



DISTRICT 180 SCHOOL IMPROVEMENT GRANT (1003g)

SCHOOL QUARTERLY AND ANNUAL REPORTS 2011-2014 Tier I and II Schools

School Name:	
Fairdale High School	
Intervention Model:	School's Tier Status:
Turnaround Model	Tier I

Reporting Dates (e.g., 10-03-11):

2011-2012				2012-2013				2013-2014			
Oct.	Dec	Mar.	June	Oct.	Dec	Mar.	June	Oct.	Dec	Mar.	June
10-28-11*	1-10-2012										

*All data is reported through the 6 week mark unless otherwise noted.

Non-Cognitive Data

Attendance [Report in Percentages]

	Baseline	2011-2012				2012-2013				2013-2014			
	June 2011	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
6th grade													
7 th grade													
8th grade													
9th grade	91.2	94.2	93.0										
10th grade	90.4	92.9	90.4										
11th grade	91.3	93.7	93.4										
12th grade	90.3	91.6	90.5										
Total School	90.8	93.2	91.9										
Teacher Attendance %	95.0	96.1	94.9										

Retention Rate [Report in Percentages]

	Baseline June 2011	June 2012	June 2013	June 2014
Grade 6				
Grade 7				
Grade 8				

Graduation Rate [Report in Percentages]	Baseline June 2010	Baseline June 2011	June 2012	June 2013	June 2014
		62.11			

Dropout Rate [Report in Percentages]*	Baseline June 2011	June 2012	June 2013	June 2014
		3.9		

*Dropout calculated by number of W23, W24, and W25 divided by second month school membership. This percent is only an estimate; it does not reflect KDE accountability rules (i.e. 30 days membership at this school).

Behavior Interventions (Beyond Universal)

	Baseline June 2011	2011-2012				Additional Comments about the increase or decrease of special education students' referrals: The program we would like to monitor is our recently implemented S.O.S (Student Opportunity for Success) program.
		% of students served		% of students progressing to a less intensive tiered intervention		
		Dec./Jan	June	Dec./Jan	June	
Grade 6						
Grade 7						
Grade 8						
Grade 9	93.7%	12.4%			Additional Comments about the increase or decrease of African American students' referrals: The S.O.S program has tremendously decreased our suspensions. The focus is on Behavior Modification using the <i>7 Habits of Highly Effective Teens</i> .	
Grade 10	91.8%	8.5%				
Grade 11	90.9%	6.6%				
Grade 12	100.0%	4.6%				

	Baseline June 2012	2012-2013				Additional Comments about the increase or decrease of special education students' referrals: Additional Comments about the increase or decrease of African American students' referrals:
		% of students served		% of students progressing to a less intensive tiered intervention		
		Dec./Jan	June	Dec./Jan	June	
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

Behavior Interventions (Beyond Universal)

	Baseline June 2013	2013-2014				Additional Comments about the increase or decrease of special education students' referrals:
		% of students served		% of students progressing to a less intensive tiered intervention		
		Dec./Jan	June	Dec./Jan	June	
Grade 6						
Grade 7						
Grade 8						Additional Comments about the increase or decrease of African American students' referrals:
Grade 9						
Grade 10						
Grade 11						
Grade 12						

Additional Comments Concerning Non-Cognitive Data:

We have implemented a program to address the students who want to drop out. We have currently identified 6 students to participate. We have organized an attendance committee that meets monthly. We recognize students with perfect attendance weekly.

Academic/Cognitive Data

KPREP Core Content Test [Proficient/Distinguished Results in Percentages]

	Baseline 2010-2011	2011-2012	2012-2013	2013-2014
Reading Grade 6				
Reading Grade 7				
Reading Grade 8				
English II	58.62 (KCCT RD)			
Mathematics Grade 6				
Mathematics Grade 7				
Mathematics Grade 8				
Algebra II	48.21 (KCCT MA)			
Science Grade 7				
Biology	27.69 (KCCT SC)			
Social Studies Grade 8				
US History	41.03 (KCCT SS)			
On-Demand Writing Grade 8				
On-Demand Writing Grade 10 & 11	42.40 (KCCT ODW)			

Reading Interventions

	Baseline June 2011	2011-2012								Additional Comments about the increase or decrease of special education students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6										The reading interventions that we are measuring are tier 2 interventions through after school and Saturday Success Academy programs. PLCs are using intentional data collection and review to refer students to appropriate interventions.
Grade 7										
Grade 8										
Grade 9	93.7%	30 %	28%							
Grade 10	91.8%	35%	23%							
Grade 11	67.9%	2%	2%							
Grade 12	56.1%	4%	0%							

	Baseline June 2011	2012-2013								Additional Comments about the increase or decrease of special education students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6										Additional Comments about the increase or decrease of African American students' referrals:
Grade 7										
Grade 8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										

	Baseline June 2011	2013-2014								Additional Comments about the increase or decrease of special education students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6										Additional Comments about the increase or decrease of African American students' referrals:
Grade 7										
Grade 8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										

Math Interventions

KDE: ONGSD: DT: JBL 07072011

	Baseline June 2011	2011-2012								Additional Comments about the increase or decrease of special education students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6										The math interventions that we are measuring are tier 2 interventions through after school and Saturday Success Academy programs. . PLCs are using intentional data collection and review to refer students to appropriate interventions. Additional Comments about the increase or decrease of African American students' referrals: The math interventions that we are measuring are tier 2 interventions through after school and Saturday Success Academy programs. . PLCs are using intentional data collection and review to refer students to appropriate interventions.
Grade 7										
Grade 8										
Grade 9	93.7%	30%	51%							
Grade 10	91.8%	20%	30%							
Grade 11	90.9%	23%	32%							
Grade 12	9.5%	13%	18%							

	Baseline June 2011	2012-2013								Additional Comments about the increase or decrease of special education students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6										Additional Comments about the increase or decrease of African American students' referrals:
Grade 7										
Grade 8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										

	Baseline June 2011	2013-2014								Additional Comments about the increase or decrease of special education students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6										Additional Comments about the increase or decrease of African American students' referrals:
Grade 7										
Grade 8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										

Explore and Plan [Report in Percentages]

	Baseline Fall 2010	Fall 2011*	Fall 2012	Fall 2013
Plan <i>[% Below Benchmark]</i>	95.5	95.3		
# students	269	257		
English	65.4	64.2		
Math	94.8	89.9		
Reading	85.1	81.3		

*Plan data will be included in December Quarterly Report.

Interventions for Explore and/or Plan [Report in Percentages]

Percent of students receiving support as a result of Explore or Plan scores.	Describe interventions and/or supports	Data to show results for the interventions and/or supports	Comments
100% of 10 th Graders receive additional support	Based off of individual scores on the student PLAN report summary, advisory teachers will customize interventions based on student need.	All sophomore students that took the PLAN test in the fall of 2011 will participate in interventions and additional one-on-one support during the Advisory Period.	

Ninth Grade Course Failures [Report in Percentages]

	Baseline	2011-2012				2012-2013				2013-2014			
	June 2011	Oct.*	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
English Language Arts	0	9	0										
	7	6	7										
	7	15	7										
Mathematics	0	0	0										
	22	31	15										
	0	31	15										
Science	0	0	0										
	7	13	11										
	7	13	11										
Social Studies	0	0	0										
	8	9	6										
	8	9	6										

*October report is based on 6 weeks progress reports since trimester/semester not completed as of report deadline. Reported as % "I" (top row), % "U" (middle row), and % Total "U" & "I" (bottom row).

College Readiness [Report in Percentages]

	Baseline Spring 2011	Spring 2012*	Spring 2013	Spring 2014
ACT % Below CPE Benchmarks	82.0	87.0		
# students	205	177		
English	68.3	72.9		
Math	76.1	73.4		
Reading	68.8	72.3		
% Seniors with Interventions	100	100%		
% Seniors with Interventions Passing College Placement Exams	1.2	Available upon receiving COMPASS results		

*Reports 12th graders 2011-2012 (ACT score from March 2011) – these numbers will be updated in the March and June reports.

Career Readiness* [Report in Percentages]

	Baseline Fall 2010	Fall 2011	Fall 2012	Fall 2013
Career Ready	0.0	9		

*Work Keys or any industry recognized certificates that a school might use (e.g., CISCO, Microsoft).

Content Focus – English Language Arts/Literacy

SIG ANNUAL SMART GOAL FOR <u>ALL</u> STUDENTS (Report of Progress on SMART Goals listed in SIG Application)	Goal: I. Reduce the percentage of students not “proficient” or “distinguished” by at least 10% annually. II. Progress towards meeting our 2015 college and career readiness percentage goal for our graduates.
	Person Responsible: English Department Chair

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
	Actual	Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
9 th CASCADE	68.3	62.7			66.5			69.8		
10 th EOC ENGLISH II	58.6 (KCCT)	62.7			66.5			69.8		
11 th ACT READING	27.7	37			45			53		
12 th RD COMPASS (ACT + COMPASS)	1.4 (32.6)	40			48			57		

If goal was not met, what additionally will the district be doing to assist the school in reaching goals? Goals based on 2010 scores. We will be setting goals in PLC groups that are lower than the 2010 scores due to a new testing system.

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***						
Name of Assessment::		Baseline June 2011	2011-2012			
			Oct.	Dec.	Mar.	June
9 th	% Proficient or above	CASCADE 68.3	CASCADE 54.8			
	% Novice	CASCADE 5.3	CASCADE 22.8			
10 th	% Proficient or above	KCCT 58.6	% CR PLAN: EN – 35.8 RD – 18.7	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 10.4 % NONE: 89.6		
	% Novice	KCCT 4.0				
11 th	% College Ready	ACT(MAR) 25.8	COMP(D) 85+ 15.3	% ACT RD 20+: 3.7 % COMP (JCPS P) 85+: 3.3 % COMP (D) 85+: 14.1 % NONE: 78.8		
12 th	% College Ready	ACT 32.6	COMP(D) 85+ 24.7	% ACT RD 20+: 28.9 % COMP (JCPS P) 85+: 0.5 % COMP (D) 85+: 13.9 % NONE: 56.7		

***See Appendix for details on quarterly measures.

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***					
Name of Assessment::		2012-2013			
		Oct.	Dec.	Mar.	June
9 th	% Proficient or above				
	% Novice				
10 th	% Proficient or above				
	% Novice				

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***					
Name of		2012-2013			
		Oct.	Dec.	Mar.	June
11th	% College Ready				
12th	% College Ready				

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***					
Name of Assessment::		2013-2014			
		Oct.	Dec.	Mar.	June
9th	% Proficient or above				
	% Novice				
10th	% Proficient or above				
	% Novice				
11th	% College Ready				
12th	% College Ready				

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)***						
		Baseline June 2011	2011-2012			
			Oct.	Dec.	Mar.	June
African-American	9	CASCADE 42.8	CASCADE 40.8			
	10	KCCT 40.3	% CR PLAN EN –13.0 RD – 6.5	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 2.0 % NONE: 98.0		
	11	ACT(MAR) 17.1	COMP(D) 85+ 5.5	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 10.9 % NONE: 89.1		
	12	COMP/ACT 0.0/13.3	COMP(D) 85+ 8.3	% ACT RD 20+: 19.4 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 8.3 % NONE: 72.2		
Free/Reduced Lunch	9	CASCADE 65.3	CASCADE 50.5			
	10	KCCT 53.6	% CR PLAN EN – 33.3 RD – 14.4	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 8.6 % NONE: 91.4		
	11	ACT(MAR) 24.3	COMP(D) 85+ 13.3	% ACT RD 20+: 1.7 % COMP (JCPS P) 85+: 3.5 % COMP (D) 85+: 14.0 % NONE: 80.8		
	12	COMP/ACT 5.0/25.7	COMP(D) 85+ 21.2	% ACT RD 20+: 25.8 % COMP (JCPS P) 85+: 0.8 % COMP (D) 85+: 11.4 % NONE: 62.1		
Students with Disabilities	9	CASCADE 44.8	CASCADE 27.8			
	10	KCCT 22.2	% CR PLAN EN – 29.6 RD – 11.1	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 8.0 % NONE: 92.0		
	11	ACT(MAR) 4.8	COMP(D) 85+	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0		

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)***

		Baseline June 2011	2011-2012			
			Oct.	Dec.	Mar.	June
			0.0	% COMP (D) 85+: 3.3 % NONE: 96.7		
	12	COMP/ACT 0.0/0.0	COMP(D) 85+ 6.9	% ACT RD 20+: 3.4 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 3.4 % NONE: 93.1		

*% ACT RD 20+ = % of students that have scored a 20 or higher on the RD section of the ACT:
 % COMP (JCPS P) 85+ = % of students that have scored an 85 or higher on the JCPS administered COMPASS Placement test:
 % COMP (D) 85+ = % of students that scored an average (2 sections) of an 85 or higher on the COMPASS Diagnostic test*

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)***

		2012-2013			
		Oct.	Dec.	Mar.	June
African-American	9				
	10				
	11				
	12				
Free/Reduced Lunch	9				
	10				
	11				
	12				

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)***					
		2012-2013			
		Oct.	Dec.	Mar.	June
Students with Disabilities	9				
	10				
	11				
	12				

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)***					
		2013-2014			
		Oct.	Dec.	Mar.	June
African-American	9				
	10				
	11				
	12				
Free/Reduced Lunch	9				
	10				
	11				
	12				

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)***					
		2013-2014			
		Oct.	Dec.	Mar.	June
Students with Disabilities	9				
	10				
	11				
	12				

Content Focus – Mathematics

SIG ANNUAL SMART GOAL FOR ALL STUDENTS (Report of Progress on SMART Goals listed in SIG Application)	Goal: I. Reduce the percentage of students not “proficient” or “distinguished” by at least 10% annually. II. Progress towards meeting our 2015 college and career readiness percentage goal for our graduates.
	Person Responsible: Math Department Chair

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
	Actual	Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
9 th CASCADE	53.9	53.4			58.0			62.2		
10 th Plan Math	6.4	17			29			41		
11 th EOC Algebra II	48.2 (KCCT)	53.4			58.0			62.2		
12 th MA COMPASS (ACT + COMPASS)	1.0 (24.9)	34			43			53		

If goal was not met, what additionally will the district be doing to assist the school in reaching goals?

SIG BENCHMARK DATA FOR ALL STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***

Name of Assessment::		Baseline June 2011	2011-2012			
			Oct.	Dec.	Mar.	June
9 th	% Proficient or above	CASCADE 53.9	CASCADE 49.5	CASCADE 55.4		
	% Novice	CASCADE 16.2	CASCADE 14.3	CASCADE 15.2		
10 th	% College Ready	PLAN 6.4	% CR PLAN: 10.1	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 1.5 % NONE: 98.5		
11 th	% Proficient or above	KCCT 48.2	COMP(D) 50+ 0.8	% ACT MA 19+: 5.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 3.7 % NONE: 91.3		
	% Novice	KCCT 17.0				
12 th	% College Ready	ACT 24.9	COMP(D) 50+ 4.1	% ACT MA 19+: 28.4 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 1.5 % NONE: 70.1		

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***					
Name of Assessment::		2012-2013			
		Oct.	Dec.	Mar.	June
9th	% Proficient or above				
	% Novice				
10th	% College Ready				
11th	% Proficient or above				
	% Novice				
12th	% College Ready				

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***					
Name of Assessment::		2013-2014			
		Oct.	Dec.	Mar.	June
9th	% Proficient or above				
	% Novice				
10th	% College Ready				
11th	% Proficient or above				

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***					
Name of Assessment::		2013-2014			
		Oct.	Dec.	Mar.	June
	% Novice				
12 th	% College Ready				

***See Appendix for details on quarterly measures.

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)						
		Baseline June 2011	2011-2012			
			Oct.	Dec.	Mar.	June
African-American	9	CASCADE 26.7	CASCADE 40.9	CASCADE 38.5		
	10	PLAN 2.1	% CR PLAN 2.2	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 100		
	11	KCCT 18.4	COMP(D) 50+ 0.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 1.8 % NONE: 98.2		
	12	COMP/ACT 4.8/4.4	COMP(D) 50+ 0.0	% ACT MA 19+: 13.9 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 86.1		
Free/Reduced Lunch	9	CASCADE 51.8	CASCADE 47.1	CASCADE 54.9		
	10	PLAN 6.0	% CR PLAN 10.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 1.0 % NONE: 99.0		

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)						
		Baseline June 2011	2011-2012			
			Oct.	Dec.	Mar.	June
	11	KCCT 46.7	COMP(D) 50+ 1.2	% ACT MA 19+: 4.1 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 2.9 % NONE: 93.0		
	12	COMP/ACT 3.3/21.1	COMP(D) 50+ 4.5	% ACT MA 19+: 27.3 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 2.3 % NONE: 70.5		
Students with Disabilities	9	CASCADE 30.0	CASCADE 22.2	CASCADE 11.1		
	10	PLAN 0.0	% CR PLAN 3.7	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 100		
	11	KCCT 13.0	COMP(D) 50+ 0.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 3.3 % NONE: 96.7		
	12	COMP/ACT 0.0/0.0	COMP(D) 50+ 0.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 100		

% ACT MA 19+ = % of students that have scored a 19 or higher on the MA section of the ACT:

% COMP (JCPS P) 36+ = % of students that have scored a 36 or higher on the JCPS administered COMPASS Placement test:

% COMP (D) 50+ = % of students that scored an average (4 sections) of an 50 or higher on the COMPASS Diagnostic test

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)					
		2012-2013			
		Oct.	Dec.	Mar.	June
African- American	9				
	10				

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)					
		2012-2013			
		Oct.	Dec.	Mar.	June
	11				
	12				
Free/Reduced Lunch	9				
	10				
	11				
	12				
Students with Disabilities	9				
	10				
	11				
	12				

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)					
		2013-2014			
		Oct.	Dec.	Mar.	June
African-American	9				
	10				
	11				
	12				
Free/Reduced Lunch	9				
	10				
	11				
	12				
Students with Disabilities	9				
	10				
	11				
	12				

Additional SMART Goals

(May duplicate as necessary)

OTHER SIG SMART GOALS (Report of Progress on any and all other SMART Goals listed in SIG Application)	Goal:
	PROGRESS TOWARD GOAL (NARRATIVE):
	SUPPORTING EVIDENCE (name of assessment):

Data Summary Questions

Data Summary for October 2011

- What does the data tell us?
For the 2010 testing year, we increased 18.37% P/D in reading and 22.25% P/D in Math. We have two gap areas: Special Education and African American students.
- What does the data not tell us?
Impact of data within our new accountability system nor the impact of COMPASS on student College and Career Readiness standards.
- What are causes for celebration?
The gains made within the 2010 school year due to the interventions that were put in place within the English and Math classes last year. This provides us with positive data that what we did with school-wide interventions were effective.

4. What are the opportunities for improvement?

We still need to be more intentional in closing the gaps, increase the number of students that attend interventions and ensure mastery of skills by all students.

5. What are our next steps?

Continue work with school-wide implementation of PLC's which will address gap groups within an intervention framework. We need to explore a school-wide intervention opportunity within the school day. Intentional focus on assessment and full implementation of KCAS in all content areas.

Data Summary for December 2011

1. What does the data tell us?

We have had success with standard recovery in core content areas through Saturday Success Academy and Period 6 interventions. The percentage of students served through interventions has increased, and Project Proficiency data indicates interventions are successful. SOS data indicates that students served for behavior interventions decreased, suspensions have decreased, and most students only visit the program a single time. There are very few repeat participants in SOS.

2. What does the data not tell us?

Data does not include all students served for academic interventions. Many teachers conduct after school and in class interventions, but because their number of students per session is not adequate for reporting for extra service, we do not have rosters of participants at this level. While we have total number of students served, we do not have an exact count of how many students are receiving duplicate academic interventions in the content areas.

3. What are causes for celebration?

The math intervention numbers have increased which indicates that more students are being identified and serviced in after-school interventions. There is a more intentional and deliberate instructional focus being made through the PLC groups. PLCs are doing a much better job using data to determine student needs. The establishment of a PLC framework ensures teachers are discussing common assessment data, formative work and assessments, and instructional practices to determine what intervention needs are present for students in their content area. PLCs are using data to determine which interventions, in-class, Period 6, or SSA, are most appropriate for each student.

4. What are the opportunities for improvement?

Continued improvement of PLC work time to inform instructional practices, differentiation in the classroom, and placement of students in appropriate interventions. More attention devoted to gap areas identified in previous report (African American students and Special Education students).

5. What are our next steps?

In-School Intervention and Enrichment period to occur weekly and including 100% of our students. Continued focus on developing appropriate learning targets and communicating them effectively to students. ACT practice for 11th grade through CAT period and with assistance of Gear Up partnership. Planning and execution of Literacy Night and Math Night. Continue to refine process for referrals to Period 6 and SSA.

Data Summary for March 2012

1. What does the data tell us?
2. What does the data not tell us?
3. What are causes for celebration?
4. What are the opportunities for improvement?
5. What are our next steps?

Data Summary for June 2012

1. What does the data tell us?
2. What does the data not tell us?
3. What are causes for celebration?
4. What are the opportunities for improvement?

5. What are our next steps?

Data Summary for October 2012

1. What does the data tell us?
2. What does the data not tell us?
3. What are causes for celebration?
4. What are the opportunities for improvement?
5. What are our next steps?

Data Summary for December 2012

1. What does the data tell us?
2. What does the data not tell us?
3. What are causes for celebration?
4. What are the opportunities for improvement?
5. What are our next steps?

Data Summary for March 2013

1. What does the data tell us?
2. What does the data not tell us?
3. What are causes for celebration?
4. What are the opportunities for improvement?
5. What are our next steps?

Data Summary for June 2013

1. What does the data tell us?
2. What does the data not tell us?
3. What are causes for celebration?
4. What are the opportunities for improvement?
5. What are our next steps?

Data Summary for October 2013

1. What does the data tell us?
2. What does the data not tell us?
3. What are causes for celebration?
4. What are the opportunities for improvement?
5. What are our next steps?

Data Summary for December 2013

1. What does the data tell us?
2. What does the data not tell us?
3. What are causes for celebration?
4. What are the opportunities for improvement?
5. What are our next steps?

Data Summary for March 2014

1. What does the data tell us?
2. What does the data not tell us?
3. What are causes for celebration?
4. What are the opportunities for improvement?
5. What are our next steps?

Data Summary for June 2014

1. What does the data tell us?
2. What does the data not tell us?
3. What are causes for celebration?
4. What are the opportunities for improvement?
5. What are our next steps?

Appendix: Guide for COMPASS Coordinators for District COMPASS testing

Participating Schools:

2010-11 Schools	2011-12 Schools
Fern Creek	Doss
The Academy @ Shawnee	Fairdale
Valley	Iroquois
Western	Seneca
	Southern
	Waggener

District COMPASS testing schedule:

		October Report	January Report	March Report	End of Year
	Content	Window 1 10/12/11-10/28/11	Window 2 11/28/11-12/14/11	Window 3 1/23/12-2/10/12	Window 4 4/23 - 5/3/12
10 th	Reading (English2)	<i>No COMPASS (using PLAN)</i>	District COMPASS (D)	District COMPASS (D)	<i>No COMPASS (using EOC)</i>
	Math (Geometry)	<i>No COMPASS (using PLAN)</i>	District COMPASS (D)	District COMPASS (D)	<i>NO COMPASS (using CASCADE)</i>
11 th	Reading (English 3)	District COMPASS (D)	District COMPASS (D or P)	District COMPASS (D or P)	<i>No COMPASS (using ACT)</i>
	Math (Algebra 2)	District COMPASS (D)	District COMPASS (D or P)	<i>NO COMPASS (using ACT scores)</i>	<i>No COMPASS (using EOC)</i>
12 th	Reading ¹	District COMPASS (D)	District COMPASS (D or P)	KDE Placement COMPASS testing (NO SET WINDOW)	
	Math ²	District COMPASS (D)	District COMPASS (D or P)		

¹Only students who did not meet CPE readiness standards in READING (20) qualify for testing.

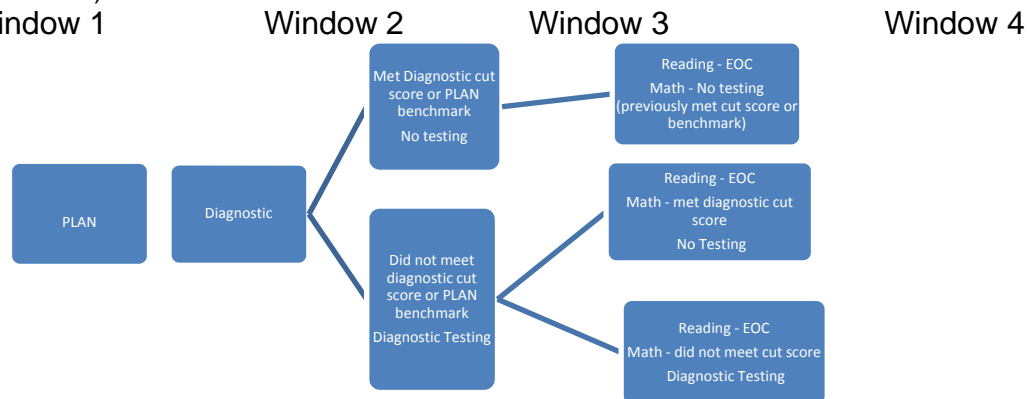
²Only seniors who did not meet CPE readiness standards in MATH (19) qualify for testing.

Important Notes:

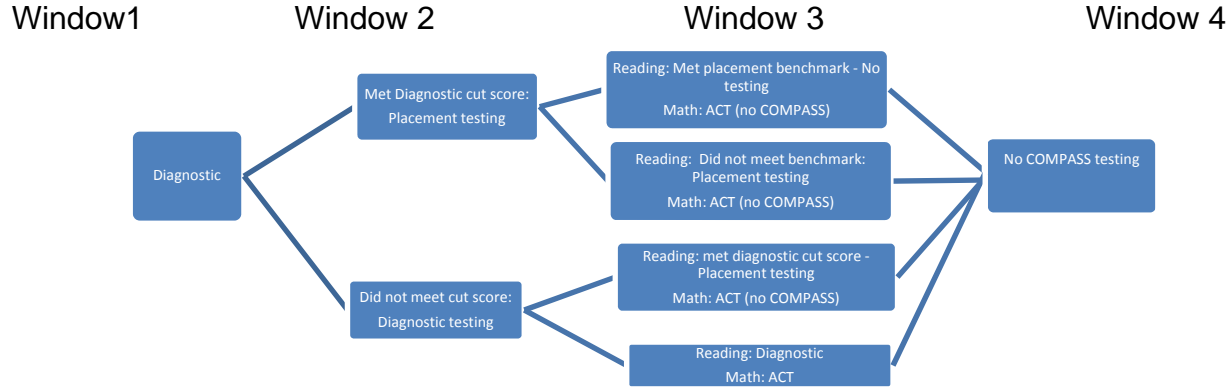
- When registering, students must enter their 9-digit JCPS number. If there are less than 9 digits, students will need to add enough leading zeros to make 9 digits.
- The technical set-up requirements can be found on the COMPASS resources web page: <http://www.act.org/compass/resources.html>
- For DISTRICT COMPASS testing you are not required to create or submit seating charts.
- All Math Diagnostic tests will include the algebra domain. Please see the reference manual for information about the 8 tests within this domain.
- JCTC will be entering all additional staff that will get log-ins. If you want teachers to have their own log-ins/accounts, please mark them on the proctor ethics roster.
- All proctors must sign the ethics state roster before administering and exam. Rosters must be submitted to the person below at least 5 work days before the first window (7 days if you need staff accounts).

DISTRICT COMPASS TESTING LOGISTICS:

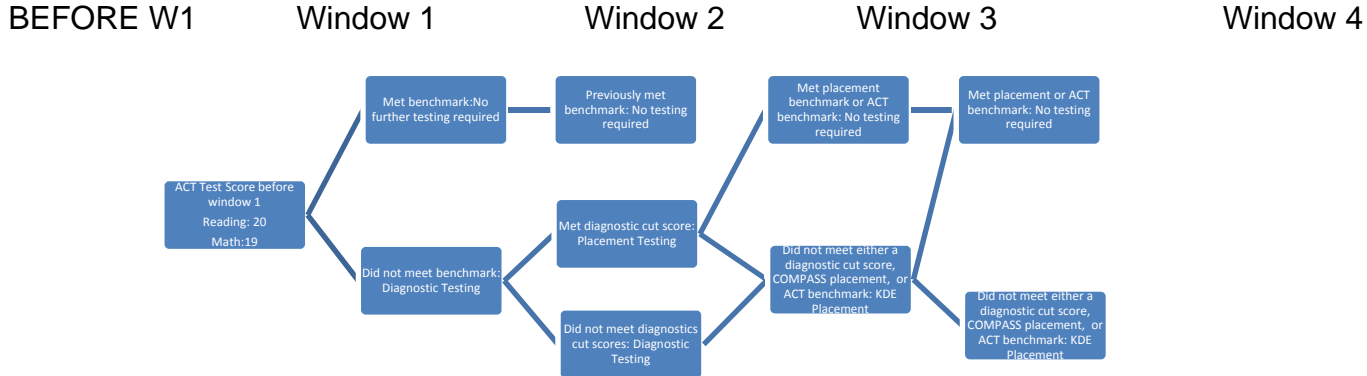
For the “10th grader” measure, COMPASS testing will begin in Window 2 and include ALL students in Geometry and English 2 (no matter the student’s grade in school).



For the “11th grade measure”, COMPASS testing will begin in Window 1 and include ALL students in Algebra 2 and English 3 (no matter the student’s grade in school).



For the 12th grade measure, COMPASS testing will begin in Window 1 and include only students who have not met the CPE Reading benchmark (20) and/or the CPE Math benchmark (19). Students who would like to meet eligibility for College Algebra in the state of Kentucky (22) MAY take the district COMPASS test. If at any time, a student meets and ACT benchmark, they will not require further testing.



COMPASS Diagnostic Cut Scores:

Students who took the diagnostic during window one can move to the PLACEMENT test in reading and/or math by earning the following cut-scores (based on an AVERAGE of sub scores)

- Reading – 85
- Math – 50

These cut scores were calculated based on a 50% probability of meeting the benchmarks on the PLAN. WE WILL REEVALUATE CUT SCORES AGAIN AFTER THIS ROUND OF TESTING, AND THEY MAY CHANGE.