

**CAMDENTON R-III SCHOOL DISTRICT
MINUTES OF BOARD OF EDUCATION MEETING**

**Regular Meeting – Hurricane Deck Elementary
December 10, 2012 – 5:30 p.m.**

Present:

Nancy A. Masterson	President	Dr. Tim Hadfield	Superintendent
Chris C. McElyea	Vice-President	Dr. Brian Henry	Deputy Superintendent
Selynn Barbour	Treasurer	Roma Lee France	Assistant Superintendent
John L. Beckett	Member	Dr. Jim Rich	Assistant Superintendent
Jim Besancenez	Member	Linda Leu	Secretary
Jackie Schulte	Member		
Laura L. Martin	Member		

Absent:

I. CALL TO ORDER & RECITE PLEDGE OF ALLEGIANCE

The Camdenton R-III Board of Education met in Regular Session at Hurricane Deck Elementary on Monday, December 10, 2012. The meeting was called to order by President Masterson at 5:30 p.m. The pledge of allegiance was recited.

II. APPROVAL OF AGENDA

Regular Meeting – December 10, 2012

Motion: Move to approve the agenda of the regular meeting of December 10, 2012, as presented.
Beckett/Barbour - all ayes.

III. CLASSIFIED EMPLOYEES OF THE MONTH

Susan Manzullo, Secretary to Dr. Paula Brown, High School Assistant Principal, was recognized as the November "Classified Employee of the Month." Terry Stoll, with the Maintenance Department, is the December "Classified Employee of the Month." Due to the meeting being held at Hurricane Deck Elementary, Terry will be recognized at the January Board meeting on campus.

No motion necessary.

IV. PUBLIC COMMENT

Two people spoke during the public comment section regarding copier bids and one person spoke regarding the gifted program.

V. CONSENT ITEMS

- A. Approve Regular Session Minutes and Documentation – November 12, 2012
- B. Approve Excellence in Education Nominations

This month's recipients are as follows:

Dogwood Elementary	Maggie Libby
Hawthorn Elementary	Allison Jolly
Oak Ridge Intermediate	Sharon Herz
Middle School	Jane Seifert
High School/Horizons	Cara Enos
LCTC	Lynn Cramer
Hurricane Deck Elementary	Johnna Gregory
Osage Beach Elementary	Kathy Oelschlager

- C. Accept Color Copier Bid from GFI Digital, Inc. as recommended.
- D. Approve Recommended Changes in the Prescription Drug Plan

- Implementing a step therapy program on a grandfathered approach. The step therapy program covers 16 therapeutic classes of drugs and would only impact members filling new prescriptions. A member filling for the first time that falls into one of the 16 classes and is a name brand drug will be directed to a generic alternative.
- Schedule II narcotics would be monitored for frequent use. On the third fill over a 60-day supply within a 180-day period the claim will flag and MedTrak would allow only one more fill before following up with the physician.
- Medication Recommendations – Prior authorization for Isotretinoin (acne medicine) since it is being used by more adults, but include other acne medications without prior authorization. Implement prior authorization on Cox-2 inhibitors (i.e. Celebrex). Any member currently on this would not be impacted. Remove prior authorization on Zofran and include vitamin D and K with prior authorization.

E. Approve Revised Student Advisors Policy as presented.

Motion: Move to approve consent items as presented.
Beckett/Barbour – all ayes.

VI. APPROVAL OF BILLS

Motion: Move to approve the bills with addendum as submitted.
Schulte/Beckett – all ayes.

VII. APPROVAL OF TREASURER'S REPORTS

Motion: Move to approve the November 2012 Treasurer's Report as submitted.
Martin/Barbour - all ayes.

VIII. UNFINISHED BUSINESS

A. PROPOSAL REGARDING LEGAL COUNSEL

Superintendent Hadfield shared advice from Susan Goldammer, a lead attorney of the Missouri School Board's Association, in relation to possible legal counsel attending Board meetings. Following discussion the consensus of the Board was to continue utilizing legal counsel in the current fashion, on an as-needed case-by-case situation.

B. PROPOSAL TO RECORD BOARD MEETINGS

Mrs. Roma France provided a proposal to the Board of Education to record Board meetings in a professional manner, including a diagram of the Board room set up and the required media room with a person to man it. The approximate cost for equipment is \$20,000-\$25,000. Board Docs software offered through Missouri School Boards' Association was also recommended as a means to provide documents for the Board. The Board directed Mrs. France to research costs for microphones only and provide this information to the Board in the near future.

IX. NEW BUSINESS

A. LCTC ANNUAL REPORT

Three students, Ashley Beard from Camdenton in Teacher Education; Tiffany Wilson from School of the Osage in Health Occupations II; and Ali Bradney from Camdenton in Agriculture; presented information about their area of study in Career Technical Education. Dr. Gail White, Director of the Lake Career & Technical Center, presented the annual report regarding LCTC Programs. LCTC goals were correlated with the District's strategic plan.

No motion necessary.

B. INTERVENTIONS REPORT

In Dr. Kindwall's absence due to another professional obligation, Leslie Luttrell, Assistant Director of Interventions, presented information related to the Camdenton R-III Interventions Department. Ms. Luttrell shared progress on goals as well as several success stories.

No motion necessary.

C. GIFTED REPORT

Mrs. Lucinda Varner, Capstone Coordinator, presented the annual report on Gifted Education. One area of focus is parent involvement which is being fulfilled through various activities.

No motion necessary.

D. MSIP 5 INFORMATION

Dr. Brian Henry and Dr. Tim Hadfield presented information regarding the requirements of the new accreditation model under MSIP 5. Documents from the Department of Elementary and Secondary Education were reviewed on this topic including an MSIP 5 Brochure, an MSIP 5 Flyer, an MSIP 5 Guidance Document, and MSIP 5 Cut Scores & Percentages. A summary was provided comparing MSIP 4 to the new MSIP 5 with five standards: academic achievement, subgroup achievement, college and career readiness, attendance, and graduation rate.

No motion necessary.

E. PATRON INSIGHT SURVEY INFORMATION

Superintendent Hadfield provided the Board with information gathered from the latest telephone survey conducted by Patron Insight, a five-minute study of 400 locally registered voters. The survey was in regards to a potential ballot issue to fund the replacement of Osage Beach Elementary and renovate Hurricane Deck Elementary. Results show there has been meaningful, dramatic growth in the level of support since January 2011. Support was even higher if the proposal would not require a tax increase.

Motion: Move to direct Superintendent Hadfield to work with George K. Baum and Gilmore and Bell to draft simple ballot language, provide the Board with a projected cost of the ballot, a cost of the bonds, costs of a new building and building renovations, and also provide Patron Insight survey information and site information.

McElyea/Beckett – all ayes.

X. BOARD PRESIDENT'S WRAP-UP

This is an opportunity for the Board to report on upcoming meetings, meetings attended, registrations, and deadlines. The following items were discussed:

- Legislative Forum, February 19, 2013
- Report on SHAC
- Report on Calendar Meeting – more frequent professional collaboration was the number one item of concern from the committee.
- President Masterson mentioned the valuable insight in Ken DeSieghardt's book in light of a possible election and promoting our school district. Mrs. Masterson asked Board members to return District books when finished with them to have available for future Board members.

No motion necessary.

XI. EXECUTIVE SESSION

In compliance with State Statute 610.021 (closed meetings and closed records), move that the Board go into Executive Session for the following purposes:

- 1) Lease, purchase, or sale of real estate (610.021)(2).
- 2) Hiring, firing, disciplining, or promoting particular employees (610.021)(3).
- 3) Scholastic probation, expulsion, or graduation of identifiable individuals, including records of individual test or examination scores (610.021)(6).
- 4) Individually identifiable personnel records, performance ratings, or records pertaining to employees (610.021)(13).

5) Records which are protected from disclosure by law (610.021)(14).

Motion: Move to adjourn to Executive Session.

Beckett/Schulte - Roll call vote: Schulte – aye, Besancenez – aye, Martin – aye, Masterson – aye, McElyea – aye, Barbour – aye, and Beckett – aye.

XII. ADJOURN MEETING

Motion: Move that the meeting adjourn.

Martin/Besancenez - all ayes.

Meeting adjourned at 9:40 p.m.

Nancy A. Masterson – President of the Board

Linda Leu – Secretary of the Board

DRAFT

Public Comment Card

Name Navika Schopen eman
Address 1208 Brookhaven Lane
City, State, Zip Lawrence, Kansas
Phone Number 785-843-4669

Brief description of topic being presented to the Board at today's meeting:

gifted program

Please give this card to the Secretary of the Board of Education.

Public Comment Card

Name Dennis Kover AWY 63
Address 4287 HWY 7
City, State, Zip Freeburg, MO 65035
Phone Number (573) 619-7763

Brief description of topic being presented to the Board at today's meeting:

GFI color copier bid. Reserves
Questions

Please give this card to the Secretary of the Board of Education.

Public Comment Card

Name Byron Lutz ~~CA~~
Address 4494 Sk. Drive Unit 31T Essex Boro
City, State, Zip CS 06065
Phone Number 573-723-0060

Brief description of topic being presented to the Board at today's meeting:

COPIES

Please give this card to the Secretary of the Board of Education.

COPIER BID SUMMARY

December 2012

7 – Color Copiers per Specification
Includes 1,500,000 B & W Pages Annually
Includes 252,000 Color Pages Annually

	Ricoh	GFI Digital, Inc.	Data Comm	Current GFI
	Ricoh	Toshiba	Konica Minolta	Toshiba
48-Mo. Lease Price	\$1,281.25	\$1,583	\$1,959	
60-Mo. Lease Price	\$1,100.85	\$1,336	\$1,381	
Monthly B & W Maint.	\$525	\$612.50	\$512.50	\$1,183.58
Monthly Color Maint.	\$882	\$840.00	\$1,008	\$992
B & W Coverage Chg/Page	.0042	.0049	.0041	.007
Color Coverage Chg/Page	.042	.04	.048	.07

*Recommended.

REFERENCE COPY

FILE: JFB
Basic

STUDENT ADVISORS TO THE BOARD

The Camdenon R-III School District Board of Education recognizes the unique perspectives held by students on issues impacting the school district. Therefore, two high school students of the Camdenon R-III School District will serve as **nonvoting advisors** to the Board pursuant to this policy. These student advisor positions exist at the discretion of the Board.

Application and Eligibility

Students interested in serving as a student advisor to the Board will submit a one- to two-page essay to the Camdenon High School guidance department and an appointed Board member explaining how they would represent the students on the Board. The Camdenon High School guidance department and an appointed Board member will select **two candidates up to them** candidates to be presented to the Camdenon High School student body for each election to the Board as a student advisor.

~~The election will be held in December. One term will begin January 1 each year and end on December 31 of the same year. The first year of this program one term will serve from January 1 through May 31. Thereafter, in the future, one term will begin from September 1 through August 31. Student advisors may only serve one term. Student advisor exists at the discretion of the Board.~~
A student must be a sophomore, or junior at the time of the election or senior to be eligible for these positions, except that in the 2012-13 school year only, a senior may be eligible for a half-year term running from January 1 through May 31. In addition, a student must be enrolled as a full-time student (may include dual enrollment) in the district throughout his or her one-year term. The student selected may not have been suspended from high school or suspended from any high school district-sponsored activities before or during his or her term.

Elections and Terms

Student advisors may only serve for a single one-year term. For the 2012-13 school year only, the election for both advisor positions will be held in December. One advisor's term will run from January 1 through May 31 and other advisor's term will run from January 1 through December 31. Beginning in May 2013 and for every year thereafter, an election for one advisor position will be held in May for a term to run June 1 through May 31 and a second election for the other advisor position will be held in December for a term to run January 1 through December 31.

The Board reserves the right to remove a student as student advisor for any reason including, but not limited to, situations where the student is suspended from school, violates the law, fails to attend the necessary meetings, or is no longer enrolled in school. In the event a vacancy is created due to a removal or resignation, the Camdenon High School guidance department will nominate another student for the remainder of the term upon appointment by the Board.

Responsibilities

FILE: JFB
Basic

REFERENCE COPY

Student advisors are expected to attend all regular Board meetings unless excused by the Board. Student advisors may be directed by the Board to report on particular issues. Student advisors will be expected to communicate with district students on a regular basis. Student advisors may not vote on any issue and will not have access to closed information. Student advisors will receive the same Board packet distributed to the rest of the Board, except for any closed information. Once appointed, student advisors will meet with the Board president, superintendent or designee for training. Minimally, student advisors will be informed of the Sunshine Law, basic parliamentary procedure and Board policies affecting the operation of Board meetings.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 11/12/2012

Revised:

Cross Refs: BF, School Board Policy Process

Camdenton R-III School District, Camdenton, Missouri

	Inc. Operations	Teachers	Capital Proj.	Lease Purch.	Sub Total	Debt Service	Grand Total	Medical SI Acct
Rev. Rec	10,837,219.58	-	3,892,144.60	1,856,307.55	16,585,671.73	1,160,599.83	17,746,271.56	1,944,978.04
Expend.	616,202.40	828,737.82	7,823.85	17,414.38	1,470,178.45	9,708.81	1,479,887.26	379,415.12
*Transfer	1,344,597.77	2,025,892.07	101,850.06	750.00	3,473,089.90	300.00	3,473,389.90	353,848.57
Ending Bal	8,911,669.96	-	3,798,118.39	1,872,971.93	14,582,760.28	1,170,008.64	15,752,768.92	1,970,544.59
Prev. Year	6,488,727.33	-	4,908,186.38	1,381,875.05	12,778,788.76	857,503.33	13,636,292.09	1,916,054.51
YTD Interest	5,072.63	377.69	38.28		5,488.60	1,070.08	6,558.68	451.69
YTD Sum.								
Beg Bal	14,369,544.54	72.76	4,784,092.51	1,797,673.71	20,951,383.52	1,745,956.93	22,697,340.45	2,587,708.04
Rev Budget	19,312,423.00	22,745,806.00	609,823.32	1,357,348.68	44,025,401.00	2,143,133.00	46,168,534.00	
Rev YTD Actual	2,351,290.79	4,691,099.81	93,747.41	208,663.66	7,344,801.67	71,439.21	7,416,240.88	1,383,684.47
Exp Budget	16,100,494.24	25,441,780.81	1,912,635.00	1,487,692.00	44,942,602.05	2,220,475.00	47,163,077.05	
EXP YTD Actual	5,941,411.23	6,558,926.71	1,079,721.53	133,365.44	13,713,424.91	647,387.50	14,360,812.41	2,000,847.92
*Transfer	1,867,754.14	1,867,754.14						
Ending Bal	8,911,669.96	-	3,798,118.39	1,872,971.93	14,582,760.28	1,170,008.64	15,752,768.92	1,970,544.59
Bank Recon								
1st Nat'l A/P 2895	391,383.90							
1st Nat'l Payroll	91,299.26							
Central A/P	49,839.55							
Central Payroll	1,057,748.08							
Revolving	3,000.00							
Cred Card	9,325.18							
Escrow 0150022007	144,000.00							
Escrow 0150022008	883,864.50							
Central Debt Acct	24,885.95							
1st Nat'l Debt Acct	62,389.84							
Mosip Debt Acct	52,468.35							
MOSIP	12,963,140.31							
Central Lunch Acct.	19,424.00							
CD	-							
Grand Total	15,752,768.92							
Medical SI Acct.	1,970,544.59							

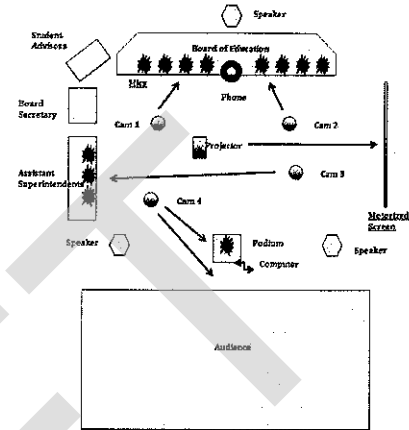
*Transfer: Zero Teacher Fund

15,752,768.92 Fund Accounts
15,752,768.92 Bank Accounts

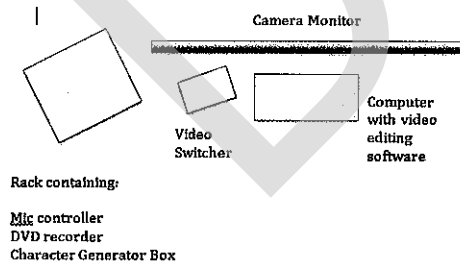
0 Adjustments

**PROPOSAL TO RECORD
BOARD MEETINGS**
Camdenton R-III School District
December 10, 2012

PROPOSED ROOM LAYOUT



PROPOSED MEDIA ROOM LAYOUT



APPROXIMATE COST

Approximate Cost	
4500 Lumens Data Projector	1800
Projector Hardware	200
Distribution Amplifier	78
Motorized Screen	1350
Booth Monitor w/Volume Control	150
Cable and Hardware	9356
Picture in Picture Processor	250
PTZ Controller	1900
4 In-ceiling Cameras	5353
Streaming Video Module	646
Large Screen Monitor	650
Total	21,833

I would also recommend that we purchase the software, Board Docs to prepare and report board meeting information.

Lite Version - \$2700
Pro Version - \$9000
Start-up Fee/Training - \$1000

OTHER ITEMS

Personnel needed during board meeting: one person in control room to turn on all equipment prior to board meeting, start recording, monitor and switch camera angles during meeting, and to begin conversion process after board meeting.

After recording, videos would be embedded into the district's website for viewing by public.

●

DRAFT

LCTC Annual Report

2012-2015 Camdenton R-III Strategic Planning Template
 Building Name: Lake Career & Technical Center (LCTC) – Annual Report to the Board of Education
 Year: Fall 2012 Note: The most recent data available is utilized for the report.

Strategy 1	1 Improve student motivation and engagement	Improve student motivation and engagement	Embedded Credit Data 2009-2012: 90% of Communication Arts students obtained 5 units of credit (44/49 students). 90% of Math students obtained 5 units of credit (46/51 students). Goal Met
Action Steps (Motivation)	M 1. The faculty of the Camdenton R-III School District will facilitate student academic goal creation. 2. The faculty of the Camdenton R-III School District will create methods for student self-monitoring on scoring assignments, course level expectations, and time over time. 3. The faculty of the Camdenton R-III School District will create methods to provide opportunities for meaningful student feedback. 4. Individual school buildings will create building-wide discipline plans that address behavior, safety, and crime.	Self-Monitoring: 2012-13: Each quarter Embedded Credit Communication Arts students monitor and track their own progress using a Portfolio Checklist. The checklist includes the due date, assignment, course level expectations, and grade earned. The student has an opportunity to discuss the checklist with the English instructor. There is a place to include comments. In math students can see their pretest scores, common assessment scores and can see their hands-on math tasks. This is not yet implemented in all classes, but was discussed at the October embedded credit meeting. Follow-Up: 2010-11 Progress Measures: Each year, prior to attending LCTC, students will receive career guidance information in order to select a related career and technical program that will assist students in making the transition from LCTC to related employment, continuing education, or entering the military consistent with their expressed interests at a minimum of credit meeting.	Follow-Up Data 2010-11: 92.1% Goal Met. Follow-Up Data 2009-10: 91% Goal Met. Follow-Up Data 2008-09: 80% Goal Not Met.
Action Steps (Engagement)	E 1. The faculty of the Camdenton R-III School District will communicate high expectations for all students. 2. The faculty of the Camdenton R-III School District will develop meaningful assignments in all subject areas, specifically in disciplines such as science (including observation and real world experiences) and social studies, creating	Follow-Up: 2010-11 Progress Measures: Each year, prior to attending LCTC, students will receive career guidance information in order to select a related career and technical program that will assist students in making the transition from LCTC to related employment, continuing education, or entering the military consistent with their expressed interests at a minimum of credit meeting.	Follow-Up Data 2010-11: 92.1% Goal Met. Follow-Up Data 2009-10: 91% Goal Met. Follow-Up Data 2008-09: 80% Goal Not Met.

2012-2015 Camdenton R-III Strategic Planning Template
 Building Name: Lake Career & Technical Center (LCTC) – Annual Report to the Board of Education
 Year: Fall 2012 Note: The most recent data available is utilized for the report.

Component Code	Description	Building Level Plan	Building Results
Goal Objective A	Student Performance Educators will improve student learning through the implementation of research based strategies and school reform initiatives.	Student Performance Educators will improve student learning through the implementation of research based strategies and school reform initiatives.	Student Performance Educators will improve student learning through the implementation of research based strategies and school reform initiatives.
Person Responsible	Deputy Superintendent for Academic Services, Building Administrators, Faculty	This LCTC Building Leadership Team (BLT) will monitor the progress of the following CTE initiatives: Embedded credit, interventions, enrollment, placement, attendance, and standard grading practices.	2012-13 BLT members were: Gerry Briscoe, Bob Hayes, Kathy Huazo, Tim Keeney, Joe Stavenhilt, Amy Wackerman, Jenni Webb, and Gail White. 2012-13 BLT members are: Gerry Briscoe, Kathy Huazo, Melissa Jackson, Tim Keeney, Bill Kurtz, Ryan Noel, Amy Wackerman, Gail White, and Cassie Wilmes.
Progress Measures	Meet the district performance goal on local common peer standard assessment (District Performance Goal) for science (each Tennessee School District will increase the graduation rate, as calculated by the Department of Elementary and Secondary Education, to 88% by 2015 (85-2013, 85-2014).	Embedded Credit: 2011-12 Progress Measures: During the school year, 80% of the following CTE "embedded" credits will obtain the 88% average in order to gain at least one-half unit of "embedded" credit. 2012-13 Progress Measures: During the school year, 80% of the CTE students enrolled in "embedded" credits will obtain an 80% average.	Embedded Credit Data 2011-2012: 99% of Math students met the Power Standards/Assessments identified (146/146 students). 99% of Math students met the Power Standards/Assessments identified (130/131 students). 98% of Science students met the Power Standards/Assessments identified (49/50 students). Embedded Credit Data 2010-2011: 94% of Communication Arts students obtained 5 units of credit (10/10 students). 91% of Math students obtained 5 units of credit (49/53 students). Goal Met

U	Action Steps (Linguistic Proficiency) The faculty of the Camdenton R-III School District will address the needs of unique student demographic groups by: 1. Focusing on developing background knowledge and vocabulary. 2. Maintaining high expectations for all students. 3. Encouraging every English and Spanish student on a routine basis for fluency. 4. Continuing buddy gook program and expand the distribution of necessities to students who need this support. 5. Creating buddy learner program. 6. Meeting families in their homes and neighborhood. 7. Continuing the exploration of avenues to increase parental involvement. 8. Encouraging students to use unique technologies and address unique programming issues. 9. Pre-planning the use of evidence-based strategies to address unique learning needs.	High Expectations for Students: 2012-13: Each quarter students self-assess using a Work Ethics Scoring Guide. Categories include: Attendance, Time Management, Ethical Behavior, Personal Responsibility, and Interpersonal Skills. The instructor reviews and makes additional comments and/or adjustments. The grade is coded 100 to 120 on a 100-point scale. This is a Power Standard category. This is a Power Standard common throughout LCTC and is extracted utilizing Pulse. Parent Involvement: Distribute and encourage Parent Portal usage.	Work Ethics Scoring Guide: 2012-13 1 st Quarter % of students who scored 80% or higher: Adults – 87.4% Seniors – 91.15% Juniors – 80.08% Sophomores – 80.08% Freshman – 91.25% Parent Portal Data: % of Parents Signed Up 2012-13: 434/601 (72%) as of 10-4-12. % of Parents Signed Up 2011-12: 375/564 (67%). % of Parents Signed Up 2010-2011: 332/570 (58%). % of Parents Signed Up 2009-2010: 165/424 (39%). COMPASS Pre/Post Data: Seniors 2012 Ready for College Algebra Pre – 5.07% Post – 6.82% +1.75% change Ready for Trish Math II Pre – 5.8% Post – 7.14% +1.34% change Improvement Made. Improvement Made.
M	Action Steps (Mathematics) The faculty of the Camdenton R-III School District will implement effective instructional strategies designed to: 1. Improve student skills. 2. Increase student understanding of algebraic relationships. 3. Place a greater emphasis on relevant application.	Mathematics: Continuation of mathematics embedded credit as well as Professional Development for all staff to address math usage in CTE programs. COMPASS data will be utilized to measure student math skills.	COMPASS Pre/Post Data: Seniors 2012 Ready for College Algebra Pre – 5.07% Post – 6.82% +1.75% change Ready for Trish Math II Pre – 5.8% Post – 7.14% +1.34% change Improvement Made. Improvement Made.

2012-2015 Camdenton R-III Strategic Planning Template
 Building Name: Lake Career & Technical Center (LCTC) – Annual Report to the Board of Education
 Year: Fall 2012 Note: The most recent data available is utilized for the report.

Strategy 2	1. The faculty of the Camdenton R-III School District will: 1. Implement strategies to improve early literacy. 2. Continue MRI at middle and secondary levels. 3. Continue emphasis on consistent writing process with an emphasis on non-fiction.	and implementing lessons that incorporate relevant material and utilizing authentic literacy (use of contemporary topics and non-fiction reading and writing to address real world issues) as a vehicle to improve performance in comprehension, writing, and student engagement.	88.7% placement rate (as set by the State). 2011-12 & 2012-13 Progress Measures: Each year, students will demonstrate responsibility with the technical program as stated by COMPASS data as well as the placement rate of 88.7% (as set by the State).
Action Steps (Literacy)	2. The faculty of the Camdenton R-III School District will: 1. Implement strategies to improve early literacy. 2. Continue MRI at middle and secondary levels. 3. Continue emphasis on consistent writing process with an emphasis on non-fiction.	Literacy: Continuation of English/Language Arts embedded credit as well as Professional Development for all staff to address reading, writing, and verbal communication skills implementation in CTE programs. COMPASS data will be utilized to measure students' literacy skills.	Attendance Data 2011-12: 92.0% Goal Not Met. Attendance Data 2010-11: 91.1% Goal Not Met. Attendance Data 2009-10: 92.3% Goal Met. COMPASS Pre/Post Data: Seniors 2012 Ready for English Comp I Pre – 34.60% Post – 41.86% +7.26% change Improvement Made. Seniors 2011 Ready for English Comp I Pre – 24.6% Post – 31.3% +6.7% change Improvement Made. Seniors 2010 Ready for English Comp I Pre – 36.43% Post – 44.36% +7.93% change Improvement Made. Reading Skills: Seniors 2012 No Reading Skills Class Required Pre – 46.58% Post – 59.28% +12.70% change Improvement Made. Seniors 2011 No Reading Skills Class Required Pre – 44.38% Post – 44.38% +0.00% change Improvement Made. Seniors 2010 No Reading Skills Class Required Pre – 28.26% Post – 41.86% +13.60% change Improvement Made. Seniors 2009 No Reading Skills Class Required Pre – 45.74% Post – 44.38% -1.36% change Improvement Not Made.

P O Box 1499 - Cambridge, MD 65020
 Call White Phone
 (371) 346-9260 • Fax (371) 346-9272
 gwhite@camdenandtechnical.org



Career & Technical Education

PROGRAM EVALUATION AND IMPROVEMENT PROCESS

PURPOSE: The purpose of program evaluation and improvement is to provide documented information which will aid school officials in the planning and decision-making processes for the utilization of resources in meeting the educational goals and objectives of the school and to assure appropriate student learning experiences and/or outcomes.

A. Each State approved career and technical program at Lake Career & Technical Center will be assessed annually by building administration. Programs that meet four, or more, of the minimum criteria listed immediately below (based upon the previous five years) will be excluded from further review. However, any program not meeting the criteria for advisory committees will be included to determine an appropriate plan of action.

1. A five-year enrollment of 70% or greater, or greater, based upon annual reports to the State (180-day follow-up).

2. A five-year placement rate of 87.7% or greater, based upon annual reports to the State (180-day follow-up).

3. Five-year total includes:
 • Secondary Technical Skills Assessment (effective Spring 2009) - pass rate of 61.6% in 2008-09 and 2009-10; 62% in 2010-2011.
 • Postsecondary Technical Skills Assessment (effective Spring 2009) - pass rate of 71% in 2008-09; 71.25% in 2009-10; and 71.5% in 2010-2011.
 • Essential Skills - 80% of program exiters achieve 80% mastery of all essential skills as determined by the standards and measures report submitted to DESE annually (prior to Spring 2009).

4. Retention
 Stayed in Program
 3-Hour Block - 65%
 2-Hour Block - 50%
 Stayed at LCTC
 3-Hour Block - 75%
 2-Hour Block - 70%

5. Evidence of an active program advisory committee.

6. Programs that are identified in the above screening process as needing immediate review will be evaluated using the following questions:
 1. Enrollment Questions
 a. What are the identifiable reasons for low enrollment?
 b. What effort has been made and by whom to increase enrollment?
 2. Placement Questions
 a. What are the reasons students are not placed?
 b. What efforts are made to help students in placement?
 c. What are the current and projected labor market conditions that may impact placement?
 3. Technical Skills Assessment/Assessable Skills Questions
 a. Is the assessment/essential skill listing accurate?
 b. Are there reporting problems?
 c. Why are students having difficulty in passing the assessment?
 4. Retention Questions
 a. Why are students leaving the program?
 b. Why are students not returning to LCTC?
 5. Advisory Committee Questions
 a. What are the reasons for lack of an active advisory committee?
 b. What can be done to develop an active advisory committee?
 c. Possible Actions To Be Taken

The screening and program evaluation as described above will be shared with the instructor(s) and the program advisory committee. Recommendations concerning program modification or discontinuance will be made by the administrator with input from the advisory committee and instructor(s) to the Board of Education. The findings of the review indicate that the targeted items are not a cause for modification, or discontinuance.

2. Modify program by upgrading curriculum, equipment, staff recruitment, placement, or other appropriate actions. A short-term plan of action for program improvement will be developed by the instructor and the program advisory committee.

3. Discontinue program. If a recommendation to discontinue a program is made, the administrator is responsible, with input from advisory committee, to present to the Board of Education.

Are there any significant concerns identified in the student evaluation of the program?
 d. What are recent trends in the industry?
 e. What are the reasons students are not placed?
 f. What efforts are made to help students in placement?
 g. What are the current and projected labor market conditions that may impact placement?
 3. Technical Skills Assessment/Assessable Skills Questions
 a. Is the assessment/essential skill listing accurate?
 b. Are there reporting problems?
 c. Why are students having difficulty in passing the assessment?
 4. Retention Questions
 a. Why are students leaving the program?
 b. Why are students not returning to LCTC?
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PROGRAM	ENROLLMENT		PLACEMENT		TECHNICAL SKILLS		RETENTION - 1 HR Block		RETENTION - 2 HR Block		ADVISORY COMMITTEE	
	1 Year	2 Year	1 Year	2 Year	1 Year	2 Year	1 Year	2 Year	1 Year	2 Year	1 Year	2 Year
Accounting	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%
Administrative Technology	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%
Computer Applications	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%
Construction	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%
Customer Arts	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%
Health Services	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%
Marketing	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%
Medical Services Tech. Spec.	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%
Medical Education	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%
Public Safety	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%
Transportation	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%

Placement - Standard - 88.7%
 Combined
 2008 - 88.7%
 2007 - 81.7%
 2006 - 80.45%
 2005 - 84.3%
 2004 - 85.8%
 2003 - 81.7%
 2002 - 82.1%

2012-2015 Camden R-III Strategic Planning Template
 Building Name: Lake Career & Technical Center (LCTC) - Annual Report to the Board of Education
 Year: Fall 2012. Note: The most recent data available is utilized for the report.

STANDARD	LEAD	2011-12	2012-13
3. Increase persistence to Graduation.	LEAD - Success Tutoring 2011-12 & 2012-13 Progress Measures: 70% of AM block students attending Success Tutoring during LEAD time will pass their academic discipline at their home high school and/or LCTC.	2011-12: 70% 2012-13: 70%	2011-12: 70% 2012-13: 70%
4. Increase persistence to Graduation.	LEAD - Success Tutoring 2011-12 & 2012-13 Progress Measures: 70% of AM block students attending Success Tutoring during LEAD time will pass their academic discipline at their home high school and/or LCTC.	2011-12: 70% 2012-13: 70%	2011-12: 70% 2012-13: 70%
5. Increase persistence to Graduation.	LEAD - Success Tutoring 2011-12 & 2012-13 Progress Measures: 70% of AM block students attending Success Tutoring during LEAD time will pass their academic discipline at their home high school and/or LCTC.	2011-12: 70% 2012-13: 70%	2011-12: 70% 2012-13: 70%

Revised 10/09
 TSA Rates updated 10/10 to reflect DESE standards.
 WPA (Workplace Assessment Program) and LCTC Program and Improvement Process, 2012

DRAFT

Lake Career & Technical Center Enrollment for Adult/Community Education & AEL														
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	# Students	Total Hours	# Students	Total Hours	# Students	Total Hours	# Students	Total Hours	# Students	Total Hours	# Students	Total Hours	# Students	Total Hours
Adult/Community Education	59	1,033.75	63	1,104.75	63	1,104.75	63	1,104.75	63	1,104.75	63	1,104.75	63	1,104.75
Classroom	42	771.00	44	801.00	44	801.00	44	801.00	44	801.00	44	801.00	44	801.00
Classroom	17	262.75	19	303.75	19	303.75	19	303.75	19	303.75	19	303.75	19	303.75
% of Classroom Hours	61%		67%		67%		67%		67%		67%		67%	
Students Enrolled	424		434		434		434		434		434		434	
2005-2006	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012			
Adult Education & Literacy	# Students	Total Hours	# Students	Total Hours	# Students	Total Hours	# Students	Total Hours	# Students	Total Hours	# Students	Total Hours	# Students	Total Hours
Albion Career Center	507	8,103.75	513	8,205.00	520	8,413.25	520	8,413.25	520	8,413.25	520	8,413.25	520	8,413.25
Carson County Justice Center														
Total Both Facilities	507	8,103.75	513	8,205.00	520	8,413.25	520	8,413.25	520	8,413.25	520	8,413.25	520	8,413.25
Students Paired GED	24		22		20		20		20		20		20	

Annual Report
Department of Interventions

Camdenton R-III School District
Board of Education
Annual Report
Department of Interventions

December 2012



The Intervention Office holds the following responsibilities:

- 1. Department of Interventions..... Page 3
- 2. Special Education Services (K-12)..... Page 30
 - a. Current state..... Page 30
 - b. Missouri School Improvement Program (MSIP)..... Page 31
 - c. MAP-A (K-12)..... Page 41
- 3. Early Childhood.....
 - a. Preschool and Early Childhood Special Education (ECSE, ages 3-5)..... Page 43
- 4. Parents as Teachers (PAT, Birth to 3)..... Page 47
- 5. Section 504 (K-12)..... Page 48
- 6. Homebased/Inpatient Instruction..... Page 51
- 7. Medicaid Reimbursement Program..... Page 52

December 10, 2012

Annual Report

VISION: Everyone learning every day.

MISION: Create a learning community that maximizes each individual's performance for future success.

DISTRICT GOAL: Governor-Governor LEADERS in an efficient and effective manner providing leadership in students, staff, and parents of the district.

OBJECTIVE: Through effective teaching, the Camdenton R-III School District will promote a positive, collaborative learning environment.

Progress Measures (Goal for strategic plan) (Include specific, proficiency targets related to the assessment data for individual support services SMART goals. 80% of programs will meet their annual program goals)

Year	Beginning/Progress/Target	Proficiency %
2010 - 2011	73%	80%
2011 - 2012	77.7%	80%

STRATEGY: Monitor individual support services SMART goals (PAT, Free/Read, PAT and Free/Read, ELL, Section 504 Services, etc.)

Person Responsible: Department of Interventions Team

Funding Sources: Title 1, DEA funds, ECSE funds, PAT funds, local funds, state funds

Date of Implementation: 8/11

Date of Completion: 3/12

PROGRAM: PAT, Free/Read, PAT and Free/Read, ELL, Section 504, Special Education

PROGRAM TARGETS (PROGRAM or RESCUE GOALS):

TARGET - 80%

LONG TERM (FINAL PROGRAM TARGET)- 80% INDIVIDUAL GOALS MEET THEIR TARGET

EXPLANATION OF DATA/INFORMATION:

THREATS: This is an annual strategic plan which starts in 2011-2012.

RESULTS (BASED ON PROFICIENCY TARGETS):

Program	Number of Strategic Plan Objectives	Number of Objectives Met	Percentage of Objectives Met
PAT	341	273	77.7%
Free/Read	341	273	77.7%
ELL	341	273	77.7%
Section 504	341	273	77.7%
Special Education	341	273	77.7%

Program	Number of Strategic Plan Objectives	Number of Objectives Met	Percentage of Objectives Met
ELL	1	1	100%
Free/Read	1	1	100%
PAT	1	1	100%
Section 504	1	1	100%
Special Education	1	1	100%

Annual Report

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Date of Completion: 3/12

Annual Report

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Date of Implementation: 8/11

Date of Completion: 3/12

	<p>Power Standard 2: 14% failed this standard 14% made 200% increase 67% either were at 200% or made the 200% gain Not Met</p> <p>Power Standard 4: 26% received 200% increase 14% failed this standard 100% either were at 200% or made the 200% gain Met</p> <p>Power Standard 5: 0% failed this standard 57% received 200% increase 100% either were at 200% or made the 200% gain Met</p> <p>Power Standard 6: 0% failed this standard 71% received 200% increase 100% either were at 200% or made the 200% gain Met</p> <p>Power Standard 7: 100% failed this standard 14% received 200% increase 22% received 200% increase 20% either were at 200% or made the 200% gain Not Met</p> <p>Power Standard 8: 100% failed this standard 14% received 200% increase 20% either were at 200% or made the 200% gain Not Met</p>
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	<p>Power Standard 6: 57% failed this standard 43% made 200% increase 43% either were at 200% or made the 200% gain Not Met</p> <p>Comprehensive Final: 0% failed this final 0% received 200% increase 87% either were at 200% or made the 200% gain Not Met</p> <p>Disability Core Transition Data for students with IEPs per Power Standard 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100: 0% failed this standard 17% received 200% increase 67% either were at 200% or made the 200% gain Not Met</p> <p>Power Standard 2: 22% failed this standard 68% made 200% increase 68% either were at 200% or made the 200% gain Met</p> <p>Power Standard 3: 53% failed this standard 17% received 200% increase 58% made 200% increase 67% either were at 200% or made the 200% gain Met</p>
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	<p>Power Standard 2: 17% failed this standard 47% made 200% increase 47% either were at 200% or made the 200% gain Met</p> <p>Power Standard 6: 14% failed this standard 26% received 200% increase 100% either were at 200% or made the 200% gain Met</p> <p>Power Standard 8: 17% failed this standard 17% received 200% increase 100% either were at 200% or made the 200% gain Met</p> <p>Power Standard 7: 0% failed this standard 50% received 200% increase 100% either were at 200% or made the 200% gain Met</p> <p>Power Standard 8: 0% failed this standard 17% received 200% increase 47% made 200% increase 47% either were at 200% or made the 200% gain Met</p>
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	<p>Comprehensive Final: 0% received 200% increase 83% made 200% increase 83% either were at 200% or made the 200% gain Met</p> <p>Disability Core Transition Data for students with IEPs per Power Standard 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100: 0% failed this final 53% received 200% increase 27% made 200% increase 82% either were at 200% or made the 200% gain Met</p> <p>Power Standard 2: 18% failed this standard 45% received 200% increase 57% either were at 200% or made the 200% gain Met</p> <p>Power Standard 3: 18% failed this standard 45% received 200% increase 57% either were at 200% or made the 200% gain Met</p> <p>Power Standard 4: 12.5% failed this standard 75% made 200% increase 75% either were at 200% or made the 200% gain Not Met</p>
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	<p>Power Standard 2: 0% failed this standard 80% made 200% increase 80% either were at 200% or made the 200% gain Met</p> <p>Full Cumulative Final (Standards 1-8): 0% failed this final 50% received 200% increase 50% either were at 200% or made the 200% gain Met</p> <p>Power Standard 6: 40% failed this standard 40% made 200% increase 80% either were at 200% or made the 200% gain Met</p> <p>Comprehensive Final (Standards 1-8 & 9): 0% failed this final 50% received 200% increase 50% either were at 200% or made the 200% gain Met</p> <p>Disability Core Transition Data for students with IEPs per Power Standard 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100: 0% failed this standard 100% received 200% increase 100% either were at 200% or made the 200% gain Met</p>
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	<p>Power Standard 2: 0% failed this standard 100% made 200% increase 100% either were at 200% or made the 200% gain Met</p> <p>Power Standard 3: 0% failed this standard 57% received 200% increase 100% either were at 200% or made the 200% gain Met</p> <p>Power Standard 4: 0% failed this standard 71% received 200% increase 100% either were at 200% or made the 200% gain Met</p> <p>Power Standard 5: 0% failed this standard 57% received 200% increase 100% either were at 200% or made the 200% gain Not Met</p> <p>Power Standard 6: 0% failed this standard 100% made 200% increase 100% either were at 200% or made the 200% gain Met</p>
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<p>Power Standard 1: 85% of Comm. Arts Students will score 80% on standard or 20% gain from project.</p> <p>Goal: 85% of students will score 80% or more.</p> <p>Met:</p>	<p>Power Standard 1: 85% received 20% increase 100% other were at 20% or made the 20% gain. Met</p> <p>Power Standard 2: 25% met this standard 100% other were at 20% or made the 20% gain. Met</p> <p>Power Standard 3: 85% of students with IEPs who did not reach 20% growth met the goal for 84.6%.</p> <p>Met:</p>
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<p>Power Standard 1: 75% of students with IEPs who did not reach 20% growth met the goal for 74.6%.</p> <p>Met:</p>	<p>Power Standard 1: 75% of students with IEPs who did not reach 20% growth met the goal for 74.6%.</p> <p>Met:</p>
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<p>2. 50% of all grade students will meet or exceed the minimum program will achieve remediation.</p>	<p>1. 50% of students will meet or exceed the minimum program will achieve remediation.</p> <p>Met:</p>
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<p>Power Standard 1: 85% of students with IEPs who did not reach 20% growth met the goal for 84.6%.</p> <p>Met:</p>	<p>Power Standard 1: 85% of students with IEPs who did not reach 20% growth met the goal for 84.6%.</p> <p>Met:</p>
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<p>Power Standard 1: 85% of students with IEPs who did not reach 20% growth met the goal for 84.6%.</p> <p>Met:</p>	<p>Power Standard 1: 85% of students with IEPs who did not reach 20% growth met the goal for 84.6%.</p> <p>Met:</p>
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<p>2. 50% of all grade students will meet or exceed the minimum program will achieve remediation.</p>	<p>1. 50% of students will meet or exceed the minimum program will achieve remediation.</p> <p>Met:</p>
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- As of the December 1, 2011 Child Count, special education services were provided to 425 K-12 students in the district and 1 private school and/or homeschooled students.
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	04-02	04-06	04-07	04-08	04-09	04-10	04-11	04-12	04-13
Process Coordinators	4	4	4	4	4	4	5	5	6
Consultants	1	1	1	1	1	1	0	0	0
Specialist/Support Personnel	3	3	3	3	3	3	3	3	3
Speech-Language Pathologists	1	1	1	1	1	1	1	1	1
Occupational Therapists/Nominal/Shared	2	2	2	2	2	2	2	2	2
Physical Therapists/Nominal/Shared	1	1	1	1	1	1	1	1	1
Instructional Support with Training	2	2	2	2	2	2	2	2	2
Visual Consultant/Observer & Mobility	0	0	0	0	0	0	0	0	0
Orientation & Mobility Specialist	0	0	0	0	0	0	0	0	0
Reading Specialist/Teacher (on staff list)	0	0	0	0	0	0	0	0	0
English Transcriber	0	0	0	0	0	0	0	0	0
Paraprofessionals	34	38	28	22	18	17	17	21	26
Teachers	26	25.5	26.8	29	32.7	34.7	36.7	36.7	41

- As of the December 1, 2011 Child Count, special education services were provided to 425 K-12 students in the district and 1 private school and/or homeschooled students.
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Early Childhood - Preschool and Early Childhood Special Education

Current Data:

Table with columns for Program, Staff, and Enrollment. Rows include Preschool, Special Education, and other programs.

- Costs for ECSE services are reimbursed at 100% except for center in-home and out-of-home...
Children in the preschool are typically in attendance on a half-day basis Monday, Tuesday, Wednesday, and Friday. A few children attend on Thursday, as they do not have regular planning time when students are in attendance.

Table with columns for Total ECSE Enrollments, Number of children in program, and other metrics.

The ECSE Year has received a total of 48 referrals so far for the 2012-2013 school year. Children are referred for evaluations through a number of sources including, but not limited to: Parental As...

Missouri School Improvement Program (MSIP):

Table showing Missouri School Improvement Program (MSIP) data for various schools.

Table showing Missouri School Improvement Program (MSIP) standards for special education.

Early Childhood Outcome Data (ECPP)

The following data indicate the progress, or outcome, made between starting and ending ECSE for children who attend ECSE Early Learning Center.

Table with columns for Outcome, Starting, and Ending. Rows include Personal children who attend ECSE, Improved functioning, etc.

Annual Board Report

Table with columns for 2009-2010, 2010-2011, 2011-2012, and 2012-2013. Rows include Total ECSE Enrollments, etc.

Table with columns for 2010-2011, 2011-2012, and 2012-2013. Rows include Educational Enrollments, etc.

For children referred from the First Steps program, students are required to complete and implement an IEP by the third birthday. The IEP development and implementation must be completed by the first birthday.

Table with columns for Reporting Year, Number referred and eligible, etc.

Annual Board Report

Table with columns for Process Standard, 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, and 2012-2013. Rows include Process Standard 1, etc.

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Table with columns for Year, Coordinator, First Time, Parent Educators, etc.

Each Family Educator is certified to serve families from birth to age 5 and all have completed one required training...
Each Parent Educator must complete a required number of professional development hours each year to remain certified.

MSIP Standards for PAT

Table showing Missouri School Improvement Program (MSIP) standards for PAT.

Annual Board Report

Table with columns for Year, Coordinator, First Time, Parent Educators, etc. Rows include 2011-2012, etc.

Annual Board Report

Table with columns for 2009-2010, 2010-2011, 2011-2012, and 2012-2013. Rows include Total ECSE Enrollments, etc.

Table with columns for 2010-2011, 2011-2012, and 2012-2013. Rows include Educational Enrollments, etc.

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Table with columns for Reporting Year, Number referred and eligible, etc.

Annual Board Report

Table with columns for Process Standard, 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, and 2012-2013. Rows include Process Standard 1, etc.

Section 504

Current DATA:

Submitted by Tracy Evans, 504 Coordinator

What is Section 504?

- The purpose of 504 is to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance from the Department of Education.
- Education is disabled under Section 504 if he/she has a physical or mental impairment that substantially limits one of his or her major activities.
- Many differences exist between Section 504 and IDEA.
- All students who qualify under IDEA also automatically qualify under Section 504; however the converse is not true. Section 504 eligibility does not guarantee qualification under IDEA.
- Section 504 provides for determining eligibility under Section 504 and IDEA.
- IDEA provides specific funding to assist districts in their implementation of the regulations; while on the contrary, Section 504 does not allocate specific funds to districts. Nevertheless, the requirements of Section 504 are expected to be fulfilled with funding from other sources.
- When determining eligibility for Section 504 the ameliorative factors¹ provided by the regulations must not be considered. In other words, the team must view the child as to how the impairment would affect the child if no mitigating measure were in place.
- Most primary activity schools are generally concerned with the purposes of 504; however other life activities that qualify under Section 504 are walking, seeing, hearing, etc.
- 504 requires recipients operating public elementary and secondary education programs to annually undertake to locate and identify all students with disabilities.
- 504 requires the development of a plan for the placement of students with disabilities in each building, Classroom, Nurse, and Classroom Teachers may implement the determined accommodations for each student.

The chart below documents the historical and current number of Section 504 Nondiscrimination Plans at each building in the district.

Section 504 Nondiscrimination Plans

Year	HD	HE	DBIE	DBI	DRH	MS	HS	HSB	Horizon
Feb. 2003	1	-	3	1	9	10	26	0	
Feb. 2004	1	-	2	0	7	12	19	2	
Dec. 2004	1	-	1	5	12	6	21	6	
Dec. 2005	2	-	5	5	12	6	26	11	
Dec. 2006	0	-	0	4	17	6	17	5	
Dec. 2007	1	3	0	4	13	8	13	1	
Dec. 2008	2	3	0	3	7	12	15	0	
Dec. 2009	2	1	0	1	7	16	19	0	
Dec. 2010	1	4	4	1	8	14	21	1	
Dec. 2011	2	4	2	1	8	3	22	3	
Dec. 2012	4	2	3	2	8	7	25	0	

Currently there are 31 students being served on 504 Nondiscrimination Plans versus 45 at this time last year.

¹mitigating measures are devices or practices that a person uses to correct or reduce the effects of an impairment (in modification of the body's ability to compensate)

Other Responsibilities - Outside Placements

Most outside placements occur from Division of Youth Services (DYS), Children's Division and/or Missouri State School for the Deaf. During the 2011-2012 school year, the Camden R-III School District paid for the following outside placements for the 2011-2012 school year.

# of Students	Location	Cost
18	Other School Districts	\$4,151.82
1	State Residential Placements	\$7,397.53
11	Two Missouri State School for Severely Disabled	\$77,957.99

Other Responsibilities - Homebound / Hospital Instruction

- Sophia Colvin, Special Services Administrative Secretary, coordinates district-wide homebound instruction.
- Eight students were provided with homebound instruction during the 2011-2012 school year due to medical reasons that prevented them from attending school.
- Eight students were provided homebound instruction as a result of IEP team decisions, determining "Homebound" as the least restrictive environment for these students.
- During the 2011-2012 school year, more than 200 homebound instruction per week are "instructed" at school. The total cost for homebound instruction for the 2011-2012 school year was \$27,833.40.
- During the 2011-2012 school year, we had twelve students who received educational services at hospitals. These students were hospitalized at Lakes and Ross, Royal, Royal, Royal, and Fairview. The students ranged from 10 to 17 years old. These students were hospitalized more than once.

Other Responsibilities - Medicaid Reimbursement Program

- The Camden R-III School District participates in Missouri School District Administrative Claiming (SDAC) indirect billing and Medicaid Direct Billing Reimbursement Program.
- Direct Billing Reimbursement Program: The Missouri Department of Health and Senior Services, through the Missouri Department of Health and Senior Services, administers the Medicaid Direct Billing Reimbursement Program.
- Indirect Medicaid-Quarterly, randomly generated Camden R-III employees, from a previously established pool, are chosen by Missouri School Board Association, Medicaid Direct Billing Reimbursement Program, and Missouri Department of Health and Senior Services.
- Direct Medicaid: We submitted Medicaid direct billing for occupational and physical therapy services.

Due to participating in the Medicaid Administrative Claiming program during the 2011-2012 school year, the Camden R-III School District received:

Year	Indirect Medicaid Amount Received	Direct Medicaid Amount Received
2007-2008	\$112,813.36	\$718.83
2008-2009	\$169,805.71	\$87,293.06
2009-2010	\$169,805.71	\$1,000.00
2010-2011	\$169,713.13	\$1,848.38
2011-2012	\$109,074.26	\$18,307.50

Special Services Annual Board Report, respectfully submitted,

Dr. Kristy Krudnowitz

Dr. Kristy Krudnowitz, Director of Interventions

Camden R-III School District Gifted Education – Capstone December, 2012

Program/Data Information

Type of Program or Data: Capstone – Gifted Education Department
 Personnel Responsible for evaluation: Coordinator of Capstone
 Location: Camden
 Evaluation(s) Name: Lucinda Venter, Position: Coordinator of Capstone

What We Want the Program to Be/Vision: The Capstone R-III Gifted Program will meet the academic and social needs of those students who qualify for Capstone. It supports district goals by providing students opportunities for optimal academic achievement and offers gifted students opportunities to acquire, apply and assess information from all disciplines.

Current Status of Program/Data: The Capstone Program currently serves 110 first through sixth grade students, 69 seventh and eighth grade students, and 143 ninth through twelfth grade students. An ERT (Educational Resources and Teacher) program for grades K-6 and SGT (Special Classroom Teacher) program for grades 7-12 are also in place. AP (Advanced Placement) and IB (International Baccalaureate) classes are offered.

Goals for Program:

1. Implement an intensive student learning for students participating in Capstone
2. Curriculum revision: Review and adopt district components which include goals, recommended in-services, and budget planning

Strategies to Close the Gap between Current Status and Vision:

1. Professional Development being offered at Hawthorn.
2. Match curriculum to GLE's at levels 2-3 levels above age peers.
3. Increase depth of Knowledge (DOCK) levels of questions in class and on pre- and classroom rubrics at or above age peers.
4. Increase this level of expectations on writing and communication by using classroom rubrics at or above age peers.
5. Administer Student Learning Style Inventories to identify the kind of environment students need to learn best. This will allow students to learn better and providing new or different materials. This information will also be shared with each student's classroom teacher and parents.
6. Administer EXPLORE test in December to fifth through eighth grade students. Results will be compared to previous data to monitor academic progress. Academic strengths and weaknesses can be identified early in their educational careers. This will allow for an individualized program of enrichment for students that will help them achieve their career and educational goals.
7. Host a parent night with guest speaker to support parents in caring for the needs of gifted students.

Capstone Student Percentage Identified and Served Grades 1-12 and 1-4

Year	% Identified	% Served	Total District Enrollment	% Identified 1-4	% Served 1-4	Disposit Enrollment 1-4
2012	32%	36%	6297	7.2%	7.9%	2492
2011	33%	37%	6297	7.3%	8.1%	2489
2010	34%	38%	6297	7.4%	8.2%	2482
2009	35%	39%	6297	7.5%	8.3%	2483
2008	36%	40%	6297	7.6%	8.4%	2484
2007	37%	41%	6297	7.7%	8.5%	2485
2006	38%	42%	6297	7.8%	8.6%	2486
2005	39%	43%	6297	7.9%	8.7%	2487
2004	40%	44%	6297	8.0%	8.8%	2488
2003	41%	45%	6297	8.1%	8.9%	2489
2002	42%	46%	6297	8.2%	9.0%	2490
2001	43%	47%	6297	8.3%	9.1%	2491
2000	44%	48%	6297	8.4%	9.2%	2492

Evaluation Method/Program Personnel:

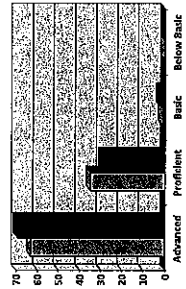
- We will use the following documents to evaluate our goals:
 1. Student Performance and Performance Skills Pre-Test
 2. DOKS (Depth of Knowledge and Secondary Educational) guidelines for developing gifted curriculum.

Spring 2012 MAP Math Data for Identified Gifted

	2011	2012
Advanced	63% (194)	69% (195)
Proficient	33% (102)	29% (87)
Basic	18% (51)	24% (70)
Below Basic	8% (24)	14% (41)

% based on 289 students for 2011 & 217 (Grade)

MAP Math Data for Identified Gifted



Legend: 2011 (light bar), 2012 (dark bar)

2012 Results

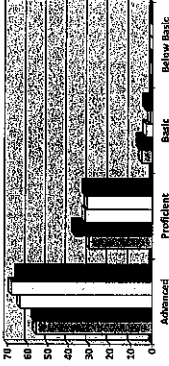


Spring 2012 MAP Communication Arts Data for Identified Gifted

	2008 CA	2009 CA	2010 CA	2011 CA	2012 CA
Advanced	58%	57%	60% (153)	62% (157)	62% (159)
Proficient	30%	31%	30% (75)	29% (74)	29% (74)
Basic	12%	13%	12% (30)	12% (30)	12% (30)
Below Basic	1%	1%	1% (3)	1% (3)	1% (3)

% based on 250 students for 2011 & 254 students for 2012
 % based on 246 students for 2008
 % based on 118 students for 2008

MAP Communication Arts Data for Identified Gifted



Legend: 2008 (light bar), 2009 (medium bar), 2010 (dark bar), 2011 (light bar), 2012 (dark bar)

2012 Results



Subject Acceleration Report 2012-2013:

- The following subject accelerations have been implemented this year:
- Kindergarten - none
 - First Grade - none
 - Second Grade - none
 - Third Grade - none
 - Fourth Grade - none
 - Fifth Grade - seven students subject accelerated to fifth grade math (HE), two students subject accelerated to fifth grade reading (OBE), one student subject accelerated to fifth grade math (OBE)
 - Sixth Grade - seven students subject accelerated to sixth grade math (HE)
 - Seventh Grade - three students subject accelerated to seventh grade Pre-Algebra
 - Eighth Grade - nine 7th graders in Spanish, one 7th grader in French, two 7th graders in Algebra
 - Ninth Grade - eight 8th graders in Com. Arts DA, three 8th graders in Geometry
 - Tenth Grade - two 9th graders in Pre-Chemistry/Physics, six 9th graders in Spanish

Extensive/Enrichment:

- New effort this year to address more systematically question number four: What do we wish students already get?
 - o In the past, students were given extra work outside the center to extend learning beyond grade level expectations or enrich learning through research, critical thinking and problem solving.
 - o Skills include problem solving, sequencing, math computation, lines, money, writing, interpret data, parts of speech, prefix, suffix, root words
- Approximately 125 students are served through enrichment/enrichment weekly

Labels/ABC Report:

The following information received from the officers regarding a meeting this school year. The Board will be notified if this changes.

Parent and Student Survey Report:

The following information was an overall summary of the results as well as comments from students and parents.

2012 Pre-Test Data

Fall testing of major units of study will be completed by December 13, 2012.

Parent/Teacher Conference Attendance Data:

	students represented	students enrolled	% attending conferences
2012-2013 (October)	50	110	45%
2011-2012 (October)	62	108	57%
2010-2011 (March)	55	125	45%
2010-2011 (October)	30	118	68%
2009-2010 (October)	59	117	59%
2008-2009 (October)	66	119	59%
2007-2008 (Dec/Jan)	57	140	49%
2006-2007 (Dec/Jan)	81	164	49%

Fall State Night Report:

- o Display of major units of study
- o Friday, November 30, 2012
- o First-Sixth Grades
- o 4:30-7:00 p.m.
- o 75% of students were represented

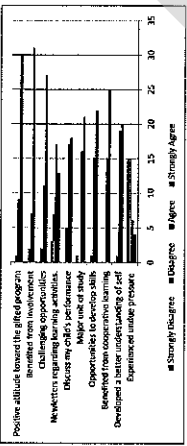
Morning Math with the Capstone Band:

- o Families invited in for breakfast
- o Students share classroom
- o Attendance:
 - 1st grade: 83%
 - 2nd grade: 90%
 - 3rd grade: 97%
 - 4th grade: 89%

Whole Grade Acceleration Report 2012-2013:

Two students were whole-grade accelerated in August before school started. One accelerated from kindergarten to second grade at Dogwood, while another accelerated from second grade to fourth grade at Orange Beach Elementary.

Parent Survey Results



Q1: Expressed a positive attitude toward the gifted program
 Q2: Benefited from involvement in the gifted program
 Q3: Gifted program has given my child challenging opportunities
 Q4: Involvement has adequately provided information about learning activities
 Q5: Opportunities to discuss my child's performance and progress in the gifted program
 Q6: Opportunities to discuss my child's performance and progress in the gifted program
 Q7: Opportunities to discuss my child's performance and progress in the gifted program

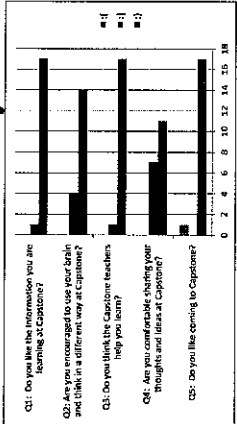
Elementary Parent Comments:

- I've agreed with the Capstone program. Good for children.
- The Capstone program is great for students. He/she really looks forward to it every week and has a great attitude after school on the day its gone. It's great to see.
- I'm impressed to hear of the success of the Capstone program to be the best. This has made a huge difference in the lives of our children and parents are working together to try to correct/lessen the pressure she puts on herself.

Middle School Parent Comments:

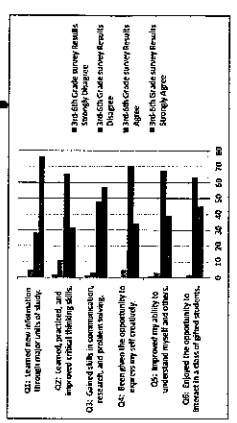
- No one letter received, sorry!
- We appreciate this program immensely. THANK YOU!
- It would be great if the website was updated frequently
- Elementary Capstone was great!

1st & 2nd Grade Student Survey Results



No comments were made by first and second grade students.

3rd - 6th Grade Student Survey Results



3rd - 6th Grade Student Comments

Question #7: List activities that challenge your abilities.

- How to
- Communication skills
- Research (8)
- Drawing
- Coding
- Critical Thinking (3)
- Logic Links (3)
- Making an invention
- Popcycle stick solving (11)
- Brain teasers stories with holes, getting into about space
- Powers (6)
- Famous contraptions, everything else. That's good right?
- Researching brain teasers stories with holes
- Research that thing where we make change for a dollar famous contraption
- Stories with holes (2), think tank, famous contraptions.
- My talents power
- My last major units
- We'll have changed my thinking by the advertising unit with Mr. Wiring and the
- We'll have changed my thinking by the advertising unit with Mr. Long
- Hat seat (4), Stories with holes (2)
- talking in front of the class
- 3-D Reading Programming Site making Survey making Mine craft Skin Making
- Stories with holes stick solver but seen that thing with the person talking but people do what the card said in Mrs. Wiring. Which videos famous contraption
- Gift pictures
- Spontaneous reasoning grid: pop
- Spontaneous reasoning grid: pop
- Team work Chess Checkers
- Hidden objects that one game with the squares in Mrs. Cochran's room Edm something
- Linking legs
- Puzzles, guessing stuff, stories with holes.
- Spelling, stories with holes, trying

Question #8: List activities that do not challenge your abilities.

- Communication
- Creative thinking
- Creative thinking
- What we do in Mrs. Long's room with the super hero and chess thing.
- Communicating with others, researching, critical thinking, problem solving.
- makes you over superhero
- Logic links sticks Popcycle shape game? most of the competitive games usually
- math hour think tank: photo safari
- Logic links (cont ed.) American road trip (cont ed.)
- Nothing????
- Logic links number pyramids popcycle sticks arrangement challenge, fantastic
- word practice making a commercial (but it is really fun) performing a skit (but it
- Logic links (3), American Road Trip (kind of)
- using the popcycle sticks
- American adventure
- Some activities that have not changed my thinking have been the games with Ms. Rogers and the sticks with Ms. Cochran mainly because I don't understand them and when I don't understand something I make me frustrated with myself.
- Remaining quiet, logic links.
- Thinking (7) Mrs. Stevens Popcycle sticks
- Acts & Crafts
- Secret codes
- Research (2)
- All of them challenge my abilities
- Stricks (3), board games (2)
- Reading
- Stick solvers anything that I can figure out easily with no complications
- Popcycle stick problem solving, chess
- Reading, Running
- Worksheets
- Frisbee Worksheet
- Cards, helping, doing what I'm supposed to do, math and reading
- math, reading, and science
- One activity is making our own country in Mrs. Long's class.
- Researching the world's greatest
- Everything is challenging here to me, but that's good.
- The center you own countries in Mrs. Long's room.

- Origami, critical thinking - problem solving
- Question #5: List 10 topics for major units you would like to learn about.
 - Nature
 - Technology, imagination, human mutations.
 - Medieval Times
 - History of football, any kind of sports, movie costumes, famous athletes
 - Mayflower, Titanic
 - Ocean, Outer Space (I didn't get to do that), Rain Forest, and Animals.
 - The ocean and the animals in the ocean. Ancient Greek Gods. The Rainforest.
 - Technology, other countries, monkeys, planes, jets helicopters, war, how it was like in 1800
 - Philanthropy more elementary science
 - Roman ways and Gods
 - Time travel
 - Electricity across chemical reactions explosions cars Indiana space matter
 - Star Wars (they have a star wars college) engineering (like technology)
 - How would life be like to live in a past decade, space travel, living in different countries
 - Chess/Sizes (3), American history (3)
 - CHEMISTRY! Egypt Greece Native Americans, sharks biology
 - I would love to learn about I don't know I guess I will use the options and choose one just like I did at the beginning of the year!
 - Philanthropy, Space food and space toys
 - The ocean, Greek and Roman gods
 - 3-D Rendering Programming Site making Survey making Mine craft Skin
 - Call of Duty, World War 2, war
 - Technology, any new
 - Ancient Greece philosophy fair
 - Famous sports players boxing or crunking
 - Baking sweets
 - Elements, PHILANTHROPY PHAR!!!!!!!
 - How to help homeless animals at animal shelters
 - Under the ocean what is out there
 - Logic games
 - Foreign Languages, Computer Programming
 - History mysteries, Bermuda, computer science.
 - Volcanos, weather, nature
 - Rainforests, Big's Foreign Foods
 - Animals, rocks, ancient history, Egyptians.
 - Napoleons- WW2 history and engineering
 - Countries

- Invention games
- Spelling with, baking a big, imagination.
- Working as a group research
- Math (3), readings(3)
- Listening activities
- Logic problems
- Any kind of puzzles games
- Reading, playing, spelling unless you had to look up the words in a small dictionary that have simpler small words.
- Researching in books or encyclopedias, and creative thinking.
- Drawing, reading
- Reading books, scientific challenges, critical thinking, mythologies, creating encyclopedias
- Math making maps following orders
- Experiments, poems, playing games, being on the computer.
- Creativity, Major unit, and thinking outside of the box with Mrs. Roberts.
- Doing research on the computer researching in books
- Subtraction, reading unless it is above my reading level- & writing books
- Stories with holes, problem solving, mostly everything else.
- Writing, creating, major unit
- Everything in science challenges me!!
- Nothing (3)
- Can not problem solving
- Communication with Mrs. Wang
- Heat of exothermic
- Communication, skills and making a "country."
- Experiments
- Problem solving
- Math
- Puzzles and problem solving
- Critical thinking
- The girls in Mrs. Roberts room
- Making friends, critical thinking, sports, reading, coming up with names
- Multiplying
- Writing, reading, math
- Campaign team, communication skills
- Communication, students
- Sports and math
- Think Tank
- Deductive reasoning grids

13

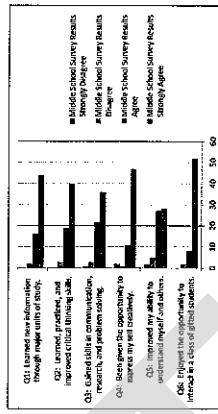
- Famous celebrity research unit
- Question 10: My suggestions for improvements for the Capstone Program are:
 - Go outside more for major units
 - Teachers need to be less strict. Make it more than 1 day a week!
 - Nothing
 - Have more hands-on activities, outdoor activities, no quiet music that is high pitched
 - I've expressed the way it is
 - Do more teamwork activities
 - Different games. Mix the group up so they have the chance to work with other people.
 - I think we should have recess earlier
 - Longer recess and lunch make it more fun let us be ourselves
 - Like it how it is but we could use more logic puzzles like with the clues and grids
 - more free time for research
 - have a poem writing unit again do the philanthropic family fair again
 - More free in Capstone, major units thought of by the kids.
 - I don't have any
 - You need to be pickier for the children you put in this program. This is a program where gifted children can work without distractions. Some people here are just mediocre. I think we should only take those who look at how smart someone is, but their behavior. People need to have a safe place to work and challenge our brains because people who aren't used to being challenged tend to be in Capstone differently
 - Maybe have a more individual approach on the student because each child learns differently
 - It is perfect the way it is.
 - There are none
 - 3-D Rendering Programming Site making Survey making Mine craft Skin Making More freely waived curriculum Choosing our major units before voting for who gets what unit-:) That's pretty much it!!
 - Swiftness Major units
 - More excursions(7)
 - More excursions(7)
 - None it is great the way it is
 - Nothing (4)
 - To let us learn about nuclear science stuff and art zombies
 - I have no ideas for improvements except maybe an under the sea major unit
 - Getting smarter
 - To have it 2 days a week and more major units
 - More history

16

- Made instruments
- Greek Mythology-Pop Culture
- The ocean and how it works.
- Sports, computer science
- Animals, climbing, chemistry
- Greek Mythology, Olympics facts and stories
- Ancient animals (3)
- Presidents problem
- How things are made
- Family (2), volcanoes
- Rocks the planets slavery
- Robots (3), machinery, and dinosaurs.
- Rocks and minerals (3), mountains, and sea creatures.
- The middle ages
- Ancient Rome, inventions, davy decimal system
- Physics
- Animals (3)
- Egyptian mythology and robots.
- About our bodies & how our brain works, the chemicals in our bodies, etc. (3)
- Science, chemistry, technology, physics, space.
- Different animals like us, horses, ponies/zodiacs, monkeys/the zoo'
- Food names around the world nature animals Chinese history famous Chinese people
- Boats, but ancient history, and kitchen chemistry
- Physics, chemistry,
- Human body, ancient times, the jungle and how mankind has developed.
- Life cycles, jungles, wind, water, and air volcanoes
- animals in the rain forest
- Sea, The revolutionary war.
- Greek mythology (5)
- Sports (2) History technology
- Rocks and Egyptian pilgrims
- Science and nature
- Food industry
- Animals, understanding life
- Laptops, robots, greater set and science
- Vitamins
- Foreign games
- Foreign countries

15

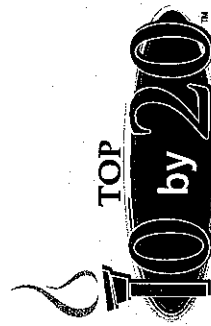
Middle School Student Survey Results



18

MSIP 5 Policy Goals

- Articulate the state's expectations for student achievement with the ultimate goal of all students graduating ready for success in college and careers;
- Distinguish performance of schools and districts in valid, accurate and meaningful ways so that districts in need of improvement can receive appropriate support and interventions, and high-performing districts can be recognized as models of excellence;
- Empower all stakeholders through regular communication and transparent reporting of results; and
- Promote continuous improvement and innovation within each district.



The Top 10 by 20 initiative aims for student achievement in Missouri to rank among the top 10 states by 2020.

Full descriptions of required interventions, strategies and additional information regarding MSIP-5 can be found at dese.mo.gov/qs/MSIP5

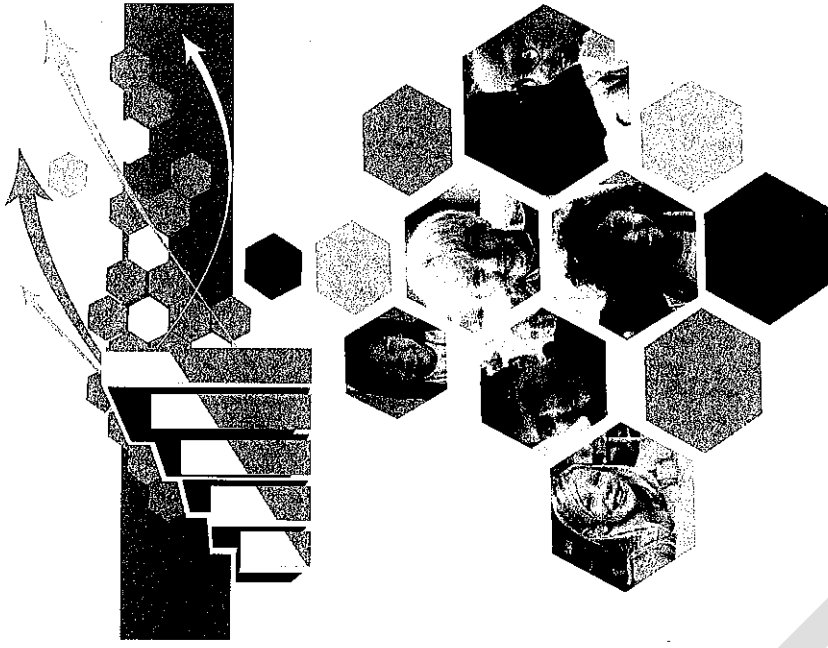


Contact Us

For questions or more information, please contact the Office of Quality Schools (573) 751-4234 or qualityschools@dese.mo.gov.

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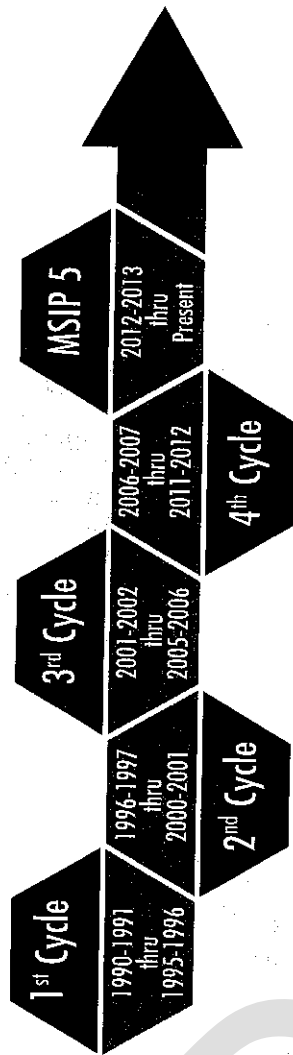


Preparing Every Child for
Success in School and in Life

MSIP 5 Facts

- The Missouri School Improvement Program (MSIP) began in 1990 and is entering its 5th version.
- MSIP is the state's school accountability system used to review and accredit public school districts in Missouri.
- Annual Performance Reports (APRs) are generated for every public school, district and charter local education agency each year.
- APRs are used to determine appropriate supports and interventions needed at the school and district level.
- Each district must maintain and implement a Comprehensive School Improvement Plan (CSIP).
- The State Board of Education has the final authority in making classification determinations for the school districts.
- MSIP 5 will be used for classification purposes beginning in 2015.

MSIP 5 Timeline



Setting Standards

The State Board of Education establishes high expectations for all Missouri public school students.

Performance Standards

The Annual Performance Report shows how well each district is meeting the performance standards. Performance standards/indicators include:

- Missouri Assessment Program (MAP) tests
- ACT, SAT, Compass and ASVAB scores
- Successful completion of advanced courses
- Career education placement
- College placement
- Graduation rates
- Attendance rates
- Subgroup achievement

Resource and Process Standards

The Resource and Process Standards are designed to provide the necessary structures to support school improvement.

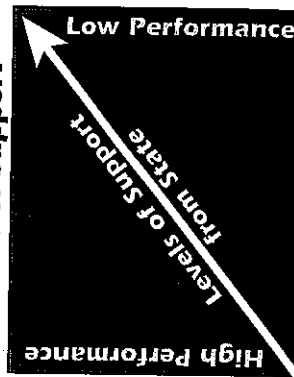
The Resource Standards include:

- Academic content required for elementary, junior high/middle school and high school grade levels
- Class size ratios
- Staff ratios for administrators, guidance counselors and librarians
- Staff qualifications
- Teacher planning time

The Process Standards include best practices around:

- Teacher/Leader
- Instruction
- Governance

Levels of Support



MSIP 5

dese.mo.gov/qs/MSIP5

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 **Missouri**
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

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Preparing Every Child for Success in School and in Life



This document is not complete; it contains only the scoring guides measures for the DRAFT 2020 LEAP 2025 and Additional MSIP 5 components will be added.

Guidance Document

for the fifth version of the
Missouri School Improvement Program (MSIP 5)

Status is divided into four levels as follows:

- **Exceeds** – represents a level of performance approximately equivalent to the projected 2020 performance of the top 10 states on the corresponding NAEP score OR, in subjects for which status is determined by an equal opportunity target, 25% of the total score.
- **On Target** – represents a level of performance equal to or greater than 25% of the total score.
- **Basic Achievement** is worth 300 points and indicates achievement is worth 400 points, an MFI of 375 would result from 75% of students scoring at proficient and 25% scoring at Basic. Current status is based on the 2020 Missouri assessment. A 2020 status of 400 indicates that each year, annual performance is at least a level of performance equal to 100% Basic if each score at the Basic level yields 300 points.
- **Approaching** – represents a level of performance less than 100% Basic if each score at the Basic level yields 300 points.
- **Not at Basic** – represents a level of performance less than 100% Basic if each score at the Basic level yields 300 points.

PROGRESS MEASURES

The MFI is also used to measure annual improvement on the MAP assessments. This indicator holds LEAs measure annual improvement by comparing two year averages of data using a rolling average. This method measures improvement by comparing year 2 and year 3 averages of data and comparing it to the year 1 and year 2 averages. Year 1 and year 2 are averaged, and year 2 and year 3 are averaged; the averages are then compared to determine the amount of improvement. When three years of data are not available in the LEA or school, (e.g., a new school or LEA), progress measures will not be calculated for that year. Progress is measured on three consecutive years of data and not available, (e.g., assessment data not available). When three consecutive years of data are not available, progress measures will not be calculated for that year. Progress in the LEA or school's MFI represents the average of all LEAs in the state. This measure is used to determine the percentage of LEAs that are on target, exceeding, or below the target. Individualized improvement targets are set for LEAs, schools, and subgroups based on the individual group's two prior years achievement. A detailed description of how to calculate the MFI can be found later in this document.

- **Exceeds** – represents equal to or greater than 5% improvement based on the MFI Gap.
- **On Target** – represents equal to or greater than 3% but less than 5% improvement based on the MFI Gap.
- **Approaching** – represents equal to or greater than 1% but less than 3% improvement based on the MFI Gap.
- **Below** – represents less than 1% improvement based on the MFI Gap.

GROWTH MEASURES

Growth is the change in achievement scores for an individual student between two or more points in time. While progress measures the change in the performance of a defined group over time, growth would be the achievement gain of individual students over time. An example of a progress measure would be the growth in scores on the Missouri assessment. Growth would be the difference in average grade scores from this year compared to average grade scores from last year.

Growth measures for MSIP are determined by an individual's achievement on the MAP score pairs from the prior year and grade level. A valid MAP score pair is a score from grades 4 through 8 with a score from the prior year and grade level. For example, a 4th grade score with a valid 3rd grade score from the prior year both for the same student is a valid MAP score pair. In this case the 4th grade score in the pair is the outcome score and the 3rd grade score from the prior year is the predictor score. A 5th grade MAP score

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SCORING GUIDE MEASURES

Missouri's MAP 5 mathematics test is a primary test that all students will complete in high school college and career-ready. To ensure students are prepared for this test, the Department of Elementary and Secondary Education has created a Performance Report (PRR) score for each Local Education Agency (LEA) and school. This overall score is printed at the end of each fifth version of the Missouri School Improvement Program (MSIP 5) Performance Report. The PRR score is a composite score that is calculated based on the performance of students (K-12 district), (K) attendance rate, and (S) graduation rate (K-12 district). Three distinct metrics focusing on status, progress, and growth (where the metric is based on a comprehensive score used to determine the accreditation level of a school district).

The detailed scoring guides for each performance standard are outlined in the section titled "SCORING GUIDE MEASURES" and the scoring guides for each performance standard are available in the Missouri Assessment Performance Report (MAP 5) at doe.mo.gov. The Missouri Assessment Performance Report (MAP 5) also provides information on the high school readiness measures are based on the end-of-course assessments. Once a score assessment is aligned to Missouri's Core Academic Standards are available and included in the MAP, the Department will reset the assessment targets accordingly. Performance and achievement targets will be reviewed and revised if necessary every three years.

1. Academic Achievement

Sources of data used in the Missouri Assessment Program (MAP) calculation: Data are obtained from assessment testing providers for the grade-level assessment, end-of-course assessments and Missouri Performance Report Information (PRR) Assessments. These data files are used to create online reports for district use.

- Notes:**
- All MAP performance data are reported to the nearest tenth.

STATUS MEASURES

Status is a measurement of the school's or LEA's level of achievement based upon a three-year average of the MAP Performance Index (MPI), unless three years of data are not available. When three years of data are not available, status is based on the current year's data. If a new school is established, the available years will be used for reporting purposes. When there are no data for three years of data, the three most recent years of data (not to exceed a time span of five years) will be used for accountability purposes. A detailed description of how to calculate the MPI is available in the MAP 5 scoring guide. The MAP 5 is used to determine whether the LEA, school, or subgroup is exceeding, at or below target, approaching, or not at the minimum achievement target for English language arts, mathematics, science, and social studies MAP assessments.

October 9, 2023

2

with no 4th grade score from the prior year would NOT be included in the statistical analysis because there is no valid predictor score to go with the outcome score.

The statistical analyses determine the relationship between outcome scores and predictor scores across all schools and districts. This relationship is used to calculate a predicted outcome score for each score on the outcome score. The predicted outcome score is then compared to the observed outcome score (the "residual") from all the schools and districts to determine each LEA or school's "grip".

A score pair is assigned an LEA and school when the predictor score exceeded the outcome score. The LEA and school are reported in the MAP 5 growth measure on "Effect Estimates". Initially, the predictor score was taken. An LEA or school growth measure on all test pairs assigned to the state is district.

Current limitations in the assessment and related statistical analysis preclude developing a purely standards-based approach to calculating the adequacy of student growth. A standards-based approach will be developed as we transition to new assessment.

At this time, growth measures are only available for grades 4-8 in English language arts and mathematics. School and LEA growth measures are reported in Normal Curve Equivalents (NCE) units on the MAP. The state mean and score standard deviation for each grade, LEA and school growth measure are compared to the state mean and score standard deviation. The magnitude of the difference from the state mean, the number of score pairs analyzed for the LEA or school, and the overall variability in the individual student growth measure.

Growth is divided into three levels as follows:

- **Exceeds** – The LEA or school growth measure (effect) is greater than 50 AND the difference from 50 is statistically significant.
- **On Target** – The LEA or school growth measure (effect) is not statistically different from 50.
- **Approaching** – The LEA or school growth measure (effect) is less than 50 AND the difference from 50 is statistically significant.

LEA PARTICIPATION

All LEAs and schools are required to assess at least 95 percent of their students and subgroups on the assessments required by the MAP. *Irrespective of performance, zero MAP points will be awarded to a state area for the aggregate or subgroup(s) for which the rate falls below 95 percent.*

LEA Decisions

In order to participate in the MAP, English language learners (ELL) in their first year of U.S. schooling must be assessed on the MAP. LEAs in their second year of U.S. schooling and beyond must participate in the mathematics, English language arts, science and social studies MAP and the same ELP assessment. Except for the ELP assessment requirement will be made only where accommodations for ELLs with disabilities are not available for a particular test.

MAP A Decisions

Some students with severe cognitive disabilities are unable to take the standard grade-level or course-level assessments. The student takes a MAP Alternative (MAP-A) assessment. LEAs are required to

October 9, 2023

5

assess all students who qualify for the MAP. A assessment on the corresponding MAP-A test, unless an alternate assessment is not available. A student's score on the MAP-A that may be used in the LEA's accountability measure is the Algebra I end-of-course participation requirement in English language arts science would be used to meet the biology participation requirement. The LEA will report the grade 11 MAP-A score for the additional end-of-course test. As alternate assessments are not available, however, a student would need to have consistently participated in MAP-A assessments previously before the MAP-A exception may be used by the LEA for the additional MAP assessments.

If the student's ELP team determines they are unable to participate in the standard assessment, the LEA can on the number of students who may participate in the MAP-A test. There is no cap on the number of students who may participate in the MAP-A test. However, there is no cap on the number of students who may participate in the MAP-A test that may be used in the LEA's accountability determinations. The 1% cap is calculated at the LEA level and was the tested population per subject area. Population per subject area. LEAs that score 100 or lower tested students per subject area exceeding 1 student per subject area. LEAs with high percentages of students with cognitive disabilities may submit a request for exception to the Cap on Alternative Assessments.

PARTICIPATION YEAR

LEAs are required to report enrolled students, unless the above-specific ELL or MAP-A Decision Academic Year (in a building and/or LEA will be included in the calculation for the MAP 5. All academic year for a student who is enrolled from the last Wednesday in September through the MAP administration, without transferring out of the building or LEA for a significant period of time is considered "one day more than half of the eligible time between the MAP administrations." This rule applies to each county level information is obtained from the Missouri Department of Education (MDE) on the MAP 5. For example, a student who is coded as "In building less than a year" but was in the LEA a full academic year is excluded from the school total but is included in the LEA total.

Participation Rate Calculation

The participation rate calculates the percent of students who receive a valid MAP score in a subject or course. An "Accountable Student" is a student who receives a valid MAP score in a subject or course. "When an 'Accountable Student' does not receive a valid test score, the student receives a score of zero (0) on the assessment." The participation rate is calculated as the number of students who receive a valid test score divided by the total number of students who are enrolled in the subject area for the assessment year. The participation rate is reported on the MAP 5 summary data.

Step 1 - The number of "Accountable Students" is determined. See "Reportable/Accountable" Definition chart regarding how to determine "Accountable Students."

Reportable students	MAP Students	Accountable students
110	2	112

October 9, 2023

6

2. Subgroup Achievement

Sources of data used in the Missouri Assessment Program (MAP) calculation: Data are obtained from assessment reports for all students, including students with disabilities, students with English Language Learner status, and students with Individualized Education Programs (IEPs).

Notes:

- At each assessment center, data are reported to the scoring center.
- All MAP performance data are reported to the scoring center.

To better differentiate among students of the LEAs or schools and to ensure broader inclusion of students whose subgroup achievement has historically been low, Missouri will continue to score and report subgroup achievement for students in the aggregate and for low-income students, students with disabilities, students with English Language Learner status, and students with Individualized Education Programs (IEPs).

Missouri also identifies two significant student subgroups: students with Individualized Education Programs (IEPs) and students with English Language Learner status. For accountability determinations (e.g., District Accreditation and Reward, Focus, or Priority funding identification), a super subgroup is identified as a subgroup count if the super subgroup contains:

- more than 25 students;
- more than 10% of the total student population;
- more than 5% of the total student population with scores below the state standard.

Student	Total	Ability	Disability	English Language Learner	Low Income	IEP	MAP
A	X	X	X	X	X	X	X
B	X	X	X	X	X	X	X
C	X	X	X	X	X	X	X
D	X	X	X	X	X	X	X
E	X	X	X	X	X	X	X
F	X	X	X	X	X	X	X
G	X	X	X	X	X	X	X
H	X	X	X	X	X	X	X
I	X	X	X	X	X	X	X
J	X	X	X	X	X	X	X

In this example of ten students (see cell site description provided earlier in this document for actual cell site description), the students are included in the group of total for accountability and reporting purposes when the cell site requirements are met. Group of total is used for Standard 1, Academic Achievement.

The Super Subgroup is used for Standard 2, Subgroup Achievement. A student who is included in one or more of the super subgroup categories when the cell site requirements are met (unplanned) counts in the super subgroup calculation when the cell site requirements are met (unplanned). Performance of individual subgroups is used for reporting purposes and risk/level/compliance flag. Performance of individual subgroups is used for reporting purposes and risk/level/compliance flag reported in the group of total, White, Pct and IEP.

October 18, 2012

13

3. College and Career Readiness (CCR) (K-12 LEAs only)

CCR 1-3

Percent of students scoring at or above the state standard on any department-approved measure of college and career readiness (CCR) is determined by dividing the number of graduates scoring at or above the state standard by the number of graduates, then multiplying by 100.

Sources of data used in calculation:

- MOSES four-dimensional Attainment - graduates
- ACT, SAT Composite and ASVAB files

Notes:

- Data are reported by official testing companies for scores on department-approved measures of CCR. ASVAB data are reported by the district through MOSES submissions. If districts choose to report to MOSES, data are reported by the district through MOSES submissions. If districts choose to report to ACT/SAT, data are reported by the district through ACT/SAT submissions. State scores (the official) is used for the CCR calculation.
- For districts reporting to MOSES, data are reported to MOSES, and not used based on inclusion of 2012-2013 data for new measures and/or those without three years of data.

Method for calculating number of students at or above the state standard:

From MOSES	Year 1	Year 2	Year 3 (most recent)	Status
Number of Graduates	148	153	155	
Number of Graduates Above the State Standard	87	98.5	110.25	
Percent of Graduates Scoring at or Above the State Standard	58.7	64.4	71.1	66.7

Examples of Calculations:

- Approximate equivalent scores are used to establish a common metric on which different assessments (a matrix of approximately equivalent scores) are used to determine CCR 1-3 assessment scores.
- 10% 1.25 = 12.5
- 20% 1.5 = 30

Method for calculating status:

The number of graduates scoring at or above the state standard is determined by dividing the number of graduates scoring at or above the state standard by the number of graduates, then multiplying by 100.

Method for calculating progress:

Differentiated improvement targets are set for a given LEA, school or subgroup based on the two prior years' performance of that LEA, school or subgroup.

Example: Calculating the progress measure for "ACC" school district; the following example shows how the CCR 1-3 progress measure is calculated at the district level using a rolling average:

Year	Year 1	Year 2	Year 3 (most recent)
Number of graduates scoring at or above state standard	95.7	64.4	71.1

Method for calculating targets for progress measure:

Constant	Year 1 and 2 Average Percent	CCR 1-3 GAP
100	61.6	38.4
(95.7 + 64.4) / 2 = 61.6		

Step 3 - The CCR 1-3 gap is used to establish progress targets as determined by multiplying the CCR 1-3 gap by the associated percentage, i.e. 25% for exceeding, 15% for on target, 5% for approaching.

Step 4 - Add this score for Years 2 and 3 and divide by 2 to determine the average.

(64.4 + 71.1) / 2 = 67.75

Step 5 - The district's Year 2 and 3 average percentage is used to determine if the district is exceeding, on target, approaching, or below target. In this example, the ACC school district has a Year 2 score of 67.75 and a Year 3 score of 71.1. The improvement target and subsequently received 4 points as its Progress Score in CCR 1-3.

Step 6 - Computing the College and Career Readiness 1-3 Score

Indicators 1-3:

College and Career Readiness

Points Possible

Score

Exceeding = 15, On Target = 12, Approaching = 8, Below = 6

College and Career Readiness

Exceeding = 7.5, On Target = 6, Approaching = 4, Below = 3

Scale = Progress

October 18, 2012

14

4. Computed the Super Subgroup Achievement Score

Table 6. Computing the Super Subgroup Achievement Score

Subgroup Achievement

Points Possible

Exceeding = 5, On Target = 3, Approaching = 2, Floor = 0

Below = 1, Below Standard = 0

Minimum of 4 points per subject area

Additional Note: Data will be added to the super group if they become available.

Table 7. Computing the Super Subgroup Achievement Score

Subgroup Achievement

Points Possible

Exceeding = 5, On Target = 3, Approaching = 2, Floor = 0

Below = 1, Below Standard = 0

Minimum of 4 points per subject area

Additional Note: Data will be added to the super group if they become available.

October 18, 2012

15

October 18, 2012

16

Appendix A) Missouri's ACT, COMPASS, and ASVAB exams and their corresponding scores on the ACTs are used as reported ACT scores and approximately equivalent scores. These equivalent scores must be equal to or greater than the ACT score in order to be included in the CCR 1-3 student scores at or above the state standard. The exam scores are used to determine the highest performance score used for each student.

department-approved measure multiplied by 1.25

b. number of graduates who score at or above 22 on the ACTs but below 26 or who score at or above 22 on the ACTs but whose equivalent performance measure multiplied by 1 is greater than the ACT score at or above the state standard.

c. number of graduates who score at or above an equivalent performance on a department-approved measure multiplied by 1.25

d. number of graduates who score at or above an equivalent performance on a department-approved measure of college and career readiness whose performance on the ACTs multiplied by 1.25

e. number of graduates multiplied by area

22.5 * 49 + 39 * 57.5 = 0 = 110.25

0 * 19 * 0 = 0

October 18, 2012

17

College and Career Readiness %

CCR %
The percent of graduates who earned a qualifying score on an Advanced Placement (AP), International Baccalaureate (IB), or Technical Skills Assessment (TSA) assessment and/or received college credit through early college, dual enrollment, or approved dual credit course credits or credits that state students or demonstrate required improvement.

Sources of data used in calculation:	<ul style="list-style-type: none"> MOSIS June Enrollment and Attendance - graduates MOSIS June Enrollment and Attendance - graduates in a dual credit course MOSIS Overlap Student Assessment MOSIS Overlap Student Assessment AP and IB data from Testing Vendors
Notes:	<ul style="list-style-type: none"> Data as reported by official testing companies for scores on department-approved measures of college and career readiness will be used in these calculations. For the purpose of this calculation, the number of students that is complying with the Coordinating Board for Higher Education dual credit policy and Principles of Good Practice for Dual Credit Courses will be recognized. See Appendix X. See Appendix C for approved TSA assessments. CCR state targets (CCR%) will be reviewed and revised based on inclusion of 2012-2013 credit course data (the highest) used for the CCR calculation. CCR state targets (CCR%) will be reviewed and revised based on inclusion of 2012-2013 credit course data for new measures and/or those without three years of data.

Method for calculating number of students at or above the state standard:
STEP 1 - Determine the number of students with a qualifying score on any of the approved options and multiply by associated point value.

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA	EXPLANATIONS OF CALCULATIONS
Scores on the Advanced Placement (AP) or International Baccalaureate (IB) exams are used as a qualifying score on a department-approved measure of college and career readiness.	<p>1) number of graduates who scored at or above a 3 on an AP exam or a 4 on an IB exam multiplied by 1.5</p> <p>2) number of graduates who scored at or above a 3 on an AP exam or a 4 on an IB exam multiplied by 1.5</p>	<p>a) $15 \times 1.5 = 20$</p> <p>b) $12 \times 1 = 12$</p>

October 19, 2012 19

STEP 1 - Add the scores for Years 1 and 2 and divide by 2 to determine the average.
 $(58.8 + 63.7) / 2 = 61.3$
 STEP 2 - The average percentage for Years 1 and 2 is subtracted from 100 to determine the CCR % gap.
 $100 - 61.3 = 38.7$

Constant	Years 1 and 2 Average Percent	CCR % GAP
100	61.3	38.7

STEP 3 - The CCR % gap is used to establish progress targets as determined by multiplying the CCR % gap by the associated percentage, i.e. 25% for exceeding, 15% for on target, 5% for approaching.

Table 9. Generating Targets for Progress Measures	Years 1 and 2 Avg Progress Target	Years 2 and 3 Avg Progress Target
Exceeding	38.7 * 25% = 9.7	61.3 * 25.000 = 15.325
On Target	38.7 * 15% = 5.8	61.3 * 15.000 = 9.195
Approaching	38.7 * 5% = 1.9	61.3 * 5.000 = 3.065

STEP 4 - Add the scores for Years 2 and 3 and divide by 2 to determine the average.
 $(63.7 + 48.7) / 2 = 56.2$

STEP 5 - The district's Years 2 and 3 average percentage is used to determine if the district is exceeding on target or approaching the required percentage increase. In this example, the ABC school district has a 56.2% average percentage of 56.2, which means that it designated as not meeting the progress targets and that opportunity received a point on its Progress Indicators in CCR%.

Table 10. Calculating the College and Career Readiness % Score	
College and Career Readiness	College and Career Readiness
Status	Exceeding (100) or On Target (75) or Approaching (50) or Not Meeting (25) or Not Meeting (0)
Progress Target	Exceed = 25, On Target = 4, Approaching = 2, Not Meeting = 0
College and Career Readiness	Maximum of 1.0 points per indicator area
Status - Progress	

October 19, 2012 22

IB courses are used as reported in MOSIS. The highest score is used for each student.	371
c. number of graduates who earned a 3 or above on the AP, IB or TSA assessment or earned a qualifying grade in early college, dual enrollment, or approved dual credit course, AP courses, or IB courses multiplied by 1	$371 \times 1 = 371$
d. number of graduates who earned a qualifying grade in early college, dual enrollment, or approved dual credit course multiplied by zero	$0 \times 1 = 0$
	$371 + 0 = 371$

STEP 2 - Divide the number of points earned by the number of graduates and multiply by 100.
 $371 / 100 = 3.71$

Example of supporting data format for APR:				
From MOSIS	Number of Graduates	Year 1	Year 2	Year 3 (most recent)
From MOSIS	Number of Graduates Scoring at or Above the State Standard	148	153	150
From MOSIS	Percent of Graduates Scoring at or Above the State Standard	97	97.5	73
		58.8	63.7	48.7

October 19, 2012 20

College and Career Readiness %
 The percent of post-secondary placement is determined by dividing the number of graduates who attended post-secondary education program and are placed in an occupation directly related to their training within six months of graduating by the number of graduates, and then multiplying by 100.

Sources of data used in calculation:	<ul style="list-style-type: none"> MOSIS February Graduate Follow-Up MOSIS June Enrollment and Attendance - graduates
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Notes: CCR status targets (entire scores) will be reviewed and revised based on inclusion of 2012-2013 data for new measures and/or those without three years of data.

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA	EXPLANATIONS OF CALCULATIONS
The percent of post-secondary placement is determined by dividing the number of graduates who attend post-secondary education or training are in the military, or approved Career Education program and are placed in an occupation directly related to their training within six months of graduating by 100.	<p>a. number of graduates who attend post-secondary education = 147</p> <p>b. number of graduates who attend post-secondary education = 147</p> <p>c. number of graduates who are in the military or approved Career Education program and are placed in an occupation directly related to their training within six months of graduating = 118</p> <p>d. number of graduates who are in the military or approved Career Education program and are placed in an occupation directly related to their training within six months of graduating = 47</p>	<p>$147 - 118 + 17 = 57$</p> <p>$57 / 339 = 16.8\%$</p>

Status is determined by adding Year 1, Year 2, and Year 3 of the percent of post-secondary placement and dividing by 3.
 October 19, 2012 23

Method for calculating APR:
 The percent of graduates who earned a qualifying score on the AP, IB or TSA assessment or qualifying grade in early college, dual enrollment, or approved dual credit course is determined by dividing the number of graduates who earned a qualifying score/grade by the total number of graduates, then multiplying by 100.

EXPLANATIONS OF DATA	EXAMPLES OF DATA (using Year 1, Year 2, Year 3 figures)	EXAMPLES OF CALCULATIONS
1) The number of graduates is based on June Enrollment and Attendance Records with an Out Code indicating the student.	number of graduates	148 (Year 1)
2) The number of graduates who earned a qualifying score on the AP, IB or TSA assessment or earned a qualifying grade in early college, dual enrollment, or approved dual credit course multiplied by the number of graduates.	number of graduates who earned a qualifying score on the AP, IB or TSA assessment or earned a qualifying grade in early college, dual enrollment, or approved dual credit course multiplied by 100.	87 (Year 1)
3) The percent of graduates who earned a qualifying score is determined by dividing the number of graduates who earned a qualifying score on the AP, IB or TSA assessment or earned a qualifying grade in early college, dual enrollment, or approved dual credit course by the number of graduates.	number of graduates = 148 Number of graduates scoring at or above the state standard = 87	$87 \div 148 = 58.8\%$ $87 \times 100 = 87.0\%$
4) Status is determined by adding Year 1, Year 2, and Year 3 of the percent of graduates who earned a qualifying score on the AP, IB or TSA assessment or earned a qualifying grade in early college, dual enrollment, or approved dual credit course and dividing by 3 (unless three years of data are not available).	$(Year 1 + Year 2 + Year 3) / 3$	$58.8 + 63.7 + 48.7 = 171.2$ $171.2 \div 3 = 57.1\%$

Method for calculating Progress:
 Differentiated improvement targets are set for a given LEA, school or subgroup based on the two prior years' performance of that LEA, school or subgroup.

Percent of students who earn a qualifying score	58.8	63.7	48.7
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October 19, 2012 21

Example of supporting data format for APR:
 The percent of post-secondary placement is determined by dividing the number of graduates who attended post-secondary education program and are placed in an occupation directly related to their training within six months of graduating by the number of graduates, and then multiplying by 100.

From MOSIS	Number of Graduates	Year 1	Year 2	Year 3 (most recent)
From MOSIS	Number of Graduates Scoring at or Above the State Standard	377	357	385
From MOSIS	Percent of Graduates Scoring at or Above the State Standard	320	333	339

Method for calculating progress:
 The percent of post-secondary placement is determined by dividing the number of graduates who attend post-secondary education or training are in the military, or approved Career Education program and are placed in an occupation directly related to their training within six months of graduating by 100.

Percent of students who earn a qualifying score	65.0	93.3	88.1
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STEP 1 - Add the scores for Years 1 and 2 and divide by 2 to determine the average.
 $(65.0 + 93.3) / 2 = 89.2$

October 19, 2012 24

STEP 2 - The average percentage for Years 1 and 2 is subtracted from 100 to determine the CER %-6 GAP.

$$\text{Constant} \frac{\text{Years 1 and 2 Average Percent}}{\text{CER\%-6 GAP}} = \frac{89.2}{10.8} = 8.2$$

STEP 3 - The CER %-6 gap is used to establish progress targets as determined by multiplying the CER %-6 gap by the associated percentage (i.e. 25% for exceeding, 15% for on target & 5% for approaching).

Table 11. Generating Targets for Progress Measure

	Percent	Years 1 and 2 Avg	Years 2 and 3 Avg
Exceeding	25%	89.2	93.9-100
On Target	15%	89.2	90.8-91.8
Approaching	5%	89.2	89.7-90.7

STEP 4 - Add the scores for Years 2 and 3 and divide by 2 to determine the average.
 $(93.9 + 89.7) / 2 = 91.8$

STEP 5 - The district's Year 2 and 3 average percentage is used to determine if the district is exceeding on target or approaching the required percent increase. In this example, the ABC school district has a Year 2 and 3 average percentage of 91.8, which means that it designated as "exceeding" the progress target and subsequently receives 2 points as its Progress Score in CER %-6.

Table 12. Comparing the College and Career Readiness %-6 Score

College and Career Readiness Status	Points Possible
Exceeding 2.5	5
On Target 2.0	4
Approaching 1.5	3
Not Meeting 1.0	2
Not Meeting 0.5	1
Not Meeting 0.0	0

STEP 6 - The district's Year 2 and 3 average percentage is used to determine if the district is exceeding on target or approaching the required percent increase. In this example, the ABC school district has a Year 2 and 3 average percentage of 91.8, which means that it designated as "exceeding" the progress target and subsequently receives 2 points as its Progress Score in ISR %.

Table 13. Computing the High School Readiness Score

High School Readiness Status	Points Possible
Exceeding 2.0	4
On Target 1.5	3
Approaching 1.0	2
Not Meeting 0.5	1
Not Meeting 0.0	0

High School Readiness (K-8 LEAs only)

ISR %1 - The percent of students who earn a proficient score on one (1) or more of the high school end-of-course (EOC) assessments while in elementary school meets or exceeds the state standard or demonstrates required improvement.

Sources of data used in calculation:
 - ISB Year Enrollment and Attendance
 - Testing Companies

Note:
 - HIS status targets (cut-scores) will be reviewed and revised based on inclusion of 1012-1013 data for new measures and/or those without three years of data.

Example of supporting data format for APR:

From MOGIS	Year 1	Year 2	Year 3	Status
Number of Grade 8 students	63	49	56	
Number of Grade 8 students who earned a qualifying score on a MAP end-of-course assessment	12	8	15	
Percent of Grade 8 students earning a qualifying score	19.0	16.6	26.8	20.8

Method for calculating status:
 The number of Grade 8 students who earned a qualifying score on the MAP end-of-course assessment is determined by dividing the number of Grade 8 students who earned a qualifying score on the MAP end-of-course assessment by the total number of Grade 8 students, then multiplying by 100.

EXPLANATIONS OF DATA	EXAMPLES OF DATA (Grade Year 1-Year 3)	EXAMPLES OF CALCULATIONS
The number of Grade 8 students is based on an ISB data indicating the student has advanced to Grade 9.	number of Grade 8 students	63 (Year 1)
The number of Grade 8 students who earned a qualifying score on a MAP end-of-course assessment is determined by the number of Grade 8 students who earned a proficient or advanced score on a MAP EOC assessment.	The number of Grade 8 students who earned a qualifying score on a MAP end-of-course assessment is 12	12 (Year 1)
The percent of Grade 8 students who earned a qualifying score on the MAP end-of-course assessment is determined by dividing the number of Grade 8 students who earned a qualifying score by the total number of Grade 8 students, then multiplying by 100.	12 / 63 = 19.0	19.0

4. Attendance Calculation

Sources of data used in calculation:
 - MOSES Jan-Cycle Enrollment and Attendance
 - Core Data Screen 10 School Calendar Information

Note:
 - Using the end-of-the-Year MOSES Jan Student Enrollment Attendance, attendance rate is determined for every student, grades K-12 who is reported any time throughout the year.
 - Students reported as Resident 1, Non-Resident, DUE/IR, Federal, Local, and Parent/Tuition are excluded.
 - Students with zero hours of attendance are excluded.
 - Students who use the school's report attendance rate and set the expectation that 90% of the students are in attendance 90% of the time.

Example of supporting data format for APR:

Individual Student	Year 1	Year 2	Year 3	Status
Number of students with an attendance rate at or above the state standard	214	227	249	
Number of students attending school any time during the school year	250	260	270	
Attendance rate at or above the state standard	85.6	87.3	92.2	92.3

Method for calculating supporting data:
 The attendance for each student is determined by using the "hours of absence" method. This method is calculated by dividing the hours of attendance by the hours possible, then multiplying by 100.

Example of "hours of absence" method for the individual student:

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA	EXAMPLES OF CALCULATIONS
1) The hours of absence for each student is reported in the MOSES Jan student Enrollment and Attendance.	ATTENDANCE HOURS	Hours of absence
	Hours of absence	Hours of absence = 72

Qualifying score on a MAP EOC assessment by the total number of Grade 8 students then multiplying by 100.	Students who earned a qualifying score = 12	12 / 63 = 19.0
5) Status is determined by adding Year 1, Year 2, and Year 3 of the percent of Grade 8 students who earned a qualifying score on a MAP end-of-course assessment and dividing by 3 (unless three years of data are not available). <td>(Year 1 + Year 2 + Year 3) / 3</td> <td>19.0 + 16.6 + 26.8 = 62.4 / 3 = 20.8%</td>	(Year 1 + Year 2 + Year 3) / 3	19.0 + 16.6 + 26.8 = 62.4 / 3 = 20.8%

Method for calculating progress:
 Differentiated improvement targets will be set for a given LEA, school or subgroup based on the two prior years' performance of that LEA, school or subgroup.
 Example: Calculating the progress measure for "ISR" about district, the following example shows how the progress measure is calculated at the district level:

STEP 1 - Add the scores for Years 1 and 2 and divide by 2 to determine the average.
 $(19.0 + 16.6) / 2 = 17.8$

STEP 2 - The average percentage for Years 1 and 2 is subtracted from 50 to determine the ISR %1 GAP.
 $50 - 17.8 = 32.2$

STEP 3 - The high school readiness gap is used to establish progress targets as determined by multiplying the high school readiness gap by the associated percentage (i.e. 25% for exceeding, 15% for on target & 5% for approaching).

Table 13. Generating Targets for Progress Measure

	Percent	Year 1 and 2 Average Percent	ISR %1 Gap
Exceeding	25%	17.8	32.2
On Target	15%	17.8	21.6-25.8
Approaching	5%	17.8	16.4-22.5

STEP 4 - Add the scores for Years 2 and 3 and divide by 2 to determine the average.
 $(16.6 + 26.8) / 2 = 21.7$

	Hours of absence	Hours of attendance	Attendance rate
1) The hours of absence for each student is reported in the MOSES Jan student Enrollment Attendance. <td>Hours of absence = 1,012 <td>Hours of attendance = 1,044 <td>Attendance rate = 1012 / 1044 = 96.9% </td></td></td>	Hours of absence = 1,012 <td>Hours of attendance = 1,044 <td>Attendance rate = 1012 / 1044 = 96.9% </td></td>	Hours of attendance = 1,044 <td>Attendance rate = 1012 / 1044 = 96.9% </td>	Attendance rate = 1012 / 1044 = 96.9%
2) The attendance rate of the "hours of absence" method is determined by dividing the hours of attendance for the individual student then multiplying by 100. <td>1,012 / 1,044 = 96.9% <td>1,044 <td>96.9% </td></td></td>	1,012 / 1,044 = 96.9% <td>1,044 <td>96.9% </td></td>	1,044 <td>96.9% </td>	96.9%
3) The district's or building's attendance rate is determined by adding the attendance rate of all students and dividing by the total number of students. <td>96.9% <td>270 <td>96.9% </td></td></td>	96.9% <td>270 <td>96.9% </td></td>	270 <td>96.9% </td>	96.9%
4) The district's or building's attendance rate is determined by adding the attendance rate of all students and dividing by the total number of students. <td>96.9% <td>270 <td>96.9% </td></td></td>	96.9% <td>270 <td>96.9% </td></td>	270 <td>96.9% </td>	96.9%
5) The district's or building's attendance rate is determined by adding the attendance rate of all students and dividing by the total number of students. <td>96.9% <td>270 <td>96.9% </td></td></td>	96.9% <td>270 <td>96.9% </td></td>	270 <td>96.9% </td>	96.9%

Method for calculating progress:
 Differentiated improvement targets will be set for a given LEA, school or subgroup based on the two prior years' performance of that LEA, school or subgroup.
 Example: Calculating the progress measure for "ISR" about district, the following example shows how the progress measure is calculated at the district level for a school district:

STEP 1 - Add the scores for Years 1 and 2 and divide by 2 to determine the average.
 $(85.6 + 87.3) / 2 = 86.5$

STEP 2 - Add the scores for Years 2 and 3 and divide by 2 to determine the average.
 $(87.3 + 89.9) / 2 = 88.6$

1*1 MAP ACADEMIC ACHIEVEMENT Mathematics

STATUS		PROGRESS		GROWTH	
State Measure	Points Earned	MAP Score (2-Year Average)	Progress Measure	Points Earned	Points Earned
Exceeding	16	218-200	Exceeding	11	12
On Target	11	203.5-213	On Target	6	6
Approaching	6	198-202.5	Approaching	3	6
Floor	0	197-200	Floor	0	0

Level Not Determined (LND) Zone (0) points will be awarded for data when the LND is exceeded.
 Academic Achievement (Total Score) Progress OR Growth (whichever is higher)
 A minimum of 10 points must be applied to the LNA or building level score.

1*2 MAP ACADEMIC ACHIEVEMENT English Language Arts

STATUS		PROGRESS		GROWTH	
State Measure	Points Earned	MAP Score (2-Year Average)	Progress Measure	Points Earned	Points Earned
Exceeding	16	267-256	Exceeding	12	11
On Target	12	252-262	On Target	6	6
Approaching	6	247-252	Approaching	3	6
Floor	0	247-250	Floor	0	0

Level Not Determined (LND) Zone (0) points will be awarded for data when the LND is exceeded.
 Academic Achievement (Total Score) Progress OR Growth (whichever is higher)
 A minimum of 10 points must be applied to the LNA or building level score.

1*3 MAP ACADEMIC ACHIEVEMENT Science

STATUS		PROGRESS		GROWTH	
State Measure	Points Earned	MAP Score (2-Year Average)	Progress Measure	Points Earned	Points Earned
Exceeding	16	252-250	Exceeding	12	12
On Target	11	244-252.5	On Target	6	6
Approaching	6	239-243.5	Approaching	3	6
Floor	0	239-243.5	Floor	0	0

Level Not Determined (LND) Zone (0) points will be awarded for data when the LND is exceeded.
 Academic Achievement (Total Score) Progress OR Growth (whichever is higher)
 A minimum of 10 points must be applied to the LNA or building level score.

1*4 MAP ACADEMIC ACHIEVEMENT Social Studies

STATUS		PROGRESS		GROWTH	
State Measure	Points Earned	MAP Score (2-Year Average)	Progress Measure	Points Earned	Points Earned
Exceeding	4	275-259	Exceeding	4	4
On Target	6	262-274	On Target	3	3
Approaching	5	251-261	Approaching	1.5	1.5
Floor	0	251-259	Floor	0	0

Level Not Determined (LND) Zone (0) points will be awarded for data when the LND is exceeded.
 Academic Achievement (Total Score) Progress OR Growth (whichever is higher)
 A minimum of 10 points must be applied to the LNA or building level score.

2*1 MAP SUBGROUP ACHIEVEMENT Mathematics

STATUS		PROGRESS		GROWTH	
State Measure	Points Earned	MAP Score (2-Year Average)	Progress Measure	Points Earned	Points Earned
Exceeding	4	202-210	Exceeding	3	3
On Target	3	197-202	On Target	1	1
Approaching	2	192-197	Approaching	1	2
Floor	0	187-191	Floor	0	0

Level Not Determined (LND) Zone (0) points will be awarded for data when the LND is exceeded.
 Academic Achievement (Total Score) Progress OR Growth (whichever is higher)
 A minimum of 10 points must be applied to the LNA or building level score.

2*2 MAP SUBGROUP ACHIEVEMENT English Language Arts

STATUS		PROGRESS		GROWTH	
State Measure	Points Earned	MAP Score (2-Year Average)	Progress Measure	Points Earned	Points Earned
Exceeding	3	302-284	Exceeding	3	3
On Target	3	282-284	On Target	2	2
Approaching	2	280-282	Approaching	1	2
Floor	0	279-284	Floor	0	0

Level Not Determined (LND) Zone (0) points will be awarded for data when the LND is exceeded.
 Academic Achievement (Total Score) Progress OR Growth (whichever is higher)
 A minimum of 10 points must be applied to the LNA or building level score.

2*3 MAP SUBGROUP ACHIEVEMENT Science

STATUS		PROGRESS		GROWTH	
State Measure	Points Earned	MAP Score (2-Year Average)	Progress Measure	Points Earned	Points Earned
Exceeding	10	470-479	Exceeding	7.5	7.5
On Target	7.5	464-487.5	On Target	4	4
Approaching	6	461-479	Approaching	2	2
Floor	0	459-480	Floor	0	0

Level Not Determined (LND) Zone (0) points will be awarded for data when the LND is exceeded.
 Academic Achievement (Total Score) Progress OR Growth (whichever is higher)
 A minimum of 10 points must be applied to the LNA or building level score.

2*4 SUBGROUP ACHIEVEMENT Social Studies

STATUS		PROGRESS		GROWTH	
State Measure	Points Earned	MAP Score (2-Year Average)	Progress Measure	Points Earned	Points Earned
Exceeding	3	382-327	Exceeding	2	2
On Target	3	306-382	On Target	1	1
Approaching	0	304-382	Approaching	0	0
Floor	0	304-327	Floor	0	0

Level Not Determined (LND) Zone (0) points will be awarded for data when the LND is exceeded.
 Academic Achievement (Total Score) Progress OR Growth (whichever is higher)
 A minimum of 10 points must be applied to the LNA or building level score.

3*4 College and Career Readiness

STATUS		PROGRESS		GROWTH	
State Measure	Points Earned	Percent of students meeting or above state standard	Progress Measure	Points Earned	Points Earned
Exceeding	10	93.6-100%	Exceeding	7.5	7.5
On Target	7.5	88.6-93.6%	On Target	4	4
Approaching	6	80.6-88.6%	Approaching	2	2
Floor	0	64-80.6%	Floor	0	0

Level Not Determined (LND) Zone (0) points will be awarded for data when the LND is exceeded.
 Academic Achievement (Total Score) Progress OR Growth (whichever is higher)
 A minimum of 10 points must be applied to the LNA or building level score.

3 High School Readiness

STATUS		PROGRESS		GROWTH	
State Measure	Points Earned	Percent of high school readiness	Progress Measure	Points Earned	Points Earned
Exceeding	10	24.9-30%	Exceeding	7.5	7.5
On Target	7.5	14.9-24.9%	On Target	4	4
Approaching	6	5.9-14.9%	Approaching	2	2
Floor	0	0-5.9%	Floor	0	0

Level Not Determined (LND) Zone (0) points will be awarded for data when the LND is exceeded.
 Academic Achievement (Total Score) Progress OR Growth (whichever is higher)
 A minimum of 10 points must be applied to the LNA or building level score.

3*5 College and Career Readiness

STATUS		PROGRESS		GROWTH	
State Measure	Points Earned	Percent of students meeting or above secondary placement	Progress Measure	Points Earned	Points Earned
Exceeding	10	93.6-100%	Exceeding	7.5	7.5
On Target	7.5	88.6-93.6%	On Target	4	4
Approaching	6	78.6-88.6%	Approaching	2	2
Floor	0	64-78.6%	Floor	0	0

Level Not Determined (LND) Zone (0) points will be awarded for data when the LND is exceeded.
 Academic Achievement (Total Score) Progress OR Growth (whichever is higher)
 A minimum of 10 points must be applied to the LNA or building level score.

3 High School Readiness

STATUS		PROGRESS		GROWTH	
State Measure	Points Earned	Percent of high school readiness	Progress Measure	Points Earned	Points Earned
Exceeding	10	24.9-30%	Exceeding	7.5	7.5
On Target	7.5	14.9-24.9%	On Target	4	4
Approaching	6	5.9-14.9%	Approaching	2	2
Floor	0	0-5.9%	Floor	0	0

Level Not Determined (LND) Zone (0) points will be awarded for data when the LND is exceeded.
 Academic Achievement (Total Score) Progress OR Growth (whichever is higher)
 A minimum of 10 points must be applied to the LNA or building level score.

4. Attendance		EFFORT		PROGRESS	
Student Measure	Status Points Awarded	Program Measure	Progress Points Awarded	Program Measure	Progress Points Awarded
Attendance	10	Attendance	15	Attendance	15
On Target	7.5	On Target	10	On Target	10
Approaching	5	Approaching	7.5	Approaching	7.5
Poor	0	Poor	5	Poor	5

A maximum of 15 points may be applied to the LEA or holding level score.

51. Graduation Rate		EFFORT		PROGRESS	
Student Measure	Status Points Awarded	Program Measure	Progress Points Awarded	Program Measure	Progress Points Awarded
Graduation Rate	20	Graduation Rate	15	Graduation Rate	15
On Target	15	On Target	10	On Target	10
Approaching	10	Approaching	7.5	Approaching	7.5
Poor	0	Poor	5	Poor	5

A maximum of 15 points may be applied to the LEA or holding level score.

52. Graduation Rate		EFFORT		PROGRESS	
Student Measure	Status Points Awarded	Program Measure	Progress Points Awarded	Program Measure	Progress Points Awarded
Graduation Rate	10	Graduation Rate	7.5	Graduation Rate	7.5
On Target	7.5	On Target	5	On Target	5
Approaching	5	Approaching	2.5	Approaching	2.5
Poor	0	Poor	0	Poor	0

A maximum of 15 points may be applied to the LEA or holding level score.

Appendix A
Matrix of Approximately Equivalent CCR *1-3 Assessment Scores

ACT Student Composite Score	SAT Critical Reading & SAT Math	COMPASS	ASYAB AFOQT
0	No record of participation	No record of participation	No record of participation
0.25	<18	Algebra < 66 and Reading < 81	<30
0.75	18 - 21	Algebra >= 66 AND Reading >= 81	30 - 42
1	22 - 25	Algebra >= 66 AND Reading >= 81	63-87
1.25	26 - 36	n/a	88-99

Appendix B
Missouri Institutions complying with the Coordinating Board for Higher Education's Dual Credit Policy and Principles of Good Practice for Dual Credit Courses (2012)

- Blue River Community College
- Central Methodist University
- Coney College
- Graceland College
- Duquesne University
- East Central College
- Jefferson College
- Lincoln University
- Lindenwood University
- Linn State Technical College
- Longview Community College
- Maize Woods Community College
- Marquette University
- McKean College
- Missouri State University
- Missouri State University - Springfield
- Missouri Valley College
- Missouri Western State University
- Missouri Western State College
- Noblesville Community College
- Northwest Missouri State University
- North Central Missouri College
- Ozark Technical College
- Penn Valley Community College
- Rockhurst University
- Southwest Missouri State University
- St. Louis University
- State Fair Community College
- Stephens College
- Three Rivers Community College
- University of Central Missouri
- University of Missouri - Kansas City
- University of Missouri - St. Louis
- Wentworth Military Academy
- William Jewell College

Appendix C
Approved Technical Skills (TSA) Assessments
TENTATIVE LIST

- Automotive Technician Examination - ASE
- Certified Medical Assistant - CMA
- Certified Nurse Aide (CNA) - Missouri
- Cisco Certified Network Associate (CCNA) Final Exam - Cisco Networking Academy
- Cisco CCNA Discovery Final Exam - Cisco Networking Academy
- Cisco CCNA Routing and Switching Final Exam - Cisco Networking Academy
- Cisco CCNP Final Exam - Cisco Networking Academy
- Cisco IT Essentials Final Exam - Cisco Networking Academy
- Collision Repair - I-CAR
- CompTIA - A+ Certification (ITS program area only)
- Computer Maintenance and Networking - TestOut
- PCoR
- Product Program - National Restaurant Association Education Foundation

Cut scores and percentages

MSIP 5 SCORING GUIDE STATUS CUT MPI's & PERCENTAGES

	COM ARTS	MATH	SCIENCE	SOCIAL ST
Exceeds	385.7-500	392.8-500	352.8-500	375-500
On Target	362.3-385.6	352.8-392.7	344-352.7	345.2-374.9
Approaching	300-362.2	300-352.7	300-343.9	300-346.1
Floor	100-299.9	100-299.9	100-299.9	100-299.9

	SUB CA	SUB MATH	SUB SCI	SUB SS	HSR K-8s
Exceeds	385.7-500	392.8-500	352.8-500	392-500	25.0%-100%
On Target	335.7-385.6	325.9-392.7	308.5-352.7	308.4-391.9	19.0%-24.9%
Approaching	300-335.6	300-326.8	300-308.4	300-308.3	12.0%-18.9%
Floor	100-299.9	100-299.9	100-299.9	100-299.9	0-11.9%

	CCR 1-3	CCR 4	CCR 5-6	Attendance	Grad 4/5	Grad State
Exceeds	60-100%	36-100%	90-100%	90-100%	92-100%	92-100%
On Target	50-59.9%	19-35.9%	80-89.9%	85.0-89.9%	82-91.9%	82-91.9%
Approaching	40-49.9%	5-18.9%	70-79.9%	80-84.9%	72-81.9%	72-81.9%
Floor	0-39.9%	0-4.9%	0-69.9%	0-79.9%	0-71.9%	0-71.9%

	ACT	SAT	COMPASS	ASVAB
1.25	26-36	1190-1600	N/A	88-99
1.00	22-25	990-1180	66M AND 81R	63-87
0.75	18-21	870-980	66M OR 81R	30-62
0.25	0-17	0-869.9	<66M &/or <81R	0-29.9
0.0	No record of participation.			

Academic Achievement	CA	Mathematics	Science	Social Studies	TOTAL
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Status	Exceeds = 16 On Target =12 Approach =9 Floor =0	Exceeds = 16 On Target =12 Approach =9 Floor =0	Exceeds = 16 On Target =12 Approach =9 Floor =0	Exceeds = 8 On Target = 6 Approach =5 Floor =0	
Progress	Exceeds = 12 On Target =6 Approach =3 Floor =0	Exceeds = 12 On Target =6 Approach =3 Floor =0	Exceeds = 12 On Target =6 Approach =3 Floor =0	Exceeds = 6 On Target =3 Approach =1.5 Floor =0	
Growth	Exceeds = 12 On Target =6 Approach =3 Floor =0	Exceeds = 12 On Target =6 Approach =3 Floor =0	Exceeds = 12 On Target =6 Approach =3 Floor =0	Exceeds = 6 On Target =3 Approach =1.5 Floor =0	

Points Possible	16	16	16	8	56
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Subgroup Achievement	CA	Mathematics	Science	Social Studies	TOTAL
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Status	Exceeds = 4 On Target =3 Approach =2 Floor =0	Exceeds = 4 On Target =3 Approach =2 Floor =0	Exceeds = 4 On Target =3 Approach =2 Floor =0	Exceeds = 2 On Target =1.5 Approach =1 Floor =0	
Progress	Exceeds = 3 On Target =2 Approach =1 Floor =0	Exceeds = 3 On Target =2 Approach =1 Floor =0	Exceeds = 3 On Target =2 Approach =1 Floor =0	Exceeds = 1.5 On Target =1 Approach =.5 Floor =0	
Growth	Exceeds = 3 On Target =2 Approach =1 Floor =0	Exceeds = 3 On Target =2 Approach =1 Floor =0	Exceeds = 3 On Target =2 Approach =1 Floor =0	Exceeds = 3 On Target =2 Approach =1 Floor =0	

Points Possible	4	4	4	2	14
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CCR	*1-3	*4	*5-6	HSR	Risk Factors	Exemplars
Status	Exceeds = 10 On Target = 7.5 Approach = 6 Floor = 0	Exceeds = 10 On Target = 7.5 Approach = 6 Floor = 0	Exceeds = 10 On Target = 7.5 Approach = 6 Floor = 0	Exceeds = 10 On Target = 7.5 Approach = 6 Floor = 0		
	Exceeds = 7.5 On Target = 4 Approach = 2 Floor = 0	Exceeds = 7.5 On Target = 4 Approach = 2 Floor = 0	Exceeds = 7.5 On Target = 4 Approach = 2 Floor = 0	Exceeds = 7.5 On Target = 4 Approach = 2 Floor = 0		
Points Possible	10	10	10	10		
Attendance						
Status	Exceeds = 10 On Target = 7.5 Approach = 6 Floor = 0					
	Exceeds = 7.5 On Target = 4 Approach = 2 Floor = 0					
Points Possible	10					
Graduation						
Status	Exceeds = 30 On Target = 22.5 Approach = 18 Floor = 0	Exceeds = 30 On Target = 22.5 Approach = 18 Floor = 0	Exceeds = 30 On Target = 22.5 Approach = 18 Floor = 0	Exceeds = 30 On Target = 22.5 Approach = 18 Floor = 0		
	Exceeds = 22.5 On Target = 12 Approach = 6 Floor = 0	Exceeds = 22.5 On Target = 12 Approach = 6 Floor = 0	Exceeds = 22.5 On Target = 12 Approach = 6 Floor = 0	Exceeds = 22.5 On Target = 12 Approach = 6 Floor = 0		
Points Possible	30	30	30	30		

Overview of MSIP 5

MSIP 5 Summary

*This presentation attempts to summarize information regarding MSIP 5 and compare to MSIP 4 guidelines for local purposes only. We encourage anyone with questions to refer to the complete formulae and calculations in the MSIP 5 Guidance Document available on the DESE website.

- Standard 1- Academic Achievement
 - English Language Arts, Mathematics, Science, and Social Studies
- Standard 2- Subgroup Achievement
 - Super subgroup
- Standard 3- College and Career Readiness
 - ACT
 - Advanced Coursework
 - College and Career Placement
- Standard 4- Attendance
- Standard 5- Graduation Rate

Comparison MSIP 4 and 5: Measures

MSIP 4

- Status
 - Average of 5 years of MPI
- Progress
 - Annual
 - Rolling Average
 - 3 over 2
 - Etc.

MSIP 5

- Status
 - Average of 3 years of MPI
- Progress
 - Rolling Average
 - Identification of performance gap taken from a constant
- Growth
 - Use Norm Curve Equivalent (NCE) Scores
 - Progress made by students from two points in time
 - Compare to state growth

Comparison MSIP 4 and 5: MPI Score

MSIP 4

- Weighted on performance on MAP for school or LEA
- 6- Below Basic on MAP
- 7- Basic on MAP
- 8- Proficient on MAP
- 9- Advanced on MAP

MSIP 5

- Weighted on performance on MAP for school or LEA
- LEA is only consideration for accreditation purposes
- 1- Below Basic on MAP
- 3- Basic on MAP
- 4- Proficient on MAP
- 5- Advanced on MAP
- Note the 2 pt. gap between Below Basic and Basic to reward districts for moving all students upward.

Comparison MSIP 4 and 5: Scoring Guide Measures

MSIP 4

- Status and Progress
 - Met or Not Met
 - Based on targets set forth by DESE
 - Districts could meet a standard on status (average of MPI over 5 years)
 - Status + Progress
 - Or Status + Progress + Gap Bonus (Minority of FR student performance compared to the state majority)

MSIP 5

- Status Achievement
 - Exceeds- perform at a level equivalent to the 2020 performance of the top 10 states
 - On Target- 75% of the students are proficient
 - Approaching- equivalent of a 300 score or no student is Below Basic
 - Floor- Less than 100% of the students are at least at Basic
- Progress
 - Exceeds, On Target, Approaching, or Floor based on improvement within MPI Gap range
- Growth-
 - Exceeds, On Target, Floor based on growth that is statistically significantly above state average, at, or statistically significantly below state average

Comparison MSIP 4 and 5: Standard 2 Subgroup Performance

MSIP 4

- Data was disaggregated at the building and district level by subgroup (e.g. free and reduced, minority, gender, etc.).
- A student could fall into many different categories (e.g. Hispanic and LEP), so their scores were counted twice.
- Growth was measured against the state majority improvement.

MSIP 5

- Disaggregated data will still be provided for school improvement; however, a super subgroup will be utilized for accountability.
- Student is entered into the super subgroup pool only once to eliminate duplicity.
- Progress and growth continues to be compared to the state non-super subgroup (e.g. this group typically starts lower so it should grow faster to reduce the achievement gap).

College and Career Readiness (Hadfield)

MSIP 4

- ACT – Percentage of Students Scoring at or above the National Average
- Advanced /Career Courses – The percentage of students taking these courses
- College/Career Placement- percent of graduates entering college and percent of career education graduates entering the military or employed in a related field at or above state standard

MSIP 5

- ACT, SAT, COMPASS and ASVAB – Number of Students Scoring at or above the State Standard (Please see sheet)
- Qualifying score of 3 or higher AP, 4 or higher IB (highest weight), proficient score on TSA, B or greater in a dual enrollment course, AP course, or IB course
- Post Secondary Placement – Same as College/Career Placement

Comparison MSIP 4 and 5: Attendance

MSIP 4

- Average daily attendance was utilized and set standards for attendance and progress were implemented to rate a district.

MSIP 5

- Standard is for 90% of the students to have 90% attendance or better.
- 90% and above is considered exceeding standard
- 85% to 89.9% is on target
- 80% to 84.9% is approaching
- 79.9% and below is floor

Comparison MSIP 4 and 5: Graduation Rate

MSIP 4

- Persistence to graduation calculation whereby the number of graduates + the number of cohort dropouts is divided by the number of graduates to give a persistence rate.

MSIP 5

- Calculated by 4 and 5 year, the district receives credit for the better of the two measures
- This method accounts for the starting number of freshman plus transfers in and minus transfers out of the cohort and then dividing the number of graduates by this number.
- A rolling average is used to calculate progress.

MSIP 4 and 5 Summary

MSIP 4

- 14 Indicators with the possibility for bonus points on reducing achievement gaps and voluntary assessment areas.
- Grades 3-5 Mathematics
- Grades 3-5 Communication Arts
- Grades 6-8 Mathematics
- Grades 6-8 Communication Arts
- Algebra I EOC
- English II EOC
- ACT
- Advanced Courses
- Career Education Courses
- College Placement
- Career Ed Placement
- Graduation Rate
- Attendance Rate
- Subgroup Achievement

MSIP 5

- 5 indicators with the possibility of earning additional points from progress and growth.
- Academic Achievement
- Subgroup Achievement
- College and Career Readiness
- Attendance
- Graduation Rate
- Districts and schools may be flagged for risk factors in one or more areas of performance or exemplars in performance

DRAFT



**Camdenton R-3 School District
2012 Patron Survey
Final Report
December 3, 2012**

Introduction

In November 2012, a five-minute telephone study was conducted with 400 randomly selected, head-of-household patrons living in the Camdenton R-3 School District who are registered to vote locally.

The survey presented the district's current thinking regarding a potential ballot issue that would fund the replacement of Osage Beach Elementary and the renovation of Hurricane Deck Elementary at no tax increase to residents.

The results show that there has been meaningful, sometimes dramatic, growth in the level of support since the January 2011 survey. Given that extremely high levels of support always recede as Election Day draws near and voters are asked to make their final choice, these results should not suggest to the district that its efforts to communicate about this proposal can be more limited.

On the contrary, contained within these results are two pieces of data that suggest more work needs to be done between now and Election Day (if this is the final proposal by the district to its patrons), to make certain that voters clearly understand this proposal's details, so that they can make an informed voting decision.

Specifically:

- While the projects themselves generate much more support than opposition, there is a very significant percentage of individuals who said that including one or both in a proposal would "make no difference" in their voting decision.

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Topic: Location of respondents' residences

In an effort to accurately reflect the general population pattern in the district, completed calls were divided as described in the chart below.

The three questions that preceded this geography question confirmed that the individual was a head of household, registered to vote locally, and aware that he or she lived within the boundaries of the school district.

A "yes" answer was required on these three questions for the interview to continue. Even though the randomly generated list of landlines and cell phones was of people who would qualify in these three areas, a verbal confirmation was still required. As such, these three questions and answers are not displayed in the report.

4. To make certain that we have people from all parts of the district participating in this survey, which of the following best describes where you live? List of choices was read to respondents. Numbers, rather than percentages, displayed below. Number of respondents in each segment identified by the district as being representative of the general population pattern.

Response	Number
In the general Camdenton area, for example, Linn Creek, Montreal, Camdenton or Greenview	260
In the area east of KK, for example, Osage Beach	100
In the area north of the Hurricane Deck Bridge, for example, the Sunrise Beach or Hurricane Deck areas	40

This level of apathy puts the good voting projections at risk, because individuals who find favor with the proposal in general – but who are not overly stimulated by one or both of the projects – may bypass the opportunity to vote, assuming that others will take care of that responsibility.

- There is also a small (less than 10%) group that says that they won't vote for the proposal, and their concerns are mostly financial worries. In fact, many of them distrust the district's pledge that the proposal would not require a tax increase, distrust the growth numbers that are driving a portion of this plan, or don't feel a connection to the schools.

While some of these individuals will never move from their stated position, the issue here is to make certain that information presented by the district about such key components as the no-tax-increase aspect of the proposal, and the data on the growth in student population are clearly and repetitively stated. Again, not everyone will come to understand and believe these details, but it will be critical to make a strategic effort to get this information out repeatedly for those who will be open to hearing such information.

The survey report that follows presents the data by topic area, with brief written analysis following each heading, and all the questions, answers and appropriate cross-tabulations.

Topic: Support or opposition to the projects being considered

The two project ideas – building a replacement for Osage Beach Elementary and renovating Hurricane Deck Elementary – were presented in individual questions, with enough background to explain the general thinking behind these project ideas.

After each one was read, respondents were asked if including this project in a final proposal would make them "more likely to vote in favor," "more likely to vote against" or would it "make no difference" in their voting decision on a proposal.

For the replacement of Osage Beach Elementary, 48% said it would make them "more likely to vote in favor," while 10% said "more likely to vote against" and 36% said it would "make no difference." In the January 2011 study, 54% said they would be "more likely to vote in favor" of a proposal that included this project, while 19% said "more likely to vote against" and 21% said "make no difference."

This suggests that support has softened somewhat (in that the 6% difference is more than the 5% Margin of Error for this study) and apathy has grown.

In terms of the Hurricane Deck renovations, 53% said "more likely to vote in favor," while 11% said "more likely to vote against" and 28% said it would "make no difference." In this case, the level of support has increased at a statistically significant level since January 2011 (when it was 46%) and the level of opposition has decreased (it had been 18%). This could be, perhaps, a result of the decision being made to renovate Hurricane Deck, rather than replace it – an option that had been presented as an alternative in 2011, and which drew less support than renovation.

The level of "don't know" respondents was identical on the Osage Beach Elementary replacement, and was down slightly on the Hurricane Deck renovations (although not at a statistically significant level). Neither of these two "don't know" percentages is particularly dramatic, which would suggest that there is not much room to grow among the undecided voters. The issue here, quite clearly, is the notably high level of apathy that must be managed, in terms of getting out key information that can help inform patrons.

Cross-tabulations were completed by age, length of time living in the district, student status, gender and location of residence. While there are some interesting numbers (such as more saying "make no difference" on the Osage Beach Elementary replacement among Camdenton residents than saying "more likely to vote in favor"), the overall tone remains mostly positive, with lack of interest in a solid second place in almost every group.

As you may know, the Camdenon R-3 School District is considering asking voters to approve a bond issue in April 2013 for building and renovation projects. I'm now going to share with you the specific ideas being discussed for the Osage Beach and Hurricane Deck Elementary Schools that could be included in this proposal.
Question 5 and 6 were rotated.

5. The bond issue could include funds that would be used to build a school that would replace Osage Beach Elementary. That school is already at capacity and will soon become overcrowded, based on the growth that is expected in the Osage Beach area in the next several years. There is no room to expand the current school, and it lacks some amenities typically found in elementary schools, such as a suitable gymnasium or a library. A new school would be on land that would have to be purchased, and the goal would be to have the new school be as close as possible to Osage Beach. If this project were included, would you be more likely to vote in favor of the bond issue, more likely to vote against, or would it make no difference to you?

Response	Percentage
More likely to vote in favor	48%
More likely to vote against	10%
Make no difference	36%
Don't know (not read)	6%

6. The bond issue could include funds that would be used to renovate and upgrade Hurricane Deck Elementary School by adding facilities, such as a gymnasium, a library and classrooms. If the proposal included funds to renovate and upgrade Hurricane Deck Elementary School would you be more likely to vote in favor of the bond issue, more likely to vote against, or would it make no difference to you?

Response	Percentage
More likely to vote in favor	48%
More likely to vote against	10%
Make no difference	36%
Don't know (not read)	6%

Cross-tabulation: "More likely to vote in favor," "More likely to vote against" and "Make no difference" for two project ideas by age, length of time living in the district, and presence of a current district student, per no district student ever in the household. Note: "n" equals the number of respondents in each group, and "overall" score, because three respondents refused to answer this question.

Project and response	Overall score	18-34 (n=77)	35-54 (n=162)	55 or older (n=156)	Up to 5 years (n=57)	5-15 years (n=132)	More than 15 years (n=233)
New Osage Beach Elementary/Favor	48%	51%	51%	44%	43%	45%	51%
New Osage Beach Elementary/Against	10%	13%	6%	11%	11%	11%	8%
New Osage Beach Elementary/Make no difference	36%	30%	37%	38%	38%	39%	34%

Project and response	Overall score	52%	56%	49%	54%	51%	53%
Hurricane Deck renovations/Favor	53%						
Hurricane Deck renovations/Against	11%	12%	6%	15%	14%	13%	10%
Hurricane Deck renovations/Make no difference	38%	14%	28%	30%	22%	31%	28%

Cross-tabulation: "More likely to vote in favor," "More likely to vote against" and "Make no difference" for two project ideas by location of the respondent's residence and gender. Note: "n" equals the number of respondents in each group.

Project and response	Overall score	N of Hurricane Deck (n=40)	E of KC (n=106)	Camdenon area (n=209)	Female (n=114)	Male (n=176)
New Osage Beach Elementary/Favor	48%	65%	62%	40%	48%	49%
New Osage Beach Elementary/Against	10%	8%	5%	12%	9%	10%
New Osage Beach Elementary/Make no difference	36%	25%	27%	42%	39%	33%

Project and response	Overall score	48%	68%	47%	50%	55%
Hurricane Deck renovations/Favor	53%					
Hurricane Deck renovations/Against	11%	3%	6%	14%	10%	11%
Hurricane Deck renovations/Make no difference	29%	38%	21%	30%	30%	26%

5

Topic: Level of support for the ballot issue before and after learning it would not require a tax increase

Having shared their thoughts on the specific project ideas, the survey then asked respondents to state their level of support or opposition to a ballot issue – first in general, and then after hearing that the proposal would not require a tax increase.

Support was very strong for the proposal in general, with 71% saying they would either "strongly favor" or "favor" a proposal that contained those projects. This is an increase from 55% on the January 2011 survey, which suggests a steady diet of information and discussion from the district about these ideas, and the decision to renovate – rather than replace – Hurricane Deck has made an impact.

When informed that the proposal would not require a tax increase, support jumped to an almost unheard of 85%, up from 73% in January 2011.

In 20 years of school district research, only one other time has the support level on a no-tax-increase ballot issue been in the 80s. On Election Day, the final tally was in the high 60s, indicating just how much such unusually high support can and will recede as the district makes its case and naysayers have the chance to weigh in as well.

Yet, with both numbers (general and no-tax-increase) growing meaningfully over, essentially, two years, the trend line is consistent and notable. It is simply safe to assume that the lower end of the 5% Margin of Error is the most accurate way to view these results, and that they will pull back some from that on Election Day.

All of this caution is simply to reinforce the importance of keeping up a steady stream of the messages of fiscal prudence and sensible projects from the time after the ballot issue is authorized right up until Election Day.

7. Now that you have heard the plans being considered by the Camdenon School District, how do you think you would likely vote, if the election were held today? Would you strongly favor it, favor it, oppose it, or strongly oppose it? "Lean favor," "Lean oppose," "Don't know" and "Would depend on what it costs" were not read but were noted if mentioned – unaided – by the respondent.

Response	Percentage
Strongly favor	17%
Favor	54%
Lean favor (not read)	1%
Lean oppose (not read)	0%
Oppose	14%
Strongly oppose	2%
Would depend on what it costs (not read)	5%
Don't know (not read)	8%

8. What if the proposal resulted in NO tax increase? Would you strongly favor this proposal, favor it, oppose it, or strongly oppose it, if the election were held today? "Lean favor," "Lean oppose" and "Don't know" were not read but were noted if mentioned – unaided – by the respondent.

Response	Percentage
Strongly favor	28%
Favor	57%
Lean favor (not read)	3%
Lean oppose (not read)	0%
Oppose	8%
Strongly oppose	1%
Don't know (not read)	4%

9. Why do you believe you would oppose the proposal, if the election were held today? Asked only of the 34 respondents who answered question 8 either "oppose" or "strongly oppose." All verbatim comments displayed below.

Prefer renovation to building new.

Don't believe the "no tax increase" message.

We can't afford any more taxes.

I'm old and don't have kids in school, so I really don't want to pay for it.

7

8

What growth? Where are those figures coming from?

They could well use buildings in Camden. Some will ride the bus if they have to. We worked in the district and know how things get done.

Until a location is determined, I would vote against.

My kids go to private school, and I don't want to pay more taxes for something they won't use.

My kids are no longer in school, and we can't afford more taxes.

Not convinced the district would spend the money appropriately.

Based on growth projections? Until that actually happens, don't build on a guess.

Show me the growth first.

My taxes are high as it is, and they have a new school in Camden already.

I can't afford any more tax increases.

Schools are fine as is.

Eventually my taxes would be raised to fund these projects, and I don't need that right now.

Kids could be bused even farther.

I would like to know where they plan to build the new elementary school, before I agree.

I certainly don't believe the taxes would not be increased, and I don't need that to happen.

I think it would be more economical to renovate both schools and not build new.

Don't really trust the district to spend the money correctly. There will be too much waste.

I don't have kids in the district.

I want to know what they will do for Climax Springs.

I wish I could believe it would be a no tax increase.

I personally don't see that much growth to warrant a new elementary school.

Just an overall bad economy to be spending money on building schools.

I would probably be in favor, if I really thought there would not be a tax increase.

Don't want my taxes raised, and they would be.

I'm not convinced it is truly needed.

Find the money to build these schools elsewhere, not from me.

I have no interest in the district, because I have no kids.

If you can renovate Hurricane Deck Elementary, why not Osage?

These schools are not really close to me, so it doesn't affect me.

Don't trust the administration to properly handle the money needed for these projects.

Topic: Demographics

The demographic questions show a survey group that tends to be mostly long-term residents, that has a good spread of ages (with 57% between 25 and 54) and that has a good mix of current student, past student and so-called "never student" families included.

My last few questions will help us divide our interviews into groups.

10. How long have you, yourself, lived within the boundaries of Camden R-3? Is it...*Choices were read to respondents.*

Response	Percentage
Less than 2 years	2%
2 years to 5 years	7%
More than 5 years to 10 years	15%
More than 10 years to 15 years	18%
More than 15 years	46%
I've lived here all my life	12%

Cross-tabulation: Combined "Strongly favor/favor" percentage on general ballot issue question, and after increase" aspect was presented by age, length of time living in the district, and presence of a current district student or no district student ever in the household. Note: "n" equals the number of respondents & "age" will not square with "overall" score, because three respondents refused to answer this question.

Combined "Strongly favor/favor" percentage	Overall score	18-24 (n=77)	25-34 (n=102)	35 or older (n=158)	Up to 5 years (n=17)	6-15 years (n=133)	More than 15 years (n=62)
General ballot issue question	71%	66%	77%	65%	73%	67%	72%
After learning it would be "no tax increase"	85%	81%	91%	82%	86%	82%	87%

Cross-tabulation: Combined "Strongly favor/favor" percentage on general ballot issue question, and after increase" aspect was presented by location of the respondent's residence and gender. Note: "n" equals the respondents in each group.

Combined "Strongly favor/favor" percentage	Overall score	N of Hurricane Deck Bridge (n=60)	E of KKK (n=100)	Camden area (n=100)	Female (n=214)	Male (n=170)
General ballot issue question	71%	80%	86%	63%	71%	69%
After learning it would be "no tax increase"	85%	95%	95%	90%	88%	81%

11. In what age group are you? Is it...*Choices were read to respondents.*

Response	Percentage
18 to 24	2%
25 to 34	17%
35 to 44	19%
45 to 54	21%
55 to 64	24%
65 or older	15%
Refused (not read)	1%

12. Do you have any children or grandchildren who attend school in the Camden R-3 School District right now? Numbers, rather than percentages, displayed below.

Response	Number
Yes, children	112
Yes, children and grandchildren	12
Yes, grandchildren	67
No	209

13. Do you have any children or grandchildren who previously were students in the district, but who have graduated? Asked only of the 276 respondents who answered question 12 either "yes, grandchildren," or "no." Numbers, rather than percentages, displayed.

Response	Number
Yes, children	101
Yes, children and grandchildren	13
Yes, grandchildren	9
No	153

14. RECORD GENDER

Response	Percentage
Female	56%
Male	44%

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