



DISTRICT 180 SCHOOL IMPROVEMENT GRANT (1003g)

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

School Name:	
Seneca High School	
Intervention Model:	School's Tier Status:
Turnaround Model	Tier II

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	91.6	92.6	91.3										
10th grade	91.7	93.8	93.0										
11th grade	92.9	92.8	91.7										
12th grade	91.7	93.6	91.8										
Total School	91.9	93.1	91.9										
Teacher Attendance %	95.0	98.3	96.5										

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
	64.88				

Dropout Rate [Report in Percentages]*	Baseline June 2011	June 2012	June 2013	June 2014
	3.6			

*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: (in IC as of 10/21/2011)
		% of students served		% of students progressing to a less intensive tiered intervention		
		Dec./Jan	June	Dec./Jan	June	
Grade 6						OCTOBER 17 ECE students have been suspended.
Grade 7						JANUARY 9 ECE students have been suspended. (8 were AA) 46 ECE students have been assigned ISAP. (35 were AA) 21 ECE students have been placed in constructive assignment program. (18 were AA) We are working to decrease these numbers through collaborative teaching, alternative constructive assignments, and an emphasis on differentiated instructional strategies. FBAs/BIPs are implemented and reviewed.
Grade 8						Additional Comments about the increase or decrease of African American students' referrals: (in IC as of 10/21/2011)
Grade 9	See baseline data information below.	100%		See numbers of students served below.		OCTOBER 111 African American students have been suspended. 44 African American students have been assigned ISAP.
Grade 10		100%				JANUARY 18 African American students have been suspended. (8 were ECE)
Grade 11		100%				44 African American students have been assigned ISAP. (35 were ECE)
Grade 12		100%				23 African American students have been placed in

						<p>constructive assignment program. (18 were ECE)</p> <p>We are working to decrease these numbers through alternative, constructive assignments and an emphasis on culturally responsive teaching strategies.</p>
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	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:

The goal of the discipline plan is to teach students responsible, productive behaviors while keeping students actively learning in spite of behavior issues. In order to provide some behavior intervention/prevention to all students, structures have been implemented including non-negotiable behavior expectations that are taught to students and then enforced by all staff; freshmen communities are in place to help freshmen transition more successfully; and an advisor/advisee program (HAWKS) includes all students in the building and emphasizes positive relationship building and positive behavior choices. All students have also participated in a program on ethical and safer internet/texting behaviors. There is also an increased emphasis on transforming the culture into a college-going atmosphere where students are expected to achieve at high levels and behave like responsible young people (showing respect to all, cleaning up after themselves, avoiding profanity and vulgarity, etc.)

The school's continuum of behavior interventions includes the following:

- Teacher time out/conference with student/contact with parents
- Office time out/verbal warnings/administrator conferences with student and parents
- Peer mediations/referrals to counselors or student support personnel (attendance liaison/FRYSC)
- Referrals for anger management, drug and alcohol counseling/assessment, behavioral counseling
- After school detentions
- Morning/Lunch detentions
- In School Suspension (ranges from single to multiple periods of ISAP for the class where the behavior occurred to multiple, full days)

- School counselor referral
- Youth Services Center referral
- Student Opportunity Support services (SOS) – a constructive assignment that serves as alternative to suspension
- Out of School suspensions

Total Behavior Referrals in Infinite Campus

<u>Specific Behaviors (total events):</u>	<u>Aug 15-Oct 20</u>	<u>Oct 21-Dec 16</u>
* Academic dishonesty:	1	1
* Alcohol poss/under influence	2	0
* Assault (student to student):	2	1
* Bullying:	1	3
* Bus – disturbances:	5	18
* Disorderly behavior:	2	9
* Disruptive behavior:	470	475
* Dress code violations:	11	34
* Failure to attend detention:	26	54
* Failure to obey staff:	59	55
* Fighting:	14	23
* Gambling:	1	0
* Harassing communications:	1	8
* Harassing/Intimidation:	28	13
* Inappropriate sexual behavior:	1	3
* Marijuana poss/under infl	6	12
* Other:	5	11
* Profanity/Vulgarity:	44	32
* Skipping class:	39	58
* Skipping school:	4	3
* Smoking:	9	0
* Stealing:	3	2
* Tardy to class:	177	193
* Threatening staff:	3	2
* Tobacco:	1	0
* Truancy:	1	3
* Verbal abuse:	7	4
<u>Resolutions (total events):</u>	<u>Aug 15-Oct 20</u>	<u>Oct 21-Dec 16</u>
* Bus suspensions:	3	11
* Constructive assignment/SOS:	50	123
* Detentions after school:	197	263
* ISAP:	484	517
* Peer mediations:	29	26
* Out of School suspensions:	135	76

* STOP assignments:	42	4
* Team Time Outs:	7	8
* Verbal reprimands:	26	7

Less intensive tiered interventions:

Family Resource Youth Services Center student referrals:

Oct 21-Dec 16

Peer Relations: 37

Anger management: 17

Self Esteem: 7

Dating: 1

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	67.21 (KCCT RD)			
Mathematics Grade 6				
Mathematics Grade 7				
Mathematics Grade 8				
Algebra II	39.22 (KCCT MA)			
Science Grade 7				
Biology	39.58 (KCCT SC)			
Social Studies Grade 8				
US History	45.58 (KCCT SS)			
On-Demand Writing Grade 8				
On-Demand Writing Grade 10 & 11	50.43 (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										Oct.-Students in this subgroup need to be a focus of reading intervention referrals going forward. There is currently a focus on referring special education students for reading interventions.
Grade 7									Dec. – Students in this subgroup will be referred to Career/College Readiness reading interventions.	
Grade 8										Additional Comments about the increase or decrease of African American students' referrals: Oct.-Students in this subgroup have been, and will continue to be a priority when referring students for reading interventions. Dec. – Students in this subgroup will be invited to join reading groups led by male faculty and focused on high interest reading materials.
Grade 9		4.4	8.7							
Grade 10		3.0	17.0							
Grade 11		0	94							
Grade 12		67	93							

	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
Grade 7										
Grade 8										

Grade 9										decrease of African American students' referrals:
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							
		% 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>Additional Comments about the increase or decrease of special education students' referrals:</p> <p>Oct.-Special education students are currently being referred for math interventions. Going forward, we will continue to focus on this subgroup as a priority for interventions.</p> <p>Dec.- Special education students are currently being referred for math interventions, and we will continue to focus on this subgroup as a priority for interventions. Special education students will also be tracked for their attendance and performance in math intervention activities.</p>
Grade 8										<p>Additional Comments about the increase or decrease of African American students' referrals:</p> <p>Oct.-African American students are currently a priority in referring students for math interventions. As intervention efforts continue, this subgroup will be a priority based on assessment results.</p> <p>Dec. - African American students are currently a priority in referring students for math interventions. As intervention efforts continue, this subgroup will be a priority for assignment to interventions based on assessment results. African-Americans will also be tracked for their attendance and performance in math interventions.</p>
Grade 9		6.9	20.5							
Grade 10		1.4	4.0							
Grade 11		69.3	78.9							
Grade 12		76	42.9							

	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 [% Below Benchmark]	88.7	93.4		
# students	364	351		
English	62.6	57.5		
Math	86.5	89.7		
Reading	69.8	74.9		

*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
69%	Re-scheduling was provided for students to meet specific academic needs. Students receiving after-school help for potential areas of growth based on assessment results.	Intervention efforts are producing gains on district diagnostic and proficiency exams. Math scores increased 25% from diagnostic to proficiency for Algebra I, and 38% for Algebra II.	Since diagnostic and proficiency exams being pulled from ACT Quality Core, data from these exams should be an indicator of growth in Plan and ACT.

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	0	0										
	23	28	17										
	0	28	17										
Mathematics	0	1	0										
	28	18	21										
	28	18	21										
Science	0	0	0										
	30	31	24										
	30	31	24										
Social Studies	0	0	0										
	32	23	24										
	32	23	24										

*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	72.4	83.8		
# students	326	260		
English	56.4	63.1		
Math	63.8	78.5		
Reading	55.8	67.3		
% Seniors with Interventions		100		
% Seniors with Interventions Passing College Placement Exams	3.5	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
Career Ready	0.0	0.3		

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

Content Focus – English Language Arts/Literacy

<p>SIG ANNUAL SMART GOAL FOR <u>ALL</u> STUDENTS</p> <p>(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.</p> <p>II. Progress towards meeting our 2015 college and career readiness percentage goal for our graduates.</p>
	<p>Person Responsible: I. Literacy ERS, Amy Humphrey, will continue to systematically work with English teachers to implement tiered interventions. She will coordinate her efforts with the English Resource Teacher, Mrs. Christine Young, to plan and carry out data analysis sessions (data days), and responses to assessment results.</p> <p>II. . Mr. Brian Davis, College Access Resource Teacher, will continue to provide a coordinated system of PLAN, ACT, and college readiness practice and preparation for students during weekly HAWKS advisement sessions. Mr. Damien Sweeney, Senior Counselor, will collaborate with Mr. Davis to continue to implement school-wide COMPASS tests and ACT practice tests. Ms. Humphrey will also work to build in ACT preparation activities into English classes through Professional Development training with teachers on recognizing student’s areas of need and providing a focused response to those needs.</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	49.6	70.5			73.4			76.1		
10 th EOC ENGLISH II	67.2 (KCCT)	70.5			73.4			76.1		
11 th ACT READING	32.7	48			55			61		
12 th RD COMPASS (ACT + COMPASS)	8.0 (51.9)	52			59			66		

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

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 49.6	CASCADE 47.7	CASCADE Test 1: 49.16 Test 2: 58.37		
	% Novice	CASCADE 6.8	CASCADE 34.2	CASCADE Test 1: 32.32 Test 2: 18.10		
10 th	% Proficient or above	KCCT 67.2	% CR PLAN: EN – 42.5 RD – 25.1	% ACT RD 20+: N/A % COMP (JCPS P) 85+: N/A % COMP (D) 85+: 17.8 % NONE: 82.2		
	% Novice	KCCT 6.0				
11 th	% College Ready	ACT(MAR) 31.5	COMP(D) 85+ 21.7	% ACT RD 20+: 1.8 % COMP (JCPS P) 85+: N/A % COMP (D) 85+: 29.4 % NONE: 68.8		
12 th	% College Ready	ACT 51.9	COMP(D) 85+ 12.5	% ACT RD 20+: 36.8 % COMP (JCPS P) 85+: N/A % COMP (D) 85+: 13.2 % NONE: 50.0		

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				
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				

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
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 35.2	CASCADE 33.8	CASCADE Test 1: 34.85 Test 2: 48.86		
	10	KCCT 56.0	% CR PLAN EN – 25.9 RD – 10.1	% ACT RD 20+: N/A % COMP (JCPS P) 85+: N/A % COMP (D) 85+: 10.0 % NONE: 90.0		
	11	ACT(MAR) 18.6	COMP(D) 85+ 18.5	% ACT RD 20+: N/A % COMP (JCPS P) 85+: N/A % COMP (D) 85+: 22.7 % NONE: 77.3		
	12	COMP/ACT 3.9/28.3	COMP(D) 85+ 10.3	% ACT RD 20+: 24.7 % COMP (JCPS P) 85+: N/A % COMP (D) 85+: 13.4 % NONE: 61.9		
Free/Reduced Lunch	9	CASCADE 44.5	CASCADE 41.9	CASCADE Test 1: 42.36 Test 2: 51.57		

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
	10	KCCT 58.7	% CR PLAN EN – 32.9 RD – 18.8	% ACT RD 20+: N/A % COMP (JCPS P) 85+: N/A % COMP (D) 85+: 11.2 % NONE: 88.8		
	11	ACT(MAR) 24.3	COMP(D) 85+ 18.9	% ACT RD 20+: 0.9 % COMP (JCPS P) 85+: N/A % COMP (D) 85+: 25.0 % NONE: 74.1		
	12	COMP/ACT 3.3/30.0	COMP(D) 85+ 10.8	% ACT RD 20+: 25.5 % COMP (JCPS P) 85+: N/A % COMP (D) 85+: 11.5 % NONE: 63.1		
Students with Disabilities	9	CASCADE 23.4	CASCADE 10.5	CASCADE Test 1: 8.33 Test 2: 39.29		
	10	KCCT 21.0	% CR PLAN EN – 29.3 RD – 12.2	% ACT RD 20+: N/A % COMP (JCPS P) 85+:N/A % COMP (D) 85+: 13.6 % NONE: 86.4		
	11	ACT(MAR) 6.1	COMP(D) 85+ 5.6	% ACT RD 20+: N/A % COMP (JCPS P) 85+:N/A % COMP (D) 85+: 11.1 % NONE: 88.9		
	12	COMP/ACT 0.0/0.0	COMP(D) 85+ 6.9	% ACT RD 20+: 6.9 % COMP (JCPS P) 85+:N/A % COMP (D) 85+: 3.4 % NONE: 89.7		

% 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				
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 Disabilities	9				
	10				
	11				
	12				

Content Focus – Mathematics

<p>SIG ANNUAL SMART GOAL FOR <u>ALL</u> STUDENTS</p> <p>(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.</p> <p>II. Progress towards meeting our 2015 college and career readiness percentage goal for our graduates.</p>
	<p>Person Responsible:</p> <p>I. Oct.- RTI Coordinator, Jason Toler will continue to develop and implement academic systems of support in Mathematics. Mr. Toler will work with Math Resource teacher, Sarah Squier, to insure that implementation of tiered interventions are taking place at all levels, and students continue to be targeted based on assessment results.</p>
	<p>Dec.- RTI Coordinator, Jason Toler will continue to develop and implement academic systems of support in Mathematics. Mr. Toler will work with Math Educational Resource Specialist, Paul Cestaric, and Math Resource teachers, Sarah Squier to insure that implementation of tiered interventions are taking place at all levels. Students will continue to be targeted based on assessment results.</p> <p>Oct./Dec.- Mr. Brian Davis, College Access Resource Teacher, will continue to provide a coordinated system of PLAN, ACT, and college readiness practice and preparation for students during weekly HAWKS advisement sessions. Mr. Damien Sweeney, Senior Counselor, will collaborate with Mr. Davis to continue to implement school-wide COMPASS tests and ACT practice tests.</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	39.4	45.3			50.8			55.7		
10 th Plan Math	16.4	24			35			46		

11th EOC Algebra II	39.2 (KCCT)	45.3			50.8			55.7		
12th MA COMPASS (ACT + COMPASS)	4.3 (40.5)	45			53			61		

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

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 39.4	CASCADE 20.5	CASCADE Test 1: 21.01 Test 2: 20.47		
	% Novice	CASCADE 14.5	CASCADE 26.8	CASCADE Test 1: 25.29 Test 2: 25.20		
10 th	% College Ready	% CR PLAN 16.4	% CR PLAN: 10.3	% ACT MA 19+: N/A % COMP (JCPS P) 36+: N/A % COMP (D) 50+: 5.0 % NONE: 95.0		
11 th	% Proficient or above	KCCT 39.2	COMP(D) 50+ 11.9	% ACT MA 19+: 2.1 % COMP (JCPS P) 36+: N/A % COMP (D) 50+: 13.1 % NONE: 84.7		
	% Novice	KCCT 33.0				
12 th	% College Ready	ACT 40.5	COMP(D) 50+ 5.1	% ACT MA 19+: 25.0 % COMP (JCPS P) 36+: N/A % COMP (D) 50+: 5.9 % NONE: 69.1		

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	% College Ready				
11 th	% Proficient or above				
	% Novice				
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	% 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
11 th	% Proficient or above				
	% Novice				
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 26.5	CASCADE 13.4	CASCADE Test 1: 13.45 Test 2: 16.53		
	10	% CR PLAN 9.3	% CR PLAN 2.9	% ACT MA 19+: N/A % COMP (JCPS P) 36+:N/A % COMP (D) 50+: 1.4 % NONE: 98.6		
	11	KCCT 20.8	COMP(D) 50+ 4.2	% ACT MA 19+: 0.8 % COMP (JCPS P) 36+: % COMP (D) 50+: 6.7 % NONE: 92.4		
	12	COMP/ACT 2.3/19.2	COMP(D) 50+ 3.1	% ACT MA 19+: 9.3 % COMP (JCPS P) 36+: N/A % COMP (D) 50+: 8.2 % NONE: 82.5		

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
Free/Reduced Lunch	9	CASCADE 34.0	CASCADE 16.3	CASCADE Test 1: 17.70 Test 2: 16.83		
	10	% CR PLAN 9.7	% CR PLAN 5.5	% ACT MA 19+: N/A % COMP (JCPS P) 36+: N/A % COMP (D) 50+: 2.0 % NONE: 98.0		
	11	KCCT 25.0	COMP(D) 50+ 8.5	% ACT MA 19+: N/A % COMP (JCPS P) 36+: N/A % COMP (D) 50+: 9.9 % NONE: 90.1		
	12	COMP/ACT 2.7/22.2	COMP(D) 50+ 5.1	% ACT MA 19+: 17.2 % COMP (JCPS P) 36+: N/A % COMP (D) 50+: 5.7 % NONE: 77.1		
Students with Disabilities	9	CASCADE 16.4	CASCADE 15.8	CASCADE Test 1: 14.29 Test 2: 8.57		
	10	% CR PLAN 3.4	% CR PLAN 4.9	% ACT MA 19+: N/A % COMP (JCPS P) 36+: N/A % COMP (D) 50+: 0% % NONE: 100		
	11	KCCT 0.0	COMP(D) 50+ 2.8	% ACT MA 19+: N/A % COMP (JCPS P) 36+: N/A % COMP (D) 50+: 2.8 % NONE: 97.2		
	12	COMP/ACT 0.0/0.0	COMP(D) 50+ 0.0	% ACT MA 19+: 0% % COMP (JCPS P) 36+: N/A % COMP (D) 50+: 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				
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				
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?

- Data tells us that we need to be sure African Americans and free/reduced students participate in intervention efforts, as scores in this area continue to be lower than goals.
- There is a need to continue to focus our efforts to increase graduation rate.
- Students are receiving interventions in areas of need based on assessment results.
- Many students are currently below benchmarks in reading, math, and English.
- Attendance rates are up this year for Freshmen, Sophomores, and Seniors, and at baseline level for Juniors
- Graduation rate is well below goal of 100%
- Explore data shows many students not at benchmarks in Reading and Math, with Math being the area of highest priority.
- African American students make up a disproportionate amount of suspension events.
- Classroom disruptions and tardies to class account for a significant amount of behavior referrals.

2. What does the data not tell us?

- What specific interventions are actually taking place.
- How specific interventions are affecting performance.
- What interventions worked and did not work last year.
- What the specific behaviors are that account for “classroom disruptions”
- Why African-American students are receiving a disproportionate amount of suspensions

3. What are causes for celebration?

- Students with disabilities close to baseline benchmark.
- Attendance is up at three grade levels from baseline benchmark.
- System of advisement is in place to serve all students in meeting college and career goals.
- All Juniors and Seniors have received ACT preparation and practice in HAWKS advisement.
- A majority of discipline referrals are for minor issues and are things we can influence in a positive way.

4. What are the opportunities for improvement?

- Keep building in focused, targeted interventions based on data.
- Coordinate interventions for Juniors in reading.
- Focus on building more systems of intervention in math.
- Tardy policies that help cut down on students being late to school and to class.
- Classroom management professional development for teachers

5. What are our next steps?

- Provide additional opportunities for students to participate in ACT strategies and preparation.
- Continue HAWKS Advisement program’s support system for students to keep them on track for graduation.
- Provide opportunities in core courses for interventions to keep students making progress toward passing scores.
- Create new tardy policies to further discourage tardies to class
- Continue to utilize SOS as alternative to suspensions

Data Summary for December 2011

1. What does the data tell us?

Literacy:

- Diagnostic and proficiency assessments need to be aligned to allow for accurate progress monitoring for all students, but especially students receiving interventions.

Math:

- African-Americans, free/reduced students, and Special Education students need to continue to be a focus of intervention efforts.
- Students continue to receive interventions based on need.
- Interventions for 10th grade math students should be a priority moving forward.

Behavior:

- When we emphasize behavior expectations school-wide consistently, we see positive results (e.g. decrease in profanity).
- General classroom disruptions still represent the majority of behavior referrals
- AA male ECE students receive highest numbers of behavior referrals

2. What does the data not tell us?

Literacy:

- Are student failures a result of performance on standards or missing work, zeroes, etc.?

Math:

- Direct effects of various intervention activities on student performance.
- Are teachers using standard based strategies? How are they tracking data? Are they sharing their data during PLC's - %'s not just ballpark figure?

Behavior:

- Specific behaviors for classroom disruptions
- Why students are tardy to school or class
- If the new, stricter tardy policy (implemented in December) is more effective
- Why African American and ECE students are receiving a disproportionate amount of behavior consequences

3. What are causes for celebration?

Literacy:

- Reading interventions in English 12 classes have resulted in increased numbers of students meeting benchmarks.
- English 3 teachers have refocused curriculum on ACT skills, nonfiction texts, and writing on-demand.

Math:

- Systems of interventions have been developed to target students and refer them for extra-help.

Behavior:

- Targeted negative behaviors are decreasing (profanity/vulgarity, harassment/intimidation) and the number of classroom disruptions have remained stable
- Total suspensions are significantly down and the use of the constructive assignment program has increased

4. What are the opportunities for improvement?

Literacy:

- Specific reading interventions for gap groups.
- Increasing standards-based grading.

Math:

- Interventions can be developed to help students meet college benchmarks on ACT/COMPASS in math.
- Student Use of Infinite Campus App

Behavior:

- Numbers of students who are tardy to school or classes
- Numbers of AA and ECE students receiving referrals

5. What are our next steps?

Literacy:

- Utilize Career Pathways courses for monitored reading interventions for ECE students focused on career and college related texts.
- Form reading groups for African American males (two levels) focused on monitored reading comprehension interventions with high interest texts.

- Create Seneca College sessions to provide reading and math interventions for students who have not met benchmarks.

Math:

- Continue to monitor data and refer students for systems of interventions.
- Develop additional intervention programs to respond to areas of need.
- Monitor intervention activities that are currently in place to assess effectiveness.
- Implementation of Seneca Math Department Page to increase the chances of student, parent, teacher communication
- Student use of apps for the Iphone for ACT and SAT
- Modification of remediation strategies being used in Algebra 1 Lab, Geometry Lab, & Algebra 2 Lab.
- Try to get teachers to utilize more standards based grading strategies
- Get more math teachers to track exit slips to compare data to see if students are truly getting the standard

Behavior:

- Specific, targeted behavior interventions for AA males
- Assessment of new tardy policy on the numbers of students arriving tardy to school or class

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.

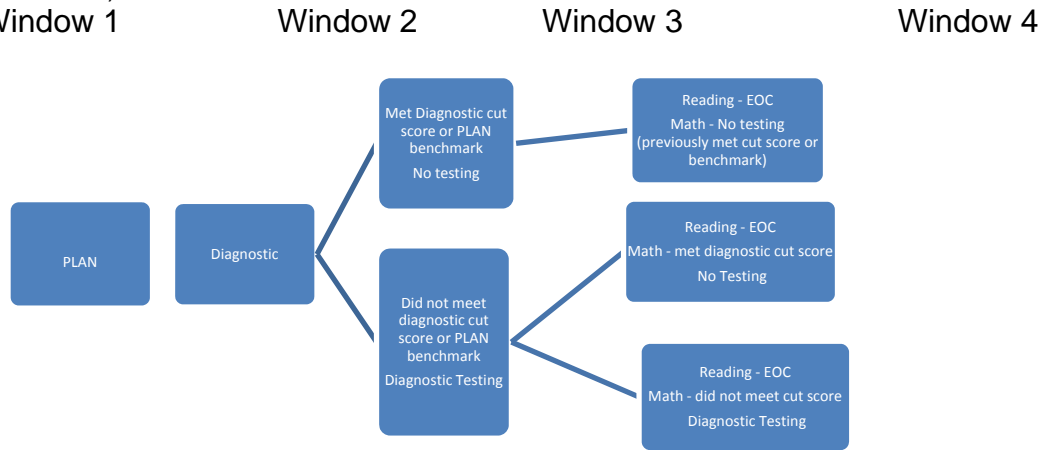
²Only seniors who did not meet CPE readiness standards in MATH (19) qualify for testing.

Important Notes:

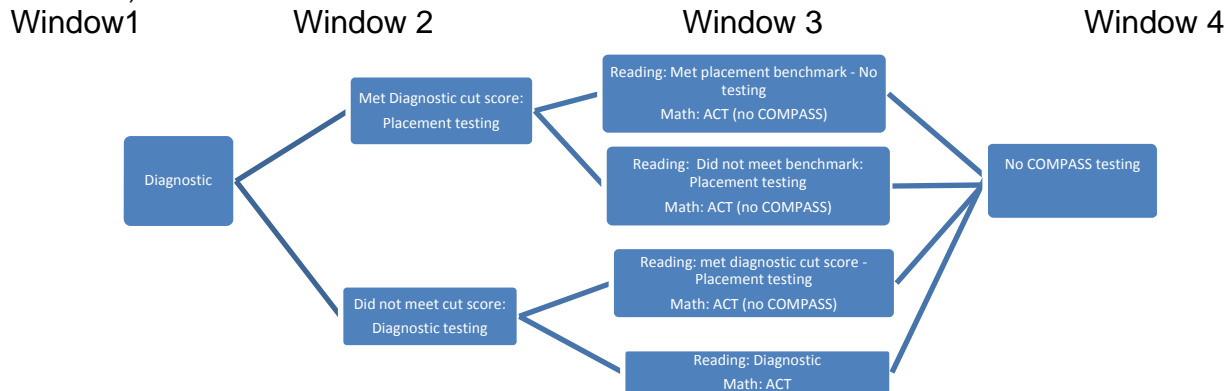
- When registering, students must enter their 9-digit JCPS number. If there are less than 9 digits, students will need to add enough leading zeros to make 9 digits.
- The technical set-up requirements can be found on the COMPASS resources web page: <http://www.act.org/compass/resources.html>
- For DISTRICT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

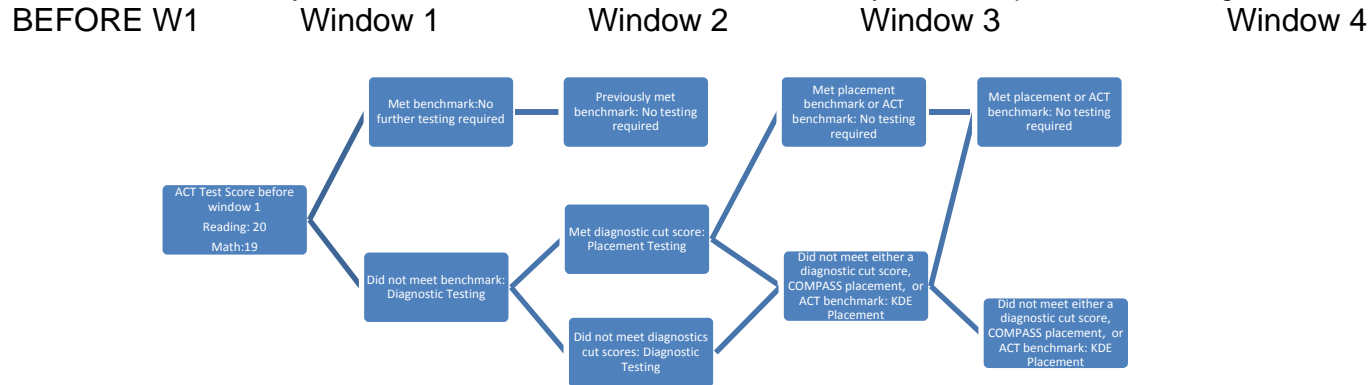
For the “10th grader” measure, COMPASS testing will begin in Window 2 and include ALL students in Geometry and English 2 (no matter the student’s grade in school).



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.



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.