



DISTRICT 180 SCHOOL IMPROVEMENT GRANT (1003g)

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

School Name:	
The Academy @ Shawnee	
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													
7 th grade													
8th grade													
9th grade	88.4	90.4	86.8										
10th grade	90.4	89.5	85.2										
11th grade	89.8	93.1	89.4										
12th grade	86.8	93.4	89.1										
Total School	88.9	91.2	87.4										
Teacher Attendance %	95.0	97.5	94.2										

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
	47.2				

Dropout Rate [Report in Percentages]*	Baseline June 2011	June 2012	June 2013	June 2014
	8.1*+			

*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). **+Includes students who do not count against the school as they were enrolled less than 30 days.**

Behavior Interventions (Beyond Universal)

	Baseline June 2011	2011-2012				Additional Comments about the increase or decrease of special education students' referrals: See additional comments
		% 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: See additional comments	
Grade 9	Yes	33%				
Grade 10	Yes	33%				
Grade 11	Yes	33%				
Grade 12	Yes	33%				

	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					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:

A full-time ECE Coordinator provides tier of interventions for ECE students that face referrals and disciplinary action.

New College and Career Readiness programs connect students more directly to their futures, intending to reduce disciplinary issues. This comes via I3 grants both with JCPS and U of L.

The YSC provides extensive programming for students who struggle with their academic disposition via:

- Boys and girls groups
- Contracted therapeutic interventions
- Career preparation workshops and summer programs
- Tutorial referral services

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	45.16 (KCCT RD)			
Mathematics Grade 6				
Mathematics Grade 7				
Mathematics Grade 8				
Algebra II	24.75 (KCCT MA)			
Science Grade 7				
Biology	14.85 (KCCT SC)			
Social Studies Grade 8				
US History	15.84 (KCCT SS)			
On-Demand Writing Grade 8				
On-Demand Writing Grade 10 & 11	27.96 (KCCT ODW)			

Reading Interventions

	Baseline June 2011	2011-2012								Additional Comments about the increase or decrease of special education & Af-Am students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6										100% of English 1 and 2 students receive 2x classes of English. 100% of English 3 and 4 students receive 1.5 credits/year of English. Pull-out used for students in particular need. Practice ACT Plan given to all 9 th grade. Practice ACT will be given to all 10 th grade. ACT Quality Core used for non-EOC classes.
Grade 7										
Grade 8										
Grade 9	100%	100%	100%							
Grade 10	100%	100%	100%							
Grade 11	100%	100%	100%							
Grade 12	100%	100%	100%							

	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

	Baseline June 2011	2011-2012								Additional Comments about the increase or decrease of special education and Af-Am students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6										100% of Alg 2 and Senior Math students earn 1.5 credits. Pull-out support available. ACT Quality Core used for non-EOC classes. TI-Navigator introduced in Algebra 1 and Geometry.
Grade 7										
Grade 8										
Grade 9	100%	100%	100%							
Grade 10	100%	100%	100%							
Grade 11	100%	100%	100%							
Grade 12	100%	100%	100%							

	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>	98.4	96.0		
# students	125	125		
English	78.4	70.4		
Math	97.6	93.6		
Reading	90.4	82.4		

*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%	9 th Grade takes Practice ACT Plan 10 th Grade takes Practice ACT 11 th Grade takes Practice ACT All practices scored as real assessments. Individual conferences held with all students.		Data not yet available to plan interventions.

In the fall of 2011, all 9th grade students took a full-on Practice ACT Plan.

English: 11.9 (fall 2011 10th grade PLAN – 13.0)

Math: 13.5 (fall 2011 10th grade PLAN – 14.4)

Reading: 13.3 (fall 2011 10th grade PLAN – 14.1)

Science: 14.9 (fall 2011 10th grade PLAN – 16.2)

Composite: 13.5 (fall 2011 10th grade PLAN - 14.5)

Roughly, students can be expected to gain 1.0 from 9th to 10th grade in each area. Reading remains the greatest relative challenge

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	1										
	11	20	19										
	11	20	20										
Mathematics	0	0	0										
	15	13	15										
	15	13	15										
Science	0	1	1										
	16	15	8										
	16	16	9										
Social Studies	0	0	0										
	17	10	21										
	17	10	21										

*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	97.4	97.3		
# students	77	73		
English	84.4	90.4		
Math	89.6	86.3		
Reading	97.4	94.5		
% Seniors with Interventions	96%	100%		
% Seniors with Interventions Passing College Placement Exams (compass)	5.2	NA		

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

In the fall of 2011, all 11th graders took a full-on practice ACT.

English – 11.3
 Math – 14.9
 Reading – 13.4
 Science – 14.0
 Composite – 13.4

In conversation with students, they disclosed lackluster effort. The experience showed teachers more than students how ACT work must be integrated into daily practice, especially for 11th grade students. More rounds of practice, by content area will be scheduled.

Career Readiness* [Report in Percentages]

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

*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 ALL 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.</p> <p>II. Progress towards meeting our 2015 college and career readiness percentage goal for our graduates.</p>
	<p>Person Responsible: Principal</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	40.4	50.7			55.6			60.1		
10 th EOC ENGLISH II	45.2 (KCCT)	50.7			55.6			60.1		
11 th ACT READING	5.5	29			38			47		
12 th RD COMPASS (ACT + COMPASS)	5.2 (15.6)	30			38			47		

<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 40.4	CASCADE 27.7	CASCADE 29.7		
	% Novice	CASCADE 3.9	CASCADE 43.8	CASCADE 48.4		
10 th	% Proficient or above	KCCT 45.2	% CR PLAN: EN – 29.6 RD – 17.6	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 0.0 % NONE: 100		
	% Novice	KCCT 15.0				
11 th	% College Ready	ACT(MAR) 2.8	**	% ACT RD 20+: 2.7* % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 0.0 % NONE: 97.3		
12 th	% College Ready	ACT 15.6	COMP(D) 85+ 7.8	% ACT RD 20+: 5.6 % COMP (JCPS P) 85+: 4.4 % COMP (D) 85+: 10.0 % NONE: 80.0		

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					

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

***See Appendix for details on quarterly measures.

* See ACT Practice data.

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 36.1	CASCADE 26.6	CASCADE 28.3		
	10	KCCT 42.2	% CR PLAN EN – 22.5 RD – 15.5	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 0.0 % NONE: 100		
	11	ACT (MAR) 0.0	**	% ACT RD 20+: 1.4 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 0.0 % NONE: 98.6		
	12	COMP/ACT 0.0/9.5	COMP(D) 85+ 0.0	% ACT RD 20+: 4.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 6.0 % NONE: 90.0		
Free/Reduced Lunch	9	CASCADE 38.2	CASCADE 28.0	CASCADE 27.1		
	10	KCCT 45.3	% CR PLAN EN – 25.5 RD – 14.5	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 0.0 % NONE: 100		
	11	ACT(MAR) 1.5	**	% ACT RD 20+: 2.1 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 0.0 % NONE: 97.9		
	12	COMP/ACT 1.5/8.5	COMP(D) 85+ 5.3	% ACT RD 20+: 2.6 % COMP (JCPS P) 85+: 3.9 % COMP (D) 85+: 9.2 % NONE: 84.2		
Students with Disabilities	9	CASCADE 18.5	CASCADE 11.4	CASCADE 11.54		
	10	KCCT 24.0	% CR PLAN EN – 13.8 RD – 10.3	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 0.0 % NONE: 100		

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	ACT(MAR) 0.0	**	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 0.0 % NONE: 100		
	12	COMP/ACT 0.0/0.0	COMP(D) 85+ 0.0	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 0.0 % NONE: 100		

*% 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.</p> <p>II. Progress towards meeting our 2015 college and career readiness percentage goal for our graduates.</p>
	<p>Person Responsible: Principal</p>

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
	Actual	Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
9th CASCADE	60.8	32.3			39.1			45.2		
10th Plan Math	2.9	22			31			41		
11th EOC Algebra II	24.8 (KCCT)	32.3			39.1			45.2		
12th MA COMPASS (ACT + COMPASS)	0.0 (11.4)	26			36			45		

<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 <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 60.8	CASCADE 39.2	CASCADE 43.0		
	% Novice	CASCADE 9.3	CASCADE 25.2	CASCADE 27.5		
10 th	% College Ready	% CR PLAN 2.9	% CR PLAN: 6.4	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 100		
11 th	% Proficient or above	KCCT 24.8	CASCADE 9.2	% ACT MA 19+: 1.8 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 98.2*		
	% Novice	KCCT 48.0	CASCADE 45.0			
12 th	% College Ready	ACT 11.4	COMP(D) 50+ 3.3	% ACT MA 19+: 14.4 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 2.2 % NONE: 83.3		

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					

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
	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				

***See Appendix for details on quarterly measures.

* See ACT Practice data.

KDE: ONGSD: DT: JBL 07072011

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 58.7	CASCADE 41.4	CASCADE 46.9		
	10	% CR PLAN 1.5	% CR PLAN 0.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 100		
	11	KCCT 22.0	CASCADE 8.3	% ACT MA 19+: 2.9 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 97.1		
	12	COMP/ACT 0.0/7.1	COMP(D) 50+ 4.0	% ACT MA 19+: 2.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 2.0 % NONE: 96.0		
Free/Reduced Lunch	9	CASCADE 59.3	CASCADE 39.4	CASCADE 43.4		
	10	% CR PLAN 1.3	% CR PLAN 1.8	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 100		
	11	KCCT 25.6	CASCADE 11.2	% ACT MA 19+: 2.1 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 97.9		
	12	COMP/ACT 0.0/9.9	COMP(D) 50+ 2.6	% ACT MA 19+: 10.5 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 1.3 % NONE: 88.2		
Students with Disabilities	9	CASCADE 50.0	CASCADE 13.5	CASCADE 37.8		
	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	KCCT 0.0	CASCADE 8.7	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 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
				% COMP (D) 50+: 0.0 % NONE: 100		
	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)					
		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				

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?
As we begin Unbridled Learning, we learn that ACT Quality Core is hard. With first round of diagnostic data coming in, we are establishing baselines upon which the next round will determine where to intervene and with whom.
2. What does the data not tell us?
3. What are causes for celebration?
KCCT growth last year was exceptional.
4. What are the opportunities for improvement?
With baselines just being set, we will be able to determine where improvement is most needed and in what ways.
5. What are our next steps?
Analyze 2nd round of benchmark data for comparison purposes.

Data Summary for December 2011

1. What does the data tell us?
As a school we must work to better align benchmark CASCADE assessments. Diagnostic to proficiency exams stray without question modification to ensure specific skills and standards are being assessed. Quality of assessment is necessary to drive instructional reform.
2. What does the data not tell us?
Prediction of QualityCore performance remains vague. It is unclear how the QC 5 point rubric will convert to KDE 4 point rubric to determine what actually is passing, proficient, etc.
More data (years of data) may be necessary to anticipate EPAS growth.
3. What are causes for celebration?
Teachers are picking apart their work and the assessments to ensure alignment.
4. What are the opportunities for improvement?
See #3.

5. What are our next steps?

See #3. As refinements are made, intervention work is more clear, strategic, and efficient. That is the 2nd semester priority

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)	No COMPASS (using PLAN)	District COMPASS (D)	District COMPASS (D)	No COMPASS (using EOC)
	Math (Geometry)	No COMPASS (using PLAN)	District COMPASS (D)	District COMPASS (D)	NO COMPASS (using CASCADE)
11 th	Reading (English 3)	District COMPASS (D)	District COMPASS (D or P)	District COMPASS (D or P)	No COMPASS (using ACT)
	Math (Algebra 2)	District COMPASS (D)	District COMPASS (D or P)	NO COMPASS (using ACT scores)	No COMPASS (using EOC)
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.

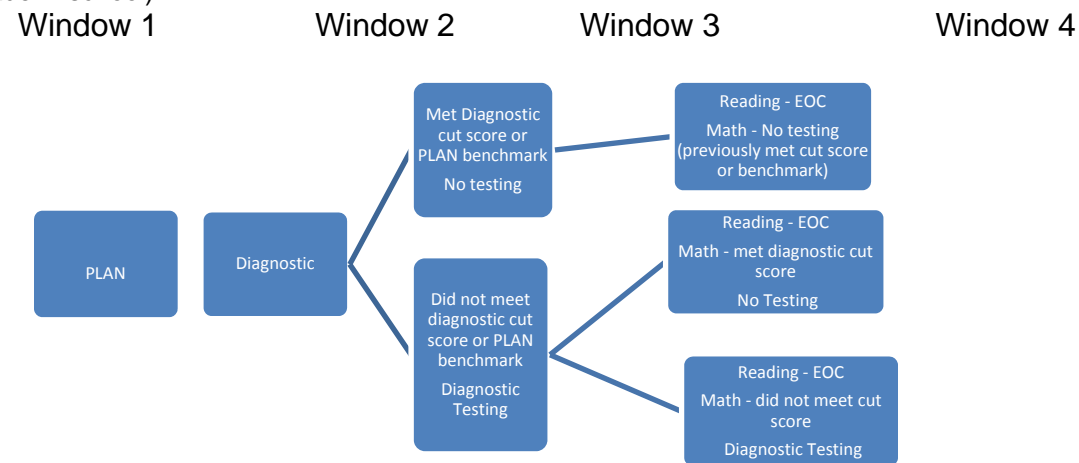
²Only seniors who did not meet CPE readiness standards in MATH (19) qualify for testing.

Important Notes:

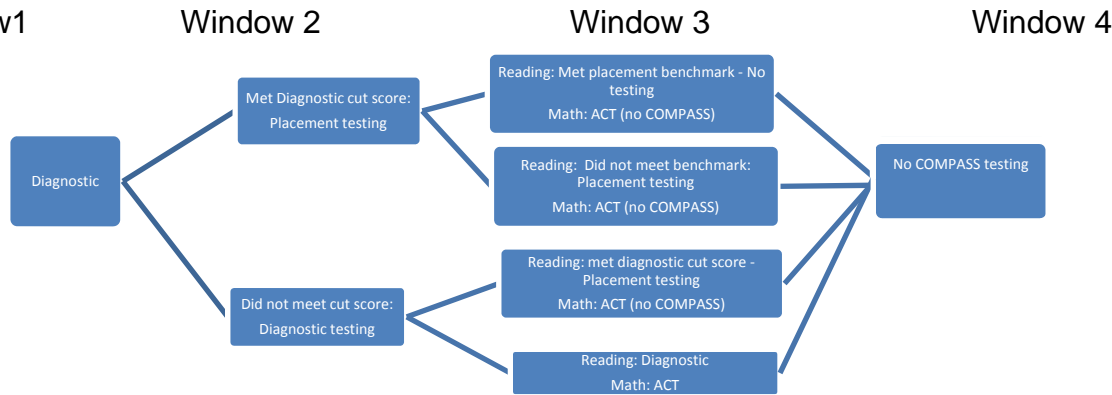
- When registering, students must enter their 9-digit JCPS number. If there are less than 9 digits, students will need to add enough leading zeros to make 9 digits.
- The technical set-up requirements can be found on the COMPASS resources web page: <http://www.act.org/compass/resources.html>
- For DISTRICT 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).

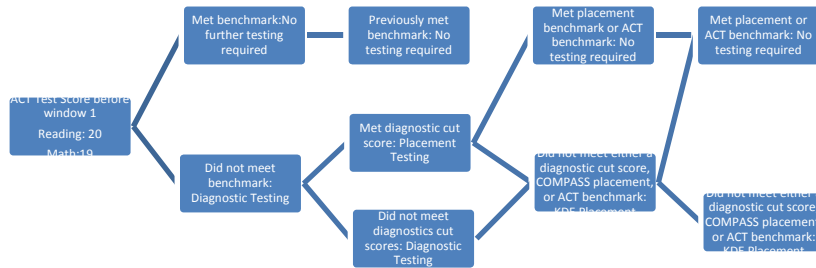


For the “11th grade measure”, COMPASS testing will begin in Window 1 and include ALL students in Algebra 2 and English 3 (no matter the student’s grade in school).



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.

BEFORE W1 Window 1 Window 2 Window 3 Window 4



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.

KDE: ONGSD: DT: JBL 07072011