



DISTRICT 180 SCHOOL IMPROVEMENT GRANT (1003g)

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

School Name:	
Frost Middle School	
Intervention Model:	School's Tier Status:
Turnaround Model	Tier I (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	92.3	96.3	93.3										
7 th grade	90.1	94.3	92.2										
8th grade	89.8	94.3	92.0										
9th grade													
10th grade													
11th grade													
12th grade													
Total School	90.7	94.9	92.5										
Teacher Attendance %	95.9	98.3	95.3										

Retention Rate [Report in Percentages]

	Baseline June 2011	June 2012	June 2013	June 2014
Grade 6	0.0			
Grade 7	0.4			
Grade 8	0.0			

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

Dropout Rate [Report in Percentages]*	Baseline June 2011	June 2012	June 2013	June 2014
	0.2			

*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: Discipline referral data appeared to increase across all areas in 2010-2011. This was the first year all disciplinary infractions besides suspensions and STOP placements were recorded in Infinite Campus. In addition, of the 32 classroom teachers in the building, 17 had not taught previously, so classroom management was a major factor. In January 2011, Frost was given funding to hire a Positive Behavior Support Teacher, whose role was to work directly with ECE students to reduce disciplinary referrals and suspensions, especially. This position is funded again for 2010-2011
		% of students served		% of students progressing to a less intensive tiered intervention		
		Dec./Jan	June	Dec./Jan	June	
Grade 6	26	35				
Grade 7	63	51				
Grade 8	54	45				
Grade 9						
Grade 10						
Grade 11						
Grade 12						

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

Discipline referral data appeared to increase across all areas in 2010-2011. This was the first year all disciplinary infractions besides suspensions and STOP placements were recorded in Infinite Campus. In addition, of the 32 classroom teachers in the building, 17 had not taught previously, so classroom management was a major factor.

In January of 2011, Frost was given funding to hire a Home School Liaison, whose role was to work directly with students with a number of disciplinary referrals, suspensions and absences. The majority of these students were African-American students. This position was funded again for 2010-2011.

Thus far in the 2011-2012 school year, referrals for African American students have been reduced by 43%

The baseline numbers above represent the number of students in each grade level who were identified for targeted social support team services in the spring of 2011

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

Additional Comments Concerning Non-Cognitive Data:

Beginning in the second half of the 2010-2011 school year, Frost was able to coordinate a Student Support Services Team with the addition of two positions: Home School Liaison and Positive Support Teacher. In addition to these two individuals, the team included the Behavior Coach assigned by the district, the Seven Counties Therapist who works at Frost two days/week and the Youth Services Center Coordinator. The YSC Coordinator heads the team and reports on the team's efforts at weekly administrative team meetings. This team identifies targeted students, making sure that a student isn't targeted on multiple lists unless the student needs wraparound services. The team conducts home-visits and individual and group sessions, communicates with grade-level teams through team meetings and email regarding classroom interventions and strategies that may assist targeted students and monitors their students' behavior and academic data. They meet with assistant principals in disciplinary decision meetings and ARC meetings.

December Update: Frost has has matched funding for an Americorps liaison beginning in December 2011, which has allowed for the addition of students to the targeted support list, particularly at sixth grade.

Frost is working with the University of Louisville Academic and Behavior Response to Interventions (ABRI) project team to examine monthly discipline data and develop proactive Positive Behavior Interventions and Supports. In July 2011, the entire faculty meet with the ABRI team to develop school-wide routines and procedures. As a result, in the first month of school, suspensions were reduced by 67% and referrals were reduced by more than 50%.

December Update: Disciplinary referrals have continued to decrease. The rate of referrals per day from August – December 2010 was 6.35. During the same time period in 2011, the rater per day was 3.58. This is made more significant in that dress code infractions were not recorded in 2010-2011, but are being recorded in 2011-2012, so, in fact, the reduction of disciplinary referrals is even greater. Specifically, comparing August-December 2010 to August-December 2011, there have been 59% fewer fights, 42% fewer bus incidents, 51% fewer referrals for failure to obey staff and 76% fewer referrals for disruptive behavior.

In the fourth pupil month, suspensions were reduced by 59%.

Academic/Cognitive Data

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

	Baseline 2010-2011	2011-2012	2012-2013	2013-2014
Reading Grade 6	34.69 (KCCT RD)			
Reading Grade 7	34.33 (KCCT RD)			
Reading Grade 8	38.19 (KCCT RD)			
English II				
Mathematics Grade 6	42.86 (KCCT MA)			
Mathematics Grade 7	25.37 (KCCT MA)			
Mathematics Grade 8	19.44 (KCCT MA)			
Algebra II				
Science Grade 7	17.16 (KCCT SC)			
Biology				
Social Studies Grade 8	18.06 (KCCT SS)			
US History				
On-Demand Writing Grade 8	9.03 (KCCT ODW)			
On-Demand Writing Grade 10 & 11				

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	10	33	42							Special education students in resource reading classes are in Corrective Reading for the first 40 minutes of each day. Some additional ECE students who are in collaborative or regular education ELA classes are assigned to Read-180 or other tier 2 / tier 3 interventions based on data. Additional Comments about the increase or decrease of African American students' referrals: African-American students make up approximately 50% of enrollment in intervention programs.
Grade 7	25	17	26							
Grade 8	25	19	38							
Grade 9										
Grade 10										
Grade 11										
Grade 12										

The baseline data represents the number of students who received ongoing, targeted interventions in the 2010-2011 school year. The % of students served is the % of the total enrolled in the grade.

	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									
		% of students served				% of students progressing to a less intensive tiered intervention				Additional Comments about the increase or decrease of special education students' referrals:	
		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											

Math Interventions

	Baseline June 2011	2011-2012									
		% of students served				% of students progressing to a less intensive tiered intervention				Additional Comments about the increase or decrease of special education students' referrals:	
		Oct	Dec	Mar	June	Oct	Dec	Mar	June		
Grade 6	30	15	11							Special education students make up approximately 10% of students in tier 3 math intervention	
Grade 7	30	10	8								
Grade 8	15	7	16							Additional Comments about the increase or decrease of African American students' referrals:	
Grade 9											
Grade 10											African American students make up approximately

Grade 11										50% of students in tier 3 math interventions.
Grade 12										

The baseline data represents the number of students who received ongoing, targeted interventions in the 2010-2011 school year. The % of students served is the % of the total enrolled in the grade.

	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
Grade 7										
Grade 8										

Grade 9										decrease of African American students' referrals:
Grade 10										
Grade 11										
Grade 12										

Explore and Plan [Report in Percentages]

	Baseline Fall 2010	Fall 2011	Fall 2012	Fall 2013
Explore <i>[% Below Benchmark]</i>	98.1	98.5		
# students	157	131		
English	73.9	74.8		
Math	96.2	95.4		
Reading	91.1	87		

*EXPLORE 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	Eighth grade guidance counselor has met with each language arts class to explain EXPLORE score report and answer questions. RTI Resource teacher has provided embedded PD to 8 grade teachers and identified priority skills to target via weekly bellringers, mini-lessons and exit slips. Students in reading and math interventions are students who were farthest below benchmarks.		Interventions began in late November /early December; therefore, we have no data to show results. Students will take their next round of proficiency assessments and complete all MAP testing soon.

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													
Mathematics													

Science													
Social Studies													

College Readiness [Report in Percentages]

	Baseline Spring 2011	Spring 2012	Spring 2013	Spring 2014
ACT % Below CPE Benchmarks				
% Seniors with Interventions				
% Seniors with Interventions Passing College Placement Exams				

Career Readiness* [Report in Percentages]

	Baseline Fall 2010	Fall 2011	Fall 2012	Fall 2013
*Work Keys				

*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 ALL STUDENTS (Report of Progress on SMART Goals listed in SIG Application)	Goal: The percentage of students scoring Proficient or Distinguished in Reading will be 79.6% in 2011,
	Person Responsible: Kasie Hennessey (with support from ERS and district literacy resource teacher)

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
		Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
6 th KCAS Reading	34.7 (KCCT)	47.73			52.96			57.66		
7 th KCAS Reading	34.3 (KCCT)	47.73			52.96			57.66		
8 th KCAS Reading	38.2 (KCCT)	47.73			52.96			57.66		

If goal was not met, what additionally will the district be doing to assist the school in reaching goals?
(Empty space for text input)

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				2012-2013				2013-2014			
			Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
6 th	% Proficient or above	34.7	36.9	43.2										
	% Novice	20.0	11.3	9.1										
7 th	% Proficient or above	34.3	34.6	45.0										
	% Novice	16.0	5.7	6.4										
8 th	% Proficient or above	38.2	32.6	32.8										
	% Novice	17.0	6.7	5.9										

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)														
		Baseline June 2011	2011-2012				2012-2013				2013-2014			
			Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
African-American	6 th	21.6	34.5	41.5										
	7 th	27.3	22.2	31.1										
	8 th	30.4	24.2	20.4										
Free/Reduced Lunch	6 th	34.9	36.5	41.0										
	7 th	32.5	33.6	43.9										
	8 th	34.8	33.9	29.8										
Students with Disabilities	6 th	16.7	16.7	18.5										
	7 th	20.0	11.1	33.3										
	8 th	16.7	22.2	17.6										

Content Focus – Mathematics

SIG ANNUAL SMART GOAL FOR <u>ALL</u> STUDENTS (Report of Progress on SMART Goals listed in SIG Application)	Goal: The percentage of students scoring Proficient or Distinguished in Mathematics will be 68.68% in 2011
	Person Responsible: Emily Meade (with support from ERS and district resource teacher)

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
		Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
6 th KCAS Mathematics	42.9 (KCCT)	37.53			43.78			49.40		
7 th KCAS Mathematics	25.4 (KCCT)	37.53			43.78			49.40		
8 th KCAS Mathematics	19.4 (KCCT)	37.53			43.78			49.40		

If goal was not met, what additionally will the district be doing to assist the school in reaching goals?
(Empty space for text input)

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				2012-2013				2013-2014			
			Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
6 th	% Proficient or above	42.9	21.4	*										
	% Novice	20.0	29.8	*										
7 th	% Proficient or above	25.4	23.2	*										
	% Novice	37.0	28.4	*										
8 th	% Proficient or above	19.4	23.7	*										
	% Novice	52.0	34.1	*										

***Frost is in the middle of a testing window. MAP data is not available at this time.**

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)														
		Baseline June 2011	2011-2012				2012-2013				2013-2014			
			Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
African-American	6 th	32.4	15.8	*										
	7 th	21.2	18.8	*										
	8 th	13.0	16.4	*										
Free/Reduced Lunch	6 th	42.9	18.8	*										
	7 th	25.6	24.6	*										
	8 th	18.6	24.3	*										
Students with Disabilities	6 th	16.7	10.3	*										
	7 th	13.3	12.5	*										
	8 th	5.6	5.9	*										

***Frost is in the middle of a testing window. MAP data is not available at this time.**

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?
We have made some progress, particularly in grade 6 math; however, we are not making enough progress and not quickly. We are still not serving our African American and ECE students and need to work toward differentiation and more culturally responsive teaching.
2. What does the data not tell us?
The data in the above report doesn't tell us about individual students, which is how we examine data and Frost and where we know the true improvement will occur.
3. What are causes for celebration?
Our sixth grade math is moving in the right direction and laying the foundation for significant progress in the future. We reduced novice and increased proficiency in all tested areas (however small the gains) in the 2011 KCCT results. We are seeing increases in proficient and distinguished and decreases in novices in reading (except 8 grade P/D) thus far this year.
4. What are the opportunities for improvement?
Definitely in instruction for ECE and African-American students, which represent our greatest gaps. They also represent our greatest number of discipline referrals and suspensions, so we have work to do to address student needs across the board.
5. What are our next steps?
Participate in cultural competence training; continue working with UofL ABRI team, focus in on targeted students through interventions (academic and social/emotional); evaluate interventions for effectiveness.

Data Summary for December 2011

1. What does the data tell us?
We are making significant progress in behavior and discipline. Our rates of proficiency in reading have increased and our rates of novice in reading has decreased in all grade levels; however, the 8 grade results are flat. We seem to be losing ground with our targeted populations in 8 grade.

2. What does the data not tell us?

Again, this data is grouped and doesn't drill down to individual students. We monitor progress via our data room, where we record data by the individual student and identify what targeted interventions (behavior and academic) the student is receiving so that we are not only monitoring student progress but also monitoring the effectiveness of our interventions.

3. What are causes for celebration?

All increases in proficiency and decreases in novice are causes for celebration. The significant reductions in disciplinary events are a major celebration. These reductions and increases in attendance contribute to the improvement in academic performance because we know that students who aren't in class or when classroom behavior is disruptive, teaching and learning are negatively impacted.

4. What are the opportunities for improvement?

8 grade reading, particularly in the areas of ECE and AA students.

5. What are our next steps?

We need to revisit our students who are assigned to interventions to ensure no students are slipping through the cracks. This is already a plan of the Academic RTI team once MAP testing and the next round of proficiency assessments are complete at the semester end. We need to rethink our math intervention program to ensure it can address enough students and is focusing on the right skills for all students.

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?