



DISTRICT 180 SCHOOL IMPROVEMENT GRANT (1003g)

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

School Name:	
Fern Creek Traditional High School	
Intervention Model:	School's Tier Status:
Turnaround Model	Tier II (2010-2011)

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	92.7	94.9	92.4										
10th grade	93.1	95.2	93.1										
11th grade	93.6	95.4	93.3										
12th grade	93.0	95.1	93.0										
Total School	93.0	95.1	92.9										
Teacher Attendance %	95.6	98.0	95.4										

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
		64.61			

Dropout Rate [Report in Percentages]*	Baseline June 2011	June 2012	June 2013	June 2014
		2.3		

*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: Fern Creek has implemented the Co-Teach model and ABRI and RTI model in all classrooms. Data is analyzed and then used to determine appropriate interventions for students in all classrooms.
		% 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: Fern Creek has implemented a Creek Advisory Time which involves a mentor-mentee model and relationship development opportunity to move students to determine alternative behaviors in given situations.
Grade 9	35%	40%				
Grade 10	30%	35%				
Grade 11	30%	35%				
Grade 12	10%	15%				

	Baseline June 2012	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		
		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						

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						Additional Comments about the increase or decrease of African American students' referrals:
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

Additional Comments Concerning Non-Cognitive Data:

Fern Creek has a partnership with the University of Louisville to collect behavioral data in our classrooms and then provide an opportunity for our staff to collectively determine interventions for our students to improve time on task and behavior. Furthermore, we are working with our teachers to focus on Response To Intervention (RTI) practices in all classrooms in order to increase student engagement and student learning.

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	66.85 (KCCT RD)			
Mathematics Grade 6				
Mathematics Grade 7				
Mathematics Grade 8				
Algebra II	53.47 (KCCT MA)			
Science Grade 7				
Biology	32.34 (KCCT SC)			
Social Studies Grade 8				
US History	33.99 (KCCT SS)			
On-Demand Writing Grade 8				
On-Demand Writing Grade 10 & 11	53.29 (KCCT ODW)			

Reading Interventions

	Baseline June 2011	2011-2012								Additional Comments about the increase or decrease of special education students' referrals: Fern Creek offers the Targeted Intervention Program for students (Reading Interventions) based on the data from MAP, CASCADE, diagnostic and proficiency exams, formative and summative assessments and RTI work in the classrooms.
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6										
Grade 7										
Grade 8										Additional Comments about the increase or decrease of African American students' referrals: In addition to the above Targeted Intervention Program, we have a Go for the Gold program that provides specific interventions for students lacking skills and knowledge during the Creek Advisory Time (CAT).
Grade 9	15%	20%	20%							
Grade 10	40%	60%	60%							
Grade 11	15%	20%	20%							
Grade 12	15%	20%	20%							

	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										
Grade 7										
Grade 8										Additional Comments about the increase or decrease of African American students' referrals:
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

	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										Additional Comments about the increase or decrease of African American students' referrals: In addition to the above Targeted Intervention Program, we have a Go for the Gold program that provides specific interventions for students lacking skills and knowledge during the Creek Advisory Time (CAT).
Grade 7										
Grade 8										
Grade 9	15%	20%	20%							
Grade 10	15%	20%	20%							
Grade 11	40%	65%	68%							
Grade 12	15%	15%	15%							

	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 [% Below Benchmark]	92.0	90.2		
# students	414	368		
English	51.9	54.6		
Math	87.2	82.6		
Reading	68.1	73.1		

*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%	Each student at Fern Creek (through Creek Advisory Time) is required to develop an EPAS Plan. Seniors are beginning the process of taking COMPASS.	9 th – 11 th Grades took a practice test or actual test on September 20 (9 th – Practice ACT Plan; 10 th ACT PLAN; 11 th – Practice ACT)	Students must develop a plan based on their scores in the Explore, PLAN, and the ACT and how they will achieve a higher score.

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	0	0										
	17	25	17										
	17	25	17										
Mathematics	0	0	0										
	23	11	10										
	23	11	10										
Science	0	0	0										
	20	21	20										
	20	21	20										
Social Studies	0	0	0										
	8	20	17										
	8	20	17										

*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	74.9	84.0		
# students	299	269		
English	48.8	63.2		
Math	64.9	67.7		
Reading	56.5	72.9		
% Seniors with Interventions	100	100% - Senior English (3 Trimesters) 100% - Senior Math		
% Seniors with Interventions Passing College Placement Exams	7.1	N/A		

*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	8.6		

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

Content Focus – English Language Arts/Literacy

<p align="center">SIG ANNUAL SMART GOAL FOR <u>ALL</u> STUDENTS</p> <p>(Report of Progress on SMART Goals listed in SIG Application)</p>	<p>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.</p>
	<p>Person Responsible: Houston Barber, PhD</p>

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
	Actual	Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
9 th CASCADE	56.2	70.2			73.2			75.9		
10 th EOC ENGLISH II	66.9 (KCCT)	70.2			73.2			75.9		
11 th ACT READING	27.1	50			56			62		
12 th RD COMPASS (ACT + COMPASS)	6.4 (49.9)	45			53			61		

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

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 56.2	CASCADE 53.9	CASCADE 83.2		
	% Novice	CASCADE 5.9	CASCADE 23.9	CASCADE 7.1		
10 th	% Proficient or above	KCCT 66.9	MAP *58.1%: % CR PLAN EN – 45.4 RD – 26.9	MAP *72.4% % ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:0.0 % NONE:100		
	% Novice	KCCT 3.0				
11 th	% College Ready	ACT (MAR) 27.0	MAP *40%	% ACT RD 20+: 4.7 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:0.3 % NONE:95.0		
12 th	% College Ready	ACT & COMP 49.9	COMP(D) 85+ 16.8	% ACT RD 20+: 34.2 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:14.0 % NONE: 51.7		

***See Appendix for details on quarterly measures. **12th Grade COMPASS will be given February 24 – March 9 and April 2 – April 6. *MAP Assessment Scores – Percent Proficient and Above

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	% Proficient or above				
	% Novice				
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				

10 th	% Proficient or above				
	% Novice				
11 th	% College Ready				
12 th	% 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 46.4	CASCADE 38.4	CASCADE 78.5		
	10	KCCT 46.9	MAP *48.3: % CR PLAN EN – 29.3 RD – 18.0	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:0.0 % NONE:100		
	11	ACT (MAR) 15.1	MAP *25.0	% ACT RD 20+: 1.4 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:0.7 NONE: 97.8		
	12	COMP/ACT 3.8/30.4	COMP(D) 85+ 18.2	% ACT RD 20+: 18.2 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:17.3 % NONE: 64.5		
Free/Reduced Lunch	9	CASCADE 46.9	48.4 CASCADE	CASCADE 80.8		
	10	KCCT 60.2	MAP *51.6%: % CR PLAN EN – 34.9 RD – 22.3	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:0.0 % NONE:100		

	11	ACT (MAR) 23.3	MAP *50%	% ACT RD 20+: 0.5 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:0.5 % NONE: 98.9		
	12	COMP/ACT 2.6/39.8	COMP(D) 85+ 15.1	% ACT RD 20+: 23.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:13.8 % NONE: 63.2		
Students with Disabilities	9	CASCADE 23.9	CASCADE 13.6	CASCADE 52.9		
	10	KCCT 33.3	MAP *16.2%: % CR PLAN EN – 18.6 RD – 7.0	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:0.0 % NONE:100		
	11	ACT (MAR) 11.1	*40% - MAP	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:0.0 % NONE:100.0		
	12	COMP/ACT 0.0/0.0	COMP(D) 85+ 0.0	% ACT RD 20+: 10.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:0.0 % NONE:90.0		

***MAP Assessment Scores - Percent Proficient and Above (MAP Sub-scores will not be available until the District Testing Window closes) **12th Grade COMPASS will be given February 24 – March 9 and April 2 – April 6.**

% 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				
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				

Content Focus – Mathematics

<p align="center">SIG ANNUAL SMART GOAL FOR <u>ALL</u> STUDENTS</p> <p>(Report of Progress on SMART Goals listed in SIG Application)</p>	<p>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.</p>
	<p>Person Responsible: Houston Barber, PhD</p>

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
	Actual	Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
9 th CASCADE	69.5	58.2			62.3			66.1		
10 th Plan Math	16.0	30			39			48		
11 th EOC Algebra II	53.5 (KCCT)	58.2			62.3			66.1		
12 th MA COMPASS (ACT + COMPASS)	4.7 (39.7)	44			51			58		

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

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 69.5	CASCADE 50.3	CASCADE 38.4		
	% Novice	CASCADE 10.8	CASCADE 16.8	CASCADE 20.1		
10 th	% College Ready	% CR PLAN 16.0	MAP *69%: % CR PLAN: 17.4	% ACT MA 19+: 0.3 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 99.7		
11 th	% Proficient or above	KCCT 53.5	CASCADE 32.3: MAP *56.6 %	*MAP 59.4% % ACT MA 19+: 5.0 % COMP (JCPS P) 36+: 0.0		
	% Novice	KCCT 17.0	CASCADE 22.3	% COMP (D) 50+: 0.0 % NONE: 95.0		
12 th	% College Ready	ACT 39.7	**	% ACT MA 19+: 33.9 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 66.1		

* MAP Assessment Scores – Percent Proficient and Above (**MAP Sub-scores will not be available until the District Testing Window closes**) ***See Appendix for details on quarterly measures.

****12th Grade COMPASS will be given February 24 – March 9 and April 2 – April 6.**

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	% College Ready				
11 th	% Proficient or above				
	% Novice				
12 th	% 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
9 th	% Proficient or above				
	% Novice				
10 th	% College Ready				

11 th	% Proficient or above				
	% Novice				
12 th	% 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 63.7	CASCADE 35.2	CASCADE 31.8		
	10	% CR PLAN 7.1	MAP *44%: % CR PLAN 6.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+:0.0 % NONE:100		
	11	ACT(MAR) 33.3	CASCADE 18.9: MAP *46%	% ACT MA 19+: 0.7 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+:0.0 % NONE:99.3		
	12	COMP/ACT 3.8/27.2	**	% ACT MA 19+: 20.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 80.0		

Free/Reduced Lunch	9	CASCADE 62.8	CASCADE 44.3	CASCADE 33.8		
	10	% CR PLAN 9.9	MAP *61.1%: % CR PLAN 11.4	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+:0.0 % NONE:100		
	11	ACT(MAR) 43.8	CASCADE 25.9: MAP 48.2%	% ACT MA 19+: 0.5 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 99.5		
	12	COMP/ACT 2.6/39.8	**	% ACT MA 19+: 27.6 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+:0.0 % NONE:72.4		
Students with Disabilities	9	CASCADE 42.6	CASCADE 25.0	CASCADE 19.2		
	10	% CR PLAN 0.0	% CR PLAN 0.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+:0.0 % NONE:100		
	11	ACT(MAR) 25.0	CASCADE 4.4: MAP *42.9%	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+:0.0 % NONE:100		
	12	COMP/ACT 0.0/0.0	**	% ACT MA 19+: 10.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+:0.0 % NONE:90.0		

***MAP Assessment Scores – Percent Proficiency and Above**

*****For 12th grade COMPASS/ACT **12th Grade COMPASS will be given February 24 – March 9 and April 2 – April 6.**

% 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				
	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

1. What does the data tell us?

The data points towards progress for our students in Math and Reading overall but that there is a struggle for our subgroups and we need to continue to provide intervention efforts with a laser point focus for the subgroups (AA and ECE) and ensure that the interventions are working or make adjustments. Furthermore, the MAP scores identify areas of strengths and weaknesses within the subgroups and areas we must target for our students to be successful and proficient.

2. What does the data not tell us?

The data does not identify a connection between the lesson planning and student success. Therefore, we use our PLC groups, Learning Walk Data, and Data Days to connect the implementation of strategies and actual student performance and how to adjust our strategies and intervention efforts to improve student performance.

3. What are causes for celebration?

Increases in Math and Reading proficiency on the KCCT (2011) and the progress of our students on the first MAP Test and Proficiency Exam. Furthermore, our students and teachers are working together to accomplish our 30-60-90 Day Plans with fidelity.

4. What are the opportunities for improvement?

Fern Creek must continue to drill down to what the individual student knows and doesn't know and then provide specific and appropriate interventions that are monitored. Furthermore, FC must work specifically with our subgroups to ensure a higher success rate of proficiency on the next MAP, diagnostic, and proficiency exams.

5. What are our next steps?

Fern Creek must continue to provide the Targeted Intervention Program and RTI in the classroom while also focusing on key vocabulary and our literacy movement with the 25 Book Campaign. FC's efforts must intensify in our subgroup areas and constant monitoring must take place in order to meet the needs of our students.

Data Summary for December 2011

1. What does the data tell us?

The data shows progress made in Math and Reading overall but there continues to be a struggle for our subgroups. We have intentionally provided intervention efforts focused on ECE and AA groups with check points to ensure there is progress. The MAP scores, diagnostic data, and proficiency data help teachers analyze student performance and make the necessary adjustments to move students to proficiency. Furthermore, the teachers and staff continue to collaborate in PLCs to review formative and summative assessments, student work, and strategies to move our students to a higher level.

2. What does the data not tell us?

As mentioned above, the data does not identify a connection between the lesson planning and student progress. Therefore, we continue to use our PLC groups, Learning Walk Data, and Data Days to connect the implementation of strategies and actual student performance and how to adjust our strategies and intervention efforts to improve student performance.

3. What are causes for celebration?

Fern Creek students reaching proficiency on the proficiency exams, formative, and summative assessments are being recognized and rewarded. Based on our MAP Assessment scores, there has been an increase in proficiency for our Math and Reading as we prepare for the up and coming End of Course Assessments.

4. What are the opportunities for improvement?

In order to remain focused on our “Three Big Rocks” of Communication, Professional Learning Communities, and Targeted Interventions/ Instruction, we must continue to drill down to what the individual student knows and does not know while providing specific and appropriate interventions that are constantly monitored. Furthermore, we must continue to push all of our teachers to work collaboratively and focus on improving numeracy and literacy in all of our PLC work.

5. What are our next steps?

Based on the data and our constant pursuit to move students to proficiency, we must continue to provide the Targeted Intervention Program, RTI in the classroom, key vocabulary, 25 Book Campaign, rigor, relevance, and relationships, and a intentional focus on specific strategies for our struggling students to move our subgroup students to a higher level. Finally, we must extend out our 30-60-90 Day Plan to include the next 90 days focused on preparing for the ACT, On-Demand Writing, and End of Course Assessments.

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?

KDE: ONGSD: DT: JBL 07072011

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?

KDE: ONGSD: DT: JBL 07072011

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?

KDE: ONGSD: DT: JBL 07072011

5. What are our next steps?

MAP/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
10th	Reading (English 2)	<i>MAP</i>	<i>MAP/PLAN</i>	<i>MAP</i>	<i>EOC</i>
	Math (Geometry)	<i>MAP</i>	<i>MAP/PLAN</i>	<i>MAP</i>	<i>MAP</i>
11th	Reading (English 3)	<i>MAP</i>	<i>MAP</i>	<i>MAP</i>	<i>ACT and EOC</i>
	Math (Algebra 2)	<i>MAP</i>	<i>MAP</i>	<i>MAP</i>	<i>ACT and EOC</i>
12th	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.

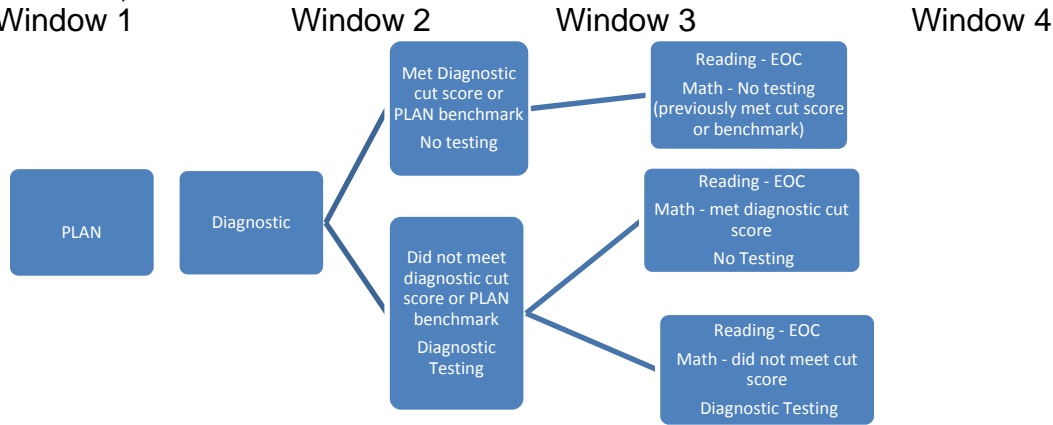
Important Notes:

- 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).

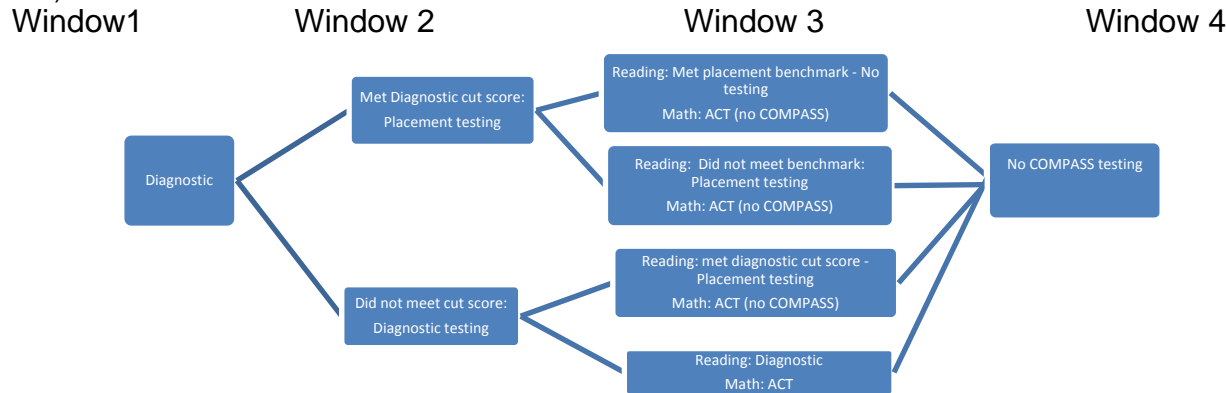
DISTRICT COMPASS TESTING LOGISTICS:

KDE: ONGSD: DT: JBL 07072011

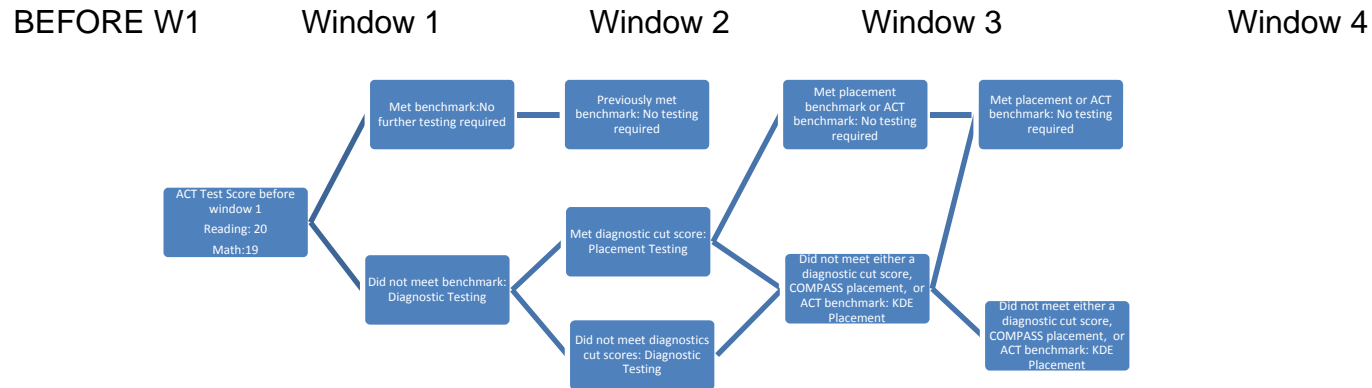
For the “10th grader” measure, COMPASS testing will begin in Window 2 and include ALL students in Geometry and English 2 (no matter the student’s grade in school).



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.