

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2012-13

Organization Code: 0880 District Name: Denver County 1 School Code: 4494 School Name: Justice High School SPF Year: 2012

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements for programs (e.g., Title I, TIG grant). For state accountability, AECs have a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness. Where there are required state measures, these are noted below, but AECs may also have optional supplemental measures. AECs will need to complete the table to reflect their results on both required federal and state measures and any optional supplemental measures. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations		2011-12 School Results		Meets Expectations?		
		MS	HS	MS	HS			
Academic Achievement (Status)	State Required Measure: TCAP/CSAP, Lectura, Escritura Description: % P+A in reading, writing, math and science. HS Expectation: Reading at/above 35.4%; Math at/above 4.4%; Writing at/above 14.6%; Science at/above 16.4% MS Expectation: Reading at/above 21.4%; Math at/above 6.2%; Writing at/above 16.7%; Science at/above 12.1%	R	% Proficient/Advanced at 60 th percentile		School's % Proficient/Advanced		Overall AEC Rating for Academic Achievement: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each content area at each level.	
				35.4%		14.05%		
				4.4%		1.65%		
				14.6%		6.56%		
	16.4%		2.33%					
Academic Growth	State Required Measure: Median Student Growth Percentile (MGP) Description: Growth in TCAP/TCAP for reading, writing and math. Expectation: Median Student Growth Percentile (MGP) at/above 50.	R	MGP at/above 50		School's MGP		Overall AEC Rating for Academic Growth: Approaching * Consult your AEC School Performance Framework for the ratings for each content area at each level.	
				50		41.5		
				50		53		
		50		45				
	MAP Growth	Description: % who met growth targets in reading, mathematics, and language usage. Expectation: At/above 60%.	R	At/Above 60%		School's % Met Target		
					60%			49.63%
					60%			41.22%
				60%		51.52%		

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?
Student Engagement	State Required Measure: Average Daily Attendance Description: Total days attended out of total days possible to attend. Expectation: % at/above 86.2%	86.2%	83.15%	Overall AEC Rating for Student Engagement: Meets * Consult your AEC School Performance Framework for the ratings for each measure.
	Attendance Improvement Description: % of students improving their attendance from prior year Expectation: % at/above 75%	75%	68.69%	
	State Required Measure: Truancy Rate Description: Total days unexcused absent out of total days possible to attend. Expectation: Equal to or less than 7.7%	Equal to or less than 7.7%	9.43%	
	Student Satisfaction Description: % positive student response rate Expectation: % at/above 85%	85%	95.50%	
	Parent Satisfaction Description: % positive parent response rate Expectation: % at/above 85%	85%	90.69%	

Student Performance Measures for State and Federal Accountability (cont.)

Post Secondary/ Workforce Readiness	State Required Measure: Completion Rate Description: % of students completing. Expectation: At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate.		At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate	School's Completion Rate	Overall AEC Rating for Post Secondary Readiness: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each measure.
			55.4%	62.50%	
	Completion Rate Change Description: Increase in % of students completing Expectation: Change At/Above 2% using same year as best-of for prior year		Change At/Above 2% using same year as best-of for prior year	School's Completion Rate Change	
			2%	-10.00%	
	State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: Below 11.4%.		Below 11.4%	School's Dropout Rate	
			Less than 11.4%	15.13%	
	Dropout Rate Change Description: Decrease in % of students dropping out Expectation: At/Above 4%		At/Above 4%	School's Dropout Rate Change	
			4%	-3.67%	
	State Required Measure: ACT Average Score by Content Area Description: ACT average score in reading, math, English, and science Expectation: Reading at/above 15.9; Math at/above 14.8; English at/above 13.7; Science at/above 15.7			ACT Average Score	
			R	15.9	
		M	14.8	15.41	
		E	13.7	12.11	
		S	15.7	14.62	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited On Probation (CDE=Turnaround)	For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I [Schoolwide/Targeted Assistance] program must complete the [Schoolwide/Targeted Assistance] addendum. Schools identified under another program (e.g., state accountability, Title I Focus School) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	/Not Identified as a Title I Focus School	In addition to the general requirements, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s) and associated action steps that address the performance challenge(s) for the disaggregated student group(s). The UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA. For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Contact DAP/SIP	In addition to the general requirements, TIG schools are expected to align activities funded through the grant with overall school improvement efforts in the UIP. All TIG activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp
Improvement Support Partnership (ISP) or TDIP	Competitive Title I grant to support district improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Contact DAP/SIP	[If NOT a grantee] n/a [If a grantee] In addition to the general requirements, the school is expected to align activities funded through the grant with overall school improvement efforts in the UIP. All grant activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	21 st Century Grant May 2012, Ears Grant 2009
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	NO
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Jodi Hogle 2011 Regis University

Additional Information about the School

Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

State Accountability

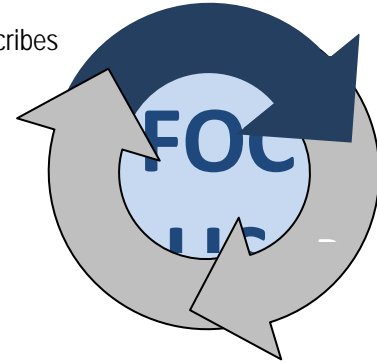
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Gary Losh
	Email	Gary_losh@dpsk12.org
	Phone	303.480.5610
	Mailing Address	4760 Shoshone Street Denver, Co 80211
2	Name and Title	Tibor Zahony
	Email	Tibor_Zahony@dpsk12.org
	Phone	303.480.5610
	Mailing Address	4760 Shoshone Street Denver, Co 80211

Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant

Other: _____

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	AEC state Averages	No. We were much closer this year.	Working with new students each year makes it a challenge to meet the AEC averages. We will continue to improve our attendance and that will help with our academic growth. The staff worked very hard with the senior class to help them complete the requirements.
Academic Growth	Reading and writing were our primary goal to reach the State average for AEC campuses.	Math MGP was above expectations, Reading and Writing were both below expectations. MAP growth did not meet expectations.	
	Goal to have juniors and seniors score an 18 or higher composite score on the ACT	No, our ACT composite averages were slightly lower than the 18 we were targeting.	
Student Engagement	80% attendance for all grade levels.	The target was met at 82.3%. Our freshman class had the lowest attendance rate of 76.47%.	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Post Secondary Readiness	89% graduation rate for senior class.	All 20 seniors graduated.	

Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the “last year’s targets” worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Our TCAP data has stayed consistent. From 2010 to 2012, our “At or Above Proficient” change in all subject tests is: -1%. In 2010, when looking at percentages of students at or above proficiency, we had 17% in Reading, 2% in Math, 12% in Writing and 0% in Science. In 2011, we had 8% in Reading, 0% in Math, 1% in Writing and 4% in Science. In 2012, we had 20% in Reading, 2% in Math, 5% in Writing and 0% in Science.	Helping students to improve their scores on TCAP. In a three-year trend, virtually no change has occurred.	Students at Justice often transfer from other schools in the district or the state. Following trends of proficiency can be difficult when many of our students are not traditional, four-year students.
Academic Growth	We have shown slow improvement in the TCAP and MAP growth testing. We need to work on improving the ACT scores. Our ACT composite score average in 2010 was 14.9, in 2011 it was 13.4 and in 2012 it was 14.5.	Getting students to stay for after school tutoring is a challenge. Setting class time aside for ACT prep work.	Students cannot be required to stay after school for tutoring and many students do not prepare for the ACT exam.
Student Engagement	Our attendance rate has improved over the last	Maintaining an	Many of our students have formed a habit of 21 poor

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	three years. In 2009-2010, our attendance rate was 70.05%. In 2010-2011, our attendance rate was 76.59%. In 2011-2012, our attendance rate was 83.26%.	82.3% attendance rate when our freshman class has a lower rate.	attendance and parents have given up.
Post Secondary & Workforce Readiness	We have had a significant swing in our test scores over the last three years which makes it difficult to predict what we need to do.	To improve attendance rates and maintain them consistently.	Poor attendance resulting in academic weakness.

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, district average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>	<p>Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
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Narrative:

Denver Justice High School (DJHS) is located in Northwest Denver. Denver Justice is a charter school within Denver Public Schools and we follow the graduation requirements of DPS. We are currently in our fourth year of operation. DJHS has an average population of approximately 130 students. Demographically, DJHS is 85% Hispanic, 10% African-American, and 5% Caucasian. Approximately 97% of the student population is on Free/Reduced Lunch. Our graduating class sizes have increased over every year of our existence, with 2009-2010 having 11 graduates, 2010-2011 having 12 graduates and 2011-2012 having 20 graduates. Our Parent/Student Satisfaction Surveys have consistently returned with high marks, with over 90% of those two groups rating the school highly.

Our students take a variety of assessments over the course of the school year. MAP tests are completed every nine-week period and teachers use the instant results of those tests to modify and differentiate instruction. Our students' MAP scores generally improve over the course of the school year. The TCAP is administered in March to our 9th and 10th grade populations. In 2011-2012, we did not meet the Federal and State expectations for our scores. The ACT is given to our 11th graders in April of every year. At DJHS, we strive for our students to achieve a composite score of 18 on the ACT before a graduation diploma will be awarded. Our ACT scores were close to the federal and state expectations for 2011-2012. We hope to improve all of our test scores in the coming years as our school develops in the community.

Now that we have had three productive years as a school, we at DJHS feel that we have established a successful, structured and meaningful school in the Northwest area of Denver. Our students come from many neighborhoods in and around Denver. While there are many areas of success, there are also areas that require improvement. With a committed staff, an involved parent group, a supportive community and a well-established student population, we hope to improve in all areas during the future years of this school.

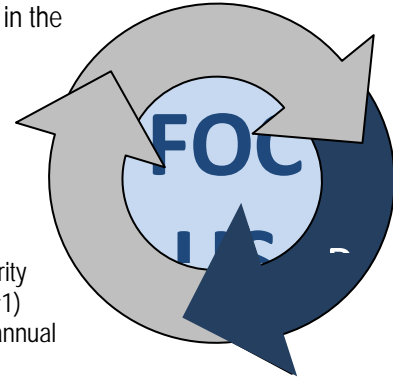
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura	R	Low reading achievement for 9 th and 10 th grade students taking the TCAP	39%	39%	Map testing each 9 weeks	Common core instruction; after school tutoring; peer tutoring
		M	Low math achievement for 9 th and 10 th grade students taking the TCAP	7%	7%	Map testing each 9 weeks	Common core instruction; after school tutoring; peer tutoring
		W	Low writing achievement for 9 th and 10 th grade students taking the TCAP	21%	21%	Map testing each 9 weeks	Common core instruction; after school tutoring; peer tutoring
		S	Low science achievement for 9 th and 10 th grade students taking the TCAP	7%	7%	Map testing each 9 weeks	Common core instruction; after school tutoring; peer tutoring
	Optional Supplemental Measure(s)						
Academic Growth	Median Student Growth Percentile (TCAP)	R	Insufficient growth in reading for 9 th and 10 th grade students taking the TCAP	50%	50%	Individualized reading goals in Language Arts classes	Focus on common core instruction, Tutoring
		M	Insufficient growth in math for 9 th and 10 th grade students taking the TCAP	50%	50%	Professional Development	Focus on common core instruction, Tutoring

		w	Insufficient growth in writing for 9 th and 10 th grade students taking the TCAP	50%	50%	Professional Development	Focus on common core instruction, Tutoring
	Optional Supplemental Measure(s)					Professional Development	Focus on common core instruction, Tutoring
Student Engagement	Attendance Rate		83.2%	83%	83%	Daily Attendance and calls home when students are absent or tardy	Calls to home, Home visits
	Truancy Rate			9.0%	8.5%	Daily Attendance and calls home when students are absent or tardy	Calls to home, Home visits, letters home, and truancy filings.
	Optional Supplemental Measure(s)						
Post Secondary & Workforce Readiness	Completion Rate			65.5%	68%		
	Dropout Rate			Less than 25%	Less than 22%	Family Advocates have weekly meetings with Principal and AP to discuss truancy issues and develop solutions.	
	Mean ACT Composite Score	18		15.0	16.0	Practice ACT booklets distributed.	ACT Tutoring, and Practice ACT testing
	Optional Supplemental Measure(s)		Composite score of 18 on the ACT	Composite score of 18 on the ACT	Composite score of 18 on the ACT	Composite score of 18 on the ACT	Students taking the Kaplan Practice ACT have free access to practice ACT tests.

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Professional development in how to properly use and analyze data from MAP tests (part 2) for classroom instruction and curriculum development.

Root Cause(s) Addressed: Inadequate administration of MAP

tests and use of data.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

Title I Schoolwide or Targeted Assistance plan requirements requirements

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Detailed literacy requirements and academic support.	8-20-2012	All staff	Title 2 (3,800.00)	Each 9 weeks	In progress
NWEA consultant meets to train teachers and administration properly use and analyze MAP data.		All staff		Ongoing.	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Improve attendance rates and decrease disruptive student behaviors by improving staff to household communication. **Root Cause(s) Addressed:** Many of our students have formed a habit of disruption and poor attendance. Lack of staff communication with student households allows disruptive behavior to continue.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

School Plan under State Accountability

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Teachers will call homes every Friday to report on student progress or academic concerns. Call logs will be given to administration to be made aware of teacher/parent contact.	8-20-2012	All Teachers	No cost	Daily	In Progress
Student/Family Advocates will call homes by 9:30 AM daily to inquire on tardiness or possible absenteeism.	8-20-2012	Student/Family Advocates as well as Administrative Assistant and Administrators	No Cost	Daily	In Progress
Parent Empowerment to be held each 9 weeks	10-24-2012	All Staff	Title 1 \$ 5,000.00	Every 9 weeks	In Progress
Time allotted during each Monday meeting to discuss calls home to households and progress being made with each individual case.	10-08-2012	All Staff	No Cost	Every Monday at staff meetings	In Progress

Major Improvement Strategy #3: To increase number of students with a score of Proficient or Partially Proficient on TCAP(CSAP) and show improvement on MAP tests to improve DPS SPF rating.
Root Cause(s) Addressed: Not enough classroom time spent teaching test-taking strategies to help students use time more efficiently when taking standardized tests.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

Application for a Tiered Intervention Grant (TIG)

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
After school tutoring three times per week in core content areas of mathematics, science and language arts.	10-30-2012 – 05-24-2013	Teachers	21 st Century Grant Teachers paid an hourly rate of \$20.08	Weekly, and MAP testing each 9 weeks	Starting 10-30-2012
Students earning below average grades (below 70%) in core content areas will be targeted.	10-30-2012 – 05-24-2013	Teachers; administrative staff		Weekly progress reports will guide teachers in targeting specific students that require more attention/assistance with course materials.	Starting 10-30-2012

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)

- Title I Targeted Assistance Program (Required)
Additional Requirements for Turnaround Status Under State Accountability (Requ