



2011-2012

Semester Report and School Data Questions

What does the data tell us?

The data from the 2011 KCCT assessment reflects a significant improvement in each of the five tested areas. The chart below shows the percent of students who scored proficient and distinguished in each area for the last two years:

	Reading % P/D	Math % P/D	Science % P/D	Social Studies % P/D	Writing on Demand % P/D
2010	60.25	25.91	20.00	31.36	42.41
2011	67.11	43.70	20.59	36.13	52.58
Gain	6.81	17.79	.59	4.77	10.17

These scores reflect a dramatic improvement that constituted a change in our status from a persistently low achieving school to one in safe harbor. We have also had an improvement in three of the four tested areas on the ACT. The chart below reflects scores for 2010 to 2011:

	English	Math	Science	Social Studies	Composite
2010	15.5	16.1	16.5	17.3	16.5
2011	15.9	16.7	16.4	17.7	16.8
Diff.	+.4	+.6	-.1	+.4	+.3

Teachers and staff continue to work hard to individualize instruction and/or find appropriate resources for our students. Records show that we have provided continuous interventions in both the math and English programs for those students who are struggling. Records also show that Mr. Ray Hurley (Louisville Education and Employment Partnership Career Planner), Mr. William Blackford (Home-School Coordinator) and Mr. Tim Meyer (Youth Service Center Director) are working with individual students to address those problems that interfere with student achievement including attendance issues. Our attendance rate has remained above 94% and our dropout rate at 1% or less which reflects the efforts of our staff in keeping expectations high in these areas while addressing individual students' needs. The percentage of students failing 9th grade English and math is still a concern which continues to be addressed. In addition the College Readiness Report shows that we still have much work to do in preparing our students so they may be college or career ready upon graduation.

What does the data not tell us?

While improving from 2010 to 2011 on the KCCT assessments we still do not know how our students will perform on the upcoming End-of-Course Exams or how the new standards will impact student performance on these tests.

What are causes for celebration?

KCCT scores for 2011 reflected gains in all content areas and affirm that our intervention strategies are working. Teachers continue to identify and address areas of deficiencies for our students. Teachers appear to be more focused on moving each student toward proficiency rather than just covering a predetermined amount of material. Processes and procedures for interventions are in place and areas for improvement have been identified. We are successful in getting students to attend school and stay in school.

What are the opportunities for improvement?

The opportunities for improvement are:

- Change in culture where each student feels s/he is important.
- Student achievement improves for the majority versus the minority.
- Recognition that socio-economic conditions and/or race should not be factors in whether students can achieve.
- Test scores improve.

Next Steps

We will continue to provide interventions and opportunities of success for our students. We will also provide professional development and resources for our teachers and staff. Stipends for professional learning communities and other collaborative sessions and compensation for remediation and recovery will continue as well. Time is provided for teachers to meet to discuss current challenges and obstacles and plans for overcoming these. Teachers have had the opportunity to attend conferences on Response to Interventions so they are better able to provide the needed support for our struggling students. Math teachers who teach similar courses have common planning time and our math lead, Algebra I cohort lead, and math department chairperson will continue to conduct regular professional learning community meetings. We have implemented a freshman academy for all 9th graders which is helping freshmen make the transition from middle to high school and keep academics their main focus. The two teams of teachers comprising our freshman academy have common planning time so they can meet to discuss the needs of individual students and determine the best intervention strategies to help those students to be successful. As we begin scheduling for the upcoming school year we will continue in this direction. We will also begin scheduling identified students into study skills classes which coincide with the math lead's resource periods so students will be easily accessible for pullout sessions. In addition, the purchase of technological tools and the use of them in classes will allow teachers to provide multimedia enriched environments and allow for more real-time and on-going, formative assessment and more interaction by students therefore keeping them more engaged. We will continue to use the PLATO software/curriculum as part of our intervention plan to assist math teachers in developing modules specific to each student's needs so students may work on those areas so they may reach proficiency for all standards.

DISTRICT 180
TIER III SCHOOL SEMESTER PROGRESS REPORT

School Name: Central High School District Name Jefferson

Date Report Completed: 1/20/2012

January and June are KDE reporting dates. School data collection dates are at the discretion of the school and district. Reports will be reviewed by a regional team in collaboration with the Educational Recovery Director and Center for Learning Excellence.

Non-Cognitive Data

Attendance Report in Percentages	DEC/JAN				JUNE			
	2009 Baseline	2010	2011	2012	2010 Baseline	2011	2012	2013
9th grade ADA	96.4	97.1	97.1		95.0	95.4		
10th grade ADA	96.1	96.2	96.4		95.4	94.7		
11th grade ADA	95.8	96.3	96.3		94.3	94.9		
12th grade ADA	94.3	95.2	95.5		91.7	91.7		
	DEC/JAN				JUNE			
	2009 Baseline	2010	2011	2012	2010 Baseline	2011	2012	2013
Total School ADA	95.7	96.3	96.3		94.3	94.4		
*Teacher Attendance %	95.86	95.08	95.55					
Dropout %	0.2%	0.2%	0.0%		0.9%	1.0%		
*Teacher absence due to PD or other work outside the classroom should not be calculated into the attendance rate. It may be calculated and reviewed at the local level but is not required for this report.								

Academic Data

Graduation Rate			2010 Baseline		2011	2012	2013	
			77.07 AFGR					
* 9 th Grade Course Failures Report in Percentages	DEC/JAN				JUNE			
	2009 Baseline	2010	2011	2012	2010 Baseline	2011	2012	2013
Language Arts	12.46	3.63	4.76		0.32	7.07		
Math	5.17	2.31	2.80		6.54	7.12		
Science	2.45	2.29	4.06		1.87	2.66		
Social-Studies	1.21	0.32	0.0		1.84	1.33		
*Failures for each semester should be cumulative through that point (i.e. not a 9-weeks or quarterly grade)								
NOTE: Based on Semester Grades								

College Readiness Report in Percentages	DEC/JAN				JUNE				
	2009 Baseline	2010	2011	2012	2010 Baseline	2011	2012	2013	2014
ACT									
% Below CPE Benchmark									
# Students	186	205	220		209	207			
English	68.8%	72.2%	62.3%		57.9%	62.3%			
Math	91.4%	85.4%	69.1%		84.2%	79.2%			
Reading	79.0%	79.0%	71.4%		68.4%	71.5%			
Combined	95.7%	90.7%	81.8%		89.5%	86.5%			
% Seniors with Interventions	93%	95.6%	82.8%			100			
% Seniors Passing College Placement Exams after interventions	NA	NA	NA		NA	4.5%			
Total % College Ready ACT or COMPASS	NA	NA	NA		NA	17.4%			
Career Readiness * (GIS)	NA	12**	NA		17	21			
*Work Keys or any industry recognized certificates (examples: CISCO; Microsoft) that a school may use.									
** Number of students grades 9-11 in 2009-2010 with Industry Certificates.									
Report in Percentages	DEC/JAN Baseline								
	2009	2010	2011	2012					
PLAN % Below Benchmark									
# Students	252	319	302						
English	55.6%	64.89%	58.6%						
Math	93.7%	95.61%	91.4%						
Reading	77.4%	76.49%	71.9%						
Combined	97.2%	96.24%	94.4%						

*Interventions for Explore and/or Plan	Number of students receiving support as a result of scores	Describe interventions/supports	Show results including data to support	Comments
	306	Double-blocked classes Remediation and Tutorial Sessions	NA	NA
<p>The interventions we have in place include: increasing instructional time from 90 minutes every other day to 90 minutes per day in Algebra II; identifying those students who are not proficient (did not score 80%+ on proficiency exam) and requiring those students to complete remediation workshops either during the school day and/or after school. 12/15/10 The interventions above were continued. Out of the 184 students that were identified as not meeting college readiness standards 60% met at least 2 of 3 areas; 20% met 1 of 3 areas and 10% need additional assistance in all 3 areas. 173 of these students completed the ASVAB. 6/11 Students not meeting benchmarks in math on ACT Plan receive remediation during pullout sessions or after school. 1/12</p>				

RTI for Reading

Response to Interventions for Reading (beyond universal)	Year 1 of Tier III Status				Year 2 of Tier III Status			
	Number of students being served		Number of students progressing to a less intensive tiered intervention		Number of students being served		Number of students progressing to a less intensive tiered intervention	
	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June
9 th grade	NA	NA	NA	NA	NA		NA	
10 th grade	235	184	NA	107	144		NA	
11 th grade	NA	NA	NA	NA	NA		NA	
12 th grade	NA	NA	NA	NA	NA		NA	

Additional Comments for RTI - Reading	<p>Sophomore teachers are using proficiency exam results to determine students needing intervention services. Recently, sophomore teachers participated in an intensive daylong Learning from Student Work session to determine next steps for helping all students reach proficiency. 12/10 During the second semester, we implemented a tier one, two and three approach involving pulling tier 2 students from other classes for additional reading instruction and hosting after school assessments for tier 3 students. From this experience, we were able to plan a more intensive year-long approach using a dedicated teacher for next year. 6/11 Some intervention work is on-going, and some is completed through a dedicated reading class. 1/12</p>
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RTI for Math

Response to Interventions for Math (beyond universal)	Year 1 of Tier III Status				Year 2 of Tier III Status			
	Number of students being served		Number of students progressing to a less intensive tiered intervention		Number of students being served		Number of students progressing to a less intensive tiered intervention	
	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June
9 th grade	113	115	74	103	60		20	
10 th grade	76	121	56	2	61		25	
11 th grade	104	73	104	56	78		47	
12 th grade	63	7	59	6	36		29	

Additional Comments for RTI - Math	In addition to extra support during class time and pull outs during elective classes, Algebra I, Geometry and Algebra II hold after school remediation sessions for those students needing more intensive one-on-one or small group remediation. Tutoring is also provided after school. 12/10 The same strategies were continued for the second half of the school year. Several teachers attended RTI professional development sessions. All strategies above have been continued. 6/11, 1/12
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RTI for Behavior

Response to Interventions for Behavior (beyond universal)	Year 1 of Tier III Status				Year 2 of Tier III Status			
	Number of students being served		Number of students progressing to a less intensive tiered intervention		Number of students being served		Number of students progressing to a less intensive tiered intervention	
	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June	DEC/JAN	June
9 th grade	49	70	44	16	56		21	
10 th grade	66	101	59	15	85		27	
11 th grade	67	77	57	12	99		56	
12 th grade	80	86	69	12	112		75	

Additional Comments for RTI - Behavior	Support is provided to students who have barriers to learning for a variety of reasons. In addition to our administrators, counselors as well as regular and special education teachers who provide on-going support for our students we provide additional support services through our YSC including group counseling, our home-school coordinator, and our career planner. 12/10, 6/11, & 1/12.
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Additional Comments about decrease or increase of special education referrals as a result of total RTI programs
Because of our family-oriented atmosphere and additional support network, referrals for special education students are minimal.

**School Status Report

Content Focus: MATH

SIG SMART GOAL (Specific, Measurable, Attainable, Realistic and Timely)	OBJECTIVE 1 The percentage of all students scoring Proficient or Distinguished in Mathematics will be 33.32% in 2011, as measured by KCCT Mathematics. The percentage of free/reduced lunch students scoring Proficient or Distinguished in Mathematics will be 31.77%, as measured by KCCT Mathematics.			
	Person Responsible Dr. Dan Withers, Principal			
FORMATIVE ASSESSMENT (December/June)	SUPPORTING EVIDENCE (name of assessment) Mathematics Performance Assessment (MPA)			
DATE OF ASSESSMENT	Each MPA assessment corresponds with the first 5 six weeks grading periods.			
PERFORMANCE DATA FROM BENCHMARK (% Proficient)	All Students		F/R Lunch	
	MPA 1: 33.87 MPA 2: 55.39 MPA 3: 66.50 MPA 4: 52.66 MPA 5: 39.09	MPA 1: 47.12 MPA 2: 29.33	MPA 1: 30.00 MPA 2: 59.38 MPA 3: 67.09 MPA 4: 55.41 MPA 5: 41.40	MPA 1: 50.30 MPA 2: 30.43
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	MPA 1: 11.29 MPA 2: 6.86 MPA 3: 6.50 MPA 4: 7.45 MPA 5: 19.29	MPA 1: 15.71 MPA 2: 15.87	MPA 1: 15.00 MPA 2: 6.25 MPA 3: 5.06 MPA 4: 7.43 MPA 5: 21.02	MPA 1: 14.79 MPA 2: 16.85

**Report progress on SMART Goals in SIG Application; Narrative of the interventions in place; date and add to the narrative for each semester so cumulative notes will appear.

**School Status Report

Content Focus: LITERACY

SIG SMART GOAL (Specific, Measurable, Attainable, Realistic and Timely)	OBJECTIVE 1 The percentage of all students scoring Proficient or Distinguished in Reading will be 64.23% in 2011, as measured by KCCT Reading. The percentage of free/reduced lunch students scoring Proficient or Distinguished in Reading will be 64.09%, as measured by KCCT Reading.			
	Person Responsible Dr. Dan Withers, Principal			
FORMATIVE ASSESSMENT	SUPPORTING EVIDENCE (name of assessment) Reading Performance Assessment (RPA)			
DATE OF ASSESSMENT	Each RPA assessment corresponds with the first 5 six weeks grading periods.			
PERFORMANCE DATA FROM BENCHMARK (% Proficient)	All Students		F/R Lunch	
	RPA 1: 80.41 RPA 2: 64.65 RPA3: 69.61 RPA 4: 42.52 RPA 5: 75.68	RPA 1: 49.48	RPA 1: 78.57 RPA 2: 63.89 RPA3: 68.42 RPA 4: 41.78 RPA 5: 73.23	RPA 1 – 50.30
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	RPA 1: 7.43 RPA 2: 12.79 RPA3: 6.86 RPA 4: 25.2 RPA 5: 6.76	RPA 1: 28.65	RPA 1: 8.33 RPA 2: 13.49 RPA3: 6.43 RPA 4: 26.29 RPA 5: 7.09	RPA 1 – 28.74

**Report progress on SMART Goals in SIG Application; Narrative of the interventions in place; date and add to the narrative for each semester so cumulative notes will appear.