Osborne High School
Flexible Learning Program

1 - Using school level disaggregated data, identify and explain the areas of need that will be addressed by the FLP offered at each school:

- Core content area(s)
- Subgroup(s)
- Graduation rate(s)

Note: The LEA must identify the measurable performance goals and outcomes to be met.

Osborne High School: Will work in the core content area of Math during their FLP. Passing specific math courses for many of these students will put them on track for graduation with their cohort or assist them with graduating this year.

Upon review of recent test score data, Osborne will implement an FLP program designed to improve the math skills of their most at risk students. Test score data for all of the other EOCT subjects shows they have consistently outperformed math over the last 2 years. When Osborne’s CCRPI achievement gap scores are analyzed over a two year period (2013 and 2014), math is the only subject that received zero points. This means that Osborne’s bottom quartile math students have not made any growth over the last two years. Math is the only subject where the bottom quartile has not made any growth over the last two years. It is important to know that High School students cannot graduate unless they pass Coordinate Algebra and Analytic Geometry. Coordinate Algebra must be passed before a student can take Analytic Geometry. Osborne has been designated a Priority school based on their two year graduation rate. There are many factors that have led to the calculation of the rate being below 60%. One of the primary factors is the number of students who struggle to pass Coordinate Algebra and Analytic Geometry. This struggle is reflected in how the bottom quartile performs in these courses and the large percentage of students who fail the EOCT in these courses.

Achievement Gap Data

2014 CCRPI

Achievement Gap

<table>
<thead>
<tr>
<th>High School Content Area Assessments</th>
<th>Gap Size</th>
<th>Gap Change</th>
<th>Higher of Gap Size/Gap Change</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOCT: Ninth Grade Literature, American Literature</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>EOCT: Algebra, Geometry</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EOCT: Biology, Physical Science</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
Osborne’s achievement gap points have remained constant from 2013 (11) to 2014 (0). However, for both years, Osborne did not receive any achievement gap points for Math. Math was the only subject that did not receive any gap points over the two year period.

### 2014 CCRPI Data

#### College & Career Ready Performance Index (CCRPI) 2014

- **District:** Cobb County – 633
- **School:** Osborne High School - 2066

#### Achievement Tab

<table>
<thead>
<tr>
<th>Performance Index Description</th>
<th>Performance</th>
<th>Points Earned on Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students scoring at Meets or Exceeds on the Ninth Grade Literature End of Course Test (required participation rate &gt;= 95%)</td>
<td>75.2</td>
<td>7.5</td>
</tr>
<tr>
<td>Percent of students scoring at Meets or Exceeds on the American Literature End of Course Test (required participation rate &gt;= 95%)</td>
<td>90.5</td>
<td>9.1</td>
</tr>
<tr>
<td>Percent of students scoring at Meets or Exceeds on the Coordinate Algebra End of Course Test (required participation rate &gt;= 95%)</td>
<td>21.3</td>
<td>2.1</td>
</tr>
<tr>
<td>Description</td>
<td>Value 1</td>
<td>Value 2</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Percent of students scoring at Meets or Exceeds on the Analytic Geometry/GPS Geometry/Mathematics II End of Course Test (required participation rate &gt;= 95%)</td>
<td>23.7</td>
<td>2.4</td>
</tr>
<tr>
<td>Percent of students scoring at Meets or Exceeds on the Physical Science End of Course Test (required participation rate &gt;= 95%)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Percent of students scoring at Meets or Exceeds on the Biology End of Course Test (required participation rate &gt;= 95%)</td>
<td>71.2</td>
<td>7.1</td>
</tr>
<tr>
<td>Percent of students scoring at Meets or Exceeds on the US History End of Course Test (required participation rate &gt;= 95%)</td>
<td>56.3</td>
<td>5.6</td>
</tr>
<tr>
<td>Percent of students scoring at Meets or Exceeds on the Economics End of Course Test (required participation rate &gt;= 95%)</td>
<td>71.1</td>
<td>7.1</td>
</tr>
<tr>
<td>Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study</td>
<td>70.9</td>
<td>7.1</td>
</tr>
<tr>
<td>Percent of CTAE Pathway Completers earning a national industry recognized credential, or an IB Career-Related Certificate, or a passing score on a GaDOE recognized end of pathway assessment (operational in 2014-2015)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams</td>
<td>37.3</td>
<td>3.7</td>
</tr>
<tr>
<td>Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses</td>
<td>68.3</td>
<td>6.8</td>
</tr>
<tr>
<td>Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test</td>
<td>91.4</td>
<td>9.1</td>
</tr>
<tr>
<td>Percent of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT</td>
<td>28.5</td>
<td>2.9</td>
</tr>
<tr>
<td>Percent of EOCT assessments scoring at the Exceeds level</td>
<td>27.6</td>
<td>2.8</td>
</tr>
<tr>
<td>Student Attendance Rate (%)</td>
<td>92.1</td>
<td>9.2</td>
</tr>
<tr>
<td>2014 4-Year Cohort Graduation Rate (%)</td>
<td>56.8</td>
<td>3.8</td>
</tr>
<tr>
<td>2013 5-Year Extended Cohort Graduation Rate (%)</td>
<td>49.4</td>
<td>1.6</td>
</tr>
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</table>

The above table details Osborne’s 2014 CCRPI data. Coordinate Algebra and Analytic Geometry are the subject that have the lowest performance scores on the End of Course Test (EOCT).
# Historical End of Course Test Data

<table>
<thead>
<tr>
<th></th>
<th>CCGPS Analytic Geometry</th>
<th>% Meeting/Exceeding Standard on EOCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cobb County</td>
<td>All Students</td>
</tr>
<tr>
<td>2013-2014</td>
<td>50%</td>
<td>28%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>CCGPS Coord. Algebra</th>
<th>% Meeting/Exceeding Standard on EOCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cobb County</td>
<td>All Students</td>
</tr>
<tr>
<td>2013-2014</td>
<td>47%</td>
<td>25%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>47%</td>
<td>21%</td>
</tr>
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<table>
<thead>
<tr>
<th></th>
<th>9th Gr. Lit and Comp.</th>
<th>% Meeting/Exceeding Standard on EOCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cobb County</td>
<td>All Students</td>
</tr>
<tr>
<td>2013-2014</td>
<td>90%</td>
<td>80%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>90%</td>
<td>76%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>89%</td>
<td>74%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>87%</td>
<td>71%</td>
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</table>
### American Lit. and Comp

<table>
<thead>
<tr>
<th>Year</th>
<th>Cobb County</th>
<th>All Students</th>
<th>Black</th>
<th>White</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
<th>Multi-racial</th>
<th>SWD</th>
<th>LEP</th>
<th>Econ Disadv</th>
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</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>94%</td>
<td>85%</td>
<td>86%</td>
<td>93%</td>
<td>79%</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
<td>42%</td>
<td>29%</td>
<td>84%</td>
</tr>
<tr>
<td>2012-2013</td>
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<td>92%</td>
<td>88%</td>
<td>92%</td>
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<td>100%</td>
<td>78%</td>
<td>70%</td>
<td>92%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>94%</td>
<td>82%</td>
<td>80%</td>
<td>82%</td>
<td>83%</td>
<td>75%</td>
<td>100%</td>
<td>80%</td>
<td>50%</td>
<td>57%</td>
<td>82%</td>
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<tr>
<td>2010-2011</td>
<td>93%</td>
<td>77%</td>
<td>75%</td>
<td>76%</td>
<td>75%</td>
<td>100%</td>
<td>100%</td>
<td>88%</td>
<td>44%</td>
<td>37%</td>
<td>76%</td>
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### Biology

<table>
<thead>
<tr>
<th>Year</th>
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<th>All Students</th>
<th>Black</th>
<th>White</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
<th>Multi-racial</th>
<th>SWD</th>
<th>LEP</th>
<th>Econ Disadv</th>
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</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>79%</td>
<td>68%</td>
<td>69%</td>
<td>66%</td>
<td>66%</td>
<td>100%</td>
<td>NA</td>
<td>50%</td>
<td>21%</td>
<td>50%</td>
<td>68%</td>
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<tr>
<td>2011-2012</td>
<td>80%</td>
<td>62%</td>
<td>64%</td>
<td>64%</td>
<td>60%</td>
<td>57%</td>
<td>NA</td>
<td>50%</td>
<td>30%</td>
<td>24%</td>
<td>61%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>74%</td>
<td>57%</td>
<td>55%</td>
<td>64%</td>
<td>55%</td>
<td>75%</td>
<td>100%</td>
<td>67%</td>
<td>30%</td>
<td>31%</td>
<td>56%</td>
</tr>
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</table>

### U.S. History

<table>
<thead>
<tr>
<th>Year</th>
<th>Cobb County</th>
<th>All Students</th>
<th>Black</th>
<th>White</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
<th>Multi-racial</th>
<th>SWD</th>
<th>LEP</th>
<th>Econ Disadv</th>
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</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>79%</td>
<td>41%</td>
<td>29%</td>
<td>70%</td>
<td>50%</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
<td>37%</td>
<td>N/A</td>
<td>41%</td>
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<tr>
<td>2012-2013</td>
<td>82%</td>
<td>54%</td>
<td>50%</td>
<td>68%</td>
<td>57%</td>
<td>73%</td>
<td>100%</td>
<td>60%</td>
<td>39%</td>
<td>44%</td>
<td>54%</td>
</tr>
<tr>
<td>2011-2012</td>
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<td>54%</td>
<td>46%</td>
<td>54%</td>
<td>59%</td>
<td>83%</td>
<td>NA</td>
<td>46%</td>
<td>27%</td>
<td>43%</td>
<td>53%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>76%</td>
<td>44%</td>
<td>55%</td>
<td>64%</td>
<td>55%</td>
<td>75%</td>
<td>100%</td>
<td>67%</td>
<td>20%</td>
<td>26%</td>
<td>45%</td>
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### Economics

<table>
<thead>
<tr>
<th>Year</th>
<th>Cobb County</th>
<th>All Students</th>
<th>Black</th>
<th>White</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>88%</td>
<td>53%</td>
<td>49%</td>
<td>60%</td>
<td>57%</td>
<td>50%</td>
<td>N/A</td>
<td>N/A</td>
<td>24%</td>
<td>23%</td>
<td>50%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>87%</td>
<td>65%</td>
<td>60%</td>
<td>48%</td>
<td>69%</td>
<td>86%</td>
<td>NA</td>
<td>88%</td>
<td>34%</td>
<td>35%</td>
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<td>74%</td>
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<td>100%</td>
<td>100%</td>
<td>91%</td>
<td>42%</td>
<td>30%</td>
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<tr>
<td>2010-2011</td>
<td>83%</td>
<td>58%</td>
<td>56%</td>
<td>100%</td>
<td>61%</td>
<td>40%</td>
<td>NA</td>
<td>27%</td>
<td>23%</td>
<td>31%</td>
<td>59%</td>
</tr>
</tbody>
</table>
Upon review of Osborne’s historical EOCT data, it is clear that both math courses (CCGPS Analytic Geometry and CCGPS Coordinate Algebra) have the lowest level of students meeting or exceeding the standards.

Osborne Performance Goals:

Performance Goal #1: The pool of FLP students who participate and attend at least 70% of the sessions will increase their performance from pretest to posttest by an average of 10% as identified by the pretest assessment.

These are 1 year goals. These goals and FLP will be reviewed and evaluated at the end of the 2015-2016 school year. Based on the performance of Osborne’s FLP and the school as a whole on the EOC’s and graduation rate performance, this plan will be revised, modified, or completely rewritten for the 2016-2017 school year.

2 - Describe the multiple educationally related selection criteria by core content area served with the weighting that will be applied to the criteria per school to determine the rank order list of eligible students by greatest academic need.

Osborne has ranked the entire school in the content area of math. The multiple selection criteria ranking was developed to determine a rank order list and prioritize the students if funding does not allow all students to be served. The following multiple selection criteria will be utilized for the rank order list:

Selection Criteria

Cohort Classes of 2016 and 2017

Selection Criteria #1:

It is important to know that High School students cannot graduate unless they pass Coordinate Algebra and Analytic Geometry. Coordinate Algebra must be passed before a student can take Analytic Geometry. The percentage of a student's failure rate in relation to the number of math classes taken. Example #1: 2 math classes attempted/ 1 math class failed = 50% failure rate. Example #2: 1 math class attempted / 1 math class failed = 100% failure rate. Therefore, the criterion used is as follows:

8 Points – 75-100% failure rate for math classes attempted.
4 Points – 50-74% failure rate for math classes attempted.
2 Points – 0-49% failure rate for math classes attempted.

Selection Criteria #2:

All students will be ranked by the overall math course grade average. The lower the math course grade average the worse the students have performed in math.

8 Points – Student with a math course grade average of 60 or less
6 Points – Student with a math course grade average of 70 or less
4 Points - Student with a math course grade average of 80 or less
2 Points – Student with a math course grade average of 100 or less
Substitute Criteria for any missing #1 or #2 Criteria:
The substitute criterion for any student that does not have either Criteria #1 or Criteria #2 is a Math Academic Checklist completed by the teacher. The following point totals based on the results Math Academic Checklist:

8 Points - Student is below grade level and is lacking prerequisite math skills
6 Points - Student is struggling with grade level math content
4 Points - Student is on grade level
2 Points - Student is above grade level

Cohort Class of 2018

Selection Criteria #1:
It is important to know that High School students cannot graduate unless they pass Coordinate Algebra and Analytic Geometry. Coordinate Algebra must be passed before a student can take Analytic Geometry. The percentage of a student's failure rate in relation to the number of math classes taken. Example #1: 2 math classes attempted/ 1 math class failed = 50% failure rate. Example #2: 1 math class attempted / 1 math class failed = 100% failure rate. Therefore, the criterion used is as follows:

8 Points – 75-100% failure rate for math classes attempted.
4 Points – 50-74% failure rate for math classes attempted.
2 Points – 0-49% failure rate for math classes attempted.

Selection Criteria #2:
All students will be ranked by the overall math course grade average. The lower the math course grade average the worse the students have performed in math.

8 Points – Student with a Geometry math course grade average of 60 or less as of January 4, 2016
6 Points – Student with a Geometry math course grade average of 70 or less
4 Points - Student with a Geometry math course grade average of 80 or less
2 Points – Student with a Geometry math course grade average of 100 or less

Substitute Criteria for any missing #1 or #2 Criteria:
The substitute criterion for any student that does not have either Criteria #1 or Criteria #2 is a Math Academic Checklist completed by the teacher. The following point totals based on the results Math Academic Checklist:

8 Points - Student is below grade level and is lacking prerequisite math skills
6 Points - Student is struggling with grade level math content
4 Points - Student is on grade level
2 Points - Student is above grade level

Cohort Class of 2019

Selection Criteria #1:
It is important to know that High School students cannot graduate unless they pass Coordinate Algebra and Analytic Geometry. Coordinate Algebra must be passed before a student can take Analytic Geometry. The percentage of a student’s failure rate in relation to the number of math classes taken. Example #1: 2 math classes attempted/ 1 math class failed = 50% failure rate. Example #2: 1 math class attempted / 1 math class failed = 100% failure rate. Therefore, the criterion used is as follows:

8 Points – 75-100% failure rate for math classes attempted.

4 Points – 50-74% failure rate for math classes attempted.

2 Points – 0-49% failure rate for math classes attempted.

Selection Criteria #2:
All students will be ranked by the overall math course grade average. The lower the math course grade average the worse the students have performed in math.

8 Points – Student with a Coordinate Algebra math course grade average of 60 or less as of January 4, 2016

6 Points – Student with a Coordinate Algebra math course grade average of 70 or less

4 Points - Student with a Coordinate Algebra math course grade average of 80 or less

2 Points – Student with a Coordinate Algebra math course grade average of 100 or less

Substitute Criteria for any missing #1 or #2 Criteria:
The substitute criterion for any student that does not have either Criteria #1 or Criteria #2 is a Math Academic Checklist completed by the teacher. The following point totals based on the results Math Academic Checklist:

8 Points - Student is below grade level and is lacking prerequisite math skills

6 Points - Student is struggling with grade level math content

4 Points - Student is on grade level

2 Points - Student is above grade level

Selection Criteria for SWD student who take the Georgia Alternate Assessment (GAA)

Selection Criteria #1:
All SWD students in grades 9-12 who take the GAA instead of State or Cobb County School District assessments will be ranked by using following point system for the GAA:

8 Points - Emerging Progress (Basic/Does Not Meet)

4 Points - Established Progress (Proficient/Meets)

2 Points - Extending Progress (Advanced/Exceeds)

Selection Criteria #2:
All SWD students in grades 9-12 who take the GAA instead of State or Cobb County School District assessments will be ranked by using a Goal Based Math Academic Checklist completed by the teacher. The following point totals will be based on the results Goal Based Math Academic Checklist:
8 Points - Student is significantly behind in mastering IEP listed goals for math

6 Points - Student is struggling to master IEP listed goals for math

4 Points - Student is performing on level with IEP listed goals for math

2 Points - Student is performing above IEP listed goals for math

**How the selection criteria ranks the students**

The most amount of points a student can earn for each selection criteria is 8. The least amount of points they can earn in each selection criteria is 2. All of the students will have the points generated from both of their selection criteria added together. The maximum number of points a student can earn will be 16 and the minimum number of points a student can earn will be 4. The entire school will then be ranked ordered based upon their total points. Students earning 10 points or more will be considered **students who are not meeting standards**. The more points a student who is not meeting standards has been assigned, the farther they are away from meeting grade level standards and this will move them higher up on the rank order list. After all of the student have been ranked based upon their total points the following tiers developed based upon Federal guidelines will be applied to the rank order list:

**Tier 1** - This tier will include students eligible for Free and Reduced Priced Meals (FRM), and/or identified as a Student with a Disability (SWD), and/or students identified as English Language Learners (ELL) who also have earned 10 points or more. The larger the point total, the higher the eligibility within this tier.

**Tier 2** – These are students who have earned 10 points or more based on the multiple selection criteria and are identified as SWD, ELL, or receiving FRM. The larger the point total, the higher the eligibility within this tier.

**Tier 3** – These are students who are meeting standards. The larger the point total, the higher the eligibility within this tier.

Students with the most points in each Tier, beginning with Tier 1, are provided the opportunity to attend FLP first. If funds are available, the students in Tier 2 will be served according to their rank if all Tier 1 students have been offered service at all schools required to offer an FLP. If funds are available the students in Tier 3 will be served according to their rank if all Tier 2 students have been offered service at all schools required to offer an FLP.

3 - Describe the scientifically research based strategies that the LEA will implement to ensure that supplemental academic intervention time is designed to support students meeting academic performance goals.

Osborne will incorporate the following research based strategies during their FLP:

1. **Independent math practice:** Allowing students to have independent math practice will “improve student accuracy and outcomes.” It is an important component of the math instructional framework. However, in order for independent practice to be beneficial it has to be successfully implemented. Independent practice needs to be given at the student’s independent level of understanding. Teachers should have examples demonstrating each portion of how to solve the problem successfully. The sample problem should be worked out in steps in order for students to comprehend how to solve the problem correctly. Independent practice problems should be varied, with some problems started for students. The appropriate amount of support needs to be given to students in order for the independent math practice to be successful.


2. **PLATO Courseware by edmentum:** Plato Courseware is a standards-based online learning program grounded in a tradition of solid research, sound pedagogy, and applied innovation. We develop rigorous, relevant curriculum that challenges your students with a 21st century approach - engaging them with interactive, media-rich content. Courses consist of integrated assessments; including exemptive pretests that allow learners to forgo content they have already mastered and focus on the concepts that need additional work. Course-level assessments also include tests for each course module to ensure concept mastery. PLATO Learning's secondary math collection is comprehensive with Foundational Mathematics, Algebra 1 and 2, Geometry 1 and 2.

Findings from INACOL’s report, *An Exploration of At-Risk Learners and Online Education*, suggest that online learning supports increased motivation, student engagement, and achievement success for at-risk students due in large part to the flexibility and self-paced nature of online delivery programs.

PLATO uses “mastery-based” model which includes pre-test, practice/application of new knowledge, and mastery opportunities. The platform includes multiple levels of rigor and varied instructional components to address multiple learning styles and intelligences. The system further supports learning through its use of Daggett’s model for rigor and relevance.

The PLATO system offers scaffolded instruction which provides step by step guidance while teaching a process or concept, as well as the use of on-screen characters who mentor the learner. The system also includes use of virtual manipulatives, which is vital to the mathematics learning experience.

In *Disrupting Class*, the authors base much of their advocacy for innovation in education around a tension between “customization of learning” and the standardized model of school institutions. In their analysis, they state, “The proper use of technology as a platform for learning offers a chance to modularize the system and thereby customize learning.”

The PLATO instructional model reflect the following basic elements:

- PLATO online courses break the content into goals and objectives. Each learning module is built at a single objective level and provides an opportunity to practice the material being taught.
- Students are asked to demonstrate mastery of that objective through a mastery test or project. If mastery is not achieved, the material can be repeated and a new assessment of that objective can be taken to demonstrate mastery.
- PLATO online courses include unit-level pretests of the objectives covered within that unit. If mastery is demonstrated on any objective in that unit, the learner is exempted from the lesson that teaches that objective. In this way, learning is customized for the needs of that individual student.

**Success Stories**

- Thompson School District in Loveland, Colorado used PLATO for credit recovery and RTI to address their low graduation rate. They achieved a 77% success rate in dropout retrieval and prevention.
Cypress-Fairbanks Independent School District in Houston, Texas used PLATO in a credit recovery and secondary intervention model. They experienced the following results:

- On average, teacher-assigned grades were 17 points higher after retaking the same course using PLATO that they had previously failed.
- Of the Cypress-Fairbanks students who failed a course in 2008, and then retook the course in 2009 using PLATO, 84 percent completed and passed the course the second time.
- Limited-English Proficient (LEP) students gained even more than did the other students using PLATO (as indicated by teacher-assigned grades) over the two academic years examined in this analysis.
- When student improvement was disaggregated by ethnicity, gender, and at-risk classification, all the groups improved their average performance year over year. The similarity of the gains across the groups suggests that PLATO is able to equally help all students learn across both semesters of the academic year.

**References**

An Exploration of At-Risk Learners and Online Education, April, 2010, International Association for K-12 Online Learning (iNACOL), April 2010, [http://www.inacol.org/research/docs/iNACOL_CreditRecovery.pdf](http://www.inacol.org/research/docs/iNACOL_CreditRecovery.pdf)


3. **Guided Math:** Guided Math, analogous to Guided Reading, is a method in which teachers assess students and group them according to their proficiency level, allowing for differentiated instruction. “Teachers prompt [students] to think and talk in these strategic ways.” (Fountas & Pinnell, 2001) Groups are homogenous, yet fluid. Guided math provides an opportunity to closely observe student work and provide strong support for struggling students (Sammons, 2010)


2. **Blended Learning**—Most recently, in 2009 the U.S. Department of Education sponsored a meta-analysis looking at contrasts between online and traditional face-to-face learning (Means et al., 2009). The analysis used 50 different contrasts from 45 published studies comparing online and face-to-face instruction. In 21 of the 50 cases, online learners had opportunities for face-to-face contact with an instructor and were therefore considered BL. The primary findings of the study claimed that “classes with online learning (whether taught completely online or blended) on average produced stronger student learning outcomes than did classes with solely face-to-face instruction.

4 - Describe the program delivery model that the LEA/school will implement. The description must address the delivery schedule (when, where, how), hours of service, student/instructor ratios, progress monitoring, plans to address program modifications when applicable, transportation services, etc. Is the LEA/school and its’ FLP program in compliance with Title I laws and regulations?

Osborne FLP First Option:

Osborne will implement a before school tutoring model for their 9-12 grade FLP students. The 100 most academically at risk Tier 1 students in grades 9-12 will be identified at Osborne based upon their rank order list. The first 100 Tier 1 students will be invited by a letter that will be mailed by US mail and sent home with the students. If the family of the student does not respond to the initial invitations, Osborne will follow up with additional letters and phone calls. When a student declines services or fails to contact the school to accept services, this information will be noted on the rank order list and the next student on the rank order list will be invited to participate in the program. Osborne will continue to invite students until all 100 slots are filled or all Tier 1 students have been invited. Tier 2 students will be invited if all Tier 1 students have been offered services at every FLP offering school. This same process will be followed for Tier 3 if applicable.

Before School FLP Grades 9-12:
Before school tutoring will occur on Tuesdays and Thursdays from 7:20 a.m. – 8:05 a.m. Each tutor will be assigned 10 students. 100 9-12th grade FLP students will attend tutoring on Tuesday, Wednesday, and Thursday for 45 minutes each day. The academic coach will develop curriculum and student learning plans aligned to the Georgia Standards of Excellence curriculum and based upon a pre-assessment administered to each participating student. Each student will receive small group instruction in math. Student: tutor ratios will not exceed 10:1. Tutors will implement a blended instructional model of individual student practice based on skill deficit, guided math groups and the First in Math computer program. The small group lesson plans will be developed by the academic coach. Students will receive specific instruction to address individual math weaknesses. The FLP tutor and local math academic coach will consult with the student’s math teacher so that FLP tutoring can support the skills the student needs to address current course content.

The local academic coach and FLP curriculum coordinator will develop and implement individual student learning plans aligned to the Georgia Standards of Excellence for mathematics based on each student’s pre-assessment on. Student progress is monitored by the following:

1. The students’ performance on their individual objectives.
2. Student proficiency on First in Math skill quizzes and unit assessments.
Program modifications will be made to student learning plans based upon their individual progress. Parents will receive a monthly progress report that lists whether the students are mastering their individual objectives.

When a student declines tutoring, withdraws from tutoring, moves, or is withdrawn from tutoring by the school due to excessive absences, the next student on the rank order list will be invited to participate in the program.

The before school tutoring program for grades 9-12 will be a 16 week program with 2 hours and 15 minutes of tutoring provided per week. The first week of after school tutoring will begin on January 11, 2016 and end on May 19, 2016.

The school will work closely with the district’s Title I director to ensure that all expenditures and activities associated with the FLP Program are reasonable, necessary, allocable, and allowable under the program requirements. The school will develop procedures for maintaining all required documentation, for ensuring that there are controls to prevent fraud, waste and abuse, and that the intent and goals of the FLP are achieved.

Osborne FLP Second Option:

Osborne will implement an afterschool tutoring model for their 9-12 grade FLP students. The 100 most academically at risk Tier 1 students in grades 9-12 will be identified at Osborne based upon their rank order list. The first 100 Tier 1 students will be invited by a letter that will be mailed by US mail and sent home with the students. If the family of the student does not respond to the initial invitations, Osborne will follow up with additional letters and phone calls. When a student declines services or fails to contact the school to accept services, this information will be noted on the rank order list and the next student on the rank order list will be invited to participate in the program. Osborne will continue to invite students until all 100 slots are filled or all Tier 1 students have been invited. Tier 2 students will be invited if all Tier 1 students have been offered services at every FLP offering school. This same process will be followed for Tier 3 if applicable.

After School FLP Grades 9-12:

After school tutoring will occur on Tuesdays and Thursdays from 3:45 p.m. – 5:00 p.m. Each tutor will be assigned 10 students. 100 9-12th grade FLP students will attend tutoring on Tuesday, Wednesday and Thursday for 75 minutes each day. The academic coach will develop curriculum and student learning plans aligned to the Georgia Standards of Excellence curriculum and based upon a pre-assessment administered to each participating student. Each student will receive small group instruction in math. Student: tutor ratios will not exceed 10:1. Tutors will implement a blended instructional model of individual student practice based on skill deficit, guided math groups and the First in Math computer program. The small group lesson plans will be developed by the academic coach. Students will receive specific instruction to address individual math weaknesses. The FLP tutor and local math academic coach will consult with the
student’s math teacher so that FLP tutoring can support the skills the student needs to address current course content. Students that attend the after school tutoring will ride an after school bus home at 5:00 p.m. when the day’s tutoring session ends.

The local academic coach and FLP curriculum coordinator will develop and implement individual student learning plans aligned to the Georgia Standards of Excellence for mathematics based on each student’s pre-assessment on. Student progress is monitored by the following:

1. The students’ performance on their individual objectives.
2. Student proficiency on First in Math skill quizzes and unit assessments.

Program modifications will be made to student learning plans based upon their individual progress. Parents will receive a monthly progress report that lists whether the students are mastering their individual objectives.

When a student declines tutoring, withdraws from tutoring, moves, or is withdrawn from tutoring by the school due to excessive absences, the next student on the rank order list will be invited to participate in the program.

The before school tutoring program for grades 9-12 will be a 16 week program with 3 hours and 45 minutes of tutoring provided per week. The first week of after school tutoring will begin on January 11, 2016 and end on May 19, 2016.

The school will work closely with the district’s Title I director to ensure that all expenditures and activities associated with the FLP Program are reasonable, necessary, allocable, and allowable under the program requirements. The school will develop procedures for maintaining all required documentation, for ensuring that there are controls to prevent fraud, waste and abuse, and that the intent and goals of the FLP are achieved.

The same rank order list will be used for both FLP options. Students will be invited to attend both FLP options and be allowed to attend both FLP options.

5 - Describe the professional development (PD) that the LEA will provide for the FLP instructional staff/contractor to ensure that:

- Instruction is tailored to the needs of participating students

Instructional strategies are effective in helping at-risk students achieve success
Professional Development for the after school and summer program will focus on the following items:

**FLP Tutor Training in November**

1. **Topic: What is a Flexible Learning Plan?**
   a. **Trainer:** Local School Academic Coach
   b. **Training Synopsis:** The training will explain the purpose of the FLP and that it is a student improvement program. FLP tutors will learn the logistics of the program and how the instructional schedule will work. FLP tutors will learn their roles and responsibilities in the program specific to student learning objectives, progress monitoring, supplemental pay forms, and specific federal and state guidelines protecting against fraud, waste, and abuse of federal money.
   c. **Location:** Osborne – Media Center
   d. **Time:** 3:30PM – 5:30PM (after school)

2. **Topic: Plato courseware for FLP math tutoring**
   a. **Trainer:** Plato Course Ware Instructor and local school academic coaches
   b. **Training Synopsis:** FLP tutors will understand the purpose of the Plato courseware computer software. FLP tutors will learn how to effectively implement Plato courseware during the FLP schedule. The software will provide students with a computer based model of instruction to address specific math objectives. FLP tutors will learn how to ensure students work through appropriate math lessons, how to monitor student progress, and how to provide independent instruction for students when they struggle with specific concepts identified in the Plato courseware program.
   c. **Location:** Osborne Computer Lab
   d. **Saturdays from 9:00 AM – 3:00 PM** (Because this training will be held on a Saturday, Osborne will provide two training dates. The FLP math tutors must choose one of the dates to attend.

**FLP Tutor Training in December**

1. **Topic: Guided Math**
   a. **Trainer:** Local School Title I Academic Coach
   b. **Training Synopsis:** FLP tutors will learn how to conduct a guided math groups specific to a student’s academic need. Guided math groups will not exceed a 10:1 student: tutor ratio. FLP tutors will learn how to monitor student progress during a guided math group and how to ensure students stay engaged with the activities planned. FLP tutors will watch the Local School Title I Academic Coach model a guided math group.
   c. **Location:** Osborne Media Center
   d. **Time:** 3:30PM – 5:30PM (after school)
Ongoing Training – January – March

Professional Development for FLP tutors will not be limited to the training listed above in November and December. FLP coordinators will monitor the implementation of strategies and programs and provide additional whole group or individual FLP tutor training as needed. Osborne has budgeted 10 hours of professional development for all FLP tutors. The November and December professional development activities account for 12 hours of training. FLP Coordinators then have the remaining 4 hours of professional development to utilize as needed to ensure all tutors are effectively implementing the FLP as designed.

Professional Development Documentation

All professional development will be documented with the following items:

a. FLP tutor sign in sheets
b. Training agendas
c. Training PowerPoints and/or other training materials

6 - Describe the procedures the LEA will implement to ensure that the instructional goals of the FLP students are aligned with the Common Core Georgia Performance Standards.

Response: Each student's instructional goals are developed by the local school academic coaches and curriculum coordinators by evaluating each student’s pre-assessment results. The pre-assessment has been vetted by CCSD to ensure all content is aligned with the Georgia Standards of Excellence for Mathematics. The small group tutoring is based upon Georgia Standards of Excellence for Mathematics skill sets identified as non-proficient within the pre-assessment and can be identified in a student’s individual learning plan. Osborne’s FLP coordinators monitor FLP instruction daily to ensure students are progressing through their individual learning plan as developed by the local school coaches and curriculum coordinators. Title I consultants will visit Osborne and observe FLP instruction to ensure students are following their individual learning plan and that individual or group instruction is related to Georgia Standards of Excellence for Mathematics.

7 - Describe the procedures that the LEA will implement to maximize the enrollment and attendance of the students with the greatest need for the FLP?

OPTION #1

Grade 9-12: Parents will be notified of the opportunity of before school tutoring by mail. Parents who do not respond to the mailing will receive a follow up phone call from the school to discuss placement in the program. Tutoring will occur at the school immediately before the first class of
the day. Parents will have the opportunity to attend any tutoring session to increase awareness of the tutoring program and enhance parental involvement. The student’s math teacher and school counselor will encourage the student to attend the program. There are a large number of Osborne students who come to school early and may be able to benefit from a before school tutoring model instead of an after school tutoring model which interferes with their work schedule. Parents will be notified when their child displays poor attendance in the program and a conference with the school will be conducted to emphasize the importance of good attendance. Students who are consistently absent or repeatedly disobey FLP behavior rules will be removed from the program and the next student in the rank order will be offered the opportunity to participate. Students transferring out of the school will be replaced with the next student in the rank order. Continual communication between the FLP and parents will also stress the importance of the program and show their child’s achievement.

**OPTION #2**

**Grade 9-12:** Parents will be notified of the opportunity of after school tutoring by mail. Parents who do not respond to the mailing will receive a follow up phone call from the school to discuss placement in the program. Tutoring will occur at the school immediately following the school day. Transportation will be provided to any enrolled FLP student. Parents will have the opportunity to attend any tutoring session to increase awareness of the tutoring program and enhance parental involvement. The student’s math teacher and school counselor will encourage the student to attend the program. Parents will be notified when their child displays poor attendance in the program and a conference with the school will be conducted to emphasize the importance of good attendance. Students who are consistently absent or repeatedly disobey FLP behavior rules will be removed from the program and the next student in the rank order will be offered the opportunity to participate. Students transferring out of the school will be replaced with the next student in the rank order. Providing transportation to the students is vital to ensuring attendance is maximized as many parents do not have a means of transporting their children to and from the school. Continual communication between the FLP and parents will also stress the importance of the program and show their child’s achievement.

8 - Describe the procedures the LEA/school will use to monitor the implementation of the program and the tracking of all required data (assessment, program cost, etc.). The procedures must include the person(s) responsible for monitoring the implementation of the FLP plan in the LEA's schools.

*Response:* Monitoring of FLP implementation will be conducted by Osborne FLP Coordinators and Cobb County School District Title I consultants and district academic coaches. Program monitoring and tracking of all required data include:

1. Osborne FLP Coordinators will collect student and tutor attendance daily for GaDOE data purposes and FLP program evaluation.
2. Osborne FLP Coordinators will collect pre-assessment data for the purposes of building individual student plans, program evaluation, and tracking student achievement prior to the beginning of the FLP on January 11, 2016.
3. Osborne FLP Coordinators will collect and submit FLP personnel costs, FLP transportation costs, FLP professional development costs, material costs, and software costs to the Title I office for approval prior to all purchases to ensure they are allowable and necessary for the program. Title I consultants will review all monthly FLP expenditures submitted by Osborne to ensure all budgetary requirements are followed per the school’s FLP budget outlined in the consolidated application.

4. Osborne FLP Coordinators will monitor each FLP classroom daily to ensure students are engaged, individual common core learning plans are implemented, small group tutoring is aligned to the student learning plans.

5. Title I Consultants will meet with Osborne FLP coordinators once per month to ensure all GaDOE data is being collected as required.

6. Title I Consultants and district academic coaches will select Osborne FLP classrooms to observe to ensure students are engaged, individual learning plans are implemented, individual and small group tutoring are aligned to Georgia Standards of Excellence for Mathematics learning plans. Any monitoring of Osborne FLP instruction conducted by Title I Consultants or district academic coaches will be documented using Title I developed FLP observation forms and on file in the Title I office for monitoring purposes.

7. Title I Consultants will monitor the school FLP rank order list to determine if the appropriate students were provided the opportunity to participate in Osborne’s FLP.

8. Title I Consultants will review Osborne’s FLP professional development agendas and sign in sheets to ensure all FLP tutors assigned to Osborne are participating.

9. Osborne FLP Coordinators will collect post-assessment data for the purposes of program evaluation and tracking student achievement at the conclusion of the FLP.

9 - Describe the internal controls that the LEA will implement to promote efficiency, assure the fidelity of the implementation of the LEA’s FLP program, and to safeguard assets and/or avoid fraud, waste, and abuse.

Internal controls will include:

1. District Title I Academic Coaches, Title I Consultants, and Local FLP Coordinators will all monitor the FLP using classroom walk-throughs and observations. Classroom walk-throughs and observations will be documented on a FLP monitoring form. Results will be shared with the school principal and FLP coordinators to ensure program implementation is occurring with fidelity. Any deficient components will be addressed through additional professional development and further monitoring to ensure the FLP is effective.

2. FLP student rankings will be reviewed against the math tutoring rosters to ensure the appropriate rank order students are enrolled. If a student is skipped in the ranking, an appropriate reason for skipping the student must be noted. These may include a parent opting out, student moving, poor student attendance, etc. Any additional documentation will be provided to explain the student’s situation if determined necessary.

3. Any non-consumable materials will be identified as Title I and inventoried annually in order to eliminate fraud, waste, and abuse specifically in regard to approval of expenditures made with Title I part A FLP funds.
4. All FLP expenditures will be reviewed by the Title I supervisor. The Title I supervisor will provide a signed approval for all FLP expenditures.
5. All FLP staff and tutors will receive training on safeguarding assets to avoid fraud, waste, and abuse.
6. FLP tutors will sign in daily. Their attendance will be verified by the onsite coordinator through classroom monitoring and daily instructional logs.
7. All timesheets will be verified by the tutor, onsite coordinator, Title I consultants, Title I grant technician and then reviewed and signed by the Title I Director.

10A - List and describe the effectiveness target(s) or overall quantifiable goal(s) of the program. (What are the measurable outcomes that the intervention is designed to improve?)

Performance Goal #1: The pool of FLP students who participate and attend at least 70% of the sessions will increase their performance from pretest to posttest by an average of 10% as identified by the pretest assessment.

This is a 1 year goal. This goal and the FLP will be reviewed and evaluated at the end of the 2015-2016 school year. Based on the students’ performance, the FLP will be revised, modified, or completely rewritten for the 2016-2017 school year.

10B - List and describe the assessment instrument(s) that will be used to measure each program target/goal.

Plato courseware was developed to measure a student’s proficiency in Math by grade level as aligned to Georgia’s Math Curriculum. The assessment was vetted by Osborne academic coaches and has been researched by outside agencies as well. The Plato courseware provides a pre-assessment score relative to student mastery of grade level math curriculum. Each student will be administered the pre-assessment under teacher supervision to ensure the assessment pre-assessment score is reliable and valid. In addition, Plato courseware has been vetted by the Cobb County School District to ensure the assessment is both valid and reliable.

Each student participating in the FLP at Osborne will complete the Plato pre-assessment. This pre-assessment will provide a baseline from which each student's learning plan will be created.

At the end of the FLP each participating student will again complete the Plato post-assessment. The post-assessment will be compared to the pre-assessment to determine growth and whether or not program goals have been met.

10C - Include a plan/procedure(s) for administering assessment instruments and for collecting and maintaining data. (A timeline for assessments must be provided. How will the LEA/school maintain student assessment information to ensure confidentiality?)
Goal 1 assessment administration:

Pretest:

The First in Math pre-test will be administered between January 11, 2016 and January 22, 2016 so the program at the beginning of the Osborne FLP.

Post test:

The SMI posttest will be administered during the last two weeks of the FLP.

All Cobb County testing security protocols will be implemented during FLP assessment windows. All student assessment information will be kept confidential in a secure location within the school or on a password protected website.

10D - Include the LEA's/school's data analysis plan. (How will the LEA/school determine program effectiveness based on the program goals and measurement instruments listed above?)

The LEA will determine if Goal #1 is achieved using the following protocol:

Who: The Title I Consultants and local school FLP Coordinators

What: Will utilize the following protocol to determine if program goals have been met:

1. All students participating in 70% or more FLP sessions will be identified.

2. Those students meeting the attendance criteria will have their Plato courseware pre-assessment score compared to their Plato courseware Post-Assessment score.

3. The number of students who achieved 10% growth between the Plato courseware Pre-Assessment and Plato courseware Post-Assessment score will be counted at each grade level. That number will be divided by the total number of students meeting the attendance criteria for FLP at each grade level to determine the total percentage of students showing Lexile score growth between Pre-Assessment and Post-Assessment.

4. For this goal to be achieved, 70% of all students who participate in FLP must meet the attendance criteria and the 10% growth.

Where: In the Title I office.

When: In May once the post-assessment Plato scores have been collected.

Why: To determine if program goals have been met.
10E - Include a description of the procedures that the LEA/school will implement to collect, analyze, and report participant feedback.

Feedback surveys will be developed for parents, teachers and tutors. Surveys include questions regarding whether or not the curriculum provided met the needs of the students, does the professional learning provided support the instructional practices of the program, has the tutoring helped increased the students math skills, and overall satisfaction with the FLP. All surveys will be paper/pencil. All surveys will be anonymous. All surveys will be based upon a Likert scale and analyzed based upon stakeholder agreement with the survey questions. Survey results will be reported using the Likert scale for each question asked. The final report will be posted on the districts FLP web site. A hard copy of the survey results will be available in the school's front office.

Participant Feedback - Parents

Parent surveys will be developed using parent appropriate language and terminology. Parent surveys will be translated if necessary. Parent surveys will be sent home at the conclusion of the FLP with their child’s last FLP progress report. Parents will have the opportunity to submit surveys by mail, fax, or dropping them off at the local school. Parent surveys will also be available in the school’s front office. All collected surveys will be compiled at the Title I office. The survey results will be shared with the school and stakeholders and used to evaluate program effectiveness.

Participant Feedback - Tutors

Tutor surveys will be developed using appropriate language and terminology. Tutor surveys will be administered at the conclusion of the FLP. Tutors will have the opportunity to submit surveys by mail, fax, or dropping them off at the local school. All collected surveys will be compiled at the Title I office. The survey results will be shared with the school and stakeholders and used to evaluate program effectiveness.

Participant Feedback – Classroom Teachers

Teacher surveys will be developed using appropriate language and terminology. Teacher surveys will be administered at the conclusion of the FLP. Teachers will have the opportunity to submit surveys by mail, fax, or dropping them off at the local school. All collected surveys will be compiled at the Title I office. The survey results will be shared with the school and stakeholders and used to evaluate program effectiveness.

Participant Feedback – students

Student surveys will be developed using appropriate language and terminology. Student surveys will be administered at the conclusion of the FLP. Students will have the opportunity to complete surveys during the last two weeks. All collected surveys will be compiled at the Title I office. The survey results will be shared with the school and stakeholders and used to evaluate program effectiveness.
Reporting Customer Satisfaction Data:

Survey data will be reported during the annual FLP meeting with parents. Survey data will also be posted on Cobb County's Title I web page.

10F - Describe the LEA's/school's plan for informing parents/guardians of participating student's progress toward the student's academic goals.

1. Every month, parents will receive a progress report on the following information:
   a. Each progress report will indicate proficiency of specific objectives as identified by each student’s individualized learning plan as aligned to state standards.
   b. Parents will receive approximately 4 progress reports during the course of the FLP.
   c. Parents will have the opportunity to discuss the progress report with the FLP coordinator.
   d. Progress reports will be delivered to the students during tutoring to take home to their parents.

10G - Describe the LEA's/school's plan for informing stakeholders regarding results of the program evaluation, effectiveness of the program, and ongoing program improvement(s).

Cobb County School District (CCSD):

Input from stakeholders is actively sought throughout our school district. We will utilize surveys, monitoring forms, walk through data, and informal input to ensure our parents and community needs are conveyed and evaluated. Stakeholders were involved in the development of the program and were provided access to the local school’s student achievement data and needs assessment. Planning for the FY16 FLP was conducted through parent input meetings, school leadership team meetings, district level meetings. Post program surveys will be administered and survey results will be posted and distributed to stakeholders and located on the CCSD website.

School:

The overall value of the program will be determined by student attendance, student achievement, student/parent program satisfaction, and successful improvement indicated by measurable achievement goals using Plato pre-assessment and post assessment data. This information will be made available to the students, parents, teachers, and stakeholders by presentations at meetings within the school and the District. Information and results from the data will also be shared on the school districts website.

An evaluation team will review all achievement data, attendance data, and program satisfaction survey results to evaluate the effectiveness of the FLP and to possibly recommend improvements to sustain or improve the program to be worthy of the time and costs that will offer maximum academic gains for students. The evaluation for the FLP will be conducted in the month of June 2016. The team will create a report of their findings and share the report with stakeholders on Osborne High School's website and at local school and District meetings. The report will be shared with the Metro RESA specialist assigned to the school and any other stake holder upon request.
The local school FLP evaluation team will consist of Clarkdale Elementary’s School Focus Team, Osborne High School's School Council (consists of community leaders, parents, and school staff), Osborne High School's Schools Title I Consultant, the CCSD Federal Program Director, Osborne High School's Assistant Superintendent, and the assigned GaDOE School Improvement Specialist.

To determine the FLP success the following steps will be followed:

1) The school will create and administer surveys to students, teachers, and parents to determine satisfaction of the program and to determine needs of participants. All surveys will be administered paper and pencil because not all parents will be available to attend school functions or have access to the Internet. Survey results will be tabulated and reviewed for accuracy by the Title I consultants and reported to and analyzed by stakeholders at planning and data meetings that include the school Leadership Team, the FLP evaluation team and community stakeholders.

2) The local school FLP evaluation team will review the Plato pre and post assessment data for the students and determine if the school has met the academic achievement goals that were set by the school.

3) The local school FLP evaluation team will review the attendance data for the FLP students and determine if the student attendance met expectations or if there are any programmatic adjustments that need to be made.

Administration of Surveys:

1. Teacher surveys will be distributed to teachers at the school and administered anonymously paper and pencil. The Title I Consultant assigned to the school will guide the development and administration of the survey and it will be approved by the local school Focus Team for use.

2. Student surveys will be distributed during the after school program. The Title I Consultant will guide the development of the survey and it will be approved by the local school Focus Team for use.

3. Parent surveys will be distributed at the conclusion of the program and during parent conferences. For the parents that are unable to attend these school events, the surveys will be sent home with requests to return to the school. The Title I Consultant and Parent Coordinator will ensure all surveys are returned and accounted for and used to determine program satisfaction.

All survey results, student attendance data, and analysis of achievement through SMI data gains and losses will be shared with stakeholders through a meeting that will include parents, PTA School council, local school Leadership Team, and local school staff. The data results will be shared in June 2016 on the Student/Parent Newsletter and on the Districts website.

Survey results, student attendance data, and achievement data will be used to improve the program each year and all stakeholders will be invited to have input and suggestions for the local school FLP. Invitations will be shared on Student/Parent Newsletters, on the school marquee, at Leadership Team, Grade Level Teams, and on the Osborne High School's website.

The school will inform stakeholders regarding results of the program evaluation, effectiveness of the program, and ongoing program improvement(s) during PTA meetings, Local School Council, and Leadership Team meetings. Program results will be posted on the District website with year to year comparison data.