



DISTRICT 180 SCHOOL IMPROVEMENT GRANT (1003g)

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

School Name:	
Western Middle School	
Intervention Model:	School's Tier Status:
Turnaround Model	Tier I (2010-2011)

Reporting Dates (e.g., 10-03-11):

2011-2012				2012-2013				2013-2014			
Oct.	Dec	Mar.	June	Oct.	Dec	Mar.	June	Oct.	Dec	Mar.	June
10-28-11*	12-16-11										

*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	94.9	96.8	96.7										
7 th grade	93.4	96.6	95.8										
8th grade	91.8	94.1	94.0										
9th grade													
10th grade													
11th grade													
12th grade													
Total School	93.3	95.9	95.6										
Teacher Attendance %	95.1	97.9	96.8										

Retention Rate [Report in Percentages]

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

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

Dropout Rate [Report in Percentages]*	Baseline June 2011	June 2012	June 2013	June 2014
	0.3			

*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: 52% of the students seen by behavior coaches in June were ECE students. 12-11- 34% of the students seen by behavior coaches were ECE. The number of ECE students has remained constant; however, the number of referrals of non-ECE students has increased. Additional Comments about the increase or decrease of African American students' referrals: In June, 2011, 69.2% of the students referred to behavior coaches were African American. 12-11-78% of the students referred to behavior coaches were African American.
		% of students served		% of students progressing to a less intensive tiered intervention		
		Dec./Jan	June	Dec./Jan	June	
Grade 6	N=6 5.7%	N=2 2%				
Grade 7	N=12 15.7%	N=12 15.6%				
Grade 8	N=7 6.1%	N=18 20.6%				
Grade 9						
Grade 10						
Grade 11						
Grade 12						

	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						
Grade 7						

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

Behavior Interventions (Beyond Universal)

	Baseline June 2013	2013-2014				Additional Comments about the increase or decrease of special education students' referrals:
		% of students served		% of students progressing to a less intensive tiered intervention		
		Dec./Jan	June	Dec./Jan	June	
Grade 6						Additional Comments about the increase or decrease of African American students' referrals:
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

Additional Comments Concerning Non-Cognitive Data:

Academic/Cognitive Data

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

	Baseline 2010-2011	2011-2012	2012-2013	2013-2014
Reading Grade 6	46.30 (KCCT RD)			
Reading Grade 7	29.00 (KCCT RD)			
Reading Grade 8	35.59 (KCCT RD)			
English II				
Mathematics Grade 6	37.04 (KCCT MA)			
Mathematics Grade 7	26.00 (KCCT MA)			
Mathematics Grade 8	22.88 (KCCT MA)			
Algebra II				
Science Grade 7	19.00 (KCCT SC)			
Biology				
Social Studies Grade 8	20.34 (KCCT SS)			
US History				
On-Demand Writing Grade 8	7.63 (KCCT ODW)			
On-Demand Writing Grade 10 & 11				

Reading Interventions

	Baseline June 2011	2011-2012								Additional Comments about the increase or decrease of special education students' referrals: ECE referrals were increased from June, 2011 to October, 2011 by one. Two students have been referred in the 2011-12 school year, one student the previous year.
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6	43.8%	46.3%	44.9%				19.4%			Additional Comments about the increase or decrease of African American students' referrals: The number of African American students referred remains consistent, with one African American student each year referred.
Grade 7	62.5%	76.7%	67%				23.5%			
Grade 8	76.1%	83.7%	66.6%				27%			
Grade 9										
Grade 10										
Grade 11										
Grade 12										

	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: ECE referrals were increased from June, 2011 to October, 2011 by one. Two students have been referred in the 2011-12 school year, one student the previous year.
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6	65.4%	73.3%	57.6%					31%		Additional Comments about the increase or decrease of African American students' referrals: The number of African American students referred remains consistent, with one African American student each year referred.
Grade 7	80%	87.8%	93%					4.7%		
Grade 8	78.7%	94.2%	89.4%					10.5%		
Grade 9										
Grade 10										
Grade 11										
Grade 12										

	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
Explore [% Below Benchmark]	100	98.9		
# students	122	87		
English	83.6	81.6		
Math	96.7	90.8		
Reading	96.7	94.2		

*EXPLORE data will be included in December Quarterly Report.

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

Percent of students receiving support as a result of Explore or Plan scores.	Describe interventions and/or supports	Data to show results for the interventions and/or supports	Comments
72.4%	Students are receiving intervention through Compass Learning and Plato, during intervention classes scheduled throughout the day. Probes are administered to students each week to determine progress in reading comprehension, fluency, and basic math skills.	The average increase in reading fluency for the targeted students is 13.5 words per minute based on the Vanderbilt probes. Reading comprehension is increased an average 5.2 correct answers using the Peabody cloze procedure developed by Vanderbilt. The number of student that increased math performance, passing the first level, is 11.4%.	

Ninth Grade Course Failures [Report in Percentages]

	Baseline	2011-2012				2012-2013				2013-2014			
	June 2011	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
English Language Arts													
Mathematics													

Science													
Social Studies													

College Readiness [Report in Percentages]

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

Career Readiness* [Report in Percentages]

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

*Work Keys or any industry recognized certificates that a school might use (e.g., CISCO, Microsoft).

Content Focus – English Language Arts/Literacy

<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: The original reading goal was based on all students making the safe harbor goal of 43.36% proficient by 2011 * this goal was written prior to the actual release of the KCCT scores from 2010. Western made 14 of 16 goals in 2011. (87.5%)</p>
	<p>Person Responsible: The Principal</p>

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
		Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
6 th KCAS Reading	46.3 (KCCT)	40.85			46.77			52.09		
7 th KCAS Reading	29.0 (KCCT)	40.85			46.77			52.09		
8 th KCAS Reading	35.6 (KCCT)	40.85			46.77			52.09		

<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				2012-2013				2013-2014			
			Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
		MAP	MAP	MAP										
6 th	% Proficient or above	46.3%	49.5%	51.4%										
	% Novice	13.0	8.9%	16.8%										
7 th	% Proficient or above	29.0	23.8%	32.9%										
	% Novice	24.0	44.3%	42%										
8 th	% Proficient or above	35.6	16.0%	32.9%										
	% Novice	19.0	62%	49.4%										

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)														
		Baseline June 2011	2011-2012				2012-2013				2013-2014			
			Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
African-American	6 th	40.3	19	22.3										
	7 th	26.3	10.5	12.9										
	8 th	41.5	5.8	16.4										
Free/Reduced Lunch	6 th	45.0	38.8	44.6										
	7 th	28.1	21.1	30.5										
	8 th	36.3	16.4	34.1										
Students with Disabilities	6 th	20.0	0.0	0.0										
	7 th	15.0	2.3	0.0										
	8 th	4.0	1.2	1.2										

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: The original reading goal was based on all students making the safe harbor goal of 39.36% proficient by 2011 * this goal was written prior to the actual release of the KCCT scores from 2010. Western made 14 of 16 goals in 2011. (87.5%)</p>
	<p>Person Responsible: The Principal</p>

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
		Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
6 th KCAS Mathematics	37.0 (KCCT)	32.19			38.97			45.07		
7 th KCAS Mathematics	26.0 (KCCT)	32.19			38.97			45.07		
8 th KCAS Mathematics	22.9 (KCCT)	32.19			38.97			45.07		

<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				2012-2013				2013-2014			
			Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
6 th	% Proficient or above	37.0	21.4%	44.6%										
	% Novice	26.0	19.6%	15.5%										
7 th	% Proficient or above	26.0	13.6%	5.8%										
	% Novice	38.0	51.1%	57.6%										
8 th	% Proficient or above	22.9	05.7%	11.7%										
	% Novice	49.0	57.4	65.5%										

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)														
		Baseline June 2011	2011-2012				2012-2013				2013-2014			
			Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
African-American	6th	30.7	5.8	14.5										
	7th	22.8	4.7	3.5										
	8th	24.6	1.2	3.5										
Free/Reduced Lunch	6th	36.0	16.1	35.9										
	7th	25.0	11.7	5.8										
	8th	23.0	4.7	10.5										
Students with Disabilities	6th	20.0	0.0	0.0										
	7th	15.0	0.0	0.0										
	8th	8.0	0.0	0.1										

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? There are substantial increases from June, 2011 to October, 2011 in the number of students identified as tier 2 and tier 3. One of our primary means of identifying students is based on MAP scores. The MAP test in June was based on the standards based curriculum. The scores from August are based on the new Core Content. Due to the gaps between the two assessments, the increase of students identified was expected. We believe it is important to include students identified based on the Core Content assessment, to ensure they are targeted for success by monitoring their progress.
2. What does the data not tell us? The data does not reflect the motivation of the students to achieve success and the efforts of the faculty and staff to promote student achievement. Our students are actively engaged in learning. We have differentiated lessons throughout the content areas, and intervention classes providing reading and math instruction to students in tier 3.
3. What are causes for celebration?
Students have set goals and determined steps to achieve those goals. They are highly motivated and engaged in instruction.
4. What are the opportunities for improvement? This school year our Response to Intervention program is restructured to allow students who are performing significantly below grade level opportunities to receive intensive daily intervention in math and reading. We also have an interventionist and core teacher working collaboratively to address the needs of all students in the core program for 6th grade math, 7th grade reading and math, and 8th grade math classes.
5. What are our next steps? We monitor data for all tier 2 and 3 students weekly. Teachers meet each week to discuss the progress of students, and for those whom little progress is being made, we work as a team to address these specific issues.

Data Summary for December 2011

****Please note – The data from October has been changed. I inadvertently used an out of date Normative Data Reference when reporting in October. I revised our numbers with this reporting using the current Normative Reference Data chart published for the MAP assessment.**

1. What does the data tell us? The number of students served by Rtl (qualifying as tier 2 or 3) has decreased in all grade levels in reading, and in the 6th and 8th grades in math. The number of students scoring proficient or above has increased in all grade levels in reading and in the 6th and 8th grades for math.
2. What does the data not tell us? Our teachers and staff are committed and professional. Our students are excited and motivated learners. Our halls are quiet with students in class, engaged in learning. We are committed to the success of all our students, and our students have taken ownership of their learning.
3. What are causes for celebration?
We have seen a doubling of the percentage of 8th graders scoring in the proficient or distinguished range in both reading and math.
4. What are the opportunities for improvement?
The MAP assessment allows us to target the specific skill deficits and we have Compass, which provides students with individualized instruction for their specific needs in reading and math. We continue to differentiate lessons to meet the needs of all learners. We are also beginning a before and after school tutoring program for math. All teachers, regardless of subject specialty, work with students in literacy for the first block. The students are homogeneously grouped in classes. This grouping allows us to use MAP data and target skills to address student's specific needs.
5. What are our next steps? We continue monitoring all students weekly in reading comprehension, fluency and basic math skills. We will target the students who are high apprentice for intervention, as well as continuing to provide additional instruction and support to those students identified as tier 2 and 3. We continue to provide additional intervention in enrichment classes, using Compass and Do the Math programs.

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?