

# 2010-2011 Semester Report and School Data Questions



<b>What does the data tell us?</b>
<b>The data tells us that we are making gains, both behaviorally and academically, at Lassiter Middle School. The data also tells us we still have much room for improvement.</b>
<b>What does the data not tell us?</b>
<b>I don't believe the data shows how much the atmosphere and culture has changed for the better from last year. As the new principal, I have conducted anonymous surveys (using the Tell Survey questions and results from last year as my baseline), and there is no doubt that student behavior has improved immensely and instruction and learning is actually taking place in each and every classroom. This success is because of a total team effort to implement consistent, school-wide positive behavior approaches and consistent consequences. We have also focused more on interventions and enrichment opportunities by building intervention time directly into the school schedule. We have raised the bar academically school wide, and we tried to recognize and celebrate student achievement more than in the past.</b>
<b>What are causes for celebration?</b>
<b>The data shows that our EXPLORE preparations had an impact despite the short turnaround for a new administration to implement interventions and instructional improvements. For the last two years, Lassiter's composite score has been 12.6. Our 2011 composite score was 13.2. The data also shows that we are serving more Tier III students for academic and behavior deficiencies. More students are progressing behaviorally and academically because of the new interventions we have put into place.</b>
<b>What are the opportunities for improvement?</b>
<b>There are many opportunities for improvement. Our goal is to attain the national composite score average on the EXPLORE by 2013. Our intervention teachers need to develop instruction to address individual student needs. We need to continue to explore research-based programs and practices to help teachers make more effect use of the interventions we have already scheduled during the school day. We need to do a better job tracking academic success of specific skills of individual students. We need to utilize ESS in a more effective, efficient manner to serve as another layer of intervention to help Tier II and Tier III students.</b>

### Next Steps

We have already taken steps to introduce the EXPLORE Exam and the meaning behind the benchmarks to our 7<sup>th</sup> graders. The next step will be to develop specific interventions to help students become college and career ready. We need to be ready when the 7<sup>th</sup> graders return as 8<sup>th</sup> graders to “hit the ground running” with an EXPLORE post-assessment and additional interventions ready to be put into place. For our interventions, our next step will be to examine the research on the effectiveness of various programs to see if we need to implement new programs in our intervention classes. For example, we will examine the possibility of using Compass Learning at Lassiter to improve interventions in reading and mathematics and to see how Compass Learning utilizes MAP data. We also plan to expand our current Read 180 offerings to service more struggling readers.

**DISTRICT 180  
TIER III SCHOOL SEMESTER PROGRESS REPORT**

School Name: Lassiter Middle School District Name Jefferson

Date Report Completed: 1/24/12

January and June are KDE reporting dates. School data collection dates are at the discretion of the school and district. Reports will be reviewed by a regional team in collaboration with the Educational Recovery Director and Center for Learning Excellence.

**Non-Cognitive Data**

Attendance Report in Percentages	DEC/JAN					JUNE			
	2009 Baseline	2010	2011	2012	2010 Baseline	2011	2012	2013	
6th grade ADA	93.9	95.5	94.3		92.0	92.6			
7 <sup>th</sup> grade ADA	92.9	94.3	94.4		90.5	91.5			
8th grade ADA	92.8	93.4	93.7		91.0	90.2			
	DEC/JAN					JUNE			
	2009 Baseline	2010	2011	2012	2010 Baseline	2011	2012	2013	
Total School ADA	93.2	94.4	94.1		91.2	91.4			
*Teacher Attendance %	94.09	95.08	95.39						
Dropout %	0.0%	0.2%	0.0%		0.0%	0.1%			
*Teacher absence due to PD or other work outside the classroom should not be calculated into the attendance rate. It may be calculated and reviewed at the local level but is not required for this report.									

### Academic Data

Number of Retentions	JUNE			
	2010 Baseline	2011	2012	2013
6 <sup>th</sup> Grade	1	1		
7 <sup>th</sup> Grade	3	3		
8 <sup>th</sup> Grade	0	3		

Report in Percentages	DEC/JAN Baseline				
	2009	2010	2011	2012	
<b>EXPLORE % Below Benchmark</b>					
# Students	263	268	260		
English	69.2%	69.40%	65.38%		
Math	89.7%	91.79%	94.23%		
Reading	83.7%	86.94%	82.31%		
Combined	94.7%	95.52%	96.9%		

*Interventions for Explore and/or Plan	Number of students receiving support as a result of scores	Describe interventions/supports	Show results including data to support	Comments
	0	none	none	
<p>Every teacher took a subject test during a staff meeting to become familiar with the content and type of questions on the EXPLORE. Eighth grade teachers used released EXPLORE questions as bell ringers to correspond with related curriculum that was currently taught. Our 7<sup>th</sup> grade teachers gave a retired EXPLORE to 7<sup>th</sup> grade students as a pre-assessment in early January. The tests were scored and used as a needs assessment to address academic deficiencies through intervention classes with the goal of attaining benchmark in the four areas. When the current 7<sup>th</sup> graders begin their 8<sup>th</sup> grade year, they will take the same retired EXPLORE test again as a post-assessment. Additional interventions will be tailored to address the greatest needs with the goal being to attain the benchmark score in all four areas by the time the students take the official EXPLORE exam.</p>				

### RTI for Reading

Response to Interventions for Reading (beyond universal)	Year 1 of Tier III Status				Year 2 of Tier III Status			
	Number of students being served		Number of students progressing to a less intensive tiered intervention		Number of students being served		Number of students progressing to a less intensive tiered intervention	
	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June
6 <sup>th</sup> grade	4	6	3	6	53		11	
7 <sup>th</sup> grade	8	6	5	6	10		0	
8 <sup>th</sup> grade	2	2	2	2	10		3	

Additional Comments for RTI - Reading	RTI for reading consist of before and after school intervention sessions. A daily intervention period is provided using a skills supported curriculum—Power Up, Corrective Reading, SuccessMaker, and Read 180. Tracking is provided with SuccessMaker and Read 180.
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### RTI for Math

Response to Interventions for Math (beyond universal)	Year 1 of Tier III Status				Year 2 of Tier III Status			
	Number of students being served		Number of students progressing to a less intensive tiered intervention		Number of students being served		Number of students progressing to a less intensive tiered intervention	
	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June
6 <sup>th</sup> grade	12	4	2	4	58		6	
7 <sup>th</sup> grade	16	10	3	10	60		6	
8 <sup>th</sup> grade	13	11	0	11	0		0	

Additional Comments for RTI - Math	<p>At Lassiter Middle, RTI mathematics consists of a curriculum for novice students. The curriculum includes Do the Math, SuccessMaker, and district-generated Math Mats. Each of these programs has an allotted daily intervention time in the school schedule. Homework help/tutoring is also offered between 7:00 – 7:30 each morning before classes begin.</p>
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**RTI for Behavior**

Response to Interventions for Behavior (beyond universal)	Year 1 of Tier III Status				Year 2 of Tier III Status			
	Number of students being served		Number of students progressing to a less intensive tiered intervention		Number of students being served		Number of students progressing to a less intensive tiered intervention	
	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June
6 <sup>th</sup> grade	7	7	0	1	17		12	
7 <sup>th</sup> grade	9	7	0	5	24		17	
8 <sup>th</sup> grade	20	14	0	5	19		15	

<b>Additional Comments for RTI - Behavior</b>	<p>We now have a Home-School Liaison in addition to our Positive Support Behavior Specialist who works on RTI Behavior. Our Positive Support Behavior Specialist works with our ECE population. Our newly hired Home-School Liaison works with our Tier III students to reduce time out of class because of suspensions—both in-school and out-of-school suspensions—and to help students improve academically. The liaison keeps a caseload around thirty to thirty-five students at a time. Because of the work of the Home School Liaison, the Positive Support Specialist, and school-wide behavioral reforms enacted by the new administration, suspensions have decreased by 15% through the fourth attendance month at Lassiter Middle School.</p>
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<b>Additional Comments about decrease or increase of special education referrals as a result of total RTI programs</b>	
<p>RTI has had an impact on the number of ECE referrals. Review of student data and records (and also closer attention to student needs in relation to classroom support) have ensured that students are not referred for special education services unless absolutely necessary. RTI has begun to provide a system to meet the needs of many of our struggling students without referring them to ECE.</p>	

## \*\*School Status Report

### Content Focus: MATH

SIG SMART GOAL (Specific, Measurable, Attainable, Realistic and Timely)	Our SIG Smart Goal is to reach "Safe Harbor" and be considered to have made AYP by raising the percent of all students making proficient/distinguished in mathematics to 38% on the K-PREP state assessment in May 2012 with at least 37% of the free and reduced lunch students attaining proficiency.			
	Person Responsible  Jon Cesler, Principal			
FORMATIVE ASSESSMENT (December/June)	SUPPORTING EVIDENCE (name of assessment)  MAP Testing, Mathematics Diagnostic Assessments (MDA), Mathematics Proficiency Assessment (MPA), Retired EXPLORE Pre-Assessment Exam for 7 <sup>th</sup> graders.			
DATE OF ASSESSMENT	MAP Testing, October 2011 and March 2012; MPA assessments correspond to each 6 week grading period; EXPLORE Pre-Assessment for 7 <sup>th</sup> graders by January 31, 2012.			
PERFORMANCE DATA FROM BENCHMARK (% Proficient)	All Students		F/R Lunch	
	2010-2011	2011-2012	2010-2011	2011-2012
	MPA 1: 26.93 MPA 2: 17.82 MPA 3: 28.34 MPA 4: 23.93 MPA 5: 23.33 MPA 6: 37.29 MPA 7: 26.09	FALL MAP: 28.08	MPA 1: 25.89 MPA 2: 17.65 MPA 3: 26.70 MPA 4: 23.68 MPA 5: 21.88 MPA 6: 36.19 MPA 7: 24.82	FALL MAP: 27.34
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	MPA 1: 34.38 MPA2: 60.80 MPA 3: 39.34 MPA 4: 51.53 MPA 5: 49.59 MPA 6: 38.33 MPA 7: 48.14	FALL MAP: 26.12	MPA 1: 36.67 MPA 2: 60.29 MPA 3: 40.78 MPA 4: 51.91 MPA 5: 51.63 MPA 6: 39.61 MPA 7: 49.64	FALL MAP: 27.66

\*\*Report progress on SMART Goals in SIG Application; Narrative of the interventions in place; date and add to the narrative for each semester so cumulative notes will appear.

## \*\*School Status Report

### Content Focus: LITERACY

SIG SMART GOAL (Specific, Measurable, Attainable, Realistic and Timely)	OBJECTIVE 1 Our SIG Smart Goal for reading for all students is to attain a proficiency level on our AYP of 45% in reading and at least 44% for free and reduced lunch students on the K-PREP state assessment in May 2012.			
	Person Responsible  Jon Cesler, Principal			
FORMATIVE ASSESSMENT	SUPPORTING EVIDENCE (name of assessment)  MAP Testing, Reading Diagnostic Assessment/Extended Response; Reading Proficiency Assessment (RPA) / Extended Response, EXPLORE Pre-Assessment Exam for 7 <sup>th</sup> grade			
DATE OF ASSESSMENT	MAP, October 2011 and March 2012; each RPA exam corresponds to each 12 week grading period; EXPLORE Pre-Assessment for 7 <sup>th</sup> grade by January 2012.			
PERFORMANCE DATA FROM BENCHMARK (% Proficient)	All Students		F/R Lunch	
	2010-2011	2011-2012	2010-2011	2011-2012
	RPA1: 43.12 RPA2: 36.77 RPA3: 28.75	FALL MAP: 47.37	RPA1: 42.55 RPA2: 35.89 RPA3: 28.45	FALL MAP: 45.45
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	RPA1: 15.58 RPA2: 17.69 RPA3: 25.25	FALL MAP: 6.71	RPA1: 17.18 RPA2: 18.60 RPA3: 26.64	FALL MAP: 7.52

\*\*Report progress on SMART Goals in SIG Application; Narrative of the interventions in place; date and add to the narrative for each semester so cumulative notes will appear.