



DISTRICT 180 SCHOOL IMPROVEMENT GRANT (1003g)

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

School Name:	
Southern 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	91.8	94.3	91.8										
10th grade	92.0	94.1	93.0										
11th grade	92.0	93.5	92.5										
12th grade	91.1	93.5	92.2										
Total School	91.7	93.8	92.4										
Teacher Attendance %	96.0	98.3	95.0										

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
	61.85				

Dropout Rate [Report in Percentages]*	Baseline June 2011	June 2012	June 2013	June 2014
	5.7			

*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: We have created an ECE lead position. That person has been instrumental by working with AP's, teachers, and counselors to reduce ECE behavior incidents.
		% 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: Behavior referrals for AA are down due to several efforts- Freshman academy is developing a community of learners- teachers work in teams to influence students - focusing on academics, behavior, and attendance. Men of Quality is also being implemented. We have implemented a self esteem program and an Angry Management program through our Youth Service Center	
Grade 9	356 100%	40		60		
Grade 10	317 90.1%	28		62		
Grade 11	289 100%	21		79		
Grade 12	262 100%	12		88		

	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						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:

The free and reduced population at Southern continues to increase which puts more of a need for programs and interventions. Southern is addressing those needs.

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	62.57			
Mathematics Grade 6				
Mathematics Grade 7				
Mathematics Grade 8				
Algebra II	35.55			
Science Grade 7				
Biology	19.53			
Social Studies Grade 8				
US History	21.09			
On-Demand Writing Grade 8				
On-Demand Writing Grade 10 & 11	31.92			

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										We have created an ECE lead position. That person has been instrumental by working with AP's, teachers, and counselors to reduce ECE behavior incidents.
Grade 7										
Grade 8										
Grade 9	356 100%	64	39				25			Additional Comments about the increase or decrease of African American students' referrals: Behavior referrals for AA are down due to several efforts- Freshman academy is developing a community of learners- teachers work in teams to influence students within their teams- focusing on academics, behavior, and attendance. Men of Quality is also being implemented. The number of African Americans needing interventions has declined.
Grade 10	317 90.1%	100	49				51			
Grade 11	289 100%	65	15				40			
Grade 12	262 100%	100	10				90			

	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 students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6										We have created an ECE lead position. That person has been instrumental by working with AP's, teachers, and counselors to reduce ECE behavior incidents.
Grade 7										
Grade 8										Additional Comments about the increase or decrease of African American students' referrals: Behavior referrals for AA are down due to several efforts- Freshman academy is developing a community of learners- teachers work in teams to influence students within their teams- focusing on academics, behavior, and attendance. Men of Quality is also being implemented.
Grade 9	356 100%	100	90				10			
Grade 10	317 90.1%	47	25				22			
Grade 11	289 100%	42	85				0			
Grade 12	262 100%	100	15				85			

	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>	95.4	92.2		
# students	370	308		
English	63.0	57.1		
Math	90.5	87.0		
Reading	81.1	75.3		

*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
60%	<ul style="list-style-type: none"> • Ramp-up • Algebra I lab • Collaboration with ECE • After school and in-school interventions • Peer Tutoring • Workshops (ACT) 	<p>Project Proficiency results are showing the interventions are working – 25% of the students needing further interventions</p> <p>DEC:</p> <ul style="list-style-type: none"> • Increase in number of students scoring competency on Project Proficiency • Number of students receiving interventions has increased 	

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										
	16	13	14										
	16	13	14										
Mathematics	0	0	0										
	28	32	15										
	28	32	15										
Science	0	0	0										
	25	31	16										
	25	31	16										
Social Studies	0	0	0										
	14	13	11										
	14	13	11										

*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	88.9	90.3		
# students	243	238		
English	73.7	79.0		
Math	83.1	77.7		
Reading	74.9	78.2		
% Seniors with Interventions	45	90		
% Seniors with Interventions Passing College Placement Exams	15.2	NA		

*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	0.4		

*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.</p> <p>II. Progress towards meeting our 2015 college and career readiness percentage goal for our graduates.</p>
	<p>Person Responsible: Sylvia Waddle</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	50.4	66.3			69.7			72.7		
10 th EOC ENGLISH II	62.6 (KCCT)	66.3			69.7			72.7		
11 th ACT READING	21.8	34			43			51		
12 th RD COMPASS (ACT + COMPASS)	4.1 (29.2)	34			44			53		

<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 50.4	CASCADE 36.8	CASCADE 42.4		
	% Novice	CASCADE 10.3	CASCADE 39.9	CASCADE 32.4		
10 th	% Proficient or above	KCCT 62.6	% CR PLAN: EN – 42.9 RD – 24.7	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 16.8 % NONE: 83.2		
	% Novice	KCCT 4.0				
11 th	% College Ready	ACT(MAR) 20.5	COMP(D) 85+ 15.3	% ACT RD 20+: 0.3 % COMP (JCPS P) 85+: 5.9 % COMP (D) 85+: 15.7 % NONE: 78.0		
12 th	% College Ready	ACT 29.2	COMP(D) 85+ 11.1	% ACT RD 20+: 21.1 % COMP (JCPS P) 85+: 1.9 % COMP (D) 85+: 14.6 % NONE: 62.5		

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 Assessment::		2012-2013			
		Oct.	Dec.	Mar.	June
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.

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 49.0	CASCADE 34.0	CASCADE 35.2		
	10	KCCT 52.9	% CR PLAN EN – 35.5 RD – 17.2	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 7.2 % NONE: 92.8		
	11	ACT(MAR) 11.0	COMP(D) 85+ 11.7	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 3.9 % COMP (D) 85+: 10.4 % NONE: 85.7		
	12	COMP/ACT 3.1/16.3	COMP(D) 85+ 9.7	% ACT RD 20+: 11.8 % COMP (JCPS P) 85+: 2.2 % COMP (D) 85+: 9.7 % NONE: 76.3		
Free/Reduced Lunch	9	CASCADE 48.8	CASCADE 35.9	CASCADE 38.5		
	10	KCCT 59.9	% CR PLAN EN – 36.7 RD – 22.3	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 15.4 % NONE: 84.6		
	11	ACT(MAR) 17.7	COMP(D) 85+ 13.5	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 5.4 % COMP (D) 85+: 14.1 % NONE: 80.5		
	12	COMP/ACT 5.3/24.3	COMP(D) 85+ 9.1	% ACT RD 20+: 17.0 % COMP (JCPS P) 85+: 1.8 % COMP (D) 85+: 11.5 % NONE: 69.7		
Students with Disabilities	9	CASCADE 5.4	CASCADE 23.5	CASCADE 28.1		
	10	KCCT 40.6	% CR PLAN EN – 27.3 RD – 6.1	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 11.8 % NONE: 88.2		

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	COMP(D) 85+ 10.0	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 13.3 % NONE: 86.7		
	12	COMP/ACT 0.0/0.0	COMP(D) 85+ 8.7	% ACT RD 20+: 4.3 % COMP (JCPS P) 85+: 4.3 % COMP (D) 85+: 8.7 % NONE: 82.6		

% 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				

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				
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: Bryce Hibbard</p>

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
	Actual	Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
9th CASCADE	27.4	42.0			47.8			53.1		
10th Plan Math	10.2	20			32			43		
11th EOC Algebra II	35.6 (KCCT)	42.0			47.8			53.1		
12th MA COMPASS (ACT + COMPASS)	2.9 (19.8)	27			38			48		

<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 27.4	CASCADE 42.4	CASCADE 31.2		
	% Novice	CASCADE 32.4	CASCADE 29.1	CASCADE 21.8		
10 th	% College Ready	% CR PLAN 10.2	% CR PLAN: 13.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 3.5 % COMP (D) 50+: 4.1 % NONE: 92.4		
11 th	% Proficient or above	KCCT 35.6	COMP(D) 50+ 10.1	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 9.1 % COMP (D) 50+: 3.5 % NONE: 87.5		
	% Novice	KCCT 27.0				
12 th	% College Ready	ACT 19.8	COMP(D) 50+ 0.8	% ACT MA 19+: 20.3 % COMP (JCPS P) 36+: 0.4 % COMP (D) 50+: 2.7 % NONE: 76.6		

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					

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
	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.

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 19.0	CASCADE 35.1	CASCADE 29.6		
	10	% CR PLAN 2.5	% CR PLAN 3.2	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 2.1 % COMP (D) 50+: 0.0 % NONE: 97.9		
	11	KCCT 18.0	COMP(D) 50+ 3.9	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 3.9 % COMP (D) 50+: 3.9 % NONE: 93.5		
	12	COMP/ACT 5.1/15.0	COMP(D) 50+ 0.0	% ACT MA 19+: 6.5 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 1.1 % NONE: 92.5		
Free/Reduced Lunch	9	CASCADE 27.1	CASCADE 40.3	CASCADE 30.8		
	10	% CR PLAN 7.8	% CR PLAN 10.9	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 3.1 % COMP (D) 50+: 3.1 % NONE: 93.9		
	11	KCCT 31.0	COMP(D) 50+ 9.7	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 9.2 % COMP (D) 50+: 3.8 % NONE: 87.0		
	12	COMP/ACT 2.6/17.2	COMP(D) 50+ 0.6	% ACT MA 19+: 13.9 % COMP (JCPS P) 36+: 0.6 % COMP (D) 50+: 3.0 % NONE: 82.4		
Students with Disabilities	9	CASCADE 17.5	CASCADE 12.8	CASCADE 5.6		
	10	% CR PLAN 0.0	% CR PLAN 15.2	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 5.9 % NONE: 94.1		

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 16.7	COMP(D) 50+ 0.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 100		
	12	COMP/ACT 0.0/50.0	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?
The culture of the school is improving by looking at attendance and behavior data.
2. What does the data not tell us?
What effect having so many new teachers in the building will have.
3. What are causes for celebration?
Increases in scores for Math and Reading. Project Proficiency being introduced in Biology and US History.
4. What are the opportunities for improvement?
PLC work with Project Proficiency- making sure we are leading all students to competency
5. What are our next steps?
Continue with our 30-60-90 day plan- many things have been implemented- also helping All Project Proficiency teachers with data.

Data Summary for December 2011

1. What does the data tell us?
 - College Readiness is improving as the number of students being assessed increased. (All seniors took the Compass test.)
 - Intentional work in math is paying dividends as the number of proficient has increased.
 - Intentional work in reading is paying dividends as the number of proficient has increased.
 - Academic data shows progress in some areas. (The failure percentage in each grade has decreased)
2. What does the data not tell us?
 - Areas of strengths (Reading and Math)
 - Areas of opportunities (Reading and Math)
 - Reasons why attendance has decreased in all grades
 - Effect of SAT on college awareness
 - Effect Project Proficiency is having in biology and social studies

3. What are causes for celebration?

- The number of students needing interventions has decreased in reading and math.
- Improvement in college readiness
- Improvements in reading results
- Improvements in math results
- Number of referrals for African Americans has declined

4. What are the opportunities for improvement?

- Improve attendance rate in all grades
- Decrease the number of behavior referrals for all subgroups
- Creating and implementing interventions based on EXPLORE, PLAN, and COMPASS test results
- Addressing issues in the area of literacy (increase the number of proficient and distinguish)
- Addressing issues in the area of math (increase the number of proficient and distinguish)

5. What are our next steps?

- Discuss, implement, and refine strategies in math to improve student achievement
- Discuss, implement, and refine strategies in language arts/reading to improve student achievement
- Continue to build parent/community support to assist improvement and counteract perceptions resulting from state audit
- Implement the new state standards in all subject areas
- Continue the work of the PLCs to plan and implement strategies that allow for student achievement
- Peer remediation and tutoring

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 Valley	Fairdale
Western	Iroquois
	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:

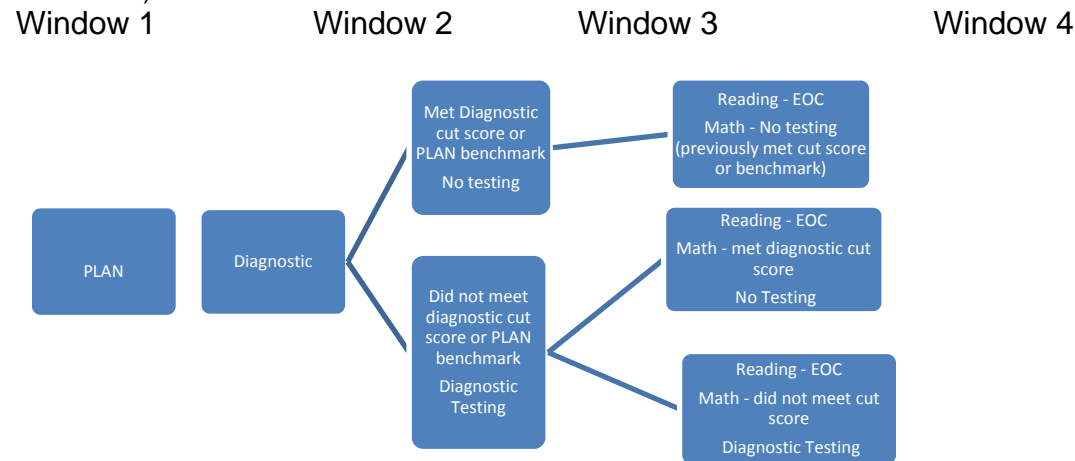
- When registering, students must enter their 9-digit JCPS number. If there are less than 9 digits, students will need to add enough leading zeros to make 9 digits.

KDE: ONGSD: DT: JBL 07072011

- 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).

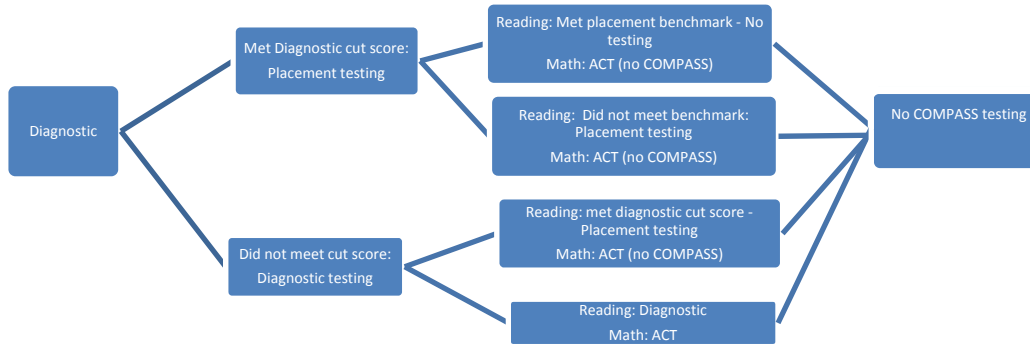
DISTRICT COMPASS TESTING LOGISTICS:

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).



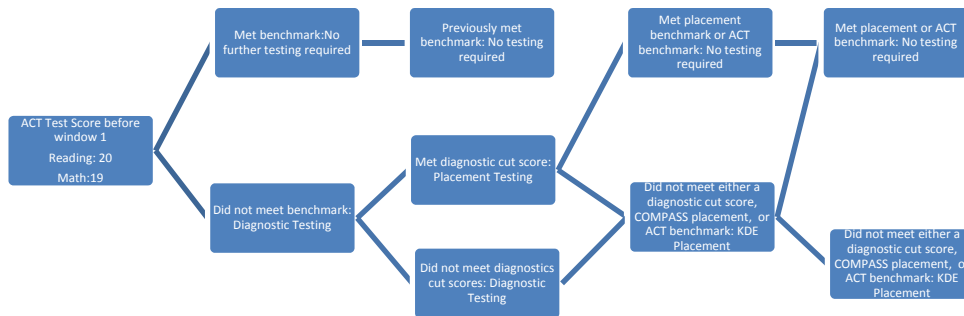
For the “11th grade measure”, COMPASS testing will begin in Window 1 and include ALL students in Algebra 2 and English 3 (no matter the student’s grade in school).

Window1 Window 2 Window 3 Window 4



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.