



2010-2011

Semester Report and School Data Questions

<p>What does the data tell us?</p> <p>The number of primary students who are in interventions has increased slightly. The number of intermediate students in intervention groups has decreased.</p>
<p>What does the data not tell us?</p> <p>Teachers are using their common planning time and embedded professional development sessions to analyze assessments and discuss implications for next instructional steps. Teachers are also working collaboratively with the ECE and ESL teachers, as well as, the in house instructional coach to align standards with lessons and activities that are used to enhance student learning.</p>
<p>What are causes for celebration?</p> <p>The number of students in 3rd-5th grade who are receiving interventions has decreased.</p>
<p>What are the opportunities for improvement?</p> <p>Primary students, specifically the 1st grade, need to be more closely monitored.</p>
<p>Next Steps</p> <p>Develop a plan to meet the needs of struggling 1st graders.</p>

DISTRICT 180
TIER III SCHOOL SEMESTER PROGRESS REPORT

School Name: Lincoln Elementary School District Name Jefferson

Date Report Completed: 11/30/10

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
Kindergarten ADA	95.2	95.4	95.1	95.2	94.5	93.1		
1 st grade ADA	95.7	96.9	95.5	95.5	95.0	95.2		
2 nd grade ADA	95.9	97.1	95.6	95.7	95.2	95.0		
3 rd grade ADA	95.9	97.4	97.2	97.2	94.4	96.1		
4 th grade ADA	95.3	96.9	96.7	96.5	94.4	95.9		
5 th grade ADA	95.7	95.4	95.9	95.9	95.0	95.8		
	DEC/JAN				JUNE			
	2009 Baseline	2010	2011	2012	2010 Baseline	2011	2012	2013
Total School ADA	95.6	96.5	96.1	95.9	94.7	95.1		
*Teacher Attendance %	94.89	95.27	96.87	?				
*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
4 th Grade	0	0		
5 th Grade	0	0		

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
Kindergarten	38	30	14	24	30		11	
1 st grade	35	32	2	26	54		23	
2 nd grade	36	34	6	14	34		14	
3 rd grade	40	40	5	18	30		18	
4 th grade	52	51	8	32	30		14	
5 th grade	43	39	19	28	34		19	

Additional Comments for RTI - Reading	Kindergarten students are receiving additional instruction in small groups and one on one. 1 st -5 th grade students are receiving small group instruction in reading every day and time on SuccessMaker. 3 rd -5 th graders are participating in the Success in 60 after school on Monday and Thursday.
---------------------------------------	--

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
Kindergarten	17	8	0	9	15		8	
1 st grade	15	10	3	5	18		6	
2 nd grade	27	23	6	7	18		7	
3 rd grade	33	28	4	14	19		9	
4 th grade	46	43	10	32	20		11	
5 th grade	42	38	33	31	20		14	

Additional Comments for RTI - Math	1 st and 2 nd grade students are receiving additional instruction in small groups. 3 rd -5 th grade students are in small groups and using SuccessMaker, they are also in the Success in 60 program on Monday and Thursday.
------------------------------------	---

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
Kindergarten	9	5	0	4	4		1	
1 st grade	13	7	2	5	5		2	
2 nd grade	2	3	0	0	5		2	
3 rd grade	8	4	2	4	4		1	
4 th grade	8	8	1	0	3		1	
5 th grade	10	8	1	2	1		0	

Additional Comments for RTI - Behavior	Each of our behavior coaches have a case load of 11 students that they meet with on a regular basis. Both coaches collaborate with teachers and administration to provide appropriate intervention strategies that meet the student needs. The goal is to transition the students back to their educational environment as quickly and effectively as possible.
---	---

Additional Comments about decrease or increase of special education referrals as a result of total RTI programs

**School Status Report

Content Focus: MATH

SIG SMART GOAL (Specific, Measurable, Attainable, Realistic and Timely)	OBJECTIVE 1 The percentage of all students scoring Proficient or Distinguished in Mathematics will be 33.73% in 2011, as measured by KCCT Mathematics. The percentage of free/reduced lunch students scoring Proficient or Distinguished in Mathematics will be 31.54%, as measured by KCCT Mathematics.			
	Person Responsible Susan French, Principal			
FORMATIVE ASSESSMENT (December/June)	SUPPORTING EVIDENCE (name of assessment) Mathematics Performance Assessment (MPA)			
DATE OF ASSESSMENT	Each MPA assessment corresponds to the 12-week grading period.			
PERFORMANCE DATA FROM BENCHMARK (% Proficient)	All Students		F/R Lunch	
	2010-2011	2011-2012	2010-2011	2011-2012
	MPA1: 18.52 MPA2: 24.48 MPA3: 35.22	MPA 1: 25.95	MPA1: 17.33 MPA2: 26.03 MPA3: 31.97	MPA 1: 22.76
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	MPA1: 66.67 MPA2: 57.59 MPA3: 37.11	MPA 1: 61.39	MPA1: 68.67 MPA2: 59.59 MPA3: 39.46	MPA 1: 64.83

**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 The percentage of all students scoring Proficient or Distinguished in Reading will be 54.65% in 2011, as measured by KCCT Reading. The percentage of free/reduced lunch students scoring Proficient or Distinguished in Reading will be 50.77%, as measured by KCCT Reading.			
	Person Responsible Susan French, Principal			
FORMATIVE ASSESSMENT	SUPPORTING EVIDENCE (name of assessment) Reading Performance Assessment (RPA)			
DATE OF ASSESSMENT	Each RPA assessment corresponds to the 12-week grading period.			
PERFORMANCE DATA FROM BENCHMARK (% Proficient)	All Students		F/R Lunch	
	2010-2011	2011-2012	2010-2011	2011-2012
	RPA1: 31.90 RPA2: 28.93 RPA3: 34.16	RPA 1: 25.97	RPA1: 29.80 RPA2: 27.03 RPA3: 34.90	RPA 1: 24.82
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	RPA1: 36.81 RPA2: 33.96 RPA3: 26.09	RPA 1: 31.17	RPA1: 37.09 RPA2: 35.81 RPA3: 27.52	RPA 1: 34.04

**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.