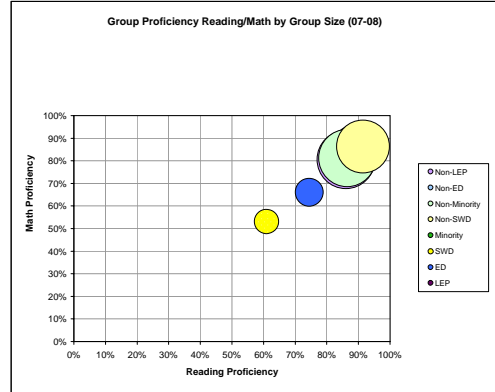
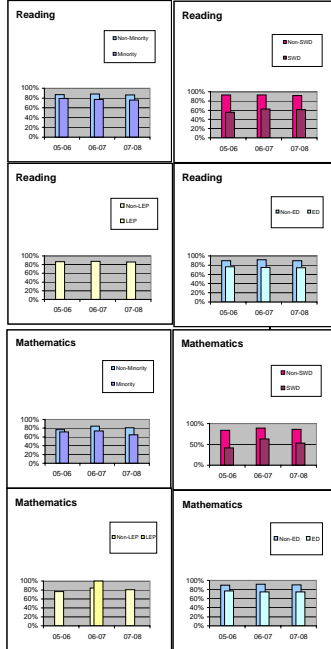
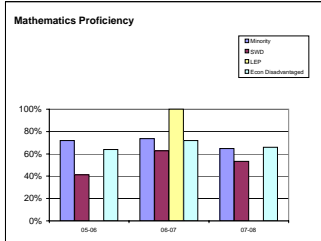
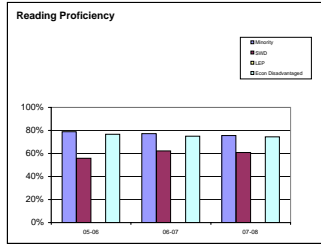


Proficiency By Group

Three Rivers Local



* Students Tested < 10

Cut%: 85% | Slide to Change Cut % | % Difference: 15% |

Minority	Reading			Mathematics			Writing			Social Studies			Science		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Students Tested	38	35	37	39	34	37	15	18	13	13	14	13	14	13	14
Not Proficient	8	8	9	11	9	13	4	3	7	6	6	6	6	8	8
Proficient	30	27	28	28	25	24	11	15	6	8	8	7	8	6	6
Percent Proficient	78.9%	77.1%	75.7%	71.8%	73.5%	64.9%	75.0%	73.3%	83.3%	50.0%	46.2%	57.1%	25.0%	53.8%	42.9%

Non-Minority	Reading			Mathematics			Writing			Social Studies			Science		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Students Tested	1,010	965	968	1,009	960	963	284	410	416	138	421	425	139	421	426
Not Proficient	131	114	130	233	145	182	21	38	43	25	149	120	27	93	111
Proficient	879	849	838	776	815	781	263	372	373	113	272	305	112	328	315
Percent Proficient	87.0%	88.0%	86.6%	76.9%	84.9%	81.1%	92.6%	90.7%	89.7%	81.9%	64.6%	71.8%	80.6%	77.9%	73.9%

Students With Disabilities	Reading			Mathematics			Writing			Social Studies			Science		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Students Tested	174	170	174	172	169	173	46	79	69	23	63	81	24	63	81
Not Proficient	77	64	68	101	63	81	18	26	20	13	39	40	15	36	37
Proficient	97	106	106	71	106	92	28	53	49	10	24	41	9	27	44
Percent Proficient	55.7%	62.4%	60.9%	41.3%	62.7%	53.2%	60.9%	67.1%	71.0%	43.5%	38.1%	50.6%	37.5%	42.9%	54.3%

Non-Disability	Reading			Mathematics			Writing			Social Studies			Science		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Students Tested	874	830	831	876	825	827	246	346	365	119	371	358	119	371	359
Not Proficient	62	60	71	143	91	114	5	16	26	14	117	86	15	63	82
Proficient	812	770	760	733	734	713	241	330	339	105	254	272	104	308	277
Percent Proficient	92.9%	92.8%	91.5%	83.7%	89.0%	86.2%	98.0%	95.4%	92.9%	88.2%	68.5%	76.0%	87.4%	83.0%	77.2%

Limited English Proficient	Reading			Mathematics			Writing			Social Studies			Science		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Students Tested	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Proficient	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proficient	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Percent Proficient	0.0%	-	-	100.0%	-	-	-	-	-	0.0%	-	-	0.0%	-	-

Non-Limited English Proficient	Reading			Mathematics			Writing			Social Studies			Science		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Students Tested	1,048	999	1,005	1,048	993	1,000	292	425	434	142	433	439	143	433	440
Not Proficient	139	123	139	244	154	195	23	42	46	27	155	126	30	98	119
Proficient	909	876	866	804	839	805	269	383	388	115	278	313	113	335	321
Percent Proficient	86.7%	87.7%	86.2%	76.7%	84.5%	80.5%	92.1%	90.1%	89.4%	81.0%	64.2%	71.3%	79.0%	77.4%	73.0%

Economically Disadvantaged	Reading			Mathematics			Writing			Social Studies			Science		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Students Tested	239	235	239	238	231	235	61	100	88	27	83	90	28	83	90
Not Proficient	56	69	61	86	65	80	10	18	13	6	42	41	10	27	43
Proficient	183	174	178	152	166	155	51	82	75	21	41	49	18	56	47
Percent Proficient	76.6%	74.9%	74.5%	63.9%	71.9%	66.0%	83.6%	82.0%	85.2%	77.8%	49.4%	54.4%	64.3%	67.5%	52.2%

Non-Economically Disadvantaged	Reading			Mathematics			Writing			Social Studies			Science		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Students Tested	809	765	764	810	763	765	231	325	346	115	351	349	115	351	350
Not Proficient	83	65	78	158	89	115	13	24	33	21	114	85	20	72	76
Proficient	726	700	686	652	674	650	218	301	313	94	237	264	95	279	274
Percent Proficient	89.7%	91.5%	89.8%	80.5%	88.3%	85.0%	94.4%	92.6%	90.5%	81.7%	67.5%	75.6%	82.6%	79.5%	78.3%

Level I

Three Rivers Local

Student Performance Data

Student Proficiency by Grade Level

Using the profile information, please respond to the following:

Considering the rate and amount of change over the last several years and the current level of proficiency, complete the table below by indicating -- for each grade level -- the level of concern reflected by your results.

SELECT LEVEL OF CONCERN

GRADE	LEVEL OF CONCERN				
	Reading	Math	Writing	Science	Social Studies
KRAL	Moderate				
3	Moderate	Moderate			
4	Low	Low	Moderate	None	None
5	High	High		High	High
6	Low	Low			
7	High	High	Low	None	None
8	Moderate	High		High	High
9-12 (OGT)	Moderate	High	Moderate	High	High

In determining your level of need, consider the following questions:

1. Is the trend moving in the right direction (i.e., is the level of student proficiency increasing)?
2. Is the amount of progress sufficient to ensure that all students are proficient by 2014?

Student Proficiency by Building Level

Using the profile information, please respond to the following:

Considering the number of buildings not meeting state proficiency standards, indicate the number of buildings at each of the grade span levels indicated below that are of high concern:

ENTER NUMBER OF BUILDINGS OF HIGH CONCERN

GRADE SPAN	Total Buildings in District	NUMBER OF BUILDINGS BY LEVEL OF HIGH CONCERN				
		READING	MATH	WRITING	SCIENCE	SOC STUDIES
Elementary	2					
Middle	1	1			1	1
High	1	1			1	1
Total	4	1	2	0	2	2

In determining your level of need, consider the following questions:

1. Is the trend moving in the right direction (i.e., is the level of student proficiency increasing)?
2. Is the amount of progress sufficient to ensure that all students are proficient by 2014?

Student Proficiency by Disaggregated Student Group

Using the profile information, please respond to the following:

Considering the number and percentage of students not proficient as compared to the total number of students, indicate by disaggregated group – if your results represent a high, medium, or low level of concern, or no concern in each content area by completing the table below.

SELECT LEVEL OF CONCERN

STUDENT GROUP	READING	MATH	WRITING	SCIENCE	SOCIAL STUDIES
---------------	---------	------	---------	---------	----------------

Economically Disadvantaged	Moderate	High	Low	High	High
Minority Students	Moderate	High	Moderate	High	High
Limited English Proficient					
Students with Disabilities	High	High	Moderate	High	High

In determining your level of need, consider the following questions:

1. Is the trend moving in the right direction (i.e., is the level of student proficiency increasing)?
2. Is the amount of progress sufficient to ensure that all students are proficient by 2014?

District Results for Level I: Student Performance

Review your responses on the previous sections (see below) addressing student proficiency by grade level, building level/grade span, and disaggregated student group to determine your area(s)

STUDENT PROFICIENCY	CONTENT AREA				
	READING	MATH	WRITING	SCIENCE	SOCIAL STUDIES
Grade Level					
KRAL	Moderate				
Grade 3	Moderate	Moderate			
Grade 4	Low	Low	Moderate	None	None
Grade 5	High	High		High	High
Grade 6	Low	Low			
Grade 7	High	High	Low	None	None
Grade 8	Moderate	High		High	High
Grade 9-12 (OGT)	Moderate	High	Moderate	High	High
Building Level/Grade Span- Buildings of High Concern					
Elementary School	0.0%	0.0%	0.0%	0.0%	0.0%
Middle School	100.0%	100.0%	0.0%	100.0%	100.0%
High School	0.0%	100.0%	0.0%	100.0%	100.0%
Disaggregated Student Group					
Economically Disadvantaged	Moderate	High	Low	High	High
Minority Students	Moderate	High	Moderate	High	High
Limited English Proficient					
Students with Disabilities	High	High	Moderate	High	High

Based on the responses above, identify up to two content areas that represent your district's area(s) of greatest need for improvement:

	READING	MATH	WRITING	SCIENCE	SOCIAL STUDIES
SELECT	High Priority	High Priority			

For each of your content areas of greatest concern, complete the subscale analysis in tabs Level II A Area 1 and Area 2. Then complete tabs Level II A Area 3 to Level IV.

Level I

Student Performance (Reading)

Three Rivers Local

Student Proficiency by Subscale Performance

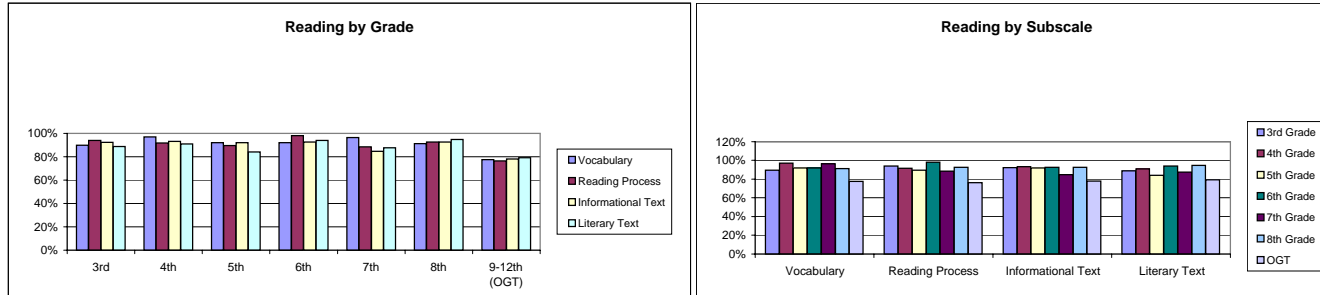
Complete the table below for your subject area(s) * of greatest need for improvement

Complete if Reading was chosen in Level I

(Subscale data is available at the Success website)

* As selected in Level I

Based on the content area subscale data, identify **high priority needs**. Examine changes from grade to grade. **(not all cells should be selected)**



SUBSCALE DATA

READING							
Subscale	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	OGT
Vocabulary	89.7%	97.0%	92.1%	92.0%	96.4%	91.3%	77.5%
Reading Process	94.0%	91.7%	89.7%	98.0%	88.4%	92.7%	76.3%
Informational Text	92.3%	93.2%	92.1%	92.7%	84.8%	92.7%	78.1%
Literary Text	88.9%	91.0%	84.1%	94.0%	87.7%	94.7%	79.3%

Cut %

Viewing the proficiency data by subscale scores (looking for trends), identify the subscale areas by grade level that **are of greatest concern** (not all cells should be selected)

SELECT HIGH PRIORITY

READING	3rd	4th	5th	6th	7th	8th	9-12th (OGT)
Vocabulary							High Priority
Reading Process							High Priority
Informational Text					High Priority		High Priority
Literary Text			High Priority				High Priority

Select Reading Subscale Priorities

Reading	SELECT PRIORITY
Vocabulary	
Reading Process	
Informational Text	High Priority
Literary Text	High Priority

Level II A Curriculum, Assessment, & Instructional Practice

Three Rivers Local

Area 1: Curriculum

Has the district leadership team (DLT) ensured the **use of an aligned, standards-based curriculum** on a district-wide basis? *To what degree does the DLT:*
Align the reading curriculum with all applicable areas of the Ohio Academic Content Standards?

Select level of alignment: High, Moderate, Low, None

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Vocabulary	High	High	High	High	High	High	High	High	High	High	High	High	High
Reading Process	High	High	High	High	High	High	High	High	High	High	High	High	High
Informational Text	High	High	High	High	High	High	High	High	High	High	High	High	High
Literary Text	High	High	High	High	High	High	High	High	High	High	High	High	High

Ensure that reading textbooks and **instructional materials** are aligned to all applicable areas of the Ohio Academic Content Standards?

Select level of alignment: High, Moderate, Low, None

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Vocabulary	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Reading Process	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Informational Text	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Literary Text	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate

Ensure that reading textbooks used are aligned to district curriculum materials?

Select level of alignment: High, Moderate, Low, None

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Vocabulary	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Reading Process	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Informational Text	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Literary Text	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate

Ensure that curricular materials used facilitate the use of higher order thinking skills (i.e., 21st Century Skills) on a routine basis?

Select level of alignment: High, Moderate, Low, None

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Vocabulary	Low	Low	Low	Low	Low	Low	Low	Low	Low	Moderate	Moderate	Moderate	Moderate
Reading Process	Low	Low	Low	Low	Low	Low	Low	Low	Low	Moderate	Moderate	Moderate	Moderate
Informational Text	Low	Low	Low	Low	Low	Low	Low	Low	Low	Moderate	Moderate	Moderate	Moderate
Literary Text	Low	Low	Low	Low	Low	Low	Low	Low	Low	Moderate	Moderate	Moderate	Moderate

Level II A- Curriculum, Assessment, & Instructional Practice IRN:047396

Level II A Curriculum, Assessment, & Instructional Practice

Area 2: Assessment

Has the DLT ensured the district-wide use of effective assessment practices aligned with standards-based curriculum and instructional materials to continuously monitor student progress and make instructional decisions? **To what degree does the DLT:**

General Assessment Practices		SELECT LEVEL OF IMPLEMENTATION
Ensure that formative and summative assessments are aligned with the Ohio Academic Standards?		Low
Require the use of formative/short-cycle assessment aligned with the Ohio Academic Content Standards to help make learning goals clear to students?		None
Require the use of formative/short-cycle assessment aligned with Ohio Academic Content Standards to engage students in self-reflection and self-assessment?		None
Require the use of formative/short-cycle assessment aligned with Ohio Academic Content Standards as a way to provide descriptive feedback to students?		None
Facilitate opportunities for teachers to work together to develop common classroom formative assessments aligned with Ohio Academic Content Standards?		None

Alignment SELECT LEVEL OF ALIGNMENT
Please complete the following chart to address the alignment of formative/short-cycle assessment with the district curriculum/instructional materials.

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Vocabulary	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Reading Process	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Informational Text	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Literary Text	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low

Availability SELECT LEVEL OF AVAILABILITY
Please complete the following chart to assess the availability of formative/short-cycle assessment across the district.

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Vocabulary	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Reading Process	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Informational Text	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Literary Text	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low

Level of Cognitive Demand SELECT LEVEL OF COGNITIVE DEMAND
Please complete the following chart to assess the level of cognitive demand of formative/short-cycle assessment across the district.

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Vocabulary	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Reading Process	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Informational Text	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Literary Text	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low

Frequency of Teacher Use SELECT LEVEL OF FREQUENCY
Please complete the following chart to assess the frequency of teacher use of formative/short-cycle assessment

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Vocabulary	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Reading Process	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Informational Text	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Literary Text	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low

Level of Teacher Accessibility SELECT LEVEL OF IMPLEMENTATION
Please complete the following chart to assess teacher accessibility of formative/short-cycle assessment

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Vocabulary	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Reading Process	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Informational Text	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Literary Text	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low

Use of Consistent Scoring SELECT LEVEL OF IMPLEMENTATION
Please complete the following chart to assess the use of consistent scoring protocols for formative/short-cycle assessment.

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Vocabulary	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Reading Process	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Informational Text	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Literary Text	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low

Degree of Monitoring SELECT LEVEL OF IMPLEMENTATION
Please complete the following chart to assess the degree to which the district monitors teacher use of formative/short-cycle assessment.

	K	1	2	3	4	5	6	7	8	9	10	11	12
Monitoring	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low

Level II A

Curriculum, Assessment, & Instructional Practice

Three Rivers Local

Area 3: Instructional Practice

Has the DLT ensured the district-wide use of effective standards-based instructional practices in teaching all students?

To what degree does the DLT:

SELECT DEGREE OF IMPLEMENTATION

Ensure that the benchmarks and grade-level indicators are used to guide students' progress toward meeting the Ohio Academic Content Standards? High

Require the learning goals and activities at all grade levels be intentionally aligned to Ohio Academic Content Standards? High

Require the learning goals at all levels be clearly communicated to all students, staff, and parents/families? Moderate

Require teachers at all grades to use instructional practices that are research and evidence based? Low

Require that learning tasks at all grade levels teach students to use higher order thinking skills? Low

Take action to increase the district-wide use of evidence-based instructional strategies at each grade level, such as the following:

Writing across the curriculum Moderate

Reading in all content areas? Moderate

Identifying similarities and differences? Moderate

Summarizing and note taking Moderate

Reinforcing effort and providing recognition? Moderate

Homework and practice? Moderate

Nonlinguistic representations? Moderate

Setting objectives and providing feedback? Moderate

Generating and testing hypotheses? Moderate

Using cues, questions, and advance organizers? Moderate

Monitor the district-wide use of the evidence-based instructional strategies noted above? Low

Support teachers in ensuring that all students are actively engaged in learning activities and tasks? Moderate

Require full access to the district's core instructional program for all students? Moderate

Require the provision of additional academic/behavioral supports for students who need them to meet the learning goals aligned with the Ohio Academic Content Standards? Low

Provide opportunities for teachers to collaboratively plan and deliver instruction in core content areas to all students? Low

Ensure that teacher evaluations at all levels reflect the use of instructional "best practices"? Moderate

Discourage teachers from using counterproductive teaching strategies? Moderate

Level II C

Professional Development

Three Rivers Local

Area 1: HQPD Aligned to Identified Problem Area

To what degree has the district leadership team (DLT) ensured the provision of high quality PD to clearly address the weakness(es) in the identified problem area of Reading?

	SELECT DEGREE OF IMPLEMENTATION
Ensure the provision of HQPD across the district to meet identified weaknesses in the content area of concern?	High
Ensure that the PD provided met Ohio Standards for high quality professional development (HQPD)? link to HQPD Standards	High
Review and take action to ensure that the local PD committee (LPDC) approves individual PD plans (IPDP) based on the district/s/building's identified weaknesses in the content area of concern?	Low
Ensure that the HQPD provided is based on research-based instructional strategies aligned to identified weaknesses in the content area of concern?	Moderate
Ensure that a critical mass of teachers within each low-performing building participate in the HQPD to meet identified weaknesses in the content area of concern?	High
Ensured that the district identified any gaps/weaknesses in its PD offerings?	Moderate

Area 2: HQPD to Promote Shared Work

Has the DLT ensured the implementation of HQPD to promote shared work across the district/buildings to address the weakness(es) in the identified problem areas?
To what degree does the DLT:

	SELECT DEGREE OF IMPLEMENTATION
Provide opportunities for educators to share their work and collaboratively develop new instructional strategies to address areas of weakness?	Moderate
Provide HQPD to advance educators' content knowledge?	Moderate
Provide HQPD to advance educators' ability to use research-based instructional strategies to improve student success?	Moderate

Area 3: Application/Impact of Knowledge/Skills Learned through HQPD

Has the DLT established a process to verify application of knowledge/skills learned through HQPD?
To what degree does the DLT:

	SELECT DEGREE OF IMPLEMENTATION
Set an expectation that teachers apply knowledge/skills learned through HQPD?	High
Conduct follow-up teacher observations/evaluations to verify application of knowledge/skills learned through HQPD?	Moderate
Establish processes for monitoring expected behavior change intended to result from participation in HQPD?	Low
Use short cycle assessment to provide evidence that participation in HQPD contributed to improved student performance?	Low
Review data to determine the amount of improvement that can be attributed to participation in HQPD (focused PD, follow-up activities, training, and support) and make necessary adjustments?	Low

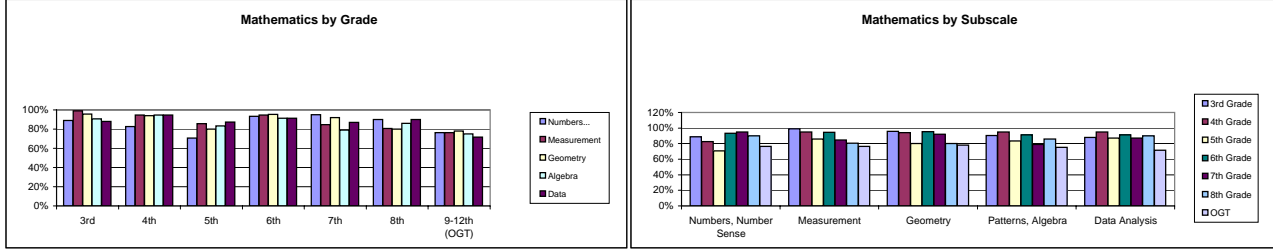
Level I

Student Performance (Mathematics)

Student Proficiency by Subscale Performance

Complete if Mathematics was chosen in Level I

Based on the content are subscale data, identify high priority needs. Examine changes from grade to grade. (not all cells should be selected)



SUBSCALE DATA

MATHEMATICS							
Subscale	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	OGT
Numbers, Number Sense	88.9%	82.7%	70.6%	93.3%	94.9%	90.0%	76.3%
Measurement	99.1%	94.7%	85.7%	94.7%	84.8%	80.7%	76.3%
Geometry	95.7%	94.0%	80.2%	95.3%	92.0%	80.0%	78.1%
Patterns, Algebra	90.6%	94.7%	83.3%	91.3%	79.0%	86.0%	75.1%
Data Analysis	88.0%	94.7%	87.3%	91.3%	87.0%	90.0%	71.6%



Viewing the proficiency data by subscale scores (looking for trends), identify the subscale areas by grade level that are of greatest concern (not all cells should be selected)

SELECT HIGH PRIORITY

MATHEMATICS	3 rd	4 th	5 th	6 th	7 th	8 th	9-12 th (OGT)
Numbers, Number Sense		High Priority	High Priority				High Priority
Measurement					High Priority	High Priority	High Priority
Geometry			High Priority			High Priority	High Priority
Patterns, Algebra			High Priority		High Priority		High Priority
Data Analysis							High Priority

Select Math Subscale Priorities

Math	SELECT PRIORITY
Numbers, Number Sense	High Priority
Measurement	High Priority
Geometry	High Priority
Patterns, Algebra	High Priority
Data Analysis	

Level II A Curriculum, Assessment, & Instructional Practice

Three Rivers Local

Area 1: Curriculum

Has the district leadership team (DLT) ensured the **use of an aligned, standards-based curriculum** on a district-wide basis? *To what degree does the DLT:*
Align the mathematics curriculum with all applicable areas of the Ohio Academic Content Standards?

Course of Study provides evidence of alignment with Ohio Academic Content Standards

Select level of alignment: High, Moderate, Low, None

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Numbers, Number Sense	High	High	High	High	High	High	High	High	High	High	High	High	High
Measurement	High	High	High	High	High	High	High	High	High	High	High	High	High
Geometry	High	High	High	High	High	High	High	High	High	High	High	High	High
Patterns, Algebra	High	High	High	High	High	High	High	High	High	High	High	High	High
Data Analysis	High	High	High	High	High	High	High	High	High	High	High	High	High

Ensure that mathematics textbooks and instructional materials are aligned to all applicable areas of the Ohio Academic Content Standards? *Listed as moderate because this is the first year of implementation of the new math materials and teachers are still in process.*

Select level of alignment: High, Moderate, Low, None

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Numbers, Number Sense	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Measurement	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Geometry	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Patterns, Algebra	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Data Analysis	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate

Ensure that mathematics textbooks used are aligned to district curriculum materials?

Listed as moderate because this is the first year of implementation of the new math materials and teachers are still in process.

Select level of alignment: High, Moderate, Low, None

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Numbers, Number Sense	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Measurement	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Geometry	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Patterns, Algebra	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Data Analysis	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate

Ensure that curricular materials used facilitate the use of higher order thinking skills (i.e., 21st Century Skills) on a routine basis?

Differentiated materials and problem solving included in enVision (K-6) and texts in higher grades; each book includes student technology activities for application

Select level of alignment: High, Moderate, Low, None

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Numbers, Number Sense	High	High	High	High	High	High	High	High	High	High	High	High	High
Measurement	High	High	High	High	High	High	High	High	High	High	High	High	High
Geometry	High	High	High	High	High	High	High	High	High	High	High	High	High
Patterns, Algebra	High	High	High	High	High	High	High	High	High	High	High	High	High
Data Analysis	High	High	High	High	High	High	High	High	High	High	High	High	High

Level II A Curriculum, Assessment, & Instructional Practice

Three Rivers Local

Area 2: Assessment

Has the DLT ensured the district-wide use of effective assessment practices aligned with standards-based curriculum and instructional materials to continuously monitor student progress and make instructional decisions? **To what degree does the DLT:**

General Assessment Practices SELECT LEVEL OF IMPLEMENTATION

Ensure that formative and summative assessments are aligned with the Ohio Academic Standards?	Low
Require the use of formative/short-cycle assessment aligned with the Ohio Academic Content Standards to help make learning goals clear to students?	None
Require the use of formative/short-cycle assessment aligned with Ohio Academic Content Standards to engage students in self-reflection and self-assessment?	None
Require the use of formative/short-cycle assessment aligned with Ohio Academic Content Standards as a way to provide descriptive feedback to students?	None
Facilitate opportunities for teachers to work together to develop common classroom formative assessments aligned with Ohio Academic Content Standards?	Low

Alignment SELECT LEVEL OF ALIGNMENT

Please complete the following chart to address the alignment of formative/short-cycle assessment with the district curriculum/instructional materials.

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Numbers, Number Sense	High	High	High	High	High	High	High	High	High	High	High	High	High
Measurement	High	High	High	High	High	High	High	High	High	High	High	High	High
Geometry	High	High	High	High	High	High	High	High	High	High	High	High	High
Patterns, Algebra	High	High	High	High	High	High	High	High	High	High	High	High	High
Data Analysis	High	High	High	High	High	High	High	High	High	High	High	High	High

Availability SELECT LEVEL OF AVAILABILITY

Please complete the following chart to assess the availability of formative/short-cycle assessment across the district.

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Numbers, Number Sense	High	High	High	High	High	High	High	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Measurement	High	High	High	High	High	High	High	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Geometry	High	High	High	High	High	High	High	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Patterns, Algebra	High	High	High	High	High	High	High	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Data Analysis	High	High	High	High	High	High	High	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate

Level of Cognitive Demand SELECT LEVEL OF COGNITIVE DEMAND

Please complete the following chart to assess the level of cognitive demand of formative/short-cycle assessment across the district.

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Numbers, Number Sense	High	High	High	High	High	High	High	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Measurement	High	High	High	High	High	High	High	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Geometry	High	High	High	High	High	High	High	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Patterns, Algebra	High	High	High	High	High	High	High	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate
Data Analysis	High	High	High	High	High	High	High	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate

Frequency of Teacher Use SELECT LEVEL OF FREQUENCY

Please complete the following chart to assess the frequency of teacher use of formative/short-cycle assessment

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Numbers, Number Sense	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Low	Low	Low	Low	Low	Low
Measurement	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Low	Low	Low	Low	Low	Low
Geometry	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Low	Low	Low	Low	Low	Low
Patterns, Algebra	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Low	Low	Low	Low	Low	Low
Data Analysis	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Low	Low	Low	Low	Low	Low

Level of Teacher Accessibility SELECT LEVEL OF IMPLEMENTATION

Please complete the following chart to assess teacher accessibility of formative/short-cycle assessment

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Numbers, Number Sense	High	High	High	High	High	High	High	Low	Low	Low	Low	Low	Low
Measurement	High	High	High	High	High	High	High	Low	Low	Low	Low	Low	Low
Geometry	High	High	High	High	High	High	High	Low	Low	Low	Low	Low	Low
Patterns, Algebra	High	High	High	High	High	High	High	Low	Low	Low	Low	Low	Low
Data Analysis	High	High	High	High	High	High	High	Low	Low	Low	Low	Low	Low

Use of Consistent Scoring SELECT LEVEL OF IMPLEMENTATION

Please complete the following chart to assess the use of consistent scoring protocols for formative/short-cycle assessment.

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Numbers, Number Sense	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Low	Low	Low	Low	Low	Low
Measurement	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Low	Low	Low	Low	Low	Low
Geometry	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Low	Low	Low	Low	Low	Low
Patterns, Algebra	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Low	Low	Low	Low	Low	Low
Data Analysis	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Low	Low	Low	Low	Low	Low

Degree of Monitoring SELECT LEVEL OF IMPLEMENTATION

Please complete the following chart to assess the degree to which the district monitors teacher use of formative/short-cycle assessment.

Monitoring	K	1	2	3	4	5	6	7	8	9	10	11	12
Monitoring	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low

Level II A Curriculum, Assessment, & Instructional Practice

Three Rivers Local

Area 3: Instructional Practice

Has the DLT ensured the district-wide use of effective standards-based instructional practices in teaching all students?
To what degree does the DLT:

SELECT DEGREE OF IMPLEMENTATION

Ensure that the benchmarks and grade-level indicators are used to guide students' progress toward meeting the Ohio Academic Content Standards?	Moderate
Require the learning goals and activities at all grade levels be intentionally aligned to Ohio Academic Content Standards?	Moderate
Require the learning goals at all levels be clearly communicated to all students, staff, and parents/families?	Low
Require teachers at all grades to use instructional practices that are research and evidence based?	Moderate
Require that learning tasks at all grade levels teach students to use higher order thinking skills?	Low
Take action to increase the district-wide use of "high yield" instructional strategies at each grade level such as the following.	
Writing across the curriculum	High
Integrating math with all content areas?	Low
Identifying similarities and differences?	Low
Summarizing and note taking	Low
Reinforcing effort and providing recognition?	Moderate
Homework and practice?	High
Nonlinguistic representations?	Moderate
Setting objectives and providing feedback?	High
Generating and testing hypotheses?	Low
Using cues, questions, and advance organizers?	Low
Monitor the district-wide use of the evidence-based instructional strategies noted above?	Low
Support teachers in ensuring that all students are actively engaged in learning activities and tasks?	Moderate
Require full access to the district's core instructional program for all students?	Moderate
Require the provision of additional academic/behavioral supports for students who need them to meet the learning goals aligned with the Ohio Academic Content Standards?	High
Provide opportunities for teachers to collaboratively plan and deliver instruction in core content areas to all students?	Low
Ensure that teacher evaluations at all levels reflect the use of instructional "best practices"?	Moderate
Discourage teachers from using counterproductive teaching strategies?	Moderate

Level II C

Professional Development

Three Rivers Local

Area 1: HQPD Aligned to Identified Problem Area

To what degree has the district leadership team (DLT) ensured the provision of high quality PD to clearly address the weakness(es) in the identified problem area of Math?

	SELECT DEGREE OF IMPLEMENTATION
Ensure the provision of HQPD across the district to meet identified weaknesses in the content area of concern?	High
Ensure that the PD provided met Ohio Standards for high quality professional development (HQPD)? link to HQPD Standards	High
Review and take action to ensure that the local PD committee (LPDC) approves individual PD plans (IPDP) based on the district/s/building's identified weaknesses in the content area of concern?	Low
Ensure that the HQPD provided is based on research-based instructional strategies aligned to identified weaknesses in the content area of concern?	High
Ensure that a critical mass of teachers within each low-performing building participate in the HQPD to meet identified weaknesses in the content area of concern?	High
Ensured that the district identified any gaps/weaknesses in its PD offerings?	High

Area 2: HQPD to Promote Shared Work

Has the DLT ensured the implementation of HQPD to promote shared work across the district/buildings to address the weakness(es) in the area of Math?
To what degree does the DLT:

	SELECT DEGREE OF IMPLEMENTATION
Provide opportunities for educators to share their work and collaboratively develop new instructional strategies to address areas of weakness?	Moderate
Provide HQPD to advance educators' content knowledge?	High
Provide HQPD to advance educators' ability to use research-based instructional strategies to improve student success?	High

Area 3: Application/Impact of Knowledge/Skills Learned through HQPD

Has the DLT established a process to verify application of knowledge/skills learned through HQPD?
To what degree does the DLT:

	SELECT DEGREE OF IMPLEMENTATION
Set an expectation that teachers apply knowledge/skills learned through HQPD?	High
Conduct follow-up teacher observations/evaluations to verify application of knowledge/skills learned through HQPD?	Moderate
Establish processes for monitoring expected behavior change intended to result from participation in HQPD?	Moderate
Use short cycle assessment to provide evidence that participation in HQPD contributed to improved student performance?	None
Review data to determine the amount of improvement that can be attributed to participation in HQPD (focused PD, follow-up activities, training, and support) and make necessary adjustments?	None

Level II B
Educator Quality

Three Rivers Local

Area 1: Teacher Turnover

Data Source: Local Data

Turnover Rate (20% Maximum)

Has the district leadership team (DLT) identified the rate of teacher turnover across the district and its impact on student achievement?

Enter the each building name, type and number of teachers. Enter the number of teachers that have changed positions in the last year.

For each building that exceeds the Turnover Rate*, enter the number of teachers that retired, resigned, moved etc. Then Rate the level of concern for Teacher Turnover.

Turnover Rate may be changed to meet District criteria

Building Name	Miami Heights	Charles T Young	Three Rivers	Taylor										
Type (Level):	Elementary	Elementary	Middle	High School										
# Teachers:	20	28	39	36										
# Turnover	3	3	3	1										
% Turnover	15.0%	10.7%	7.7%	2.8%										
Complete the table below for buildings that exceed the target Turnover Rate (Red) <small>(Total Change below should be the same as # Turnover above)</small>														
# Retired	1	1												
# Resigned		1	2											
# Moved	2	1	1	1										
# RIF														
# Added														
Total Change	3	3	3	1										
% of Total Change														
% Retired	33.3%	33.3%												
% Resigned			66.7%											
% Moved	66.7%	33.3%	33.3%	100.0%										
% RIF														
% Added														

*Turnover Rate may be modified to reflect local standards. (Maximum value = 20%)

1 buildings with a teacher turnover rate of 20% or more.

SELECT LEVEL OF CONCERN

Rate the level of concern for Teacher Turnover Rate

Area 2: Administrator Turnover

Has the district leadership team (DLT) identified the rate of principal turnover across the district and its impact on student achievement?

For each principal/assistant principal position that has changed in the last three years, please record the data in the table below:

BUILDING TYPE:	ELEMENTARY	MIDDLE	HIGH SCHOOL
Administrators:			
Total Number	2	2	2
# Retired			
# Resigned			1
# Moved			
# RIF			
# Added			
Total Change			1
% Change	0.0%	0.0%	50.0%
% Retired			
% Moved			
% RIF			
% Added			

SELECT LEVEL OF CONCERN

Rate the level of concern for Administrator Turnover Rate

Area 3: Educator Qualifications

Has the DLT ensured that all students receive instruction from teachers with demonstrated subject matter competence?

To what degree does the DLT?

Require each building to consider teacher competencies and skills in making decisions about assignments/transfers/reassignments?

SELECT DEGREE OF IMPLEMENTATION

Require teachers to demonstrate skills and competencies beyond Praxis II or III scores during the hiring process?

Consider teacher demonstration skills and competencies beyond Praxis II or III scores in making decisions about transfers or reassignments?

Ensure that the percentage of non-HQT teachers in underperforming buildings is comparable to (or less than) the percentage of non-HQT teachers district-wide?

Implement on a district-wide basis processes to departmentalize or compartmentalize teacher assignments to take advantage of individual teacher expertise?

Support buildings to departmentalize or compartmentalize teacher assignments to take advantage of individual teacher expertise?

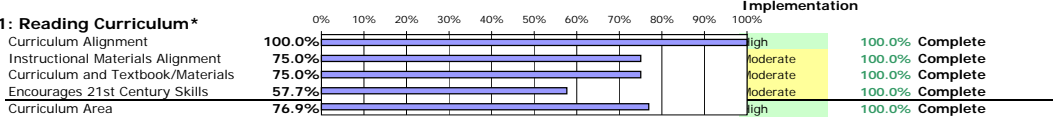
Level II Results

Three Rivers Local

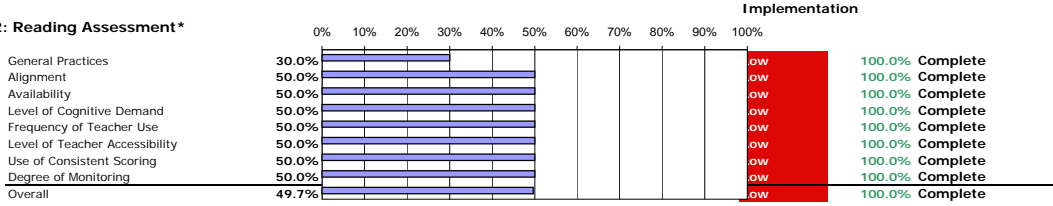
A: Curriculum, Assessment, & Instructional Practice

* If chosen in Level I

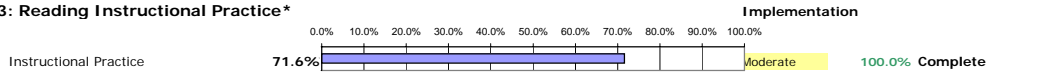
Area 1: Reading Curriculum*



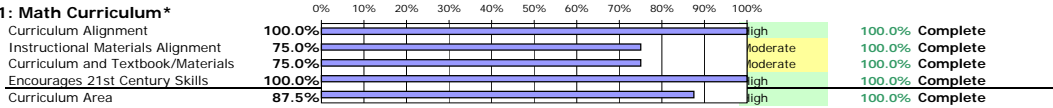
Area 2: Reading Assessment*



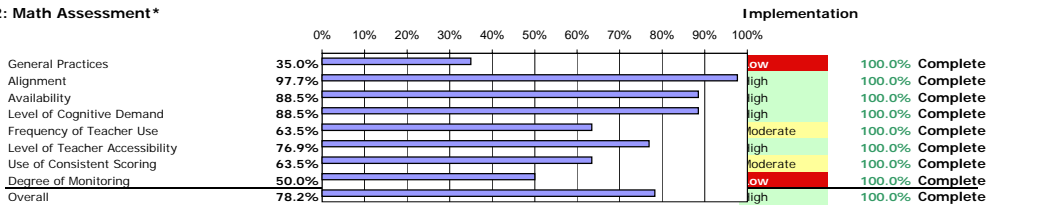
Area 3: Reading Instructional Practice*



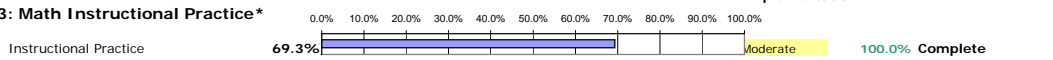
Area 1: Math Curriculum*



Area 2: Math Assessment*



Area 3: Math Instructional Practice*



B: Educator Quality

Area 1: Teacher Turnover

1 buildings with a teacher turnover rate of 20% or more.

Level of Concern

None

Teachers

Elementary Buildings rate of change
Middle School Buildings Rate of change
High School Buildings rate of change

% of Turnover	% of Total Teachers				
	Retired	Resigned	Moved	RIF	Added
12.5%	4.2%	0.0%	6.3%	0.0%	0.0%
7.7%	0.0%	5.1%	2.6%	0.0%	0.0%
2.8%	0.0%	0.0%	2.8%	0.0%	0.0%

Area 2: Administrator Turnover Principals

Elementary Buildings rate of change
Middle School Buildings Rate of change
High School Buildings rate of change

% of All Admin
0.0%
0.0%
50.0%

Level of Concern

None

Area 3: Educator Qualifications

95.8%

Implementation

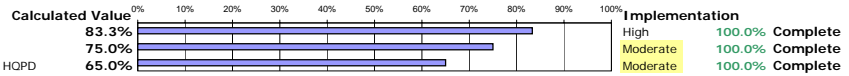
High

100.0% Complete

C: Professional Development

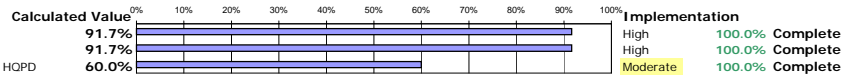
Reading

1: HQPD Aligned to Reading
2: HQPD to Promote Shared Work
3: Application/Impact of Knowledge/Skills Learned through HQPD



Math

1: HQPD Aligned to Math
2: HQPD to Promote Shared Work
3: Application/Impact of Knowledge/Skills Learned through HQPD



Level III A Leadership

Three Rivers Local

Area 1: Data and the Decision Making Process

Has the district leadership team (DLT) facilitated the effective use of data at all levels of the system to drive improvement in instructional practice, assess the impact on student achievement
To what degree does the DLT:

	SELECT DEGREE OF IMPLEMENTATION
Establish and implement procedures and norms requiring the effective use of data at all levels of the system to drive improvement in instructional practice, assess the impact on student achievement, and make decisions about teaching and learning?	Low
Model the effective use of data as an ongoing strategy to improve student performance?	Moderate
Require the use of current aggregated and disaggregated student achievement data to establish district goals and measurable strategies for instruction and achievement?	High
Based on analysis and interpretation, set performance targets for each building and grade level, planning for the success of all children and designed to close achievement and expectation gaps for every subgroup?	High
Assist administrators in monitoring staff use of data to inform instructional decisions?	Moderate
Provide training, support, and guidance in the effective use of data for building-level teams (BLT)	Low

Area 2: Focused Goal Setting Process

Has the DLT ensured the development and ongoing monitoring of a focused district improvement plan built around district goals for instruction and achievement?
To what extent does the DLT:

	SELECT DEGREE OF IMPLEMENTATION
Support the development and ongoing monitoring of a single district improvement plan (CIP) that focuses on a limited number of district goals?	High
Facilitate the implementation of the district improvement plan with a limited number of district goals that are based on current aggregated and disaggregated student achievement data?	High
Commit to continuous improvement toward meeting the district goals?	High
Convey to all schools the district's vision and mission for guiding the collaborative development of district goals, and communicate performance targets to all buildings?	High
Ensure that all schools have a focused school improvement plan (SIP) clearly aligned to and designed to meet the district's CIP?	Moderate
Implement an internal accountability system that holds adults at all levels accountable for results?	Moderate
Monitoring the progress of the district improvement plan and, based of current data, make necessary adjustments?	Moderate

Area 3: Instruction & the Learning Process

Has the DLT ensured the implementation of high-quality standards-based instruction aligned with district goals for instruction and achievement?
To what extent does the DLT:

	SELECT DEGREE OF IMPLEMENTATION
Support the implementation of high-quality standards-based instruction aligned with the district's curriculum and goals for instruction and achievement on a district-wide basis?	High
Assure that the district curriculum is the curriculum used in all schools?	Moderate
Convey clear priorities among the district's instructional goals and objectives?	High
Ensure the delivery of high-quality instruction on a district-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction?	Low
Implement the processes that accurately monitors the district's instructional program?	High
Monitor student achievement, ensuring that school instructional practices are designed to provide full access and opportunity to all students/students groups to meet district goals?	Low
Ensure the systemic implementation and ongoing evaluation of prevention/intervention strategies as a part of its instructional program to ensure that all students meet performance targets?	Moderate

Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress and guide instructional planning toward meeting district goals?	Low
Assist administrators in fulfilling instructional leader responsibilities?	Moderate
Assist administrators and building leadership teams(BLTs) to effectively monitor the progress of all students in their building toward meeting district goals?	Moderate

Area 4: Community Engagement Process

Has the DLT engaged parents, families, community members, and stakeholders in support of district goals for instruction and achievement?

To what extent does the DLT:

	SELECT DEGREE OF IMPLEMENTATION
Collaborate effectively with internal and external community members in the development and support of district goals?	High
Communicate clear expectations with regard to district goals?	Moderate
Offer opportunities for meaningful input and feedback from internal and external community members with regard to district goals?	Moderate
Develop partnerships focused on district goals?	Moderate
Provide training/support needed by internal and external community members to enable them to meaningfully participate in activities aligned with district goals?	Moderate

Area 5: Resource Management Process

Has the DLT facilitated the intentional use of district resources, including time as well as staff, programmatic, and monetary resources to support district goals for instruction and achievement?

To what extent does the DLT:

	SELECT DEGREE OF IMPLEMENTATION
Assess and make recommendations to the superintendent regarding financial and capital management aligns to district goals for instruction and achievement?	High
Use data to inform the budget process and allocate district resources to support district goals?	Moderate
Allocate equitable and appropriate time, training, and resources to support the effective use of data to improve focused planning and instruction on a district-wide basis?	Moderate
Assess and make recommendations to the superintendent regarding scheduling aligned to district goals?	High
Support and allocate resources to schools to meet district goals?	High
Screen, interview and select staff based on district goals?	High
Establish and implement supervisory systems the ensure progress toward meeting district goals?	Moderate
Provide for extensive job-embedded professional development aligned with district goals?	Moderate
Identify initiatives not aligned with or ineffective in meeting district goals that should be eliminated?	Moderate

Area 6: Board Development & Governance Process

Has the DLT worked in partnership with board members to adopt and continually review progress toward meeting district goals for instruction and achievement?

To what extent does the DLT:

	SELECT DEGREE OF IMPLEMENTATION
Keep the purpose of ensuring the success of every student central to all decisions?	High
Support the superintendent's work in partnering with board members to adopt and continually review progress toward meeting district goals?	High
Provide data and reports to the superintendent to inform the board as a part of policy governance?	High
Maintain high expectations for district and school performance?	High
Continually promote high expectations so that all internal and external community members can articulate district goals?	Low
Support the provision of professional development aligned with district priorities for board members?	Moderate

Level III B
School Climate

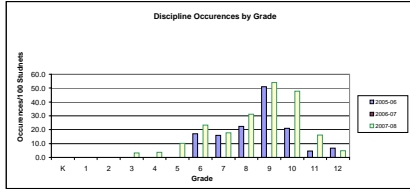
Three Rivers Local

Area 1: Student Discipline Occurrences

Has the district leadership team (DLT) evaluated and taken action to minimize the impact of student discipline on student performance?

Discipline Occurrences by Grade Level

For each grade level in the district, determine the three-year trend data for discipline occurrences by grade as follows:



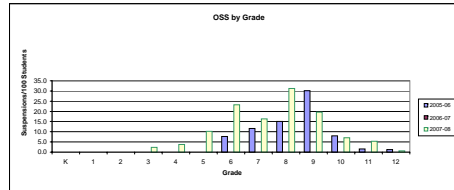
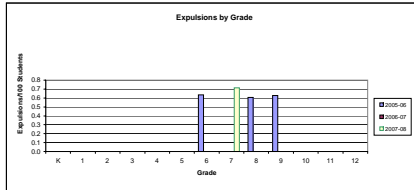
GRADE LEVEL	2005-06		2006-07		2007-08		OCCURRENCES /100 STUDENTS		
	STUDENTS	NUMBER OF OCCURRENCES	STUDENTS	NUMBER OF OCCURRENCES	STUDENTS	NUMBER OF OCCURRENCES	2005-06	2006-07	2007-08
K	90	0	101	0	163	0	0.0	0.0	0.0
1	130	0	138	0	167	0	0.0	0.0	0.0
2	142	0	129	0	134	0	0.0	0.0	0.0
3	123	0	137	0	127	4	0.0	0.0	3.1
4	145	0	125	0	135	5	0.0	0.0	3.7
5	144	0	146	0	128	13	0.0	0.0	10.1
6	157	27	146	0	151	35	17.2	0.0	23.2
7	163	26	162	0	140	25	16.0	0.0	17.8
8	165	37	154	0	180	50	22.4	0.0	31.2
9	159	81	174	0	169	91	31.0	0.0	53.9
10	138	29	136	0	157	75	21.0	0.0	47.8
11	130	0	139	0	149	24	4.6	0.0	16.1
12	151	10	120	0	145	7	6.6	0.0	4.8
Total	1,838	216	1,805	0	1,927	329	11.8	0.0	17.1

Based on your data, identify the following areas of concern related to discipline occurrences. Please indicate your level of concern (select from list) in the table below.

GRADE LEVEL	K	1	2	3	4	5	6	7	8	9	10	11	12
LEVEL OF CONCERN	None	None	None	Low	Low	Moderate	Moderate	Moderate	High	High	High	Moderate	Moderate

Expulsions/Out-of-School Suspensions by Grade Level

For each student group in the district, determine the three-year trend data for expulsion (EXPL)/out-of-school suspension (OSS) by grade level:



EXPL = Expulsions OSS = Out of School Suspensions

GRADE LEVEL	2005-06				2006-07				2007-08				EXPL /100 STUDENTS			OSS /100 STUDENTS		
	STUDENTS	EXPL	STUDENTS	OSS	STUDENTS	EXPL	STUDENTS	OSS	STUDENTS	EXPL	STUDENTS	OSS	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
K	90	0	90	0	101	0	101	0	163	0	163	0	0.0	0.0	0.0	0.0	0.0	0.0
1	130	0	130	0	138	0	138	0	167	0	167	0	0.0	0.0	0.0	0.0	0.0	0.0
2	142	0	142	0	129	0	129	0	134	0	134	0	0.0	0.0	0.0	0.0	0.0	0.0
3	123	0	123	0	137	0	137	0	127	0	127	3	0.0	0.0	0.0	0.0	0.0	2.4
4	145	0	145	0	125	0	125	0	135	5	135	5	0.0	0.0	0.0	0.0	0.0	3.7
5	144	0	144	0	146	0	146	0	128	13	128	13	0.0	0.0	0.0	0.0	0.0	10.1
6	157	1	157	12	146	0	146	0	151	0	151	35	0.6	0.0	0.0	0.0	7.4	23.2
7	163	1	163	19	162	0	162	0	140	1	140	23	0.0	0.0	0.7	11.1	0.0	16.4
8	165	1	165	25	154	0	154	0	169	0	169	50	0.6	0.0	0.0	15.1	0.0	31.2
9	159	1	159	48	174	0	174	0	169	0	169	33	0.6	0.0	0.0	30.2	0.0	19.6
10	138	0	138	11	136	0	136	0	157	11	157	11	0.0	0.0	0.0	8.0	0.0	7.0
11	130	0	130	2	139	0	139	0	149	0	149	9	0.0	0.0	0.0	1.5	0.0	5.4
12	151	0	151	2	120	0	120	0	145	0	145	1	0.0	0.0	0.0	1.3	0.0	0.7
Total	1,838	3	1,838	119	1,805	0	1,805	0	1,927	1	1,927	182	0.2	0.0	0.1	6.5	0.0	9.4

Based on your data, identify the following areas of concern related to expulsions. Please indicate your level of concern (select from list) in the table below:

GRADE LEVEL	K	1	2	3	4	5	6	7	8	9	10	11	12
LEVEL OF CONCERN	None	None	None	None	None	None	None	Low	Low	Low	None	None	None

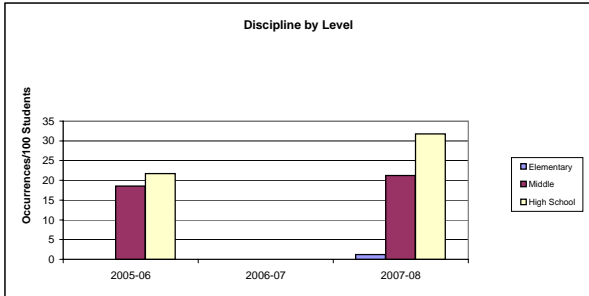
Level III B
School Climate

Area 1: Student Discipline Occurrences

Has the district leadership team (DLT) evaluated and taken action to minimize the impact of student discipline on student performance?

Discipline Occurrences by Grade Span/Building Level

For each grade span/building level in the district, determine the three-year trend data for discipline occurrences by grade span/building level as follows:



Based on your data, identify the following areas of concern related to discipline occurrences.

Please indicate your level of concern (select from list) in the table below:

GRADE SPAN	Elementary	Middle	High
LEVEL OF CONCERN	Low	High	High

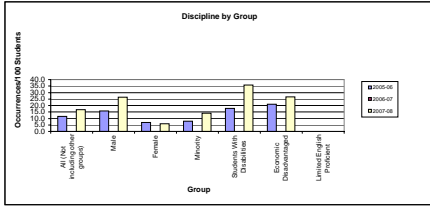
SPAN /LEVEL	SCHOOL	TYPE	2005-06 NUMBER OF		2006-07 NUMBER OF		2007-08 NUMBER OF		OCCURRENCES /100 STUDENTS		
			STUDENTS	OCCURRENCES	STUDENTS	OCCURRENCES	STUDENTS	OCCURRENCES	2005-06	2006-07	2007-08
Totals		Elementary	786	0	650	0	764	9	0.0	0.0	1.2
Totals		Middle	485	90	607	0	580	123	18.6	0.0	21.2
Totals		High School	580	126	572	0	621	197	21.7	0.0	31.7
	Charles T Young Elementary School	Elementary School	290	0	391	0	397	9	0.0	0.0	2.3
	Meredith Hitchens Elementary School	Elementary School	231	0					0.0		
	Miami Heights Elementary School	Elementary School	265	0	258	0	368	0	0.0	0.0	0.0
	Three Rivers Middle School	Middle School	485	90	607	0	580	123	18.6	0.0	21.2
	Taylor High School	High School	580	126	572	0	621	197	21.7	0.0	31.7

Area 1: Student Discipline Occurrences

Has the district leadership team (DLT) evaluated and taken action to minimize the impact of student discipline on student performance?

Discipline Occurrences by Student group

For each student group in the district, determine the three-year trend data for discipline occurrences by student group as follows:

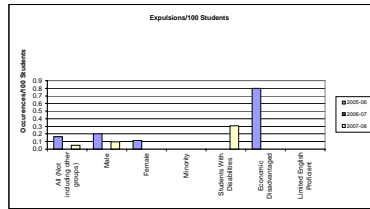
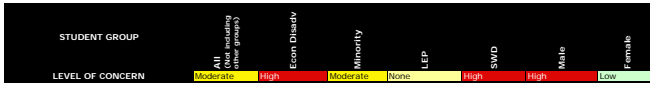


Data is not displayed for groups of less than 10 students

GROUP	2005-06 NUMBER OF		2006-07 NUMBER OF		2007-08 NUMBER OF		OCCURRENCES /100 STUDENTS		
	STUDENTS	OCCURRENCES	STUDENTS	OCCURRENCES	STUDENTS	OCCURRENCES	2005-06	2006-07	2007-08
All (not including other groups)	1,851	210	1,828	0	1,965	329	11.1	11.7	11.7
Male	983	159	979	0	1,038	273	15.9	15.9	26.3
Female	868	61	849	0	927	56	7.0	7.0	6.0
Minority	64	5	60	0	71	10	7.0	0.0	14.1
Students With Disabilities	270	48	300	0	326	117	17.8	0.0	35.9
Economic Disadvantaged	376	79	393	0	441	119	21.0	0.0	26.7
Limited English Proficient									
Total (= M + F)	1,851	210	1,828	0	1,965	329	11.7	0.0	16.7

Based on your data, identify the following areas of concern related to discipline occurrences.

Please indicate your level of concern (select from list) in the table below:



Expulsion/Out-of-School Suspension by Student Group

For each student group in the district, determine the three-year trend data for expulsion/out-of-school suspension by student group as follows:

Data is not displayed for groups of less than 10 students

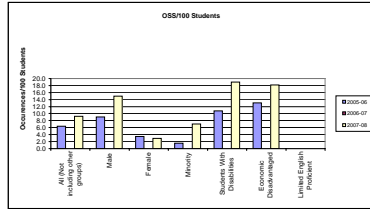
GROUP	2005-06 NUMBER OF				2006-07 NUMBER OF				2007-08 NUMBER OF				EXPULSIONS /100 STUDENTS			OSS /100 STUDENTS		
	STUDENTS	EXPULSIONS	STUDENTS	OSS	STUDENTS	EXPULSIONS	STUDENTS	OSS	STUDENTS	EXPULSIONS	STUDENTS	OSS	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
All (not including other groups)	1,851	7	1,851	110	1,828	0	1,828	0	1,965	1	1,965	182	0.2	0.0	0.1	6.4	0.0	9.3
Male	983	7	983	69	979	0	979	0	1,038	1	1,038	182	0.2	0.0	0.1	6.4	0.0	14.0
Female	868	0	868	41	849	0	849	0	927	0	927	0	0.0	0.0	0.0	3.5	0.0	2.9
Minority	64	0	64	0	60	0	60	0	71	0	71	0	0.0	0.0	0.0	1.6	0.0	7.1
Students With Disabilities	270	0	270	20	300	0	300	0	326	1	326	60	0.0	0.0	0.3	10.8	0.0	19.0
Economic Disadvantaged	376	1	376	44	393	0	393	0	441	0	441	60	0.0	0.0	0.0	13.0	0.0	18.1
Limited English Proficient																		
Total (= M + F)	1,851	7	1,851	110	1,828	0	1,828	0	1,965	1	1,965	182	0.2	0.0	0.1	6.4	0.0	9.3

Is the trend moving in the right direction (i.e., is the number of expulsions/out-of-school suspensions decreasing)?

Is the number of expulsions/out-of-school suspensions acceptable for the district?

Based on your data, identify the following areas of concern related to expulsions.

Please indicate your level of concern (select from list) in the table below:



SPAN		2005-06 NUMBER OF				2006-07 NUMBER OF				2007-08 NUMBER OF				OCCURRENCES/100 STUDENTS			OCCURRENCES/100 STUDENTS			
/LEVEL	SCHOOL	EXPULSIONS		OSS		EXPULSIONS		OSS		EXPULSIONS		OSS		2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	
	TYPE	STUDENTS	OCCURRENCES	STUDENTS	OCCURRENCES	STUDENTS	OCCURRENCES	STUDENTS	OCCURRENCES	STUDENTS	OCCURRENCES	STUDENTS	OCCURRENCES							
Totals	Elementary	786	0	786	0	650	0	650	0.0	764	0	764	8.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0
Totals	Middle	485	2	485	56	607	0	607	0.0	580	1	580	121.0	0.4	0.0	0.2	11.6	0.0	20.9	
Totals	High School	580	1	580	63	572	0	572	0.0	621	0	621	53.0	0.2	0.0	0.0	10.9	0.0	8.5	
Charles T Young Elementary School	Elementary School	290	0	290	0	391	0	391	0	397	0	397	8	0.0	0.0	0.0	0.0	0.0	0.0	2.0
Meredith Hitchens Elementary School	Elementary School	231	0	231	0									0.0	0.0	0.0	0.0	0.0	0.0	
Miami Heights Elementary School	Elementary School	265	0	265	0	258	0	258	0	368	0	368	0	0.0	0.0	0.0	0.0	0.0	0.0	
Three Rivers Middle School	Middle School	485	2	485	56	607	0	607	0	580	1	580	121	0.4	0.0	0.2	11.6	0.0	20.9	
Taylor High School	High School	580	1	580	63	572	0	572	0	621	0	621	53	0.2	0.0	0.0	10.9	0.0	8.5	

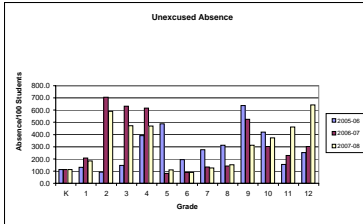
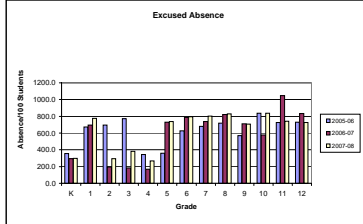
Area 2: Student Attendance- Grade Level

Has the district leadership team (DLT) evaluated the impact of student attendance and taken action to minimize the negative effect of student absences on student performance?

Student Attendance by Grade Level

For each grade level in the district, determine the three-year trend data for student attendance by grade as follows:

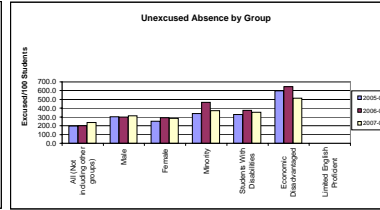
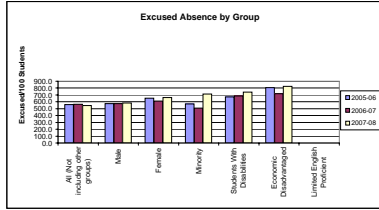
STU = Total Students, EXC = Excused, UNX= Unexcused



GRADE LEVEL	2005-06			2006-07			2007-08			ABSENCES/100 STUDENTS		
	STU	EXC	UNX	STU	EXC	UNX	STU	EXC	UNX	2005-06	2006-07	2007-08
K	154	545	176	194	571	221	149	444	167	353.9	114.0	294.1
1	129	870	170	134	934	276	164	1,271	299	674.0	131.8	696.6
2	138	957	128	125	244	863	125	369	736	692.7	93.0	195.2
3	119	917	174	135	250	852	122	468	576	770.6	144.2	185.2
4	140	484	546	121	205	746	133	358	824	345.7	390.0	169.0
5	141	506	687	138	1,007	113	123	909	137	358.9	487.2	729.7
6	151	949	292	139	1,097	123	146	1,159	130	628.5	192.4	789.8
7	160	1,089	442	154	1,137	205	134	1,076	170	680.3	275.9	738.3
8	160	1,150	498	146	1,200	207	156	1,294	237	718.4	311.3	821.9
9	156	867	996	173	1,231	907	159	1,122	496	568.7	638.5	711.7
10	142	1,190	897	142	820	428	152	1,273	567	838.0	420.1	577.6
11	136	986	212	143	1,497	325	144	1,067	664	725.2	155.9	1,046.6
12	160	1,168	401	133	1,108	400	143	1,037	918	730.0	250.9	833.1
Total	1,886	11,677	5,318	1,877	11,299	5,683	1,850	11,844	5,723	8085.9	3608.2	7787.8

GRADE LEVEL	K	1	2	3	4	5	6	7	8	9	10	11	12
LEVEL OF CONCERN	Low	Low	Low	Low	Low	Moderate	Moderate	Moderate	Moderate	High	High	High	High

Student Attendance by Group



Data is not displayed for groups of less than 10 students

GRADE LEVEL	2005-06			2006-07			2007-08			ABSENCES/100 STUDENTS		
	STU	EXC	UNX	STU	EXC	UNX	STU	EXC	UNX	2005-06	2006-07	2007-08
All (Not including other group)	1,308	7,336	2,577	1,293	7,267	2,611	1,230	6,684	2,908	560.8	197.0	562.1
Male	1,030	5,889	3,116	1,038	5,959	3,121	1,015	5,835	3,188	571.7	302.5	574.1
Female	264	5,900	2,260	265	5,454	2,565	215	5,849	2,543	652.6	250.2	612.8
Minority	64	364	216	71	359	331	69	493	256	568.0	338.1	506.2
Students With Disabilities	302	2,022	988	313	2,140	1,172	323	2,392	1,138	669.7	327.1	683.7
Economic Disadvantaged	392	3,154	2,347	388	2,794	2,505	430	3,556	2,212	804.5	598.6	720.2
Limited English Proficient												
Total (= M + F)	1,934	11,789	5,378	1,928	11,412	5,715	1,911	11,878	5,731	609.6	278.1	591.0

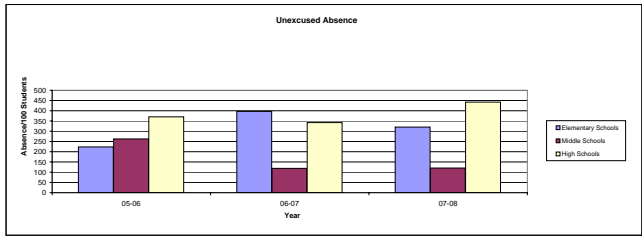
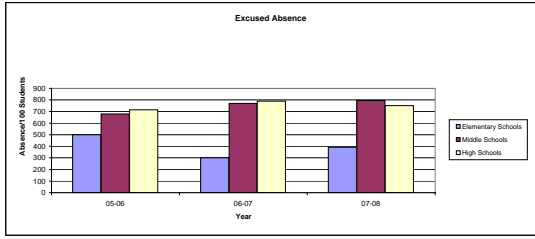
STUDENT GROUP	LEVEL OF CONCERN
All (Not including other groups)	Moderate
Male	High
Female	Moderate
Minority	None
EP	High
SWD	Moderate
Male	Moderate
Female	Moderate

Level III B
School Climate

Area 2: Student Attendance

Student Attendance by Grade Span/Building Level

For each grade span/building level in the district, determine the three-year trend data for student attendance by grade span/building level as follows:



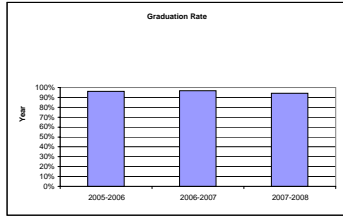
GRADE SPAN	Elementary	Middle	High
LEVEL OF CONCERN	Moderate	High	High

Student Attendance by Building

TOTALS	STU	2005-2006 NUMBER OF			2006-2007 NUMBER OF			2007-2008 NUMBER OF			ABSENCES/100 STUDENTS					
		EXC	UNX		STU	EXC	UNX	STU	EXC	UNX	2005-06		2006-07		2007-08	
		EXC	UNX		EXC	UNX		EXC	UNX		EXC	UNX	EXC	UNX	EXC	UNX
Elementary Schools	869	4,349	1,941		757	2,281	3,009	754	2,953	2,411	500.5	223.3	301.3	397.5	391.5	319.8
Middle Schools	470	3,187	1,232		581	4,475	692	559	4,437	674	678.1	262.0	770.2	119.1	793.7	120.5
High Schools	595	4,252	2,206		590	4,656	2,014	598	4,489	2,647	714.7	370.8	789.2	341.4	750.7	442.0
SCHOOL	TYPE	STU	EXC	UNX	STU	EXC	UNX	STU	EXC	UNX	EXC	UNX	EXC	UNX	EXC	UNX
Charles T Young Elementary School	Elementary School	283	990	1,233	381	699	2,480	379	1,184	1,938	349.8	435.7	183.3	650.9	312.3	511.2
Meredith Hitchens Elementary School	Elementary School	329	1,485	406							451.4	123.3				
Miami Heights Elementary School	Elementary School	257	1,874	302	376	1,583	529	375	1,769	474	729.3	117.7	420.9	140.7	471.6	126.3
Taylor High School	High School	595	4,252	2,206	590	4,656	2,014	598	4,489	2,647	714.7	370.8	789.2	341.4	750.7	442.0
Three Rivers Middle School	Middle School	470	3,187	1,232	581	4,475	692	559	4,437	674	678.1	262.0	770.2	119.1	793.7	120.5

Level III B
School Climate

Area 2: Student Graduation
District:

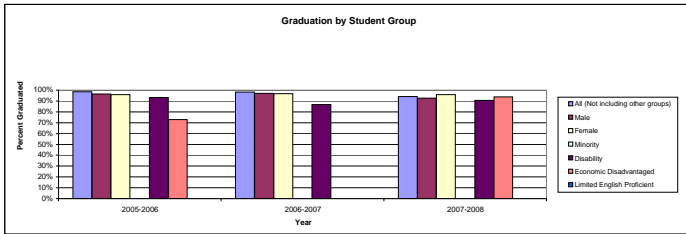


District	2005-2006 School Year		2006-2007 School Year		2007-2008 School Year		Graduation Rate		
	Graduate Count	Graduation Rate Denominator	Graduate Count	Graduation Rate Denominator	Graduate Count	Graduation Rate Denominator	2005-2006	2006-2007	2007-2008
Three Rivers Local	150	154	128	130	128	138	96.2%	96.9%	94.1%

Based on your data, identify the following areas of concern related to graduation. Please indicate your level of concern (select from list) in the table below:

DISTRICT GRADUATION LEVEL OF CONCERN	District Moderate
---	-----------------------------

Is the trend moving in the right direction (i.e., is the number of graduates increasing)?
Is the number of graduates acceptable for the district?



Student Graduation by Student Group
For each student group in the district, determine the three-year trend data for student graduation by student group as follows:

STUDENT GROUP	2005-06		2006-07		2007-08		Graduation Rate		
	Graduate Count	Graduation Rate Denominator	Graduate Count	Graduation Rate Denominator	Graduate Count	Graduation Rate Denominator	2005-2006	2006-2007	2007-2008
All (not including other groups)	129	130	107	109	97	103	96.5%	96.2%	94.2%
Male	64	67	58	70	62	67	96.6%	97.1%	92.5%
Female	68	71	58	60	68	71	95.8%	96.7%	95.8%
Minority									
Disability	14	15	13	15	19	21	93.3%	86.7%	90.5%
Economic Disadvantaged	8	11			15	16	72.7%		93.8%
Limited English Proficient									

Based on your data, identify the following areas of concern related to graduation. Please indicate your level of concern (select from list) in the table below:

STUDENT GROUP	All (not including other groups)	Econ Disadv	Minority	LEP	SWD	Male	Female
LEVEL OF CONCERN	Low	Low	None	None	Low	Low	Low

Is the trend moving in the right direction (i.e., is the number of graduates increasing)?
Is the number of graduates acceptable for the district?

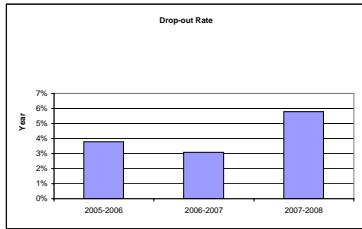
Student Graduation by Building

GRADE SPAN LEVEL OF CONCERN	Elementary	Middle	High
	None	None	Moderate

Building	2005-2006 School Year		2006-2007 School Year		2007-2008 School Year		Graduation Rate		
	Graduate Count	Graduation Rate Denominator	Graduate Count	Graduation Rate Denominator	Graduate Count	Graduation Rate Denominator	2005-2006	2006-2007	2007-2008
Taylor High School	152	158	126	130	130	138	96.2%	96.9%	94.2%

Level III B
School Climate

Area 2: Student Drop-outs
District:



District	2005-2006 School Year		2006-2007 School Year		2007-2008 School Year		Drop-out		
	Drop-out Count	Drop-out Denominator	Drop-out Count	Drop-out Denominator	Drop-out Count	Drop-out Denominator	2005-2006	2006-2007	2007-2008
Three Rivers Local	6	158	4	130	8	138	3.8%	3.1%	5.8%

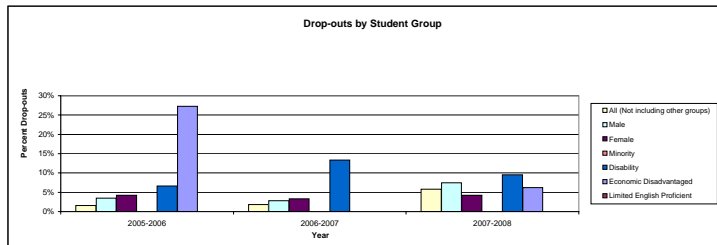
Based on your data, identify the following areas of concern related to drop-outs
Please indicate your level of concern (select from list) in the table below:

DISTRICT DROP-OUTS LEVEL OF CONCERN	District Moderate
--	-----------------------------

Is the trend moving in the right direction (i.e., is the number of drop-outs decreasing)?
Is the number of drop-outs acceptable for the district?

Student Drop-outs by Student Group

For each student group in the district, determine the three-year trend data for student drop-out by student group as follows:



Data is not displayed for groups of less than 10 students

STUDENT GROUP	2005-06		2006-07		2007-08		Drop-out		
	Drop-out Count	Drop-out Denominator	Drop-out Count	Drop-out Denominator	Drop-out Count	Drop-out Denominator	2005-2006	2006-2007	2007-2008
All (Not including other groups)	2	130	2	109	6	103	1.5%	1.8%	5.8%
Male	3	87	2	70	5	67	3.4%	2.9%	7.5%
Female	3	71	2	60	3	71	4.2%	3.3%	4.2%
Minority					2				
Disability	1	15	2	15	2	21	6.7%	13.3%	9.5%
Economic Disadvantaged	3	11			1	16	27.3%		6.3%
Limited English Proficient									

Based on your data, identify the following areas of concern related to drop-out
Please indicate your level of concern (select from list) in the table below:

STUDENT GROUP	All (Not including other groups)	Econ Disadv	Minority	LEP	SWD	Male	Female
LEVEL OF CONCERN	Moderate	Moderate	None	None	Moderate	Moderate	Moderate

Is the trend moving in the right direction (i.e., is the number of drop-outs decreasing)?
Is the number of drop-outs acceptable for the district?

Student Drop-outs by Building

GRADE SPAN	Elementary	Middle	High
LEVEL OF CONCERN	None	Low	Moderate

Building	2005-2006 School Year		2006-2007 School Year		2007-2008 School Year		Drop-out		
	Drop-out Count	Drop-out Denominator	Drop-out Count	Drop-out Denominator	Drop-out Count	Drop-out Denominator	2005-2006	2006-2007	2007-2008
Taylor High School	6	158	4	130	8	138	3.8%	3.1%	5.8%

Level III B School Climate

Three Rivers Local

Area 3: Student Mobility

**Has the district leadership team (DLT) evaluated the impact of student mobility on student performance?
To what degree does the DLT?**

	SELECT DEGREE OF IMPLEMENTATION
Examine mobility data to identify students at risk and set priorities for improvement?	None
Use data to monitor student mobility (number and percentage of students who moved within the district during the school year) by building, grade/grade level/gender, subgroup?	None
Compare the performance of mobile and non-mobile students?	High
Identify the buildings by level that were affected by district-initiated moves (e.g., building closures, building openings, population reassignments)?	None
Compare the performance of students from stable v. less-stable buildings?	None

Area 4: Multiple Risk Factors

**Has the DLT considered the impact of multiple risk factors on student performance?
To what degree does the DLT?**

	SELECT DEGREE OF IMPLEMENTATION
Identify the number and percentage of students- by building, gender, and subgroup- with multiple risk factors (i.e., high levels of discipline occurrences, absences and mobility rates)?	High
Evaluate the affect of multiple risk factors on student performance?	Moderate
Develop feedback mechanisms for students, families, and personnel regarding school climate and use data to monitor and improve the environment?	Low
Support schools in identifying effective ways of improving student engagement in school activities and sense of belonging?	Moderate

Area 5: Teacher and Student Perception

**Has the DLT considered the impact of multiple risk factors on student performance?
To what degree does the DLT?**

	SELECT DEGREE OF IMPLEMENTATION
Conduct periodic surveys of teacher and student perception?	None
Compare the teacher perception data to the student perception data to identify similarities and differences?	None
Compare the teacher perception data to student performance?	None
Compare student perception data to student performance?	None

Level III B- School Climate IRN:047399

Level III C

Three Rivers Local

Parent/Family, Student, Community Involvement

Area 1: Parent Participation & Perception

Has the district leadership team (DLT) evaluated the level of parent participation and its impact on student performance?

Using the best available data from records of participation, parent surveys, parent focus groups, etc., determine the district's effectiveness in:

	SELECT DEGREE OF EFFECTIVENESS
Engaging parents in activities designed to share information of their child's academic progress and performance (e.g., parent-teacher conferences, automated progress reports/updates, automated home notices/hotline)?	High
Ensuring all parents- considering gender and disaggregated groups- generally believe that the district focuses on positive outcomes for all students?	Moderate
Ensuring all parents- considering gender and disaggregated groups- generally believe that the district provides a safe environment for learning?	High
Ensuring all parents- considering gender and disaggregated groups- generally believe that the district demonstrates sensitivity to the needs of children with academic or behavioral difficulty?	Moderate
Ensuring all parents- considering gender and disaggregated groups- generally believe that the district provides a challenging curriculum to help students meet their maximum potential?	Moderate

Area 2: Communication

Has the district leadership team (DLT) fostered effective communication with parents for the purpose of improving student performance?

Using the best available data from records of participation, parent surveys, parent focus groups, etc., determine the district's effectiveness in:

	SELECT DEGREE OF EFFECTIVENESS
Informing families' knowledge and skills in supporting their children's learning at home and their child's academic progress at school?	Moderate
Building families knowledge and skills in supporting their children's learning at home and their child's academic progress at school?	Moderate
Implementing a system of two-way communication for families, using language that is clear and that fosters family participation?	High
Communication is in the primary language of the parent?	High
Provide for a range of meaningful family activities that reflect the specific needs and characteristics of their student's families?	Moderate
Providing ongoing professional development for administrators, teachers, and other staff on how to build strong partnerships with families?	Moderate

Area 3: Student Participation & Perception

Has the district leadership team (DLT) evaluated the level of student participation and support and its impact on student performance?

Using the best available data from records of participation, parent surveys, parent focus groups, etc., determine the district's effectiveness in:

	SELECT DEGREE OF EFFECTIVENESS
Ensuring all students- considering gender and disaggregated groups- generally believe that the district focuses on positive outcomes for all students?	High

Ensuring all students- considering gender and disaggregated groups- generally believe that the district provides a safe environment for learning?	High
Ensuring all students- considering gender and disaggregated groups- generally believe that the district demonstrates sensitivity to their needs when they experience academic or behavioral difficulty?	Moderate
Ensuring all students- considering gender and disaggregated groups- generally believe that the district provides challenging curriculum to help them meet their maximum potential?	Moderate

Area 4: Community Involvement & Support

Has the district leadership team (DLT) evaluated the level of community participation and support and its impact on student performance?

Using the best available data from records of participation, parent surveys, parent focus groups, etc., determine the district's effectiveness in:

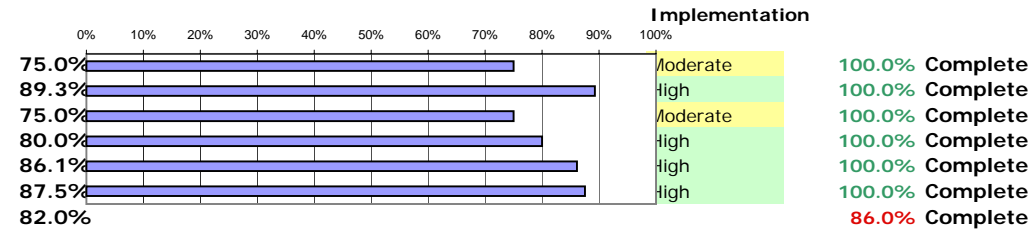
	SELECT DEGREE OF EFFECTIVENESS
Engaging community agencies to actively work with the district in support of improved student outcomes?	High
Engage pre-schools to actively participate with the district in professional development, provision of transition services, and curricular planning?	Moderate
Informing the community on student performance in the primary language(s) of the community?	High
Working with parent organizations (e.g., PTA/PTO), community organizations, and local businesses to focus on the academic success of students?	High
Involving, as appropriate, community partners in policy development and the school planning process?	Moderate
Welcoming community partners into the district and schools?	High
Working with community partners to maximize the use of available resources in improving student performance?	High

Level III Results

Three Rivers Local

A: Leadership

- 1: Data and the Decision Making Process
 - 2: Focused Goal Setting Process
 - 3: Instruction & the Learning Process
 - 4: Community Engagement Process
 - 5: Resource Management Process
 - 6: Board Development & Governance Process
- Overall**



B: School Climate

Student Discipline Occurrences

GRADE LEVEL	K	1	2	3	4	5	6	7	8	9	10	11	12
LEVEL OF CONCERN	None	None	None	Low	Low	Moderate	Moderate	Moderate	High	High	High	Moderate	Moderate

GRADE SPAN	Elementary	Middle	High
LEVEL OF CONCERN	Low	High	High

STUDENT GROUP	All (Not including other groups)	Econ Disadv	Minority	LEP	SWD	Male	Female
LEVEL OF CONCERN	Moderate	High	Moderate	None	High	High	Low

Rate the level of concern for Student Discipline Occurrences SELECT LEVEL OF CONCERN

Moderate

Expulsions/Out-of-School Suspensions

GRADE LEVEL	K	1	2	3	4	5	6	7	8	9	10
LEVEL OF CONCERN	None	None	None	None	None	None	None	Low	Low	Low	None

GRADE SPAN	Elementary	Middle	High
LEVEL OF CONCERN	Low	High	Moderate

STUDENT GROUP	All (Not including other groups)	Econ Disadv	Minority	LEP	SWD	Male	Female
LEVEL OF CONCERN	Low	Low	None	None	Low	Low	None

Rate the level of concern for Expulsion/Out-of-School Suspensions SELECT LEVEL OF CONCERN

Low

Student Attendance

GRADE LEVEL	K	1	2	3	4	5	6	7	8	9	10	11	12
LEVEL OF CONCERN	Low	Low	Low	Low	Low	Moderate	Moderate	Moderate	Moderate	High	High	High	High

GRADE SPAN	Elementary	Middle	High
LEVEL OF CONCERN	Moderate	High	High

STUDENT GROUP	All (Not including other groups)	Econ Disadv	Minority	LEP	SWD	Male	Female
LEVEL OF CONCERN	Low	Low	None	None	Low	Low	None

Rate the level of concern for Student Attendance

SELECT LEVEL OF CONCERN
Moderate

Graduation

DISTRICT	SELECT
LEVEL OF CONCERN	Moderate

GRADE SPAN	Elementary	Middle	High
LEVEL OF CONCERN	None	None	Moderate

STUDENT GROUP	All (Not including other groups)	Econ Disadv	Minority	LEP	SWD	Male	Female
LEVEL OF CONCERN	Low	Low	None	None	Low	Low	Low

Rate the level of concern for Graduation

SELECT LEVEL OF CONCERN
Moderate

Drop-outs

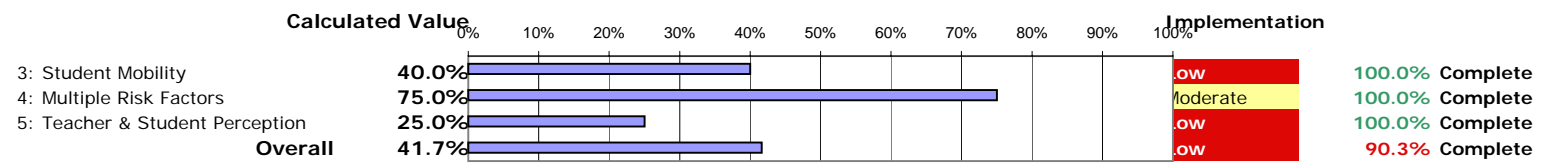
DISTRICT	SELECT
LEVEL OF CONCERN	Moderate

GRADE SPAN	Elementary	Middle	High
LEVEL OF CONCERN	None	Low	Moderate

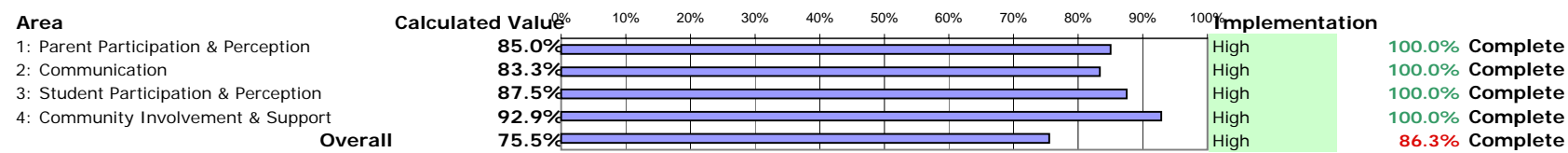
STUDENT GROUP	All (Not including other groups)	Econ Disadv	Minority	LEP	SWD	Male	Female
LEVEL OF CONCERN	Moderate	Moderate	None	None	Moderate	Moderate	Moderate

Rate the level of concern for Drop-outs

SELECT LEVEL OF CONCERN
Moderate



C: Parent/Family, Student, Community Involvement



Level IV

Resource Management

Three Rivers Local

Area 1: Teacher & PD Alignment

Has the DLT ensured that staffing assignments and professional development are aligned to needs? To what degree does the DLT:

	SELECT DEGREE OF IMPLEMENTATION
Use aggressive recruiting strategies to get the highest quality staff possible?	Low
Support and enhance classroom teachers' performance with high quality, in-house instructional guidance and assistance?	Moderate
Assign and group faculty flexibly to meet student needs in cost-effective ways?	Moderate
Use teachers in making key decisions?	Moderate
Ensure district PD meets Ohio standards for Professional Development(PDP)?	High

Area 2: Focus on Student Success

Has the DLT ensured a district-wide focus on student success in core content areas? To what degree does the DLT:

	SELECT DEGREE OF IMPLEMENTATION
Consider only research-based initiatives and evaluate them thoroughly before implementation to ensure they meet instructional and content needs of all students?	Moderate
Give priority to instructional time students spend learning mathematics and language arts?	High
Extend the contract year to increase teacher development and planning time?	Low
Focus district and building meetings on learning and instruction	High
Keep non-instructional activities (e.g., walk-a-thons, assemblies, non-academic field trips, athletic events during school) to an absolute minimum?	High

Area 3: Aligning Spending to Strategic Priorities

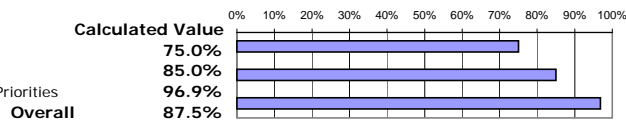
Has the DLT ensured that spending is aligned with the district's focused plan and strategic priorities, clearly reflecting immediate and future needs? To what degree does the DLT:

	SELECT DEGREE OF IMPLEMENTATION
Use district performance assessments to generate data for guiding initial and follow-up decisions related to performance and alignment?	High
Include the district treasurer when it meets?	Moderate
Establish budgeting and related processes to ensure effective spending?	High
Encourage cost avoidance through multiple purchasing options and reduction of inefficiencies?	High
Make intentional budgeting decisions to directly support the district's plan?	High
Using data, make intentional budget decisions to continue support for successful strategies and remove support for unsuccessful strategies?	High
Pool funds from multiple sources to support academic programming, especially for at risk populations and subgroups?	High
Take appropriate and immediate action to resolve financial determinations brought to its attention by the Auditor of the State of Ohio Department of Education?	High

Results

Area

- Area 1: Teacher & PD Alignment
- Area 2: Focus on Student Success
- Area 3: Aligning Spending to Strategic Priorities



Implementation

Moderate	100.0% Complete
High	100.0% Complete
High	100.0% Complete
High	100.0% Complete

Overall District Profile

District: Three Rivers Local

* If chosen in Level I

Use the data recorded below to assign a Priority (Select: Yes if a priority) to each Component

10/30/2009

Level/Component	% Possible Score/ Level of Concern	SELECT	Input Complete
Level II: Instructional Management			
II A: Curriculum, Assessment & Instructional Practice (Level of Implementation)			
Curriculum (Reading)*	76.9%		100.0%
Assessment (Reading)*	49.7%	YES	100.0%
Curriculum (Math)*	87.5%		100.0%
Assessment (Math)*	78.2%	YES	100.0%
Instructional Practice (Reading)*	71.6%	YES	100.0%
Instructional Practice (Math)*	69.3%	YES	100.0%
II B: Educator Quality (Level of Concern)			
Teacher Turnover (Level of concern)	None		Complete
Administrator Turnover (Level of concern)	None		Complete
Educator Qualifications	95.8%		100.0%
II C: Professional Development (Level of Implementation)			
HQPD Aligned to Reading*	83.3%		100.0%
HQPD to Promote Shared Work (Reading)*	75.0%		100.0%
Application/Impact of Reading Knowledge/Skills Learned through HQPD*	65.0%	YES	100.0%
HQPD Aligned to Math	91.7%		100.0%
HQPD to Promote Shared Work (Math)	91.7%		100.0%
Application/Impact of Math Knowledge/Skills Learned through HQPD	60.0%	YES	100.0%
Level III: Expectations & Conditions			
III A: Leadership (Level of Implementation)			
Data & the Decision Making Process	75.0%	YES	100.0%
Focused Goal Setting Process	89.3%		100.0%
Instruction and the Learning Process	75.0%		100.0%
Community Engagement Process	80.0%		100.0%
Resource Management Process	86.1%		100.0%
Board Development & Governance Process	87.5%		100.0%
III B: School Climate (Level of Concern)			
Student Discipline Occurrences	Moderate	YES	Complete
Student Expulsions/Out-of-school Suspensions	Low		Complete
Student Attendance	Moderate	YES	Complete
Student Graduation	Moderate		Complete
Student Drop-outs	Moderate		Complete
III B: School Climate (Level of Implementation)			
Student Mobility	40.0%		100.0%
Multiple Risk Factors	75.0%		100.0%
Teacher & Student Perception	25.0%	YES	100.0%
III C: Parent/Family, Student, Community Involvement (Level of Implementation)			
Parent Participation & Perception	85.0%		100.0%
Communication	83.3%		100.0%
Student Participation & Perception	87.5%		100.0%
Community Involvement & Support	92.9%	YES	100.0%
Level IV: Resource Management			
IV: Resource Management (Level of Implementation)			
Teacher PD Alignment	75.0%		100.0%
Focus on Student Success	85.0%		100.0%
Aligning Spending to Strategic Priorities	96.9%		100.0%