



2011 - 12

Semester Report and School Data Questions

What does the data tell us?

The data tells us students are progressing, but not as fast a rate as we would like. The behavior data is much improved over 2010-11.

What does the data not tell us?

The data does not identify the specific intervention which is causing increased achievement. We cannot trace a direct correlation among all the efforts being provided to our tier 3 students.

What are causes for celebration?

There is a more focused implementation of interventions. Adults are being utilized to support student achievement. The use of data to drive interventions and instruction is progressing to a high level. Behavior data has vastly improved.

What are the opportunities for improvement?

Staff continues to work on instructional delivery for the Core Program. The various schedules will be analyzed to ensure a smooth and seamless intervention plan for next year. We will continue to utilize the student data notebooks to connect student achievement to the student. We want staff and students to own the data and the learning.

Next Steps

Develop 2012-13 schedule to best utilize adults, programs, interventions, instructional times, and lab to support intervention delivery as well as instruction. Apply for DuFours PLC project. Implement common collaboration time for support staff to best develop and utilize their strengths and to enhance their skills.

DISTRICT 180
TIER III SCHOOL SEMESTER PROGRESS REPORT

School Name: Rangeland Elementary 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
Kindergarten ADA	94.0	95.8	96.4		94.2	94.4		
1 st grade ADA	95.4	96.3	96.1		94.7	96.3		
2 nd grade ADA	95.4	97.3	96.2		95.5	96.1		
3 rd grade ADA	95.9	96.9	97.7		95.8	96.4		
4 th grade ADA	96.9	97.6	96.3		96.1	96.5		
5 th grade ADA	97.0	97.6	97.6		96.4	93.8		
	DEC/JAN				JUNE			
	2009 Baseline	2010	2011	2012	2010 Baseline	2011	2012	2013
Total School ADA	95.6	96.8	96.6		95.3	95.4		
*Teacher Attendance %	95.80	97.27	96.02					
*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	55	21	29	41	N/A		N/A	
1 st grade	30	30	2	19	20		0	
2 nd grade	47	20	4	11	37		19	
3 rd grade	57	31	1	19	25		0	
4 th grade	48	9	7	13	32		11	
5 th grade	43	8	1	18	11		7	

Additional Comments for RTI - Reading	<p>We purchased more Success Maker licenses for reading which allowed us to target more students with this intervention. Our data reflects a decrease in Tier III students and an increase in Tier II and Tier I students. 1-12 Implementation of student collecting and analyzing their own data has proven to be effective. Success Maker licenses available for all tiered students 5 days a week. Grades 3 -5 received Coach books. Interventions have been much more focused and intentional. Frequent data review by staff has positively affected achievement. Reading Instructional Coach provides effective PD and support to staff.</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
Kindergarten	N/A	14	N/A	19	N/A		N/A	
1 st grade	24	12	0	25	30		9	
2 nd grade	38	18	6	23	22		5	
3 rd grade	63	18	26	30	19		1	
4 th grade	25	5	0	22	26		8	
5 th grade	22	8	0	24	18		6	

Additional Comments for RTI - Math	<p>We purchased additional Success Maker Licenses for Math and were able to provide interventions to more students. This helped move our students toward proficiency. However, we made this adjustment mid - year and we were not able to move as many as we would have liked. 1-12 Math Staff Developer provides effective PD and support to staff. Math Success Maker is utilized as intervention for every student in tier 3. Study Island lab is provided for students. Coach books provided to all students.</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
Kindergarten	28	14	0	19	2		1	
1 st grade	34	9	5	24	5		2	
2 nd grade	20	8	5	21	3		0	
3 rd grade	31	5	8	25	1		1	
4 th grade	18	4	5	9	1		0	
5 th grade	19	1	9	16	0		0	

Additional Comments for RTI - Behavior	The district provided us with an in-house Success Coach to work with students whose behaviors were getting in the way of their learning. The Success Coach would work with students in the classroom, redirect behaviors, and work with small groups on social skills. The Success Coach also worked with teachers to give feedback to them after observing the teachers interaction with students. This feedback helped teachers avoid hot buttons of students and forced teachers to be innovative in keeping students engaged. Students engagement in lessons, cut down on the behavior issues. 1-12 District Success Coach continues to be effective with proactive strategies for students, staff, and parents.
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Additional Comments about decrease or increase of special education referrals as a result of total RTI programs
The Success Coach has helped to minimize the number of referrals to ECE. Frequent data reviews staff and students has allowed for instructional adjustments, goal setting, and program reviews to better meet needs of students and support reading, math, and behavioral achievement.

**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 60.54% in 2011, as measured by KCCT Mathematics. The percentage of free/reduced lunch students scoring Proficient or Distinguished in Mathematics will be 57.01%, as measured by KCCT Mathematics.			
	Person Responsible Mashelle Kiggins, 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: 31.91 MPA2: 40.94 MPA3: 35.14	MPA 1: 36.50	MPA1: 29.75 MPA2: 37.59 MPA3: 31.41	MPA 1: 34.83
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	MPA1: 52.13 MPA2: 41.52 MPA3: 42.16	MPA 1: 42.00	MPA1: 56.33 MPA2: 42.55 MPA3: 44.87	MPA 1: 43.26

**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 64.87% in 2011, as measured by KCCT Reading. The percentage of free/reduced lunch students scoring Proficient or Distinguished in Reading will be 61.03%, as measured by KCCT Reading.			
	Person Responsible Mashelle Kiggins, 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: 54.44 RPA2: 55.68 RPA3: 44.44	RPA 1: 45.96	RPA1: 50.67 RPA2: 52.90 RPA3: 41.77	RPA 1: 45.45
PERFORMANCE DATA FROM BENCHMARK (% Novice Reduction)	RPA1: 17.22 RPA2: 16.76 RPA3: 16.93	RPA 1: 26.77	RPA1: 18.67 RPA2: 18.06 RPA3: 18.35	RPA 1: 27.77

**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.