



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY

September 17, 2013

Superintendent Brady Johnson
Iredell-Statesville Schools
549 N. Race Street
P.O. Box 911
Statesville, NC 28677

Dear Superintendent Johnson:

I am writing in response to Iredell-Statesville Schools' (ISS) Race to the Top - District amendment request. Since submitting its Scope of Work on April 8, 2013, the grantee submitted amendment requests to the U.S. Department of Education (Department). On March 27, 2013, the Department provided the "Scope of Work Grant Amendment Submission Process" document to grantee Local Educational Agencies (LEAs) indicating the process by which amendments would be reviewed and approved or denied during the Race to the Top- District scope of work review process. To determine whether approval could be granted, the Department has applied the conditions noted in the document, and compared it with the Race to the Top - District Principles, which are also included in that document.

I approve the following amendments:

- In Project 1: Project Management and Support for Overall Implementation: 1) Shift the procurement process for digital devices from April 2013 to October 2013. As a result of this delay, the digital devices will be available in January 2014, in alignment with implementation of the blended learning models in participating schools. ISS chose to delay procurement of the devices until they had more information about their digital platform to ensure the devices enhance and support the implementation of the blended learning models; 2) Shift \$301,700 from Year 1 contractual for the Digital Platform to Year 2. The remaining \$148,300 in Year 1 contractual funds will be used to support the comprehensive design contract that was greater than originally anticipated. ISS decided to delay procurement of the Digital Platform until March 2014 to ensure

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they do not duplicate the efforts of the North Carolina Department of Public Instruction as it is implementing a new statewide instructional improvement system and student information system for teachers, students, parents, and administrators in SY 2013-2014.

- In Project 1: Project Management and Support for Overall Implementation, shift the completion of an investor brief for its sustainability plan from December 2013 to December 2014. ISS states that this will not have any implications on long-term sustainability planning.
- In Project 2: Cultivate High-quality Educators, shift the annual development of individual professional development plans from February to August to align with district policy which requires updated professional development plans based on evaluations from the prior school year.
- In Project 3: Individualize Student-driven Learning, shift the completion of its school-level comprehensive implementation plans from July 2013 to October 2013. The grantee reports that this delay will not impact its ability to being implementation of the blended learning models in participating schools in January 2014.
- In Project 5: Cross-cutting Data-driven Decisions, shift the timeline for completing the fidelity index from June 2013 to August 2014 to ensure it has the necessary baseline information to develop and populate the fidelity index. The fidelity index will be calculated using implementation data from observations, teacher logs, and teacher effectiveness data. The grantee will begin collecting this information in January 2014. Once the data is available, ISS will begin analyzing the data and will identify the criteria that will be included in the fidelity index. In the interim, ISS will use the observation, teacher logs, and teacher effectiveness data to inform its implementation.
- In the (A)(4), (E)(3), and Competitive Preference Priority performance measures add grade and subgroup targets that were either missing from the application or not aligned with North Carolina's Elementary and Secondary Education (ESEA) Flexibility Plan in accordance with definitions the Department provided in the Race to the Top - District application. See Appendices for updated (A)(4) and (E)(3) performance measures.

I approve the following amendments with the condition outlined below:

- In Project 2: Cultivate High-quality Educators, include recruitment bonuses in its larger conversations to define district strategic staffing structures. In its approved application, ISS committed to provide recruitment bonuses to teachers and leaders identified as highly effective who agree to transfer to the highest-need

and hard-to-staff schools. However, to ensure that it implements a sustainable strategic staffing structure, ISS will meet to discuss all staffing options including recruitment bonuses, career ladders, and new roles. The grantee will make final determinations based on need and budget.

This amendment is approved under the condition that the grantee submits its strategic staffing plan, including how it will meet the objectives outlined in its approved application, by December 2013 in accordance with its approved Scope of Work.

It is our understanding that this amendment will not substantially change the scope and objectives of the work. Please note that this letter will be posted on the Department's website as a record of the amendment.

If you need any assistance or have any questions regarding Race to the Top - District, please do not hesitate to contact ISS' Race to the Top - District Program Officers, Melissa Siry, at 202-260-0926 or Melissa.Siry@ed.gov and Julie Glasier, at 202-205-0940 or Julie.Glasier@ed.gov.

Sincerely,

//s//

Ann Whalen
Director, Policy and Program Implementation
Implementation and Support Unit

cc: Patrick Abele, Executive Director of IMPACT Learning Grant

Appendix A: (A)(4)(a) Performance on Summative Assessments (Proficiency Status and Growth)

* Indicates n-size is less than 5.

The subgroups and targets in bold have been added to the performance measures in ISS's application.

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Performance on summative assessments (English Language Arts: Grade 3)	Overall	69.6%	71.8%	74.2	76.7	79.1	81.6	84.0
	Female	71.9%	73.2%	75.6	78.1	80.5	83.0	85.4
	Male	67.5%	70.6%	73.0	75.5	77.9	80.4	82.8
	Black	47.3%	44.1%	48.0	51.8	55.6	59.5	63.3
	Hispanic	48.3%	43.3%	46.9	50.4	53.9	57.5	61.0
	White	78.3%	81.4%	83.0	84.5	86.0	87.5	89.0
	Asian	66.7%	75.5%	77.3	79.0	80.8	82.5	84.2
	American Indian	*	*	*	*	*	*	*
	Multi-racial	72.4%	68.3%	70.6	72.8	75.0	77.2	79.5
	Economically Disadvantaged	55.2%	54.9	58.4	61.9	65.4	68.9	72.5
	Limited English Proficient	38.3%	38.8	44.1	49.3	54.5	59.8	65.0
	Students with Disabilities	35.4%	34.2	39.1	44.1	49.2	54.2	59.3
Performance on summative assessments (Mathematics: Grade 3)	Overall	84.3	82.3	83.8	85.3	86.7	88.2	89.7
	Female	84.1	82.4	83.9	85.4	86.8	88.3	89.8
	Male	84.6	82.2	83.7	85.2	86.6	88.1	89.6
	Black	65.9	56.4	59.0	61.6	64.2	66.8	69.4
	Hispanic	73.2	71.5	73.3	75.1	76.9	78.7	80.5
	White	90.1	88.6	89.4	90.3	91.2	92.1	93.0
	Asian	88.1	87.8	88.5	89.2	89.9	90.6	91.4
	American Indian	*	*	*	*	*	*	*
	Multi-racial	89.7	82.9	84.2	85.6	87.0	88.4	89.8
	Economically Disadvantaged	74.9	69.0	71.1	73.3	75.5	77.6	79.8
	Limited English Proficient	67.4	66.7	69.4	72.0	74.6	77.2	79.8
	Students with Disabilities	57.1	42.7	46.4	50.0	53.7	57.3	61.0
Performance on summative assessments (English Language Arts: Grade 4)	Overall	72.6	71.9	74.3	76.8	79.2	81.7	84.1
	Female	76.2	74.6	77.0	79.5	81.9	84.4	86.8
	Male	69.2	69.3	71.7	74.2	76.6	79.1	81.5
	Black	44.5	48.0	51.9	55.7	59.5	63.4	67.2
	Hispanic	56.2	49.3	52.9	56.4	59.9	63.5	67.0
	White	80.9	81.2	82.8	84.3	85.8	87.3	88.8
	Asian	67.4	62.5	63.3	65.0	66.8	68.5	69.5
	American Indian	*	*	*	*	*	*	*
	Multi-racial	75.9	71.8	74.1	76.3	78.5	80.7	83.0
	Economically Disadvantaged	58.6	56.1	59.6	63.1	66.6	70.1	73.7
	Limited English Proficient	32.0	24.6	29.9	35.1	40.3	45.6	50.8
	Students with Disabilities	33.9	32.3	37.4	42.4	47.5	52.5	57.6

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Performance on summative assessments (Mathematics: Grade 4)	Overall	84.2	84.8	86.3	87.8	89.2	90.7	92.2
	Female	85.9	85.6	87.1	88.6	90.0	91.5	93.0
	Male	82.6	84.0	85.5	87.0	88.4	89.9	91.4
	Black	63.6	66.5	69.1	71.7	74.3	76.9	79.5
	Hispanic	79.5	72.0	73.8	75.6	77.4	79.2	81.0
	White	88.9	90.5	91.3	92.2	93.1	94.0	94.9
	Asian	88.4	92.5	93.2	93.9	94.6	95.3	95.9
	American Indian	*	*	*	*	*	*	*
	Multi-racial	86.2	87.2	88.5	89.9	91.3	92.7	94.1
	Economically Disadvantaged	75.1	74.0	76.1	78.3	80.5	82.6	84.8
	Limited English Proficient	68.0	56.1	58.8	61.4	64.0	66.6	69.2
Students with Disabilities	50.7	52.3	56.0	59.6	63.3	66.9	70.6	
Performance on summative assessments (English Language Arts: Grade 5)	Overall	73.2	72.1	74.5	77.7	79.4	81.9	84.3
	Female	78.7	75.8	78.2	80.7	83.1	85.6	88.0
	Male	68.0	68.7	71.1	73.6	76.0	78.5	80.9
	Black	48.2	47.1	51.0	54.8	58.6	62.5	66.3
	Hispanic	53.3	58.0	61.6	65.1	68.6	72.2	75.7
	White	81.3	79.5	81.1	82.6	84.1	85.6	87.1
	Asian	69.0	67.4	69.2	70.9	72.7	74.4	76.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	69.2	64.7	67.0	69.2	71.4	73.6	75.9
	Economically Disadvantaged	57.8	57.0	60.5	64.0	67.5	71.0	74.6
	Limited English Proficient	24.1	24.4	29.7	34.9	40.1	45.4	50.6
Students with Disabilities	33.5	29.6	34.7	39.7	44.8	49.8	54.9	
Performance on summative assessments (Mathematics: Grade 5)	Overall	82.3	80.5	82.0	83.5	84.9	86.4	87.9
	Female	83.2	83.1	84.6	86.1	87.5	89.0	90.5
	Male	81.4	78.1	79.6	81.1	82.5	84.0	85.5
	Black	57.5	53.8	56.4	59.0	61.6	64.2	66.8
	Hispanic	73.4	69.9	71.7	73.5	75.3	77.1	78.9
	White	88.2	87.6	88.4	89.3	90.2	91.1	92.0
	Asian	91.4	81.4	82.1	82.8	83.5	84.2	84.8
	American Indian	*	*	*	*	*	*	*
	Multi-racial	74.4	73.5	74.8	76.2	77.6	79.0	80.4
	Economically Disadvantaged	71.5	68.5	70.6	72.8	75.0	77.1	79.3
	Limited English Proficient	59.8	48.8	51.5	54.1	56.7	59.3	61.9
Students with Disabilities	42.5	45.4	49.1	52.7	56.4	60.0	63.7	
Performance on summative assessments (English Language Arts: Grade 6)	Overall	75.6	79.4	79.4	80.9	82.4	84.4	86.4
	Female	78.7	82.8	82.8	84.3	85.8	87.8	89.8
	Male	72.8	76.1	76.1	78.6	81.1	84.1	86.1
	Black	61.5	56.4	58.9	61.4	63.9	66.9	69.9
	Hispanic	61.5	67.0	67.0	69.0	71.0	73.0	75.0
	White	81.9	85.4	85.4	86.4	87.4	89.4	91.4
	Asian	81.0	93.3	95.1	96.8	98.6	99.9	99.9
	American Indian	*	*	*	*	*	*	*
	Multi-racial	60.6	75.0	77.3	79.5	81.7	83.9	86.2
	Economically Disadvantaged	59.9	66.1	66.1	68.1	70.1	73.1	75.1

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Limited English Proficient	32.8	39.1	39.1	44.1	49.1	56.1	59.1
	Students with Disabilities	21.6	28.8	28.8	33.8	38.8	45.8	48.8
Performance on summative assessments (Mathematics: Grade 6)	Overall	81.2	82.8	82.8	83.8	84.8	86.8	88.8
	Female	82.4	84.6	84.6	85.6	86.6	88.6	90.6
	Male	80.1	81.1	81.1	82.1	83.1	85.1	87.1
	Black	64.6	61.8	63.2	65.2	67.2	70.2	72.2
	Hispanic	71.4	80.1	80.1	81.1	82.1	84.1	86.1
	White	86.3	87.2	87.2	88.2	89.2	91.2	93.2
	Asian	85.7	91.7	92.4	93.1	93.8	94.5	95.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	68.8	80.0	81.3	82.7	84.1	85.5	86.9
	Economically Disadvantaged	68.9	71.6	71.6	73.1	74.6	76.6	78.6
	Limited English Proficient	52.5	64.1	64.1	66.1	68.1	71.1	73.1
Students with Disabilities	39.2	37.9	38.5	43.5	48.5	55.5	58.5	
Performance on summative assessments (English Language Arts: Grade 7)	Overall	73.3	70.3	71.8	73.3	74.8	76.8	78.8
	Female	77.3	72.8	75.0	76.5	78.1	80.1	82.1
	Male	69.5	68.1	70.1	72.1	74.1	77.1	79.1
	Black	47.5	51.5	51.5	54.0	56.5	59.5	62.5
	Hispanic	54.2	53.8	54.0	56.5	59.0	62.0	65.0
	White	80.4	77.0	78.7	80.2	81.7	83.7	85.7
	Asian	73.5	73.8	75.6	77.3	79.1	80.8	82.5
	American Indian	*	*	*	*	*	*	*
	Multi-racial	80.6	50.0	52.3	54.5	56.7	58.9	61.2
	Economically Disadvantaged	56.8	52.9	54.9	57.4	59.9	62.9	65.9
	Limited English Proficient	26.1	28.6	28.6	33.6	38.6	45.6	48.6
	Students with Disabilities	24.6	20.0	22.3	27.3	32.3	39.3	42.3
	Performance on summative assessments (Mathematics: Grade 7)	Overall	85.2	83.5	84.3	85.3	86.3	88.3
Female		89.0	85.3	87.1	88.1	89.1	91.1	93.1
Male		81.7	81.9	81.9	82.9	83.9	85.9	87.9
Black		63.6	66.1	66.1	68.1	70.1	73.1	75.1
Hispanic		77.2	78.1	78.1	80.1	82.1	84.1	86.1
White		89.9	88.0	88.9	89.9	90.0	92.9	94.9
Asian		89.8	95.0	95.7	96.4	97.1	97.8	98.4
American Indian		*	*	*	*	*	*	*
Multi-racial		90.3	66.7	68.0	69.4	70.8	72.2	73.6
Economically Disadvantaged		75.0	71.3	73.1	74.6	76.1	78.1	80.1
Limited English Proficient		60.9	66.7	66.7	68.7	70.7	73.7	75.7
Students with Disabilities		41.7	42.4	42.4	45.4	48.4	52.4	55.4
Performance on summative assessments (English Language Arts: Grade 8)		Overall	75.0	76.9	76.9	78.4	79.9	81.9
	Female	77.6	79.1	79.1	80.6	82.1	84.1	86.1
	Male	72.4	74.9	74.9	76.4	77.9	79.9	81.9
	Black	52.0	53.7	53.7	56.2	58.7	60.7	62.7
	Hispanic	63.6	57.4	60.5	62.5	64.5	67.5	69.5
	White	80.8	84.4	84.4	85.4	86.4	88.4	90.4

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Asian	69.2	70.0	71.8	73.5	75.3	77.0	78.7
	American Indian	*	*	*	*	*	*	*
	Multi-racial	73.1	70.3	72.6	74.8	77.0	79.2	81.5
	Economically Disadvantaged	60.7	60.9	60.9	62.9	64.9	67.9	70.9
	Limited English Proficient	16.0	21.2	21.2	26.2	31.2	38.2	41.2
	Students with Disabilities	24.5	28.2	28.2	33.2	38.2	45.2	48.2
Performance on summative assessments (Mathematics: Grade 8)	Overall	90.5	90.7	90.6	91.1	91.6	92.6	93.6
	Female	92.0	93.1	93.1	93.6	94.1	95.1	96.1
	Male	89.0	88.4	89.9	91.4	93.4	95.4	96.4
	Black	83.3	79.1	81.6	83.1	85.1	87.1	89.1
	Hispanic	87.4	85.2	86.3	87.3	88.3	90.3	92.3
	White	92.2	93.4	93.3	93.8	94.3	95.3	96.3
	Asian	94.9	95.0	95.7	96.4	97.1	97.8	98.4
	American Indian	*	*	*	*	*	*	*
	Multi-racial	84.6	86.5	87.8	89.2	90.6	92.0	93.4
	Economically Disadvantaged	84.0	84.4	84.4	85.4	86.4	88.4	90.4
	Limited English Proficient	76.0	74.2	75.1	76.6	78.1	80.1	82.1
	Students with Disabilities	59.1	46.9	53.0	55.5	58.0	61.0	64.0
Performance on summative assessments (Integrated Math I/Algebra I End-of-Course Test, Proficiency)	Overall	81.5	84.8	84.8	85.8	86.8	88.8	90.8
	Female	84.1	88.6	88.6	89.6	90.6	92.6	94.6
	Male	79.0	80.9	80.9	81.9	82.9	84.9	86.9
	Black	67.5	62.7	65.1	67.1	69.1	72.1	74.1
	Hispanic	74.6	75.9	75.9	77.4	78.9	80.9	82.9
	White	85.6	90.2	90.2	90.7	91.2	93.2	94.2
	Asian	87.1	93.9	94.6	95.3	96.0	96.7	97.5
	American Indian	*	*	*	*	*	*	*
	Multi-racial	80.0	82.1	83.5	84.9	86.3	87.7	89.1
	Economically Disadvantaged	71.8	72.4	72.4	73.9	75.4	77.4	79.4
	Limited English Proficient	62.7	50.0	56.3	58.8	61.3	64.3	67.3
	Students with Disabilities	39.2	41.6	41.6	44.6	47.6	51.6	54.6
Performance on summative assessments (English II End-of-Course Test, Proficiency)	Overall	88.0	89.0	89.0	90.0	91.0	93.0	95.0
	Female	90.7	91.6	91.6	92.1	92.6	93.6	94.6
	Male	85.5	86.3	86.3	87.3	88.3	90.3	92.3
	Black	70.4	75.2	75.2	76.7	78.2	80.2	82.2
	Hispanic	80.5	77.6	79.1	80.6	82.1	84.1	86.1
	White	92.6	92.6	92.6	93.1	93.6	94.6	95.6
	Asian	95.0	90.0	91.0	92.1	93.1	94.2	95.3
	American Indian	*	*	*	*	*	*	*
	Multi-racial	91.7	95.0	96.0	96.9	97.9	99.0	99.9
	Economically Disadvantaged	79.2	79.8	79.8	81.3	82.8	84.8	86.8
	Limited English Proficient	58.6	45.6	52.1	54.6	57.1	60.1	63.1
	Students with Disabilities	44.6	45.0	45.0	48.0	51.0	55.0	58.0
Growth on summative assessments (English Language Arts: Grade 4)	Overall	0.0	0.0	0.1	0.1	0.1	0.1	0.1
	Female	0.1	0.0	0.1	0.1	0.1	0.1	0.1
	Male	0.0	0.0	0.1	0.1	0.1	0.1	0.1
	Black	-0.1	-0.2	0.1	0.1	0.1	0.1	0.1
	Hispanic	0.0	-0.1	0.1	0.2	0.2	0.2	0.2

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	0.1	0.0	0.1	0.1	0.1	0.1	0.1
	Asian	0.1	0.0	0.1	0.1	0.1	1.0	0.0
	American Indian	*	*	*	*	*	*	*
	Multi-racial	0.1	-0.2	0.1	0.1	0.0	0.0	0.1
	Economically Disadvantaged	0.0	-0.1	0.1	0.1	0.1	0.1	0.1
	Limited English Proficient	-0.1	-0.2	0.2	0.2	0.2	0.3	0.3
	Students with Disabilities	-0.1	-0.3	0.0	0.0	0.0	0.0	0.1
Growth on summative assessments (Mathematics: Grade 4)	Overall	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Female	0.1	0.1	0.1	0.1	0.1	0.1	0.2
	Male	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Black	0.0	-0.1	0.1	0.2	0.2	0.2	0.2
	Hispanic	0.1	0.0	0.1	0.1	0.1	0.1	0.2
	White	0.2	0.2	0.1	0.1	0.1	0.1	0.1
	Asian	0.2	0.1	0.0	0.0	0.0	0.0	-0.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	0.1	0.0	0.1	0.1	0.0	0.0	0.0
	Economically Disadvantaged	0.0	0.0	0.0	0.1	0.1	0.1	0.1
Limited English Proficient	0.0	-0.1	0.3	0.3	0.3	0.3	0.3	
Students with Disabilities	0.0	0.0	0.1	0.1	0.1	0.1	0.1	
Growth on summative assessments (English Language Arts: Grade 5)	Overall	0.0	0.0	0.1	0.1	0.1	0.1	0.1
	Female	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Male	0.0	0.0	0.1	0.1	0.1	0.1	0.1
	Black	0.0	0.0	0.1	0.1	0.1	0.1	0.1
	Hispanic	0.0	0.0	0.1	0.2	0.2	0.2	0.2
	White	0.0	0.0	0.1	0.1	0.1	0.1	0.1
	Asian	0.1	0.1	0.1	0.1	0.1	1.0	0.0
	American Indian	*	*	*	*	*	*	*
	Multi-racial	-0.1	0.1	0.1	0.1	0.0	0.0	0.1
	Economically Disadvantaged	0.0	0.0	0.1	0.1	0.1	0.1	0.1
	Limited English Proficient	0.1	0.0	0.2	0.2	0.2	0.3	0.3
	Students with Disabilities	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Growth on summative assessments (Mathematics: Grade 5)	Overall	0.0	0.0	0.1	0.1	0.1	0.1	0.1
	Female	0.1	0.1	0.1	0.1	0.1	0.1	0.2
	Male	0.0	0.0	0.1	0.1	0.1	0.1	0.1
	Black	-0.1	-0.1	0.1	0.2	0.2	0.2	0.2
	Hispanic	0.1	0.0	0.1	0.1	0.1	0.1	0.2
	White	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Asian	0.2	0.2	0.0	0.0	0.0	0.0	-0.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	0.1	0.1	0.1	0.1	0.0	0.0	0.0
	Economically Disadvantaged	0.0	0.0	0.0	0.1	0.1	0.1	0.1
	Limited English Proficient	0.0	-0.1	0.3	0.3	0.3	0.3	0.3
Students with Disabilities	-0.1	0.0	0.1	0.1	0.1	0.1	0.1	
Growth on summative assessments (English Language Arts: Grade 6)	Overall	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Female	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Male	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Black	0.1	0.0	0.1	0.1	0.1	0.1	0.1

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Hispanic	0.2	0.1	0.1	0.2	0.2	0.2	0.2
	White	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Asian	0.1	0.2	0.1	0.1	0.1	1.0	0.0
	American Indian	*	*	*	*	*	*	*
	Multi-racial	-0.1	0.1	0.1	0.1	0.0	0.0	0.1
	Economically Disadvantaged	0.1	0.0	0.1	0.1	0.1	0.1	0.1
	Limited English Proficient	0.3	0.2	0.2	0.2	0.2	0.3	0.3
	Students with Disabilities	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Growth on summative assessments (Mathematics: Grade 6)	Overall	0.0	0.1	0.1	0.1	0.1	0.1	0.1
	Female	0.0	0.1	0.1	0.1	0.1	0.1	0.2
	Male	0.0	0.1	0.1	0.1	0.1	0.1	0.1
	Black	0.1	0.1	0.1	0.2	0.2	0.2	0.2
	Hispanic	0.0	0.1	0.1	0.1	0.1	0.1	0.2
	White	0.0	0.1	0.1	0.1	0.1	0.1	0.1
	Asian	0.1	0.2	0.0	0.0	0.0	0.0	-0.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	0.1	0.1	0.1	0.1	0.0	0.0	0.0
	Economically Disadvantaged	0.0	0.0	0.0	0.1	0.1	0.1	0.1
	Limited English Proficient	0.2	0.3	0.3	0.3	0.3	0.3	0.3
	Students with Disabilities	0.0	0.1	0.1	0.1	0.1	0.1	0.1
	Growth on summative assessments (English Language Arts: Grade 7)	Overall	0.1	0.1	0.1	0.1	0.1	0.1
Female		0.1	0.1	0.1	0.1	0.1	0.2	0.2
Male		0.1	0.1	0.1	0.1	0.1	0.1	0.1
Black		0.1	0.1	0.1	0.1	0.1	0.1	0.1
Hispanic		0.2	0.1	0.1	0.2	0.2	0.2	0.2
White		0.1	0.1	0.1	0.1	0.1	0.1	0.1
Asian		0.2	0.1	0.1	0.1	0.1	1.0	0.0
American Indian		*	*	*	*	*	*	*
Multi-racial		0.1	0.0	0.1	0.1	0.0	0.0	0.1
Economically Disadvantaged		0.1	0.1	0.1	0.1	0.1	0.1	0.1
Limited English Proficient		0.2	0.0	0.1	0.1	0.1	0.1	0.1
Students with Disabilities		0.0	0.0	0.0	0.0	0.0	0.0	0.0
Growth on summative assessments (Mathematics: Grade 7)		Overall	0.1	0.0	0.1	0.1	0.1	0.1
	Female	0.1	0.1	0.1	0.1	0.1	0.1	0.2
	Male	0.1	0.0	0.0	0.1	0.1	0.1	0.1
	Black	0.1	-0.1	0.0	0.0	0.0	0.0	0.1
	Hispanic	0.1	0.1	0.1	0.1	0.2	0.2	0.2
	White	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Asian	0.3	0.2	0.0	0.0	0.0	0.0	-0.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	0.1	0.0	0.1	0.1	0.0	0.0	0.0
	Economically Disadvantaged	0.1	0.0	0.0	0.0	0.0	0.1	0.1
	Limited English Proficient	0.2	0.2	0.2	0.2	0.2	0.3	0.3
	Students with Disabilities	0.1	0.0	0.0	0.0	0.1	0.1	0.1
	Growth on summative assessments (English Language Arts: Grade 8)	Overall	0.1	0.1	0.1	0.1	0.1	0.1
Female		0.1	0.1	0.1	0.1	0.1	0.1	0.1
Male		0.1	0.0	0.1	0.1	0.1	0.1	0.1

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Black	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Hispanic	0.0	0.0	0.0	0.0	0.0	0.1	0.1
	White	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Asian	0.2	0.1	0.1	0.1	0.1	1.0	0.0
	American Indian	*	*	*	*	*	*	*
	Multi-racial	-0.1	-0.1	0.1	0.1	0.0	0.0	0.1
	Economically Disadvantaged	0.1	0.0	0.0	0.1	0.1	0.1	0.1
	Limited English Proficient	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Students with Disabilities	-0.2	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0
Growth on summative assessments (Mathematics: Grade 8)	Overall	0.3	0.4	0.4	0.4	0.4	0.4	0.4
	Female	0.4	0.4	0.4	0.4	0.4	0.4	0.4
	Male	0.3	0.3	0.3	0.3	0.3	0.4	0.4
	Black	0.4	0.3	0.4	0.4	0.4	0.4	0.4
	Hispanic	0.4	0.4	0.4	0.4	0.4	0.4	0.4
	White	0.3	0.4	0.4	0.4	0.4	0.4	0.4
	Asian	0.4	0.5	0.0	0.0	0.0	0.0	-0.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	0.2	0.3	0.1	0.1	0.0	0.0	0.0
	Economically Disadvantaged	0.4	0.3	0.3	0.3	0.4	0.4	0.4
Limited English Proficient	0.4	0.3	0.4	0.4	0.4	0.4	0.4	
Students with Disabilities	0.4	0.2	0.3	0.3	0.3	0.3	0.3	
Growth on summative assessments (Integrated Math I/Algebra I End-of-Course Test)	Overall	-0.1	-0.2	-0.2	-0.2	-0.1	-0.1	-0.1
	Female	-0.1	-0.3	-0.2	-0.1	-0.1	-0.1	-0.1
	Male	-0.2	-0.2	-0.2	-0.2	-0.2	-0.1	-0.1
	Black	-0.1	-0.4	-0.2	-0.2	-0.2	-0.2	-0.2
	Hispanic	-0.2	-0.3	-0.3	-0.2	-0.2	-0.2	-0.2
	White	-0.1	-0.2	-0.1	-0.1	-0.1	-0.1	-0.1
	Asian	0.2	-0.5	0.0	0.0	0.0	0.0	0.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	-0.2	0.1	0.0	0.0	0.0	0.0	0.0
	Economically Disadvantaged	-0.2	-0.4	-0.3	-0.3	-0.2	-0.2	-0.2
Limited English Proficient	-0.3	-0.6	-0.4	-0.4	-0.4	-0.4	-0.4	
Students with Disabilities	-0.4	-0.6	-0.5	-0.5	-0.4	-0.4	-0.4	
Growth on summative assessments (English II End-of-Course Test)	Overall	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	Female	0.2	0.2	0.2	0.2	0.2	0.2	0.2
	Male	0.1	0.0	0.0	0.0	0.0	0.1	0.1
	Black	0.0	-0.1	0.0	0.0	0.0	0.0	0.0
	Hispanic	0.1	0.1	0.1	0.2	0.2	0.2	0.2
	White	0.1	0.1	0.1	0.1	0.1	0.1	0.2
	Asian	0.3	0.0	0.0	0.0	0.0	0.0	0.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	0.2	0.5	0.0	0.0	0.0	0.0	0.0
	Economically Disadvantaged	0.1	0.0	0.0	0.0	0.0	0.1	0.1
Limited English Proficient	0.1	0.0	0.1	0.1	0.1	0.1	0.1	
Students with Disabilities	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	

Appendix A: (A)(4)(b) Decreasing Achievement Gaps

* Indicates n-size is less than 5.

The subgroups and targets in bold have been added to the performance measures in ISS's application. There are no other changes.

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Performance on summative assessments, percent proficient (using White as comparison subgroup) (English Language Arts: Grade 3)	Female	6.4	8.2	7.4	6.4	5.5	4.5	3.6
	Male	10.8	10.8	10.0	9.0	8.1	7.1	6.2
	Black	31.0	37.3	35.0	32.7	30.4	28.0	25.7
	Hispanic	30.0	38.1	36.1	34.1	32.1	30.0	28.0
	Asian	11.6	5.9	5.7	5.5	5.2	5.0	4.8
	American Indian	*	*	*	*	*	*	*
	Multi-racial	5.9	13.1	12.4	11.7	11.0	10.3	9.5
	Economically Disadvantaged	23.1	26.5	24.6	22.6	20.6	18.6	16.5
	Limited English Proficient	40.0	42.6	38.9	35.2	31.5	27.7	24.0
Students With Disabilities	42.9	47.2	43.9	40.4	36.8	33.3	29.7	
Performance on summative assessments, percent proficient (using White as comparison subgroup) (Mathematics: Grade 3)	Female	6.0	6.2	5.5	4.9	4.4	3.8	3.2
	Male	5.5	6.4	5.7	5.1	4.6	4.0	3.4
	Black	24.2	32.2	30.4	28.7	27.0	25.3	23.6
	Hispanic	16.9	17.1	16.1	15.2	14.3	13.4	12.5
	Asian	2.0	0.8	0.9	1.1	1.3	1.5	1.6
	American Indian	*	*	*	*	*	*	*
	Multi-racial	0.4	5.7	5.2	4.7	4.2	3.7	3.2
	Economically Disadvantaged	15.2	19.6	18.3	17.0	15.7	14.5	13.2
	Limited English Proficient	22.7	21.9	20.0	18.3	16.6	14.9	13.2
Students With Disabilities	33.0	45.9	43.0	40.3	37.5	34.8	32.0	
Performance on summative assessments, percent proficient (using White as comparison subgroup) (English Language Arts: Grade 4)	Female	4.7	6.6	5.8	4.8	3.9	2.9	2.0
	Male	11.7	11.9	11.1	10.1	9.2	8.2	7.3
	Black	36.4	33.2	30.9	28.6	26.3	23.9	21.6
	Hispanic	24.7	31.9	29.9	27.9	25.9	23.8	21.8
	Asian	13.5	18.7	19.5	19.3	19.0	18.8	19.3
	American Indian	*	*	*	*	*	*	*
	Multi-racial	5.0	9.4	8.7	8.0	7.3	6.6	5.8
	Economically Disadvantaged	22.3	25.1	23.2	21.2	19.2	17.2	15.1
	Limited English Proficient	48.9	56.6	52.9	49.2	45.5	41.7	38.0
Students With Disabilities	47.0	48.9	45.4	41.9	38.3	34.8	31.2	
Performance on summative assessments, percent proficient (using White as comparison subgroup) (Mathematics: Grade 4)	Female	2.5	6.9	6.1	5.3	4.6	3.8	2.9
	Male	5.8	8.5	7.7	6.9	6.2	5.4	4.5
	Black	24.8	26.0	24.1	22.2	20.3	18.4	16.4
	Hispanic	8.9	20.5	19.4	18.3	17.2	16.1	14.9
	White	-0.5	2.0	1.9	1.7	1.5	1.3	1.0
	American Indian	*	*	*	*	*	*	*
	Multi-racial	2.2	5.3	4.7	4.0	3.3	2.6	1.8
	Economically Disadvantaged	13.3	18.5	17.1	15.6	14.1	12.7	11.1
	Limited English Proficient	20.4	36.4	34.4	32.5	30.6	28.7	26.7
Students With Disabilities	37.7	40.2	37.2	34.3	31.3	28.4	25.3	

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Performance on summative assessments, percent proficient (using White as comparison subgroup) (English Language Arts: Grade 5)	Female	2.6	3.7	2.9	1.9	1.0	0.0	-0.9
	Male	13.3	10.8	10.0	9.0	8.1	7.1	6.2
	Black	33.1	32.4	30.1	27.8	25.5	23.1	20.8
	Hispanic	28.0	21.5	19.5	17.5	15.5	13.4	11.4
	Asian	12.3	12.1	11.9	11.7	11.4	11.2	11.0
	American Indian	*	*	*	*	*	*	*
	Multi-racial	12.1	14.8	14.1	13.4	12.7	12.0	11.2
	Economically Disadvantaged	23.5	22.5	20.6	18.6	16.6	14.6	12.5
	Limited English Proficient	57.2	55.1	51.4	47.7	44.0	40.2	36.5
	Students With Disabilities	47.8	49.9	46.4	42.9	39.3	35.8	32.2
Performance on summative assessments, percent proficient (using White as comparison subgroup) (Mathematics: Grade 5)	Female	5.0	4.5	3.8	3.2	2.7	2.1	1.5
	Male	6.8	9.5	8.8	8.2	7.7	7.1	6.5
	Black	30.7	33.8	32.0	30.3	28.6	26.9	25.2
	Hispanic	14.8	17.7	16.7	15.8	14.9	14.0	13.1
	Asian	-3.2	6.2	6.3	6.5	6.7	6.9	7.2
	American Indian	*	*	*	*	*	*	*
	Multi-racial	13.8	14.1	13.6	13.1	12.6	12.1	11.6
	Economically Disadvantaged	16.7	19.1	17.8	16.5	15.2	14.0	12.7
	Limited English Proficient	28.4	38.8	36.9	35.2	33.5	31.8	30.1
	Students With Disabilities	45.7	42.2	39.3	36.6	33.8	31.1	28.3
Performance on summative assessments, percent proficient (using Asian as comparison subgroup) (English Language Arts: Grade 6)	Female	2.3	10.5	12.3	12.5	12.8	12.1	10.1
	Male	8.2	17.2	19.0	18.2	17.5	15.8	13.8
	Black	19.5	36.9	36.2	35.4	34.7	33.0	30.0
	Hispanic	19.5	26.3	28.1	27.8	27.6	26.9	24.9
	White	-0.9	7.9	9.7	10.4	11.2	10.5	8.5
	American Indian	*	*	*	*	*	*	*
	Multi-racial	20.4%	18.3	17.8	17.3	16.9	16.0	13.7
	Economically Disadvantaged	21.1%	27.2	29.0	28.7	28.5	26.8	24.8
	Limited English Proficient	48.2%	54.2	56.0	52.7	49.5	43.8	40.8
	Students With Disabilities	59.4%	64.5	66.3	63.0	59.8	54.1	51.1
Performance on summative assessments, percent proficient (using Asian as comparison subgroup) (Mathematics: Grade 6)	Female	3.3	7.1	7.8	7.5	7.2	5.9	4.5
	Male	5.6	10.6	11.3	11.0	10.7	9.4	8.0
	Black	21.1	29.9	29.2	27.9	26.6	24.3	22.9
	Hispanic	14.3	11.6	12.3	12.0	11.7	10.4	9.0
	White	-0.6	4.5	5.2	4.9	4.6	3.3	1.9
	American Indian	*	*	*	*	*	*	*
	Multi-racial	16.9	11.7	11.1	10.4	9.7	9.0	8.2
	Economically Disadvantaged	16.8	20.1	20.8	20.0	19.2	17.9	16.5
	Limited English Proficient	33.2	27.6	28.3	27.0	25.7	23.4	22.0
	Students With Disabilities	46.5	53.8	53.9	49.6	45.3	39.0	36.6
Performance on summative assessments, percent proficient (using White as comparison subgroup) (English Language Arts: Grade 7)	Female	3.1	4.2	3.7	3.7	3.6	3.6	3.6
	Male	10.9	8.9	8.6	8.1	7.6	6.6	6.6
	Black	32.9	25.5	27.2	26.2	25.2	24.2	23.2
	Hispanic	26.2	23.2	24.7	23.7	22.7	21.7	20.7
	Asian	6.9	3.2	3.1	2.9	2.6	2.9	3.2

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Performance on summative assessments, percent proficient (using Asian as comparison subgroup) (Mathematics: Grade 7)	American Indian	*	*	*	*	*	*	*
	Multi-racial	-0.2	27.0	26.4	25.7	25.0	24.8	24.5
	Economically Disadvantaged	23.6	24.1	23.8	22.8	21.8	20.8	19.8
	Female	0.8	9.7	8.6	8.3	8.0	6.7	5.3
	Male	8.1	13.1	13.8	13.5	13.2	11.9	10.5
	Black	26.2	28.9	29.6	28.3	27.0	24.7	23.3
	Hispanic	12.6	16.9	17.6	16.3	15.0	13.7	12.3
	White	-0.1	7.0	6.8	6.5	7.1	4.9	3.5
	American Indian	*	*	*	*	*	*	*
	Multi-racial	-0.5	28.3	27.7	27.0	26.3	25.6	24.8
Performance on summative assessments, percent proficient (using White as comparison subgroup) (English Language Arts: Grade 8)	Economically Disadvantaged	14.8	23.7	22.6	21.8	21.0	19.7	18.3
	Limited English Proficient	28.9	28.3	29.0	27.7	26.4	24.1	22.7
	Students With Disabilities	48.1	52.6	53.3	51.0	48.7	45.4	43.0
	Female	3.2	5.3	5.3	4.8	4.3	4.3	4.3
	Male	8.4	9.5	9.5	9.0	8.5	8.5	8.5
	Black	28.8	30.7	30.7	29.2	27.7	27.7	27.7
	Hispanic	17.2	27.0	23.9	22.9	21.9	20.9	20.9
	Asian	11.6	14.4	12.6	11.9	11.1	11.4	11.7
	American Indian	*	*	*	*	*	*	*
	Multi-racial	7.7	14.1	11.8	10.6	9.4	9.2	8.9
Performance on summative assessments, percent proficient (using Asian as comparison subgroup) (Mathematics: Grade 8)	Economically Disadvantaged	20.1	23.5	23.5	22.5	21.5	20.5	19.5
	Limited English Proficient	64.8	63.2	63.2	59.2	55.2	50.2	49.2
	Students With Disabilities	56.3	56.2	56.2	52.2	48.2	43.2	42.2
	Female	2.9	1.9	2.6	2.8	3.0	2.7	2.3
	Male	5.9	6.6	5.8	5.0	3.7	2.4	2.0
	Black	11.6	15.9	14.1	13.3	12.0	10.7	9.3
	Hispanic	7.5	9.8	9.4	9.1	8.8	7.5	6.1
	White	2.7	1.6	2.4	2.6	2.8	2.5	2.1
	American Indian	*	*	*	*	*	*	*
	Multi-racial	7.1	11.8	11.1	10.4	9.7	9.0	8.4
Performance on summative assessments, percent proficient (using Multi-racial as comparison subgroup) (English II End-of-Course Exam: Grade 10)	Economically Disadvantaged	10.9	10.6	11.3	11.0	10.7	9.4	8.0
	Limited English Proficient	18.9	20.8	20.6	19.8	19.0	17.7	16.3
	Students With Disabilities	35.8	48.1	42.7	40.9	39.1	36.8	34.4
	Female	1.0	3.4	4.4	4.8	5.3	5.4	5.3
	Male	6.2	8.7	9.7	9.6	9.6	8.7	7.6
	Black	21.3	19.8	20.8	20.2	19.7	18.8	17.7
	Hispanic	11.2	17.4	16.9	16.3	15.8	14.9	13.8
	Asian	-3.3	5.0	5.0	4.8	4.8	4.8	4.6
	American Indian	*	*	*	*	*	*	*
	White	-0.9	2.4	3.4	3.8	4.3	4.4	4.3
Performance on summative assessments, percent proficient (using Asian as comparison subgroup) (Integrated Math/Algebra I End-of-Course Exam: Grade 10)	Economically Disadvantaged	12.5	15.2	16.2	15.6	15.1	14.2	13.1
	Limited English Proficient	33.1	49.4	43.9	42.3	40.8	38.9	36.8
	Students With Disabilities	47.1	50.0	51.0	48.9	46.9	44.0	41.9
	Female	3.0	5.3	6.0	5.7	5.4	4.1	2.9
	Male	8.1	13.0	13.7	13.4	13.1	11.8	10.6
Black	19.6	31.2	29.5	28.2	26.9	24.6	23.4	
Hispanic	12.5	18.0	18.7	17.9	17.1	15.8	14.6	

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	1.5	3.7	4.4	4.6	4.8	3.5	3.3
	American Indian	*	*	*	*	*	*	*
	Multi-racial	7.1	11.8	11.1	10.4	9.7	9.0	8.4
	Economically Disadvantaged	15.3	21.5	22.2	21.4	20.6	19.3	18.1
	Limited English Proficient	24.4	43.9	38.3	36.5	34.7	32.4	30.2
	Students With Disabilities	47.9	52.3	53.0	50.7	48.4	45.1	42.9

Appendix C: (A)(4)(c) High School Graduation Rates

* Indicates n-size is less than 5.

The subgroups and targets in bold have been added to the performance measures in ISS's application. There are no other changes.

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
High School Graduation Rate	Overall	85.1	87.1	87.1	87.6	89.1	90.6	92.1
	Female	87.7	89.5	89.5	90.0	91.5	93.0	94.5
	Male	82.5	84.9	84.9	85.4	86.9	88.4	89.9
	Black	79.3	83.1	83.1	84.1	85.6	87.1	88.6
	Hispanic	69.6	77.0	77.0	79.0	82.0	85.0	88.0
	White	87.7	89.2	89.2	89.7	90.7	91.7	92.7
	Asian	92.1	94.3	94.3	94.3	95.3	95.8	96.3
	American Indian	*	*	*	*	*	*	*
	Multi-racial	82.4	80.8	80.8	81.3	81.3	81.3	81.3
	Economically Disadvantaged	76.3	78.1	78.1	80.1	83.1	86.1	89.1
Limited English Proficient	48.1	48.0	48.0	51.0	56.0	61.0	66.0	
Students with Disabilities	65.3	73.8	73.8	76.8	79.8	82.8	85.8	

Appendix D: (A)(4)(d) College Enrollment

* Indicates n-size is less than 5.

The subgroups and targets in bold have been added to the performance measures in ISS's application. There are no other changes.

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
College Enrollment College enrollment SY 2010-11 = Number of SY 2008-09 graduates enrolled in a higher- education institution during the 16 months after graduation.	Overall	80.5	67.8	67.8	69.8	72.8	76.8	80.8
	Native American	85.8	74.1	74.1	76.1	79.1	83.1	87.1
	Asian	75.6	61.6	61.6	63.6	66.6	70.6	74.6
	Black	68.7	61.8	61.8	63.8	66.8	70.8	74.8
	Hispanic	63.2	61.7	61.7	63.7	66.7	70.7	74.7
	Multiracial	76.9	69.0	69.0	71.0	74.0	78.0	82.0
	White	51.4	56.4	56.4	59.4	63.4	68.4	73.4
	Economically Disadvantaged	*	*	*	*	*	*	*
	Limited English Proficient	57.1	50.0	50.0	53.0	57.0	62.0	67.0
Students with Disabilities	63.6	54.9	54.9	57.9	61.9	66.9	71.9	

Appendix E: (E)(3) Performance Measures

* Indicates n-size is less than 5.

The following tables contain subgroups added to ISS's performance measures included in their application. There are no other changes.

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Number of participating students whose teacher (t) and principal (p) of record are highly effective (All Applicants-a)	Asian	78 (t) (26.99%) 78 (p) (26.99%)	78 (t) (26.99%) 78 (p) (26.99%)	82 (t) (29.99%) 82 (p) (29.99%)	86 (t) (33.99%) 86 (p) (33.99%)	90 (t) (38.99%) 90 (p) (38.99%)	94 (t) (40.99%) 94 (p) (40.99%)
	American Indian	6 (t) (30.00%) 6 (p) (30.00%)	6 (t) (30.00%) 6 (p) (30.00%)	7 (t) (33.00%) 7 (p) (33.00%)	8 (t) (37.01%) 8 (p) (37.01%)	9 (t) (42.01%) 9 (p) (42.01%)	10 (t) (42.01%) 10 (p) (44.01%)
	Multi-racial	44 (t) (24.04%) 44 (p) (24.04%)	44 (t) (24.04%) 44 (p) (24.04%)	47 (t) (27.04%) 47 (p) (27.04%)	50 (t) (31.04%) 50 (p) (31.04%)	53 (t) (36.04%) 53 (p) (36.04%)	56 (t) (38.04%) 56 (p) (38.04%)
Number of participating students whose teacher (t) and principal (p) of record are effective (All Applicants-b)	Asian	144 (t) (49.83%) 144 (p) (49.83%)	144 (t) (49.83%) 144 (p) (49.83%)	150 (t) (51.83%) 150 (p) (51.83%)	156 (t) (54.83%) 156 (p) (33.99%)	162 (t) (58.83%) 162 (p) (58.83%)	168 (t) (60.83%) 168 (p) (60.83%)
	American Indian	12 (t) (60.00%) 12 (p) (60.00%)	12 (t) (60.01%) 12 (p) (60.01%)	15 (t) (62.01%) 15 (p) (62.01%)	18 (t) (65.01%) 18 (p) (65.01%)	21 (t) (69.01%) 21 (p) (69.01%)	24 (t) (71.01%) 24 (p) (71.01%)
	Multi-racial	114 (t) (62.30%) 114 (p) (62.30%)	114 (t) (62.30%) 114 (p) (62.30%)	120 (t) (64.30%) 120 (p) (64.30%)	126 (t) (67.30%) 126 (p) (67.30%)	132 (t) (71.30%) 132 (p) (71.30%)	136 (t) (73.30%) 136 (p) (73.30%)
Number and percentage of in-school suspensions, out-of-school suspensions, and alternative school placements, by subgroup. (Grades 6-12)	Asian	8 (2.9%)	8 (2.9%)	7 (2.5%)	6 (2.2%)	5 (1.8%)	4 (1.5%)
	American Indian	20 (80.00%)	20 (80.00%)	19 (76.00%)	17 (68.00%)	14 (56.00%)	11 (44.00%)
	Multi-racial	81 (50.00%)	81 (50.00%)	74 (45.70%)	66 (40.70%)	60 (37.00%)	55 (34.00%)
Number and percentage of disciplinary referrals by subgroup, for aggressive or violent acts. (Grades 6-12)	Asian	12 (4.36%)	12 (4.36%)	11 (4.00%)	10 (3.60%)	9 (3.20%)	8 (2.90%)
	American Indian	22 (88.00%)	22 (88.00%)	21 (84.00%)	19 (69.00%)	16 (64.00%)	13 (52.00%)
	Multi-racial	98 (60.50%)	98 (60.50%)	91 (56.20%)	83 (51.20%)	74 (45.70%)	65 (40.10%)
Number and percentage of participating students by subgroup, who are on-track to college –and-career readiness. (Grades 6-8)	Asian	114 (75.00%)	114 (75.00%)	118 (78.50%)	122 (82.00%)	126 (80.00%)	130 (83.50%)
	American Indian	7 (70.00%)	7 (70.00%)	8 (73.50%)	9 (77.00%)	10 (85.00%)	10 (88.50%)
	Multi-racial	56 (52.80%)	56 (52.80%)	59 (56.30%)	62 (59.80%)	66 (87.80%)	70 (90.80%)
Number and percentage of participating students by subgroup, scoring Proficient or Above on Math and Reading End-of-Grade Tests. (Grades 6-8)	Asian	116 (42.10%)	116 (42.10%)	130 (47.20%)	146 (53.10%)	165 (60.00%)	176 (64.00%)
	American Indian	7 (28.00%)	7 (28.00%)	8 (32.00%)	10 (40.00%)	12 (48.00%)	14 (56.00%)
	Multi-racial	65 (40.10%)	65 (40.01%)	73 (45.10%)	84 (51.90%)	95 (58.60%)	101 (62.30%)
The number and percent of disciplinary referrals by subgroup, for aggressive or violent acts. (Grades 6-8)	Asian	7 (2.50%)	7 (2.50%)	6 (2.20%)	5 (1.80%)	4 (1.50%)	3 (1.10%)
	American Indian	5 (20.00%)	5 (20.00%)	4 (16.00%)	4 (16.00%)	3 (12.00%)	2 (8.00%)
	Multi-racial	60 (37.00%)	60 (37.00%)	55 (34.00%)	49 (30.20%)	40 (24.70%)	35 (21.60%)
Number and percentage of 9 th grade students with 10 or fewer absences per year.	Asian	27 (81.80%)	28 (81.80%)	29 (83.80%)	30 (87.80%)	31 (93.80%)	32 (96.80%)
	American Indian	*	*	*	*	*	*
	Multi-racial	15 (75.00%)	16 (75.00%)	17 (77.00%)	18 (81.00%)	19 (87.00%)	20 (90.00%)
Number and percentage of 10 th grade students with an above average composite score on the PLAN. (Grade 10)	Asian	15 (55.60%)	15 (55.60%)	19 (60.60%)	21 (70.60%)	23 (85.60%)	25 (93.60%)
	American Indian	*	*	*	*	*	*
	Multi-racial	7 (29.20%)	7 (29.20%)	11 (34.20%)	13 (44.20%)	15 (59.20%)	20 (90.00%)
Number and percentage of participating 11 th grade students who score above average composite on ACT (Grade 11)	Asian	12 (4.40%)	12 (4.40%)	15 (5.50%)	30 (10.90%)	45 (16.30%)	60 (21.20%)
	American Indian	*	*	*	*	*	*
	Multi-racial	5 (3.10%)	5 (3.10%)	10 (6.20%)	20 (12.30%)	30 (18.50%)	45 (27.80%)
Number and percentage of discipline referrals for violent and aggressive acts (Grades 9-12)	Asian	5 (1.80%)	5 (1.80%)	4 (1.50%)	4 (1.50%)	3 (1.10%)	2 (0.72%)
	American Indian	17 (68.00%)	17 (68.00%)	15 (60.00%)	12 (48.00%)	9 (36.00%)	7 (28.00%)
	Multi-racial	38 (23.50%)	38 (23.50%)	35 (21.60%)	29 (17.90%)	24 (14.80%)	20 (12.30%)

Appendix F: Competitive Preference Priority

* Indicates n-size is less than 5.

The following tables contain subgroups added to ISS's performance measures included in their application. There are no other changes.

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Number and percentage of in-school suspensions, out-of-school suspensions, and alternative school placements, by subgroup. (Grades 6-12)	Asian	8 (2.9%)	8 (2.9%)	7 (2.5%)	6 (2.2%)	5 (1.8%)	4 (1.5%)
	American Indian	20 (80.00%)	20 (80.00%)	19 (76.00%)	17 (68.00%)	14 (56.00%)	11 (44.00%)
	Multi-racial	81 (50.00%)	81 (50.00%)	74 (45.70%)	66 (40.70%)	60 (37.00%)	55 (34.00%)
Number and percentage of disciplinary referrals by subgroup, for aggressive or violent acts. (Grades 6-12)	Asian	12 (4.4%)	12 (4.4%)	11 (4.00%)	10 (3.60%)	9 (3.30%)	7 (2.50%)
	American Indian	22 (88.00%)	22 (88.00%)	21 (84.00%)	19 (76.00%)	16 (64.00%)	14 (56.00%)
	Multi-racial	98 (60.50%)	98 (60.50%)	89 (54.90%)	76 (46.90%)	63 (38.90%)	52 (32.10%)
Number and percentage of 9 th grade students with 10 or fewer absences per year. (Grade 9)	Asian	27 (81.80%)	28 (81.80%)	29 (83.80%)	30 (87.80%)	31 (93.80%)	32 (96.80%)
	American Indian	*	*	*	*	*	*
	Multi-racial	15 (75.00%)	16 (75.00%)	17 (77.00%)	18 (81.00%)	19 (87.00%)	20 (90.00%)