

SRP STUDENT DEMOGRAPHICS

There were 1973 students served at the SRP schools (for those schools that submitted list of students). The following are the descriptors of the overall numbers:

- ❖ The number of students served at each school ranged from 21 to 303, with a mean number being served of 86 students per school,
- ❖ Of the 1973 students, 966 are African-American (49.0%), 793 are white (40.2%), 106 are Hispanic (5.4%), 86 are other/not reported (4.4%), and 22 are Asian or Native American (1.1%),
- ❖ The majority are males 58.6%, while 40.4% are females (1% unreported),
- ❖ 88.1% qualified for free or reduced lunch,
- ❖ 490 students were suspended with the most being suspended on 13 occasions,
- ❖ The number of days suspended ranged up to 29 total days with a median of 2 days per student suspended, and
- ❖ 191 students (9.7%) were retained.

ELEMENTARY SCHOOLS

There were 752 students served at the elementary schools (for those schools that submitted list of students). The following are the descriptors of the overall elementary numbers:

- ❖ The number of students served at each school ranged from 21 to 225, with a mean number being served of 68 students per school,
- ❖ Of the 752 students, 332 are African-American (44.1%), 321 are white (42.7%), 57 are Hispanic (7.6%), 37 are other (4.9%), and 5 are Asian or Native American (0.7%),
- ❖ The majority are males 57.6%, while 42.4% are females,
- ❖ 96.7% qualified for free or reduced lunch,
- ❖ 42 students were suspended with the most being suspended on 4 occasions,
- ❖ The number of days suspended ranged up to 8 total days, and
- ❖ 20 students (2.7%) were retained.

Atkinson

Our mission is to connect our most needy non-ECE students with the best teaching in a special, intensive intervention environment. We are making a concerted effort to address the literacy needs (and at third grade—the math needs) of the students that data indicates struggle the most. Our mission is to raise the targeted students to grade level with intensive, deep intervention and then replace them with other students we can raise to grade level or above. They are called Demonstration Sites due to the fact the most qualified teachers will teach the class. They will open their doors for other teachers to observe their work and in the time following their instruction each day, they will coach other teachers in the building. (Demonstration Site has a 7 page outline/description of the program.)

Blue Lick

Our program is coordinated by a Success of All (SOA) coach, which is funded through the SRP monies. He starts each day by touching base with each of the identified students and helps them set daily goals and get the day off to a good start. Throughout the day, he goes in and out of classes, monitoring the academic and behavior progress of each of these students. If behavior starts to affect them in the classroom, our SOA coach goes and meets with the child. For academic concerns, the SOA coach may pull the child out and tutor him in his office, he may go into the class with the child and work with him individually, or he may set up a time where the two of them can meet later in the day. Our SOA coach also meets with these students for social skills interventions and he is seen as a mentor to these students.

Breckinridge/Franklin

The students who qualify for the Student Recovery Program in reading/writing/mathematics will receive additional instructional support through a model like our Daytime ESS Waiver Model with a retired, certified teacher. This will occur through our Extended Day teacher and our Student Recovery retired teacher. The students who qualify for the Student Recovery Program in attendance will participate in attendance groups, have their attendance monitored, participate in incentives and parent/student meetings.

Camp Taylor

To increase classroom productivity and decrease disruptive behaviors.

Cochran

Our School SRP program has focused on literacy. We have made sure that our students have been engaged in small group instruction on a daily basis. Services are provided by our Instructor I (salary paid for through the grant), ESS, and interventions within the classroom. These students have also been engaged daily on SuccessMaker, before and during school. We have seen an average of a 5.5 gain (DRA/DIEBELS) with our students, with several getting 10 point gains. We have also monitored closely their attendance. Our attendance committee meets bi-weekly. We make phone calls, send letters, and provide supports to ensure that the students are at school.

Gilmore Lane

Our SRP program consisted of a retired teacher who worked with these students with reading and math interventions while supporting these students with work on social skills.

Hazelwood

Hazelwood Elementary uses Student Recovery Program funds to hire a retired teacher to provide intensive small group instruction in reading to students who have been identified as Novice readers. These students are selected based on past performance on the KCCT and PAS. This teacher

provides an additional guided reading group to the identified students four days a week. The guided reading group instruction focuses on vocabulary development, fluency and comprehension.

Maupin

Maupin used the SRP funds to run behavioral interventions.

Minors Lane

Targeted SRP students will be given additional small group support in math core content instruction by a part-time certified teacher resulting in the reduction of inappropriate behaviors, increased academic performance, and enhanced collaborative opportunities for teachers. In addition, targeted SRP students will receive increased teacher support using a variety of instructional strategies addressing individual learning styles. These strategies will include, but not be limited to, the use of graphic organizers, math manipulatives, core content guided practice components, and appropriate visuals. All materials will be aligned to Math Investigations II materials and the program overview.

Okolona

Our Student Recovery Program focuses on motivating students to work to their full potential in the area of reading. A major component of our program is analyzing student work, conferring with them about their progress and setting individual goals. From the analysis of student needs, we develop flexible, needs based groups or conduct one-on-one lessons. To reward the students for their hard work, they participate in a fitness program that involves basketball, dancing, jump rope, and hula hoop activities. We have found our program at Okolona to be very successful.

Portland

The SRP program at Portland focuses on Reading and Math Interventions and targets students with needs for attendance and social skills interventions as well. These students have an interventions contract that includes a social skills program that could meet as frequently as on a daily basis to as infrequently as on a weekly basis and includes an attendance monitoring system. Support is provided through the interventions specialist, retired teachers and an instructional assistant. Programs such as Successmaker Reading and Math, CARS/STARS, and Study Island are used.

Roosevelt Perry

To help targeted students with academic and behavioral interventions so they could be successful in class.

Semple

We used the SRP funds to target a reduction in behavior referrals and increase in academic performance.

Shelby

Shelby used the SRP funds to pay for an instructional assistant with a background in ECE. Students were chosen for the SRP program based on a number of factors, including math and reading assessments, attendance, behavior, and teacher recommendation. The SRP assistant collaborated with classroom teachers and worked with students in their areas of need. SRP students received priority when assigning Every 1 Reads or Big Brother/Big Sisters volunteers for tutoring and mentoring. They also received targeted reading and math interventions based on the analysis of student work and data from student assessment. The SRP assistant monitored the progress of all of the students.

Slaughter

SRP funds were utilized to provide the following:

- Include social studies concepts in literacy centers to support students identified through the SRP.
- Science concepts will be incorporated into literacy centers to support students identified through the SRP.
- Purchase math and reading Success Maker licenses and provide math and reading interventions.
- Technology such as Leap Pads, listening station equipment, and computer software were purchase and utilized to support SRP and NCLB subgroups.

Watson Lane

The Watson Lane Elementary Student Recovery Program (SRP) included 32 Target Students who were identified by the district as meeting criteria of at least 3 of 7 at-risk factors. Watson Lane staff also identified students to participate in SRP activities based on Response to Interventions (RTI) data in the areas of reading and math, per Diagnostic Reading Assessment (DRA) Tier II & III and Math CASCADE results. A total of 225, including JCPS identified target, students participated in Watson Lane 2009-2010 SRP activities.

Three Retired classroom teachers were hired to provide daytime reading interventions (Reading Mastery, Earobics, and supplementary Rigby guided reading groups). Pamela Ross provided interventions 5 days a week while Annette Rich and Kathy Mullins provided interventions 2 days a week each for 6 weeks in the fall and 6 weeks in the spring. While the daytime SRP program focused on literacy instruction, the SRP After-School Instructional Program focus was on math and writing in the content areas to demonstrate learning. 12 classroom teachers were hired to provide planning and instructional extensions to their students 1-2 times per week for 1 hour each session. 3 ECE teachers also built in additional time slots to provide specialized interventions during and after school. Finally, Life Institute's Dr. E. Woods was hired to provide weekly reading and math intervention through Operation Hope, small group reading and math instruction embedded within therapeutic contexts of real life and social skills, for a select group of our most challenging students.

Wheatley

With the SRP funds we hired a part-time counselor to provide counseling services to students.

MIDDLE SCHOOLS

There were 368 students served at the middle schools (for those schools that submitted list of students). The following are the descriptors of the overall middle school numbers:

- ❖ The number of students served at all schools were less than 42, except one which served 188 students,
- ❖ Of the 368 students, 202 are African-American (54.9%), 144 are white (39.1%), 10 are Hispanic (2.7%), 9 are other (2.4%), and 3 are Asian (0.8%),
- ❖ The majority are males 64.4%, while 35.6% are females,
- ❖ 96.4% qualified for free or reduced lunch,
- ❖ 151 students were suspended with the most being suspended on 13 occasions,
- ❖ The number of days suspended ranged up to 29 total days with a median of 4 days, and
- ❖ 15 students (4.1%) were retained.

Frost

The SRP funds were used to work with students performing at the Novice level in math and move them to the Apprentice level.

Olmsted North

Provide after school tutoring to these students (we sent letters out at the beginning of the year offering this). We have an Instructor III who checks on these students weekly with content area teachers, is a contact with students, and keeps data on their performance and keeps in contact with parents. We mail home frequent progress data (each six weeks) through a clerical person on each student.

In May 2009, 37.23 percent of Olmsted Academy North students were reading at the novice level on CATS. Additionally, 40 students were identified as needing extreme social and academic interventions based on grades, attendance, and behavior. During the 2008/2009 school year, these forty students were responsible for 32 referrals to the office, 26 suspensions from school, and they were absent from school an average 9 days a piece. Finally, these forty students failed a total of 33 classes during the 2008/09 school year. The SRP program is designed to help these 40 student improve in the areas of social and academic performance.

Our SRP goal is that by May of 2010, 30 (75%) of the forty targeted SRP students will score at an Apprentice or above in reading course recovery. Additionally, the forty students will reduce disciplinary referrals, suspensions, and absences by 50%. Finally, of the forty students failing classes in 2008/09, there will be a 50% reduction in the number of classes failed by 50% and/or successfully completing their grade level curriculum.

Olmsted South

During the school year of 2009-2010, I was allotted a list of students who were displayed as being at risk students; whether it was due to attendance, failing grade levels, behavior, free lunch and many other topics that distinguished the outcome of being placed on the list. While connecting with the students to increase attendance, reduce the number of referrals, S.T.O.P., and suspensions for each individual as well as behavior issues.

There were several groups throughout the 2009-2010 school year that made an impact on the students. Those of the young ladies that were willing to participate, it really made a difference in their at risk status. "Choices" is just one of the groups that focused on making a better choice when one is upset. I opened the computer lab in the mornings to help students that were struggling in subjects required in order to be promoted to the next level. It was also opened to students who wanted to complete assignments/projects.

I do a lot of after school activities and encourage the students on my list for the year to get involved in programs, clubs, athletics, and other events that take place after school; they usually do. I worked with some of the young ladies with Volleyball, Dance, and Track and home work if needed. I also guide them in making the right choices for other after school events that they may want to participate in. I attend events that the young ladies are in to show my support for them.

I would meet with the students' one on one, in the classrooms, the lunchroom, hallways and even visited in their homes. The key to making sure that the students continue to maintain good progress is to constantly connect with the young ladies. My office is always open to the students and they know that. With the help of the teachers and staff working together it lets the students know that Frederick Law Olmsted Academy South is here for them.

Stuart

There were 188 students who needed interventions. We have an enrichment period built into our master schedule that allows for opportunities to serve students who might need more intense instruction. We targeted those students who were at risk in the areas of both reading and math. In most cases these students were also at risk in 3 or more other areas. One of the main benefits of our enrichment classes is that they allow for smaller class sizes in order to give more individualized instruction. Students had the opportunity to work on reading and/or math skills for up to 3 grading periods. As needed, we moved students in and out of the classes in order to serve as many students as possible. Due to the larger number of 8th graders, some students attended ESS. We did not target our ECE students during these enrichment classes because their IEP's dictate their instruction, however, usual progress data was kept by ECE teachers.

Thomas Jefferson

The students were divided up between Ms. Edrington, our counselor Ms. Carothers, our YSC Mr. Owens, and our behavior Coach Mr. Williams for "mentoring"....each week they would meet briefly with their assigned person who would review with them their daily sheets which tracked their attendance, behavior, and academics. Students would set goals to focus upon or receive whatever intervention or help needed by their mentor. We also had the AP's meet with each group at a grade level to discuss their goals, and then had team meetings with each one of the kids and his mentor with his interdisciplinary team. Prior to referrals being written on the students or as an extra layer of intervention, teachers were asked to let the mentor of the student let them know if there were

problems occurring in the classroom in terms of behavior, attendance, or grades. We also gave them rewards for meeting their goals (took them out to lunch or on field trips), etc. I also spoke with them at a group meeting at the end of the year attempting to relate my personal experience from school/life to their life in a "motivational" type message...

Western Middle

The Student Recovery Program at Western was redesigned this year in a new format. We implemented the program to focus on our intensive students. We hired one person to oversee the progress of students and to support the three teachers selected to mentor their selected groups of students. Teachers took ownership and responsibility for their students. The focus was on improving student suspensions and attendance. The suspension reduction was 40% and attendance improved by 9%. We will follow the same format next year. We will improve the program by having those students from within the program who are successful become peer mentors.

Westport

New Principal.

HIGH SCHOOLS

There were 853 students served at the high schools (for those schools that submitted list of students). The following are the descriptors of the overall high school numbers:

- ❖ The number of students served at each of the schools was between 70 and 303 with a mean of 142,
- ❖ Of the 853 students, 432 are African-American (50.6%), 328 are white (38.5%), 39 are Hispanic (4.6%), 40 are other/not stated (4.7%), and 14 are Asian or Native American (1.6%),
- ❖ The majority are males 57.1%, while 40.2% are females (2.2% are not stated),
- ❖ 76.8% qualified for free or reduced lunch,
- ❖ 297 students were suspended with the most being suspended on 10 occasions,
- ❖ The number of days suspended ranged up to 26 total days with a median of 3 days, and
- ❖ 156 students (18.3%) were retained.

Fairdale

All of these students are enrolled in e-school. They are assigned a period throughout the day to work on their course. I have an instructor whose job is to work with these students all day so we don't have any scheduling conflicts and can fit this period into any schedule

Iroquois

We used the SRP funds for credit recovery using Plato system.

Shawnee

In March of 2009, it became apparent that there were too many students at Shawnee who were behind on their credits. While some students were only behind 0.5 credits, others were 10.0 or more credits behind. Unfortunately, our master schedule does not accommodate this many students being enrolled in make-up courses. Thus, we purchased a site-license to operate the EdOptions credit recovery program. This is an online, comprehensive, set of courses that allows students 24-hour access to their classes. In addition, we added credit recovery courses to the schedule so students could have time during the day to work on their make-up courses and allow a teacher to monitor their progress and grade tests.

Since its implementation last summer, EdOptions has allowed us to recover more than 50 credits worth of courses from the students who have successfully completed the course work.

Valley

The Valley Traditional High School Student Recovery Program students were serviced by course recovery. Students were placed in a course recovery lab during the school day that allowed them to make up courses either through e-school or Plato software.

Waggener

Our SRP money was used to help begin our freshman academy this year, so all first year 9th graders benefitted.

Western High

ESS Summer Program is designed for 9th through 12 graders to make up ½ credit during a summer term. Western offers Math, Science, English, and History as core content. Individual classes are offered within the core content subjects. ECE core content classes are offered with the summer classes and consist of the same core content subjects available as stated above. Western is serving struggling students by recovering lost credits in core content area by instructional reinforcement of missing skills. Instructional materials used to support the program consist of Jefferson County Units. ESS Grip Program is designed for students who did not receive a passing grade on the Kentucky Core Content Standards test for Mathematics or Reading. The content is based on the Math Recovery Graduation packet and the Reading High School Diploma Standards assigned by the state. In addition Writing on Demand is available for students who scored a Novice. This program is available after school and students are identified, notified, and attend teacher guided instruction. The students then take the exams and must receive the passing amount of points for recovery.

MIDDLE/HIGH SCHOOL

Moore

Sixty percent was spent on part-time instructional personnel-used throughout the school for various reading and math interventions. The remaining 40% was split between classified overtime and various other student-related expenditures. We chose this approach in order to serve as many students

as possible. Specific recovery efforts such as ESS, Credit Recovery, and Middle School Course Recovery were covered by other budget lines and by specific add-ons.

Elementary Demographics

	Breckinridge -Franklin	Cochran	Gilmore Lane	Hazelwood	Maupin	Minors Lane	Okolona	Portland	Shelby	Slaughter	Watson Lane	Total
<u>Number</u>	30	35	69	48	63	31	21	76	29	125	225	752
<u>Gender</u>												
Male	17	25	37	29	44	16	10	39	20	70	126	433
Female	13	10	32	19	19	15	11	37	9	55	99	319
<u>Race</u>												
Asian	0	0	0	1	1	0	0	0	0	0	1	3
Black	14	21	37	21	48	8	11	34	26	55	57	332
Hispanic	1	0	1	3	4	7	3	1	0	32	5	57
Indian	0	2	0	0	0	0	0	0	0	0	0	2
Other	4	1	2	2	2	1	0	2	0	14	9	37
White	11	11	29	21	8	15	7	39	3	24	153	321
<u>Lunch</u>												
Free/Reduced	29	35	68	47	62	30	20	76	28	124	207	727
Paid	1	0	1	1	1	1	1	0	1	1	18	25

Middle School Demographics

	Frost	Olmsted North	Olmsted South	Stuart	Thomas Jefferson	Western MS	Total
<u>Number</u>	32	40	33	188	33	42	368
<u>Gender</u>							
Male	18	40	0	130	22	27	237
Female	14	0	33	58	11	15	131
<u>Race</u>							
Asian	0	0	0	2	0	1	3
Black	18	20	24	95	18	27	202
Hispanic	0	4	1	2	3	0	10
Indian	0	0	0	0	0	0	0
Other/Not Reported	0	0	2	4	1	2	9
White	14	16	6	85	11	12	144
<u>Lunch</u>							
Free/Reduced	32	40	30	180	31	42	355
Paid	0	0	3	8	2	0	13

High School Demographics

	Fairdale	Iroquois	Shawnee	Valley	Waggener	Western HS	Total
	84	70	230	79	303	87	853
<u>Gender</u>							
Male	40	46	132	39	180	50	487
Female	26	24	98	39	123	37	347
<u>Race</u>							
Asian	1	0	1	1	8	1	12
Black	18	46	119	29	152	68	432
Hispanic	0	4	0	0	33	2	39
Indian	0	0	0	0	2	0	2
Other/Not Reported	19	1	7	1	11	1	40
White	46	19	103	48	97	15	328
<u>Lunch</u>							
Free/Reduced	48	57	196	50	238	66	655
Paid	18	13	34	28	65	21	179