



DISTRICT 180 SCHOOL IMPROVEMENT GRANT (1003g)

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

School Name:	
Doss High School	
Intervention Model:	School's Tier Status:
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*	1-10-12										

*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													
7 th grade													
8th grade													
9th grade	90.3	93.5	90.2										
10th grade	90.5	92.7	89.3										
11th grade	89.2	93.0	91.8										
12th grade	90.6	93.1	89.7										
Total School	90.1	93.1	90.2										
Teacher Attendance %	94.2	97.4	95.5										

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
	60.91				

Dropout Rate [Report in Percentages]*	Baseline June 2011	June 2012	June 2013	June 2014
	4.2			

*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 Suspensions	2011-2012				Additional Comments about the increase or decrease of special education students' referrals: <ul style="list-style-type: none"> • Behavior Intervention Plan • FYSC – Anger Management • FYSC – Home visits • Peer tutoring • Freshman Academy structure • Student Opportunity and Support (SOS) Program • Many - Behavior Coaching – one on one • Many – Counselor/administrator – one-on-one counseling
		% 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: <ul style="list-style-type: none"> • Created an advisory group for At Risk students. • Freshman Academy Structure • Peer mediation through FYSC • Student Opportunity and Support (SOS) Program • FYSC – Home visits • Many - Behavior Coaching – one on one • Many – Counselor/administrator – one-on-one counseling 	
Grade 9	205 75.4%	195 73.6%				
Grade 10	149 66.5%	162 72.3%				
Grade 11	76 39.0%	94 44.9%				
Grade 12	69 40.1%	44 24.7%				

	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						
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:

Doss High School has expanded the number of behavioral interventions. We are using advisor/advisee time to help students with behavior management issues. The Family Resource Center has played a very active role in behavior issues. A new program, Student Opportunity and Support (SOS) is a behavior management class that is reducing the number of suspensions. Finally, more emphasis has been placed on preventative measures that can be used with E.C.E. students.

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	47.17 (KCCT RD)			
Mathematics Grade 6				
Mathematics Grade 7				
Mathematics Grade 8				
Algebra II	32.80 (KCCT MA)			
Science Grade 7				
Biology	20.97 (KCCT SC)			
Social Studies Grade 8				
US History	18.28 (KCCT SS)			
On-Demand Writing Grade 8				
On-Demand Writing Grade 10 & 11	28.64 (KCCT ODW)			

Reading Interventions

	Baseline June 2011	2011-2012								<p>10/21/11 – You see an increase in numbers because we are focusing on reading standards across all four grade levels. Prior to this school year district curriculum focused heavy on reading in the 9th and 10th grade years and more on writing in the 11th and 12th.</p> <ul style="list-style-type: none"> • Tier 1 Intervention takes place in the Senior Course. Students are all working on the state mandated Senior Transitional Course to try to get them College and Career Ready (ACT/COMPASS benchmarks) • The school currently has a Tier 2 Intervention in place with Ramp up instruction at the 9th and 10th grade level. Students are chosen based on their reading scores. This group receives more modeling and direct instruction as well as more time through the course of the year. • The school uses district common assessments as well as their own formative assessments to gauge where students are in various skills and standards. Students are then moved to a Tier 2 instruction and stay for Extended School Services. Tier 2 interventions include small-group-deficit- specific work identified by the
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 6										
Grade 7										

										<p>assessments that take place during ESS or in school during class. One example is Teacher Swaps - students are grouped together by the standards they are lacking and swamped so they get more specific instruction on just that one standard.</p> <ul style="list-style-type: none"> • Tier 3 interventions include 1:1 work with students who continue to struggle despite Tier 1 and Tier 2 interventions. Resource teachers within the building and from the district help aide in this intervention. We also utilize college students who are working on their BA in Education at a local university. These teachers shadow the teachers and also do 1:1 instruction as well as small group instruction. • Tier 2 Intervention - students who are scoring average are being placed in a cohort group to do small group instruction once a week to further develop their skills in reading and writing.
Grade 8										Same efforts as above.
Grade 9	12 4.4%	22 8.6%	80 30.1%							
Grade 10	85	39	183							

	37.9%	16.4%	90%							
Grade 11	20 10.2%	31 15.0%	69 34%							
Grade 12	90 52.3%	0 0.0%	170 100%							

	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								10/21/11 – You see an increase in numbers because we are requiring students for Tier 3 Interventions in Extended School Services. Tier 2 students (based on CASCADE assessments) are assigned to mandatory Mathematics Labs. Tier 3 interventions include 1:1 work with students who continue to struggle despite Tier 1 and Tier 2 interventions. Students are regrouped during their Math course for more individualized support on math deficits. In addition, teachers collaborated and used team-teaching to better reach students. Tier 2 instruction – student peers are used during class to tutor struggling students.
		% 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										Same efforts as above.
Grade 9	139 51.1%	125 48.8%	148 53%							
Grade 10	97 43.4%	131 55.0%	258 100%							
Grade 11	205 100%	94 45.4%	140 68%							
Grade 12	25 14.5%	4 2.2%	Sr. Course 100%							

	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
Plan <i>[% Below Benchmark]</i>	95.8	98.3		
<i># students</i>	259	240		
<i>English</i>	70.3	65.8		
<i>Math</i>	92.3	95.0		
<i>Reading</i>	84.2	83.3		

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
N/A	<p>ACT Sure Minutes – each content area Learning Team will design 15-20 minute instruction that is ACT like – timed, format, and rigorous.</p> <p>ACT Sure Thing Vocabulary – 15 words will be posted around the building . Students will compete in challenges to find definitions based on context clues.</p> <p>ACT Math problem of the month – students have choice of problems that relate to standards in the math courses.</p> <p>ACT PREP ESS – open to all students.</p> <p>Junior One on Ones – Every Junior who took practice ACT in fall met with EPAS Coach to discuss results and set goals. Many are attending ACT PREP ESS.</p>		

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
	<p>Sophomore One on Ones – Every Sophomore will meet with EPAS Coach to discuss results.</p> <p>Advisory Sessions – Advisors spent time during one on one meetings to discuss student’s scores on Explore, Plan, or ACT.</p>		

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	0	87	13										
	22	0	8										
	22	87	22										
Mathematics	0	53	0										
	14	3	23										
	14	56	23										
Science	0	76	3										
	25	1	30										
	25	77	34										
Social Studies	0	8	0										
	21	8	12										
	21	16	12										

*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
ACT % Below CPE Benchmarks	92.7	94.7		
# students	191	170		
English	74.9	77.1		
Math	84.3	82.9		
Reading	80.6	84.7		
% Seniors with Interventions	100	N/A		
% Seniors with Interventions Passing College Placement Exams	5.1	N/A		

*Reports 12th graders 2011-2012 (ACT score from March 2011) – these numbers will be updated in the March and June reports.

Career Readiness* [Report in Percentages]

	Baseline Fall 2010	Fall 2011	Fall 2012	Fall 2013
Career Ready	0.0	2.2		

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

Content Focus – English Language Arts/Literacy

SIG ANNUAL SMART GOAL FOR <u>ALL</u> STUDENTS (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: Telina Allison

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
	Actual	Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
9 th CASCADE	24.2	52.5			57.2			61.5		
10 th EOC ENGLISH II	47.2 (KCCT)	52.5			57.2			61.5		
11 th ACT READING	15.3	39			47			57		
12 th RD COMPASS (ACT + COMPASS)	4.7 (24.1)	31			43			55		

If goal was not met, what additionally will the district be doing to assist the school in reaching goals?
(Empty space for response)

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 th	% Proficient or above	CASCADE 24.2	CASCADE 29.0	CASCADE 35.7		
	% Novice	CASCADE 15.3	CASCADE 53.4	CASCADE 37.2		
10 th	% Proficient or above	KCCT 47.2	% CR PLAN: EN – 34.2 RD – 16.7	% ACT RD 20+: 0.4 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:11.2 % NONE:88.4		
	% Novice	KCCT 9.0				
11 th	% College Ready	ACT(MAR) 16.4	COMP(D) 85+ 14.8	% ACT RD 20+: 0.5 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:19.6 % NONE:79.9		
12 th	% College Ready	ACT 24.1	COMP(D) 85+ 12.9	% ACT RD 20+: 12.9 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 13.5 % NONE: 73.6		

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***					
Name of Assessment::		2012-2013			
		Oct.	Dec.	Mar.	June
9 th	% Proficient or above				
	% Novice				
10 th	% Proficient or above				
	% Novice				
11 th	% College Ready				
12 th	% College Ready				

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***					
Name of Assessment::		2013-2014			
		Oct.	Dec.	Mar.	June
9 th	% Proficient or above				
	% Novice				
10 th	% Proficient or above				
	% Novice				
11 th	% College Ready				
12 th	% College Ready				

***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 17.9	CASCADE 28.0	CASCADE 34.6		
	10	KCCT 41.0	% CR PLAN EN –25.4 RD – 12.7	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 7.0 % NONE: 93.0		
	11	ACT(MAR) 11.3	COMP(D) 85+ 12.1	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 15.0 % NONE: 85.0		
	12	COMP/ACT 1.9/10.1	COMP(D) 85+ 10.2	% ACT RD 20+: 8.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 9.1 % NONE: 83.0		
Free/ Reduced Lunch	9	CASCADE 21.8	CASCADE 26.8	CASCADE 31.1		
	10	KCCT 44.3	% CR PLAN EN – 31.8 RD – 14.6	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 8.6 % NONE: 91.4		
	11	ACT(MAR) 14.8	COMP(D) 85+ 14.2	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+:0.0 % COMP (D) 85+: 19.1 % NONE: 80.9		
	12	COMP/ACT 2.4/14.9	COMP(D) 85+ 13.5	% ACT RD 20+: 14.3 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+:10.5 % NONE: 75.2		
Students with Disabilities	9	CASCADE 0.0	CASCADE 39.0	CASCADE 32.4		
	10	KCCT 20.6	% CR PLAN EN – 27.5 RD – 7.5	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 5.6 % NONE: 94.4		

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
	11	ACT(MAR) 4.3	COMP(D) 85+ 0.0	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 2.6 % NONE: 97.4		
	12	COMP/ACT 0.0/0.0	COMP(D) 85+ 8.3	% ACT RD 20+: 4.2 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 4.2 % NONE: 91.7		

% ACT RD 20+ = % of students that have scored a 20 or higher on the RD section of the ACT:
 % COMP (JCPS P) 85+ = % of students that have scored an 85 or higher on the JCPS administered COMPASS Placement test:
 % COMP (D) 85+ = % of students that scored an average (2 sections) of an 85 or higher on the COMPASS Diagnostic test

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)***					
		2012-2013			
		Oct.	Dec.	Mar.	June
African-American	9				
	10				
	11				
	12				
Free/Reduced Lunch	9				
	10				
	11				
	12				

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)***					
		2012-2013			
		Oct.	Dec.	Mar.	June
Students with Disabilities	9				
	10				
	11				
	12				

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)***					
		2013-2014			
		Oct.	Dec.	Mar.	June
African-American	9				
	10				
	11				
	12				
Free/ Reduced Lunch	9				
	10				
	11				
	12				
Students with	9				

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)***					
		2013-2014			
		Oct.	Dec.	Mar.	June
Disabilities	10				
	11				
	12				

Content Focus – Mathematics

SIG ANNUAL SMART GOAL FOR <u>ALL</u> STUDENTS (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: Erin Kenney

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
	Actual	Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
9 th CASCADE	42.8	39.5			45.6			51.0		
10 th Plan Math	6.4	20			31			43		
11 th EOC Algebra II	32.8 (KCCT)	39.5			45.6			51.0		
12 th MA COMPASS (ACT + COMPASS)	3.7 (19.4)	27			37			48		

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

SIG BENCHMARK DATA FOR ALL STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***

Name of Assessment::		Baseline June 2011	2011-2012			
			Oct.	Dec.	Mar.	June
9 th	% Proficient or above	CASCADE 42.8	CASCADE 14.8	CASCADE 9.6		
	% Novice	CASCADE 17.9	CASCADE 46.9	CASCADE 48.0		
10 th	% College Ready	% CR PLAN 6.4	% CR PLAN: 5.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+:0.0 % COMP (D) 50+: 0.9 % NONE: 99.1		
11 th	% Proficient or above	KCCT 32.8	COMP(D) 50+ 4.8	% ACT MA 19+: 1.9 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 7.2 % NONE: 90.9		
	% Novice	KCCT 26.0				
12 th	% College Ready	ACT 19.4	COMP(D) 50+ 4.5	% ACT MA 19+: 16.9 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.6 % NONE: 82.6		

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***		2012-2013			
Name of Assessment::		Oct.	Dec.	Mar.	June
9th	% Proficient or above				
	% Novice				
10th	% College Ready				
11th	% Proficient or above				
	% Novice				
12th	% College Ready				

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***		2013-2014			
Name of Assessment::		Oct.	Dec.	Mar.	June
9th	% Proficient or above				
	% Novice				
10th	% College Ready				
11th	% Proficient or above				
	% Novice				
12th	% College Ready				

***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 34.2	CASCADE 9.5	CASCADE 8.3		
	10	% CR PLAN 5.1	% CR PLAN 0.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 100		
	11	KCCT 23.0	COMP(D) 50+ 2.8	% ACT MA 19+: 0.9 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 2.8 % NONE: 96.3		
	12	COMP/ACT 1.3/7.9	COMP(D) 50+ 3.4	% ACT MA 19+: 15.9 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 84.1		
Free/Reduced Lunch	9	CASCADE 38.5	CASCADE 14.17	CASCADE 8.8		
	10	% CR PLAN 7.0	% CR PLAN 3.1	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.6 % NONE: 99.4		
	11	KCCT 28.9	COMP(D) 50+ 4.3	% ACT MA 19+: 1.2 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 7.4 % NONE: 91.4		
	12	COMP/ACT 1.6/12.2	COMP(D) 50+ 3.8	% ACT MA 19+: 16.5 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.8 % NONE: 82.7		
Students with Disabilities	9	CASCADE 54.7	CASCADE 11.8	CASCADE 5.6		
	10	% CR PLAN 0.0	% CR PLAN 0.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 100		

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
	11	KCCT 3.7	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+: 4.2 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 95.8		

% ACT MA 19+ = % of students that have scored a 19 or higher on the MA section of the ACT:

% COMP (JCPS P) 36+ = % of students that have scored a 36 or higher on the JCPS administered COMPASS Placement test:

% COMP (D) 50+ = % of students that scored an average (4 sections) of an 50 or higher on the COMPASS Diagnostic test

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)					
		2012-2013			
		Oct.	Dec.	Mar.	June
African-American	9				
	10				
	11				
	12				
Free/Reduced Lunch	9				
	10				
	11				
	12				

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)					
		2012-2013			
		Oct.	Dec.	Mar.	June
Students with Disabilities	9				
	10				
	11				
	12				

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)					
		2013-2014			
		Oct.	Dec.	Mar.	June
African-American	9				
	10				
	11				
	12				
Free/Reduced Lunch	9				
	10				
	11				
	12				

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)					
		2013-2014			
		Oct.	Dec.	Mar.	June
Students with Disabilities	9				
	10				
	11				
	12				

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?

KCCT results showed the Standards Based Instruction was very effective in both Math & Reading.

Amount of growth that is required to reach our goals is very small because of the gains made in the 2011 KCCT assessment.

Standards Based Instruction has expanded the number of intervention that has taken place in all content areas.

Doss High School has expanded the number of behavior interventions for both African American and ECE students.

CASCADE scores for reading and math has increased.

2. What does the data not tell us?

The results that are reflected in this report does not show the gains made in novice reduction.

Sophomores – no baseline data

The data does not reflect the number of new teachers in the building – 24 teachers

The data does not reflect the increase in enrollment – 80 more students than projected.

3. What are causes for celebration?

Math and English both had increases in their Proficiency/Distinguished percentages.

Attendance for 2011-12 has increased.

Number of suspensions has dropped by 30%.

4. What are the opportunities for improvement?

Science and Social Studies have a lot of room for improvement, with Standards Based Instruction/Grading we feel that will see the same strides that English and Math made for them this year.

New Common Core Standards are more aligned with ACT Quality Core Standards.

5. What are our next steps?

- Continued effort in Standards Based Instruction/Grading or Project Proficiency.
- Intervention Time built into the school day.
- Continued focus on Literacy Strategies across the Curriculum.

Data Summary for December 2011

1. What does the data tell us?

- Standards Based Instruction was very effective in all content areas. While the diagnostic & proficiency exams are uneven, the overall trend is very positive.
- Standards Based Instruction has expanded the number of interventions that have taken place in all content areas. More students are staying after school to improve their understanding of the material. In addition, teachers are finding more ways of providing opportunities for students to master the material.
- Doss High School has expanded the number of behavior interventions for both African American and ECE students. We are providing more support for all students.
- The ACT emphasis has improved student scores in ACT like assessments.

2. What does the data not tell us?

- Numeric increases in ACT like assessments
- Reflect the change in attendance

3. What are causes for celebration?

The effectiveness of the instruction in Biology & English 2. Standards based instruction has made a giant improvement in student learning.

4. What are the opportunities for improvement?

Social Studies is struggling with narrowing broad topics down to effective standards. Algebra 2 classes are not showing the progress that they did previously.

5. What are our next steps?

Continue to improve the standards based instruction. Support teachers to insure that they are providing quality instruction. Finally, intervene with students when they are struggling.

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
10th	Reading (English2)	<i>No COMPASS</i> <i>(using PLAN)</i>	District COMPASS (D)	District COMPASS (D)	<i>No COMPASS</i> <i>(using EOC)</i>
	Math (Geometry)	<i>No COMPASS</i> <i>(using PLAN)</i>	District COMPASS (D)	District COMPASS (D)	<i>NO COMPASS</i> <i>(using CASCADE)</i>
11th	Reading (English 3)	District COMPASS (D)	District COMPASS (D or P)	District COMPASS (D or P)	<i>No COMPASS</i> <i>(using ACT)</i>
	Math (Algebra 2)	District COMPASS (D)	District COMPASS (D or P)	<i>NO COMPASS</i> <i>(using ACT scores)</i>	<i>No COMPASS</i> <i>(using EOC)</i>
12th	Reading ¹	District COMPASS (D)	District COMPASS (D or P)	KDE Placement COMPASS testing (NO SET WINDOW)	
	Math ²	District COMPASS (D)	District COMPASS (D or P)		

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

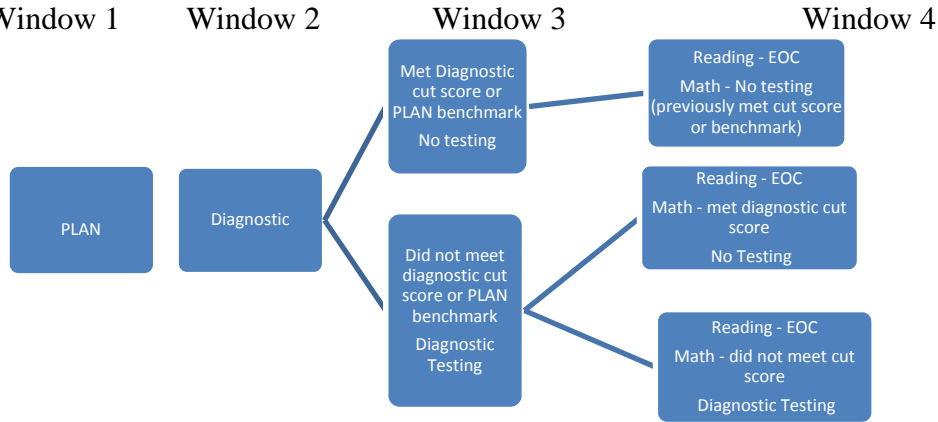
²Only seniors who did not meet CPE readiness standards in MATH (19) qualify for testing.

Important Notes:

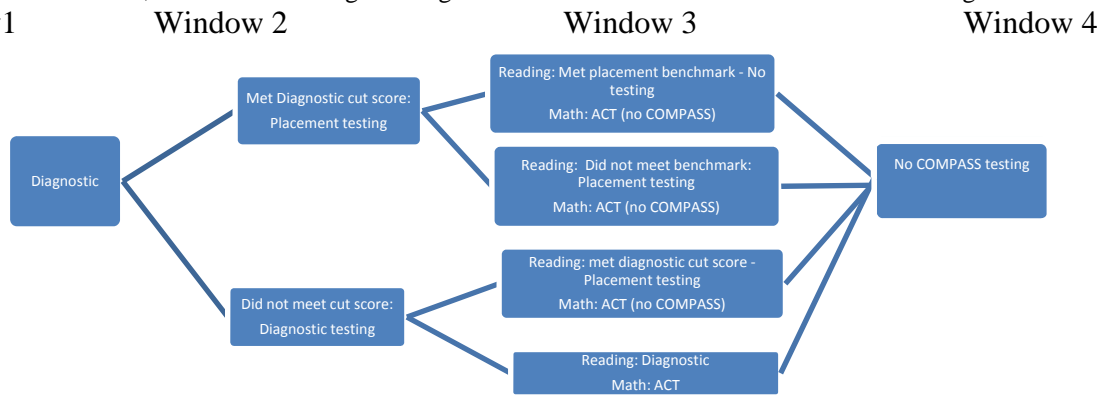
- When registering, students must enter their 9-digit JCPS number. If there are less than 9 digits, students will need to add enough leading zeros to make 9 digits.
- The technical set-up requirements can be found on the COMPASS resources web page: <http://www.act.org/compass/resources.html>
- For DISTRICT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



For the 12th 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

