2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet   Type of School: <u>X</u> Elementary __ Middle __ High __ K-12

Name of Principal ___Mr. James K. Campbell_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name ____IXL Elementary School_____
(As it should appear in the official records)

School Mailing Address_____6758 322nd Road_____
(If address is P.O. Box, also include street address)

Arkansas City,   Kansas   67005-6350
City   State   Zip Code+4 (9 digits total)

County _Cowley_____School Code Number* _____7466_____

Telephone (620) 441-2055_____Fax (620) 441-2059_____

Website/URL http://www.arkcity.com/ixl/ixlhome.html E-mail ___jk.campbell@usd470.com_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent* ___Dr. Perry Perkins_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name_USD #470 – Arkansas City_____Tel. (620) 441-2000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board   Mr. Gary Wilson
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

1

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

    __6__ Elementary schools
    __1__ Middle schools
    _____ Junior high schools
    __1__ High schools
    _____ Other

    __8__ TOTAL

2. District Per Pupil Expenditure: $6,943.00

    Average State Per Pupil Expenditure: $7,748.17

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [   ] Urban or large central city
    [   ] Suburban school with characteristics typical of an urban area
    [   ] Suburban
    [X] Small city or town in a rural area
    [   ] Rural

4. __6__ Number of years the principal has been in her/his position at this school.

    _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K	9	20	**29**		8			
1	17	19	**36**		9			
2	14	18	**32**		10			
3	15	22	**37**		11			
4	19	16	**35**		12			
5	20	14	**34**		Other			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					203

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of   __64__% White
    the students in the school: __5__% Black or African American
                                            __18__% Hispanic or Latino
                                            _____% Asian/Pacific Islander
                                            __13__% American Indian/Alaskan Native
                                            100% Total

    Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: __30__%

    (This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	28
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	40
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	68
(4)	Total number of students in the school as of October 1 (same as in #5 above)	228
(5)	Subtotal in row (3) divided by total in row (4)	0.298
(6)	Amount in row (5) multiplied by 100	29.8

8. Limited English Proficient students in the school: __15__%
                                                              __30__Total Number Limited English
    Proficient
    Number of languages represented: __1__
    Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: __72__%

           Total number students who qualify: __147__

    If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___24__ %

                                              ___48___ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

_1__Autism	____Multiple Disabilities
____Deafness	____Orthopedic Impairment
____Deaf-Blindness	_2__Other Health Impaired
_5__Developmentally Delayed	20__Specific Learning Disability
_1__Emotionally Disturbed	18__Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
_1__Mental Retardation	____Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	___1___	_____
Classroom teachers	__11___	_____
Special resource teachers/specialists	__2___	___3___
Paraprofessionals	___5___	___2___
Support staff	___4___	___5___
Total number	__23___	___10___

12. Average school student-"classroom teacher" ratio: __18:1____

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95 %	95 %	95 %	94 %	91 %
Daily teacher attendance	96 %	96 %	96 %	93 %	96 %
Teacher turnover rate	5 %	0 %	15 %	20 %	25 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

IXL Elementary School in Arkansas City, Kansas is one of six elementary schools in USD #470, a school district determined to move from good to great in helping all students learn to higher and higher standards and graduate ready for the next step. The mission of IXL Elementary School is to ensure academic excellence so each child is empowered to be a self-directed learner, capable of exploring the career options of his/her choice. Our school accomplishes this by providing the conditions and classroom practices that allow every student to meet challenging standards and continually learn; providing a safe, supportive, and orderly learning environment conducive to teaching and learning; emphasizing reading, writing, and math skills; developing and modeling positive character traits; effectively accessing and using technology and quality resources; supporting student, home, staff, and community involvement; and emphasizing the strength and value of diversity.

Located in South Central Kansas in a rural setting outside of Arkansas City, IXL Elementary School is a K-5, two-section school and serves just over 200 students. In the past five years, the demographics of our school have changed considerably. Five years ago, less than 20% of our students were considered ethnically diverse and the percentage of students in poverty was around 55%. Approximately 80% of our students now qualify for free and reduced lunch support. Our Hispanic population has doubled in the past four years and about 15% of our students are of Native American heritage. Twenty-four percent of IXL Elementary students qualify for Special Education services and 18% of our students qualify for English Language Learner services.

In 2001, our school moved from targeted assistance Title 1 to a school-wide Title 1 program and received comprehensive school reform grant monies to initiate whole school change. These factors allowed us to focus on reducing class size, strengthen best-practice instruction, involve families in improving academic success, and align district curriculum to challenging state and national standards. Engaging our staff in intensive school-wide professional development and focusing on improving instruction specific to at-risk groups of students has helped us successfully reduce the achievement gap for our minority and special education populations. Additionally, USD #470 applies a three-tiered model to professional development, which includes outside experts training teachers at the building site as well as an in-house academic coach available to further mentor teachers in their efforts to continuously improve.

All staff members at IXL Elementary School participate in professional learning teams (the third tier of our professional development model), which meet weekly to align the practices of the school to promote higher levels of learning for students. Teachers analyze continual assessment data, discuss individual or groups of students who are not making expected progress, discuss concerns specific to instruction, discuss and set quarterly goals for learning and student improvement, and engage in current research and study topics to further promote knowledge of those practices that promote student achievement.

Most importantly, IXL Elementary School has seen a significant change in the attitudes of families and the community toward our school over the past five years. Teachers have rigorously promoted family involvement in learning by building appropriate relationships with families and students. Teachers, administrators, and other staff members often make home visits to stay connected with at-risk families and to continually emphasize the importance of school attendance and learning. Over the past five years, our school has set and reached goals once thought impossible for the students in our school community. There has been a measurable change in attitudes, beliefs, and values across our school community, and we continue to live our most important mission – Academic Excellence for Every Child, No Matter What!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.**

The Kansas Reading Assessment is administered in fifth grade. The Kansas Mathematics Assessment is administered in fourth grade. Both tests are prepared by the Center for Educational Testing and Evaluation, School of Education, at the University of Kansas and are administered each Spring. All students, including English Language Learners and students identified with Special Education needs, who are enrolled at the time of the testing window participate in the assessments. As of Spring 2003, student scores are included in the reported data for all students attending the school since September 20th of the reporting year.

School performance data for the Kansas Reading Assessment is reported using the following levels and percentage correct:

- Exemplary (93-100): student independently demonstrates the ability to go beyond the text consistently.
- Advanced (87-92): student independently demonstrates inferential understanding within a text.
- Proficient (80-86): student demonstrates a literal understanding of text with instructional support before, during, and/or after reading.
- Basic (68-79): student requires extensive support in decoding text. Application of knowledge and skills is limited, inconsistent, or incomplete. Intervention is necessary.
- Unsatisfactory (0-67): student does not meet any of the preceding criteria.

IXL Elementary students' scores on the Kansas Reading Assessment demonstrate significant improvement over the past five years. Eighty-nine percent of the students scored at or above proficient in 2004, compared to 44.2% in 2000. Over 63% scored at the advanced and exemplary levels, compared to 25.6% in 2000. Students in the low socio-economic subgroup improved from 43% in the proficient and higher categories in 2000 to 88.8% in those categories last year. In 2004, 91.7% of IXL's special education students scored proficient or above, and 33.3% of ELL students also scored proficient or above. IXL fifth graders were awarded the State Standard of Excellence in Reading by the State of Kansas for the 2003-04 school year.

Performance data for the Kansas Mathematics Assessment is reported using the following performance levels and percentage correct:

- Exemplary (75-100): student demonstrates superior knowledge and comprehensive understanding of the Mathematics Standards of Number and Computation, Algebra, Geometry, and Data.
- Advanced (60-74): student demonstrates a high level of knowledge and comprehensive understanding within at least three of the Mathematics Standards.
- Proficient (48-59): student demonstrates sound knowledge and understanding with the four areas of the Mathematics Standards, but may not be able to apply his or her understanding within each of the four areas.
- Basic (35-47): student is having difficulty demonstrating basic skills, concepts, and procedures across one or more of the Mathematics Standards.

- Unsatisfactory (0-34): student does not demonstrate understanding of facts, concepts, or procedures from any of the four standards.

IXL Elementary students' scores on the Kansas Mathematics Assessment over the past five years demonstrate significant improvement. Over ninety-seven percent of the students in 2004 scored at or above proficient compared to 63.8% in 2000. Over 80% of those students scored at the advanced and exemplary levels, compared to 44.4% in 2000. Students in the low socio-economic subgroup improved from 50.1% in the proficient and higher categories in 2002 to 96.5% in those categories last year. In 2004, 100% of IXL's special education students scored proficient or above, and 90% of the ELL students scored proficient and above. IXL fourth graders were awarded the State Standard of Excellence in Mathematics by the State of Kansas for the 2003-04 school year.

Information on the Kansas State Assessment system may be found at the following websites: www.ksde.org. and www.cete.ku.edu.

2. **IXL Elementary School uses assessment data to understand and improve student and school performance.**

IXL Elementary School uses assessment data to better understand and improve student achievement. All certified staff, including classroom teachers, resource teachers, academic leadership, and ESL teachers are members of learning community teams that meet weekly. These teams examine summaries of performance on state and district assessments as well as formative assessment data collected by the teachers weekly. Based upon the data review, the faculty collectively identifies the building's strengths and weaknesses while developing and refining strategies of the school improvement plan appropriately. In weekly grade level meetings, teachers concentrate on their grade level's performance, address individual student needs, and identify students in need of acceleration and enrichment. They can then identify the strengths and weaknesses of instruction and modify accordingly. Teachers also use continuous data to set quarterly improvement goals in reading and math. Staff development days built into the calendar allow time for further data analysis or specific training on instructional strategies for addressing identified needs. Referrals to our Family Support Team, based upon on-going data, support students who are having continued difficulty reaching grade level expectations. Each week, this team meets with parents and teachers of 2-5 students to review individual strengths and weaknesses and to brainstorm interventions for facilitating student success. The collaboration between parents, teachers, support staff, and community resources are an effective approach to helping student close the gap in their achievement. Assigning a case manager to assure the implementation of selected interventions and follow-up meetings with parents result in empowering students to achieve as capacity is built for their ownership of learning. Case managers work with a child for several weeks to several years, based on the team's recommendation. In the rare cases when interventions do not facilitate success, students are referred for an evaluation for more specific needs under special education guidelines. Fewer special education referrals result as assessment data is used in this manner.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

IXL Elementary School shares student performance and assessment data with students, parents, community and all stakeholders using many approaches. Teachers conference with individual students to review schoolwork, tests scores, and formal reading inventories such as the Scholastic Reading Inventory (SRI). Second through fifth grade teachers and students also conference quarterly to set reading and math goals. Achievement goals are reviewed in meetings throughout the quarter and goals are revised as needed. Parent-teacher conferences are formally scheduled twice during the school year and at that time parents receive performance data and school data, as well as the Kansas State Department of Education Report Card. This information can also be accessed on the district web site. Informal conferences, home visits, and phone calls are conducted throughout the school year as needed. Academic and non-academic student concerns are addressed through the Family Support Team process. Meetings are scheduled with parents and begin by addressing student strengths, then move to areas that need improvement. Performance data and assessments are shared at this time to support the need for change. Performance on assessment data is also relayed to the school community through the monthly newsletter and to the community at large through the district newsletter and the local newspaper. The school and district newsletters are both published in English and Spanish. Goal achievement is celebrated on an individual basis as well as school-wide, such as parades throughout the lunchroom with banners, announcements and more. Recently, qualifying elementary schools were presented State Standard of Excellence banners at the school opening convocation. IXL also has a SITE Council comprised of teachers, parents, the building principal, and community members who analyze data and communicate it to the larger school community.

4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.

IXL Elementary School staff members recognize isolation as an enemy of learning and understand we grow professionally when we open our doors to visitors who question our practices and help us think about and discuss what we are doing and why we are doing it. Our school will continue to share its successes by participating in monthly district-wide grade level meetings where teachers from all USD #470 schools come together to share instructional strategies that improve achievement. Additionally, IXL is a Professional Development School, connected to Southwestern College in Winfield, Kansas, which fosters a collaborative community of learners involving pre-service education students and IXL teachers. College students majoring in education are provided increased opportunities to gain valuable experience interacting with students and teachers in a "real life" setting. IXL Elementary School is always open to visitors from other districts and we hope to continue to have the opportunity to host teachers, principals, and various stakeholders during the school day. These visits and opportunities for professional dialogue help us improve and grow professionally, and help us stay focused on our most important job, student achievement. Finally, staff members from our school share successes by presenting at state and national professional development conferences, which include the National Association of Elementary School Principals, the Kansas Association of School Boards, and the National School Board Association this school year.

PART V – CURRICULUM AND INSTRUCTION

1. **Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the core curriculum is an eligibility requirement in grades seven and higher).**

   IXL School's curriculum is a comprehensive, standards-based program that emphasizes development and integration of language concepts, communication, higher-level thinking, and problem solving skills throughout the content areas. The school's curriculum is spiraled, aligned to national and state standards, is researched based, and promotes differentiated instruction using a constructivist approach that focuses on acceleration rather than remediation. This focus on acceleration is eliminating the achievement gap that historically existed with IXL's student population. The school's curriculum is reviewed and adopted on a regular basis to meet the needs of a significantly diverse, yet increasingly language delayed population. School staff members meet in teams, which may include classroom teachers, support staff and administration to analyze and adjust curriculum based on data gathered from frequent and comprehensive assessments. Every curricular area incorporates language objectives into each lesson that focus on listening, speaking, viewing and writing, and are aimed at reducing language deficiencies, and ensuring the success of every student.

Reading
   In 2001, IXL Elementary School began implementation of a comprehensive reading reform curriculum which emphasizes explicit instruction in phonemic awareness and phonics, direct instruction in vocabulary and comprehension strategies, developing fluency skills, and making the writing connections to reading which aid and improve comprehension. IXL's early learning reading program emphasizes the development of language concepts, concepts of print, and communications skills through a sequenced, multi-sensory beginning reading program that connects sounds and letters with meaningful text, letter-sound association, and phonemic awareness. As students become emergent readers, comprehension, fluency, higher-level thinking, and writing that focuses on communication of ideas is emphasized. Comprehension strategies are applied and integrated throughout the content areas.

Sciences
   IXL School began implementing an integrated math and science program during the current school year that emphasizes math processes, problem solving skills, and math and science concepts through real-world problems. Each unit includes science labs that integrate the scientific method with math concepts through hands-on exploration. Again, a focus on language is incorporated into each lesson and students are encouraged to discuss and write about math and science concepts on a daily basis.

   The social science program teaches understanding of the world through history and current events, and encourages celebration of diversity through exploration of multiple cultures. Many units are project based and build on prior knowledge to help students make connections to new concepts. During the current school year, IXL staff members have written curriculum, which integrates social science concepts through the reading program at the intermediate level.

Arts
   IXL students receive instruction in the visual, performing arts, and physical education on a weekly basis. Music, physical education, and art teachers collaborate with the regular classroom teachers to support the curriculum in reading and the sciences through projects that support, enrich and extend the content area curriculum.

2. **Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.**

The goal of IXL's school-wide reading program is to provide all students with learning experiences that enable them to attain academic proficiency at or above grade level by third grade and maintain that success throughout their school career. In 2001, IXL Elementary School chose a comprehensive reading reform model which emphasizes explicit instruction in phonemic awareness, direct instruction in vocabulary and comprehension strategies, developing fluency skills, and making the writing connections to reading which aid and improve comprehension. Specific comprehension strategies, which include clarification, summarization, questioning, predicting, and inferring, are taught to students by accessing prior knowledge and scaffolding instruction. Our staff selected this model which focused on research based, best practice instructional strategies aligned to district and state standards. Cooperative learning plays a vital role in the success of this program. Research has shown when used consistently, cooperative learning results in increased achievement, improved relationships among children of different ethnic and socio-economic backgrounds, improved self-esteem, increased motivation, more time on task, and increased interactions among teachers. Another vital component to the success of our reading program is daily, small group tutoring, which reinforces the student's primary instruction. All students in the primary grades, 1st through 3rd, who fall below grade level are placed in tutoring groups. On-going assessment guides placing students at an appropriate instructional level and students are re-grouped each quarter according to latest results and teacher observations. Appropriate instructional pacing and acceleration is emphasized across the curriculum, and curriculum mapping gives teachers a knowledge base for long-range planning, short-term preparation, and clear communication between grade levels.

3. **Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

With academic excellence as our mission, mathematics is another building block to the foundation of essential skills. Embracing the philosophy that all children will learn, our school analyzed data over time and adopted a comprehensive reform model in the area of math. Hands-on strategies utilized with this model promote problem solving through the use of cooperative groups using dialogue with rehearsal as a key component. Daily problem solving and the review of concepts with the spiral curriculum are also vital components of the program.

Beginning with concrete mathematical experiences in the primary grades, students are moved through the domains of district standards closely aligned to state and NCTM standards, emphasizing application of math in the real world. At the primary level, the central math components are taught in a 60 minute uninterrupted block in addition to the daily calendar and skill review. Small group tutoring is an intervention used to review and re-teach, as well as pre-teach math skills. The intermediate level focuses 60 minutes of uninterrupted instruction in addition to the daily problem solving, facts practice, and homework check.

To complement this curricular area, our students utilize an individualized math computer program designed to review, instruct, and accelerate the students' math skills. This program uses its capability to individually place students at their instructional level in twelve math strands to ensure academic success both in the knowledge and application of math skills. Data is provided to students and used to establish and monitor individual goals while the teacher facilitates the learning of essential skills and knowledge based upon our school's mission, "Academic Excellence for Every Child – No Matter What."

4. **Describe in one-half page the different instructional methods the school uses to improve student learning.**

A relentless focus on the success of every child is at the core of instruction at IXL Elementary School and a variety of research-based best practices are incorporated to ensure success. Cooperative learning is the foundation for virtually all instruction at IXL. When students interact, they are actively engaged and are provided many opportunities for metacognitive thought. Students who work together take greater responsibility for their learning and the teacher priority shifts to facilitate and enrich lessons. Cooperative learning strategies include both direct instruction and highly interactive, academically oriented and teacher facilitated student discussion leading to greater achievement for all students. At all levels, opportunities for motivating, elaborating, practicing, and celebrating are built into lesson structures that provide team rewards and individual accountability. IXL's cooperative teams consist of four or five students that are grouped heterogeneously in terms of gender, ethnicity, and academic ability, and cooperative reading groups are multi-age flexible. Small group tutoring is provided for all primary students, 1st through 3rd who fall below grade level. One-on-one or small group tutoring is one of the most effective forms of instruction known and is often identified as a strategy to help meet the needs of historically under-served populations. Strategies instruction is also a part of every lesson, and explicit strategies are taught to students by accessing prior knowledge, scaffolding on previous learning, and by using rehearsal strategies to ensure understanding of new content or information. Students are taught to monitor and apply specific strategies depending on the content and the context of the task at hand. In addition to the instructional practices mentioned above, IXL has two computer labs, which includes a mobile lab for in-classroom use, and an interactive math and reading program that allows students to work at their own level.

5. **Describe in one-half page the school's professional development program and its impact on improving student achievement.**

Extensive professional development, based upon three tiers, is designed to impact student achievement and involve all staff members. External experts train the entire staff on an ongoing basis in the use of research-based best practices in cooperative learning, math instruction, reading instruction, and classroom management. These experts then visit classrooms to monitor the use of these practices and hold individual sessions with teachers to discuss their progress. In addition to external experts, the building has internal experts, which include the administrator, the special education teacher, and an academic coach. The internal experts monitor classroom instruction by conducting walk-throughs, and developing and providing on-going professional development based on data collected through observations and analysis of student assessments. The third tier results as all stakeholders meet weekly to collaborate in learning community teams, discussing student data to further impact learning. Since the implementation of this three-tiered professional development model, IXL has gone from an under-achieving school to a high performing school as evidenced by the multiple assessment results provided in this document.

PART VII - ASSESSMENT RESULTS

Subject: Reading   Grade: 5   Test: Kansas State Reading Assessment

- The State of Kansas uses five performance level categories for reporting assessment results: Unsatisfactory, Basic, Proficient, Advanced, and Exemplary
- Subgroups that have NA reported for certain years, and/or performance levels are because the state criteria for the number of students were not met.
- Certain subgroups were not reported at all because the state criteria for the number of students reported were not met.
- *Grade 5 reading subgroups are continued on the next page.*

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
IXL Elementary School Scores					
% At Unsatisfactory	2.8	2.9	20.0	17.5	7.0
% At or Above Basic	97.2	97.0	80.0	82.5	93.0
% At or Above Proficient	88.9	79.4	50.0	57.5	44.2
% At or Above Advanced	63.9	44.1	30.0	22.5	25.6
% At or Above Exemplary	36.1	23.5	3.3	5.0	11.6
Number of students tested	36	34	39	43	43
Percent of students tested	100%	100%	100%	100%	96%
Number of students alternatively assessed	6	4	0	1	0
Percent of students alternatively assessed	16.7	11.8	0	2.3	0
Kansas State Scores – All Students					
% At Unsatisfactory	7.5	9.1	12.6	13.3	13.1
% At or Above Basic	92.4	91.0	87.4	86.7	86.9
% At or Above Proficient	72.1	68.9	63.0	64.3	63.1
% At or Above Advanced	49.6	46.0	40.0	40.0	40.9
% At or Above Exemplary	20.7	18.6	15.1	14.4	15.7

IXL Elementary Subgroup Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
1. *Free/Reduced*					
% At Unsatisfactory	3.7	4.0	37.0	15.4	11.0
% At or Above Basic	96.2	96.0	62.9	84.6	89.0
% At or Above Proficient	88.8	80.0	40.7	57.7	43.0
% At or Above Advanced	62.9	44.0	25.9	19.2	25.0
% At or Above Exemplary	33.3	20.0	0	0	7.0
Number of students tested	27	25	27	26	28
2. *SPED*					
% At Unsatisfactory	0	NA	NA	NA	NA
% At or Above Basic	100.0	NA	NA	NA	NA
% At or Above Proficient	91.7	NA	NA	NA	NA
% At or Above Advanced	50.0	NA	NA	NA	NA
% At or Above Exemplary	50.0	NA	NA	NA	NA
Number of students tested	12	8	9	9	7
Kansas State Subgroup Scores					
1. *Free/Reduced*					
% At Unsatisfactory	12.5	15.4	21.7	24.3	23.9
% At or Above Basic	87.6	84.7	78.3	75.8	76.1
% At or Above Proficient	60.3	55.2	47.1	46.5	44.1
% At or Above Advanced	36.4	31.4	24.7	23.6	23.2
% At or Above Exemplary	12.0	10.3	7.2	6.5	6.5
2. *SPED*					
% At Unsatisfactory	7.5	9.1	34.2	37.6	43.6
% At or Above Basic	92.4	91.0	65.7	62.4	46.4
% At or Above Proficient	72.1	68.9	36.5	33.1	16.1
% At or Above Advanced	49.6	46.0	19.3	16.4	12.2
% At or Above Exemplary	20.7	18.6	6.6	5.7	3.3

PART VII - ASSESSMENT RESULTS, Cont'd:

Subject: Math   Grade: 4   Test: Kansas State Math Assessment

- The State of Kansas uses five performance level categories for reporting assessment results: Unsatisfactory, Basic, Proficient, Advanced, and Exemplary
- Subgroups that have NA reported for certain years, and/or performance levels are because the state criteria for the number of students were not met.
- Certain subgroups were not reported at all because the state criteria for the number of students reported were not met.
- *Grade 4 Math subgroups are continued on the next page.*

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
IXL Elementary School Scores					
% At Unsatisfactory	0.0	0.0	2.9	0.0	8.3
% At or Above Basic	100.0	100.0	97.0	100.0	91.6
% At or Above Proficient	97.3	87.1	58.8	96.4	63.8
% At or Above Advanced	80.6	51.6	23.5	53.5	44.4
% At or Above Exemplary	55.6	25.8	5.9	21.4	22.2
Number of students tested	36	34	34	30	39
Percent of students tested	100%	100%	100%	96.7%	98%
Number of students alternatively assessed	3	2	0	0	0
Percent of students alternatively assessed	8.3	5.8	0	0	0
Kansas State Scores – All Students					
% At Unsatisfactory	5.7	8.6	11.3	11.8	14.0
% At or Above Basic	94.3	91.4	88.8	88.1	86.0
% At or Above Proficient	80.1	73.6	67.6	67.2	62.4
% At or Above Advanced	60.5	52.4	45.5	42.1	39.1
% At or Above Exemplary	30.4	23.1	18.2	16.8	13.8

Math Data, continued   Grade: 4   Test: Kansas State Math Assessment

IXL Elementary, Subgroup Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
1. *Free/Reduced*					
% At Unsatisfactory	0.0	0.0	14.3	0.0	NA
% At or Above Basic	100.0	100.0	85.8	100.0	NA
% At or Above Proficient	96.5	86.4	50.1	95.2	NA
% At or Above Advanced	86.2	50.0	21.5	42.8	NA
% At or Above Exemplary	58.6	22.7	3.6	23.8	NA
Number of students tested	29	22	28	21	NA
2. *SPED*					
% At Unsatisfactory	0.0	0.0	NA	NA	NA
% At or Above Basic	100.0	100.0	NA	NA	NA
% At or Above Proficient	100.0	72.8	NA	NA	NA
% At or Above Advanced	81.8	27.3	NA	NA	NA
% At or Above Exemplary	54.5	0	NA	NA	NA
Number of students tested	11	11	7	4	6
Kansas State Subgroup Scores					
1. *Free/Reduced*					
% At Unsatisfactory	9.7	14.2	19.2	20.6	24.4
% At or Above Basic	90.4	85.7	80.8	79.4	75.5
% At or Above Proficient	70.6	61.1	52.5	51.5	44.2
% At or Above Advanced	48.3	37.7	30.3	26.1	22.1
% At or Above Exemplary	20.2	12.9	9.4	8.0	5.5
2. *SPED*					
% At Unsatisfactory	11.3	16.5	22.4	26.7	33.9
% At or Above Basic	88.7	83.4	77.6	73.3	66.1
% At or Above Proficient	68.3	58.8	48.5	46.1	36.0
% At or Above Advanced	48.3	37.8	27.8	23.9	17.6
% At or Above Exemplary	22.2	14.5	9.4	7.8	4.3