



2010-2011

Semester Report and School Data Questions

What does the data tell us?
The data continues to tell us that Math continually needs to be an area in which to focus and concentrate our resources. While our data does shows moderate growth, it is unstable and inconsistent and potentially still very far away from our proficiency goals. Math intervention data does show growth for students who require remediation but does reflect our difficulties with our ever increasing ESL student population reaching proficiency. Reading as well shows inconsistent growth as reflected on scoring analysis. To sustain improvement, our Enrichment/Remediation periods need to continue their focus on being more data driven.
What does the data not tell us?
The data does not reflect how we are improving with our sub groups such as our large ESL and LEP populations.
What are causes for celebration?
Cause for celebration for Thomas Jefferson would be the overall success we are seeing with our RTI behavior team. As a result of their hard work and concentrated efforts, that we are seeing progress. Further cause for celebration would be the work of our recently developed PLC's focused on analysis of assessment data to inform instruction, which results in the potential for more stable growth gains.
What are the opportunities for improvement?
Opportunities for further improvement include continuing to assess students' academic needs and adapt our schedules or their structures to meet those student needs. We also are working towards creating

more increased opportunities to provide out of school interventions for students who need more intensive remediation beyond the school day. We continue to use our resources, both human and fiscal, to drill down more extensively into students' specific barriers

Next Steps

Thomas Jefferson Middle's staff and faculty's next steps include: 1) refining the work being done in PLC's with a concentrated focus on analyzing student work and increasing student engagement/challenge level of lessons; 2) continuing to work collaboratively around formative assessment implementation both in PLC and departments; 3) continuing to review student data for the purpose of rearranging student schedules to individualize instructional needs; 4) providing more out of school time intervention programs as needed; and 5) continuing to track student progress and monitor instructional practices in an effort to increase student achievement results.

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

School Name: Thomas Jefferson Middle 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
6th grade ADA	95.3	95.5	95.1		94.3	94.0		
7 th grade ADA	95.0	95.8	94.1		93.9	93.8		
8th grade ADA	95.1	95.2	94.5		94.2	93.8		
	DEC/JAN				JUNE			
	2009 Baseline	2010	2011	2012	2010 Baseline	2011	2012	2013
Total School ADA	95.1	95.5	94.6		94.1	93.9		
*Teacher Attendance %	95.36	95.55	93.66					
Dropout %	0.0%	0.0%	0.0%		0.1%	0.0%		
*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 th Grade	3	4		
7 th Grade	2	5		
8 th Grade	2	1		

Report in Percentages	DEC/JAN Baseline			
	2009	2010	2011	2012
EXPLORE % Below Benchmark				
# Students	263	318	327	
English	56.7%	65.41%	59.33%	
Math	83.3%	89.31%	87.46%	
Reading	74.9%	83.65%	80.12%	
Combined	89.4%	93.08%	93.6%	

*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
	None based only on Explore Results, but we have 134 of students below benchmark in Reading Interventions in combination with other assessments as well as 26 of those below benchmark in Math	Interventions include Fast Forward Lab, Successmaker Reading, Successmaker Math, Corrective Reading, Read 180, Thinking Reader, and Read XL; In the winter/spring students were serviced with after school Course Recovery to receive additional support services as needed	SRI tests will be taken again in December/January and student data reviewed to make appropriate adjustments; students were reassessed and schedules were rearranged as necessary and appropriate to provide for interventions	Placement changes will occur in January if appropriate; placement changes were made in January as appropriate.
*Narrative of the interventions in place; date and add to the narrative for each semester so cumulative notes will appear. Interventions begin on the first day of school based on SRI testing, past state assessment data, grades, and Explore results when made available.				

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 th grade	179	152	unknown right now	32	72		unknown right now	
7 th grade	177	148	unknown right now	35	85		unknown right now	
8 th grade	168	148	unknown right now	27	67		unknown right now	

Additional Comments for RTI - Reading	We use MAP scores and grades to place RTI students and are doing this now for placement changes in January. Placement changes occurred in January with students being added to interventions if needed or moved to a less intensive intervention as appropriate. All students received an extra Enrichment period based on a multitude of data including past KCCT scores, MAP score, and current district assessment data focused on Math or Reading, depending upon students identified area of need.
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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 th grade	36	34	0	22	45		19	
7 th grade	23	36	0	22	67		18	
8 th grade	32	37	2	20	98		25	

Additional Comments for RTI - Math	Current students failing Math will be re assessed for placement in January. Placement changes occurred in January with students being added to interventions if needed or moved to a less intensive intervention as appropriate. All students received an extra Enrichment period during February and March based on a multitude of data including past KCCT scores, SRI, and current district assessment data focused on Math or Reading, depending upon students identified area of need..
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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 th grade	59	59	20	18	55		18	
7 th grade	45	44	20	17	69		21	
8 th grade	30	27	10	10	53		10	

Additional Comments for RTI - Behavior	Achievement Gap Coordinator, SRP coordinator, Behavior Coach, and RTI team continue to positively supporting students with mentoring, grade checks, etc. We also have a Home school support Liaison employed by the district assigned to Thomas Jefferson who also works with identified students. In addition we have a Positive Support ECE Coach that works part time with our students.
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Additional Comments about decrease or increase of special education referrals as a result of total RTI programs
none

**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 44.96% in 2011, as measured by KCCT Mathematics. The percentage of free/reduced lunch students scoring Proficient or Distinguished in Mathematics will be 41.47%, as measured by KCCT Mathematics.			
	Person Responsible Kimberly Gregory, Principal			
FORMATIVE ASSESSMENT (December/June)	SUPPORTING EVIDENCE (name of assessment) Mathematics Performance Assessment (MPA)			
DATE OF ASSESSMENT	MPA assessments correspond to each 6 weeks grading period. Grading period 6 had two assessments (MPA6 & MPA7).			
PERFORMANCE DATA FROM BENCHMARK (% Proficient)	All Students		F/R Lunch	
	2010-2011	2011-2012	2010-2011	2011-2012
	MPA 1: 34.05 MPA 2: 28.82 MPA 3: 37.23 MPA 4: 21.52 MPA 5: 34.07 MPA 6: 33.98 MPA 7: 5.96	FALL MAP: 30.51	MPA 1: 31.78 MPA 2: 27.6 MPA 3: 35.36 MPA 4: 21.86 MPA 5: 32.01 MPA 6: 32.12 MPA 7: 6.42	FALL MAP: 27.22
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	MPA 1: 29.48 MPA 2: 43.89 MPA 3: 33.48 MPA 4: 57.51 MPA 5: 36.02 MPA 6: 38.00 MPA 7: 66.81	FALL MAP: 28.63	MPA 1: 31.63 MPA 2: 46.38 MPA 3: 34.69 MPA 4: 58.01 MPA 5: 38.11 MPA 6: 39.58 MPA 7: 68.40	FALL MAP: 31.65

**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 59.82% in 2011, as measured by KCCT Reading. The percentage of free/reduced lunch students scoring Proficient or Distinguished in Reading will be 57.71%, as measured by KCCT Reading.			
	Person Responsible Kimberly Gregory, Principal			
FORMATIVE ASSESSMENT	SUPPORTING EVIDENCE (name of assessment) Reading Performance Assessment (RPA)			
DATE OF ASSESSMENT	Each RPA exam corresponds to each 12 week grading period.			
PERFORMANCE DATA FROM BENCHMARK (% Proficient)	All Students		F/R Lunch	
	2010-2011	2011-2012	2010-2011	2011-2012
	RPA1: 55.08 RPA2: 53.59 RPA3: 54.80	FALL MAP: 53.11	RPA1: 52.13 RPA2: 51.09 RPA3: 53.69	FALL MAP: 48.95
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	RPA1: 10.04 RPA2: 10.11 RPA3: 9.75	FALL MAP: 3.90	RPA1: 11.38 RPA2: 10.89 RPA3: 10.52	FALL MAP: 4.43

**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.