

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Marilyn S. Webb

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Kenrose Elementary School

(As it should appear in the official records)

School Mailing Address 1702 Raintree Parkway

(If address is P.O. Box, also include street address.)

City Brentwood State TN Zip Code+4 (9 digits total) 37027-2606

County Williamson County State School Code Number* 470453001240

Telephone 615-472-4630 Fax 615-472-4646

Web site/URL http://www.wcs.edu/kes E-mail marilynw@wcs.edu

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Mike Looney E-mail: mike.looney@wcs.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Williamson County Schools Tel. 615-472-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Patricia Anderson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 24 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 9 High schools
 - 0 K-12 schools
- 41 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	74	61	135
1	80	59	139
2	72	66	138
3	68	69	137
4	64	61	125
5	81	78	159
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	439	394	833

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 22 % Asian
 - 3 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 74 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 23%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	69
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	111
(3) Total of all transferred students [sum of rows (1) and (2)]	180
(4) Total number of students in the school as of October 1	791
(5) Total transferred students in row (3) divided by total students in row (4)	0.228
(6) Amount in row (5) multiplied by 100	23

7. English Language Learners (ELL) in the school: 9%
74 Total number ELL
 Number of non-English languages represented: 15
 Specify non-English languages: Japanese, Korean, Indian (Hindi, Telegu, Urdu, Tamil), Chinese, Mandarin, Farsi, Arabic, French, Portuguese, Spanish, Russian
8. Students eligible for free/reduced-priced meals: 3%
 Total number students who qualify: 27

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 6 %
51 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

6 Autism	0 Orthopedic Impairment
0 Deafness	3 Other Health Impaired
0 Deaf-Blindness	9 Specific Learning Disability
0 Emotional Disturbance	30 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	3 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	39
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	15
Paraprofessionals	20
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Kenrose is a Williamson County public school proudly serving kindergarten through fifth grade students and their families since August 1999.

The vision of Kenrose Elementary School is to be a school known for happy and healthy students who excel in academics and the arts. We achieve our vision by partnering with our diverse community to provide a safe and nurturing learning environment where we are committed to educating, inspiring and empowering tomorrow's leaders.

Kenrose is a large suburban school located in an area of tremendous growth and mobility. We serve 833 students from nearby neighborhoods and four large apartment complexes. Our 23% mobility rate provides opportunities and challenges to meet new students where they are and help them, along with all students, grow to reach their potential. We strive to make all students and families feel a part of the Kenrose community.

The diverse quality (26%) of our student body makes us unique. Many students move to Kenrose from other countries or have parents who were born abroad. Approximately 9% of our students are English Language Learners with fifteen languages represented. Kenrose teachers make daily connections to world cultures. We celebrate our diversity each spring with "International Week."

Highly-qualified, passionate teachers instruct students following the TN Common Core Curriculum and our county's Scope and Sequence. Students qualifying for Individual Education Plans and 504 Plans receive services based upon identified needs, and students who qualify for RtI (Response to Intervention) tiers receive support, remediation, and enrichment.

Students enjoy art, music, physical education, life skills, library, and technology classes in addition to the core curriculum. Curriculum integration within the arts is an integral part of our culture. Students utilize technology through use of our lab and technology carts. Students in grades 3-5 bring their own technology. Responsible use of technology is encouraged at Kenrose.

High expectations are established for all. Formative and summative assessments are used for performance measurement and goal-setting. Special care is taken to address the needs of students in our sub-populations. We have celebrated many achievements, including significant gap closure, with these students.

We have the support of academic coaches who provide assistance and professional development on research-based strategies. Coaches attend weekly Grade Level Collaboration meetings focused on math, reading/language arts, data use, and best practices. Our psychologist and coaches coordinate our intervention program, providing support for academic strengths and deficits. Coaches work with individuals and small groups with identified needs. Teachers and teacher assistants support students through tutoring.

Students participate in many extra-curricular activities, including Destination Imagination, Chorus, Art Club, Green (environmental) Team, Mini Mu, and Running Club. K-5 students can participate in after-school Mandarin Chinese and Spanish classes. ENCORE summer enrichment camps are available for students. Kenrose provides year-round School Age Child Care (SACC), with additional enrichment clubs offered through the SACC program.

Our very supportive Parent Teacher Organization funds and sponsors many programs and needs, including the "Olweus" anti-bullying program, computer lab technician, chorus director, instructional materials and technology, professional development, staff celebrations, back-to-school events, parent information meetings, math and reading nights, and weekly communication through the "Bird's Eye View" electronic newsletter. The PTO organizes community outreach projects such as recycling, clothing and book drives for our inner-city sister school, and Pennies for Patients, a fundraiser supporting the Leukemia and Lymphoma Society. Over the past twelve years Kenrose has raised over \$100,000 to help families fighting cancer.

Kenrose is a community of learners where teacher and student leadership is fostered. Our Leadership Team works together for the betterment of our school. Teachers collaborate regularly on grade level, data, intervention, and vertical teams. Teachers, parents and administrators serve on counseling and school health committees and on the PTO Executive Board. Educators and administrators present professional development at the school, county, and state levels. Teachers serve as BYOT (Bring Your Own Technology) leaders, building mentors and on our positive behavior support team. Students serve on Student Council, on safety patrol, as ENCORE assistants, and as peer readers. Students model community service and leadership by participating in donation drives, Green Team, and JA Biztown.

In 2012 and 2013 Kenrose was honored as a Tennessee Reward School, by scoring in the top 5% of the state on TCAP. Kenrose was thrilled to host the 2012 media event for Governor Bill Haslam's Reward Schools announcement. Our school family, along with local leaders and dignitaries, gathered in our gym for the ceremony, which included congratulatory comments from our principal Dr. Marilyn Webb, Governor and First Lady Haslam, WCS Superintendent Dr. Mike Looney, Tennessee Commissioner of Education Kevin Huffman, and U.S. Secretary of Education Arne Duncan via satellite. The ceremony was cybercast to Reward Schools throughout the state. We are thrilled to be a Reward School, and we hope to be celebrating our National Blue Ribbon School award next fall.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Each spring Kenrose third, fourth and fifth grade students participate in the state-required criterion-referenced Tennessee Comprehensive Assessment Program (TCAP) assessment in the areas of reading/language arts, mathematics, science and social studies. Additionally, fifth grade students complete a TCAP writing assessment. TCAP assessment results for reading/language arts, mathematics, and science are reported in four categories -- advanced, proficient, basic, and below basic. Social studies achievement is reported in three categories -- advanced, proficient, and below proficient. At our school we set three types of TCAP performance goals – school-wide, grade level, and individual student growth. The percentages of students who have achieved proficient or higher in the four content areas for the current and previous reporting years are averaged in order to determine a baseline for setting school wide and grade level goals. The writing assessment scores for fifth graders are reported using a 6 to 1 scale with 6 being outstanding and 1 being deficient. A score of 4 or greater is considered proficient.

In Tennessee, there is an additional “growth” reporting layer based on student assessment performance for fourth and fifth grade students who are previous test takers. Tennessee Value-Added Assessment System (TVAAS) takes the data from each student’s testing history and uses it to project performance expectations for each student in all four subject areas. The minimal expectation is for students to meet their projection for a year’s growth. As a school, Kenrose sets more aggressive goals for individual students. This raises the bar each year when new projections are defined.

b) A comprehensive analysis of Kenrose reading/language arts and mathematics data tables shows specific trends. Overall, data for all grade levels in 2009 showed at least 99% of students performing at the proficient/advanced levels in reading/language arts and mathematics. The 2009-10 TCAP results were impacted by a revision of the curriculum standards and a re-norming of the assessment. Since 2009-10 Kenrose has maintained at least 80% proficient/advanced and has often exceeded 90% in both reading/language arts and mathematics. Although not reflected in our data tables due to our Limited English Proficient (LEP) population being 9% (less than 10%), we accomplished significant gap closure in LEP reading/language arts from 57.2% in 2012 to 34.9% in 2013.

A comparison of Kenrose achievement since the 2009-10 re-norming to the State of Tennessee results yields the following information. For the TCAP assessments in 2011, 2012, and 2013, our percent proficient/advanced exceeded the state percent proficient/advanced as follows: 3rd grade math by at least 36 percentage points in each of the three years; 4th grade math by at least 38 percentage points in each of the three years; 5th grade math by at least 29 percentage points in each of the three years; 3rd grade reading by at least 37 percentage points in each of the three years; 4th grade reading by at least 30 percentage points in each of the three years; and 5th grade reading by at least 35 percentage points in each of the three years.

Because they do not represent 10% of our school population, the achievement results for the following subpopulations are not reflected in the data tables, although our School Improvement Plan includes school-level Annual Measureable Objective (AMO) targets for these students. In 2013 we met our school’s AMO targets for percent proficient/advanced in 3rd grade math (target 90.5%/KES 94.6%) and reading (target 84.1%/KES 88.4%) and 3rd-5th grade math (target 85.8%/target 90.8%). We missed our school’s 2013 target for 3rd – 5th reading by 0.1% (target 89%/KES 88.9%). Our 2012-13 School Improvement Plan included gap closure targets for the following subpopulations: BHN (Black/Hispanic/Native American); LEP (Limited English Proficient); and SWD (Students With Disabilities). We met our 2013 math and reading gap closure targets for the following subpopulations: BHN (math target 12.2%/KES -0.1% and reading target 4.3%/KES 4.1%) and LEP (math target 17.6%/KES 13.6% and reading target 55.2%/KES 34.9%). We did not meet our 2013 gap closure targets for SWD (math target 4.8%/KES 13.2% and reading target 11.7%/KES 14.9%). Kenrose did not have a 2013 ED (Economically Disadvantaged) gap because in 2012 we had negative gaps (KES math -9.2% and reading -0.4%).

Comparing Kenrose AMO performance in 2013 to Tennessee, each subpopulation outperformed the state by a considerable margin in all areas with the exception of LEP reading. In math, our LEP subpopulation gap was 3.8% less than the state gap. In reading, while we closed the LEP gap substantially from 2012 (57.2%) to 2013 (34.9%), we exceeded the state's 2013 LEP reading gap of 30.7% (calculated for 3rd-8th grade). We have focused many resources on closing the gap for these students, including increasing our ESL teachers to 2.0, adding an ESL teacher assistant, creating individualized education plans for each of our LEP students, utilizing research-based materials such as System 44, offering parent education to our international families, and providing tutoring and ESL summer school.

We work together to address the needs of all students at Kenrose. Data is analyzed and drives instruction. Our individualized student plans target interventions to meet student-specific needs and address areas of exception. Coaches and student support professionals work with teachers and students to maximize academic growth.

2. Using Assessment Results:

Kenrose uses a variety of assessment data in order to analyze and improve student and school performance. Assessments are used to systematically improve instruction and student learning while also informing parents, students, and community of students' academic achievement. Kenrose utilizes a variety of measures, including state standardized testing, universal screening, progress monitoring, benchmarking, teacher-created assessments including pre- and post-testing, and individualized assessments by school specialists.

All of the previously noted assessments are used to improve student and school performance. TCAP results from the previous year are utilized through analysis of overall performance, performance in sub-domains, and growth from year to year. These results are used by the state to rank our effectiveness as a school and to provide the community with a summary of our performance. As the school year begins, classroom teachers use the TCAP results to aid in student placement in instructional groups and placement in before school tutoring. STAR universal screening is completed three times per year and is used in the placement process for tiered intervention in reading and math. Students participating in tiered intervention are progress monitored every other week using STAR. Some of these students are also monitored with AIMSweb probes to assess their progress with very discrete skills. Progress monitoring results are provided to parents twice a quarter to inform them of their child's growth. The school's data team (administrator, reading/math/differentiation coaches, school counselor, and school psychologist) meets with each grade level once per month to review progress monitoring and make needed changes to the intervention if student growth is not adequate. Further use of STAR includes instructional planning reports and growth reports obtained between benchmark windows. STAR growth reports provide both individual growth percentiles for students and also overall growth scores for teachers. This data can then be used to group students with similar needs. Administration can utilize the information provided by the classroom growth percentile to determine overall teacher effectiveness and needs for professional development. Teachers with lower growth scores receive assistance from coaches in order to maximize their students' response to core instruction.

In addition to state testing, universal screening, and progress monitoring, Kenrose also utilizes curriculum-based assessments and individualized testing by specialists. Our teachers utilize pre- and post-testing and county-created quarterly benchmarking assessments in order to determine baseline skills and mastery of concepts in the curriculum. Skills not mastered are re-introduced, and students testing at very high levels of mastery are provided with enrichment opportunities. Data-driven planning provides an opportunity to enrich and maximize the growth of our high achieving students as well as those who struggle. Students can also participate in an individualized assessment administered by a specialist (reading, math, or differentiation coach or school psychologist) who can then provide additional information to guide instruction, intervention, or eligibility for supports. The utilization of student data at Kenrose to inform instruction and monitor progress is an essential component to our exceptionally high growth and achievement scores.

Student assessment has been a topic for "Cardinal Connection" parent information meetings.

3. Sharing Lessons Learned:

Kenrose administrators, coaches, and teachers are well known in the education community as they train and collaborate on school, district and state levels. On the state level, last year our principal was selected as a Common Core Coach to train administrators and continues to network through this position. A second grade teacher was also selected as a Common Core Coach. She trained teachers from several Tennessee counties on Common Core implementation and continues to provide professional development. Faculty members train student teachers as they prepare for careers in education, and Kenrose serves as an observation site for students from nearby universities. Many teachers share lessons learned as they participate in online courses.

Our school contributes throughout our district. Our principal attends monthly meetings where she shares successful strategies with other principals, including a recent Response to Intervention presentation. Both of our administrators presented during WCS New Teacher Orientation, sharing information on the state evaluation model and the culture of our county. Our coaches share and collaborate with other coaches. We welcome district coaches, teachers, and administrators into our school to observe best practices. Teachers serve on curriculum development teams, selecting textbooks and instructional materials and collaborating to create the Scope and Sequence and benchmark assessments. Kenrose welcomed the Williamson County Ambassadors, with whom we shared strategies for working with our diverse student population, closing the LEP achievement gap, and becoming a Reward School.

Administrators, faculty, and staff are focused on collaboration to ensure the success of all students. Grade level teams join in weekly GLC (Grade Level Collaboration) meetings where coaches, student support teachers, administrators, and classroom teachers work together to implement best practices as well as share strategies and resources. Monthly faculty meetings are conducive to strategizing and collaborating among all grade levels. Literacy and math coaches visit classrooms to observe and offer suggestions and support for instructional improvement. Last year, through funding and the support of our superintendent, we were able to add our second full-time ELL teacher and part time assistant to help us close our achievement gap. Our ELL teachers are crucial members of our collaborative team. The dedication and shared instructional goals of all members of our school staff have made our learning environment successful and have given us a sense of ownership in the process. We welcome proven new strategies for continued improvement.

4. Engaging Families and Community:

Kenrose sponsors numerous events to engage our community. Movement, body health, and mental wellness are promoted through activities, including Walk/Bike to School Day, Parents in P. E., Walk across Williamsons County, Fun Run, Run Club, and participation in the Music City Kids Marathon. Events, such as Walk across Williamson, allow schools to earn money for physical education equipment. "Play 60" partners Kenrose with the Tennessee Titans football team and the Williamson County Parks and Recreation Department in emphasizing the importance of an active lifestyle. Skate and Chik-fil-A Nights encourage family involvement and raise money for the PTO. The PTO annual fundraiser "Build the Nest" provides money for classroom resources, including technology, and culminates in our "Family Fun Night" celebration. Parents, the principal, and a teacher representative collaborate and provide leadership to the PTO through participation in the PTO Executive Board. Veteran's Day is celebrated with a school-wide assembly, during which we honor family veterans. Donation drives for Glenview Elementary School, Grace Works, and the Williamson County Animal Shelter support community needs. Parent relationships are fostered through events such as the Father-Daughter Dance, Mother-Son Night, Donuts for Dads, and Munchies for Moms. Family Math Night, Family Reading Night, and Book Fair Night promote academic skills and bridge math and reading practices between school and home. Community readers visit classes throughout the year, especially during Read Across America Week. Kenrose student artwork is featured at the Frist Museum in Nashville. Music programs connect the arts with general education curriculum. Kenrose celebrates its 26% diversity during International Week when families share information about their countries and cultures. International families and student artists decorate our "Hallways to the World," and International Week culminates with a huge celebration of the cultures of Kenrose through presentations, costumes, traditions, dances, games, and foods.

Cardinal Connections are informational programs sponsored by the PTO Counseling Committee help parents understand how they can support student achievement. Cardinal Connection topics have included understanding student assessment, Common Core, math teaching strategies, Kenrose's bully awareness program, on-line safety with community DARE police officers, and parenting tips. Activities help new families transition to Kenrose including the Boo Hoo Breakfast and Sneak-a-Peek for kindergarteners, new student/parent breakfasts, parent information nights for all grade levels, and new family tours. All events are communicated through the school's weekly on-line newsletter, the "Bird's Eye View," as well as through school-wide call-outs, emails, teacher newsletters, and websites.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Our curriculum is student-driven, relevant, and rigorous. Teachers use the Williamson County Scope and Sequence to drive instruction. Teachers utilize data from STAR reading and math assessments, county benchmarks, and formative assessments. The use of technology as an instructional tool is embedded in learning. Students in grades 3-5 have the opportunity to use BYOT (Bring Your Own Technology) to access online resources. Our school has iPad and laptop carts as well as a computer lab where students learn to type, create presentations, and use Google Docs and Microsoft Office. Each classroom has a SmartBoard, document camera, teacher laptop, student computers, and iPads. Technology is used to engage students and help deliver instruction. Kindergarten through second grade students have home and school access to Dreambox math software, and third through fifth grade students have home and school access to Wowzers math software. These programs are used for formative assessment and for differentiating the curriculum for all learners through technology.

Student-driven, curriculum-based learning is the philosophy of Kenrose teachers. Textbook adoptions such as Pearson enVision math and McGraw-Hill Wonders reading are resources teachers use as a foundation for teaching and learning. As a result of strong formative assessments, teachers utilize additional resources to enrich and/or remediate. Small group instruction occurs during math block, reading block, and/or RtI time. Teachers work closely with math, reading and differentiation coaches during GLC meetings to identify and modify resources for all types and levels of learners.

Common Core has been a focus at Kenrose for the past two years. Teachers identify, modify, and create resources for math tasks and evidence-based reading and writing and take part in school-based, county, and state professional development. Teacher leaders are trained in Common Core curriculum during the summer and share lessons learned during faculty meetings and professional development days throughout the year.

Our specials curriculum (art, music, library, life-skills, and physical education) is an integral part of each student's school experience. In addition to teaching their subject's standards from our county's Scope and Sequence, specials teachers analyze general education learning targets to integrate the curriculum and highlight the connections to their standards. Physical education teachers collaborate with a team of staff members, parents, and students to create and annually update our Coordinated School Health Plan. Our art teacher ensures that student work is continually displayed throughout the building. Our librarian ensures that in addition to library classes, all students have access to a wide variety of books, media, and online resources. Our life-skills teachers teach lessons, sponsor our character education program, and counsel individual students and parents. Our music teacher develops music appreciation and performance skills.

Teachers integrate science and social studies standards throughout the math and literacy curriculum. Science curriculum is hands-on, and standards are learned through experiences with county-purchased science kits. The primary grades receive Science and Social Studies Weekly teaching materials. Many of the Wonders reading resources are rich in nonfiction content which aligns well with science and social studies standards. Science and social studies curriculum is also supported by relevant outside presenters and field trips to support student learning. Presenters include government officials, authors, and others who make real-life curricular connections. Field trips include Nashville Science Center, JA BizTown for economics and community standards, and the Nashville historic walking tour.

Extracurricular learning provides students with unique experiences. All students can enroll in foreign language classes to learn Spanish or Mandarin Chinese at a beginner or intermediate level. Students in fourth and fifth grade may participate in choir to extend musical experiences and performance skills and art club to enhance artistic expression. Math tutoring is provided by experienced teachers and assistants to provide skill specific remediation or enrichment determined by STAR math assessment. Tutoring is data-driven to align with the curriculum and needs of each student.

Our summer Encore camps provide students with opportunities for enrichment. A wide array of student choices includes classes that extend our curriculum beyond the school year. High achieving fourth and fifth grade math and reading students have the opportunity to participate in a local Mini Mu mathematics competition and a school-wide spelling bee. Our students have placed highly and been very successful in both of these competitive activities.

2. Reading/English:

Explicit reading instruction is based upon the WCS Scope and Sequence taught within the 90-minute reading block. Our current textbook, McGraw Hill “Wonders,” provides foundation for instruction. The 90-minute block includes whole and small group instruction that is differentiated and skill-specific. Teachers incorporate technology, read-alouds, literacy centers, differentiated practice, partner reading, and read-to-self in their instruction. Foundational skills are taught by highly qualified teachers beginning in kindergarten. Students learn letter recognition, letter sounds, high frequency words, vocabulary and guided reading using decodable readers and then move into “just right” books. Phonemic Awareness (PA) is taught in K-2 using the Michael Heggerty program. PA is also reinforced with older students needing to solidify these skills. Phonics is taught at every grade level according to student needs. Fluency is taught through modeling, reader’s theater, choral reading, timed readings, leveled readers and direct instruction. Vocabulary is taught through the reading program and during integrated ELA writing/grammar. Comprehension is taught during whole group through shared and close reading, teacher think aloud, reader’s response (use of graphic organizers), and in small groups with leveled readers. Accountable talk is modeled and expected in all settings with attention paid to text evidence, prior learning, and social interaction. Kenrose has an extensive resource room with book studies, leveled books, teacher resources, and a well-utilized library. Literacy skills are reinforced through library classes for K-3, and book checkout is encouraged for all.

In order to provide the most appropriate differentiation, we utilize our county’s universal screener, Renaissance STAR Reading, along with classroom performance, reading specialist assessments and data team recommendations guide instructional groupings/decisions based upon the state and county RtI model. Screenings are given three times per year with bi-weekly progress monitoring of both high achieving and struggling students. Students identified for Tier 2 engage in 30 minutes of daily intervention to address areas of weakness, reinforcement, or enrichment. Skills taught mirror classroom objectives for continuity, but are leveled for appropriate rigor. These groups are small (3-5 students) or individual. Assistants and volunteers sometimes reinforce and enrich other students while the teacher works with groups. Coaches work with students needing Tier 3 intensive intervention during a separate time. Teachers participate in professional development and Grade Level Collaboration (GLC) meetings to refine their skills and determine the best strategies to achieve growth. Teachers also use a “walk to” approach to share students whose needs best align with another teacher’s group.

3. Mathematics:

Beginning in kindergarten, the mathematics program at Kenrose focuses on the development of critical thinking and problem solving strategies. Kenrose teachers use high-level tasks to develop divergent thinking and to foster children’s natural inclination to solve problems. Students need to be able to use mathematical reasoning and strategies, understand multiple solution paths, communicate thinking, and make connections to other problems. Instruction is a balance of conceptual development, skill building, and problem solving with an emphasis on developing mathematical thinking and vocabulary. Through the use of various manipulatives and technology such as tens frames, number lines, number bonds, base ten blocks, pattern blocks, and fraction tiles, students experience a hands-on approach to learning.

Technology is also a key component of the math curriculum. Teachers work hard to incorporate technology such as iPads, SmartBoards, and laptops to enhance lessons and student learning. Kenrose has a Bring Your Own Technology (BYOT) initiative in grades three through five. In addition, the district has purchased two online software programs that help students develop their mathematical skills. “DreamBox”, for students in kindergarten through second grade, is an adaptive learning program that is aligned with Common Core State

Standards and provides students with the foundations needed to achieve proficiency. “Wowzers”, for students in grades three through five, allows the teacher to customize learning paths for individual students so that students complete activities appropriate for their individual needs. Our math textbook series, Pearson enVision, also has an online component that allows access to materials from home.

Kenrose Elementary School incorporates a 60-minute math block in grades kindergarten through third grade and a 90-minute math block in grades four and five. Direct instruction is combined with discovery learning to provide instruction that is appropriate for each student’s mathematical maturity. The curriculum is supplemented with teacher-created differentiated centers and tasks. Students identify, analyze, and discuss essential mathematical concepts.

Through data-based flexible groupings, Kenrose provides differentiated instruction for students who are performing at all levels. Additional support is provided through RtI sessions in which students receive focused and strategic intervention or enrichment. In addition, math tutoring and math enrichment is available for students in grades three through five. Tutoring and enrichment is held three times a week before school to provide students with interventions to ensure that each student shows growth in addition to achievement.

4. Additional Curriculum Area:

Visual and Performing Arts

The vision of Kenrose Elementary School is to be a school known for happy and healthy students who excel in academics and the arts. We achieve our vision by partnering with our diverse community to provide a safe and nurturing learning environment where we are committed to educating, inspiring and empowering tomorrow’s leaders.

Kenrose students are immersed in a rich and diverse visual and performing arts environment. Teacher collaboration and integration of grade level curriculum with the arts is a significant component of the Kenrose culture.

Murals in the 5th grade hallway and library expose students to Tennessee geography as well as important features of the continents of the world. When the library mural was created, Kenrose students who had lived in different parts of the world were involved in selecting the images for the mural. As part of our visual arts program, our art teacher regularly incorporates the international flavor of our school. During International Week, all students have artwork on display that is related to our multiple cultures. Students from each grade level are selected annually to showcase their talent by displaying their creations at the Frist Center for the Visual Arts in Nashville. In addition to art class, students also participate in several different poster contests, art council, and art club, all coordinated by our art teacher.

Our performing arts program also includes music and physical education classes, as well as extracurricular choir and strings. Students perform in grade level music programs and choreographed dance, jump rope, and gymnastic routines. Students have the opportunity to perform in an annual talent show. Guest performances and demonstrations by the local middle school band and string ensemble expose students to a variety of musical instruments and styles. Students also attend and participate in International Day, which includes performances of traditional dance and music from a variety of cultures present at Kenrose. International parents and students set up artifacts and activities from these countries for students to experience as part of the celebration of cultural diversity.

Creativity is also fostered through a variety of classes in our summer Encore program and through our students’ participation in Destination Imagination, a team competition of creative and critical thinking and collaborative problem-solving. Students at Kenrose enjoy a wide variety of ways to express themselves, their creativity, and their talents.

5. Instructional Methods:

It is our goal to make the curriculum accessible to all learners and to ensure growth by all. To achieve this goal we focus on using best practice methods, including differentiated instruction. We set high expectations for success and involve our entire staff in accomplishing our goals.

In planning for instruction, we analyze data from DRA, STAR, AIMSweb, TCAP, teacher-made tests, and county benchmark testing to assess the needs of our students. Formal data review is conducted on a regular basis - monthly by grade level teams with the instructional coaches and school psychologist and quarterly with the same team including special education and administration.

Once instructional needs are identified, teachers decide the most effective ways to teach the curriculum outlined in the WCS Scope and Sequence. We view textbooks as a resource to teach the curriculum. Our teachers embrace inquiry-based teaching and serve as facilitators, leading students to their own learning experience. Instructional methods are evaluated based upon components of the evaluation rubric – standards/objectives, motivating students, presenting instructional content, lesson structure and pacing, activities and materials, questioning, academic feedback, grouping students, teacher content knowledge, teacher knowledge of students, thinking, and problem solving. Pre-assessment is used to create differentiated opportunities for students, often in centers or small groups. Teachers compact curriculum and utilize above-grade level materials for students who have mastered grade-level content. Based upon students' educational needs, interests and learning styles, teachers plan instruction that is differentiated in content, process, and/or product. A significant portion of our differentiation is technology-based. Every classroom has a Smartboard, ELMO, iPad(s), and student computers. There are laptop carts and iPad carts available for checkout through our computer lab. Teachers utilize software programs, such as Wowers, Dreambox, and iPad apps.

In addition to the technology available at Kenrose, students in grades 3-5 have MyPlace Gmail accounts and are encouraged to bring their own technology to school. Teachers are able to communicate readily with students using Gmail, SharePoint pages, Google Docs, and Edmodo. This allows teachers to give students prompt and personal feedback on assignments.

While the teachers and support team at Kenrose provide the core of our instruction, we also include parents and community members as part of our instructional team. Parents are encouraged to visit and volunteer in classrooms. Teachers communicate with parents weekly through newsletters and SharePoint pages, keeping parents informed of ways they can support their child's learning at home.

6. Professional Development:

Professional development is embedded throughout the year to support the needs of teachers and students. We have opportunities to meet with experts, attend local and state conferences, participate in hands-on workshops, and learn from our colleagues. Because professional development is most effective when sustained throughout the school year, we include follow-up trainings to reflect upon what we learn.

Each year, teachers create their own "Professional Growth Plan", which allows them to pinpoint and plan future professional development based upon school goals and individual need. Growth plans are discussed during evaluation conversations with administration. Growth plan actions may include attending workshops, doing research, observing another teacher, or involving a coach to co-teach or model a lesson.

Recently teachers chose from a variety of teacher-led technology presentations that focused on enhancing staff capacity to increase student engagement and achievement. The ability to choose allowed teachers to avoid repeated content and motivated them to try new strategies. Teachers learned about Wixie, Google Docs, apps for iPads, or "Board Builder" as an alternative for student presentations. We have contracted consultants like Marrie Lassater to train us on math strategies. We send teacher delegates to conferences on topics like differentiation and Singapore Math so they can share lessons learned with our teachers. Many of our teachers have presented at the Middle Tennessee Math Teachers conference. Teachers lead book studies

that ignite collaborative conversations and encourage use of best practice strategies. Our TNCore math coach teacher leads workshops about identifying and writing high-level math tasks, and how to incorporate the eight mathematical practices into daily learning. Our focus on math-related professional development has resulted in increased math achievement. Our ESL teachers work closely with classroom teachers to share best-practice strategies for increasing the achievement of our LEP subpopulation of students. We believe this intentional collaboration led to our significant gap closure in 2013.

Data regarding student growth and achievement drives our professional development, and is the focus of strategic planning. Our math, literacy, and differentiation coaches, along with administrators and our school psychologist, participate with grade level teachers in data analysis.

Vertical teams, with members from each grade level, examine common subject area themes from kindergarten through 5th grade. We meet, discuss, share, and analyze continually and with purpose. Collaboration, discussion, and data analysis foster a culture of professional lifelong learners in our school.

7. School Leadership

At Kenrose Elementary School, we embrace a collective and shared leadership philosophy. Administration, faculty, students, and parents are committed to working together to create an environment focused on student achievement and growth.

Administration collaborates with teachers, clearly defining expectations related to professionalism, instruction, classroom environment, and planning. In addition, feedback from teachers is sought and welcomed. Administration seeks teachers' input on decisions affecting curriculum and instruction, and ensures teachers have relevant materials and technology to assist with student achievement goals. Communication is consistently delivered in "The Flight Plan," a weekly message from the principal highlighting important goals, expectations, and events.

Teachers play a vital role in the leadership philosophy at Kenrose. Teachers serve on vertical teams focused on curriculum areas, environment, and/or positive behavior support. Faculty members attend weekly grade level collaboration meetings, where student data is analyzed and effective teaching strategies are discussed. Math, reading and differentiation coaches provide valuable knowledge and assistance to teachers regarding RtI groups and planning.

The mentor program allows veteran teachers to offer support and encouragement to brand new and new-to-Kenrose teachers. This ensures that every teacher is comfortable with their roles at Kenrose, and creates an environment for shared ideas.

The Kenrose Leadership Team, KLT, is a team of teachers spanning all grade levels and curriculum areas. This team meets to plan and guide decision-making, focused on student growth and achievement. The collaborative spirit of the KLT team ensures that decisions benefit all stakeholders at Kenrose.

The unique environment at Kenrose also fosters leadership among our students. Our students are encouraged to assume leadership positions. Fourth and fifth grade students prepare speeches and are elected by classmates to represent each classroom on Student Council. Student council representatives are responsible for voicing student ideas and distributing pertinent information to all students. Additionally, these student leaders act as ambassadors of Kenrose, welcoming new students and guests to our school. Our bus safety and car safety programs also provide opportunities for student leadership.

Led by the Kenrose PTO, our school offers a variety of programs to encourage the involvement of parents in the continued growth of students. The PTO is very active and collaborates extremely well with teachers and administration to support student learning in our school.

Our "Kenrose Family" believes that when we all take an active role in the Kenrose community and step up to leadership, students will be successful and reach their goals.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TCAP

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	95	91	88	92	99
% Advanced	57	64	41	50	88
Number of students tested	131	151	113	133	128
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	10	0	0
% of students tested with alternative assessment	2	1	9	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	92	92	93	84	96
% Advanced	46	84	43	42	92
Number of students tested	24	25	14	19	26
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	90	87	94	100
% Advanced	61	62	42	53	89
Number of students tested	101	115	91	110	97
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Please note that the impact of re-norming TCAP was reflected in the 2009-10 TCAP results.

The purpose of the MAAS (Modified Academic Achievement Standards) is to provide a more appropriate means of measuring the skills of a student whose disability interferes with performance on large scale assessments. During the 2010-11 school year, Kenrose had an unusually high number of 3rd grade students with disabilities who qualified to take the TCAP MAAS assessment. At the beginning of that academic year the guidelines indicated that students could take the MAAS in a specific subject, and we made testing decisions for students with IEPs based upon this information. Our district was informed by the State Department of Education in the spring, close to TCAP, that there was a change, and students who took the MAAS in one subject had to take it in all subjects. This change increased our numbers of students taking the MAAS in certain subjects; for example, a student whose IEP indicated the MAAS in math had to take the MAAS in Reading/ELA as well. Although 9% of tested 3rd grade students at Kenrose took the MAAS in 2010-11, as a county we did not exceed 2%, the limit under Tennessee's accountability rules. As this cohort of IEP students continued through 4th and 5th grade at Kenrose, we continued to reduce the number of students who took the MAAS each year. In 4th grade, the percentage in this cohort taking the MAAS was 6% and in 5th grade the percentage taking the MAAS was 4%. As a county, we did not exceed the 2% district limit either of these years. During the 2013-14 school year, Kenrose students with disabilities who qualify to take the TCAP MAAS assessment are as follows: one 3rd grade student (0.7%); two fourth grade students (1.6%); and two fifth grade students (1.2%).

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Pearson

Test: TCAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	87	81	81	70	99
% Advanced	58	35	46	31	86
Number of students tested	149	111	149	135	132
Percent of total students tested	100	100	100	100	98
Number of students tested with alternative assessment	2	7	0	2	0
% of students tested with alternative assessment	1	6	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	95	83	90	88	100
% Advanced	76	58	60	44	86
Number of students tested	21	12	20	25	14
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	86	84	81	67	99
% Advanced	55	35	45	29	86
Number of students tested	116	91	121	106	108
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Please note that the impact of re-norming TCAP was reflected in the 2009-10 TCAP results.

The purpose of the MAAS (Modified Academic Achievement Standards) is to provide a more appropriate means of measuring the skills of a student whose disability interferes with performance on large scale assessments. During the 2010-11 school year, Kenrose had an unusually high number of 3rd grade students with disabilities who qualified to take the TCAP MAAS assessment. At the beginning of that academic year the guidelines indicated that students could take the MAAS in a specific subject, and we made testing decisions for students with IEPs based upon this information. Our district was informed by the State Department of Education in the spring, close to TCAP, that there was a change, and students who took the MAAS in one subject had to take it in all subjects. This change increased our numbers of students taking the MAAS in certain subjects; for example, a student whose IEP indicated the MAAS in math had to take the MAAS in Reading/ELA as well. Although 9% of tested 3rd grade students at Kenrose took the MAAS in 2010-11, as a county we did not exceed 2%, the limit under Tennessee’s accountability rules. As this cohort of IEP students continued through 4th and 5th grade at Kenrose, we continued to reduce the number of students who took the MAAS each year. In 4th grade, the percentage in this cohort taking the MAAS was 6% and in 5th grade the percentage taking the MAAS was 4%. As a county, we did not exceed the 2% district limit either of these years. During the 2013-14 school year, Kenrose students with disabilities who qualify to take the TCAP MAAS assessment are as follows: one 3rd grade student (0.7%); two fourth grade students (1.6%); and two fifth grade students (1.2%).

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Pearson

Test: TCAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	91	83	80	61	100
% Advanced	42	58	41	32	90
Number of students tested	126	157	143	145	144
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	5	1	2	1	0
% of students tested with alternative assessment	4	1	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	89	89	90	81	100
% Advanced	33	78	58	56	95
Number of students tested	18	27	31	16	21
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	91	84	78	60	100
% Advanced	44	56	37	30	89
Number of students tested	96	120	107	117	119
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Please note that the impact of re-norming TCAP was reflected in the 2009-10 TCAP results.

The purpose of the MAAS (Modified Academic Achievement Standards) is to provide a more appropriate means of measuring the skills of a student whose disability interferes with performance on large scale assessments. During the 2010-11 school year, Kenrose had an unusually high number of 3rd grade students with disabilities who qualified to take the TCAP MAAS assessment. At the beginning of that academic year the guidelines indicated that students could take the MAAS in a specific subject, and we made testing decisions for students with IEPs based upon this information. Our district was informed by the State Department of Education in the spring, close to TCAP, that there was a change, and students who took the MAAS in one subject had to take it in all subjects. This change increased our numbers of students taking the MAAS in certain subjects; for example, a student whose IEP indicated the MAAS in math had to take the MAAS in Reading/ELA as well. Although 9% of tested 3rd grade students at Kenrose took the MAAS in 2010-11, as a county we did not exceed 2%, the limit under Tennessee’s accountability rules. As this cohort of IEP students continued through 4th and 5th grade at Kenrose, we continued to reduce the number of students who took the MAAS each year. In 4th grade, the percentage in this cohort taking the MAAS was 6% and in 5th grade the percentage taking the MAAS was 4%. As a county, we did not exceed the 2% district limit either of these years. During the 2013-14 school year, Kenrose students with disabilities who qualify to take the TCAP MAAS assessment are as follows: one 3rd grade student (0.7%); two fourth grade students (1.6%); and two fifth grade students (1.2%).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Pearson

Test: TCAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	88	84	80	82	99
% Advanced	45	39	42	39	87
Number of students tested	129	146	110	132	127
Percent of total students tested	99	97	97	99	99
Number of students tested with alternative assessment	2	1	10	0	0
% of students tested with alternative assessment	2	1	9	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	82	85	83	72	96
% Advanced	23	50	42	33	88
Number of students tested	22	20	12	18	25
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	91	84	81	84	100
% Advanced	50	37	43	39	89
Number of students tested	101	115	90	110	97
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Please note that the impact of re-norming TCAP was reflected in the 2009-10 TCAP results.

The purpose of the MAAS (Modified Academic Achievement Standards) is to provide a more appropriate means of measuring the skills of a student whose disability interferes with performance on large scale assessments. During the 2010-11 school year, Kenrose had an unusually high number of 3rd grade students with disabilities who qualified to take the TCAP MAAS assessment. At the beginning of that academic year the guidelines indicated that students could take the MAAS in a specific subject, and we made testing decisions for students with IEPs based upon this information. Our district was informed by the State Department of Education in the spring, close to TCAP, that there was a change, and students who took the MAAS in one subject had to take it in all subjects. This change increased our numbers of students taking the MAAS in certain subjects; for example, a student whose IEP indicated the MAAS in math had to take the MAAS in Reading/ELA as well. Although 9% of tested 3rd grade students at Kenrose took the MAAS in 2010-11, as a county we did not exceed 2%, the limit under Tennessee’s accountability rules. As this cohort of IEP students continued through 4th and 5th grade at Kenrose, we continued to reduce the number of students who took the MAAS each year. In 4th grade, the percentage in this cohort taking the MAAS was 6% and in 5th grade the percentage taking the MAAS was 4%. Our county did not exceed the 2% limit in 2011-12. Although Kenrose reduced our percentage of this cohort of students taking the MAAS in 2012-13 to 4%, our county exceeded the limit that year in 5th grade Reading/ELA by 0.7%. During the 2013-14 school year, Kenrose students with disabilities who qualify to take the TCAP MAAS assessment are as follows: one 3rd grade student (0.7%); two fourth grade students (1.6%); and two fifth grade students (1.2%).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson

Test: TCAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	86	90	88	77	99
% Advanced	54	41	40	35	75
Number of students tested	146	110	145	134	132
Percent of total students tested	98	99	97	99	98
Number of students tested with alternative assessment	2	7	0	2	0
% of students tested with alternative assessment	1	6	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	84	91	77	79	100
% Advanced	74	27	29	46	64
Number of students tested	19	11	17	24	14
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	88	90	89	76	99
% Advanced	50	42	41	34	76
Number of students tested	115	91	120	106	108
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Please note that the impact of re-norming TCAP was reflected in the 2009-10 TCAP results.

The purpose of the MAAS (Modified Academic Achievement Standards) is to provide a more appropriate means of measuring the skills of a student whose disability interferes with performance on large scale assessments. During the 2010-11 school year, Kenrose had an unusually high number of 3rd grade students with disabilities who qualified to take the TCAP MAAS assessment. At the beginning of that academic year the guidelines indicated that students could take the MAAS in a specific subject, and we made testing decisions for students with IEPs based upon this information. Our district was informed by the State Department of Education in the spring, close to TCAP, that there was a change, and students who took the MAAS in one subject had to take it in all subjects. This change increased our numbers of students taking the MAAS in certain subjects; for example, a student whose IEP indicated the MAAS in math had to take the MAAS in Reading/ELA as well. Although 9% of tested 3rd grade students at Kenrose took the MAAS in 2010-11, as a county we did not exceed 2%, the limit under Tennessee’s accountability rules. As this cohort of IEP students continued through 4th and 5th grade at Kenrose, we continued to reduce the number of students who took the MAAS each year. In 4th grade, the percentage in this cohort taking the MAAS was 6% and in 5th grade the percentage taking the MAAS was 4%. Our county did not exceed the 2% limit in 2011-12. Although Kenrose reduced our percentage of this cohort of students taking the MAAS in 2012-13 to 4%, our county exceeded the limit that year in 5th grade Reading/ELA by 0.7%. During the 2013-14 school year, Kenrose students with disabilities who qualify to take the TCAP MAAS assessment are as follows: one 3rd grade student (0.7%); two fourth grade students (1.6%); and two fifth grade students (1.2%).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Pearson

Test: TCAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	92	92	89	82	99
% Advanced	29	46	31	22	80
Number of students tested	124	157	141	143	144
Percent of total students tested	98	100	99	99	100
Number of students tested with alternative assessment	5	1	2	1	0
% of students tested with alternative assessment	4	1	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	77	82	90	73	95
% Advanced	47	44	38	33	86
Number of students tested	17	27	29	15	21
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	94	95	90	82	100
% Advanced	26	48	30	22	80
Number of students tested	95	120	107	116	119
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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