



# DISTRICT 180 SCHOOL IMPROVEMENT GRANT (1003g)

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

<b>School Name:</b>	
Waggener High School	
<b>Intervention Model:</b>	<b>School's Tier Status:</b>
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*	12-21-11** **the data is only through week 5 of 6 weeks										

\*All data is reported through the 6 week mark unless otherwise noted.

KDE: ONGSD: DT: JBL 07072011

## 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 <sup>th</sup> grade													
8th grade													
9th grade	89.8	91.6	89.9										
10th grade	90.1	92.6	90.0										
11th grade	90.3	93.7	92.4										
12th grade	89.9	92.2	91.2										
Total School	90.0	92.4	90.8										
Teacher Attendance %	94.9	98.3	95.8										

### 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
		59.20			

Dropout Rate [Report in Percentages]*	Baseline June 2011	June 2012	June 2013	June 2014
		3.3		

\*Dropout calculated by number of W23, W24, and W25 divided by second month school membership. This percent is only an estimate; it does not reflect KDE accountability rules (i.e. 30 days membership at this school).

**Behavior Interventions (Beyond Universal)**

	Baseline June 2011	2011-2012				Additional Comments about the increase or decrease of special education students' referrals:  Waggener increased their referral of students to behavioral intervention at end of last school year. Currently a system of intervention through the Student Services advisory is addressing the student needs for Tier 2 and Tier3 supports.  Additional Comments about the increase or decrease of African American students' referrals:  At the close of 2010-2011 there had been an increase in AA male referrals, currently a system of intervention is being established through the Student Advisory team.
		% 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	50	73		33		
Grade 10	55	56		75		
Grade 11	40	75		76		
Grade 12	56	70		68		

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

### Additional Comments Concerning Non-Cognitive Data:

After re-staffing was put in place, one key component the principal created and designed was a Student Services Department that would address the complex needs of the student population focusing on the increase in Special Education and African American needs for support. The first area of redesign was the counseling department and coordination of student grant based programs through the RTI resources teacher who would lead the Student Services Advisory team. The Student Services advisory team's mission is to create ways to intervene and support student based on their individualized needs through Tier 1 and Tier 2 interventions.

### December:

Attendance has been a real struggle with our truant students. We currently had two different clerks calling specific grade levels however, the results from this effort did not show gains in attendance for those student who have chronic attendance issue. Now we are looking at pairing truant students with a member of the administrative staff and/ or RTI team that will contact them in the

morning to wake them up and attempt to get them to school on a regular basis. The student services advisory team will also be revising the current Tiered intervention system for attendance to be more aggressive with students who chronically miss instructional time.

Successes are being made on the behavioral front with students who were chronic offenders of school rules. Students who had offenses like failure to obey staff directives, dress code, inappropriate language have been greatly decreased through one on one intervention plans and connection with an adult mentor. The intervention plan create a framework that helps the student create behavioral cues that stop the disruptive behaviors that were inhibiting the student from being successful. We will continue to develop and structure systems to support our student with more aggressive behaviors and/ or drug and alcohol abuse with the support from Seven Counties services. We will be developing an angry management groups and drug and alcohol abuse groups to support student with their social and emotional needs which will impact the student success in the classroom.

## 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	53.85 (KCCT RD)			
Mathematics Grade 6				
Mathematics Grade 7				
Mathematics Grade 8				
Algebra II	37.57 (KCCT MA)			
Science Grade 7				
Biology	26.46 (KCCT SC)			
Social Studies Grade 8				
US History	25.93 (KCCT SS)			
On-Demand Writing Grade 8				
On-Demand Writing Grade 10 & 11	30.18 (KCCT ODW)			

## Reading Interventions

	Baseline June 2011	2011-2012								Additional Comments about the increase or decrease of special education students' referrals: Based on 2010-2011 school year there were no noted increase in students being referred in the area of Reading within special education.
		% 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: Based on the high failure rate of AA males in English 1 and English 2, an intervention course was established within the master schedule so that students were able to receive additional support within the school day and in addition to their current English course.
Grade 9	17	6	49							
Grade 10	4	18	92							
Grade 11	8	0	54							
Grade 12	0	0	55							

	Baseline June 2011	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				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6										
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: Based on 2010-2011 no students were referred for Math within special education.
		% 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: Due to the gap in African American performance an intervention course for Math was created within the master schedule to provide additional support. Currently the students enrolled in the Math intervention course are 75% AA.
Grade 7										
Grade 8										
Grade 9	2	5	52							
Grade 10	10	3	73							
Grade 11	3	20	97							
Grade 12	0	3	10							

	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
<b>Plan [% Below Benchmark]</b>	96.1	93.4		
# students	205	152		
English	66.3	60.5		
Math	93.7	88.8		
Reading	79.0	74.3		

\*Plan data will be included in December Quarterly Report.

### Interventions for Explore and/or Plan [Report in Percentages]

<b>Percent of students receiving support as a result of Explore or Plan scores.</b>	<b>Describe interventions and/or supports</b>	<b>Data to show results for the interventions and/or supports</b>	<b>Comments</b>
10% of the freshmen students are currently enrolled in the Reading Intervention course.  17% of Junior students are enrolled in the Math intervention course.	6 week course using KCAS Reading standards and Quality Core English standards  6 week course using Quality Core Math standards.	Students are tracking their progress on each identified standards and tracking their growth on their Project Proficiency English 1 exams and Alg 2 exams.  Teachers are creating work portfolio of student work based on each standards as a progress monitoring tool.	Once the diagnostic and proficiency exams are given, we will be able to establish a percentage of growth from one exam to the next on the same standards.
December: Currently we have 20% of our Freshmen in an Intervention courses. We also have intervention course to support English 2 and Algebra 2.	The Intervention reading course supports students who are below grade level readers and /or not meeting the standards of English through individualize instruction and small group learning environment. The intervention course for Algebra 1 is based on the standards being measured each six weeks. Students are identified based on need for remediation of past standards and difficulty with mastery of current 6 weeks standards.	Students track their progress on each identified standards and tracking their growth on their Project Proficiency English 1 exams and Algebra 1 exams.  Teachers are creating work portfolio of student work based on each standards as an additional progress monitoring tool.	

<b>Percent of students receiving support as a result of Explore or Plan scores.</b>	<b>Describe interventions and/or supports</b>	<b>Data to show results for the interventions and/or supports</b>	<b>Comments</b>
100% of students will participate in 8 week course once to twice a week during their advisory period that will address the student areas of growth identified from Plan and / or Compass scores that have been given this year.	The interventions curriculum will be designed in a collaboration of ERSs and curriculum coach that will support the areas of growth identified in Compass and Plan. For Example, Freshmen will work on reading skills and mastering effective use of time during a timed test. Junior will focus on how to deconstruct ACT like questions to identify what the question is asking.	Each student will track their progress on the practice exams and timed test provided throughout the course.  Each instructor of the course will compile tracking data and submit to the ERSs to identify the effectiveness of the curriculum and to monitor student progress throughout the course.	

### **Ninth Grade Course Failures [Report in Percentages]**

	<b>Baseline</b>	<b>2011-2012</b>				<b>2012-2013</b>				<b>2013-2014</b>			
	<b>June 2011</b>	<b>Oct.</b>	<b>Dec.</b>	<b>Mar.</b>	<b>June</b>	<b>Oct.</b>	<b>Dec.</b>	<b>Mar.</b>	<b>June</b>	<b>Oct.</b>	<b>Dec.</b>	<b>Mar.</b>	<b>June</b>
<b>English</b>	0	0	0										
<b>Language Arts</b>	25	30	14										
	25	30	14										
<b>Mathematics</b>	0	0	11										
	34	44	23										
	34	44	34										
<b>Science</b>	0	0	5										
	44	45	34										
	44	45	39										
<b>Social Studies</b>	0	0	0										
	44	28	25										
	44	28	25										

**\*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
<b>ACT % Below CPE Benchmarks</b>	84.3	87.0		
# students	210	146		
English	64.8	73.3		
Math	77.1	76.0		
Reading	70	78.8		
<b>% Seniors with Interventions</b>	80	87		
<b>% Seniors with Interventions Passing College Placement Exams</b>	6.8	n/a		

\*Reports 12<sup>th</sup> graders 2011-2012 (ACT score from March 2011)

**Career Readiness\* [Report in Percentages]**

	Baseline Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>*Career Ready</b>	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"><b>SIG ANNUAL SMART GOAL FOR <u>ALL</u> STUDENTS</b></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 (65%) goal for our graduates.</p>
	<p>Person Responsible: Katy Zeitz/ Natalie Bedell</p>

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
	Actual	Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
9 <sup>th</sup> CASCADE	52.0	58.5			62.7			66.4		
10 <sup>th</sup> EOC ENGLISH II	53.9 (KCCT)	58.5			62.7			66.4		
11 <sup>th</sup> ACT READING	21.2	44			51			58		
12 <sup>th</sup> RD COMPASS (ACT + COMPASS)	5.2 (35.2)	39			48			56		

<p><b>If goal was not met, what additionally will the district be doing to assist the school in reaching goals?</b></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 <sup>th</sup>	% Proficient or above	CASCADE 52.0	CASCADE 26.1	CASCADE 40.5		
	% Novice	CASCADE 4.6	CASCADE 48.7	CASCADE 31.8		
10 <sup>th</sup>	% Proficient or above	KCCT 53.9	% CR PLAN: EN – 39.5 RD – 25.7	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 17.8 % NONE: 82.2		
	% Novice	KCCT 14.0				
11 <sup>th</sup>	% College Ready	ACT(MAR) 22.2	COMP(D) 85+ 23.1	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 26.8 % NONE: 73.2		
12 <sup>th</sup>	% College Ready	ACT 35.2	COMP(D) 85+ 15.6	% ACT RD 20+: 19.4 % COMP (JCPS P) 85+: 4.0 % COMP (D) 85+: 12.0 % NONE: 64.6		

\*\*\*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 48.4	CASCADE 21.3	CASCADE 33.9		
	10	KCCT 39.00	% CR PLAN EN – 27.0 RD – 16.2	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 12.0 % NONE: 88.0		
	11	ACT(MAR) 3.9	COMP(D) 85+ 11.5	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 16.5		

				% NONE: 83.5		
	12	COMP/ACT 1.6/20.5	COMP(D) 85+ 7.1	% ACT RD 20+: 5.4 % COMP (JCPS P) 85+: 1.4 % COMP (D) 85+: 10.8 % NONE: 82.4		
Free/Reduced Lunch	9	CASCADE 50.7	CASCADE 41.9	CASCADE 39.8		
	10	KCCT 44.00	% CR PLAN EN – 30.8 RD – 22.1	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 15.9 % NONE:84.1		
	11	ACT(MAR) 15.6	COMP(D) 85+ 13.9	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 16.4 % NONE: 83.6		
	12	COMP/ACT 3.4/23.5	COMP(D) 85+ 8.3	% ACT RD 20+: 11.7 % COMP (JCPS P) 85+: 2.5 % COMP (D) 85+: 8.3 % NONE: 77.5		
Students with Disabilities	9	CASCADE 30.4	CASCADE 3.7	CASCADE 17.9		
	10	KCCT 13.0	% CR PLAN EN – 16.0 RD – 12.0	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 10.7 % NONE: 89.3		
	11	ACT(MAR) 0.0	COMP(D) 85+ 0.0	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 4.2 % NONE: 95.8		
	12	COMP/ACT 0.0/0.0	COMP(D) 85+ 5.3	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 4.5 % NONE: 95.5		

## Content Focus – Mathematics

<b>SIG ANNUAL SMART GOAL FOR <u>ALL</u> STUDENTS</b>  (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: Katy Zeitz/ Natalie Bedell

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
	Actual	Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
9 <sup>th</sup> CASCADE	57.0	43.8			49.5			54.5		
10 <sup>th</sup> Plan Math	5.4	18			30			41		
11 <sup>th</sup> EOC Algebra II	37.6 (KCCT)	43.8			49.5			54.5		
12 <sup>th</sup> MA COMPASS (ACT + COMPASS)	3.8 (26.7)	33			42			52		

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

<b>SIG BENCHMARK DATA FOR ALL STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***</b>						
Name of Assessment::		Baseline June 2011	2011-2012			
			Oct.	Dec.	Mar.	June
9 <sup>th</sup>	% Proficient or above	CASCADE 57.0	CASCADE 24.1	CASCADE 34.2		
	% Novice	CASCADE 20.2	CASCADE 38.6	CASCADE 32.2		
10 <sup>th</sup>	% College Ready	% CR PLAN 5.4	% CR PLAN: 11.2	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 8.9 % NONE: 91.1		
11 <sup>th</sup>	% Proficient or above	KCCT 37.6	COMP(D) 50+ 6.5	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 13.7 % NONE: 86.3		
	% Novice	KCCT 28.0				
12 <sup>th</sup>	% College Ready	ACT 26.7	COMP(D) 50+ 5.8	% ACT MA 19+: 20.6 % COMP (JCPS P) 36+: 2.9 % COMP (D) 50+: 4.0 % NONE: 72.6		

\*\*\*See Appendix for details on quarterly measures.

<b>SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)***</b>						
		Baseline June 2011	2011-2012			
			Oct.	Dec.	Mar.	June
African-American	9	CASCADE 57.4	CASCADE 18.2	CASCADE 23.3		
	10	% CR PLAN 0.0	% CR PLAN 1.4	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 6.7 % NONE: 93.3		

	11	KCCT 22.1	COMP(D) 50+ 2.4	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+:5.5 % NONE:94.5		
	12	COMP/ACT 1.2/11.6	COMP(D) 50+ 4.3	% ACT MA 19+: 8.1 % COMP (JCPS P) 36+: 2.7 % COMP (D) 50+: 2.7 % NONE: 86.5		
<b>Free/Reduced Lunch</b>	9	CASCADE 56.2	CASCADE 23.4	CASCADE 34.2		
	10	% CR PLAN 3.9	% CR PLAN 10.6	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 8.0 % NONE: 92.0		
	11	KCCT 28.2	COMP(D) 50+ 2.7	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 8.6 % NONE: 91.4		
	12	COMP/ACT 1.7/17.5	COMP(D) 50+ 6.1	% ACT MA 19+: 15.8 % COMP (JCPS P) 36+: 2.5 % COMP (D) 50+: 2.5 % NONE: 79.2		
<b>Students with Disabilities</b>	9	CASCADE 32.3	CASCADE 5.9	CASCADE 20.0		
	10	% CR PLAN 5.9	% CR PLAN 4.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 3.6 % NONE: 96.4		
	11	KCCT 4.2	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 0.0/0.0	COMP(D) 50+ 0.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+:0.0 % NONE:100		
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### Additional SMART Goals

(May duplicate as necessary)

<b>OTHER SIG SMART GOALS</b>  (Report of Progress on any and all other SMART Goals listed in SIG Application)	<b>Goal:</b>
	<b>PROGRESS TOWARD GOAL (NARRATIVE):</b>
	<b>SUPPORTING EVIDENCE (name of assessment):</b>

## Data Summary Questions

### Data Summary for October 2011

#### 1. What does the data tell us?

Non-cognitive Data: % Attendance rate has increased by 2.4% from June 2011 to October 2011

KCCT Baseline Data even though we did not meet our AMO we did show increase in reading performance by 12% and Math by 11%. As we progress with the reading and math intervention courses we will be able to see increase in proficiency success on Proficiency exams.

Plan- 96% of 10<sup>th</sup> grade did not meet Plan benchmarks in fall 2010, these students have now been targeted for intervention courses to support their instructional needs prior to taking the ACT in March 2012.

Based on Freshmen Failure data, we showed increase in all Core areas except Social Studies. Currently those failures are being addressed with the freshmen ESS and freshmen intervention course enrollment.

College readiness 87% did not meet the ACT Benchmarks, the identified students are enrolled in intervention course and taking the Compass test that they have met the CPE benchmark.

Cascade-Reading for 9<sup>th</sup> grade show 26% decrease in proficiency from 2011 baseline  
Math for 9<sup>th</sup> grade shows a 33% decrease in proficiency from 2011 baseline

#### 2. What does the data not tell us?

It does not show the effect of the intervention courses overtime. It does not show the diagnostic and proficiency growth within the areas of all EOCs

#### 3. What are causes for celebration?

We were able to celebrating the successful increase in KCCT in both reading and math.

#### 4. What are the opportunities for improvement?

We have students who have not mastered Plan and ACT benchmarks so through the intentionality of the intervention course students will be able to meet those benchmarks.

#### 5. What are our next steps?

Continue to provide individualized intervention and track student progress

### **Data Summary for December 2011**

#### 1. What does the data tell us?

Non- cognitive data shows a decrease in attendance of 2. 5%. Attendance has been a real struggle with our truant students. In response to the decrease we are pairing truant students with a member of the administrative staff and/ or Student Services Advisory team that will contact the student in the morning to wake them up and attempt to get them to school on regular bases. The student services advisory team will create an aggressive plan for addressing absentees both on an individual student level and as a whole class competition.

Data shows that the behavioral interventions in Tier 2 we have put in place are addressing the needs of the AA male students. Those AA male students who were identified through disciplinary data have behavior intervention plans customized to meet their need and we are seeing significantly less disciplinary referrals for these students due to the Tier 2 supports put in place. In addition, no AA male students have been referred for ECE placements this year, instead several AA ECE students have been moved from most restrictive environment to full time collaboration.

Reading interventions are growing exponentially, interventions increased by 43%- 74% based on the grade level. Math interventions have also grown from a minimum of 3% of students receiving interventions to 47-77% of students receiving support to show mastery of standards and success on Project Proficiency exams. The interventions are making an impact on student's success with Project Proficiency exams and student identifying areas they need support.

December Plan data shows an increase of 2.7% in students scoring above benchmark with significant growth in all three areas. English showed an increase of 5.8%, Math showed an increase of 4.9% and Reading showed an increase of 4.7% in benchmark performance.

Based on SIG Benchmark data for Literacy, gains were made in English 1 Proficiency of 14.4% and decrease of Novice of 16.9%. Gains were made in Reading Proficiency in two of three sub groups: African American showed increase of 12.6% and Special education increase of 14.2%. Based on SIG Benchmark data for Math, gains were made in Algebra 1 Proficiency of 10.1% and decrease of Novice by 6.4%. Gains

were made in Math Proficiency in all three sub groups African American increase of 12.6%, Free and Reduced Lunch increase of 10.8% and Special education increase of 14.2%.

Freshman failures decreased 16% in English and 10% in Math due to teachers working on intervene with students instead of failing the students. Freshman academy is also taking on the task of standards based grading as a whole to further support student mastery of standards instead of student compliance.

Last year's Act data is disappointing with 87% of the senior class needing interventions to support them, we have a plan designed to support this enormous needs school wide. We have redesigned the focus of advisory to solely support these students who did not meet benchmarks. Starting in January 2012, each student will have intervention course through their advisory which will support their individually identified need based on Plan and Compass deficiencies. The curriculum for the course will be designed by the ERSs and curriculum coach based on several programs like Triumph and Cambridge.

## 2. What does the data not tell us?

It does not show the effect of the intervention courses as it pertains to student success on EOCs. We also lack data on the performance of students on district assessment in relationship to the End of Course exams.

## 3. What are causes for celebration?

We are celebrating the successes on the behavioral front with students who were identified as chronic offenders and need for Tier 2 and 3 interventions. Students with offenses of failure to obey staff directives, dress code, and inappropriate language have been greatly decreased through one on one intervention plans and connection with an adult mentor. The intervention plan creates a framework that supports the student in creating behavioral cues that eliminate disruptive behaviors which were inhibiting the student from being successful. Our next challenge will be addressing the more aggressive and illegal behaviors (Tier 3) such as drug and alcohol abuse with the additional support from Seven Counties services. They will be developing anger management groups and drug and alcohol abuse support groups to assist our student with their social and emotional needs which will impact the student success in the classroom.

We are celebrating the success of interventions in both Math and Reading. It has provided students who are not meeting the benchmarks and/ or standards a support system that addresses their needs in a personalized, targeted learning environment. Teachers are working extremely hard within their PLCs to create systems that support student mastery of assigned standards. English teachers have created "Bounce" sessions to provide to support to students who are lacking the competency in standards. Algebra teachers have created "Boot Camp" for students to have the additional supports with mastery of math standards. School wide we had a "Pacesetter Camp" which provides students with afterschool supports to recovery I or U from the past trimester.

We are celebrating the success in Freshman Academy with Freshman failures decreased 16% in English and 10% in Math due to teachers working on intervening with students instead of failing the students.

We continue to celebrate with students their success in attendance and grades within each 6 weeks and trimester. A breakfast invitation is sent to all students with perfect attendance. Honor Roll and Principal Honor Roll students are invited to attend a desert reception to honor their grades and successes in the classroom. At the end of the trimester, we have a Pinning celebration in which students are recognized and awarded lanyard pin(s) for their attendance, honor roll, principal honor roll and marked improvements. We also recognize students of the month with students presented with a rewards and their picture featured in the front hall. This month, three of the students of the month previously had been identified as needing behavioral interventions with more than 15 behavioral occurrences each. Now they demonstrated and lead their classmates in both academics and appropriate leadership as a student.

#### 4. What are the opportunities for improvement?

We continue to build and strengthen the instructional practices of all staff so that fewer students require the intervention and make benchmarks within their daily rigorous instruction. We continue to grow the instructional practices that allow teachers to have a diverse array of strategies that support the diverse needs of their students through descriptive feedback and individualized support when needed. We continue to support all students in becoming College and Career ready by creating an environment that maintains high expectation and demonstrates a caring and supporting environment.

#### 5. What are our next steps?

Our next big steps are as follows:

- The advisory-based intervention course will focus on support students with making the benchmarks for ACT and Plan. The interventions curriculum will be designed by ERSs and curriculum coach to support the areas of growth identified in Compass and Plan.
- Attendance warfare- In response to the decrease in attendance, pairing truant students with a member of the administrative staff and/ or Student Services Advisory team that will contact the student each morning to wake them up and attempt to get them to school on regular bases. The student services advisory team will create a school wide competition plan that will support student attendance and will allow students to encourage their peers to come to school and be successful.

**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
<b>10<sup>th</sup></b>	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>
<b>11<sup>th</sup></b>	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>
<b>12<sup>th</sup></b>	Reading <sup>1</sup>	District COMPASS (D)	District COMPASS (D or P)	<b>KDE Placement COMPASS testing (NO SET WINDOW)</b>	
	Math <sup>2</sup>	District COMPASS (D)	District COMPASS (D or P)		

<sup>1</sup>Only students who did not meet CPE readiness standards in READING (20) qualify for testing.

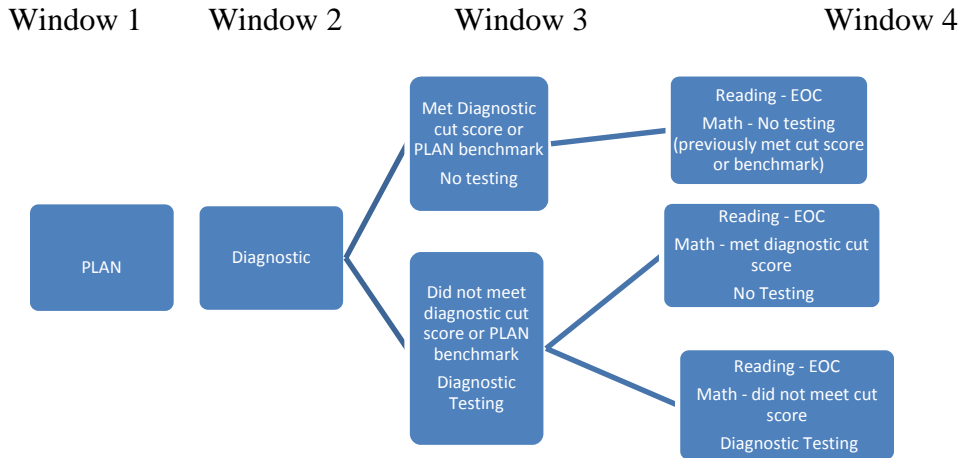
<sup>2</sup>Only seniors who did not meet CPE readiness standards in MATH (19) qualify for testing.

**Important Notes:**

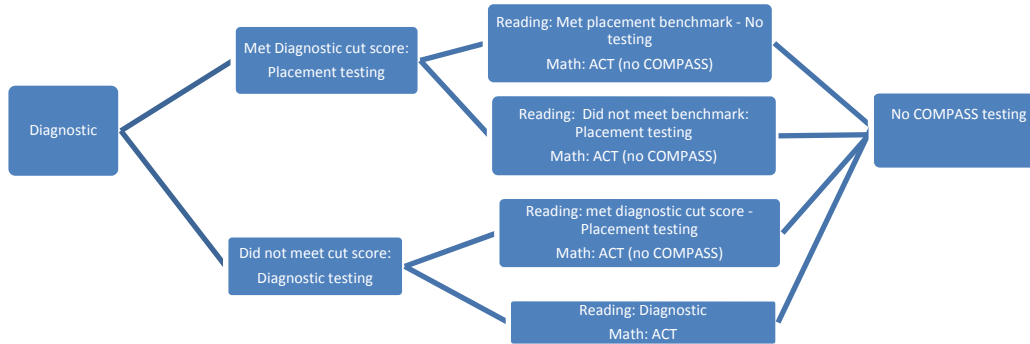
- When registering, students must enter their 9-digit JCPS number. If there are less than 9 digits, students will need to add enough leading zeros to make 9 digits.
- The technical set-up requirements can be found on the COMPASS resources web page: <http://www.act.org/compass/resources.html>
- For DISTRICT 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 “10<sup>th</sup> 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 “11<sup>th</sup> 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).  
 Window 1                      Window 2                      Window 3                      Window 4



For the 12<sup>th</sup> 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

