

2011-2012 Semester Report and School Data Questions



What does the data tell us?

Being intentional about scheduling intervention time-slots in grade K-5 has provided protected time for working with struggling students in reading, math, and behavior. Baseline data identified students initially who qualify for intervention services in reading, math, and behavior management. Current data tells us how many students have shown improvement and been moved to a less intensive tier, based on weekly progress monitoring. At this time assessments have shown that 22% of students receiving interventions in reading progressed to a less intensive tier. Math data shows 12% of intervention students showed improvement and 31% improved in behavior.

Comparing current attendance data to the 2010-11 baselines, attendance is up in all areas including teacher attendance. FRC personnel continue tracking student attendance issues at this time and are meeting with parents and putting assistance in place for students who have had difficulties coming to school. An Americorp worker has been hired to track truancy issues as well.

What does the data not tell us?

An RTI team, including representatives from administration, grade levels, and special education, was formed at the beginning of the 2010-11 school year to plan and schedule intervention protocol. Schedules were created and interventionists identified who would be servicing struggling students. Universal screenings were also selected to develop consistent assessment systems. RTI baseline data is available from 2010-11 and is used to assist interventionists in determining student progress. The RTI team identifies assessment data for identifying students for Tiers 1, 2, & 3. Determinations are shared with the teaching staff, and students are evaluated and placed in appropriate tiers based on specific needs. Along with data, teacher feedback and observation helps determine student placement. Interventionists include classroom teachers, ESS teachers, Reading Recovery staff, ECE teachers, a SIG interventionist, and instructional assistants. Each follows a specific schedule, making sure to service Tier 3 students 5 times per week, and Tier 2 students 3-4 times. Weekly and bimonthly progress monitoring is then analyzed by each group of interventionists every third week. Critical students are then examined during monthly RTI team meetings.

What are causes for celebration?

Because of small group assistance, Coral Ridge students have seen great gains in test scores. Using the 2009-10 & 2010-11 KCCT, Coral Ridge increased Proficient and Distinguished scores by 12.49% in 2010, then dropped back slightly by 3.8% in 2011 in reading; Math increased by 7.44% in 2010 with an additional increase of 7.12% in 2011; Science increased by 12.64% in 2010 & 4.89 in 2011; Social studies increased 25.59% in 2010 & remained stable in 2011; and On-demand writing increased by 21.25% in 2010, then decreased by 12% in 2011. Coral Ridge has a better grasp on student progress this year due to systematic progress monitoring, as well as identified universal screenings and RTI time blocks. Teachers are held accountable for implementation of interventions and progress monitoring weekly and bimonthly. The RTI team meets monthly to review data and problem solve where needed. Systems are in place to identify specific skill weaknesses and small group interventions are able to target those needs directly. Additional data, comparing district Reading and Math Proficiency Assessments, has shown significant growth from the 2010 data; MPA #1 results from 2011 increased by 16% P & D from 2010, while RPA #1 results from 2011 increased by 11% P & D from 2010.

What are the opportunities for improvement?

A Success Coach and a Math/Science Staff Developer have been hired this year to assist with interventions in behavior and math. Part time interventionists are also in place to allow teachers to group students by specific needs and levels of understanding. Tier II and Tier III students work with the most highly qualified staff members. Intervention groups meet within the classroom to be more time efficient so that students do not miss core area activities. Scheduling time for the actual interventions was done before the school year began and immediately built into all classroom schedules. Data collection and monitoring has been easier for everyone this year and improvement has already been seen in student achievement. Teachers continue to participate in school based PD on differentiation, thirty hours per year, to become more effective in meeting the diverse needs of students in reading, math, and behavior. Care For Kids is being reinforced, and a trainer from Conscience Discipline was secured for professional development before the school year began. Staff developed "touch stones" that outline guidelines for student success throughout the building.

Next Steps

Coral Ridge will continue weekly progress monitoring systems, specific to skills not yet mastered. At the end of each six week, teachers will meet and make adjustments as needed. The RTI team will continue to meet monthly to monitor the implementation of interventions and support the teachers in making critical decisions about meeting the needs of Tier III students. The RTI team will also identify and refer the most critical students who require additional systemic support due to little or no progress. Data collected during the school year will follow students into the upcoming year.

DISTRICT 180
TIER III SCHOOL SEMESTER PROGRESS REPORT

School Name: Coral Ridge Elementary School District Name Jefferson

Date Report Completed: 1/20/12

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
Kindergarten ADA	95.7	94.5	96.3		94.7	93.9		
1 st grade ADA	95.3	95.6	96.6		95.4	95.0		
2 nd grade ADA	96.1	95.8	97.5		95.3	94.6		
3 rd grade ADA	96.2	96.4	97.0		95.6	95.5		
4 th grade ADA	96.4	96.3	96.2		95.6	95.3		
5 th grade ADA	96.7	96.6	96.0		96.3	96.1		
	DEC/JAN				JUNE			
	2009 Baseline	2010	2011	2012	2010 Baseline	2011	2012	2013
Total School ADA	96.1	95.9	96.4		95.5	95.1		
*Teacher Attendance %	95.51	96.55	97.35					
*Teacher absence due to PD or other work outside the classroom should not be calculated into the attendance rate. It may be calculated and reviewed at the local level but is not required for this report.								

Academic Data

Number of Retentions	JUNE			
	2010 Baseline	2011	2012	2013
4 th Grade	0	0		
5 th Grade	0	0		

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
Kindergarten	27	7	14	20	18		5	
1 st grade	17	5	7	12	6		8	
2 nd grade	23	9	14	14	7		9	
3 rd grade	33	10	10	23	15		5	
4 th grade	23	10	6	13	12		7	
5 th grade	18	3	5	15	9		6	

Additional Comments for RTI - Reading	Assessments used: RDA, RPA, DRA, Intervention by Design, Rigby Assessment, Observation Survey, teacher input
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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
Kindergarten	18	9	6	9	10		6	
1 st grade	16	10	1	6	14		3	
2 nd grade	21	17	4	5	18		3	
3 rd grade	32	24	5	8	15		2	
4 th grade	29	5	4	24	15		4	
5 th grade	23	2	2	21	16		2	

Additional Comments for RTI - Math	Assessments used: MDA, MPA, IPM Successmaker, Math Investigations 2 assessments, teacher input, Timez Attack
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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
Kindergarten	9	2	2	7	2		3	
1 st grade	8	4	2	4	8		2	
2 nd grade	6	3	2	3	7		2	
3 rd grade	6	3	0	3	3		1	
4 th grade	10	2	3	8	2		2	
5 th grade	4	4	0	4	4		2	

Additional Comments for RTI - Behavior	Assessments used: Teacher input, Counselor input, Seven Counties assessment, Assessment center, IEP behavior goals, individual behavior plans, Success Coach
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Additional Comments about decrease or increase of special education referrals as a result of total RTI programs
Establishing the RTI process in 2010-11 caused a high number of referrals in the spring of 2011. This was a result of weeks of identification, monitoring, and servicing Tier 3 students. That initial “back-up” should not be an issue again since student data will follow them from year to year. We have established procedures for identifying students, following their progress, and watching out for those who are not progressing.

**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 73.00% in 2011, as measured by KCCT Mathematics. The percentage of free/reduced lunch students scoring Proficient or Distinguished in Mathematics will be 71.84%, as measured by KCCT Mathematics.			
	Person Responsible Ms. Barbara James, Principal			
FORMATIVE ASSESSMENT (December/June)	SUPPORTING EVIDENCE (name of assessment) Mathematics Performance Assessment (MPA)			
DATE OF ASSESSMENT	Each MPA assessment corresponds to the 12-week grading period.			
PERFORMANCE DATA FROM BENCHMARK (% Proficient)	All Students		F/R Lunch	
	2010-2011	2011-2012	2010-2011	2011-2012
	MPA1: 50.00 MPA2: 61.69 MPA3: 64.18	MPA 1: 57.59	MPA1: 43.20 MPA2: 56.49 MPA3: 59.62	MPA 1: 57.72
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	MPA1: 29.61 MPA2: 24.38 MPA3: 17.41	MPA 1: 28.13	MPA1: 32.91 MPA2: 27.92 MPA3: 19.87	MPA 1: 28.86

**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 73.44% in 2011, as measured by KCCT Reading. The percentage of free/reduced lunch students scoring Proficient or Distinguished in Reading will be 72.40%, as measured by KCCT Reading.			
	Person Responsible Ms. Barbara James, Principal			
FORMATIVE ASSESSMENT	SUPPORTING EVIDENCE (name of assessment) Reading Performance Assessment (RPA)			
DATE OF ASSESSMENT	Each RPA assessment corresponds to the 12-week grading period.			
PERFORMANCE DATA FROM BENCHMARK (% Proficient)	All Students		F/R Lunch	
	2010-2011	2011-2012	2010-2011	2011-2012
	RPA1: 58.74 RPA2: 61.58 RPA3: 54.15	RPA 1: 51.52	RPA1: 55.41 RPA2: 58.60 RPA3: 50.00	RPA 1: 48.70
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	RPA1: 21.36 RPA2: 12.81 RPA3: 11.71	RPA 1: 19.19	RPA1: 21.66 RPA2: 14.65 RPA3: 13.92	RPA 1: 20.78

**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.