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APPLICATION FOR GRANTS UNDER THE

NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM
CFDA # 84.365C
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Closing Date: MAR 21, 2011

PROJECT ABSTRACT

Applicant: North Slope Borough School District
Title of program: Preparing Students for Success
Type of program: Credit Recovery and Intensive Reading Intervention Program
Native Language(s): Iñupiaq
School(s): Title 1: Alak School, and Meade River School Non-Title 1: Kali School, Nuiqsut Trapper School, and Nunamiut School
Grade level(s): 9-12
Total English language learner students

- Served by the end of the project: 105
- Served each year: 65

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The North Slope Borough School District is proposing to implement a Native American and Alaska Native Children in School Program for Alaska Native limited English proficient students as well as other high-needs students and their families. The educational program proposed, Credit Recovery and Intensive Reading Instruction Program, is designed to increase the number and proportion of high-needs students who are academically prepared for and enroll in college or other postsecondary education and training. The project teacher will work with students from the participating schools utilizing video conferencing capabilities and village based mentors. The teacher would be available both during and after-school and offering and supporting "extra" hour courses, this teacher would also teach three sections of Basic Reading and Writing, an intensive intervention course. For credit recovery courses, students will meet the State Standards and Grade Level Expectations (GLEs) for courses in which they previously were not successful, enabling these high-needs students to graduate on time and be prepared for postsecondary education and training. Credit recovery course plans will be designed using the SIOP lesson planning design to include Achieve 3000 and/or texts that are reading level appropriate, to meet state standards and GLEs. Students will acquire English language skills embedded within these credit recovery course plans.

Geography and Demographics

The North Slope Borough School district encompasses 89,000 square miles across the top of the state of Alaska, above the Arctic Circle. Its population density is measured in square miles per person (13) rather than the other way around. The distance between Tikigaq School in Point Hope and Kaveolook School in Kaktovik is the equal to the distance from Washington DC to Chicago.

The North Slope Borough School District has an enrollment of 1,879 students in grades pre-K to 12, with 80.1% of K-12 students being American Indian or Alaska Native. 33.2% of K-12 students have been identified as English Learners (EL). Our enrollment in grades 9 – 12 is 456 students, with 127 of these students (28%) being deficient in credits and at risk of not graduating on time and at risk of not graduating. The EL population in grades 9-12 is 151 students (33%). The graduation rate for the 2009-2010 school year is 62.3% for all students, 59.5% for Alaska Native students, and 50.9% for EL students.

Proposed professional development activities

The project teacher will work with site administrators on the credit recovery committee to ensure that the district wide initiative is consistent across the district. The professional development (PD) will consist of peer mentoring (with content area teachers and the district literacy coach and EL District Facilitator); SIOP training (a model to facilitate high quality instruction for ELs in content area teaching); PD in assessment tools including Achieve 3000, AIMSweb and MAP; video conferencing and distance delivery software training and; training in developing Individual Learning Plans and Credit Recovery plans.

Proposed goals and annual measurable objectives

Objective1.1: to increase the proficiency level of students in reading in grades 9 and 10 by showing a 10% improvement in the percent proficient in reading for the EL subgroup, on State Standards Based Assessment (SBA) results. Objective1.2: to increase the proficiency level of students "making progress" in English by showing 10% improvement in the percent proficient in students making progress in the state of Alaska English language proficiency (ELP) assessment. Objective1.3: to increase the level of students who attained proficiency in English by showing 10% improvement in the percent of students who attained proficiency in the state of Alaska English language proficiency (ELP) assessment.

Enabling More Data–Based Decision Making

Objective 2.1: The percentage of high school students that complete high school with a diploma (passing the HSGQE and meeting credit requirements) will increase from 84% of high school completers (the previous three year average) to 94% of students that complete high school per year starting in the 2011/12 school year. Objective 2.2: At least 17% of high needs students (or were high needs students when in grades 9, 10, 11, or 12) will enroll in post-secondary education or training within 5 months of earning a high school diploma or certificate. Note the baseline data: 17% all of students earning either a diploma or certificate over the past three graduating classes enrolled in or entered into post secondary education or training.

Objective 2.3: Based on beginning of the school year compared to end of the school year assessments, 70% of high-needs students will increase their Achieve3000 Lexile Scores in reading by the equivalent of at least 1.5 years of reading growth. 30% of high-needs students will increase their Achieve3000 Lexile Scores by the equivalent of 1 year to 1.5 years of reading growth.

Improving Post Secondary Success

Objective 3.1: Each of the *Preparing Students for Success* schools will meet the Graduation Rate Indicator threshold for Adequate Yearly Progress starting in the 2011/2012 school year; each school will increase the graduation rate by 10 percent per year or to be higher than the state of Alaska graduation rate for all students. Objective 3.2: By the end of the 2011/2012 school year, there will decrease by 20% the number of students that are behind in credit, with a 10% decrease in the number of students that are behind in credit in subsequent years. Objective 3.3: To increase the proficiency level of students in reading in grades 9 and 10 by showing a 10% improvement in the percent proficient in r eading for the schools as a whole and the following subgroups: Alaska Native, Economically Disadvantaged, and Students with Disabilities. Objective 3.4: By the end of the 2011/2012 school year, establish a district wide procedure for students to recover credit including procedures for a 10 day grade change, credit recovery, and extra day courses and have six (6) approved Credit Recovery course plans.

Description of how data will be collected on GPRA measures

Data will be collected and analyzed that documents the percentage of English learners served who scored proficient or above on the State of Alaska Reading Standards Based Assessment (SBA) in grades 8, 9 and 10. The percentage of ELs served that made progress in English as measured by the State of Alaska approved English Language Proficiency Test (ELP) will be collected, as will the percentage of ELs served who attained proficiency in the ELP. Baseline data will be gathered from the spring 2011 SBA assessment in reading and the Spring ELP results. We will also be monitoring the lexile scores from the ACHIEVE 3000 assessment for all students that are high-risk and will disaggregate the data for ELs and students that are behind in credit. The baseline data will be collected during the Fall of 2011 Achieve 3000 level set assessment and reported after the Spring Achieve 3000 level set is administered. Other measures will include collecting and reporting graduation rates and number of students that are behind in credit as well as the number of courses that students are behind that place them at-risk of on-time graduation. The baseline for these other metrics will be at the end of the 2010-2011 school year.

Proposed community and parent involvement activities

The North Slope Borough School District has Individual Learning Plans for all students pre-K through grade 12. High-risk students that are behind in credit (ELs and non-ELs) will have an additional individual credit recovery plan developed with the parent, student and the district credit recovery teacher and/or school mentor that includes commitments from the school as well as the parent/students. This specific plan will be reviewed and/or adapted at semester and at the end of the school year by the parent, student and teacher

Expected project final outcomes

Through intensive intervention, students will improve their reading and writing skills and be prepared for the challenge of entering post-secondary education or training. Students will recover the credits in which they are behind and graduate on time. These high-risk students will experience success in high school and be academically prepared for post-secondary education or training. Students and parents will be engaged in the Individual Learning Plan that will map out student success. Students will also be able to further their Iñupiat language development by taking courses through Ilisagvik after school hours, or through traditional high school courses offered during the school day.

The credit recovery course plans that are developed as a result of this grant will build capacity for further course development and alignment plus the NSBSD will have the capacity to offer these courses after the grant period. These are a significant long-term impacts that will extend beyond the grant.

Capacity will be built in the NSBSD as a result of this grant that will last after the grant is complete, primarily in training and course development. Staff members that are trained in SIOP, course development, distance learning strategies, Achieve3000, and AIMSweb will be able to build on this staff development in subsequent years through refresher training and/or through daily use of the trained strategies and skills. The expertise in distance courses via video conferencing will develop capacity within the district that will last after the grant is complete.

PROJECT NARRATIVE:

The significant gaps in our services include the need for interventions, remediation and expanded academic course opportunities, for students to be better prepared for postsecondary education. A significant percentage of our student population has been identified as English Learners (EL) and children with 'high-needs.' Nine percent of the district's students qualify as EL and 14% of the five schools in the project are identified as EL. Although our EL students speak conversational English, it is strongly influenced by the Iñupiaq language indigenous to the region. Yet, few of these students are fluent speakers of their local dialect. Concomitantly, their academic English is also seriously limited. Our students' language development needs significantly impact their academic achievement. For example, in 2010, State of Alaska assessments indicated that many of our students are at-risk of academic failure. More than 41% of third through tenth grade students who completed the Standards Based Assessments were not proficient in Language Arts. For students that are English Learners, 60% or the third through tenth grade students who completed the Standards Based Assessments were not proficient in Language Arts. While the percent of students proficient in these areas has improved since 2007, the district still has a great deal of work to do to ensure that all students are proficient in core academic areas. Another high-needs indicator is the graduation rate of 62.3% for the district as a whole.

The North Slope Borough School District is proposing to implement a Native American and Alaska Native Children in School Program for Alaska Native limited English proficient students as well as other high-needs students and their families. *Preparing Students for Success,* an academic support and reading intervention program utilizing distance delivery capabilities, is designed to increase the academic proficiency of English Learners (EL), the number and

proportion of high-needs students who are academically prepared for and enroll in college or other postsecondary education and training, and improve the graduation rate for EL, Alaska Native and high-needs students.

The ultimate goal of our proposed *Preparing Students for Success* projects ultimate goal is to improve English Learner and high-needs student achievement in school. Demographics, drop out rates, existing programs, individual school needs, and regional concerns have all been taken into account in the development of this proposal.

PROBLEM

The five qualifying schools in the proposed *Preparing Students for Success* project share a unique history. Alak School, located in Wainwright and Meade River School located in Atqasuk are both Title I schools. The other three schools include Kali in Point Lay, Trapper in Nuiqsut and Nunamiut in Anaktuvuk Pass. The majority of students in these schools are Iñupiaq, Alaska Native (AN) students. There is a large achievement gap between Students with Disabilities, EL, AN, and Economically Disadvantaged students in these schools and the performance of the State of Alaska as a whole. The State as a Whole (grades 3 – 10) had 78% percent proficiency rate in Language Arts (a combined reading and writing score) and 71% percent of students were proficient in math. This compares with 59% of NSBSD students as a whole demonstrating proficiency in Language Arts and 58% in math. The performance rate of the NSBSD in Language Arts , indicated as % proficient, was 19% for Students with Disabilities , 40% for EL students, 53% for Alaska Native students, and 48% for Economically Disadvantaged students. The Language Arts results for school as a whole for the five schools in this project were as follows: 38% proficient (Trapper), 43% (Nunamiut), 44% (Meade River), 48% (Kali) and 51% (Alak). Due to FERPA the performance level of some of the sub-groups in

each of these schools is not reported. There is a research-based foundation for supporting the case that "adolescence is not too late to intervene. Interventions (in reading) do benefit older students" (Scammacca et al., 2007).

The graduation rates of our project schools show considerable variation, ranging from 42.9% at Trapper School to 100% at Kali School. The graduation rates at the other project schools were 50% (Alak), 75% (Meade River), and 87.5% (Nunamiut). This compares to the NSBSD graduation rate of 62.3%, ~~and~~ the State of Alaska rate of 67.4%, and 55.1% for the Alaska Native/American Indian statewide graduation rate.

The Graduation rate ranged from 42.9% (Trapper) 50% (Alak), 75% (Meade River), 87.5% (Nunamiut) to 100% (Kali); this compares to the NSBSD graduation rate of 62.3% and the State of Alaska rate of 67.4% and 55.1% for the Alaska Native/American Indian statewide graduation rate.

Students who fail courses are at greater risk of dropping out of school than their peers (Dynarski et al., 2008). These same researchers recommend that schools provide extra study time and credit recovery support. 28% of NSBSD high school students are credit deficient and are at risk of not graduating on time and are at greater risk of dropping out. The credit deficiency rate of the five schools ranges from 20% of high school students being credit deficient at Meade River; 23% (Alak); 45% (Trapper); 47% (Nunamiut) to 67% of high school students being credit deficient at Kali.

The Graduation rate is based on students successfully passing the High School Graduation Examination (HSGQE), as well as completing their course requirements within a specified time frame.. Over the past three years, 88 students have completed the course

requirements. Of these students, 74 (84%) passed the HSGQE and earned a high school diploma.

The percentage of the population over the age of 25 in the North Slope Borough with a college degree is lower than the state average. The graduates/completers of the five schools in *Preparing Students for Success* had a rate of 17% (averaged over three previous graduating classes) enrollment in post-secondary institutions, including vocational apprenticeships. The past three graduating classes include 88 graduates either with a diploma or a certificate of achievement (completed the course requirements but did not pass the HSGQE). Of these 88 students, 15 students enrolled in post-secondary institutions.

DEMOGRAPHICS

The North Slope Borough School District, a Rural Education Attendance Area, encompasses 89,000 square miles of wide-open territory that is dominated by tundra, wilderness, and mountains, (in Anakruvuk Pass). The NSBSD is the largest geographic school district within the United States. The district serves 1,879 students (PreK3 to 12) at schools in 11 remote villages, none of which are connected by the road system. The North Slope Borough Census area, population 5,988, is economically depressed. Poverty levels are estimated at 14.6% for the region. The statewide poverty rate is 9.6%. A language other than English is spoken in 48.6% of the homes, as compared to 15.5% statewide. Further, 67.5% of those living in the region are Alaska Native, compared to Alaska at 13.5% (United States Census Department, 2009).

Our students live in villages that are geographically isolated and have somewhat limited opportunities to experience the world outside their immediate environment. This prevents many students from having the experiences to which their urban counterparts are accustomed (field trips, access to high-quality resources, culturally relevant curriculum, etc.). Only one school

community has road access, but this is only during the winter months on an ice road; flight costs are prohibitive and escalating rapidly.

More than 80% of the district's 1,879 students are Alaska Native (Inupiaq Eskimo). *Preparing Students for Success* will target students at five of the district's schools that have secured a grant from the Bureau of Indian Education, under the Johnson O'Malley Act. As the majority of our students face both academic and English language development needs, *Preparing Students for Success*, addresses both as co-equal-needs.

The October 1, 2010 enrollment pre-k to 12 and 7-12 is as follows: Meade River 77/33; Nunamiut 83/29; Kali 87/29; Trapper 91/29; and Alak 149/53. The total enrollment of the five schools participating in *Preparing Students for Success* is 487 students, with 173 middle and high school students.

COMPETITIVE PREFERENCE PRIORITY 1 – Novice Applicants (5 points)

The North Slope Borough School District, as well as the applicant project schools: Kali, Alak, Meade River, Trapper and Nunamiut Schools (the applicant) are all "novice applicants" and meet the three criteria: (i) (the applicant) has never received a grant or subgrant under the Native American and Alaska Native Children in School Program; (ii) (the applicant) has never been a member of a group application, submitted in accordance with 34 CFR 75.127 through 75.129, that received a grant under the Native American and Alaska Native Children in School Program and; (iii) (the applicant) has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the Native American and Alaska Native Children in School Program.

PERFORMANCE MEASURES (up to 6 points)

In order to gauge the effectiveness of the use of credit recovery and extra-hour course curriculum and materials to increase academic performance, make improvements in school readiness and increase graduation rates, a multi-year, multi-faceted strategy needs to be employed. The *Preparing Students for Success* project seeks to positively impact those areas that pertain to student success as measured against performance measures. Based on the success during the reporting period of the grant, the positive effects of the use of the curriculum and materials over time can be extrapolated.

OBJECTIVES

The data for subgroups for individual schools may be too small to report in compliance with FERPA. In those cases, an aggregate of the five *Preparing Students for Success* project schools will be calculated and reported if and when the reporting is consistent with FERPA.

1 GPRA performance measures

1.1 The percentage of English learners (ELs) served who scored proficient or above on the State reading assessment. Objective: to increase the proficiency level of students in reading in grades 7 - 10 by showing a 10% improvement in the percent proficient in reading for the EL subgroup, on State Standards Based Assessment (SBA) results.

1.2 The percentage of ELs served who made progress in English as measured by the State-approved English language proficiency (ELP) assessment. Objective: to increase the proficiency level of students "making progress" in English by showing 10% improvement in the percent proficient in students making progress in the state of Alaska English language proficiency (ELP) assessment.

1.3 The percentage of ELs served who attained proficiency in English as measured by the State-approved ELP assessment. Objective: to increase the level of students who attained proficiency in English by showing 10% improvement in the percent of students who attained proficiency in the state of Alaska English language proficiency (ELP) assessment.

2 Increasing Postsecondary Success – Competitive Priority 2 (up to 3 points)

2.1 The percentage of high school students that complete high school with a diploma (passing the HSGQE and meeting credit requirements) will increase from 84% of high school completers (the previous three year average) to 94% of students that complete high school per year starting in the 2011/12 school year.

2.2 At least 17% of high needs students, including EL students (or were high needs students when in grades 9, 10, 11, or 12) will enroll in post-secondary education or training within 5 months of earning a high school diploma or certificate. Starting with the 2013 graduating class, the goal will increase to 20%, 2014 to 23%, 2015 to 26%, and the goal for the graduating class of 2016 will increase to 29%. Note the baseline data: 17% all of students earning either a diploma or certificate over the past three graduating classes enrolled in or entered into post secondary education or training.

2.3 Based on beginning of the school year compared to end of the school year assessments, 70% of high-needs students will increase their Achieve3000 Lexile Scores in reading by the equivalent of at least 1.5 years of reading growth. 30% of high-needs students will increase their Achieve3000 Lexile Scores by the equivalent of 1 year to 1.5 years of reading growth. Note: high-needs students will include students that are at least 3 years below grade level (far below) in reading as measured by the Achieve3000 survey assessment.

3 Enabling More Data-Based Decision-Making - Competitive Priority 3 (up to 3 points)

3.1 Each of the *Preparing Students for Success* schools will meet the Graduation Rate Indicator threshold for Adequate Yearly Progress starting in the 2011/2012 school year; each school will increase the graduation rate by 10 percent per year or to be at least as high as the state of Alaska graduation rate for all students.

Note: the new Graduation Rate required by the Final Title 1 Regulations under NCLB will use a different calculation starting in the 2010/2011 school year. The new Graduation Rate, also known as the Four-Year Adjusted Cohort Rate, will follow an actual group of students across four years of high school. Therefore, results from 2011 will be the benchmark for comparative purposes.

3.2 By the end of the 2011/2012 school year, there will decrease by 20% the number of students that are behind in credit, with a 10% decrease in the number of students that are behind in credit in subsequent years.

3.3 To increase the proficiency level of students in reading in grades 7 - 10 by showing a 10% improvement in the percent proficient in reading for the schools as a whole and the following subgroups: Alaska Native, Economically Disadvantaged, and Students with Disabilities.

3.4 By the end of the 2011/2012 school year there will be six (6) approved Credit Recovery course plans. During the 2012/2013 school year six (6) approved Credit Recovery course plans will be developed.

4 Parental Involvement Invitational Priority 1

4.1 Teachers will actively involve all parents/guardians (parents) with teachers meeting with 90% of the parents three times each year to develop and review Individual Learning Plans and/or plans for students that are behind in credit. If a parent is not able to attend a scheduled meeting,

the teacher will call, email, or write the parent to actively reschedule the meeting. The teacher will actively involve parents with at least three attempts for each of the three parent/student/teacher meetings.

PROJECT DESIGN (30 points)

The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (20 points)

To meet the goals and objectives this proposal has four inter-related implementation strategies. The proactive strategies focuses on professional development and improving the reading and writing skills of EL and high-risk students. The reactive strategies include developing credit recovery courses *and working in partnerships to offer additional or extra hours courses, and delivering these courses* to our students.

Professional Development

The primary *Preparing Students for Success* project intervention teacher will work with all administrators on the credit recovery committee to ensure that the district wide initiative is consistent across the *Preparing Students for Success* project schools. The professional development (PD) will consist of peer mentoring (with content area teachers and the district literacy coach and EL district facilitator); SIOP training (a model to facilitate high quality instruction for ELs in content area teaching); Consortium On Reading Excellence (CORE) will be providing professional development in vocabulary acquisition; Iñupiaq Learning Framework PD to assist in culturally responsive teaching practices; PD in assessment tools including Achieve 3000, AIMSweb and MAP; video conferencing and distance delivery software training; and training in developing Individual Learning Plans.

Reading Intervention

The adopted literacy plan of the NSBSD includes appropriate reading intervention based on a four-tiered model. Students in the Strategic Tier (10th to 24th percentile) have different instructional needs from the students in the Intensive Tier ($<10^{th}$ percentile). The ability to focus instruction at the instructional level of the student is problematic in small high schools with limited resources. Distance Delivery is a strategy that can support individual student need. The NSBSD was awarded a Rural Utilities Service Distance Learning and Telemedicine Program grant from the United States Department of Agriculture. The high-capacity video conferencing network will be the platform for the delivery of the reading intervention courses that will be delivered by a project teacher with the support of project staff in the remote locations. This pro-active strategy will support EL and other high-risk students in their acquisition of the English skills necessary to be successful in other high school courses.

The project intervention teacher, as well as the support staff in the remote locations will receive training in Sheltered Instruction Observation Protocol (SIOP). The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001). SIOP is also used as a model for lesson planning and implementation of high quality sheltered instruction. All features of the SIOP model are aligned with current research on instruction for ELs. The NSBSD has a goal that all district teachers will be trained in SIOP; the high teacher turnover rate is an obstacle to reaching this goal. The professional development in vocabulary acquisition strategies presented by CORE will be integrated into these courses. The Iñupiaq Learning Framework (ILF) will be integrated to advance learning for EL and high-needs students. The purpose of the ILF is to engage and motivate learners while providing culturally responsive instructional

practice and content. There is a need for intensive reading intervention delivered by a well-trained teacher in research based EL strategies. This training will support instruction and also in developing lessons for the credit recovery courses.

The expected outcome of intensive reading intervention includes successful course completion; development of literacy skills that will transfer to other academic courses leading to successful course completion in other academic courses; development of literacy skills that prepare the student to be successful on the HSGQE, required to obtain a high school diploma; and increased engagement in school based on success in an academic course. This proactive approach of intensive focused instruction is part of the overall strategy of preventing students from dropping out, decreasing the achievement gap, increasing graduation rates, and preparing students for post-secondary education and training.

Credit Recovery

The NSBSD has a credit recovery plan that includes: criteria for establishing eligibility to take a credit recovery course; procedures for monitoring students; criteria that credit recovery courses are aligned with state standards and GLEs; and designates extra-hour delivery of credit recovery courses.

The primary project instructor will work with teachers throughout the district to develop course plans and lessons. Teachers will be offered extra-duty contracts to work on non-contract days or afterschool. District curriculum specialist and administrators will oversee and support the curriculum work. Courses that have the highest number of needs, based on reviewing student records, will be developed first.

The primary project instructor as well as teachers supported by the grant will offer credit recovery courses after school hours. Each of the five school students will have access to a

certified teacher to support their learning. Students will be able to get specific guidance from a highly qualified teacher through the use of video conferencing capabilities as well as through telephone, email, and other software solutions. The primary project instructor, working with the counselors and/or principals will develop individual learning contracts that will include the list of assignments the student missed and/or assessments, and a plan for the student to complete the missing assignment and/or assessments.

The primary project instructor as well as teachers and/or instructional aids supported by the grant will support students that are taking distance-learning courses. Students are enrolled in these courses to enhance offerings, as well as to support students that previously did not pass core courses and are unable to complete these courses through credit recovery.

Anticipated outcomes include a decrease in the number of students that are credit deficient and the number of credits which students are deficient; lowering the drop out rate, increasing the graduation rates; and preparing students for post-secondary education and training.

Extra-Hour Courses

Another strategy to meet the overall goals of improving student learning and preparing students for post-secondary education and training will be offering of extra-hour courses offered by district staff and by Ilisagvik College, an accredited tribal college.

Ilisagvik College currently works collaboratively with the NSBSD. S-Term courses and other short term courses offered throughout the year are available to our students. There are currently dual credit courses that are approved and offered by the NSBSD and Ilisagvik College. The *Preparing Students for Success* project teacher will work with the district Distance Delivery manager to increase the number of EL and high-needs students that take advantage of Ilisagvik College offerings.

An additional duty of the *Preparing Students for Success* project teacher will be to work with the individual schools as well as the Curriculum Director to facilitate extra-hour courses and to increase the number of EL and high-needs students that take advantage of extra-hour courses.

Benchmark And Progress Monitoring

The NSBSD Literacy Plan specifies that students with substantial deficiencies in literacy skills based on past SBA and/or HSGQE results be monitored in order to determine if the interventions are effective and to inform classroom decisions. Identified high school students are benchmarked three times a year with AIMSweb RCBM and MAZE assessments. AIMSweb Progress Monitoring, once every two weeks – RCBM and MAZE are used to monitor student progress with students that are in the Strategic and Intensive tiers. The target is set at the 50th percentile based on national norms. Supplemental program progress monitoring and assessments as designed include pre and post Achieve3000 level assessments. Program diagnostic assessment resources include chapter and unit assessments. EL students are monitored once per year using the state adopted ELP. EL students will be progress monitored using AIMSweb probes based on AIMSweb benchmark results.

Performance Measures And Milestones Of Objectives 1.1 – 4.1

In Table 1, the Objectives can be found in the section labeled "Objectives." For example, 1.1 corresponds to the GPRA performance measure "to increase the proficiency level of students in reading in grades 9 and 10 by showing a 10% improvement in the percent proficient in reading for the EL subgroup." The short-term outcomes include steady progress on skill development and course completion. Long-term outcomes include students to graduate and be academically prepared for post secondary education.

Table 1: Performance Measures And Milestones Of Objectives 1.1 – 4.1

Performance Measure	Milestones
1.1 and 3.3 -Reading SBA 1.2 and 1.3 - ELP 2.1 and 3.1 - HSGQE 2.2 - Enrollment in post-secondary education or training 2.3 - Achieve3000 survey assessment 2.1 and 3.2 - Report cards/ Transcripts 3.1 – AYP report 3.4 – Credit Recovery Course plans 4.1 - Parent ILP participation	**Quarter 1** -Review AYP Report for baseline Graduation rate (2.1 and 3.1) -Review Spring SBA/HSGQE results (1.1, 2.1, 3.1 and 3.3) -Review ELP AMAO notification letter results (1.1, 1.2 and 1.3) -Administer HSGQE (2.1 and 3.1) -Administer/review Achieve 3000 level set (2.3) -Review and report parent ILP involvement (4.1) -Report on number of credit recovery courses plans developed (3.4) **Quarter 2** -Review report card for students with no credit in one or more courses (3.2) -Review of lexile score (2.3) -Report on number of credit recovery courses plans developed (3.4) **Quarter 3** -Review report card for students with no credit in one or more courses (3.2)

	-Review and report parent ILP involvement (4.1) -Administer and review ELP (1.2 and 1.3) -Report on number of credit recovery courses plans developed (3.4) **Quarter 4/End of Year** -Review report card for students with no credit in one or more courses (3.2) - Administer SBA and HSGQE (2.1 and 3.1) -Administer/review Achieve 3000 level set -Report on number of credit recovery courses plans developed (3.4)

The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (5 points)

There are several areas that the NSBSD will build capacity as a result of this grant that will last after the grant is complete, primarily in training and course development. Staff members that are trained in SIOP, course development, distance learning strategies, Achieve3000, and AIMSweb will be able to build on this staff development in subsequent years through refresher training and/or through daily use of the trained strategies and skills. The NSBSD, through a USDA RUS grant, will have a robust video conferencing capability beginning in the 2011/12 school year. The primary project teacher will gain experience and expertise in facilitating distance (video conference) courses. This will build capacity for the individual teacher as well as

the district. The NSBSD will have an in-district expert to assist other teachers in teaching via video conferencing. These long-term impacts will extend beyond the grant.

The extent to which the proposed project encourages parental involvement. (5 points)

The project builds on the current district plan on encouraging parent involvement. The addition of a plan for students that are behind in credit encourages meaningful parent involvement for high-needs students. Teachers will actively involve all parents three times each year to develop and review Individual Learning Plans and/or plans for students that are behind in credit. If a parent is not able to attend a scheduled meeting, the teacher will call, email, or write the parent to actively reschedule the meeting. The teacher will actively involve parents with at least three attempts for each of the three parent/student/teacher meetings. The primary project teacher working in collaboration with the district librarian will establish a parent resource center/section in each of the project buildings and or on the district web site. Resources could include age appropriate read-alouds, strategies for reading to children, parenting skills, building healthy habits, early literacy tips, etc.

PROJECT PERSONNEL (10 points)

The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (2 points) The NSBSD has a nondiscrimination in employment policy. However, in evaluating applicants, preference shall be given to those applicants who can demonstrate training and experience related to the traditions and cultures represented in the student population. Furthermore, the NSBSD pays a housing stipend of $900 to teachers who reside in a home not provided by or assigned by the district. The purpose of this provision is to acknowledge and encourage resident teachers.

The qualifications, including relevant training and experience, of the project director or principal investigator. (4 points)

Project Director and Director of Curriculum and Instruction: Cathryn Anderegg. She holds both a Master and Doctor of Education in Educational Technology, three years experience as a Director of Curriculum and Instruction, and seven years experience as the Assessment Administrator and School Improvement Grant Director for the State of Alaska, Department of Education & Early Development. She has experience as an Instructional Multimedia Designer for the Northwest Regional Educational Laboratory and has other technology leadership experiences as well as teaching experience.

The qualifications, including relevant training and experience, of key project personnel. (4 points)

Coordinator of Curriculum and Instruction: Katherine Ahgeak. Katherine holds a M.Ed. in Administration and Supervision and currently working on her doctoral program. A lifelong educator and resident of the North Slope, Katherine brings direct classroom teaching experience as well as extensive background in the history, language and culture of the Inupiat. In addition to her formal educational experience, Katherine is experienced with the Sheltered Instructional Observation Protocol (SIOP) and effective instructional practices for ELL students.

Principals: Greg Wilbanks (Kali), Mark Jacobson (Alak), Kathleen Blizard (Meade River), Al Strack (Trapper), and Shele Kinkade (Nunamiut). All of the principals have a Masters degree, a type B Administrator Certification and have at least four years of administrative experience. Each principal participates in 10 in-service days with teachers, in addition, principals participate in at least one week of professional development at the beginning of the

school year and additional instructional leadership activities currently through the Consortium of Reading Excellence (CORE) and other contracted experts throughout the year.

Primary Project Teacher: Consistent with the hiring practices for new positions, the NSBSD will advertise for a teacher that meets all district requirements and preferences in addition to the following preferences: ESL/EL endorsement and/or Reading endorsement, experience with high needs students, and experience in video conferencing and distance learning.

Coordinator of Grants: Brian Freeman. The Coordinator of Grants has a type B Administrator Certification and was a principal for the NSBSD for over three years prior to moving to this position. He has managed grants for a total of 1 ½ years. He has extensive coursework in ESL and linguistics and has taught in EL programs and alternative education programs.

Project Evaluator: Consistent with district policy and procedures the NSBSD will hire an outside consultant to obtain evaluation services for a Native American and Alaska Native Children in School grant after the grant is awarded. The responsibilities are specified below:

- Provide an evaluation plan based on project goals and objectives
- Meet with Project Director within a month of grant award to establish schedule and timelines for evaluation
- Develop and provide project evaluation tools and specify timelines for use
- Working with the Director of Curriculum and Instruction train staff in data collection
- Meet regularly with project director and management team no less than quarterly
- Conduct formative and summative evaluation
- Determine project outcomes and areas in need of adjustment
- Collect and compile data

- Analyze data and provide summary to Project Director yearly
- Assist in preparation of interim and final reporting including GPRA requirements
- Identify any barriers, means to address them and provide recommendations for program improvement

PROJECT MANAGEMENT PLAN (30 points)

Following is the project management and the NSBSD's overall organizational capability that demonstrates the NSBSD capacity to successfully operate and support the project. Included in the management plan are the activities/tasks to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities with the points of contact (POC) listed, timelines, and milestones for accomplishing project tasks.

Project Director

Oversight of the project – The Project Director will oversee that the action plan as outlined in Table 1: Performance Measures And Milestones Of Objectives 1.1 – 4.1 and Table 2: Management Plan Summary. The Project Director will work with each point of contact (POC) to ensure that the project implementation is progressing toward achieving project objectives on time and on budget. The project director will work closely with the Coordinator of Curriculum and Instructions to ensure that this project is consistent with the NSBSD strategic plan and ELL comprehensive plan.

Coordinator of Curriculum and Instructions

Develop Credit Recover Course plans – Working with the Director of Curriculum and Instruction, the Credit Recovery Committee, District Instructional Leadership Team, Principals, and Teacher Leaders, will be responsible to complete the following activities: The development of credit recovery course plans. Timeline: Six plans will be completed by the end of the first

year, with allowances within the plan to continue developing six course plans the following year and on an as needed basis in future years. The milestones include the completion of 3 course plans at the end of quarter 1 and 3 additional course plans at the end of quarter 2. Additional courses will be developed on an as needed basis at one course per quarter. Budget: The grant will fund teacher extra duty contracts and travel as needed to develop courses. The following objectives are most closely supported by this activity: 3.2 and 3.4.

Professional Development – Working with the Director of Curriculum and Instructions, the ELL District Facilitator, the Assistant Superintendent, and with the support of the Principal will oversee the scheduling of trainings (activities) for the project teacher and other teachers/staff that will work with students in the project. Timeline: Training will be frontloaded at the beginning of the school year with additional staff development occurring throughout the year. The milestones include professional development in: SIOP, AIMSweb, Achieve3000, video conferencing, and distance delivery software training. Budget: The district will be responsible for the costs of delivering the training. The grant will pay for the project teacher time including benefits. The continuing staff development for the project teacher will be paid from the grant. The following objectives are most closely supported by this activity: 1.1 through 4.1.

Principal and Teacher Leader

Assessment and Data Analytics - The Principal and Teacher Leader will coordinate all State assessment (ELP, HSGQE, SBA) and district assessment activities (AIMSweb, MAP, Achieve3000). The project teacher will help administer these assessments, as will other staff members. Leading the data analytics is the responsibility of the principal and teacher leader. The district has a minimum day one day per week for scheduled data analytics with staff members. Course level assessments are the responsibility of each teacher. Please see the

following chart for the timeline. The milestones are the quarterly reports that will be generated and reported annually. The budget for the project is the project teacher's time and benefits. The NSBSD is responsible for the costs associated with assessment. The following objectives are most closely supported by this activity: 1.1 through 3.4.

Primary Project Teacher

The responsibilities for this position include: teaching three sections of Basic Reading and Writing; working with the Director of Curriculum and Instructions, develop Credit Recover Course plans; teach after-school credit recovery courses; teach an intensive course in reading/writing or facilitating credit recovery courses during the S-Term; determine credit recovery needs of students in project schools (with the assistance of counselors and principals) and; work with Distance Delivery coordinator and counselors to encourage ELL students to enrollment in dual credit courses. Please see the following chart for the timeline. The milestones are the quarterly reports that will be generated and reported annually. The budget for the project is the project teacher's time and benefits, classified staff in the "remote" schools (for the distance courses) and after-school course extra-duty time and benefits will be paid out of the grant. The following objectives are most closely supported by this activity: 1.1 through 3.4 and 4.1.

Coordinator of Grants

Reporting - The Coordinator of Grants will be responsible for the activity to compile end of quarter reports (submitted annually or as required by the grant) and the end of year report. The timeline, and milestones are the quarterly reports. The reports will require the reporting of information from each site, with the principal being responsible to obtain and report the data. The NSBSD will pay for this budgeted expense. The following objectives are most closely supported by this activity: 1.1 through 4.1.

Consultant: Project Evaluator

Project Evaluation - A comprehensive description (activity) of the Project Evaluation is found in the next section. The Project Evaluator will be an outside consultant paid for out of the grant budget. The Coordinator of Grants will work with the consultant. The consultant will evaluate the program annually (unless the grant requires more frequent evaluation timeline) with the milestone evaluation report being submitted at least annually. The following objectives are most closely supported by this activity: 1.1 through 4.1.

Summary

Table 2 is a summary of the Management Plan. Included are actives, a time frame, milestones, supported objectives, and brief budget responsibilities, and point of contact responsiblities.

Table 2: Management Plan Summary

DATE	Developed/Implemented	Resources
Quarter 1	Project teacher and project supporting teachers receiving PD: SIOP. AIMSweb, Achieve3000, video conferencing, and distance delivery software training. (1.1 through 4.1) Year 1 ONLY; Years 2 – 5 PD as needed to support grant activities. POC: Coordinator of Curriculum and Assessment	NSBSD – Trainer/ Materials Grant: Project teacher/supporting teachers/staff and transportation
Quarter 1	Work with Distance Delivery coordinator and counselors to encourage ELL students to enrollment in dual credit courses. (2.2) POC: Project teacher	NSBSD: course costs

Quarter 1	Determine credit recovery needs of students and develop credit recovery contracts. (3.2 and 3.4) POC: Project teacher	NSBSD: other staff Grant: Project teacher
Quarter 1	Benchmarking and progress monitoring of qualifying students and HSGQE proctoring (1.1, 1.2, 1.3, 2.3, 3.3) POC: Principal and Teacher leader	NSBSD: other staff Grant: Project teacher
Quarter 1	Offer 3 sections of Basic Reading and Writing and support distance delivery courses. (1.1, 1.2, 1.3, 2.3, 3.3) POC: Project teacher	Grant: Project teacher and instructional aides
Quarter 1	Develop 3 credit recover course plans (3.4) Year 1 and 2 ONLY; additional course plans developed as needed. POC: Coordinator of Curriculum and Assessment	NSBSD: Project support Grant: Project teacher and certified extra-duty contract hours
Quarter 1	End of Quarter Reports. (1.1 – 4.1) POC: Coordinator of Grants	NSBSD
Quarter 2	Benchmarking and progress monitoring of qualifying students. (1.1, 1.2, 1.3, 2.3, 3.3) POC: Principal and Teacher leader	NSBSD: other staff Grant: Project teacher
Quarter 2	Offer 3 sections of Basic Reading and Writing and support distance delivery courses. (1.1, 1.2, 1.3, 2.3, 3.3)	Grant: Project teacher and

	POC: Project teacher	instructional aides
Quarter 2	Develop 3 credit recover course plans (3.4) Year 1 and 2 ONLY; additional course plans developed as needed. POC: Coordinator of Curriculum and Assessment	NSBSD: Project support Grant: Project teacher and certified extra-duty contract hours
Quarter 2	End of Quarter Reports. (1.1 – 4.1) POC: Coordinator of Grants	NSBSD
Quarter 3	Benchmarking and progress monitoring of qualifying students and ELP proctoring for EL students. (1.1, 1.2, 1.3, 2.3, 3.3) POC: Principal and Teacher leader	NSBSD: other staff Grant: Project teacher
Quarter 3	Determine credit recovery needs of students and develop credit recovery contracts. (3.4) POC: Project teacher	NSBSD: other staff. Grant: Project teacher
Quarter 3	Work with Distance Delivery coordinator and counselors to encourage ELL students to enrollment in dual credit courses. (2.2) POC: Project teacher	NSBSD: course costs
Quarter 3	Offer 3 sections of Basic Reading and Writing and support distance delivery courses. (1.1, 1.2, 1.3, 2.3, 3.3) POC: Project teacher	Grant: Project teacher and instructional aides

Quarter 3	Offer after-school credit recovery courses (3.4) POC: Project teacher	Grant: Project teacher and certified extra-duty contract hours
Quarter 3	End of Quarter Reports (1.1 – 4.1) POC: Coordinator of Grants	NSBSD
Quarter 4	Benchmarking and progress monitoring of qualifying students and SBA/HSGQE proctoring. (1.1, 1.2, 1.3, 2.3, 3.3) POC: Principal and Teacher leader	NSBSD: other staff Grant: Project teacher
Quarter 4	Offer 3 sections of Basic Reading and Writing and support distance delivery courses. (1.1, 1.2, 1.3, 2.3, 3.3) POC: Project teacher	Grant: Grant: Project teacher and instructional aides
Quarter 4	Offer after-school credit recovery courses (3.4) POC: Project teacher	Grant: Project teacher and certified extra-duty contract hours
S-Term	Benchmarking and progress monitoring of qualifying students POC: Principal and Teacher leader	NSBSD: other staff Grant: Project teacher
S-Term	Offer Intensive course in reading/writing or facilitating credit recovery courses. (1.1, 1.2, 1.3, 2.3, 3.3) POC: Project teacher	Grant: Project teacher

End of year	End of Quarter/Year Reports (1.1 – 4.1) POC: Coordinator of Grants	NSBSD
End of year	End of Year Evaluation Report (1.1 – 4.1) POC: Consultant: Project Evaluator working with the Coordinator of Grants	Grant: Consultant
Years 2 - 5	Same management plan as year 1	See Year 1

PROJECT EVALUATION (30 Points)

The evaluation design will be a non-experimental, outcomes-based design that will examine the inputs, the activities or outputs, and the outcomes in relation to the achievement or program goals. The evaluation process will include formative and summative components and will address the required GPRA measures of performance accountability. The district will contract with an outside evaluator. The Coordinator of Grants will facilitate collecting the necessary documentation to the evaluator.

The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (5 points)

1.1 How the objective will be evaluated: Reading SBA results for grades 7 - 10 will be analyzed and reported after the State certifies the results. The baseline year will be the Spring 2011 SBA district wide results will be reported as well as any and/or all of the project schools that have results that are reportable in compliance with FERPA.

1.2 How the objective will be evaluated: ELP results will be analyzed and reported after the State certifies the results. The baseline year will be the 2008/2009 ELP district wide results, district results will be reported.

1.3 How the objective will be evaluated: ELP results will be analyzed and reported after the State certifies the results. The baseline year will be the 2008/2009 ELP district wide results, district results will be reported.

2.1 How the objective will be evaluated: The data is generated after all schools have reported the number of students that completed the course requirements that either passed all three areas of the HSGQE and are awarded a high school diploma, or did not pass all three areas of the HSGQE and are awarded a certificate of completion.

2.2 How the objective will be evaluated: At the time of graduation, students will be identified as having been at one time in grades 9 – 12 a high needs student. At the first quarter following graduation, the Home School Facilitator at the direction of the principal will contact the students and/or the parents to ascertain if the graduating student is enrolled in post-secondary education or training. It should be noted that the baseline included students that enrolled in post-secondary education or training anytime in the past three years. The result, reported as a percentage will be analyzed and reported.

2.3 How the objective will be evaluated: Achieve pre and post survey assessments will be analyze with student growth to be reported and analyzed in three groups: students that demonstrated at least 1.5 years of growth; students that demonstrated 1 year to 1.5 years of growth; and students that demonstrated less than 1 year of growth.

3.1 How the objective will be evaluated: The 2011 graduation rate will be the baseline data. Starting for the 2011/2012 the results will be analyzed and reported. First, a listing of all project

schools that met the Graduation Rate Indicator threshold for Adequate Yearly Progress will be reported. Second, the graduation rate of the previous year will be multiplied by 0.10 with the growth target being reported as being met (with the minimum target also being reported).

3.2 How the objective will be evaluated: The base line data is established based on results following the second semester of the 2010/2011 school year. The results will be analyzed and reported after each credit earning period (i.e. at semester), the number of students found to behind in credits will be reported as a percentage for each school.

3.3 How the objective will be evaluated: Reading SBA results for grades 7 - 10 will be analyzed and reported after the State certifies the results. The baseline year will be the Spring 2011 SBA district wide results will be reported as well as any and/or all of the project schools that have results that are reportable in compliance with FERPA.

3.4 How the objective will be evaluated: At the end of the 2011/2012 and 2012/2013 school year it will be reported how many approved credit recovery courses were developed by quarter.

4.1 How the objective will be evaluated: At the end of the 2011/2012 school year it will be reported by number of parents that were involved in meetings to plan and review ILPs and or plans for students that are behind in credit. It will also be reported how many parents were not involved.

The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (15 points)

1.1 How the objective will be collected, analyzed, and reported: The baseline year will be the Spring 2011 Reading SBA district wide results for grades 7 - 10. The Alaska Department of Education and Early Development (EED) provides SBA results at the district and school level.

Data analytic teams (teachers, administrators, and at times classified staff) review the SBA data early in the school year on an early-release "data analytics" collaboration time. Trends over several years are examined; strand results, individual results, sub-group results, etc. are analyzed for trends and to inform educational decisions, such as professional development needs and curriculum responses. The reporting will be consistent with FERPA. The reporting form will be the district and participating *Preparing Students for Success* project schools' "SBA School Summary Report," and the NSBSD and project schools' "Adequate Yearly Progress" (AYP) report. The SBA School Summary Report provides state, district and school average scale scores overall and by strand for Reading, Writing and Math as well as number of school, district and state students that are Advanced, Proficient, Below Proficient and Far Below Proficient. The AYP report breaks down SBA results by sub-groups, but reports a composite score on Language Arts (reading and writing).

1.2 How the objective will be collected, analyzed, and reported: The baseline year will be the Spring 2008/2009 ELP district wide results. The Alaska Department of Education and Early Development (EED) provides ELP district results only. The reporting form will be a EED notification letter on the NSBSD progress in meeting the Title III Annual AMAO targets. A district level data analytics team will analyze the results for trends and to inform decisions on curriculum and staff development needs.

1.3 How the objective will be collected, analyzed, and reported: The baseline year will be the Spring 2008/2009 ELP district wide results. The Alaska Department of Education and Early Development (EED) provides ELP district results only. The reporting form will be a EED notification letter on the NSBSD progress in meeting the Title III Annual AMAO targets. A

district level data analytics team will analyze the results for trends and to inform decisions on curriculum and staff development needs.

2.1 How the objective will be collected, analyzed, and reported: The data is generated after all schools have reported the number of students that completed the course requirements that either passed all three areas of the HSGQE and are awarded a high school diploma, or did not pass all three areas of the HSGQE and are awarded a certificate of completion. The information is collected from the school database (Power School). The total number of students in the project schools that completed the course requirements will be the denominator. The numerator will be the number of students in the project schools that passed all three areas of the HSGQE and were awarded a high school diploma. The result, reported as a percentage will be analyzed and reported.

2.2 How the objective will be collected, analyzed, and reported: At the time of graduation, students will be identified as having been at one time in grades 7 – 12 a high needs student. A review of Power School records will identify students that have been off track to graduate based on credits, students that needed to take multiple attempts at passing the HSGQE. A separate database (Gold View) will identify students that have disabilities. The ELL District Coordinator maintains the EL database. Because of the size of the schools, the principal with the assistance of the Home School Facilitator can identify students that are pregnant or are parents, or have been incarcerated. A cumulative review of Individual Learning Plans (over the high school career) will identify students that were below proficient starting in 8th grade on the SBA. At the first quarter following graduation, the Home School Facilitator at the direction of the principal will contact the students and/or the parents to ascertain if the graduating student is enrolled in post-secondary education or training. It should be noted that the baseline included students that

enrolled in post-secondary education or training anytime in the past three years. The result, reported as a percentage will be analyzed by the Middle and High School data analytics team and reported.

2.3 How the objective will be collected, analyzed, and reported: Achieve pre and post survey assessments will be collected with the assistance of the district literacy coach, the results are stored electronically by the Achieve3000 program. The data will be analyze (at least 2 times per year during data analytics time by the Middle and High School data analytics team) with student growth to be reported and in three groups: number and percentage of students that demonstrated at least 1.5 years of growth per project school; number and percentage of students that demonstrated 1 year to 1.5 years of growth per project school; and number and percentage of students that demonstrated less than 1 year of growth per project school.

3.1 How the objective will be collected, analyzed, and reported: The data is collected by the EED and reported by the NSBSD on the Adequate Yearly Progress form and is attached to the "School Report Card" to the public. The 2011 graduation rate will be the baseline data. Starting for the 2011/2012 the results will be analyzed and reported. The Middle and High School data analytics team will analyze the report for trends. First, a listing of all project schools that met the Graduation Rate Indicator threshold for Adequate Yearly Progress will be reported. Second, the graduation rate of the previous year will be multiplied by 0.10 with the growth target being reported as being met (or not) with the minimum target also being reported.

3.2 How the objective will be collected, analyzed, and reported: The base line data is established based on results following the second semester of the 2010/2011 school year. Following each semester a report will be generated using Power School given set criteria that defines credit deficiency. The results will be analyzed and reported after each semester by the High School data

analytics team, the number of students found to behind in credits will be reported as a percentage for each school. Criteria to determine credit deficiency after **semester 1**: Gr 9 - fewer than 3 credits; Gr 10 - fewer than 8 credits; Gr 11 - fewer than 13 credits; Gr 12 - fewer than 19 credits. Criteria to determine credit deficiency after **semester 2**: Gr 9 - fewer than 6 credits; Gr 10 - fewer than11 credits; Gr 11 - fewer than 16 credits; Gr 12 - fewer than 22 credits.

3.3 How the objective will be collected, analyzed, and reported: The baseline year will be the Spring 2011 Reading SBA district wide results for grades 7 - 10. The Alaska Department of Education and Early Development (EED) provides SBA results at the district and school level. SBA results will be analyzed and reported after the State certifies the results. The Spring Reading SBA district wide results will be reported as well as any and/or all of the project schools that have results that are reported in compliance of FERPA. (See 1.1 for complete description on how the data is collected, analyzed and reported.)

3.4 How the objective will be collected, analyzed, and reported: At the end of the 2011/2012 and 2012/2013 school years the Director of Curriculum and Instruction will collect and report to the Superintendent how many approved credit recovery courses were developed per quarter. The District Instructional Leadership Team will analyze relationship between the number of course plans and student needs.

4.1 How the objective will be collected, analyzed, and reported: At the end of each school year it will be reported by number of parents that were involved in meetings to plan and review ILPs and or plans for students that are behind in credit. It will also be reported how many parents were not involved. The principal will collect the information from each teacher that has ILPs for high school students. High-needs student ILP data will be collected as a sub-group. The data

analytics team with the home school facilitator will review the success rate and develop an action plan to fully engage all parents.

The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies. (5 points)

The program short-term outcomes include steady progress on skill development and course completion. Long-term outcomes include improving student graduation rates and to academically prepare students for post secondary education. Our implementation strategies include offering remediation courses in reading and writing; developing and delivering credit recovery courses; and professional development. The various student performance data including SBA, ELP, and Achieve3000 pre and post results will support the triangulation of the effectiveness of the intervention course(s) as will as the effectiveness of the credit recovery efforts. Monitoring the number of students that are behind in credit and intervening early will be measured and reported and the method of evaluation the effectiveness of the intervention/remediation strategies that are implemented will include the number of students doing credit recovery and number or courses completed by seeing a decrease in the number of students that are behind in credit will improve the on-time graduation rate and decrease the number of students that drop out of school. The number and subject of courses developed is another measure of the effectiveness of project implementation strategies, mitigating the risk factor of being behind in school, will increase the on-time graduation rate and decrease the number of students that drop out of school.

The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

The feedback loop occurs throughout the school year. Each quarter there are milestones that are examined to evaluate the effectiveness of the project. The number of students that are behind in credit will be reported at semester. The feedback will inform the effectiveness of the strategies and the progress toward achieving the intended outcomes. Graduating on time is best monitored starting in the 9th grade, although some of the outcomes are four years in the future, reducing the number of students that are behind in credits at the end of each period will lead to improving graduation-on-time rates. This monitoring provides a more immediate performance feedback and permit periodic assessment of progress toward achieving intended outcomes. The number of courses developed per quarter is another milestone that provides performance feedback. Student assessment data and graduation data provide for performance feedback. As per the NSBSD Literacy Plan, students with substantial deficiencies in literacy skills based on past SBA and/or HSGQE results be monitored in order to determine if the interventions are effective and to inform classroom decisions. Identified high school students are benchmarked three times a year with AIMSweb RCBM and MAZE assessments. AIMSweb Progress Monitoring, once every two weeks – RCBM and MAZE are used to monitor student progress with students that are in the Strategic and Intensive tiers. The target is set at the 50th percentile based on national norms, the Strategic tier is the10th percentile to the 25th percentile and the Intensive tier includes students at or below the 10th percentile. Supplemental program progress monitoring and assessments as designed include pre and post Achieve3000 level assessments. Program diagnostic assessment resources include chapter and unit assessments. EL students are monitored once per year using the state adopted ELP. EL students that meet the criteria will be progress monitored using AIMSweb probes based on AIMSweb benchmark results. Although this data is not associated with a measurable objective (1.1 – 4.1), the data provides for

immediate feedback on individual student performance and the effectiveness of specific curriculum/strategies. AIMSweb is designed to inform instructional decisions and not to measure the effectiveness of a program, however, it is an example of how the district will use data to provide performance feedback and permit periodic assessment of progress toward achieving individual student outcomes.

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