



DISTRICT 180 SCHOOL IMPROVEMENT GRANT (1003g)

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

School Name:	
Iroquois 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*	1-10-2012										

***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	88.8	89.5	87.4										
10th grade	89.7	90.9	88.3										
11th grade	89.4	91.8	89.5										
12th grade	88.0	90.7	88.7										
Total School	89.0	90.5	88.3										
Teacher Attendance %	94.8	95.2	93.7										

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
	40.47				

Dropout Rate [Report in Percentages]*	Baseline June 2011	June 2012	June 2013	June 2014
	5.8			

*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:
		% of students served		% of students progressing to a less intensive tiered intervention		
		Dec./Jan	June	Dec./Jan	June	
Grade 6						An ECE liaison was used to better ensure that student behavior accommodations were followed and least restrictive environments were priority.
Grade 7						
Grade 8						Additional Comments about the increase or decrease of African American students' referrals: Two Administrative Resource Teachers have been employed to oversee progressive discipline and work towards behavior modification and intervention.
Grade 9	102/303=34%	180/304=59%				
Grade 10	27/294=9%	53/307=17%				
Grade 11	29/205=14%	44/253=17%				
Grade 12	19/199=10%	34/202=17%				

	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						Additional Comments about the increase or decrease of African American students' referrals:
Grade 7						
Grade 8						
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:

We are currently working to implement a suspension reduction program (S.O.S.) to work with troubled teens through an advisory capacity.

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	44.97 (KCCT RD)			
Mathematics Grade 6				
Mathematics Grade 7				
Mathematics Grade 8				
Algebra II	27.91 (KCCT MA)			
Science Grade 7				
Biology	19.53 (KCCT SC)			
Social Studies Grade 8				
US History	16.74 (KCCT SS)			
On-Demand Writing Grade 8				
On-Demand Writing Grade 10 & 11	35.29 (KCCT ODW)			

Reading Interventions

	Baseline June 2011	2011-2012								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										Our goal is to increase the number of students receiving interventions, based on a clear referral process. All students are assigned to intervention programs for specific learning targets. Feedback is then communicated to the teacher of record. Interventions are occurring during & after school, as well as weekends.
Grade 7										
Grade 8										
Grade 9	9%	3%	3.4%							
Grade 10	24%	11%	17.5%							
Grade 11	1%	2%	1.7%							
Grade 12	0%	0%	0.5%							

	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										
Grade 7										
Grade 8										
Grade 9										
Grade 10										

Grade 11											
Grade 12											
	Baseline June 2011	2013-2014									
		% of students served				% of students progressing to a less intensive tiered intervention				Additional Comments about the increase or decrease of special education students' referrals:	
		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: Our goal is to increase the number of students receiving interventions, based on a clear referral process. All students are assigned to intervention programs for specific learning targets. Feedback is then communicated to the teacher of record. Interventions are occurring during & after school, as well as weekends.
		% 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										Additional Comments about the increase or decrease of African American students' referrals: Our goal is to increase the number of students receiving interventions, based on a clear referral process. All students are assigned to intervention programs for specific learning targets. Feedback is then communicated to the teacher of record. Interventions are occurring during & after school, as well as weekends.
Grade 9	21%	13%	30.6%							
Grade 10	23%	19%	22.2%							
Grade 11	51%	46%	55%							
Grade 12	10%	10%	38.4%							

	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										
Grade 7										

Grade 8										Additional Comments about the increase or decrease of African American students' referrals:
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>	99.4	98.4		
# students	308	309		
English	78.6	76.1		
Math	96.8	96.8		
Reading	89.6	84.5		

*Plan 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
0% at this time. We're compiling and disaggregating our student lists to be more intentional and prescriptive with our interventions	ACT weekend prep workshops. PLATO Learning Software. ACT prep learning modules (program from JROTC). COMPASS testing. Practice ACT test	Gathering and organizing data currently.	We just received our ACT scores and have just completed COMPASS testing.
January 2012: Currently there are sophomore students who are attending ESS and are receiving in-class interventions. Numbers are included on pages 6 and 8 of this report under the math and reading intervention info.	January 2012: ESS sessions for sophomore students focus on identified standards that students have not mastered as per the proficiency exams.	As a result of ESS sessions, there are more identified students passing the Project Proficiency exams in both Reading and Math.	There are plans within the next month for there to be individual conferencing with sophomore students on their PLAN results. Students will complete their own worksheet with analysis of their scores and cite plans to improve their scores.
We are offering an ESL ESS intervention on Mondays and Wednesdays from 2:30—4:00 PM. Approximately 10-15% of our ESL population is attending these sessions.	The ESL sessions being offered two days per week after school include a focus on reading comprehension and English usage.		

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	5	0										
	24	28	22										
	24	34	22										
Mathematics	0	63	0										
	34	8	42										
	34	71	42										
Science	0	1	0										
	20	25	31										
	20	26	31										
Social Studies	0	0	0										
	19	28	21										
	19	28	21										

*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	94.5	94.4		
# students	199	162		
English	81.9	80.9		
Math	85.9	86.4		
Reading	81.9	83.3		
% Seniors with Interventions	47%	42%		
% Seniors with Interventions Passing College Placement Exams	2.5%	NA		

*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
*Work Keys	0.0	2.8		

*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: Chris Perkins

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
	Actual	Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
9 th CASCADE	31.7	50.5			55.5			59.4		
10 th EOC ENGLISH II	45.0	50.5			55.5			59.4		
11 th ACT READING	16.7	32			41			49		
12 th RD COMPASS (ACT + COMPASS)	4.6 (23.0)	28			39			49		

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

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 31.7	CASCADE 22.9	CASCADE 31.5		
	% Novice	CASCADE 12.5	CASCADE 47.5	CASCADE 45.3		
10 th	% Proficient or above	KCCT 45.0	% CR PLAN: EN – 23.9 RD – 15.5	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 8.5 % NONE: 91.5		
	% Novice	KCCT 14.0				
11 th	% College Ready	ACT(MAR) 16.9	COMP(D) 85+ 8.6	% ACT RD 20+: 0.8 % COMP (JCPS P) 85+: 3.5 % COMP (D) 85+: 10.6 % NONE: 85.1		
12 th	% College Ready	ACT 23.0	COMP(D) 85+ 10.6	% ACT RD 20+: 17.5 % COMP (JCPS P) 85+: 2.9 % COMP (D) 85+: 10.2 % NONE: 69.4		

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***						
Name of Assessment::		Baseline June 2011	2012-2013			
			Oct.	Dec.	Mar.	June
9 th	% Proficient or above					
	% Novice					
10 th	% Proficient or above					
	% Novice					

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)***						
Name of Assessment::		Baseline June 2011	2012-2013			
			Oct.	Dec.	Mar.	June
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::		Baseline June 2011	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 25.4	CASCADE 21.2	CASCADE 29.0		
	10	KCCT 35.5	% CR PLAN EN – 13.2 RD – 9.0	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 2.2 % NONE: 97.8		
	11	ACT(MAR) 11.1	COMP(D) 85+ 5.0	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 2.1 % COMP (D) 85+: 5.0 % NONE: 92.9		
	12	COMP/ACT 1.4/15.0	COMP(D) 85+ 7.6	% ACT RD 20+: 12.0 % COMP (JCPS P) 85+: 3.4 % COMP (D) 85+: 6.8 % NONE: 77.8		
Free/Reduced Lunch	9	CASCADE 31.7	CASCADE 19.9	CASCADE 30.7		
	10	KCCT 40.2	% CR PLAN EN – 23.4 RD – 15.8	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 7.9 % NONE: 92.1		
	11	ACT(MAR) 16.1	COMP(D) 85+ 7.4	% ACT RD 20+: 0.9 % COMP (JCPS P) 85+: 3.1 % COMP (D) 85+: 9.2 % NONE: 86.9		
	12	COMP/ACT 1.4/18.8	COMP(D) 85+ 9.9	% ACT RD 20+: 15.0 % COMP (JCPS P) 85+: 3.3 % COMP (D) 85+: 9.4 % NONE: 72.2		
Students with Disabilities	9	CASCADE 11.1	CASCADE 8.9	CASCADE 23.8		
	10	KCCT 21.3	% CR PLAN EN – 10.6 RD – 2.1	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 2.0 % NONE: 98.0		
	11	ACT(MAR) 5.6	COMP(D) 85+	% ACT RD 20+: 0.0 % COMP (JCPS P) 85+: 0.0		

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
			0.0	% COMP (D) 85+: 10.9 % NONE: 89.1		
	12	COMP/ACT 0.0/0.0	COMP(D) 85+ 0.0	% ACT RD 20+: 4.2 % COMP (JCPS P) 85+: 0.0 % COMP (D) 85+: 0.0 % NONE: 95.8		

% 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.
African-American	9				
	10				
	11				
	12				
Free/Reduced Lunch	9				
	10				
	11				
	12				
Students with Disabilities	9				

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

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

Content Focus – Mathematics

<p>SIG ANNUAL SMART GOAL FOR ALL STUDENTS (Report of Progress on SMART Goals listed in SIG Application)</p>	<p>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.</p>
	<p>Person Responsible: Chris Perkins</p>

Name of Assessment:	Baseline 2011	2011-2012			2012-2013			2013-2014		
	Actual	Goal	Actual	Met	Goal	Actual	Met	Goal	Actual	Met
9 th CASCADE	15.3	35.1			41.6			47.4		
10 th Plan Math	4.1	15			27			39		
11 th EOC Algebra II	27.9	35.1			41.6			47.4		
12 th MA COMPASS (ACT + COMPASS)	10.7 (24.5)	25			36			46		

<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			
			Oct.	Dec.	Mar.	June
9 th	% Proficient or above	CASCADE 15.3	CASCADE 16.5	CASCADE 19.6		
	% Novice	CASCADE 63.9	CASCADE 47.8	CASCADE 38.9		
10 th	% College Ready	% CR PLAN: 4.1	% CR PLAN: 3.2	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.3 % COMP (D) 50+: 3.6 % NONE: 96.1		
11 th	% Proficient or above	KCCT 27.9	COMP(D) 50+ 3.9	% ACT MA 19+: 0.8 % COMP (JCPS P) 36+: 2.4 % COMP (D) 50+: 4.3 % NONE: 92.5		
	% Novice	KCCT 39.0				
12 th	% College Ready	ACT 24.5	COMP(D) 50+ 3.4	% ACT MA 19+: 11.7 % COMP (JCPS P) 36+: 1.0 % COMP (D) 50+: 3.4 % NONE: 84.0		

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					

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
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)***					
Name of Assessment::		2013-2014			
		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.

KDE: ONGSD: DT: JBL 07072011

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 8.6	CASCADE 15.1	CASCADE 16.8		
	10	% CR PLAN: 2.6	% CR PLAN 0.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 100		
	11	KCCT 19.5	COMP(D) 50+ 1.4	% ACT MA 19+: 1.4 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 3.5 % NONE: 95.0		
	12	COMP/ACT 4.6/11.5	COMP(D) 50+ 3.4	% ACT MA 19+: 6.0 % COMP (JCPS P) 36+: 1.7 % COMP (D) 50+: 3.4 % NONE: 88.9		
Free/Reduced Lunch	9	CASCADE 14.5	CASCADE 16.1	CASCADE 19.6		
	10	% CR PLAN: 3.6	% CR PLAN 3.2	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.4 % COMP (D) 50+: 3.6 % NONE: 96.0		
	11	KCCT 26.3	COMP(D) 50+ 3.9	% ACT MA 19+: 0.9 % COMP (JCPS P) 36+: 2.2 % COMP (D) 50+: 3.5 % NONE: 93.4		
	12	COMP/ACT 4.1/13.8	COMP(D) 50+ 3.3	% ACT MA 19+: 10.6 % COMP (JCPS P) 36+: 1.1 % COMP (D) 50+: 3.9 % NONE: 84.4		
Students with Disabilities	9	CASCADE 0.0	CASCADE 4.6	CASCADE 4.5		
	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 0.0	COMP(D) 50+ 0.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 2.2 % NONE: 97.8		
	12	COMP/ACT 1.5/0.0	COMP(D) 50+ 0.0	% ACT MA 19+: 0.0 % COMP (JCPS P) 36+: 0.0 % COMP (D) 50+: 0.0 % NONE: 100		

% 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				

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

SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)					
		2013-2014			
		Oct.	Dec.	Mar.	June
Free/Reduced Lunch	9				
	10				
	11				
	12				
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? It tells us that we have significant room for improvement.
2. What does the data not tell us? It doesn't tell us how effectively (or ineffectively) our SIG grant is being implemented and/or utilized
3. What are causes for celebration? Increasing involvement with interventions
4. What are the opportunities for improvement? Baseline data will serve as a springboard for specific improvement efforts
5. What are our next steps? More specific with our record keeping for ECE & African American Interventions

Data Summary for December 2011

1. What does the data tell us?
Our attendance is down.
The number of student behavior interventions has increased.
We are offering more math interventions.
The number of math failures/retentions has decreased from the first quarter of the year.
2. What does the data not tell us?
How effective specific interventions have been
3. What are causes for celebration?
Decrease in math failures.
4. What are the opportunities for improvement?
Attendance
Math, Reading, Social Studies, Science targeted interventions... tracking effectiveness tied to individual student progress.

5. What are our next steps?

Concerted effort on attendance incentives

Tracking interventions based on individual student progress.

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
10 th	Reading (English2)	No COMPASS (using PLAN)	District COMPASS (D)	District COMPASS (D)	No COMPASS (using EOC)
	Math (Geometry)	No COMPASS (using PLAN)	District COMPASS (D)	District COMPASS (D)	NO COMPASS (using CASCADE)
11 th	Reading (English 3)	District COMPASS (D)	District COMPASS (D or P)	District COMPASS (D or P)	No COMPASS (using ACT)
	Math (Algebra 2)	District COMPASS (D)	District COMPASS (D or P)	NO COMPASS (using ACT scores)	No COMPASS (using EOC)
12 th	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.

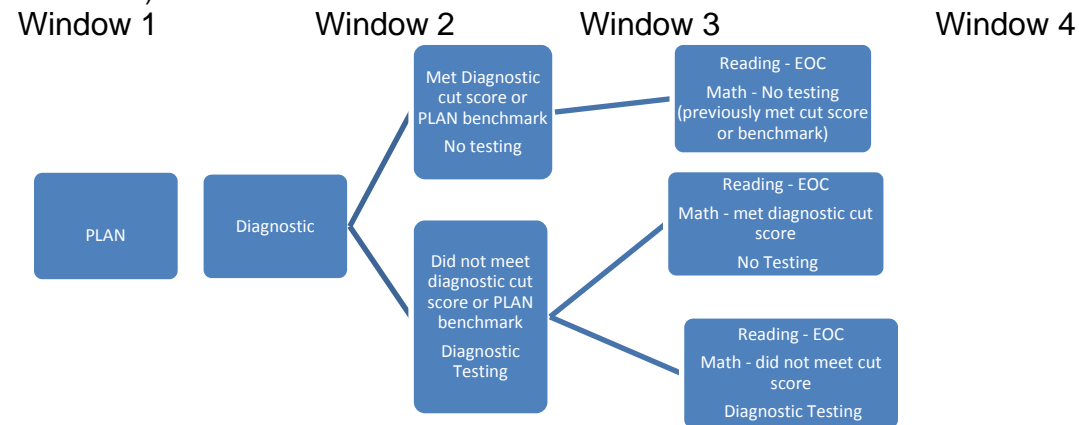
Important Notes:

- 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>

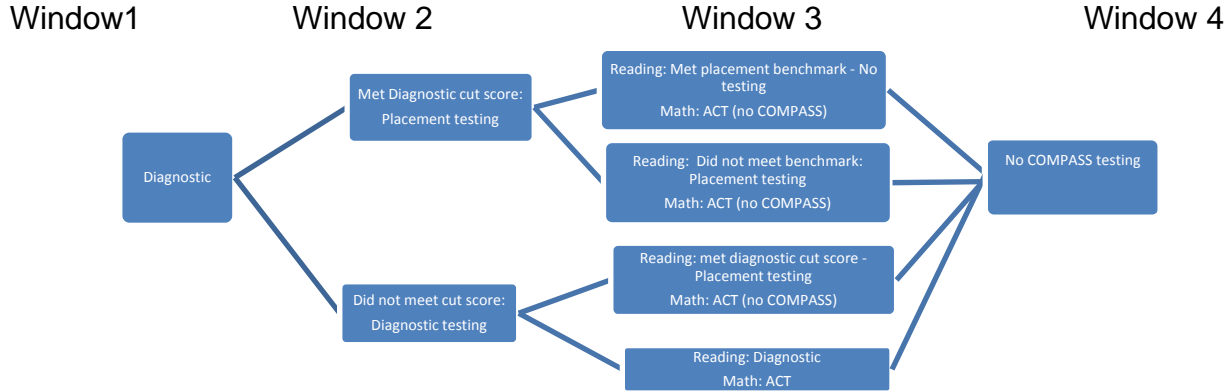
- For DISTRICT COMPASS testing you are not required to create or submit seating charts.
- All Math Diagnostic tests will include the algebra domain. Please see the reference manual for information about the 8 tests within this domain.
- JCTC will be entering all additional staff that will get log-ins. 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:

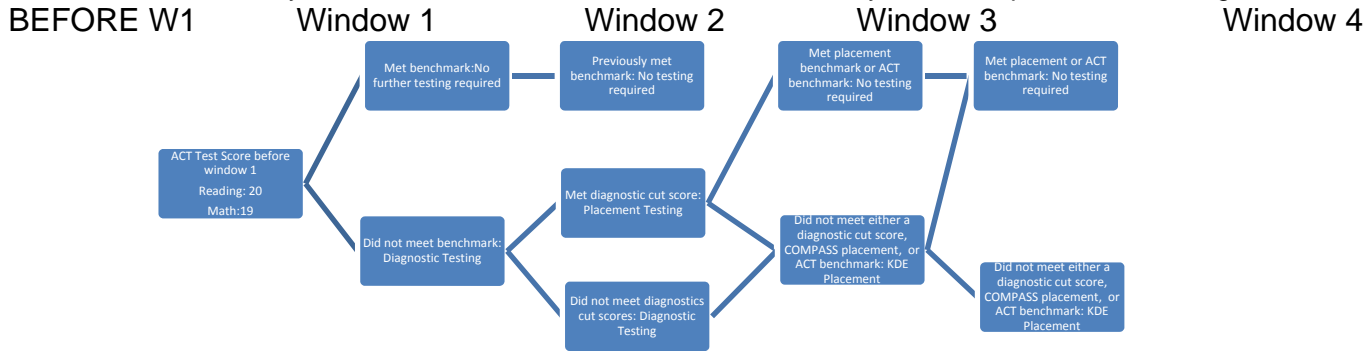
For the “10th grader” measure, COMPASS testing will begin in Window 2 and include ALL students in Geometry and English 2 (no matter the student’s grade in school).



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.



COMPASS Diagnostic Cut Scores:

Students who took the diagnostic during window one can move to the PLACEMENT test in reading and/or math by earning the following cut-scores (based on an AVERAGE of sub scores)

- Reading – 85
- Math – 50

These cut scores were calculated based on a 50% probability of meeting the benchmarks on the PLAN. WE WILL REEVALUATE CUT SCORES AGAIN AFTER THIS ROUND OF TESTING, AND THEY MAY CHANGE.

KDE: ONGSD: DT: JBL 07072011