	Disability-With IEP (Total)	125	66.4	27.2	6.4	0.0	6.4	0.0	20.0
No Name Middle	Reading	Disability-With IEP (not including Alternate)	96	82.3	14.6	3.1	0.0	3.1	0.0	10.4
No Name Middle	Reading	Disability-With Accommodation (not including Alternate)	91	83.5	14.3	2.2	0.0	2.2	0.0	9.4
No Name Middle	Reading	Disability-Alternate Only	29	13.8	69.0	17.2	0.0	17.2	0.0	51.7

No Name Middle	Reading	Gap Group (non-duplicated)	676	52.8	26.6	17.9	2.7	20.6	0.0	33.9
No Name Middle	Social Studies	All Students	259	34.4	39.0	23.2	3.5	26.6	0.0	46.1
No Name Middle	Social Studies	Male	147	38.1	36.1	23.1	2.7	25.9	0.0	44.0
No Name Middle	Social Studies	Female	112	29.5	42.9	23.2	4.5	27.7	0.0	49.2
No Name Middle	Social Studies	White (Non-Hispanic)	148	30.4	40.5	25.0	4.1	29.1	0.0	49.4
No Name Middle	Social Studies	African American	88	44.3	36.4	17.0	2.3	19.3	0.0	37.5
No Name Middle	Social Studies	Hispanic	18	22.2	38.9	33.3	5.6	38.9	0.0	58.4
No Name Middle	Social Studies	Asian								
No Name Middle	Social Studies	American Indian or Alaska Native	2*							
No Name Middle	Social Studies	Native Hawaiian or Other Pacific Islander								
No Name Middle	Social Studies	Two or more races	3*							
No Name Middle	Social Studies	Migrant								
No Name Middle	Social Studies	English Learners	1*							
No Name Middle	Social Studies	Gifted/Talented								
No Name Middle	Social Studies	Free/Reduced-Price Meals	216	37.5	37.0	21.3	4.2	25.5	0.0	44.0
No Name Middle	Social Studies	Disability-With IEP (Total)	42	61.9	26.2	11.9	0.0	11.9	0.0	25.0
No Name Middle	Social Studies	Disability-With IEP (not including Alternate)	31	71.0	29.0	0.0	0.0	0.0	0.0	14.5
No Name Middle	Social Studies	Disability-With Accommodation (not including Alternate)	30*							
No Name Middle	Social Studies	Disability-Alternate Only	11	36.4	18.2	45.5	0.0	45.5	0.0	54.6
No Name Middle	Social Studies	Gap Group (non-duplicated)	227	36.6	37.4	22.0	4.0	26.0	0.0	44.7
No Name Middle	Writing	All Students	513	49.5	42.7	7.6	0.2	7.8	0.0	29.2
No Name Middle	Writing	Male	291	59.8	35.4	4.8	0.0	4.8	0.0	22.5
No Name Middle	Writing	Female	222	36.0	52.3	11.3	0.5	11.7	0.0	37.9
No Name Middle	Writing	White (Non-Hispanic)	280	43.6	47.9	8.6	0.0	8.6	0.0	32.6
No Name Middle	Writing	African American	181	62.4	31.5	6.1	0.0	6.1	0.0	21.9
No Name Middle	Writing	Hispanic	37	35.1	56.8	5.4	2.7	8.1	0.0	36.5
No Name Middle	Writing	Asian	1*							
No Name Middle	Writing	American Indian or Alaska Native	2*							
No Name Middle	Writing	Native Hawaiian or Other Pacific Islander	1*							
No Name Middle	Writing	Two or more races	11*							
No Name Middle	Writing	Migrant								
No Name Middle	Writing	English Learners	2*							
No Name Middle	Writing	Gifted/Talented								

No Name Middle	Writing	Free/Reduced-Price Meals	444	50.5	43.0	6.3	0.2	6.5	0.0	28.0
No Name Middle	Writing	Disability-With IEP (Total)	86	74.4	23.3	2.3	0.0	2.3	0.0	14.0
No Name Middle	Writing	Disability-With IEP (not including Alternate)	65	92.3	7.7	0.0	0.0	0.0	0.0	3.9
No Name Middle	Writing	Disability-With Accommodation (not including Alternate)	60*							
No Name Middle	Writing	Disability-Alternate Only	21	19.0	71.4	9.5	0.0	9.5	0.0	45.2
No Name Middle	Writing	Gap Group (non-duplicated)	465	51.0	42.6	6.2	0.2	6.5	0.0	27.8

NONAME SAFETY DATA

SCH NAME	RPT HEAD R ORDER	RPT HEADER	RPT LINE ORDER	RPT LINE	WHITE CNT	BLACK CNT	HISPANIC CNT	ASIAN CNT	AIAN CNT	HAWAIIAN CNT	OTHR CNT	MALE CNT	FEMALE CNT	TOTAL STDNT CNT	TOTAL UNIQUE EVENT CNT
NoName Middle	A	Behavior Events	A	Assault, 1st degree	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	A	Behavior Events	B	Other Assault or Violence	11	21	1	*	*	*	2	23	12	35	35
NoName Middle	A	Behavior Events	C	Weapons	0	1	0	*	*	*	0	0	1	1	1
NoName Middle	A	Behavior Events	D	Harassment (includes bullying)	37	91	15	*	*	*	3	97	49	88	146
NoName Middle	A	Behavior Events	E	Drugs	0	3	1	*	*	*	0	3	1	4	4
NoName Middle	A	Behavior Events	F	Alcohol	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	A	Behavior Events	G	Tobacco	-3	0	0	*	*	*	0	3	0	3	3
NoName Middle	A	Behavior Events	H	State Resolutions not reported above	86	171	15	*	*	*	5	165	113	159	278
NoName Middle	A	Behavior Events	I	Total	137	287	32	*	*	*	10	291	176	290	467
NoName Middle	A	Behavior Events	J	% of Total Events	29.3%	61.5%	6.9%	*	*	*	2.1%	62.3%	37.7%		
NoName Middle	A	Behavior Events	K	Violations per 1,000 ADA	188	393	44	*	*	*	14	399	241		
NoName Middle	B	Discipline-Resolutions	A	Expelled, receiving services (SSP1)	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	B	Discipline-Resolutions	B	Expelled, not receiving services (SSP2)	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	B	Discipline-Resolutions	C	Out-of-School suspensions (SSP3)	87	183	20	*	*	*	5	176	120	154	296
NoName Middle	B	Discipline-Resolutions	D	Corporal Punishment (SSP5)	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	B	Discipline-Resolutions	E	In-School Removal (INSR)	11	25	1	*	*	*	0	24	13	37	37
NoName Middle	B	Discipline-Resolutions	F	Restraint (SSP7)	7	15	1	*	*	*	2	14	11	18	25
NoName Middle	B	Discipline-Resolutions	G	Seclusion (SSP8)	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	B	Discipline-Resolutions	H	Unilateral Removal by School Personnel (IAES1)	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	B	Discipline-Resolutions	I	Removal by Hearing Officer(IAES2)	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	B	Discipline-Resolutions	J	Total	105	223	22	*	*	*	7	214	144	209	358
NoName Middle	B	Discipline-Resolutions	K	% of Total Resolutions	29.3%	62.3%	6.1%	*	*	*	2.0%	59.8%	40.2%		
NoName Middle	C	Legal Sanctions	A	Arrests	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	C	Legal Sanctions	B	Charges	0	1	0	*	*	*	0	0	1	1	1
NoName Middle	C	Legal Sanctions	C	Civil Damages	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	C	Legal Sanctions	D	School Resource Officer Involvement	0	1	0	*	*	*	0	0	1	1	1
NoName Middle	C	Legal Sanctions	E	Court Designated Worker Involvement	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	C	Legal Sanctions	F	Total	0	2	0	*	*	*	0	0	2	2	2
NoName Middle	D	Behavior Events By Grade Level	I	Grade 07	55	96	6	*	*	*	2	83	76	81	159

NoName Middle	D	Behavior Events By Grade Level	J	Grade 08	50	102	20	*	*	*	*	119	56	65	175
NoName Middle	D	Behavior Events By Grade Level	P	Total	137	287	32	*	*	*	10	291	176	211	467
NoName Middle	E	Behavior Events by Socio-Economic Status	A	Free Meal Status	96	254	28	*	*	*	9	238	150	180	388
NoName Middle	E	Behavior Events by Socio-Economic Status	B	Reduced Meal Status	5	1	0	*	*	*	1	6	1	4	7
NoName Middle	E	Behavior Events by Socio-Economic Status	C	Paid Meal Status	36	32	4	*	*	*	0	47	25	30	72
NoName Middle	E	Behavior Events by Socio-Economic Status	D	Total	137	287	32	*	*	*	10	291	176	214	467
NoName Middle	F	Behavior Events by Location	A	Classroom	112	223	26	*	*	*	8	240	130	177	370
NoName Middle	F	Behavior Events by Location	B	Bus	3	3	0	*	*	*	0	4	2	6	6
NoName Middle	F	Behavior Events by Location	C	Hallway/Stairwell	15	43	2	*	*	*	2	29	33	49	62
NoName Middle	F	Behavior Events by Location	D	Cafeteria	3	3	1	*	*	*	0	4	3	7	7
NoName Middle	F	Behavior Events by Location	E	Campus Grounds	0	4	0	*	*	*	0	4	0	4	4
NoName Middle	F	Behavior Events by Location	F	Off-Campus	0	0	1	*	*	*	0	0	1	1	1
NoName Middle	F	Behavior Events by Location	G	Restroom	1	2	0	*	*	*	0	1	2	3	3
NoName Middle	F	Behavior Events by Location	H	Gymnasium	2	8	2	*	*	*	0	7	5	12	12
NoName Middle	F	Behavior Events by Location	I	Office	0	1	0	*	*	*	0	1	0	1	1
NoName Middle	F	Behavior Events by Location	J	Athletic Field	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	F	Behavior Events by Location	K	Playground	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	F	Behavior Events by Location	L	Field Trip	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	F	Behavior Events by Location	M	Other	1	0	0	*	*	*	0	1	0	1	1
NoName Middle	F	Behavior Events by Location	N	Total	137	287	32	*	*	*	10	291	176	261	467
NoName Middle	G	Behavior Events by Context	A	School Sponsored Event; During School Hours	131	274	31	*	*	*	8	278	167	209	445
NoName Middle	G	Behavior Events by Context	B	School Sponsored Event; Not During School Hours	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	G	Behavior Events by Context	C	Non School Sponsored Event; During School Hours	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	G	Behavior Events by Context	D	Non School Sponsored Event; Not During School Hours	0	0	0	*	*	*	0	0	0	0	0
NoName Middle	G	Behavior Events by Context	E	Total	131	274	31	*	*	*	8	278	167	209	445

NONAME MIDDLE NOVICE REDUCTION

SCH NAME	CONTENT TYPE	DISAGG LABEL	Prior Year NOVICE PCT	Prior Year REDUCTION TARGET NEEDED	Current Year NOVICE PCT	Current Year REDUCTION TARGET MET	PCT TARGET MET	POINTS BY CONTENT AREA	POINTS BY NR
NoName Middle	Mathematics	African American	47.0	4.7	57.5	0.0	0.0	0.0	6.2
NoName Middle	Mathematics	American Indian or Alaska Native						0.0	6.2
NoName Middle	Mathematics	Disability-With IEP (Total)	61.8	6.2	68.0	0.0	0.0	0.0	6.2
NoName Middle	Mathematics	English Learners						0.0	6.2
NoName Middle	Mathematics	Free/Reduced-Price Meals	38.8	3.9	49.1	0.0	0.0	0.0	6.2
NoName Middle	Mathematics	Gap Group (non-duplicated)	39.5	4.0	49.1	0.0	0.0	0.0	6.2
NoName Middle	Mathematics	Hispanic	25.0	2.5	39.3	0.0	0.0	0.0	6.2
NoName Middle	Reading	African American	53.8	5.4	60.1	0.0	0.0	12.4	6.2
NoName Middle	Reading	American Indian or Alaska Native						12.4	6.2
NoName Middle	Reading	Disability-With IEP (Total)	70.8	7.1	66.4	4.4	62.0	12.4	6.2
NoName Middle	Reading	English Learners						12.4	6.2
NoName Middle	Reading	Free/Reduced-Price Meals	46.3	4.6	53.0	0.0	0.0	12.4	6.2
NoName Middle	Reading	Gap Group (non-duplicated)	46.4	4.6	52.8	0.0	0.0	12.4	6.2
NoName Middle	Reading	Hispanic	25.0	2.5	45.9	0.0	0.0	12.4	6.2

NONAME MIDDLE GROWTH DATA

SCH NAME	NBR TESTED	READING PCT	MATH PCT	READING MATH PCT	GROWTH LEVEL
NoName Middle	718	37.2	33.1	35.2	Student Growth Percentage
NoName Middle	718	27.7	18.7	23.3	Categorical Growth

Kentucky 89.32% responded
 Overall County 76.45% responded
 Kentucky Middle School 89.51% responded
 NoName M S 93.75% responded

Kentucky Overall County Kentucky Middle School **NoName M S**

Q10.6	Overall, my school is a good place to work and learn.	87.9%	84.4%	87.7%	72.9%
Q10.7	At this school, we utilize the results from the TELL Kentucky Survey as a tool for school improvement.	84.7%	79.3%	83.8%	87.5%

Appendix D

HOMETOWN HIGH GROWTH DATA

SCH NAME	NBR TESTED	READING PCT	MATH PCT	READING MATH PCT	GROWTH LEVEL
Hometown High	151	43.0	48.3	45.7	Student Growth Percentage

HOMETOWN HIGH CONTENT RESULTS

SCH NAME	CONTENT TYPE	DISAGG LABEL	NBR TESTED	PCT NOVICE	PCT APPRENTICE	PCT PROFICIENT	PCT DISTINGUISHED	PCT PROFICIENT OR DISTINGUISHED	PCT BONUS	NAPD CALCULATION
Hometown High	Language Mechanics	All Students	191	57.1	27.2	9.9	5.8	15.7	0.0	29.3
Hometown High	Language Mechanics	Male	92	60.9	22.8	13.0	3.3	16.3	0.0	27.7
Hometown High	Language Mechanics	Female	99	53.5	31.3	7.1	8.1	15.2	0.0	30.9
Hometown High	Language Mechanics	White (Non-Hispanic)	52	46.2	25.0	17.3	11.5	28.8	0.0	41.3
Hometown High	Language Mechanics	African American	92	70.7	20.7	4.3	4.3	8.7	0.0	19.1
Hometown High	Language Mechanics	Hispanic	22	40.9	40.9	13.6	4.5	18.2	0.0	38.7
Hometown High	Language Mechanics	Asian	22*							
Hometown High	Language Mechanics	American Indian or Alaska Native								
Hometown High	Language Mechanics	or Other Pacific Islander								
Hometown High	Language Mechanics	Two or more races	3*							
Hometown High	Language Mechanics	Migrant								
Hometown High	Language Mechanics	English Learners	47	66.0	27.7	6.4	0.0	6.4	0.0	20.3
Hometown High	Language Mechanics	Gifted/Talented								
Hometown High	Language Mechanics	Free/Reduced-Price Meals	180	57.2	28.9	9.4	4.4	13.9	0.0	28.4
Hometown High	Language Mechanics	Disability-With IEP (Total)	31	67.7	25.8	6.5	0.0	6.5	0.0	19.4
Hometown High	Language Mechanics	Disability-With IEP (not including Alternate)	28*							

Hometown High	Language Mechanics	Disability-With Accommodation (not including Alternate)	25*							
Hometown High	Language Mechanics	Disability-Alternate Only	3*							
Hometown High	Language Mechanics	Gap Group (non-duplicated)	186	57.0	28.0	9.7	5.4	15.1	0.0	29.1
Hometown High	Mathematics	All Students	184	29.3	46.2	21.7	2.7	24.5	0.0	47.6
Hometown High	Mathematics	Male	95	24.2	51.6	22.1	2.1	24.2	0.0	50.0
Hometown High	Mathematics	Female	89	34.8	40.4	21.3	3.4	24.7	0.0	44.9
Hometown High	Mathematics	White (Non-Hispanic)	41	26.8	48.8	19.5	4.9	24.4	0.0	48.8
Hometown High	Mathematics	African American	98	29.6	51.0	19.4	0.0	19.4	0.0	44.9
Hometown High	Mathematics	Hispanic	18*							
Hometown High	Mathematics	Asian	24	25.0	33.3	29.2	12.5	41.7	0.0	58.4
Hometown High	Mathematics	American Indian or Alaska Native								
Hometown High	Mathematics	Native Hawaiian or Other Pacific Islander								
Hometown High	Mathematics	Two or more races	3*							
Hometown High	Mathematics	Migrant								
Hometown High	Mathematics	English Learners	39	35.9	48.7	12.8	2.6	15.4	0.0	39.8
Hometown High	Mathematics	Gifted/Talented								
Hometown High	Mathematics	Free/Reduced-Price Meals	167	29.9	46.1	21.6	2.4	24.0	0.0	47.1

Hometown High	Mathematics	Disability-With IEP (Total)	19	31.6	52.6	15.8	0.0	15.8	0.0	42.1
Hometown High	Mathematics	Disability-With IEP (not including Alternate)	16*							
Hometown High	Mathematics	Disability-With Accommodation (not including Alternate)	16*							
Hometown High	Mathematics	Disability-Alternate Only	3*							
Hometown High	Mathematics	Gap Group (non-duplicated)	177	29.4	45.8	22.0	2.8	24.9	0.0	47.8
Hometown High	Reading	All Students	295	77.6	9.2	12.5	0.7	13.2	0.0	17.8
Hometown High	Reading	Male	162	75.9	10.5	13.6	0.0	13.6	0.0	18.9
Hometown High	Reading	Female	133	79.7	7.5	11.3	1.5	12.8	0.0	16.6
Hometown High	Reading	White (Non-Hispanic)	62	64.5	11.3	21.0	3.2	24.2	0.0	29.9
Hometown High	Reading	African American	164	80.5	9.8	9.8	0.0	9.8	0.0	14.7
Hometown High	Reading	Hispanic	37	83.8	5.4	10.8	0.0	10.8	0.0	13.5
Hometown High	Reading	Asian	27	85.2	3.7	11.1	0.0	11.1	0.0	13.0
Hometown High	Reading	American Indian or Alaska Native	1*							
Hometown High	Reading	Native Hawaiian or Other Pacific Islander								
Hometown High	Reading	Two or more races	4*							
Hometown High	Reading	Migrant								

Hometown High	Reading	English Learners	74	97.3	2.7	0.0	0.0	0.0	0.0	1.4
Hometown High	Reading	Gifted/Talented								
Hometown High	Reading	Free/Reduced-Price Meals	280	77.5	9.3	12.5	0.7	13.2	0.0	17.9
Hometown High	Reading	Disability-With IEP (Total)	40	77.5	15.0	7.5	0.0	7.5	0.0	15.0
Hometown High	Reading	Disability-With IEP (not including Alternate)	35*							
Hometown High	Reading	Disability-With Accommodation (not including Alternate)	34*							
Hometown High	Reading	Disability-Alternate Only	5*							
Hometown High	Reading	Gap Group (non-duplicated)	290	78.3	9.0	12.1	0.7	12.8	0.0	17.3
Hometown High	Science	All Students	184	37.0	46.2	10.3	6.5	16.8	0.0	39.9
Hometown High	Science	Male	95	34.7	43.2	14.7	7.4	22.1	0.0	43.7
Hometown High	Science	Female	89	39.3	49.4	5.6	5.6	11.2	0.0	35.9
Hometown High	Science	White (Non-Hispanic)	50	22.0	48.0	18.0	12.0	30.0	0.0	54.0
Hometown High	Science	African American	96	47.9	44.8	6.3	1.0	7.3	0.0	29.7
Hometown High	Science	Hispanic	13	15.4	61.5	7.7	15.4	23.1	0.0	53.9
Hometown High	Science	Asian	20	45.0	35.0	5.0	15.0	20.0	0.0	37.5
Hometown High	Science	American Indian or Alaska Native								

Hometown High	Science	Native Hawaiian or Other Pacific Islander								
Hometown High	Science	Two or more races	5*							
Hometown High	Science	Migrant								
Hometown High	Science	English Learners	29	69.0	31.0	0.0	0.0	0.0	0.0	15.5
Hometown High	Science	Gifted/Talented								
Hometown High	Science	Free/Reduced-Price Meals	165	41.2	44.2	9.1	5.5	14.5	0.0	36.6
Hometown High	Science	Disability-With IEP (Total)	19	73.7	26.3	0.0	0.0	0.0	0.0	13.2
Hometown High	Science	Disability-With IEP (not including Alternate)	19	73.7	26.3	0.0	0.0	0.0	0.0	13.2
Hometown High	Science	Disability-With Accommodation (not including Alternate)	19	73.7	26.3	0.0	0.0	0.0	0.0	13.2
Hometown High	Science	Disability-Alternate Only								
Hometown High	Science	Gap Group (non-duplicated)	172	39.5	45.3	9.3	5.8	15.1	0.0	37.8
Hometown High	Social Studies	All Students	201	42.3	21.9	32.8	3.0	35.8	0.0	46.8
Hometown High	Social Studies	Male	109	42.2	15.6	38.5	3.7	42.2	0.0	50.0
Hometown High	Social Studies	Female	92	42.4	29.3	26.1	2.2	28.3	0.0	43.0
Hometown High	Social Studies	White (Non-Hispanic)	46	34.8	17.4	41.3	6.5	47.8	0.0	56.5

Hometown High	Social Studies	African American	115	43.5	24.3	31.3	0.9	32.2	0.0	44.4
Hometown High	Social Studies	Hispanic	18	44.4	33.3	16.7	5.6	22.2	0.0	38.9
Hometown High	Social Studies	Asian	18	61.1	5.6	33.3	0.0	33.3	0.0	36.1
Hometown High	Social Studies	American Indian or Alaska Native								
Hometown High	Social Studies	Native Hawaiian or Other Pacific Islander								
Hometown High	Social Studies	Two or more races	4*							
Hometown High	Social Studies	Migrant								
Hometown High	Social Studies	English Learners	41	70.7	14.6	14.6	0.0	14.6	0.0	21.9
Hometown High	Social Studies	Gifted/Talented								
Hometown High	Social Studies	Free/Reduced-Price Meals	186	44.6	22.0	31.2	2.2	33.3	0.0	44.3
Hometown High	Social Studies	Disability-With IEP (Total)	9*							
Hometown High	Social Studies	Disability-With IEP (not including Alternate)	5*							
Hometown High	Social Studies	Disability-With Accommodation (not including Alternate)	5*							
Hometown High	Social Studies	Disability-Alternate Only	4*							

Hometown High	Social Studies	Gap Group (non-duplicated)	194	43.3	22.7	32.0	2.1	34.0	0.0	45.4
Hometown High	Writing	All Students	500	38.0	49.8	10.8	1.4	12.2	0.0	37.1
Hometown High	Writing	Male	255	42.0	46.7	9.4	2.0	11.4	0.0	34.8
Hometown High	Writing	Female	245	33.9	53.1	12.2	0.8	13.1	0.0	39.7
Hometown High	Writing	White (Non-Hispanic)	121	37.2	44.6	16.5	1.7	18.2	0.0	40.5
Hometown High	Writing	African American	261	36.8	54.4	7.3	1.5	8.8	0.0	36.0
Hometown High	Writing	Hispanic	62	43.5	48.4	6.5	1.6	8.1	0.0	32.3
Hometown High	Writing	Asian	48	43.8	39.6	16.7	0.0	16.7	0.0	36.5
Hometown High	Writing	American Indian or Alaska Native	1*							
Hometown High	Writing	Native Hawaiian or Other Pacific Islander								
Hometown High	Writing	Two or more races	7*							
Hometown High	Writing	Migrant								
Hometown High	Writing	English Learners	132	57.6	38.6	3.8	0.0	3.8	0.0	23.1
Hometown High	Writing	Gifted/Talented								
Hometown High	Writing	Free/Reduced-Price Meals	469	38.4	50.1	10.2	1.3	11.5	0.0	36.6
Hometown High	Writing	Disability-With IEP (Total)	74	63.5	28.4	6.8	1.4	8.1	0.0	22.3
Hometown High	Writing	Disability-With IEP (not including Alternate)	66	71.2	24.2	4.5	0.0	4.5	0.0	16.6

Hometown High	Writing	Disability-With Accommodation (not including Alternate)	59	71.2	25.4	3.4	0.0	3.4	0.0	16.1
Hometown High	Writing	Disability-Alternate Only	8*							
Hometown High	Writing	Gap Group (non-duplicated)	488	38.3	50.0	10.5	1.2	11.7	0.0	36.7

HOMETOWN HIGH SAFETY DATA

SCH NAME	RPT HEADER ORDER	RPT HEADER	RPT LINE ORDER	RPT LINE	WHITE CNT	BLACK CNT	HISPANIC CNT	ASIAN CNT	AIAN CNT	HAWAIIAN CNT	OTHER CNT	MALE CNT	FEMALE CNT	TOTAL STDNT CNT	TOTAL UNIQUE EVENT CNT
Hometown High	A	Behavior Events	A	Assault, 1st degree	0	0	0	0	*	*	0	0	0	0	0
Hometown High	A	Behavior Events	B	Other Assault or Violence	8	19	2	2	*	*	0	26	5	29	31
Hometown High	A	Behavior Events	C	Weapons	0	8	0	0	*	*	0	5	3	8	8
Hometown High	A	Behavior Events	D	Harassment (includes bullying)	60	198	8	4	*	*	1	200	71	169	271
Hometown High	A	Behavior Events	E	Drugs	6	17	1	2	*	*	2	25	3	28	28
Hometown High	A	Behavior Events	F	Alcohol	0	0	0	0	*	*	0	0	0	0	0
Hometown High	A	Behavior Events	G	Tobacco	6	9	0	0	*	*	0	14	1	14	15
Hometown High	A	Behavior Events	H	State Resolutions not reported above	337	1,346	85	66	*	*	35	1,240	631	550	1,871
Hometown High	A	Behavior Events	I	Total	417	1,597	96	74	*	*	38	1,510	714	798	2,224
Hometown High	A	Behavior Events	J	% of Total Events	18.8%	71.8%	4.3%	3.3%	*	*	1.7%	67.9%	32.1%		
Hometown High	A	Behavior Events	K	Violations per 1,000 ADA	407	1,560	94	72	*	*	37	1,475	697		
Hometown High	B	Discipline-Resolutions	A	Expelled, receiving services (SSP1)	0	0	0	0	*	*	0	0	0	0	0
Hometown High	B	Discipline-Resolutions	B	Expelled, not receiving services (SSP2)	0	0	0	0	*	*	0	0	0	0	0
Hometown High	B	Discipline-Resolutions	C	Out-of-School suspensions (SSP3)	186	704	47	34	*	*	10	674	309	414	983
Hometown High	B	Discipline-Resolutions	D	Corporal Punishment (SSP5)	0	0	0	0	*	*	0	0	0	0	0
Hometown High	B	Discipline-Resolutions	E	In-School Removal (INSR)	241	852	49	40	*	*	28	798	412	433	1,210
Hometown High	B	Discipline-Resolutions	F	Restraint (SSP7)	4	5	0	0	*	*	0	7	2	9	9
Hometown High	B	Discipline-Resolutions	G	Seclusion (SSP8)	0	0	0	0	*	*	0	0	0	0	0
Hometown High	B	Discipline-Resolutions	H	Unilateral Removal by School Personnel (IAES1)	0	0	0	0	*	*	0	0	0	0	0
Hometown High	B	Discipline-Resolutions	I	Removal by Hearing Officer(IAES2)	0	0	0	0	*	*	0	0	0	0	0
Hometown High	B	Discipline-Resolutions	J	Total	431	1,561	96	74	*	*	38	1,479	723	856	2,202
Hometown High	B	Discipline-Resolutions	K	% of Total Resolutions	19.6%	70.9%	4.4%	3.4%	*	*	1.7%	67.2%	32.8%		
Hometown High	C	Legal Sanctions	A	Arrests	0	3	0	0	*	*	0	2	1	3	3
Hometown High	C	Legal Sanctions	B	Charges	1	16	0	1	*	*	0	16	3	19	19
Hometown High	C	Legal Sanctions	C	Civil Damages	0	0	0	0	*	*	0	0	0	0	0
Hometown High	C	Legal Sanctions	D	School Resource Officer Involvement	3	14	0	0	*	*	0	15	3	18	18
Hometown High	C	Legal Sanctions	E	Court Designated Worker Involvement	0	0	0	0	*	*	0	0	0	0	0
Hometown High	C	Legal Sanctions	F	Total	4	33	0	1	*	*	0	33	7	40	40
Hometown High	D	Behavior Events By Grade Level	K	Grade 09	248	791	53	50	*	*	*	829	334	244	1,163

Hometown High	D	Behavior Events By Grade Level	L	Grade 10	85	472	29	15	*	*	*	376	231	161	607
Hometown High	D	Behavior Events By Grade Level	M	Grade 11	44	164	8	7	*	*	*	146	83	86	229
Hometown High	D	Behavior Events By Grade Level	N	Grade 12	40	170	6	2	*	*	*	159	66	92	225
Hometown High	D	Behavior Events By Grade Level	P	Total	417	1,597	96	74	*	*	38	1,510	714	583	2,224
Hometown High	E	Behavior Events by Socio-Economic Status	A	Free Meal Status	315	1,466	61	65	*	*	31	1,296	644	489	1,940
Hometown High	E	Behavior Events by Socio-Economic Status	B	Reduced Meal Status	10	22	0	9	*	*	6	36	11	17	47
Hometown High	E	Behavior Events by Socio-Economic Status	C	Paid Meal Status	92	109	35	0	*	*	1	178	59	94	237
Hometown High	E	Behavior Events by Socio-Economic Status	D	Total	417	1,597	96	74	*	*	38	1,510	714	600	2,224
Hometown High	F	Behavior Events by Location	A	Classroom	377	1,405	85	68	*	*	37	1,340	633	550	1,973
Hometown High	F	Behavior Events by Location	B	Bus	1	8	0	0	*	*	0	8	1	9	9
Hometown High	F	Behavior Events by Location	C	Hallway/Stairwell	23	121	7	2	*	*	1	102	53	116	155
Hometown High	F	Behavior Events by Location	D	Cafeteria	4	20	2	2	*	*	0	16	12	28	28
Hometown High	F	Behavior Events by Location	E	Campus Grounds	7	16	1	2	*	*	0	18	8	24	26
Hometown High	F	Behavior Events by Location	F	Off-Campus	0	8	0	0	*	*	0	8	0	8	8
Hometown High	F	Behavior Events by Location	G	Restroom	1	0	0	0	*	*	0	1	0	1	1
Hometown High	F	Behavior Events by Location	H	Gymnasium	0	4	1	0	*	*	0	4	1	5	5
Hometown High	F	Behavior Events by Location	i	Office	2	4	0	0	*	*	0	4	2	6	6
Hometown High	F	Behavior Events by Location	J	Athletic Field	0	2	0	0	*	*	0	2	0	2	2
Hometown High	F	Behavior Events by Location	K	Playground	0	0	0	0	*	*	0	0	0	0	0
Hometown High	F	Behavior Events by Location	L	Field Trip	0	0	0	0	*	*	0	0	0	0	0
Hometown High	F	Behavior Events by Location	M	Other	2	9	0	0	*	*	0	7	4	11	11
Hometown High	F	Behavior Events by Location	N	Total	417	1,597	96	74	*	*	38	1,510	714	760	2,224
Hometown High	G	Behavior Events by Context	A	School Sponsored Event; During School Hours	416	1,589	96	74	*	*	38	1,507	708	581	2,215

Hometown High	G	Behavior Events by Context	B	School Sponsored Event; Not During School Hours	0	7	0	0	*	*	0	1	6	7	7
Hometown High	G	Behavior Events by Context	C	Non School Sponsored Event; During School Hours	0	0	0	0	*	*	0	0	0	0	0
Hometown High	G	Behavior Events by Context	D	Non School Sponsored Event; Not During School Hours	0	0	0	0	*	*	0	0	0	0	0
Hometown High	G	Behavior Events by Context	E	Total	416	1,596	96	74	*	*	38	1,508	714	588	2,222

HOMETOWN HIGH COLLEGE/CAREER READY DATA

SCH NAME	TEST TYPE	DISAGG LABEL	NBR GRADUATES WITH DIPLOMA	COLLEGE READY	CAREER READY ACADEMIC	CAREER READY TECHNICAL	CAREER READY TOTAL	NBR CCR REGULAR	PCT CCR NO BONUS	PCT CCR WITH BONUS
Hometown High	CCR	All Students	216	80	23	44	22	99	45.8	50.7
Hometown High	CCR	Male	107	41	12	24	11	49	45.8	52.3
Hometown High	CCR	Female	109	39	11	20	11	50	45.9	49.1
Hometown High	CCR	White (Non-Hispanic)	55	35	4	14	4	37	67.3	77.3
Hometown High	CCR	African American	121	29	18	26	17	45	37.2	40.5
Hometown High	CCR	Hispanic	17	7	0	1	0	7	41.2	44.1
Hometown High	CCR	Asian	18	5	1	3	1	6	33.3	36.1
Hometown High	CCR	American Indian or Alaska Native								
Hometown High	CCR	Native Hawaiian or Other Pacific Islander								
Hometown High	CCR	Two or more races	5*							
Hometown High	CCR	Migrant								
Hometown High	CCR	English Learners	42	3	2	6	2	5	11.9	13.1
Hometown High	CCR	Free/Reduced-Price Meals	193	63	20	35	19	79	40.9	44.8
Hometown High	CCR	Disability-With IEP (Total)	6*							
Hometown High	CCR	Disability-With IEP (not including Alternate)	1*							
Hometown High	CCR	Disability-Alternate Only	5*							
Hometown High	CCR	Gap Group (non-duplicated)	203	69	22	39	21	87	42.9	47.0

Kentucky 89.32% responded
 Overall County 76.45% responded
 Kentucky High School 85.58% responded
 Hometown High 69.47% responded

Kentucky Overall County Kentucky High School Hometown High

Q10.6	Overall, my school is a good place to work and learn.	87.9%	84.4%	86.7%	44.4%
Q10.7	At this school, we utilize the results from the TELL Kentucky Survey as a tool for school improvement.	84.7%	79.3%	81.7%	57.1%

HOMETOWN HIGH ACT DATA

SCH NAME	TEST TYPE	DISAGG LABEL	STDNT TESTED CNT	STDNT TESTED BNCHMRK CNT	ENGLISH MEAN SCORE	ENGLISH BNCHMRK PCT	MATH MEAN SCORE	MATH BNCHMRK PCT	READING MEAN SCORE	READING BNCHMRK PCT	SCIENCE MEAN SCORE	COMPOSITE MEAN SCORE
Hometown High	ACT	All Students	169	174	13.5	17.8	16.0	14.4	15.7	17.2	15.6	15.3
Hometown High	ACT	Male	80	81	13.4	19.8	16.0	14.8	15.5	19.8	15.8	15.3
Hometown High	ACT	Female	89	93	13.6	16.1	15.9	14.0	15.8	15.1	15.5	15.3
Hometown High	ACT	White (Non-Hispanic)	44	46	16.0	32.6	16.6	23.9	17.9	28.3	16.2	16.8
Hometown High	ACT	African American	81	82	12.4	11.0	15.4	9.8	14.8	11.0	14.9	14.5
Hometown High	ACT	Hispanic	19	21	13.3	19.0	15.8	9.5	15.0	14.3	15.5	14.9
Hometown High	ACT	Asian	22	22	12.7	9.1	16.4	13.6	15.0	18.2	16.6	15.3
Hometown High	ACT	American Indian or Alaska Native										
Hometown High	ACT	Native Hawaiian or Other Pacific Islander										
Hometown High	ACT	Two or more races	3*	3*								
Hometown High	ACT	Migrant										
Hometown High	ACT	English Learners	45	46	10.4	0.0	14.7	2.2	12.1	2.2	14.5	13.0
Hometown High	ACT	Free/Reduced-Price Meals	159	163	13.3	16.6	15.8	14.1	15.4	16.6	15.5	15.1
Hometown High	ACT	Disability-With IEP (Total)	25	30	11.9	3.3	15.1	6.7	15.1	13.3	13.2	14.0
Hometown High	ACT	Gap Group (non-duplicated)	166*	171*								

HOMETOWN HIGH ADVANCED PLACEMENT RESULTS

SCH NAME	TEST TYPE	DISAGG LABEL	TEST TAKERS CNT	TEST TAKERS PCT	EXAM TAKEN CNT	EXAM TAKEN GRADE3TO5 CNT	EXAM TAKEN GRADE3TO5 PCT
Hometown High	Advance Placement	All Students	74	100	76	10	13.16
Hometown High	Advance Placement	Male	36	48.65	37	5	13.51
Hometown High	Advance Placement	Female	38	51.35	39	5	12.82
Hometown High	Advance Placement	White (Non-Hispanic)	23	31.08	25	5	20
Hometown High	Advance Placement	African American	31	41.89	31	4	12.9
Hometown High	Advance Placement	Hispanic	*	*	*	*	*
Hometown High	Advance Placement	Asian	10	13.51	10	1	10
Hometown High	Advance Placement	Two or more races	*	*	*	*	*
Hometown High	Advance Placement	Free/Reduced-Price Meals	68	91.89	70	10	14.29
Hometown High	Advance Placement	Gap Group (non-duplicated)	69	93.24	71	10	14.08
Hometown High	Advance Placement	English Learners	*	*	*	*	*

HOMETOWN HIGH ENROLLMENT DATA

SCH_NAME	Hometown High	Hometown High	Hometown High	Hometown High	Hometown High
GRADE	Grade 09	Grade 10	Grade 11	Grade 12	Grade 14
MEMBERSHIP_TOTAL	437	322	188	223	6
MALE_TOTAL	271	173	90	113	2
FEMALE_TOTAL	166	149	98	110	4
WHITE_MALE_CNT	90	36	24	28	1
WHITE_FEMALE_CNT	32	30	29	27	2
WHITE_TOTAL	122	66	53	55	3
BLACK_MALE_CNT	136	91	44	64	1
BLACK_FEMALE_CNT	92	91	46	63	2
BLACK_TOTAL	228	182	90	127	3
HISPANIC_MALE_CNT	25	24	12	9	0
HISPANIC_FEMALE_CNT	22	18	8	9	0
HISPANIC_TOTAL	47	42	20	18	0
ASIAN_MALE_CNT	18	18	9	9	0
ASIAN_FEMALE_CNT	15	9	13	9	0
ASIAN_TOTAL	33	27	22	18	0
AIAN_MALE_CNT	0	1	0	0	0
AIAN_FEMALE_CNT	0	0	0	0	0
AIAN_TOTAL	0	1	0	0	0
HAWAIIAN_MALE_CNT	0	0	0	0	0
HAWAIIAN_FEMALE_CNT	0	0	0	0	0
HAWAIIAN_TOTAL	0	0	0	0	0
TWO_OR_MORE_RACE_MALE_CNT	2	3	1	3	0
TWO_OR_MORE_RACE_FEMALE_CNT	5	1	2	2	0
TWO_OR_MORE_RACE_TOTAL	7	4	3	5	0

HOMETOWN HIGH NOVICE REDUCTION DATA

SCH NAME	CONTENT TYPE	DISAGG LABEL	Prior Year NOVICE PCT	Prior Year REDUCTION TARGET NEEDED	Current Year NOVICE PCT	Current Year REDUCTION TARGET MET	PCT TARGET MET	POINTS BY CONTENT AREA	POINTS BY NR
Hometown High	Mathematics	African American	31.6	3.2	29.6	2.0	62.5	54.5	27.3
Hometown High	Mathematics	American Indian or Alaska Native						54.5	27.3
Hometown High	Mathematics	Disability-With IEP (Total)	50.0	5.0	31.6	5.0	100.0	54.5	27.3
Hometown High	Mathematics	English Learners	43.3	4.3	35.9	4.3	100.0	54.5	27.3
Hometown High	Mathematics	Free/Reduced-Price Meals	29.8	3.0	29.9	0.0	0.0	54.5	27.3
Hometown High	Mathematics	Gap Group (non-duplicated)	29.7	3.0	29.4	0.3	10.0	54.5	27.3
Hometown High	Mathematics	Hispanic						54.5	27.3
Hometown High	Reading	African American	71.3	7.1	80.5	0.0	0.0	0.0	27.3
Hometown High	Reading	American Indian or Alaska Native						0.0	27.3
Hometown High	Reading	Disability-With IEP (Total)	77.5	7.8	77.5	0.0	0.0	0.0	27.3
Hometown High	Reading	English Learners	93.0	9.3	97.3	0.0	0.0	0.0	27.3
Hometown High	Reading	Free/Reduced-Price Meals	67.6	6.8	77.5	0.0	0.0	0.0	27.3
Hometown High	Reading	Gap Group (non-duplicated)	66.2	6.6	78.3	0.0	0.0	0.0	27.3
Hometown High	Reading	Hispanic	***	***	***	***	0.0	0.0	27.3

HOMETOWN HIGH GRADE LEVEL PERFORMANCE DATA

SCH NAME	CONTENT TYPE	GRADE LEVEL	DISAGG LABEL	NBR TESTED	PCT NOVICE	PCT APPRENTICE	PCT PROFICIENT	PCT DISTINGUISHED	PCT PROFICIENT OR DISTINGUISHED	PCT BONUS	NAPD CALCULATION
Hometown High	Writing	10	All Students	314	36.0	55.7	7.3	1.0	8.3	0.0	36.2
Hometown High	Writing	10	Male	169	40.8	50.9	7.1	1.2	8.3	0.0	33.8
Hometown High	Writing	10	Female	145	30.3	61.4	7.6	0.7	8.3	0.0	39.0
Hometown High	Writing	10	White (Non-Hispanic)	69	39.1	46.4	13.0	1.4	14.5	0.0	37.7
Hometown High	Writing	10	African American	173	32.9	61.3	4.6	1.2	5.8	0.0	36.5
Hometown High	Writing	10	Hispanic	41	46.3	51.2	2.4	0.0	2.4	0.0	28.0
Hometown High	Writing	10	Asian	26	38.5	50.0	11.5	0.0	11.5	0.0	36.5
Hometown High	Writing	10	American Indian or Alaska Native	1*							
Hometown High	Writing	10	Native Hawaiian or Other Pacific Islander								
Hometown High	Writing	10	Two or more races	4*							
Hometown High	Writing	10	Migrant								
Hometown High	Writing	10	English Learners	91	54.9	41.8	3.3	0.0	3.3	0.0	24.2
Hometown High	Writing	10	Gifted/Talented								
Hometown High	Writing	10	Free/Reduced-Price Meals	294	35.7	56.1	7.1	1.0	8.2	0.0	36.3
Hometown High	Writing	10	Disability-With IEP (Total)	42	61.9	31.0	7.1	0.0	7.1	0.0	22.6
Hometown High	Writing	10	Disability-With IEP (not including Alternate)	39*							

Hometown High	Writing	10	Disability-With Accommodation (not including Alternate)	35*							
Hometown High	Writing	10	Disability-Alternate Only	3*							
Hometown High	Writing	10	Gap Group (non-duplicated)	306	35.9	56.2	6.9	1.0	7.8	0.0	35.9
Hometown High	Language N	11	All Students	191	57.1	27.2	9.9	5.8	15.7	0.0	29.3
Hometown High	Language N	11	Male	92	60.9	22.8	13.0	3.3	16.3	0.0	27.7
Hometown High	Language N	11	Female	99	53.5	31.3	7.1	8.1	15.2	0.0	30.9
Hometown High	Language N	11	White (Non-Hispanic)	52	46.2	25.0	17.3	11.5	28.8	0.0	41.3
Hometown High	Language N	11	African American	92	70.7	20.7	4.3	4.3	8.7	0.0	19.1
Hometown High	Language N	11	Hispanic	22	40.9	40.9	13.6	4.5	18.2	0.0	38.7
Hometown High	Language N	11	Asian	22*							
Hometown High	Language N	11	American Indian or Alaska Native								
Hometown High	Language N	11	Native Hawaiian or Other Pacific Islander								
Hometown High	Language N	11	Two or more races	3*							
Hometown High	Language N	11	Migrant								
Hometown High	Language N	11	English Learners	47	66.0	27.7	6.4	0.0	6.4	0.0	20.3
Hometown High	Language N	11	Gifted/Talented								
Hometown High	Language N	11	Free/Reduced-Price Meals	180	57.2	28.9	9.4	4.4	13.9	0.0	28.4

Hometown High	Language N	11	Disability-With IEP (Total)	31	67.7	25.8	6.5	0.0	6.5	0.0	19.4
Hometown High	Language N	11	Disability-With IEP (not including Alternate)	28*							
Hometown High	Language N	11	Disability-With Accommodation (not including Alternate)	25*							
Hometown High	Language N	11	Disability-Alternate Only	3*							
Hometown High	Language N	11	Gap Group (non-duplicated)	186	57.0	28.0	9.7	5.4	15.1	0.0	29.1
Hometown High	Writing	11	All Students	186	41.4	39.8	16.7	2.2	18.8	0.0	38.7
Hometown High	Writing	11	Male	86	44.2	38.4	14.0	3.5	17.4	0.0	36.6
Hometown High	Writing	11	Female	100	39.0	41.0	19.0	1.0	20.0	0.0	40.5
Hometown High	Writing	11	White (Non-Hispanic)	52	34.6	42.3	21.2	1.9	23.1	0.0	44.3
Hometown High	Writing	11	African American	88	44.3	40.9	12.5	2.3	14.8	0.0	35.3
Hometown High	Writing	11	Hispanic	21	38.1	42.9	14.3	4.8	19.0	0.0	40.5
Hometown High	Writing	11	Asian	22	50.0	27.3	22.7	0.0	22.7	0.0	36.4
Hometown High	Writing	11	American Indian or Alaska Native								
Hometown High	Writing	11	Native Hawaiian or Other Pacific Islander								
Hometown High	Writing	11	Two or more races	3*							

Hometown High	Writing	11	Migrant								
Hometown High	Writing	11	English Learners	41	63.4	31.7	4.9	0.0	4.9	0.0	20.8
Hometown High	Writing	11	Gifted/Talented								
Hometown High	Writing	11	Free/Reduced-Price Meals	175	42.9	40.0	15.4	1.7	17.1	0.0	37.1
Hometown High	Writing	11	Disability-With IEP (Total)	32	65.6	25.0	6.3	3.1	9.4	0.0	21.9
Hometown High	Writing	11	Disability-With IEP (not including Alternate)	27*							
Hometown High	Writing	11	Disability-With Accommodation (not including Alternate)	24*							
Hometown High	Writing	11	Disability-Alternate Only	5*							
Hometown High	Writing	11	Gap Group (non-duplicated)	182	42.3	39.6	16.5	1.6	18.1	0.0	37.9
Hometown High	Mathemat	EO	All Students	184	29.3	46.2	21.7	2.7	24.5	0.0	47.6
Hometown High	Mathemat	EO	Male	95	24.2	51.6	22.1	2.1	24.2	0.0	50.0
Hometown High	Mathemat	EO	Female	89	34.8	40.4	21.3	3.4	24.7	0.0	44.9
Hometown High	Mathemat	EO	White (Non-Hispanic)	41	26.8	48.8	19.5	4.9	24.4	0.0	48.8
Hometown High	Mathemat	EO	African American	98	29.6	51.0	19.4	0.0	19.4	0.0	44.9
Hometown High	Mathemat	EO	Hispanic	18*							
Hometown High	Mathemat	EO	Asian	24	25.0	33.3	29.2	12.5	41.7	0.0	58.4

Hometown High	Mathemati	EO	American Indian or Alaska Native									
Hometown High	Mathemati	EO	Native Hawaiian or Other Pacific Islander									
Hometown High	Mathemati	EO	Two or more races	3*								
Hometown High	Mathemati	EO	Migrant									
Hometown High	Mathemati	EO	English Learners	39	35.9	48.7	12.8	2.6	15.4	0.0	39.8	
Hometown High	Mathemati	EO	Gifted/Talented									
Hometown High	Mathemati	EO	Free/Reduced-Price Meals	167	29.9	46.1	21.6	2.4	24.0	0.0	47.1	
Hometown High	Mathemati	EO	Disability-With IEP (Total)	19	31.6	52.6	15.8	0.0	15.8	0.0	42.1	
Hometown High	Mathemati	EO	Disability-With IEP (not including Alternate)	16*								
Hometown High	Mathemati	EO	Disability-With Accommodation (not including Alternate)	16*								
Hometown High	Mathemati	EO	Disability-Alternate Only	3*								
Hometown High	Mathemati	EO	Gap Group (non-duplicated)	177	29.4	45.8	22.0	2.8	24.9	0.0	47.8	
Hometown High	Reading	EO	All Students	295	77.6	9.2	12.5	0.7	13.2	0.0	17.8	
Hometown High	Reading	EO	Male	162	75.9	10.5	13.6	0.0	13.6	0.0	18.9	

Hometown High	Reading	EO	Female	133	79.7	7.5	11.3	1.5	12.8	0.0	16.6
Hometown High	Reading	EO	White (Non-Hispanic)	62	64.5	11.3	21.0	3.2	24.2	0.0	29.9
Hometown High	Reading	EO	African American	164	80.5	9.8	9.8	0.0	9.8	0.0	14.7
Hometown High	Reading	EO	Hispanic	37	83.8	5.4	10.8	0.0	10.8	0.0	13.5
Hometown High	Reading	EO	Asian	27	85.2	3.7	11.1	0.0	11.1	0.0	13.0
Hometown High	Reading	EO	American Indian or Alaska Native	1*							
Hometown High	Reading	EO	Native Hawaiian or Other Pacific Islander								
Hometown High	Reading	EO	Two or more races	4*							
Hometown High	Reading	EO	Migrant								
Hometown High	Reading	EO	English Learners	74	97.3	2.7	0.0	0.0	0.0	0.0	1.4
Hometown High	Reading	EO	Gifted/Talented								
Hometown High	Reading	EO	Free/Reduced-Price Meals	280	77.5	9.3	12.5	0.7	13.2	0.0	17.9
Hometown High	Reading	EO	Disability-With IEP (Total)	40	77.5	15.0	7.5	0.0	7.5	0.0	15.0
Hometown High	Reading	EO	Disability-With IEP (not including Alternate)	35*							
Hometown High	Reading	EO	Disability-With Accommodation (not including Alternate)	34*							

Hometown High	Reading	EO	Disability-Alternate Only	5*							
Hometown High	Reading	EO	Gap Group (non-duplicated)	290	78.3	9.0	12.1	0.7	12.8	0.0	17.3
Hometown High	Science	EO	All Students	184	37.0	46.2	10.3	6.5	16.8	0.0	39.9
Hometown High	Science	EO	Male	95	34.7	43.2	14.7	7.4	22.1	0.0	43.7
Hometown High	Science	EO	Female	89	39.3	49.4	5.6	5.6	11.2	0.0	35.9
Hometown High	Science	EO	White (Non-Hispanic)	50	22.0	48.0	18.0	12.0	30.0	0.0	54.0
Hometown High	Science	EO	African American	96	47.9	44.8	6.3	1.0	7.3	0.0	29.7
Hometown High	Science	EO	Hispanic	13	15.4	61.5	7.7	15.4	23.1	0.0	53.9
Hometown High	Science	EO	Asian	20	45.0	35.0	5.0	15.0	20.0	0.0	37.5
Hometown High	Science	EO	American Indian or Alaska Native								
Hometown High	Science	EO	Native Hawaiian or Other Pacific Islander								
Hometown High	Science	EO	Two or more races	5*							
Hometown High	Science	EO	Migrant								
Hometown High	Science	EO	English Learners	29	69.0	31.0	0.0	0.0	0.0	0.0	15.5
Hometown High	Science	EO	Gifted/Talented								
Hometown High	Science	EO	Free/Reduced-Price Meals	165	41.2	44.2	9.1	5.5	14.5	0.0	36.6
Hometown High	Science	EO	Disability-With IEP (Total)	19	73.7	26.3	0.0	0.0	0.0	0.0	13.2

Hometown High	Science	EO	Disability-With IEP (not including Alternate)	19	73.7	26.3	0.0	0.0	0.0	0.0	13.2
Hometown High	Science	EO	Disability-With Accommodation (not including Alternate)	19	73.7	26.3	0.0	0.0	0.0	0.0	13.2
Hometown High	Science	EO	Disability-Alternate Only								
Hometown High	Science	EO	Gap Group (non-duplicated)	172	39.5	45.3	9.3	5.8	15.1	0.0	37.8
Hometown High	Social Stud	EO	All Students	201	42.3	21.9	32.8	3.0	35.8	0.0	46.8
Hometown High	Social Stud	EO	Male	109	42.2	15.6	38.5	3.7	42.2	0.0	50.0
Hometown High	Social Stud	EO	Female	92	42.4	29.3	26.1	2.2	28.3	0.0	43.0
Hometown High	Social Stud	EO	White (Non-Hispanic)	46	34.8	17.4	41.3	6.5	47.8	0.0	56.5
Hometown High	Social Stud	EO	African American	115	43.5	24.3	31.3	0.9	32.2	0.0	44.4
Hometown High	Social Stud	EO	Hispanic	18	44.4	33.3	16.7	5.6	22.2	0.0	38.9
Hometown High	Social Stud	EO	Asian	18	61.1	5.6	33.3	0.0	33.3	0.0	36.1
Hometown High	Social Stud	EO	American Indian or Alaska Native								
Hometown High	Social Stud	EO	Native Hawaiian or Other Pacific Islander								
Hometown High	Social Stud	EO	Two or more races	4*							
Hometown High	Social Stud	EO	Migrant								
Hometown High	Social Stud	EO	English Learners	41	70.7	14.6	14.6	0.0	14.6	0.0	21.9

Hometown High	Social Stud	EO	Gifted/Talented								
Hometown High	Social Stud	EO	Free/Reduced-Price Meals	186	44.6	22.0	31.2	2.2	33.3	0.0	44.3
Hometown High	Social Stud	EO	Disability-With IEP (Total)	9*							
Hometown High	Social Stud	EO	Disability-With IEP (not including Alternate)	5*							
Hometown High	Social Stud	EO	Disability-With Accommodation (not including Alternate)	5*							
Hometown High	Social Stud	EO	Disability-Alternate Only	4*							
Hometown High	Social Stud	EO	Gap Group (non-duplicated)	194	43.3	22.7	32.0	2.1	34.0	0.0	45.4

HOMETOWN HIGH GRADUATION RATE DATA AND DELIVERY TARGETS

SCH NAME	COHORT TYPE	TARGET LABEL	DISAGG LABEL	REPORT YEAR 2014	REPORT YEAR 2016	REPORT YEAR 2017	REPORT YEAR 2018	REPORT YEAR 2019	REPORT YEAR 2020	TARGET LABEL SORT
Hometown High	FIVE YEAR	Actual Score	African American		71.9					2
Hometown High	FIVE YEAR	Actual Score	All Students		68.8					2
Hometown High	FIVE YEAR	Actual Score	American Indian or Alaska Native							2
Hometown High	FIVE YEAR	Actual Score	Asian		82.1					2
Hometown High	FIVE YEAR	Actual Score	Disability-With IEP (Total)		67.5					2
Hometown High	FIVE YEAR	Actual Score	English Learners		72.5					2
Hometown High	FIVE YEAR	Actual Score	Female		75.8					2
Hometown High	FIVE YEAR	Actual Score	Free/Reduced-Price Meals		78.1					2
Hometown High	FIVE YEAR	Actual Score	GAP		73.1					2
Hometown High	FIVE YEAR	Actual Score	Hispanic		83.3					2
Hometown High	FIVE YEAR	Actual Score	Male		62.4					2
Hometown High	FIVE YEAR	Actual Score	Migrant							2
Hometown High	FIVE YEAR	Actual Score	Native Hawaiian or Other Pacific Islander		***					2
Hometown High	FIVE YEAR	Actual Score	Two or more races		***					2
Hometown High	FIVE YEAR	Actual Score	White (Non-Hispanic)		53.6					2
Hometown High	FIVE YEAR	Numerator Count	African American		100					4
Hometown High	FIVE YEAR	Numerator Count	All Students		174					4
Hometown High	FIVE YEAR	Numerator Count	American Indian or Alaska Native							4
Hometown High	FIVE YEAR	Numerator Count	Asian		23					4
Hometown High	FIVE YEAR	Numerator Count	Disability-With IEP (Total)		27					4
Hometown High	FIVE YEAR	Numerator Count	Female		91					4

Hometown High	FIVE YEAR	Numerator Count	Free/Reduced-Price Meals	153						4
Hometown High	FIVE YEAR	Numerator Count	GAP	171						4
Hometown High	FIVE YEAR	Numerator Count	Hispanic	10						4
Hometown High	FIVE YEAR	Numerator Count	Limited English Proficiency	29						4
Hometown High	FIVE YEAR	Numerator Count	Male	83						4
Hometown High	FIVE YEAR	Numerator Count	Migrant							4
Hometown High	FIVE YEAR	Numerator Count	Native Hawaiian or Other Pacific Islander	***						4
Hometown High	FIVE YEAR	Numerator Count	Two or more races	***						4
Hometown High	FIVE YEAR	Numerator Count	White (Non-Hispanic)	37						4
Hometown High	FIVE YEAR	Denominator Count	African American	139						5
Hometown High	FIVE YEAR	Denominator Count	All Students	253						5
Hometown High	FIVE YEAR	Denominator Count	American Indian or Alaska Native							5
Hometown High	FIVE YEAR	Denominator Count	Asian	28						5
Hometown High	FIVE YEAR	Denominator Count	Disability-With IEP (Total)	40						5
Hometown High	FIVE YEAR	Denominator Count	Female	120						5
Hometown High	FIVE YEAR	Denominator Count	Free/Reduced-Price Meals	196						5
Hometown High	FIVE YEAR	Denominator Count	GAP	234						5
Hometown High	FIVE YEAR	Denominator Count	Hispanic	12						5
Hometown High	FIVE YEAR	Denominator Count	Limited English Proficiency	40						5
Hometown High	FIVE YEAR	Denominator Count	Male	133						5
Hometown High	FIVE YEAR	Denominator Count	Migrant							5
Hometown High	FIVE YEAR	Denominator Count	Native Hawaiian or Other Pacific Islander	***						5
Hometown High	FIVE YEAR	Denominator Count	Two or more races	***						5
Hometown High	FIVE YEAR	Denominator Count	White (Non-Hispanic)	69						5
Hometown High	FOUR YEAR	Delivery Target	African American	74.7	77.6	80.5	83.5	86.4		1

Hometown High	FOUR YEAR	Delivery Target	All Students		75.2	78.1	80.9	83.8	86.6	1
Hometown High	FOUR YEAR	Delivery Target	American Indian or Alaska Native							1
Hometown High	FOUR YEAR	Delivery Target	Asian		82.5	84.4	86.4	88.3	90.2	1
Hometown High	FOUR YEAR	Delivery Target	Disability-With IEP (Total)		60.8	65.5	70.1	74.8	79.4	1
Hometown High	FOUR YEAR	Delivery Target	English Learners		72.1	75.3	78.6	81.8	85.0	1
Hometown High	FOUR YEAR	Delivery Target	Female		79.8	82.0	84.3	86.6	88.9	1
Hometown High	FOUR YEAR	Delivery Target	Free/Reduced-Price Meals		79.7	82.0	84.3	86.6	88.8	1
Hometown High	FOUR YEAR	Delivery Target	GAP		76.2	79.0	81.7	84.4	87.1	1
Hometown High	FOUR YEAR	Delivery Target	Hispanic		87.0	88.3	89.7	91.1	92.5	1
Hometown High	FOUR YEAR	Delivery Target	Male		71.4	74.8	78.1	81.4	84.7	1
Hometown High	FOUR YEAR	Delivery Target	Migrant							1
Hometown High	FOUR YEAR	Delivery Target	Native Hawaiian or Other Pacific Islander							1
Hometown High	FOUR YEAR	Delivery Target	Two or more races							1
Hometown High	FOUR YEAR	Delivery Target	White (Non-Hispanic)		72.0	75.3	78.5	81.8	85.0	1
Hometown High	FOUR YEAR	Actual Score	African American	68.9	76.5					2
Hometown High	FOUR YEAR	Actual Score	All Students	69.5	73.3					2
Hometown High	FOUR YEAR	Actual Score	American Indian or Alaska Native							2
Hometown High	FOUR YEAR	Actual Score	Asian	78.6	83.3					2
Hometown High	FOUR YEAR	Actual Score	Disability-With IEP (Total)	51.5	70.3					2
Hometown High	FOUR YEAR	Actual Score	English Learners	65.6	71.7					2
Hometown High	FOUR YEAR	Actual Score	Female	75.2	79.4					2
Hometown High	FOUR YEAR	Actual Score	Free/Reduced-Price Meals	75.1	78.6					2
Hometown High	FOUR YEAR	Actual Score	GAP	70.8	76.1					2
Hometown High	FOUR YEAR	Actual Score	Hispanic	84.2	64.0					2
Hometown High	FOUR YEAR	Actual Score	Male	64.8	67.8					2
Hometown High	FOUR YEAR	Actual Score	Migrant							2

Hometown High	FOUR YEAR	Actual Score	Native Hawaiian or Other Pacific Islander							2
Hometown High	FOUR YEAR	Actual Score	Two or more races		***					2
Hometown High	FOUR YEAR	Actual Score	White (Non-Hispanic)	65.5	66.3					2
Hometown High	FOUR YEAR	Met Target	African American		Yes					3
Hometown High	FOUR YEAR	Met Target	All Students		No					3
Hometown High	FOUR YEAR	Met Target	American Indian or Alaska Native		N/A					3
Hometown High	FOUR YEAR	Met Target	Asian		Yes					3
Hometown High	FOUR YEAR	Met Target	Disability-With IEP (Total)		Yes					3
Hometown High	FOUR YEAR	Met Target	English Learners		No					3
Hometown High	FOUR YEAR	Met Target	Female		No					3
Hometown High	FOUR YEAR	Met Target	Free/Reduced-Price Meals		No					3
Hometown High	FOUR YEAR	Met Target	GAP		No					3
Hometown High	FOUR YEAR	Met Target	Hispanic		No					3
Hometown High	FOUR YEAR	Met Target	Male		No					3
Hometown High	FOUR YEAR	Met Target	Migrant		N/A					3
Hometown High	FOUR YEAR	Met Target	Native Hawaiian or Other Pacific Islander		N/A					3
Hometown High	FOUR YEAR	Met Target	Two or more races		N/A					3
Hometown High	FOUR YEAR	Met Target	White (Non-Hispanic)		No					3
Hometown High	FOUR YEAR	Numerator Count	African American	84	114					4
Hometown High	FOUR YEAR	Numerator Count	All Students	180	203					4
Hometown High	FOUR YEAR	Numerator Count	American Indian or Alaska Native							4
Hometown High	FOUR YEAR	Numerator Count	Asian	22	15					4
Hometown High	FOUR YEAR	Numerator Count	Disability-With IEP (Total)	17	26					4
Hometown High	FOUR YEAR	Numerator Count	Female	88	104					4
Hometown High	FOUR YEAR	Numerator Count	Free/Reduced-Price Meals	163	184					4

Hometown High	FOUR YEAR	Numerator Count	GAP	172	194					4
Hometown High	FOUR YEAR	Numerator Count	Hispanic	16	16					4
Hometown High	FOUR YEAR	Numerator Count	Limited English Proficiency	21	38					4
Hometown High	FOUR YEAR	Numerator Count	Male	92	99					4
Hometown High	FOUR YEAR	Numerator Count	Migrant							4
Hometown High	FOUR YEAR	Numerator Count	Native Hawaiian or Other Pacific Islander							4
Hometown High	FOUR YEAR	Numerator Count	Two or more races		***					4
Hometown High	FOUR YEAR	Numerator Count	White (Non-Hispanic)	57	53					4
Hometown High	FOUR YEAR	Denominator Count	African American	122	149					5
Hometown High	FOUR YEAR	Denominator Count	All Students	259	277					5
Hometown High	FOUR YEAR	Denominator Count	American Indian or Alaska Native							5
Hometown High	FOUR YEAR	Denominator Count	Asian	28	18					5
Hometown High	FOUR YEAR	Denominator Count	Disability-With IEP (Total)	33	37					5
Hometown High	FOUR YEAR	Denominator Count	Female	117	131					5
Hometown High	FOUR YEAR	Denominator Count	Free/Reduced-Price Meals	217	234					5
Hometown High	FOUR YEAR	Denominator Count	GAP	243	255					5
Hometown High	FOUR YEAR	Denominator Count	Hispanic	19	25					5
Hometown High	FOUR YEAR	Denominator Count	Limited English Proficiency	32	53					5
Hometown High	FOUR YEAR	Denominator Count	Male	142	146					5
Hometown High	FOUR YEAR	Denominator Count	Migrant							5
Hometown High	FOUR YEAR	Denominator Count	Native Hawaiian or Other Pacific Islander							5
Hometown High	FOUR YEAR	Denominator Count	Two or more races		***					5
Hometown High	FOUR YEAR	Denominator Count	White (Non-Hispanic)	87	80					5

VITA

STEPHEN R. JENKINS

EDUCATION

August, 1996	Bachelor of Arts Hanover College Hanover, Indiana
August, 1999	Master of Science Morehead State University Morehead, Kentucky
May, 2000	Master of Science Morehead State University Morehead, Kentucky
Pending	Doctor of Education Morehead State University Morehead, Kentucky

PROFESSIONAL EXPERIENCES

2014-Present	Assistant Principal Montgomery County High School Mount Sterling, Kentucky
2003-2014	Principal Pilot View & Trapp Elementary Schools Winchester, Kentucky
2000-2003	Guidance Counselor Mapleton Elementary School Mount Sterling, Kentucky
1996-2000	Mathematics Teacher Montgomery County High School Mount Sterling, Kentucky

VITA

RANDALL D. PEFFER

EDUCATION

May, 1991	Bachelor of Science Marshall University Huntington, West Virginia
July, 1999	Master of Science Morehead State University Morehead, Kentucky
August, 2000	Master of Science Morehead State University Morehead, Kentucky
Pending	Doctor of Education Morehead State University Morehead, Kentucky

PROFESSIONAL EXPERIENCES

2014 - Present	Director of Secondary Schools Fayette County Public Schools Lexington, Kentucky
2013-2014	Education Recovery Leader Kentucky Department of Education Frankfort, Kentucky
2008-2014	Chief Academic Officer/Assistant Superintendent Madison County Schools Richmond, Kentucky
2005-2008	Highly Skilled Educator Kentucky Department of Education Frankfort, Kentucky

2002-2005 Greenup County High School Principal
Greenup County Schools
Greenup, Kentucky

2001-2002 Greenup County High School Assistant Principal
Greenup County Schools
Greenup, Kentucky

1991-2001 Greenup County High School Mathematics Teacher
Greenup County Schools
Greenup, Kentucky

HONORS

2011 B. Michael Caudill Educator of the Year
Richmond Chamber of Commerce
Richmond, Kentucky