



DISTRICT 180 SCHOOL IMPROVEMENT GRANT (1003g)

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

School Name:	
Valley High 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													
7 th grade													
8th grade													
9th grade	88.7	91.9	89.0										
10th grade	86.6	91.3	88.4										
11th grade	87.5	89.2	88.1										
12th grade	83.7	88.3	84.7										
Total School	86.7	90.4	87.8										
Teacher Attendance %	94.9	96.8	94.7										

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
		52.63			

Dropout Rate [Report in Percentages]*	Baseline June 2011	June 2012	June 2013	June 2014
		5.2		

*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:
		% of students served		% of students progressing to a less intensive tiered intervention		
		Dec./Jan	June	Dec./Jan	June	
Grade 6						1. In house suspension reduction program has allowed us to decrease out of school suspension data for ECE students 2. 16 ECE students were in SOS as alternative to suspension. Eight were in SOS more than once
Grade 7						
Grade 8						
Grade 9	8	4%		76%		Additional Comments about the increase or decrease of African American students' referrals: 1. In house suspension reduction program has allowed us to decrease out of school suspension data for African-American students 2. 46 of the 97 students were AA. 10 of 46 were in SOS more than once.
Grade 10	8	3%		69%		
Grade 11	4	2%		91%		
Grade 12	1	1%		91%		

	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 African American students' referrals:
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:

Non-cognitive data is tracked and discussed at admin/team meetings and interventions are established.

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	51.04 (KCCT RD)			
Mathematics Grade 6				
Mathematics Grade 7				
Mathematics Grade 8				
Algebra II	24.60 (KCCT MA)			
Science Grade 7				
Biology	16.04 (KCCT SC)			
Social Studies Grade 8				
US History	16.58 (KCCT SS)			
On-Demand Writing Grade 8				
On-Demand Writing Grade 10 & 11	18.32 (KCCT ODW)			

Reading Interventions

	Baseline June 2011	2011-2012								Additional Comments about the increase or decrease of special education students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6										Slight increase in the 1 st pupil month of ECE students placed in Ramp-Up classrooms (Grades 9-10)
Grade 7										
Grade 8									Additional Comments about the increase or decrease of African American students' referrals: Slight increase in the 1 st pupil month of African-American students placed in Ramp-Up classrooms (Grades 9-10)	
Grade 9	165 63%	100%	100%							
Grade 10	19 8.5%	100%	100%							
*Grade 11	191 100%	100%	100%							
**Grade 12	160 100%	100%	100%							
<p>* All juniors receive ACT prep reading interventions in prep for spring test</p> <p>**All seniors not meeting benchmark are in ACT prep classes</p>										

	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								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	240 91.3%	100%	100%							
Grade 10	215 96.4%	100%	100%							
Grade 11	140 76.1%	100%	100%							
*Grade 12	183 100%	100%	100%							
<p>All students in grades 9-11 have three trimesters of math unless they are in Honors or Advance classes *All seniors not meeting benchmark are in ACT prep classes</p>										

	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										

Explore and Plan [Report in Percentages]

	Baseline Fall 2010	Fall 2011*	Fall 2012	Fall 2013
Plan [% Below Benchmark]	97.0	95.8		
# students	234	263		
English	69.7	67.7		
Math	94.9	92.8		
Reading	79.9	84.4		

*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 for Explore	The school has purchased EPAS materials (web-based and workbooks) from KAPLAN and Study Island	All freshmen will receive a practice PLAN test during spring testing.	When PLAN scores are release students not meeting benchmark will received targeted intervention through KAPLAN and Study Island.

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	0	25	0										
Language	9	11	18										
Arts	9	36	18										
Mathematics	0	27	0										
	27	3	17										
	27	30	17										
Science	0	35	0										
	10	0	15										
	10	35	15										
Social	0	0	0										
Studies	22	15	13										
	22	15	13										

*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	95.7	96.4		
# students	184	168		
English	82.1	77.4		
Math	92.9	91.7		
Reading	86.4	82.7		
% Seniors with Interventions	100	100%		
% Seniors with Interventions Passing College Placement Exams	3.4	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	0.0		

*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: I. Reduce the percentage of students not “proficient” or “distinguished” by at least 10% annually. II. Progress towards meeting our 2015 college and career readiness percentage goal for our graduates.
	Person Responsible: Michele Lynch (Literacy Lead)

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
	Actual	Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
9 th CASCADE	40.3	55.9			60.3			64.3		
10 th EOC ENGLISH II	51.0 (KCCT)	55.9			60.3			64.3		
11 th ACT READING	17.3	27			36			45		
12 th RD COMPASS (ACT + COMPASS)	3.8 (17.4)	27			36			45		

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

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 40.3	CASCADE 14.4	CASCADE 36.8		
	% Novice	CASCADE 10.3	CASCADE 62.7	CASCADE 43.0		
10 th	% Proficient or above	KCCT 51.0	% CR PLAN: EN – 32.3 RD – 15.6	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 13.1 % NONE: 86.9		
	% Novice	KCCT 8.0				
11 th	% College Ready	ACT(MAR) 17.3	COMP(D) 85+ 7.9	% ACT RD 20+: 0.5 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 18.3 % NONE: 81.2		
12 th	% College Ready	ACT 17.4	COMP(D) 85+ 10.5	% ACT RD 20+: 17.7 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 12.7 % NONE: 69.6		

***See Appendix for details on quarterly measures.

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

10 th	% Proficient or above				
	% Novice				
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				

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 29.1	CASCADE 8.3	CASCADE 24.4		
	10	KCCT 42.3	% CR PLAN EN – 18.9 RD – 10.0	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:5.6 % NONE:94.4		
	11	ACT(MAR) 9.6	COMP(D) 85+ 4.1	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 8.1 % NONE: 91.9		
	12	COMP/ACT 0.5/10.1	COMP(D) 85+ 4.1	% ACT RD 20+: 11.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 2.7 % NONE: 86.3		
Free/Reduced Lunch	9	CASCADE 37.7	CASCADE 14.6	CASCADE34.5		
	10	KCCT 47.7	% CR PLAN EN – 30.1 RD – 13.6	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:10.7 % NONE: 89.3		
	11	ACT(MAR) 15.1	COMP(D) 85+ 6.7	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 16.7 % NONE: 83.3		
	12	COMP/ACT 1.1/10.9	COMP(D) 85+ 10.2	% ACT RD 20+: 15.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 12.9 % NONE: 72.1		
Students with Disabilities	9	CASCADE 16.7	CASCADE 10.0	CASCADE 46.7		
	10	KCCT 17.9	% CR PLAN EN – 10.0 RD – 6.7	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:0.0 % NONE: 100		

	11	ACT(MAR) 7.7	COMP(D) 85+ 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+: 5.3 % NONE: 94.7		

*% 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

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

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
	Actual	Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
9 th CASCADE	31.3	32.1			38.9			45.0		
10 th Plan Math	6.7	24			34			43		
11 th EOC Algebra II	24.6 (KCCT)	32.1			38.9			45.0		
12 th MA COMPASS (ACT + COMPASS)	4.9 (12.0)	26			36			45		

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

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 31.3	CASCADE 38.5	CASCADE 20.5		
	% Novice	CASCADE 31.3	CASCADE 32.1	CASCADE 28.6		
10 th	% College Ready	% CR PLAN 6.7	% CR PLAN: 7.2	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 2.6 % NONE: 97.4		
11 th	% Proficient or above	KCCT 24.6	COMP(D) 50+ 2.1	% ACT MA 19+: 0.5 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 4.7 % NONE: 94.8		
	% Novice	KCCT 33.0				
12 th	% College Ready	ACT 12.0	COMP(D) 50+ 0.0	% ACT MA 19+: 10.5 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.6 % NONE: 89.0		

***See Appendix for details on quarterly measures.

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

10 th	% 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 24.2	CASCADE 13.3	CASCADE 10.8		
	10	% CR PLAN 6.7	% CR PLAN 1.1	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 1.1 % NONE: 98.9		
	11	KCCT 16.2	COMP(D) 50+ 1.4	% ACT MA 19+: 1.4 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 4.1 % NONE: 94.6		
	12	COMP/ACT 0.0/4.3	COMP(D) 50+ 0.0	% ACT MA 19+: 5.5 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 94.5		
Free/Red uced Lunch	9	CASCADE 29.9	CASCADE 15.3	CASCADE 19.9		
	10	% CR PLAN 7.4	% CR PLAN 5.3	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 1.9 % NONE: 98.1		
	11	KCCT 22.8	COMP(D) 50+ 2.0	% ACT MA 19+: 0.7 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 4.7 % NONE: 94.7		
	12	COMP/ACT 1.4/3.8	COMP(D) 50+ 0.0	% ACT MA 19+: 8.2 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.7 % NONE: 91.2		
Students with Disabilitie s	9	CASCADE 15.2	CASCADE 0.0	CASCADE 15.4		
	10	% CR PLAN 4.3	% CR PLAN 3.3	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 100		

	11	KCCT 16.7	COMP(D) 50+ 3.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 3.0 % NONE: 97.0		
	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 an 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?

Our continuous monitoring and interventions of EPAS data and our use of ACT prep resources are in their early stages but we are confident there will be significant increases in the percent of student meeting ACT benchmark standards.

2. What does the data not tell us?

It is too early to measure the effectiveness of our strategies. In one week we will have the 1st round of COMPASS testing results.

3. What are causes for celebration?

Teachers have attended training for KAPLAN and Study Island and they are incorporating the programs in class. We had gains in the KCCT last year and our ACT scores have gone up three years in a row. We have momentum and confidence they we are headed in the right direction.

4. What are the opportunities for improvement?

The SIG grant and the i3 grant provide ample funding to support more in school interventions during teacher planning periods and after school interventions to include Saturday school session on ACT prep.

5. What are our next steps?

- Schedule dates and times for Saturday School Intervention
- Develop student incentives/rewards for meeting ACT benchmark standards
- Develop effective behavior interventions that reduce unwanted behavior which will allow for students to have increased time in class with a certified teacher.

Data Summary for December 2011

1. What does the data tell us? ***There's a slight decrease in the percentage of student not meeting ACT CPE benchmarks but the percentage of students below CPE is still too high. There is little to no success in COMPASS testing in spite of our efforts to date. The decrease in the attendance rate in all grade level reduces the amount of time students have with the content and instruction. Teachers must have a plan for absent students to catch up with and or receive the missed content.***
2. What does the data not tell us? ***What attributes to the lack of progress on COMPASS testing? (Instruction, the test format, time, lack of student accountability, etc.)***
3. What are causes for celebration? ***The slight decrease in the percentage of student not meeting ACT CPE benchmarks is a move in a positive direction but the high percentage of students still below CPE must be addressed.***
4. What are the opportunities for improvement? ***We have in place a multitude of resources for ACT prep (PLATO, KAPLAN, Study Island) and most students have express a genuine interest in preparing for and attending college. We need to provide students additional time with the resources to include lunch, after school, and weekends.***
5. What are our next steps? ***Teachers must be more intentional in providing students daily exposure to ACT prep vocabulary and questions. Content knowledge is not enough; students must acquire the stamina and test-taking skills necessary for success on the EOC, PLAN, and ACT.***

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
10th	Reading (English2)	<i>No COMPASS</i> <i>(using PLAN)</i>	District COMPASS (D)	District COMPASS (D)	<i>No COMPASS</i> <i>(using EOC)</i>
	Math (Geometry)	<i>No COMPASS</i> <i>(using PLAN)</i>	District COMPASS (D)	District COMPASS (D)	<i>NO COMPASS</i> <i>(using CASCADE)</i>
11th	Reading (English 3)	District COMPASS (D)	District COMPASS (D or P)	District COMPASS (D or P)	<i>No COMPASS</i> <i>(using ACT)</i>
	Math (Algebra 2)	District COMPASS (D)	District COMPASS (D or P)	<i>NO COMPASS</i> <i>(using ACT scores)</i>	<i>No COMPASS</i> <i>(using 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.

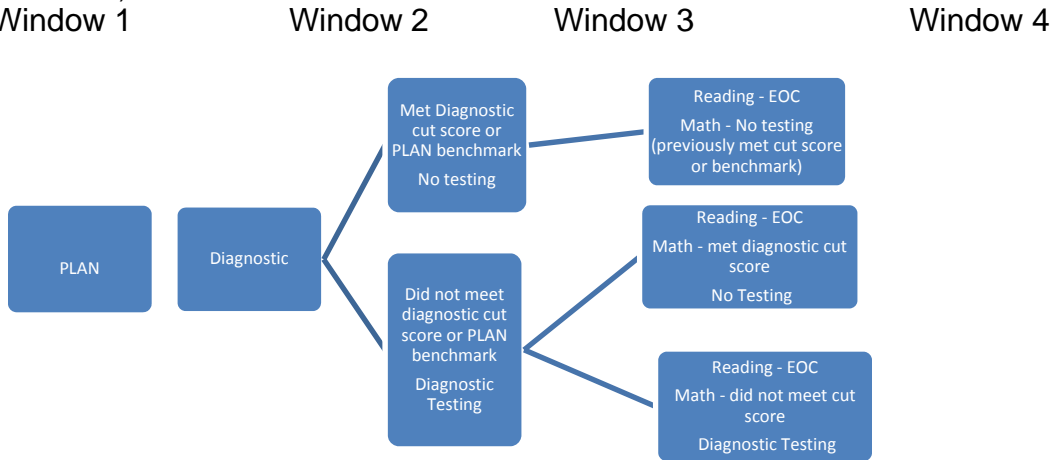
²Only seniors who did not meet CPE readiness standards in MATH (19) qualify for testing.

Important Notes:

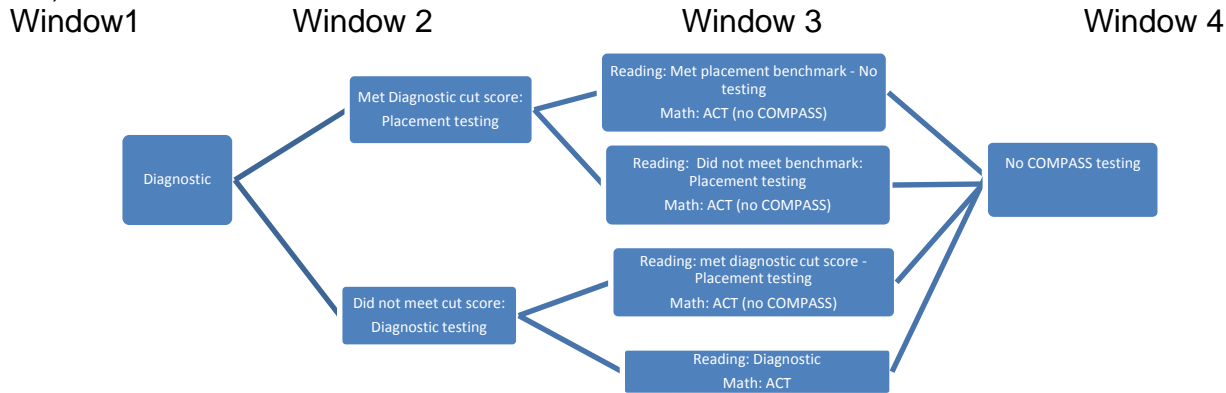
- When registering, students must enter their 9-digit JCPS number. If there are less than 9 digits, students will need to add enough leading zeros to make 9 digits.
- The technical set-up requirements can be found on the COMPASS resources web page: <http://www.act.org/compass/resources.html>
- For DISTRICT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

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).

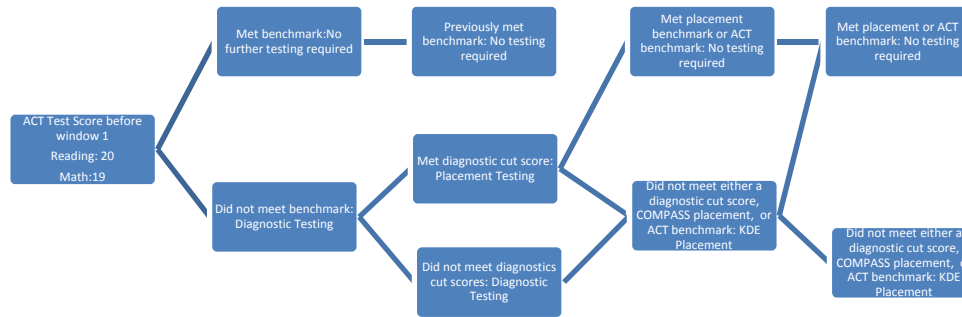


For the “11th grade measure”, COMPASS testing will begin in Window 1 and include ALL students in Algebra 2 and English 3 (no matter the student’s grade in school).



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.