



2010-2011

## Semester Report and School Data Questions

### What does the data tell us?

The data tells us that we have many more students receiving interventions in reading and math this year. We have added Read 180 and more Success Maker classes. Students are not progressing as quickly as we would like in the intervention programs.

### What does the data not tell us?

The data doesn't seem to show how much our students are progressing in the reading and math intervention programs. All Intervention students are making progress, but they are just not on grade level yet and have to remain in the intervention programs. If the intervention is not helping the student gain skills, we are changing their intervention.

### What are causes for celebration?

We have changed how students are scheduled in their interventions so many more students are able to get interventions in reading and math. All students that are in the interventions in reading and math are making progress.

### What are the opportunities for improvement?

We have created a better daily tracking tool so our students' progress is monitoring daily in the Success Maker program. Our Success Maker data has shown inconsistent student usage and low average times in the program. We are also getting the parents more involved through phone calls and sending weekly reports home about their child's progress in Reading and Math.

**Next Steps**

We will continue to monitor students daily in the programs and we will focus on students' areas of needed growth. Students will receive additional small group instruction in areas they are struggling with in the Success Maker program, in addition to the Success Maker intervention. Also any students who are not being successful in their reading and math intervention will be invited to participate in ESS every Monday and Wednesday after school.

**DISTRICT 180**  
**TIER III SCHOOL SEMESTER PROGRESS REPORT**

School Name: Myers Middle School District Name Jefferson

Date Report Completed: 11/30/10

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
6th grade ADA	94.8	94.6	94.9		93.6	93.5		
7 <sup>th</sup> grade ADA	94.6	95.5	94.5		93.3	93.3		
8th grade ADA	94.9	94.6	94.4		93.7	93.5		
	DEC/JAN				JUNE			
	2009 Baseline	2010	2011	2012	2010 Baseline	2011	2012	2013
Total School ADA	94.7	94.9	94.6		93.6	93.4		
*Teacher Attendance %	95.57	93.18	95.02					
Dropout %	0.0%	0.0%	0.0%		0.0%	0.0%		
*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

Number of Retentions	JUNE			
	2010 Baseline	2011	2012	2013
6 <sup>th</sup> Grade	1	6		
7 <sup>th</sup> Grade	0	2		
8 <sup>th</sup> Grade	3	1		

Report in Percentages	DEC/JAN Baseline			
	2009	2010	2011	2012
<b>EXPLORE % Below Benchmark</b>				
# Students	278	248	258	
English	59.7%	67.93%	62.79%	
Math	72.3%	84.81%	85.27%	
Reading	74.8%	83.97%	77.13%	
Combined	84.2%	91.14%	89.9%	

*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
<p>There is not currently a program in place to address these needs. We plan to utilize our 8<sup>th</sup> grade Math and Language Arts teachers and ESS teachers to help incorporate these skills into their content classes starting February 1, 2012. This program will specifically target Reading and Mathematics basic skills and will be implemented through content classes and ESS in the 8<sup>th</sup> grade.</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
6 <sup>th</sup> grade	41	20	41	20	48		15	
7 <sup>th</sup> grade	29	28	29	28	62		19	
8 <sup>th</sup> grade	23	20	23	20	66		17	

Additional Comments for RTI - Reading	<p>Read 180 is being taught this year by one teacher at each grade level and the new Success Maker program is being used daily by all Tier 3 Reading students. This program has been successful because it addresses specific skills that students are lacking.</p> <p>Students are not exited until their scores demonstrate that they need to be moved to a less intensive tiered intervention or they are on grade level. Also all students are monitored and changes are made to their intervention if they are not being successful and showing progress.</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
6 <sup>th</sup> grade	28	13	28	13	58		1	
7 <sup>th</sup> grade	36	9	36	9	46		0	
8 <sup>th</sup> grade	17	13	17	13	62		4	

Additional Comments for RTI - Math	<p>This program has been successful because it addresses specific basic skills that students are lacking. Novice Low students are receiving daily Do the Math instruction. All other Novice math students are receiving daily Success Maker.</p> <p>Students are not exited until their scores demonstrate that they need to be moved to a less intensive tiered intervention or they are on grade level. Also all students are monitored and changes are made to their intervention if they are not being successful and showing progress.</p>
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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
6 <sup>th</sup> grade	8	9	8	9	38		18	
7 <sup>th</sup> grade	3	4	3	4	37		19	
8 <sup>th</sup> grade	8	8	8	7	21		5	

<b>Additional Comments for RTI - Behavior</b>	These students who are being serviced by our RTI Behavior Coach are all ECE students who were identified because of their intensive behavior issues. Currently, he is servicing 10 African American male students. Our home school liaison is working with students on attendance and behavior and our Student Intervention Team has been created to help with the most intensive students on each team.
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<b>Additional Comments about decrease or increase of special education referrals as a result of total RTI programs</b>
See above.

## \*\*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 45.46% in 2011, as measured by KCCT Mathematics. The percentage of free/reduced lunch students scoring Proficient or Distinguished in Mathematics will be 40.76%, as measured by KCCT Mathematics.			
	Person Responsible  Ms. Jarrell, Principal			
FORMATIVE ASSESSMENT (December/June)	SUPPORTING EVIDENCE (name of assessment)  Mathematics Performance Assessment (MPA)			
DATE OF ASSESSMENT	MPA assessments correspond to each 6 weeks grading period. Grading period 6 had two assessments (MPA6 & MPA7).			
PERFORMANCE DATA FROM BENCHMARK (% Proficient)	All Students		F/R Lunch	
	2010-2011	2011-2012	2010-2011	2011-2012
	MPA 1: 26.32 MPA 2: 8.97 MPA 3: 16.93 MPA 4: 21.00 MPA 5: 29.98 MPA 6: 25.00 MPA 7: 15.87	MPA 1: 39.29	MPA 1: 24.16 MPA 2: 8.05 MPA 3: 15.63 MPA 4: 17.50 MPA 5: 28.84 MPA 6: 22.03 MPA 7: 15.38	MPA 1: 35.93
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	MPA 1: 34.53 MPA 2: 59.51 MPA 3: 53.01 MPA 4: 53.67 MPA 5: 44.42 MPA 6: 47.78 MPA 7: 52.38	MPA 1: 36.31	MPA 1: 35.48 MPA 2: 61.74 MPA 3: 54.99 MPA 4: 55.83 MPA 5: 47.62 MPA 6: 51.86 MPA 7: 53.85	MPA 1: 40.05

\*\*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 49.87% in 2011, as measured by KCCT Reading. The percentage of free/reduced lunch students scoring Proficient or Distinguished in Reading will be 45.10%, as measured by KCCT Reading.			
	Person Responsible  Ms. Jarrell, Principal			
FORMATIVE ASSESSMENT	SUPPORTING EVIDENCE (name of assessment)  Reading Performance Assessment (RPA)			
DATE OF ASSESSMENT	Each RPA exam corresponds to each 12 week grading period.			
PERFORMANCE DATA FROM BENCHMARK (% Proficient)	All Students		F/R Lunch	
	2010-2011	2011-2012	2010-2011	2011-2012
	RPA1: 43.70 RPA2: 51.27 RPA3: 49.24	RPA 1: 36.42	RPA1: 40.16 RPA2: 47.26 RPA3: 46.53	RPA 1: 33.85
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	RPA1: 12.29 RPA2: 14.33 RPA3: 11.33	RPA 1: 25.46	RPA1: 13.72 RPA2: 16.23 RPA3: 12.93	RPA 1: 27.98

\*\*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.